Value Management in Academic Libraries: A Case Study

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Abstract: The purpose of this paper is to develop value-oriented practices for a service-oriented institution such as a library by utilising value-oriented tools and techniques towards developing a framework, which will address changing demands while increasing and improving value. The study begins by investigating the current challenges facing academic libraries, in particular The University of the West Indies (UWI), St Augustine (STA) Main Library, with the intent of identifying areas of value for the Library. Once identified, this study incorporates the findings of a literature review with Value Management (VM) principles and practices towards developing a framework to foster value-oriented practices within an academic library environment. It stresses the need for a structured approach to managing service within academic libraries through the adoption of VM practices and procedures. Findings show that there had been limited knowledge of quality and marketing in the service industry and more particularly in the Library and Information Services industry by Librarians. Future evaluation and implementation of the proposed framework should therefore begin with proper training and education within these areas to secure management commitment and ensure staff involvement. It is anticipated this framework be used by academic libraries towards identifying value, improving and increasing value through effective management, and also promoting value-oriented practices within their organisations.

Keywords: Value methodology, academic libraries, value management (VM) framework

1. Introduction

Within the last decade, the role and function of traditional libraries have been perpetually altered as a result of global changes. The rapid growth of information made accessible via the World Wide Web and as a result of the continued advancements being made in technology have forever changed the way in which the traditional libraries must now operate. Given this reality, traditional libraries must now find innovative ways to meet challenges in a dynamic internal and external environment.

This paper attempts to develop a framework for the adoption of value-oriented practices within a library environment using the St Augustine (STA) Main Library at The University of the West Indies (UWI) as the working example. The STA Main Library at the UWI, STA Campus is one of four campuses located throughout the Caribbean, having developed from one of the oldest special libraries in the West Indies, the Imperial College of Tropical Agriculture (ICTA) established in 1922. The Library has become one of the University’s most lasting investments serving not only its present members but also future generations.

This paper establishes the reasons for the current challenges facing academic libraries from literature reviewed and for the STA Main Library, from analysis of data collected at the Library and the University. Based on the information amassed, a structured framework will be developed using the tools and techniques identified in the literature while the structure of the framework will be based on the principles of Value Management (VM). Norton and McElligott (1995) defines VM as “a systematic, multi-disciplinary effort directed towards analysing the functions of projects for the purpose of achieving the best value at the lowest overall life cycle project cost” while the British Standard (2000) claim that it “enables and organisation to achieve the greatest progress towards its stated goals with the use of minimum resources.”

2. The Libraries Changing Perspective

Over the last decade, academic libraries have been in a period of faster, greater and more continuous change than have ever before been experienced in the long history of the libraries (Carr, 2007). A few of the changes that can account for a number of the more immediate challenges which have exerted the most impact on academic libraries include: the proliferation of information technology and the explosion of information; the composition of the
potential user pool; increasing competition; and limited financial resources (Nims and Halle, 1999).

The principal driving force of most of the changes in the information services landscape has and continues to be the impact of information technology (Carr, 2007). While some argue that information and communication technology holds the key to the success of modernising information services because it not only introduces new ways of information handling, it also brings about change in the very structure of information and its communication (Rana, 2009). Carr (2007) contends that these technological changes such as sophisticated search and retrieval mechanisms, online finding aids, electronic document delivery to the researcher’s desktop, full-text databases, networked access to the expanding world of electronic information resources on the World Wide Web (WWW) and a whole range of navigational and discovery tools are now facilities expected to be provided by academic libraries as a core part of their services and have become a necessity for research libraries. To address these issues, libraries must keep up to date on the changes particularly those impacting the Information and Library Services Industry and where possible implement new or upgrade existing products and services.

In an effort to remain relevant to its users, libraries such as the STA Main Library have had to introduce new products and services which consist of a mix of traditional materials (printed books, journals, audio-visual) and emerging formats (e-books, e-journals, e-newspapers, e-theses, Internet resources, digital objects, multimedia). This along with the impact of technology and new methods for information provision has also placed additional demands on the library’s limited resources. The library has had to respond by ensuring that its limited staff receives proper training and in some cases retraining. Workflows have also had to be re-organised in an attempt to compensate for these changing perspectives. The creation of this ‘hybrid’ library also calls for proper management and maintenance of these products and services (traditional and new) to ensure quality and standard are always maintained.

