Service Philosophy Statements in Practice: Motivation, Authorship, and Impact

Paul Moffett and William H. Weare Jr.

abstract: To improve customer service, some academic libraries have used a service philosophy statement to foster a shared understanding of service standards. The authors conducted semi-structured interviews with heads of public services at academic libraries to understand how the service philosophy statement was used in practice and its impact on staff behavior and service quality. Findings indicated that the statement indeed helped staff cultivate a shared understanding, that public service leaders displayed a macro-level understanding of how a statement influences their service culture, and that there is no agreed-upon model for implementation.

Introduction

Service quality in libraries, as in other service entities, is measured by the standard of performance when a service is delivered by staff. How courteous and welcoming the staff person is, how efficient, how accessible, and how well they meet the needs of the user are examples of staff behaviors that determine the value and success of the service for the user. When a single transaction is performed well, it can result in service satisfaction for an individual user. Service quality, however, demands more than a one-time success. When transactions are repeatedly performed well over time by every employee, service quality is achieved.[1] Consistency of quality service delivery is what marks the difference, and therein lies the key challenge: to ensure that all individuals performing frontline service do so with the same approach. This does not mean that all services should be the same—or should be delivered in the same manner; services should meet or exceed local expectations. Rather, the principles that underlie the delivery of services should be consistent; the same level of knowledge and engagement should be

Users of a given library should expect the delivery of service to be the same without regard to who provides the service, what time of day it is rendered, or at what location it is provided.

present in every transaction, though there are differences in the information provided to each user. Consistency is important in that users of a given library should expect the delivery of service to be the same without regard to who provides the service, what time of day it is rendered, or at what location it is provided. In libraries with large staffs, multiple service desks, or extensive hours, delivering quality service consistently becomes difficult to ensure without a shared understanding of service standards.

To develop and sustain a shared understanding, some academic libraries have published a service philosophy statement. While it is common for libraries to publish a mission statement, along with vision, values, and goals, these are not intended to inform the user how staff will provide services during everyday interactions, such as greeting customers and making referrals. On the other hand, as Paul Moffett and William Weare, the authors of this article, point out, a service philosophy statement publicizes the library's commitment to service and "communicates to users what they can—and should—expect from the library."[2] Hong Miao and Mia Wang Bassham, discussing customer service in libraries, elaborate, "This document serves as the driving force behind all library programs and services and makes clear commitment to a quality service. It spells out the service goals that customers can understand. It also identifies specific actions for staff to follow."[3]

Many libraries, if not most, have a service philosophy—a set of guiding principles that should shape the quality and tone of every customer interaction. The value of a service philosophy has been discussed in the literature for decades, particularly in the field of public and school librarianship. A philosophy of service, however—in libraries and elsewhere—is an intangible notion; it is an idea, an attitude, a mindset. But without a broadly shared understanding among all frontline staff, there is no guarantee that the organization's service philosophy is uniformly understood or consistently applied. An unwritten philosophy is open to interpretation. The focus of the present study is on the service philosophy statement, a written expression of a philosophy of service—posted or published—that communicates to the user what they can expect from library staff. The statement also provides a set of clear standards to help all employees provide a consistent experience for all users.

The purpose of this exploratory study is to learn how a service philosophy statement is used in practice. The authors wanted to better understand the impact of service philosophy statements on public services in academic libraries. They recruited and interviewed individuals who oversee public services at academic libraries that have developed and implemented a service philosophy statement. Study participants were asked about the motivation for the statement's development, what role staff played in the writing process, and their perceptions of the impact of the statement on service quality and staff behavior. This study is exploratory, drawing on a relatively small sample recruited using a targeted online screening tool. While the findings cannot be generalized, readers may draw conclusions about its application at their own libraries. The

authors began the project with assumptions about service philosophy statements based on their examination of statements found on library websites and from the literature. The participants' responses would serve to either validate or challenge the authors' assumptions, as well as add new knowledge to the authors' understanding of how a service philosophy statement might shape a library's service culture.

Literature Review

Librarians have long been concerned with the quality of customer service and how well their libraries meet the needs of their users. Interest in providing services intentionally based upon a philosophy of service appears in the library literature as early as the 1940s[4]—and likely much earlier. Most references to a library's philosophy of service from the 1940s and 1950s are essays outlining a philosophy for the management of the whole library enterprise based on the type of library: elementary school,[5] junior-senior high school,[6] high school,[7] or university.[8] Much of the discussion about service philosophy addresses the topic in a general way and rarely cites other work. Emma Baldwin, however, refers to two surveys of public libraries conducted after World War I and World War II, respectively, which "would unquestionably furnish the basic data upon which any professional or lay group could formulate more clearly the philosophy of service which librarians are said to lack and at the same time would give them factual data on which to build a program for constructive action."[9] Although Baldwin recommends constructive action, she stops short of suggesting that such a philosophy be written, published, or made available to the library user—all components of a service philosophy statement. In 1962, Doris Watts and Elaine Simpson, writing about student use of public libraries, made two recommendations to public librarians: "put your philosophy of service in writing" and "make your philosophy a positive one." Their call to communicate a philosophy is a call to communicate the library's rules.[10] Rules communicate expectations and boundaries for customer behavior; they do not tell the user what library services can do to help them. Conversation in the library literature about the value of a service philosophy in the library continued into the 1990s; an article by Laurel Jean Davis in 1996 called for the redefinition of the service philosophy considering rapid change in academic libraries.[11] An article by David King that same year recommended that libraries could benefit from adapting elements of a corporate philosophy of customer service in light of changing customer expectations.[12]

These early calls for libraries to develop a philosophy of service are references to just that: a philosophy of service, not a service philosophy statement. For the purposes of the present study, it is essential to differentiate between the two. The former—more widely referenced in the literature—appears to be an unwritten and nebulous set of ideas about how customers should be treated. On the other hand, a service philosophy statement is a written declaration to and for customers that communicates specifically what the cus-

> **A service philosophy statement is a written declaration to and for customers that communicates specifically what the customer can expect in transactions with those providing library services.**

tomer can expect in transactions with those providing library services., The early literature advocating for the adoption of a service philosophy that is not written, published, or made available to the library user lacks an essential ingredient: a pledge. There is no accountability mechanism if there is no concrete measure of success to determine if the pledge or promise is kept; if the philosophy is not in writing, then the target can move. A service philosophy statement provides information and benchmarks for those providing the service and a clear set of standards for the library's users. The library literature rarely addresses this latter approach. The present study is focused on the actual implementation of a statement and what impact it has on library staff and customer service.

