

Postprint of Reading Promotion Research from a Total Quality Management Perspective

Authors: Zhang Huan, Tan Ying, Xia Yuan

Date: 2023-07-26T00:00:00+00:00

Abstract

[Purpose/Significance] Scientific and effective management of reading promotion is conducive to improving its service level and quality, thereby ensuring the healthy and sustainable development of promotional initiatives.

[Method/Process] Drawing on TQM theory, this study comprehensively analyzes the systematic elements involved in reading promotion, including responsible stakeholders, target audiences, promotional content, environmental resources, and technical means. With reference to the PDCA cycle, it clarifies the workflow of reading promotion activities. Furthermore, by combining TQM theory with practice, it examines the practical application effects within reading promotion initiatives at Sichuan Normal University.

[Results/Conclusion] The findings demonstrate that TQM theory holds significant practical guiding significance for reading promotion.

Full Text

Preamble

Volume 63, Issue 3, February 2019

Research on Reading Promotion from the Perspective of Total Quality Management

Zhang Huan¹, Tan Ying², Xia Yuan³

¹ Library of Southwestern University of Finance and Economics, Chengdu 611130

² Library of Sichuan Normal University, Chengdu 610068

³ Library of Southeast University, Nanjing 210096

Abstract

[Purpose/Significance] Scientific and effective management of reading promotion is conducive to improving its service level and quality, thereby ensuring the healthy and sustainable development of promotion work. **[Method/Process]** Drawing on TQM theory, this paper comprehensively analyzes the systemic elements involved in reading promotion, including responsible subjects, promotion objects, promotion content, environmental resources, and technical means. Referring to the PDCA cycle, it 梳理 s the workflow of reading promotion. Combining TQM theory with practice, it examines its practical application effect in the reading promotion activities of Sichuan Normal University. **[Result/Conclusion]** It proves that TQM theory has important practical guiding significance for reading promotion.

Keywords: reading promotion; library service; quality management; reading

Classification Number: G252

DOI: 10.13266/j.issn.0252-3116.2019.03.010

1. The Origin of Quality Management Research in Reading Promotion Activities

In 2004, the China Library Society and the National Library of China held the first “Advocating Reading for All, Building a Reading Society” campaign, introducing World Book Day to China [1] and launching reading promotion activities. In the following decade, the Chinese government provided substantial policy support, with “Promoting Reading for All” being written into the government work report for five consecutive years starting in 2014 [2]. Simultaneously, reading promoters have actively taken action, and the concept of comprehensive reading has gradually taken root. Reading promotion has begun to shift from spontaneous, marginal services to a basic service of libraries, even becoming a core business.

The deepening practice of reading promotion has also triggered theoretical reflection in the academic community. Issues such as the concept and positioning of reading promotion, its characteristics and patterns, and the quality of reading promotion services have been raised and studied successively [3-4]. Although these theoretical research perspectives differ, they all embody the idea of “management.” As Professor Fan Bingsi stated, when reading promotion was still in its infancy, it could be allowed to develop spontaneously, but when it has become a mainstream service, it needs to move toward management consciousness to ensure it progresses along the correct path and improves service quality and performance [5]. This is the general law of development for all things, and it is also the law that reading promotion follows.

2. Research Progress and Related Issues in Reading Promotion Quality Management

Generally speaking, reading promotion quality management refers to a series of planning, organizing, controlling, coordinating, and decision-making activities implemented to guarantee the quality of reading promotion activities. Currently, domestic research primarily achieves process optimization and effect improvement of reading promotion activities through logical 梳理 and theoretical construction of promotion links. Few studies have treated reading promotion services as a research object for quality management research, and relatively few results are directly related to this study.

Existing research mainly discusses the progress of reading promotion management studies from the following four aspects, providing useful references for this paper:

Research significance of reading promotion management. Fan Bingsi believes that “reading promotion has become a mainstream service of libraries, requiring library managers to consciously manage it,” and emphasizes the need to incorporate reading promotion into the management perspective, conduct top-level design for reading promotion, and make it one of the core service concepts of libraries [6-7].