The second major change for academic libraries, according to Carr (2007) has been the dramatic change in the expectation, behaviour and composition of library users. During the last decade, library users have come to occupy centre stage as library readership has grown and diversified and as the readers themselves, have become increasingly demanding. The library users have diversified and now comprise not only the traditional 18-year-olds but mature students, lifelong learners, part-timers, distance learners, work-based learners and affiliated students from local tertiary level institutes. Furthermore, the expectations of all these users have become very different as most of these users are now computer-literate, insist on their rights, are self-motivated, think of libraries increasingly as service units and themselves as customers and since many pay their own way through university, they expect a quality return for their personal investment. In keeping with other service providers, libraries have had to put their users routinely at the forefront of their service planning. Many of the users are part of the ‘Net generation’ with high expectation about convenient, instant, electronic access to needed resources (Carr, 2007). Libraries must continuously strive to identify the changing needs of their users if they want to remain competitive and develop strategies towards meeting those needs.

In addition to this, libraries are also faced with a growing user population. As a result of strategies adopted by academic institutions and Governments policies, student populations have increased. Increasing competition from other tertiary institutions has resulted in the use of marketing strategies to promote the institution which has led to an increase in student enrolment. While Government policies to encourage tertiary education, as is the case at The UWI where the Government has implemented policies which seek to provide free tertiary education for Undergraduates and a 50% subsidy for Postgraduate degrees, have also resulted in increased student populations. This has proven challenging in the face of limited resources – financial, human and physical. Libraries must therefore find new ways to manage their limited resources to ensure maximum utility in the face of growing demands and changing needs.

The third major change, according to Nims and Halle (1999), is increasing competition. Academic libraries no longer have a corner on the information market in higher education. Libraries have a number of potential competitors in the form of the Internet, Google and other such search engines and various commercial suppliers such as bookstores and video libraries (Schmidt, 2006). The rapid expansion of the Internet and the advent of advanced search engines have become all things to all users of the Internet and represent a significant competitive area for traditional libraries. This increased competition has also dramatically changed the nature of the library’s use. Due to the networking of electronic library resources and services, libraries are no longer entirely constrained by their physical walls and many library users with 24/7 virtual access to the library electronic services no longer need to come personally to a central place. The library is being quickly replaced by the use of the Internet as the information source of first resort (Carr, 2007). To remain relevant to its users, academic libraries must find innovative strategies of facilitating the changing need and demands of their users.

The fourth major change academic libraries are now experiencing is limited financial resources and budgetary restrictions. The restriction of funding to the university results in tighter library budgets resulting in academic libraries having to compete for financing. Carr (2007) further contends that as a result of this academic libraries have had to operate in a more overtly business-like way. They have had to be more convincing in their bid for
financial support and locating new sources of funding as their range of activities grows and diversifies. This has placed additional burden on the libraries as operations and plans are now required to be transparent to those who fund them.

In light of their changing perspectives, academic libraries must clearly focus on the needs of the users they serve while ensuring that the services for which they are responsible be the best that it is possible to deliver. They need to therefore focus on developing innovative strategies to remain relevant and competitive. Such strategies can include managing the quality of the services and products offered, identifying and addressing their users’ changing needs through marketing and keeping abreast and current by managing change, just to name a few.

3. Application of Value Management in Libraries

Libraries and librarians have been faced with a myriad of changes and challenges and library managers must find strategies that seek to exploit their available resources tactfully (Hsieh et al., 2000). One such strategy is to adopt value-oriented practices such as those promoted by VM.

Value Management was initially developed as a method of reducing production cost by understanding and addressing the intended function of the products that are used in the process. Nowadays, the focus of VM is being extended to include all areas of business. Nowadays, VM has matured into a methodology that employs a set of disciplines proven to solve a broad range of management issues successfully and dramatically to create competitive advantage (Kaufman, 1998).

Before employing VM principles however, an organisation must first identify what represents value for them if they are to maintain efficiency and remain competitive. For a non-profit service oriented institution such as an educational institution or university, value may be linked to some measure of the quality of the students’ educational experience (Thakor, 2000). As surmised in the previous section, value for academic libraries such as the STA Main Library can be linked to the quality of the products and services offered, the capacity to identify, develop strategies and satisfy users’ changing need and the ability to manage change in a dynamic environment (Orr, 2009).

