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Beverly R. K. Zanger  
*Bowling Green State University*

David L. Groves  
*Bowling Green State University*

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**THE EFFECT OF AN INSTRUCTIONAL STRATEGY ON  
CURRICULA IN SPORT AND LEISURE**

**MS. BEVERLY R. K. ZANGER, ASSISTANT PROFESSOR**

**AND**

**DR. DAVID L. GROVES, PROFESSOR**

**SCHOOL OF HEALTH, PHYSICAL EDUCATION  
AND RECREATION**

**201 EPPLER SOUTH  
BOWLING GREEN STATE UNIVERSITY  
BOWLING GREEN, OH 43403**

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**ABSTRACT**

Sport and leisure are disciplines that are rapidly changing. New thrusts are being developed to meet these increased demands. Since these are fields that are practice oriented, problem solving is one of the primary competencies center to effective and efficient operations. This study examined perceptual differences of students in sport and leisure related to problem solving to identify salient issues.

**INTRODUCTION**

Curricula at the university or college level in sport and leisure has experienced changes in the last two decades. Practitioners and academicians are raising questions about the nature of program development and competence based criteria (2, 16). Program tendencies in sport and leisure can be divided into three general types. A traditional program is movement or activity based with few management components (2,

3, 6, 7, 13, 14, 17). The primary focus is sport and leisure as the content. A second type of program is business based with the primary focus on processes related to business. A third approach tries to blend sport and leisure content and the management aspects, to raise questions about management application to content and to investigate content influence on the management process. The basic theme throughout each of these programs is the development of competencies that will help the professional perform his/her tasks in a more effective and efficient manner. A common concern throughout each of the programs is the development of critical thinking skills relative to the content application and management principles (1, 4, 8, 19, 20). Students' perceptions to problem solving in their discipline affects organization strategy. Problem-solving skills are crucial to effective and efficient operations.

The purpose of this study was to examine the perceptual differences of students in

order to obtain a perspective on future development of curricula for sport and leisure management. This is an exploratory study to determine the important elements of curricular development that will stimulate a student's ability to conceptualize in the area of sport and leisure. This is a qualitative study in which the authors were instrumentally involved in the collection and interpretation of the data. The focus of the study is to establish a framework that can be used to better understand how students develop a conceptual basis in order to problem solve.

## METHODOLOGY

A framework needs to be designed that will analyze students' perspectives in regard to sport and leisure. Therefore, a typology was developed to analyze students' perceptions using a delphi methodology. The resulting system was composed of issues, components, and foci. There were four major issues: money, accountability, purpose, and people. The 13 components identified were: liability, profits, image, social responsibility, change, management philosophy, organization, working conditions, marketing, selling, legal issues, resources, and reputation. These issues and components were set in the context of a continuum. The poles of the continuum were designed after a 5 point Osgood semantic differential in which descriptive words were juxtapositioned. In addition to the issues and components, the five foci developed were: business is business, promotion, products and services, human capital and ethics. These five foci represent different perspectives that are based upon the responses of the four issues and thirteen components. There is no positive or

negative position implied by any of the issues, components or foci. In order to analyze the five-point scale, category 3 was removed from the analysis because it represented a neutral position. The responses on the left and right-hand side of the continuum were reported as percentage. The percentages were rounded up to the nearest whole number for values of 5 or greater. A percentage of 50 or 60 was assigned a value of 5 or 6 and this represented a medium score. A percentage rate of 70 or 80 was assigned a value of 7 or 8 which was a strong score. A percentage of 90 or 100 was assigned a value of 9 or 10 and represented a very strong score. A three point difference represents a significant shift or a change of thinking and these are the areas that are the building blocks for problem-solving (3, 15, 20).

The pre-post design was used in order to determine the types of major changes. The population were undergraduate and graduate students in sport and leisure management. There were 31 undergraduate students and 12 graduate students. One objective of these courses was to stimulate an understanding of the management processes in sport and leisure. These courses were designed to stimulate discussion and develop a problem-solving ability (5, 10, 9). Questioning was the instructional strategy and the primary focus was theory supported by case studies that were designed to stimulate thinking and develop a system to analyze sport and leisure. (11, 12, 18).

## RESULTS

The graduate population was examined using The Groves/Zanger framework for major continuance differences (Table 1 and

2). Under the focus business is business and money issue, there were two significant changes: an inference from quality toward substandard appeared in the component liability and marketing from property toward false advertising appeared in the component marketing. When the accountability issue was examined, there were two changes: social responsibility toward indiscretion/cheating and change toward flux vs. stability. With the issue of purpose, there was only one significant difference and that appeared under resource and it was toward in house.

