

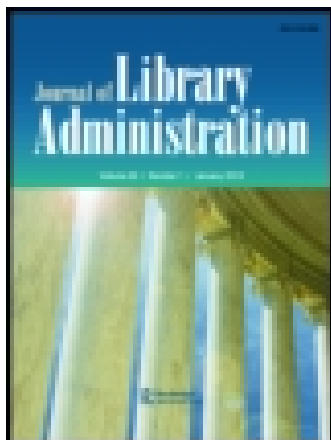
This article was downloaded by: [University of Chicago Library]

On: 28 October 2014, At: 15:13

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954

Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



Journal of Library Administration

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/wjla20>

Introduction:

Susan Jurow & Susan B. Barnard

Published online: 26 Oct 2008.

To cite this article: Susan Jurow & Susan B. Barnard (1993) Introduction:, Journal of Library Administration, 18:1-2, 1-13, DOI: [10.1300/J111v18n01_01](https://doi.org/10.1300/J111v18n01_01)

To link to this article: http://dx.doi.org/10.1300/J111v18n01_01

PLEASE SCROLL DOWN FOR ARTICLE

Taylor & Francis makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications on our platform. However, Taylor & Francis, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Taylor & Francis. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content.

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-

licensing, systematic supply, or distribution in any form to anyone is expressly forbidden. Terms & Conditions of access and use can be found at <http://www.tandfonline.com/page/terms-and-conditions>

Introduction: TQM Fundamentals and Overview of Contents

Susan Jurow
Susan B. Barnard

A great deal has been written about Total Quality Management (TQM); books, articles, pamphlets, and handbooks describe the basic principles, the process, useful techniques, the advantages and disadvantages, who the leading experts are, and “how we done it good.” To date very little of it has related directly or indirectly to libraries. TQM was developed in a manufacturing environment, and the process of translating it to a service environment has been a slow one. In addition, many of those who work in libraries differentiate between their not-for-profit service arena and for-profit service operations, and they are slow to embrace techniques and attitudes from the for-profit sector.

In this volume, we have brought together people who have begun to think about using or who are already using TQM in a library setting. The articles examine both planning and implementation issues. We also included articles that describe programs outside of libraries that we feel would support efforts to implement TQM

[Haworth co-indexing entry note]: “Introduction: TQM Fundamentals and Overview of Contents.” Jurow, Susan, and Susan B. Barnard. Co-published simultaneously in the *Journal of Library Administration*, (The Haworth Press, Inc.) Vol. 18, No. 1/2, 1993, pp. 1-13; and: *Integrating Total Quality Management in a Library Setting* (ed: Susan Jurow, and Susan B. Barnard), The Haworth Press, Inc., 1993, pp. 1-13. Multiple copies of this article/chapter may be purchased from The Haworth Document Delivery Center. Call 1-800-3-HAWORTH (1-800-342-9678) between 9:00 - 5:00 (EST) and ask for DOCUMENT DELIVERY CENTER.

within libraries. Because we believe that there is much to learn from the experience of others, we also contacted people who work in other non-manufacturing settings to comment on how TQM has been engaged in their fields.

We begin with a discussion of what TQM is, where it comes from, and the potential benefits and barriers we might expect to experience in adopting quality approaches in libraries.

WHAT IS TOTAL QUALITY MANAGEMENT?

In 1954 John Foster Dulles, Secretary of State, said, “Japan will never produce anything that American consumers will want to buy.” By 1990 the U.S. had lost 40% of its market share to foreign competitors while Japan had increased its foreign market by 500%; fifty of the world’s 100 largest companies were Japanese, and there were no American-made VCR’s, compact disc players or single-lens reflex cameras.

The landmark work of an American statistician and management theorist, Dr. W. Edwards Deming, with Japanese manufacturers following World War II is credited with helping Japan to dramatically improve the quality of its products and achieve a commanding world economic position. The “quality revolution” in American management during the last twenty years also is traceable to the Japanese principles advanced by Dr. Deming. Deming’s principles, summarized in his fourteen points for management, have been adopted by hundreds of U.S. companies, including Federal Express, Ford Motor Company, Xerox, IBM, Hewlett-Packard, Westinghouse, Corning, Motorola and many others. A 1990 survey found that about fifty percent of *Business Week*’s 1000 top companies had initiated a quality improvement program of some type. Firmly established in business and industry, TQM is now being embraced in government, the military, education and other non-profit sectors of the U.S.

