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## Library Service Delivery Management of National Institute of Development Administration

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### Front Note

*Mohammad Rafiqul Islam Talukdar, American International University-Bangladesh (AIUB), prepared this teaching case on the NIDA library to assess the maintenance and management standards and problems of the NIDA library service delivery, as a basis for classroom discussion only. The study did not intend to illustrate the effectiveness of the NIDA library or the efficiency of its management.*

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### Abstract

Sukum Navapan Library is the largest graduate-level intellectual resource-hub of the National Institute of Development Administration (NIDA), Bangkok-Thailand. It provides support to escalate capacity of research, training, teaching, and academic services in development and business administrations. The case study concern was whether the graduate and Ph.D. students of the institute were facing any intricacy associated with this library service delivery that could have affected students' learning life. The case observation period was August 2016 to July 2017, while the study execution period was June -July 2017. The purpose of this study was to develop a teaching case by qualitatively exploring the research concern. The study contributed to management-science learning and practice. NIDA context-specific dilemma with the library service-delivery and associated trade-off decisions seemed to be central to the analysis of the case. From the practical point of view, the case identified the problems associated with the library service-delivery management practices and their significance to the student learning life and reading behavior, which in turn might have provided the NIDA library management a practical

lesson to review the approach and practice. Considering the research problem stated above, four case research questions were tailored here: i) What problems were associated with the NIDA library service delivery? ii) Did those lead to the service dissatisfaction of students? iii) How did those problems and service dissatisfaction affect student reading behavior and learning life?

**Theoretical Frame:** The case study followed the maintenance management theory, especially its process school of thought. “The maintenance management is a relatively young academic discipline” (Visser, 1998). “The maintenance process school is concerned with identifying all of the aspects of the management of maintenance. It considers other techniques as tools to be used to achieve the outcomes of maintenance management” (Anderson, 2009). There were three concerns to examine in this study under the frame of this theory: the library policy and system design spectacles in the comprehensive operations management of the library, issues and problems in the library service delivery and their consequences, and solution options.

**Methods:** The research employed the qualitative case study method.<sup>1</sup> This case study included several data collection techniques: Participant observations, literature review, and in-depth interview.

**Relevant Teaching Courses:** Undergraduate level courses - Management, Operations Management, Knowledge Management, Library Science, and Entrepreneurship Development; Graduate level courses - Strategic Management, and Leadership and Management in Organizations.

**Keywords:** Learning-life, library-management, NIDA, service-delivery, teaching-case.

The National Institute of Development Administration (NIDA) holds a well-equipped, established, and first-rate modern library since its inception in 1966. Despite holding a long heritage and conventional as well as modern facilities, the NIDA library named “Sukum Navapan Library” was not beyond questioning concerning the maintenance and management standards and problems of its service delivery during the case observation period – August 2016 to July 2017, and the study execution period – June-July 2017. Being a fellow of the Graduate School of Public Administration (GSPA) at NIDA, Mohammad Talukdar enjoyed the membership of this library from August 22, 2016, to July 31, 2017. During that time, his participant observations and several anecdotes revealed some problems associated with the service delivery management of the NIDA library. He also interviewed a few other graduate students and Ph.D. fellows and consulted the director and former director of the library and a couple of management staff members of it (see Exhibit 1).

### Organizational context

The National Institute of Development Administration (NIDA) seemed to be a high ranked public graduate university in Thailand under the Commission on Higher Education, the Ministry of Education. Founded in 1966 with initial support from the Department of Technical and Economic Cooperation, the Ford Foundation, and the Midwest Universities Consortium for International Activities, the NIDA became famous immediately. According to the official website of NIDA:

*“NIDA was originally established to support national development in Thailand; this objective has now been expanded to encompass regional development in countries outside of Thailand to produce advanced degree graduates who can serve in the public, business, and nonprofit sectors. At present, NIDA is a state-supported graduate institution with university status, and it is one of very few higher education institutions in Thailand that offer exclusively graduate degree programs” (NIDA Website, 2017).*

Table 1. NIDA at a glance

No	Key Features	Description
1	Motto	Wisdom for Change
2	Established	April 1, 1966
3	Type	Public
4	Location	118Serithai Road, Bangkapi, Bangkok, Thailand 10240
5	Program	Masters and Ph.D. only
6	Schools	12 Schools - GSPA, GSBA, GSDE, GSAS, GSSED, GSLC, GSHRD, GSL, GSTM, GSCM, GSEDA, and ICO NIDA
7	Library and Achieve Centers	3 library and archive centers
8	Official Website and Video URL	<a href="http://www.nida.ac.th/en/">http://www.nida.ac.th/en/</a> <a href="https://youtu.be/Ji8XxZ8WEA8">https://youtu.be/Ji8XxZ8WEA8</a>

Table1 disclosed the key features of the National Institute of Development Administration (NIDA) at a glance. NIDA had three library and archive centers: Sukum Navapan Library, Thanat Khoman ASEAN Library, and NIDA Museum & Archives. The first one - i.e., Sukum Navapan Library - was the largest library and information center of NIDA, commonly known as the NIDA Library. It seemed to be a graduate-level intellectual resource-hub of NIDA that was used to providing support to escalate capacity of research, training, teaching, and academic services in development administration and business administration. The library had the wings to serve as the “National Socialist Information Coordinating Center” in the “National Academic Information System (Thai Natis),” the “World Bank Publications Library,” the “International Federation of Library Associations and Institutions (IFLA),” and the “Library Network in Thailand (ThaiLIS).” Box 1 below showed the obligations of the library.

