



SportBusiness

**POSTGRADUATE
COURSE
RANKINGS**

2018



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SPORTS COURSES

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School's In

SPORTBUSINESS' ANNUAL SURVEY OF THE
WORLD'S BEST POSTGRADUATE COURSES

SportBusiness



WELCOME | THE 2018 SPORTBUSINESS POSTGRADUATE RANKINGS



“We’ve always had a focus on the student experience, and I think that that translates and resonates well”

SCOTT MINTO

SAN DIEGO STATE UNIVERSITY, **PAGE 16**

Welcome, once more, to the SportBusiness Postgraduate Rankings.

The 2018 edition is, perhaps unsurprisingly, the biggest and most detailed we have ever produced. While our aim has remained unchanged since the inception of the rankings in 2012 – to provide the most reliable and respected rankings system for postgraduate sports management courses across the world – the scope has increased with each new edition. This year, well over 1,300 surveys were completed by alumni and course leaders from 75 universities.

As ever, we consulted an advisory board of leading academics to gather feedback on the last rankings process before the launch of the

2018 edition. Based on their input, several changes were made to the methodology for this year’s rankings.

The first major change saw the introduction of the ‘usefulness’ and ‘value’ criteria. Graduates were asked to assess how useful the skills taught on the course were to their current employment, taking into account the quality of course content, the standard of teaching and the provision and quality of work placements or internships. They were also asked to rate the course’s value in furthering their careers and securing their current roles. These two measures each represent five per cent of the schools’ overall scores.

To accommodate this, course leader



“We have maintained this wonderful culture of support. I think that’s what drives this programme and it’s what makes us unique and really gives us our primary competitive advantage”

GREG O’SULLIVAN FROM THE NUMBER-ONE RANKED OHIO UNIVERSITY, PAGE 8

weighting was lowered from 15 per cent to ten per cent of the overall score, and the student satisfaction score from 45 per cent to 40 per cent. The 2018 list better represents the views of the people who best understand the impact of the courses: the alumni.

As in 2017, the course leaders were again asked to select both the top five courses and the top five business schools outside their own, with the selection of the top five business schools or faculties based on the institution’s overall academic reputation; quality, number and standing of staff; the number and quality of papers published; and research capability.

Similarly, we maintained the extended employment measurement period, of six months rather than three, to allow a more realistic timeframe for students to enter the workforce.

And the winners are...

For the sixth time in the seven-year history of the rankings, Ohio University claimed the top spot. The University of Massachusetts Amherst, or UMass, again finished runner-up in the overall ranking, and in the course leaders’ selection, where it was also beaten by Ohio.

American colleges continue to dominate the list, with only two entries to the top ten – Australia’s Deakin and The International Centre for Sport Studies (CIES) in Switzerland – coming from outside the United States. This is down from three in 2017, due to the Russian International Olympic University falling one place into 11th. CIES’ dominance over the European rankings mirrors that of Ohio in the US, as it also claimed its sixth victory in seven years.

The biggest riser in the list is the University of South Florida, which is up to fourth this year, having made its debut at

19th in 2017. USF only began its postgraduate sport management programme in 2012, the year this list was founded.

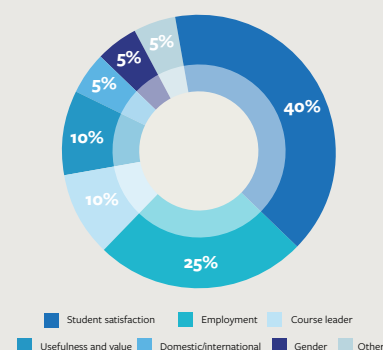
On the following pages you will find reaction and insight from several of the course leaders involved in the programmes that make up this ranking. As well as hearing from the top three universities in the US and Europe, there is also a look at how a new course can establish itself, what leads to student satisfaction, and analysis of the growing sector of online learning and MOOCs (massive open online courses).

We also present the full list of the top 40 courses overall and the top 15 for both North America and Europe. Separate tables show the course leaders’ and graduates’ choices and an analysis of the employment status of students before and after graduation.

SportBusiness International would like to thank all the course leaders and alumni who participated in the rankings, and we hope you find the supplement a useful guide to this dynamic sector. ○



HOW THE PGR SCORE IS CALCULATED



Student satisfaction: a maximum of 40 points is derived from quality of alumni support (10pts), satisfaction with quality of teaching (10pts) satisfaction with quality of support (10pts), and quality of extra-curricular support (10pts).

Employed within six months of graduation: up to 25 points are awarded based on the proportion of the course’s 2015 alumni who, six months after graduation, have gained full-time employment in the industry; were interns which led to a full time career; or enrolled on a related PhD.

Course leader: a maximum 10 points comes from course leaders, who selected their top five postgraduate courses.

Value and usefulness: a maximum of five points based on how valuable the course has been in the career of students, and up to a further five points based on how often graduates use the skills taught on the course.

Domestic/international student ratio: up to five points are awarded based on the split between students from within and outside the course’s home country.

Gender ratio: up to five points based on the split between male and female.

Languages: a maximum of two points are awarded depending on the number of languages used to teach.

Salary: up to two points based on average salary three years after graduation.

Work placement: one point if a work placement/internship is part of studies. ○

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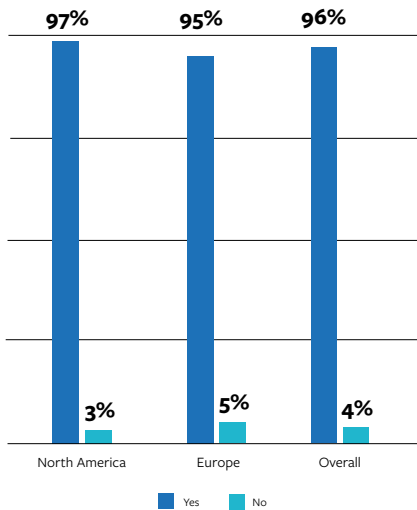


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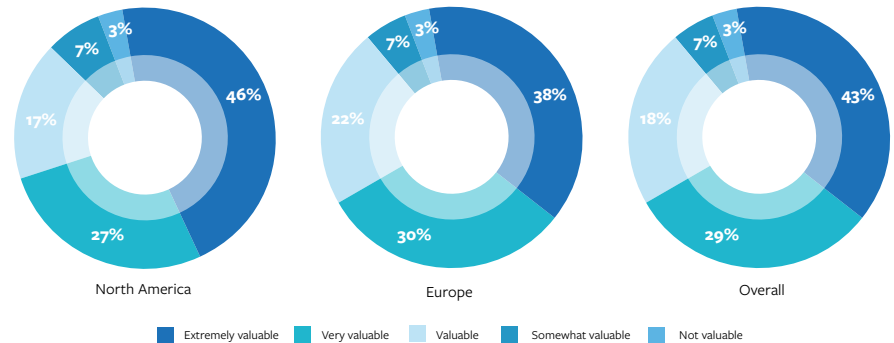


