CHAPTER – 6

TQM AND THE LIBRARY STAFF

6.1 Communicating Knowledge
Communication is the exchange of messages between persons. It is the means by which people share ideas, clarify thinking and create a common understanding. The related communication goals regard influencing the factor knowledge. Knowledge can be looked upon as the personal ability of people, which is a function of information, culture and skills.

The function specifies the relationship between knowledge on one side, and information, and skills on the other. Information comprises the meaning attributed to data obtained according to certain conventions, also known as explicit knowledge. Complete information is the basis for problem solving. Culture on the other hand, is the summary of norms, values, concepts, principles and attitudes of people, which underlie their behavior and their functioning. Skills are related to the competence, ability, capability, and personal experience. The knowledge components culture and skills represent implicit knowledge, which depends on the individual. This is difficult to describe, based on experience, practical in nature and finds its source, among other things, in association, intuitions and fantasies. Knowledge has now become the most important source for competitive advantage. Libraries are therefore increasingly being transformed into intelligent enterprises and e-business, in which knowledge is being produced, absorbed and adequately commercialized.

6.2 Learning
Knowledge ages rapidly and is strongly subjected to wear, and that is why people must continuously learn. Learning is a process of continuous knowledge enrichment or actualization of knowledge. Permanent education of workers at all levels within the organization, in teamwork, communicative/social skills, quality
improvement, and leadership skills among others are essential to realize competitive advantage. This improves the employability (the capacity to remain employed), which offers a good guaranty against unemployment. Employees must, in view of the increasing shift from lifetime employment to lifetime employability, make sure that their knowledge is up-to-date. An library is more successful when their employees learn quicker and implement knowledge faster than the competitors. An organization that does not learn continuously and is not able to continuously register, develop, share, mobilize, implement, evaluate, and spread knowledge cannot compete effectively. The ability of an organization to improve existing skills and to learn new ones is the most solid competitive advantage (Hamel & Prahalad, 1994). Therefore, it is necessary to continuously know which knowledge is essential, where this is available within the library, which employee is equipped with it, how this knowledge can be adequately utilized, how this can be shared with others, how this knowledge will lead to added value, and how it can be maintained. The physical knowledge infrastructure within the library must be organized in such a way that creativity, positive thinking, and self esteem are stimulated; for example, teamwork, use of computers, Internet and Intranet, establishment of a knowledge-bank, continuous training, etc. Furthermore, it can be stated that the ability of library to learn from experience depends on the willingness of the employees to reflect upon problems, the opportunity which is given to employees to identify and solve common problems as a team, the willingness to intervene preventively and a working climate whereby every employee feels responsible for the library performance. In practice, library only learn if employees have a sense of direction through a common and ambitious collective ambition, and work with all their ability to realize the ambition. Consequently, employees feel a strong bond with each other and are motivated to learn collectively.

Communication is intended to enhance knowledge components by:

(1) The exchange of information, informing people and the creation of clearness, in order to make the right decisions.
(2) The creation of awareness for norms and values in the organization. Influencing opinions or attitudes of the people and cultivating the concept of cultural change and continuous improvement.

(3) The development of skills such as the ability to listen well, to set priorities, to plan activities, etc.

Realization of these communication goals requires control of the communicative process. This process encompasses a sender who transmits a message to a receiver, who interprets the message and sends a reaction to the sender. This feedback enables the sender to verify whether the message was received and understood. Communication is thus a continuous cycle of action and reaction.

Mutual communication between staff and users includes talking and writing. Talking can include the following aspects:

(1) **Spoken language (verbal):** The use of words, such as use of long complex or short easy sentences, which language someone speaks.

(2) **Sound variations:** This regards sounds that do not belong to the spoken language, such as volume, accent, clearness, speaking velocity, laughing, crying, “eh”, and “mm”. From this, the feelings of people can be deduced. So is nervousness identified with high speech velocity and a quivering voice.

(3) **Visible information (non-verbal):** This includes everything except sound. Thus, attitude, head movements, eye contact, facial expressions, motions, clothes, yes-nodding, hand signals, blushing out of shyness, turning pale out of fear, scratching, playing with objects during lengthy stories, etc.

Non-verbal communication is distinguishable in five categories:

(1) **Posture.** Shoulders hanging to the front, head up.

