



SportBusiness
INTERNATIONAL

MASTERS RANKING 2016

POSTGRADUATE
SPORTS BUSINESS
COURSE RANKINGS
2016

WELCOME...

TO THE 2016 POSTGRADUATE SPORTS BUSINESS COURSE RANKINGS

THESE RANKINGS ARE an annual effort to assess the comparative quality of sports business postgraduate courses around the world. Each year, course leaders and alumni take part in surveys which provide information we use to score the courses according to the methodology below. This year, we received over 600 surveys from alumni and course leaders.

Our goal is to create the most reliable and respected assessment of these courses. We narrowed our focus this year to only cover courses that are the equivalent of Masters degrees or MBAs in terms of workload, commitment required, and prestige of qualification. That is why, for example, the European Sponsorship Association Diploma, a part-time course focusing on sports sponsorship that featured in previous rankings, is not included this year. For more information on the ESA Diploma, see the profile on page 90. Ranked courses must also have been running for at least three years. The rankings are completely independent of commercial influence and always have been – there are no extra points on offer for those that advertise in *SportBusiness International*.

We strive to make the methodology as robust as possible. But as with any ranking, this one can only ever be considered a guide to the quality of

the courses, not the final word. Changes in the job market, in ability among student intakes, and other factors beyond the control of courses can affect their position. This year, previously high performers such as CIES's Fifa Master, the University of Central Florida and the University of Oregon ranked lower than in previous rankings, all due to lower scores on our employment question. Of course, these remain among the very best courses in the world. The quality of the CIES and Oregon courses was underlined by their top three finishes in the Course Leaders' choice ranking.

What is beyond doubt is that any course that makes our top 25 list can be considered a supplier of an excellent sports business education.

Improving

Every year, we seek to improve the rankings, by speaking to course leaders and reviewing the scoring system.

A group of the most engaged course leaders from previous rankings were surveyed before this year's edition.

There were mountains of excellent suggestions and feedback. We kept changes to a minimum as we wanted to preserve the integrity of previous years' rankings, and also because we

had a new team taking over the running of the rankings.

But we will be continuing to take on board feedback in the years ahead.

Coming up

On the following pages you will find our annual breakdown of the rankings. There are tables of the top courses overall, and the top North American and top European courses. The Graduates' Choice ranking is based only on the scores from the student satisfaction survey questions (see methodology). The Course Leaders' Choice ranking is based on a vote by course leaders on what the world's best course is. We also rank the top three online-only courses – as yet, online courses aren't a major part of the landscape, hence the small ranking. And there are also interviews with top-ranking course leaders, a feature on what the big forces changing North American curricula are, tips for prospective students, and more besides.

To the course leaders and alumni, we thank you again for your participation. To would-be students, we hope this is a helpful guide as you plot your dream career.

To everyone else, we hope you also find this year's rankings supplement valuable and stimulating reading. ■

METHODOLOGY

Alumni are surveyed three years after graduating.

Employed within three months of graduation (maximum 40 points)

The proportional representation of alumni who gained full-time employment or became self-employed in the sector or registered for a sports-related PhD within 12 weeks of graduating.

Work placement (max 1 pt)

If the course provider arranges work placement/internship.

Male/female ratio (max 5 pts)

Higher points are awarded for ratios close to 50/50.

Domestic/international student ratio (max 5 pts)

Higher points are awarded for ratios close to 50/50.

Languages (max 2 pts)

Higher points are awarded to courses that teach in more than one language.

Average salary three years after graduation (max 2 pts)

Higher points are awarded for higher average salaries, converted to US\$ when necessary.

Student satisfaction (max 45 pts)

A cumulative score made up from the following four questions:

1. Quality of course teaching satisfaction (max 10 pts)

From alumni responses to the question: 'Do you (strongly agree/agree/neither agree nor disagree/strongly disagree) that the quality of the course teaching met your expectations?'

2. Quality of job support satisfaction (max 10 pts)

Calculated from alumni responses to the question: 'Do you (strongly agree/agree/neither agree nor disagree/disagree/strongly disagree) your course provided you with sufficient support in finding a job in the sports industry?'

3. Quality of extra-curricular support (max 10 pts)

Calculated from alumni responses to the question: 'Do you (strongly agree/agree/neither agree nor disagree/disagree/strongly disagree) that your course provided you with sufficient extra-curricular support?'

4. Quality of alumni support (max 10 pts)

Calculated from alumni responses to the question: 'Do you (strongly agree/agree/neither agree nor disagree/disagree/strongly disagree) that you were provided with opportunities to connect with the alumni network?' ■

TOP 25 POSTGRADUATE SPORTS BUSINESS COURSES

| Rank | Course provider | Course | Class size | Employment within three months of graduation (score) | Student satisfaction score | Work placement | Course length (months) | Male/female ratio | Average age (years) | Domestic/international students ratio | No. of languages taught in | Total score |
|------|---|---|------------|--|----------------------------|----------------|------------------------|-------------------|---------------------|---------------------------------------|----------------------------|-------------|
| 1 | Ohio University | Master of Sports Administration | 25 | 40.00 | 44.33 | Yes | 12 | 55/45 | 27 | 80/20 | 1 | 95.33 |
| 2 | Columbia University | Master of Science, Sports Management | 26 | 35.00 | 42.75 | Yes | 12-16 | 71/29 | 27 | 45/55 | 1 | 88.75 |
| 3 | Florida Atlantic University | MBA Sport Management | 26 | 35.00 | 42.94 | Yes | 23 | 72/28 | 24 | 75/25 | 1 | 84.94 |
| 4 | University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management | MBA in Sport Management | 22 | 32.00 | 41.93 | Yes | 21 | 73/27 | 26 | 64/36 | 1 | 84.93 |
| 5 | University of South Carolina | Master of Science in Sport and Entertainment Management | 51 | 31.11 | 42.11 | Yes | 15 | 60/40 | 24 | 86/14 | 1 | 83.22 |
| 6 | George Washington University | MBA in Sport Management | 25 | 32.00 | 39.80 | Yes | 18-24 | 60/40 | 24 | 88/12 | 1 | 82.80 |
| 7 | Deakin University | MBA in Sport Management | 70 | 34.29 | 37.83 | Yes | 24 | 78/22 | 27 | 70/30 | 1 | 80.12 |
| 8 | Virginia Commonwealth University | MEd/MBA Sport Leadership | 40 | 26.00 | 41.65 | Yes | 12-18 | 50/50 | 26 | 91/9 | 1 | 77.65 |
| 9 | University of Windsor, Ontario | MSc in Sport Management | 8 | 28.57 | 38.57 | Yes | 16-24 | 58/42 | 24 | 96/4 | 1 | 77.14 |
| 10 | Georgia State University | MS in Sport Administration | 47 | 25.19 | 41.59 | Yes | 24 | 53/47 | 24 | 94/6 | 1 | 76.78 |
| 11 | Temple University | Master of Science in Sport Business | 26 | 24.00 | 40.00 | Yes | 24 | 52/48 | 24 | 84/16 | 1 | 75.00 |
| 12 | Coventry University | MSc in Sport Management | 21 | 25.00 | 42.06 | Yes | 12 | 82/18 | 25 | 15/85 | 1 | 74.06 |
| 13 | University of Central Florida | DeVos Sport Business Management Program | 28 | 21.82 | 40.55 | Yes | 21 | 64/36 | 23.5 | 99/1 | 1 | 73.37 |
| 14 | The International Centre for Sport Studies (CIES) | The FIFA Master | 30 | 22.22 | 39.74 | Yes | 10 | 53/47 | 27.6 | 0/100 | 1 | 72.96 |
| 15 | University of Stirling | MSc Sport Management | 24 | 23.33 | 37.08 | Yes | 12 | 70/30 | 25 | 60/40 | 1 | 70.41 |
| 16 | Vrije Universiteit Brussel | Master in Business Studies (Sports Management) | 73 | 24.00 | 37.10 | Yes | 8-12 | 70/30 | 22 | 85/15 | 3 | 69.10 |
| 17 | University of Ulster | MSc Sport Management | 12 | 22.86 | 36.14 | Yes | 12 | 75/25 | 23 | 55/45 | 1 | 69.00 |
| 18 | Texas A&M University | MS in Sport Management | 21 | 20.00 | 37.50 | N/a | 21 | 60/40 | 21.5 | 95/5 | 1 | 66.50 |
| 19 | Seattle University | Master in Sport Administration and Leadership | 18 | 22.22 | 34.98 | No | 25 | 50/50 | 26 | 91/9 | 1 | 66.20 |
| 20 | Johan Cruyff Institute | Master in Sport Management | 54 | 20.00 | 35.13 | No | 10 | 81/19 | 29.1 | 46/54 | 2 | 65.13 |
| 21 | University of Oregon, Lundquist College of Business, Warsaw Sports Marketing Center | MBA Sport Business | 16 | 18.67 | 37.87 | Yes | 18 | 81/19 | 25.5 | 67/33 | 1 | 64.54 |
| 22 | AISTS | Master of Advanced Studies in Sports Administration and Technology | 41 | 17.39 | 35.70 | Yes | 14 | 58/42 | 28 | 7/93 | 1 | 64.09 |
| 23 | University College Dublin | Msc in Sports Management | 30 | 20.00 | 35.00 | No | 12 | 62/38 | 27 | 67/33 | 1 | 64.00 |
| 24 | University of Liverpool | MBA Football Industries | 16 | 22.22 | 34.44 | Yes | 12 | 93/7 | 29 | 13/87 | 1 | 63.66 |
| 25 | University of Parma - University of Republic of San Marino | International Master in Strategic Management of Sports Organisations, Events and Facilities | 25 | 9.41 | 41.88 | Yes | 12 | 80/20 | 26.3 | 100/0 | 2 | 59.29 |