PGR 2018 DATA | SPORTS MASTERS IN NUMBERS

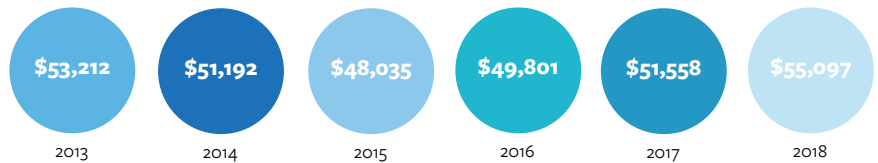
Would you recommend your course? (%)



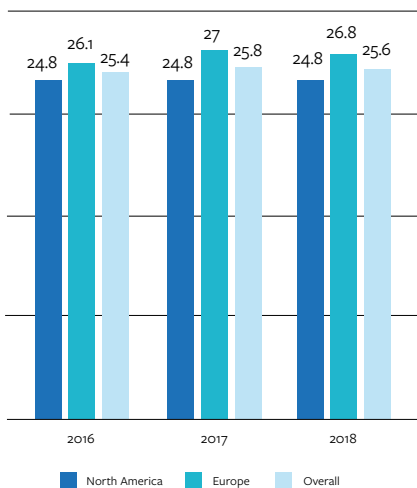
How valuable has the degree been in furthering your career? (%)



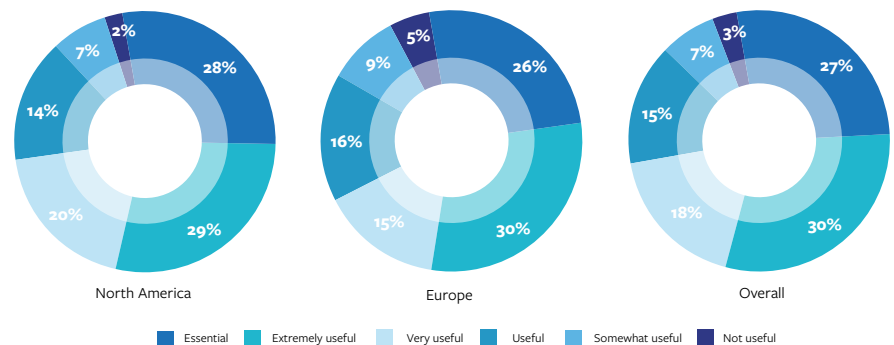
Average salary of graduates



Average student age (years)



How useful have the skills and knowledge taught in your course been in performing your current position/employment? (%)





TOP 40 | POSTGRADUATE SPORTS BUSINESS COURSES

RANK	COURSE PROVIDER	COURSE
1	Ohio University	Master of Sports Administration
2	University of Massachusetts Amherst, Mark H. McCormack, Dept of Sport Management	MBA/MS in Sport Management, MS in Sport Management
3	George Washington University	Master of Science in Sport Management
4	University of South Florida	MBA/MS in Sport & Entertainment Management
5	The International Centre for Sport Studies (CIES)	The Fifa Master
6	University of South Carolina	Master of Sport and Entertainment Management
7	San Diego State University	Sports MBA
8	Deakin University	Master of Business (Sport Management)
9	University of Central Florida	DeVos Sports Business Management Program
10	University of San Francisco	Master in Sport Management
11	Russian International Olympic University	Master of Sport Administration
12	University of Oregon, Lundquist College of Business, Warsaw Sports Marketing Center	MBA Sports Business
13	Centro de Formación Fundación Valencia CF	Master in International Sports Management
14	Ohio State University	Master of Science in Kinesiology, Sport Management
15	Virginia Commonwealth University Center for Sport Leadership	MEd/MBA Sport Leadership
16	Sheffield Hallam University	MSc Sport Business Management
17	Columbia University	MS Sports Management
18	University of Louisville	MS in Sport Administration
19	University of Parma - University of Republic of San Marino	International Master in Strategic Management of Sports Organisations, Events and Facilities
20	Temple University	MS in Sport Business
21	Georgia State University	Master of Science in Sports Management
22	University of New Haven	M.S. Sport Management
23	AISTS	Master of Advanced Studies in Sport Administration and Technology
24	University of Windsor	Master of Human Kinetics in Sport Management
25	Seattle University	Master in Sport Administration and Leadership
26	University of Tennessee	Master in Sport Management
27	Johan Cruyff Institute	Master in Sport Management
28	University of Liverpool Management School	MBA Football Industries
29	Florida Atlantic University	MBA Sport Management
30	Real Madrid Graduate University	MBA Sport Management
31	New York University Preston Robert Tisch Institute for Global Sport	Master in Sports Business
32	Florida State University	Master in Sport Management
33	University of Bayreuth	MBA Sport Management
34	Arizona State University	Master in Sports Law and Business
35	Georgetown University	Master in Sports Industry Management
36	AMOS	Master of Business in Sport
37	Vrije Universiteit Brussel	Postgraduate Course Sports Management
38	Texas A&M University	Master of Science in Sport Management
39	Coventry University	MSc Sport Management
40	MBA ESG	MBA in Sport management

