

MAXIMIZE YOUR IMPACT

An Academic's Guide to
Communicating Knowledge through
Traditional and Digital Media

- ✓ Think Through Your Objectives
- ✓ Increase Visibility by Delivering Your Message in Media Interviews
- ✓ Promote Your Work by Creating Content on Your Owned Channel
- ✓ Enhance Your Network via Social Media Channels

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INTRODUCTION

You have finished a major research project. It required lots of time: intense writing, analyzing, editing and collaboration with several colleagues. You are proud of the finished product and believe that there are insights from this research that can benefit the particular industry studied. Now comes the fork in the road. You have two options:

- 1) Have a glass of wine with your colleagues and toast the success of the research and the fact that it was well received by a small group of academics.
- 2) Realize that this is only a first step. Now, you need to take the time and energy to communicate and dare I say the evil “m” word – market – it to external audiences.

Let me generalize for you two different types of professors / researchers and their approach to external communications. Option 1 is:

- I don't have time.
- This won't help me get tenure.
- I could come across as too self-promoting.
- Journalists are going to take my work out of context.
- Social media is not for serious research - it is for communicating the trivialities of life.

The individual who chooses option two says the following:

- Communicating to the public via traditional and digital media is a means of connecting me to different audiences.
- This is a way for me to help the school gain visibility among key stakeholder groups like alumni, current students, prospective students, board members and others. What an opportunity to be an ideal “citizen” for my school!
- I can benefit too! Maybe communicating to external audiences will lead to a new book opportunity, speaking engagements and/or consulting assignments.
- I am in a better position to secure future research funding because of the impact generated from building up a thought leadership platform.
- This is a terrific opportunity to share my knowledge outside of the walls of academia and thus benefit society.
- What a great way for learning!

The contrast between these two mindsets is quite stark. If you are in the first category and unwilling to waver on that position, then please save yourself the time and stop reading here. I can’t help you. But if you are somewhere in the middle of these two different mindsets, or if you aspire to be like the second but you just don’t know how to get there, then keep reading. This book is for you.

Much of this book is based on my experiences working with academics over the past 10 years in different contexts and countries. In addition, you will glean insights from journalists, media-savvy academics and other expert communicators.

Essentially this book consists of four different sections:

1. Thinking through the big picture
2. Generating impact through the traditional media
3. Generating impact by creating content on owned platforms
4. Generating impact using social media

This book is your personal public relations guide. It consists of 24 short chapters designed to answer specific questions that you may be encountering as you think about your public communications strategy. Some of the material is intended to be informative, while other sections are designed for you to think through and answer specific questions that you can take action on. While the book is short, easy to read and intended to be visually appealing, it is not a passive read. I am of the belief that knowledge of communications tactics will only take you so far. You have to actually start experimenting on your own to ultimately reap the benefits. On that note, I encourage you to take action on the sections that best align to your overall goals. By doing so, you will ultimately reap the benefits and experience the impact. Let's dive in.

THINKING THROUGH THE BIG PICTURE



1

ESTABLISHING THE FOUNDATION

Earlier in my career, I worked with a particular professor who expressed interest in communicating his research to public audiences. He seemed enthusiastic and I shared with him some different tactics. He was engaged for a short period of time as he dabbled with social media and did a few media interviews. He had great potential as a communicator, but ultimately he lost interest. I quickly learned a lesson: before delving into tactics, focus on the big picture goals.

It is important to have a strategy and an understanding of the complete communications mix. You need to have a clear understanding about what you are doing from a communications point of view, why you are doing it in the first place and possible routes. This positions you to achieve your goals and can help alleviate concerns.

I encourage you to map out your goals and the related success points. See for example the below chart with some possibilities:

| POSSIBLE OBJECTIVES | POSSIBLE SUCCESS POINTS |
|--|--|
| Thought leadership | |
| <i>External awareness (visibility and impact)</i> | <i>Media mentions, visibility on your website, number of quality social media followers, adoption of ideas</i> |
| <i>Promote programs or consulting services</i> | <i>Media mentions of program, website traffic on program pages, engagement, direct sales</i> |
| <i>Promote books</i> | <i>Media mentions of book, traffic on book website, engagement, direct sales</i> |
| <i>Research</i> | <i>New idea generation, facilitation of current projects, citations</i> |
| Networking | |
| <i>Engage with prospective, former and/or current students</i> | <i>Quality of interactions and new connections</i> |
| <i>Connect with other academics / thought leaders</i> | <i>Quality of interactions and new connections</i> |

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This is just an example. You might have some of these same overarching goals, but perhaps your success points might be different. I encourage you to think this through for yourself.

What are your main objectives?

What are the related success points?

After you have answered these questions, you need to think through the concrete steps that you can take over the next days and weeks to deliver on some of these goals. Of course this might be difficult for you to address at this point because there is a good chance that you don't know the tactics you should be considering. Hence part of the reason I wrote this book so stay tuned.

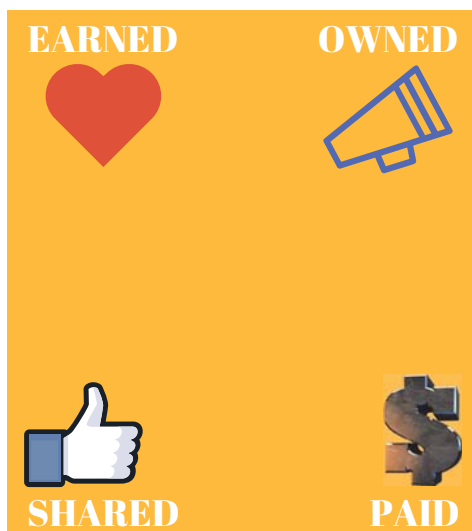
There is one important disclaimer to highlight. Perhaps you don't have thoughts about your objectives yet, or at least they are not clear in your mind. If that is the case for you, then I encourage you to continue reading. I trust that the examples from this book will give you more clarity.

2

UNDERSTAND THE PR MIX

Do you only want to invest your time conducting interviews with major outlets, like *The New York Times* and *CNN*? Maybe you think social media and blogging isn't for you? Or perhaps you are the opposite: you don't ever want to speak to a reporter because you are fearful of being misquoted, but you would like to spend some time dabbling with digital communication platforms.

Many have this mindset, and I think it is a mistake. The media landscape and the ways in which individuals consume content have changed dramatically. Set yourself up for success by leveraging the complete PR mix. This entails the following:



Here is an explanation of each term:

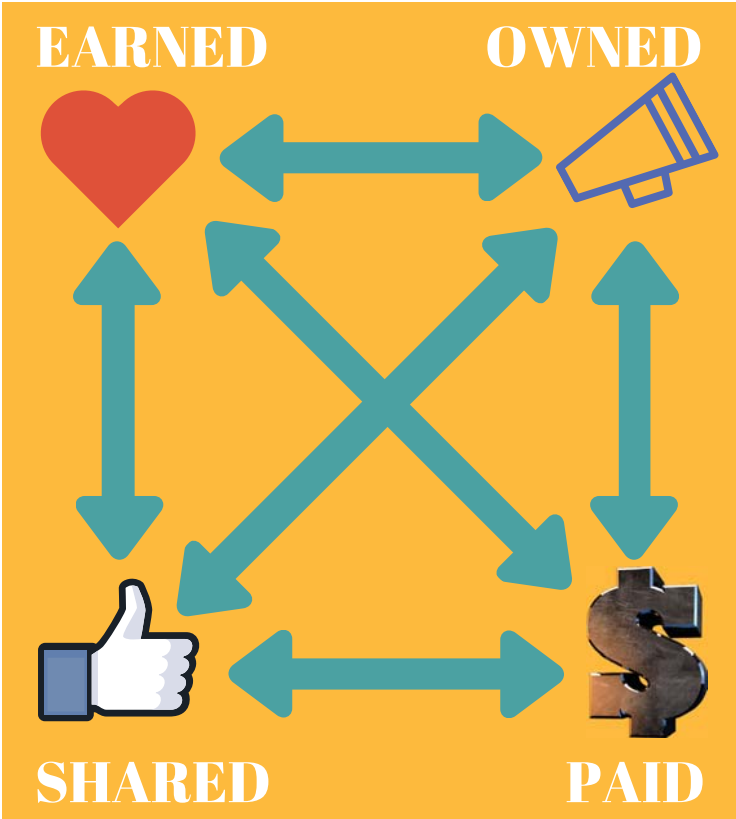
Earned (top left corner): Essentially, earned media is about you generating visibility on a media outlet as the result of convincing a gatekeeper – an editor, producer or reporter – that your ideas deserve coverage in one form or another on an external outlet. You can of course shape the message, but you don't have total control. Often times, there is credibility that comes with association with media outlets. You usually are reaching a greater audience than would be possible if you were just posting content through owned channels (explained below).

Owned (top right corner): Owned refers to anything that you own. So for example, this is content that you create on a platform – say your personal blog – which you control. There is no other gatekeeper standing between you and publishing content. On the positive side, you control the message. On the negative side, it usually takes considerable time to build an audience on your own.

Paid (bottom right corner): As you can imagine, paid is generally associated with advertising. Paid media used to be relegated to essentially big advertisements (buy our product!). Now though, there is a new angle to paid media: sponsored content. You will notice sponsored content both on traditional media outlets and various social channels. Often times this sponsored content is thought leadership in one form or another. The paid media space is constantly evolving. Case in point is that in the good old days, individuals and brands used to be able to reach their Facebook followings directly through organic postings. Now, such postings have very limited reach even though one might have built up a large number of followers. It is a pay to play game, and Facebook now requires that you promote or boost your content to your followers via a financial investment. This might seem unsettling to you as an academic or researcher, but in a content dense online environment, it is one way to cut through the clutter.

Shared (bottom left corner): Shared media is social media. This space is also constantly evolving and changing by the minute. There are countless mediums to choose from and new ways of communicating within them.

The components of the PR mix go hand in hand. So for example, if you have a presence online based on a strong social media following and interesting content that you are creating on your owned channels, you are better positioned to generate traditional media interviews. As you generate press coverage, you are able to disseminate this content through your shared and owned channels and thus build a following. There are a number of other ways in which this dynamic can play out.



3

THINK THROUGH YOUR MESSAGES

It is not enjoyable listening or watching media interviews in which an expert gives long-winded, rambling responses. You stop listening, wondering what was the point the expert was trying to make.

You can avoid people saying this about you by defining your key message points. This requires that you take off your academic / research hat and think about what is most relevant to the different external audiences you are targeting.

Once you have clarity around your message points, you can adapt them for different activities, whether it be a presentation, media interview, summary on your website, etc. To demonstrate message points, consider the example of professor Cynthia Bulik from the University of North Carolina. Below is the transcript of a television interview she did with *CBS This Morning* back in 2013 with anchors Gayle King and Anthony Mason. Note the length of her answers and put yourself in her shoes. Would you be able to answer questions related to your work in a similar way?

