



**PR 453 Public Relations Strategies for
Working with Professional Athletes
Units: 4**

Spring 2021 – Mondays – 2-5:20 p.m.

Section: 21251R

Location: Online

Instructor: Erit Yellen

Office: Online

Office Hours: Mondays, 12:30pm to 1:30pm or by
appointment

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Course Description

This course examines the communication strategies of professional athletes, their public relations and branding teams, and media. We will study and analyze through highly interactive discussions how athletes build (and diminish) the brand of their team and sponsors. Professional athletes communicate to a wide variety of audiences. Their communication teams must strategize to reach each of these audiences and create a positive impression of the athlete before each of these audiences. We will explore the various messages created in the name of the athletes, messages that may, at times, seem self-contradictory. We will discuss ways in which communication teams create a larger brand for athletes that is meant to subsume and make sense of these various communicated images. Students will learn theories of sports communication and have the opportunity to interact with many high-level professionals who employ those theories to create effective communication strategies for athletes.

Student Learning Outcomes

1. Students will learn essential communication strategies employed in sports media, public relations and brand management; 2. Students will use theories of sports communication to analyze the brand management of an elite athlete and to create an alternative communication strategy to build the athlete's brand before new audiences; 3. Students will engage in discussions with professional public relations executives, sports agents, and athletes regarding sports communication strategies, crisis communication, and image development.

Technological Proficiency and Hardware/Software Required

As this course will be on zoom, please make sure you know how to use this software.

Required Readings and Supplementary Materials

Class Reading: The three books, Marcellus Wiley's book "Never Shut Up (2018), Julie Foudy's "Choose to Matter" (2017) and Jim Trotter's "Junior Seau: The Life and Death of a Football Icon" (2015) have all been carefully chosen by the professor. It is incredibly important to keep up with the assigned readings as they do relate specifically to the topics discussed. In addition, as long as their schedules permit, authors might join class to discuss their books with us.

Description and Assessment of Assignments

Weekly Guest Summaries: Each week we will have either an in-person guest or a Skype guest that covers a topic as it relates to the Athlete Communication Channels. Week 1-2 page summaries are due on these guests that include a brief description of who the guest is and then a critical personal analysis of the guest including what you learned from them, what surprised you, how their information they relayed might relate to your own personal experience

and what might have been missing from the discussion that you would have asked if given more time. ***Each Summary will be worth 2 points = 30 pts total.***

Class Participation: AthleteSpeak is extremely heavy on Class Participation which is why regular, consistent attendance is very important to participate in the open, challenging discussion sessions. Each class starts with 45 minutes of an “Open Forum” current event discussion that is student-led, meaning students send along weekly ideas of what they want to discuss and open questions to the rest of the class based on “off-the-field” matters that professional athletes are having to deal with in real life scenarios. The entire class is expected to participate and prepare. In addition to the Open Forum sessions, each student is required to ask our weekly in-class guests at least one, unique, applicable question that they prepare prior to class. If our in-class guest Q/A’s do not go into the third hour of class, we will break into groups, assigned by the professor and analyze athlete communication channels from the different communication channels (agent, team, league, sponsor, charity, media, etc.) where the students are required to present and discuss with the rest of the class after each group session. ***It is not possible to miss more than 3 classes and earn enough points to receive an A due to the heavy participation.***

Guest Preparation: Each week, once the professor has confirmed the in-class guest, she will send along an email usually around Thursday of the week prior to let the students know who will be joining us. Students are expected to do weekly research on the guests in order to ask at least one question that is unique to our classes access to that guest.

Midterm Paper & Final Presentation: Please see end of syllabus for further explanation/expectations of these assignments.

Course Notes

- **DO NOT BE LATE AND DO NOT TURN IN PAPERS LATE!**
- **PARTICIPATION:** This class is based heavily on participation where there are multiple opportunities to voice your opinions and ask questions. If you are not participating, you will be called out.
- **RESPECTFUL DISAGREEMENTS LEAD TO INNOVATION:** We should be having heated discussions in this course on how professional athletes are viewed in the media and storylines that exist in modern media. I encourage friendly disagreements within class as long as they are respectful and backed up by facts both of each other and of me, your professor.
- **IN CLASS GUESTS:** Every week we will have a guest or two in class. Depending on their schedules, they will join us for an hour, maybe more where the course is turned over to the students. Everyone needs to ask at least one question of the guest.
- **SOCIAL MEDIA:** Is allowed and encouraged as long as the guest approves. Please use #AthleteSpeak and @EritYellen handle and hashtags unless we specifically state something is off the record.
- **PHONES/LAPTOPS AND LIVE TV:** Are allowed and encouraged as long as you are participating in class especially when called on. There will probably be evenings where we watch TV together.
- **SET UP OF WEEKLY COURSE: (generally unless the guest needs to change)**
 - 2:00 p.m. Roll Call
 - 2:05 p.m. to 3:00 p.m. Open Forum: Current Event Discussions
 - 3:00 p.m. to 4:15 p.m. Guest Q/A
 - 4:15 p.m. to 4:30 p.m. Break
 - 4:30 p.m. to 5:20 p.m. Group Breakout Sessions

