

ECON 327/H

Sports Entrepreneurship

9:30-10:45am TTH

Location: Gardner 209

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[Submissions File](#)

[ECON327 Toolkit](#)

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 traditional sport revenue drivers including ticketing, sponsorships and merch. We also dive into 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 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:



Design Sprint I

Weeks 1-6

Learning Objective Execute design sprint

Deliverable Design Sprint Presentation & Website (35% grade) **9/26**



Sports Vertical Knowledge

Weeks 7-9

Learning Objective Develop expertise in a high growth sports verticals

Deliverable Content Team Presentation & Report (10% grade) **10/26**



Design/Marketing Sprint II

Weeks 10-15

Learning Objective Execute design sprint or market research report

Deliverable Design Sprint Presentation & Website (35% grade) **11/30**

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Active Participation

Semester

Learning Objective Self-advocate and be team player

Deliverable Attendance, Involvement, LinkedInLearning (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.

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
6. Actively participate in class and on blog posts

Design Sprint Presentation	35
User Profile, Journey, Ecosystem, Features Comparison	10
Online User Survey - General Attitudes	2
Expert/Stakeholder Survey - Pain Points	2
Follow up Survey inc Prototype	2
Video	2
Audio	2
Website/Wireframes	5

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Marketing Collateral + SM Ad + Adwords	2
Presentation Effort	8

Blog Posts	10

Sports Vertical Rubric	35
What is vertical as explained to a 12 year old?	2
What are the growth trends & rates?	2
User Profile/Journey	1
History inc 5 Forces/PPC Map	2
Key Players	2
Features Comparison	1
3 Expert Interviews	2
10 Potential Client Interviews	2
What are the key constraints & issues?	3
Opportunities: What will happen during next 3-5 years?	3
Presentation	5
Video Presentation (<6 min)	2
Peer Review	8

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Class	Date	Day	Section	Objective	Learning Activities
1	8/22	T	Intro	Organize Groups	Discuss. Research. Develop initial survey. Check out ECON327 Toolkit
2	8/24	TH	Design Sprint	Research	Discuss survey & best practices. Set up project plan. Client check in
3	8/29	T	Design Sprint	Research	Develop follow up survey. Start deck. Stakeholder chat
4	8/31	TH	Design Sprint	Research	Project time. Update deck. Develop prototype. Client check in
Well-being					
	9/5	T	Day		
5	9/7	TH	Design Sprint	Prototype	Update prototype. Develop usability questions
6	9/12	T	Design Sprint	Prototype	Update prototype. Create marketing collateral
7	9/14	TH	Design Sprint	Validate	Modify prototype & collateral. Client check in
8	9/19	T	Design Sprint	Validate	Update
9	9/21	TH	Design Sprint	Validate	Update
10	9/26	T	Design Sprint	Finalize	Presentations
11	9/28	TH	Presentations	Finalize	Presentations
12	10/3	T	Vertical Knowledge	Analytics	Read chapter for next class and search for articles
13	10/5	TH	Vertical Knowledge	Sports Betting	Read chapter for next class and search for articles
14	10/10	T	Vertical Knowledge	eSports	Read chapter for next class and search for articles
University					
15	10/12	TH	Day		

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16	10/17	T	Vertical Knowledge	Youth Sports	Read chapter for next class and search for articles
10/19 TH Fall Break					
17	10/24	T	Vertical Knowledge	Fitness	Read chapter for next class and search for articles
18	10/26	TH	Vertical Knowledge	Fan Enhancement	Discuss & Wrap up trends
19	10/31	T	Follow up Sprint	Organize Groups	Discuss. Research. Develop initial survey.
20	11/2	TH	Follow up Sprint	Research	Discuss survey & best practices. Set up project plan. Client check in.
21	11/7	T	Follow up Sprint	Research	Develop follow up survey. Start deck. Stakeholder chat.
22	11/9	TH	Follow up Sprint	Research	Project time. Update deck. Develop prototype. Client check in.
23	11/14	T	Follow up Sprint	Prototype	Update prototype. Develop usability questions.
24	11/16	TH	Follow up Sprint	Prototype	Update prototype. Create marketing collateral
25	11/21	T	Follow up Sprint	Validate	Modify prototype & collateral. Client check in
11/23 TH Thanksgiving					
26	11/28	T	Follow up Sprint	Validate	Update
27	11/30	TH	Follow up Sprint	Finalize	Presentations
28	12/5	T	Presentation s	Finalize	Presentations

Community Standards

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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), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at 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. 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:

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- *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.*

Generative AI Policy

In this course, students are permitted to utilize Generative AI using Large Language Models including but not exclusive of ChatGPT, Google Bard, etc. as supplementary tools for research and project development. To maintain academic integrity and adhere to the course's standards, students are required to fully disclose their use of any such AI for each project, taking into consideration the limitations of the AI model.

1. Attribution: For any content generated or inspired by AI, students must provide clear and explicit attribution, specifying the extent of AI's involvement in the creation of the work.

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- 2. Reliability: Students must critically assess the information provided by AI, cross-checking with other credible sources to ensure accuracy. NOTE: ChatGPT's knowledge is current only up until September 2021, and any content derived from it must be updated accordingly.*
 - 3. Ethical Considerations: Students must ensure that their use of AI aligns with the ethical guidelines set forth by the college. Any content generated should not promote bias, discrimination, or misinformation.*
 - 4. Originality: While AI may serve as a helpful resource, students are expected to produce original work. Over-reliance on the AI model is discouraged, and plagiarizing content generated by AI will be treated as a violation of the college's academic integrity policy.*
 - 5. Documentation: For each project, students are required to submit a brief summary outlining their interactions with AI, including the input provided, the specific AI's responses, and any subsequent modifications made to the content.*
- Failure to comply with these guidelines may result in academic penalties, including reduced grades or other sanctions as outlined in the college's academic integrity policy.*