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ASEAN University Games: Toward Creating First Class Human Capital

ABSTRACT: In the perspective of sports, many people believe that sports, national education, and politics are the three most dominant and pervasive social forces that shape a society of a nation, and influence the quality and character of the particular culture. Sports places a significant social responsibility on those who influence sports, which includes the sport administrators, coaches and athletes, officials, and sports media staff. These are the interested parties as to assure that athletes' involve in competition can helps build positive characters and ethics of the participants, sports fans, and other sport stake holders. This paper, based on the qualitative study, addresses the role of sport towards creating first class human capital. Organizing sports even, such as ASEAN (Association of South East Asian Nations) University Games or AUG and SEA (South East Asian) Games, as a good framework towards developing first class human capital. ASEAN with more than 600 million peoples, not only rich in natural resources, but also endowed with talented human resource has the potential and able to contribute to economic development, where sports will be the starting mechanism. Human capital model discussed in this paper can be a foundation of developing human capital agenda for future labor demand and supply in the job market. Sport itself is an industry that can have an impact on growth and development of a nation.

KEY WOR: Sports; ASEAN University Games; Human Capital; Economic Development.

INTISARI: "Sukan Universiti ASEAN". Dalam perspektif sukan, ramai berpendapat bahawa sukan, pendidikan negara, dan politik merupakan tiga unsur yang mendominasi kuasa sosial yang menyerlah dalam pembentukan masyarakat, serta memberi pengaruh terhadap satu-satu budaya. Sukan meletakkan pertanggungjawaban sosial ke atas mereka yang mempunyai pengaruh dalam sukan, seperti pengurus-pengurus sukan, jurulatih, ahli sukan itu sendiri, pegawai-pegawai sukan, dan media. Kumpulan-kumpulan yang mempunyai kepentingan ini berperanan untuk memastikan peserta sukan yang menyertai pertandingan boleh membantu untuk membentuk sikap positif serta etika ahli-ahli sukan, peminat-peminat sukan, dan pemegang taruh yang terlibat dalam sukan. Kertas ini, berasaskan pengajian kualitatif, membincangkan peranan sukan terhadap pembentukan modal insan kelas pertama. Penganjuran sukan, seperti AUG atau Sukan Universiti ASEAN (Persatuan Bangsa-bangsa Asia Tenggara) dan Sukan SEA (Asia Tenggara), merupakan kerangka yang baik ke arah pembentukan modal insan kelas pertama. ASEAN yang mempunyai penduduk melebihi 600 juta, bukan hanya kaya dengan sumber asli, tetapi juga memiliki sumber manusia yang berbakat dan mempunyai potensi yang boleh menawarkan sumbangan yang besar kepada pembangunan ekonomi, dimana sukan boleh menjadi makanisme ke arah tersebut. Beberapa modal sumber manusia yang diketengahkan dalam penulisan ini boleh dijadikan landasan sebagai agenda pembentukan modal insan kelas pertama untuk keperluan permintaan dan penawaran dalam pasaran buruh di masa depan. Sukan itu sendiri adalah sebuah industri yang dapat memberi impak kepada pertumbuhan dan pembangunan sebuah negara.

KATA KUNCI: Sukan; Sukan Universiti ASEAN; Modal Insan; Pembangunan Ekonomi.

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INTRODUCTION

“Be prudent over South China Sea” is the message stressed by the China leader upon leaders that present during 17th ASEAN (Association of South East Asian Nations) plus Three Summit to joint development in this “golden” region (Roy, 2013; and Thayer, 2014). ASEAN is the third largest market in the world with the population of more than 600 million peoples with all potentials and offer the endless possibilities. During the summit, ASEAN has determined to look beyond 2015 by drawing up a 10-year blueprint to chart its direction after the emergence of an integrated ASEAN Economic Community or AEC (Krishnan, 2011; and Thuzar, 2016).

The Ney Pyi Taw Declaration in Myanmar on ASEAN Community’s Post 2015 Vision has endorsed the ongoing work to develop the blueprint that will cover the period 2016-2025, which determined to shape a bold and forward looking future for ASEAN that will enhance the ASEAN Economic Community. There are three main factors have been discussed and elaborated from the summit comprised of: ASEAN as a Community and Capital; Sports as the Tool of Develop or Agent of Change; and Develop First Class Human Capital (*cf* Brennan, 2001; Huang *et al.*, 2002; and Intal, Jr. *et al.* eds., 2014).¹

In the perspective of sports, many people believe that sport, national education policy, and politics are the three most dominant and pervasive social forces that shape a nation, and influence the quality and character of the particular culture of a nation (Coakley, 2004). Skip Sauer (2010) argues that the economic potential of sports facilities designed as part of urban neighborhoods can revitalize urban areas and change the focus of economic development (Sauer, 2010).

