

Librarians as Marketing Managers: Applying Marketing Principles to the Management of Library Instruction Programs

**Sam Chu, Bibliographic Instruction Librarian
MLS, BBA**

The Hong Kong University of Science and Technology Library

ABSTRACT

Librarians were seldom called managers in the past. However, more and more librarians are named managers in the recent decade because librarians make an increasing number of management decisions that have long-lasting effects on libraries these days. This paper focuses on one kind of managers that is rarely discussed in library literature – marketing managers. In particular, the paper explores how librarians responsible for BI (bibliographic instruction), which is also called library instruction or user education, should think and act like marketing managers in business enterprises when planning and managing a library instruction program.

The paper examines how BI librarians can make good use of the following ideas of marketing in building a high quality library instruction program: market segmentation, understanding customers' needs, cost and benefit analysis, demand forecasting, promotion, product excellence, and product innovations.

A case study approach is taken when discussing the above ideas. Various examples of BI "products" at the Hong Kong University of Science and Technology (HKUST) Library will be used including "Library Instruction for Freshmen", "Library Classes for Undergraduate Finance Courses", and "Library Research Workshops for Engineering Final Year Projects". The process of BI and the training of BI instructors are also covered. The paper ends with a discussion of the relationship between the success of a BI program and the image of a library and its librarians.

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INTRODUCTION

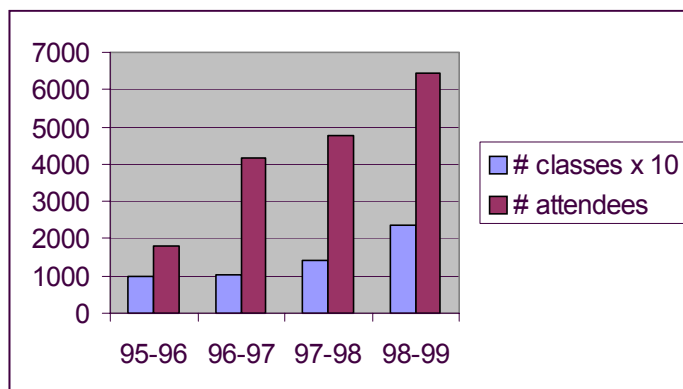
Darlene Weingand (1995) states:

“The new millennium is approaching and libraries must develop creative problem-solving strategies if they are not only to survive but also to thrive... the former positive and comfortable attitude toward libraries no longer holds, and that marketing must be added to the managerial toolbox so that libraries can become client-centered and client-focused institutions.” (p. 295)

This article discusses how the application of various marketing ideas has helped the library instruction program at HKUST Library to thrive.

In four years' time, the instruction program at HKUST Library has grown exponentially from 98 classes for 1,812 attendees in 1995/96 to 236 classes and orientations for 6,442 people in 1998/99. (See Figure 1 below.) The academic year for 1998/99 has not finished yet and there are some more BI classes planned. Adding these coming classes into this year's statistics will result in about 255 classes and orientations for 7,000 people. Most of the attendees are students; some are faculty and staff. Having an attendance of 7,000 people is not impressive if HKUST is a large university like Pennsylvania State University which has 73,000 students. Yet, HKUST is a small university with only about 7,000 students. That means on average each student has received BI once this year. Moreover, most of the past participants found the BI classes useful and commented that they would recommend the classes to their friends. There are many reasons leading to the success of BI at HKUST Library: support from the library management, a strong team spirit among the colleagues, and of course a good marketing strategy. This paper will focus on the marketing strategies utilized by the Library.

Figure 1: Statistics of Bibliographic Instruction at HKUST Library



* *Note:* Number of classes was multiplied by 10 in order to generate a meaningful chart. Therefore, the actual number of classes (classes and orientations) offered was what you see on the chart divided by 10.