When the focus of promotion and the issue of money was examined, only one significant component, selling, changed toward fair price. When the accountability issue was examined, only one significant component, liability, changed toward the quality end of the continuum. There was no significant changes in the issue of purpose. Two significant component differences occurred in the issue of people; profits toward the financial greed and change toward flux. When the focus of products/services and the issue of money and accountability was examined, there were no significant changes found. There was a significant difference in the issue of purpose and the component of reputation toward the scandal. A significant change occurred in the issue of people with the image component shifting toward the image seeking and self-serving.

When the human capital focus was examined, there were no significant changes among the issues and components. In examining the ethics focus in the issue of money on component of reputation there was a shift toward a good reputation.

The pattern of the graduate students indicates that the primary changes occurred in the business is business and promotion foci. The graduate students concluded the ends justify the means concept was not an appropriate practice for sport management because the practice inhibits long-term outcomes.

The undergraduate population was examined using the Groves/Zanger framework for major continuum differences (Table 3 and 4). In the issue of business is business and the focus of money the resource component was the only significant change from the scandalous toward good reputation. There were no significant differences in the accountability and purpose issues. Only one significant difference occurred in the people issue and the component of change which was toward stability.

When the focus of promotion was examined, there were no significant differences on the money, purpose and people issues. There were two significant differences on the accountability issue within the change and legal issues components. The change component moved from stability to flux and the legal issue component moved from letter of the law toward bending the law.

Upon examining the focus of products/service, there were no significant changes on the money issue. There were, however, four changes on the accountability issue on the components of image, social responsibility management philosophy and reputation. Image moved from global concerns toward image seeking self-serving. Social responsibility moved from value-based honesty toward indiscretion/cheating.

Management philosophy moved from reliable/loyal toward mean/cutthroat. Reputation moved from good toward scandal. On the purpose issue, one significant change occurred in the organizational component. The shift was from self-directed toward domination. No significant change was indicated in the people issue.

Within the focus of human capital and the issue of money, the only significant change was in the component of social responsibility. There was a shift from value-based and honesty toward indiscretion and cheating. In the issue of accountability, the only significant component change was in management philosophy. The shift was from reliable/loyalty toward mean/cutthroating. No significant changes occurred within the purpose and people issues.

Within the focus of ethics no significant changes were identified for the issues of money, accountability and purpose. One significant change on the people issue occurred in the component of selling by indicating a change from the gauge end toward the fair price end of the continuum. This finding was deleted from the study because of the inability to interpret the relationship of these results to the rest of the study.

The primary change that occurred in the undergraduate population was in the accountability issue. The common thread throughout the accountability responses by the undergraduates highlights definitive

concerns on legal liability, reputation, and Machiavillian business practices.

There is one comment that must be made on the results for proper interpretation. Most of the shifts were from the end of the continuum toward the neutral category and there was not significant change from one end of the continuum to the other. This is illustrative of the reflection process and the results must not be seen in terms of absolutes from one end of the continuum to the other but more toward a reflective position on the nature of sport and leisure as an institution and more toward a reality of perception.

## IMPLICATIONS

The development of a cohesive curricular model in sport and leisure will be the challenge of the future. Many of the curricular models in sport and leisure are competency related and certification based. The apex to any curricular model implies the ability to discriminate, critique and synthesize. The results of this study provide an opportunity to define problem-solving and critical thinking outcomes that might be achieved from a case study approach. Indications suggested that the primary concern centered on business is business and ethical issues as they influenced products and services and people. This initial investigation illustrated change of perceptions as the key to understanding the basis of curricular approaches.

