

# UNIVERSITY ENGAGEMENT SUMMARY

## COMPANY OVERVIEW

Troupe21 & Associates (Troupe21) specializes in providing customized and cost-effective products and services for athletic organizations and teams. We are unique in our use of athletic research, paradigms, and techniques to create long-lasting individual and organizational memory. Our core deliverables include Education & Training, Facilitation & Public Speaking and Program & Curriculum Development services. Troupe21 was founded by current President and CEO, Guy H. Troupe, who brings over 20 years of professional experience in highly-visible leadership positions with the National Collegiate Athletic Association (NCAA), the National Football League (NFL) and the NFL Alumni ([click here](#) for Troupe's credentials).

## PRIMARY GOAL

The NFL Alumni has engaged Troupe21 to manage its Career and Business Program (CBP) and establish partnerships with colleges and universities throughout America (see Memorandum of Understanding). Our 2019 goal is to establish four NFL Alumni Institutes in cities where active and former NFL players tend to live and retire (i.e. Atlanta, Charlotte, Dallas, Houston, Las Vegas, Los Angeles, Miami, Phoenix, San Diego, and Washington D.C.).

## THEORETICAL FRAMEWORK FOR THE PROGRAM

Our work is rooted in adult education theory. This distinction is important because we want institutions to understand that we are targeting career transition-ready athletes that buy into this approach. We assume (i) a maturing person moves from being dependent to self-directed; (ii) there is a growing reservoir of experiences to be used for learning; (iii) athletes' readiness for learning is tied to their social role; (iv) the application of knowledge is immediate and problem-centered; and (v) athletes are more motivated by internal factors as opposed to external factors. These assumptions must be embraced if our applied experiential and self-directed learning approach is to be effective.

Experiential Learning Theory will serve as the dominant approach during on-site sessions. The theory, which asserts that there is a direct and intimate relationship between experience and education, can be divided into four dimensions of learning: (1) concrete experience involves the sensory and emotional activity involved in learning; (2) reflective observation refers to watching, listening, or discussing an engagement not necessarily linked to theory or concepts; (3) abstract conceptualization involves integrating theory and concepts into a more advanced thinking stage; and (4) active experimentation, the trial and error phase where the learner engages in an activity. The combination of all four dimensions is said to produce the highest and most integrated level of learning where knowledge is created through the transformation of experience.

Self-Directed Learning Theory, the recommended approach following on-campus sessions, attempts to hold learners accountable for their growth and development beyond the organized learning environment. Rooted in humanistic philosophy which promotes personal growth as the goal of adult learning, self-directed learning theory supports experiential learning theory via trial-and-error activities as individuals make autonomous decisions about their learning goals.

## UNIVERSITY ASK

We envision a university relationship that will (a) approve and offer the weekend seminar and distance learning course as a three-hour credit course for a cohort of twenty athletes, (b) integrate Guy Troupe into the university as an adjunct professor with a teaching assistant, (c) allocate facilities (e.g. classroom, technology, dining, etc.) for weekend seminars, (d) identify three days per term to potentially host a weekend seminar, (e) identify and offer mutually agreed upon courses from the university's existing course catalog for the cohort, and (f) structure post-weekend seminar experiences for the cohort (e.g. shadowing, practicum, internship, etc.).