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EVOLUTION OF SPORT AND LEISURE MANAGEMENT:  
COMMONALITIES AND CROSSLINKAGES

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ABSTRACT

Commercial/private recreation and sport management professional preparation programs are growing rapidly in response to increasing consumer demands for sport, fitness and leisure programming. Sport and leisure management academicians share a common heritage, similar challenges, and an awareness of sports and movement as the leisure choice of millions. Crosslinkages between sport and leisure management programs transcend departmental housing at colleges and universities and common challenges are shared in the areas of image, curriculum content, and scholarly productivity. In this paper, several of these challenges are analyzed and management strategies for strengthening professional preparation in sport and leisure management are reviewed.

EVOLUTION OF SPORT AND LEISURE MANAGEMENT:  
COMMONALITIES AND CROSSLINKAGES

The same economic and societal trends which helped create the leisure revolution created a need for professional preparation programs for people entering various facets of diverse sport and leisure related industries. Increasing free time and discretionary income, increasing urbanization, increasing mobility, greater television coverage of sports programming and the ready availability of state and federal money for public agencies were among the environmental, societal, and economic forces which provided the American populace with time, income and appetite for sport, fitness, and leisure experiences.

In the late 1970's, citizen initiated tax reform led to a curtailment of public tax dollars and the subsequent curtailment of public agency programs and services. Further, as the concept of sovereign immunity eroded, increased liability and enormous settlements to avert, or as a result, of litigation created further reluctance in the public agencies to offer the high risk entertainment that many program participants were seeking. Schools, youth-serving agencies, and municipal recreation agencies were all transformed as a result of these changes.

Another change, seldom remarked upon in the professional literature, was the increasingly favorable climate for private and specialized development. Innovation and specialization, the twin bulwarks of entrepreneurship, were well-suited for the provision of commercial sport and leisure experiences. As lenders and corporations recognized the size of the leisure dollar, \$262 billion in 1983, (17) manufacturing and retail establishments, resorts and arenas, were easier to capitalize than in previous eras. Further, the new federalism encouraged privatization of portions of public agency operations including concessions, maintenance, and program delivery in institutional settings as well as in the state and national park system.(2) Sport and leisure service ventures, such as fitness and wellness counseling, required little in terms of start-up capital. In 1986, almost thirteen million Americans were involved in some form of small business or entrepreneurial venture (25) and many of these full or part-time entrepreneurs were in the fitness and leisure or travel and tourism sector. As leisure services and products become increasingly specialized and focused into narrow market segments, the entrepreneurial opportunities for the provision of leisure and sporting experiences will multiply.

As commercial and private-sector employment opportunities expanded so did professional preparation curricula in physical education, recreation and leisure studies programs and, to a lesser degree, various business programs with an interest in serving the needs of the leisure masses. Commercial, sometimes called private, recreation options within recreation and leisure studies departments paralleled the emergence of sport management programs within physical education. Spokespersons in each area were ensconced in bellweather professional preparation programs. Parkhouse, (19) VanderZwagg, (29) Mullin, (18), and Zanger and Parks (32) were persuasive advocates for sport management. First to market in the area of commercial/private recreation, hereafter called commercial leisure, included Bullaro, (1) Epperson (8) and Kelly.(15)

While it is important to remember that there are areas with little in common and little potential interface in both commercial leisure and sport management, there exists a shared need for managerial expertise and insight into the needs and desires of the sport and leisure participant.(6) A review of the professional preparation literature in the respective areas of sport and leisure management reveal much similarity, at a functional level, in curriculum content. Similarities are also evident with regard to university-industry interaction, professional viability, and scholarly advancement. The remainder of this paper includes a discussion of some of the common challenges which confront professional preparation personnel in sport and leisure

management. Three organizational categories: image, curricular content and scholarly productivity will be used to structure the discussion. Supporting examples will be drawn from sport management or leisure management professional practice and the accompanying critique framed within the context of the shared heritage of these two fields. Finally, strategies with a high potential for success will be reviewed.

#### IMAGE

One chronic and persistent need in sport management and leisure management, collectively or singly, involves clarifying a professional image. Three of the many image issues include program diversity, "purple" leisure and profit orientations.