Since the 1980s, librarians have adopted customer service practices that originated in business and have drawn on service quality improvement models popularized by business management and marketing.[13] Arnold Hirshon observes: "There are some key, but not necessarily related, general trends in the world of business and the ways in which they use information management today that can be very instructive to libraries . . . The first such trend has been the recognition that good customer service is good business."[14] Business bestsellers, in particular, have influenced library leaders to develop customer service improvement plans and programs designed to enhance service quality.[15]

In the business literature, the concept of a service philosophy statement is referred to as a *service guarantee*. Service guarantees are "formal promises made to customers about aspects of the service they will receive."[16] A service guarantee serves two purposes. First, it enables customers to understand what they can expect. Second, "a specific, unambiguous service guarantee sets standards for your organization. It tells employees what the company stands for."[17]

The service guarantee idea was applied to government entities in the United Kingdom (UK) with the launch of the *Citizen's Charter* in 1991. The charter applied to all public services, including government departments and agencies, nationalized industries, health services, courts, and emergency services. The *Citizen's Charter* had four main themes, one of which was a set of standards that would inform every citizen what they might expect from government services. The guidelines included "explicit standards, published and prominently displayed at the point of delivery." The charter added, "These standards should invariably include courtesy and helpfulness from staff, accuracy in accordance with statutory entitlements, and a commitment to prompt action."[18] The concepts proposed in the *Citizen's Charter* were replicated throughout the world at various levels of government, and a significant body of literature debates the efficacy of these initiatives.[19]

Concurrent with the development of the *Citizen's Charter* in the UK, a customer service program was developed in the United States intended to improve services at federal agencies. In March 1993, President Bill Clinton stated that he planned to "reinvent government." Following a six-month review, the president signed Executive Order 12862 on September 11, 1993. The order was part of a broader effort (originally the National Performance Review, and later, the National Partnership for Reinventing Government) to improve the management practices and operations of the executive branch of the federal government. The order called for the implementation of customer service standards: "All executive departments and agencies . . . that provide significant services directly to the public shall provide those services in a manner that seeks to meet the customer service standard established herein."[20] Related to the present research, the order specifies

a number of actions, including the posting of service standards and the development of a benchmarking process for assessing customer service performance. The concepts proposed in the *Citizen's Charter* and Executive Order 12862 have also influenced efforts to improve customer service in both academic and public libraries.[21]

A number of articles in the literature advocate for customer service programs in libraries but do not describe the implementation of such a program. Whether derived from practices found in business or in government, the articles identify common components of customer service programs, including establishing a customer-oriented service philosophy,[22] training staff to provide service based on that philosophy,[23] and assessing the outcomes of these plans or programs.[24] Some studies include specific recommendations that detail the development of a service

> **A number of articles in the literature advocate for customer service programs in libraries but do not describe the implementation of such a program.**

philosophy statement and what the statement might include,[25] such as that statements "should be written from the perspective of the customer"[26] and should identify "specific actions for staff to follow" to deliver quality service to library users.[27]

Some case studies in the library literature describe the implementation of customer service plans or programs at libraries. The elements identified earlier—such as establishing a customer-oriented service philosophy, training staff, and assessment—are the essential building blocks of the customer service plans outlined in these studies. These cases span more than 20 years, beginning with an article describing the development of a service pledge at Wright State University in Dayton, Ohio,[28] published in 1996. Other cases describe programs at MIT in Cambridge, Massachusetts; the University of the Witwatersrand in Johannesburg, South Africa; the University of Minnesota Twin Cities; the University of Sunderland in Sunderland, UK; Jacksonville Public Library in Jacksonville, Florida; the University of Maryland in College Park; Utah Valley University in Orem; Wilfrid Laurier University in Waterloo, Ontario, Canada; the University of North Dakota in Grand Forks;[29] and—in 2019—the University of Western Australia in Perth.[30]

The description of the development and implementation of a service pledge at Wright State University Libraries provided by Susan Wehmeyer, Dorothy Auchter, and Arnold Hirshon could serve as the template for libraries wishing to develop an effective customer service program. The authors define a *customer service pledge* as "a published statement, prepared after consultation with all staff, that articulates the intentions of the organization to provide meaningful and measurable levels of quality services." They note that the pledge is "the most visible part of the customer service plan, with the public promises supported by the service plan foundation." The authors recognize the central role of frontline staff in delivering quality customer service: "Frontline staff are the vital link. Staff have the most direct contact with the customers, and must have a genuine commitment to customer service." Because of the important role staff play, Wehmeyer, Auchter, and Hirshon advocate for staff participation in the development of a pledge:

> Frontline staff should be an integral part in establishing the service plan. They will have many valuable insights into the procedural issues, possibilities, and limitations of the organization. Perhaps even more importantly, staff involved in the planning process become invested in the program. This is vital for the plan to succeed. No customer service plan can work if the individuals who have the most contact with the customer do not have a genuine commitment to the principles of service, as well as the familiarity with the actual procedures to carry out their job.[31]

Wehmeyer, Auchter, and Hirshon also point out that such a plan is developed with two outcomes in mind: first, to establish standards for staff behavior, and second, to communicate these standards to library users:

> From the outset, staff were aware that the service plans were to be complete documents for internal staff use, but that the libraries would publish and distribute widely to customers the primary external service objectives that were relevant to our customers. Staff were to write the service goals and objectives in such a way that the core commitments could be posted on a sign at every service point, with the complete pledge available to the customer in a printed brochure.[32]

Wehmeyer, Auchter, and Hirshon argue that staff training is an essential component of a successful customer service program, as is assessment. They explain that "some departments developed formal and regular statistical records to monitor their performance, while others relied chiefly on informal or casual observation." Finally, the three authors also recognize that the process of developing the pledge has significant impact on the staff: "Not only was the final document important, but the process was invaluable because through an iterative process we were able to have staff articulate standards that were commonly held by multiple departments."[33]

> **Staff training is an essential component of a successful customer service program, as is assessment.**

A search of the literature suggests that the Wright State approach, though widely cited, has seldom been adopted.[34]

Hirshon also addresses the value of a service pledge in two other publications. The first is a 1996 paper about the importance of service standards in the provision of reference, and the second a 1999 paper about the development of a "comprehensive client service program." In the first, titled "Running with the Red Queen," he responds to the literature addressing efforts to rethink reference services in the face of new technologies and changing user needs. This paper focuses on the customer service aspects of the reference function.[35] Hirshon articulates many of the same ideas that Wehmeyer, Auchter, and Hirshon expressed. He recommends developing a customer service plan that includes service standards, explaining that "if an organization expects to deliver high-quality services, it is important to establish a shared benchmark for the library staff and the customers to judge what constitutes quality service. To do this, the library must clearly articulate and publicize its service standards." Hirshon delineates the essential attributes of a customer service statement as follows:

> The statement should be written from the perspective of the customer, not the staff. The focus should be on frequently used customer-apparent services . . . The statements should

be clear and concise, and avoid the use of jargon. Statements should be unambiguous and phrased positively. Equivocating words or phrases, such as "generally," "usually," or "whenever possible," should be eliminated. Specific service goals should be measurable.