Grading Breakdown of Grade

Assignment	Points	% of Grade
Weekly Guest Summaries	30	30%

Assignment	Points	% of Grade
Class Participation	25	25%
Midterm Paper	10	10%
Reading/Class Preparation	15	15%
Final Presentation	20	20%
Total	100	100%

Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

Grading Standards

Public Relations

“A” projects have writing near professional quality; one or no mistakes; clearly proofread and edited material. All required elements included (catchy headline, solid lead, varied vocabulary; supporting facts/figures; quotes as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method. High end of scale: publishable today as is.

“B” projects have two to five spelling, grammar or AP Style mistakes. One or more required elements missing or poorly displayed (i.e., boring headline; confusing lead, etc.). Shows potential as a good writer. Adhered to inverted pyramid. High end of scale will have at least one extraordinary element such as astonishing lead or little-known facts or pithy quote. Some creativity shown. Publishable with medium editing.

“C” projects have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. May have adhered to inverted pyramid but strayed at beginning or end. Hackneyed elements such as trite headline or uninteresting lead. Little or no facts/figures included. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing.

“D” projects have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding of journalistic style/standards. Needs to work with writing coach.

“F” projects are not rewritable, late or not turned in.

Grading Timeline

Assignments will be returned in a week.

Assignment Submission Policy

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.
- B. Assignments must be submitted via professor's email, eyellen@gmail.com

Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

Add/Drop Dates for Session 001 (15 weeks: 1/15/2021 – 4/30/2021; Final Exam Period: 5/5-12/2021)

Friday, February 5: Last day to register and add classes for Session 001

Friday, February 5: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 9: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, March 5: Last day to drop a course without a mark of "W" on the transcript for Session 001. Mark of "W" will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, March 5: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 9: Last day to drop a class with a mark of "W" for Session 001

Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.

	Topics/Daily Activities	Readings/Preparation	Deliverable/Due Dates
Week 1 Date: 1/18	MLK Day: No Class		
Week 2 Date: 1/25	Introduction to Overall Course Class Rules/Course Design Why Are You Taking this Course Icebreaker Mock Guest Q/A	Homework & Reading (TBD on professional athlete guest speakers): Research on the next week's guest lecturer, that athlete (provided by professor) and be prepared to ask athlete questions directly related to those articles.	Assignment due for next class: 1-2 page paper on "What is Your Sports Story?" Mock Guest Summary <i>Read Foudy page 1-50</i>
Week 3 Date: 2/1	Direct Athlete Perspective from a Professional Athlete: Past & Present #1 We will dive into what the professional athlete experiences from a few major sports and professional athlete	The Q/A will also focus on these athlete's perspectives on what they think are the top 3 priorities an athlete needs to effectively communicate to and with all of their different obligations as well as what they need from everyone else around them	1-2 Page summary on guest speaker due by next class. <i>Readings: Foudy, "Choose To Matter" p. 50-100</i>

	<p>guests.</p> <p>The course will spend these weeks hearing from and talking directly with professional athletes from different sports & different backgrounds, gaining an understanding of each objective when they are or were playing.</p>	in communicating back.	
Week 4 Date: 2/8	<p>Direct Athlete Perspective #2</p> <p>Key Observations and Takeaways from what the athletes talked about.</p> <p>Focusing on what was the surprising parts of what they said and how can that be better expressed.</p>	<p>Be prepared to compare the book with what the professional athletes spoke about in class.</p> <p>Address the differences between each athlete as well as similarities</p>	<p>1-2 page Summary of Class Guest Due</p> <p>Foudy pages 100-150</p> <p><i>Erit Yellen, "Athletes have more power than ever to change the world" The Undeclared, 2016.</i></p>
Week 5 Date: 2/15	President's Day: No Class		
Week 6 Date: 2/22	<p>Direct Athlete Perspective #3 / Athletes Become Content Creators</p> <p>Key Observations and Takeaways from what the athletes talked about.</p> <p>Focusing on what was the surprising parts of what they said and how can that be better expressed.</p> <p>Be prepared to compare the book with what the professional athletes spoke about in class.</p> <p>Address the differences between each athlete as well as similarities</p>	<p>Derek Jeter, "<u>The Start of Something New</u>" The Players Tribune, 2014.</p> <p>Alex Konrad, "<u>Derek Jeter Talks Two Years Of 'The Players' Tribune' And How The Site Plans To Make Money Next</u>" Forbes, 2016.</p>	<p>1-2 Page Summary Of Class Guest Due</p> <p>Foudy pages 150-200</p>
Week 7 Date: 3/1	Athlete Story from an Agent Perspective	<p>Readings:</p> <p>Leigh Steinberg, "How to</p>	1-2 Page Summary of Class Guest