Management of influencing factors in reading promotion. Zhang Huaitao believes that readers, reading materials, and environment are the elements of reading promotion, which largely influence the effect of reading promotion [8]; therefore, reading promotion management should comprehensively consider these factors. Zhang Luyue et al. propose that in the reading promotion process, reader relationship management should be achieved through integrating social media, expanding reader management channels, and focusing on reader database management to improve promotion quality [9].

Exploration of methods for reading promotion quality management. Zhang Min et al. believe that building an innovative university reading promotion team with a project management organizational structure as the framework will help the development of reading promotion activities [10]. Wen Yichun applies process management theory to attempt to construct an organizational structure for university library reading promotion, including three stages: pre-activity, during activity, and post-activity [11]. Xu Xiaodong, taking Italy’s NpL program as the research object, summarizes that the NpL management model has characteristics such as systematic organizational structure, integrated service process, standardized personnel training, and professional brand management, providing reference for reading promotion management in China [12].

Quality evaluation of reading promotion activities. Yue Xiuzhi designed a survey questionnaire for reading promotion activities targeting libraries and readers, with survey indicators divided into three dimensions: participation breadth, participation depth, and satisfaction [13]. Yin Xiubo constructed a reading promotion effect evaluation index system from four dimensions: reader satisfaction, reading psychology, reading ability, and reading behavior [14].

Unlike domestic scholars’ focus on improving management processes, foreign

scholars focus more on quality control and improvement of reading promotion management: **Quality control of reading promotion management.** For example, the “Reading Promotion” program hosted by the National Library of New Zealand forms activity plans through full discussion with participating teachers and students, clarifying five core issues: “promotion objectives,” “how promotion activities integrate with teachers’ classrooms,” “time invested in promotion activities,” “how to guarantee activity quality,” and “how to measure activity effects,” thereby ensuring activity quality [15]. To guarantee the effectiveness of reading promotion, Loughborough University Library in the UK developed a reading promotion “evaluation toolkit,” including project proposals, case studies (execution records), questionnaires (for promotion objects and their guardians), semi-structured interview forms (participant feedback), organizer evaluations, and summary reviews. In promotion work, quality control is achieved by benchmarking against these contents [16]. In the United States, the “Summer Reading Program” for teenagers and children has a long tradition. Researchers investigating the program found that activity promotion channels and incentive mechanisms are important factors ensuring reading promotion effectiveness [17]. **Quality assessment of reading promotion management.** IFLA’s report “Using Research to Promote Literacy and Reading in Libraries: A Guide for Librarians” states that reading promotion needs to be evaluated, and readers, promoters, activity content, etc., can all be used as dimensions to measure promotion effects [18]. J. Matthews, based on an “input-output” model, proposes using funds, personnel, collections, and equipment as activity input items, and the number of activity participants, completion numbers, number of books read, pages, reading time, and future reading willingness as activity output items to evaluate the effectiveness of reading promotion activities [19]. The UK’s Reading Agency, based on group segmentation (children, teenagers, adults), formulates different evaluation standards for different promotion activities to test activity effectiveness [20].

In summary, in the research on reading promotion management, Chinese and foreign scholars have conducted long-term and in-depth discussions based on different theoretical dimensions, forming intersecting yet distinct research perspectives. Overall, domestic research focuses on process management of reading promotion activities, 偏向 ing theoretical speculation and experience summarization of certain links; Western research focuses on quality management of reading promotion activities, achieving activity purposes through quality planning, control, assurance, and improvement in reading promotion. Both have explored promotion quality improvement strategies in practice to varying degrees, taking reading promotion activities as the object.

However, reading promotion is essentially an innovative library service centered on library marketing and new reading services, whose service concept subverts traditional library science [21]. If reading promotion management is simply understood as activity management, it may cause a disconnect between reading promotion theory and practice. Fragmented experience summarization of activities is difficult to advance the development and innovation of reading promotion

theory, and theoretical lag will inevitably cause reading promotion work to fall behind. Therefore, reading promotion work urgently needs to systematically transform its management thinking.