Michael A. Leeds (2015) shows also strong evidence that participating in sports

improves school performance and later labor market performance (Leeds, 2015). Perhaps most interesting in the finding that sports improves non-cognitive skills very early in life. If participation in sports at such an early age has a long-term effect on human capital accumulation, then public support of sports is particularly important for young children (Micheli & Purcell eds., 2007; and Leeds, 2015).

A case study by Mohd Fauzi Haji Ramlan, Hanafiah Ayub & Muhammad al-Amin Mustafha (2012) shows strong relationship between team skill and critical thinking solving problem among athletes in UPM (*Universiti Putra Malaysia*) in Serdang, Selangor, Malaysia. Thus, these results justified strong support from relevant bodies or sectors in allocating grants or funding for sport activities (Ramlan, Ayub & Mustafha, 2012).

On different perspective those who have leadership opportunities and decision-making authority in shaping the values of organized sports have enormous power to up-lift and improve the nature and characters of one particular society. With this huge power, comes along with it is public responsibility (Brown & Treviño, 2006).

The love of sports is so deeply embedded in the national consciousness that the values of millions of people, especially when we relate them with ASEAN countries at the international sports stage. The sportsmen, sportswomen, and the sports fans were directly and dramatically affected by the values conveyed by organized sport. In the ASEAN perspectives, member countries have established different level of sport activities. These three major sport events are the SEA (South East Asian) Games, ASEAN University Games (AUG), and AFF (ASEAN Football Federation) Suzuki Cup. The general aims of these sport activities are to transform broader society of all sectors for the better future, in particular, in the area of economic development in the region (ASEAN Secretariat, 2011).

From the pre-competition until the whole period of the competition of sports setting, involvement of media is paramount

¹See also, for example, “Nay Pyi Taw Declaration on the ASEAN Community’s Post-2015 Vision, Nay Pyi Taw, Myanmar: 12 November 2014”. Available online at: http://www.asean.org/storage/images/pdf/2014_upload/Nay [accessed in Kota Kinabalu, Malaysia: August 31, 2017].

important. Televised sporting event, either live or recorded, enabled participating nations imagining their “heroes” in an enormous dimension. Media’s involvement not only limiting their participation in reporting of events results, but also their interaction with athletes and sports officials (cf Puchan, 2013; and Min, 2015).

Coverage of game village’s environment has to be shared with the general public the friendship and togetherness among athletes; and how the local staged their support to their local athletes as well as athletes from other participating countries. This places a significant social responsibility on those who influence sports which includes the sport administrators, coaches and athletes, officials, and sports media staff. Media coverage and reports are to assure that athletes’ helps build positive, ethical and professional characters of the participants, sports fans, and others (Whannel, 1992; and Hahn, 2010).

Generally, after the closing ceremony of any sport events and AUG is no exception, there have never been any structured programs formulated in term of human capital enhancement. Indeed, sport is not limited only to competition per se, but the importance of sports in society, the benefits, effects of sports and health, sport and politics, sport and economic development, technology in sports, using sports to fight the social problems, and technology in sports (Coff, 2002; Oloyede, Akinsanmi & Nathaniel, 2012; and Aring, 2015).

Thus, ASEAN must view sport as a platform to develop first class human capital, especially the young generation. Yes, it is easy to say than done. ASEAN having and experiencing long outstanding history of sport collaboration and competition; the prospect of this region is enormous (Huang *et al.*, 2002; Aring, 2015; and Min, 2015). Therefore, how much sports are able to influence a nation in developing first class human capital? The following character of participants are some of the principles and model in sports and its impact toward caving better human capital within this region (Huang *et al.*, 2002; Sato,

2014; and Tan & Tang, 2016).

This article, based on the qualitative study (Wolsey, Minten & Abram, 2011; Jons, Brown & Holloway, 2013; Hossini *et al.*, 2014; and Surujlal, 2017), tries to explore the ASEAN University Games toward Creating First Class Human Capital. It will be analysed pertaining: (1) the Character of Participants & Society as a Whole; (2) Personal Development Model; (3) Olympian Model: Competition for its Own Sake; (4) Professional Responsibilities within Sports: First Class Human Capital; (5) Sports Developed Character; (6) Sport as Tool to Human Capital Transformation; (7) Market Dynamism of ASEAN; (8) ASEAN Need Transformative Leaders: Using Sport as One of the Tools; (9) Nation Transformation; and (10) Principles for Transformative in Human Capital.

FINDINGS AND DISCUSSION

The Character of Participants & Society as a Whole. This matters are related also to some concepts, such as: impact of coaches; sports values reflect ASEAN (Association of South East Asian Nations) culture; recreational model between fun & enjoyment; dominant reason to participate; fun without winning; and lessons from striving. The description for each concept is following here.