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TABLE 1  
GRADUATE PRE

Issues and Components	Business is Business	Promotion	Services	Product/ Capital	Human Ethics
<b>Money</b>					
Liability	2,2	1,5	1,7	2,6	1,5
Profits	8,2	2,5	1,7	2,5	0,8
Image	8,1	3,3	2,6	4,5	2,7
Social Responsibility	9,0	2,4	1,6	3,4	0,9
Change	5,4	5,4	1,7	4,2	0,5
Management Philosophy	9,1	3,4	1,5	1,6	1,7
Organization	6,0	5,3	2,4	0,7	1,7
Working Condition	6,1	2,5	2,6	1,6	1,5
Marketing	4,2	1,3	2,5	1,5	1,6
Selling	5,1	3,2	2,5	2,5	1,7
Legal Issues	6,1	3,4	1,5	2,5	1,6
Resources	4,3	3,4	3,5	3,5	3,4
Reputation	5,0	1,4	1,5	3,6	2,9
<b>Accountability</b>					
Liability	6,3	3,2	2,5	3,5	1,8
Profits	7,1	3,4	3,5	3,6	1,6
Image	9,1	3,5	2,5	5,4	2,6
Social Responsibility	2,0	2,5	2,5	3,5	0,8
Change	3,3	5,2	1,4	4,4	0,8
Management Philosophy	8,1	4,3	3,6	4,4	1,8
Organization	4,4	5,3	3,4	0,8	1,7
Working Conditions	5,1	1,5	3,3	1,7	0,6
Marketing	6,3	2,5	0,4	3,5	1,7
Selling	7,0	4,5	2,5	2,4	0,7
Legal Issues	8,1	3,2	2,5	5,4	1,7
Resources	4,3	3,1	1,5	1,5	1,5
Reputation	5,2	3,6	0,6	3,6	1,9



Issues and Components	Business is Business	Promotion	Services	Product/Capital	Human Ethics
<b>Purpose</b>					
Liability	5,3	2,1	2,7	2,5	0,7
Profits	9,1	4,4	2,7	2,4	2,6
Image	5,1	3,4	2,5	5,5	3,6
Social Responsibility	7,0	3,5	1,7	4,4	0,9
Change	6,1	5,5	2,6	3,3	2,6
Management Philosophy	8,1	5,3	3,5	3,6	0,7
Organization	8,1	5,4	1,4	1,7	1,7
Working Conditions	4,0	3,4	3,5	1,5	0,7
Marketing	5,2	4,5	1,5	4,5	1,6
Selling	6,0	3,5	2,5	2,5	1,8
Legal Issues	5,3	3,4	0,5	2,4	2,7
Resources	5,2	5,2	1,6	2,5	1,6
Reputation	6,1	3,5	2,5	2,6	0,8
<b>People</b>					
Liability	5,3	2,5	3,6	3,5	1,6
Profits	8,0	5,5	3,7	3,6	1,8
Image	8,0	5,3	3,1	5,4	2,6
Social Responsibility	9,1	4,3	2,3	3,5	0,8
Change	7,1	5,4	3,4	4,3	2,7
Management Philosophy	5,4	5,3	2,4	5,5	0,7
Organization	7,2	5,2	2,5	0,8	2,7
Working Condition	7,0	3,4	2,5	1,7	1,6
Marketing	6,1	3,6	0,5	2,5	0,5
Selling	9,0	3,5	3,5	3,5	1,6
Legal Issues	8,0	5,2	1,3	3,4	0,7
Resources	5,3	5,2	2,4	0,8	0,6
Reputation	7,1	3,5	1,7	2,6	1,8

TABLE 2  
GRADUATE POST

Issues and Components	Business is Business	Promotion	Product/ Services	Human Capital	Ethics
<b>Money</b>					
Liability	6,1	2,6	1,6	2,7	1,7
Profits	9,1	2,6	0,6	2,5	0,8
Image	7,1	4,3	2,6	1,5	0,8
Social Responsibility	10,0	4,5	0,5	2,5	0,8
Change	5,4	4,3	3,6	4,2	1,5
Management Philosophy	9,1	4,5	1,5	2,5	0,8
Organization	7,0	4,5	1,4	1,7	0,8
Working Conditions	7,0	3,6	2,5	1,5	2,7
Marketing	7,2	1,5	1,5	1,5	1,6
Selling	6,1	2,5	3,5	1,7	0,4
Legal Issues	5,3	4,6	2,3	2,4	0,8
Resources	4,4	4,6	3,4	4,5	2,5
Reputation	5,2	1,3	0,7	1,7	2,8
<b>Accountability</b>					
Liability	6,2	3,7	1,5	2,5	1,8
Profits	6,1	2,4	2,4	2,5	1,8
Image	9,1	2,5	2,7	3,5	1,6
Social Responsibility	8,2	1,5	2,5	2,5	0,8
Change	6,2	4,2	2,5	5,2	0,8
Management Philosophy	6,1	4,4	2,5	5,4	1,8
Organization	6,3	4,3	1,4	1,8	0,8
Working Conditions	6,1	1,3	3,4	3,6	0,8
Marketing	7,2	2,4	1,5	2,5	0,8
Selling	6,2	2,6	0,5	2,4	0,6
Legal Issues	6,3	4,4	2,4	4,5	0,8
Resources	5,4	3,2	2,5	3,4	2,4
Reputation	3,2	2,7	2,6	2,7	2,8

