

Postgraduate Rankings 2019

A Sporting Education

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

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worldwide and top 15 in
North America and Europe

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today's students for the
sport industry of tomorrow

Welcome to the SportBusiness Postgraduate Course Rankings 2019

This year is not only the most expansive and wide-ranging edition of the SportBusiness Postgraduate Rankings to date, but also sees some of the biggest changes to the format since we began this project back in 2012.

As ever, our aim is simple: to provide students and course leaders alike with the most reliable and respected rankings system for postgraduate sports management courses across the world. That task, however, has become increasingly complicated with each passing year, as the sector has grown and expanded at a rapid rate.

For 2019, we have made significant alterations to our methodology to ensure the rankings keep up to date with the latest developments in sport business education and remain the most in-depth and detailed in the industry. We would like to offer our sincerest thanks to this year's advisory panel, who provided feedback on how we could adjust our criteria to improve the reliability, validity and credibility of the rankings.

"One of the things we were concerned about was ensuring we were comparing apples with apples," says Bill Sutton, founding director of the Sport and Entertainment Management MBA Program at University of South Florida and a member of the SportBusiness Postgraduate Course Rankings advisory board. "We worked hard to create a level playing field; that the questions were written in a certain way everyone understood the criteria. We were trying to make sure everybody understood how they were being evaluated and making sure those standards were fair."

"When talking about employment, are you talking about full-time employment or are you talking about an internship? There's a big difference there. We wanted to make sure that if the question was asking you how many students were employed full time after graduation, that you were answering how many people were employed in a full-time job, not in



internship. And we thought that was a really important criterion to stress."

As such, under the new criteria, internships that lead to a full-time job in the sport industry contribute a full point to a school's score, while those that don't are awarded half points.

Based on input from the advisory panel, we adjusted and clarified the diversity criteria, adding a measure for the number of students from a minority ethnic background while reducing the weight given to gender and international students. Both SportBusiness and our advisory panel felt this was a better way of measuring diversity across courses as it is seen in 2019.

Furthermore, we no longer award points to courses which offer teaching in more than one language.

The course-leader survey and peer-review section remain a core component of the rankings. While student feedback and employment outcomes comprise the majority of the scores, we understand the importance of peer review and how

courses are viewed across the industry by those with the greatest understanding of the sector.

"It's great that faculty members participating in the survey have an opportunity to be part of the process," says Sutton. "I think that was really important. Each year that we've been part of this, we've all learned something. We've learned more about the process in the equity of the process. And you contribute to the process. So it's been a very good educational process for all of us on the advisory board."

Finally, we are now providing visibility of the alumni response rate, to offer full transparency on the number of graduates our figures are based on. We require a response rate from a graduating class of at least 20 per cent, or 15 alumni responses, for a course to qualify for inclusion in the rankings.

"These rankings are really crucial to prospective students," concludes Sutton. "We live in a world where you can access everything and students need

the opportunity to access feedback from neutral parties and look at standards and criteria that help them make a decision as to where to go to school. It's important that we have a standard we're held to and that people can see that we're working to improve."

And the winners are...

The University of Massachusetts, Amherst has followed up consecutive second-place finishes in 2017 and 2018 by topping the rankings for the first time.

UMass improved on its performance in almost all of our criteria in 2019, with particularly strong showings on diversity – a third of its students come from a minority ethnic background and over a quarter from outside the US – while it also received top marks on the course leader measure, demonstrating the high esteem in which the course is held by other educators across the sector.

Ohio University falls to second place for only the second time in the eight-year history of the rankings, having placed top in every other year. Its performance once again in 2019 is a testament to the consistency and strength of its Master of Sport Administration course, the world's oldest postgraduate sports administration degree.

The Fifa Master, at the International Centre for Sports Studies (CIES), is the only other course to have finished in first place in the overall rankings, in 2014, and returns to the podium this year with a third-placed finish. Its dominance in the

European rankings continues, with its seventh victory there in eight years.

The Russian International Olympic University's move up one place into tenth also means that there are now two European schools in the top ten, against just one last year. Once again, eight of the top ten are US-based, however, as Australia's Deakin University – the only entrant from outside the North America and Europe – dropped out of the top ten.

In the online rankings, Ohio once again showed its strength in the field and ability to evolve with the times, with its Professional Master of Sport Administration claiming the top spot.

Over the following pages you will find interviews with course leaders from the top three ranking courses as well as the usual breakdowns of the overall top 40 and the best performing schools from North America and Europe.

There is also insight from representatives of the likes of New York University on creating a future-facing sports administration degree, Liverpool and Coventry on the growing sports education sector in the UK, and Centro de Formación Fundación Valencia CF and Real Madrid Graduate University on the benefits of their connections with the LaLiga giants.

As well as our advisory panel, SportBusiness would like to offer our thanks to all course leaders and alumni who participated in this year's surveys and contributed to maintaining the preeminence of these rankings. ○

The advisory panel

Our sincerest thanks go out to the following, whose help and input has been invaluable in defining and compiling the 2019 SportBusiness Postgraduate Course Rankings.

Bill Sutton
Founding Director, Sport and Entertainment Management MBA Program at University of South Florida

Rui Biscaia
Senior Lecturer in Sport Marketing & Deputy PG Course director at the University of Coventry

Jess Dixon
Associate Professor & Graduate Coordinator at the University of Windsor

Scott Rosner
Academic Director of the Master of Science in Sports Management at Columbia University

Steve McKelvey
Associate Department Chair & Graduate Program Director at Mark H. McCormack Department of Sport Management, Isenberg School of Management, University of Massachusetts Amherst

How the PGR score is calculated

Student satisfaction: A maximum of 40 points is derived from quality of alumni support (10pts), quality of teaching (10pts), 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 2016 alumni who, six months after graduation, have gained full-time employment in the industry or industry-related companies; were interns in the sports industry 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: a maximum of five points based on how valuable the course has been in the career of students.

Usefulness: A maximum of five points based on how often graduates use the skills taught on the course and how useful the skills and knowledge taught in the course has been in performing their current employment.

Diversity scores for domestic/international student ratio: Up to four points are awarded based on the split between students from within and outside the course's home country.

Gender ratio: Up to four points based on the split between male and female.

Ethnic minority ratio: Up to four points based on the proportion of ethnic minority students on the course.

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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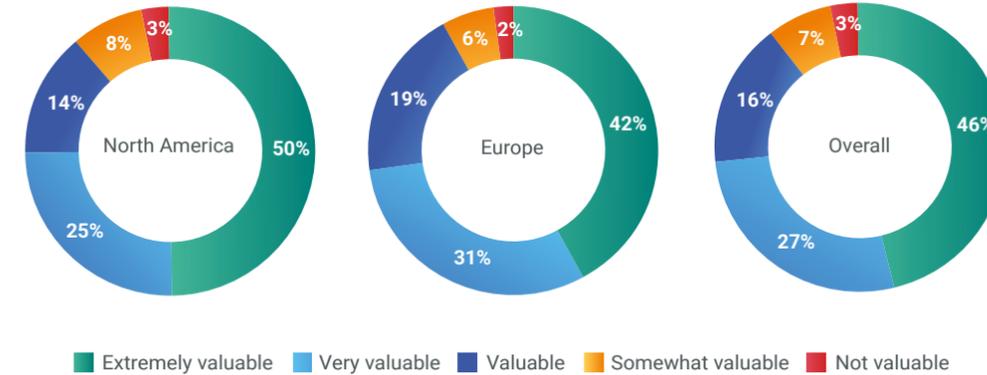


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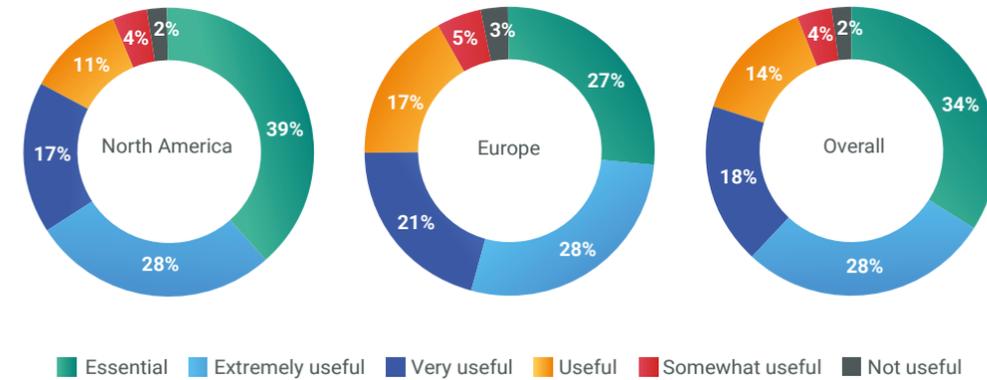
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PGR 2019 Data | Sports Masters in Numbers

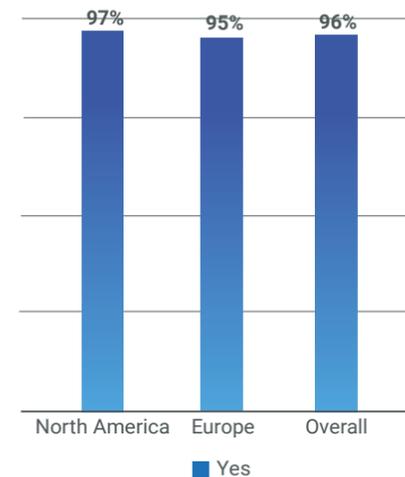
How valuable has the degree been in furthering your career?



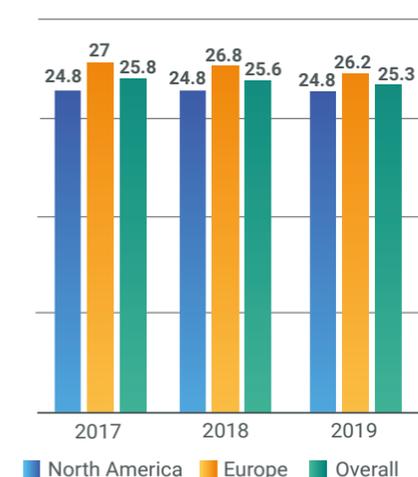
How useful have the skills and knowledge taught in your course been in performing your current position/employment?



Would you recommend your course?



