Building Attractive Quality of Career Service in Library & Learning Resources of University of Borås Based on Kano Theory

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This thesis comprises 15 ECTS credits and is a compulsory part in the Master of Science with a major in Industrial Engineering-Quality and Environmental management
No. 6/2010
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Master thesis
Subject Category: Industrial Engineering- Quality and Environmental Management
Series and Number: 6/2010

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Client: Theoretical thesis. School of Engineering. University college of Borås
Date: 29th May 2010
Keywords: Attractive quality, Kano theory, Customer focus, Kano Questionnaire, PDSA
Abstract

The overall objective of this thesis work is to seek current and potential attractive quality of the career service of Library and Learning Resource in University college of Borås (HB), and try to make students know and experience the career service on their own initiative.

First objective is the evaluation and assessment of the current quality work of career service. The main quality evaluation emphasizes on the career service awareness and its communication channels.

After reviewing the current situation of the career service in the context of LLR in HB, identifying possible existing problems, and developing a Kano questionnaire to examine some question areas, the authors will offer some recommendations and suggestions for improvement. For this purpose, recommendation concerning communication channels and a specific PDSA approach will be developed with some detailed descriptions of items involved in this approach which will be reviewed.

In order to reach to the objectives of this thesis work, the authors will use primary data in the form of interviews, and secondary data from literatures, scientific articles, and books and WebPages. In addition, the authors will use experiment methodology within this research and provide a PDSA solution which can facilitate LLR of HB to improve the quality of its career service.
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1 Introduction

1.1 Background

Library and Learning Resources (LLR) of university of Borås is rank No.1 among all university libraries in Sweden. It is very famous for its quality management. LLR accepted the audits and quality inspections from the University of Borås, as quality of LLR is a part of the whole university’s quality system. Through the interview with Catta Torhell who is the director for LLR, we get to know that LLR itself highly focuses on the quality management as well. Every August, they provide a new plan for next three years, and at the same time check how much they have done according to the older plans which were made by last three years. Through such continue forwards planning and go back checking, they get continue improvement. Every other year, they invite the consultants from professional consulting companies to develop a completed survey and other quality approaches to improve their performance.

In 2010, LLR will challenge several changes in order to improve its quality. Launching a new classification system called DDC (Dewey decimal classification) instead of SAB (a Swedish classification scheme) will begin in summer of 2010. Before new changes making, at the end of April, LLR invited consultants to help it improve their quality of service.

It is obvious that, LLR has completed quality management system and has good services to meet the students’ basic needs. However, it still has the headache issues just as the old saying that” nothing can be perfect”. After interviews with all the managers in different department, we found that many considerable services such as career service are unknown by the students, no mention that the students would like to come and join activities offered by career service. This study we mainly focus on career service which is very important but easily ignored by students. We try to fulfill the big wish just as Director Catta said: “We had a picture of what we do, and students also have such kind of picture of what we should do. We want to exchange pictures with students, not only let students know and understand us, but also understand and learn students’ pictures.”

1.2 Problem Description

This career service is quite close to students and beneficial for students, especially the students who study the last year in University of Borås. However, it is also be one of the weak information literacy services as well. In other word, it has little awareness among students. The webpage is simple and too many routes to access. In fact, there still has much space for improving its quality in services, especially its attractive quality.
1.3 Purpose of the thesis

The purpose of this thesis is to evaluate the career service and its communication channels with students based on the Kano questionnaire in order to find which current services are basic needs, expected needs and attractive needs of students. Especially seeking potential attractive needs can make students know and experience the career service on their own initiative.

The suggestions of improvement in the career service and recommendations for the future are also presented.

1.4 Disposition of the thesis

![Figure 1 Disposition of the thesis](image)

**Chapter 1**: The introduction of this thesis contains background, problem description, purpose and disposition of the thesis. The introduction gives readers an overview of the entire thesis. And the disposition shows the overall arrangement of the thesis for telling the process of the thesis to readers.

**Chapter 2**: The method part describes the methods that have been used in the thesis.

**Chapter 3**: The frame of reference includes Kano theory, customer focus and PDSA cycle and especially is the concepts of Kano model and Kano questionnaire.