Two accurate descriptors for sport and leisure management professional preparation programs are diverse and diffuse. It has been argued elsewhere (19, 23) that sport management is a cross discipline or potential discipline. Rarick (21), suggests that new disciplines are created from older disciplines but claim a domain separate from these parent disciplines. There is, however, little agreement on the fundamental body of knowledge for sport management. Similarly, there is much disagreement on the body of knowledge of commercial leisure service management. An example of the diversity of travel and tourism, one of the curricular offerings in commercial leisure, helps to illustrate this point.

Travel and tourism education is one of the most popular (10) and rapidly growing options within commercial leisure management. Yet, it is difficult to define the travel and tourism industry. Howell notes that academic units offering tourism curricula include "business, recreation and parks, home economics, social sciences, landscape architecture, planning and design, hotel administration, fish and wildlife, geography and others (11, p. 35)." Each of these curricula reflects the host academic unit. Programs in recreation and leisure most often focus on attractions and theme parks, outdoor/environmental resource management and, to a lesser extent, economic development. Similarly, hotel and restaurant management programs offering strong resort and casino training and geography programs often send graduates into the travel agency and group tour employment sectors.

Like travel and tourism, the fitness industry has also evidenced enormous growth. The fitness and sport club industry draws from physical education, exercise science, sport management, recreation and leisure studies and hotel and restaurant management training programs for professionals to lead and manage a broad range of fitness, sport and social activities. As with travel and tourism, the hosting academic unit dictates the nature and direction of the program. Unlike travel and tourism, most fitness training programs reflect, to some degree, an awareness of or compliance with the American College of Sports Medicine's standards for exercise and fitness personnel. With the advent of the National Association for Sport and Physical Education (NASPE) standards, curriculum in sport management may begin to stabilize and standardize. Similarly, the National Recreation and Park Association-American Association for Leisure and Recreation (NRPA-AALR) accreditation effort has produced accreditation standards for recreation and leisure service

programs.

This diversity, while encouraging the growth of independent, innovative and specialized programs, creates a disadvantage within higher education which has long over-relied on professional certification and accreditation standards to help define and limit more established fields. The risk in premature ossification of the sport and leisure management infrastructure is the premature closure of possibly promising professional avenues.

Until the respective fields mature and begin to standardize, we will continue to be plagued with image problems and fall victim to campus-wide collegial speculation about the "business we are really in." On a more positive note, second generation textbook scholarship and program specialization, two indicators of curriculum stability, are beginning to emerge. Since 1984 there have been greater numbers of dissertations and scholarly writings concerned with curricular content and competency. In tandem these marks of maturity in the fields of sport and leisure management may help to clarify our respective images.

Another image issue involves the volatile area of "purple" sport and leisure. The purple appellation was first discussed by Curtis (3) in relation to some types of recreation including transvestism, drug usage, pornography, sexual deviation, gambling, and prostitution. Citizens have chosen to legalize track betting to provide entertainment and generate tax revenue (which in turn enriches higher education). A new infrastructure of sport arenas and related services is being developed to cater to these leisure markets. Already the number one sport in the United States with 1985 attendance of over 78 million and gambling receipts of 12 billion, (28, p. 216) thoroughbred racing will be joined by other types of horse racing as well as dog tracks.

Legalized gambling, recreational drug usage (alcohol), and sexual solicitation cut across our advertising and program offerings in the commercial sector. As one professional put it, urban athletic clubs are "in the entertainment business." These issues must be addressed in our professional preparation programs and our research literature.

A final image issue concerns the orientation of sport and leisure management programs. The general charge is some variation of the "for profit or for service" dialog that is value-laden and dichotomizing in nature. Howell (12) attributes the almost exclusively public orientation of recreation professional preparation programs to perceptions of differing orientations between the public and private sectors. Stormann, (26) formerly a proponent of commercial leisure, suggests that our commercial and corporate professional preparation programs are in danger of "co-opting" into the hands of the oppressors of our society.

The debate is not limited to the recreation and leisure community. The same issues have been aired in the professional literature by physical educators and sport management personnel. In addition to the debate which has been adjudicated in the professional journals, most of us have squared off with colleagues on the issue. Usually, one of three responses is offered. The first is to shoulder the "for profit" label and cite other examples, i.e. business, hotel management, accounting,

within the post-secondary educational community which espouse a similar belief.

Sheffield & Davis (24) pursue this line of reasoning and focus on some advantages of strong university-industry dialog. They suggest that professional preparation programs and professional writing efforts provide excellent mechanisms for shaping the development of the field. With 99.5% of the leisure spending in this country in the private sector, (17) limiting our influence to the public sector is short sighted.