	CLASS SIZE (2014/15)	COURSE DURATION (MONTHS)	LANGUAGES	WORK PLACEMENT	AVERAGE AGE (YEARS)	FEMALE STUDENTS (%)	FOREIGN STUDENTS (%)	EMPLOYMENT (AT 6 MONTHS)	COURSE LEADER SCORE	STUDENT SATISFACTION SCORE	VALUE SCORE	USEFULNESS SCORE	TOTAL SCORE
	27	22	English	Yes	26	43%	14%	25.00	10.00	38.89	4.56	4.22	92.66
	25	12-21	English	Yes	26	27%	23%	23.33	9.00	37.58	4.46	4.06	88.44
	18	15-24	English	Yes	24	40%	30%	25.00	3.00	38.67	4.78	4.57	88.01
	27	21	English	Yes	24	60%	12%	24.48	4.00	38.25	4.29	4.28	85.30
	31	10	English and French	Yes	29.2	28%	81%	23.44	5.00	37.38	4.69	4.55	84.05
	50	12-15	English	Yes	24.5	46%	16%	23.96	3.00	35.83	4.50	4.29	81.58
	25	18	English	Yes	26	29%	21%	21.53	1.00	39.00	4.56	4.64	80.73
	75	24	English	Yes	27	20%	80%	25.00	7.00	31.09	3.82	3.71	80.62
	26	17	English	Yes	29	48%	12%	22.92	2.00	37.00	3.67	3.78	79.37
	101	23	English	Yes	25	39%	12%	22.77	1.00	37.18	4.16	4.06	79.17
	55	10	English and Russian	Yes	30.9	38%	39%	21.88	1.00	34.50	3.67	3.61	78.65
	21	18	English	Yes	26	27%	23%	19.64	6.00	35.00	3.79	3.99	78.42
	18	9	Spanish	Yes	25	22%	44%	22.22	0.00	36.20	4.40	4.44	78.26
	14	12-24	English	Yes	23	43%	7%	25.00	2.00	34.18	4.18	3.64	78.01
	54	12-18	English	Yes	25.7	22%	7%	23.08	1.00	38.07	4.27	4.27	77.69
	30	12	English	Yes	25.2	20%	46%	20.31	1.00	37.00	4.25	4.12	77.68
	60	12-16	English	Yes	27	33%	30%	21.88	3.00	35.00	4.00	3.78	77.65
	23	18-24	English	No		61%	7%	25.00	1.00	35.11	4.00	3.88	76.99
	20	12	English and Italian	Yes	26	20%	8%	21.88	1.00	37.12	4.38	4.38	76.76
	29	24	English	Yes	24	35%	2%	18.06	8.00	34.22	3.78	3.70	76.75
	117	18-24	English	Yes	23.6	50%	0%	22.77	0.00	36.36	4.18	3.87	76.17
	35	12-18	English	Yes	24	30%	15%	20.83	1.00	37.33	4.44	4.26	75.87
	41	15	English	Yes	28	35%	88%	20.11	2.00	35.22	4.00	3.64	74.96
	10	16-24	English	Yes	25	40%	0%	20.83	0.00	36.00	4.17	3.68	74.68
	15	21	English	Yes	24	35%	10%	23.44	0.00	33.75	3.75	3.54	74.48
	38	21	English	Yes	24	42%	4%	21.88	0.00	35.12	3.81	3.71	73.52
	90	10-13	English and Spanish	No	30	21%	45%	19.85	2.00	32.82	3.88	3.49	73.05
	26	12	English	No	31.9	10%	90%	22.50	2.00	34.40	4.60	4.32	72.82
	11	23	English	Yes	23	53%	5%	20.83	1.00	33.78	3.89	4.03	72.53
	13	10	English and Spanish	Yes	27	20%	90%	19.64	1.00	33.14	4.71	4.49	71.99
	53	16	English	Yes	26	31%	49%	22.14	2.00	28.86	3.43	3.30	71.73
	51	12-24	English	Yes	24.1	50%	18%	21.25	1.00	33.20	3.50	3.55	71.50
	30	24	English and German	No	29	29%	25%	21.43	1.00	31.19	3.86	3.21	70.68
	18	12	English	Yes	26	40%	20%	20.83	0.00	30.00	3.67	4.09	70.59
	100	12	English	Yes	24	30%	20%	20.98	1.00	31.29	3.75	3.62	69.64
	168	24	English and French	Yes	20	40%	20%	20.83	1.00	28.33	2.83	3.36	68.36
	60	8	Dutch (main), French English, Spanish	Yes	23	22%	3%	18.75	0.00	30.75	3.25	2.82	63.57
	41	18	English	No	20.8	55%	5%	16.07	4.00	28.86	3.43	2.72	63.08
	25	12	English	Yes	25.5	16%	98%	19.79	4.00	27.33	3.33	3.41	62.87
	88	10-19	French	Yes	22	25%	8%	19.44	0.00	28.44	3.56	3.41	61.86



NORTH AMERICA | US SCHOOLS STILL LEADING THE WAY

SportBusiness International asked the providers of the top three ranking postgraduate courses in North America about the secrets of their success



1. OHIO UNIVERSITY Master of Sports Administration

Norm O'Reilly – chair, department of sports administration

Greg Sullivan – director, PMSA programme

What keeps Ohio at number one in the rankings year after year?

O'Reilly: It's a combination of history and our current strategy. First of all, we're very fortunate in that we're the oldest [postgraduate sports management] programme in the world. We've been around for 52 years and have over 5,000 alumni from our graduate and undergraduate programmes working in the sport industry around the world. So we've got an enormous and very devoted alumni network and history.

More importantly, in the past five years we've really focused on improving the quality of our faculty and really driving our curriculum to be a business curriculum within the programme, so we've been

through a number of curriculum changes and updates and we're now doing that on a very regular basis. The third thing we've done strategically is made a real effort to become more international. We've internationalised our faculty, we've been expanding our partnerships with the universities around the world – we have a number of those – and we've been really working to diversify our student body, so that the students in the programme are from all over the world. So it's an international composition in terms of the faculty focus and the students.

Sullivan: I think diversity is always at the forefront of what we're doing. Considering our impact on the sport industry, I think we've had strong diverse leadership in the programme and I think that that's translated into our diversity success.

We have a history of success that attracts great students. I think that first and foremost our students really drive our success. They're engaged, they're motivated, and they serve to motivate the faculty and staff as well. There has been a long-standing culture of Bobcats taking care of Bobcats. And the understanding is that once you become a Bobcat, you're a part of the success of other Bobcats. It's really an amazing and wonderful culture that's been over 50 years in the making.

What challenges do you face?

O'Reilly: In terms of maintaining our ranking, it's simply competition. Every week we read about another programme popping up and getting going. A number of major business schools in the United States, Europe, Australia and Asia are launching programmes. And they're like us: they're really good business schools, they've got great curricula, they've got resources. Competition is the number one thing.

The challenge for the industry overall with all these programmes is, are there jobs for everybody? There are programmes where students aren't getting 100 per cent job placement, and that's a big challenge. We need to make sure we're aligned with how many job opportunities there actually are.

One thing we've been able to do which has been a challenge for all programmes economically is keep our MSA programme very small. We have about 20 students on the programme, and we've kept the number there despite a lot of pressure and a lot of demand. We know that it could be a lot bigger but we've kept it focused and kept it elite. It's really hard to get in and we know we have really talented students. Then they do very well in terms of their careers afterwards.

Ohio received a perfect score for graduate employment.

Why are Ohio alumni so appealing to employers?

O'Reilly: By keeping it so competitive to get in, the group that comes in is extraordinary to begin with. We get an exceptional pool of candidates that come through that want to join the programme. Then the curriculum is very focused on fitting with the industry needs around analytics, around high-end sales, around digital content. And then because it's a small group and a talented group and we have the faculty and our Center for Sports Administration, which is very strong, we have a very focused effort on supporting their job-hunting efforts once they're in the programme.

The other thing I think is key is that we're a two-year programme and the first year is an MBA. So we have a good chunk of time with the students and they also have an MBA degree. That just vastly increases your employability. They've got work experience, they're brilliant when they come in, they've got an MBA plus an MSA from a really good curriculum. All those things have lead to the 100 per cent job placement and great salaries for as long as I've been here.

Sullivan: From an academic standpoint I think we understand the role that analytics is having and will have on decision-making. We just hired a new faculty member and she specialises in analytics, so we're really excited for what she brings to our course development. And from a leadership standpoint, we create an understanding of employee wellbeing as well as leadership wellbeing and the importance of a positive leadership approach which incorporates a strong focus on ethics which I think is really important. [O](#)



2. UNIVERSITY OF MASSACHUSETTS AMHERST
Mark H. McCormack Department of Sport Management – MBA/MS Sport Management

Steve McKelvey – associate professor, associate department chair & graduate programme director

What are the hallmarks of the UMass programme?

We're very experiential learning-based. Our professors lecture and we do provide the theory, but most

of our grad classes also incorporate a real-world, hands-on learning component. I think our focus is general sport management and development of leaders in the industry.

We have areas where we are historically very strong – college athletics is one, front office of major sports is another very strong area, and we're also getting stronger with each year in the sports sponsorship consulting area.

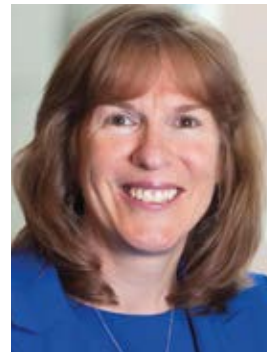
But you come to our programme to get the finest overall sport management training and education. We're not focused purely on one thing or the other.

