AN ANALYSIS OF PERCEIVED COMPETENCIES OF SPORTS FOR ALL MANAGERS IN GREECE

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ABSTRACT

This study examined the perceived importance and interest in knowledge acquisition of 115 competency statements in 11 curriculum areas by the Greek Sports for All (SfA) managers. The questionnaire was sent to the entire defined population (N=132) of managers employed at national, regional and local SfA organizations. The return rate was 63.6% (84 questionnaires).

Importance attached to the competencies of Financial Management (.01 level), Sports Science (.05), and Safety/Accident Prevention (.05) was found to be significantly different between the regional- and the local-level managers. Whereas, local managers perceived the eleven curriculum areas the same regardless if they were employed in small, medium-sized, or large municipalities.

SfA managers agreed that there should be available to them an academic undergraduate program in SfA management and related seminars. The local SfA managers appeared to have the greatest need for competency development. Utilization/operation of computers, and research-related aspects were the competencies which SfA managers desired more in knowledge acquisition.

Key words: Competencies, SfA Managers
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Organized recreational sport appeared in Greece in the late 1970s under the headings Sports for All, Exercise for All, Public Mass Sport or Mass Sport. In 1981, a state campaign was launched with the title Public Mass Sport programs as a public service, which consisted of sport and exercise participation in the form of specific nationwide programs implemented by local governments. The threefold purpose of these programs is: (a) to increase the number of citizens of all ages and abilities to actively participate in sport, (b) shift the focus of organized sport from mostly competitive to cooperative, and (c) screen for athletic talents among the young population orienting them toward competitive sports ("Deputy Ministry", 1984).

At the present time, sport and exercise as a means of recreation and health improvement, are widely accepted in Greece with the title "Sport for All" (SfA). Since, SfA offered as a public service, it has become a "social service of special importance" ("Agreements," 1988, p. 18). According to governmental estimates, by the time these programs started, the total population who actively participated in sport had reached to 3.6% in 1984 and 7.0% in 1988 of an estimated total of 9.950.000 people.

Under the SfA campaign, there are eight sport and exercise programs currently implemented at the local level by municipalities: Child and Sport, Woman and Sport, Sport for Seniors, Sport for Children with Special Needs, Swimming Instruction, Sport in Correctional Institutions, Sport in Drug Rehabilitation Centers, Sport for the Work Force.

For the implementation of these programs, an organizational structure of a three-tier higherarchical organization on national, regional, and local levels have been created by the Secretariat General of Sport. At the national level, the Greek Ministry of Culture, through its Secretariat General of Sport, finances and oversees all SfA programs (Chart 1). The executive officer of sport promotion in the Secretariat General of Sport is the director of sport promotion who supervises three SfA related departments: high school, college and university sports; community, labor, farmer and military sport; and sport for special populations. Each department is managed by an upper middle-level manager. The next lower level of the SfA delivery system consists of 52 regional supervisors (middle level managers). They operate at prefectures throughout Greece and act as liaisons between Secretariat General of Sport and the local governments. The third level of the SfA delivery system is the local (operational) level, where the SfA programs are actually implemented. According to the way each local government operates, the organizational structure of this level can be found in three main forms: (a) the formation of municipal sport committees, (b) the assignment of a deputy-mayor or a member of the community council to be in charge of the SfA programs by overseeing the sports department, office or employee in charge, and (c) establishment of municipal sport organizations (semi-autonomous municipal entities) to offer sport and exercise services to the public.

Insert Chart 1 about here
AN ANALYSIS OF PERCEIVED COMPETENCIES OF SPORTS FOR ALL MANAGERS IN GREECE

The Problem

Despite the SfA's extend organizational structure, large financial support, and its priority as a social service, it seems remiss that even though formal education for those who currently employed at recreational programs is required in Greece, it is not adjusted to contemporary needs and circumstances when it comes to the management aspects.

Most of the SfA managers in Greece are physical education instructors, and they are assumed to have basic knowledge of and skills in sport management. It was not until 1985, however, that a single-course in management was introduced into the physical-education curriculum in Greek universities. Nevertheless, based on the examination of the course textbooks, it appears that this course is mainly concerned with the management of secondary-school physical-education classes and athletics. Furthermore, there is no indication that the development of the sport administration courses currently taught at Greek universities was based on related studies and empirical data about the knowledge and skill that is needed to Greek recreational sport managers. On this aspect, Mintzberg (1975) and Ulrich & Parkhouse (1982) have stated that students' education should have a real connection to the workplace where they will be employed after graduation.