Impact of Coaches. While academic and athletic administrators can influence the conduct of student-athletes and spectators, it is the coaches who have the most impact in determining, which values are demonstrated and promoted in sports (Kraft, Blazar & Hogan, 2016).

Sports Values also Reflect ASEAN Culture. The values of people who participate in sports, including spectators, not only shape our culture, they also reflect it. Thus, people involved in sports should be aware and consider the impact of major social trends that will inevitably affect the values and character of athletes, coaches, and athletic administrators, for example in SEA (South East Asian) Games, AFF (ASEAN Football Federation) Suzuki Cup for football competition, and Thomas

Cup for badminton competition (ASEAN Secretariat, 2011; and Baba, 2016).

Recreational Model: Fun & Enjoyment. The simplest and most basic model of sports views athletic competition primarily as a recreational activity involving physical exercise for the purpose of fun and enjoyment (McKenney, Ashton & Broach, 2012). Under this athlete-centered model, the controlling objective of athletic competition is that the athletes experience healthy fun. Coaches, too, ought to enjoy the experience (Kraft, Blazar & Hogan, 2016).

Dominant Reason to Participate. The recreational model is most dominant in sports programs for young children. The primary reason youngsters participate in sports is to have fun (Carmichael, 1993; and Streaan & Holt, 2000).

Fun without Winning. Sports are not about winning. Sports are great source of enjoyment; most participants derive fun from many other sources, including: camaraderie and friendships, feeling part of a team, improving skills, and pride in performing well (Kohn, 1990; and Streaan & Holt, 2000).

Lessons from Striving. A sport not only exclusive emphasis on winning, sports competition is about striving to do one's best (Torres & Hager, 2007). Sports programs adopting the recreational model must emphasize the following values:

Firstly, the Importance of the Team. One of the great pleasures that can be derived from sports is the sense of belonging, togetherness, friendship, and companionship that flows from team activities (Eitzen ed., 2005).

Secondly, Balanced Competition. Generally, participants have more fun when the competition is balanced enough to make the games competitive; and give all teams and athletes a reasonable chance to win (Snyder & Spreitzer, 1989).

Thirdly, Participation of All Athletes. In the recreational model, all participants should have opportunities to play and enjoy themselves. Letting only the best players participate puts undue emphasis on winning and deprives many players and

their families of enjoyment. If the balanced team concept is used effectively, playing all athletes results in challenging and competitive games, and everyone has more fun (Snyder & Spreitzer, 1989; and Eitzen ed., 2005).

Fourthly, Positive Coaching. Though many styles of coaching can produce excellent performance, the recreational model calls for providing a nurturing and affirming atmosphere and a confidence-building experience. Positive coaches always treat their athletes with respect and stress affirmation and praise. They are especially careful to think of improvements in incremental terms and to make their criticisms in a constructive manner (Thompson, 1995; and Lumpkin & Stokowski, 2011).

Personal-Development Model. Under personal-development model, the major objective of organized sports is to promote the physical, mental, social, and moral development of participants (Brennan, 2001; Barrick *et al.*, 2007; and Edim, 2011). Like the recreational model, this model is athlete-centered, but personal improvement in skills and character are the critical motivations that either supplement or override concerns about having fun.

Under the educational model of sports, coaches are first and foremost teachers. Their success is measured not by victories and records, but by the extent to which they help their athletes improve their skills and become better person (Harris, McMahan & Wright, 2012; and Kraft, Blazar & Hogan, 2016). So, it is important to stress the concepts like: Placing Athletes' Welfare First; Sports as a Setting for Learning; Supporting Academic Goals; and Educational Value of Competing.

Placing Athletes' Welfare First. Sports programs sincerely dedicated to the personal model insist that coaches put the overall welfare of the athlete above other considerations (Kraft, Blazar & Hogan, 2016).

Sports as a Setting for Learning. Sports provides a receptive setting for teaching and learning. Because the vast majority of youngsters, who participate in sports, are

highly motivated, coaches have unusual influence and authority as educators (Zarins & Savolainen, 2016).

Supporting Academic Goals. Coaches who understand their role as teachers place great emphasis on assuring that the athletic experience supplements and enrich the academic education of student-athletes – it should never undermine it. Thus, coaches must be vigilant to perceive and deal with students, who are not giving adequate attention to their schoolwork (Barnson, 2011; and Zarins & Savolainen, 2016).

Educational Value of Competing. Many coaches, who see themselves as educators, overemphasize the importance of winning. They believe that what is important is to teach how to win and that the only true confirmation of the success of educational efforts is winning. This is self-defeating in most cases, since most teams or individual athletes don't win. In fact, in terms of life skills, it is even more important that all athletes learn to try their best and to deal with any outcome with grace and dignity (Harris, McMahan & Wright, 2012; and Barnson, 2011).