Where do you end up placing most of your graduates?

The reality is, in this day and age, that most of our alums are going to end up bouncing in and out of different industries. Not too many students start in college athletics and will be in college athletics for the rest of their lives.

They may start there, and they may go on the brand side, and they may go work for a pro sports team, a sports marketing company, and then they'll be back in college athletics. One of the first things we tell students in the professional development seminar is that their path is not going to be linear.

It's going to bounce around, in and out of different industry sectors. So we're preparing them for a bit of all of that. ○



3. GEORGE WASHINGTON UNIVERSITY

MBA in Sport Management
Lisa Delpy Neirotti – director, sport management programmes

Why do you think GWU graduates are so successful at finding work after the programme?

We've tried to build a whole in-classroom and out-of-classroom experience. We have more internships and opportunities to work outside than we have students. We work hard

to understand what our students want and then place them in good positions. I think it's that personal touch. We look for the traditional but often the new opportunities as well. From the time they enter our programme we work with them on getting them experience. Because it's not only academic achievement, but have they had relevant experience? And do they have a network? So we try to get them that experience, and introduce them to as many industry professionals as possible. We also work closely with them on interviewing skills, resume preparation – just becoming a professional.

What are the challenges you face?

Getting the students placed will remain our main challenge. There are limited positions and so many people going after them. Students these days are used to short-form tweets, or watching videos, and not paying attention to detail. So we really work on our students to go that extra mile and make that extra effort to not take a shortcut. I think that's important. We also have to make sure students understand there are so many other opportunities than just, they come in wanting to work only in football and only work in Washington DC. We have to say, 'look, you can work anywhere in the world and it may not be in that specific field you want to work in, but go try something different and then come back and see where your skills can take you'. It's about getting people to open their eyes to other opportunities. ○



TOP 15 NORTH AMERICAN COURSES

RANK	COURSE PROVIDER	COURSE	CLASS SIZE (2014/15)	COURSE DURATION (months)	WORK PLACE-MENT	FEMALE STUDENTS (%)	FOREIGN STUDENTS (%)	EMPLOY-MENT (at 6 mths)	COURSE LEADER SCORE	STUDENT SATIS-FACTION SCORE	VALUE SCORE	USEFUL-NESS SCORE	TOTAL SCORE
1	Ohio University	Master of Sports Administration	27	22	Yes	43%	14%	25.00	10.00	38.89	4.56	4.22	92.66
2	University of Massachusetts	MBA/MS in Sport Management MS in Sport Management	25	12-21	Yes	27%	23%	23.33	9.00	37.58	4.46	4.06	88.44
3	George Washington University	Master of Science in Sports Management	18	15-24	Yes	40%	30%	25.00	3.00	38.67	4.78	4.57	88.01
4	University of South Florida	MBA/MS in Sport & Entertainment Management	27	21	Yes	60%	12%	24.48	4.00	38.25	4.29	4.28	85.30
5	University of South Carolina	Master of Sport and Entertainment Management	50	12-15	Yes	46%	16%	23.96	3.00	35.83	4.50	4.29	81.58
6	San Diego State University	Sports MBA	25	18	Yes	29%	21%	21.53	1.00	39.00	4.56	4.64	80.73
7	University of Central Florida	Master of Sport Business Management	26	17	Yes	48%	12%	22.92	2.00	37.00	3.67	3.78	79.37
8	University of San Francisco	Master in Sport Management	101	23	Yes	39%	12%	22.77	1.00	37.18	4.16	4.06	79.17
9	University of Oregon	MBA Sports Business	21	18	Yes	27%	23%	19.64	6.00	35.00	3.79	3.99	78.42
10	Ohio State University	Master of Science in Kinesiology Sport Management	14	12-24	Yes	43%	7%	25.00	2.00	34.18	4.18	3.64	78.01
11	Virginia Commonwealth University Center for Sport Leadership	MEd/MBA Sport Leadership	54	12-18	Yes	22%	7%	23.08	1.00	38.07	4.27	4.27	77.69
12	Columbia University	MS Sports Management	60	12-16	Yes	33%	30%	21.88	3.00	35.00	4.00	3.78	77.65
13	University of Louisville	MS in Sport Administration	23	18-24	No	61%	7%	25.00	1.00	35.11	4.00	3.88	76.99
14	Temple University	MS in Sport Business	29	24	Yes	35%	2%	18.06	8.00	34.22	3.78	3.70	76.75
15	Georgia State University	Master of Science in Sports Management	117	18-24	Yes	50%	0%	22.77	0.00	36.36	4.18	3.87	76.17



EUROPE | EUROPEAN UNIVERSITIES CONTINUE TO INNOVATE AND INSPIRE

SportBusiness International asked leaders representing Europe's top three courses about how they are staying ahead of their rivals from across the continent



1. THE INTERNATIONAL CENTRE FOR SPORT STUDIES (CIES)

Fifa Master

Kevin Tallec Marston – academic projects manager & research fellow in history

Alessandro Pellicciotta – head of marketing and development

How have maintained your position as number one in Europe?

Tallec Marston: We have continued to focus on our strengths. We know what our identity is, we know that we're a leader in the international sector. We work with strong university partners, we have an excellent and continually growing relationship with our alumni network, which is a fundamental pillar of any course that wants to last more than a few years. And I would say the most important thing is we try to challenge ourselves every year to rethink what we do and to change the paradigm and maybe ask difficult questions about how we

can improve, because no one else is going to push us more than we can push ourselves.

What are some of those ways you've pushed yourselves?

Tallec Marston: One is the constant evolving curriculum. For a course to continue to attract the best people and to continue to provide the best education, we need to be sure that we are offering the most relevant topics, that we're teaching them with the best methods and with the best people. That's something where we have an internal review system every year based on the current student feedback and discussion with our professors. We are going to be introducing two or three new topics and modules in the coming two years, that are going to shift the focus a little bit on to some key new questions, whether governance and ethics, development and human rights questions, equality and inclusion, for example. We're thinking to add a module on new media and another on CSR/Sustainability. We also have tuned our content to the global sports world, to be less Euro-centric. It's just about keeping up with the times and providing the best content.

What kinds of sectors do your graduates end up in?

Tallec Marston: The main focus is the international sports sector, its organisations and events. Federations – Fifa being one of them but not

the only one. International events – we will have many people working in Russia on the World Cup this year. We had a number of people at Pyeongchang [on the Winter Olympic Games], not just for the IOC but for various sponsors, agencies, for the LOCOG.

We then have a second set of graduates who work at the national level, but generally connected to international sports – so people who work in a national federation, club, league, government/sport ministry – meaning they're constantly working on international relations or international development programmes.

You rank very highly for graduate employment. What makes your alumni so employable?

Pellicciotta: We have strengthened a lot in this area. We give increased importance to supporting internships and jobs, particularly with national and international federations and across the sports world. It is important for our students to be on the market and be visible. The most important change in the last year has been our close support and collaboration with iWorkInSport, a job fair which finally creates a market for recruiters in sport and courses from all over who seek to get students professional opportunities.

What are the challenges facing the sector?