Gayle King: Mid-life eating disorders are on the rise. They were once thought to strike mainly teenage girls but in the past decades treatment centers have seen 40-50% jump in the number of people over the age of 35 who are seeking help.

Anthony Mason: Doctor Cynthia Bulik is the director of the University of North Carolina's Center of Excellence for Eating Disorders. Her new book

is called “Mid-life Eating Disorders - Your Journey to Recovery.” Good morning.

Cynthia Bulik: Good morning.

Anthony Mason: You talk about misperception among health care providers that this only affects younger women. Is that perception changing?

Cynthia Bulik: It has to, and that is part of what we are doing here today. This misperception has really done a disservice to so many people because men, older people, people who are African-American and Latino would go to their providers, and it wouldn't be on their radar screen. So we really need to clarify that eating disorders don't discriminate.

Gayle King: And what kind of disorders specifically are we talking about? Because we all heard of bulimia and anorexia. What are you talking about?

Cynthia Bulik: That's right, those are the ones that I think are in everyone's mind. But there is a new kid on the block – a new disorder called binge-eating disorder. It is not new, it's been around for a long time, but it is about to become a bonafide disorder in the catalogue of the disorders that American Psychiatric Association puts out called the DSM5. This is binge-eating, the same as bulimia, and what a binge is it is sort of eating unusually large amounts of food and feeling out of control. But unlike bulimia there is no purging. There is no vomiting or excessive exercise or laxative use.

Anthony Mason: So it causes weight gain?

Cynthia Bulik: Well it can, and I think it is a really important point. You know, eating disorders come in small, medium and large. You can't tell by looking at someone's size or their shape whether they have an eating disorder. Binge-eating disorder does inflict people of all body sizes and often it does lead to weight gain.

Gayle King: What triggers it over the age of 35?

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Cynthia Bulik: That's really interesting. We know that all of those eating disorders have a genetic component but what we are seeing is that there is some sort of new mid-life triggers. Some of them are internal, one of the big internal ones is actually menopause...

Gayle King: Oh no...

Cynthia Bulik: Oh no, indeed. And we know that puberty is a trigger, and menopause and puberty are sort of like bookends. They are both periods of hormonal upheaval. Menopause affects your appetite, it affects your mood, it affects your body shape and it affects your sleep. And all those things can lead to unhealthy behaviors that sort of pave that slippery slope down to an eating disorder.

Anthony Mason: Are these people who have had eating disorders in the past effectively coming back after being suppressed for years or are these absolutely new cases?

Cynthia Bulik: We are seeing three different patterns. One of them is people who might have had an eating disorder when they were adolescents and then they sort of recovered or partially recovered and it smoldered for a while maybe but then there was one of those mid-life triggers and it reared its head again later in life. Some people, they have been chronic. They've had an eating disorder all along. And the third group is smaller but intriguing and they are really developing eating disorders over the age of 35.

Gayle King: But the main thing I want to know is what to do?

Cynthia Bulik: Right. The most important thing - get an evaluation.

Gayle King: But if the doctors are unaware of it how do we.....?

Cynthia Bulik: That's right! You bring that information with you, you take the book and say "look, this is me, I need help. How can I find help?" Because we know that eating disorders in mid-life can really cause a lot of physical problems. Eating disorders always cause problems physically

but when you are already aging and the body is less resilient you are at even greater risk. So, go in armed with the information, get an evaluation and get help.

Gayle King: All right Doctor Cynthia Bulik, may I mention the book?

Cynthia Bulik: Please do!

Gayle King: It is called "Mid-life Eating Disorders" and it goes on sale today.

This interview was brilliant for several reasons. The answers were short and conversational. In this three-minute interview, there were six different back and forth exchanges between Bulik and the two different journalists. So when you break that down, her answers are about 20-25 seconds for each question. Usually you will have more time to make your points on radio and in print as opposed to television. Still, it is advisable to be as concise as possible. When the opportunities arise, you can elaborate further.

Consider how she uses examples. You might not be very knowledgeable about eating disorders, but surely you can resonate that eating disorders can come "in small, medium and large." She used this example of puberty and menopause as "bookends".

I didn't work with Bulik on this particular interview, but did have her as a guest on my own podcast. Bulik noted that she spends considerable time – even though she is frequently quoted in the press – reviewing her key messages. For the CBS interview, we can see that her key messages – and the related data, examples and statistics for each point – probably had to do with the following:

1. The Perception Around Eating Disorders Has to Change
 - Eating disorders can affect anyone
 - Eating disorders don't discriminate
 - Eating disorders come in small, medium and large

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2. Binge Eating Disorder

- The new kid on the block
- Recognized by the American Psychiatric Association
- Examples and a simple definition
- There are midlife triggers and bookends

3. The Solution

- Information
- The book
- A medical evaluation

What are your key message points? This is applicable exercise not only for media interviews, but any external communications activity. I encourage you to think through 3-5 points for a particular topic that is pertinent to you. Back up each message with stories, data and statistics. Also think about integrating sound bites – those punchy, succinct comments that you know will resonate with an audience. Sound bites might consist of humor (done in good taste), analogies, rhetorical questions or bold action words and phrases. These sound bites should be memorable. Think about this in terms of the television channel playing a five-second preview of your interview that will air later in the newscast. The following questions can serve as your guide.

KEY POINT #1: _____

Why is this important?

Stories / illustrations:

Statistics to backup point:

What is one sound bite that might resonate with the targeted audience?

KEY POINT #2: _____

Stories / illustrations:

Why is this important?

Statistics to backup point:

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What is one sound bite that might resonate with the targeted audience?

KEY POINT #3: _____

Why is this important?

Stories / illustrations:

Statistics to backup point:

What is one sound bite that might resonate with the targeted audience?

4


ATTACKING THE ENEMY OF JARGON

A few years ago, one of my new colleagues was sitting next to me during a team meeting. Individuals during the meeting were using lots of acronyms and expressions that made no sense to this poor guy. I found my self literally translating for him some of this lexicon. It wasn't an enjoyable experience for either of us.

Please don't subjugate your audiences to this frustration in your different communications activities. It will be very difficult to achieve any of your big picture goals if you can't overcome this jargon barrier.


Avoiding jargon is easier said than done. Often times, we don't realize we are speaking in jargon. For academics, it can be particularly challenging, as the language you use in academic writing often times doesn't translate well for media interviews, presenting and other forms of public communication. Derek Thompson, a journalist for *The Atlantic*, communicated this well when he tweeted: "Just saw a paper called The Temporal and Focal Dynamics of Volitional Reconsumption. So tired of academia's shameless clickbait headlines."

I interviewed different individuals in putting together my media training curriculum. Here are two particularly pertinent quotes about avoiding jargon, one coming from a finance professor who is particularly adept at communicating complex topics in the media, and the other from a journalist with *The Chronicle of Higher Education*:



“What I usually try to do is compare a complicated situation to a simple situation that the audience can understand. For example, in explaining the largest heist in bank history - the Mt. Gox bitcoin theft - I said that ‘Mt Gox was like your community bank, except there were no tellers or security personnel, no cameras, and a vault of cash with the door wide open.’”

Duke University Professor Campbell Harvey






“I’d advise someone to be as relaxed and informal as possible, and to explain concepts the way he or she might to a family member or friend who isn’t an academic. To the extent possible, avoid jargon, keep the tone conversational and use specific examples to illustrate your points. The more interesting or colorful the better.”

Katherine Mangan, Senior Reporter for the Chronicle of Higher Education

These two quotes underscore the keys to eliminating jargon. It essentially comes down to three S’s: short, simple and stories.

Now apply these three S’s by taking the Jargon Test:

THE JARGON TEST

1. Test it out. Do your family members understand? 
2. What simple stories / metaphors can you use? 
3. What is your elevator pitch? Get to the point quickly! 

GENERATING IMPACT THROUGH TRADITIONAL MEDIA RELATIONS



5

DELIVERING YOUR MESSAGE IN A MEDIA INTERVIEW

Imagine you receive an email from a producer who wants you to go on a reputable television network to do an interview about your main area of expertise. The topic noted in the email is a perfect fit for you. You respond back asking for the questions in advance, but the producer only provides you with a few broad topical areas for conversation. Is this problematic?

I hope your response is something to the effect of “I don’t care about the questions so long as it is aligned with my topical area of expertise. I rather focus my energy on the answers!”

This is indeed the key to conducting effective interviews. Make sure you have clarity around your message points, highlighted in chapter 3. Once you are confident about these messages and the related points, remember the A, B, Cs of conducting an interview:

- A** – Answer the question
- B** – Bridge to your message points by using connecting phrases
- C** – Conclude to message points

Here is a visual of what this entails.



ANSWER



BRIDGE

- *It is worth noting*
- *I should add*
- *Building on that point ...*
- *Looking at the big picture ...*
- *The question that needs to be answered is*



CONCLUDE TO MESSAGE POINTS

You certainly want to make sure that the media outlet and the respective journalist are a good fit for you. Unless you enjoy the provocative and controversial and that aligns to your overall goals, going on debate shows is probably not a good fit.

Ultimately, remember that questions are only a starting point for you to connect to your message points. You can help influence the flow of the interview so that it goes in the direction that makes most sense for you. For example, if you are asked a question that you don't really have an opinion on or don't want to necessarily get into, you can answer something to the effect of: "I am not really sure about that situation. What I can say is that **SEGUE TO YOUR MESSAGE POINT.**"

While not all politicians are a good source of reference here, many are extremely skilled at this art of focusing on their messages. Watch *Meet the Press* for example and particularly note how the interviewees focus on the A, B, Cs.

One other way to think about this is the job interview. Often, candidates are asked about strengths and weaknesses. We of course shouldn't answer that question by listing an entire litany of all our failures. Instead, we try to highlight how we are addressing our weaknesses to illustrate that we are self-aware and take learning and development serious. Or we can note how a weakness can also be a strength (i.e. – I

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can sometimes be a bit too impatient. This stems from my passion and enthusiasm to deliver results quickly. I am certainly a go-getter, but do need to learn how to accept that sometimes it takes longer than I would like to bring about results).

This is not about being evasive. Most journalists want you to bring your thoughts and insights to the table and provide perspective that they hadn't otherwise considered. But they want you to deliver that message in a crisp and conversational way.

Andy Serwer, formerly the editor in chief for *Fortune* and now in the same role for *Yahoo Finance*, said the following when I interviewed him on my podcast: "It is sad but it's true that people's attention spans are shorter and you have to keep things succinct," he said. "There is a rhythm to having a conversation or an interview. It has to do with being self-aware and not being selfish or self-involved. It makes better sense for us to have a conversation and for people to hear that."