There is currently no evidence of the application of VM in academic libraries. Like most service industries, however, the primary goal of libraries is the delivery of quality service and this is where VM can be applied. Considering the fact that academic libraries are non-profit organisations relying on funding, this combined with the increasing cost to deliver services, means that these libraries cannot afford to have any inefficiency in their functioning. Any weakness in staffing, procedures, IT systems and infrastructure can have a significant adverse effect on their ability to provide quality service (Orr, 2009). The application of VM may prove to be two fold. The primary potential benefit to libraries can be improved overall quality of service as well as the policies, procedures and business practices while at the same time aiding in decision making. The secondary benefit of the application of VM can include, team building among staff, reduced resistance to change, improved employee morale, continued recognition of revenue improvements by staff and the development of a value culture within the organisation.


Based on the challenges faced by academic libraries as identified from the literature, along with data collected from various documents (e.g., The UWI Strategic Plan 2007-2012, the Campus Libraries Operational/ Action Plan, the Campus Libraries Annual Reports, etc.) at The UWI and the STA Main Library and an analysis of results from a Library User Satisfaction Survey, various areas of value were identified for the Main Library – Quality Management, Marketing Management and Change Management. A review of the literature was also carried out on the various value areas in an effort to choose and apply the appropriate tools and techniques.

Utilising this collected data and adapting (to meet the particular needs of an academic library) the Value Methodology outlined by the SAVE International Standard (2007), a structured framework can be developed to aid in the implementation and management of value-oriented practices within academic libraries, more specifically the STA Main Library. This Value Methodology can be conducted in a five (5) stage process: Pre Study, Value Job Plan, Post Study, Feedback for Continuous Improvement and Nurturing a Value Culture with the stages being carried out on a sequential phased basis. Figure 1 outlines the proposed structured VM framework for applying VM tools and techniques at the STA Main Library.

Stage 1: Pre-Study

The first stage is the Pre-Study stage that involves identification of the Value Areas and preparation for the Value Study. Findings from this stage help set the study scope, target goals and attributes to be used to evaluate potential solutions and the constraints to be considered (Ball, 2003). There are essentially three (3) sub-steps as follows:

Sub-Step 1.1: Quantifying Value and Value Functions

For the STA Main Library, the measure of value for the customer would be linked to the quality of the students’ educational experience and the value for the institution (such as the UWI) would be linked to the quality of outputs in term of the students/ graduates and the research
accomplishments.

Value for the STA Main Library could also be measured based on the improvements derived from the increased and/or improved quality of the products, service and facilities that could lead to continuous and sustained customer satisfaction. These include effective use of limited resources, enhanced communication and efficiency through teamwork and the development of a common value culture within the Library.

Sub-Step 1.2: Identification of Value Areas
It is important at this stage when defining the problem or opportunity to separating cause from effect. Three (3) foci have been identified where value can be created for academic libraries and more specifically for The UWI, the STA Main Library and their stakeholders. These areas include: instituting a quality assurance mechanism within the libraries to set people-centred standards for the functioning of the university and the service output; promoting the Library in an effort to remain competitive and to enhance effectiveness through better internal integration of the institution; and developing strategies that address the changing environment such as identifying and addressing the changing needs of the users.

Sub-Step 1.3: Formation of Value Team
Once the Value Areas have been identified, an outline for the proposed Value Study should be developed. Senior Management commitment and support for the Value Study including the commitment to providing the necessary resources for the study should be obtained and the Value Team needs to be selected.

It is important that team members be skilled and knowledgeable in the Value Areas. A good team should also include a balanced mix of individuals within the managerial and technical disciplines relevant to the task in hand. Also, maintaining a reasonable size to the team compatible to the efficacy of work should be kept in mind.

The first duty of the Value Team would be to develop the scope and objectives for the study, including developing the schedule and clearly defining the requirements for the results. The Team must also give a justification for conducting the study in terms of cost and value.

Stage 2: Development of Value Job Plan
The second stage is the Value Job Plan. The activities conducted during the Job Plan would stimulate the identification of ideas and develop them into alternatives to the original concept or design. While this stage is guided by the function-based Job Plan, it can be further supported by many commonly used business improvement techniques. This stage is concerned with the Value Study phase and has three sub-steps as elaborated below.