	<p>From signing a client, negotiating contracts and sponsor deals. Communicating with a professional athlete during this process and keys to success. What are the questions, as an athlete, that you should ask when hiring an agent and what to be aware of in that relationship? Guest: Sports Agent (TBD)</p>	<p>Be a Great Sports Agent” Forbes, 2012, Part 1 Part 2 Nate Taylor, “As Players’ Agents, Women Face Extra Challenges,” The New York Times, 2014. Tyler Horn, “5 Qualities Your Sports Agent Must Have,” The Players Tribune, 2015</p>	<p>Foudy 200-250 *Midterm Writing Assignment Due (see notes in the syllabus)</p>
<p>Week 8 Date: 3/8</p>	<p>Athlete Story from a Sports Publicist Perspective Discuss homework assignment from previous week briefly on summary of communicating to an athlete from the standpoint of an agent. What is a Publicist in Sports? Background of Sports Publicists</p>		<p>1-2 Page Summary of Guest Due Finish Foudy Book</p>
<p>Week 9 Date: 3/15</p>	<p>Athlete Story from a Team/Governing Body Perspective Discuss previous week’s lecture from a publicist’s perspective. What are the expectations of an athlete’s team or governing body? How does the team handle these requests with the athlete? Which athletes usually get the most requests from the team? Guest: TBD from a team</p>		<p>1-2 Page Summary of Guest from Previous Week Start Trotter, Junior Seau Book pages 1- 50</p>

Week 10 Date: 3/22	Athlete Story from a Sponsor Perspective In this week's perspective, the class will aim to answer questions like: What are the obligations an athlete has to their sponsors from social media posts, appearances to doing PR and Media? What if the sponsor is non-team/league sponsor? How is that handled?		[Wellness Day: Tuesday, March 23 – no classes] 1-2 Page Summary of Guest from Previous Week Start Trotter, Junior Seau Book pages 50-- 100
Week 11 Date: 3/29	Athlete Story from a Philanthropic Perspective Discuss previous week's lecture from a sponsor perspective	Watch Right To Play 30 for 30	1-2 Page Summary of Guest from Previous Week Start Trotter, Junior Seau Book pages 100 - 150
Week 12 Date: 4/5	Athlete Story from a Reporter/Media Perspective Discuss previous week's guest from an athlete charity Guest: Reporter from the Media		1-2 Page Summary of Guest from Previous Week Start Trotter, Junior Seau Book pages 150 - 200
Week 13 Date: 4/12	Athlete Story from a Documentary Filmmaker Discuss previous week's guest from Reporter/Media Perspective Guest: Sport Documentary Filmmaker	<i>Reading: Travis Vogan, "ESPN Films and the Construction of Prestige in Contemporary Sports Television" International Journal of Sport Communication, 2012.</i>	1-2 Page Summary of Guest from Previous Week Start Trotter, Junior Seau Book pages 200 - 250
Week 14 Date: 4/19	Future of Sports and Sports Brands and Branding Explore the media, technology and cultural trends that will influence the future of sport Build upon course discussions to explore how these	<i>Readings:</i> Pete Giorgio, Deloitte Sports, " <u>Sports industry trends that will disrupt and dominate 2016</u> " 2016 Brooke Borel, " <u>What will sports look like in the future?</u> " Ideas.Ted.Com, 2014	1-2 Page Summary of Guest from Previous Week Marcellus Wiley Book

	trends will influence athletes Guest TBD		
Week 15 Date: 4/26	Additional Guests and Group Presentation Prep Use this time in-class to go over Final Presentations with the professor and group		
FINAL EXAM PERIOD Date: 5/10, 2-4 p.m.	FINAL PRESENTATIONS		

Policies and Procedures

Additional Policies

As this is a higher-level course, a high expectation of professionalism is to be expected. Which means, every student is expected to attend every week and if they cannot, an email must be sent prior to the class time to let the professor know.

All papers are due prior to the beginning of the course.

Emails from the professor are expected to be answered within 24 hours.

All students must be prepared to be called on during class at any time.

Communication

I encourage students to contact me outside of class if you cannot come to office hours to arrange a meeting time by email.

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism

in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

USC School of Journalism Policy on Academic Integrity

The following is the USC Annenberg School of Journalism’s policy on academic integrity and repeated in the syllabus for every course in the school:

“Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an ‘F’ on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators.”