(2) **Mimic.** Regards all facial expressions, such as wide opened eyes, looking straight in the eyes (interested), avoiding eye contact (insecure), firmly
closed mouth (determined), blushing (shyness, excitement), turning pale (fright, fear, rage), etc.

(3) Signs. Hand in the sides (superior), hands on the back (pensive, passive), closed fist (angry, excited), hand on the mouth (shy, insecure), head resting in the hands (pensive), movement with the index finger (drawing attention to), arranging ones spectacles (hesitating), cleaning spectacles (saving time), etc.

(4) Distance. The real distance between people while communicating. Most contact with others takes place at approximately an arms length. Strangers usually keep a greater distance, while people who know each other well usually stand at half an arm’s length.

(5) The use of voice. Such as loudness, articulation, speaking rhythm, and speaking breaks.

Communication involves asking the right questions, listening to the answers you get, and reacting to these answers. To achieve effective communication, the receiver should listen intensively, for instance by: asking open questions, summarizing, explaining, and being alert.

Good mutual communication is not only necessary while being in contact with users, but also while being in contact with library staff. It is the duty of the librarian to create a working environment in which effective communication can be developed. This can be done with the following methods:

- be honest and open and give everyone the necessary information;
- don't ignore your staff;
- inform about the opinions and views of your staff;
- explain in advance why certain measures will be taken;
- listen attentively and give constructive feedback;
- place yourself in the other person’s position;
- emphasize the objectives;
- develop and create awareness for a common, ambitious, and inspiring mission and vision.
6.3 Questioning and the Staff

What is it?

Queries give you the opportunity to receive actual information from the other, or to know what someone’s opinion is about a certain subject. Two types of queries can be distinguished: open and closed questions. Open queries are meant to invite someone to give elaborate information about opinions and feelings. They are usually also used to involve people in a conversation. Open queries usually start with the words what, when, why, who, which, where, or how. Open queries invite and stimulate participation and involvement. These queries can be used to quickly obtain direct information. Unfortunately, they are less useful because the answer on these queries is usually yes or no. To obtain a complete picture, it is important to ask open questions.

- informative questions; questions for actual information.
- direct questions; these questions lead the person to think in a certain direction. This limits the answer possibilities and limited information is obtained.
- multiple questions; the answer is already included in these questions, which is based on the expectation and perception of the questioner.
- chain questions; a question composed of several questions.
- opinion questions; to ask the opinion of the other.

Interpret and repeat clearly and distinctly in your own words what the other has said. Experience indicates that in approximately 50% of all cases misunderstandings occur if the statement of the other is not clarified.

Ask a question to be certain that you understood the intention of the other. Thus, interpret what the other has said and repeat this in your own words and check if it is correct. Therefore you’ll get fewer misunderstandings, more clearness, more objective discussion and a better understanding of personal feelings.
6.3.1 Teamwork
TQM is based on firm mutual collaboration between staff i.e. effective teamwork. The third pillar of the TQM house relates to this aspect. Teamwork is the engine of TQM. Everything regarding TQM is done as a team. For successful teamwork, it is necessary that the team composition, the work climate, the style of meetings, the team members, and the leader comply with certain conditions.

Team composition
A team consists of a group of people i.e. library staff with complementary skills, who have a feeling of commitment to a common goal, who are charged with the execution of decisions taken, and whose work is influenced by these factors. It is not wise to put too many persons in team, because this can work the wrong way. The team should also have different kinds of personalities. To increase the chance of success, it is recommended to establish cross-functional teams consisting of members from all affected specialisations. The teams must have the right composition. A balanced division of directly involved persons from different disciplines with different personal qualities is hereby necessary, as well as a leader with shared leadership roles.

6.3.2 Team performance and its development
Important aspects when building up team performance are:
- Create urgency, make high demands on performance norms.
- Choose team members based on their skills and not on their personalities.
- Give extra attention to the first meetings and actions.
- Give clear rules of library ethics.
- Give the team authority and ownership over processes for which they are responsible.
- Confront the group regularly with new facts and information.
- Spend a lot of time with each other.
- Use of power of feedback, appreciation, acknowledgement and intrinsic reward.
- Attempt a number of result-oriented tasks which can be carried out at once.
The development of a newly formed team can be distinguished into four phases:

1. **Formation**: In this phase, the team members learn to know each other, test the authority of the leader, try to figure out what their place is within the team and try to work themselves up. Due to defensive and sometimes hostile behavior, there is little or no improvement. In this phase, there is a lot of talk without people understanding each other.