Assessment is a central feature of the plan described by Hirshon: "To ensure the success of the program, there should also be mechanisms in place to review the performance of the department against the goals." He also recognizes that a shared set of customer standards will support staff in delivering consistent, quality service: "This articulation of customer service expectations ultimately helps staff because it clarifies for all staff what level of service the organization intends to deliver."[36]

> **A shared set of customer standards will support staff in delivering consistent, quality service.**

In the second paper, titled "The Development of Library Client Service Programs and the Role of Library Consortia," Hirshon addresses libraries interested in developing a customer service program. More specifically, he outlines the component parts of a program as well as the process for developing and implementing the plan. Particularly relevant to the present work, Hirshon distinguishes between a service plan and a service philosophy statement. He defines a *customer service plan* as a broad and comprehensive set of actions that "outlines who will be responsible for accomplishing each task, how those tasks will be established, and what will be the expected date for accomplishment." A customer service statement, on the other hand, "outlines for customers the services that the organization will provide and the proposed levels of quality to which the organization plans to adhere." Again, Hirshon addresses the importance of staff input on the statement, that it should be customer-focused, and that specific qualitative and quantitative measures of performance should be included.[37]

Like Wehmeyer, Auchter, and Hirshon's study, the case described by Joanne Oud and Peter Genzinger also provides a template for other libraries seeking to create and implement organizational structures that support service excellence. Oud and Genzinger focus primarily on describing the creation of a blended service desk and "a comprehensive redesign of public services" at the Wilfrid Laurier University Library. They describe "the creation of a formal service plan, vision and goals, the identification of structures that support or hinder good service, the process of implementing these structures in practice, and the results of an assessment process designed around determining success." The library created a Public Service Review Group to conduct a comprehensive review of all public service functions; the committee members were "frontline public service workers rather than department heads so that decision making would draw on their experience and not be seen as top-down." The recommendations of the Public Service Review Group included "the creation of formal service standards, a focus on staff training . . . and improving mechanisms for user feedback and service assessment." Oud and Genzinger recognize the importance of developing service standards (that is, a service philosophy statement) as the basis of their customer service plan. Staff were involved in the development of the standards, which were then used in employee training and later for evaluating transactions. Because the library combined two desks (circulation and reference, which had previously been managed by different departments), training was essential. The authors report that "all staff heard and experienced the same things

in training, which led to improved consistency of knowledge and understanding." Assessment of the new service model was integrated into the plan "to determine whether the new model met its intended service quality goals."[38]

Descriptions of customer service programs in libraries often address shared concerns, including a focus on the role of the service philosophy statement, staff training, and assessment. Like Wehmeyer, Auchter, and Hirshon at Wright State, Deborah Helman and Lisa Horowitz, in their description of the customer service program at MIT, identify a service philosophy statement as "the basis of a strategic plan for service." They note that "the service philosophy would be the driving force of the service program, articulating a shared vision of world-class service in the libraries, for both staff and users." The service program at MIT also included training for staff and mechanisms for measuring service quality.[39] Similarly, Jerrie Bayer and Steven Llewellyn describe the implementation of a customer service program at the University of Minnesota Twin Cities Libraries. The authors identify three outcomes for their program: "the determination of a set of core competencies, a training plan for implementation to staff, and the design of a process to measure user levels of service satisfaction." Because the Information Access and Delivery Services Department lacked a statement outlining the libraries' commitment to service that "reflected the vision to provide efficient, effective, and innovative access to and delivery of information and materials to users," a statement describing their service philosophy was developed. Bayer and Llewellyn recommend both the development of a customer service program and several mechanisms for measuring its effectiveness.[40] One of the desired outcomes identified by Helman and Horowitz is the hope that users will "receive consistently reliable service."[41] Similarly, Bayer and Llewellyn noted that, while staff generally provided good service across sites, "There were no unified expectations or training components. Each supervisor determined appropriate levels of service and training, and within individual libraries each service desk provided varying levels of service."[42] This reflects a concern found in several other cases that the delivery of quality, consistent service without regard to who provides it, when the service is rendered, and where it is provided, is problematic. Curiously, neither Helman and Horowitz nor Bayer and Llewellyn cite Wehmeyer, Auchter, and Hirshon.

Ronald Block and Julie McNeil describe a customer service program based not on a service philosophy statement but instead on an effort to create and adopt marketing brand standards at the Jacksonville Public Library in Florida. The purpose of the program, called "Getting to Yes," is like that of other customer service programs: "It is designed to address the need to consistently provide excellent service to customers; to give staff a toolkit to help them successfully manage challenging customer issues; and also to train them on organization expectations." This initiative also resembles a service philosophy statement or a service charter in that it "will establish customer-service expectations of staff and convey to our customers what type of service they can expect regardless of location visited." The Getting to Yes program includes and recommends ongoing training and assessment.[43] Block and McNeil—along with Helman and Horowitz, Bayer and Llewellyn, and Oud and Genzinger—identify inconsistencies in the delivery of services as a problem.[44]

Alissa Sputore and Emma Helsby describe how staff at the University of Western Australia Libraries created and implemented a "Client Service Charter." This case

study is unique in that it describes the creation of a service charter (that is, a service philosophy statement) which is the principal focus of the project rather than one part of a larger customer service improvement effort or one of several desired outcomes. The initial phase of the project was a "Staff Consultation Workshop" through which frontline team members could "provide suggestions for service improvement, as well as articulate their key challenges and pain points." Like other cases, one motivation for focusing on the development of a shared philosophy was to address inconsistencies in service delivery: "The team acknowledged that there was room for improvement in the delivery of services as a consistent experience for clients at all times and libraries." The desire for a service philosophy statement was a significant result of the workshop:

> Members of the Library Experience team recognised the benefits of creating a document, such as a charter or mission statement to articulate a shared vision for the team. One participant described this as facilitating an "expected standard of service." Another participant mentioned the need to "foster a one-team culture" among members of the Library Experience team.