Dustin (7) advances another approach which has potential application in sport and leisure management environments. Creative semantics, the concept of expanded definitions of words such as profit and productivity, was originally advanced by Fisher (9), and has been adapted by Dustin for use by leisure advocates. Psychic income, the concept advanced by Dustin, introduces a qualitative component to the heretofore exclusively quantitative definition of income. The concept has a common sense validity in our increasingly complex world. If the qualitative components, (i.e. psychic stress or eustress), of the equation can hold their own in the face of the relatively easier to measure quantitative components, (i.e. salary), then sport and leisure managers and academicians will have a potent cornerstone for their respective disciplines.

This use of expanded terminology is not without precedent in our field. An implicit acceptance of non-quantifiable concomitant values is fundamental to contemporary intercollegiate and interscholastic athletics. Athletic directors have lauded the character-building attributes of athletic participation as they advance staggering budgets. Campus morale and alumni contributions are often included to enhance budget presentation.

The rationale for the multiplier in Wilder's (30) Economic Equivalency Index, (EEI), can be grounded in the general theory of creative semantics. Finally, creative semantics combined with McClelland's need theory provided two of the theoretical foundations for the Involved Profit Model. (6, 23, 24)

Yet another approach to the "for profit-for service" dialog can be extracted from the entrepreneurial literature. The entrepreneurial sector, unified in its pursuit of profit, has, nonetheless, made a great contribution to the quality of contemporary life. Two examples are illustrative. In terms of employment, the small business sector, of which most entrepreneurial ventures are a part, has created most of the new jobs in this decade. Further, this same employment sector has provided the greatest number of opportunities for employment for special needs such as job training, part-time work, and return-to-work or first job skill development. (25) The entrepreneurial delivery strategy is also the primary mechanism whereby new products and services are made available. Indeed, Quinn describes entrepreneurial systems as "history's most successful method for meeting new human needs". (20, p. 19)

## CURRICULUM

In addition to the shared image issues which influence our professional preparation programs, there are other academic challenges and commonalities in sport management and commercial leisure management curricula.

Walker, (cited in 14) in developing an alternative to Tyler's theory of curriculum development, suggests that there is a great deal of agreement about curriculum platforms. The platform is comprised of the curriculum developers' shared beliefs about what needs to be contained in the curriculum. There is increasing agreement about the platforms of sport management and leisure management curricula. Most professional preparation programs in each area include a survey course of opportunities, some sort of practicum or internship, several general management courses (although the nomenclature often includes leadership and/or administration), a marketing course or two and some socio-psychological coursework with regard to population tastes and trends. These core courses provide a foundation for an increasingly complex assortment of specialized tracts. To a greater extent than previously, students in sport and leisure management programs are specializing at the undergraduate level and courses in business ethics and entrepreneurship are starting to appear in the special topics slots in the curriculum.

However, beyond these common planks in a rather vague platform there is little agreement and less research about the sequencing, regarding relative importance, and minimum competency needed in each of these areas. The situation is further exacerbated by a gap between field-based personnel and academicians desired competencies in sport and leisure management.

Masterson (cited in 22) describes the disparity between campus-based practitioners and professionals in the Resort and Commercial Recreation Association regarding the needed competencies in leisure management. Jamieson (13) notes different competencies needed at different levels but not in different environments. However, also cited in Jamieson's paper is Jennings' 1984 comparison of physical education and recreation chairpersons' ranking of needed competencies. Discrepancies between Jamieson's and Jennings' competency prioritizations support Masterson's contention of a perception gap between practitioners and academicians.

Davis (4) and Davis and Case (5) document a lack in the development of business skills of students in Physical Education Administration, Sport Administration and Athletic Administration. Specifically, Physical Education Administration programs contain the least emphasis on the development of business skills and the majority of these programs are offered solely through physical education departments. The authors note that Physical Education majors require business expertise similar to any other sport manager and concur with Zeigler and Bowie's (33) argument for the importance of managerial training for sport and physical education directors.

