

# tell me, show me,

Business school educators emphasize the following points to students who arrive at Baylor's doorstep with a desire to save the world:

- 1 success** derives from the same professional operations used by the for-profit business next door.
- 2 understanding** your target market and branding are vital to making marketing work.

# involve me.

| BY BARBARA ELMORE

**a**lthough a passion to make a difference is important to nonprofits' success, no one need add passion to the list. The desire to do for others often walks in the door. Recognizing it is easy for professors who are in the classroom for some of the same reasons as their students.

Professor Charles Fifiield employs a Confucius passage to describe how he teaches students in his Concert Promotions and Event Planning class:

**"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."**

This formula has resulted in successful campus performances by such groups as the Nashville-based duo Hymns for Hunger and Christian rock group Switchfoot.

Promoting events and concerts is mostly accomplished through legwork and youthful energy, a heart for helping, heavy use of social media—and no budget to speak of. And yet sellouts or near-sellouts of concerts are the result.

The secrets to successful nonprofit promotion are not all that secret. The event or brand students are promoting must be someone or something people will pay to see or do, and the promoters have to fulfill well-defined duties, which they accomplish using a team approach.

Fifiield's class is the concert promotion arm of Uproar Records, a record, entertainment and promotion company run by students in the Hankamer School of Business. Most of the students who run Uproar are business majors. Fifiield, an adviser of the group and a senior lecturer at Baylor since 2001, teaches by giving the students experience.

The first step of the Confucius saying, the "telling" part, occurs in class. The next step, "showing," includes taking them into meetings with sponsors and customers. "I say, 'Just watch. I will tell you what I am going to do, and then you are going to do it.' Then the next meeting, they do it. Tell me, show me, involve me."

This formula puts the students in the role of carrying out a marketing plan, giving them a sound background no matter where they land after graduation.

Students who want to pursue social entrepreneurship—using their entrepreneurship skills to accomplish social change—must take courses in the basics of business, said Kendall Artz, director of the Baylor Entrepreneurship Program and chairman of the Department of Entrepreneurship. They must know how to understand finance and cash flow. "A course is specifically designed for students to write a business plan for a venture they could undertake in another country," Artz said.

Hankamer's Entrepreneurship Program has grown explosively in the last decade, Artz said, and students who want to use their business background in unconventional ways are often the drivers. That was the case with the seven-year-old Social Entrepreneurship in Africa program.

"What they wanted to do was use their business training to go to developing countries and see what positive social change they could make," Artz said. "The program is primarily focused on helping students understand how they can take their business background to develop the economy in Rwanda."

The concept of using entrepreneurial skills applies to both for-profits and nonprofits, Artz said. "You can argue that it applies even more to a nonprofit that is resource-constrained.



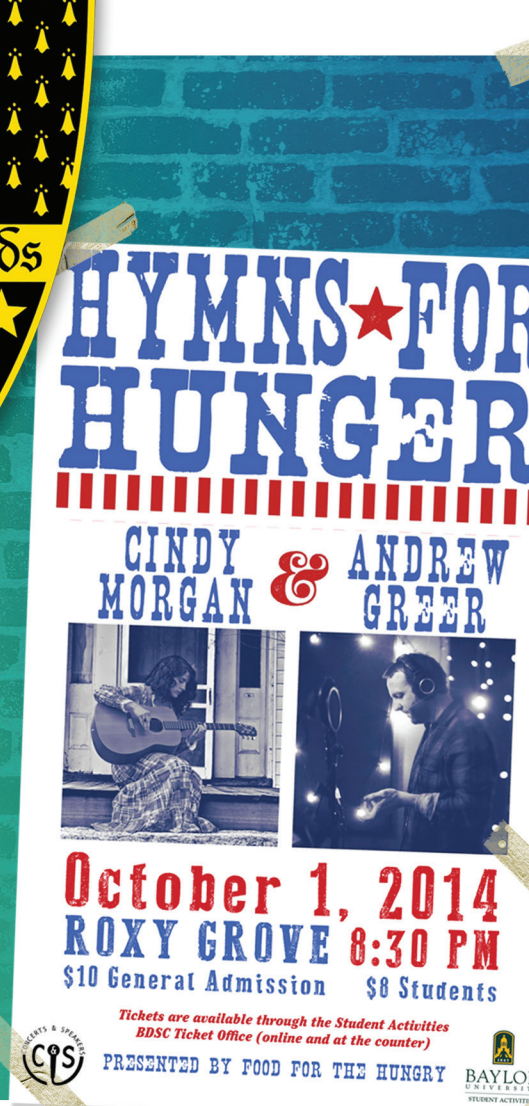
Nonprofits are not selling products, so resources are always a big issue. But if you are an entrepreneur, you learn to make do with limited resources.