2. **Chaos**: In this phase, the team members are aware of the long road ahead before the goals are reached, which is coupled with feelings of dissatisfaction, resistance, and frustration. There is also a tendency towards negative behavior, internal competition for attention and power, conflicts between group members and management, distrust of each other, emotional reactions to the tasks to be carried out and doubts about the usefulness of them. In this phase, the team leader must take serious notice of the feelings of discontent in the group, should avoid taking them personally and should discuss them without defensive behavior.

3. **Normalization**: Now the atmosphere is less tense. Cooperation and communication are improved. The members are getting used to each other, trust, accept and respect each other, whereby a team spirit is gradually formed and a sense of unity in the group develops. Now, there are constructive discussions. There is also more time spent on work and less on conflicts among themselves, which has a positive effect on the team performances. In this phase, the team leader must be all means concentrate on support and valuation of everyone’s effort, improvement of the working atmosphere, mutual communication and cooperation.

4. **Progress**: There is now a creative working atmosphere, a strong related unity, good mutual communication and hard work to carry out the tasks. The team members know each other’s strong and weak points and feel involved, whereby a lot of progress is made. Moreover, there is a continuous search for possibilities to improve mutual cooperation.
6.4 **Effective meetings**

Holding meetings is a mean of communication to give, receive and exchange information, solve problems, take initiatives and / or negotiate. It is library committee who discuss an item which was scheduled beforehand, under supervision of a chairperson. It is hereby important that:

- The objective of the meeting are clear.
- The right person attend the meeting. Invite only those that are library goes.
- The meeting is evaluated with a focus on improvement possibilities.
- A chairperson is appointed to lead the meeting, a minute taker to take the minutes, a timekeeper to check the time and a process keeper to guard the communication process; see to it that they listen to each other, don’t speak in confusion, reach consensus, brainstorm in the correct way, etc.
- The meeting starts on time.
- The meeting is closed as soon as the objective of the meeting has been reached.
- A clear agenda is made; the items of the agenda are divided into discussion items and information item; these two groups of items should be separated during the meeting.

6.4.1 **Librarian**

Characteristics of the chairperson: knowledgeable, experienced, enthusiastic, decisive, and good communicative skills.

**Prior to the meeting**

1. Provide the right team composition.
2. Read the minutes of the previous meeting and formulate the agenda and objective of the meeting.
3. Send invitations, agenda and additional information to the participants on time and provide an adequate meeting room.
4. Prepare yourself.
During the meeting

(1) Ask if everyone has received the information and can be present during the entire meeting.
(2) Discuss reporting (who will take the minutes), the objective of the meeting and the expected contribution of the participants.
(3) Delegate supporting tasks to a timekeeper and a process keeper.
(4) Go through the agenda according to the written order.
(5) Give a summary of the most important points and stimulate discussions focused on realizing the team goals.
(6) Establish relationships between the different ideas and stimulate open communication.
(7) Ask for facts, suggestions and information, and focus on what must be realized.
(8) Do not permit moving away from the subject and determine clearly who will do what.
(9) Take stimulating actions to keep the meeting going if it threatens to come to a deadlock.
(10) Do not discuss more than one agenda item at a time.
(11) Maintain a relaxed, informal and disciplined atmosphere.
(12) End the discussion as soon as the subject has been treated extensively.
(13) Evaluate the effectiveness of the library committee.

6.4.2 Members

(1) Make sure that your items are on the agenda and stick to the agenda items that are being discussed.
(2) If you do not understand certain statements, ask for clarification.
(3) Participate actively by: listening well, summarizing opinions, asking for clarification, building up on ideas of others, making constructive arguments, not moving away from the subject, etc.
(4) Say it if you have something to say and be silent if that is not the case.
(5) Avoid remarks that will divide the team and make notes of the agreements.
(6) Accept the librarian
(7) Contribute to the solution and do not create more problems.
(8) Don’t be noisy, don’t hinder progress and don’t participate with a hidden agenda.