A two-semester course leading to a specialization in SfA is offered in some Greek universities through departments of physical education and sports science (DPESS). However, these courses are focused on aspects of physiological and psychological considerations in sport throughout the life span, but they do not include the management of recreational sport programs ("University of Athens," 1984-85; "University of Thessaloniki," 1987).

The adequacy of the current education of the Greek recreational sport personnel has also been challenged by Brademas (1986) who stated that: "Almost all of the [Greek] officials [in the field of recreation] interviewed stated the need for qualified personnel and the need for in-service training" (p. 40).

Related Literature

Scholars in the field of sport management agree that there is a lack of specialized research as it applies to the unique characteristics of sport management (Busser & Bannon 1987; Parkhouse & Ulrich, 1979; Zeigler, 1983). Owing to the limited knowledge applied specifically to sport management, scholars have suggested that the already existing body of knowledge in management or related fields can serve as the basis for sport management research (Parkhouse, Ulrich & Soucie, 1982; Sheffield & Davis, 1986). According to Hardy (1987), the core knowledge of sport management, the so-called functional applications, should be derived from business administration, whereas the technical skills necessary in some segments of the sport industry should be identified and disseminated by the researchers in the field. Zeigler (1983), however, argued that scholars in sport management should pursue research within their field instead of adapting knowledge from other fields. Zeigler's argument was supported by Frost and Marshall (cited in White & Karabetos, 1987), who stated that "administrative characteristics necessary for one organization may not be appropriate for another" (p. 18). Thus, scholars agree that the diversity and complexity of sports organizations create areas of specialization sufficiently different to warrant specific preparation (Lambrecht, 1987; Parkhouse, 1884; Parks & Quain, 1986) and research (Hardy, 1987; Parkhouse & Ulrich, 1979). However, despite the
agreement on the need for specialized research in all areas of sports management, only two studies were found to include municipal-based recreational sport. The first was conducted in the United States and on U.S. military bases abroad by Jamieson (1981) and the second study was conducted in 125 private and public-sector sports and recreation Australian managers by Cuskelly and Auld (1991).

In contrast, the related Greek literature review indicates that there is no field-based information on the competencies needed by managers of SfA programs at the national, regional, and local levels of the nationwide SfA organization or at small, medium-sized and large local governments.

With regard to competencies needed by sport managers, in the international literature is indicated that practitioners preferred a business-related emphasis in knowledge acquisition regardless of their specialty area (Parkhouse & Ulrich, 1979). Furthermore, several scholars of sport management have cited the business-related knowledge that was needed for a successful sports administrator. This knowledge base included but was not limited to: budgeting; financial management; personnel management; office management; use of information systems; bargaining/negotiating; communication; legal aspects; interpersonal relations; general management; marketing; accounting; economics; statistics; organizational behavior; public relations; program planning and management; planning, designing and management of facilities (Cuskelly & Auld, 1991; Hardy, 1987; Jamieson, 1981; Karabetos & White, 1989; Lambrecht, 1987; Parkhouse & Ulrich, 1979; Quain & Parks, 1986). Katz (1974) developed a model which indicates three types of skills required by successful managers at any managerial level, i.e., human (which it may include the knowledge of Communication, Organizational behavior, public relations), technical (which it may include the knowledge of Sports Events Administration, facility management, information systems) and conceptual (which it may include the knowledge of Philosophy, bargaining/negotiating).

With regard to the size of an organization, it is indicated that it is not a determining factor in management functions and, by extension, competencies. French and Lehnsten (1973) mentioned that the size of an organizational unit does not affect the nature of the organizational or administrative problems; they differ largely in degree rather than in kind. The principles and elements of administration, maintenance, development, and program operations in a small agency are similar to those in the large agency. Staff responsibilities in the smaller agencies are usually consolidated, whereas the tasks of personnel in larger agencies may be more specialized (National Recreation and Park Association, Undated). Furthermore, Lambrecht (1987) reported little difference in the managing competencies and educational needs of managers employed in mini, maxi or super in size athletic clubs. Jamieson (1981) also concurred when she stated that competencies needed by recreational sport personnel tend not to be affected by differences in institutional settings.