Bibliographic Instruction (BI) Process

Before discussing BI marketing, it is helpful to first describe the key elements of BI. Bibliographic Instruction may be described as a cyclical process. It starts with class planning, moving through various stages including program setting, promotion, registration, class preparation, class presentation, evaluation, archiving the teaching materials, and reporting and reviewing the BI programs. The BI report and review serve as feedback for starting another cycle of class planning. A detailed description of HKUST Library's BI process is available at *Bibliographic Instruction at HKUST Library* (<http://home.ust.hk/~lbsam/bi/bi.html>).

BACKGROUND INFORMATION ON MARKETING

Defining Marketing

Peter Drucker perhaps gave the shortest definition on marketing - "business looked at from the customer's point of view" (Drayton, 1997, p.13).

Marketing and Selling

Many people confuse marketing with selling; they think the two are the same. In fact, the two are very different. Theodore Levitt (1986) stated that "selling focuses on the needs of the seller, marketing on the needs of the buyer". (p. 153) Peter Drucker commented that truly great marketing eliminates the need for selling because the customer's needs are anticipated and met in such a seamless way. (Rosenfield, 1998)

Product and Service Marketing

Product marketing deals with tangible products such as cars or televisions, while service marketing is concerned with services that are intangible and usually require personal interaction with the customer. BI marketing falls under service marketing. How important is service marketing? In the United States, it generates 74 per cent of the gross domestic product. (Gorchels, 1995)

Librarians as Marketing Managers / Marketers

Librarians seldom consider themselves as marketing managers or marketers; yet, when librarians listen to and act on the unique needs of their users, they are in fact thinking like a marketer. (Helton and Esrock, 1998)

MARKET SEGMENTATION

Helton and Esrock (1998) pointed out that the first step to think like a marketer is to segment your market – to divide your clientele into various customer groups. Why market segmentation? It is because different customer groups have different needs; customers belonging to the same group share much common needs. After segmenting a market into various groups, marketers will then be able to tailor their products or services to the needs of the specific groups.

For HKUST Library, customer groups can broadly be divided into students and staff. Students can then be subdivided into undergraduates and postgraduates. Undergraduates can be further subdivided into first year, second year, and final year students. Postgraduates can be divided into master's and PhD students. Postgraduate students can also be divided into full-time and part-time students. Staff can first be divided into faculty and other staff. Faculty staff can be further divided into new faculty and existing faculty. Other staff include research staff, administrative staff, technical staff, other support staff, etc. These various groups can of course be subdivided by schools and departments. Each of the groups can be divided further into smaller and smaller groups according to their common needs.

When carrying out market segmentation for a university, it is helpful to use the academic calendar that describes programs and courses offered by various schools. In addition, detailed breakdown on the number of full-time and part-time students in each department and school can usually be obtained from the Registrar's office.

CUSTOMERS' NEEDS

After segmenting your market, the second step is to understand the specific needs of each customer group. Levitt (1986) said that marketing is concerned with "satisfying the needs of the customers by means of the product and the whole cluster of things associated with creating, delivering, and finally consuming it." (p. 153)

Being customer-centered is not a new concept. As early as in 1776, Adam Smith, the founding father of modern economics, wrote in his classic work *The Wealth of Nations*: “Consumption is the sole end and purpose of all production and the interests of the product ought to be attended to only so far as it may be necessary for promoting those of the consumer.” The key word here is consumer (customer). Adam Smith had laid the central guiding theme for marketing long before the term “marketing” was widely used. Identifying and satisfying the customers’ needs form the basis of the modern marketing concept. (Lancaster and Reynolds, 1995, p. 2)

BI for Freshmen: Freshmen, being one of the biggest customer groups in universities, serve as a good example to illustrate customers’ needs. These students know very little about university libraries. It takes them time and effort to become comfortable in using a university library. They have a great need for BI. Therefore, HKUST Library offers these freshmen 3 BI activities within the first 3 months of a school year: (1) small group library walking tours to help them become familiar with the physical environment of the Library; (2) basic Orientation classes that show students how to use the Library Online System; and (3) Advanced Library classes that tailor to the needs of their Language 100’s term paper. When assessing the students’ needs in both the Orientation and the Advanced classes, the Library works with Language Center which offers the Language 100 course to all Freshmen. In 1998/99 academic year, 62 tours were given to 925 students, 23 Orientation classes were offered to 1,111 students, and 20 Advanced Library classes were presented to 991 students.