**Chapter 4**: In this chapter, finding and analysis are presented. The first part includes the introductions of the Library & Learning Resources (LLR) and the student university process, especially the career service which includes the current communication channels with students and the cooperation among students, companies and the career service. The second part describes the analysis according to the results of “Survey of Career Service in Library & Learning Resources in University of Borås”. Sequentially the third part presents findings
from the analysis.

**Chapter 5:** In conclusion and recommendations, several suggestions are presented for the career service in connection with the findings in Chapter 4.

**Chapter 6:** In the final chapter the authors discuss potential problems as well as advices for the continuous work of the career service.
2 Method

2.1 Choice of Methods

2.1.1 Kano Questionnaire

Kano Questionnaire is one of the simplest ways to get the customers’ opinions. And “Kano questionnaire is useful (at least on a small scale) as a supplement to the more qualitative data revealed in interviews and focus groups about features that are important to users.” (Viklund, 2008)

Based on three steps to develop and administer the Kano questionnaire described by Baek, et al (2009), the authors followed new three steps before Kano questionnaire design:

Step 1: Identify Service features

The first step to develop the Kano questionnaire is to identify service features that will be grouped into six Kano attributes. Based on career service currently provide, this study identifies 6 current services. And also identify the 3 potential services that students may interest in.

Step 2: Develop the Kano Questionnaire

“The Kano questionnaire consists of pairs of customer requirement questions: how do you feel if a feature is present (functional questions), and How to you feel if the same feature is not present (dysfunctional questions).” (Baek, et al, 2009), Depending on customers’ responses on two types of questions (functional/dysfunctional questions), we determine whether a specific service is an Exciter/Attractive feature, a linear feature, a must-be feature, an indifferent feature, or a reverse feature. See details in Chapter 3.

Step 3: Determine Service features

“Based on the responses to the functional and dysfunctional questions, each career service is classified into one of the six Kano categories.” (Baek, et al, 2009), Figure 6 describes the relationship between Kano categories and six features.

2.1.1.1 Kano questionnaire design

In order to evaluate the student satisfaction on the career service in the Library & Learning Resources of University of Borås, we design a questionnaire based on Kano model which named “Survey of Career Service in Library & Learning Resources in University of
Borås”. This questionnaire includes thirty-three questions and is divided into three parts. In the first part, we want to get some information from our respondents. Question 1 is shown about the nationality of respondents. From Question 2, we can see different levels of Swedish language among students. We set up Question 3 and Question 4 to know information of our respondents. We focus on all the students of all schools. From Question 5—8, we can know how the students understand the career service. From the second part of this questionnaire, we have 14 questions (from 9 to 22) based on Kano model about seven current services in the career service. For every service, we asked two questions that are the functional question “how do you feel if the career service department has such service?” and dysfunctional question “how do you feel if the career service department does not have such service?” Each of them, we made five options stands for the five quality attributes based on the Kano model: I expect it to be this way which means must be in the Kano questionnaire theory, I like it that way, I am neutral, I can live with it this way, and I dislike it this way. We try to find the students’ attitude to that service in order to find which kind of quality that the service belongs to. We also set up Question 23 and 24 to find out how students estimate the webpage of the career service which have some problems at present according to the results of interview with its manager. In part three, we have several questions also based on Kano model. Hereinto, through brainstorming, we list some potential services needed by customers. Finally for the sake of comprehensive consideration, we give customers an opportunity to express their own opinions on the career service. The aim of Part 3 is to find customers’ potential needs, in other words, which means attractive quality of the career service.

2.1.1.2 Kano Questionnaire delivery and collection

We made Kano Questionnaire by using internet software, so the answers of questionnaire were automatically collected into our account when they were hand in on internet. At the beginning, we send the link of questionnaire to our classmates, friends in different school, and their friends as well by email. To get more students, we asked the international coordinator Linda Rydh to forward the link to all international students. At the same time, we also printed 80 paper copies to send to the students (mostly Swedish students) who were studying in the library, and after 15 minutes we came back and collected the questionnaire. Before the close date of the questionnaire, we totally received 120 valid answers of the Questionnaire. The internet answers are 48 copies, all of them are valid. The 80 copies which we sent in paper form only 72 copies valid. The 9 invalid answers contain the unfinished questionnaires and unable-collected questionnaires that because students left
the library with it. Therefore, total 48+72=120 valid answers. The delivery and collection period began on 5th of May, 2010 and ended at 15th of May, 2010, which lasted 10 days.