6.4.3 The role of the team members

For effective teamwork, it is important that team members stick to certain rules. Thus, all team members should:

- Devote themselves to the common team goals based on a common mission and vision.
- Feel themselves responsible and equal.
- Be interested and motivated.
- Accept, appreciate, and respect each other.
- Give high priority to continuous improvement.
- Participate actively with the activities of the team.
- Know, trust, help, understand, and complete each other.
- Know their clients.
- Communicate openly and have an open mind for the expectations of their surroundings.
- Make free use of and want to make use of each other’s information.
- Have a positive attitude towards others, whereby the interest of the organization is more important than that of the department.
- Channel the experiences from the team back to their own working environment.
- Abide by the decisions taken by the team.
- Be responsible for their own contribution as well as for the results of the team.
- See problems as a means for improvements; welcome problems as opportunities.
- Be aware of and recognize their responsibility for improvement.
- Be good listeners.
- Use a systematic approach to improvement.
6.4.4 The role of the Librarian

Effective teamwork requires effective leadership. The leader should:

- Set clear goals and provide challenging tasks.
- State clearly when something should be finished.
- Place himself in the position of the employees.
- Not evade or obscure problems of the team.
- Listen actively to employees and express appreciation for their improvements.
- Let employees keep their self-esteem and respect and stimulate their qualities; stimulate them to perform to the best of their ability.
- Help employees accept responsibility and think for themselves.
- Give the other the acknowledgement which is due.
- Show employees that he is committed to improvement efforts and that she/he has recognized their achievements.
- Stimulate employees to be involved.
- Convince employees that the chosen path is the correct one.
- Teach employees to realize that the company’s interest and their interest are geared into one another.
- Help employees separate essentials from side issues.
- Make employees conscious of their strong points and shortcomings, in order to let them function more effectively.
- Be interested in the development of his employees.
- Look for someone’s potential possibilities.
- Uphold high norms and values, and let it be known.
- Promote a learning process.
- Adjust his pattern of behavior towards others.

Continuous improvement requires leadership on all levels and in all sections of the organization. Authority and responsibility should be given where it is most logical. It is known that people will contribute most when they are responsible for something and have the authority to act.
6.4.5 Four Leadership Style

The effectiveness of a librarian is not only determined by personal characteristics and behavior, but also by the degree to which they style of management is adjusted to the situation. There are two basic dimensions of leaders, namely: focus on tasks (work that has to be accomplished), and focus on relations. When focusing on tasks, managers mainly concentrate on structuring tasks which need to be accomplished. Thus, indicating what and how the job must be done. In this case, it means:

- Determining measurable goals for employees.
- Organizing and distributing work.
- Providing adequate resources.
- Instructing employees how to execute their job.
- Checking the quality of work.

Activities/characteristics of an effective librarian

(1) Listens effectively and is creative.
(2) Foresees things and can anticipate the unexpected.
(3) Focuses on e-Learning
(4) Uses information of suppliers and users systematically for improvement of critical processes.
(5) Is on call for all employees and inspires them.
(6) Delegates in confidence, gives responsibility and power.
(7) Displays an ambitious vision and mission and communicates these consistently to his employees with conviction.
(8) Has developed his own personal vision statement, which is consistent with that for the entire organization.
(9) Shows involvement, gives room, admits confidence and gives clear acknowledgement and appreciates the performance of his employees.
(10) Creates clearness about tasks and positions, and gives constructive feedback.
(11) Takes initiative to lead, and well thought out risks, is innovative, dares to accept mistakes, and does the right thing.
(12) Sometimes offers to help with the daily work of the employees, without checking them and interfering with details.

(13) Maintains and promotes relations with employees, users and suppliers with understanding.

(14) Cultivates mutual respect and trust. Relies on trust.

(15) Creates situations in which there is no fear of improvements. Staff are happy and proud of their work.

(16) Demonstrates a belief in and commitment to continuous improvement on all levels of the organization and functions as the process owner.

(17) Has the ability to determine which direction the organization should go and the ability to distinguish between ideals and hard facts. Has his priorities well established and takes consistent decisions.

(18) Stimulates employees to take initiatives and to take a liable position towards users.