<p>Box 1. Obligations of the library</p> <p><i>Provide a user-centric service to meet the needs of users in research and learning.</i></p> <p><i>Maintain user-oriented operations.</i></p> <p><i>Perform the provision of storage, and provision of systematic information retrieval services.</i></p> <p><i>Use the information technology in operations and services to develop into an electronic library.</i></p> <p><i>Promote library users to be more efficient in using electronic library systems.</i></p> <p><i>Distribute the knowledge developed by the institute's personnel.</i></p> <p><i>Support the sharing of information resources at the community, country, regional and international levels.</i></p> <p><i>Provide research services to the community.</i></p> <p><i>Promote lifelong education in the field of development administration and business administration.</i></p> <p><i>Maintain collaboration with libraries and library networks, and extend academic services in the field of library and information science.</i></p>
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Source: Adapted from NIDA Website, 2017

### Management structure and reforms of the library

The NIDA library originally was a library of the Faculty of Public Administration in Thammasat University. In 1966 while the National Institute of Development Administration (NIDA) came into operation, that library became part of NIDA. Later in October 1998, the library shifted to the multipurpose building, which was from 2008 onward known as Boonchana Building. The library development office was set on the 2nd-4th floor of the Boonchana Building.

On top of the management of NIDA library and information center, there was a Director, a Deputy Director, and two Academic Committees – *Committee for Library and Information Center*, and *Committee for Library Fund and Resource Development* (NIDA Website, 2017). There were a total of approximately 60 designated staff members led by Dr. Siwiga Dusadenoad, Director of the

NIDA library and information center.<sup>2</sup> The “Organization Chart” of the NIDA library portrayed a clear picture of the library management staff and technical service providers (see Exhibit 2).

Under the Director of the library, there had a provision for Deputy Director, which in practice was never appointed. Previously there was one technical committee titled "Committee for the Library and Information Center." Then another technical committee titled "Committee for Library Fund and Resources Development" was introduced. The Director of the Library headed the former, while the Vice President (Planning and Development) of NIDA led the latter. At the staff level there were two categories of staff members: First, technical category staff members used to work for library operations under a team of librarians or library science academia; Second, secretarial and clerical as well as administration, finance and support staff members used to work under the Secretary to the library. Both the team of librarians and the Secretary to the library used to report to the Director of the library, who was appointed by the President of the NIDA for a 3-year term.

Usually, a faculty member of the NIDA used to get appointed by NIDA president as Director of the library and information center. As the NIDA was a public university, so was its library. The Ministry of Education, the Royal Government of Thailand accustomed to support in designing the annual budget of the NIDA library. There were two other sources of library funding: The University core fund and library resource development funding.

Professor Sombat<sup>3</sup>, former President of the NIDA, in 2011 took a major reform initiative of the library that turned it into a modern outlook and design, and into a comprehensive resource center and fully-fledged digital shape. Sombat brought that idea from South Korea and termed that as a “living library.” Furthermore, Dr. Sutep Tongngam, formerly Library Director during the term 2013-14 to 2015-16, improved the integrated library system by introducing the ALEPS plus single source PRIMO alongside the previously used HORIZON.

In the case of library management style, Professor Thaweesak, formerly Vice-president of the NIDA, introduced a horizontal management pattern instead of a vertical one in 2008. Previously there were too many unit heads and reporting points for the librarians/library professionals, whereas following the horizontal arrangement, all 20 librarians and Secretary to the library started reporting to the Director only. Besides, the reformed arrangement started a practice of monthly management meetings. The meeting attendee list included the Director, technical committees, library professionals, and Secretary to the library.

### **Maintenance of the library service delivery**

The purpose of the NIDA library was to build and manage knowledge collections and heighten the capacity of research, training, teaching, and academic services at graduate and Ph.D. levels broadly in development and business administrations. It used to hold a wide range of knowledge materials, such as newspapers, periodicals, journals, books, pamphlets, prints, electronic versions, and records for reading and research, and reference and lending. Digital infrastructure as well as automated management system seemed to be inbuilt in the library. In other words, it seemed to be a well-designed, living as well as a digital library with comprehensive hard and soft resources. It used to get free internet access - i.e., UniNet, and the government databases - e.g., Science Direct and IEEE Explore. It had enough breathing and reading spaces including special reading rooms for general students, and individual reading rooms for Ph.D. researchers. Besides, it seemed to serve resources to faculty members on call and to hold online renewal provisions for loaned books. Also, it was accustomed to undertake a user satisfaction survey twice a year.

Mohammad Talukdar, a fellow of the GSPA-NIDA, keeping upfront his participant observations (see Exhibit 3) and student-interview findings (see Exhibit 4), while he consulted the Director and

formerly Director of the library alongside its couple of technical and secretarial staff members (see Exhibit 4), he revealed some crucial points and suggestions concerning the robust maintenance of the library service delivery. Normally the librarians (acquisition) used to coordinate a list of books to be procured and journals to be subscribed to. Once they got done with the new procurement and subscription, they used to put the information of the procured books in the library catalog and to place the hard books on the bookshelves, while they also used to make e-books and e-journals available in the e-data base.