WINNING HABITS

The top-ranked American courses tell us how they have stolen a march on their competitors and how they are looking to improve

'CLOSENESS TO INDUSTRY' was the unifying theme when we asked our top-ranked American courses to put a finger on the key to their success. Ohio University, the University of Central Florida and Columbia University all concentrate on communicating with industry, securing meaningful internships for students, and hiring faculty with professional industry backgrounds.

This work, they say, plays a big role in the employability of their graduates.

"We spend a lot of time listening to industry, really having engaging conversations about what is next in their industry, or what they want to see as skills and core competencies of students who come out of our programme, that they'll be hiring," Heather Lawrence-Benedict, associate professor at Ohio, says.

"I think the time and effort we put into cultivating relationships with alums and industry experts helps us make sure our curriculum reflects what's coming in the industry."

Ohio encourages faculty, most of whom have worked in the industry, to keep up relationships within it, and faculty are regular attendees at industry conferences.

Vince Gennaro at Columbia University says: "Our deep connection to the sports industry, which not only creates extraordinary employment opportunities for our students, but also allows us to 'stress test' our curriculum on a continuous basis with industry leaders."

Huge focus is placed on the internship scheme at Florida Atlantic. "Our students start an internship the first day they set foot in campus," says James Riordan, director of the university's MBA in Sport Management. Students whose

internship leads to a job can even start working straight away and complete their MBA via distance learning online. This happened this year with a student interning at Major League Baseball team the New York Yankees.

Riordan visits and interviews the organisations interested in taking on his interns to ensure that the partnership will be productive.

Ohio's links with industry have been strengthened by a naming rights deal with international sports venue designer AECOM - the university department is actually called the 'AECOM Center for Sports Administration'. With the deal, says Lawrence, has come valuable access to AECOM expertise for students and faculty. "Whether that's case studies with a certain venue, a master planner for the Olympic Games who is able to do a virtual session with our students, it's that access to people who are doing it that helps our students know and have a better grasp of the industry," she says.

Other traits

Beyond links with industry, each course has several other elements to which they attribute their success.

Ohio underlines its recent launch into executive education, and heavy investment in skilled and experienced faculty.

Norm O'Reilly, chair of Ohio's Department of Sports Administration, describes the department's move into executive education as "another way to elevate our status". For the National Association of Sports Commissions, a non-profit trade association for the US sports tourism industry, Ohio is designing and running a certification for association members. This

membership covers regional sports tourism bodies, sports event owners, and other sports tourism-related organisations. Ohio's work has included creating online educational material, and designing face-to-face training sessions.

With regard to teaching staff, O'Reilly says: "We've invested a lot in the last three years in new, really, really good faculty with industry background, high academic performers. They've run programmes before - not inexpensive people."

Columbia University's MSc in Sports Management prides itself on a global outlook, fostered through projects such as its partnership with German Bundesliga club Bayern Munich.

"I feel that we are the most globally-oriented US-based program," Gennaro says. "Which is very much in step with where the industry is headed, as geographic boundaries do not have the meaning and impact they did 10 years ago. Our global focus is a big attraction to international students, which in turn creates diversity and makes for a rich classroom experience and a great learning environment."

Florida Atlantic's James Riordan attributes part of his programme's success to a strict and disciplined approach to applications, and student behaviour and attitudes to study. This begins with how applicants address him in email communications - "emails that are poorly constructed, applications that do not follow the guidelines" will be rejected.

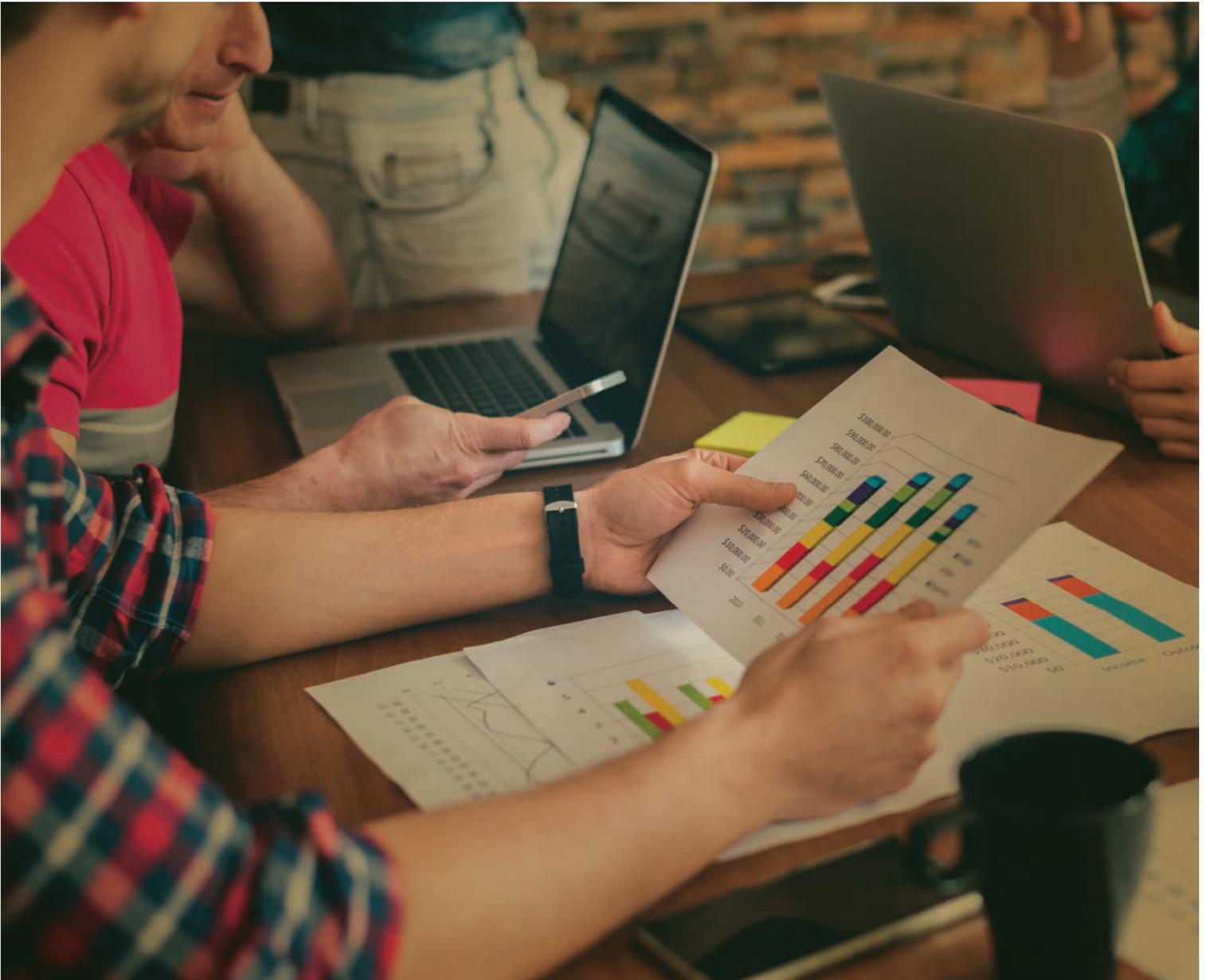
Students are not allowed to work while they are studying, unless it is within the sports business. "They have to put the focus on this. It shows people are committed," Riordan says.