2.1.2 Information Interviews and Directional Interviews

“Information interviews occur when someone asks for information about the services of the library, for specific or nonspecific reasons. Information interviews generally develop in such a way that the librarian does more talking than the person making the inquiry.” (Jennerich & Jennrich, 1997,p.52)

It has been argued (Jennerich & Jennrich, 1997) that “directional interviews should be rather straightforward but can come in many varieties.” The characteristic of these questions should be simplification and uncomplicated.

In the beginning of our thesis, we interviewed several persons who are in charge of a department of the library. Before the interview, we brought forward some questions which are about our research and wrote them down on a paper. During the interview, we first asked them to introduce their work to us. This step is information interview. After getting basic information, we asked our questions according to previous preparation and their words during the information interview. This phase is directional interview. Then we can get all useful information about what we want.

The time table about interview with these managers is as following:

Table 1 Time table of interview

<table>
<thead>
<tr>
<th>Time</th>
<th>Name</th>
<th>Responsibility</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/03/31</td>
<td>Martin Borg</td>
<td>Media department</td>
<td>Overview of all the library</td>
</tr>
<tr>
<td>2010/04/08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010/04/09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010/04/12</td>
<td>Yvonne Ohlsson</td>
<td>Student service</td>
<td>General introduction of the student service</td>
</tr>
<tr>
<td>2010/04/13</td>
<td>Catta Torhell</td>
<td>LLR</td>
<td>Introduction and quality plans of the whole LLR</td>
</tr>
<tr>
<td>2010/05/03</td>
<td>Susanne Håkansson</td>
<td>Career service</td>
<td>Introduction of the career service in detail</td>
</tr>
<tr>
<td></td>
<td>Helén Svensson</td>
<td>Study service</td>
<td></td>
</tr>
</tbody>
</table>

2.2 Criticism of the sources and methods

There are two main conceptions that refer to the trustworthiness of an investigation. They are
validity and reliability. In an investigation, a problem can occur in three different areas that are the respondent, the instrument and the interviewer. For example, if the respondent is unable to give correct answer, respondent errors occur. If the questions designing have problems, the instrument errors occur. And the interviewer can affect respondents’ attitudes and then maybe get negative answers. (Eriksson & Widersheilm-Paul, 1999)

We will discuss the situation about validity and reliability of our thesis in the following.

2.2.1 Validity and Reliability

According to Eriksson & Widersheilm-Paul (1999), “validity can be described as the measuring instruments capability of measuring what one intends to measure.” And “reliability means that the measuring instrument shall give trustworthy and stable outturn.”

We made Kano Questionnaire based on Kano model by using internet software, so the answers of the questionnaire would be automatically collected into our account when they were hand in on internet. We also sent the link to our friends and asked international coordinator Linda Rydh to send the link to all international students. Besides we printed 80 paper copies to send to the students (mostly Swedish students) who were studying in the library. After getting all the answers, we eliminated the invalid ones and finally received totally 120 valid answers of the questionnaire. The delivery and collection period began on 5th of May, 2010 and ended at 15th of May, 2010, which lasted 10 days.

The survey put in practice very well and from it we can get useful information, but a problem needs to be noticed. Because the respondents of the survey include a lot of students from first or second year of Bachelor which are not going to graduate, they do not know the career service very clearly. Therefore, their answers will affect our aimed result a little.

During designing the questionnaire, we set up Kano’s functional and dysfunctional questions on quality attributes related to five importance and performance level. (Syarifa Hanoum S.T. et al., 2009) In the investigation, we answer questions for respondents to avoid misunderstanding about the survey. After getting the data we use the method from Kano questionnaire to analyze the data.