Total quality management as practiced today combines theories, models and tools developed by Dr. Deming and fellow “quality gurus” Joseph Juran and Philip Crosby, and applied in U.S. and foreign industries. Simply defined, TQM is “a system of continuous improvement employing participative management and cen-

tered on the needs of customers.” Hallmarks of TQM include employee involvement and training; problem-solving teams; statistical methods; long-term goals and thinking; and recognition that the system (not employees) is responsible for most inefficiencies.

Can TQM, a system designed for and successfully applied in business and manufacturing settings, be effectively employed in non-profit, service organizations, such as libraries? Deming says his principles apply to any business, education or government, wherever an organization must stay ahead of its customers. In fact, TQM embodies certain values and approaches common to research libraries today, yet several of its defining and most extraordinary elements—continuous improvement, quality tools and measurement, and customer-focused planning—are not commonly applied in libraries.

In applying total quality methods in libraries, consideration should be given to the benefits, as well as potential barriers, likely to be realized or encountered.

BENEFITS OF TQM IN LIBRARIES

While TQM offers many obvious benefits to libraries, there are a few fundamental concepts of TQM which merit special attention. These are concepts largely unfamiliar to libraries but which seem to have strong potential to offer new insights and strategies in library management. They are: breaking down interdepartmental barriers, the internal customer, and continuous improvement.

Breaking down interdepartmental barriers. Like other complex, highly structured and basically hierarchical organizations, libraries tend to divide staff and functions into specialized units responsible for discrete aspects of the library’s overall mission of providing information resources, or access to resources, for its users. By working together on problem-solving teams, established to address specific operational questions, and by developing a shared knowledge of problem-solving tools and techniques, staff not only grow personally; they learn about and participate in issues affecting other departments and gain a larger sense of organizational purpose.

The concept of the internal customer. By redefining the beneficiaries of library services and work processes as “internal and

external customers,” a different perspective can be gained as to the purpose of these processes, and possible ways of changing, improving or eliminating them. The concept of the internal customer is a particularly powerful one for libraries. Internal customers are people inside the organization who receive the output of the organization’s processes—whether it be goods, information, or services—and use it in their own work. In most cases there are both immediate internal customers and internal customers further down the line who are affected by the process. Four key questions help to define internal customer requirements:

- What do you need from me?
- What do you do with what I give you?
- Is there any gap between what you need and what I give to you?
- Is there anything I’m giving you that you don’t need?

These questions and the dialogue they create allow analysis of work processes and practices from an interdepartmental perspective, and promote broader understanding of activities performed, and how they contribute to meeting customer needs, throughout the library.

Continuous improvement. Continuous improvement is not defined as trying to do better all the time (What organization isn’t or doesn’t believe that it is doing this?) Traditional management approaches often focus on maintaining the status quo with the familiar motto, “If it ain’t broke, don’t fix it.” The TQM approach shifts focus to continuous improvement in systems and processes. Its motto could be “Continue to improve it even if it ain’t broke.”

Continuous improvement uses specific methods and measurements to systematically collect and analyze data for the purpose of improving the processes identified as critical to the organization’s mission. The components of continuous improvement are both a philosophy and a set of graphical problem-solving tools or techniques: examples of these are brainstorming, the flowchart, Pareto chart, control chart, and scatter diagram. Graphical techniques can show an organization how its processes work, what its baselines are, where the variations lie, the relative importance of problems to be solved, and whether changes made have had the desired impact.

Continuous improvement rests on the simple premise that a structured, problem-solving process produces better results than an unstructured one. Instead of just trying to “do better” in an undefined, intuitive way, continuous improvement can enable libraries to set measurable goals, based on quantitative performance indicators, and to monitor progress toward those goals.

BARRIERS TO ADOPTION OF TQM IN LIBRARIES

The vocabulary barrier. Initial objections voiced by librarians and academics alike, when introduced to the principles of TQM, are usually over its specialized vocabulary, derived from and still closely associated with business and the marketplace. The words “total,” “quality” and “management” themselves all seem to send up red flags in academic and service environments. Promoting “quality” principles seems, on the surface, to imply that standards are not already being observed nor quality work, valued. And referring to students as “customers” is sure to prompt protestations from faculty to the effect that universities are not in the “business” of “selling” learning and knowledge.