6

AVOID BEING MISQUOTED

“I won’t say that the papers misquote me, but I sometimes wonder where Christianity would be today if some of those reporters had been Matthew, Mark, Luke and John.”

This is something that US Presidential candidate Barry Goldwater once stated. Perhaps you can resonate with Goldwater’s concern.

On one hand, it is a legitimate worry. There are journalists out there who do mis-characterize their sources. This can be disheartening to say the least. But I think these types of journalists are in the minority. From my experiences leading media relations for different institutions, I have never seen a journalist deliberately misquote one of my colleagues. Perhaps one time for every 100 interviews was there some disagreement about the way a quote or story came out.

I do think there is sometimes confusion about the definition of a misquote. A misquote is deliberately taking an interviewee out of content, mis-reporting facts and / or making up information and attributing it to a source. However, it is not the fault of a journalist if a source says something stupid during an interview, and that quote comes out in the published story. Here are some tips to consider to reduce the likelihood of being misquoted:



Tip 1: Prepare

Any combination of

**RAMBLING +
JARGON +
ABSTRACTION =
HIGHER LIKELIHOOD
OF BEING
MISQUOTED**

This is among the reasons why you need to think through and write out your message points. These messages need to be written in a jargon free way.



Tip 2: Watch Pace



Deliberately slow down when conducting interviews. Print journalists are often times recording you. The faster you speak, the more difficult it is to accurately communicate your word choice. You may want to repeat your key points for emphasis.



Tip 3: Use a Good Connection



If you are using a crappy internet connection and are doing a Skype interview, there is a higher likelihood of miscommunication. Ditto if you are conducting a phone interview on your mobile and are in an area with poor reception.



Tip 4: Check Quotes



Important disclaimer: assuming this is a traditional interview (i.e – not a paid advertorial or sponsored content), you can request to see your quotes before publication to verify accuracy, but you cannot demand this. Some journalists will view this favorably; others will not. In this context, you are simply offering to be of service to the journalist.



Tip 5: Recap in an Email



When you finish an interview, I highly recommend that you send a recap email. This is just one more reason why having that message points document is important. You can simply copy and paste the relevant information and send to the journalist. At times, the journalist can use some of the content from this email summary to craft quotes.

7

WHY YOU SHOULD STUDY THE MEDIA OUTLET PRIOR TO AN INTERVIEW

Professors tell their students to study for an exam. It is difficult for the students to succeed if they don't prepare accordingly. This principle applies to you as it relates to your different media interviews. Put yourself in the best position to generate impact by doing some basic homework. This is also key to increasing media opportunities, a topic we will broach in the next chapter.

You need to approach interviews from the perspective of what the media outlet's targeted audience would find most interesting. That might be something a bit different from what you think is most newsworthy. For example, this might mean exploring an aspect of your research that isn't necessarily what took up the brunt of the related paper. It is difficult to know what might resonate with the audience if you aren't familiar with the media outlet.

Ideally, you should seek out interviews with outlets you know. You obviously will be able to know the audience's interests if you consume the content in that particular outlet from time to time. If you aren't familiar, it could still be a good fit, but you will need to spend some time preparing. Take a bit of time to investigate the outlet and the journalist who will be interviewing you. Here are a few points to consider:

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- Read the **About Us page of the media outlet**. Pay attention to the goal for the outlet and the demographics of the targeted reader.
- **Search the name of the journalist** who will be interviewing you. Read their bio, either on the media outlet's website and/or on social media sites.
- **Take note of the journalist's latest piece**. Pay particular attention to how the journalist covers experts. Is it in the form of an in-depth Q and A interview? Are expert quotes peppered throughout the piece? Is it a feature or an opinion piece?

All this intel that you can gather will help give you a better idea about how you can be of most value to the journalist. You can then put yourself in the best position to deliver messages that are most likely to resonate.

8

HOW TO GAUGE SUCCESS OF YOUR INTERVIEWS

How do you evaluate the success of a media interview? Often times, we guess the response to this question.

Don't fall into this trap. The following image is your interview checklist. Any time you conduct an interview, honestly answer these questions. If you don't have much experience conducting interviews, I encourage you to do practice interviews with the help of a colleague or friend and use this checklist as a guide to gauge your progress.

INTERVIEW CHECKLIST

1

MESSAGES

- Did you get your key points across and integrate data, stories and sound bites?
- Do you think the general public understood you?

2

RESPONSES

- Were your responses short / conversational?
- Did you answer the questions and then effectively use bridges?

9

THE NUANCES OF BROADCAST MEDIA

Television visibility is great, so long as you understand the nuances of it. You don't want to be that expert on television who is looking in the wrong direction, twitching and/or transpiring while the camera is rolling. Keep in mind the following:

Before the interview



DRINK PLENTY OF WATER
BEFORE THE INTERVIEW

ARRIVE 15 MINUTES
IN ADVANCE



What to wear



AVOID STRIPES / PATTERNS. SOLID COLORS ARE BEST.

WOMEN: USE MAKE-UP IN MODERATION



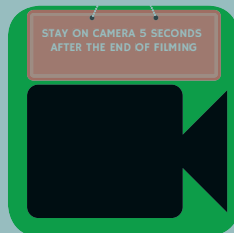
MEN: IF YOU AREN'T SURE HOW TO APPLY MAKE-UP, DON'T DO IT.

Body language

SPEAKING WITH YOUR HANDS CAN HELP, BUT MAKE SURE IT'S NOT DISTRACTING.



REMOTE INTERVIEWS: LOOK AT CAMERA.



FOR IN PERSON INTERVIEWS: LOOK AT ANCHOR / REPORTER

10

HOW TO GENERATE INTERVIEW OPPORTUNITIES

Many of the professors I work with generally are confident about crafting content that will resonate with academic audiences for a journal article. But sometimes there is confusion about what is pertinent from a media relations point of view.

Consider the nine different types of stories that make news:

- ✓ Proximity
- ✓ Famous people
- ✓ Conflict, drama and tragedies
- ✓ Resources for readers
- ✓ Human interest stories
- ✓ Trends
- ✓ Novelty / new
- ✓ Anniversaries and holidays
- ✓ Events that impact a media outlet's audience

Now as you go through this list, you might be thinking that your research paper doesn't connect to any of these attributes. That may indeed be the case. But sometimes we need to dig deep to see how our research / areas of expertise connect to what is newsworthy. So for example, let's say you are an expert on the topic of consumer behavior. Here are possibilities on how your content – either your

research or perhaps general opinions – might correlate to these news story types:

| TYPES OF STORY | CONSUMER BEHAVIOR SLANT |
|--|--|
| <i>Proximity</i> | <i>New major retailer moves onto Main Street in your local community</i> |
| <i>Famous people</i> | <i>Why do people flock to celebrity brand names</i> |
| <i>Conflict, drama, tragedies</i> | <i>When do people resume spending after a major tragedy experienced within the country</i> |
| <i>Resources for readers</i> | <i>Holiday shopping advice</i> |
| <i>Human interest</i> | <i>How individuals in low-income communities spend over the holidays</i> |
| <i>Trends</i> | <i>How are retailers using a particular new technology to reach consumers</i> |
| <i>Novelty / New</i> | <i>New consumer behavior research on tourism spending</i> |
| <i>Anniversaries and holidays</i> | <i>Day after Thanksgiving holiday shopping</i> |
| <i>Events that impact a media outlet</i> | <i>Participating in a special feature for Advertising Age</i> |

Now it is your turn. Listed below are different story types. Fill in the blanks by noting ways in which your content could be potentially newsworthy.

| TYPES OF STORY | YOUR AREA OF EXPERTISE |
|-----------------------------------|------------------------|
| <i>Proximity</i> | |
| <i>Famous people</i> | |
| <i>Conflict, drama, tragedies</i> | |
| <i>Resources for readers</i> | |
| <i>Human interest</i> | |
| <i>Trends</i> | |

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| | |
|---|--|
| <i>Novelty / New</i> | |
| <i>Anniversaries and holidays</i> | |
| <i>Events that impact a publication</i> | |

Now consider the following questions:

1. What are your current strengths in terms of your media presence?

2. Where can you improve?

3. What is on the horizon for you that could be a media opportunity?

4. Put yourself in your audience's shoes. Answer the "so what" from the perspective of a media outlet's audience.

11

MEDIA PITCH TEMPLATES

Journalists are frequently bombarded with pitches. I spoke to an editor from *Inside Higher Education* who told me he receives 500 pitches a day! Journalists are quick to complain about the quality of these pitches. These complaints usually center on the following:

1. Untargeted pitches with no news angle (i.e - blasting a press release to numerous journalists all at one time, regardless if that pitch is pertinent to the media outlet).
2. Relevant information not included.
3. Too long.

The media landscape is constantly changing. There are countless articles alluding to the death of different forms of journalism. Newsrooms are shrinking, while journalists' demands are increasing. Many media outlets are filling the void by bringing on guest contributors who are often times academics, experts and influencers. On one hand, that means opportunities to be a regular contributor. It also means that you can send media pitches to traditional journalists who work full-time for a media outlet as well as these different guest contributors.

It starts with identifying what is newsworthy related to your work (addressed in the previous chapter). Then it is about building relationships with journalists who cover the related newsworthy topic. I suggest you focus on getting to know 5 – 15 targeted journalists or guest contributors. Study their work carefully. What is the format for their stories? How do they quote sources? If it is an editor and you are

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looking to become a regular contributor, analyze the other writers. What is their style? What type of content seems to resonate? Once you have identified these individuals, I encourage you to follow them on social media and comment / promote their work by posting on your Twitter feed for example. Eventually reach out with the intent of providing *them* value and building relationships.

Here is a “meet and greet” pitch template that you can adapt:

Dear _____,

Greetings from _____ (name of school / organization; include hyperlink). I have read your criticism of the _____ industry with great interest, particularly your piece on _____(date). My expertise is in (include hyperlink to your bio) _____

- POINT 1
- POINT 2
- POINT 3

(SHORT AND SWEET, HIGHLIGHT EACH POINT IN A SENTENCE OR TWO):

I know you are based in _____ (city). I will be passing through there in two weeks and wanted to see if you would be interested in meeting for an informal coffee? It would be great to exchange views and I would be keen to learn more about your editorial priorities in the upcoming weeks. I can try to connect the dots to anything my colleagues or I am working on that may be useful for you.

Best regards,

NAME

TITLE & CONTACT DETAILS

If you want to pitch a specific story, here is a template you can follow:

Dear _____,

Greetings from _____ (name of school; include hyperlink).

