The Quality Maturity Model: Your roadmap to a culture of quality
Culture of quality

- All about people.
- Behaviour driven by culture.
- Culture = the beliefs, behaviours, norms, dominant values, rules and climate in the organisation.
- Culture => staff behaviour => customer experience
- Quality culture = “The way quality gets done round here”. Influences everything from assessment measures to building design, what books to buy, how to design an education session, to priorities for spending.
• Maintain high customer satisfaction through evolving customer requirements.
• Can’t start fresh with new staff, so how keep customers happy with staff who were employed to do a very different job?
The Quality Maturity Model

- “Know it when I see it” = too fuzzy to be helpful.
- Roadmap - where you are and where you are going.
- A framework for prioritising actions.
- A tool for assessment.
- A common language and a shared vision for a community of practice.

- A method of assessing your culture of assessment.
The five levels

1. **Ad hoc**
The quality management process is ad hoc, even chaotic. Few processes are defined, and success depends on individual effort and heroics.

2. **Repeatable**
Processes are in place so that success for one customer can be replicated with another (or the same one on different occasions).

3. **Defined**
Quality processes are documented and standardised. All work derives from the organisational strategy.

4. **Managed**
Detailed measures of the quality process are collected, and is understood and controlled.

5. **Continuous**
Continuous quality improvement is enabled by feedback and by piloting innovative ideas. Future requirements are anticipated so there is no drop in performance.
The facets of the QMM

- A culture of quality is:
  - Doing things right (management of the organisation).
  - Doing the right thing (environmental sensing).
  - Learning.
  - Suited to the ‘business’ environment (change seeking in an agile environment).
  - Explicitly and appropriately aiming to improve quality.

- The culture is created by:
  - Strong leadership.
  - The people of the organisation.

- The ubiquity of the culture is down to organisational alignment.
<table>
<thead>
<tr>
<th>Management of the organisation</th>
<th>Ad Hoc</th>
<th>Repeatable</th>
<th>Defined</th>
<th>Managed</th>
<th>Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Strategic plan generation</strong></td>
<td>There is no strategic plan or annual operating plan.</td>
<td>There is a limited strategic plan.</td>
<td>The strategic plan is derived from (mediated) environmental sensing.</td>
<td>The strategic plan is derived from environmental sensing (top down, bottom up and inside out).</td>
<td>Strategic plan derived from environmental sensing (top down, bottom up and inside out).</td>
</tr>
<tr>
<td><strong>1.2 Management alignment (a)</strong></td>
<td>Actions are solely reactive to events.</td>
<td>Strategic plan includes breakthrough improvement processes Many actions are unrelated to the strategic plan and are reactive to events.</td>
<td>Strategic plan includes breakthrough improvement processes Some actions are still unrelated to the strategic plan.</td>
<td>Strategic plan includes breakthrough improvement processes.</td>
<td>All improvement processes, both incremental and breakthrough, flow from the strategic plan, and it is updated to reflect new developments.</td>
</tr>
<tr>
<td><strong>1.2 Management alignment (b)</strong></td>
<td>Goals for individuals, teams and the library are poorly defined, if present.</td>
<td>Goals for specific high-level managers are linked to the strategic plan. Goals for most staff are poorly defined, if present.</td>
<td>All senior staff have goals, some of which are related to the strategic plan.</td>
<td>Goals for achieving the strategic plan are cascaded down throughout the library to all appropriate staff.</td>
<td>Goals for achieving the strategic plan are cascaded down throughout the library. All staff have individual goals, which contain both improvement and “business as usual” targets.</td>
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<tr>
<td><strong>1.3 Progress monitoring</strong></td>
<td>There is no monitoring of progress in achieving goals.</td>
<td>There is no monitoring of progress in achieving goals.</td>
<td>There is infrequent monitoring of progress, but no corrective action taken.</td>
<td>There is monitoring of progress in achieving goals, and some corrective action is taken.</td>
<td>Progress in achieving goals is closely monitored and corrective action taken where necessary.</td>
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<tr>
<td><strong>1.4 Performance measurement</strong></td>
<td>Basic statistical measures may be collected, but are used for competitive analysis if at all.</td>
<td>Basic statistical measures are collected and used for competitive analysis. Customer feedback is also viewed as an indicator of performance.</td>
<td>Customer feedback and measures of internal processes are used to determine how the library is performing.</td>
<td>A range of performance indicators is used to determine how the Library is performing. KPIs, may exist, but are not necessarily fully aligned with metrics used or strategic aims of the library.</td>
<td>A range of balanced performance measures are used to monitor how well the library is achieving its aims. Metrics closely align with KPIs, which closely relate to strategic aims and mission. Performance measures</td>
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</tbody>
</table>
The sub-facets of the QMM