BI for Graduating Students: Another big customer group is the graduating students. These students need relevant information to help them in various steps of job seeking – locate local and overseas job advertisements, resources that help them to write their resumes and cover letters, information on preparing an interview, and information on their prospective employers. At HKUST, there are two main providers on information for job seekers – Career Center and the Library. Therefore, the Library contacted Career Center to propose a joint effort in offering these students a workshop - Resources on Job Hunting. It has been a few years that the two departments cooperate in offering the workshop to students. At present, this workshop is presented to students 3 times each term.

BI for Finance Students: One departmental group that stands out as key customers is the Finance faculty and students. In 1996, HKUST Library started to use Extel Financial (now superseded by Sequencer), which is an international securities database. To see whether this database would meet the research and teaching needs of Finance faculty, a questionnaire was sent to all Finance faculty. Most of these faculty commented that the database would be useful to their research. Moreover, 5 faculty members said they would (and another 4 responded they might) make use of Extel for their course projects or assignments. With this information, the Library contacted the faculty and offered to teach their students Extel for their projects and assignments. As a result, 11 classes were organized for 563 students taking Finance classes in the 1996/97 academic year. Another questionnaire similar to the faculty’s one was answered by students in 4 Finance classes and the results confirmed that the database indeed met the needs of the students’ projects. Students also commented that the BI class on Extel was very helpful to their projects. (Chu, 1997) This cooperation between the Library and the Finance Department has continued till now. In 1998/99, fifteen classes were given to 618 second and third year Finance students.

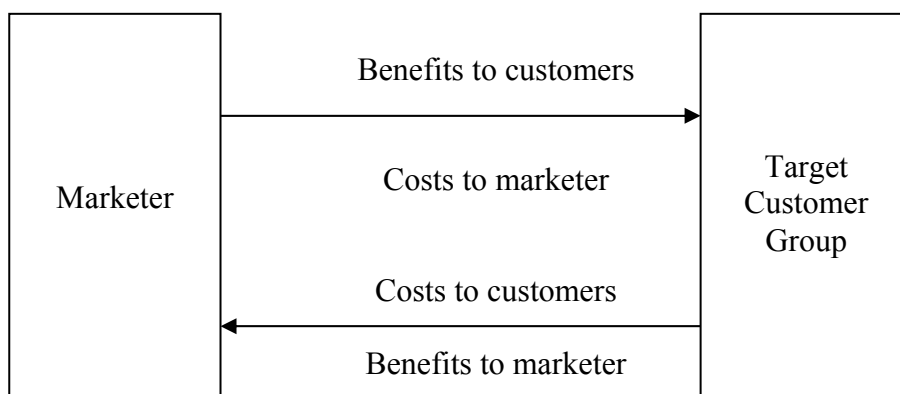
Right Timing Is As Important As Right Products: The above examples showed it is important to give various customer groups the right products when trying to meet their BI needs. Yet, it is also crucial to deliver the products at the right time. In the case of BI for freshmen, tours and Orientation classes are offered to them mainly in the beginning weeks of the new semester because this is the time they need to know the facilities and services of the Library, and the use of the Library Online System. Advanced Library classes are given to these students in the second half of October because it is the time they start doing library research for their term papers. In addition, the Library requests the Registrar’s office to generate a timetable from their Student Information Enquiry System showing the

number of students who are taking classes at each 30 minute time-slot. With this information, classes are scheduled at time-slots when most students are free.

COST AND BENEFIT ANALYSIS

After gaining an understanding of the needs of various customer groups, the next question to ask is whether it is beneficial to offer certain BI classes to certain customer groups. To help answering this question, cost and benefit analysis seems appropriate. White and Crawford (1997) define the cost and benefit analysis as “a measure that helps determine how the benefits of a product or service compare to its costs.” As illustrated by Figure 2 below (Kotler and Andreasen, p.111), it is important to think in terms of the cost and benefits to the marketer as well as the target customer group. A successful product or service should provide a win-win situation for both the marketer and the target customer group – both the marketer and target customers should find their benefits outweigh their cost.