Both physical education and business programs have unique contributions to make to professional preparation programs in sport management. More importantly, each profession contributes different but necessary components for superior professional preparation and performance. From physical education, the sport manager gains product knowledge in specific forms of sport. From the sport social sciences, managers learn the important criteria for involvement in sport. Sport philosophers, sociologists, and psychologists have described the ultimate reality of sport as a process, not a product. Sport is an end unto itself. Similarly, commercial leisure programs draw from leisure scientists to gain insight into leisure attitudes, behaviors, and choices, as well as program planning and design. In all but the largest programs, as is the case in sport management, much of the business expertise is developed through cooperative arrangements with programs in the business or management. From these business programs students learn the administrative functions of decision-making, leadership, organization, and planning. Also from schools of business, students learn the quantitative skills of marketing, control, and evaluation. Professional preparation programs in sport and leisure management, drawing from the divergent traditions and philosophies of physical education, leisure and business, possess a built in mechanism for self-control to insure relevant professional preparation without compromise.

Sport and leisure management professional preparation programs are not unaffected by the information explosion. There is a lag between material covered in the management texts and those few available sport management and commercial leisure texts. A brief review of the index and tables of contents reveal many differences in the depth and sophistication of the written materials. Some of this is, no doubt, due to the survey nature of the texts, the emerging fields of sport and leisure management and the dearth of theory and research grounded in sport and leisure environments. As our research base grows, our curricular materials may also display increasing sophistication and elegance.

Rapid industry change exacerbates the difficulty of providing appropriate experiences for students. It becomes absolutely critical for our students to know how to find the most timely information about their chosen fields as these fields increase their efforts toward professionalization. Simply keeping abreast of the professional organizations providing the data is an enormous task.

Strengthening and standardizing our sport and leisure management curricula, establishing strong industrial linkages via co-oping, internships and guest speakers can be combined with improved information finding and communication skills in our students to provide the skills necessary for other than entry-level sport and leisure management employment. If the entry-level requirements are fulfilled via practicum, internship, and the judicious selection of part-time and seasonal work experiences, employers are more likely to hire recent graduates for middle management or higher positions.

Figure 1 is a checklist of strategies developed to assist students or recent sport and leisure management graduates become viable candidates

for the managerial positions in the industry.

### SCHOLARLY PRODUCTIVITY

Three issues relating to scholarly productivity conclude this discourse on the challenges facing professionals in the emerging fields of leisure and sport management. To some extent, each of these challenges; lack of outlets for research and professional thinking, ill-understood research methodology, and the expense of professional involvement are shared by all in higher education. However, each is problematic to a greater degree for those working in emerging areas such as sport and leisure management.

The expense of professional involvement is mentioned first because it is a simple economic issue uncluttered by attitudinal bias. Researchers interested in staying abreast of the rapidly developing fields of sport and leisure management must attend a wide range of professional meetings to remain current in their area. This is not all that unusual except there is no organization which encompasses even a portion of either field, although the recently established North American Society for Sport Management may provide a common meeting place for like-minded sport and leisure professionals. Further, the cost associated with the smaller gatherings is often structured within the framework of the business community and is more expensive than the educational community. Unfortunately, departmental travel budgets do not reflect this reality. The common approach is, at best, a couple of hundred dollars and the admonition not to spend it all in one place.

Issues surrounding the dissemination of sport and leisure management research are more value-laden. Researchers in sport and leisure management lack outlets for their professional efforts. The feature and special issue openings in the mainstream journals are infrequent and often the themes and publication schedules are not widely known. Consequently, the features often consist of those in the editor's circle of acquaintances doing something within the focus of the issue that might be of interest to other professionals. Another handicap of the "feature" approach to professional or discipline building is that most features appear in general professional journals whose readers have little interest in other than a description of the field and how they might get a piece of it. This makes for inappropriate comparisons of research productivity in terms of the type of writing and the type of journal in which the writing appears. Two new journals, The Journal of Sport Management and Visions in Leisure and Business may help to ameliorate this problem and the somewhat older Journal of Park and Recreation Administration may also become a viable outlet for research in the area of sport and leisure management.

Marketing and management journals seldom publish research from our arenas. Although this may change as the economic message of the sport and leisure dollar cuts across editorial lines, much of our current research is viewed as idiosyncratic or of limited interest to management, marketing, and business journal readership.

Fortunately, trade journals abound and provide an excellent forum for some of our applied research. However, technical discussion of methods and procedures is often outside the role and scope of the trade journals. Further, the "trades" are often scorned by cloistered promotion and tenure committees. It is gratifying, however, to see some special interest magazines and trade journals included in the Sport Search Index. Some professional energy could be profitably directed toward the inclusion of a wider variety of journals and trade publications in professional databases.