Average student age



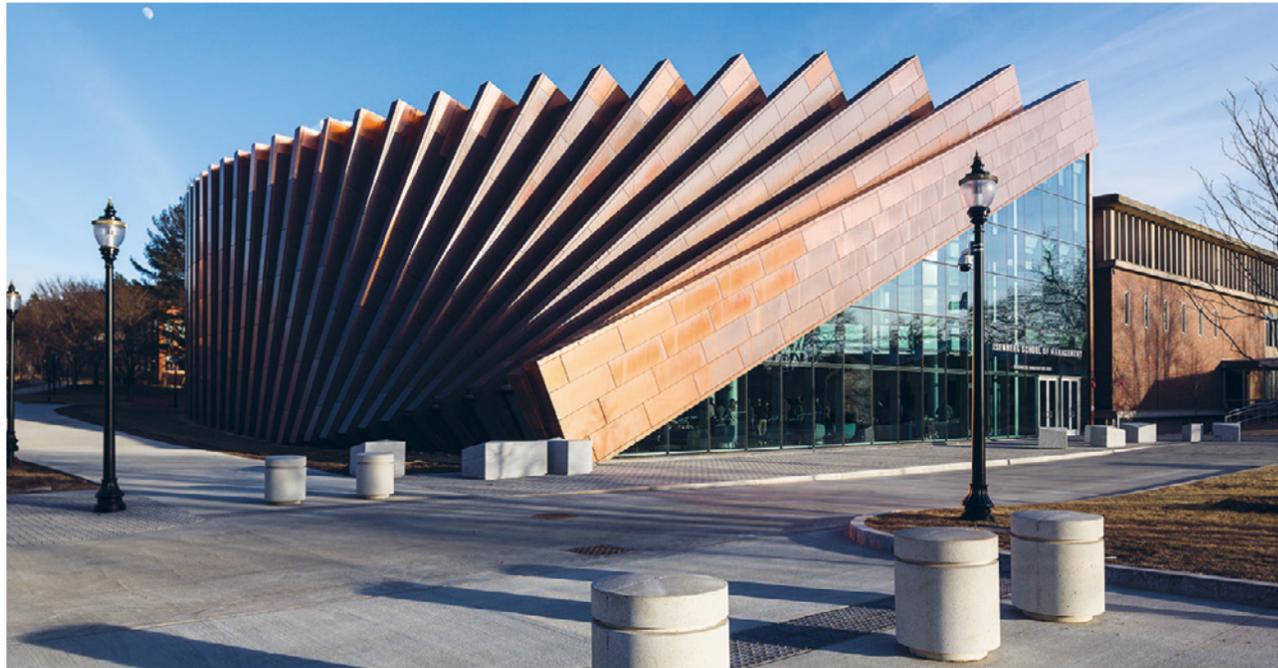
Average salary of graduates



The top 40 Postgraduate sports business courses

Rank	Course Provider	Course	Class size 2015/16	Response rate	Course duration (months)	Work placement	Average age	Female students	Foreign students	Ethnic minority students	Employment (at 6 months)	Quality of teaching score	Job support score	Extra-curricular support	Alumni network score	Value score	Usefulness score	Peer review score	Total score
1	University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management	MS Sport Management and MBA/MS Sport Management	22	55%	12-21	Yes	25	41%	27%	31%	91.67	100.00	99.03	100.00	100.00	100.00	98.02	100.00	94.72
2	Ohio University	Masters of Sports Administration	27	48%	22	Yes	23	43%	13%	9%	92.31	100.00	100.00	99.10	100.00	98.46	96.34	90.00	90.73
3	The International Centre for Sport Studies (CIES)	The Fifa Master	32	56%	11	Yes	28	36%	71%	43%	94.44	89.90	68.79	82.49	98.05	86.67	77.12	80.00	87.72
4	University of South Florida	MBA/MS in Sport & Entertainment Management	27	89%	21	Yes	25	60%	11%	42%	81.25	93.48	92.15	93.96	94.58	87.50	83.63	70.00	85.29
5	George Washington University	Master of Science in Sport Management	18	78%	15-24	Yes	24	40%	37%	25%	89.29	96.66	94.05	89.16	95.59	91.43	85.80	20.00	82.73
6	San Diego State University	Sports MBA	19	47%	18	Yes	26	53%	16%	42%	88.89	98.70	84.07	95.00	98.70	93.33	96.56	10.00	82.36
7	University of Central Florida	DeVos Sport Business Management Program	27	85%	17	Yes	26	42%	8%	42%	86.96	90.14	88.98	90.36	91.37	80.00	76.76	40.00	81.66
8	Virginia Commonwealth University Center for Sport Leadership	MEd/MBA Sport Leadership	44	75%	12-18	Yes	24	55%	11%	41%	90.91	95.73	92.03	93.81	96.09	86.25	90.89	0.00	81.35
9	Temple University	Master of Science in Sport Business	30	27%	24	Yes	24	35%	19%	22%	100.00	95.61	71.04	81.89	83.96	70.00	76.64	70.00	80.58
10	Russian International Olympic University	Master of Sport Administration	71	25%	10	Yes	24	33%	38%	52%	96.88	96.88	74.67	90.55	92.32	77.33	78.25	10.00	80.44
11	Columbia University	MS Sports Management	69	36%	12-16	Yes	25	25%	30%	51%	88.00	87.00	81.67	79.00	93.39	83.20	78.24	40.00	80.18
12	University of San Francisco	Master of Sport Management	99	49%	23	Yes	24	35%	11%	44%	84.69	96.39	92.21	88.71	93.27	86.12	88.63	20.00	79.97
13	Georgia State University	Master of Science in Sport Administration	45	22%	18-24	Yes	24	58%	13%	53%	90.00	93.16	91.49	94.33	92.66	90.00	87.50	0.00	79.54
14	Ohio State University	Master of Science in Kinesiology, Sport Management	21	48%	12-24	Yes	23	43%	0%	24%	95.00	96.49	83.00	91.99	89.33	86.00	86.79	20.00	79.47
15	University of Parma - University of Republic of San Marino	International Master in Stratgeic Management of Sports Organisations, Events and Facilities	25	44%	12	Yes	26	25%	5%	0%	90.91	97.87	100.00	94.85	98.94	96.36	95.67	10.00	78.49
16	University of Oregon, Lundquist College of Business, Warsaw Sports Marketing Center	MBA in Sports Business	16	69%	18	Yes	26	30%	26%	22%	95.45	84.54	73.78	62.58	80.32	70.91	71.10	70.00	78.09
17	Florida Atlantic University	MBA Sport Management	5	80%	23	Yes	27	31%	16%	31%	87.50	97.08	88.75	97.08	91.68	75.00	78.87	0.00	78.03
18	Centro de Formación Fundación Valencia CF	Master in International Sports Management	17	71%	9	Yes	27	23%	48%	40%	92.31	93.33	89.87	79.58	78.46	87.69	82.60	0.00	77.72
19	Deakin University	Master of Business (Sport Management)	63	27%	24	Yes	27	23%	80%	n/a	88.24	90.97	64.11	80.68	91.85	83.53	80.81	50.00	77.04
20	Real Madrid Graduate University	MBA Sport Management	25	68%	10	Yes	28	30%	90%	5%	85.29	94.66	81.24	81.67	86.24	88.75	87.20	20.00	76.50
21	University of South Carolina	Masters of Sport and Entertainment Management	62	34%	12-15	Yes	24	42%	13%	6%	76.19	96.58	84.17	87.58	90.57	82.00	86.37	50.00	76.36
22	Coventry University	MSc Sport Management	37	49%	12	Yes	25	9%	95%	69%	91.67	94.25	79.91	83.70	82.59	85.56	81.28	0.00	76.30
23	University of Liverpool Management School	MBA Football Industries	31	52%	12	No	32	0%	90%	45%	87.50	90.10	70.62	78.65	96.46	80.00	71.65	20.00	76.04
24	AISTS	Master of Advanced Studies in Sport Administration and Technology	41	39%	15	Yes	31	30%	97%	38%	71.88	90.55	81.56	79.55	89.89	87.50	77.11	20.00	75.35
25	University of Stirling	MSc in Sport Management	29	24%	12	Yes	27	40%	56%	20%	100.00	96.66	71.67	73.07	72.14	85.71	72.48	0.00	75.26
26	Florida State University	Master in Sport Management	61	39%	12-24	Yes	24	39%	7%	34%	83.33	91.94	79.23	85.75	86.18	77.50	75.89	30.00	74.81
27	University of Ottawa	Master of Human Kinetics Concentration in Sport Management	16	50%	16	Yes	23	50%	10%	10%	93.75	95.61	76.25	79.38	84.59	87.50	84.67	10.00	74.63
28	University of Tennessee	Master in Sport Management	39	74%	21	Yes	26	61%	0%	22%	82.76	94.21	81.07	83.21	93.68	77.14	77.76	10.00	73.65
29	Ball State University	Master of Sport Administration	16	44%	18-24	No	25	50%	10%	20%	92.86	92.86	76.43	90.23	84.27	74.29	83.33	0.00	73.47
30	Ulster University	MSc Sport Management	15	67%	12	Yes	24	33%	50%	0%	70.00	98.83	87.66	90.32	86.00	94.00	93.69	0.00	73.17
31	University of Connecticut	Master of Science in Sport Management	24	29%	24	No	25	25%	19%	48%	78.57	94.99	84.06	79.51	91.90	71.43	82.14	10.00	72.37
32	University of Louisville	MS in Sport Administration	20	65%	18-24	No	23	37%	7%	33%	80.77	93.45	77.55	81.28	79.62	73.85	77.93	20.00	71.97
33	University of Bayreuth	MBA Sport Management	35	20%	24	No	30	40%	10%	10%	85.71	90.23	71.67	79.51	93.31	82.86	76.02	10.00	71.85
34	Sheffield Hallam University	MSc Sport Business Management	32	41%	12	Yes	25	19%	52%	n/a	76.92	93.98	74.75	83.61	80.00	81.54	85.35	10.00	69.81
35	Seattle University	Master in Sport Administration and Leadership	15	67%	21	Yes	25	33%	7%	13%	85.00	93.16	73.51	74.83	85.66	68.00	80.24	0.00	69.38
36	Ca' Foscari University of Venice	Master in Sport Business Strategies	36	81%	12	Yes	25	22%	0%	0%	84.48	89.82	85.62	84.53	80.74	80.00	72.00	0.00	68.79
37	University College Dublin	MSc in Sports Management	20	65%	12	No	28	32%	35%	26%	69.23	92.94	76.41	83.20	87.17	78.46	71.06	0.00	68.76
38	West Virginia University	Master of Science in Sport Management	23	30%	12-24	Yes	23	45%	9%	17%	71.43	87.14	77.61	81.67	91.19	85.71	67.52	0.00	68.28
39	Johan Cruyff Institute	Master in Sport Management	89	17%	10-12	No	28	17%	45%	8%	76.67	84.77	61.43	69.99	86.89	65.33	74.68	40.00	67.48
40	AMOS	Master of Business in Sport	63	49%	24	Yes	20	22%	7%	0%	85.48	86.34	72.15	72.16	73.82	77.42	72.55	20.00	67.32

UMass's MBA/MS in Sport Management prioritises diversity of people and experience



The University of Massachusetts, Amherst's MBA/MS in Sport Management has become just the third course to take the top spot in these rankings since we began them back in 2012. **Steve McKelvey**, graduate programme director, and **Janet Fink**, department chair, tell Adam Nelson how a focus on attracting a diverse student body and offering an assorted range of learning and workplace experiences have helped propel the course to first place, and how they intend to build on their success to develop an even stronger course in future.

University of Massachusetts Amherst

What are the USPs of the course at UMass?

SM: The McCormack Department has several unique program elements that we highlight to potential entrants into our program, especially when contrasted with the set of programs that our applicants are typically applying to. First is our program being housed in a nationally-ranked and on-the-rise business school. As a result of being within the Isenberg School of Management, our curriculum is grounded in core business

and management best practices, while our students can access courses and resources that will help them become well-rounded managers and leaders. Many of our students access on-ground courses in topics beyond just sport management. Hence our trademarked slogan: 'The Business School for Sport Business.'