For interviews, we use information interview and directional interview. And the interviewer is the principal of the career service. She is professional with all the services. In addition, the respondents refer to students come from Sweden and other countries and involve students from all the grades and schools.
3 Frame of reference

3.1 Customer focus

Customer focus is one of Quality Management Principles of ISO 9000:2000. Klefsjö & Bergman (2003) argue that “organizations depend on their customers and therefore should understand current and future customer needs, should meet customer requirements and strive to exceed customer expectation.”

Ahire, et al. (1996) points out that “All activities of an organization must be planned and executed to improve processes that lead to manufacturing quality products.” Actually, quality must be incorporated into activities for career service with a clear customer focus, because customer expectations are dynamic in nature. Voss suggests that an organization’s long-term success is tied to customer retention efforts (Ahire, et al., 1996). Career Service may outperform their services by being able to: (1) respond quickly to customers’ demands in a professional way (2) produce services that satisfy or exceed customers’ expectations, and (3) anticipate and respond to customers’ evolving needs and wants (Ahire, et al., 1996). Therefore, customer focus must be reflected in the overall planning and execution of quality efforts (Ahire, et al., 1996).

Customer focus practices involve the establishment of links between customer needs and satisfaction and internal processes (Sousa, 2002). These practices will be called as services in this study. Customer focus of an organization is usually assessed by the frequency and rigor of customer satisfaction surveys (Ahire, et al., 1996). Hence, we measured the Customer Focus of Career Service based on Kano Model.

3.2 Kano model

Kano model is a model which can be better at understanding and predicting customers’ needs and expectations. Customer needs of a product/service can be divided into three groups: Basic needs, which would not be mentioned if asked but if are not fulfilled, the customers will be dissatisfied. Expected needs, they are in customers’ consciousness and be mentioned if asked. Excitement needs, they are not in customers’ consciousness and customers do not know what can be fulfilled. But if these needs can be satisfied, the organization can create added value to customers. In order to get these three needs, we should create corresponding quality. For satisfying basic needs, we achieve must-be quality and for satisfying expected needs, we create expected quality. We find attractive quality to satisfy excitement needs and often help us to get loyal customers. (Klefsjö & Bergman, 2003, p.305) We can see Kano model visually as the following figure:
The benefits of applying Kano Model to design process are summarized as follows:

1) It is possible that the characteristics and criteria of product which affect to user satisfaction could be revealed. Besides, potential element which users usually may not describe explicitly could be understood.

2) It helps to find out the effect of the designer’s intention to users’ satisfaction.

3) The categorization of characteristics may be used as the criteria for the decision making. Especially limits on development resources exists, proposed categorization may be used as the criteria for deciding to focus on which characteristics.

4) It is easy to apply with many numbers of users, while most of common methods collecting user’s needs like Focus Group Interview are only applicable with small numbers of users.

### 3.3 Kano questionnaire theory

In Kano questionnaire, product features are usually divided into six attributes to gather the customer's needs. The six attributes are Attractive quality attribute, Must be quality attribute, One-dimensional quality attribute, Indifferent attribute, Reverse quality attribute and Questionable quality attribute. (Syarifa Hanoum S.T. et al., 2009) To make it easy understanding, and more fix to our research, we would like to divide the product (here we divided service) features into Must-haves, Linear, Exciter, Reverse and Indifferent features.
We compare the different names of the features stated in Syarifa Hanoum S.T. et al. (2009) with concepts described by Artem (2006), and give the explanation of each item as Table 2 shows following:

Table 2 Concepts of six features’ name comparison (Syarifa Hanoum S.T. et al., 2009 & Artem, 2006)