Figure 2: Cost and Benefit Analysis



BI for Part-Time Postgraduates: As part-time postgraduates cannot attend the Library’s workshops during regular office hours, a number of these students suggest that the Library should hold workshops during weekends or weekday’s evenings. After considering the cost and benefits of various alternatives, the Library decides to move 6 weekday’s open workshops (workshops that are open to all) to Saturday’s lunch time from around 1:00 to 2:00 p.m. This arrangement minimizes the cost and maximizes the benefits to both students and the Library.

Most part-time postgraduates are on campus on Saturdays and most of them do not have classes from 1:00 to 2:00 p.m. Therefore, they do not have to come to the university just to attend a BI workshop since they are present on Saturdays anyway. In addition, they do not need to sacrifice a regular class to attend a BI workshop. Therefore, the cost to them is only the time cost. Benefits to the students would be the opportunity to attend BI workshops that provide various kinds of library research skills to them.

Each of our BI instructors serves at the Reference Desk about once a month during the weekends. Therefore, the Library makes arrangement so that the one who teaches a Saturday lunch time workshop will also work at Reference Desk that Saturday. The instructor will leave Reference Desk for about an hour to teach the class. During that hour, the support staff at Information Desk, which is next to Reference Desk, will provide assistance. Questions that the support staff cannot answer will be left to the instructor to follow-up after class. This arrangement will bring no extra cost to the instructors. If classes for part-time students are offered in the evening or other time during weekends, colleagues will have to work extra in the evenings or come to work in the weekend for teaching just one class which bears high cost to the instructors. Benefits to the Library is that it can ow

reach a customer group that was unreachable in the past. In addition, full-time students who cannot attend the weekday workshops due to class conflict can now attend these Saturday workshops.

DEMAND FORECASTING

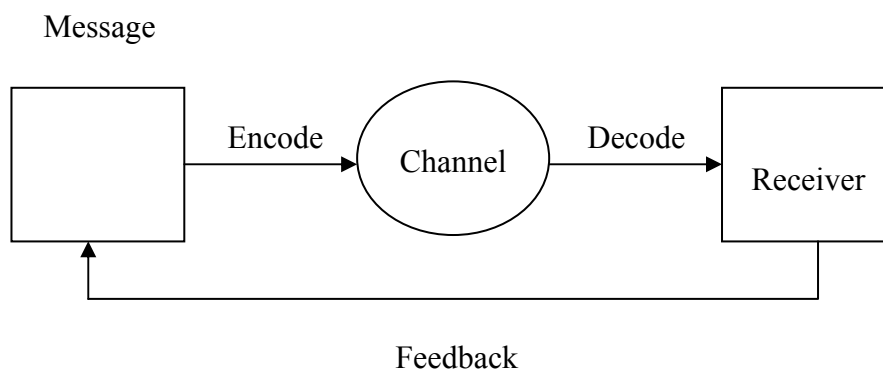
After deciding that it is beneficial to offer a certain class, the next marketing technique to use would be demand forecasting. How important is demand forecasting? Stanton et al. (1991, p. 571) state: “The cornerstone of successful marketing planning is forecasting the demand for a product.” In 1977, Ledbetter and Cox did a study that showed 88 per cent of the 500 largest U.S. industrial companies used forecasting techniques. (Lancaster and Reynolds, p. 303) For BI, demand forecasting is just as important. A poor forecast may result in offering too many classes when the demand is low or giving too few classes when the demand is high. The first case would lead to an inefficient use of the instructors’ time. A better forecast would indicate that fewer classes are needed and thus instructors could spend their time more efficiently. In the second case, many students would be placed on waiting list, leaving many requests unfilled.