Significantly, Sputore and Helsby also address authorship: "A key priority for the project team was that the statements were short and memorable." In their discussion of implementation, Sputore and Helsby point out the connection between the content of the charter and other practices, including recruitment ("interview questions are derived from the Charter"), performance appraisal ("the Charter defines the client service expectations for each team member . . . to be considered in formal annual review processes"), training and development ("the Charter provides a foundational set of competencies for induction and ongoing training and development"), and communications ("the Charter is a living part of our day to day, and the language we use around our work").[45]

In a brief article in *Library Journal*, Aaron Schmidt offers advice on "building an exemplary organization." He believes that "staff will provide better service when they share a set of well-established guiding principles" and suggests that we should "think of these principles as a service philosophy." Further, he explains that "the service philosophy should be a statement that explains a library's approach to service, and it should be valuable for both library staff and library members." Schmidt identified four things to keep in mind when drafting a service philosophy. First, include frontline staff in the team leading this effort—and solicit feedback from employees. Second, the service philosophy should be aspirational. Third, the philosophy should be brief. And finally, focus on the user: "Crafting a service philosophy is making a promise to your users. Even though your service philosophy will certainly impact the behavior of library workers, focus on communicating the benefits to your customers."[46]

While a small number of cases in the library literature emphasize the importance of service philosophy statements to customer service improvement efforts, and Schmidt advocates for their use and offers advice, Moffett and Weare specifically examine service philosophy statements on the websites of a group of academic libraries. Using qualitative content analysis, they explore how the form and content of those statements communicate a library's commitment to service and identify themes and trends in a sampling of statements. Moffett and Weare had expected the statements to have been written from the point of view of frontline staff but instead found that "the prevailing voice appeared

to come from library administration as if statements spoke for the whole organization or library." The authors propose that "these statements might have greater impact if the author is clearly identified as the individual delivering service." The authors also looked for such terms as *must*, *should*, *would*, *shall*, and *will*, which would indicate that a pledge or promise is made. Such language was used only in some of the statements, however. The authors wrote that "the statements that used words denoting necessity . . . expressed a stronger commitment." Moffett and Weare found that courtesy, efficiency, and effectiveness are common themes, but the language expressing the commitment to those themes tends to be vague and lack specificity. The authors also found statements focused on amenities and collections, which are not services deliverable by staff. They conclude that the service philosophy statements did not align with their expectations of how such statements should function based on the library literature and on statements used by libraries outside the sample group.[47]

> Courtesy, efficiency, and effectiveness are common themes, but the language expressing the commitment to those themes tends to be vague and lack specificity.

The authors began this project with certain assumptions about service philosophy statements formed while examining those found on library websites. A thorough exploration of the literature describing customer service improvement efforts—especially those that include a service philosophy statement—confirmed many early impressions and negated some others. Those cases that focused on the service philosophy statement as central to (or an important component of) a service improvement plan largely dealt with development and implementation, but said little about outcome. The purpose of the present study is to learn how a service philosophy statement is used in practice—especially if the statement influences staff behavior and service quality—and how it might shape a library's service culture.

Methods

The authors used a qualitative approach to explore the respondents' perspective on and experience with implementing a service philosophy statement. Participants were identified using a screening survey followed by interviews with qualified respondents to understand how and why their library created a service philosophy statement. Prior to the start of this study, the authors submitted their research plan to their respective institutional review boards (IRBs) for approval. Both IRBs determined that the study was not classified as human subjects research.

A screening survey was sent to 115 heads of public services (or those with comparable responsibilities) at libraries serving doctoral/research universities with a Carnegie classification of R1, "Doctoral Universities—Very High Research Activity." The survey defined for respondents what a service philosophy statement is, and then asked if their library currently had one. If so, the survey asked a series of questions describing the development and use of the service philosophy statement. Seventy-one recipients (62 percent) responded to the survey; 14 of them (20 percent) indicated that their library

had a statement; and 8 (11 percent) agreed to be interviewed. Fifty-seven recipients (80 percent) responded that they did not have a statement, which indicated that the use of a service philosophy statement was not a widespread practice among these institutions.

Only eight interviews were conducted because that is the number of heads of public services in the target group of institutions who (1) had a service philosophy statement at their library and (2) agreed to be interviewed. Although the number is small, this is not out of range in qualitative research, where the focus is on depth, not breadth. Michael Quinn Patton explains, "Qualitative inquiry typically focuses on relatively small samples . . . selected *purposefully* to permit inquiry into an understanding of a phenomenon *in depth*."[48] Having a larger number of participants would do nothing to enhance the robustness of the sample.

The authors chose to focus on Doctoral Universities—Very High Research Activity for several reasons. One of the authors works at a university with that classification, and the other at an institution classified as Doctoral Universities—High Research Activity. The authors wanted to work with a group of similar universities so that the service philosophy statements would more likely address the same or similar concerns about service. It was important that the participants not be randomly selected from a variety of institutions; responses from institutions with little similarity would prove too varied to be of value. This group was selected because they likely shared characteristics that would enable detailed exploration and offer insights especially relevant to the authors' purpose.

The authors next developed an interview guide. Participants were asked the following eight questions:

- What motivated the creation of the service philosophy statement?
- Was the statement part of a customer service plan or program?
- Who was involved in developing the statement?
- What effect did the statement have on customer satisfaction, service quality, or both?
- Was any formal assessment of the impact conducted?
- What effect did the statement have on staff behavior?
- Was the statement intended to have an effect on staff behavior?
- How the statement was communicated to users?

The semi-structured approach allowed the researchers to ask follow-up questions to elicit more information from the participants. The interview guide was tested with two heads of public services at university libraries outside the study group. Satisfied with the pilot interviews, the authors conducted eight interviews via video conferencing software. The interviews ranged from approximately 18 to 39 minutes. Each session was recorded; the recordings were transcribed by a Web-based transcription service.