One obvious selling point is our vast and unparalleled alumni network. Being the second-oldest program in the world, we have over 40 years of alumni who have reached the pinnacles of almost every industry segment. McCormack alumni currently include four MLB general managers, one NBA general manager, over 30 college athletic

directors and conference commissioners, the commissioner of the PGA Jay Monahan...it goes on.

How do you help your graduates get work?

SM: Our digital alumni database lists over 3,000 alumni working in the sport industry. We have purposefully built out a successful 'Graduate Mentor Program', whereby every grad student is paired with an alumnus in an industry sector that aligns with that student's particular career interests, serving as a fertile source of job and internship placements, as well as career and personal development. We can typically attribute almost half of the job placements to

students networking with our alumni.

These relationships and proof points of success support another one of the hallmarks of our curriculum, and that is our deep and long-standing belief in experiential learning. Many of our courses entail working directly with sport organisations on real-world issues and challenges. One of the pillars of this commitment to experiential learning is the 10-year relationship we have between our Sport Marketing class and Octagon.

Early each fall, Octagon provides the class with a marketing brief on behalf of one of their clients that challenges the students, working in teams, to develop an integrated sponsorship marketing plan to present to Octagon's clients. Our so-called "Octagon Bowl" culminates with a visit to Octagon's headquarters in Stamford, Connecticut where the student teams present in front of a panel of Octagon executives who provide critical feedback and insights to each of the presentations before selecting a winning team. Octagon is just one of the many sport organisations that our graduate students get to interact with, and learn from.

This past year, students have worked directly with executives of the Harlem Globetrotters, UMass Athletics, the Minnesota Timberwolves, Twitter, Major League Rugby, the Oak View Group, Farmers Insurance, Fenway Sports Management and Fuse Marketing. Each year brings a new and diverse collection of experiential learning projects. Many of these serve as extended interviews and create lead-generation opportunities for our job-seeking students.

Another point of pride and distinction for our program is our diversity, not only in terms of the personal backgrounds and nationalities of our cohort, but also their career interests. Having a student from India pursuing a marketing position within Major League Soccer; sitting next to a student from California seeking to get into Major League Baseball's General Manager's track...this diversity provides a vibrant environment for learning, growth and exploring the full breadth of the sports and entertainment industry. Each year, just over a quarter of our students come from other countries.



Steve McKelvey | graduate programme director



Janet Fink | department chair

Our MS class is typically quite small – approximately 22 students – so our classrooms benefit not only from an intimate, discussion-based pedagogy, but also from the variety of perspectives and career aspirations our students offer in support of a robust learning environment.

The final elements potential students should consider is that we hold arguably the most attractive funding package of any graduate sport management program and support a ratio of almost one PhD faculty member to every 2 grad students, which results in many independent study projects.

You performed strongly in graduate employment rates. How have you worked to improve this?

JF: We have always had a strong focus on working hard to get students jobs upon graduation. From the time they begin, Steve discovers each student's area of interest and matches them with an alumni mentor in that area in order to begin networking. Throughout their time at UMass, Steve and other faculty work closely and consistently toward connecting students with industry professionals.

Where do the majority of your students come from? Are they straight from undergraduate programmes or have they come back to school later in their careers?

SM: The majority come from the United States with a good mix of educational and sport backgrounds. In any year,

about half of the incoming class has some kind of business degree, and the rest have a liberal arts degree. The common denominator between them all is strong critical thinking and communication skills, which we are able to get a good handle on through the application and on-campus interview process. Although it's a misconception that real-world experience is required for our program, the truth is that we do prefer it. My personal opinion is that graduate studies are most beneficial and appreciated if the student has some real world perspective to apply and reflect on. As a result, our average age for each incoming class is around 25.

What are some of the areas you're looking to improve and the challenges you expect to face?

JF: We regularly discuss ways we can increase diversity in our programme – both in terms of female students and students of colour. Steve, along with our development folks, recently secured a significant donation that we can use to enhance our diversity. Also, soon we will be announcing a partnership that Steve developed which will also help us reach our goals.

We also recognise the importance of analytics in the industry and recently hired a new faculty member with expertise in sport analytics. This addition, along with numerous recently-hired faculty throughout Isenberg with an analytics focus, will substantially enhance our programme offerings in this area. [O](#)

Ohio's Master of Sports Administration balances tradition with innovation



Ohio University's Master of Sports Administration course has topped these rankings on six occasions and has never finished outside the top two. Now in its 53rd year, the world's longest-running sport business postgraduate degree has built its reputation on a remarkable consistency and ability to incorporate new teaching into its traditional ways. Programme director **Matt Cacciato** and incoming chair of the Sports Administration Department **Jim Strode** tell Adam Nelson how a collegiate culture and an alumni network dating back over six decades help to keep the school at the top.



What do you think is behind Ohio's continued impressive performance in the rankings?

MC: It's the consistency we have internally. It really is one of the things that we can't emphasise enough, the fact that we're going into our 53rd year and we have alumni from the initial class that are still actively involved in the industry and in turn want to be involved with us. So interacting with our alumni as well, and then kind of our outside partners.

We have one of the original faculty, from the first year of the course, Dr. Higgins, who is still teaching on an emeritus basis. He's very close with the programme and the students, he started teaching in 1971. So he has had seen most of our years, and has relationships with the students as well as our alumni, and is a beloved figure. The presence of calm and consistency that he brings, even for me, being able to sit with him

and his advice when I first started, as the director, and he's been able to do that consistently over the programme. So that's in our, that's in our DNA, the poise that I think we have and we've been able to carry from year to year. The tradition is important.

And then I would say that the current faculty is critically important. The passion that they have, the expertise that they bring and the leadership that we are led by.

Jim, having just arrived at Ohio, what were some of the factors that convinced you it was a good fit for you?

JS: My impression is that it really starts with the people. When you look at the 15 faculty members in sports administration, we've got such a wonderful combination of a world-class researchers coupled with folks that have exceptional experiences in the sport realm. So being able to not only bring the theory to the classroom, but also being able to connect it with practice, I think is a separating factor.

There's no doubt that it's not just the faculty. We also have done an exceptional job of being able to attract some of the top students from all over the world to our programme. That has really helped us build our brand, based on the connections that we have with our alumni. Certainly, the experience that people have in Athens [Ohio, where the college is based] has been exceptional, and our alumni want to continue to give back and continue to pay forward into our programme. My impression certainly is that the connections that are made between the faculty and our students are for a lifetime.

Looking at the current climate of Ohio University sports administration, I couldn't be more excited to be joining such an excellent group of faculty and students. There was no doubt that when looking at the right fit for me, OU's reputation was certainly a key factor in making that decision.

How important is that network of alumni to the impressive employment figures seen by Ohio?

MC: It's absolutely important. I would say the networking that comes off of that, with so many years of established excellence. We've been the premier programme for a long time, we kind of always looked at ourselves as having that foundation. And then just the word of mouth, we get a lot of people coming to us who are friends of the programme who have worked alongside some of our alums and had heard of the program. So not only are they willing to help and engage, they look for our expertise and various projects along the way. And they will often recommend people to our programme just because of their knowledge of our abilities.

What are some of the changes you've made to the programme over the last 12 months, and will be looking to make over the coming years?

MC: From a curriculum standpoint we are trying to follow the market and embrace the trends that we're seeing. We know that esports is incredibly popular and important and of great interest to prospective students as well as current students in all of our programs. So we've embraced that. We've been able to add to our curricula in a timely manner, aided by our alumni that work in these areas. We have alumni of our program who have really been at the forefront of esports. These are all graduates that are in their late thirties now and were [working in esports] in the very early days, and we are able to bring them in and gain their perspective and tap into their contacts.

Analytics is another one, we've been able to introduce that as part of the curriculum and kind of grow that alongside the college of business and their offerings in analytics, and then customise that for our sports programme based on, alumni in the field. So we've got a number of our alumni, for instance, that are owning and operating agencies who have been working on the quantitative side of sport for a number of years. So we have their input and their counsel as we develop new curriculum.

JS: Absolutely: data analytics and how we use information, how we try to meet the needs and wants of our consumers. That is critical. And,



Ohio University's MSA class of 2019

of course, we also need to be very cognisant of the ethical considerations when it comes to data. When we look at trends and we look at the future of using big data and social networks and where we collect our data, I think it's imperative that we also have that moral lens when we use that information.

At OU, we want to make sure that we're not just necessarily training people for the skills of the job, but we also want to make sure that they're doing it in the most morally responsible and ethical way. Whether it's data analytics or marketing or management or operations, we want our students to take a critical look through that moral lens.

What are the areas you're both looking to improve and the challenges you expect to face?

MC: We know there's competition and it's ever present and I think it's an important part of the ecosystem

and what drives us. We're competitive and want to do everything we can to maintain our premier position. We don't want to take anything for granted and we can't rest on our path. We always need to be innovating and pushing forward. Recruiting new talent is a big part of that on the faculty side. And I think we've done that with the addition of Jim. So we're recruiting talent, retaining our faculty talent, and then staying engaged and listening to the marketplace.

JS: We want to make sure that we're always providing the best opportunities for our students. Keeping our network alive, keeping our connections alive, putting our students in the best position to succeed. And that takes work. I'm excited to be able to join the team and bring my energy to help continue the wonderful experiences and opportunities for our graduate students. 



Matt Cacciato | Programme director

Jim Strode | chair of the Sports Administration Department

The Fifa Master at the International Centre for Sport Studies (CIES)



Students of the Fifa Master playing football against staff at Fifa headquarters

The Fifa Master, at Switzerland's International Centre for Sport Studies (CIES), placed third in the 2019 rankings, the first non-US course to finish in the top three since topping the list itself in 2014. Ahead of the 20th anniversary of the course, **Vincent Schatzmann**, general secretary, and **Dr Kevin Tallec Marston**, academic projects manager, spoke to Adam Nelson about how CIES has built on solid foundations over the last 12 months, and explain the changes that should see it go from strength to strength over the next 12.



You maintained your place as the top course in Europe and moved into the top three worldwide. What are the strengths of the Fifa Master that have helped you to this position?

VS: First of all, we have the trust and support of Fifa for more than 20 years. With three strong universities (De Montfort, SDA Bocconi and Neuchâtel), CIES coordinates an international partnership which is unique in higher education and key to the success of the Fifa Master programme. Concretely speaking, there are three pillars in what we do, in terms of our core business. It's recruitment, it's the course itself, and it's the job-placement alumni services. Those are the three main areas where we are continuously improving, and I would say that in the last two to three

years we have really put an effort into developing the academic journey that is the Fifa Master.

KTM: In terms of recruitment, we have been able to increase the number of scholarships that we offer, which has been of great benefit, specifically for the Asian region. We have struck up a partnership with the Asian Football Confederation (AFC). As a result, they have been willing to support five students every year, Asian students working in Asian football who will come to do the course and then go back and work in Asian football. This has been a boost for us to be able to offer more scholarships which in turn strengthens our recruitment.

VS: The other major milestone is that this year we are going into our 20th year; the 2019-20 academic year will be our 20th anniversary. We've started, and are currently undergoing, a full curriculum revision which means revisiting the content, the structure of

the modules, the teaching, the visits, all the way down to the level of how we do our exams. And we've started in the last year to introduce a couple of new topics that are important for understanding the dynamics and trends in the industry. In our process we surveyed quite a few sports organisations to get a better idea of the hot topics we needed to be teaching.