One simple demand forecasting technique is the use of past demand to forecast future demand. For example, when deciding how many sessions to offer for a workshop on a news and legal database – Academic Universe, past data for a similar workshop were reviewed. The data taken into consideration included the number of past registrants, actual number of attendees, and the date and time of the workshop’s sessions, etc. It was forecasted that 3 hands-on sessions for the workshop would be sufficient and the maximum number of registration per session was set at 29 people. As a result, one session was full and the other two were registered with 27 and 24 people. Forecasting is a difficult task and it may not always be successful. Yet, it is definitely better to forecast and have some clues about the demand than not to forecast at all.

PROMOTION

After determining the number of sessions to offer for a workshop by demand forecasting, the next step is to promote the workshop by various marketing promotional techniques. What is promotion? Lancaster and Reynolds (1995, p. 50) said: “Promotion is a communication process whose basic objectives are to modify behaviour, to inform, to persuade and to remind.” The following diagram describes that a communication process starts with the sender sending out a message that has to be encoded in a way that the receiver is able to decode. The message is then transmitted from the sender to the receiver through a message channel. The receiver will then receive and decode the message, and send a feedback to the sender to complete the communication process. (Majaro, 1993, p. 118)

Figure 3: Communication Process



BI promotion is a critical part for the success of a BI program. Without an effective promotional strategy, even “world class” BI classes might not be well attended. BI classes need to be

promoted to students in such a way that students find it worth their time to come to the classes. What promotional methods to use depends on the nature of the BI classes.

Open Workshops: These refer to workshops that are open to all types of students and staff. For example, our workshop “Sequencer Financial Database” falls under this category. Promotional methods we use include emails, posters, bookmarks, and our Instruction page on the Web. Since almost everybody uses email in our University, email promotion becomes the most effective channel. Over 90 per cent of the registrants use email to register. Email announcements are sent out to students and faculty/staff through two group mailing lists.

Email announcements to all faculty/staff are sent 8 days before the workshop and announcements to students are sent 7 days before the workshop. Announcements are sent to faculty/staff one day earlier than students so that faculty/staff will have one extra day to consider if they can come to a workshop despite of their busy schedules. The email should describes the workshop’s content in detail and positive comments from past participants are included when appropriate. This information helps people decide if the workshop is useful to them. (See Appendix 1 for an example on email announcement.)

For open workshops, email registration is required. The registration serves as a “feedback” in the communication process. In addition, it serves the following purposes:

- It is the most convenient way for people to register. They do not need to call or come to the Library to register. They can simply reply by email right after reading an email announcement.
- The requirement of registration increases participants' commitment to attend a class.
- Registration is important for class size management. From time to time, classes are over subscribed and registrants will be asked to sign-up for other classes or they will be put on the waiting list. Moreover, the number of people on the waiting list can help decide the number of classes to offer next time.
- Email registration provides a record of the registrants. With this information, the Library can confirm registration with the registrants by email. People like to know if they have registered successfully for a class.
- The Library sends out a group email 2 or 3 days before the date of a class to remind registrants to come to the class. This will be difficult to do without the email registration. “Remind” is an important promotional strategy as many students tend to forget this type of matters.
- The information gathered from the registration helps the instructors understand the background of the participants, which is helpful for class preparation.

Classes Offered during Non-Regular Class Time: These are classes held for a specific target audience outside their regular class time and students are encouraged, but not required to attend. For example, some of our “Engineering Undergraduate Final Year Projects Workshops” belong to this category. For these classes, we ask “opinion leaders” to help promote the classes. Kotler and Armstrong (1991, p. 125) state: “Opinion leaders are people within a reference group (a group that serves as a point of comparison) who, because of special skills, knowledge, personality, or other characteristics, exert influence on others.” In short, opinion leaders are people that influence the buying behavior of others. When the opinion leaders are convinced, others will follow.

For “Engineering Undergraduate Final Year Projects Workshops”, the opinion leaders are the departmental Undergraduate Project Coordinators, departmental Library Coordinators, and the student representatives. For a new class, a BI instructor would first propose the class with an email and then discuss it with the faculty in person - set up a lunch meeting or visit the faculty at his/her office. The meeting with the faculty is to see whether the faculty is convinced about the usefulness of the workshop to his/her students. If the faculty is convinced (in most cases he/she is), then the instructor will choose a time for the workshop, agreed by the faculty and/or the students' class representative. The time selected should fit the schedule of most students. Then the faculty or the student

representative will be asked to send an email announcement of the workshop to students on behalf of the Library. When these opinion leaders are convinced about the usefulness of a workshop and are willing to promote it for the Library, a good attendance for the workshop is guaranteed.

