

# ECON 327

## Sports Entrepreneurship

[Create submissions page](#)

Wednesday, 10:15 am-12:45 pm

**Location: Remote**

[Chris Mumford](#)

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TA: TBD

## 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 1-8

Learning Objective Develop expertise in a sports vertical

Deliverable Content Team Presentation & Report (45% grade)

10/19/21



### Design Sprint

Weeks 7-14

Learning Objective Execute design sprint in sports vertical

Deliverable Design Sprint Presentation & Website (45% grade)

11/23/21



### Active Participation

Semester

Learning Objective Self-advocate and be team player

Deliverable Attendance, Involvement, LinkedInLearning, 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

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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.

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

## Workshop 1: 8/12

**Objective** Introduce course & start market research

### Learning Activities

1. Introduction
2. Sign up to [Fall 2021 Roster](#)
3. Sign up to [Fall 2021 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: Intro & Analytics. Find three relevant articles

## Workshop 2: 8/19

**Objective:** Introduce Analytics Segment

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### Learning Activities

1. Discuss Sports Analytics with relevant articles

### Homework

1. Read Sports Entrepreneurship Book: Sports Betting & Discovery chapters. Find three relevant articles to discuss in class
- 2.

## Workshop 3: 8/24

**Objective:** Introduce Sports Betting Segment

### Learning Activities

1. Discuss Sports Betting with relevant articles

### Homework

1. Read eSports & Identify Chapters. Find three relevant articles to discuss in class
2. Complete weekly LinkedIn post - Write 100 words on a topic of your interest. Ideally, read articles in an area of interest and add commentary
- 3.

## Workshop 4: 8/26

**Objective:** Introduce eSports & Identify Segment

### Learning Activities

1. Discuss eSports & Identify chapters with relevant articles

### Homework

1. Read Youth Sports & Validate Chapters. Find three relevant articles to discuss in class

## Workshop 5: 8/31

**Objective:** Introduce Youth Sports & Validate Segment

### Learning Activities

1. Discuss Youth Sports & Validate chapters with relevant articles

### Homework

1. Read Fitness & Accelerate Chapters. Find three relevant articles to discuss in class

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2. Complete weekly LinkedIn post - Write 100 words on a topic of your interest. Ideally, read articles in an area of interest and add commentary

### **Workshop 6: 9/2**

**Objective:** Introduce Fitness & Accelerate Segment

#### **Learning Activities**

1. Discuss Fitness & Accelerate chapters with relevant articles

#### **Homework**

1. Read Fan Engagement & Final Thoughts Chapters. Find three relevant articles to discuss in class
- 2.

### **Workshop 7: 9/7**

**Objective:** Introduce Fan Engagement & Final Thoughts Segment

#### **Learning Activities**

2. Discuss Fan Engagement chapters with relevant articles

#### **Homework**

1. Read Fitness & Accelerate Chapters. Find three relevant articles to discuss in class
2. Complete weekly LinkedIn post - Write 100 words on a topic of your interest. Ideally, read articles in an area of interest and add commentary

### **Workshop 8: 9/14**

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

#### **Learning Activities**

1. Organize as segment groups
2. Develop market research program

#### **Homework**

1. Develop template for Sports segment presentation
2. Start research on segment

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### Workshop 9: 9/16

**Objective** Develop market research

#### Learning Activities

1. Develop market research program
2. Speaker: Nancy Lovas

#### Homework

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

### Workshop 10: 9/21

**Objective** Develop Project

#### Learning Activities

1. Share findings
2. Update chapter & presentation

#### Homework

1. Complete Section
2. Interview Experts & Users
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

### Workshop 11: 9/23

**Objective** Develop Project

#### Learning Activities

3. Share findings
4. Update chapter & presentation

#### Homework

4. Complete Section

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5. Interview Experts & Users