Issues and Components	Business is Business	Promotion	Product/ Services	Human Capital	Ethics
<b>Purpose</b>					
Liability	5,3	1,2	2,5	2,5	1,6
Profits	7,2	3,4	2,6	1,6	3,5
Image	6,0	2,6	1,6	1,5	1,7
Social Responsibility	7,0	4,6	2,6	4,3	0,7
Change	6,1	3,4	3,5	3,4	2,7
Management Philosophy	8,2	3,5	3,5	3,4	1,7
Organization	10,0	3,5	1,5	1,7	0,6
Working Conditions	6,0	4,4	2,5	2,5	0,7
Marketing	5,0	2,7	2,6	3,6	1,5
Selling	5,2	4,4	2,7	1,5	0,8
Legal Issues	7,1	3,4	0,5	2,4	2,6
Resources	2,2	4,2	2,5	3,5	0,7
Reputation	5,2	3,5	2,8	2,5	1,8
<b>People</b>					
Liability	6,2	1,5	2,6	2,6	1,5
Profits	9,0	5,2	3,5	3,6	0,8
Image	7,1	7,3	2,2	3,6	2,6
Social Responsibility	9,0	4,2	2,4	2,6	0,8
Change	6,2	6,1	2,6	3,4	3,8
Management Philosophy	7,2	4,4	1,5	3,5	0,8
Organization	7,3	5,2	3,4	1,6	2,7
Working Conditions	9,0	2,5	2,5	2,6	1,5
Marketing	5,2	2,6	0,6	2,5	0,6
Selling	8,0	1,5	2,5	3,5	1,5
Legal Issues	9,0	5,3	0,5	4,5	1,7
Resources	5,2	4,3	2,5	1,6	1,6
Reputation	7,0	4,4	2,7	3,6	2,8

TABLE 3  
UNDERGRADUATE PRE

Issues and Components	Business is Business	Promotion	Product/ Services	Human Capital	Ethics
<b>Money</b>					
Liability	3,4	1,6	1,5	2,4	1,6
Profits	5,5	1,5	3,5	1,6	1,6
Image	4,1	1,6	1,4	1,4	0,5
Social Responsibility	3,3	1,7	1,7	0,6	1,8
Change	4,2	1,4	3,3	4,4	1,5
Management Philosophy	5,2	1,5	1,4	1,5	2,6
Organization	6,1	1,3	3,6	2,5	1,5
Working Conditions	2,6	1,6	3,6	1,6	1,5
Marketing	3,6	2,5	2,5	1,4	1,5
Selling	4,3	2,4	2,5	2,5	1,6
Legal Issues	5,2	1,5	2,4	1,5	1,7
Resources	6,2	2,4	1,5	1,5	1,5
Reputation	3,4	1,5	2,6	3,5	1,7
<b>Accountability</b>					
Liability	3,6	1,8	1,5	0,6	1,6
Profits	4,4	1,4	1,5	0,5	1,5
Image	3,4	1,6	1,6	1,6	2,6
Social Responsibility	3,5	1,6	1,5	1,6	2,6
Change	2,5	0,6	1,4	1,5	0,5
Management Philosophy	3,4	1,7	0,7	1,6	1,7
Organization	2,4	1,4	1,3	1,3	1,5
Working Conditions	3,4	1,6	2,4	1,8	2,5
Marketing	4,4	1,6	1,6	1,5	1,6
Selling	4,4	1,7	1,6	1,4	1,6
Legal Issues	2,4	0,6	1,3	1,4	0,6
Resources	2,2	2,4	2,4	3,4	2,4
Reputation	2,4	1,6	1,8	1,5	2,6