With regard to organizational higherarchy, Jamieson (1981) reported that competencies needed by recreational sports personnel varied significantly among the different professional levels. The most needed competencies for supervisory management positions were in the areas of programming and management techniques, safety/accident prevention, and to a lesser extent in governance, philosophy, and facility/maintenance. For the top-management positions, an emphasis was given to management techniques, safety/accident prevention, and business procedures. Other scholars have also suggested that although the management functions of planning, organizing, leading, and controlling were the same at any level or group, there was a
difference in the degree of importance attached to them at each level (Reeser & Loper, 1978; Summers, 1986).

In summary, the review of the related literature indicated that sport organizations differ from business organizations and therefore specialized research is needed. The size and setting of an organization is not a determining factor in management competencies, however competencies do differ among the organizational levels of management. Specific competency areas are indicated as needed for sport managers.

Method

The researcher surveyed 132 SfA managers from three different organizational levels: managers at the Secretariat General of Sports who oversee the organization of SfA programs in the entire country (National Level, N=9), managers assigned to supervise the SfA organization among local governments in their region (Regional Level, N=54), and managers in charge of SfA operations in municipalities with a population of more than 10,000 (Local Level, N=69). These include 8 large municipalities with populations of more than 100,000 people, 21 medium-sized municipalities with populations of 40,000 to 99,000, and 40 small municipalities with populations of 10,000 to 39,000 people.

The data collection instrument was a modified version of Jamieson's (1981) Recreational Sports Competency Analysis (RSCA) Questionnaire. A final reliability check of the instrument contacted for each of the scales representing the 11 curriculum areas (Financial Management, Facility Maintenance/Equipment, Communications, Legality, Sport Events Administration, Research, Management Techniques, Safety/Accident Prevention, Philosophy, Sports Science, Programming Techniques), along with the data analysis. Cronbach's alpha internal consistency reliability coefficients were calculated. They ranged from a low of .63 to a high of .85 with a median of .78 (Table 1).

The SfAMCA questionnaire was mailed or delivered to the population of this study (N=132). After two follow-ups (one by mail and one by telephone), a total of 84 questionnaires were returned -- representing a response rate of 63.6%. Demographic data related to the SfA managers and the organizations they work in were collected.

To compare the respondents representing the three organizational levels about their views of the importance of the curriculum areas, a series of 11 one-way analyses of variance were carried out in which the dependent variables were the curriculum areas/scales, and the independent variable in each case was the position of the respondent as a national, regional, or local-level SfA manager.

Since 11 F Tests were performed, a .01 alpha level was used to establish statistical significance in order to control for the possibility of a Type I error. However, significant differences at .05 level are also reported with caution.1 The same procedure was followed for comparing the respondents of the three municipality sizes.

1 Note.
Results and Discussion

The majority of respondents is a male, 31 to 40 years of age, holds a civil-service position in the SfA (45.2%) or is detached to a SfA position (33.3%). He is a college or university graduate who most likely studied physical education, with a 50% likelihood of having attended SfA seminars either in Greece, abroad, or both. His position title is most likely to be in Charge of a Municipal Sports Organization (35.6%) or Municipal Employee (35.6%). He has one to six years of experience, and he supervises more than seven subordinates (61.9%).

The profile of the setting in which the majority of the responding local managers work was a sports organization (municipal public entity) with one to two staff members and a small number of volunteers. This local sports organization offered the SGS's, as well as one to three additional SfA programs, in a wide variety of facilities ranging from basketball courts, gymnasiums, volleyball courts, and stadiums to open-space/city streets.

A total of 58 competencies representing the 11 curriculum areas were perceived as being "important" or "very important" by all respondents in this study. There was, however, considerable discrepancy in the number of competencies perceived "important" when the responses were compared by level of position. A total of 38, 40, and 18 competency statements were reported as "important" to national, regional, and local managers, respectively. One reason for this unequal distribution of competencies among the three organizational levels might be attributed to the fact that only one-third (33.4%) of the responding local managers' professional preparation was in physical education or in administration compared to more than two-thirds (78.8%) of the regional managers and half (50.0%) of the national managers. Also, close to a third (31.1%) of the local managers reported an educational level of only a high-school diploma. From the above, it appears that among the three organizational levels, the local SfA managers have a greater need for competency development.