And while on internship, student behaviour must be utterly professional and exemplary - starstruck students asking for autographs from, or partying with, athletes will be shown the door. ■



TOP 10 NORTH AMERICAN COURSES

| Rank | Course provider | Course | Class size | Employment within three months of graduation (score) | Student satisfaction score | Work placement | Course length (months) | Male/female ratio | Domestic/international student ratio | Average age of student | No. of languages course taught in | Total score |
|------|---|---|------------|--|----------------------------|----------------|------------------------|-------------------|--------------------------------------|------------------------|-----------------------------------|-------------|
| 1 | Ohio University | Master in Sports Administration | 25 | 40.00 | 44.33 | Yes | 12 | 55/45 | 80/20 | 27 | 1 | 95.33 |
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| 5 | University of South Carolina | Master of Science in Sport and Entertainment Management | 51 | 31.11 | 42.11 | Yes | 15 | 60/40 | 86/14 | 24 | 1 | 83.22 |
| 6 | George Washington University | MBA in Sport Management | 25 | 32.00 | 39.80 | Yes | 18-24 | 60/40 | 88/12 | 24 | 1 | 82.80 |
| 7 | Virginia Commonwealth University | MEd/MBA Sport Leadership | 40 | 26.00 | 41.65 | Yes | 12-18 | 50/50 | 91/9 | 26 | 1 | 77.65 |
| 8 | University of Windsor, Ontario | MSc in Sport Management | 8 | 28.57 | 38.57 | Yes | 16-24 | 58/42 | 96/4 | 24 | 1 | 77.14 |
| 9 | Georgia State University | MS in Sport Administration | 47 | 25.19 | 41.59 | Yes | 24 | 53/47 | 94/6 | 24 | 1 | 76.78 |
| 10 | Temple University | Master of Science in Sport Business | 26 | 24.00 | 40.00 | Yes | 24 | 52/48 | 84/16 | 24 | 1 | 75.00 |



NEW-SCHOOL THINKING

Data, globalisation and a return to soft skills are sweeping through curricula at top American postgraduate sports business schools

1. DATA ANALYTICS

American sports rights-holders and companies are increasingly using customer data to inform business decisions. They are building teams to gather and analyse it, and hiring executives who understand it, interpret it and act on it.

Data analytics is becoming a central plank of curricula at top postgraduate sports business courses. It is an area that has 'exploded', Norm O'Reilly, chair of the Department of Sports Administration at Ohio University, says.

"We are now seeing our students get hired, at

undergrad and grad, into the analytics jobs at teams, clubs, leagues, agencies at significantly premium salaries, and great jobs, and great locations," O'Reilly tells *SportBusiness International*.

"They are not just saying: 'Oh yeah, analytics.' They are actually doing it, getting data and making decisions on it, and that is hugely exciting."

Second-placed Columbia University has "a rigorous suite of sports analytics courses that test and build a student's critical thinking and

problem-solving skills," Vince Gennaro, director of sports management, says.

"The marketplace is demanding students who can process the large volume of data and information and integrate it into decision processes," he adds.

Florida Atlantic University's MBA in Sports Management, third-placed in this year's overall and American rankings, is joining the data analytics revolution later this year. Brian MacDonald, director of analytics at NHL team the Florida Panthers, has been hired to teach the course, alongside analytics executives from other Floridian professional sports teams.



#1
IN THE WORLD

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2015, 2016

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"Coming to Ohio University, I was looking to expand my knowledge in the sports industry and explore the realm of North American soccer. I left with practical experience at three Major League Soccer teams, MLS, the United States Soccer Federation, an English Premier League team and more!"

Karim Fathi ('16)
Digital Manager, Lagardère Sports



AECOM Center
For Sports Administration

2. GLOBALISATION

US sport has traditionally been somewhat insular and inward-looking. The vast size and value of the domestic market meant it could afford to be.

This is changing.

Less well-known properties such as US college sport are following in the footsteps of the NBA and NFL by nurturing audiences and chasing revenue overseas - the University of Washington Huskies and the University of Texas Longhorns played a regular-season basketball game in Shanghai last November.

“Geographic boundaries are meaningless in a digital world,” says Columbia University’s Vince Gennaro. “The NBA places as much energy into the international development of their league as anything else they are doing.”

There is growing recognition of the lessons and best practice that can be learned from sports industries outside the US.

“If we want to be one of the top programmes in the world, and if we want to stay there, we need to be more global,” says Ohio University’s Norm O’Reilly. Ohio is pursuing joint projects with universities from other countries, such as the University of Bayreuth in Germany, and Deakin University in Australia, among other initiatives to internationalise.

Course leaders are encouraging their students to consider the international job market, where roles and salaries are becoming increasingly attractive as professionalisation sweeps through sports administrations.

Gennaro says: “The international job market is important to us because we have many international students who look to leave the US after graduation and take the know-how from the US market, back to their region of the world, perhaps where sports are less developed.”

Heather Lawrence-Benedict, associate professor at Ohio, says: “There are better and better jobs for sport executives around the world. So it’s more of a legitimised career path globally. Now, instead of moving from another industry and happening to work in sport, there is more of a professionalisation of sport executives globally.”

And, of course, there is a growing pool of would-be students from other countries, eager to pay for an American postgraduate sports business education.

The sports business education sector appears to be lagging behind the globalisation of business, and of sports business. This is a function of the relative youth of the sector, which is only now starting to get serious funding from universities. “Business schools did it a long time ago,” O’Reilly says. “It’s the slow growth of our niche.”

3. SOFT SKILLS

Communication and other ‘soft skills’ are coming back into focus on many programmes, after a period in which they were somewhat neglected.

“Soft skills are one of the things that we’re hearing from alums that are potentially missing



from students coming out of school,” says Ohio’s Lawrence-Benedict. Exciting, fast-moving developments in ‘hard’ skill areas, such as data analytics, are “pulling us away from really well developed business-writing skills, verbal communication, presenting, and selling,” she says.

These skills are “more important than ever before,” Gennaro says.

“As the sports business landscape gets more complicated, the ability to frame problems, succinctly communicate concepts, and offer a menu of solutions, including assessing risk, are highly valued, and frankly demanded by most employers.”

When it comes to getting employed, O’Reilly says: “Hard skills are going to get you in the door, soft skills are going to differentiate you.”

Leadership and teamwork attributes, such as listening and having time for people at every level of an organisation, should be worked on by would-be postgraduates and sports executives, says James Riordan, director of the Florida Atlantic University MBA in Sport Management. “Show you can take on leadership responsibilities. Show you are a good listener. That’s a big part of it,” he says.

