

The Quality Maturity Model
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Management of the organisation

	Level 1: Ad Hoc	Level 2: Repeatable	Level 3: Defined	Level 4: Managed	Level 5: Continuous
1.1 Strategic plan generation	There is no strategic plan or annual operating plan.	There is a limited strategic plan.	The strategic plan is derived from (mediated) environmental sensing.	The strategic plan is derived from unmediated environmental sensing.	The strategic plan is derived from environmental sensing (customers; organisation; and wider context).
1.2 Management alignment (a)	Actions are solely reactive to events.	The strategic plan includes breakthrough improvement processes. Many actions are unrelated to the strategic plan and are reactive to events.	The strategic plan includes breakthrough improvement processes. Some actions are unrelated to the strategic plan.	The strategic plan includes breakthrough improvement processes.	All improvement processes, both incremental and breakthrough, flow from the strategic plan and it is updated to reflect new developments.
1.2 Management alignment (b)	Goals for individuals, teams and the service are poorly defined, if present.	Goals for specific high-level managers are linked to the strategic plan. Goals for most staff are poorly defined, if present.	All senior staff have goals, some of which are related to the strategic plan.	Goals for achieving the strategic plan are cascaded down throughout the service to all appropriate staff.	Goals for achieving the strategic plan are cascaded down throughout the service. All staff have individual goals, which contain both improvement and "business as usual" targets.
1.3 Progress monitoring	There is no monitoring of progress in achieving goals.	There is no monitoring of progress in achieving goals.	There is (infrequent) monitoring of progress in achieving goals, but no corrective action taken.	There is monitoring of progress in achieving goals, and some corrective action is taken.	Progress in achieving goals is closely monitored and corrective action taken where necessary.

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1.4 Performance measurement	Only basic statistical measures are collected, but are used for competitive analysis (“we have more books than X”) if at all.	Basic statistical measures are collected and used for competitive analysis. Customer feedback is also viewed as an indicator of performance.	Customer feedback and measures of internal processes (e.g. time taken to re-shelve a book) are used to determine how the service is performing.	A range of performance indicators are used to determine how the service is performing. Key Performance Indicators may exist, but are not necessarily fully aligned with metrics used or strategic aims of the service.	A range of balanced performance measures are used to monitor how well the service is achieving its aims. Metrics closely align with Key Performance Indicators, which closely relate to strategic aims and mission. Performance measures are regularly evaluated to determine whether they continue to accurately and appropriately measure performance.
1.5 Project management processes	Changes are just implemented – no processes are used.	<i>Ad hoc</i> processes are used to implement changes. How it is done depends on who is leading the change.	Changes are implemented through <i>ad hoc</i> project management processes.	Breakthrough changes are implemented through coherent project management processes, including project planning, monitoring and impact assessment.	All changes (incremental and breakthrough) are implemented through project management processes, including project planning, monitoring and impact assessment. Ad hoc projects and changes managed to the same level as planned strategic projects.

Quality Maturity Model

Environmental sensing - customers

	Level 1: Ad Hoc	Level 2: Repeatable	Level 3: Defined	Level 4: Managed	Level 5: Continuous
2.1 Gathering of feedback	Feedback from customers is gathered ad hoc and reactively.	Feedback is gathered from customers proactively to assess satisfaction. Feedback is sought from a subset of customer groups only. A limited number of methods are used.	Feedback is gathered proactively via a range of methods.	Feedback is gathered proactively via a wide range of methods to access views of all customers.	Feedback is gathered proactively via a wide range of methods to access views of all customers and non-customers. Feedback is proactively sought to assess impact of changes on customer satisfaction.
2.2 Collation of feedback	Feedback is not collated.	Feedback may be collated.	Feedback is collated separately for each source.	Feedback is collated across all feedback methods and analysed for consistency.	Feedback is collated across all feedback methods and analysed for consistency. Collated feedback is analysed over time to identify trends.
2.3 Respond to feedback	Feedback is responded to with excuses, or discounted as due to customers "not understanding the Library way"	Feedback is responded to with explanation, excuses, or discounted as due to customers "not understanding the Library way" Changes are not reported.	Feedback is responded to with details of changes, or explanation of why changes cannot be made. The locus of control is presented as the service ("we decided to do ...").	Feedback is responded to with details of changes, including timescales for longer-term changes. The locus of control is presented as customers ("you said ... we did ...").	Feedback is advertised, and responded to with details of changes, including timescales. Changes are pro-actively advertised as based on feedback (locus of control is presented as customers).