Sub-Step 2.1: Acquisition of Information
In this step a more in-depth investigation is carried out on the identified Value Areas and the targeted problems or opportunities. Some criteria which can be used include: establishing goals that, if accomplished, would resolve the problem; defining attributes that identify market-driving value-adding characteristics; identifying perceptions that stand in the way of achieving the goals; determining the disciplines needed to explore creative alternatives; and collecting information by disciplines that relate to the problem issue (Kaufman, 1998).

However, it is essential to begin the study by determining the current situation. Information could be collected from a variety of sources such as existing university and Library documents and statistics, surveys as well as a review of the existing literature (within the different areas). From documents reviewed it was determined that the STA Main Library currently has no mechanisms in place to provide for the overall management of quality of the products and services offered, no mechanisms to identify user needs nor strategies to address their changing needs and no policies or procedures to actively recognize nor manage change within the Library.

Based on the information collected, the Value Team members could develop activities including: 1) A more concise determination of the scope and objectives of the study; 2) The determination of the study schedule inclusive of dates, times, locations and other logistical needs; 3) The determination of the resources (e.g. human and financial) which would be required; and 4) An identification of the target goals and the constraints to the Value Study.

It is anticipated that this would lead to a clear understanding of the current situation within each Value Area identified, and bring the team members to a common, basic level of understanding of what is required.

Sub-Step 2.2: Analysis of Library Process and Functions
The data collected (e.g., from surveys, questionnaires, interviews, etc.) should be analysed using the appropriate tools, techniques or procedures. Additional tools or techniques could also be used to provide a more in-depth analysis of the library’s processes and functions. These tools and techniques include SWOT Analysis, Cause Analysis (e.g. Fishbone Diagram, Pareto Chart, Scatter Diagram), Gap Analysis, and Function Analysis.

The analysis would focus on validation of the product and services that satisfies the needs and objectives of the Library customers/users.

Sub-Step 2.3: Development of Alternative Solutions/Ideas/Plans
This step necessitates the development of a short list of ideas/alternatives and the development of those ideas/alternatives, with merit, into value alternatives. The objective is to document each of the selected ideas/alternatives in measurable terms with enough detail to convince the team to recommend them or eliminate them.
### Value Areas

<table>
<thead>
<tr>
<th>Value Areas</th>
<th>Information</th>
<th>Analysis</th>
<th>Development</th>
<th>Implementation</th>
<th>Monitoring</th>
<th>Evaluation</th>
<th>Lessons Learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Management</td>
<td>LibQUAL or conduct Surveys, Questionnaires, Interviews, etc</td>
<td>SERVQUAL, TQM, Function Analysis, SWOT, Cause Analysis,</td>
<td>Quality Assurance System and Plan</td>
<td>Implementation of the plan via established scope, timelines and milestones</td>
<td>ACRL Standard, Benchmarking and development KPIs to monitor progress</td>
<td>Evaluating, assessing and updating to continuously improve performance</td>
<td>Report the lessons learnt to update the processes and as corrective measures for future studies</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>Conduct Surveys, Questionnaires, Interviews, etc</td>
<td>Strategic Marketing Planning Process, Market Research /Analysis, Gap Analysis</td>
<td>Marketing Plan and Marketing Management Strategies</td>
<td>Implementation of the plan via established scope, timelines and milestones</td>
<td>Market research, surveys, interviews, etc and development KPIs to monitor progress</td>
<td>Evaluating, assessing and updating to continuously improve performance</td>
<td>Report the lessons learnt to update the processes and as corrective measures for future studies</td>
</tr>
<tr>
<td>Change Management</td>
<td>Internal and External. Environmental. Scanning Conduct Surveys, Questionnaires, Interviews, etc</td>
<td>CM Framework, Prosci’s CM Methodology, Business Performance Ltd. Approach</td>
<td>Change Management Framework and Plan</td>
<td>Implementation of the plan via established scope, timelines and milestones</td>
<td>Environmental Scanning, surveys, interviews, etc and development KPIs to monitor progress</td>
<td>Evaluating, assessing and updating to continuously improve performance</td>
<td>Report the lessons learnt to update the processes and as corrective measures for future studies</td>
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### Figure 1. Application of VM Tools and Techniques
The major activities involve: 1) The preparation of a written document outlining each value alternative; 2) Identifying any potential negative factors associated with these alternatives; 3) Making assumptions and searching supporting data and any other information which may be necessary to convey the intent of the alternatives; 4) Conducting cost-benefit analysis for each idea/alternative; and 5) Developing an action plan for each value alternative with defined implementation steps, dates and responsibilities.