Total Quality Management (TQM) is a management system in which an organization is quality-centered, based on full participation of all members, aimed at achieving long-term success through customer satisfaction and benefiting organizational members [22]. Unlike other management concepts, TQM places greater emphasis on customer satisfaction, stresses management of the entire process, emphasizes speaking with data, continuous improvement, and values employee enthusiasm. For reading promotion activities, TQM can provide complete and systematic theoretical guidance for its service process, including every link and element involved in reading promotion, as well as service results, namely reader satisfaction and actual effects. Facts have also proven that in management activities, this new and comprehensive management concept helps organizations generate sustainable competitiveness.

In view of this, this study introduces relevant theories of TQM to comprehensively 梳理 various links and elements of promotion work and establish a standardized workflow. This is necessary and has positive significance for the sustainable and healthy development of reading promotion.

3. Reading Promotion Activities from the TQM Perspective

As mentioned earlier, the comprehensiveness of TQM is reflected in quality management of all staff, the entire process, and the entire organization. It emphasizes process methods and systematic management methods. Specifically applied to reading promotion activities, it is necessary to treat the elements involved in promotion activities as processes, treat processes as systems, and manage processes and systems to improve work effectiveness and efficiency. Next, the author will 借鉴 TQM theory to 重新梳理 the workflow of reading promotion.

The so-called workflow refers to the activity flow sequence of work matters. It contains two elements: work links and work steps. 梳理 ing the workflow helps understand actual work content from a management perspective, eliminate redundant links, optimize resource allocation, and improve work efficiency. From the perspective of TQM theory, the most basic procedure of work is the Plan-Do-Check-Action (PDCA) cycle. Referring to this cycle, a complete reading promotion workflow can be constructed, as shown in Figure 1 [Figure 1: see original paper].

3.1 Planning Stage

The planning stage is the first step of the PDCA cycle. In this stage, the foundation for subsequent work must be laid and the direction of activities grasped.

The main tasks include analyzing promotion objects, establishing activity objectives, and formulating activity plans.

3.1.1 Analyzing Promotion Objects. Generally speaking, the main targets of reading promotion are groups with certain reading obstacles, including those caused by physiological factors such as the elderly, children, and disabled persons, as well as those caused by non-physiological factors such as low-income groups and low-education groups. It can be said that the objects of reading promotion largely overlap with vulnerable groups, which determines the “active intervention” service form of reading promotion. Taking the elderly as an example, surveys show that most elderly people believe reading is necessary, and the higher the education level of the elderly, the more they value reading. In terms of reading carriers, the types most contacted by the elderly are paper newspapers and books. Compared with young people, the elderly’s usage rate of new media is still relatively low, but with the increase of people who have just entered the elderly 行列, the elderly’s usage rate of the Internet, especially accessing the Internet through mobile terminals, is also continuously improving. Due to physical reasons and living habits, most elderly people’s reading locations are at home, and reading time is relatively concentrated between 8 a.m. and 12 p.m. In terms of reading duration, professional technicians, teachers, and doctors have significantly higher reading duration than other occupations [23]. From the perspective of information needs, readings such as current affairs and politics, medical care, social humanities, and historical biographies are deeply loved by the elderly [24]. Due to declining vision, some elderly people tend to choose printed materials with larger font sizes when reading [25]. Only after mastering the above information can reading promotion determine appropriate activity objectives and promotion plans.

It should be added that classic reading promotion for college students conducted by university libraries is another level of promotion, but it also requires analysis of promotion objects and design of corresponding promotion plans according to the actual situation of this group.

3.1.2 Establishing Activity Objectives. What objectives are expected to be achieved through promotion activities? This is an important question that needs to be answered in the planning stage. According to TQM’s guiding ideology of “all-staff management, all-staff benefit,” reading promotion objectives should not only include promotion objects but also promotion personnel and libraries. The detailed objectives that may be involved in each part are shown in Table 1 . In actual work, we should select appropriate objectives and target values according to specific circumstances.