Classes Offered during Regular Class Time: Since these BI classes are held during a course's regular class time, a certain level of attendance is guaranteed. Yet, it is helpful to suggest to the faculty (the opinion leader) to make the class a required class and have the faculty inform his/her students that the class is important to the students' projects/assignments. Many classes are offered in this manner. For examples, Marketing Research, International Finance, Sino-U.S. Relations, and Information Physics. Once a library class is offered, it will be repeated year after year as the faculty see the remarkable improvement in students' research skills in their projects or assignments.

PRODUCT EXCELLENCE

BI classes offered to students have to be in excellent quality; giving poor quality classes to students is worse than not giving any classes at all. Bad classes offered will stop students coming for further classes, while good classes presented will encourage students to come for more. A good product is able to sell itself. Product excellence can be regarded as an implicit marketing technique.

Products Meeting Customers' Needs: First of all, as discussed in the section "Customers' Needs", it is important to understand the customers' needs and give them the products that satisfy their needs. For course-related BI classes, our BI instructors will obtain the course and project description and tailor the classes to the needs of the students.

Quality Assurance: To assure a high level of quality in our BI classes, instructors will prepare and rehearse their presentations until they are satisfied. A class is assigned to an instructor only when the instructor feels comfortable to teach the class. A mismatch between a workshop and an instructor will result in poor quality. To enhance the teaching skills of the instructors, the Library has offered 3 kinds of training in the past two years: (1) group viewing and discussion of a number of videos on teaching and presentation; (2) a 10-minutes micro-teaching presented by each instructor and other instructors served as evaluators; and (3) peer observation – each instructor observed 2 other instructors in their actual classes and criticized constructively on the content and the delivery of the instruction. (See Appendix 2 for the "BI Classes - Peer Observation" form.)

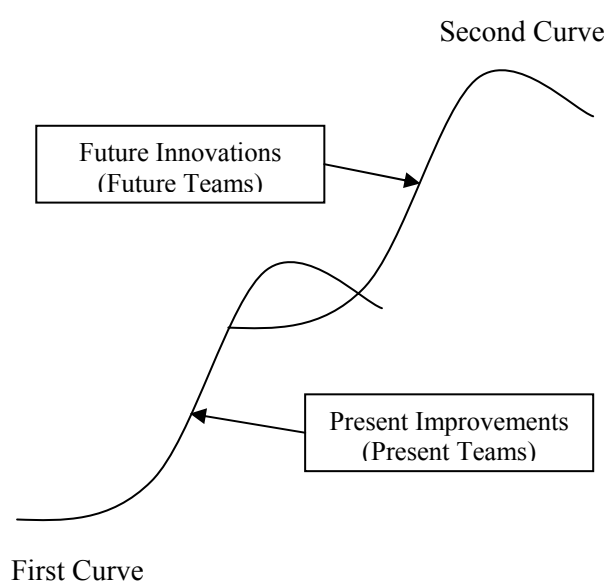
Customer Satisfaction: The level of customer satisfaction reflects the level of product's quality. Regarding BI classes, it is important to measure participants' satisfaction by asking them to fill out an evaluation form which is a common practice in most of our classes. (See Appendix 3 for the Library Instruction Evaluation Form). A sample of 31 classes was taken from 1997/98 BI instruction program and the data showed about 95 per cent of the participants who filled out the evaluation forms commented that they would recommend the class to their friends. In addition to measuring participants' satisfaction, the evaluation always reveals areas that the classes can improve on.

After-Sales Services: In truly great marketing, a salesperson's task does not finish when a product is sold. The same is true for BI – an instructor's job does not end when a class is taught. It is important to let the students know how they can get help when they have questions regarding things discussed in the class. Our instructors usually ask students to enquire at Reference Desk for further questions. If they need additional help, they are welcome to contact the instructor by email or telephone. In addition, we make our class handouts available on the Web as "Library Instruction Notes" (<http://library.ust.hk/res/resource.html#lin>). These Library Instruction Notes are updated constantly to allow students to obtain the best possible information at the time they want.