Furthermore, comparing the results of this study with those reported by Jamieson (1981), it is evident that Greek recreational sports managers reported less than half the number of competencies as important (38 national, 40 regional, and 18 at the local level) compared to their counterparts in the United States (87 at the top level, 94 at the middle level, and 38 at the entry level). This might be attributed to the fact that in the United States, recreation and physical education curricula have for many years included courses preparing professionals for administrative positions, and that municipal recreation departments have a long history (over 40 years) of providing more comprehensive sports programs and related services. Another reason for this low selection of competencies might be the fact that certain SfA-related functions are currently handled by different departments in their organizations. For example, the purchasing department handles the supply of the sports equipment, the personnel department handles the hiring of the civil-servant SfA managers, the secretaries handles the typing of the documents. However, as more local self sustained sports organizations will be formed in the future, some of these functions might be handled by the SfA managers themselves within their sports organizations. Therefore, the competencies currently ranked as "not important" should rather be perceived as professional competency areas with possible future growth potential that can be developed through in-service or seminar-based education.

The survey results indicated that the top-ranked curriculum area was Communications followed by Sports-Events Administration and Philosophy. The
Communications area coincided with the Interpersonal Communications found by Cuskelly and Auld (1991) as most important for the Australian sports and recreational managers. Communication skills were among the business curriculum areas perceived by many sports-management scholars as necessary for a successful sports-management career (Hardy, 1987; Karabetos & White, 1989; Lambrecht 1987; Parkhouse & Ulrich, 1979; Quain & Parks, 1986). Jamieson (1981) also reported that Communications was among the curriculum areas perceived as being important by recreational sports managers in the United States in municipal, military, and educational settings.

The Sports-Events Administration curriculum area can be characterized as technical. Katz (1974) and Lambrecht (1987) identified this technical area as being important to sports managers. This is not surprising; however, since sports events and services are the main reason for the existence of any sports organization and therefore the basis of sports management.

The Philosophy curriculum area can be characterized as the conceptual base of the recreational sports programs. In Greece, political philosophy plays an important role in the way sports are organized and administered. For example, under a socialistic administration, SfA programs at the local level would be implemented by committees of volunteers as an indication of community involvement in the local government.

Overall, it seems that the above three curriculum areas fall into Katz's (1974) theoretical model of the types of skills required by successful managers at any managerial level, i.e., human (Communication), technical (Sports Events Administration) and conceptual (Philosophy). It also appears that these three curriculum areas can provide the foundation for the development of a recreational sports-management course in the future.

In contrast to the Australian sports and recreational managers who perceived Financial Management as one of the most important competency areas (Cuskelly & Auld, 1991), the Greek SfA managers (with the exception of those of large municipalities) generally perceived the Financial-Management curriculum area as the least important judging by the number of competency statements selected as "important" or "very important." This may be attributed to the fact that the SfA programs are entirely supported financially by the state. This allows little room for financial freedom in the hands of the SfA managers. However, it should also be noted that the difference between Greek and Australian sports managers may be due to the fact that the Australian study included recreational managers from the private sector, where financial profit is the primary objective.

Management Techniques is the curriculum area which showed a progressive importance from the local to the national level. The fact that the national SfA managers selected a larger number of management-competency statements compared to the regional and local managers is also in line with the American recreation managers' competency results reported by Jamieson (1981).

It is interesting to note that the Greek incumbents cited information systems and research-related competencies as their leading choices of knowledge they would prefer to acquire. This can be seen as a need for improving the efficiency and effectiveness of the SfA delivery system. Therefore, these curriculum areas should be considered for use in future in-service education and curriculum development.

The comparison among the three organizational levels with respect to the 11 curriculum areas indicated that Financial Management (.01 level), Sports Science (.05 level), and Safety/Accident Prevention (.05 level) were the only curriculum areas with
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pair-wise significant differences mainly between the managers of the local and the regional levels (Table 2). These results appear to contradict, in part, Jamieson's (1981) who reported that the competencies of the American recreational sports managers differ significantly in all curriculum areas among the three levels of the studied recreational sports organizations.