Olympian Model: Competition for its Own Sake. In the Olympic Creed, there is an important statement, as following here:

The most important thing in the Olympic Games is not to win, but to take part; just as the most important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well (in Reid & Austin eds., 2012).

This classic statement about the nobility and glory of honorable competition offers a third model of sports: competition for its own sake. While this model assumes that competitors will strive for victory with *passion and dedication* that they will have an intense desire to win, it is the pursuit of victory, not the victory itself that is the ultimate goal (Keating, 1973; and Reid & Austin eds., 2012).

So, it is also important to elaborate the concepts pertaining Olympian Model, such as: Organization-Centered; Coaches as

Business Managers; Athlete is a Means to an End; Impact of Business Model; Two-Tier System; and Sports Programs Adopting the Business Model. The elaboration of concepts is following here:

Organization-Centered. Unlike the athlete-centered recreational, educational, and Olympian models of sports, the business/entertainment model is organization-centered. Because the sports program is conducted for the benefit of the organization, coaches and athletes are simply instruments of the financial and public-relations goals of the institution (Talamo, 2011; and Yiamouyiannis *et al.*, 2013).

Coaches as Business Managers. Coaches are business managers, whose compensation and tenure depends on their success in achieving these goals. In the vast majority of cases, winning is the dominant concern of coaches, because it is directly related to the bottom-line objectives of the organization (Cherrington, 1995; and Thompson, 1995).

Athlete is a Means to an End. Though athletes are a vital business resource, they are simply a means to an end. Thus, in terms of the coach's strategies and decisions, the personal development of individual athletes may or may not be a consideration. If it is, it is generally secondary (Kaya, 2014).

Impact of Business Model. Where sports is treated primarily as a business, a win-at-any-cost mentality develops at the expense of the recreational and educational goals of institutions offering sports programs. But, one consequence of the intense emphasis on winning is that this model can (and too often does) lead to cheating and other improprieties by coaches and athletes (Hossini *et al.*, 2014).

Two-Tier System. The business model of sports creates a two-tiered system in most sports programs that result in different expectations and practices in sports that are capable of generating high revenues and publicity. Thus, in many universities and even high schools, the "high-rev" sports of men's football and badminton are in a very different league

than sports like cross-country, gymnastics, and baseball. This difference is reflected in the energy and financial resources devoted to recruiting athletes and assuring that they remain eligible to play. It is also reflected in the selection and compensation of coaches – the ability to win is more important than the ability to teach (Thompson, 1995; and Kaya, 2014).

Sports Programs Adopting the Business Model. This places the highest values on: Winning, Coach's Ability to Recruit or Develop Exceptional Athletes, Showmanship and "Star Quality", and Commercialization.

Firstly, Winning. In the business model, a coach's success is measured in terms of revenue generated and/or good publicity to strengthen relationships and fan support. The most important factor in meeting these goals is winning games, meets, and championships (Zarins & Savolainen, 2016).

Secondly, Coach's Ability to Recruit or Develop Exceptional Athletes. In many competitive universities in USA (United States of America) programs and even some high school programs, coaches are not simply expected to succeed with athletes from the regular student body. They are expected to bring to the school exceptionally talented athletes, who can lead the team to victory. This places a high premium on certain types of sale skills for coaches (Harris, McMahan & Wright, 2012; and Zarins & Savolainen, 2016).

Thirdly, Showmanship and "Star Quality". Because fan support and attendance is so important under the business model, there is a high premium on attracting, retaining, and even encouraging athletes who excel in showmanship, including grandstanding and taunting (Yiamouyiannis *et al.*, 2013).

Fourthly, Commercialization. When a sport is viewed as part of the entertainment industry, commercialization of every aspect of the sport centers on sponsorships and licensing arrangements (Eitzen *et al.*, 2005; and Puchan, 2013).

Professional Responsibilities within Sports: First Class Human

Capital. It is pertaining and including to: Coaches, Laws, Standards of Conduct, Principles of Ethics and Sportsmanship, Duty and Virtue, Sportsmanship, Commitment to Principles, Must Be Willing to Lose, and True Victories.

Coaches. Whether paid professionals or volunteers, coaches are central figures in a network of relationships with athletes, parents, institutions, opponents, officials, fans, and the general public. Each of these relationships comes with a bundle of legal and ethical obligations arising from laws, written standards of conduct, and principles of ethics and sportsmanship (Barnson, 2011).