A qualitative approach was used to analyze the transcripts. First, the authors copied the most salient text from the transcripts to a spreadsheet, and then applied a mix of structural, in vivo, and holistic coding appropriate for interview transcripts or other types of language-based data.[49] The authors then reviewed the text and the corresponding codes to identify common themes that appeared in the responses of the participants. They employed thematic analysis to "identify and examine themes from textual data in a way that is transparent and credible" as well as to present "the stories and experiences voiced by study participants as accurately and comprehensively as possible."[50]

Generally, the aim of qualitative research is to understand the nature of the phenomena, to unpack meanings, and to generate explanations. This study was qualitative and exploratory in nature; it was intended to improve understanding of—and gain insight into—how a service philosophy statement is used in practice. There was no hypothesis. Since the authors were interested in the perceptions of practitioners at libraries that have developed and implemented a service philosophy statement, interviews were the only method used to gather data. The sample was not intended to be statistically representative. The findings are not generalizable; as Susan Beck and Kate Manuel noted, "One of the main tenets of qualitative research is to present a unique interpretation, not a generalizable one."[51]

Findings

These findings present what the authors learned from analyzing the responses of the participants. They asked eight questions, and from those, six themes were identified.

"On the Same Page"

The first topic the participants were asked about was the motivation for creating a service philosophy statement. The authors were interested to learn, from the participants'

> A shared understanding of service standards among library staff would help them deliver service consistently, no matter the time, day, or location.

perspective, why their library decided that a statement was necessary or valuable. Five participants indicated that they developed a service philosophy statement to foster consistent service. They explained how a shared understanding of service standards among library staff would help them deliver service consistently, no matter the time, day, or location. One participant pointed out that "having the written service philosophy helps a bunch of people . . . Keeping lots and lots of people in different departments on the same page is particularly important." Another participant explained, "It's definitely a way to bring together the various strands of service operations that we have in various places . . . within our organization to really hold them accountable to the same baseline."

Authorship

Next, the participants were asked who wrote the service philosophy statement to determine whose voice was represented—was it frontline staff or administrative personnel? In only a few cases were frontline staff represented on the body that drafted the statement or had their input solicited during a later phase. While none of the participants indicated that frontline staff were the principal authors, many described ways in which staff were involved in some portion of the writing process. One participant expressed a common sentiment by indicating that the composition of their committee was broad, but "top-heavy in the sense of lots of administration and department heads." Some participants understood the value of staff involvement; one noted, "If frontline staff are not the ones

who have been responsible for [the statement], they have no interest in delivering on it or making sure that it is actually useful to people."

Plan or Program

The authors were interested to hear from the participants whether their service philosophy statement guided, or had been a component of, a strategic initiative to improve customer service. If so, what was the impact on the outcome? Three participants said that they considered their service philosophy statement in some way connected to a customer service program. Each described how the statement had inspired or led to training, though none discussed assessment. One participant said of their program that "part of it is actual training. But mostly it's just sort of, you know, recontextualizing what a lot of us in public service knew and trying to focus more on what our service philosophy goals were."

Some participants provided responses that expanded the scope of the original question. They described unique ways in which they had leveraged a philosophy of service to affect an attitude or a mindset among staff that encourage staff to embrace service values important to their users. In one instance, a participant stated that the library was developing a training program and consulted the service philosophy statement to infuse the values it presented into training. Another participant described how the service philosophy statement helped with onboarding new student employees, explaining that it was a useful reminder of the mindset to adopt when providing service, not

> **The service philosophy statement helped with onboarding new student employees.**

unlike a motto or a mantra. Likewise, a third participant explained that public service staff already participated in some service-related training programs, but that the service philosophy statement had value as an attitude necessary for their staff to provide service that contributed to the "holistic library user experience."

Communicating the Statement to Users

Next, the participants were asked how the statement was communicated to their library users. The authors wanted to know if users were presented with information that described what they could expect from a service interaction with frontline staff in terms of the services available and how they were delivered. The responses from the study participants elicited a range of outcomes about making a statement publicly available. Five reported that their library had published the service philosophy statement, two had not yet published it, and one explained that it was never intended to be made public.

Of those that published the statement, the primary method was via the library's website. Some used additional tools, including bookmarks, brochures, paper printouts, and placards. For example, one participant noted that their statement was accessible on their website as well as a printed pamphlet at the service desk. They said, "We decided we really need to let users know exactly what they should be expecting from the library employees." Some participants commented that, while publicly available, their statement was not always easy to locate. One noted that the statement is "buried four clicks down

below . . . and I've never seen it published anywhere [else] publicly, so the public knows 'Hey, this is what you can expect here.'" Another explained that it "is indirectly communicated, so we don't call a whole lot of attention to it." According to one participant, their library intentionally did not publish the service philosophy statement for users, explaining that its value lay in making sure staff recognize quality service and how to perform it. They explained that the statement was "for the staff to help them deliver a consistent experience to the members of the community. We think the members of the community do not care what that statement is."

Several commented on the importance of a statement in their service culture, declaring, "We want accountability from everyone to rise to the occasion." Another remarked, "We want to make sure that the users were getting the excellent customer service that we thought they deserved."

Impact on Staff Behavior and on Customer Satisfaction/Quality

The authors asked participants what effect, if any, the service philosophy statement had on staff behavior at their libraries, and what effect, if any, it had on customer satisfaction, service quality, or both. There was no consensus among the participants. Some reported that they had observed some change in staff behavior or believed that service quality had improved. Others were unsure about the impact or did not notice a change in either staff behavior or service quality. Many participants acknowledged that they did not have a method in place to measure if the service philosophy statement had made any difference in either the behavior of staff or the quality of service. These responses were unprompted, delivered prior to the authors asking a direct question about assessment.

> **Some reported that they had observed some change in staff behavior or believed that service quality had improved. Others were unsure about the impact or did not notice a change in either staff behavior or service quality.**

The participants' responses to these two questions frequently connected the service philosophy statement to "big picture" concepts of the service culture at their respective libraries. Onboarding, staff buy-in, staff empowerment, and user experience were among the concepts identified by participants on which their libraries focused. While no participant provided comparative data about the quality of service before and after they implemented a service philosophy statement, their answers uncovered a range of broadly connected topics that reflect their interest in, and understanding of, how the statement may help their library achieve larger service goals. For example, two participants were working to shape the library's service culture at the outset for new staff and new student workers by introducing the service philosophy statement during the onboarding process. Another participant addressed staff empowerment, stating, "The library, in effect, has actually provided opportunities for empowerment with our staff to be able to say yes more." Their responses suggest that these public services leaders had thought about how a service philosophy statement might contribute to broader goals for creating change within their service culture, beyond just the desire for consistent service delivery.