3.1.3 Formulating Activity Plans. After clarifying promotion objects and activity objectives, the next step is to formulate activity plans. First, the theme of the promotion activity should be determined based on promotion objects and activity objectives, the activity flow designed, the time and location of the activity confirmed, and participating staff and their responsibilities identified. To ensure effectiveness, as many available media channels as possible can be

mobilized. Second, promotion copy should be written according to the activity content, and appropriate publicity media selected for advance promotion. Finally, the costs required for the activity should be objectively evaluated, including venue, props, publicity, activity gifts, expert consultation, labor, etc., and reported early. In addition, reading promotion activities have also attracted the attention of many cooperative and sponsoring units in recent years, and the division of labor in cooperation with them should also be confirmed in the activity plan.

3.2 Execution Stage

As the name suggests, the execution stage is to put the plan into practice. This process depends on the close cooperation between reading promotion subjects and promotion content, environment, and technology.

3.2.1 Relevant Responsible Subjects. When mentioning the subjects of reading promotion, most people's first reaction is the library. Indeed, libraries have natural advantages and inevitable responsibilities in reading promotion. However, in fact, other organizations also constitute the subjects of reading promotion, and their responsibilities in this work are shown in Table 2 .

These responsible subjects all undertake corresponding responsibilities in reading promotion activities, jointly forming a responsibility chain that is indispensable. Therefore, in work, we should try to 争取 the joint participation of all staff to ensure the efficiency and effectiveness of reading promotion work.

At the same time, the fulfillment of subject responsibilities depends on front-line promotion personnel. Their service awareness, attitude, and working methods play a crucial role in the effect of reading promotion. IFLA's report also points out that in reading promotion, librarians need to continuously collect data, analyze data, and conduct research, which on the one hand helps improve the service level of reading promotion, and on the other hand expands librarians' work vision and depth, enhancing their work capabilities [18].

3.2.2 Promotion Content. Promotion content, that is, information resources, is the bridge connecting promoters and promotion objects and the carrier for achieving promotion objectives. In promotion work, the selection of promotion content should be based on the actual situation of promotion objects. The author believes that appropriate promotion content should simultaneously meet dual standards of form and content. First, in terms of form, taking books as an example, when the UK Reading Agency recommends books to readers with low literacy levels, the books generally do not exceed 200 pages, contain simple vocabulary, use font sizes larger than 12, have no more than 10 lines per paragraph, average 15 words per sentence, have simple sentence structures, and have attractive covers [28]. Of course, due to different language systems, this practice cannot be directly copied to our promotion work, but it provides a 思路: recommended books should be more in line with the reading habits and levels of promotion objects in terms of form. For example, regarding the vision problems

of the elderly mentioned above, font size can be used as one of the screening conditions when selecting recommended books for the elderly. Children's attention is difficult to concentrate for long periods, so the number of pages in books can be used as one of the screening conditions. Second, in terms of thematic content, schema theory can be referenced for selection. This theory believes that knowledge in people's brains is interconnected around certain themes, forming certain knowledge storage units, namely schemas. When people encounter new things, only by connecting these new things with existing schemas in the brain can the new things be understood [29]. Applying schema theory to reading promotion helps improve activity effectiveness. For example, the "Read! Singapore" activity held by the Singapore National Library stipulates that the content of selected books should reflect the views of ordinary Singaporeans, be able to trigger broad discussion space among readers, attract the interest of people from all walks of life to participate in discussions, and focus on recommending works by local writers or writers living locally [30]. This practice not only helps readers enter the world described by the author, resonate with it, and stimulate reading motivation, but also deepens readers' identification with their hometown and local community, and enhances national cohesion. It is a very successful application case of schema theory.

3.2.3 Reading Environment. In the reading process, the reading environment's impact on readers is second only to the reading content itself; it is the second stimulus source [31]. Therefore, in promotion work, we should try to create a suitable subjective and objective reading environment for readers. The objective environment mainly refers to the library's physical space, and aspects that can be improved include space adjustment, display arrangement, signage setting, and lighting renovation. For example, relatively independent spaces can be opened up to cooperate with each reading promotion activity, and corresponding arrangements can be made according to the theme of the promotion activity, such as posting posters and signs, and placing bookshelves and ornaments. Some libraries have also made certain adjustments to the book placement rules in this area according to readers' reading habits, making it easier for readers to discover their favorite books [32]. Although the subjective environment mainly depends on readers' own psychological factors, their reading willingness can also be stimulated by creating a strong reading atmosphere. For example, different themed reading groups can be established among promotion objects, with promotion personnel guiding discussion topics. By interacting with active members in the group, other members can be influenced, driving the topic participation of the entire circle, thereby stimulating their reading willingness.