(19) Inspires employees to set concrete, feasible, and measurable goals, to realize those, and to change.

(20) Recognizes specific individual contributions to improvement efforts; if employees generate ideas, they are praised; if they identify problems, they are thanked; when they contribute, they are recognized; when they fail, they are supported; and when they succeed, they are rewarded.

(21) Recognizes that people are the most important treasure. Focuses on people.

(22) Establishes channels of communication, which are reliable and accessible to everyone in the organization.

6.5 **Process Selection**

In the first step the emphasis is on defining the service and the users needs, making an inventory of users data and complaints, and selecting processes which cause most of these complaints. The central questions in this case are:

(1) Which services do we provide?

(2) Who are our users?

(3) What do they want, what are their requirements?
(1) **Which services do we provide?**

First of all, define your most important service as concretely as possible. This definition must indicate what you’re really doing. The more specific the definition, the better the users needs can be met.

(2) **Who are our users?**

It is important for TQM to understand the entire chain of users. This means that you should know all of your users. The needs of each user must be examined separately. Not only the external, but also the internal users should be considered. All employees determine the degree of user satisfaction. Employees from within different departments must be considered users of each other. By bringing individual employees together as users.

(3) **What do they want, what are their requirements?**

As a supplier, you should try to figure out what the user needs and wants. Communication is very important. Talk to your user and ask them what they think of service. Try to figure out how they use it and what they really want. Listen especially to what they have to say and indicate which user staff relationship needs improvements. The central questions hereby are:

- Which needs and expectations do your user have?
- Which needs and expectations are you aware of?
- To what extent do you comply with the needs and expectations of your user?
- If you do not satisfy their needs, what are the reasons according to your users?

Making an inventory of users data, users complaints are important opportunities to improve the user orientation of the library. Information
about the opinion of the user regarding your service is of essential importance, and can be obtained in several ways, such as user surveys, phone interviews, and user panel discussions. User surveys are a powerful tool to get information about what the user thinks and expects. In general questionnaires are used with different questions, which may vary from library to library.

Some important recommendations to improve your users orientation are:

- Link your personal and organizational mission and vision statement to users satisfaction.
- Identify external and internal users.
- Establish a routine and meaningful dialogue with users.
- Listen effectively to your users and treat each user as unique.
- Introduce a user helpdesk or a call center.
- Regularly organize meetings with groups of users to let them inform you about their needs, wants, ideas, and complaints.
- The organization is within reach and available to users.
- Continuously train employees in users orientation.
- Train your users in TQM, and organize a users TQM seminar.
- Teach the front line and public relation employees how to communicate effectively with users and based on their reaction, how to act.
- Employees must be willing to help users. Online satisfied employees can satisfy users.
- Visit your important users regularly.
- Anticipate users needs.
- View users information as strategic asset.
- Routinely conduct users surveys among your users about your products and services provided. Feed these results systematically back to the employees to stimulate the improvement process.
- Communicate users opinion.
- Involve your users in the development of new products and processes.
• Allow your users to participate actively in your improvement teams, and involve them in the decision making process.
• Inspire employees to measure their efforts and results against users needs and expectations.

(4) **Is it measurable?**

Usually, it is necessary to negotiate with the users, which results in feasible and agreed upon users requirements, which are measurable and understood by all parties. All statements of the users about qualitative aspects must be translated into quantitative specifications.

### User Satisfaction Measurement

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<thead>
<tr>
<th>Users</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. Do you know who your users are and how many users you have?</td>
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<td>2. Do you listen effectively to all your users.</td>
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<td>3. Do you regularly make up an inventory of all the needs and expectations of your users.</td>
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<td>4. Did you segment your users based on their needs?</td>
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<td>5. Do you routinely use questionnaires and conduct surveys among your users about your products and services?</td>
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<td>6. Are all your employees informed about the results of these questionnaires and surveys?</td>
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<td>7. Do you anticipate users needs?</td>
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<td>8. Do you treat each users as unique?</td>
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<td>9. Are complaints replied and solved.</td>
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<td>10. Do you stimulate users to register their complaints?</td>
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<td>11. Do you use e-Learning tools to communicate with users?</td>
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<td>12. Do you have a users helpdesk?</td>
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<td>13. Are complaints systematically registered and analyzed in your library?</td>
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</table>
14. Did you establish complaints handling procedures and are these routinely used in your library?