There were, however, mainly two types of problems associated with the library system and service-delivery-maintenance management: The first was concerning the efficient utilization. There were more than a double number of professional students and part-time users (i.e., evening and weekend participants) than that of the regular students (i.e., daytime as well as weekday participants) who needed to use the library services. The library timing (i.e., morning to evening) seemed to be convenient for the daytime students only, and thus such large and sophisticated library resources remained under-utilized in a practical sense. Secondly, there were some students' dissatisfactions with the services, for instance, staff communication competency, library temperature, and problems with loan and reference books availability. Besides, there were some other problems concerning the library service-delivery-maintenance as evident in Exhibit 3 and Exhibit 4.

### **Implications of the problems**

Generally, dissatisfaction with the library system as well as service delivery management affected students' attitude towards their learning and library using habits. Talukdar's discussions with students and management revealed that most of the problems there were not much complicated, and those seemed solvable simply by recognizing and appreciating as well as by taking appropriate management initiatives. Solutions were inbuilt in identifying the problems themselves. Of course, there were some critical concerns as well, for instance, library hours, temperature, number of copies of the most needed books, and staff competency. Notably, keeping the status-quo – i.e., just following the existing pattern – was not the desired option for students in any case.

Ph.D. fellows and graduate students had different experiences and faced problems differently, but there were some common experiences as well. Importantly, no difference was found between the views of male and female students at the same level. Nonetheless, according to both Ph.D. fellows and Masters' students, the library and information center maintained its role in collecting resources and delivering services to help in learning, research, training, and teaching. The library was equipped with an extensive collection of printed books and journals and e-resources as well as databases. Masters' students, however, had an advanced level understanding of the library facilities comparing to the Ph.D. fellows. Again, national students in both Masters and Ph.D. levels relatively had better understating comparing to the international students at the same levels.

Regardless of the student level or nationality, all appreciated more or less some common best practices of the library: First, it generally followed a well-equipped and automated system, and it seemed to be a complete digital library. Second, it looked to be a living library with enough open study places, reading rooms, e-book station, breathing spaces, internet zone, silent zone, relaxing corners, prayer rooms, small coffee corner and refreshment area, computer training room, and video room, etc. Third, it had strong databases and a wide range of resources. Fourth, it allowed users to carry books, electronics, and bags inside the library.

It seemed natural that national students had better understating regarding library system and service delivery management comparing to the international students. It was, however, still a question that why did the young students hold a better understanding of the library facilities and high-level confidence regarding adaptation with a sophisticated library system comparing to the doctoral

students. The Director of the library responded to this concern very clearly: “Masters level students must have undertaken a course ‘ND 4000’ that included the library system alongside the other issues.” Moreover, Talukdar’s participant observations revealed that young students were naturally ICT friendly, and thus they felt confident to cope with a modern digital library in a better way.

Anyway, regarding the first critical concern of the case problems, there seemed to appear to the library management to take a major trade-off decision: whether the library supposed to make open 24 hours/7days or from morning to until midnight, unless it had a wish to go with the status-quo – just following the prevailing timing (i.e., morning to evening). Regarding the second concern, solution points might have involved some trade-off decisions. Firstly, the management might have chosen a tradeoff between setting provisions: First option, setting provision of staff training, competency-based staff performance assessment and incentive for good performance; Second option, setting provision of competency-based staff performance assessment and force turnout for bad performance followed by a fresh recruitment initiative. Secondly, the management might have picked an option: A software installation for central adjustment of temperature or manually change central temperature several times. Thirdly, the management might have invested to keep several copies of books both for loans and reference only or with the existing capacity might have provided reference the priority.<sup>4</sup>

As these problems involved the service policy and budget of library, it is somehow above the decision of the Director. Rather, the Director had to place those to the Academic Committees – “Committee for Library and Information Center,” headed by the Director of the library, and “Committee for Library Fund and Resource Development,” headed by Vice-President for Planning and Development of NIDA.

### **QUESTIONS FOR STUDENTS TO ANALYZE**

1. Could you identify the four critical case concerns or problem issues?
2. Could you identify the solution options including the status-quo option for each of the four critical case concerns?
3. Could you analyze critically the three solution options for each of the critical concerns considering the likely opportunities and cost, and fit and relevance to the context?
4. Could you suggest one choice-decision for each of the concerns for the Director of the NIDA library, in solving the four critical concerns considering the fittest and most relevant one to the context?
5. Could you suggest some recommendations and an implementation plan for the Director of the NIDA library, so that the Director could have smoothly implemented your recommended choice-decisions?