As Karyle Butcher points out in her article about adopting TQM at the Oregon State University Library, arguments about the language of TQM are time-consuming and may never be resolved. But, since most would agree that inventing a new vocabulary is not a worthwhile endeavor, it's probably best to limit the discussion of terminology and focus, instead, on the principles, strategies and benefits of TQM.

The commitment barrier. Several articles in this collection emphasize that TQM is not a quick fix; it requires long-term commitment, perhaps even longer in the service sector (three to five years to implement) than in the private sector. This is because new models must be created and new territory, charted. Fortunately, in the service sector, the longevity of managers is not as precarious as it is in many industries. For example, in the auto manufacturing industry, a chief executive may be dismissed for a single unprofitable year. Yet, turnover among both university and library officials is relatively high. And library managers, particularly in times of financial duress, may seek short-term solutions and dramatic turnarounds.

These managers may be reluctant to undertake a TQM transition, or to be discouraged when quick results do not occur. TQM is about fundamental, cultural change which cannot be accomplished overnight, or in a year, though positive changes, particularly in staff attitudes and learning, should occur early in the process.

The process barrier. As Constance Towler points out in her article in this volume, we have been trained as a culture to try to solve problems quickly and then get on to something else. We tend to be impatient with process and eager for closure, as if process merely represents a desire to postpone decision making or reluctance to resolve an issue. Consequently, we often rush to the fastest solution and then later have to solve the same or related problems that result from our partial solutions. Instead, we may need to learn to define problems better at the outset and then give them the kind of systematic analysis which can lead to lasting solutions. TQM processes and its focus on process analysis can help in this.

The professionalization barrier. The higher the degree of professionalization within an organization, the greater the resistance to certain elements of TQM, particularly its customer focus. Professionals simply are mystified by, if not fearful of, the consequences of what they think could mean turning over their services and practices, which are based on tradition, standards and respected bodies of knowledge, to the uninformed whims of customers.

For example, an area where TQM has had a very substantial impact beyond the manufacturing sector, is in the health care field. Hospital accrediting agencies in both the U.S. and Canada are moving to require that hospitals practice continuous improvement in order to achieve full accreditation. However, in hospitals it is usually the doctors who are least amenable to the kinds of changes in perspective and practice which TQM inspires. In universities, TQM efforts usually begin in non-academic, support service areas such as finance, facilities, maintenance, and computer services. When Texas Instruments began to bring customer requirements and needs into circuit-breaker design, a prevailing attitude among the engineers was, "No one knows more about circuit-breakers than TI. The customers ought to be listening to us."¹ It isn't difficult to imagine that same attitude being voiced in libraries.

OVERVIEW OF CONTENTS

Section One: Library Approaches to Total Quality Management

The first article examines TQM from a library director's perspective. Written by Kaye Gapen, Director of the University Library at Case Western Reserve University, with an organizational development consultant and a library staff member, it focuses on the reasons that a library administrator would consider using TQM as a management tool. It links the need to consider radically rethinking the way in which a library is organized and performs its functions with the turbulent, rapidly changing nature of the information environment in which libraries operate. With its emphasis on meeting user needs, TQM is seen as a way of linking the familiar, time-honored commitment to service with a flexible, future-oriented approach to management.

The second article, written by Mary Beth Clack, Staff Development Officer and Serial Records Librarian at Harvard College Library, draws a connection between TQM and strategic planning, and between TQM and organizational development. In describing the elements of the process undertaken in her library, Ms. Clack's article suggests the kinds of issues that must be considered to adequately prepare staff for a TQM effort.

Karyle Butcher, Assistant University Librarian for Research and Public Services, Oregon State University's Kerr Library, writes about her library's experience with the implementation of TQM. She provides the background to the decision to use TQM and describes two pilot projects. As might be expected, the efforts had both benefits and drawbacks. The lessons learned from this experience are easily transferable to other library situations.

Drawing on sources in business and the higher education community, Susan Barnard presents a model for the implementation of TQM in a library setting. It outlines a ten-step process divided into four stages. The approach is a flexible one that can be applied in different ways to a variety of situations depending on the level of support for implementing TQM both within and outside of the library.