3.2.4 Technical Means. The development of modern information technology has brought great convenience to people's acquisition and utilization of information. In reading promotion work, if these technical means can be appropriately applied, they may bring twice the result with half the effort. For example, in the research of promotion objects, library loan big data over the years can be used to statistics each reader's loan content, loan volume, loan duration, etc., to analyze readers' reading preferences and habits, thereby more accurately recommending

reading content for them [33]. For another example, in publicity and promotion, various new media platforms can be used to interact with readers for publicity. The 15th National National Reading Survey Report shows that in 2017, the contact rate of digital reading methods among adult nationals in China ranked first at 73%; mobile phone contact duration also far exceeded other media at 80.43 minutes [34]. Therefore, using mobile phones and other mobile terminals to expand the influence of reading promotion activities through platforms such as Weibo and WeChat to attract more readers to participate is a feasible promotion approach. However, it is worth noting that reading conducted by readers through mobile terminals is often intermittent and fragmented, making it difficult to achieve continuous, concentrated deep reading in terms of time. Therefore, in reading promotion, mobile phones should be positioned more as channels for publicity and display, leveraging their social sharing function in reading, rather than recommending and guiding reading behavior through mobile phones. In addition, many well-produced TV programs in recent years, such as the Chinese Poetry Conference, Classic Chanting, and Readers, are also successful cases of multimedia technology promoting reading promotion.

3.3 Check Stage

After the promotion activity is conducted, the promotion workflow enters the check stage. Corresponding to the planning stage, the work in the check stage is also divided into two levels: first, checking the execution of the activity, that is, process evaluation. Which plans were completed on schedule? Which were not? Are readers satisfied with the activity itself? Have promotion personnel completed their work? This part of the check is equivalent to responding to the activity plan, and the content is relatively simple.

Second is the effect evaluation of reading promotion activities, that is, performance assessment. This part of the work is connected with activity objectives, involves a wide range of areas, and is relatively complex, requiring a large amount of data collection and detailed argumentation analysis. The author refers to the UK Reading Agency's reading impact evaluation framework [35] to formulate an evaluation table as shown in Table 3 .

The evaluation content is divided into seven dimensions: reading attitude, reading behavior, reading skills, knowledge literacy, mental state, self-perception, and social skills. Among them, the before-and-after comparison data of the three types of indicators—reading attitude, reading behavior, and reading skills—can directly reflect the impact of reading promotion activities and help us make accurate assessments of the explicit effects of activities. The four types of indicators—knowledge literacy, mental state, self-perception, and social skills—consider and verify the relationship between reading and people's lives from a deeper perspective and can be regarded as the indirect impact of reading promotion activities. The Reading Research Center at the University of Liverpool has proven through a large number of empirical studies that people who maintain long-term reading habits are more likely to feel happiness, and correspondingly, their perception

of stress is less obvious; for the elderly, maintaining reading habits helps reduce their risk of developing dementia; for children, reading makes them more confident and more comfortable in interpersonal communication [36]. Of course, the evaluation dimensions listed in Table 3 cannot meet all actual evaluation needs, and specific dimensions should be added or deleted according to activity characteristics in actual work.

3.4 Action Stage

The action stage is the final link of the current round of reading promotion work. In this stage, a comprehensive review and analysis of the entire workflow should be conducted to form written materials that can guide the next round of promotion work. Based on the check results of the previous round, it can be judged whether this activity achieved the expected effects. Combined with the time, manpower, material resources, and financial resources invested in the activity, as well as cooperation with other departments, further analysis can be conducted on what kind of impact these inputs had on activity effects. For those positive influencing factors, they should be summarized and 归纳 into standards or norms for reference and guidance in the next promotion work. For those negative influencing factors, the reasons should also be identified to avoid similar situations recurring. If some problems cannot be solved temporarily, relevant attempts should be made consciously in subsequent work. In summary, through such analysis, we can summarize what methods to adopt and what resources to mobilize in what kind of activities to achieve relatively optimal activity effects.