As you cover _____, I thought you would be interested in my research on _____ (include hyperlink). The research is counterintuitive in the following ways:

POINT 1

POINT 2

POINT 3

(SHORT AND SWEET, HIGHLIGHT EACH POINT IN A SENTENCE OR TWO)

Perhaps this would be something of interest to your readers. If you are interested, I would be pleased to discuss this with you in more detail.

Best regards,

NAME

TITLE & CONTACT DETAILS

Consider how you might use these two templates as a starting point to develop relationships with media.

12

HOW TO WRITE AN OP ED

Op Eds in local and national publications can provide instant credibility. This visibility can be quite effective in communicating your knowledge to the public. However, the writing of an academic journal article is quite different from an Op Ed.

One major difference is that Op Eds must begin with an effective lede – the opening paragraph. Take a look at these Op Ed examples from three different professors and notice how they differ from how an academic journal article begins:

- **Germany is right to ask for austerity**
by Edmund Phelps of Columbia University

Many commentators think the crisis in Europe is caused by the euro and that the fix is to give aid to the insolvent to avert large defaults. Neither is true.

Financial Times Op Ed

- **Women fail to make the grade in senior academic roles**
by Barbara Allan of Westminster Business School in London

Look closely at a graduation ceremony. You will notice that sitting at the front of the stage are university leaders, deans, senior academics and dignitaries, all of whom are more likely to be men, while those at the

back – the teaching academics – are probably an equal mix of sexes. How do our students interpret this – if they even notice it?

Financial Times Soapbox Column

- **Your Waitress, Your Professor**

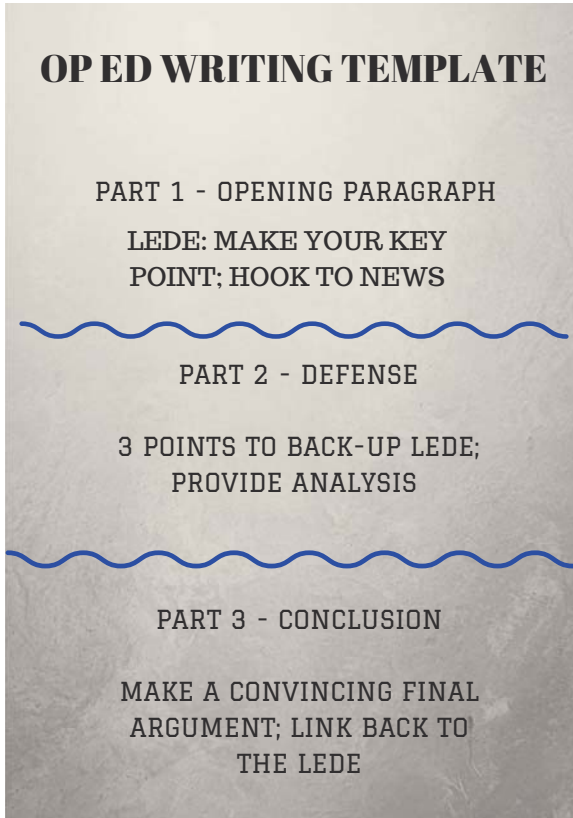
by Brittany Bronson, English instructor at the University of Nevada, Las Vegas

On the first day of the fall semester, I left campus from an afternoon of teaching anxious college freshmen and headed to my second job, serving at a chain restaurant off Las Vegas Boulevard. The switch from my professional attire to a white dress shirt, black apron and tie reflected the separation I attempt to maintain between my two jobs. Naturally, sitting at the first table in my section was one of my new students, dining with her parents.

New York Times Op Ed

The lede is the key to drawing the reader in and whetting their appetite to continue reading. Edmund Phelps states directly his key point with a few succinct sentences. Barbara Allan and Brittany Bronson both draw the reader in by making their point through a story. Follow their examples as you write the lede for your Op Ed.

After the lede, consider writing the rest of your Op Ed using the template highlighted on the next page:



Here are some other general “Do’s and Don’ts”:

| DO’s | DON’Ts |
|---|---|
| <i>Make one point well. Get to that point right away.</i> | <i>Wind up.</i> |
| <i>Keep sentences short and speak in common language. Humor and analogies work well. So does personalization.</i> | <i>Use jargon.</i> |
| <i>Keep in mind your reader – why do they care about your point?</i> | <i>Ramble.</i> |
| <i>Use the active voice. (i.e. – I recommend that</i>) | <i>Use the passive voice. (i.e – It would be recommend to</i>) |

There are a few other points of clarification about Op Eds that sometimes can cause confusion. First, there is a difference between an Op Ed column and the comment section of a paper like *The New York Times*. The comment section is usually a 1-2 paragraph opinion / reaction to a previously published piece in the media outlet. The column is more along the lines of a contribution which is usually about 800 words. There are also some minor differences between Op Eds in major newspapers and guest contributions for different online sites like *Harvard Business Review* and *Forbes*. The latter we cover in chapter 17 on writing for distracted online audiences.

Finally, let me just highlight for you some words of wisdom from some different individuals. First I wanted to highlight the advice from Linda Anderson of *The Financial Times*. She used to be in charge of the Soapbox guest contributor column, which appeared in the business education section, and now is a commissioning editor for the paper's special reports. Linda says:

"If you want to write an opinion article for *The Financial Times*, the best advice I can offer is to be concise. Less really is more in these circumstances. A pithy 800-word, well-argued article has far more impact than a 1,700-word tome. And please resist temptation and avoid 'management speak'. Simple prose works best and will always deliver a more effective argument."

I also wanted highlight some guidance for you from Roland King. Roland is a consultant working in higher education. He has done analysis of over 350 university president Op Eds and discussed some of the lessons learned on my podcast.

"The good one has a strong point of view," he said. "It says something that hasn't already been said 100 times. It's written in the voice of the president or the academic."

13

HOW TO PLACE AN OP ED

Op Ed editors from top outlets like *The New York Times* literally receive hundreds of submissions each day. Don't let that discourage you, but please do be realistic. If you can't place your piece in a top outlet like *The New York Times* or *The Wall Street Journal*, think about secondary options.

Regardless, adhere to the following rules when pitching:

- Know the publication.
- Target accordingly.
- Follow the publication's Op Ed submission rules.
- Understand the nuances between different types of outlets.

When you pitch, answer the following questions: 1) why now?; 2) why should people care?; and 3) why you are qualified to do this? Keep your pitch short and to the point, include your contact details and send your piece in the email itself (no attachments). Here is a template for your reference:

Subject line: Op Ed Submission: "TITLE OF YOUR PIECE"

Dear _____,

Greetings from _____ (name of school / organization; include hyperlink). I realize from time to time that the _____ (name of publication) runs columns on _____

(subject) in the _____ section. A topic that hasn't been highlighted is _____. It is important that the public is aware of this because _____. I have outlined the rationale in the below contribution (____ words). The article has not been published or submitted to any other outlet. I would be grateful for your consideration to run this piece in the _____ (name of publication).

Briefly about me: (explain your credentials in two sentences).

Thank you very much for your consideration.

Best regards,

YOUR NAME / CONTACT DETAILS

COPY OF YOUR ARTICLE

Many outlets have Op Ed guidelines available to the public, including *The Financial Times, The Wall Street Journal, The New York Times, USA Today* and *The Guardian*. Google "Op Ed guidelines for XYZ publication" and you should come across some sources.

Ideally, you want to send your pitch to a specific person. In cases where just a general opinion email is provided, do research to see if you can identify a specific name of the Opinion Editor.

GENERATING IMPACT BY CREATING CONTENT ON OWNED PLATFORMS



"YOUR NAME"

Broadcasting Company Inc.



14

THE BENEFITS OF OWNED MEDIA

We live in incredible times in which anyone with access to the internet has the opportunity to create content and essentially start their own “media outlet”. Everyday people can be commentators giving their opinions in blogs, interviewers via podcasts and broadcasters through live streaming apps and video hosting sites like YouTube and Vimeo. This comes with pros and cons for our society. For academics, it offers many benefits.

If you are not creating and disseminating information / content in some form online, you are essentially invisible. If you do make the effort to invest in this activity, **you can be found via search**. This **leads to opportunities**, such as media interviews or speaking gigs.

While you may not amass a following as big as *The New York Times*, there are numerous examples of professors who are **building significant audiences**. Dan Ariely, a professor at Duke University, has 154,000 subscribers to his blog. Prestige of your institution is not necessarily a prerequisite to drawing a following. If you are creating great content, you can build an audience regardless of the name of your school. Case in point is David Burkus, a professor from Oral Roberts University. His blog and podcast have both drawn substantial followings.

Size isn’t everything. Think about quality too. Even if you have a smaller audience, you still have the means to provide niche content to your targeted audience, whether it be influencers, other academics, alumni and / or students, among others.

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You can also use your online platform to support your own **learning**. For example, if you conduct interviews as part your owned content, you can expand your network while at the same time glean new information. Anyone who creates content in some form – whether it is a blog post, an academic article or a presentation – knows that putting “pen to paper” provides clarity.

You also have the means to use your thought leadership to **support your research**. Deborah Lupton, a sociologist who teaches at the University of Canberra, noted the following when I interviewed her on my podcast: “When I have a general article come out in a journal, I write a blog post about it and then tweet about it. When I go back to look at the views of the article, other articles that might come out in the same issue have not received as much readership compared to my article that came out in that issue. So it is very obvious how blogging and tweeting about a new piece of work really has a major impact on how many people engage with it. Lots of things cause people to cite your work, but it’s pretty clear that the more people are reading your work then logically more people will be citing your work.”

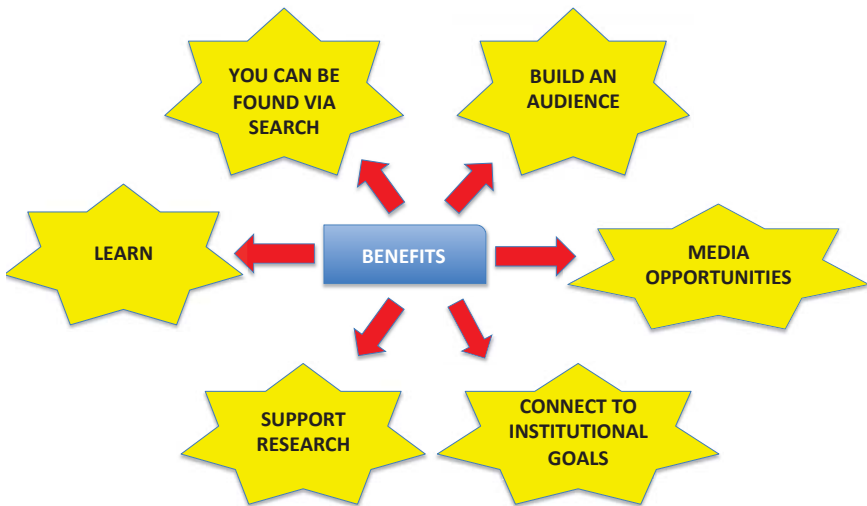
Finally, you can **connect to institutional priorities as well your broader personal objectives**. Consider the example of Karl Moore from McGill University. Moore does a CEO Interview Series. It’s fascinating how he has taken these CEO interviews and leveraged them in the classroom, his research, traditional media relations, career relations and admissions.