Finally, the advent of desktop publishing will create an explosion of professional communication newsletters and journals. This, in turn, will create new challenges relating to quality and quantity in the fields of sport and leisure management.

Lack of publishing venues is only one barrier to academic productivity in sport and leisure management. Ill-understood research methodology is another of the productivity challenges facing the sport and leisure management researcher. Methodological debates surround the utility of case studies, small N studies, market research methods, and, to a lesser extent, surveys. The burden of proof is clearly on the author(s), regarding the appropriateness of the chosen research methodology. Two strategies to help build a strong case for manuscript acceptance include expanding the methodology section to document and justify all decisions made about the design of the study and grounding every decision with one or more citations by strong scholars in prestigious journals. This expanded methodological justification will probably not appear in the final edited journal article. It will, however, help to expose journal editorial boards to the methodological pluralism advocated by Michael Scriven (cited in 16) and improve the chances of a manuscript being considered for revision. On a more positive note, the increasingly widespread availability of sport and leisure indexes, laser disc databases, and low-cost computer searching capabilities make this case-building much easier (Note: Table 1).

A clearer understanding is also needed of the opportunities and limits of our research questions and the tools available with which to investigate these questions. Yin (31) provides a straightforward approach by suggesting that three questions can help to determine the most appropriate strategy for a particular research strategy. The form of the research question, the control required over the behavioral events, and the temporal focus will dictate the appropriate research strategy. Yin continues by describing situations in which an experiment, a survey, an archival analysis, a historical analysis and a case study are appropriate research strategies. Table 1 is an adaptation and extension of this table of relevant situations for different research strategies. It includes several additional inquiry strategies, as well as examples of sport management and commercial leisure management research questions that could be examined with each strategy.

"In addition, a variety of research designs are available from management science for the sport manager or sport scientist interested in examining the causal mechanisms inherent in the contingency

movement. If there is indeed a paradigm shift, sport managers drawing from contingency theory, may help to usher in this new paradigm. Drawing from both paradigms and the fields of management, "...leisure science and physical education, sport management researchers can advance the methodological pluralism (Scriven cited in 16) that will determine the balanced development of this emerging field" (23, p. 131).

"Sport" ...and leisure... "management researchers will not be the first specialized area to realize the potential of this investigative avenue. Psychology and education have profitably pursued a social-scientific research approach. Evolution into an established discipline or specialized branch of study, will require a recognition of the implications this social system provides for sport management and utilization of the social-scientific approach. For the very notions of sport "manager" and "management" are social representations reflecting the social relations, or power order, in our society.(27 cited in 23) This parallel automatically affects the rudimental nature of sport management research".(23, p 132)

#### SUMMARY

Professionals in sport and leisure management professional preparation programs share a common heritage and a common awareness of sports and movement as the leisure choice of millions. They also have some productivity challenges which are common in emerging areas of study. In this manuscript image, professional preparation programs and scholarly productivity are analyzed as areas in which common challenges face professionals in sport and leisure management. Within this context, several recommendations are offered. First, when appropriate, pursue collaborative efforts between administrative housings. Athletic, aquatic, and fitness programs provide the strongest cross-linkages at present. Emerging collaborations include sport and tourism, a shared concern for quality control and ethics, and a continuing trend toward specialization and tightly marketed offerings. Second, share research findings. Sport and leisure managers and academicians can work together to examine the psycho-social underpinning of continued participation in sport and leisure management enterprises. Third, continue to work toward coherent sport and leisure management professional preparation programs, while remaining alert to the possibility of the premature closure of promising venues. Fourth, contribute to the growing body of systematic research and review within the emerging interest areas called sport and leisure management.

## Notes

A portion of this paper was presented at the 1987 Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Las Vegas, Nevada.

Reference notes are available upon request from the authors.

\*Order of authorship reflects a collaborative rotation rather than scope of contribution.