“It’s the team concept. Even the little things - the janitor cleaning the floors on the way in; are you saying hello to them? The idea that everyone is part of a team. Respect all levels of the organisation, and show that during the interview process. It’s about being a team player, and it being a natural thing, not forced. But it can be worked on.” ■



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EUROPEAN CHAMPIONS

The top three European schools tell us their key ingredients for a top-ranking course

BEING INTERNATIONAL IN both outlook and make-up of the student body is an important characteristic for both Coventry Business School and the International Centre for Sports Studies (CIES), the first and second-ranked European courses respectively in 2016.

This is perhaps no surprise in a continent filled with sports brands and organisations that span many countries – European sport has always been a multi-national, multi-cultural, multi-lingual industry. But it is increasingly important as the globalisation trend continues in sport and business in general.

“Our programme is truly international. From the three campuses in three different countries to the 20-plus nationalities present in the classroom every year, there is no course with a

more international setting,” says Dr Kevin Tallec Marston, academic project manager at CIES, which was also the top-ranked European course in the 2016 Course Leaders’ Choice.

Similarly, Coventry has a “very strong international perspective, both in the curriculum and the student and staff body,” says course director Benoit Senaux. “The group is very diverse with usually between 15 and 20 nationalities represented, and no large number from any country. This significantly enriches students’ experience and creates a very vibrant class dynamic in which students learn a lot from each other.”

CIES is looking to make its course even more international with an increasing focus on Asia in response to the continent’s booming sports industry

and increasing numbers of students from the region, says Tallec Marston. “Despite having an already international curriculum, we need to introduce more Asian content (lectures, case studies and speakers). The sport industry in this region has developed so much in the last decade that we need to account for this in the classroom experience.”

Other assets

‘Practicality’ and integrating feedback from industry are core strengths of the University of Stirling, the third-ranked European course, says Mathieu Winand, the programme director. “We have built a programme of high quality thanks to students’ feedback and to frequently adapting our programme to meet employers’ needs and students’ satisfaction. We have incorporated

TOP 10 EUROPEAN COURSES

| Rank | Course provider | Course | Class size | Employment within three months of graduation (score) | Student satisfaction score | Work placement | Course length (months) | Male/female ratio | Domestic/international students ratio | Average age of student | No. of languages course taught in | Total score |
|------|--|---|------------|--|----------------------------|----------------|------------------------|-------------------|---------------------------------------|------------------------|-----------------------------------|-------------|
| 1 | Coventry University | MSc in Sport Management | 21 | 25 | 42.06 | Yes | 12 | 82/18 | 15/85 | 25 | 1 | 74.06 |
| 2 | The International Centre for Sport Studies (CIES) | FIFA Master | 30 | 22.22 | 39.74 | Yes | 10 | 53/47 | 0/100 | 27.6 | 1 | 72.96 |
| 3 | University of Stirling | MSc Sport Management | 24 | 23.33 | 37.08 | Yes | 12 | 70/30 | 60/40 | 25 | 1 | 70.41 |
| 4 | Vrije Universiteit Brussel | Master in Business Studies (Sports Management) | 73 | 24.00 | 37.10 | Yes | 8-12 | 70/30 | 85/15 | 22 | 3 | 69.10 |
| 5 | University of Ulster | MSc Sport Management | 12 | 22.86 | 36.14 | Yes | 12 | 75/25 | 55/45 | 23 | 1 | 69.00 |
| 6 | Johan Cruyff Institute | Master in Sport Management | 54 | 20.00 | 35.13 | No | 10 | 81/19 | 46/54 | 29.1 | 2 | 65.13 |
| 7 | AISTS | Master of Advanced Studies in Sports Administration and Technology | 41 | 17.39 | 35.70 | Yes | 14 | 58/42 | 7/93 | 28 | 1 | 64.09 |
| 8 | University College Dublin | Msc in Sports Management | 30 | 20.00 | 35.00 | No | 12 | 62/38 | 67/33 | 27 | 1 | 64.00 |
| 9 | University of Liverpool | MBA Football Industries | 16 | 22.22 | 34.44 | Yes | 12 | 93/7 | 13/87 | 29 | 1 | 63.66 |
| 10 | University of Parma - University of Republic of San Marino | International Master in Strategic Management of Sports Organisations, Events and Facilities | 25 | 9.41 | 41.88 | Yes | 12 | 80/20 | 100/0 | 26.3 | 2 | 59.29 |



practical-based modules where students actually do tasks sport managers undertake.”

The ability to provide a business education while remaining fully sport-specific is central to Coventry, says Senaux. “Being part of a business school ensures our course has a very strong business and management perspective. It is clearly positioned as being about the management of sports organisations (whether for-profit or not-for-profit). That allows us to give our students strong, cutting-edge expertise in a range of business and management areas, something increasingly important in an industry which is getting more and more professional.”

Alumni vital

Having a strong alumni network is a big strength of the CIES course, says Tallec Marston. “We have an immensely vibrant and truly global alumni community which is much more than

a static network of contacts. Our course draws people who are committed to this sense of giving back, who are not just course consumers, but contribute to a living, breathing alumni community. I think it is safe to say that no other programme can boast of an alumni association that is as connected in international sport as the FMA (FIFA Master Alumni).” CIES alumni date from 2001.

To improve the FMA programme, CIES benchmarks it against best practice from leading alumni organisations, inside and outside sport, from around the world, in particular from North America, which leads the way in the field.

“Alumni engagement is always something that we can improve going forward and we have to be careful to bridge the generation gap between those who graduated in 2001 and the classes that will come in future years,” Tallec Marston says. ■

SKILLS OF THE JOB

We asked the top-ranked European courses what skills are most valued by sports industry employers.

■ A mix of **soft and hard skills** are required, says Mathieu Winand of the University of Stirling: “Soft skills are very important in sport, and always have been. But postgrad students in sport management also need hard skills in different areas of management while understanding the specificities of the sport industry.”

■ **‘Functional specialists’** – i.e. people already trained and specialised in a particular business function, whether that be marketing, digital product development, accounting, and so on – are increasingly important, says the University of Coventry’s Benoit Senaux: “Sports employers are increasingly looking for functional experts, who can understand the complexity of increasingly commercialised, regulated and international organisations.”

■ For international roles, **languages** are important, says CIES’s Kevin Tallec Marston: “International business is often conducted in English. Even so, working at international level, people who have different language sets and skills are able to build bridges and enter into another culture and country more fluidly, which allows them to achieve objectives in a way that a mono-linguistic English speaker will not be able to do.”

■ In such a rapidly changing industry, **an open and flexible attitude and mindset** are increasingly important too, says Marston: “A career in sport requires flexibility, imagination and critical thinking to adapt to the many future changes. As a student, I think it is important for them to have an open mind. Sport as an industry is constantly evolving and few people will be working in the same jobs in 10 or even five years’ time.” ■

CONSIDERING A MASTERS IN SPORTS BUSINESS?

TIPS FOR SUCCESS FROM COURSE LEADERS...

We asked leaders of top-ranked courses what prospective sports business postgraduate students should be considering as they look for the right place to study

1. Understand what you want to get out of it

Be as specific as possible in your thinking. Have in mind the job role you want. Find advertisements for similar roles, and look at what the job description requires.

2. Look at the curriculum

Does it cover the skills and knowledge required for your desired job?

3. Alumni

Where have the graduates of the course gone on to work? What sort of roles did they get? Alumni can help students and graduates secure internships, interviews and jobs.

4. Faculty

Are the teachers experts in the areas you are interested in? How well-connected are they to industry? Like alumni, well-connected faculty can be decisive in securing jobs for graduates.