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2.4 Act on feedback	No changes are made in response to feedback.	A small number of changes are made on the basis of feedback. Changes are made only if small and/or agree with service's point of view ("sensible" "possible").	Most feedback results in changes. However changes are limited to those "within the service's control"	All feedback results in change (though some may be long-term), including changes to other services and big changes requiring institutional funding and support.	All feedback results in change (though some may be long-term), including changes to other services and big changes requiring institutional funding and support. Analysis of trends leads to anticipatory changes, with both long- and short-term future focus. Feedback leads to changes in overall goals and strategy.

Environmental sensing – organisation

	Level 1: Ad Hoc	Level 2: Repeatable	Level 3: Defined	Level 4: Managed	Level 5: Continuous
2.5 Feedback gathering	Instructions from the parent organisation are obtained <i>ad hoc</i> .	Instructions are proactively obtained from the parent organisation.	Indicators of desired direction are obtained proactively from the parent organisation.	Indicators of desired direction are obtained proactively from the parent organisation, and other sibling departments. Feedback is proactively sought from the parent organisation and other departments.	Knowledge of wider organisational context is obtained. Indicators of possible future directions of the parent organisation are monitored. Indicators of desired direction are obtained proactively from the parent organisation, and other sibling departments. Feedback is proactively sought from the parent organisation, and other departments.

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2.6 Influencing organisation	Change is responded to <i>ad hoc</i> as instructions from the parent organisation.	Change is imposed top down as instructions from the parent organisation.	Changes are determined top down in response to desired direction from the parent organisation.	The service negotiates with parent organisation and sibling departments for change implementation (both to achieve change desired by the service, and to mitigate change, if contradictory to other feedback, desired by parent and siblings).	The service influences parent organisation and sibling departments in determination of organisational change.

Environmental sensing – wider context

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2.7 Feedback gathering	The service is unaware of position, policies and practices in other LIS. There is no awareness of possible future developments.	The service seeks out specific information relating to potential changes (“We want to do X – how did others do it?”). Specific staff may attend conferences <i>ad hoc</i> .	Indicators of a wide range of best practice (research and practice) are obtained <i>ad hoc</i> (“What are the issues around X?”). A range of staff attend conferences <i>ad hoc</i> .	Indicators of best practice (research and practice) are proactively and comprehensively obtained (“What is going on?”). All staff are encouraged to read professional literature and attend conferences.	Knowledge of the wider professional context is obtained. Indicators of possible short- and long-term future directions of LISs are monitored (including current best practice, research and ‘cutting edge’ (“What might be going on in the future?”).
2.8 Involvement & contribution of staff in profession	The service does not engage with ‘the profession’.	The service does not contribute to wider professional knowledge, but does engage with the profession.	Staff of the service may contribute to wider professional knowledge <i>ad hoc</i> .	Staff of the service are able to contribute to wider professional knowledge through publications, experience sharing and conferences. Limited projects may be undertaken if do not ‘interfere’ with the service’s business.	The service actively contributes to wider professional knowledge through projects, publications, experience sharing, and conference papers. All staff are encouraged to contribute. The service operates at the cutting edge in at least some areas.