15. Do you make recommendations to users about the services that best suit their needs?

16. Do you regularly attend your users?

17. Do you regularly organize meetings with user groups to learn about their needs, wants, ideas, and complaints?

### 6.6 Evaluation

In the second step of “process evaluation”, the selected process is checked whether the process is clearly understood and satisfies the needs of the users. Measurements are used to: localize symptoms, verify causes, assess the need for process improvement, evaluate changes, ensure users requirements have been met, provide standards for establishing comparisons, and give an indication of quality costs. In this flow-chart, the locations (checkpoints) must be indicated where measurements should be taken to check and reduce process variation, in order to achieve a uniform quality. In this step, the improvement team will also be appointed and trained on the job in TQM. The possible causes and consequences of problems or bottlenecks are determined, as well as the most important performance indicators such as quality, time, and quantity.

### 6.6.1 Performance Indicators

Processes are mostly measured on quality, throughout time, productivity, and added value. The throughput time of a process is the summary of the time that is spent executing the work and the waiting periods within the process. Effectiveness and efficiency also say something about service. Effectiveness indicates the degree to which the objectives are realized and is also strongly related to quality. The output is central here. It’s about “doing the right things”. Efficiency is closely related to the control of the process and the use of resources during the process execution. Here, the emphasis is on the input and the process whereas efficiency is about “doing the things right”. The general rule is: The shorter the throughput time, the more efficient the organization.
6.7 Standardization

Process standardization, the critical process will be transformed into standard procedures so that each time the process can be executed in the same way. Process standardization is a means of defining a process and ensuring that everyone understands and employs it in a consistent manner. It entails the documentation of the current best-known way of performing a process, which provides the function from which to continuously improve the process. The working method is hereby documented in details to prevent employees from repeating old habits.

Clear procedures are drafted which include the process as well as relevant standards. The standards are based on measurements and related to users needs. For this, relevant check limits are determined for each measurement, based on feed-back from the users and process capacity. In this way, the process performance can be registered and eventually adjusted.

**Standardize-do-check-Act**

While standardizing the present process, follow the SDCA cycle (Standardize-Do-Check-Act):

- **Standardize**: Put the process in standard procedures on paper, communicate these procedures to the library employees, and promote the procedures within the library.
- **Do**: Train employees in using these procedures, make them available, and urgently require the use of them.
- **Check**: Measure process performance according to the procedures and react to findings, identify the basic causes of process instability, and check if all the necessary means are available
- **Act**: Judge and reduce the causes of process variability, document improvements, adjust procedures and document the lessons learned in this step. The next step of improving the standardized process is improving the working environment, streamlining of process, use of maintenance systems,
and adequate information gathering. This will benefit the effectiveness of process improvement.

6.8 Improvement

In the fourth step of the quality improvement process, “process improvement”, the process is continuously being improved. In this phase, the registration of process performance also takes place and the standardization of improved processes is completed once again.

**Plan, do, check, act:**

After the process is standardized, regular control of the effectiveness and stability of the process should be completed followed by eventual process improvement. To do this, the PDCA-cycle of Deming (Plan, Do, Check, Act) is used:

- **Plan:** Select, identify and define the problem, develop a questionnaire, gather the necessary information, analyze the available process data, determine the critical success factors, define performance indicators, determine the improvement goals, generate possible solutions for the problem, select a solution (also based on costs, service and formulate an action plan to be able to implement the solution. Although a lot of these preparatory activities were already done during the first two steps, it is good to reconsider them in this step.

- **Do:** First execute the plan or solution on a limited scale, test the chosen solution and complete experiments if necessary. Describe the process which should be improved, complete cause and effect analyses, and identify the root causes. Train the team members in using quality improvement methods and techniques.

The way TQM is implemented differs for each library and is mainly determined by the library size. In all cases, an integral and project-matic approach is needed
and commitment at the top management level. Top management must formulate clear goals, continuously want to improve, completely support the introduction of TQM, participate actively in the related activities and guide, and support the implementation. Top management leads the improvement process, but each individuals must also commit to and participate in the effort.

References