### **Workshop 12: 9/28**

**Objective** Develop Project

**Learning Activities**

5. Share findings
6. Update chapter & presentation

**Homework**

6. Complete Section
7. Interview Experts & Users

### **Workshop 13: 9/30**

**Objective** Develop Project

**Learning Activities**

7. Share findings
8. Update chapter & presentation

**Homework**

8. Complete Section
9. Interview Experts & Users
- 10.

### **Workshop 14: 10/5**

**Objective** Develop Project

**Learning Activities**

9. Share findings
10. Update chapter & presentation

**Homework**

11. Complete Section
- Interview Experts & Users

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### Workshop 15: 10/7

Objective Develop Project

#### Learning Activities

11. Share findings
12. Update chapter & presentation

#### Homework

12. Complete Section  
Interview Experts & Users

## UNIVERSITY DAY 10/12

### Workshop 16: 10/14

Objective Develop Project

#### Learning Activities

13. Share findings
14. Update chapter & presentation

#### Homework

13. Complete Section
14. Interview Experts & Users

### Workshop 17: 10/19

Objective Finalize Project

#### Learning Activities

15. Share findings
16. Complete final chapter & presentation

#### Homework:

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

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### SUBMIT MARKET RESEARCH CHAPTER & PRESENTATION BY 6PM THURS 10/19

[Submission File](#)

### Workshop 18: 10/26

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

#### Homework

1. Interview potential users and map out HMW and Empathy Maps

### Workshop 19: 10/28

Objective Start Design Sprint

#### Learning activities

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 surveys and contact experts
2. Develop Features Comparison chart
3. Create first draft of presentation (See checklist below)
4. Review other sports vertical presentations and make comments
5. If needed, Schedule a meeting with Nancy Lovas to get help on research:  
<https://calendar.lib.unc.edu/appointments/business> or [nancy64@email.unc.edu](mailto:nancy64@email.unc.edu)



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### Workshop 20: 11/2

Objective Develop Design Sprint

#### Learning activities

1. Share project work
2. Review interviews
3. Complete Interviews
4. Update presentation

Homework:

6. Send out surveys and contact experts
7. Develop Features Comparison chart
8. Create first draft of presentation (See checklist below)
9. Review other sports vertical presentations and make comments
10. If needed, Schedule a meeting with Nancy Lovas to get help on research:  
<https://calendar.lib.unc.edu/appointments/business> or [nancy64@email.unc.edu](mailto:nancy64@email.unc.edu)

### Workshop 20: 11/2

Objective Develop Design Sprint

#### Learning activities

1. Share project work
2. Review interviews
3. Complete Interviews
4. Update presentation

Homework:

1. Update surveys
2. Interview users & experts

### Workshop 21: 11/4

Objective Develop Design Sprint

#### Learning activities

5. Share project work
6. Review interviews

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7. Complete Interviews
8. Update presentation

Homework:

3. Update surveys
4. Interview users & experts

### **Workshop 22: 11/4**

Objective Develop Design Sprint

#### **Learning activities**

1. Review interviews
2. Develop prototype
3. Update presentation

Homework:

1. Update surveys
2. Interview users & experts

### **Workshop 23: 11/9**

Objective Develop Design Sprint

#### **Learning activities**

4. Review interviews
5. Update prototype
6. Start marketing collateral
7. Update presentation

Homework:

3. Update surveys
4. Interview users & experts

### **Workshop 24: 11/11**

Objective Develop Design Sprint

#### **Learning activities**

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8. Update prototype
9. Start marketing collateral
10. Update presentation
11. Record/edit video
12. Create cash flow forecast

Homework:

5. Update surveys
6. Interview users & experts

### **Workshop 25: 11/11**

**Objective** Develop Design Sprint

#### **Learning activities**

13. Update prototype
14. Start marketing collateral
15. Update presentation
16. Record/edit video

Homework:

7. Update surveys
8. Interview users & experts

### **Workshop 26: 11/23**

**Objective** Develop Design Sprint

#### **Learning activities**

17. Update prototype
18. Start marketing collateral
19. Update presentation
20. Record/edit video

Homework:

9. Update surveys
10. Interview users & experts

**SUBMIT WEBSITE & PRESENTATION BY 6PM TUES 10/23**

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### [Submission File](#)

### Workshop 11: 11/30

Objective Debrief design sprint

#### Learning Activities

1. Debrief experiences

#### Homework

1. Prepare for exam

## 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).*

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### 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

*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

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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.*