Assessing the Outcome

The final topic that the authors addressed was assessment. The authors wanted to learn what method of assessment, if any, was used to measure the impact of the service philosophy statement. Participants were also asked if the statement was intended to affect staff behavior, and if so, what methods were developed to determine if that occurred.

While many participants recognized the need for assessment during the interview, none of the participants stated that any kind of formal assessment had yet been conducted to determine the impact of the service philosophy statement on staff behavior. While assessment is, as one participant noted, "probably one of the five most uttered words in this library," it was spoken of by many participants only as part of a future plan. As one participant observed, it is difficult to assess subjective human behaviors, and therefore, for a variety of reasons, it is challenging to assess whether the statement has had any impact. This participant's answer highlights the complexity and difficulty of evaluating individual staff behavior during a service interaction.

> **None of the participants stated that any kind of formal assessment had yet been conducted to determine the impact of the service philosophy statement on staff behavior.**

Discussion and Conclusion

The participants in this study expressed a common desire to develop a standard of shared principles among staff for providing excellent service to library users, and they were clearly concerned with delivering service as consistently as possible. Each participant described how their staff used a written service philosophy statement to help them reach a common understanding of quality service in their library environment. The participants cared enough to create a plan and bring stakeholders together to address problems in their libraries. In their responses to the questions, the participants confirmed many ideas expressed throughout the literature—and in a few cases, contradicted others. Drawing upon both the literature and participants' responses, one can piece together a more complete picture of the impact of customer service initiatives, shifting from the theoretical to the practical.

Beyond the common desire for service consistency, there was little overlap in the participants' descriptions of how they used a service philosophy statement to improve or maintain customer service quality. Authorship of statements varied and included a range of participants across a library's organizational hierarchy, acting in different roles from author to reviewer. Some statements were publicly available, while others were seen only by staff. A few participants described connecting the statement to training, but none incorporated assessment.

The participants described a variety of implementation strategies for a service philosophy statement. Based on the volume of library literature in the last two decades alone that focuses on incorporating or applying customer service practices borrowed from cor-

porate enterprise (such as the use of a service philosophy statement), one might assume that a clear process existed for library staff to apply a set of standard practices to make improvements to service. But the participants did not indicate that this was the case—and perhaps this should come as no surprise. While the library literature provides ample evidence that improving customer service is important and yields significant benefits for library users, little has been written about using a standardized, replicable improvement process to achieve measurable results. Laura Ax-Fultz, Barbara Eshbach, Evonne Loomis, and Richard Miller came to similar conclusions in their research into customer service practices of academic libraries. Comparing library service improvement practices to those employed in business, they write,

> **While the library literature provides ample evidence that improving customer service is important and yields significant benefits for library users, little has been written about using a standardized, replicable improvement process to achieve measurable results.**

> The body of literature on customer service in libraries reveals a similar assumption: There is a direct correlation between a strong customer service ethic and increased customer satisfaction with the library. Based on the obvious parallel to libraries, one might assume a well-established set of customer service principles exists for libraries. This is not the case; approaches to customer service in libraries vary widely.[52]

As stated earlier, Wehmeyer, Auchter, and Hirshon outlined a plan for implementing a customer service plan in an academic library and made a case for driving the plan with an effective service philosophy statement. Yet no further case study since has tested or attempted to replicate the Wright State model. As previously discussed in the literature review, a philosophy of customer service has garnered some attention among academic librarians in the literature, but significantly fewer articles specifically advocate for or acknowledge the value of a written service philosophy statement. Of the 71 academic librarians who responded to the initial survey for this study, only 14 indicated that their library had a written statement. The findings of this study suggest that the writing and implementing of a service philosophy statement has happened and continues to happen across a host of libraries unbeknownst to one another—with no coordinated effort to develop or test an optimal method.

Not all service philosophy statements, nor all services, should look the same at every library. However, standardized methods for improving customer service would provide a road map for any library to replicate, while the outcomes could be customized to fit the needs of each organization. While recognizing that a shared philosophy of service for library staff is important, the potential impact on service can be far greater when it is written and widely accessible to both staff and patrons. Again, Ax-Fultz, Eshbach, Loomis, and Miller say:

> Training employees to provide excellent customer service requires a strong foundation of library policies. Strong policies give employees the support they need to handle day-

to-day operations, difficult situations, aggressive customers, or otherwise unexpected situations. Outward facing policies (how customers use the library) provide consistency for staff and customers to form a baseline of common expectations for library usage.[53]

The service philosophy statement can be that foundation of library policies. It can support both staff and visitors by providing a common set of expectations for service, driving the development of training for a library service or environment, and providing a baseline of service that can be evaluated for success and adjusted as necessary.

Much remains to be learned about how a service philosophy statement works best in practice and to understand the full impact it can have on customer service and staff behavior. To that point, public services librarians could draw upon case studies such as Wehmeyer, Auchter, and Hirshon's to examine and replicate their process. Such an examination might lead to a broader discussion that could ultimately optimize a customer service improvement program, including providing an effective service philosophy statement, as Sputore and Helsby have demonstrated. Further research is also needed to examine the development process of a service philosophy statement; this includes exploring how to craft the statement effectively for both patrons and staff and uncovering how the process can represent each group's collective voice and engagement. Lastly, opportunities exist to extensively explore how a service philosophy statement might be used to prioritize inclusiveness, equitability, and accessibility, such that these values pervade and underpin all aspects of library service, becoming normal and expected during all interactions with patrons and staff alike.

Acknowledgments

Paul Moffett is the access services librarian at IUPUI (Indiana University–Purdue University Indianapolis) University Library; he may be reached by e-mail at: pamoffet@iupui.edu.

William H. Weare Jr. is the director of public services at the Sterling C. Evans Library of Texas A&M University in College Station; he may be reached by e-mail at: wweare@library.tamu.edu.

Notes

1. See the discussion about the distinction between service quality and service satisfaction in Peter Hernon, Danuta A. Nitecki, and Ellen Altman, "Service Quality and Customer Satisfaction: An Assessment and Future Directions," *Journal of Academic Librarianship* 25, 1 (1999): 11–12, https://doi.org/10.1016/S0099-1333(99)80170-0.

2. Paul Moffett and William H. Weare Jr., "Service Philosophy Statements in Academic Libraries: A Qualitative Content Analysis," *Public Services Quarterly* 14, 2 (2018): 120, https://doi.org/10.1080/15228959.2017.1394246.

3. Hong Miao and Mia Wang Bassham, "Embracing Customer Service in Libraries," *Library Management* 28, 1–2 (2007): 55, https://doi.org/10.1108/01435120710723545.

