

Entrepreneurship, Sports and Technology

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SUBJECT(S): Entrepreneurship

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

Many of today’s students have a deep involvement in sports marketing, whether that means attending their favorite team’s sporting event, wearing team apparel or cheering on their favorite athlete. The article, *Outside the Batter’s Box: Baseball Tycoon without a Uniform* from the Wharton Global Youth Program website, establishes a strong foundation for introducing entrepreneurship concepts. This lesson provides a beginning discussion on a student’s self-analysis of entrepreneurship traits and could provide a good overview for the self-analysis section of a business plan.

≡ RELATED ARTICLES:

- [“The Business Behind XFL Football”](#)
- [“Sports and Math: A Winning Combination?”](#)
- [“Outside the Batter’s Box: Baseball Tycoon without a Uniform”](#)
- [“Business in 3: Cell Phone Forensics, Smart Homes and Wage Bias”](#)
- [“Advocate Eli Wolff: ‘The Disabled Athlete Is Still Siloed and Segregated’”](#)
- [“A Boy and His Drone”](#)

Purpose: After completion of this lesson, students will be able to perform a self-analysis to determine their entrepreneurship traits and determine what business areas show great potential for maximizing them.

Objectives: This lesson focused on the NBEA Standards (Entrepreneurship Characteristics):

- Identify characteristics of entrepreneurs.
- Complete a self-analysis to identify potential entrepreneurial interests.

Resources/Materials: The following resources will be needed to implement this lesson on marketing research:

1. Technology: Internet access (make sure applicable websites are unblocked by tech support), computer lab/laptop cart with presentation software and LCD projector. (Smartboard in place of whiteboard if technology is available.)
2. Teacher resources: Anticipatory Set Guide, whiteboard/markers and the WGYP article, [Outside the Batter's Box: Baseball Tycoon without a Uniform](#). Teacher will need to have some knowledge of entrepreneurship and sports marketing, market segmentation, survey development and data analysis techniques.

Anticipatory questions should include at least the following:

- What traits or skills do people need to start a business?
- What does it take to start a small business? a sports franchise?

Activities and Procedures

1. Teacher guides students through the anticipatory set as stated in previous section. The key issue: What parts of this lesson can I adapt to fit my class's strengths and weaknesses?
2. Students read the WGYP article ([Outside the Batter's Box: Baseball Tycoon without a Uniform](#)) and determine whether answers provided for the beginning question are correct.
3. Teacher leads discussion on entrepreneurial traits and relates to the article. Key points to bring out from the article:
 1. "If I was going to be involved in sports, it wasn't going to be in a uniform"
 2. Greenberg's background: baseball player, went to law school and became a sports and entertainment lawyer

3. “Minor league owners are generally people with quite a bit of cash...” (Relate this to starting a business; good chance to discuss a key entrepreneurship trait — ideas but no cash)
4. Discuss the variety of players and the risk factors involved with minor league baseball. How does this compare to an entrepreneur selecting the product mix?
5. Discuss what a sound business model is and relate this to entrepreneurial traits. Why is it critical for an entrepreneur to surround himself or herself with experts and know the product?
6. How would an entrepreneur’s knowledge of the product allow expansion? Link to the Altoona, Myrtle Beach, and State College teams owned by Greenberg.
4. Teacher instructs students to go to an entrepreneurship self test website and take the self test, such as [one provided by the Chamber of Commerce](#).
5. Teacher leads discussion with the class on the results of the self-test. Students should be instructed to write the score from the self-test on the board. Teacher can lead class in discussing what percentage of the class has entrepreneurial characteristics.
Discussion topic: How could students improve his/her score?
6. Teacher leads discussions on what characteristics are needed by entrepreneurs. What characteristics did the person in the article exhibit? What business could the student have success in starting, based on the answers to the self-test?
7. Closure activity (if time permits) could be a short web-quest for famous entrepreneurs with a class discussion about traits related to them. Select people who are easily identifiable to the students: Bill Gates, Steve Jobs, etc.

Tying it all Together:

Interesting findings from the group: Approximately 75% of the students ranked high enough (18 or more score) for success in starting a business, with 100% of the female students ranking as entrepreneur worthy. We looked at the results for the students who did not meet the 18 qualifying score and concluded that many of them just lacked experience because of their age. We discussed possible avenues for improving scores, including taking leadership roles in school activities, reading books about business start-ups, volunteering at an organization that has a career interest to them, and taking more business courses.

Future activities that can be linked to this include:

- Research and compare entrepreneurial characteristics of people starting companies outside of the United States.

- Research the largest and smallest industries within the school district's community and determine what trends are apparent in entrepreneurial traits/skills for the given industries.
- Take field trip to local sports stadium with a tour by the marketing department and owners.
- Invite a local entrepreneur from the community to speak to the class about how he/she started his/her business.

What worked and what I would do differently next time: Students were very interested in this activity. It included two of their favorite things — sports and technology. Completing the survey and the lecture on entrepreneur traits was very easy considering the engagement of the students. Many of them were talkative on the way out of the room, discussing what they scored on the entrepreneurship self test. I am assuming that discussion continued at home.

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