<table>
<thead>
<tr>
<th>Six features’ name</th>
<th>Original name</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must-haves feature</td>
<td>Must be quality attribute.</td>
<td>When current these attributes can be fulfilled, customers will be satisfied. If not, customers will be dissatisfied.</td>
</tr>
<tr>
<td>Linear feature</td>
<td>One-dimensional quality attribute</td>
<td>The customer satisfaction level is directly proportional to the certain quality attribute.</td>
</tr>
<tr>
<td>Exciter feature</td>
<td>Attractive quality attribute</td>
<td>A certain quality attribute can originate great satisfaction in the customer. However, if the same quality attribute is not present, that will not originate dissatisfaction.</td>
</tr>
<tr>
<td>Reverse feature</td>
<td>Reverse quality attributes</td>
<td>When current these attributes cannot be fulfilled, customers will be satisfied. If not, customers will be dissatisfied.</td>
</tr>
<tr>
<td>Indifferent feature</td>
<td>Indifferent quality attribute</td>
<td>The presence or absence of these quality attributes will not affect attitudes of customers.</td>
</tr>
<tr>
<td>Questionable feature</td>
<td>Questionable quality attributes</td>
<td>The customer may give ambivalent responses due to misunderstanding of the answers on the survey or filling out the error questionnaires.</td>
</tr>
</tbody>
</table>

For each feature or group of features, Kano questionnaires have two questions: “The functional question ‘How do you feel if this feature is present?’ and dysfunctional question ‘How do you feel if this feature is NOT present?’” according to Artem (2006). And each question has five possible options: 1) I expect it to be this way 2) I like it that way 3) I am neutral 4) I can live with it this way 5) I dislike it this way Artem (2006).

Students need to choose one of above options for answers. Artem (2006) pointed that “Asking both
functional and dysfunctional questions helps to go beyond the simple ‘priorities’.” For example if the potential user expects some feature (Feature is instead of some service provided by the career service office in this context) to be present, but can live without the feature, it is not really a mandatory feature. In another word, that is a not mandatory service for students in this research.

<table>
<thead>
<tr>
<th>Functional form of the question</th>
<th>Dysfunctional form of the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this service is presented, how do you feel?</td>
<td>If this service is not presented, how do you feel?</td>
</tr>
<tr>
<td>1. I expect it to be this way</td>
<td>1. I expect it to be this way</td>
</tr>
<tr>
<td>2. I like it that way</td>
<td>2. I like it that way</td>
</tr>
<tr>
<td>3. I am neutral</td>
<td>3. I am neutral</td>
</tr>
<tr>
<td>4. I can live with it this way</td>
<td>4. I can live with it this way</td>
</tr>
<tr>
<td>5. I dislike it this way</td>
<td>5. I dislike it this way</td>
</tr>
</tbody>
</table>

**Figure 3 A pair of requirement questions in a Kano questionnaire (Heo, et al., 2007)**

**Table 3 Illustrates how six features come from Kano Questionnaires (Artem, 2006)**

<table>
<thead>
<tr>
<th></th>
<th>Dysfunctional question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>options</td>
</tr>
<tr>
<td><strong>Functional question</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expect</td>
</tr>
</tbody>
</table>
M - Must have
L – Linear
E – Exciter
R - Reverse, i.e. wrong features that would make the user experience worse
Q - Questionable, i.e. the potential user answers are inconsistent
I - Indifferent, i.e. the potential user doesn’t really care about the feature

For example, if a customer tells that he likes to get quick service, but is neutral for not getting quick service, than the quick service is an Exciter feature of services in the bank.

### 3.4 Kano questionnaire and Kano model

As mentioned before, the Kano questionnaire can examine which feature or features the service has among six features based on Kano questionnaire theory. Hence, this paper will combine Kano model with Kano questionnaire to analysis what kind of quality the services can meet from the customers’ perspectives.

In the authors’ opinion, there are only three features close to the Kano questionnaire, the Exciter feature can meet the excitement needs of customers and contribute attractive quality. The Linear features can meet the expected needs of customers and was treated as expected quality. And Must have feature can meet the basic needs of customers and belongs to Must-be quality. All the features we marked in red abbreviation in Figure 4.
However, Kano model doesn’t include the other three features: Reverse feature, indifferent feature. For the Reverse feature, we need to delete it because that is the wrong feature can make your customer dissatisfied when you have such feature. If we have indifferent feature, we need not to care about such feature, this kind of feature cannot decide the quality of your products. Question feature shows some problems happened. You need to analysis it very carefully, because it may be caused by the potential products you have never thought before or the inconsistent answers in the questionnaire.