Tallec Marston: Undoubtedly the biggest one is the growth of the general sports management higher education sector. The number of courses continues to grow and that market continues to be saturated with supply of courses. That means the programmes that want to be successful and draw the best students really must be top in all areas, whether it's student experience, recruitment, content, work placement, alumni or industry connections. Our professional reputation has to be that we're the best, that's what we all work for, that's why we're here.

I would also say there is, just from a global political and economic perspective, a massive challenge in this area for funding. Not for courses, per se, but for students and scholarships. That's something we've tried to address as best as we can with our limited resources, but we have seen a trend over the last six years that the number of people applying for our course who ask for a scholarship has just gone through the roof. About 60 per cent of candidates apply for some form of financial aid. And that is directly connected with the global economic crisis of ten years ago and the fact that doing this kind of thing remains a challenge. We do not want our course to be a privilege. We want this to be merit-based, with the best people.

A bigger-picture challenge is the relationship that sports management education has with the sports industry sector. The sports sector is under so much scrutiny from a transparency point of view, a governance point of view, and we need to be seen as the leaders in changing that. That's one of our missions – to put out into the industry people who have a certain level of ethics, a certain standard of what it means to apply good governance, and that it's not just about signing the best, biggest, most lucrative contract you can get at any cost. [O](#)

Continued from previous page...



**2. RUSSIAN INTERNATIONAL
OLYMPIC UNIVERSITY**
Master of Sport Administration
Nikolay Peshin – pro-rector

The Russian International Olympic University is well established in the industry: how are you responding to new trends and developing the programme?

We have been intensively developing the RIOU educational programs integrating modern trends.

The sports industry is increasingly engaging local communities, states and big business, mostly through organising sporting events. Online communities and new technologies have become an essential element of the modern sports audience ecosystem and do strengthen and impact the fan experience.

Social media and diverse digital platforms have created new marketing opportunities for interacting with global fans and attracting new sponsors.

The growing esports and extreme sports market sectors look game-changing and we have responded to this challenge by inviting cyber sports experts to lecture at our campus, including start-up representatives and sport innovators.

What are the challenges you're anticipating?

We've been analysing the global challenges facing big sports and adequately transforming our educational strategies. For practical assignments, RIOU students often take advantage of the superb post-Olympic infrastructure.

However, as the rising cost of mega-events is a risk, we anticipate a growing significance of inter-regional cooperation, with new centres of sport business arising in Asia-Pacific.

Another challenge is the operations impact of the digital marketing tools for selling sport-related products and services, as new esports emerge and start ruling the roost on the market. ○



**3. CENTRO DE FORMACIÓN
FUNDACIÓ VALENCIA CF - ESBS
EUROPEAN SPORT BUSINESS
SCHOOL**
**Master in International Sports
Management**
Jorge Coll – director

The Master in International Sports Management has risen to third in Europe in our rankings. What are the main factors in your success?

We think the growth is due mainly to the level of our students who, with their work, effort and dedication, make us grow together. In the same way, it is because of the performance and continuous improvement of our professors and academic team, composed entirely of sports industry professionals.

One of the most valuable aspects is being part of an elite Spanish football club. Students can interact right from the start with the sports industry from several areas, starting with the classrooms located in the same facilities as [La Liga side] Valencia CF. Also, the fact that most of the club's area directors lecture in the program.

What challenges are you looking forward to?

The great challenge is innovation and the ability to adapt quickly to the transformations in the sports industry; having students who receive the know-how in a practical way and providing them with knowledge and key skills for their professional performance. This facilitates better access to employment, and we think it contributes to the improvement, growth and professionalisation of the industry.

We want our students to receive the knowledge of what the industry needs from them. That's why our professors, like the advisory and academic committee, offer a practical point of view from their own experience. With each edition we carry out a process of continuous improvement that we hope leads us to higher quality and to better cover the demands of professionals in sports management. ○



TOP 15 EUROPEAN COURSES

RANK	COURSE PROVIDER	COURSE	CLASS SIZE (2014/15)	COURSE DURATION (months)	LANGUAGES	WORK PLACE-MENT	FEMALE STUDENTS (%)	FOREIGN STUDENTS (%)	EMPLOY-MENT (at 6 mths)	COURSE LEADER SCORE	STUDENT SATIS-FACTION SCORE	VALUE SCORE	USEFUL-NESS SCORE	TOTAL SCORE
1	The International Centre for Sport Studies (CIES)	The Fifa Master	31	10	English and French	Yes	28%	81%	23.44	5.00	37.38	4.69	4.55	84.05
2	Russian International Olympic University	Master of Sport Administration	55	10	English and Russian	Yes	38%	39%	21.88	1.00	34.50	3.67	3.61	78.65
3	Centro de Formación Fundación Valencia CF	Master in International Sports Management	18	9	Spanish	Yes	22%	44%	22.22	0.00	36.20	4.40	4.44	78.26
4	Sheffield Hallam University	MSc Sport Business Management	30	12	English	Yes	20%	46%	20.31	1.00	37.00	4.25	4.12	77.68
5	University of Parma - University of Republic of San Marino	International Master in Strategic Management of Sports Organisations, Events and Facilities	20	12	English and Italian	Yes	20%	8%	21.88	1.00	37.13	4.38	4.38	76.76
6	AISTS	Master of Advanced Studies in Sport Administration and Technology	41	15	English	Yes	35%	88%	20.11	2.00	35.22	4.00	3.64	74.96
7	Johan Cruyff Institute	Master in Sport Management	90	10-13	English and Spanish	No	21%	45%	19.85	2.00	32.82	3.88	3.49	73.05
8	University of Liverpool Management School	MBA Football Industries	26	12	English	No	10%	90%	22.50	2.00	34.40	4.60	4.32	72.82
9	Real Madrid Graduate University	MBA Sport Management	13	10	English and Spanish	Yes	20%	90%	19.64	1.00	33.14	4.71	4.49	71.99
10	University of Bayreuth	MBA Sport Management	30	24	English and German	No	29%	25%	21.43	1.00	31.19	3.86	3.21	70.68
11	AMOS	Master of Business in Sport	168	24	English and French	Yes	40%	20%	20.83	1.00	28.33	2.83	3.36	68.36
12	Vrije Universiteit Brussel	Postgraduate Course Sports Management	60	8	Dutch (main) French, English, Spanish	Yes	22%	3%	18.75	0.00	30.75	3.25	2.82	63.57
13	Coventry University	MSc Sport Management	25	12	English	Yes	16%	98%	19.79	4.00	27.33	3.33	3.41	62.87
14	MBA ESG	MBA in Sport management	88	10-19	French	Yes	25%	8%	19.44	0.00	28.44	3.56	3.41	61.86
15	University College Dublin	MSc in Sports Management	23	12	English	No	34%	32%	17.31	0.00	29.38	3.31	3.59	61.59



BREAKING NEW GROUND | UNIVERSITY OF SOUTH FLORIDA

Despite only taking its first cohort of postgraduate students in 2012, the University of South Florida's MBA/MS in sport and entertainment has risen to fourth place in our rankings this year. William Sutton, the founding director of the programme, offers Adam Nelson an insight into the factors behind the rapid rise



The USF Vinik Sport & Entertainment Management class of 2019 visit Marlins Park in Miami

The University of South Florida began offering its Vinik Sport and Entertainment Management Program MBA in 2012, the year the these rankings were first published. After making its debut on the list at number 19 last year, it has risen rapidly up the rankings, finding itself in fourth place in 2018, behind only the heavyweights of George Washington, UMass, and perennial winner Ohio.