Learning organisation

	Level 1: Ad Hoc	Level 2: Repeatable	Level 3: Defined	Level 4: Managed	Level 5: Continuous
3.1 Staff empowerment	Decisions are not taken, or are taken <i>ad hoc</i> .	Decision making is controlled by the top.	There is limited middle management level / professional staff decision making	Staff are empowered to make decisions about their own job (with support of the management structure).	Staff are empowered to make decisions about anything (with consultation and 'permission'), with the lowest possible locus of control.
3.2 Staff involvement in change	Staff try to prevent change.	Staff are passive in the change process.	Staff are informed of change and sometimes participate in the change process.	Staff are included in the change process and the implementation of change.	Staff are the drivers of change, and of the implementation of change.
3.3 Learning	Learning is personal.	There is some shared learning within work units.	There is some shared learning between co-ordinated work units.	There is some shared learning throughout the service.	There is shared learning, information and knowledge throughout the service.
3.4 Attitude to mistakes	Mistakes are hidden due to a blame culture.	Mistakes are fixed – they are viewed as the result of the person not following procedure.	Mistakes are fixed – they are viewed as indicative of faulty processes (especially not enough training).	Mistakes are viewed as opportunities for learning.	Mistakes are viewed as opportunities for learning, and are accepted as inevitable if trying new things.
3.5 Attitude to risk	The service is risk averse – refuses to take risks.	The service is risk averse – may occasionally take what it views as risks, but only if they are virtually guaranteed to work.	The service is risk averse – employs checks and balances to minimise risks.	The service is risk tolerant – willing to accept risk-taking behaviour ("It is OK to take risks, no-one will die!").	The service is risk seeking – encourage risk taking behaviour ("It is better to do something and fail than to wait to be certain it will work and do nothing").

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3.6 Staff encouragement to innovate	Innovation is discouraged.	'Innovation' from senior staff is tolerated (inspiration is taken from elsewhere).	Middle management, professional staff, and specific specialist staff are encouraged to innovate (innovations are taken from elsewhere).	Most staff are encouraged to innovate, but this does not include the most junior levels.	All staff at all levels are encouraged to innovate.

Attitude to change

	Level 1: Ad Hoc	Level 2: Repeatable	Level 3: Defined	Level 4: Managed	Level 5: Continuous
4.1 Attitude to change	The service is change averse – change is avoided and prevented. Change is perceived as disruptive to the 'day job'. "If it ain't broke, don't fix it".	The service is change resistant – it prefers stability and permanence. Staff list reasons why change is bad and will fail. "Whether change is good or bad depends on what the change is".	The service is change managing – stability and permanence are preferred, but change accepted as inevitable. "Change is good if done well".	The service is change friendly – there are systems and processes in place to make implementation of change easy. "Change is good if it is done to improve things".	The service is change seeking – constantly seeking to change. "To stand still is to regress".
4.2 Perception of drivers for change	Change is viewed as imposed top down.	Change is viewed as imposed top down – though the influence of external factors on the service management is acknowledged.	Change viewed as driven by customers and/or parent organisation and/or external environment.	Change viewed as driven by customers and parent organisation and external environment.	Change viewed as driven by everyone, with focus on serving and anticipating changing needs of customers and environment.

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4.3 Identification of barriers to change	Barriers are the structure / hierarchy / bureaucracy / competency of middle management.	Barriers are the attitudes of staff.	Barriers to change are resources (money / space / time / staff). These barriers are insurmountable.	Barriers to change are other parts of the parent organisation.	There are no barriers that cannot be overcome.
4.4 “Vanilla” vs. “sexy”	Changes are implemented to ensure that existing policies / procedures / practices are properly adhered to by everyone. ‘Get the vanilla right’.	Changes are implemented to produce incremental improvements to the what the service is already doing (the ‘vanilla’).	Changes are implemented in terms of breakthrough new projects, in order to offer new products / services.	Changes are implemented to produce both incremental and breakthrough improvements.	Changes are implemented to produce both incremental and breakthrough improvements. Staff are aware of why both necessary, and both are included in targets.