Furthermore, the comparison of the SfA managers' perception of importance with regard to the competencies in the curriculum areas among the three municipality sizes indicated no significant differences among the respondents (Table 3). These results appear to confirm French and Lehsten (1973) who reported that the size of an organization is not a determining factor of management functions and thus competencies. Lambrecht (1987) also reported little difference in the competencies perceived important for the management of athletic mini, maxi, and super clubs in the U.S.A.

The respondents in this study almost unanimously agreed that a specific SfA management professional preparation program in the Greek universities should be available and that management seminars should be offered to SfA managers (94.0% and 97.6% agreement respectively). These results coincide with Brademas' (1986) who reported that Greek recreation officials cited the need for qualified personnel and in-service training in the recreation field. This is an indication that the SfA incumbents recognized the importance of professional preparation. It should also be perceived as a call to the academic physical education community in Greece to address the need for competent management personnel in the SfA organizations. It appears that there is a need for Greek universities to consider updating the main focus of their current courses in Organization and Administration of Sports from mainly secondary physical education to include other areas of sports management, such as recreational sports.

Recommendations

Additional qualitative information beyond the findings of this study based on non participant observations, comprehensive interviews and focus groups can add to a more thorough understanding of the SfA managers' performance of tasks in specific positions.

For the purpose of improving employee effectiveness in specific positions, the information collected in this study and the preceding recommended qualitative processes can constitute reference material for performance evaluations.

For setting the minimum competency standards of the prospective SfA municipal managers, the information collected through this study and the preceding recommended qualitative processes can constitute reference material for a job analysis which can translate practice into a format for test development. This, along with the input and guidance of the Greek Association of Physical Education and the scholars in Greek sports management, can provide the basis for a future professional certification examination.
For the purpose of curriculum development, future research should collect similar qualitative and quantitative data from other Greek sports and fitness organizations such as private health clubs, secondary schools, colleges, amateur and professional sports organizations. This information can assist the faculty in universities to determine whether a revision of the current single Organization and Administration of Sports course would be sufficient or whether there is a need to develop a specific multi-track curriculum to better prepare future professionals in the field of sports management in Greece.

A replication of this study should be done in the future, since an expansion of the SfA programs to more municipalities and communities may provide the necessary population size for the statistical grouping of the 115 competencies into curriculum areas and for the drawing of a random sample of study participants both of which were not feasible in this study. Furthermore, a larger population size will give power to the comparison among the different organizational levels, the results of which might have been influenced by the small number of participants.

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**Note:**

Results indicating differences at the .05 level should be viewed conservatively due to the 11 one-way ANOVA tests (raises the possibility of Type I error). Furthermore, the number of respondents in the national-level, as well as the large and medium-sized municipality cells were low which require that the results in Tables 6 and 7 be interpreted conservatively. Results with p values of <.05, reflect possible trends for further study.
Chart 1. Organizational Chart of SfA in Greece.

MINISTRY OF CULTURE

DEPUTY MINISTRY OF SPORTS

SECRETARIAT GENERAL OF SPORTS
SGS Director of Sports Promotion
Managers of SfA Departments of School Sport,
Community/Labor/Military Sport, Sport
for Special Population
(National Level)

PREFECTURES
Regional SfA Supervisors
(Regional level)