This remarkable rise has been supported by strong showings in the value and usefulness criteria – new categories in this year's list – and top-ten finishes in both the graduate and course leaders' choice, suggesting that the course's graduates have been sufficiently impressed, as have the faculties of rival schools.

William Sutton, the founding director of the programme at USF, believes there is another, more tangible factor in the college's early success. "I think we embraced our location," Sutton explains to *SportBusiness*

International. "We realised that in Tampa we have the ability to do things that you can't do in other markets. We wanted to make sure that we integrated all those things into our programmes."

Sutton reels off a list of the sporting events that have been held in the city since the inception of the MBA – "the NCAA Women's Final Four, the Men's Frozen Four, the college football championship" – and says that he and his faculty "want to incorporate all those things into opportunities for our students. So we really invest a great deal of time and effort into experiential learning. We want to make sure that our students are able to learn the theory, see it in practice, and apply it themselves."

The programme was initiated by the Vinik family, owners of the nearby Tampa Bay Lightning of the National Hockey League. Sutton explains that the Viniks' thought process was that "they would like to have MBA students learning the most advanced

areas of the business and bringing that knowledge to the Lightning, and then being at the Lightning and seeing the issues that the team faced and being able to work on those problems". In 2017, Jeff Vinik stepped up his commitment to the course, giving his name to the programme and rechristening it as the Vinik Sport and Entertainment Management Program.

The development of the programme has followed that foundation, operating in the belief that experience is the best form of learning, with all students simultaneously working on placement and studying throughout the second year of the course. Due to the nature of the partnership with the Lightning, everyone enrolled on the programme gets an internship, a stipend, a tuition-fee waiver and medical insurance for the duration of their final year – another factor which makes the MBA one of the most sought-after in the country. "It's not a few people benefiting, it's everyone benefiting,"

says Sutton. “In the first year, everybody pays, in the second year, they’re working and the programme develops this way.”

The sport industry component is introduced during the second semester of the first year, with most of the first year following a standard MBA programme because, Sutton explains, “we want our students to have the same business foundation that every MBA student would have, so they’re integrated with other MBA students. We really start integrating sports in the second year, when the internships and residencies begin”.

A global perspective

The opportunities presented by the internship placements are diverse, says Sutton, reflecting the college’s desire to offer a comprehensive business education of the sports industry and not focus too closely on any one area. “No matter what you’re interested in we have an opportunity for you,” he says. “There are ten places at the Lightning, there’s [MLB team] the Rays, the [NFL’s] Tampa Bay Buccaneers, there’s the Sports Commission, there’s University of Central Florida Athletics, there’s the Hard Rock Casino. The residencies are in sales, sponsorship activation, event management, customer analytics, marketing. It’s very diverse. And we try and do that. I don’t want to have 20 kids here looking for the same job. We make sure we have a diverse student body looking at different things.”

Another major point of differentiation, Sutton says, is the international trip to experience a different sports industry and culture. In 2017 the class went to London, an excursion set to be repeated in the coming years. Sutton identified the lack of understanding of the global sports market as a “key weakness” of the programme, so took the decision to take each class on an international trip each fall.

The inaugural journey to London saw students visit the UK offices of global sports and entertainment marketing company Octagon, receive a presentation from IBM as part of the computing giant’s partnership with Wimbledon, and partake in an academic conference at the University of Worcester. More than anything else though, Sutton says, the hope is to introduce students to “the passion and history of the English Premier League”. In 2017, he took the class to visit Crystal Palace; in 2018, they will spend time at Premier League champions Manchester City.

“I think understanding the way football

“Over the six years of the programme we’ve done, 98 per cent of our grads have got jobs in the sports industry within three months of graduation.”

BILL SUTTON, FOUNDING DIRECTOR,
VINIK SPORT AND ENTERTAINMENT
MANAGEMENT PROGRAM MBA

works in the UK and Europe is crucial to understanding how the sport industry is different over there,” says Sutton. “It’s in the generational support of the EPL. It was your great-grandfather’s team, your grandfather’s team, you father’s team... I think that relationship is less commercial than the US in that you have an obligation to these generations of fans”.

Unlike the US, where fans are almost resigned to being at the mercy of franchise owners, changes to pricing or anything else in the UK “have to be well thought-out and well presented to the people, and you have to honour this trust,” Sutton adds. “I also want them to see that US sports are very over-commercialised. They take longer to play and they don’t have any flow. Whereas if you go to a game in Europe the sport has flow, because it’s not over-commercialised. So when you look at the numbers that they pay for the kit, that number’s as high as it because there’s not all these other things going on that sponsors have an opportunity to be associated with. These are the things I need my students to understand.”

There is also a domestic trip to Los

Angeles, which involves a visit to esports giant Riot Games – something else which helps the course stand apart from rivals. “The programme is sports and entertainment, and I think we need to keep that in mind at all times,” says Sutton. “I need my students to know and understand how esports is growing and how that’s coming along, because it’s crucial to understanding the modern sports market.”

This global commercial education is certainly a factor in alumni’s high rating of the course, Sutton believes, and is also a contributing factor to what he calls the programme’s “biggest differentiation point”, post-graduation placement.

“Over the six years of the programme we’ve done, 98 per cent of our grads have got jobs in the sports industry within three months of graduation,” says Sutton. “That sets us apart, I don’t think anyone can touch that.” Indeed, over the six-month employment measurement used in the SportBusiness Postgraduate Rankings, only five schools rank higher than USF.

“We have all these opportunities, and so our students have a variety of options to pick from and by the time they leave here they have two years’ work experience,” says Sutton. “We have students going to work at the Dallas Cowboys, the Miami Heat, the Miami Dolphins, the Tampa Bay Lightning, the Cavaliers, Lead Dog, Bespoke, a variety of things all over the country.

“It’s exciting and it’s fun for us to see the students succeed and then it’s a motivational thing for the first-year students to see what’s happened to their colleagues a year ahead of them. It helps motivate them and keep them excited about what’s going to go on.”



The sports MBA at USF has quickly built a strong reputation



GUARANTEED SATISFACTION | SAN DIEGO STATE UNIVERSITY

San Diego State University's Sports MBA has come out on top of the student satisfaction ranking, with a winning showing in both the graduate choice and course usefulness criteria. Scott Minto, director of the programme, tells Adam Nelson why the course is so popular with its students



San Diego State University came out top of our student satisfaction rankings

There are many measures of a university course's success. One of the most surefire ways to know if a programme is working, however, is to ask those who have come through it. By this criterion, San Diego State University's Sports MBA has had a wildly successful showing in the 2018 SportBusiness Postgraduate Rankings.

As well as coming out top of our student satisfaction ranking, the course was also voted the most useful, and topped the graduate choice measurement. Scott Minto, the director of the programme, believes the reason for this success is quite simple: "We've always had a focus on the student experience, and I think that that translates and resonates well."

Minto believes the background of many of the students has helped the university's cause in this regard, as "most of them come from a non-sports-business background" and

"Everything we do has the student experience in mind"

SCOTT MINTO
DIRECTOR OF THE SDSU SPORTS MBA

are there in the first place because "they're using the course to springboard into a new career". With a strong showing for graduates in employment after six months, the programme seems to be working.