Laws. Like all citizens, coaches are subject to criminal, contract, and tort laws. For example, coaches are legally obligated to take reasonable steps to protect the health and safety of athletes and other participants by refraining from intentional harmful conduct (physical battery, sexual harassment, sexual or financial exploitation) and by avoiding any form of negligence that could result in harm. Breach of these duties could result in criminal prosecution or civil liability (Snyder & Spreitzer, 1989; and Eitzen *et al.*, 2005).

Standards of Conduct. In addition to laws, the professional responsibilities of coaches are set out in a network of formal written rules and policies promulgated by the various sports organizations they are affiliated with, the conferences and districts they compete in, and specific institutional standards and codes of conduct (Brown & Treviño, 2006; and Barnson, 2011).

Principles of Ethics and Sportsmanship. Finally, coaches are expected to adhere to unwritten standards of sportsmanship and demonstrate integrity, respect, and a commitment to fair play. In this context, so important thing to realize: (1) Ethical Considerations Pervade Every Aspect of a Coach's Behavior, in which any act that can be evaluated in terms of moral principles, like honesty, respect, responsibility, fairness, caring, and good sportsmanship has ethical significance; and (2)

Everything a Coach Says or Does Sends a Message about Values, Coaches are often the most influential adults in the lives of youngsters and adolescents (Keating, 1973; Yiamouyiannis *et al.*, 2013; and Hossini *et al.*, 2014).

What they say and don't say do and don't do – on and off the field – sends a message about values and reveals something about the coaches' priorities and character. Thus, coaches must always ask themselves: “*What message am I sending?*” (cited in Barnson, 2011; and Zarins & Savolainen, 2016).

What is ethic? Ethics refers to moral principles of duty and virtue that define what is right and wrong and prescribe how we should behave to be good and honorable. In sport, we promote and practice ethic (Keating, 1973; and Brown & Treviño, 2006).

Duty and Virtue. The dual concepts of duty and virtue suggest both a minimal, mandatory aspect of ethics or duty; and a realm of special moral excellence that goes beyond what is required or virtue (Gribov, 2000).

About the Ethics or Duty. In sports, “duty” refers to the minimal expectations embodied in core ethical principles. According to the Arizona Sports Summit Accord, these principles are the “Six Pillars of Character”: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (*cf* ASSA, 1999; and Fauzee *et al.*, 2012). It is, therefore, unethical to violate these standards of duty by being dishonest, disrespectful, irresponsible, unfair, uncaring or ignoring requirements of good citizenship.

About the Required or Virtue. Virtue refers to a special degree of moral excellence above minimal ethical requirements. A person of character should aspire to be virtuous and virtuous conduct is highly commendable, but a person is not unethical for failing to go above and beyond his or her moral duties (Thompson, 1995; and Hossini *et al.*, 2014).

Sportsmanship. Under the sportsmanship model of sports, the way one plays the game is central. Sport is seen as a very special activity, where nobility

and glory is found, not in winning, but in honorable competition in pursuit of victory (Kohn, 1990; Carmichael, 1993; and Reid & Austin eds., 2012).

Commitment to Principles. The sportsmanship model demands a commitment to principles of scrupulous integrity, including compliance with the letter and spirit of the rules, even when one could get away with violations; fair play; respectfulness; and grace (Eitzen ed., 2005; and Edim, 2011).

Must Be Willing to Lose. In sports, as in business and politics, the more important it is to win, the higher the stakes, the harder it is to adhere to ethical standards. A true sportsman/woman must be willing to lose rather than sacrifice ethical principles – even when the stakes are high. It is a wise statement, as follows:

“If you are not willing to lose, you have to be willing to do, whatever it takes to win” (cited in Lichtman, 2017).

True Victories. Coaches must remind themselves and their athletes that true sports are a process of pursuing victory with honor (Streat & Holt, 2000; and Barnson, 2011).

Sports Developed Character. A person's “character” refers to dispositions, values, and habits that determine the way that person normally responds to desires, fears, challenges, opportunities, failures, and successes (Thompson, 1995; Yiamouyiannis *et al.*, 2013; and Hossini *et al.*, 2014). We use the phrase good character, when those dispositions and habits reflect core ethical values.

It is also important to explore about four critical things: Ethic in Action; Knows Right from Wrong; Good Motives; and How We Behave When No One is Looking. The explanation is following here:

Firstly, **Ethics in Action.** Thus, a person of character is one that believes in and lives up to high standards of moral behavior. Character is ethics in action. It is moral strength (Keating, 1973; Thompson, 1995; and Brown & Treviño, 2006).

Secondly, *Knows Right from Wrong*. A person of character knows the difference between right and wrong, and always tries to do what is right. This perspective is based on the argument that all individuals have the capacity for growth and development; possess competencies, potential, purpose, resilience, and resourcefulness; and intuitively understand what is right for them (Saleebey ed., 2009).