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Figure 1

**Checklist for Sport and Leisure Management Professionals\***

PROFESSIONAL PREPARATION PART 1: EDUCATION	JOB-SEEKING BEHAVIORS PART 3: NETWORKING
1. Are you conversant in the professional vocabulary of sport and leisure management?	16. Can you name at least three fields of employment into which you might fit?
2. Can you evaluate computer software for its utility in SLEM environs?	17. Can you name at least 10 kinds of employers that might hire a person with your background?
3. Does your course of study include relevant coursework in business, leisure, physical education, psychology, sociology, management and recreation?	18. Do you know four or five resources to help you find answers to questions 16 and 17?
4. Do you have a good working knowledge of measurement and evaluation for personnel and professional accountability and advocacy?	19. Can you name at least four sources of information that could help you discover potential employers in a particular geographical area?
5. Is there a coherent theme throughout your discretionary coursework?	20. In the past month, have you talked to at least three people who are employed in your field of interest with the purpose of learning more about what they do?
6. Do you have "hard copy" of relevant coursework to use in a job interview?	<b>PART 4: RESUMES AND INTERVIEWING</b>
7. Do you possess personal competence in one or more sport or leisure activity forms?	21. Do you have a resume with which you are satisfied?
8. Do you possess instructional competence in one or more sport or leisure activity forms?	22. Do you have functional and chronological resumes?
9. Do you possess current certification, licensure, credentials for number 8?	23. Have you asked employers for feedback on your resume?
10. Do you have a good grasp of the mechanics of active listening?	24. When you apply to an employer, do you send your resume to the department head as well as the personnel office?
11. Are you adept at written and oral communication? (KISS style)	25. Are you familiar with the organizational structure, services/programs/products of the employers to whom you are applying?
<b>PART 2: JOB-RELATED EXPERIENCE</b>	26. Can you clearly state your career goals?
12. Are your part-time/seasonal jobs providing relevant (job-related supervisory, budgetary) experience?	27. Can you explain why you chose your major?
13. Can you document instances of your initiative (improvements, cost-savings, ideas) that increased productivity on the job?	28. Can you describe your greatest strength?
14. Have you explored the feasibility of participating in your campus sponsored co-oping program?	29. Can you describe your greatest weakness?
15. For each of your most important job-related experiences, can you list:	30. Can you name the work activities you do most well and most enjoy? How about non-work activities?
a. Five things you can do?	31. Can you list at least five job skills and abilities you have?
b. Five things you learned?	32. Can you clearly state why you are interested in working for each employer to whom you apply?
c. Several contributions you made or things you accomplished?	33. Have you used any of the following methods to prepare for an interview:
	a. Role-playing with a friend or relative?
	b. Writing our answers to common interview questions?
	c. Role-playing in front of a mirror?
	d. Manuals and services offered by your placement office?
	e. Examined wardrobe in mirror?

\*Format of this table and the job-seeking behaviors were adapted from "Job Search Strategies—Where in Your Job Search Are You? From the Office of Career Planning and Placement, University of Tennessee, Knoxville,

Table 1  
 Taxonomy of Situations For Different Inquiry Strategies

	Form of Question	Requires Control	Temporal Focus	• Sport • Management	Commercial Recreation
Experiment	How, Why	Yes	Present	• Adherence research in metropolitan fitness club • using experimental reward strategies with control group	Pre-post tests of fitness in mobile fitness testing lab
Survey	Who, What*, Where, How many, How much	No	Present	• Curriculum research on professional preparation trends in sample of U.S. colleges and universities	Interviews to ascertain nature and extent of name recognition in tennis apparel
Archival Analysis	Who, What*, Where, How many, How much	No	Past/present	• Summary of NCAA violations and sanctions 1970-1985	Tourism research—visitor data from secondary databases
History	How, Why	No	Past	• History of Canadian Football Association	History of privatization on federally held lands
Case Study	How, Why	No	Present	• Analysis of a successful fitness entrepreneur's venture	Antecedents of tourism curriculum: a case study
••••• Computer Simulation	••••• What if, What will be	••••• No	••••• Future	••••• Forecasting studies based on various advertising campaigns	••••• Impact on surrounding parks if a large national park is closed
Synthesis (meta, reviews)	What is the state of . . .	No	Past	Meta-analysis of compliance studies in corporate fitness environs	Review of professional development competencies
Philosophy	What is real, true, right	No	Present/future	Inquiry into the co-optation issue raised by Stormann using a system of philosophy as theoretical framework	Should we develop professional preparations for legalized gaming industry

Note: The portion within the dots(:) originally appeared in Yin (1984) Case study research as Table 1.1. Relevant situations for differing research strategies with the following note: \* "What questions, when asked as part of an exploratory study, pertain to all five strategies?"