## **Exhibit 1**

### RESPONDENTS OF THE STUDY

BOX-E1. List of respondents

Selected respondents from the library management

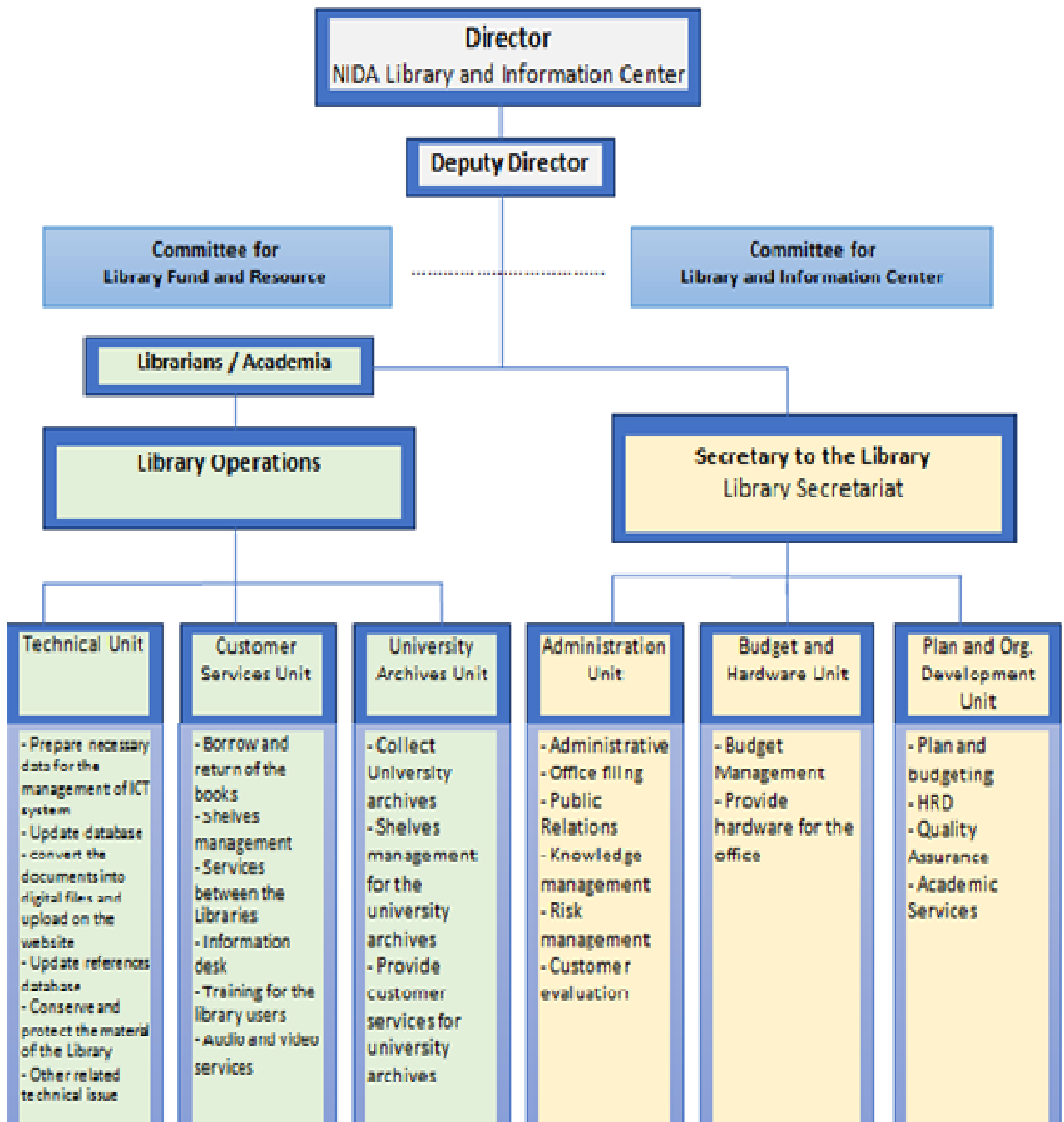
1. Dr. Siwiga Dusadenoad, Director of the NIDA Library and Information Center
2. Dr. Sutep Tongngam, Dean of Graduate School of Applied Statistics at NIDA and formerly Director of the NIDA Library and Information Center, and also Member of the Committee for the NIDA Library and Information Center
3. Ms. Pattama Mudnuraksa, Acquisition Librarian of NIDA Library
4. Ms. Saovaluk Panyapas, Secretary to the NIDA Library

Selected respondents amongst the user students

5. Ms. Kochakorn k. Acidre, Ph.D. Fellow (National)
6. Mr. Hasanuzzaman Tushar, Ph.D. Fellow (International)
7. Ms. Rasmee Islam, Masters Student (National)
8. Mr. Vilasack Srithirath, Masters Student (International)

## **Exhibit 2**

### ORGANIZATION CHART



Source: NIDA library staff members

FIGURE-E2. Organization chart of NIDA library



## Exhibit 3

### PARTICIPANT OBSERVATIONS

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#### BOX-E3. Participant observations

##### Best practices :

- \* The library was well designed and equipped with digital facilities and enough breathing and study places.
- \* There were individual study rooms for Ph.D. fellows and sufficient shared study rooms for masters' students.
- \* Users used to bring personal books, laptops, bags, and food inside the library.
- \* Students and faculty used to make special requests to purchase some specific knowledge resources - for instance, books and journals to satisfy their individual or group urgent needs. In such a case, once the resources might have purchased, the requesting individual or group gets preference as the first user(s) of such resources. Altogether, it seemed to be a living library.