Thirdly, *Good Motives*. A person of character does the right thing for the right reason (Thompson, 1995; and Streat & Holt, 2000).

Fourthly, *How We Behave When No One is Looking*. Character is about who we are inside. It is often revealed by how we act, when we think no one is looking or when we're sure we won't get caught (Thompson, 1995; and Edim, 2011).

Three Dimensions of Character Education. It is consisted of Knowledge, Feelings, and Actions. The clarification about that is following here:

About Knowledge. It is teaching principles of right and wrong to enhance the ability to perceive and understand the moral implications of situations as well as to make ethical decisions, as the *cognitive* domain (Bloom *et al.* eds., 1956; and Cherkowski, Walker & Kutsyuruba, 2015).

About Feelings. It is instilling a durable and deep belief in ethical principles, while inspiring and reinforcing a desire to act ethically. There is a moral duty to be "good" and to do "right" as the *affective* domain (Krathwohl, Bloom & Masia, 1964; and Friedman, 2009). Indeed, this notion is supported by Sabaruddin Yunis Bangu (2012), where sport is important to create a good physical and spiritual self (Bangu, 2012).

About Actions. It is demanding and modeling ethical conduct, so that ethical behavior becomes automatic and instinctive; living up to core ethical principles, so they become habits as the *behavioral* domain (Menix, 1996; and Friedman, 2009).

Sport as Tool to Human Capital Transformation. The models discussed

earlier can be a prime mover and have great potential to develop and transform an individual to be a first class human capital with proper guidance and ethic. In this era of dynamic process of globalization, sports is seen as a tool of transformation in creating first class human capital towards meeting the needs of ever evolving functions and scope (Becker, 1962; Mathis & Jackson, 1997; Erikson, 2001; and Boxhall & Purcell, 2003).

R.O. Oloyede (1999) and other studies also found that sport has the following functions: that sport releases emotions, acts as a safety valve, and relieves aggressive tendencies; that sport offers opportunities to be recognized and to express one's individual qualities; that in a society where deviance is prevalent, sport provides a means of control over people; that sport serves as a means of socializing those individual who identify with it; that sport results in social change, introduces new behavior patterns, and changes the course of history; and that sport creates a communal spirit that brings people together in search of common goals (Oloyede, 1999; Coakley, 2004; and Surujlal, 2017).

ASEAN (Association of South East Asian Nations) region has to go through transformation reframes how sports, either individual or team sports, interacts with the society. How sport can have its impact to economics and politics as an entity and in uniformity. In general, national sport teams' successes lead to policy makers being optimistic about the economic potential in the future. Thus, this encourages them to invest in sporting merchandise, with the hope it will stimulate the economy. In reality, hosting a major sporting event will also attract many high-profile tourists, particularly sport industry players, who will invest into the economy (ADB, 2001; and ASEAN Secretariat, 2011).

The drawback to hosting competitions is that some stadiums are at huge risk of not breaking even and costing more to maintain than they generate during events in the long run (Durell, 2013; and Goldberg, 2015). With huge respect of each other's strength

and weakness within ASEAN countries, this philosophy refocuses ASEAN region to become accountable for building strong understanding through sport (ASEAN Secretariat, 2011; and Aring, 2015).

All ASEAN member countries are well aware and understand how present and future challenges are highly competitive and it can affect this region as a whole. Sports transformation exposes the region in all level of life include business entity and activity. The root of all challenges, as well as the success and progress, is the type and the quality of the people in the region (ADB, 2001; Huang *et al.*, 2002; and Krishnan, 2011).

A case study in Bangladesh discovered that for the country to move forward towards economic modernization, the country requires more sport participation as well as women empowerment (Mandle, 2012). According to Vikas Bajaj (2010), as quoted in *The New York Times*, on 16 July 2010, they cannot just rely heavily on textiles industry that Bangladesh “has the lowest garment wages in the world” (Bajaj, 2010).

There is a heightened accountability that forces ASEAN region to move out of their natural silo and frequently enter into human capital, political, social, and business dialogue, in areas that affect process and bottom line issues. A spirit of ASEAN transformation also leads to re-evaluating the measurement of success in developing and construct first class human capital through sport (ADB, 2001; Erikson, 2001; Huang *et al.*, 2002; Boxhall & Purcell, 2003; and Krishnan, 2011).

Transformation aspirations lead to seeking metrics from different data correlation. Previously in sport, we looked at athlete’s ability in winning competition (goal) and networking in the social dimension. This dimension must be able to be transformed and view things outside of the box. One of the primary concerns is how to locate and discover the best resources ASEAN countries able to develop and offer to the world. This indeed will provide the greatest benefit to ASEAN

– when preparing for a better future. For example, this strategy could include succession plan readiness of ASEAN, incentive compensation for high achiever human capital, and to prepare for drastic human capital development related to future challenges (Mathis & Jackson, 1997; Erikson, 2001; Huang *et al.*, 2002; and Thuzar, 2016).