Attitude to quality

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5.1 Definition of quality	Quality is defined by the service (e.g. “We provide a perfect classification systems, it is their fault if they can’t find the book”)	Quality is defined as happy face-to-face customers.	Quality is defined as customer satisfaction with products and services. Locus of control is the service (e.g. service level agreement levels are determined by the service staff). Targets for quality are implicit or secret.	Quality is defined as customer satisfaction with products and services. Locus of control is the service (e.g. service level agreement levels are determined by the service staff). Targets for quality are explicitly advertised.	Quality is defined by the customer. Locus of control is the customers (e.g. service level agreement levels are determined by customers). Targets for quality are explicitly advertised.

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5.2 Quality improvement	Quality is absolute, rather than relative.	Quality is achieved by luck / accident.	Quality improvement focuses on improving the products and services. Quality improvement is written in the strategy of the service.	Quality improvement focuses on improving processes by which products and services are achieved. Quality and improvement measures are written into documented work processes.	Quality improvement is viewed as a continuous processes. All staff are encouraged to continually improve themselves and their work.
5.3 Perception of responsibility for quality	Quality is the responsibility of everyone to do their best to adhere to procedures.	Quality is the responsibility of people serving customers face-to-face to be 'nice'.	Quality achievement is the responsibility of the management of the service (or the quality officer if there is one), though it may be explicitly devolved down for specific areas.	Quality for a particular area is the responsibility of the people in that area.	Quality for the whole service is everyone's responsibility.

Leadership

	Level 1: Ad Hoc	Level 2: Repeatable	Level 3: Defined	Level 4: Managed	Level 5: Continuous
6.1 Vision and value setting	The leader has not set their vision and values.	The leader has clearly articulated their vision and values.	The leader has articulated their vision and values, and communicated it to all staff through a variety of mediums, including dialogue sessions. They embody it by 'walking the talk'. It is covered in new staff induction.	The leader has articulated and communicated their vision and values, which underpin policies, practices, targets, KPIs, staff development, and behaviour. They and other key people 'walk the talk'.	The leader has articulated, communicated, and aligned their vision and values. All staff 'walk the talk' i.e. behaviour in accordance with the vision and values is second nature. There are initiatives in place to ensure this behaviour is sustained.

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6.2 Trust	The leader engenders distrust and a lack of openness.	There is distrust in the leader, attributed to lack of understanding on their part. There is no feeling of openness.	There is a lack of distrust in the leader. There is a feeling of openness.	There is trust in the leader and a feeling of openness.	The leader engenders trust and a feeling of openness. They have the 'hearts and minds' of staff.
6.3 Inspiration and motivation	Staff are generally demotivated.	New staff are generally motivated to perform, but over time staff become demotivated by the service culture.	Staff are personally motivated to perform.	Specific teams are motivated and inspired to perform.	Leader inspires, motivates, encourages, organises and directs staff to ensure that all the other aspects of achieving a mature quality culture happen.

Investment in staff

	Level 1: Ad Hoc	Level 2: Repeatable	Level 3: Defined	Level 4: Managed	Level 5: Continuous
7.1 Staff as an asset	There is no specific commitment to staff development.	There is a commitment to the achievement of staff development, where staff development is equated with training.	There is a commitment to the achievement of staff satisfaction, development and well-being.	Systems, structure and processes are in place to achieve staff satisfaction, development and well-being.	People are viewed as the LIS's most critical asset. Staff <i>feel</i> the commitment of the LIS to them.

