

Exploring the Emergence of Sport and Entertainment Academic Programs and Examining the Commonalities and Differences

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Aim

The aim of this Sport Management Education presentation is to examine the curricular trend of broadening the scope of sport management programs to become sport and entertainment management academic programs. Specifically, the research questions this investigation seeks to answer are: (1) which academic programs have incorporated this expansion of focus; (2) what are the commonalities and differences between existing sport management and entertainment management programs and programs incorporating this expansion of focus and; and (3) what are the potential advantages and/or challenges to incorporating this broadened model.

Background

The academic discipline of sport management has evolved from a unique group of niche course offerings to a powerful and influential discipline of study. From its early beginnings, the sport management discipline has experienced rapid growth in the university setting. Today, a large number of well-established and notable undergraduate programs exist in the United States, Europe, Australia and Asia. Additional programs can be found around the globe and new programs are constantly emerging. While the original curricular offerings varied across programs, current academic standards are more consistent as a result of the development of professional organizations designed to encourage academic consistency and to encourage academic collaboration. The North American Society of Sport Management (NASSM) was established in 1986, The European Association of Sport Management (EASM) in 1993 and the Sport Management Association of Australia and New Zealand (SMAANZ) was founded in 1995. In recent years the Asian Association of Sport Management (AASM) in 2002, the African Sport Management Association (ASMA) in 2010, and the Asociación Latinoamericana de Gerencia Deportiva (ALGEDE) in 2009 have been organized. Recently the World Association of Sport Management (WASM) held its first meeting in 2012 as a central organization for all sport management academic organizations (Baker, et al, 2017). In each organization, the formal name given to the disciplines shows a similar path of development. Initially, sport management academic programs were referred to as Sport Administration programs but evolved over time to Sport Management as the preferred discipline title (Gillentine, Crow & Harris, 2015). A growing trend among Sport Management programs has been the formal inclusion of entertainment management as a corresponding discipline. Several programs have changed the name of the programs and/or departments to include Entertainment Management. The University of South Carolina was the first U.S. program to formally change its name to Sport and Entertainment Management in 2003 (Gillentine, 2012). Today several programs in the United States have followed this trend to include entertainment in their names and course offerings. While the study of entertainment management is not new, its recent growth and rapid expansion has highlighted the demand for the academic study of this industry. Prior to the current trend, many of the existing programs focused specifically on the music industry and more specifically on the performance and music production. Developing programs are placing greater emphasis on business management skills, rather than music performance and production. Also included in this broader view of entertainment management is Arts Management commonly referred to

outside the United States as Cultural Management. This specifically encompasses the overall management of theatre, live events and venues. An additional area of inclusion within the entertainment component is the academic study of non-profit organization management, or Non-Governmental Organizations (NGOs). This area of emphasis encompasses not only the entertainment industry but also the development of non-profit organizations, or NGOs in the sport industry.

Methodology

Information for this study was collected from international organizations web sites and from individual universities' web-based academic program information. Trained coding researchers, examined the curricular materials in order to identify and compare the curricular requirements of sport and entertainment management programs with those of entertainment management programs. Further examination will attempt to identify unique features and/or terminology utilized in different countries in order to compare such areas of study from a global perspective. Additionally, interviews will be conducted with sport and entertainment program directors in order to gain further insight and perspective into this trend.

Conclusion, contribution and implications:

The purpose of this presentation is to examine a current trend towards combining sport and entertainment management academic curricular components, and to explore the potential benefits of such curricular changes. The study will pinpoint programs incorporating this focus and identify and examine the commonalties and differences that may exist between the academic demands and industry expectations. The results of this investigation could lead to greater insight regarding the continued merging of the sport and entertainment curricular offerings. This broadening of academic vision and thought may lead to the identification of additional areas of study that may enhance students' success in the industries. It may also benefit students and industries by infusing different thoughts and points of view to the academic development of programs.

References

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