The major outcome would be the generation of a Value Study report that outlines the alternatives with low, medium or high risk scenarios, and offers these alternatives to Senior Management as options that address the strategic objectives. If necessary, the Value Team would also choose the most appropriate alternative(s) and present their rationale for that choice to management. This report should also address: 1) The risks or potential negative factors; 2) Resource requirements; 3) Value to be derived and any other information which may be necessary to convey the intent of the alternative(s) and 4) An action plan for the alternative(s) that include the steps for implementation, schedule and responsibilities.

Stage 3: Post VM Study
This stage is aimed at achieving the approved Value Study change recommendations. This is facilitated by ensuring that performance is achieved through implementation and monitoring and improvements are achieved through continuous evaluation and lessons learned.

This stage is intended to determine the Value Performance and Value Improvement for the libraries. The determination of Value Performance is concerned with the delivery of the Value Study report and the decision by the Senior Management and the Value Team. It ensures accepted value alternatives are implemented and the projected benefits are realised and monitored through the establishment of performance indicators. On the other hand, Value Improvement is concerned with the evaluation of the outcomes of the implemented policies, procedures and action plans. The lessons learned would also be reported. There are 4 sub-steps as elaborated below.

Sub-Step 3.1: Implementation of Value Alternative(s)
This step involves implementation of the agreed upon value alternative(s). If a decision is made to proceed with implementation, then a number of policies and/or procedures for each value area should be established to aid in implementation. The policies and/or procedures would act as guidelines for implementing the ideas/alternatives towards improving, creating and/or sustaining value within the libraries.

Major activities in this step would include: 1) Review of the submitted report to develop the policies and procedures for each identified Value Area; 2) Establish action plans for those alternatives accepted and documentation of the rationale for the rejected alternatives; 3) Obtaining commitment for implementation from Senior Management; 4) Setting a timeframe for review and implementation of each value alternative; 5) Track value achievements resulting from implemented alternatives; 6) Validation of benefits of implemented change, and 7) Ensuring that the new practices become embedded by establishing and managing an implementation plan.

The major outcome is the commitment to implement the agreed upon value alternatives. Once Senior Management commitment is obtained, the implementation plan would be developed. This plan could include: the training of staff at various levels in the principles of VM and the identified value areas; the design/redesign of jobs based on the changing needs and requirements; the building of interface relationships with various stakeholders; the establishment of a system to measure performance; and the creation of information systems for enhancing reliability and accuracy.

Sub-Step 3.2: Monitoring of the Implementation
This step is geared towards monitoring the implementation of the agreed value alternative. The activities in this stage include: 1) The development of key performance indicator that aimed at measuring performance for each established action outlined in the action plan, and 2) Setting quantified targets in absolute or relative terms.

These performance indicators and targets should be set for various critical issues identified within the chosen value alternative. The targets may relate to more general management goals or they may be specific to the study. In either case, they should be expressed in parameters which are measurable and they should provide yardsticks for measuring real improvements in performance related to the management goals. The major outcome would be the established policies, procedures and action plans and the achievement of the agreed upon Value Study recommendations.

Sub-Step 3.3: Evaluation of Value Alternative(s)
This step evaluates the implemented value alternative(s) to determine if the agreed upon objectives and goals have been achieved. The activities include: 1) Measuring outcomes and comparing these outcomes against the targets as a means of objective evaluation; 2) The development of a procedural manual as a mechanism for feedback of results and continuous improvement; and 3) Other activities include the conducting or carrying out of informal interviews or survey with the staff and students to get their input/feedback on the initiatives implemented.

The major outcome would be determining the degree/level at which the implemented objectives and goals have been achieved to facilitate further improvements. This would thereby generate continuous improvement.
Sub-Step 3.4: Lessons Learnt
This step seeks to follow up on implementation of the Value Study results, and improves the application of VM for future studies. There are five activities as follows: 1) Preparing a report of the results of the study, lessons learned or other items to be recorded and/or tracked through implementation and evaluation; 2) Identifying where opportunities were missed; identifying roadblocks to innovation and understanding why they existed; 3) Debriefing and recording lessons learnt; 4) Integrating the Value Study results into the libraries’ lessons learned or programme; and 5) Reporting and reflecting on the Value Study and considering how the experience can be applied to other projects.