“What I try to do is one thing in which many things can be spun out of it,” said Moore. “So I use these interviews in alumni events. I use them for *The Globe and Mail* newspaper in Toronto. I use it for my radio show and I used it for the alumni so I get three things out of it and the CEO says to me ‘send me some of your best students, I want to hire them’. So there are many agendas being served by creating those relationships.”

Moore notes that creating this content fits into the community service and research buckets. In his case, he centered the CEO interviews on his research focus: introverted executives. The interview content has been highlighted in his book.

“Because we have a relationship I get research access at the highest levels which is a huge challenge when you’re trying to do research at the CEO level,” Moore said. “I cracked that because they come to my class. They come to my radio show and I interviewed them for the *Globe and Mail*. There is something in it for them but most fundamentally I have a relationship where they know and trust me.”

How can you apply some of these benefits to your particular context?



15

THINKING THROUGH AN OWNED MEDIA STRATEGY

Have you ever attempted to create content on a blog, had some early momentum, but then eventually you gave up for one reason or another? If yes, you are not alone! Many content initiatives fail because there isn't a clear strategy in place.

Whether you are thinking about creating audio content (a podcast), written content (a blog) or video content (YouTube videos or live streaming), it is important to bring a professional media approach to your content creation. This centers around an editorial mission. Most every media outlet has an editorial mission – almost always communicated internally and often times externally as well. An editorial mission statement answers the following:

- Who is the core audience?
- What will you deliver to them?
- What is the desired outcome?

For example, here is *Marketing Magazine's* editorial mission:

Marketing is Canada's definitive source for news, analysis and insights into the business of marketing. We help marketers by delivering what they need to win in today's fast-changing industry – on our digital and video platforms, in Marketing magazine and at our

industry-leading awards and events. Our mission is to engage, inspire and inform with great storytelling that makes sense of disruption and change.

Our key audience is made up of the industry's top marketers and the major decision-makers when it comes to setting strategy and spending decisions. Marketing is the go-to news brand for influencers at creative, media and PR agencies, as well as the broader marketing community in social media, digital, publishing and ad tech.

Nicole LaVoi, a professor at the University of Minnesota, is an expert in sport sociology and sport psychology. A terrific example of a publically engaged professor, Nicole's *About Us* section on her blog serves as a great example of an academic's editorial mission:

About This Blog: One Sport Voice This blog reflects my evolving critical perspective and voice on all things sport (see the "critical" link to find out more about this perspective). A critical perspective is not the same as being critical. The name choice for this blog is personal and intentional — LaVoi means "the voice" in French. Therefore I am literally and figuratively — One Sport Voice. I am a critical thinker, scholar, and researcher and advocate of girls & women in sport, youth sport, and coach & sport parent educator.

My goal is to help readers see the issues I write about with a different perspective (not necessarily one that you agree with) and to provide those who have a similar perspective a place or find a kindred spirit. It is a place for me to explore ideas. Although I am one voice, many of the ideas in this blog begin with conversations with colleagues, friends, undergraduate and graduate students, and family, or an observation that usually starts with "Can you believe

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that...?” or “Really? Again!” or “Did you see...?” This blog is also about disseminating research information in a more timely and accessible way.

Finally, consider the more direct approach of Duke University professor and behavioral economics expert Dan Ariely:

I’m Dan Ariely. I do research in behavioral economics and try to describe it in plain language. These findings have enriched my life, and my hope is that they will do the same for you.

Now it is your turn!

What is your editorial mission?

Hopefully you have actually taken action on this! Now let’s flesh this out a bit. To have a professional media mindset, I suggest you think about your editorial “beats”. Just like you can read the sports, business and weather sections of your local newspaper, think about the themes of the content you will create.

Possible examples of beats for an academic working in sport sociology might be:

- Latest research
- News coverage of sociology and major sporting events
- Curation
- Book reviews
- Interviews with thought leaders
- Insights from the classroom

- Snippets from your own book
- Other

It is your turn again!

List the editorial themes that you want to highlight as part of your owned content output.

Let's then apply this to an editorial calendar. If you want to be serious about creating content on a regular basis, an editorial calendar is key. You need to be realistic about the quantity of content you will create. Blogging every day is rather difficult for most. At the same time, you probably won't have a significant impact if you create content once a year. For me personally, my focus has been on podcasting and I have made it a point to focus on conducting two interviews per month. It is manageable for me and it provides a realistic expectation for how often my audience can expect to receive content.

There is a huge difference between creating content when you feel like it as opposed to when it is required. Thomas Friedman writes his *New York Times* columns regardless as to whether he feels particularly inspired on that given day. An editorial calendar serves to a certain extent as a form of accountability. In addition, it helps us to see the big picture of our content and how it links to our mission, the editorial beats and our overall goals.

On the next page is an editorial calendar template. You may want to modify the different headings as well as the number of rows for each month. The key is to be deliberate and strategic so you can maximize your impact.

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| TYPE | RELATED BEAT | DETAILS | DEADLINE |
|----------|--------------|---------|----------|
| January | | | |
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| February | | | |
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| April | | | |
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| May | | | |
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| June | | | |
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THINKING THROUGH AN OWNED MEDIA STRATEGY

| TYPE | RELATED BEAT | DETAILS | DEADLINE |
|-----------|--------------|---------|----------|
| July | | | |
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| August | | | |
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| September | | | |
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| October | | | |
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16

HOW TO CREATE CONTENT EFFICIENTLY

"I am too busy!"

I frequently hear these four words when I speak with academics who don't want to invest the necessary time to their external communications activities.

Unfortunately, I don't have the power to create more hours in the day, but I do have some tips to share on how you can create content efficiently and effectively by re-purposing your different materials. As a researcher / academic, you are ideally positioned to create compelling content because you already have a base of materials. Many others don't have this advantage. So consider the snippets and sections from already prepared materials that can be the basis for content:

- **Repurposing a book you authored**
- **Repurposing a research paper you wrote**
- **Repurposing a presentation you prepared**
- **Repurposing notes from a conference you attended**
- **Repurposing notes from a media interview you conducted (i.e., if you prepared your key message points document for an interview, you can easily turn this around into a blog post)**

Another possibility is to create content based on the questions you are asked by students, alumni and others. Often times, one question can be the basis for a blog post, for example.

Make no mistake about it – there is a time commitment involved if you want to see impact. It is therefore important to work smart and efficiently.

You might also want to think about outsourcing some of your content creation. Perhaps a graduate student might be interested in helping out pro bono. If you can connect different facets of your external communications to institutional goals, then maybe your school or university's communications department can provide support. If none of these options are available to you, then consider working with a communications consultant or agency.

17

WRITING COMPELLING CONTENT FOR DISTRACTED ONLINE AUDIENCES

Dorie Clark, a marketing consultant who has taught at several business schools, understands very well the impact that can result from creating compelling content online. Back in 2009, she wrote a guest blog post for *Harvard Business Review* online. This piece caught the attention of an editor from the *Harvard Business Review* print publication. He asked Dorie to expand on her initial post for a more in-depth feature for print. Dorie did so quite effectively, as evidenced by the fact that the article caught the attention of someone from *Harvard Business Review Press*. Dorie soon had a contract in hand to write the book: *“Reinventing You - Define Your Brand, Imagine Your Future”*. The book, published in 2013, has opened up a number of opportunities for her.

“As I have been giving more speeches around the country and the world, I’ve realized that you are not very successful if you reach out to people and say ‘I’d like to speak at your conference’,” Clark said when I interviewed her on my podcast. “They almost immediately think you are some kind of a charlatan and just cover their ears.”

Clark’s advice is to create the kind of inbound marketing that draws people to you.

“If you are blogging, or getting your ideas out in certain other ways, then people will do internet searches, they’ll discover you, they’ll begin to follow you, and the more they hear your name, the more credible you’ll become. Then, even before they talk to you, the sale will be made.”

Writing for online audiences is the primary way for academics to create such opportunities. However, there is lots of noise online, as you probably know. Here are a few points to consider as you think about reaching online audiences via the written word, whether it be your own or an external blog.

1. Use clear language and consider timeliness

5 Most Recent Posts

New Report on the Dangers of Early Sport
Specialization
Thank You Pat
Shameful & Inaccurate Media Coverage of MN Lynx
SI Sportsperson of the Year Cover Image of Serena
Williams: Opportunity Missed
Reform Needed in Youth Sport

Notice the titles in Professor Nicole LaVoi’s blog. These were all timely for people involved in the sports world when they were originally posted. Academic journal articles with titles of 20 words don’t work for blog writing.

2. Consider conducting interviews with influencers

I have benefitted tremendously by interviewing influencers on my podcast. It is a great way to open up your network and connect with interesting people. Almost all of the individuals I invited on to my podcast said yes. I would say about 2/3 of those would



have said no thanks if I had asked to “pick their brain” over a coffee or Skype call. David Burkus from Oral Roberts University, Karl Moore from McGill University and Mark Anthony Neal from Duke University are all great examples of professors who regularly conduct interviews (more information about them is in chapter 18).

3. Be “scan and search friendly”



Think about how you consume a piece of content. Odds are, you are captured by the title of an article, and then you read the first paragraph (the lede). You continue reading depending on how this content resonates with you. Also consider that many people online skim and dive into particular sections. For this reason, consider using lists, subheads and bullet points. Tags and categories are useful for content written on your own blog as it is a way for visitors to sort through your content themes.

4. Consider length and visuals



How long should your written content be? The answer: whatever is necessary. On the low side, consider African American studies expert Mark Anthony Neal (his blog image his pictured above). In one year, he wrote over 1,200 blog posts! Note however that often times these posts were just 2-3 paragraphs and a link to a video. Traditionally, the prevailing thought is to keep blog posts in the 800-word range. Think about how you can make your content visually appealing by integrating graphics, images and videos. Tools like [Canva.com](https://www.canva.com) and [Unsplash.com](https://unsplash.com) offer free or cheap images, and Canva includes a user-friendly photo editing service.

In conclusion, here is some advice on blog writing from Monique Valcour, a professor at EDHEC in France and a regular contributor to *Harvard Business Review*: “Writing for business blogs is entirely different from academic writing. You need to get to the point very quickly and preview the key takeaways in the first paragraph, rather than saving them for the end. Blog readers don’t care about the history of research into the topic, the underlying theoretical framework, nor are they interested in your methodology (beyond the most basic one-sentence description). I recommend that you try coming up with with a single compelling sentence that telegraphs the most important takeaway of your research for managers. Build from there, using statistics and examples to illustrate your main points.”