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7.2 Training provision	Training is <i>ad hoc</i> and related to the inability to perform specific work task.	There is a reactive training programme, related to work tasks and <i>ad hoc</i> requests.	There is a training programme related to training needs assessment, and provision is related to this.	There is a training programme comprising training needs assessment, provision, and an assessment of the effectiveness of the training. Training is provided in the tools, techniques and skills for improvement. Data gathering and reflection are encouraged.	There is a training programme comprising training needs assessment, provision, and an assessment of the effectiveness of the training. Training is related to future necessary skills and account is taken of succession planning and developing skills required for the future. Training is provided on 'learning how to learn'. Time is built in to work for critical reflection.
7.3 Development of staff	There is no development of staff.	Staff are supported in their professional development ad hoc.	Staff are supported in their professional development. There is a clear progression path for some staff.	Staff are supported in their professional and personal development. There is an appreciation that happy and fulfilled staff are more engaged and so produce better work. There is a clear progression path for all staff.	Staff are supported in their professional and personal development. Future leaders are identified and coached. All staff are encouraged to develop their career and their talents, and there is a clear progression path (which may involve leaving the organisation to progress). Staff feel valued as a whole person.
7.4 Recognition of staff	Staff do not feel their work makes a difference.	Staff may feel recognition for their work, dependent on the characteristics of their line manager.	There is a commitment to the recognition of staff, though there are no specific systems in place.	There are systems, structures and processes in place for recognition and/or reward and/or progression of staff.	Staff "feel the love" due to recognition and/or reward and/or progression systems, structures and processes.

Alignment

	Level 1: Ad Hoc	Level 2: Repeatable	Level 3: Defined	Level 4: Managed	Level 5: Continuous
8.1 Vertical alignment	There is no alignment of cultures between the top, middle and bottom of the service.	There is no alignment of cultures between the top, middle and bottom of the service.	The service is aiming for alignment of cultures between the top, middle and bottom of the service.	There is some alignment of cultures between the top, middle and bottom of the service, with some areas of 'blockage'.	The service is fully aligned at all levels of the service in vision, values, attitudes, policies and practices.
8.2 Horizontal alignment	There is no co-ordination between work units.	There is some ad hoc co-ordination between work units.	There is planned co-ordination between work units	The concept of the internal customer is applied between work units.	A systems approach is taken – "managing the whole elephant".
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8.3 Consistency	Work processes are dependent on the person undertaking them.	Basic work processes are documented and consistently applied.	Consistency is ensured by documented processes, practices and policies, or job description (as appropriate).	Consistency is ensured by documented processes, practices and policies or job description. Training is provided regularly to emphasise these.	Consistency is ensured by documented processes, practices and policies or job description, which are regularly reviewed for improvement. Training is regularly provided.
8.4 Communication flow	Limited information flows top down.	Limited information flows top down and bottom up. Messages are mediated before being passed down, and limited bottom up communication is sought.	Communication flows top down and bottom up. Not all staff feel confident in the free flow of communication.	Communication flows top down and bottom up. Channels exist for circumventing any blockages to communication.	Multiple methods exist for top down, bottom up and lateral communication. Communication is unambiguous and consistent, with a clear purpose.

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8.5 Staff recognition of where they fit into the overall scheme	Staff member's approach to the purpose of the service is dependent on their specific work.	Staff member's approach to the purpose of the service is dependent on their work unit or area.	All staff understand the overall aims and purpose of the service. Most understand their contribution to achieving them.	All staff understand the overall aims of the service and their contribution to achieving them. Leaders understand how all staff contribute to the achievement of service aims.	All staff understand how the overall aims of the service contribute to the achievement of the aims of the parent organisation, and how they contribute to achieving them. Leaders of the parent organisation understand how the service contributes to the overall aims of the organisation.
8.6 Structure	The structure of the service creates silos - it is a barrier to integration and communication.	Some parts of the structure of the service are a barrier to integration and communication.	The structure of the service is not a barrier to integration and communication.	The structure of the service facilitates alignment, integration and communication.	The structure of the service facilitates alignment, integration and communication and is flexible so is not a barrier to change.
8.7 Alignment of attitude to quality	There is no quality culture.	There is no quality culture.	Quality culture is weak.	Quality culture is strong.	Quality culture is ubiquitous.
8.8 Alignment of attitude to change	The attitude to change is inconsistent.	The attitude to change is varied.	The attitude to change is split along specific lines (team, location, grade).	The attitude to change is widespread, with some known non-aligned areas.	The attitude to change is universal.