4. Emma V. Baldwin, "The Value of a Survey," *Wilson Library Bulletin* 21, 10 (1947): 731–33, 746; Belle Goldstein and Helen M. Lutton, "Philosophy of Service to Junior-Senior High

Schools," *Pittsburgh Schools* 23, 5 (1949): 137–39; Thusnelda Schmidt, "Philosophy of Service to Elementary Schools," *Pittsburgh Schools* 23, 5 (1949): 139-42.

5.   Mary L. Molyneaux, "Philosophy of Service to Elementary Schools," *Pittsburgh Schools* 23, 5 (1949): 135–36; Schmidt, "Philosophy of Service to Elementary Schools."

6.   Goldstein and Lutton, "Philosophy of Service to Junior-Senior High Schools."

7.   Frank H. Herrington, "The Library in the Modern High School," *Pittsburgh Schools* 23, 5 (1949): 133–35.

8.   Walter W. Wright, "Service Philosophy," *The Bookmark* 7 (1955): 82.

9.   Baldwin, "The Value of a Survey," 733.

10. Doris Ryder Watts and Elaine Simpson, "Students in the Public Library," *Wilson Library Bulletin* 37 (1962): 255.

11. Laurel Jean Davis, "The Service Philosophy of the Academic Library," *Technical Services Quarterly* 13, 3–4 (1996): 71–84.

12. David King, "Transferring Corporate Service Philosophy to a Library Setting," *LIBRES: Library and Information Science Research* 6, 1–2 (1996): 1–2.

13. See, for example, Julie Brewer, "Service Management: How to Plan for It Rather Than Hope for It," *Library Administration & Management* 9, 4 (1995): 207–10; Arnold Hirshon, "The Development of Library Client Service Programs and the Role of Library Consortia," *Library Consortium Management: An International Journal* 1, 3–4 (1999): 59–75, https://doi.org/10.1108/14662769910305759; Miao and Bassham, "Embracing Customer Service in Libraries," 53–61.

14. Hirshon, "The Development of Library Client Service Programs and the Role of Library Consortia," 60.

15. See, for example, Catherine Suyak Alloway, "The Courteous Librarian: Helping Public Service Employees to Keep Smiling," *Reference Librarian* 6, 16 (1986): 283–96, https://doi.org/10.1300/J120v06n16_22; Guy St. Clair, *Customer Service in the Information Environment* (London: Bowker Saur, 1993).

16. Valarie A. Zeithaml and Mary Jo Bitner, *Services Marketing* (New York: McGraw-Hill, 1996), 458.

17. Christopher W. L. Hart, "The Power of Unconditional Service Guarantees," *Harvard Business Review* 66, 4 (1988): 57.

18. *The Citizen's Charter: Raising the Standard* (London: HMSO [Her Majesty's Stationery Office], 1991), 5.

19. In English-speaking parts of the world other than the United States, service philosophy statements are generally referred to as *service charters*. For charters in libraries, see, for example, David Clover, "Committing to Customer Service: Development of a Service Charter at the Open Polytechnic Library," *New Zealand Libraries* 48, 12 (1997); Roxanne Missingham, "Customer Services in the National Library of Australia: Leading Edge or Dragging the Chain?" *Australian Library Journal* 50, 2 (2001): 147–55; Lindy Shultz, "Customer Service Charters," *InCite* 28, 9 (2007): 9; Maria Pinto, "Developing a Checklist for Qualitative Evaluation of Service Charters in Academic Libraries," *Journal of Librarianship and Information Science* 40, 2 (2008): 111–21, https://doi.org/10.1177/0961000608089346; Alissa Sputore and Emma Helsby, "The Head, the Heart and the Hand: Co-Creating and Personalising a Client Service Charter and Culture at the University of Western Australia," paper presented at the IATUL (International Association of Scientific and Technological University Libraries) Conference, Perth, Australia, June 2019, https://docs.lib.purdue.edu/iatul/2019/structure/1/.

20. Exec. Order No. 12,862, 58 Fed. Reg. 48257 (Sept. 11, 1993).

21. For a discussion of the impact of Executive Order 12862—and other contemporaneous information policies—on federal website development, see Bruce Smith, Bruce T. Fraser, and Charles R. McClure, "Federal Information Policy and Access to Web-Based Federal Information," *Journal of Academic Librarianship* 26, 4 (2000): 274, https://doi.org/10.1016/S0099-1333(00)00128-2. For a discussion of the implications for Executive Order 12862

on Federal Depository Libraries, see Peter Hernon and Robert E. Dugan, "Implications of Accountability to Depository Libraries," *Journal of Academic Librarianship* 24, 2 (1998): 157. For a brief discussion of how this was implemented at a federal library—in this case, the National Agriculture Library (NAL)—see Ray Fisher, "Customer Service Initiative at NAL," *Agricultural Libraries Information Notes* 21, 7–8 (1995): 12–15. Note also that there is a body of literature that debates the efficacy of these government initiatives, which is outside the scope of the present work.

22.　See, for example, Alloway, "The Courteous Librarian"; Brewer, "Service Management"; Hirshon, "The Development of Library Client Service Programs and the Role of Library Consortia"; Miao and Bassham, "Embracing Customer Service in Libraries."

23.　See, for example, Alloway, "The Courteous Librarian"; Brewer, "Service Management"; Miao and Bassham, "Embracing Customer Service in Libraries."

24.　See, for example, Brewer, "Service Management"; Hirshon, "The Development of Library Client Service Programs and the Role of Library Consortia."

25.　See, for example, Hirshon, "The Development of Library Client Service Programs and the Role of Library Consortia"; Miao and Bassham, "Embracing Customer Service in Libraries."

26.　Hirshon, "The Development of Library Client Service Programs and the Role of Library Consortia," 68.

27.　Miao and Bassham, "Embracing Customer Service in Libraries," 55.

28.　Susan Wehmeyer, Dorothy Auchter, and Arnold Hirshon, "Saying What We Will Do, and Doing What We Say: Implementing a Customer Service Plan," *Journal of Academic Librarianship* 22, 3 (1996): 173–80, https://doi.org/10.1016/s0099-1333(96)90055-5.