5. Internships

A strong internship programme, with meaningful work at a good organisation, is considered utterly vital by many course leaders. Location can be important - if you want to work in professional sport, a study programme in a

city with major professional teams might mean better internship opportunities. Ask how much emphasis your course places on the internship. Are the course leaders vetting organisations to make sure they are providing good internships?

6. Broaden your skills

Before and during your study, look for other training and short courses that add to your skillset. Want to work in stadia and events? Try a course in logistics or traffic management. Want to work in communications and PR? Try a course in writing, public speaking or journalism. Language skills are becoming increasingly important in the globalising sports industry.

7. Work on your soft skills

Whatever role you choose, communication and people skills will be vital, and are being demanded by sports industry employers (see page 84).

8. Don't do the easy thing

It's easy to stay close to your home city, country, family and friends, whether to study or for work experience. But these powerful draws could block opportunities to learn and advance your career. Don't let them hold you back unnecessarily. A broader perspective and

experience of different places and cultures can be highly valuable in the modern sports industry.

9. Support from university

University funding and support are vital for postgraduate courses. Strong funding and support will mean a course can hire the best faculty, and will have resources to deliver the best course possible. Try to find out how important your course is to its host university. For a start, what does the university say about the course in its promotional material? What sort of facilities, funding and other support are they able to boast of?

10. It's not always glamorous

Working in sport is not all about spending your days watching sport and travelling the world while earning bucketloads of money. As one course leader told us: "Sport is a demanding industry with long hours, often in the evenings and on weekends, and generally with less pay than in banking, pharmaceuticals or commerce."

11. Open your mind to different jobs

General manager at an NFL team or working at a top European football club may be your dream role. But think more broadly when you are considering employers. You may learn more and get better experience at a smaller organisation, in a sport that's not necessarily your number one passion, or at an intermediary agency that works with many sports properties. ■



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TOP 20 GRADUATES' CHOICE

| Rank | Course provider | Course | Class size | Employment within three months of graduation (score) | Work placement | Course length (months) | Male/female ratio | Average age (years) | Domestic/international students ratio | No. of languages course taught in | Total score |
|------|---|---|------------|--|----------------|------------------------|-------------------|---------------------|---------------------------------------|-----------------------------------|-------------|
| 1 | Ohio University | Master in Sports Administration | 25 | 40.00 | Yes | 12 | 55/45 | 27 | 80/20 | 1 | 98.51 |
| 2 | Florida Atlantic University | MBA Sport Management | 26 | 35.00 | Yes | 23 | 72/28 | 24 | 75/25 | 1 | 95.42 |
| 3 | Columbia University | Master of Science, Sports Management | 26 | 35.00 | Yes | 12-16 | 71/29 | 27 | 45/55 | 1 | 95.00 |
| 4 | University of South Carolina | Master of Science in Sport and Entertainment Management | 51 | 31.11 | Yes | 15 | 60/40 | 24 | 86/14 | 1 | 93.58 |
| 5 | Coventry University | MSc in Sport Management | 21 | 25 | Yes | 12 | 82/18 | 25 | 15/85 | 1 | 93.47 |
| 6 | University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management | MBA in Sport Management | 22 | 32.00 | Yes | 21 | 73/27 | 26 | 64/36 | 1 | 93.18 |
| 7 | University of Parma - University of Republic of San Marino | International Master in Strategic Management of Sports Organisations, Events and Facilities | 25 | 9.41 | Yes | 12 | 80/20 | 26.3 | 100/0 | 2 | 93.07 |
| 8 | Virginia Commonwealth University | MEd/MBA Sport Leadership | 40 | 26.00 | Yes | 12-18 | 50/50 | 26 | 91/9 | 1 | 92.56 |
| 9 | Georgia State University | MS in Sport Administration | 47 | 25.19 | Yes | 24 | 53/47 | 24 | 94/6 | 1 | 92.42 |
| 10 | University of Central Florida | DeVos Sport Business Management Program | 28 | 21.82 | Yes | 21 | 64/36 | 23.5 | 99/1 | 1 | 90.11 |
| 11 | Temple University | Master of Science in Sport Business | 26 | 24.00 | Yes | 24 | 52/48 | 24 | 84/16 | 1 | 88.89 |
| 12 | George Washington University | MBA in Sport Management | 25 | 32.00 | Yes | 18-24 | 60/40 | 24 | 88/12 | 1 | 88.44 |
| 13 | The International Centre for Sport Studies (CIES) | The FIFA Master | 30 | 22.22 | Yes | 10 | 53/47 | 27.6 | 0/100 | 1 | 88.31 |
| 14 | University of Windsor, Ontario | MSc in Sport Management | 8 | 28.57 | Yes | 16-24 | 58/42 | 24 | 96/4 | 1 | 85.71 |
| 15 | University of Oregon, Lundquist College of Business, Warsaw Sports Marketing Center | MBA Sports Business | 16 | 18.67 | Yes | 18 | 81/19 | 25.5 | 67/33 | 1 | 84.16 |
| 16 | Deakin University | Master of Business (Sport Management) | 70 | 34.29 | Yes | 24 | 78/22 | 27 | 70/30 | 1 | 84.07 |
| 17 | Texas A&M University | MS in Sport Management | 21 | 20.00 | n/a | 21 | 60/40 | 21.5 | 95/5 | 1 | 83.33 |
| 18 | Vrije Universiteit Brussel | Master in Business Studies (Sports Management) | 73 | 24.00 | Yes | 8-12 | 70/30 | 22 | 85/15 | 3 | 82.44 |
| 19 | University of Stirling | MSc Sport Management | 24 | 23.33 | Yes | 12 | 70/30 | 25 | 60/40 | 1 | 82.40 |
| 20 | Università Cà Foscari Venezia e VerdeSport | Master in Sport Business Strategy | 35 | 10.91 | Yes | 12 | 80/20 | 25 | N/a | 1 | 82.16 |

TOP 3 ONLINE COURSES

| Rank | Course provider | Course | Class size | Work placement | Course length (months) | Male/female ratio | Average age (years) | Domestic/international students ratio | No. of languages course taught in | Total score |
|------|------------------------|--|------------|----------------|------------------------|-------------------|---------------------|---------------------------------------|-----------------------------------|-------------|
| 1 | Ohio University | Professional Masters of Sports Administration (PMSA) - online/residency delivery | 19 | No | 21 | 78/22 | 27 | 89/11 | 1 | 87.43 |
| 2 | Johan Cruyff Institute | Online Master in Sport Management | 17 | No | 13 | 86/14 | 33 | 0/100 | 2 | 69.86 |
| 3 | Saint Leo University | MBA Sport Business Concentration | 21 | No | 12-24 | 70/30 | 32 | 85/15 | 1 | 47.84 |

TOP 5 COURSE LEADERS' CHOICE

| Rank | Course provider | Course | Class size | Employment within three months of graduation (score) | Student satisfaction score | Work placement | Course length (months) | Male/female ratio | Average age (years) | Domestic/international students ratio | No. of languages course taught in | Share of peer review vote |
|------|---|---------------------------------|------------|--|----------------------------|----------------|------------------------|-------------------|---------------------|---------------------------------------|-----------------------------------|---------------------------|
| 1= | Ohio University | Master in Sports Administration | 25 | 40.00 | 44.33 | Yes | 12 | 55/45 | 27 | 80/20 | 1 | 18.9% |
| 1= | University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management | MBA in Sport Management | 22 | 32.00 | 41.93 | Yes | 21 | 73/27 | 26 | 64/36 | 1 | 18.9% |
| 3= | The International Centre for Sport Studies (CIES) | The FIFA Master | 30 | 22.22 | 39.74 | Yes | 10 | 53/47 | 27.6 | 0/100 | 1 | 13.5% |
| 3= | University of Oregon, Lundquist College of Business, Warsaw Sports Marketing Center | MBA Sports Business | 16 | 18.67 | 37.87 | Yes | 18 | 81/19 | 25.5 | 67/33 | 1 | 13.5% |
| 5 | Deakin University | MBA in Sport Management | 70 | 34.29 | 37.83 | Yes | 24 | 78/22 | 27 | 70/30 | 1 | 8.1% |