18

THE BENEFITS OF PODCASTING

It is a crowded content space out there. Attention spans are limited. As you think about your content marketing strategy, you should perhaps consider podcasting as a medium to achieve your goals. Podcasting is the only form of content that can be consumed while an individual is doing other activities. Whether you are doing housework, driving or exercising, you can tune into your favorite podcasts. Written content, videos and images all have their place and should be strategically deployed, but they don't afford this flexibility. Driving while reading a blog post or flicking through photo streams will never be a wise choice!

With podcasts, listeners' attention spans are often longer than other mediums. It is a rather intimate relationship – listeners literally have your content inserted into their ear buds.

If you mentioned the word podcast 10 years ago, you probably received many blank stares. For those familiar with the medium, they would need to plug their iPod into their computer and wait several minutes for their podcast episodes to download. Things have changed in recent years. The ease in creating and downloading podcasts has contributed to its growth. According to a 2016 Edison Research study, 50% of respondents age 12 and older listened to some sort of online radio in the last week, a 44% increase from 2015. In 2008, just nine percent of respondents noted that they listened to a podcast. In 2016, that number increased to 21%.

Podcasting went from niche to the masses in 2015 with the release of *Serial*, which generated over 80 million downloads. In June 2015, President Obama gave an exclusive interview to a podcaster: Marc Macon of the *WTF Podcast*. The President of the United States actually recorded the interview in the podcaster's garage studio! *This American Life*, produced in collaboration with *Chicago Public Media*, is the most popular podcast in the United States with around one million people downloading each episode.

There are great examples of institutional podcasts. Check out *Harvard Business School's Cold Call Podcast*, the *Wharton Business Radio Highlights* and *The University of Texas Austin's 15 Minute History Podcast*.

In addition, there are individual professors who are effectively leveraging podcasts. An individual professor can benefit from the visibility and relationship building possibilities. In addition, here are other considerations:

- Leverage in the classroom
- Disseminate research to public audiences
- Use as a research tool
- Personal impact and opportunities that come with building your personal brand.

Here are some examples of this:

1. Mark Anthony Neal, Professor at Duke University

Neal, a professor in the African-American studies department, hosts a podcast called *Left of Black*. According to its Twitter handle, *Left of Black* offers a 'contrarian view of blackness' interviewing academics & artists. "85% of my guests are new book authors who share their subject matter with my audience," Neal said. "The podcast is another medium connected to my brand. When I go to conferences now, people recognize me for the *Left of Black* podcast. It has introduced me to the work of many new authors and been an interesting way to build relationships and my audience."

2. David Burkus, Professor at Oral Roberts University

Burkus interviews management experts for his podcast: *Radio Free Leader*. At the time of this writing, Burkus has conducted 740 podcast interviews. His guests bridge the gap between scholarship and management. Despite being a relatively young professor and working at an institution that isn't well-known, Burkus has written two books, consults regularly and has built a large audience through social media and his own email subscriber list.

"Many are in an academic model in which they are at graduate school and try really hard to present at conferences and publish in journals. Then they get into a program and try to get tenure, and then eventually they write the trade book. Well, for me, the podcast gave me the opportunity to publish the trade book right off the bat," said Burkus.

3. Karl Moore, Professor at McGill University

If you are looking for an example of a professor using audio content for the entire benefit of the school, then consider Karl Moore from McGill University. Moore conducts a CEO Interview Series in which he interviews a CEO or thought leader for CJAD Radio in Montreal, which is made available as a podcast through the audio platform SoundCloud. Refer back to chapter 14 for additional information on how Moore leverages this content.

4. Steve Levitt, University of Chicago

Levitt is the co-author of the best-selling book *Freakonomics* and a regular contributor to the *Freakonomics Podcast*. Obviously, by using the podcast title *Freakonomics*, he is able to continually position his book through his audio content.

5. Corey Olsen, Signum University

Formerly a professor at Washington College, Olsen now dedicates his time to Signum University, an online learning facility he founded in

2012. For years, he hosted a podcast focused on the works of Tolkien. The podcast achieved over a quarter million downloads in its first year (2009), according to Olsen's Wikipedia entry.

Podcasting Checklist

If you are thinking about podcasting as a medium to communicate to external audiences, consider the following areas.

Strategy

- ✓ What are you trying to achieve with your podcast?
- ✓ Who is your targeted listener?
- ✓ How will the content you create benefit that individual?
- ✓ What is the structure of your show (interview show, snippets from lectures, solo reports, etc)?
- ✓ What does your editorial calendar look like?

Microphone options

- ✓ Studio at your school
- ✓ Remote Snowball
- ✓ H6 Zoom Handy Recorder
- ✓ Rode Podcast USB Dynamic

Recording options

- ✓ Studio at your institution
- ✓ Renting a studio
- ✓ Through your computer using Audacity or Adobe Audition
- ✓ Through Skype using ECamm Recorder*

**Particularly useful if doing interviews with remote guests.*

Editing options

- ✓ Do it yourself

MAXIMIZE YOUR IMPACT

- ✓ School / university resources
- ✓ Outsource audio production

Dissemination tactics

- ✓ Submit feed to different podcast directories (iTunes, Stitcher, iHeartRadio, etc)
- ✓ Create show notes summarizing your podcast
- ✓ Create a transcript to help be found in search
- ✓ Disseminate through social media
- ✓ E-marketing
- ✓ Make visible on your website
- ✓ Consider displaying in email signatures

One-off set-up considerations

- ✓ Create an account through LibSyn to host your podcast
- ✓ Design a unique logo for your podcast

19

PROMOTE YOUR CONTENT

Some academics who I have worked with over the years create a compelling piece of content, but then keep it a secret. Please don't do this! Just as I advocate for distilling your research and communicating it to different audiences, so too I would like to encourage you to promote your content as part of your public communications efforts. This is not about being self-promotional. Look at this as an additional component of sharing knowledge and ideas with others.

So after you have published a piece of content on your own platform, consider the following:

1. Leverage in media relations

For example, a blog post you write could be the basis for a pitch to a journalist for a potential media interview.

2. Share with your communications / PR colleagues at the school / university / organization

There could be opportunities for your colleagues to share this piece via the institutional social media channels, newsletter and print publications. Having previously worked in a school communications department, I was always frustrated when I stumbled across great content written by a professor six months after it was published on a personal blog. If your communications colleagues are proactive and

professional, they will probably want to be made aware of this content so they can consider how they might leverage it.

3. Consider creating an email newsletter

Email marketing is alive and well. There are probably people who want to be informed about your content, but wouldn't necessarily visit your website every day or week. Overcome this barrier by putting the content in readers' inboxes. Services like MailChimp are relatively easy to navigate and are free up to a certain number of emails. Your email subscriber base is key to building an audience. You might want to think about integrating a "lead magnet" on your personal website. This is essentially offering free valuable content in exchange for an email address. The aforementioned Dorie Clark provides a great example of this at her website: www.dorieclark.com.

4. Promote your content on your own social media channels

If you have a particularly interesting piece of content, I would encourage you to promote this on social media often. For example, don't assume that everyone saw your tweet at 11:00 am on a Saturday. Consider promoting that post several times over the course of the upcoming weeks and months. Some of the best online marketers will even promote evergreen content that is a few years old. This makes good sense. There is no magical formula – the frequency should depend on how often you are creating content, if it is evergreen and / or if the topic created in the past once again has a newsworthy angle because of some event.

5. Leverage in the classroom

Bill Fischer, a former colleague of mine from IMD business school in Switzerland, writes a regular column for *Forbes*. He integrates these articles into the classroom experience in various ways. Professor Karl Moore does the same, as explained earlier. I teach different workshops and much of my content is from the podcast interviews I have conducted over the years. It might not be applicable all the time, but

you should definitely think about how you can use content you are creating to enhance the student learning experience.

6. Include in bios

This is low-hanging fruit. Often times, bios come across as dry. Consider demonstrating thought leadership by including links to your content on your bio.

GENERATING IMPACT USING SOCIAL MEDIA



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SOCIAL MEDIA: 5 PRINCIPLES TO CONSIDER

Alicia Jessop, a professor in the kinesiology and sport sciences department at the University of Miami, is a social media machine. Her content is consistent, relevant and appears to be aligned to some of her big picture goals. Meanwhile, search out other professor profiles on social media platforms and you will see the opposite. Content is disseminated on an inconsistent basis, seems disjointed and doesn't seem to connect to any sort of objective.

There are certainly a number of variables that go into this. Some of these variables are probably related to the following principles that I suggest you adhere to:

Principle 1 – Be Strategic!

As you think about social media, revert back to the opening section in which we delved into your foundation. Your social media activity should reflect these goals.



Principle 2 – Be Consistent

As covered in the owned media content, you need to adopt a professional mindset to social media as well and not only engage / post when you “feel like it”. You need to sweat a little, hence why “perspiration trumps inspiration”.



Principle 3 – FOCUS!

The social media landscape can seem overwhelming. New channels are cropping up all the time. Just as quickly as some emerge, the shiny object from a few years ago dies out. You can't be everywhere! Think about the channels that make most sense for you. Do two or three channels well. For the sake of this guidebook, we will focus on Twitter and LinkedIn, probably the two most widely used mediums by academics and researchers for communicating to public audiences. ResearchGate and Academia.edu are channels to consider to broaden your reach with your peers and specialists in your field.



Principle 4 – Listen & Learn

One of the biggest mistakes we make is simply broadcasting. Don't get me wrong – you need to disseminate your content. But if you are not listening and focusing on what you can learn in the process, the impact is limited.



Principle 5 – Be Social

Most of us wouldn't feel comfortable attending a cocktail party and talking just to ourselves. Take this same mindset into social media. Don't drink alone – seek out ways to engage.



21

LEVERAGING LINKEDIN

Perhaps you think LinkedIn is not useful for you because you view the social network as a recruiting tool. If yes, you are not alone. I had a chat with some academics during one of my workshops about LinkedIn and basically they said that they were happy in their tenure track professor roles and were not interested in learning a tool like LinkedIn.

In my opinion, that logic made sense in 2008, but not in 2017 and moving forward. LinkedIn has evolved to being much more than just simply a space for job hunters. It has rolled out new features in recent years that make it more of a networking, learning and publishing tool. There are 450 million users on LinkedIn at the time of this writing. LinkedIn purchased the online course site Lynda.com for \$1.5 billion and shortly thereafter, the company was purchased by Microsoft for \$26.2 billion.