For example, we've included new sub-modules on human rights and sport, equality and inclusion, CSR and sustainability. In parallel, we worked with our professors to ground our course in the most up to date research. We have tweaked the law module to be more about the law and governance of sport, bringing in a lot of industry speakers, key people from organisations and stakeholders in order to talk about the good governance of sport. Based on listening to the industry and anchoring our teaching in the latest research, the curriculum has been fundamentally

rethought, in order to provide an updated academic and challenging intellectual experience for the class.

You performed strongly in graduate employment rates. How have you worked to improve there?

VS: On the placement side, there are a number of different things. Our career services have been strengthened by iWorkInSport, which is the job fair that is organised in Lausanne every year, and we are now in the third year running.

KTM: That has really grown and while we do not own the project, it's a CIES-supported endeavour, and it has now begun to offer something that benefits not just our course but other courses in the industry, across Europe, even Columbia University actually sent students to the job fair here. That has opened many opportunities for interviews and jobs for the current class and even for alumni who are one, two, three years out and looking for a change. It's a fabulous opportunity to connect recruiters in the industry and our students.

And then our alumni association is obviously very active creating regional groups. For the first time in 20 years, we really have the critical mass to have enough people in different regions around the world where we can actually have operating regional subgroups, people using various social media tools to create regional networks.

We have WhatsApp groups for the alumni in Asia, in South America, North America, et cetera, and even for different topics. For example, we have a sports law WhatsApp group who exchange regularly on all of the key issues, debate topics in sports law, and to post recruitment notices. We also have a closed Facebook page where Alumni can exchange ideas, and a dedicated Fifa Master Alumni website (www.fifama.org).

VS: It just leverages 20 years of putting people in the industry. It gives us an opportunity to keep our community connected, using platforms that didn't exist 15 years ago, something which also helps to bring supply and demand in terms of the hiring/networking market to a centralised place where everybody can find everybody.



Dr Kevin Tallec Marston | academic projects manager



Vincent Schatzmann | general secretary

for current and future students because we have some very successful alumni.

VS: On the same topic, we will participate, with the whole Fifa Master class, in The SPOT in Lausanne. It's a convention focused on startups in sport, with a lot of them focused on the federations based around Lausanne, offering their services there. The motto is: Stimulating progress in sport by bringing together original ideas and the latest innovations from both inside and outside the sports industry. We want to give this flavour to the students – they don't have to just go work at the official federations and sports clubs, but there is a whole sector of startups providing services directly to the client.

What are some of the emerging industry trends that you will work into the revised 20th anniversary curriculum this year?

KTM: The key question of human rights is a big one. The broader issues of equality, inclusion, digital and analytics – those are big topics across sporting organisations. Then, the whole commercialisation and professionalisation of women's sport is another topic that we have spent time on.

For example, we organised two fantastic days in Leicester right at the beginning of this academic year with specialists in women's football and women's sport from media, from federations, from clubs, and from leagues, with roundtable sessions with five different speakers from different aspects of the industry, to debate with the students about the commercial potential of women's sport and the challenges to professionalize this important half of the sporting world.

VS: Obviously the governance question is a huge one. Anyone following football politics in the last few weeks will have heard about the potential reforms in European football competitions. We had a stakeholder day about three weeks ago with people from those organisations, to discuss and talk rather openly with the class. Being able to debate with these organisations and having them connected to the theoretical and academic side in the classroom is an incredible opportunity for our students. ○

What kind of opportunities do your graduates usually get?

VS: One of the big changes in the last two years is that we have strengthened our links with Fifa, especially in recruiting our students. We have six people who are taking an internship at Fifa each year, plus two or three more taking permanent positions. In general, we also noted more and more people joining international- and national-level sports organisations.

KTM: Another huge change is how many alumni are now involved with startups, becoming entrepreneurs, creating their own opportunities. MyCujoo was founded by a Fifa Master alumnus. For several years that we have been doing an entrepreneurship day, in which some of our alumni who created their own startup or company come back and provide insight into what it is to be an entrepreneur and how you could start your own business, which is interesting

Top 15 North American Courses

Rank	Course Provider	Course	Class size 2015/16	Response rate	Course duration (months)	Work placement	Average age	Female students	Foreign students	Ethnic minority students	Employment (at 6 months)	Quality of teaching score	Job support score	Extra-curricular support	Alumni network score	Value score	Usefulness score	Peer review score	Total score
1	University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management	MS Sport Management and MBA/MS Sport Management	22	55%	12-21	Yes	25	41%	27%	31%	91.67	100.00	99.03	100.00	100.00	100.00	98.02	100.00	94.72
2	Ohio University	Masters of Sports Administration	27	48%	22	Yes	23	43%	13%	9%	92.31	100.00	100.00	99.10	100.00	98.46	96.34	90.00	90.73
3	University of South Florida	MBA/MS in Sport & Entertainment Management	27	89%	21	Yes	25	60%	11%	42%	81.25	93.48	92.15	93.96	94.58	87.50	83.63	70.00	85.29
4	George Washington University	Master of Science in Sport Management	18	78%	15-24	Yes	24	40%	37%	25%	89.29	96.66	94.05	89.16	95.59	91.43	85.80	20.00	82.73
5	San Diego State University	Sports MBA	19	47%	18	Yes	26	53%	16%	42%	88.89	98.70	84.07	95.00	98.70	93.33	96.56	10.00	82.36
6	University of Central Florida	DeVos Sport Business Management Program	27	85%	17	Yes	26	42%	8%	42%	86.96	90.14	88.98	90.36	91.37	80.00	76.76	40.00	81.66
7	Virginia Commonwealth University Center for Sport Leadership	MEd/MBA Sport Leadership	44	75%	12-18	Yes	24	55%	11%	41%	90.91	95.73	92.03	93.81	96.09	86.25	90.89	0.00	81.35
8	Temple University	Master of Science in Sport Business	30	27%	24	Yes	24	35%	19%	22%	100.00	95.61	71.04	81.89	83.96	70.00	76.64	70.00	80.58
9	Columbia University	MS Sports Management	69	36%	12-16	Yes	25	25%	30%	51%	88.00	87.00	81.67	79.00	93.39	83.20	78.24	40.00	80.18
10	University of San Francisco	Master of Sport Management	99	49%	23	Yes	24	35%	11%	44%	84.69	96.39	92.21	88.71	93.27	86.12	88.63	20.00	79.97
11	Georgia State University	Master of Science in Sport Administration	45	22%	18-24	Yes	24	58%	13%	53%	90.00	93.16	91.49	94.33	92.66	90.00	87.50	0.00	79.54
12	Ohio State University	Master of Science in Kinesiology, Sport Management	21	48%	12-24	Yes	23	43%	0%	24%	95.00	96.49	83.00	91.99	89.33	86.00	86.79	20.00	79.47
13	University of Oregon, Lundquist College of Business, Warsaw Sports Marketing Center	MBA in Sports Business	16	69%	18	Yes	26	30%	26%	22%	95.45	84.54	73.78	62.58	80.32	70.91	71.10	70.00	78.09
14	Florida Atlantic University	MBA Sport Management	5	80%	23	Yes	87	31%	16%	31%	87.50	97.08	88.75	97.08	91.68	75.00	78.87	0.00	78.03
15	University of South Carolina	Masters of Sport and Entertainment Management	62	34%	12-15	Yes	24	42%	13%	6%	76.19	96.58	84.17	87.58	90.57	82.00	86.37	50.00	76.36

Top 15 European Courses

Rank	Course Provider	Course	Class size 2015/16	Response rate	Course duration (months)	Work placement	Average age	Female students	Foreign students	Ethnic minority students	Employment (at 6 months)	Quality of teaching score	Job support score	Extra-curricular support	Alumni network score	Value score	Usefulness score	Peer review score	Total score
1	The International Centre for Sport Studies (CIES)	The Fifa Master	32	56%	11	Yes	28	36%	71%	43%	94.44	89.90	68.79	82.49	98.05	86.67	77.12	80.00	87.72
2	Russian International Olympic University	Master of Sport Administration	71	25%	10	Yes	24	33%	38%	52%	96.88	96.88	74.67	90.55	92.32	77.33	78.25	10.00	80.44
3	University of Parma - University of Republic of San Marino	International Master in Strategic Management of Sports Organisations, Events and Facilities	25	44%	12	Yes	26	25%	5%	0%	90.91	97.87	100.00	94.85	98.94	96.36	95.67	10.00	78.49
4	Centro de Formación Fundación Valencia CF	Master in International Sports Management	17	71%	9	Yes	27	23%	48%	40%	92.31	93.33	89.87	79.58	78.46	87.69	82.60	0.00	77.72
5	Real Madrid Graduate University	MBA Sport Management	25	68%	10	Yes	28	30%	90%	5%	85.29	94.66	81.24	81.67	86.24	88.75	87.20	20.00	76.50
6	Coventry University	MSc Sport Management	37	49%	12	Yes	25	9%	95%	69%	91.67	94.25	79.91	83.70	82.59	85.56	81.28	0.00	76.30
7	University of Liverpool Management School	MBA Football Industries	31	52%	12	No	32	0%	90%	45%	87.50	90.10	70.62	78.65	96.46	80.00	71.65	20.00	76.04
8	AISTS	Master of Advanced Studies in Sport Administration and Technology	41	39%	15	Yes	31	30%	97%	38%	71.88	90.55	81.56	79.55	89.89	87.50	77.11	20.00	75.35
9	University of Stirling	MSc in Sport Management	29	24%	12	Yes	27	40%	56%	20%	100.00	96.66	71.67	73.07	72.14	85.71	72.48	0.00	75.26
10	Ulster University	MSc Sport Management	15	67%	12	Yes	24	33%	50%	0%	70.00	98.83	87.66	90.32	86.00	94.00	93.69	0.00	73.17
11	University of Bayreuth	MBA Sport Management	35	20%	24	No	30	40%	10%	10%	85.71	90.23	71.67	79.51	93.31	82.86	76.02	10.00	71.85
12	Sheffield Hallam University	MSc Sport Business Management	32	41%	12	Yes	25	19%	52%	n/a	76.92	93.98	74.75	83.61	80.00	81.54	85.35	10.00	69.81
13	Ca' Foscari University of Venice	Master in Sport Business Strategies	36	81%	12	Yes	25	22%	0%	0%	84.48	89.82	85.62	84.53	80.74	80.00	72.00	0.00	68.79
14	University College Dublin	MSc in Sports Management	20	65%	12	No	28	32%	35%	26%	69.23	92.94	76.41	83.20	87.17	78.46	71.06	0.00	68.76
15	Johan Cruyff Institute	Master in Sport Management	89	17%	10-12	No	28	17%	45%	8%	76.67	84.77	61.43	69.99	86.89	65.33	74.68	40.00	67.48

Ohio University's Professional Master of Sport Administration is the #1 online course



2019 is the first time the SportBusiness Postgraduate Course Rankings has separately assessed online courses. While Ohio University slipped to second place in the overall rankings, its Professional Master of Sport Administration course came out on top in the online stakes. Adam Nelson speaks with **Greg Sullivan**, associate professor and programme director of the course, about what makes an online degree from Ohio University so valuable.



