

What a Business Librarian Learned from the Health Sciences: Adapting the PICO Framework to Inform Library Instruction for Marketing Students

Jim Kelly, Instruction & Liaison Librarian-Business, University of Northern Iowa



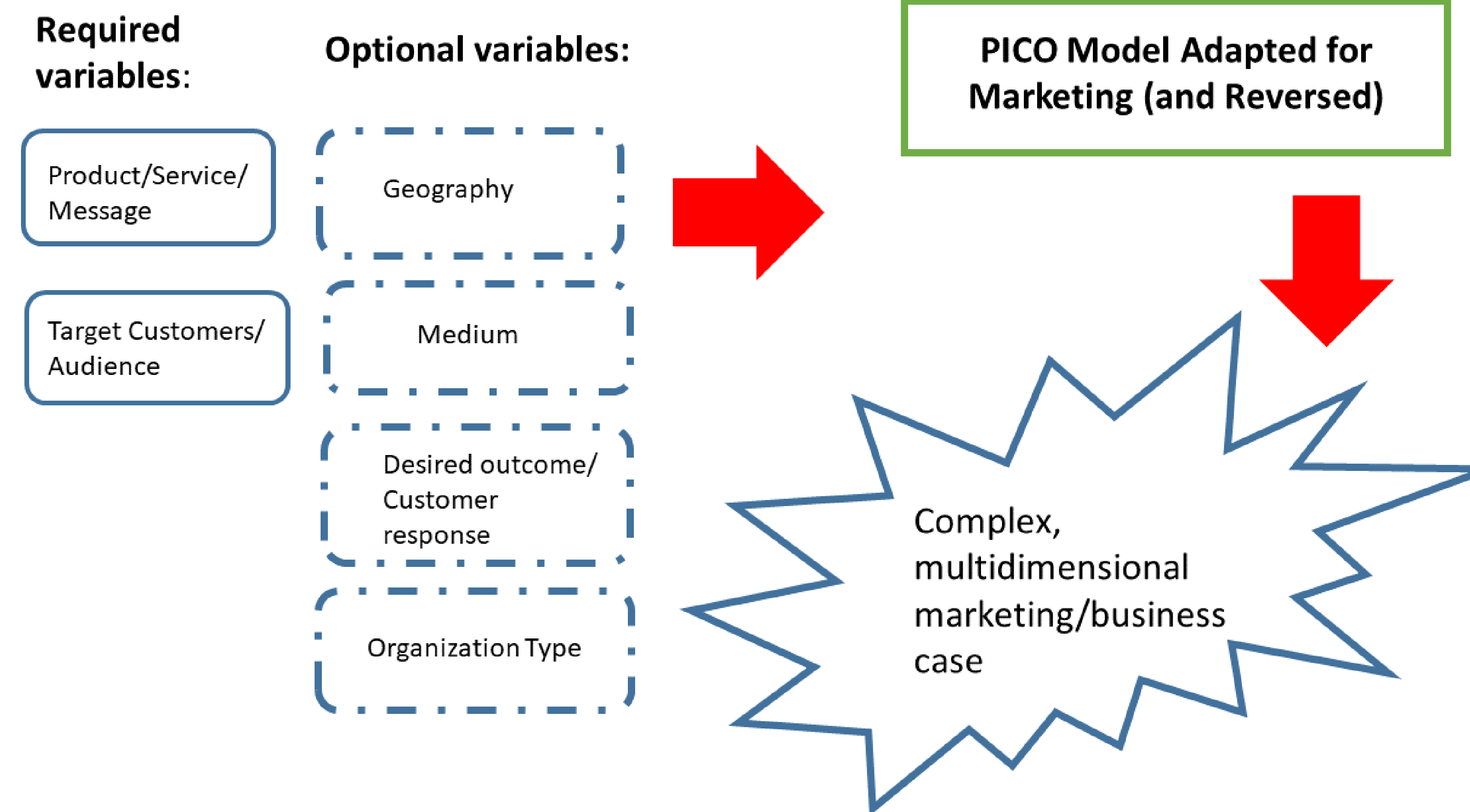
Problem/Need:

How can I make a one-shot library instruction session for an undergraduate marketing research course more relevant and more interesting for the students and the librarian?

Solution:

Draw on the techniques used by health sciences librarians (PICO, etc.), but reverse the PICO approach in order to create multidimensional scenarios to use when demonstrating library resources for these marketing research students.

Adaptation



Example #2

Variables:

Product/service: live theater/performance venue

Target customer(s): families with children

Geography: small city

Organization type: non-profit

Scenario:

The West Riverside Theater (seating capacity 650) is a successful performance venue in a city of 40,000. This non-profit venue hosts a wide variety of live performances. Ticket sales are good for adults, but the theater wants to attract more families with children. The theater seeks guidance on: 1. What type of performances would draw families?, and 2. When are these performances likely to succeed?