PRODUCT INNOVATIONS

To maintain excellence in products, product innovation is the key. As suggested by Gorchels (1995, p. 503): “Service providers must continually challenge themselves to improve their products and develop new innovations as an active part of the marketing program”. Ken Blanchard et al. (1997) emphasized the importance of product excellence and innovation. They said that a world class organization always strives to improve the present and to innovate the future at the same time. A world class organization will have two types of teams working at the same time: Present teams work on the improvement of things that are doing at present, while the future teams focus on innovations for the future. They summarized their ideas by the following chart (Blanchard et al., 1997, p. 17):

Figure 4: World Class Organization



Product Life Cycle: Essentially, the chart of Ken Blanchard et al. can be seen as two overlapping product life cycles. A product life cycle is always described as a s-shaped curve in which a product goes through a life cycle of 4 stages: introduction, growth, maturity, and decline. Our Web workshops serve as good examples. When our Library first introduced Web workshops a few years ago, the demand was very high. As using the Web has become common knowledge these days, the demand for the Web workshops has declined substantially. When “old” BI classes are phasing out, new BI classes have to be developed. To develop innovative ideas for BI, our Library does the following:

- Brainstorm at BI Meeting or Information Services Meeting.
- Constant monitoring and scanning high quality BI programs of libraries from around the world by visiting their Web sites and their libraries physically.
- Keep abreast with the latest trend and development in BI by reading BI literature and through participating in BI-L Digest (a BI discussion group).

One "innovative" class our Library recently plan to offer is 4 “Web Workshops for Faculty and Research Staff” with each targeting at a particular school in our university.

Another new BI practice is to use 2 email accounts to manage our email announcements and email registration separately. One of the accounts (LBCLASS) is for sending out BI announcements only. It is not used for any other purposes. Students are asked to register via another account (LBBI) that handles BI registration and confirmation. If students send their registrations to the LBCLASS account, they will receive an automatic email reply that tells them to re-send their registrations to the LBBI account. Using two email accounts to deal with announcements and registration separately is "safe" management. Because our Library emails to thousands of students and staff for our open workshops,

we do not want to send anything by mistake to these thousands of people. Using one account to handle both announcements and registration could run into this risk.

CONCLUSION

This paper has demonstrated how various marketing principles can be applied into the management of an academic library instruction program. Since each library has its unique situation, some of the ideas discussed here may not be applicable to other libraries. Librarians in charge of a library instruction program may want to try putting on the hat of a marketing manager and consider what marketing strategies are appropriate.

A high quality BI program presents a win-win situation for students as well as the Library. Students learn the library research skills they need for their assignments and projects, while the Library gains visibility in the university and this is good public relation for the Library. Moreover, getting students trained properly in a class is more cost effective than to train them individually at the Reference Desk. Working closely with the faculty in training their students' research skills enhances the image of a library and its librarians. It is because librarians are seen as playing an active role in the education of students.

It takes time and effort to successfully apply marketing techniques to the management of a library instruction program. Success does not come overnight. It is a continual improvement process. As Robert Muir (1993) puts:

“Marketing is a process over time, not a quick fix... It’s the combination and degree of several successes – the winner of the race is not necessarily the fastest or the strongest, but to the one who stays the course. Err on the side of persistence!” (p. 46)

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Appendix 1: Email Announcement for Open Workshop

Subject: Library Workshop: Sequencer Financial Database
Date: Wed, 10 Mar 1999 09:53:53 +0800 (HKT)
From: Library Class Announcement <lbclass@ust.hk>
To: allstaff@ust.hk

* Library Workshop: Sequencer Financial Database *

Sequencer is a new database replacing Extel. It provides information on 14,000 publicly listed companies worldwide. Information provided includes company history and news, lines of business, subsidiaries, and the latest five years' financial statements. Company news of the current 3 years is available. It also contains up to ten years data on the prices of securities, values of indices, and exchange rates among 160 currencies around the world. The database's powerful searching, reporting, and charting capabilities enable users to retrieve and present information tailored to their needs.