29.　Deborah Helman and Lisa R. Horowitz, "Focusing on the User for Improved Service Quality," *Science & Technology Libraries* 19, 3–4 (2001): 207–19, https://doi.org/10.1300/J122v19n03_14; Clare M. Walker, "Service Excellence: A Campaign to Build Capacity to Match Service Demands in a Large South African University Library," in *Continuing Professional Development—Preparing for New Roles in Libraries: A Voyage of Discovery*, Paul Genoni *and* Graham Walton, eds. (Munich, Germ.: Saur, 2005), 287–97, https://doi.org/10.1515/9783598440168.5.287; Jerrie Bayer and Steven Llewellyn, "The Customer Comes First: Implementing a Customer Service Program at the University of Minnesota, Twin Cities Libraries," *Journal of Access Services* 8, 4 (2011): 157–89, https://doi.org/10.1080/15367967.2011.593419; Kay Grieves and Michelle Halpin, "Developing a Quality Model at University Library Services Sunderland," *Performance Measurement and Metrics* 15, 1–2 (2014): 50–57, https://doi.org/10.1108/PMM-03-2014-0009; Ronald Block and Julie P. McNeil, "Get to Yes: Branding Public Library Customer Service," *Public Libraries* 54, 1 (2015): 45–48, http://publiclibrariesonline.org/2015/02/get-to-yes-branding-public-library-customer-service/; Sharon K. Epps, Judith Kidd, Toni Negro, and Sheridan L. Sayles, "Rethinking Customer Service Training: A Curricular Solution to a Familiar Problem," *Journal of Access Services* 13, 3 (2016): 199–209, https://doi.org/10.1080/15367967.2016.1206476; Dustin Fife, "Be Here: Developing Principle-Based Customer Service," *College & Research Libraries News* 77, 7 (2016): 338–46, https://doi.org/10.5860/crln.77.7.9522; Joanne Oud and Peter Genzinger, "Aiming for Service Excellence: Implementing a Plan for Customer Service Quality at a Blended Service Desk," *Journal of Access Services* 13, 2 (2016): 120, https://doi.org/10.1080/15367967.2016.1161521; Karlene T. Clark and Stephanie R. Walker, "No More 'Magic Aprons': Longitudinal Assessment and Continuous Improvement of Customer Service at the University of North Dakota Libraries," *Journal of Access Services* 14, 4 (2017): 215–27, https://doi.org/10.1080/15367967.2017.1407247.

30.　Sputore and Helsby, "The Head, the Heart and the Hand."

31.　Wehmeyer, Auchter, and Hirshon, "Saying What We Will Do, and Doing What We Say," 173–78.

32.　Wehmeyer, Auchter, and Hirshon, "Saying What We Will Do, and Doing What We Say."

33.　Wehmeyer, Auchter, and Hirshon, "Saying What We Will Do, and Doing What We Say."

34. A number of articles in the 1990s discussed service philosophy in relation to reference services; see, for example, Jeffrey A. Franks, "Forming a Reference Philosophy: The Role of Shared Values," *Reference Librarian* 28, 59 (1997): 15–23, https://doi.org/10.1300/J120v28n59_03; King, "Transferring Corporate Service Philosophy to a Library Setting"; David N. King and Richard E. Rubin, "A Philosophy of Service," chap. 10 in *Reference and Information Service: An Introduction*, 2nd ed., Richard E. Bopp and Linda C. Smith, eds. (Englewood, CO: Libraries Unlimited, 1995).

35. Arnold Hirshon, "Running with the Red Queen: Breaking New Habits to Survive in the Virtual World," *Advances in Librarianship* 20 (1996): 1–26.

36. Hirshon, "Running with the Red Queen."

37. Hirshon, "The Development of Library Client Service Programs and the Role of Library Consortia."

38. Oud and Genzinger, "Aiming for Service Excellence."

39. Helman and Horowitz, "Focusing on the User for Improved Service Quality."

40. Bayer and Llewellyn, "The Customer Comes First."

41. Helman and Horowitz, "Focusing on the User for Improved Service Quality," 208.

42. Bayer and Llewellyn, "The Customer Comes First," 158–59.

43. Block and McNeil, "Get to Yes," 45.

44. Some cases in the literature describe customer service improvement efforts that do not include a service philosophy statement or any sort of related pledge. For example, Epps, Kidd, Negro, and Sayles, in "Rethinking Customer Service Training," describe the creation and delivery of a customer service training curriculum for public services staff at the University of Maryland Libraries, while Clark and Walker, in "No More 'Magic Aprons,'" describe the development of a customer service program at the University of North Dakota Libraries. Both programs share similarities with those already discussed; Epps, Kidd, Negro, and Sayles focus on training for library staff, while Clark and Walker concentrate on training for student employees. Though not written, both clearly recognize the value of a service philosophy. Epps, Kidd, Negro, and Sayles, in "Rethinking Customer Service Training," 202, discuss the importance of staff buy-in and reported that "staff forums established a shared customer service philosophy and vision and determined our top service standards and values." Clark and Walker, in "No More 'Magic Aprons,'" 215, note that "in libraries, as in most work environments, there is a culture that must be learned to be an effective member. However, this is rarely formalized, articulated, or recorded." The authors note the benefits of "Customer Service Principles" for both users and student employees but provide no evidence to the reader that these principles were posted or published. This does not mean that these programs lack value, but they appear to be missing what other cases have identified as an essential component.

45. Sputore and Helsby, "The Head, the Heart and the Hand."

46. Aaron Schmidt, "Developing a Service Philosophy." *Library Journal* 139, 18 (2014): 21, https://www.libraryjournal.com/?detailStory=developing-a-service-philosophy-the-user-experience.

47. Moffett and Weare, "Service Philosophy Statements in Academic Libraries," 130–31.

48. Michael Quinn Patton, *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*, 4th ed. (Los Angeles: SAGE, 2015), 52.

49. Johnny Saldana, *The Coding Manual for Qualitative Researchers*, 3rd ed. (Los Angeles: SAGE, 2016).

50. Greg Guest, Kathleen M. MacQueen, and Emily E. Namey, *Applied Thematic Analysis* (Los Angeles: SAGE, 2012), 15–16.

51. Susan E. Beck and Kate Manuel, *Practical Research Methods for Librarians and Information Professionals* (New York: Neal-Schuman, 2008), 103.

52. Laura J. Ax-Fultz, Barbara E. Eshbach, Evonne N. Loomis, and Richard C. Miller, "Take Five for Customer Service," *Pennsylvania Libraries: Research and Practice* 4, 1 (2016): 8, https://doi.org/10.5195/PALRAP.2016.123.

53. Ax-Fultz, Eshbach, Loomis, and Miller, "Take Five for Customer Service," 13–14.