##### Opportunities :

- \* Librarians and staff members accustomed to being friendly and cooperative, which might have been an opportunity to solve generic problems students used to face concerning the library service management.
- \* The library and information center had MOU with some other libraries and resource centers of selected universities in Thailand, which might have opened a window of opportunity to explore information and resources and network services.<sup>5</sup>
- \* The center also used to serve as a resource zone of the World Bank and as a coordinating center for information in social sciences and management of the NIDA ASEAN Library. It used to maintain membership of the Thailand library network. The center used to work with Thai and international libraries, for example, it became an active member of the International Federation of Library Association (IFLA), and the American Library Association (ALA).<sup>6</sup>
- \* The center used to provide internship opportunities for students of various higher educational institutes.<sup>7</sup>
- \* Furthermore, it had a provision to accept external membership of the library for the public and NIDA's alumni,<sup>8</sup> which in a way or other might have helped build a knowledge-based society and network.

##### Challenges :

- \* Arrangement of the bookshelves and catalog numbers seemed to be complicated. Bookshelves could have rearranged according to the books and dissertation papers of schools - e.g., GSPA, GSBA, GSDE, etc. - and catalog numbers could have unified and simplified.
  - \* The center used to collect and subscribe to several rich journals and magazines, for instance, NIDA Case Research Journal, International Review of Administrative Sciences, Population and Development Review, South East Asian Studies, Journal of Development Economics, and Forbes Asia, The Economist, and Time. The current issue of some important magazines and journals was found unavailable on shelves following the observation of a few months.
  - \* Some mostly needed books in many cases found out of shelves - i.e., on loan, and even unavailability of reference copy. It happened simply because the center used to hold a very limited number of copies of such books and insufficient assessment to know the demands of books and resources.
  - \* Library timing seemed to be a serious problem leading to underutilization of the library resources. The prevailing business hours of the library allowed extensive resources and wide space access for a limited number of daytime and young students, while the extension of the library time might have necessitated considering the evening and senior students' requirements.
  - \* Making extensive availability of online content appeared to be highly important. Also, students might have necessitated a few conference or meeting rooms equipped with the multimedia facility to share and presents their papers amongst themselves.
  - \* Considering the global uprising and terrorism, the security of the library seemed to be a concern. Users and staff members used to bring bags and personal belongings inside and outside the library without any security check. However, there seemed to follow an automated system to recognize library resources.
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## Exhibit 4

### RESPONDENTS' VIEWS

#### BOX-E4. The outcome of students' interviews and management consultations

The outcome of interviews of some Ph.D. fellows and graduate students revealed the magnitude of the problems and consequences of the same, while the management consultations' result helped shape the analytical frame of the study with mutually agreed solution options.

##### *What problems were associated with NIDA library service delivery?*

Ph.D. fellows and Masters's students had different experiences and found problems differently, but there were some common experiences as well. Importantly, no difference was found between the views of the male and female respondents at the same level (i.e., Ph.D. or Masters levels). In-depth interviews of two Ph.D. fellows supported those senior students who used to face lots of problems with the library system and service-delivery-maintenance management. For example, information regarding library facilities was not disseminated adequately to users. The library kept a limited number of copies of the most required books and even no reference-copy<sup>9</sup> of such books. Design of the dissertation papers and bookshelves with catalog seemed to be scattered. Online catalog linking with the call number and catalogs on bookshelves seemed complicated. The library timing appeared to be very inconvenient (i.e., the library was open for a limited time only from morning to early evening). The common room was not equipped with a filtering machine for drinking water and a micro oven for heating the foods. Besides, international Ph.D. fellows found difficulties relating to communication with the library staff members due to the lack of the English language competency of some staff members.

Masters students also faced some specific problems, for example, at least three ID-cards of students required to have a study room for two hours, and for an extended period again re-registration with the three student-ID-cards required to avoid penalty THB 50 per hour for the extended period. No individual locker and students' common room were available for them.

There were also some common problems both for Ph.D. fellows and Masters students, for instance, internet service was poor that led to frequent interruptions. No small conference room or meeting room equipped with a multimedia projector and screen was available at the library. Furthermore, the temperature of the library seemed to become extremely cool from mid to late afternoon. In some cases, an online catalog showed the availability of a book, but practically that might have not found on the bookshelf. Also, online or soft resources, sometimes, showed just call numbers without any further content.

According to the former Director of the NIDA library, underutilization of resources seemed to be a serious management concern. There were more than double students of professional and part-time (i.e., evening or weekend participants) than that of the regular students (i.e., daytime as well as weekday participants). The library timing (i.e., morning to evening) was convenient for the daytime students only, and thus such a large amount, as well as sophisticated library resources, remained underutilized in a practical sense.

Interview of a senior most librarian<sup>10</sup> also supported the students' observations. According to the interviewee, there might have had some students' dissatisfactions with the maintenance of the services, for instance, relating to staff communication competency, library temperature, and problems with loan and reference books availability.

##### *Did those lead to service-dissatisfaction of students?*

The problems, identified by students and library management following the participant observations, made the students dissatisfied to some extent with the library service-delivery maintenance system and management. Kochakorn k. Acidre, a Thai Ph.D. fellow, and Hasanuzzaman Tushar, an international Ph.D. fellow expressed a considerable level of dissatisfaction with the problems associated with the library service-delivery maintenance system and management. Rasmee Islam, a Thai Masters student, and Vilasack Srithirath, an international Masters student showed relatively less dissatisfaction with the overall problems, but high-level dissatisfaction to the issues of limiting only two hours for a room and interrupted internet service and unavailability of soft contents in some cases despite the call numbers were shown for them.