Here are some reasons you might want to consider being visible and active on LinkedIn:

- Demonstrating thought leadership / social proof
- Connecting with audiences (students, alumni, journalists, influencers, etc)
- Positioning programs / institutional initiatives
- Highlighting research / books

Add this all up, and you open yourself up to new opportunities.

Here is a checklist for you to consider as it relates to your LinkedIn profile:

1. Leverage posts

The LinkedIn publishing platform is fantastic for either syndicating content you write in other places, or making it your hub. Ideally, the best place to think about creating content is on your “owned” website platform with a URL built around your goals. But this does take a bit more time and money to set up. With LinkedIn’s publishing platform, you can literally have a personal online hub set up within minutes that allows you to create and disseminate content. If you do have your own website in which you already create content, think about using LinkedIn Publisher to syndicate your content as part of your promotional efforts (consider the acronym being used in the online marketing world called POSSE – Publish on your Owned Site, Syndicate Everywhere).

2. Leverage title space

Your title space can be used to say more than simply “Professor at XYZ University”. Consider highlighting important initiatives in the title space. For example, Patrick Rishe notes the following in his title: *Founder/President, Sportsimpacts; (2) Director, Sports Business Program, Washington Univ in St Louis*

3. Create a compelling summary, linked to your overall goals and strategy

The summary section is key LinkedIn real estate. Many either leave this section blank or copy and paste their official bio on to this section. Instead, I encourage you to write a summary from the perspective of your external audiences. Focus on the “You” – why visitors to your profile should connect with you. Also provide your contact details. For example, here is how I have structured my LinkedIn profile:

Gain clarity about what to communicate and then strategically disseminate those messages!

I started Experiential Communications to achieve this goal for my clients in the higher ed and research communities. Core to our business is the following:

Strategic Storytelling – Crafting compelling content that will resonate with specific niche audiences.

Engaging Education – “Experiential” learning through coaching, workshops and events.

Here is an overview of our core services:

MEDIA TRAINING FOR ACADEMICS PROGRAM

☆ Learn how to generate more visibility for you and your institution by strategically using social media, owned content platforms and the traditional press to communicate your message.

☆ Develop a strategy and use tools and tips to execute it.

☆ Glean insights on how your external communications efforts can support your research, networking and classroom activities.

AMBASSADOR TRAINING FOR ORGANIZATIONS

☆ Enhance brand visibility, both for the organization and its experts.

☆ Mitigate the risk of a communications crisis as individuals are trained.

☆ Expansion of networks.

☆ Internal alignment around key messaging and goals.

☆ Increase in marketing / communications assets that can be leveraged for core business objectives.

COMMUNICATIONS MESSAGING DEVELOPMENT

MAXIMIZE YOUR IMPACT

☆ *Glean insights from our research about how your key value propositions are perceived by internal and external stakeholders.*

☆ *Benefit from refined messaging based on insights from interview stage.*

☆ *Strategic dissemination of key messages, leveraging traditional media, digital communications channels and other core marketing collateral.*

We also run workshops as well as media events that bring together journalists, communicators and thought leaders. You can learn more about these offerings and access my content at www.experientialcommunications.com.

CONTACT

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Twitter: [@kevinanselmo](https://twitter.com/kevinanselmo)

Tel: +1 919 260 0035

4. Connect with audiences via groups

Groups can be a great place for networking and sharing information. It is certainly true that there are a number of these groups that are havens for members to promote their own work. But if you do a bit of research, you can in all likelihood find a group that is a good fit for you.

5. Connect with audiences via recommendations / endorsements

If networking is your goal, then consider giving endorsements (checking the plus sign for particular skills) or providing recommendations (a testimonial of a few sentences).

6. Seek out connections and then monitor and engage in stream activity.

LinkedIn is a great way to stay in touch and connected. But we need to be proactive in the way we accept LinkedIn connections from others

we know as well as seeking out connections with individuals we meet. So next time you have an interesting meeting or introduction with individuals at some sort of event, be sure to reach out and connect on LinkedIn. Also, once connected, periodically share updates as well as comments on the updates provided by others.

22

USING TWITTER TO ACHIEVE YOUR GOALS

A former colleague once said to me the following: “Please set up a Twitter account for me and make sure as many people know about my book. But I don’t have any time to spend using this thing.” Unfortunately I had to let this individual know that such an approach doesn’t work.

For all its quirks and its impact on society – both positive and negative – Twitter is a great platform for academics and researchers. While it does require some of your ongoing time and effort, it doesn’t have to be an onerous commitment.

“When I became Dean in 2008, I was encouraged to blog to get my ideas out,” said Rich Lyons, Dean of Berkeley’s Haas School of Business in an article for *Poets and Quants*. “I found I just could not find the time to do so consistently. At that time, I had never used twitter. At 140 characters a pop, this became a happy marriage.”

Here are a few simple things you can do to increase your likelihood of success on Twitter.

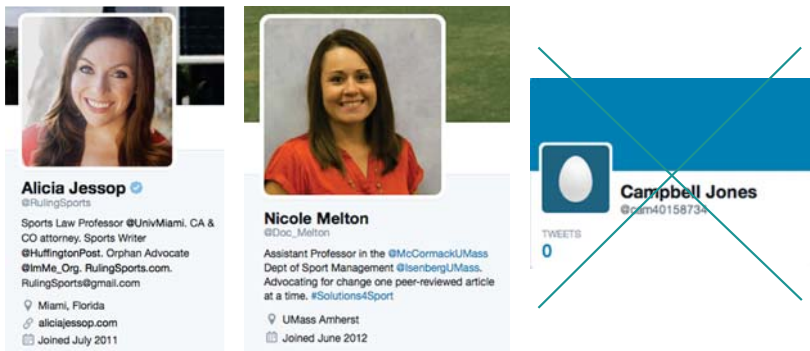
1. Avoid a crisis

Always ask yourself “what could go wrong?” There are numerous examples of experts who didn’t ask this question and then posted something controversial that resulted in a firestorm. If you ask yourself

this question and respond accordingly, you can avoid going down this road.

2. Incorporate a memorable username, photo & strategic bio

Your profile picture and bio is usually the basis for others to either follow you or not. Link your bio to your goals. We connect with people who share common interests. You are therefore unlikely to be followed if you don't have a photo or bio description. Consider following the examples of professors Alicia Jessop and Nicole Melton.



3. Use a nice banner image in your profile

Incorporate a nice banner image linked to your big picture goals. Professor Stewart Friedman from the Wharton School is a good example. Notice how he incorporates images of his different books into his Twitter profile banner image.



4. Show your personal side – within reason

We don't care what you had for dinner last night, yet it is advisable to show some of your personal side. This is a tough one and you have to find the right balance and do what makes sense for you.

5. Great to highlight news – try integrating opinion as well

Professor Nicole LaVoi from the University of Minnesota does this quite effectively in the tweet below. Again, you have to find the balance for you individually.



6. Disseminate your earned and owned media

I have worked with many professors over the years who generate a terrific piece of earned media or create some sort of compelling piece of content for their owned platform but then don't communicate this to anyone. Let people know about the content you create. Also, don't be shy about communicating it more than once!



7. Follow strategically

If you are thinking just about broadcasting information on Twitter, it is a missed opportunity and it will probably be difficult to accomplish

your goals. So be proactive and strategic about who you follow. Here are possibilities:

- Journalists and media outlets
- Those who follow you (though not necessarily always)
- Students and alumni
- Industry experts and influencers
- Conference names
- Other academics

8. Pin most noteworthy tweet

When you pin a tweet, it will be the first tweet visible in your stream when people visit your profile. An important tweet you sent out a year ago won't easily be found. So think about what is one thing that you would want others to see – maybe the announcement of a new book, research paper or media feature – and pin that tweet so it is the first post individuals see when they come to your profile page. You can do this by clicking on the three dots option on a particular tweet and scrolling down to “pinned tweet”.

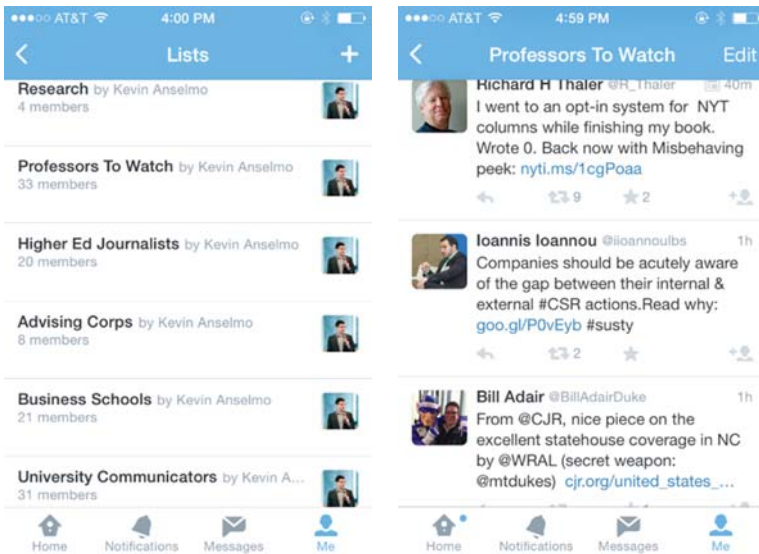
9. Network (re-tweet, comment on others, use @ mentions, etc)

Again, this point is about engaging and connecting with others, and not simply looking at Twitter as a broadcast tool.



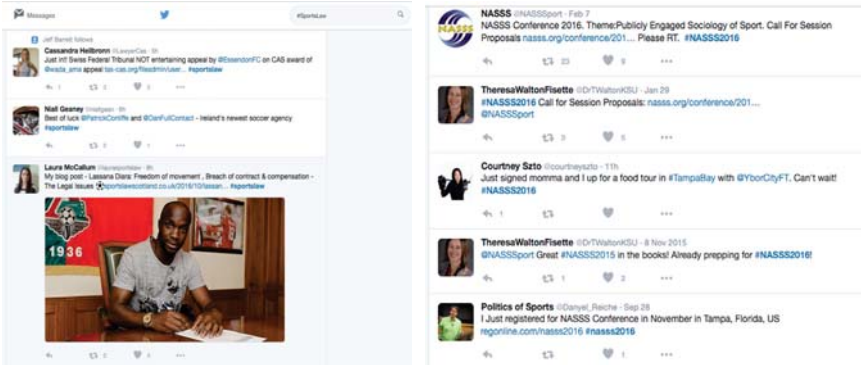
10. Leverage lists

Lists are underutilized. If you want to be serious about using a tool like Twitter for learning, then consider how you can benefit from lists. If you are following many people from different areas, going through your stream can seem like a maze. But if you sort your followers into lists, you can then scroll through those streams by category. Think about this as setting up your own personalized newspaper according to different sections.