Market Dynamism of ASEAN.

It is safe to say that global markets have gone through the process of evolution, changes, and transformations. In this era of Industrial Revolution 4.0., we live in a time where countries, companies, financial markets, and social connectivity link us together in a global market (Geissbauer *et al.*, 2014). When a country is in recession, there is a domino effect around the world. This phrase exemplifies how we are all linked, interconnected, where mild and volatile reasons call for the need for strategies like human capital transformation (Erikson, 2001; and Harris, McMahan & Wright, 2012).

In the last 20 years, there has been a big expansion of Western companies into developing countries; and ASEAN (Association of South East Asian Nations) region is one of the popular regions for this purpose. Slowing markets in Western nation have forces growth-seeking companies and labor intensive to set up operations in rapidly developing countries. In this respect, ASEAN countries are the potential region for this purpose (ADB, 2001; and Thuzar, 2016).

China-Proposed Belt and Road Initiative in the region can boost the relations and speedup the process of human development and, thus, improve the economic development between ASEAN and China (Huang *et al.*, 2002; and Hu, Liu & Yan, 2017). According to a survey conducted by Price Water Company, there are key global factors driving the human capital transformation (Erikson, 2001; Huang *et al.*, 2002; and Geissbauer *et al.*, 2014), as following here:

Firstly, *Economic hardship have left nation and companies with buffer –*

recession and tighter markets over the last decade have forced companies to decrease their recruitment rate, and to keep their labor force as efficient and lean as possible. The “leaner companies have survived through sheer persistence and efficient practice”. This has created a new paradigm in optimization (Talamo, 2011; and Hu, Liu & Yan, 2017).

Secondly, *Increasingly complex regulatory environments* – with shifts in international business, cross cultural operations, and attempts to rationalize changes, there has been an increase in regulations and compliance. Financial, environmental, consumer rights, and privacy standards have advanced in both Western and Eastern economies. Human capital must be knowledgeable of local market requirements and overseas markets. Adaptation in multiple contexts has ensured success (Mathis & Jackson, 1997; Brennan, 2001; and Erikson, 2001).

Thirdly, *the Pace of business has accelerated* – customers have a higher expectation for a delivery experience. At the same time, business competition is quick to capitalize on gaps in the market, and to reduce the share of the pie. As a result, more companies rapidly launch multiple products into many countries at one time to drive revenue objectives. They must react quickly to competitive products and remain connected with customers – where whose business environments are also changing quickly (Cherrington, 1995; and Coff, 2002).

ASEAN Need Transformative Leaders: Using Sport as One of the Tools. ASEAN (Association of South East Asian Nations), need transformative leaders and must have a noble vision, is business-minded and in this regard, committed to creating an impact with the human capital methodology (Boxhall & Purcell, 2003; and Aring, 2015). An individual can champion a program, but rallying others to do the same, or at least foster the same spirit can truly transform an average nation into a developed and profitable “Region of Choice” (Taylor, 2013).

It starts with leading by example. Study

on the Contribution of Sport to Economic Growth and Employment by SpEA [SportsEconAustria] Project Lead (2012) assesses the macro-economic importance of sport in the EU (European Union)-27. The study found that sport industry has impacted three major sectors significantly: first is tourism; second is fitness and the media; and third is education. Major contributions of sports in these sectors are in term of growth and employment (SpEA Project Lead, 2012).

In this respect, ASEAN transformative leader must focus on building a case to make this region more competitive and develop. This vision translates through their presence and becomes the driving force to integrate sport as tool to develop human capital in this region of being able to supply first class resources to economic needs and advancement (Mathis & Jackson, 1997; Brennan, 2001; Huang *et al.*, 2002; Barrick *et al.*, 2007; and Aring, 2015).

Transformative ASEAN leadership behavior must include as follows: (1) *Vision* – create a noble vision to work towards that inspires others; (2) *Authenticity* – authentic in their commitment to their vision, and not just for their personal gain, their integrity inspires others to take action; (3) *Perseverance* – they are transfixed on making this change happen, ASEAN leaders; (4) *Coach* – cultivate their capital professional and personal development, they invest time and energy knowing their efforts will bear fruit; (5) *Acknowledgement* – they recognize their teams’ individual effort as well as personal performance; (6) *Spirited* – encourage team leader to develop their ideas, work with flair, and embrace originality; (7) *Risk taking* – they allow measure risks to foster innovation; and (8) *Change agent* – focused on taking the change initiative from concept to implementation (ADB, 2001; Huang *et al.*, 2002; and ASEAN Secretariat, 2011).