Masters students also had an advanced level understanding of the library facilities comparing to Ph.D. fellows. Again, national students (in both Masters and Ph.D. levels) relatively apprehended better understating comparing to the international students. Masters' students, additionally, explained the fact why in some cases online catalogs showed the availability of books, but practically those were not available on the bookshelves. They opined that students might have taken them away from bookshelves for reading in the library.

##### *How did those problems and service dissatisfactions affect student reading behavior and learning life?*

The problems students were facing regarding the library system as well as service delivery management, and dissatisfactions associated with those affected the students' attitudes concerning their learning and reading behavior including the library using habit. Discussion with students and analysis of the previous two research questions revealed that such effects touched much to the senior students.

The part-time students and Ph.D. fellows seemed to be unwilling to use the library in the daytime. They preferred late afternoon to midnight hours for library works if they might have an option. Participant observations further stressed the fact that clubs in a city like 'Bangkok' kept open until late at night, whereas the best library in the city closed down in the early evening.

A limited number of copies of some most needed books and no reference-copy of such books in the library created serious dissatisfaction and extremely affected in learning as well as in continuing assignments and research programs smoothly, particularly for senior students. On the other, very limited time-allocation for a room for group exercise of young students made them highly dissatisfied and affected much in their learning attitude. Issues like library temperature, poor internet service, unavailability of detailed soft content in some cases, and absence of a small conference-meeting room equipped with multimedia made all levels of students seriously unhappy and those affected much in their reading and academic life.

***How could have overcome those problems?***

Discussions with students and management revealed that most of the problems reported were not much complicated, and these seemed to be solvable simply by recognizing and appreciating as well as by taking appropriate management initiatives. Solutions were inbuilt in identifying the problems. However, there were some critical concerns as well, for instance, library hours, temperature, number of copies of the most needed books, and staff competency.

Discussions with students and management as well as participant observations suggested that unavailability of books on bookshelves and reference-copy issues were a subject to solve by understanding the context and analyzing the problem. Some mostly needed books in some cases found out of shelves, i.e., on-loan, and even no reference-copy was available. It happened simply because the center had a very limited number of copies of such books and insufficient assessment on books and resources needed. Also, the concerned books and other resources might have been in use in the library by other readers or the users dropped elsewhere after using those, while library staff members might have not placed those yet.

Participant observations furthermore suggested that the complicated arrangement of the bookshelves could have been rearranged according to the books and dissertation papers of the schools (e.g., GSPA, GSBA, GSDE, etc.), and catalog numbers could have been unified and simplified. Also, the current issue of some important magazines and journals must have continued subscribing and library staff members must have kept those available on shelves routinely. Furthermore, investing in uninterrupted internet service seemed to be a must requirement, and making the availability of online content as much as possible seemed to be highly important, and some small conference-meeting rooms with multimedia facility seemed to be necessary for students to share and presents their papers amongst themselves. Also, the user satisfaction survey of the library must have employed a mix of the qualitative and quantitative lens.

***Trade-off Decisions***

The critical concerns entailed tradeoff decisions. Library hours, for instance, was one of the critical issues. Simply extension of the library time was necessary considering the evening and senior students' requirements. Solutions could have been there in many alternative ways with different levels of opportunities and costs: Option 1 - keeping the library open 24 hours/7days; Option 2 - keeping it open from morning to until midnight; Option 3 - Status-Quo - keeping the duration of prevailing library hours with just minor adjustments.

The control of the library temperature was another serious issue given the fact that the library used to become extremely cool in late morning and afternoon to evening. Such temperature fall created three-fold problems – i.e., more consumption of energy, improper use of resources, and high-level dissatisfaction of library users. For a solution to that issue, the library management could have chosen one of the three options considering the opportunities and cost analysis. Option 1 - software installation for central adjustment of the temperature; Option 2 - manually change central temperature several times; Option 3 - Status-Quo - just following the existing pattern with just minor adjustment, for instance, increasing the number of non-air-conditioned reading rooms with the provision of windows for them.

Unavailability of sufficient copies of the most needed books was also a serious concern. The library and information center undertook an insufficient assessment to know which books and resources might have required sufficient copies to encounter the potential demands. The previous discussion revealed that insufficient copies of some most needed books created high-level dissatisfaction and affected negatively students learning and research, and assignments. Such an issue required several options to solve. The library management could have chosen one of the options considering the opportunities and costs associated with each option. Option 1: Following the demand assessment, investing much for keeping several copies of the most needed books for both loans and reference in the library seemed to solve the problem. Option 2: Vast investments for knowledge resources, i.e., could have invested much for keeping several copies of each of all books in the library both for loans and for references. Option 3: Status-Quo – just following the prevailing pattern with minor adjustment, for instance, with the existing capacity might have kept the reference-copy to the priority and must have kept at least half of the number of copies as a reference, but if there would have had only one copy of any book, then that one must have kept as reference-only.