How is the online course structured and what makes it stand out?

GS: We are aligned in many ways with the on-campus graduate program. We have the same student learning outcomes, the same objectives. What differentiates us is obviously that we operate primarily online, and our audience is a little bit different. We are seeking people who are currently working in the sport industry with a minimum three years experience. A lot of times they have much more than that, and they see this as an opportunity to

gain an Ohio University degree, without having to give up their careers.

I think that what differentiates us from other online programs is that we do actually a fair amount of face-to-face instruction in the form of seminars and residencies. We do them on campus here in Athens, but we also do them around the country. When we're at the National Sports Forum for example, we will have residencies that align with their conferences. So it's a little bit different in that we do rely on that opportunity for students to actually get together physically, as opposed to just virtually.

What backgrounds do the students come from?

GS: We think one of the values of being a graduate student in our program is the opportunity to learn from best principles and practices from other sport organisations that you can then apply within your own sport organisation. So we primarily cater to, and our programme is really focused on, people who are currently working in the sport industry. We see some career transitioners but not many.

And we've been really fortunate in that area. We have executives from all the major leagues, we have people from Olympic committees, we have students that work in intercollegiate sports, we're starting to see more students from the sport tourism industry. It really runs the

gamut. I don't know if there's an area of sport where we're not seeing some of our students coming from.

What is the geographical spread of your students?

GS: Our classes have grown to be more diverse each year. I think that's extremely important in our offering. We do have usually in each cohort a number of international students. This year we have a student from Denmark who has actually made every residency. He's affiliated with the Danish Olympic Committee.

That's always a focus, to make sure we have a well-rounded diverse group, because I think that represents the greatest learning opportunity too, to understand diverse viewpoints and different and perhaps better ways of doing the same things.

What skills do students learn from the online course that they couldn't pick up from their day jobs?

GS: We provide them with research-based information. We see one of our primary goals as being to kind of bridge that gap between theory and practice. So obviously our students are interested more in practice than they are in theory, but I think that they need to have an understanding of the wonderful research that's being done that will enhance what they do day-to-day.

In terms of the latest research in leadership, and positive leadership, students really enjoy learning about that. The latest research and practical applications of revenue generation and all its different forms.

We are really doing a wonderful job of introducing our students to the benefits of using analytics in the decision making process. Across the board, between leadership, and analytic marketing, and facility management, our students are learning things that they can actually apply in the workplace immediately, not just after they graduate, and I think that they see the benefit of that.

How do you see your alumni using their degrees after they finish?

GS: Primarily students use this as a career enhancer, so that if they are in an organization where graduate learning is really valued, it helps enhance their careers. And I think that our students do a really good job of using the Ohio University network to land normally within the same industry but at higher level.



Greg Sullivan | associate professor and programme director

What are some of the new ideas that you're incorporating into the course?

GS: Certainly in the area of data analytics, there is a huge appetite for that. On the marketing side, there is a strong desire to learn more about the impact of social media and assessing return on investments in marketing and sponsorship and actually having a clear understanding of how that money is being spent and the value in that.

We've also done a really good job at introducing our students to things like esports. We've had seminars in esports and introduced our students to industry leaders there and the trends associated with that. We had a seminar recently where we introduced our students to all the changes in legislation, in sports gambling and sports betting and how that is going to change the landscape of

sports. So what we try and do is really stay on the cutting edge of what's going on in sports.

We do a really good job of using our Ohio University network and bringing specialists into the course that are actually working in those specific areas, such as gambling or esports, to make sure that our students have a really solid understanding of how it's going to impact their specific industry, their specific job and their specific role.

What are the challenges of online teaching and how have you worked to overcome them?

GS: With our students located across the United States and in some cases across the world, we always have timing differences. So some of our virtual sessions have to be timed so that they are as user-friendly as possible.

In the marketplace, there are a number of other programmes out there that are kind of selling a quick fix and not really challenging the students as much as we are. We have to kind of find ways to cut through the clutter to make people aware of the uniqueness and the competitive advantages of our programme. We try and stay at the forefront of the technological advances so that our learning environment is as rich as it possibly can be.

Certainly it's not as rich as a traditional classroom setting, but with the advances in technology, we're getting awfully close. So we use all of that technology so that students really feel like they are being engaged with. It's important for our students to stay motivated, because they're often working full time and acquiring a master's degree at the same time, which is a daunting task, to be sure.

So one of the things that we really try and stay cognizant of is not allowing students to feel like they're working in a silo. Technology enables us to make sure the students are able to feel connected, and I think that's an important motivator for them. [O](#)

Rank	Course Provider	Course	Class size 2015/16	Response rate	Course duration (months)	Work placement	Average age	Female students	Foreign students	Ethnic minority students	Employment (at 6 months)	Quality of teaching score	Job support score	Extra-curricular support	Alumni network score	Value score	Usefulness score	Peer review score	Total score
1	Ohio University	Professional Masters of Sports Administration	23	74%	21	No	35	30%	14%	18%	91.18	95.98	81.86	86.96	98.62	71.76	80.32	90.00	82.74

NYU's MS in Global Sport prepares graduates for the next generation of sport



New York University's **Vince Gennaro**, associate dean and clinical associate professor of the Preston Robert Tisch Institute for Global Sport, tells Adam Nelson how the school's new MS in Global Sport will train the sport business students of today to work in the industry of tomorrow.



At New York University's Preston Robert Tisch Institute for Global Sport, a new postgraduate programme has been introduced to prepare the next generation of sport business leaders for the future of the industry.

While the school's long-running MS in Sports Business is well-regarded for its ever-evolving curriculum and international outlook, the new MS in Global Sport, which will welcome its first intake of students this September, is set to take that to the next level, with a programme that focuses on the emerging sectors and themes that are

set to drive the industry forward over the coming years.

"We have an ambition to be the global leader in sports business education," says Vince Gennaro, associate dean and clinical associate professor of the Tisch Institute. "We want to make sure that our students are coming out of the programme equipped with the absolute latest sport industry knowledge, because they're going to be the leaders of the sport industry in the years to come."

The low-residency MS in Global Sport programme sees students spend just four weeks out of a 16-month programme on-site, with the rest of the lectures and other materials delivered online, to allow a diverse spread of students to take part. Fifty per cent of those enrolled on the programme for

its first year are based outside the US, says Gennaro, while many are already in work – either in the sport industry and looking to improve their job prospects, or outside it and hoping for a way in.

"Everything we're doing on the course is built around four future-facing themes," says Gennaro. "Broadly, they are: globalisation; sports technology and innovation; the next generation of the sports consumer; and sport for social change. Of course, they're all very tied together. If you put them on a map, they would all touch and overlap, but these are the key areas we see as the future of sport business education."

International education

Gennaro says that even more important than the four core themes

is the fact that the MS in Global Sport does what it says on the tin and represents an international approach to the sport industry.

"One of the first things I did when I came in at NYU was I rebranded the department to be the Tisch Institute for Global Sport", he says. "I wanted us to have a less US-centric curriculum and we're clearly moving in that direction. But it's also about acknowledging that the world has shrunk and is continuing to shrink. Just like I get up every Sunday morning to watch Premier League on TV in New York, we're all interacting with each other all over the globe."

Even if graduates have no intention of working outside the US, Gennaro notes that an understanding of the sport industry as an international phenomenon is still vital.

"If you want to work for the NBA today, you'd better have an aptitude for and an understanding of the global market, because that's a large part of their focus and it's only going to grow," he says. "As US sports brands seek their growth, they're also looking internationally. There's no denying the importance of the global sports scene. So we've added a course in international sports law where we discussed the Court of Arbitration for Sport and get into things that you normally wouldn't talk about it in a US-centric sports law course."

As well as spending two of the four contact weeks on the programme in NYU's campus in New York, students will spend a week at the university's sites in Tokyo and Madrid, working with sport industry-insiders from other cultures. In the programme's first year, students will work closely with the Japanese Olympic Committee and the local organising committee for the 2020 Games in Tokyo as they prepare for that event, "to really understand the levels of preparation and the massive amount of work that goes into something like that," says Gennaro.

A partnership with Premier League side Chelsea has also been struck to offer students "a real good immersion into the UK sport scene" and boost their knowledge of international leagues and sporting structures, he adds.



Vince Gennaro | associate dean and clinical associate professor of the Preston Robert Tisch Institute for Global Sport

Sport for social change

That partnership also focuses significantly on another of the programme's key themes. NYU students, from the MS in Sports Business and the MS in Global Sport, will examine Chelsea's 'Say No to Anti-Semitism' campaign as a case study in how a large sport rights-holder "took a clear negative in terms of their fanbase and turned it around to shine a light on a topic," says Gennaro. Graduates on the course will look at how Chelsea took fans who had been accused of antisemitic chanting on a trip to Auschwitz and at the efficacy of these kinds of schemes in educating people, and sport's wider responsibility around social issues.

"This is completely driven by the younger generation and the consciousness they have for sports to play a role in the world, beyond just being entertainment," Gennaro explains. "One of the things we know is that sport commands enormous attention – but the question of 'how do you use that attention for good?' is one younger people are increasingly asking."

"We held a conference where we brought in a climate scientist who pointed out that 81 per cent of Americans follow sports, but only 16 per cent of Americans follow science. So if you want to impact climate change, you do it by connecting with sports organisations and getting them interested in it, which I thought was

a brilliant idea and one I hope our students can learn from."

Gennaro adds that he recently spoke with a student who was born and grew up in New York City, but had become an avid fan of Welsh football side Swansea City, now playing in the second tier of English football. "One of the reasons he gave for becoming a fan was how much Swansea do in the community," says Gennaro. "He was even aware of the fact that they're among the leaders globally in terms of wheelchair access at their ground, the kind of thing that to me, as a baby boomer, would just never be on my radar."

"The social conscience of younger fans is increasingly going to become a driver of the direction of the sport industry, in my opinion."

The Gen-Z consumer

The evolution of audiences and demographics is as important a part of the programme as the evolution of the industry itself, says Gennaro.

"Traditionally we've seen gradual changes, but over the last decade we've seen a massive shift in the way sports are consumed," he explains. "A lot of that is driven by 'generation Z', which is people under the age of 22 at the moment. The way they interact with and consume sports is dramatically different even to how millennials were doing ten years ago."

The cornerstone of this, he says, is the gradual eroding of the long-established truism, 'content is king.'

"I would question whether that is the case any more, and that's probably the crucial lesson we want students to come away with," says Gennaro. "We're in an era where I don't care how good your content is, if you're not putting it on the right platform and you're not meeting the convenience of the needs of Gen-Z, then you might be okay today, but you're not going to be okay five or ten years from now when this is the dominant sport consumer."

Gennaro explains that the Tisch Institute has partnered with Fox Sports to examine "the behavioural differences, the attitudinal differences, and even the underlying motivation of this segment of fans" in order to create what he calls "a science of fandom."



NYU's Vince Gennaro (furthest right) speaking at Final Whistle on Hate: A Conversation on the Power of Sport & Social Responsibility, hosted jointly with Chelsea FC.

Findings from this research are integrated into the MS in Global Sport, giving students the latest up-to-the-minute findings.