TOP 10 TOP COURSES BY AVERAGE SALARY*

| Rank | Course provider | Course | Class size | Employment within three months of graduation (score) | Student satisfaction score | Work placement | Course length (months) | Male/female ratio | Average age (years) | Domestic/international students ratio | No. of languages course taught in | Average salary [€] |
|------|---|--|------------|--|----------------------------|----------------|------------------------|-------------------|---------------------|---------------------------------------|-----------------------------------|--------------------|
| 1 | Columbia University | Master of Science, Sports Management | 26 | 35.00 | 42.75 | Yes | 12-16 | 71/29 | 27 | 45/55 | 1 | 94,600 |
| 2 | University of Oregon | Warsaw Sports Marketing Center, MBA Sports Business | 16 | 18.67 | 37.87 | Yes | 18 | 81/19 | 25.5 | 67/33 | 1 | 82,586 |
| 3 | Ohio University | Master in Sports Administration | 25 | 40.00 | 44.33 | Yes | 12 | 55/45 | 27 | 80/20 | 1 | 79,586 |
| 4 | AISTS | Master of Advanced Studies in Sports Administration and Technology | 41 | 17.39 | 35.70 | Yes | 14 | 58/42 | 28 | 7/93 | 1 | 71,986 |
| 5 | Deakin University | MBA in Sport Management | 70 | 34.29 | 37.83 | Yes | 24 | 78/22 | 27 | 70/30 | 1 | 66,622 |
| 6 | The International Centre for Sport Studies (CIES) | The FIFA Master | 30 | 22.22 | 39.74 | Yes | 10 | 53/47 | 27.6 | 0/100 | 1 | 58,558 |
| 7 | University of Massachusetts Amherst, Mark H. McCormack Department of Sport Management | MBA in Sport Management | 22 | 32.00 | 41.93 | Yes | 21 | 73/27 | 26 | 64/36 | 1 | 58,148 |
| 8 | University of Tennessee | Recreation & Sport Management | 23 | 13.33 | 33.42 | Yes | 18-24 | 53/47 | n/a | 97/3 | 1 | 56,250 |
| 9 | University of Central Florida | DeVos Sport Business Management Program | 28 | 21.82 | 40.55 | Yes | 21 | 64/36 | 23.5 | 99/1 | 1 | 53,050 |
| 10 | George Washington University | MBA in Sport Management | 25 | 32.00 | 39.80 | Yes | 18-24 | 60/40 | 24 | 88/12 | 1 | 50,951 |

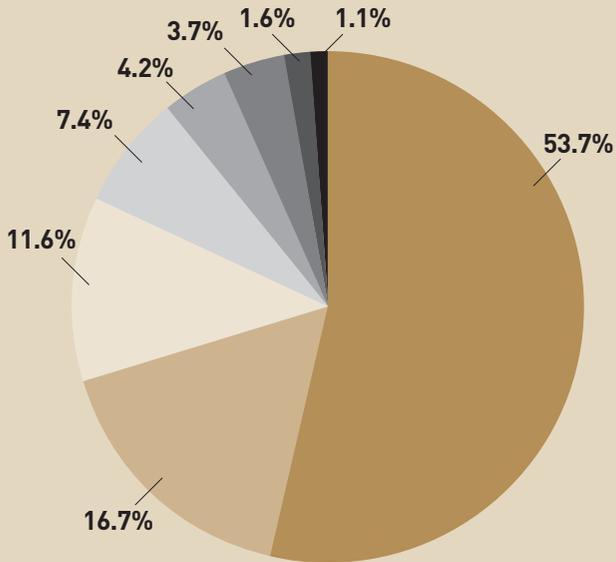
*Three years after graduation

SPORTS MASTERS IN NUMBERS

Data from the 2016 alumni survey, which was answered by those graduating in 2013.

EMPLOYMENT STATUS THREE MONTHS AFTER GRADUATION (CLASS OF 2013)

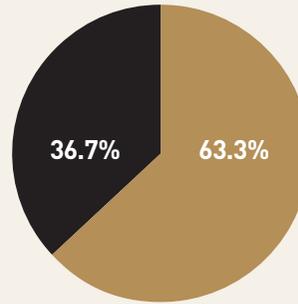
- Full-time employment in the sports industry
- Internship within the sports industry
- Full-time employment or self-employed outside the sports industry
- Unemployed
- Self-employment within the sports industry
- Other
- Internship outside the sports industry
- Enrolled on a full-time sports-related PhD programme



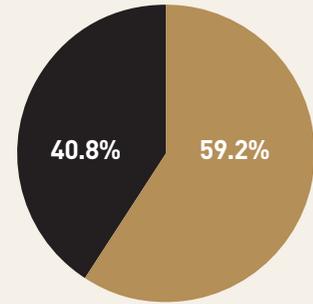
DID YOU GAIN FULL-TIME EMPLOYMENT IN THE SPORTS INDUSTRY THREE MONTHS AFTER GRADUATING?

For the 2013 figure, those in full-time employment include those that said in the survey they were: (i) in full-time employment in the sports industry; (ii) self-employed within the sports industry; (iii) enrolled on a full-time sports-related PhD programme.

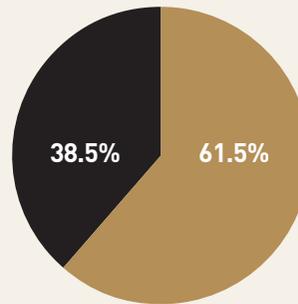
■ YES ■ NO



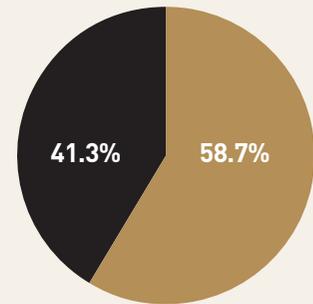
2010 graduates



2011 graduates



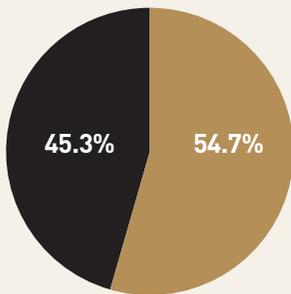
2012 graduates



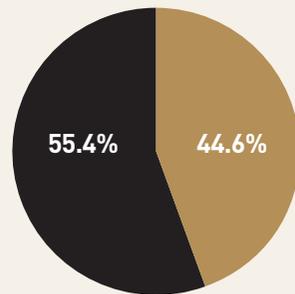
2013 graduates

WERE YOU IN FULL-TIME EMPLOYMENT BEFORE STARTING YOUR COURSE?