3.5 PDSA

Drs. Shewhart and Deming credit C.I. Lewis with the evolution of their thoughts and ideas that formed what we know as the PDSA Cycle (Moen & Norman, 2009). The diagram has its roots in Dr. Shewhart’s 1939 diagram. Dr. Deming broadened the use of the cycle to apply to all situations at all levels with the emphasis on learning and improvement. This evolution started during the early 1980’s (Moen & Norman, 2009). It is important to tackle the problems systematically and accurately. The following chart illustrates the improvement cycle: Plan – Do – Study- Act (Klefsjö & Bergman, 2003, p.211-212). This circle goes continuously can help to avoid the same type of problem the next time.
Figure 5 PDSA cycle for improvement according to Deming theory

And another list with roughly the details in the circle can be found in Figure 6:

Figure 6 An improvement cycle with contents similar to that in Figure 5 (Klefsjö & Bergman, 2003)

Plan As the steps shows in Figure 5. When you identify problems, the first thing is to
establish the principle causes of the problem. Then set up appoint improvement team. The whole team members should sit down together and brainstorming to analysis problems. A methodology named FTA can be used here in order to look for causes of the problem and evaluate the result. FTA identifies models and evaluates the unique interrelationship of events leading to Failure, Undesired Events/States, Unintended Events/States (Ericson & AOT, 2000). Through FTA methodology, the problems can be easily found. However, Large problems have to be broken down into smaller, manageable ones (Klefsjö & Bergman, 2003, p.212). After those 5 entire steps, you can see the problems in the department systematically and easy to make a series of practical plans, including strategic plan and activities plan.

**Do** when an improvement cause of a problem is found, an improvement team is given the task of carrying through the appropriate steps (Klefsjö & Bergman, 2003, p.213). The plan will be completed in this stage.

**Study** when appropriate steps have been taken we shall investigate the result to see if the implementation of the improvement program was actually successful (Klefsjö & Bergman, 2003, p.214). It is essential that complete analysis of data, summarize what was learned during this stage.

**Act** If the steps taken were successful the new and better quality level should be made permanent. If we were not successful we have to go through the cycle of problem solving once again in order to learn and also improve the improvement process (Klefsjö & Bergman, 2003, p.215). In “Act” stage, we need to ask two questions: “What changes should we make before the next cycle?” and “what will the next test be?” listed by Little (2006).
4 Findings and Analysis

4.1 Student career service

4.1.1 Introduction of Library & Learning Resources

Library of University of Borås is located in Borås, Sweden, which is an academic library. It is not only a library but also has so many learning resources. That means in it you will find not only a top-ranking scientific library but also counseling and training of study and career, student health services and coaches at student support services like loans&Purchases. The aim of the library is doing its endeavor to satisfy students and help them to be successful in their studies.

Library & Learning Resources (LLR) at the University of Borås has thirty-five full-time employees which belong to four departments totally. Each department has a manager which is supervised by only one head. The four departments are Media, Customer Service and Education, Digital service and Student Service Department. Here are introductions of each department as following:

- Media Department: there are ten personnel in this part. They are in charge of managing books, journals and buying database etc.

- Customer Service and Education Department: there are seven personnel in this part. Their work is providing good service to customers and giving them some training like how to search information etc.

- Digital Department: there are six personnel in this part. They are mainly responsible for managing the website and database of library and publishing thesis paper etc.

- Student Service Department: there are thirteen full-time personnel and three part-time students in this part. Their services include social consulting, student health care services, student career services, language support, international coordinator support, support for disabilities and students which have problems with their studies etc.

The head of the library is also in charge of issues of Human Resource. Here is the organization chart of library of University of Borås:
4.1.2 Student university process

They treat the student’s selecting the university, joining learning program, and finding a job as a whole process. As it shows in the picture above, in different periods, for each student they have three periods of the University process. The application period may just several months or start from the third year of high school, study period lasts for one or two years, and plan career period may start in the last year of the program, often the 3rd year in University. Susanne said the career service actually is at the end of the studying process for students. As Susanne said that the students need correct information at the beginning.” Therefore, the study consulting service mainly help students to choose the right program which is suit for student him/herself, even they can recommend student to other University.