The above four stages constitute a cycle of reading promotion work. The end of each action stage means the beginning of the next planning stage. In the new cycle, the planning stage 吸取 s the experience and lessons from the previous round's action stage and sets new objectives accordingly, thus moving forward. In such continuous cyclic progress, the level of reading promotion work will also continuously improve.

4. Application of TQM Theory in Practice: A Case Study of Sichuan Normal University's Reading Promotion Activity

To test the application effect of TQM theory in actual work, the author attempted to use the "Sichuan Normal University 4.23 Reading Festival" activity as a case study, applying this management method in promotion. Based on feedback from all aspects of the activity, combining TQM theory with reading promotion work can effectively improve activity quality and gain recognition from participants.

First, in the planning stage, the library conducted a random questionnaire survey on the target population of this activity to understand their reading locations, reading methods, reading preferences, reading purposes, interests, and

motivations. Based on the reader reading characteristics presented in the survey results, the library clarified the main objectives of this activity: to enhance readers' reading interest, increase readers' reading time, and deepen readers' reading reflection. At the same time, it also determined that this activity would take "deep reading of classic masterpieces" as the promotion route and formed a simple work schedule. In terms of specific promotion content selection, after discussion, promotion personnel and relevant experts from departments provided a series of classic books that could help college students establish correct outlooks on life, values, and worldviews and had intriguing plots. Finally, after a vote by nearly 10,000 teachers and students, *Ordinary World* was determined as the content of this reading promotion.

Second, during the promotion execution process, the library actively cooperated with the Student Affairs Department, Publicity Department, and other campus institutions and student unions. Participants assumed different responsibilities such as activity publicity, personnel organization, and process control, jointly playing the role of promotion subjects and securing maximum campus resources for this activity. During the activity period, the library held 5 lectures and related knowledge competitions and essay contests. To allow more readers to participate in the activity and promote their deep reading, in addition to offline activities, promotion personnel also built online discussion platforms by establishing QQ groups, WeChat groups, and other methods to provide more convenient discussion spaces and create a strong reading atmosphere.

Third, the activity check stage was almost synchronized with the execution stage. This activity lasted for one month. During this period, promotion personnel tracked and recorded work progress at any time according to the schedule and completed the promotion plan as scheduled.

Finally, in the activity summary stage, the library conducted a post-promotion effectiveness survey for participating readers. More than 1,000 readers participated in this series of activities and later activity feedback. Most participants expressed satisfaction with the promotion activity and believed that they had improved to varying degrees in reading knowledge and skills, as well as reading attitudes and emotions. Moreover, the content of *Ordinary World* also triggered their in-depth thinking about life during the reading process. From an internal work perspective, under the standardized process of TQM, reading promotion work achieved prior planning, records during implementation, and summaries after completion. This standardized process not only ensured the orderly development of this activity but also accumulated experience for the next activity in terms of promotion content, promotion strategies, and promotion platforms, thus gaining recognition from promotion personnel.

With the continuous development of reading promotion, scientific management and control of its service level and quality are internal requirements of promotion work and inevitable choices to ensure its healthy and sustainable development. This article draws on TQM theory to comprehensively analyze various elements and workflows of reading promotion work, forming a relatively complete man-

agement method, and combines it with practice to provide reference for actual work. Of course, the research has certain limitations. The case study only qualitatively analyzed the effectiveness of applying TQM to promotion activities from the perspectives of readers and promotion personnel, lacking more in-depth quantitative research. In future research, quantitative research on the application of TQM to promotion activities can be conducted to make the research more complete.