The discussion with students and library management helped tailor the aforementioned analysis of trade-off or alternative decisions, while the consultation with the library management exclusively helped frame the next issue – i.e., the staff competency. Dr. Siwiga Dusadenoad, Director of the NIDA Library and Information Center opined, “NIDA library is going to undertake Quality Assurance (QA) process, which in turn would help ensure the assessment of staff performance in a better way and could provide better service delivery to the users.” According to Dr. Sutep Tonggam, formerly Director of the NIDA library, there were three options to improve staff competence and performance. Option 1 – could have employed the provision of staff training for improvement of the staff competence and could have introduced a competency-based performance assessment system followed by the introduction of the incentive provision for good performance. Option 2 – could have employed competence-based staff performance assessment system and force turnout provision for bad performance followed by bringing about the provision of new recruitment. Option 3 – Status-Quo – could have followed the existing pattern just with a minor adjustment, for instance, the inclusion of the training provision for improving the staff language competency.

## Exhibit 5

### CONCEPTUAL FRAMEWORK

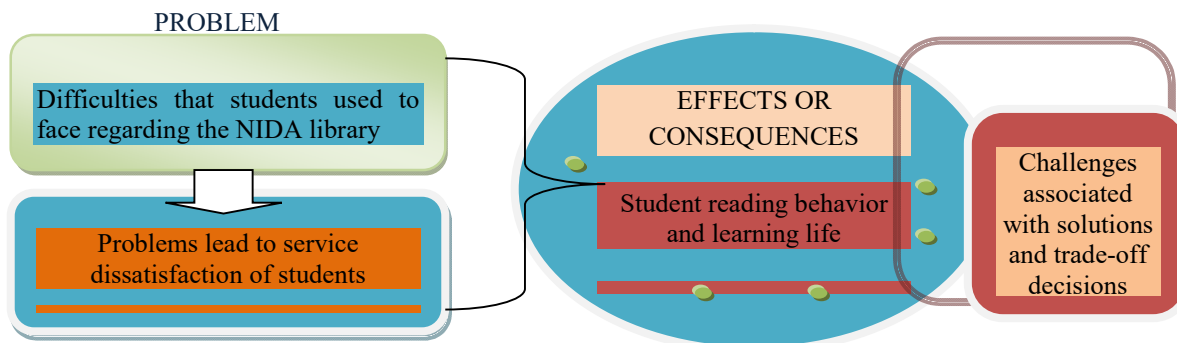


FIGURE-E5. Conceptual framework of the study

## Exhibit 6

### ABBREVIATIONS AND ACRONYMS

- ALA - American Library Association
- ICO NIDA - International College of National Institute of Development Administration
- IFLA - International Federation of Library Association
- GSAS- Graduate School of Applied Statistics
- GSBA - Graduate School of Business Administration
- GSCM - Graduate School of Communication Arts and Management Innovation
- GSDE - Graduate School of Development Economics
- GSEDA - Graduate School of Environmental Development, Administration
- GSHRD - Graduate School of Human Resource Development
- GSL - Graduate School of Law
- GSLC - Graduate School of Language and Communication
- GSPA - Graduate School of Public Administration
- GSSSED - Graduate School of Social and Environmental Development
- GSTM - Graduate School of Tourism Management
- MOU - Memorandum of Understanding
- NIDA - National Institute of Development Administration
- QA - Quality Assurance
- URL - Uniform Resource Locator (URL)

## INSTRUCTOR'S MANUAL

### Learning Objectives

First, to inform readers about the maintenance and management standards of the NIDA library service delivery; Second, to illustrate the practical challenges NIDA Library faced given its context and strategic approach; Third, to allow students to analyze the context, problems and leadership decision to a paradigm shift of the library in terms of its service delivery.

### Theoretical Frame

The case study followed the maintenance management theory, especially its process school of thought. “The maintenance management is a relatively young academic discipline” (Visser, 1998). “The maintenance process school is concerned with identifying all of the aspects of the

management of maintenance. It considers other techniques as tools to be used to achieve the outcomes of maintenance management” (Anderson, 2009). There were three concerns to examine in this study under the frame of this theory: the library policy and system design spectacles in the comprehensive operations management of the library, issues and problems in the library service delivery and their consequences, and solution options.

## Methods

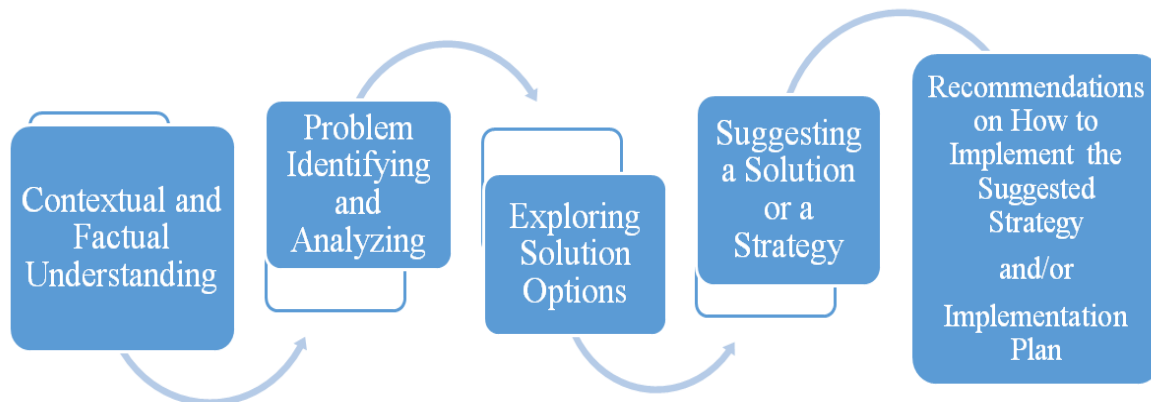
The research employed the qualitative case study method.<sup>11</sup> This case study included several data collection techniques: Participant observations, literature review, and in-depth interview.