The workshop will cover the following topics:

- Searching, saving, and printing company news and reports
- Ranking of companies by market capitalization
- Finding competitors or companies engaged in a particular industry
- Obtaining stock price and stock chart of a company
- Comparing the price line graphs of several stocks
- Comparing different stock market indices
- Plotting the exchange rates between different currencies

The workshop will be held on the following dates:

17 March (Wednesday) 12:00 p.m. - 1:20 p.m.
20 March (Saturday) 1:00 p.m. - 2:20 p.m.

Venue: Library Classroom (LG1344 on LG1, next to Media Resources)

Please register by email to LBBI@UST.HK with the following information:
(DO NOT USE the email's REPLY function of this announcement.)

Name:

Status: Faculty () Staff () UG () PG-F/T () PG-P/T () Others ()

Department:

E-mail Address:

Title of the Workshop: Sequencer Workshop

Date of the Workshop:

We look forward to meeting you at the workshop!

HKUST Library

Appendix 2: BI Classes - Peer Observation

Objectives

In Spring 1999, each BI instructor will observe 2 or more classes taught by other instructors and give feedback to the instructors. The main objective is to build each other's teaching skills through constructive comments. The observer is not a judge, but a potentially useful source of feedback. It's up to the instructor to decide what to do with the comments.

Name of the Class: _____ **Date / Time:** _____
Instructor's Name: _____ **Observer's Name:** _____

Evaluate Class Content:	Exc.	Good	Sat.	Need Impr	Comments
Opening included a clearly stated purpose?					
Outlined the topics to be discussed?					
Amount of mats. covered was suitable?					
Defined new terms before using them?					
Used examples to clarify abstract concepts?					
Asked appropriate questions?					
Used bridges to link one topic to the next?					
Summarized major points at the end?					
Was the presentation organized?					
Evaluate Class Delivery:					
Eye contact					
Vocal variety, voice projection					
Enuciation, pronunciation					
Gestures and body language					
Enthusiasm					
Confidence					
Pace					
Grammer, word choice					
Avoid 'dead' words - ah, um, etc.					
Use of notes					
Visual aids					

Other Comments:

Appendix 3

香港科技大學圖書館 Hong Kong University of Science and Technology Library

Library Instruction Evaluation Form

As our Library is committed to a high level of professional standard in presenting our classes/workshops, we would appreciate your valuable feedback so that we may continue to improve and provide the best possible programmes.

Please tick one that describes you:

1st Yr ___ 2nd Yr ___ 3rd Yr ___ Master's ___ PhD ___ Faculty ___ Staff ___ Others (pl. specify) _____

Your Department _____

Please Circle the Appropriate Number/Answer

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I. Class/Workshop Content					
1. The objectives of the class/workshop were clear.....	4	3	2	1	0
2. Material presented was useful.....	4	3	2	1	0
3. Number of topics & amount of material covered were appropriate....	4	3	2	1	0
4. The workshop achieved the stated objectives.....	4	3	2	1	0
5. The length of the class was.....	appropriate	long	short	too long	too short
6. Overall, rate the class/workshop's content.....	Excellent	Good	Fair	Poor	Very

poor

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
II. Instructor					
7. The instructor was well prepared for the class/workshop.....	4	3	2	1	0
8. The instructor knows the subject well.....	4	3	2	1	0
9. The instructor communicated the subject effectively.....	4	3	2	1	0
10. The instructor's class presentation was well organized.....	4	3	2	1	0
11. Overall, rate the instructor.....	Excellent	Good	Fair	Poor	Very

poor

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
III. Overall Response					
12. I would recommend this class/workshop to my friend.....	4	3	2	1	0

13. Please comment on this class/workshop.

(e.g., What you gained most from the session and what areas need improvements)

14. Please suggest any future classes/workshops you would like to see the Library provide?

Thank you for your time