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

About Your Instructor

For over 20 years working in the sports industry, I have sought out the positive and influential stories that athletes and sports have on society. I've had the privilege of working with and representing over 100 professional athletes, teams, non-profit organizations, athlete unions, brands, media networks and causes. Over the last few years, I've turned my focus and attention to creating content for some of the most important social issues as it relates to the sports world, including producing a docu-series for VICE Sports as well as writing and producing two short documentaries in the area of Sports + Social Change for Participant Media's digital platform TakePart.com with a handful of other projects in development.

In addition to writing and producing, I'm also honored to be an adjunct professor at USC's Annenberg School of Communication teaching a course I created and designed called Athlete Speak: Communicating to the Professional Athlete under the Annenberg Institute of Sports, Media & Society. More recently I've written about social issues as they relate to sports for ESPN's site The Undefeated and Sports Illustrated's site The Cauldron. I've also been a contributing author about crowdfunding in sports, an advisor to the sports for causes crowdfunding site FanAngel

and I've written about sports and social issues that my films address. I also sit on the Young Professional Global Steering Committee for the American Jewish Committee, an international diplomatic organization.

FURTHER EXPLANATION OF ASSIGNMENTS/WORK:

WEEKLY GUEST SUMMARIES & INSIGHTS:

Every week there will be a one-page summary of the guest lecture and learning from the previous class due next class. The summaries are due in my email inbox by the start of class, NO EXCEPTIONS.

Each guest lecture summary should have the following:

Perspective: (i.e. Athlete, Agent, Publicist, etc.)

Objective: (what is the main goal from this perspective? For sponsor: To maintain relationship with athlete and make sure the athlete properly represents the brand).

Summary: From that perspective, what are the key takeaways or learning that an athlete should know when managing this relationship? Or what should the perspective know or be aware of to be more effective in communicating with the athlete?

WHAT IS YOUR SPORTS STORY ASSIGNMENT:

Everyone has a reason for loving sports, taking this course and having an interest in this subject. In the spirit of great personal storytelling, tell me in 1-2 pages, "What is YOUR Sports Story?"

Professor Yellen will give an example of why she has worked in sports for her career, what continues to drive her and what her story is in the first class.

Midterm WRITING ASSIGNMENT

Analysis of Athlete Communication Directly from the Professional Athlete

3-5 Pages

As fans and consumers of sports, the pulse of the industry lies within the professional athlete. Yet, we often times don't get the opportunity to have 1:1 conversations with them about what their own involvement in the industry off-of-the-court or the field.

During the first 5 weeks of this course we were able to hear directly from professional athletes on their experiences with communication across multiple entities and responsibilities. We heard inside details and had candid conversations across a variety of sports and events as it pertains to their profession.

You are to analyze the top 3 priorities of an athlete's objectives in communicating from what you have learned so far in hearing from retired and current athletes. You will address what you think these 3 priorities in communicating should be and how the athlete should go about handling.

Write this paper as if you were trying to help a professional athlete understand what their priorities are in balancing their multiple obligations in a what to do/what not to do sort of way. Use specific examples from class and the guest lecturers to back up your analysis.

The paper should clearly display why the athlete should choose to structure their communications in the way you are suggesting citing other strategies that are similar in effectiveness.

FOCUS on the skills that the athlete will need to effectively communicate.

This paper is NOT a communications plan but almost a short listical of what an athlete should focus on when they are seeking to successfully prioritize and communicate within their full scope of obligations according to what you have learned so far (Mainly Weeks 2, 3 & 4).

FINAL PRESENTATION/PAPER

Students will prepare and present an analysis of the communication strategies taken up by publicists and agents for a particular athlete, team or league. In groups of three or four, they will mount a professional power point and video presentation that will analyze strengths and weaknesses in the current strategies and offer alternative strategies for developing new audiences and strengthening current audiences for an athlete, team, or league.

6 weeks into class, groups and subjects will be assigned. The professor will assign specific athletes who will be the focus of the presentation and further parameters will be discussed.

12-15 sources, 10 page presentation. Students will be assigned athletes by the professor.

Students must submit subjects for approval by the third week of the semester. Their subject must be an athlete, team, or league that is currently active. Groups will prepare an outline with a cited references page. Group presentations will run twenty minutes and must employ key strategic concepts discussed in class.

NOTES ON THE COURSE:

All of these forms of communication become one stream of communication representing the athlete. How do we make the communication more efficient to help the athlete build and maintain their brand?

This course is focused on communication management by professional athletes and the strategies for managing those streams of communication. Communication strategist who can succeed as athletes and also succeed as celebrities representing brands, organizations, etc.

Athletes have to create one character/persona that can still be subsumed as the elite athlete. Different audiences engaged but still have to strategize to fit into one athlete.