

# ECON 327

## Sports Entrepreneurship

Wednesday, 10:15 am-12:45 pm

Location: 209 Manning Hall

[Chris Mumford](#)

[mumford@unc.edu](mailto:mumford@unc.edu)

TA: Katie Houston

## COURSE OBJECTIVE Turn an idea into a sports enterprise

The newly-emerging field presents many opportunities. General sports are dominated by oligarchs -NFL, NBA, MLB, NCAA, NHL, MLS - where the cost of entry is hundreds of millions of dollars.

In this course, we will explore Sports Verticals with high growth and lower barriers to entry. These include eSports, analytics, fantasy/betting, youth sports, fitness and health technology and enhanced fan experience. Students will be organized into teams and deep dive into these areas and present findings and a written report and summary presentation. Afterwards, we will develop a sports startup with a presentation & website. Before we turn an idea into a sports enterprise, we need to do several things:



### Sports Vertical Knowledge

Weeks 1-7

Learning Objective Develop expertise in a sports vertical

Deliverable Content Team Presentation & Report (45% grade)

**9/23/20**



### Design Sprint

Weeks 8-14

Learning Objective Execute design sprint in sports vertical

Deliverable Design Sprint Presentation & Website (45% grade)

**11/11/20**



### Active Participation

Semester

Learning Objective Self-advocate and be team player

Deliverable Attendance, Involvement, Quizzes, Blog (10% grade)

The course is designed to help students turn an idea into an enterprise. Students develop high resolution ideation and marketing skills. We develop expertise in high growth Sports Verticals using strategy principles and applying them to new technology trends. We develop a street smart version of finance through cash flow forecasting and core fund raising techniques. By the end of class, students will be able to discover, ideate, validate and accelerate sports ventures.

# ECON 327

## Sports Entrepreneurship

Grading will largely be determined by student effort. The class is taught mostly in a flipped classroom, group experiential learning environment. Class participation and being a solid group contributor are essential for grading success. The class will use tutorials, examples and templates extensively. Low stakes quizzes will be used as a recall tool. The primary communication tool is Slack.

### How to get an A

1. Attend every class or notify professor or TA in advance of acceptable absence
2. Double check grading rubric to ensure that you have included the correct material
3. Put considerable effort into each of the projects to create high quality work
4. Submit projects in advance of deadline
5. Be a big contributor in the group projects
1. Actively participate in class and on blog posts

### Syllabus

*Syllabus is subject to change based on class performance and speaker availability.*

### Workshop 1: 8/12

**Objective** Introduce course & start market research

#### Learning Activities

1. Introduction
2. Sign up to [Class Roster](#)
3. Sign up to [Slack](#)
4. Sports Entrepreneurship Introduction
5. Accelerator School Case Study
6. Thinking Fan Media(TFM) Case Study

#### Homework

1. Complete [Market Research course](#)
2. Read Sports Entrepreneurship Book: Chapters on Analytics, Sports Betting & eSports. Post infographic Post on #cooldesigns channel on slack and LinkedIn (if applicable)
3. Complete weekly LinkedIn post - Write 100 words on a topic of your interest. Ideally, read articles in an area of interest and add commentary
4. Complete LinkedIn Learning certification - All students have free access to [LinkedIn Learning](#). Login using your UNC credential.

# ECON 327

## Sports Entrepreneurship

[Learning Personal Branding\(O:48\)](#)

[Professional Networking\(O:29\)](#)

### Workshop 2: 8/19

**Objective:** Introduce Segments

#### Learning Activities

1. Discuss Sports Analytics, Sports Betting & eSports after quiz
2. Walk through Sports Accelerator Database
3. Thinking Fan Media(TFM) Update

#### Homework

1. Read and take notes on presentations and report on eSports and Youth Sports. A short quiz will be taken at the beginning of next class
2. Create Infographic on segment. Post infographic Post on #cooldesigns channel on slack and LinkedIn (if applicable)
3. Check out [Sports Accelerator Database](#)
4. Complete weekly LinkedIn post
5. Complete LIL certification

[How to Create a Perfect Elevator Pitch\(O:12\)](#)

[De-Escalating Intense Situations\(O:48\)](#)