References

- [1] Lu Xiuping. Reviewing Ten Years of Promotion Path and Looking Forward to Future Development Dreams—A Summary of the 2015 Reading Promotion Summit (Autumn) and the 10th Anniversary Academic Seminar of the Reading Promotion Committee of the China Library Society[J]. University Library Work, 2016, 36(171): 30-
- [2] China Press, Publication, Radio, Film and Television Network. “Reading for All” Written into Government Work Report for the Fifth Time[EB/OL]. [2018-05-26]. http://www.chinaxwcb.com/2018-03/23/content_{368886}.htm.
- [3] Xie Rong, Liu Wei, Zhao Shanshan. On the Construction of Library Reading Promotion Theory[J]. Journal of Library Science in China, 2015, 41(5): 87-98.
- [4] Ning Lujia, Li Guihua. Contemporary Reading Behavior Research: Research Orientation and Conceptual Composition[J]. Journal of the National Library of China, 2017(4): 3-12.
- [5] Fan Bingsi, Wang Qiaoli. Management Consciousness of Reading Promotion[J]. Library Forum, 2015(10): 8-14.
- [6] Fan Bingsi. Reading Promotion and Library Science: Analysis of Basic Theoretical Issues[J]. Journal of Library Science in China, 2014, 40(5): 4-13.
- [7] Fan Bingsi. Why Reading Promotion[J]. Public Library, 2013(3): 4.
- [8] Zhang Huaitao. Dimensional Observation of Reading Promotion Methods[J]. Journal of Academic Libraries, 2015, 33(6): 59-65.
- [9] Zhang Luyue, Xu Tong. Connotation, System, and Implementation Path of Reader Relationship Management in Reading Promotion Process[J]. Library and Information Service, 2017, 61(15): 89-94.
- [10] Zhang Min, Zheng Yong. Construction of University Reading Promotion Team from the Perspective of Project Management[J]. Library and Information Research, 2018, 11(2): 17-21.
- [11] Wen Yichun. Research on Reading Promotion Organizational Change Based on Process Management[J]. Journal of the Library Science Society of Sichuan, 2016(4): 85-89.
- [12] Xu Xiaodong. Research on the Management Model of Italy’s Early Infant Reading Promotion Program[J]. Library and Information Service, 2016, 60(7): 67-71, 147.
- [13] Yue Xiuzhi. Evaluation of University Reading Promotion Activities Based on Questionnaire Survey[J]. Journal of Academic Libraries, 2012(5): 101-106.
- [14] Yin Xiubo. Research on the Construction of Evaluation Index System for University Library Reading Promotion Activities from the Reader Perspec-