“We’re not just relying on what’s out there in the literature,” he adds. “We’re creating it ourselves right here in New York, our students are meeting with industry leaders, not just to learn from them but to actually share insights they’ve had, actually coach them on things they might want to do.

“We’re seeing certain trends that I think are not as obvious to people. Ultimately we’ll establish a research center in this area and this’ll be one of our largest focus areas. It’s all around the future of fan engagement and how the shifting technology and generational shifts are impacting that.”

Esports and new technologies

Rapidly evolving technologies, across all sectors, are underpinning the dramatic changes seen in the sport industry, says Gennaro. In September, NYU will add three additional modules focusing on the business of esports and another three on sports analytics and data – areas he believes will define the industry in the decades to come. One of the courses, which will be integrated into both MS programmes, and which Gennaro says is “the first of its kind”, will examine the potential uses for blockchain technology in sport.

“This is where sport is headed

from every stand point, whether it’s technology that’s going to impact the selection of talent on the field or technology that’s going to impact the development of the emotional connection between the fan and the athlete or the club,” he says.

He describes esports as a “rather unusually structured industry” and says it is vital to educate students in its inner workings and how it differs from the wider sports industry. “I think it’s important that our students don’t just assume that they could learn traditional sports skills and go drop those into an esports organisation to go work for them,” he says.

“One of the new courses we’re launching is centered around the culture of esports events and event management. Putting on an NCAA football game or producing an NBA game is very different than producing an esports event. The culture of it is so different. The wants and needs of the attendees are so different. Their viewing practices, their buying behaviours are very different. So we’re making sure that we bring that into the classroom and give them a sense of that. We’re working with New York Excelsior, a professional Overwatch League team based in the city, to hopefully help our students understand a little bit of the psychology and sociology behind how esports became a phenomenon.”

Graduate value

All of this, Gennaro says, will ultimately add up to graduates who are much more prepared to deal with an ever-evolving industry and the changes that are certain to come in the near future. “We’re giving them a picture of what the industry will look like, so they’re ready to deal with it, and giving them the contemporary tools to be able to work with data, work with information, work with technology, use solid critical thinking skill on process very complex problems, and really have an impact on the industry,” he says.

Gennaro has already seen graduates from the MS in Sports Business who have, influenced by these teachings, gone into the industry and are now “taking on tough issues, motivating their organisation to do good.”

In some cases, he says, graduates have chosen specific work placements based on the values of the organisations, “just like how they’re choosing their sports affiliations based on the values of the athletes or the clubs.”

“We’re teaching them to be ethical leaders and have a moral understanding of the industry,” he says. “It wouldn’t be a successful programme if we just sent them out of the door with a good commercial understanding of the sports industry. We want to remind them every day that if you’re a leader in a sports organisation, or anywhere in a sports organisation, you have the power to affect positive social change.”

Part of the club: Why Real Madrid and Valencia are investing in sport business education



Real Madrid graduation 2018

Spanish football giants Real Madrid and Valencia have both dedicated significant resources to partnerships with local educational institutions, helping to educate the next generation of administrators. Real Madrid Graduate School director **Emilio Butragueño** and **Jorge Coll**, director of the Centro de Formación Fundació Valencia CF, explain the strategy behind the connections to Bradley Rial.



The global nature of the sports industry has been reflected in recent years by a proliferation of postgraduate sports management degrees with a truly international focus.

Amongst these, course operators have been increasingly teaming up with partner organisations at the heart of the sector – particularly professional football clubs.

In Spain, for example, Real Madrid and Valencia are two high-profile LaLiga clubs to have committed resources

towards academia, in partnership with educational institutions.

The Master in International Sports program at the Centro de Formación Fundació Valencia CF – ESBS (European Sport Business School) has been supported by Valencia for more than 10 years.

The Real Madrid Graduate School – Universidad Europea programme, meanwhile, stretches back to 2006 and was an initiative that was initially encouraged by Real Madrid president Florentino Pérez.

“Pérez’s extensive business knowledge revolutionised the way in which the club was run,” Emilio Butragueño, ex-Real Madrid striker and the current director of its Graduate School, tells SportBusiness. “Pérez’s arrival paved the way for a new and very successful management model

which involved maximising the club’s resources.”

Sharing resources

In such a partnership, the stature of the club helps to amplify the course to a wider audience.

However, Jorge Coll, director at the Centro de Formación Fundació Valencia CF, is keen to stress that sharing resources, rather than simply marketing the course, is the primary goal.

“It is not a collaboration between a club and a university or a sponsor; it is a strategic approach and a shared philosophy,” Coll says.

The Valencia-supported program, for example, comprises the club’s area directors as lecturers, while the club’s Foundation board members are among the course’s advisory committee, along with representatives of the ESBS

business school and professionals from the sports industry.

“The advisory committee is the core of the programme, allowing us to make improvements every year,” says Coll, who adds that the course has grown organically from within the sports industry, with sports executives at its heart.

One of the most conspicuous benefits for students in postgraduate courses that have such high-profile links with a sports organisation is the hands-on experience in a real-life working environment.

“The students enjoy the club facilities, they have classes in Mestalla Stadium or at the Foundation itself and there are internships and even work opportunities with the club,” Coll says.

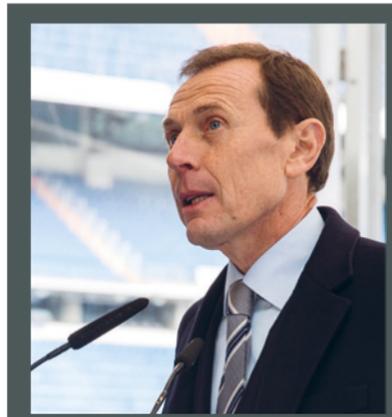
Similarly, students of the Real Madrid Graduate School – Universidad Europea programme have access to the club’s infrastructure, including its Santiago Bernabéu stadium and the Ciudad Real Madrid training complex in Valdebebas.

“Each Master course also has a co-director who is a senior executive of Real Madrid, which adds a great value to the school’s students,” Butragueño says.

Global outlook

Mirroring the clubs’ international ambitions and business models, the programs adopt a global rather than domestic outlook. This is in the knowledge that those who wish to prosper in the sports industry often have to move abroad.

As an example, LaLiga’s Global



Emilio Butragueño | director, Real Madrid Graduate School

Network has stationed business development executives in targeted growth markets worldwide over the past two years. For students who seek a career in international sports administration, a spell on the banks of Lake Geneva in Switzerland is almost certain at some point.

To equip students with the skills required, Coll describes a “practical and global approach, based on experiences and case methodology.”

He adds: “Another key element is to get the best students to enrol with us. Admission processes are crucial to detect talent and we try to have the best in our program year after year.”

Butragueño says that students have to be able to adapt to “the needs of a global environment”, especially considering the industry’s “constant transformation.”

He adds: “For example, when I made my debut for Real Madrid in 1984, we travelled without a fitness coach; but this would now be regarded as quite extraordinary. We have to take on board changes and be fully prepared, with the finest professionals, to adapt and continue to be competitive. Education in this field should reflect the changes.”

Online resources

The course providers have also worked hard to adapt, with a greater emphasis on online resources – a particularly popular option for students who are already working in the sports industry and perhaps already have work-related responsibilities that force them to study remotely.

“The academic training offered by the Real Madrid Graduate School – Universidad Europea includes online courses, such as the Executive MBA in Sports Management or the Specialised Programme in eSports Business, which allow students to combine studies with other activities,” Butragueño says.

“This allows them to balance training and employment more flexibly. As a cutting-edge institution, we guarantee the same level of quality in training for all our students, either based on classroom or online teaching.

“On the other hand, the online platform offers an innovative training methodology that affords great flexibility and autonomy for students who can adapt their study plan to reflect their needs. We believe that it is essential to provide our students with an academic model that allows them to complete their studies based on a program that is most suited to their circumstances.”

However, Coll notes that face-to-face skills must not be forgotten in an industry in which relationships count even if, via the internet, “we can have access to the best professionals in the world, from our house, at any time.”

He adds: “We work constantly on the methodology of the online Master, with the aim of offering the student the best possible training from home.

“We work in a turbulent atmosphere that changes very quickly. Students must know the different tools at their disposal, from the ones that business science offers for management to the strategic

approach, but above all, they must acquire both personal skills and the use of new technologies to face a global and changing environment.”

Connections

The connections that can be established via these courses translate into enhanced career opportunities.

Real Madrid’s workforce includes 40 alumni from the school, while more than 90 per cent of students are employed in the sports industry within eight months of graduating, with organisations such as basketball’s NBA being just one destination.

Similarly, Valencia’s course opens doors in the broader sports sector, rather than just football. “The objective of the program is to train managers in the sports industry in general,” Coll says, referring to the latest figures from SportBusiness that show 88 per cent of students were in employment in sport within six months of graduating.

“Given the international nature of the program, we have students working in many countries around the world,” he adds. “We work with a mentoring system to facilitate the employability of students in the sports industry.”

The world of higher education, for a number of reasons, is changing – from rules regarding fees and attracting foreign students to the introduction of state-of-the-art learning facilities that reduce the need for face-to-face learning.



Jorge Coll | director, Centro de Formación Fundación Valencia CF

For programs that are operated in partnership with clubs, establishing links with other institutions further afield is a natural step.

For example, Real Madrid, building on its partnership with Universidad Europea, has previously worked with the likes of Harvard University.

“We reflected on the matter internally and decided that we should share our experience and knowledge with those who wished to become part of the sports sector,” Butragueño says.

“We started by considering who might support us in this venture and, as Universidad Europea shares our values, gives us international exposure and provides access to academic structures, we decided to undertake this project with them.

“We aim to continue to build on the success of Real Madrid Graduate School – Universidad Europea as a global reference, to extend international alliances and to further enrich the experience of all the students.”

He adds that such partnerships can provide a platform for significant growth.

“We are well aware that these kinds of programs often require a huge effort on the part of students and some of them are unable to come to Madrid,” Butragueño adds. “For that reason, we have to be able to reach to those places where there is extensive interest in learning from our professionals.

“As part of our effort to reach various parts of the world, we maintain agreements with prestigious international universities. For instance, we have an agreement with Columbia University in New York and the Beijing Sport University. These kinds of agreements help us to learn and expand in the world of sport and this has to be one of our objectives.”

Meanwhile Coll believes the sector is on the cusp of a revolution as he highlights the challenge of continuously improving postgraduate courses to “adapt them to the reality of a global industry” in the context of a “very complex environment.”

He says: “I believe that the university model as we know it now will tend to disappear. We need specialised and practical centres that adapt quickly to the changing needs of the industry.”



An academic track record: The growth of postgraduate sport business courses in the UK



The University of Liverpool

While the SportBusiness Postgraduate Course Rankings tend to be dominated by schools from North America and continental Europe, those in the UK are growing in both number and quality. Bradley Rial talks to **Benoît Senaux**, principal lecturer in Sport Management at Coventry University's School of Marketing and Management, and **Kieran Maguire**, lecturer in football finance at the University of Liverpool, about how online courses have helped to drive the sector and the potential challenges posed by the UK's looming departure from the European Union.



In comparison with other subjects, business and administration comfortably has the largest number of university students in the UK.