## Relevant Teaching Courses

Undergraduate level courses - Management, Operations Management, Knowledge Management, Library Science, and Entrepreneurship Development; Graduate level courses - Strategic Management, and Leadership and Management in Organizations.

## How to Analyze the Case

As it is a teaching case, the brief analysis of the trade-off decisions did not reach a choice from the provided options at any of the four given critical issues. It brings forward for the students to analyze critically the options considering the probable opportunities and cost, and fit and relevance to the context, and thus to take systematic decisions. In such a context, during the critical analysis students must consider the status-quo option of each of the four critical concerns or issues as well. Figure 1 below portrays a complete methodological outlook to analyze this teaching case.



Source: Adapted from Talukdar, 2020(a), Talukdar, 2020(b)

Figure1. Case study analysis framework

Talukdar (2020) made a splendid analysis of figure1 that is documented in box 2.

#### Box 2: Analysis of the case study analysis framework

*“The case analysis starts with understanding the case entity, context, and facts, which requires reading the case a couple of times. Once the context and facts are clearly understood, the case analyst carefully identifies the problem area of the case and makes a diagnosis to point out the problem exactly, followed by a systematic analysis of the problem. Analysis entails revealing the magnitude, dimensions, consequences, and causal relation of the problem. If the problem is correctly diagnosed and analyzed, the case analysis is half done.*

*The case analyst at this stage focuses on exploring solutions options. It is a critical part of the case analysis. It requires knowledge of strategic management. It explores multiple solution strategies considering the strategic planning process. Each of the solutions or alternative strategies follows a systematic process of triangulation of internal and external influential aspects of the case entity concerning the diagnosed problem. In other words, each of the solution options goes through internal Strengths & Weaknesses (SW) and external Opportunities & Threats (OT) analysis, termed as Strengths & Weaknesses, and Opportunities & Threats (SWOT) analysis.*

*The case analyst then compares the weighted average scores from the weighted score matrices of SWOT analysis results. Usually, the best solution is one that carries the highest average score (i.e., average positive minus negative scores) in this regard. But this is not always true. There might be other aspects or factors to be considered including the fitness and relevance of the solution to the case entity.*

*Also, SWOT is just a commonly used example of an assessment and decision criterion by which to judge the different options. Depending on the case and situation, the decision criteria may be different. Thus, the analyst suggests the best fitting solution or strategy for the entity with appropriate justification. Finally, the analyst puts forward recommendations on how to implement the suggested strategy and/or fixes an operational /implementation plan.”*

Source: Adapted from Talukdar, 2020(a), Talukdar, 2020(b)

#### ENDNOTES

<sup>1</sup> ‘Qualitative case study’ method “requires systematic investigation and detailed scrutiny of the unit of analysis, by employing techniques like documents and contents review, in-depth interviews of the relevant stakeholders, and observations” (Talukdar, 2020a). It follows the ‘focused synthesis’ method that denotes “collecting and documenting information and data from diverse sources including published and unpublished documents of the study organization, staff memorandum, anecdotal story of concerned staff members, and consultation with key staff members” (Talukdar, 2012).

<sup>2</sup> Dr. Siwiga Dusadenoad, Director of the NIDA library and information center, was formerly Dean of Graduate School of Applied Statistics at the NIDA.

<sup>3</sup> Professor Sombat was president of the NIDA for two consecutive terms (2007-08 to 2009-10 and 2010-11 to 2012-13).

<sup>4</sup> Keeping at least half of the number of books as reference one, but if there is only one copy of any book, it is supposed to keep for reference only.

<sup>5</sup> Source: Anecdotes, observations, and consultations with a librarian, and a Thai Master’s student.

<sup>6</sup> Source: NIDA library handbook.

<sup>7</sup> Ibid.

<sup>8</sup> Source: NIDA library leaflet.

<sup>9</sup> Reference-copy of a book refers to keeping the book in the library exclusively for reading in the library only, not for the loan.

<sup>10</sup> During the interview of the senior-most librarian Ms. Pattama Mudnuraksa, two other Liberians Ms. Panchalee Ruengsamutr and Ms. Karanrat Prasertdhanchul also attended.

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<sup>11</sup> 'Qualitative case study' method "requires systematic investigation and detailed scrutiny of the unit of analysis, by employing techniques like documents and contents review, in-depth interviews of the relevant stakeholders, and observations" (Talukdar, 2020a). It follows the 'focused synthesis' method that denotes "collecting and documenting information and data from diverse sources including published and unpublished documents of the study organization, staff memorandum, anecdotal story of concerned staff members, and consultation with key staff members" (Talukdar, 2012).

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## Disclaimer

The views and opinions expressed in this case article are solely based on the empirical findings, and those of the author alone and do not necessarily reflect the official policy or position of any affiliated agency of the author.