11. Join hashtags (conference and topical)

Hashtags (#) have become mainstream. They are a great way to find content as well as include content for a particular theme. For academics, two opportunities for hashtags are to sort content by a general theme (like #SportsLaw) or for a particular event or conference (like #NASSS2016, the hashtag for the 2016 conference for sports sociology).



12. Promote your profile

If you don't tell people about your profile, it is difficult for others to connect with you and therefore more challenging to achieve your goals. Possibilities to promote your Twitter profile include the following:

- Email signature
- Official bios
- Presentations
- Articles
- Business cards

FINAL THOUGHTS

23

WORKING WITH YOUR COMMUNICATIONS DEPARTMENT

I intentionally saved this chapter for the end of this book as I wanted to first highlight all the different tactics and strategies that you can use to communicate your research and ideas to public audiences. Given all the things that you – and your different colleagues – can be doing to communicate more effectively, it would be unreasonable to expect your university / organizational communications department to be your personal public relations agency. There are simply too many demands to provide that level of support.

However, communications departments can be your partner and it is highly recommended to explore ways of working with them. From my perspective, one of the key priorities for communications departments is to mobilize “ambassadors” – individuals who can effectively represent the university / school / center / unit by communicating research and ideas on their own. I think of the image of a stand-alone megaphone and then multiple megaphones. Obviously, the latter creates more impact. You and your other colleagues can be the “face” behind the faceless logos of our institutions.

The size and the capability of different communications departments will vary. Here are some general principles on how to best work with them:

- 1) If you haven't done so already, **review your institution / organization's social media and communications guidelines.** Those guidelines are there to help you and protect your brand identity, as well as to provide guidance on how to use institutional intellectual property (logos for example) in your different external communication activities.
- 2) **Keep your communications colleagues informed.** By doing so, you have the means to communicate to institutional audiences potentially via media relations, government relations, alumni relations, social media, the institution's print publications and digital outlets. Just like I encourage you to build relationships with media, likewise think about how you can strengthen ties with your communications colleagues as well. If you don't know the different individuals, make it a point to meet in person and explore ways to work together.
- 3) **Keep in touch with your communications professionals in terms of anything that could be deemed a crisis.** In principle, they are accustomed to putting out fires. If you feel like you said something that might not have come out the right way or if you see a crisis brewing somewhere, let your professionals know. It is much better to alert them before or as something starts to simmer as opposed to when a full fire occurs and things are out of control.
- 4) **Check out your institution's different websites, social media feeds, print publications and so forth.** This not only keeps you informed, but also can help you understand how you can potentially fit into the different stories that your school regularly publishes. In an ever-changing media and communications landscape, the reality is that many of our schools / organizations different outlets have audiences that are bigger than your local newspaper. Based on your knowledge of your institution's different communications, are there ways that you can contribute and be a part of their stories to further strengthen your thought leadership and visibility among your school's different audiences?

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WHAT TO DO NEXT

Ready to generate impact?

You probably had many motivations on why you wanted to be an academic or researcher. I am guessing possible factors include the prestige of being part of a reputable institution / organization, your interest in finding solutions to particular issues and the opportunity to shape minds. Legacy and impact may be additional motivating factors. On this note, you will need to invest the time and energy to communicate to targeted external audiences using traditional and digital communications channels.

This book has outlined various tips and tactics. Like many activities, you need to have the head knowledge, but the real learning takes place by actually “getting your feet wet”. I am a big believer in experiential learning when it comes to communications, hence the name of my company (Experiential Communications). So I strongly encourage you to take action.

Consider the example of Arturo Bris, a finance professor and one of my former colleagues at IMD in Switzerland. When I first approached him with some media opportunities, he would often shy away, noting that his Spanish accent would be a detriment for English language media. He wasn't comfortable with the process.

One day though, he did some really interesting research and a light went off. He had the opportunity to share this research on *CNBC*. We

MAXIMIZE YOUR IMPACT

did some training, he went out and did the interview and got his message out. (Ideally, if you don't have much experience, it would probably make sense to start out speaking to media that are smaller, such as local outlets or even your institution's different outlets).

Within a few months, Bris was accepting all the same media requests he had previously declined. He started writing more often for different online platforms and using social media. He even created a YouTube video series in which he explained complex finance and economic principles in short, easy-to-digest snippets. He was recently appointed as director of the prestigious IMD World Competitiveness Center. His ability to communicate the center's research has made him a thought leader and sought after speaker, among other benefits.

If you read this book and didn't find it useful, then I am sorry it didn't meet your expectations. If you read this book and found it really useful, but you don't take any action, then I would be somewhat disappointed and this book really didn't achieve the goals I had in mind for you. I want you to generate impact, which requires taking action, similar to Arturo Bris.

Let me leave you with one final image.



This picture is of my young sons, ages 2 and 4 at the time of this writing. On the left hand side, the younger guy is studying how his older brother rolls down the hill. It is fascinating to watch him observe his older brother's technique. After studying, he decides to roll down the hill himself. It looks a bit different than his older brother, with his unique style. But he is doing it, and he is having fun!

This is essentially how we learn in so many areas of life. So I encourage you to study others who you identify as strong communicators. I am not talking about being a copycat, but rather gleaning best practice and applying it to your own context.

I would love to hear about how you make out on your journey to increase your impact. Drop me a line and let know how you are progressing (kevin@experientialcommunications.com).

Wishing you all the best in the process!

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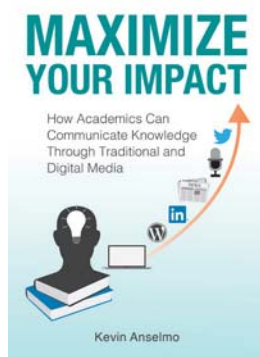
FOLLOW-UP RESOURCES

BULK BOOK ORDERS

Perhaps colleagues from your department, school, university or organization can benefit from the strategies and tactics covered in this book. We offer discounted rates for book purchases for large teams.

TRAININGS

Want to train your colleagues about how they can generate impact through their communications? Training and mobilizing professors / researchers is the most efficient, economic and effective means to increase an institution / organization's visibility. We conduct workshops for schools, centers, academic conferences and special events. Here is some feedback from others:



"Whether you are considering Kevin's services for help with messaging strategy or for media training, I give him my highest possible recommendation. Kevin's work is

consistently outstanding.” – Bill Boulding, Dean of Duke University’s Fuqua School of Business

“Kevin Anselmo provided our faculty members with an all-day training workshop on the use of social media to advance their research efforts. Throughout the workshop he continually provided new insights on how these platforms can be used to expand one’s impact and visibility. Some of our faculty are quite media savvy, but even the most knowledgeable were learning many new things from Kevin. He is very good at reading his audience and moving things along at the right pace to keep everyone engaged.” – Joe Phillips, Dean of the Albers School of Business at Seattle University

“The media training sessions provided by Experiential Communications were interactive, effective, and highly enjoyable. Kevin has a polished but informal and approachable training style that worked really well for our team. We are already implementing many of the ready-to-use ideas we discussed and have set in motion several longer-term initiatives identified during the sessions. It was very productive time for us and we look forward to working together again!” – David Young, CEO at VIF International Education

“Kevin is an absolute professional. We invited him to speak at a training for a group of young social entrepreneurs. He provided helpful tips on how to effectively tailor a message to a variety of audiences, including the media, funders and the general public. He was very flexible and tailored his presentation to our specific group. I absolutely recommend working with Kevin and Experiential Communications!” – Maggie Woods, Fellow at the Institute for Emerging Issues at North Carolina State University

COACHING & CONSULTING

A little follow-up support can go a long way! We provide education and accountability in a coaching capacity to individuals and small groups. This could involve customized trainings, strategy sessions and follow-up support.

Also, if you feel that all the content covered in this book makes sense, but you simply don't have the time to fully execute, we can come along side you and provide direct support, including ghost writing, media outreach on your behalf, social media support and email marketing, among other communications activities.

Finally, we provide direct support in helping groups define and cascade key communications messages to targeted audiences.

Here are related testimonials.

"Kevin Anselmo led a comprehensive review of our school's marketing and communications based on interviews and research. His support was invaluable in helping us gain clarity around what makes us unique and more importantly how to communicate it. We have followed a number of his recommendations as it relates to re-structuring our marketing / communications operations. Following the success of our initial project, we are continuing our collaboration so we can leverage Kevin's expertise and advice in executing an ongoing strategic marketing / communications plan." – Danica Purg, President of IEDC Bled School of Management

"If you are looking for a creative and strategic communicator to help achieve your individual and organizational goals, then I would highly recommend the services of Kevin Anselmo and Experiential Communications. Kevin is skilled at crafting compelling content and disseminating it to different audiences via traditional media and digital communications channels. His abilities in this area allowed College Advising Corps to expand its visibility nationally and effectively communicate key strategic messages to our different stakeholder groups." – Nicole Hurd, Founder and CEO College Advising Corps

"Kevin Anselmo is creative and client-centered in his approach to working with our team on communications, and we highly value the opportunity to partner with him. Kevin brings strong understanding and skills in content marketing and also in preparing professionals globally to leverage social media. He has been very flexible in working with our broader team and motivating engagement and alignment with the

content strategy.” – Christine Robers, Director of Global Marketing for Duke Corporate Education

“Kevin Anselmo of Experiential Communications has helped us as a staff, overseen largely by a group of university faculty, to navigate this space between academia and contracting and set us on a course to develop a more sustainable business model that will allow us to keep the best of both worlds. We extended the initially contracted period because we were extremely pleased with his early results and knew we needed his professional counsel as we continued to develop this new operational model.” – Mike Hensen, Assistant Director of the Duke University Center on Globalization, Governance & Competitiveness

Contact me if you are interested in any of these offerings:

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ABOUT KEVIN ANSELMO

Kevin Anselmo is the Founder and Principal of Experiential Communications. He helps individuals and groups gain clarity about what to communicate. Once determined, he then works with his clients to disseminate those messages to ensure it is aligned to big-picture goals.



His services focus on communications strategy development, media training, PR execution, coaching, workshops and events, primarily for the higher education, research and entrepreneurial communities. His current and past clients include College Advising Corps; Duke Corporate Education; Duke University Center on Globalization, Governance & Competitiveness; Geneva Centre for Security Policy; IEDC Bled School of Management; IMD; Montreux School of Business; Nestle; North Carolina State University's Emerging Issues Initiative; North American Society for the Sociology of Sport; Seattle University; University of Tor Vergata in Rome; and VIF International Education.

Previously, Kevin was Director of Public Relations for Duke University's Fuqua School of Business and prior to that managed media relations for IMD in Switzerland. He lived and worked in Switzerland for eight years and in Germany for two years and has led public relations initiatives in various countries around the world. Currently, he resides in Chapel Hill, North Carolina with his wife and two young boys.

More information is at www.experientialcommunications.com.