"We acknowledge that transition, and build a foundation the entire time they're there with guest speakers, software training opportunities, site visits, field trips, really trying to enable that transition into a sport industry career", says Minto. "Everything we do has the student experience in mind and I think it just resonates into their careers. They tend to look back at our focus on their time during the programme with quite a bit of

respect and appreciation for where it helped lead them."

Two key pillars for SDSU are the exclusivity of the course, and the diversity of the classes, says Minto. "We're not just pumping students through the turnstiles and trying to get as many per year as we can," he says. "We carefully select people, we look for all types of diversity. That's something that I think our students respect quite a lot. We place heavy emphasis on having a diverse student body, I think that lends a lot of value to the experience overall. You're not surrounded by a bunch of people who are exactly like you and have the same values and background and you get to experience the programme with everyone together through all classes. You get a lot of time with the same people and those relationships are valued."

When asked to surmise the course, Minto says his first response is always "rigorous".



Mike Kitts of the Golden State Warriors (left) is an alumnus of the course

"I tell people it's challenging," he says. "When I travel to the Real Madrid Graduate School to teach the students about the US sports business, those students can't believe it when I tell them my guys start at 8am, and that they're expected to be dressed business casual every day, and business professional for presentations. We treat it like a board room in a sport business organisation or club. We look at every single day as an opportunity to learn more and challenge ourselves and I feel like that's a little bit unique."

Another distinguishing factor is the annual trip. "A lot of programmes will go to NYC or London, maybe Beijing," Minto explains. "But we go to a developing country, a unique feature that I think really helps with student perspective of what they're getting into in the industry as well as a tremendous bonding experience for the students."

Academic first

Minto describes the course at SDSU as "academic-first", in contrast with many other postgraduate sport management degrees which rely on high-profile guest speakers or other industry figures teaching alongside their full-time positions. "We have that as well, but we have that in addition to a really solid academic base, so I think people view it as they're getting what they paid for in an MBA."

When guest speakers are brought in, they tend to be alumni of the course, who can speak about their experiences in the industry but also about how the MBA programme has informed and helped their career. Minto gives the examples of Mike Kitts, director of partnership marketing at the Golden



SDSU Sports MBA students on a leadership exercise with active duty US Marines

"From the day that the students get here it's all about getting a job, not just about getting through the courses and getting good grades"

SCOTT MINTO

DIRECTOR OF THE SDSU SPORTS MBA

State Warriors, and Jack Tipton, director of partnership sales at the Pittsburgh Penguins, as former students who have returned to pass on their wisdom.

"These guys are defending champs of their respective leagues, but when they come in, it's not just 'show us your ring' and 'tell us some stories about Steph Curry or Sydney Crosby'," says Minto. "When we have them coming, I'll tell my students, 'this person's coming in in a few weeks, here's something they're currently thinking about, so you guys put together a presentation for them'. So when they come in it's not just career day, it's: if you want to work in my part of the business, you need to learn Nielsen Scarborough software, you need to be good at this, you need to be good at that, so it's constantly with the end goal in mind, it's never a career day or all about the alumni."

This reflects the way the entire course is structured around eventual employment within the industry, rather than just ticking the MBA boxes. "I think from the day that they get here it's all about getting a job, it's not just about getting through the courses and getting good grades," says Minto. "That's

all obviously necessary, but when we think about it, everything we do is aimed towards getting those students ready for that next phase."

Diverse work placements

Part of that readying process, he explains, is ensuring students are keeping their ambitions realistic, and are in the right field for their skillset. "I don't find a lot of value in humouring students who have these sometimes unattainable goals, so it's all about, 'let me tell you what might be a better path for you and let's work together on how you could be really satisfied doing that'. We're all about boots on the ground and figuring out what you can do for now, and I think some programmes miss that piece, where they're just so concerned with getting students in the door and out the door."

Thanks to this process of identifying the best roles for each student, the work placements that alumni find themselves in are spread out across the industry.

"We probably put as many people into data analytics roles as we put into partnerships sales roles... and event management roles, and community affairs and relations roles," says Minto. "I would love to say that we specialise in one area, but we have found over the years that alumni go into so many diverse fields that we really don't have any single path. There are some programmes that are really heavy on amateur athletics or collegiate athletics; that's definitely not us."

"We're all over the map, and I'm happy to be that way. It's a lot more interesting, right?"



LEARNING ONLINE | A MODERN APPROACH TO HIGHER EDUCATION

High-speed internet connections and an increasingly tech-savvy student base are helping revolutionise the higher education sector, with more people now choosing courses with the flexibility to study from anywhere. Adam Nelson speaks with some of the course leaders who are pioneering a new style of distance learning

While distance learning has been around for a while, it is only recently that advances in technology have truly narrowed the gap between online and face-to-face courses. The quantity, quality and depth of sports-related undergraduate and graduate degrees offered via the internet has increased dramatically in the past few years.

The fact that our number one-ranked postgraduate sports management course in the world, at Ohio University, has been operating its own online programme for seven years is indicative of the way even top-end schools are seeking new and more flexible ways to reach their students.

Norm O'Reilly, chair of the department of sports administration at Ohio, says the course was established because "all the trends are towards mixed delivery". Since 2011, Ohio has offered a course which mixes online teaching with an in-person work placement residency programme. "It continues to grow in terms of student quality and strength," says O'Reilly.

The Johann Cruyff Institute operates one of Europe's biggest online sports MBA programmes and the course leader, Víctor Jordan, believes the benefits to the online degree make it a hugely valuable alternative to in-person learning.

Due to the way the course is treated by the Institute, distance students get "even better attention" from their professors than those on campus, because of the university's commitment to respond to "every email, request or question within 24 hours," says Jordan. "Even those on campus don't have 24-hour attention!"

Back to school

One of the biggest drivers behind online learning has been the way it has allowed mid-career professionals – either from within the sport industry or outside it – to return to their education without disrupting thing careers.

"The students in the class tend to be in their 30s, 40s, 50s – they're up-and-coming



professionals, mid-career professionals, senior leaders in their organisations and they're coming back to get better," says O'Reilly.

Jordan says the same is true at the Johann Cruyff Institute, noting that "92 per cent of our online students are working, and more than 60 per cent work in the industry."

There are, he says, two kinds of industry professionals who enrol in online classes at the school. "People who have five or six years in the industry and need to upgrade their position, and we also have senior people, sometimes coming from working in the sports industry who need to come back to school and understand what is happening, because sometimes they are just focused in one area and not understanding what is happening in the global market."

Lisa Delpy Neirotti, director of sport management programmes at George Washington University, concurs, explaining that students' "increasing desire for flexibility" has been the driving force behind her own school establishing an online component – although it is married to a rigorous work placement programme.

"We try to get them into work positions and internship positions and some of those are 40 hours a week, so they may not want to come to campus three or four days a week and it gives them the flexibility."

While the sports management degree at


GWU is not available exclusively online due to the constraints of the work-placement, the school does offer a full-time online MBA, which students can take with a sports focus, picking modules from the sport management course. "It's about having different options for students so that if they're not on campus or can't get here physically, they can still study with us," she explains.