Looking at things functionally, transformative ASEAN leaders must be economic base minded. The future transformative ASEAN leaders have a holistic perspective of their nation building

and development through knowledge, skills, and right behavior toward first class human capital (Erikson, 2001; Huang *et al.*, 2002; Boxhall & Purcell, 2003; and Sato, 2014).

It is important to quickly realize the capital need a set of above skills and capabilities within the ASEAN countries to move to the next level of success. Transformative leaders must make the vital connection between strategic nation plans; first class capital talent management plan; and all this programs, processes, and culture to enable all plans are sustainable and workable (Brennan, 2001; Huang *et al.*, 2002; Boxhall & Purcell, 2003; and Baba, 2016).

Nation Transformation. For a moment, the general development of a nation in the same context as developing a business, ASEAN (Association of South East Asian Nations) leaders practice is not only applicable, but also makes it possible to appreciate what a nation would like, if people (first class human capital) are developed and optimized, when a culture is fostered (with diversity and alignment) to reach a common result and with measured results (that refine strategy and growth) in a local and international economy and society. If ASEAN leaders are practicing in economy and community groups, the effect of this methodology and philosophy could impact the way the developed countries survive and grow as first class nations and societies (*cf* Erikson, 2001; and Aring, 2015).

Applying transformative leaders in human capital for the nation are based and focus on these following areas: (1) Logic driven analytic using census data can be processed to map critical opportunities and gaps in national workforce; (2) Segmentation can provide a tool to look at nation, business, industries, and markets to assess, when it is good time to focus on developing first class human capital; (3) Risk leverage can be used to identify the truly bad risks in the economy, politic, and society of a nation, but also capitalize on the risks that are manageable and worthwhile for sustainability of the region;

(4) Integration and synergy would help a nation of transformative leaders to realize the benefit of optimizing and leveraging current resources and strength that are unique to their nation, instead of looking for “the answer” to a problem from a new project or by importing capability; and (5) Optimization enables a nation to get maximum value from all resources by efficiently allocating unique industry cultural strengths to create the best national result (Cherrington, 1995; Erikson, 2001; Huang *et al.*, 2002; and Kaya, 2014).

Principles for Transformative in Human Capital. Looking to the trends of future economic growth and society management, there is focus on how human able to process information for better decision-making. Not just looking at the manner in which one’s process, but most importantly the way information is digested and utilized. In the literature, human resource in general presently discuss upon “evidence based change” programs have their roots in “evidence based medicine”, which the practice of well conducted research in organization decision making (Mathis & Jackson, 1997; Huang *et al.*, 2002; and Surujlal, 2017).

In short, it can be a better diagnosis system. For this, leaders must be able to instill rigor and science in the process of making decisions for nation building. Similarly, sport as discussed can be used as a tool and function systematically toward decision making process (Wolsey, Minten & Abram, 2011; and Hossini *et al.*, 2014).

CONCLUSION

Sports can be powerful tools for both human development and economic development. It is generally accepted that human capital is what leads to advances in economic and social development. Those areas with the greatest concentration of skilled human capital are the ones that generate the wealth creation. In the perspective of sport, fully committed to training and harnessing human resources through sport, can be the basis for ASEAN (Association of South East Asian Nations) to

develop competitive edge in human capital.

The progress of university cooperation and development in sport, i.e. AUG (ASEAN University Games) among ASEAN is necessary, but not sufficient without collaboration and support from public and private sectors as well as between academic and research institutions in the region. Thus, all sectors in society, such as policies makers, employers, private sectors, NGOs (Non-Governmental Organizations), students, employees, etc., have realized the importance of sport activities among students are needed to produce well rounded students with “first class human capital”.

For the program to be realized in ASEAN, each member countries have to get along with one another with dignity and respect. All positive values and characters within sport culture will bring each member nation to the next level of being a first class human capital. Creating sports environment provide great values to the athletes, at the same time, achieve success in their involvement in sport.

First class human capital within this region is a source of competitive advantage to ASEAN region in present time as well as in the years to come. Indeed, sport itself is an industry and cannot be separated and excluded from other sectors, but is part of various other industries and economic sectors that can have an impact on growth and development of a nation.²

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ASEAN University Games
(Source: <http://deris.unsri.ac.id>, 2/3/2018)

The progress of university cooperation and development in sport, i.e. AUG (ASEAN University Games) among ASEAN is necessary, but not sufficient without collaboration and support from public and private sectors as well as between academic and research institutions in the region. Thus, all sectors in society, such as policy makers, employers, private sectors, NGOs (Non-Governmental Organizations), students, employees, etc., have realized the importance of sport activities among students are needed to produce well rounded students with “first class human capital”.