Issues and Components	Business is Business	Promotion	Product/ Services	Human Capital	Ethics
<b>Purpose</b>					
Liability	3,5	1,5	0,5	1,6	1,8
Profits	4,4	2,4	1,6	2,7	1,5
Image	6,3	1,6	2,6	4,4	0,8
Social Responsibility	3,4	0,6	1,5	1,6	0,6
Change	3,2	2,4	2,4	3,5	1,5
Management Philosophy	5,5	2,5	1,4	1,6	1,5
Organization	5,1	1,3	1,3	2,5	2,3
Working Conditions	2,3	1,6	2,5	1,6	1,5
Marketing	2,4	2,5	2,6	2,5	3,5
Selling	4,3	1,4	2,5	2,4	1,6
Legal Issues	4,3	1,6	1,4	2,5	1,6
Resources	4,1	1,4	1,4	2,4	2,4
Reputation	3,4	1,6	1,8	0,8	0,9
<b>People</b>					
Liability	2,6	0,8	1,5	1,8	0,8
Profits	4,2	1,5	3,6	2,6	2,5
Image	5,3	1,5	2,5	3,6	2,5
Social Responsibility	3,4	1,5	1,5	2,6	2,8
Change	4,2	2,5	3,4	1,7	1,4
Management Philosophy	3,3	1,6	2,5	1,7	1,7
Organization	2,2	1,4	0,4	1,5	0,5
Working Conditions	2,4	1,6	1,6	2,4	2,4
Marketing	3,2	1,5	2,5	1,4	1,6
Selling	3,1	3,4	2,4	1,5	2,2
Legal Issues	3,3	2,5	1,6	1,6	1,6
Resources	2,5	2,4	1,6	3,5	0,5
Reputation	1,5	0,7	1,7	1,7	0,8

TABLE 4  
UNDERGRADUATE POST

Issues and Components	Business is Business	Promotion	Product/ Services	Human Capital	Ethics
<b>Money</b>					
Liability	2,5	1,5	1,4	3,5	1,7
Profits	6,3	1,5	2,4	1,3	1,7
Image	5,1	1,5	2,4	2,4	1,7
Social Responsibility	5,3	1,6	1,5	0,2	1,8
Change	3,4	1,4	1,4	2,5	1,6
Management Philosophy	5,3	1,5	1,3	5,5	1,7
Organization	7,1	1,3	2,5	2,3	1,7
Working Conditions	2,5	0,6	1,4	0,5	0,7
Marketing	1,4	1,6	1,5	2,4	0,6
Selling	5,2	1,5	1,3	2,5	0,7
Legal Issues	6,1	1,4	0,4	1,3	0,8
Resources	2,1	1,3	1,4	1,5	0,5
Reputation	5,2	1,5	1,8	1,4	1,8
<b>Accountability</b>					
Liability	2,5	1,5	1,5	0,6	0,7
Profits	3,2	1,4	0,6	0,3	0,5
Image	3,5	2,5	0,2	0,4	1,7
Social Responsibility	1,5	1,5	2,2	1,4	1,6
Change	2,6	2,2	1,3	0,6	0,5
Management Philosophy	2,5	1,6	1,4	0,2	1,7
Organization	2,4	1,4	2,3	2,5	1,7
Working Conditions	2,5	1,5	2,2	0,5	0,6
Marketing	2,5	1,5	1,6	0,4	0,7
Selling	2,5	1,7	1,4	1,2	1,7
Legal Issues	2,5	2,5	1,3	1,4	0,8
Resources	2,5	1,5	1,1	1,5	1,5
Reputation	2,5	0,6	1,4	2,3	0,7

Issues and Components	Business is Business	Promotion	Product/ Services	Human Capital	Ethics
<b>Purpose</b>					
Liability	2,5	1,4	1,4	2,7	1,8
Profits	5,1	3,2	0,7	2,8	1,5
Image	5,3	2,4	1,6	1,6	0,6
Social Responsibility	2,4	1,5	1,4	0,5	1,7
Change	2,3	3,4	1,5	2,4	1,5
Management Philosophy	3,4	2,5	1,4	0,4	0,6
Organization	5,3	1,4	1,6	2,6	1,5
Working Conditions	2,3	3,5	0,5	0,5	0,6
Marketing	3,2	2,5	0,4	1,2	1,7
Selling	3,3	1,3	1,5	0,5	0,7
Legal Issues	4,3	2,5	2,4	1,7	0,8
Resources	3,4	2,3	1,4	1,5	0,5
Reputation	1,5	0,5	1,6	0,6	2,7
<b>People</b>					
Liability	3,5	1,7	1,4	0,8	0,6
Profits	1,2	0,3	2,6	1,6	1,5
Image	5,3	0,5	1,5	2,6	1,5
Social Responsibility	3,5	2,5	0,6	0,6	0,8
Change	1,4	2,6	2,4	1,7	1,5
Management Philosophy	2,5	1,7	0,3	0,8	0,8
Organization	4,4	2,4	1,6	0,8	0,7
Working Condition	3,5	1,5	1,5	1,6	1,4
Marketing	2,3	1,6	1,6	0,6	1,5
Selling	4,4	1,4	0,4	1,6	1,8
Legal Issues	3,3	1,4	0,5	1,5	1,5
Resources	1,7	1,5	1,6	3,6	0,5
Reputation	1,5	1,5	1,6	0,8	0,6