Not all are convinced by the value in distance learning, however. Kevin Tallec Marston, academic projects manager at the International Centre for Sport Studies, says that he and his faculty "believe very strongly in face-to-face learning", and currently have no plans to introduce an online-only or majority online course.

"The nature of this course is really that it's building a community of people through a higher education degree, and doing that face-to-face is the only way," Marston explains. "We think its key to have everyone together, working on developing their professional relationships as well as their knowledge of the industry."

Jordan ultimately believes that online learning will form a part of all education in the future, even if the face-to-face component will remain invaluable. The trick is in getting the balance right and ensuring online learning is more than just students reading off a screen or watching a video, but actively engaging with their subject.

"I'm a 44-year-old guy, and in my generation we used to learn by reading and going to some place where a guy who knew more than us would give us information," says Jordan.

"Right now, we have the possibility to learn 24 hours a day, feeding students from different sources, and perhaps there are too many sources and we need more guidance in the way how we transfer this information into real projects, by getting students in work placements. This is a way where the student is not just listening but doing, and receiving feedback from a guy who is running a club, or who is managing a company." 



TOP OF THE CLASS | ALL THE METRICS

Top 10: Average salary

RANK	COURSE PROVIDER	SALARY (\$)
1	Columbia University	100,111
2	The International Centre for Sport Studies (CIES)	89,929
3	AISTS	89,002
4	University of Oregon, Lundquist College of Business	82,115
5	Ohio University	80,888
6	San Diego State University	71,400
7	New York University Preston Robert Tisch Institute for Global Sport	69,894
8	Deakin University	68,565
9	University of San Francisco	65,319
10	University of Bayreuth	64,079

Top 10: Most useful/frequently used in current role

RANK	COURSE PROVIDER	USEFULNESS SCORE
1	San Diego State University	92.86
2	George Washington University	91.40
3	The International Centre for Sport Studies (CIES)	91.07
4	Real Madrid Graduate University	89.80
5	Centro de Formación Fundación Valencia CF	88.81
6	University of Parma - University of Republic of San Marino	87.65
7	University of Liverpool Management School	86.31
8	University of South Carolina	85.81
9	University of South Florida	85.66
10	Virginia Commonwealth University Center for Sport Leadership	85.44

Top 10: Graduates' Choice

RANK	COURSE PROVIDER	STUDENT SATISFACTION SCORE
1	San Diego State University	97.50
2	Ohio University	97.22
3	George Washington University	96.67
4	University of South Florida	95.63
5	Virginia Commonwealth University Center for Sport Leadership	95.18
6	University of Massachusetts Amherst	93.96
7	The International Centre for Sport Studies (CIES)	93.44
8	University of New Haven	93.33
9	University of San Francisco	92.95
10	University of Parma - University of Republic of San Marino	92.81

Top 10: Most valuable in furthering career

RANK	COURSE PROVIDER	VALUE SCORE
1	George Washington University	95.56
2	Real Madrid Graduate University	94.29
3	The International Centre for Sport Studies (CIES)	93.75
4	University of Liverpool Management School	92.00
5=	San Diego State University	91.11
5=	Ohio University	91.11
7	University of South Carolina	90.00
8	University of Massachusetts Amherst	89.17
9	University of New Haven	88.89
10	Centro de Formación Fundación Valencia CF	88.00

Top 10: Course leaders' choice

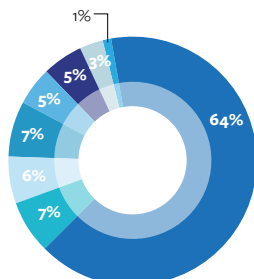
RANK	COURSE PROVIDER
1	Ohio University
2	University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management
3	Temple University
4	Deakin University
5	University of Oregon, Lundquist College of Business, Warsaw Sports Marketing Center
6	The International Centre for Sport Studies (CIES)
7	University of South Florida
8	Texas A&M University
9	Coventry University
10=	University of South Carolina, Loughborough University, Griffith University





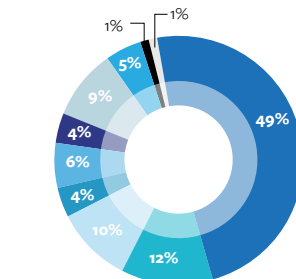
CAREER PROSPECTS | SPORTS MASTERS GRADUATES

EMPLOYMENT STATUS SIX MONTHS AFTER GRADUATION



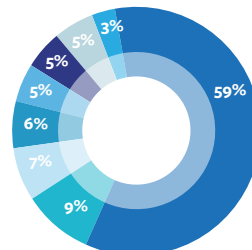
North America

- Full-time employment in the sports industry
- Full or self employed outside the sports industry
- Internship within the sports industry that did not lead to a full time position in the same company



Europe

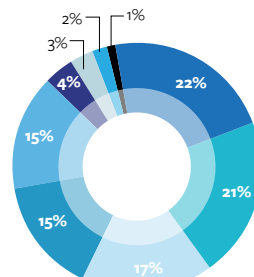
- Full-time employment in a non sports industry company but connected to sport (e.g. the marketing department of a major sponsor)
- Internship within the sports industry that led to a full time position with the same company
- Others



Overall

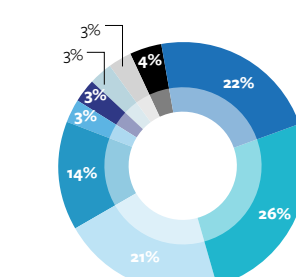
- Self employment within the sports industry
- Unemployed
- Internship outside the sports industry
- Enrolled on a full-time sports business-related PhD programme

EMPLOYMENT STATUS BEFORE BEGINNING COURSE



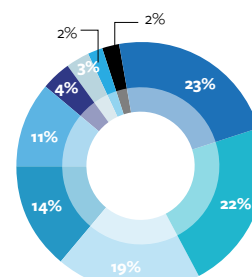
North America

- Full or self employed outside the sports industry
- Student - other course
- Full-time employment in the sports industry



Europe

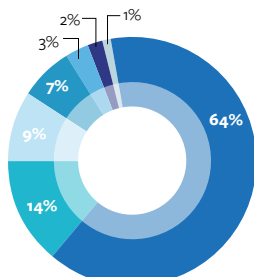
- Student - undergraduate sports course
- Part time employment
- Full-time employment in a non sports industry company but connected to sport (e.g. the marketing department of a major sponsor)



Overall

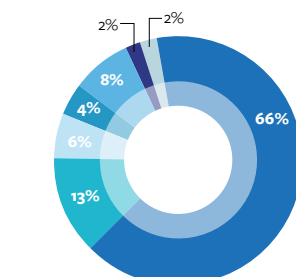
- Others
- Unemployed
- Self employment within the sports industry

RESPONDENTS CURRENT EMPLOYMENT STATUS



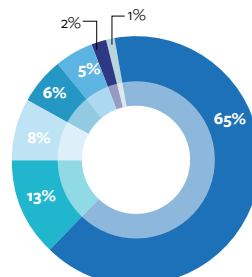
North America

- Full-time employment in the sports industry
- Others
- Enrolled on a full-time sports business-related PhD programme



Europe

- Full or self employed outside the sports industry
- Self employment within the sports industry
- Unemployed



Overall