Perhaps more importantly, unlike many other areas, its popularity is growing. In the 10 years through to the 2016-17 academic year, the number of undergraduate and postgraduate students in business and administration studies rose 7.3 per cent – an increase of about 23,000, according to Universities UK.

In order to exploit this expanding market, the number of related degrees has spiked, so it is perhaps no surprise that sports management courses have multiplied.

Emerging from the clutter are established postgraduate sports management course providers such as Coventry University and the University of Liverpool, which have nurtured stellar reputations on the back of unquestionably positive track records.

Track record

Coventry University's Sport Management MSc course is one of the longest-running of its kind in the UK. Launched in the late 1990s, the course seeks to introduce students to concepts and theories that allow them to analyse sports organisations and how they function.

The course has been a regular in the SportBusiness Postgraduate Course Ranking and was No.1 in the European table as recently as 2016.

"When we first launched just over 20 years ago, there were very few if any such courses around," Benoît Senaux, principal lecturer in Sport Management at Coventry University's School of Marketing and Management, tells SportBusiness. "Now there is a growing number of courses – growth has followed the growth of the sport industry over the last two decades."

Kieran Maguire, lecturer in football finance at the University of Liverpool, echoes the point that whilst there is an increasing appetite from students to learn about what is often perceived as a glamorous industry, there is also a greater demand from the industry itself for recruits with specific abilities.

"The market for postgraduate sports business education is growing as there is demand for talent from governing

bodies, sports clubs and sports media outlets for people with a skillset that can enhance the sport or club," Maguire says.

The University of Liverpool Management School's MBA Football Industries course was 28th in the worldwide SportBusiness Postgraduate Course Ranking in 2018, and eighth in the European table. The course focuses on leadership, strategy, organisations, innovation, international business and the global environment, as well as entrepreneurship and managing financial resources. It lists Celtic, Everton, Liverpool, Manchester City, the FA and Uefa as work-based project providers.

Changing with the times

The topics covered by sport business postgraduate degrees in the UK have evolved with the industry over the years, with Maguire noting the increasing legal, financial and compliance pressures in the sector that have to be taken into account.

As a result, areas such as governance, sustainability, event legacy and business analytics, as well as esports, have become increasingly important, Senaux adds.

"Authentic assessments are also growing," he says. "It is important that we are providing students with the opportunity to demonstrate their learning in situations that are as close as possible to those they will encounter in real life.



Benoît Senaux | principal lecturer in Sport Management at Coventry University's School of Marketing and Management

"At Coventry University, students engage in an intense two-day crisis management simulation, take part in a sport centre simulation, write a grant bid, prepare a hosting bid video and produce a sponsorship pitch."

Online accessibility has changed the academic landscape, with the tutor-student relationship at some universities often forged via a computer screen rather than in class.

"Students want the benefit of a Netflix-style delivery model on demand to complement face-to-face learning, which still has a lot to offer in terms of groupwork, presentation skills, Q&A sessions and problem

solving," Maguire says.

However, Senaux cautions that "very few courses or institutions know how to run proper online courses with real engagement" and stresses that one of the unique selling points of a successful postgraduate sports management degree is the opportunity to establish fruitful relationships with peers.

He adds: "In many cases, online resources alone are not replacing the physical experience, whether in class or through visits or field trips. One of the added values of postgraduate courses, especially in a 'small world' like the sport industry, is often for students to build their network and this is done primarily through interactions – potentially online.

"More important maybe is how new technologies can be used to enhance the students' experience, whether it is through Skype sessions with international experts or online collaborations with students from other universities."

Placements

Part of the networking opportunity is via work placements with prospective future colleagues or employers. With this in mind, Liverpool's MBA Football Industries course offers work-based projects at a number of clubs and organisations within the game.

Coventry offers volunteering



Coventry University

opportunities throughout the year, for example on a match day with local Premiership rugby union club Wasps, or at the Coventry half-marathon or the Tour de Yorkshire cycling race.

Senaux adds: “We also offer summer internship opportunities or the possibility to do a year-long placement as part of the Master.”

In order to accommodate placements and vital on-the-job work experience, the timetable has to be structured accordingly.

For example, at Coventry, there are approximately 14 hours of formal teaching per week in the first year, leaving students free to pursue experience elsewhere.

Moreover, whilst students are expected to show initiative in exploring work opportunities, expert speakers are also brought in to offer valuable insights.

“We run a guest lecture week with 35 to 40 industry experts coming in and sharing their experience,” Senaux says. “We also provide industry visits and field trips allowing students to see how theory is put in practice.”

“Our students visited Old Trafford and had a talk on the business side of Manchester United, but we also arrange a highly-subsidised international field trip to Lausanne every year, with talks from and visits to the World Anti-Doping Agency, the International Equestrian Federation (FEI), the International Basketball Federation (Fiba) and the Olympic Studies Centre.”

Expert insights

At Liverpool, recent speakers have included Deloitte Sports Business Group director Alan Switzer, Liverpool FC chief executive Peter Moore, UK Sport head of governance Jane Purdon, former FA executive Adrian Bevington and Jon Watts, sports TV director at UK commercial broadcaster ITV.

“Those delivering the course must also have both a practical knowledge of their chosen field, be it law, marketing or finance, and a passion for sport so they can use appropriate examples and illustrations of good and bad practice,” says Maguire. “Just trying to convert a management course into a sport management course by sticking a photo



Kieran Maguire | lecturer in football finance at the University of Liverpool

of Anfield or Lord’s on a standard brochure is not sufficient.”

Although students of such courses are of course targeting careers in the sports industry, Senaux is keen to stress the importance of encouraging the development of transferable skills across the business world.

“Our sport management courses, both at undergraduate and postgraduate level, sit in the Business School, are business and management courses in their own right and have a very strong sport contextualisation,” he says.

“Every single one of our modules is sport-specific, but also develops strong business and management skills, whether that is through sport marketing and sponsorship, sport finance and business analytics, sport governance and strategic management or sport facilities operations management.

With a sizeable proportion of the UK’s postgraduate students coming from abroad, the elephant in the room for universities across the country is Brexit. Senaux acknowledges that the febrile political environment in the UK, sprouting from the UK’s vote to leave the European Union in 2016, has created a “very uncertain environment.”

“Strangely, post-referendum, we saw an increase in the number of EU applicants,” he says. “It could be an issue, but we do not know what the impact could be on the industry. Its contribution to the climate might not be positive.”

For Maguire, he believes that Brexit will make it “more difficult” for UK institutions to attract foreign students

and – as importantly – recruit staff.

Challenging environment

A more challenging environment, though, might not be a bad thing for a crowded postgraduate market.

Both Maguire and Senaux expect the proliferation of sport business and management courses in the UK to wane in the coming years.

Senaux says that a number of universities have launched courses “without necessarily having the resources (academic staff), industry contacts and critical mass (students)” to be sustainable.

“It is likely that a few of these courses will just come and go after a few years,” he says. “Regarding sport management courses, some of the less established and weaker ones could indeed be affected. This is probably a positive evolution in the long term as the offering has grown more quickly than the job opportunities in the industry, and some courses may have been launched without sufficient consideration and expertise.”

Maguire adds: “I expect the sector to plateau in terms of popularity. We are already seeing some courses disappear from weaker institutions and there will be a Darwinian process as students gravitate to those courses with better reputations.”

However, with so many options, how can students identify courses that are not about to disappear?

“Don’t be impressed by the venue of the course or a star name associated with it,” Maguire says. “Ask at an open day or impact session about the ‘afters’ in terms of proportion of students who go on to work in the industry, details of guest speakers from the sport who can give a hands-on guide to working in the industry and opportunities for placements or work-based projects within the sport.”

With annual university postgraduate tuition fees rising to nearly five figures in the UK, the process of selecting the right course is in itself a business skill; a test of a prospective student’s ability to carry out essential due diligence. In a crowded space, some institutions simply offer a more promising return on investment than others. ○

The ESA Diploma is helping to educate and unite the sponsorship industry



Peter Raymond, course director of the European Sponsorship Association Diploma, and **Andy Westlake**, the body’s chairman, explain how the programme – now in its eighth year – fills a gap in the market and is helping to grow and unite the sponsorship industry.

ESA Diploma

The European Sponsorship Association Diploma is the world’s first and currently only formal qualification for the sponsorship and sports marketing industry. Peter Raymond, the course director and founder, created the course after feeling its absence during his own storied career in sponsorship. “Throughout my career, I wanted some training, some way to improve my knowledge across the industry, and it just wasn’t available,” Raymond

tells SportBusiness. “I was somewhat ashamed that our industry never had a formal qualification. Advertising did, PR did, but sponsorship had nothing, and I’ve always thought that was a real hole in the armour for the industry and its credibility.”

Raymond describes his 35-year career in the business as “peaking” with his stint as head of international sponsorships at telecoms provider Orange, a role he left after eight years to establish his own consultancy. He eventually approached the ESA in 2009 with his idea for a training course that would offer a comprehensive overview of the entire sponsorship business – in Raymond’s words, “a very

hands-on, real-life, practical guide to how to do well in sports marketing and sponsorship”, as opposed to the “very theoretical” courses he tended to come across when looking at sports marketing offerings from colleges and universities.

Personal development programme

The course welcomed its first intake of students in 2012, and has since awarded over 350 diplomas to people from across the world of sports sponsorship. The majority of students come from within the sports industry, with employers placing candidates on the course as a means of career development. Forty-four per cent of

graduates from the course to date have come from an agency background, with a further 29 from rights-holders, although Raymond notes with interest that students from rights-holders have outnumbered those from agencies in each of the past two years.

The course is, however, open to all, including people from outside the industry and those independently seeking a way in. "Largely the model is for the employer to pay for their staff to do the course as part of their personal development programmes," says Raymond, "but we do have a fair number of people who are either changing careers or coming straight out of uni and are dead set on a career in sports marketing".

Andy Westlake, chairman of the ESA, describes the association's overall goal as to "inspire, unite and grow the sponsorship industry", and says that the diploma underpins that mission by helping to put "better, more informed, more educated people in the heart of sponsorship."

Before the creation of the ESA Diploma, the only learning opportunities for the sponsorship industry were as part of a sports marketing or sports management degree, where "students have probably spent one or two days at most, looking at and learning about the world of sponsorship", says Westlake. "So we felt that it was important to find ways to have better people working inside the industry, people that were fast-tracked, if you like, into a much higher academic level, understanding the nuances of an industry that is moving at 100,000 miles an hour."

Flexible learning

Westlake himself was a strong advocate of the diploma even before he began working for the ESA. In his previous role as chief executive of CSM-owned agency Fast Track, he would place "one or two Fast Track employees per year" on the course, and it became "an important differentiator to have students on the diploma who could then bring that knowledge back into the agency".

Those candidates would come from different stages of their careers,



Peter Raymond | course director, European Sponsorship Association Diploma

showing the flexibility of the diploma. "We used to send senior account managers and account director-level people who we knew were committed to putting the time in," he says. "But also those people who we felt were the real rainmakers in the agency, who deserved an extra boost and an extra leg up to get to the next stage of their careers." CSM continues to place employees on the diploma to this day.