MUNICIPALITIES-COMMUNITIES
Sports Entities or Managers
(Local/Operational Level)
Table 1. Cronbach's Alpha Reliability Coefficients for the 11 Curriculum Areas/Scales.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Number of Items</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Management</td>
<td>5</td>
<td>.63</td>
</tr>
<tr>
<td>Communications</td>
<td>14</td>
<td>.82</td>
</tr>
<tr>
<td>Facility/Maintenance/Equipment</td>
<td>11</td>
<td>.80</td>
</tr>
<tr>
<td>Legality</td>
<td>15</td>
<td>.78</td>
</tr>
<tr>
<td>Management Techniques</td>
<td>23</td>
<td>.85</td>
</tr>
<tr>
<td>Sports-Events Administration</td>
<td>12</td>
<td>.84</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5</td>
<td>.64</td>
</tr>
<tr>
<td>Programming Techniques</td>
<td>8</td>
<td>.73</td>
</tr>
<tr>
<td>Research</td>
<td>8</td>
<td>.67</td>
</tr>
<tr>
<td>Safety/Accident Prevention</td>
<td>7</td>
<td>.78</td>
</tr>
<tr>
<td>Sports Science</td>
<td>7</td>
<td>.76</td>
</tr>
<tr>
<td>Curriculum Area</td>
<td>Organizational Level</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>Regional</td>
</tr>
<tr>
<td></td>
<td>N1  Mean  SD</td>
<td>N2  Mean SD</td>
</tr>
<tr>
<td>Financial Management</td>
<td>5   20.6   4.8</td>
<td>29   18.6  3.2</td>
</tr>
<tr>
<td>Communications</td>
<td>4   68.0   8.1</td>
<td>28   69.7   7.9</td>
</tr>
<tr>
<td>Facility/ Equipment/ Maintenance</td>
<td>6   44.5   7.1</td>
<td>28   51.6   7.4</td>
</tr>
<tr>
<td>Legality</td>
<td>5   59.4   10.3</td>
<td>29   63.4   7.9</td>
</tr>
<tr>
<td>Management Techniques</td>
<td>3   97.3   13.0</td>
<td>26   97.5  12.6</td>
</tr>
<tr>
<td>Sports-Events Administration</td>
<td>6   53.0   9.1</td>
<td>30   56.9  7.0</td>
</tr>
<tr>
<td>Philosophy</td>
<td>6   27.0   2.9</td>
<td>31   26.4  2.7</td>
</tr>
<tr>
<td>Programming Techniques</td>
<td>6   33.3   3.6</td>
<td>31   36.8  4.6</td>
</tr>
<tr>
<td>Research</td>
<td>5   35.8   6.3</td>
<td>32   35.1  5.4</td>
</tr>
<tr>
<td>Safety/Accident Prevention</td>
<td>6   31.8   6.6</td>
<td>30   35.4  3.9</td>
</tr>
<tr>
<td>Sports Science</td>
<td>6   33.0   6.6</td>
<td>29   36.5  3.0</td>
</tr>
</tbody>
</table>

*p < .05  
**p < .01

Totals: N1=6, N2=33, N3=45
Table 3. Mean Importance Ratings Assigned to the 11 Curriculum Areas by Large, Medium, and Small Municipalities.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Large</th>
<th>Medium</th>
<th>Small</th>
<th>( F )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N1</td>
<td>Mean</td>
<td>SD</td>
<td>N2</td>
</tr>
<tr>
<td>Financial Management</td>
<td>3</td>
<td>23.7</td>
<td>.6</td>
<td>8</td>
</tr>
<tr>
<td>Communications</td>
<td>4</td>
<td>61.7</td>
<td>11.9</td>
<td>7</td>
</tr>
<tr>
<td>Facility/Maintenance/Equipment</td>
<td>4</td>
<td>46.5</td>
<td>6.1</td>
<td>10</td>
</tr>
<tr>
<td>Legality</td>
<td>5</td>
<td>59.4</td>
<td>10.7</td>
<td>5</td>
</tr>
<tr>
<td>Management Techniques</td>
<td>2</td>
<td>107.0</td>
<td>2.8</td>
<td>6</td>
</tr>
<tr>
<td>Sports-Events Administration</td>
<td>3</td>
<td>51.0</td>
<td>13.0</td>
<td>8</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5</td>
<td>25.2</td>
<td>2.04</td>
<td>8</td>
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<tr>
<td>Programming Techniques</td>
<td>4</td>
<td>35.0</td>
<td>6.4</td>
<td>8</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
<td>34.3</td>
<td>4.7</td>
<td>7</td>
</tr>
<tr>
<td>Safety/Accident Prevention</td>
<td>4</td>
<td>27.2</td>
<td>5.3</td>
<td>9</td>
</tr>
<tr>
<td>Sports Science</td>
<td>4</td>
<td>28.7</td>
<td>7.5</td>
<td>8</td>
</tr>
</tbody>
</table>

Totals: N1=7, N2=12, N3=26