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promote the golf industry to tourists. The consumption patterns of golfers were not only of interest to this particular professional organization, but also provided for a discussion of classical consumer theory. Thus, using the data collected from the applied research project, the researchers examined whether or not golf patrons treated travel costs as sunk costs or bundled costs. Results revealed information that expanded the body of knowledge regarding the golf industry and consumer behavior. Projects such as this allow for direct benefit to sport organizations while also examining existing theoretical models in a new and innovative ways. The opportunities for applied research, basic research, and a blending of the two are limitless.

It is critical, however, to remember that applied research involves a systematic process that includes objectivity in gathering facts and the testing of creative ideas for alternative business strategies (Zikmund, 2002). Faculty choosing to conduct applied research are cautioned that not all research opportunities are valuable to students. But, through teaching applied research concepts, tapping into internal and external networks in the sport industry for meaningful research opportunities, and working with students to develop new and pertinent research projects using the latest technological innovations, faculty members will successfully prepare students to use data to critically solve organizational problems as they enter their chosen profession.

References:

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