Nonprofits have a vision of where they want to go and not a lot of resources, so if I work in a nonprofit, I learn how to take what I have and do what needs to be done."

The promotion formula that Fifield's students employ begins after Baylor's Student Activities signs artists to perform on campus. Some of the

most recent performers include Christian rock band Switchfoot, artists Cindy Morgan and Andrew Greer of Hymns for Hunger, and American folk band Judah and the Lion.

Students operate within five teams, each one with specific tasks. A street team, with five to 15 students, is the largest. These students call on area colleges and universities and visit sororities and fraternities, as well as faith-based organizations like the Vertical club. "If we have an artist who is a faith-based performer, the club lets us make a brief presentation and then we hand out flyers," Fifield said. "The street team sells discounted group tickets to churches and faith-based organizations that we think the artists will draw."



**t**his team also promotes performers at regular Chapel gatherings for students. Morgan and Greer, the Hymns for Hunger duo, played at Chapel.

The remaining four teams include promotions, which is in charge of posters and flyers; an event team, which is in charge of helping with artist move-in and move-out, providing refreshments for the performers, getting posters signed, and coordinating merchandise, such as CDs and t-shirts; a publicity team, which submits press releases and free and paid advertisements to local media; and a social media team, which is in charge of all postings.

Although the social media team is the smallest in terms of number of members, using social media is a requirement for reaching a campus audience. "For our target audience, 90 percent of the

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attendees are under the age of 40, so social media is a necessity. It's a critical medium and the price is right—which is great for us because we have nothing in terms of budget," Fifield said.

The immediate payoff is getting fans to campus events. Eventually, students can take what they learn to the job market, Fifield said. "Some students go into event management or artist-related work. Some go to Nashville. But there are challenges getting our students entertainment-related jobs. There is not much supply in terms of jobs, so we work more on brand promotion and are not limited to the entertainment world."

Preparing business students to work for a nonprofit is the same as preparing them to work anywhere, said Jim Roberts, professor of Marketing. "Nonprofits have something to sell. We market a service just like we do a plane ticket. Doing so is based upon the same principles, and the skills the students learn can easily be transferable to a nonprofit or for-profit."

Roberts, who will take the helm at the Center for Nonprofit Leadership & Service in fall 2015, said many students at Baylor arrive with a "service ethos," so showing them how to channel their passion follows naturally. In the nonprofit center, they learn how to prepare themselves for life after college by doing something that has a meaningful impact. Current Center leader Stan Madden has developed relationships and made informal connections in the community that often lead to internships, Roberts said. "Our job is to be the middle man between students and nonprofits who need their talents and energy."

Although salaries that nonprofits pay might be on the lower end of the scale, nonprofits offer the added benefit of "sustaining your family and also giving back to the community," he added. "To be honest, that's why I went into teaching. I started out with a sales job. But after working for a paycheck for a number of years, it comes down to, it's a paycheck. After a few years you decide that there has to be more to life than money. You must have a different mindset when you work for a nonprofit."

But attracting students who are social entrepreneurs is "never a sales job for us," Roberts said. "They are in the business school but made the decision that they want to serve other people. We try to channel them into doing the work productively and efficiently, by leveraging the resources of the nonprofit."

Nonprofits are getting better at using social media to market themselves, Roberts said. "Some are highly sophisticated and very advanced, and some not as much. It is always a resource question. Their presence (on social media) can be spotty."

Baylor helps by supplying motivated interns who grew up with social media, and while they are there, the nonprofit has a great presence. When the student moves on, that could become problematic for the nonprofit. But as nonprofit leaders realize they are competing for the same money as other nonprofits, they often learn how to be more sophisticated in their approach and find their target market. And the student becomes the teacher.

Many students enter the realm of social entrepreneurship with tremendous passion but no experience, Artz said. "Our focus is on teaching skills and showing models of other people who have gone on, and actions they have taken, so students can visualize how the gifts they have can be used to make a difference."

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