### Workshop 3: 8/26

**Objective** Develop segment expertise & organize as groups

#### Learning Activities

1. Organize as segment groups
2. Develop market research program
3. Share sports accelerator survey
4. Speaker: Nancy Lovas

#### Homework

1. Develop template for Sports segment presentation
2. Start research on segment
3. Complete LIL certification [Learning Data Analytics\(1:39\)](#)

# ECON 327

## Sports Entrepreneurship

### Workshop 4: 9/2

Objective Start Market Research

#### Learning Objectives

1. Introduction to Fitness and Enhanced Fan Engagement
2. Develop 5 Forces, PPC and Ecosystem Map
3. Project time

#### Sports Vertical Report Contents

What is vertical as explained to a 12 year old?

What are the growth trends & rates?

User Profile/User Journey

What are the key constraints & issues?

5 Forces Map/PPC Map

Who are the biggest players?

Features Comparison

What will happen in next 3-5 years?

Please prepare Spark Presentation and complete a Peer Review

#### Homework

1. Check out Sports Accelerator Database
2. Reach out to 1 Company in Segment and prepare contact report
3. Complete LIL certification [Excel Data Visualization \(2:23\)](#)

### Workshop 5: 9/9

Objective Develop Market Research

#### Learning Activities

1. Speaker:
2. Work on Group Projects

#### Homework

1. Work on Market Research
2. Research experts in the field
3. Complete LIL certification [Career Advice from the Biggest Names\(2:21\)](#)

# ECON 327

## Sports Entrepreneurship

### Workshop 6: 9/16

Objective Develop Market Research

#### Learning Activities

1. Group Work
2. Sports Analytics Chart
3. Speaker: Data Viz

#### Homework

1. Contact sports accelerator and relevant companies
2. Work on group project
3. Contact experts to validate learnings
4. Complete LIL certification [Becoming a Thought Leader \(1:16\)](#)

### Workshop 7: 9/23

Objective Finalize group projects in word doc (10-12 pages) and Spark Presentation

#### Learning Activities

1. Groups Present to Instructor for Final Feedback
2. Recap

#### Homework:

1. Watch [Design Thinking](#) and [Define](#) videos

**Submit final Sports Vertical projects no later than 6pm Thursday 9/23**

# ECON 327

## Sports Entrepreneurship

Sports Vertical Rubric	Weighting
Trend Report	25
What is vertical as explained to a 12 year old?	2
What are the growth trends & rates?	2
User Profile/Journey	1
5Forces/PPC Map	2
Who are the biggest players?	2
Features Comparison	2
What are the key constraints & issues?	2
What will happen in next 3-5 years?	2
Spark Presentation	5
Peer Review	5

### Workshop 8: 9/30

Objective Refresh on Ideation (design thinking) process

#### Learning Activities

1. Recap on Vertical Projects
2. Introduction to Design Thinking
3. Review How Might We statements and Empathy Maps
4. Organize in Groups same as vertical
5. Contact Sports Accelerators

#### Homework

1. Interview potential users and map out HMW and Empathy Maps
2. Complete LIL Training [Negotiating Skills\(2:21\)](#)

### Workshop 9: 10/7

Objective Start Design Sprint

#### Learning activities

Complete the following:

1. User Profile
2. User Journey
3. Ecosystem Map

# ECON 327

## Sports Entrepreneurship

4. Best practices Comparison
5. User Questions - General Attitude
6. Stakeholder Questions - General Attitude
7. Contact Sports Accelerators

### Homework:

1. Send out surveys and contact experts
2. Develop Features Comparison chart
3. Create first draft of Spark presentation (See checklist below)
4. Review other sports vertical presentations and make comments

## Workshop 10: 10/14

### Objective Debrief on Design Sprint Start

#### Learning Activities

Speaker: Katie Tippey

Complete the following:

1. User Profile
2. User Journey
3. Ecosystem Map
4. Best practices Comparison
5. User Questions - General Attitude
6. Stakeholder Questions - General Attitude
7. Contact Sports Accelerators

### Homework:

1. Send out second round surveys and contact experts
2. Develop Features Comparison chart
3. Create first draft of Spark presentation (See checklist below)
4. Review other sports vertical presentations and make comments