Examples of this approach in action:

Example #1

Variables

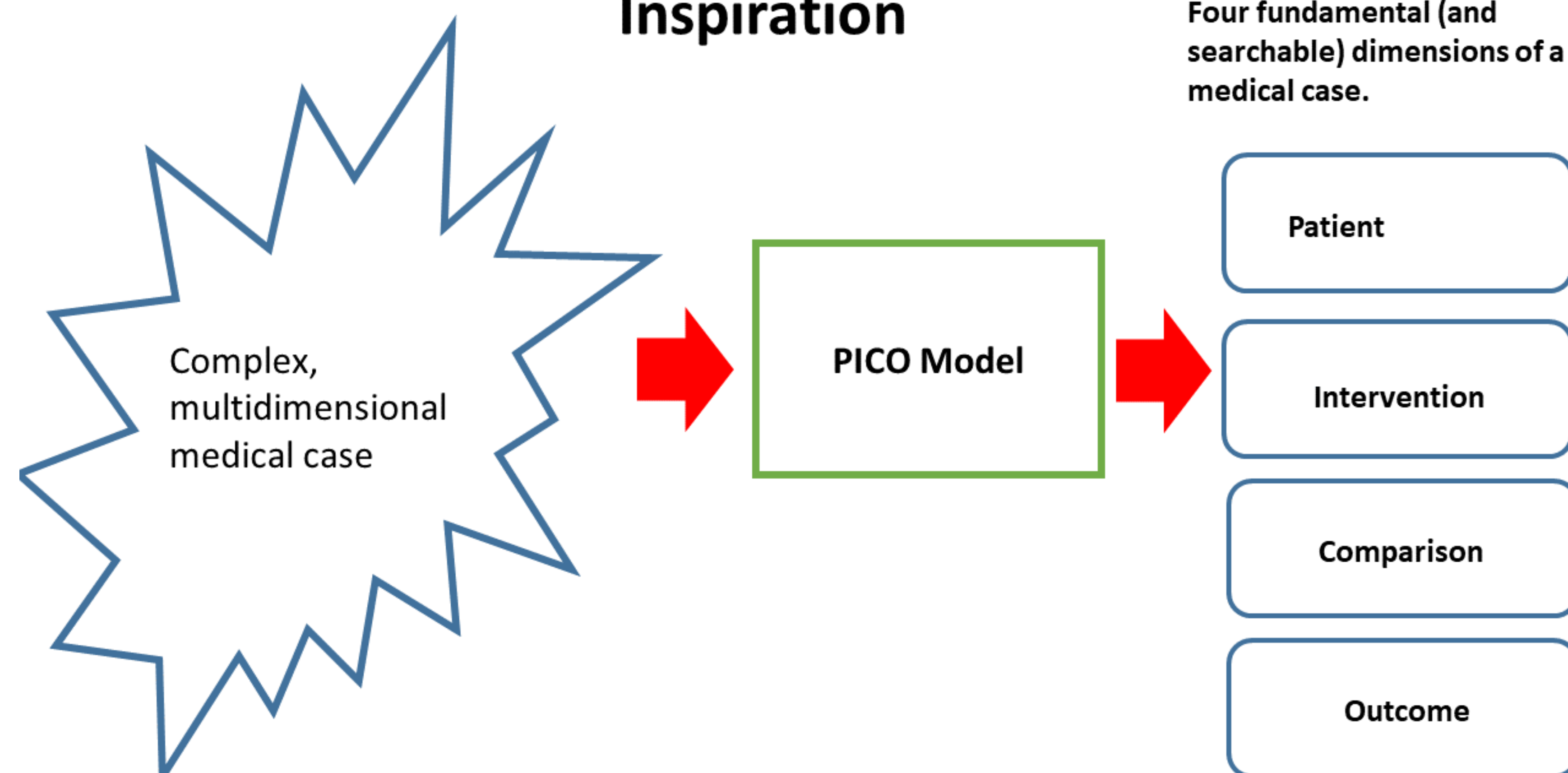
Product/Service: Retail bicycle sales and service

Target Customer(s): Parents with young children

Scenario:

A store offering bicycle sales, repair, and rental has been open for about 4 years. It has established a solid core of business with dedicated cyclists. In general, this customer base tends to be people in their early 20s (who don't have children) or in their mid-40s or older (who have older children). The store owner is very interested in boosting sales and rentals to families with young children. Please recommend two strategies to help the business with this goal.

Inspiration



Conclusion:

The benefits of this approach are multifold: students get to observe the librarian (1) breaking down a multidimensional case into its key components and, in turn, (2) using specific secondary information/data sources to research these components. At the same time, (3) the librarian is forced to step out of his/her comfortable habits of searching familiar topics that may lack depth or context and explore new topics and/or new dimensions of familiar topics.

References

Kelly, J. (2018). "A Business Librarian Finds Inspiration in PICO." Academic BRASS, 13(2). http://www.ala.org/rusa/sites/ala.org.rusa/files/content/sections/brass/Publications/Acad_BRASS/2018_fall_Kelly.pdf

Welty, E., Hofstetter, S. & Schulte, S. J. (2012). Time to re-evaluate how we teach information literacy. College & Research Libraries News, 73(8), 476-477.