Section Two: Implementing a Total Quality Management Program

A focus on the customer is clearly at the center of the TQM philosophy. However, as has been discussed, use of the word “customer” is controversial in library circles, as is the term “customer service.” Here again is a vocabulary barrier that may be preventing those who work in libraries from being open to approaches that could improve library service and increase patron satisfaction. Arlene Farber Sirkin has brought together her background in business with her library background to pose some interesting questions for her library colleagues about the way they view their interactions with the public.

In reading the TQM literature, it is clear that training is a key component, and almost all the articles in this collection touch on it in one form or another. At each stage in the implementation of TQM, a different set of skills is required of staff. Some of the skills may be completely new; many, however, are skills that we have always “expected” staff to have, but for which they have never been trained. The implementation of TQM provides a library organization with the opportunity to update and enhance the abilities of the staff to work effectively and to work effectively together.

The next two articles focus specifically on training, presenting it from two different perspectives. The first, by Tim Loney and Arnie Bellefontaine, both with the U.S. General Services Administration, matches the steps in the TQM implementation process with the appropriate training effort. It emphasizes the need to recognize customer relations as a critical component in the work of library staff and as a set of skills for which people should be trained. This article also highlights the importance of training at the senior management level in the TQM process.

Meeting management and problem-solving are examples of the kinds of skills “expected” of staff, but for which training is seldom provided. Connie Towler’s article speaks directly to the issue of problem-solving. An organizational culture that values continuous improvement is one of the most important goals of TQM. To ensure the successful integration of TQM into a library’s management approach, staff need to understand how to think analytically, how to

recognize and fix problems, and how to use measurement as a tool for improvement, rather than as an evaluative mechanism for apportioning blame. Ms. Towler's article outlines the kind of program and the kinds of skills that would support this approach.

Susan Jurow's article builds on Ms. Towler's article by providing an overview of the kinds of techniques and tools available for the systematic investigation of problems. In the process of continuous improvement, library staff must build skills in using analytical tools that provide data that can be used to understand and solve problems. She outlines the steps in a benchmarking process, a powerful approach to establishing levels of excellence.

Section Three: Supporting Total Quality Management Efforts

One of the questions we asked ourselves in outlining this volume was what kinds of external support manufacturing companies and others had to leverage their efforts to fully engage TQM within their economic sectors. The Federal government's Baldrige award was clearly an inducement. It not only set high standards that were a challenge to meet, but it also required winners to open their processes to others as models, and demanded they require their business partners to engage in the same practices. Partnerships and standards seem to be part of the formula for encouraging the use of TQM.

In his article, David Penniman, President of the Council on Library Resources, challenges the library community to make a commitment to developing the means for measuring quality operations and services in libraries. Using the Federal government's Baldrige award as a model, he outlines the benefits and rewards of such an approach for both individual libraries and the profession as a whole, and he offers to help establish a similar award within the library community.

The next article is by Richard Lynch, Lois Bacon and Ted Barnes who all work for the Faxon Company, an organization well-known for the services it provides to libraries and information management centers. They provide an example of the kinds of partnerships libraries could expect to develop with their vendors. Their approach

encourages us to see libraries as part of a much larger service system, thereby expanding the options available for improving service to our patrons.

Section Four: Learning from the Experience of Others

The last three articles provide an overview of efforts being made in other arenas. Maureen Sullivan and Jack Siggins have outlined the major efforts currently underway in the higher education community. Robyn Frank and Gene Matysek provide insight into the use of TQM in the Federal government setting. Ms. Frank's article is a history and overview of the integration of TQM into the Federal bureaucracy. Mr. Matysek reports on the implementation of TQM in one agency and provides useful information about the benefits and pitfalls of large-scale projects of this nature.

CONCLUSION

This collection is a snapshot of a dynamic process. From discussion with colleagues in our informal network, it is clear that many libraries are beginning to experiment with TQM, selectively trying out the techniques and processes that seem most applicable. It is our belief that as librarians and library staff become familiar with the concepts underlying TQM, they will come to appreciate the similarities between the traditional service attitude of libraries and the customer service focus of TQM.

An IBM Vice-President said, "Nowhere is quality more critical than in organizations and institutions involved in handling information." He characterized IBM as a company moving from the "information technology" business to the "information solutions" business.² Perhaps libraries should incorporate this view into their own visions for the 21st century.