The ESA Diploma runs for seven months, and while being a distance learning course open to anyone anywhere in the world, involves six monthly seminars held in London. These are filmed and distributed online for those students who are unable to attend the class. As the overwhelming majority of candidates are working while studying, the course is flexible and freeform, with only three deadlines over the seven months: one at the halfway point for the assignment questions for the first three modules,

one after six months for the final three modules, and the submission of the final project at the end.

That project is a "real-life marketing study", says Raymond, which sees the students working with either a rights-holder or a brand on a brief – part of his efforts to make the course practical, not simply theoretical. The question for the final project is set right at the beginning of the course, so that students again have the flexibility to work on it across the seven months, or tackle it all in the final month.

360° perspective

Raymond describes the diploma as "deliberately testing", written to push and challenge students, "because I always believe if you get a qualification, you want to feel proud of getting it", and also because sponsorship, by its nature, is a much more complicated discipline than it might appear at first glance.

"[The ESA Diploma is] a very hands-on, real-life, practical guide to how to do well in sports marketing and sponsorship"

Peter Raymond | course director, European Sponsorship Association Diploma

"Sponsorship is a lot of different disciplines and it's quite hard to see the big picture," he says. "You have to pull together lots of strands to really see how it works and how it's finessed. And there are different approaches, you must remember, for sponsors, rights-holders and agencies; all have different priorities and objectives. This course goes through all of them. So if you work for an agency, you'll gain a pretty good grounding on what sponsors are looking for, and vice-versa. We give people that 360-degree look at the industry, so although they're only in a small part of it, they get to see how all sorts of other strands come to be developed."

But above all, Raymond says what the course gives students is confidence. "I know from the feedback we get at the end of each year that people enjoy the course, as well as learning an awful lot," he says. "They can enter conversations they would otherwise have felt a bit excluded from, because they have a lot more to talk about and they know that they know how things work in our business, rather than thinking they know. I have little doubt that we've created something formidable."

Over the seven graduating classes so far, Raymond says 80 per cent of students have come from England, Scotland and Wales, ten per cent from Ireland and ten per cent from the rest of the world – including Europe, Australia and America. An ambition of Raymond's and Westlake's is to grow that latter figure.

"We're deliberately now beginning to want a slightly more international footprint, involving other overseas markets, so we can pull in more diverse content," says Raymond. "We've appointed an agent in the US and one in South Africa to represent



Andy Westlake | chairman, European Sponsorship Association Diploma

us and we'll be looking to make more appointments in the next 12 months. So we are actively looking to recruit more students from those markets and possibly looking at a kind of franchise model in how we're going to achieve that."

Raymond adds that the ESA will

always "keep control of the learning, and never let it be different in another country", so that the qualification and the achievement remain the same, wherever the student is based. "We're very aspirational about where we want to take the diploma, to the advantage of everybody." 

Top Of The Class | All The Metrics

Top 10: Average salary

Rank	Course provider	Salary (\$)
1	Ohio University	83,925
2	George Washington University	81,250
3	The International Centre for Sport Studies (CIES)	81,101
4	Columbia University	77,477
5	San Diego State University	77,255
6	University of Bayreuth	75,406
7	University of Connecticut	74,500
8	University of Liverpool Management School	71,725
9	University of Oregon, Lundquist College of Business, Warsaw Sports Marketing Center	69,991
10	University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management	67,054

Top 10: Most useful/frequently used in current role

Rank	Course provider	Usefulness score
1	University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management	98.02
2	San Diego State University	96.56
3	Ohio University	96.34
4	University of Parma - University of Republic of San Marino	95.67
5	Ulster University	93.69
6	Virginia Commonwealth University Center for Sport Leadership	90.89
7	University of San Francisco	88.63
8	Georgia State University	87.50
9	Real Madrid Graduate University	87.20
10	Ohio State University	86.79

Top 10: Graduates' choice

Rank	Course provider	Student Satisfaction Score
1	Ohio University	99.78
2	University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management	99.76
3	University of Parma - University of Republic of San Marino	97.91
4	Virginia Commonwealth University Center for Sport Leadership	94.41
5	San Diego State University	94.12
6	George Washington University	93.87
7	Florida Atlantic University	93.64
8	University of South Florida	93.54
9	Georgia State University	92.91
10	University of San Francisco	92.64

Top 10: Most valuable in furthering career

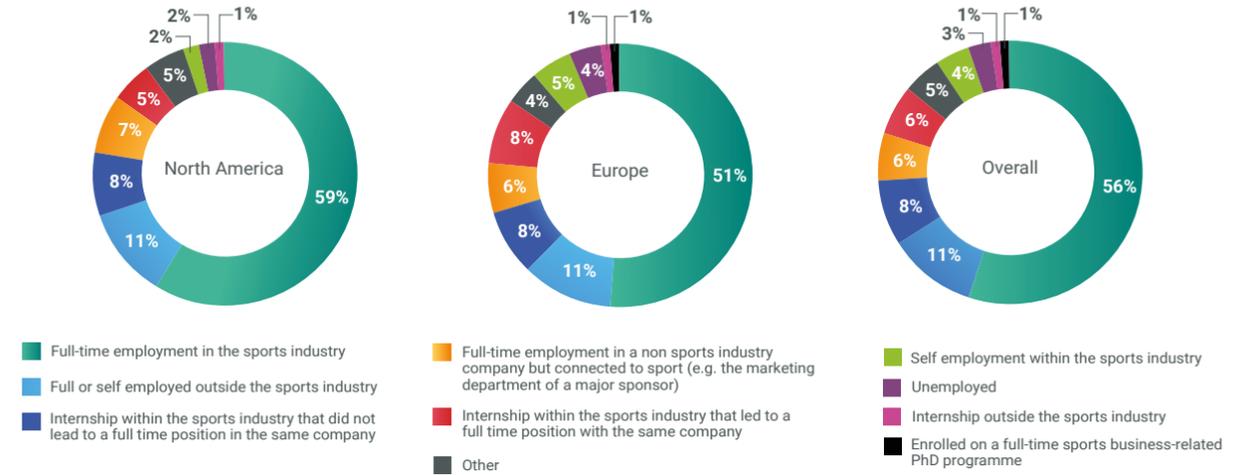
Rank	Course provider	Value score
1	University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management	100.00
2	Ohio University	98.46
3	University of Parma - University of Republic of San Marino	96.36
4	Ulster University	94.00
5	San Diego State University	93.33
6	George Washington University	91.43
7	Georgia State University	90.00
8	Real Madrid Graduate University	88.75
9	Centro de Formación Fundación Valencia CF	87.69
10=	University of South Florida	87.50
10=	AISTS	87.50
10=	University of Ottawa	87.50

Top 10: Peer review

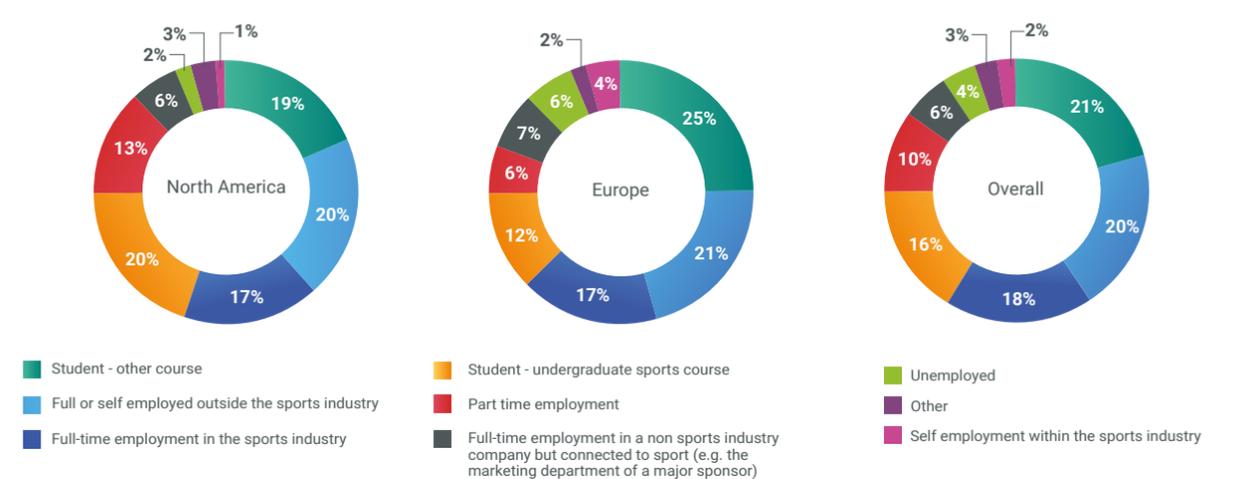
Rank	Course provider
1	University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management
2	Ohio University
3	The International Centre for Sport Studies (CIES)
4=	University of South Florida
4=	Temple University
4=	University of Oregon, Lundquist College of Business, Warsaw Sports Marketing Center
7	University of South Carolina
8	Deakin University
9=	Columbia University
9=	Texas A&M

Career Prospects | Sports Masters Graduates

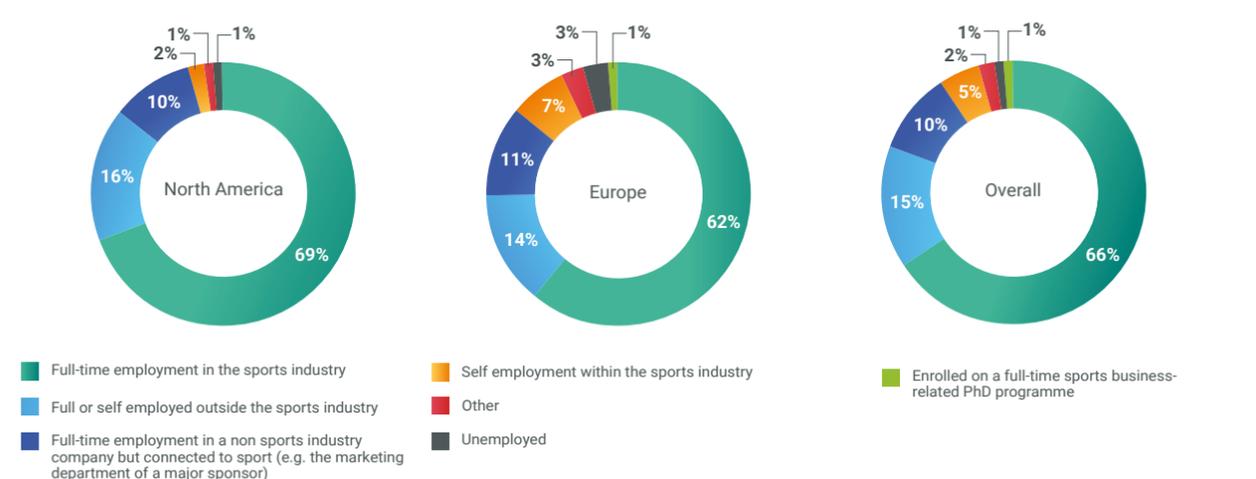
Employment status six months after graduation



Employment status before beginning course



Respondents current employment status



ESA 2020 Diploma

"The course provides an essential skill set to anyone looking to work in sponsorship...It was hugely enjoyable and insightful, and has given me knowledge to allow me to better undertake my job."
(2018 Graduate)



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