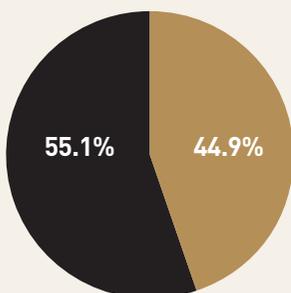
■ YES ■ NO



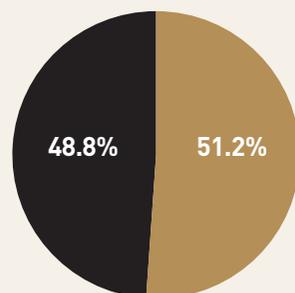
2010 graduates



2011 graduates

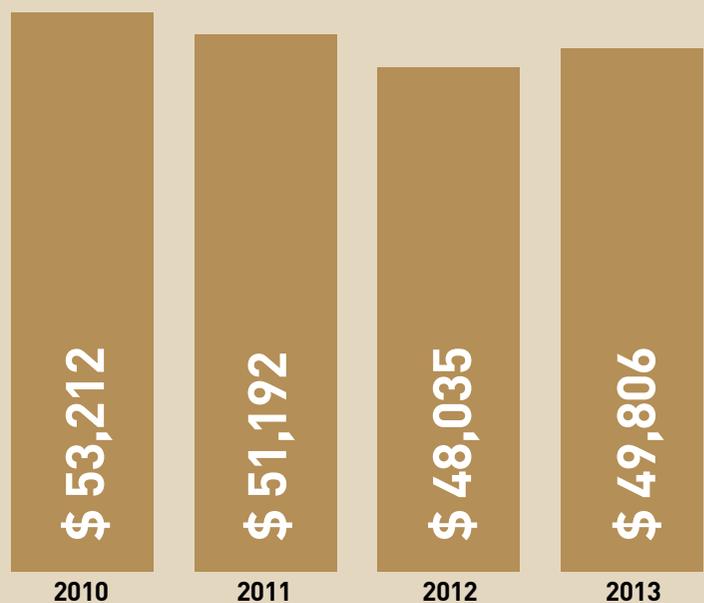


2012 graduates



2013 graduates

AVERAGE SALARY OF GRADUATES



AVERAGE AGE OF GRADUATES (CLASS OF 2013)

North America 24.6 Europe 26.1 Global 25.3

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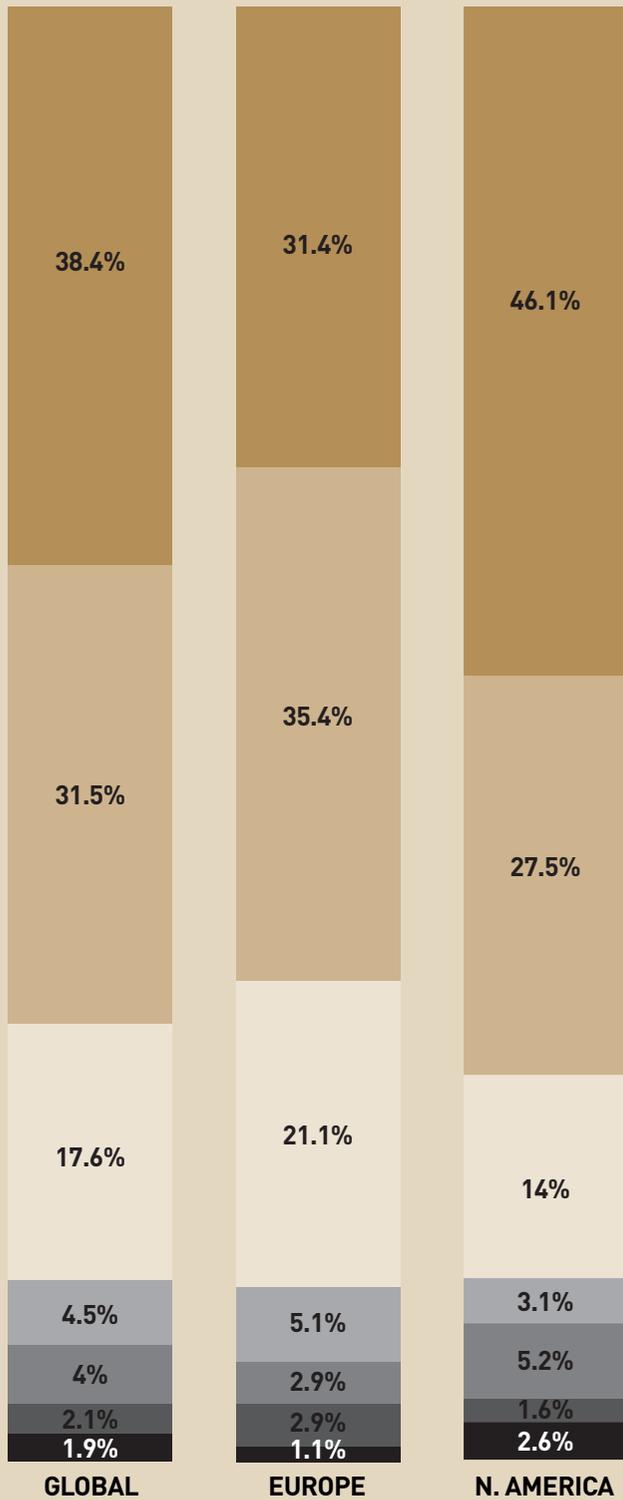
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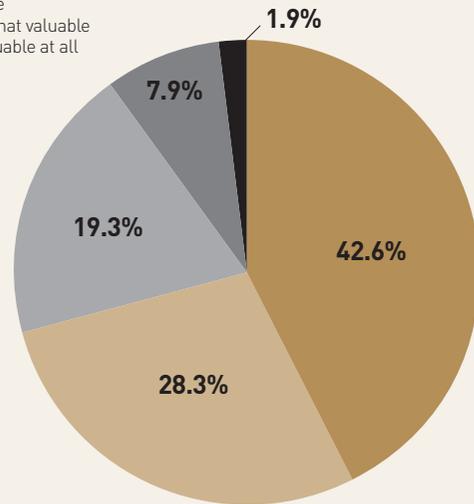
EMPLOYMENT STATUS BEFORE STARTING COURSE (CLASS OF 2013)

- Students
- Full-time employment or self-employed outside the sports industry
- Full-time employment inside the sports industry
- Unemployed
- Other
- Self-employment within the sports industry
- Internship within the sports industry

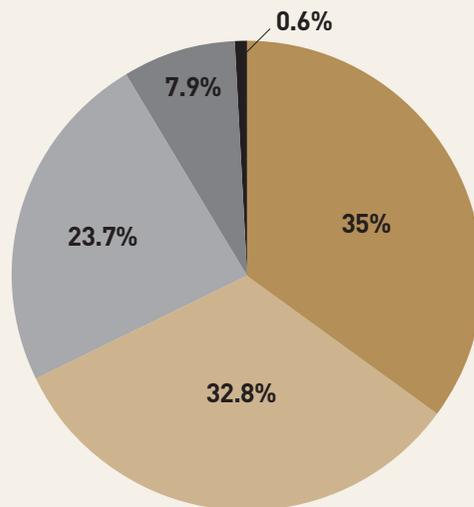


HOW VALUABLE HAS THE COURSE BEEN IN FURTHERING YOUR CAREER? (CLASS OF 2013)

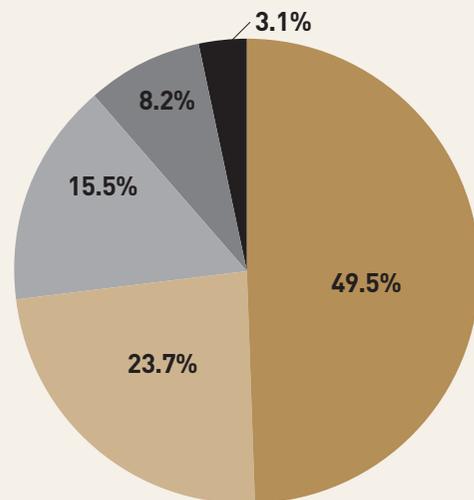
- Extremely valuable
- Very valuable
- Valuable
- Somewhat valuable
- Not valuable at all



ALL GRADUATES



GRADUATES OF EUROPEAN COURSES



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Will Lloyd of specialist sports recruiter GlobalSportsJobs on the evolving job market and the increasing emphasis on postgraduate qualifications

SPORTS INDUSTRY RECRUITMENT

has become increasingly competitive and professional over the past decade, according to Will Lloyd, CEO of GlobalSportsJobs and a recruiter with over 15 years' experience in sport.

"The job market is more competitive now; the generation coming through understands sport as an industry better than ever. There are more opportunities in the industry, but at the same time there are more people looking at sport as a career choice," Lloyd says.

Postgraduate sports qualifications have become increasingly sought after by employers. "The more sophisticated the qualifications, the more well received they are in the industry," he says. "The industry recognises more than ever before that it needs a greater quality and a greater diversity of talent to help it grow and develop."