TQM RESOURCES

The following, highly selective list contains TQM resources (organizations, associations and suppliers) which the editors believe to

be among the best sources of additional TQM information, materials and professional contacts for educators and librarians.

American Productivity and Quality Center
123 North Post Oak Lane
Houston, TX 77024-7797

Seeks to improve productivity and the quality of work life in the U.S. by working with businesses, unions, academics and government. Concentrates on productivity and quality management, productivity measurement, quality improvement, labor/management relations, and employee involvement. Maintains a library and the International Benchmarking Clearinghouse. Sponsors are corporations, foundations and individuals.

American Society for Training and Development (ASTD)
TQM Network
1630 Duke Street
Box 1443
Alexandria, VA 22313

One of the fastest-growing sections of ASTD, the TQM Network grew from 75 people to 1500 in its first 18 months of existence (Spring 1990 to Fall 1991). Open to members of ASTD, it serves as the primary linkage point within ASTD for the exploration of TQM; provides information and resources to its members as well as to ASTD as a whole; publishes a member newsletter, conducts surveys, and compiles lists of resources.

Association for Quality and Participation (AQP)
801-B West 8th Street
Cincinnati, OH 45203

A not-for-profit organization dedicated to helping organizations reach higher levels of quality through greater employee involvement and participation; "Professional Education Series" offers over 80 courses on variety of topics; "AQP Information Center"—a clearinghouse on participation information and quality techniques from around the world. Has an annual conference and publishes *The*

Journal for Quality and Participation and the *AQP Report* and an extensive resource catalog. Membership—\$75.00/year for individuals with group and team discounts.

Federal Quality Institute
(U.S. Office of Personnel Management)
Box 99
Washington, DC 20044-0099

Established in 1988 to promote and facilitate the implementation of TQM throughout the Federal government. Its three-fold mission is (1) to provide quality awareness training to Federal government managers; (2) to provide private-sector quality experts whom Federal agencies can use to assist in the implementation of TQM; and (3) to maintain the Quality and Productivity Resource Information Center, a library with materials on quality practices and training. More important to non-federal libraries is its *Federal Total Quality Management Handbook*, an excellent series of published and forthcoming booklets (available as U.S. Depository items) each addressing a major area of Total Quality Management implementation, including *Introduction to Total Quality Management in the Federal Government*, *How to Get Started*, and *Criteria and Scoring Guidelines for the President's Award for Quality and Productivity Improvement*.

Films Incorporated
5547 Ravenswood Avenue
Chicago, Illinois 60640-1199

Issues an annual "Total Quality" catalog of training videos on all aspects of quality management and related subjects, including change, teamwork, communication, partnerships, performance appraisal, etc.

GOAL/QPC
13 Branch Street
Methuen, MA 01844-1953

Founded in 1978, GOAL/QPC is a nonprofit organization specializing in understanding TQM as it is practiced around the world.

Offers “leading edge” research, educational and training courses, consulting and publications on TQM. While early emphasis of the organization was on business sector applications, growing areas of emphasis are on government, health care and education, each of which has a network within the organization. Annual conference each Fall in Boston now has an educational track. Send for its *Customer Guide* which describes the organization and its programs. Individual membership: \$50.00/year.

National Educational Quality Initiative, Inc. (NEQI)
P.O Box 13
Cedarburg, WI 53012

An effort of the American Society for Quality Control (ASQC) and the Federal Interagency Committee on Education (FICE), co-sponsors of the first National Educational Quality Initiative seminar in May 1988, to coordinate national consideration of issues of quality that affect education. Now a Wisconsin non-profit membership corporation whose purpose it is to foster three ambitious objectives: (1) to obtain inclusion of appropriate portions of quality sciences and associated arts into all educational courses in the U.S.; (2) to incorporate quality science and associated arts into all aspects of educational administration; (3) to improve the quality of content and delivery of all material in the entire educational process. Three categories of membership: Corporate, Academic (Educator—\$35.00; Student—\$15.00), and Individual (\$50.00 and \$75.00).

NOTES

1. Address by William Polleys, former President of Texas Instruments Materials Control Group at the GOAL/QPC Annual Conference, Boston, MA, November 11, 1991

2. Address by Stephen Schwarz, Vice President for Market-Driven Quality at IBM, at the GOAL/QPC Annual Conference, Boston, MA, November 12, 1991.