- 2. Environmental sensing
- 2a Customers (bottom up)
  - 2.1 Gathering feedback
  - 2.2 Collation of feedback
  - 2.3 Respond to feedback
  - 2.4 Action as a result of feedback
- 2b Organisation (top down)
  - 2.5 Gathering feedback
  - 2.6 Influencing organisation
- 2c Wider context (inside out)
  - 2.7 Gathering feedback
  - 2.8 Involvement of staff in profession
  - 2.9 Contribution to profession
3. Learning organisation attributes

- 3.1 Staff empowerment
- 3.2 Staff involvement in change
- 3.3 Nature / level of learning
- 3.4 Attitude to mistakes
- 3.5 Attitude to risk
- 3.6 Staff encouragement to innovate
8. Alignment

- 8.1 Vertical alignment
- 8.2 Horizontal alignment
- 8.3 Consistency
- 8.4 Communication flow
- 8.5 “little cogs” - staff see where they fit
- 8.6 Structure
- 8.7 Alignment of attitude to quality
- 8.8 Alignment of attitude to change
Levels of the sub-facets

1. Management of the organisation
   1.2 Management alignment
   - Level 1 - Actions are solely reactive to events.
   - Level 2 - Strategic plan includes breakthrough improvement processes. Many actions are unrelated to the strategic plan and are reactive to events.
   - Level 3 - Strategic plan includes breakthrough improvement processes. Some actions are unrelated to the strategic plan.
   - Level 4 - Strategic plan includes breakthrough improvement processes.
   - Level 5 - All improvement processes, both incremental and breakthrough, flow from the strategic plan, and it is updated to reflect new developments.
5. Attitude to quality

5.3 Perception of responsibility for quality

- Level 1 – Quality is the responsibility of everyone to do their best to adhere to procedures.
- Level 2 – Quality is the responsibility of people serving customers face-to-face to be ‘nice’.
- Level 3 – Quality achievement is the responsibility of the management of the library, thought it may be explicitly devolved down for specific areas.
- Level 4 – Quality for a particular area is the responsibility of the people in that area.
- Level 5 - Quality for the whole library is everyone’s responsibility.
## What a QMM assessment looks like

<table>
<thead>
<tr>
<th>Facet</th>
<th>2013 score</th>
<th>2015 score</th>
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<tbody>
<tr>
<td>...</td>
<td></td>
<td></td>
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<tr>
<td><strong>6. Leadership</strong></td>
<td></td>
<td></td>
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<tr>
<td>6.1 Vision and value setting</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6.2 Trust</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6.3 Inspiration and motivation</td>
<td>2</td>
<td></td>
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<tr>
<td><strong>7. Investment in staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 Attitude to staff (as an asset)</td>
<td>3</td>
<td></td>
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<tr>
<td>7.2 Training provision</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7.3 Recognition of staff</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>8. Alignment</strong></td>
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<td>...</td>
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</table>
How can I assess my library?

- Self-assessment tools will be available on SCONUL VAMP website.
- Free.
- When I have developed them (give it 6 months).

- Community of practice
  “I used x, y, z to help us move from level 3 to level 4 in Attitude to change”

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1. Management of the organisation

- 1.1 Strategic plan generation
- 1.2 Management alignment (achieving SP)
- 1.3 Progress monitoring
- 1.4 Performance measurement
- 1.5 Project management processes
4. Attitude to change

- 4.1 Attitude to change
- 4.2 Perception of drivers for change
- 4.3 Identification of barriers to change
5. Attitude to quality

- 5.1 Definition of quality (inc locus of control)
- 5.2 Attitude to quality improvement
- 5.3 Perception of responsibility for quality
- 5.4 Type of quality improvement initiatives ("sexy" vs. "vanilla")