Postgraduate qualifications can be particularly attractive when combined with expertise in traditional business functions such as marketing and accounting.

"Masters degrees can serve as a conversion from a functional discipline, to overlay that with a sports industry understanding. Candidates with these tend to be more relevant and in more

high demand as they are functional experts," Lloyd says.

"As the market becomes more sophisticated, with the quality and diversity of the people it is now looking for, the search is on for true specialists, not generalists. The market needs generalists but it needs specialists more. It's about having the right balance to manage growth, not one or the other."

Another key differentiator is the ability to work at international level. The industry is becoming increasingly globalised, and is demanding employees work in diverse territories.

"The market is becoming very international. With the growth seen in China over the last 12-18 months there is huge evidence around the globalisation of sport, and the internationalisation of talent and people who not only have a functional expertise but are flexible and able to work across different cultures," Lloyd says.

Closer to industry

While postgraduate qualifications are increasingly in demand, universities could still make the qualifications more relevant to the practical requirements of the sports industry,

he believes.

"Universities still need to bridge the gap between theory and practice. They need to be closer to the reality of the sports industry. They are significantly better than they used to be. There needs to be a more fluid transition from graduate level to full-time employment. They also need to prepare their students with a greater depth of understanding of what the market is, what it entails, and the skills required to make the transition.

"The top schools understand the value of employability and place a big emphasis on this, which means that potential employers tend to have a good understanding of how graduates from these schools will fit into their organisation."

Know thyself

Lloyd offers the following employment advice to postgraduates seeking a career in the sports industry:

"Candidates need to understand what they want to do and measure that against a level of realism. What are their skill sets? What are their objectives? And what is their career plan to achieve these? In this market there is too much flying by the seat of the pants. In the first two or three years, plan what you want to achieve."

"The sports industry will not come to you. You have to go to it." ■

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On the sponsorship fast track

THE ESA DIPLOMA provides an alternative for people specialising in the sponsorship sector.

The European Sponsorship Association (ESA) Diploma is the sponsorship industry's first vocational qualification. The seven-month course offers web-based distance learning supported by monthly seminars in London, which are uploaded onto the web for students unable to attend in person. Founded in 2012, the course has widespread industry support, underlined by the fact that 88 per cent of the 60-strong 2016 class are employed in the sponsorship sector, with the vast majority of students fully funded by their companies.

"After five years this course is now being viewed increasingly as something that is mandatory if you are starting off in this industry. A lot of agencies put the diploma into their formal training programme and see it as a way of developing staff," says Peter Raymond, course director, ESA Diploma.

In the four complete years from 2012 to 2015 just over 200 students have graduated with an ESA Diploma.

"I believe anyone on the course advances their knowledge by five years in six months," Raymond says. "It offers that much of an opportunity to move themselves forward. Anyone

who gets the diploma has a passport to operate in the sponsorship industry, because they have demonstrated they know enough to cope with the day-to-day demands of the job."

The emphasis of the diploma is on practicality and hands-on application rather than theory, Raymond explains. "Our differentiation is that all our material is based on real life experience and examples rather than from an academic standpoint," he adds. "All the notes are written as if you are in the job. The course doesn't tend to use too much theory."

Students are now drawn from all parts of the sponsorship industry, but the current 2016 class intake has seen members from rights-holders outnumber agencies for the first time (at 38 and 33 per cent of students respectively), with 12 students, 20 per cent of the class, from English Premier League clubs, more than double the previous annual record from football clubs.

"We now have traction with all parts of the industry. That's quite a breakthrough and shows that the industry is maturing," Raymond says. "More and more rights-holders are realising that they need to train their staff better in order to hold onto sponsors for longer and to do better deals. That's a real sign that the industry is taking off."

Although the Diploma is only promoted in

the UK, the distance learning format means the course has attracted students from Australia, New Zealand, Dubai, the US, the Far East and various European countries. The course is looking to expand internationally to one or two major markets over the next five years.

"After five years we now have a mature and evolved model which is transferrable," Raymond adds. "I now have confidence that I can migrate the model we've developed into new markets. I have aspirations to try and proactively market the diploma in some overseas territories with a view to, in the long term, using those relationships to increase the value of the content we use in the materials."

While the large English-speaking territories appeal due to the convenience of shared language, the course is also looking towards Europe, according to Raymond.

"The course is paternally supported by ESA and they have a mandate to improve education across Europe," he adds. "We will definitely be looking to acquire more European clients. A lot of European markets we have researched want to do the course in English. If a local market wanted its own language course, we would possibly pursue some translation funding through the local government."

Interview: Pedro Presa, co-founder and CEO of mycujoo and FIFA Master alumni

The Portuguese Pedro Presa is one of the most enthusiastic people to have ever graduated from the FIFA Master. Always with a big smile on his face, a 'can do' attitude and a captivating sparkle in his eyes – especially when talking about his start-up, mycujoo.tv, and his nine-month-old son, Joaquim – Pedro was recently voted Entrepreneur of the Year by a group of over 400 alumni from the FIFA Master. They acknowledged the fast growth of the company, which in only 18 months celebrated key contracts with stakeholders in multiple continents and raised millions of dollars in investment.

But things didn't happen overnight. Pedro started working in sport even before joining the FIFA Master. "I had the chance of doing two internships at the communications departments of the French and Spanish professional football Leagues. It was a great introduction to the professional football world," he recalls. After graduation in 2009, Pedro joined the Association of European Professional Football Leagues (EPFL), where he spent nearly three years. "These were great years which allowed me to have a general overview on how approximately 30 professional football leagues were organised across the continent," he says.

After that, Pedro felt the urge to do something entrepreneurial – to create something. His first endeavour was in Nigeria, with a former classmate. "We acquired a franchise from Beach Soccer Worldwide to implement the first international beach soccer tournament in West Africa. It was a great experience, and although I no longer participate in that venture, Copa Lagos is still running and after five years is one of the most important tournaments of the world tour".

He then did a similar project with another classmate in Chile. "We acquired the rights to implement beach soccer in the country," he explains. "It was during that time that the first drafts of mycujoo started to come together. The problems I faced at both ventures provided the inspiration for our company."

Nowadays the FIFA Master and the alumni continue to be of great relevance to Pedro and his company. "The Master had primary importance in shaping my career. From my time at EPFL – I worked with several alumni there – to the experiences in Chile and Nigeria, and to the current day. We actually have alumni working for us and even

investing in the company."

To shed more light on his business and ambitions, Pedro gave us this Q&A:



You were one of the winners at the FMA (FIFA Master Alumni) Awards for founding and managing a very promising technology start-up. What is mycujoo?
mycujoo is a multi-channel online football television network aiming to support football clubs, leagues and federations to produce, distribute and commercialise live and on-demand video content in a sustainable manner. It helps empower their businesses through their own online TV channels, which they can use to monetise their content and solidify their sponsorships.

How did you come up with that idea?

My twin brother and I first thought of it when my club, Boavista FC, was relegated to the [Portuguese] third division and lost all their commercial and TV deals. Being out of the main divisions, even a popular club like that did not have a platform where fans could follow their matches. Also, organising the beach soccer competitions in Chile and Nigeria, I noticed that there was a demand for a viable and inexpensive solution for rights-holders to broadcast their content.

Can you describe a regular day at work for you?

I have been travelling a lot recently. We are a global company with partners from São Paulo to Kuala Lumpur, and I lead the commercial/business and content development of mycujoo. Therefore, I'm almost always present at all trips. The work ranges from meeting local clubs, to sitting down with big companies like NOS in Portugal, or discussing global projects with confederations. It is really rewarding.

What do you most enjoy about your job?

Football in the first place! I love the game! Secondly, I truly enjoy meeting new people from completely different backgrounds and cultures. Finally, the thrill and independence of working for my dream and the fact that I am able to work with something that I do not consider work, but my passion.

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