The major outcome would be the Value Team members learning to manage the applications of VM tools and techniques and the libraries becoming better at managing innovative initiatives and the delivery of value services to stakeholders of the libraries.

Stage 4: Feedback for Continuous Improvement
The information gathered from the Value Improvement phase (i.e. Evaluation and Lessons Learnt) and a procedural manual of results is fed back into the Value Study and Pre-Study. This information would be used to facilitate continuous improvement in the value areas and on the framework.

Stage 5: Nurturing Value Culture
Nurturing Value Culture is developed through the implementation of a VM framework which identified Value Areas (such as quality, marketing and change) and which encompasses the VM principles and practices. The implementation of the framework would require a commitment to the principles of VM from both the Value Team and Senior Management. Besides, the Library staff members of various levels should also be involved in the VM process. Individuals would be required to: 1) Accept that there is always a scope for improvement in every aspect of the libraries; 2) Provide active support for the introduction of VM in the libraries; 3) Accept the constraints due to the approach and apply the VM principles rigorously; and 4) Actively apply the concepts and approach to their specific responsibilities and tasks.

This culture would facilitate a common way of thinking, enable innovative decisions based on value and embrace an awareness of what value represents for the Library and The UWI.

5. Evaluation of the Structured VM Framework
To evaluate the effectiveness of the proposed framework, a general questionnaire was designed and administered to the Senior Management Team (comprising six members from the Main Library) at the STA Main Library. This questionnaire consisted of a series of questions seeking to: gauge their views and commitment regarding the areas of value identified; determine the effectiveness of existing strategies, if any, within the value areas; and evaluate the proposed VM framework. The questionnaire also consisted of a combination of both open-ended questions and a system of rating in which the respondents were given the option to rate their responses using a scale from 1-5. The responses were compiled and analysed to ascertain the level of receptiveness to the framework itself and to determine if the framework can be implemented.

The respondents agreed that quality products and services, satisfying the changing needs of the customers and training staff to keep abreast with the changing environment were critical value areas for the Library. They also agreed that there were no established policies and procedures to deal with these areas due in most part to lack of knowledge, skills and training in these areas. The respondents were also unaware of the principles of VM and thought the framework could be beneficial to the Library. However, they did agree that the staff lacked the knowledge and competency in the identified value areas and that proper training would be required prior to implementation of the framework.

6. Recommendations and Conclusion
Based on the literature reviewed and analysis of data collected for the STA Main Library, a structured VM framework was developed to support and enable the consistent improvement of value for academic libraries in particular, the STA Main Library at The UWI. The framework incorporates VM practices and procedures which provides the guidelines for the implementation of VM tools and techniques. The adoption of the developed framework could therefore assist academic libraries to achieve the following value performance goals: increasing value by identifying areas for internationally acceptable quality standard; creating value by ascertaining users’ wants and needs regarding products and services; and sustaining value by responding to the environmental changes towards value excellence.

Through the adoption of the Value Methodology (which utilises tools such as surveys and questionnaires), a customer-oriented focus can be promoted within the library. The benefit to libraries of such a focus could include an acceptable return on investment (social) to stakeholders and improved competitive position. Other benefits could also include validation and continued support for funding, providing management with practical guidance in making decisions, creating value for the library, allowing the library to adopt value creation as a core management precept and actively linking high-level strategy with day-to-day behaviour at various levels of the business.

Based on the results from this study, value-oriented tools and techniques can be effectively applied to a service-oriented institution such as an academic library while the findings indicate that academic libraries such as
the STA Main Library can benefit from the implementation of a structured approach to managing their services. Evaluation of the framework by the Senior Management Team provided further support for the need of such a framework subject to prior training. In light of the dynamic internal and external environment in which the STA Main Library must operate, implementing of this VM framework could provide the necessary structure to assist the Library in recognising internal and external challenges, aid in the proper identification of areas of value for the Library and facilitate the development, implementation and evaluation of appropriate strategies towards promoting value-oriented practices and continuous improvement to foster efficiency and operational excellence.

Once the framework has been implemented, lessons learnt incorporated and policies and procedures developed, this framework could be extended Campus-wide to the other libraries across the STA Campus and University-wide to the other UWI Campus Libraries. The benefits of such an application across the University Libraries can include the development of a unified approach or standard to applying value-oriented practices across the UWI Campus Libraries. Upon further refinement, future applications and implementations could also be extended to include other libraries – nationally, regionally and internationally.

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