## Workshop 11: 10/21

### Objective Develop prototype & get feedback

#### Learning Activities

1. Create prototype

# ECON 327

## Sports Entrepreneurship

2. Develop usability survey
3. Map out strategic toolkit
4. Forecast cash flow
5. Meet with Katie UI/UX

### Homework

1. Complete User Survey - Face-to-face usability (if applicable)
2. Reach out to stakeholders/experts
3. Map out strategic toolkit
4. Create first draft of website/XD prototype
5. Review other sports vertical presentations and make comments
6. Video: 90 second video introducing product and what inspired the product/service
7. Audio: 3-4 minute audio (use Zoom audio transcript)
  - a. Why you choose the project
  - b. What was the process
  - c. What were the surprises
  - d. What key takeaways

## Workshop 12 :10/28

**Objective** Revise prototype based on feedback

### Learning Activities

1. Adjust prototype
2. Revise usability survey
3. Meet with Katie UI/UX
4. Revise Forecast cash flow

### Homework

1. Complete User Survey - Face-to-face usability (if applicable)
2. Reach out to stakeholders/experts
3. Create second draft of website/XD prototype
4. Video
5. Audio

## Workshop 13: 11/4

**Objective** Revise prototype based on feedback



# ECON 327

## Sports Entrepreneurship

### Learning Activities

1. Adjust prototype
2. Revise usability survey
3. Meet with Katie UI/UX
4. Revise Forecast cash flow

### Homework

1. Work on prototype

## Workshop 14: 11/11

**Objective** Finalize prototype and presentation

### Learning Activities

1. Finalize prototype based on survey results
2. Finalize presentation
3. Review other sports vertical presentations and make comments

### Homework:

1. Finalize
5. Develop Features Comparison chart

Team Name	Name
<b>Design Sprint Presentation</b>	<b>25</b>
User Profile, Journey, Ecosystem, Features Comparison	4
Online User Survey - General Attitudes	4
Expert/Stakeholder Survey - Pain Points	4
Follow up Survey inc Prototype	3
Video	3
Audio	3
Presentation Effort	4

**Submit Presentation and Website by no later than 5pm Wednesday 11/11**

# ECON 327

## Sports Entrepreneurship

### Community Standards

The University has developed a set of community standards and policies for students, faculty, staff, and visitors for the in-person educational experience. Please see the following link for details:

<https://carolinatogether.unc.edu/community-standards-3-2/>.

The University has also developed a statement on Community Standards and Mask Use, which can be added to your syllabus:

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community – your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#).

### Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – [Adrienne.allison@unc.edu](mailto:Adrienne.allison@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### Accessibility Resources & Service

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: [ars.unc.edu](http://ars.unc.edu). Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the [ARS website under the About ARS tab](#).

### Honor Code

# ECON 327

## Sports Entrepreneurship

*We would like to emphasize some key points that reflect our personal teaching philosophy as well as the policy, culture, and expectations:*

- *Integrity is the foundation of your learning experience.* Holding yourself accountable to the highest standard of ethical conduct is vital not only for your success in this course but is also essential to your ongoing development as a business professional.
  
- *The Honor Code is in full effect at all times and applies to every aspect of this course.* You should familiarize yourself with the processes and provisions of the Honor Code (<http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>). If you have any questions or concerns, it is your responsibility to ask the instructor about it. When in doubt, you should ask the instructor promptly and directly to help you resolve any potential issues related to the Honor Code.
  
- *Your behavior and work in this class constitute a direct reflection of your institution,* and you represent your institution in virtually all aspects of this course. In this class, you will be meeting a number of prominent global entrepreneurs. By maintaining the highest professional standards and remaining engaged in the course learning model and intellectually curious, you will be supporting the effective learning of your colleagues in the class and contributing to an environment conducive to learning.
  
- *Use of computers in the learning process is recognized as an important part of your tool set.* Many of you prefer to take notes or do in-class research and would like the privilege of using your laptops during class. I view this as a privilege if the class agrees to maintain a professional standard. However, inappropriate communication via SMS, e-mail, or social network sites during class is unacceptable. Any student found accessing these communication applications during class will be asked to leave.
  
- *The professor reserves to right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.*