- tive[J]. Journal of University Library and Information Science, 2016, 34(1): 98-101.
- [15] National Library. Reading Promotion[EB/OL]. [2018-05-19]. <https://natlib.govt.nz/schools/reading-engagement/understanding-reading-engagement/reading-promotion#>.
- [16] GREENWOOD H, DAVIES JE. Designing Tools to Fill the Void: A Case Study in Developing Evaluation for Reading Promotion Projects[J]. Performance Measurement and Metrics, 2004, 5(3): 106-111.
- [17] JOHNSTON J, RILEY J, RYAN C, et al. Evaluation of a Summer Reading Program to Reduce Summer Setback[J]. Reading & Writing Quarterly, 2015, 31(4): 334-350.
- [18] IFLA. Using Research to Promote Literacy and Reading in Libraries: A Guide for Librarians[EB/OL]. [2017-10-15]. <https://www.ifla.org/files/assets/hq/publications/professional-report/125.pdf>.
- [19] Public Library Online. Evaluating Summer Reading Programs: Suggested Improvements[EB/OL]. [2017-10-19]. <http://publiclibrariesonline.org/2013/05/evaluating-summer-reading-programs-suggested-improvements/>.
- [20] The Reading Agency. Reading Well[EB/OL]. [2018-01-19]. <https://readingagency.org.uk/adults/quick-guides/reading-well/>.
- [21] Fan Bingsi. Service Consciousness of Reading Promotion[J]. Library and Information, 2016(6): 72-76.
- [22] British Standards Institution: TQM Glossary: HB10100-1995[S/OL]. [2017-10-19]. <http://dbpub.cnki.net/grid2008/dbpub/detail.aspx?dbname=SOSD&filename=SOSD00000291861>.
- [23] Deng Xianglian, Chen Jiali. Empirical Research on the Reading Status of the Elderly in China[J]. Editors' Journal, 2015(6): 47-53.
- [24] Xiao Xue, Zhang Wei. Survey on Reading Behavior of the Elderly in China[J]. Journal of the National Library of China, 2014(6): 17-27.
- [25] Xiao Xue. A Review of Foreign Research on Reading Among the Elderly from a Multidisciplinary Perspective[J]. Journal of Library Science in China, 2014(3): 100-113.
- [26] People's Daily Online. Reading Promotion for All Regulations (Draft for Comments)[EB/OL]. [2018-01-19]. <http://media.people.com.cn/n1/2017/0405/c40606-29190439.html>.
- [27] Li Zifeng. Analysis of the Framework of the Reading Promotion Service System for All from the Perspective of Top-Level Design Literature[J]. Library Research and Work, 2017(11): 56-61.
- [28] Reading Ahead. Find a Read[EB/OL]. [2017-10-19]. <http://readingahead.org.uk/find-a-read/>.
- [29] Li Chaoping. Public Library Publicity and Promotion and Reading Promotion[M]. Beijing: Beijing Normal University Press, 2013: 179.
- [30] Gao Xiaohang. Inheriting Local Culture and Promoting Reading for All—The Experience of the Singapore National Library Board[G]//Lv Yuanli, Zhang Wanshen, Chen Jiaxi, et al. Singapore Studies (2013 Volume). Beijing: Social Sciences Press, 2014.
- [31] Zeng Xiangqin. On Reading Environment[J]. Journal of Henan Normal University, 1992, 19(1): 92-100.
- [32] National Library. Reader-Friendly Environments[EB/OL]. [2018-05-19].

<https://natlib.govt.nz/schools/reading-engagement/libraries-supporting-readers/reader-friendly-environments/>.

[33] Wang Yanli, Liu Fangbing, Yang Xinya. Research on Reading Promotion Model Supported by Information Technology[J]. Journal of Academic Libraries, 2016, 34(4): 30-35.

[34] China Press and Publication Research Institute. Release of the 15th National National Reading Survey Results[EB/OL]. [2018-04-23]. http://cips.chuban.cc/yjsdt/201804/t20180418_{178740}.html.

[35] The Reading Agency. Measuring Impact[EB/OL]. [2017-11-19]. <https://readingagency.org.uk/about/impact/measuring-impact/>.

[36] University of Liverpool. What Literature Can Do[EB/OL]. [2017-11-30].

<https://www.liverpool.ac.uk/media/livacuk/instituteofpsychology/researchgroups/CRILSWhatLiteratureCanDo/>

Author Contributions

Zhang Huan: Determined the overall framework of the paper, collected literature, wrote and revised the paper;

Tan Ying: Provided case data, revised the paper;

Xia Yuan: Collected literature and wrote the paper.

Research on Reading Promotion from the Perspective of Total Quality Management

Zhang Huan¹, Tan Ying², Xia Yuan³

¹ Library of Southwestern University of Finance and Economics, Chengdu 611130

² Library of Sichuan Normal University, Chengdu 610068

³ Library of Southeast University, Nanjing 210096

Abstract: [Purpose/significance] The scientific and effective management of reading promotion is conducive to improving both service level and service quality. It can also ensure the healthy and lasting development of reading promotion. [Method/process] Using the TQM theory, this paper comprehensively analyzes the systemic elements involved in the reading promotion activities, including the responsibility subject, the promoting object, the promoting content, the environmental resources and the technical conditions, and teases out the working process of the reading promotion by referring to the PDCA cycle. Then, to prove its effect, TQM theory is applied to the reading promotion program of Sichuan Normal University. [Result/conclusion] It is proved that TQM theory has important practical significance for reading promotion.

Keywords: reading promotion; library service; quality management; reading

Note: Figure translations are in progress. See original paper for figures.

Source: ChinaXiv — Machine translation. Verify with original.