4.1.3 Career service description

Student career service office is just one of the student services in the student service department. Susanne is the only person who works with career service and has close
relationship with the study consulting division. Career service focuses on the students who are in the third year of studying at University of Borås. The student career service is mainly about guiding them to enter the job market. By now, the career service offers the career planning in four programs which are librarian, informatics, web design, and administrations. There are three steps of the career planning. First, they will help the students to analyze themselves, what kind of person they are, what interest they have. Second step, they will help students to market themselves, they can guide students writing CV, acknowledge students about the recruiting process, and provide interview training. The third step, they acknowledge students how the Swedish labor market is working.

4.1.4 Communication channels

The communication with students is vital important for the career service, for the students are their customers. They choose the following communication channels to keep in touch the students.

4.1.4.1 Meetings

Career service office is open for every student who needs help. Meeting is a good way for communication with students. The puzzled students can book time with career service office. The consulter will sit down with the student together, discuss with student on student’s problem and guide him/her to find the solution in a professional way.

4.1.4.2 Internet

There is the introduction about the whole university and student service on the website. The guide word “support” can link to the entrance of the career website. It is easy to find on the Swedish website directly, but hard to find English webpage. Mostly, the Swedish website has more visitors than the English one. It also has links which connect the accounts of University of Borås to Facebook, YouTube, twitter and some other popular social websites when you click the “Allt och lite till om att plugga i Borås ”button on the homepage.

4.1.4.3 Open lectures

Career service arrange the four times of such lectures every semester. They choose interesting topics to attract students, and invite people to give the lectures. Sometimes, Susanne gives lectures by herself. Also she invites some experienced people work in the recruiting company like Manpower, Student consulting, etc. and Union named Trade Union to give such lectures. The topics are mainly on the salary, labor market, and skills for marketing yourself, for example, “How to write good application” “What kind of employee they would like to requite for companies” etc. However, fewer students really attend such lectures. Career service also gives the lecture named “How to find a job in Sweden” at beginning at every academic year together with the international coordinator and Drihuset a
University’s partner where can help student start their own business in Sweden. (Hoyle, 2009)

4.1.4.4 Job Fair

There are two job fairs every year, the big one is always in spring every year, mainly for economic students, and another is multi display for the company. In textile school, they have Company Day, so that the company can come and offer students the job or thesis opportunities.

4.1.4.5 Through student union

The meeting with the student union is twice a year. This is only a regular way to discuss together. They also often communicate with each other by other ways. It is quite important to connect student union, because they communicate with students and offer services to students as well.

4.1.4.6 Words of mouth communication

It is very common way for student to learn new information from other students. Susanne considers “words of mouth communication” is a quite essential communication channel for the student career service.

4.1.5 Cooperation Partners

4.1.5.1 Study consulting service

This office has three people working with study consulting. They offer the service for the application period and the study period (refer to Figure 8). They provide meeting conversation for the students who have problem about studying, in which they try to disuse the problem with student by helping them analysis themselves such as the interest, the strength, and expectation in a professional way. They are also through going outside like to high schools, fair and other occasions to meet students. Though they are employed by University of Borås, they give advices that are always best for the students. As a result, they recommend students go to other university which is more suitable for them. There are consulting person who work on the study consulting service in each school. And the study consulting service office has meeting with the consulting persons of six schools once a month. The conference for different universities communicate together is holding once a year. Students can easily get more detailed consulting service in different school.

4.1.5.2 Company

The career service has connection with amount of companies, so that the officer can get the fresh information and delivery such information to students. However, this kind of
connection is not like helping the company recruiting students working in their company, even no information about the job vacancy. If the company wants to recruit students, they probably go to schools by themselves. The schools have some close relationship with the companies.

4.2 Questionnaire analysis

4.2.1 General analysis

From the results of the survey about the career service in Library & Learning Resources in University of Borås, we can have a general idea about the respondents’ information and their satisfaction degree on the career service.

From the answers of Part One, we can see the quantity of Swedish respondents and the one of respondents from other countries are almost the same. Swedish occupy 53% and students from other countries take up 47%. The respondents which can speak fluent Swedish hold 57% but the ones have a little and none of Swedish totally account for 34%. It shows that there are some students that cannot communicate simply by Swedish all the same. And the respondents include the students from all the schools and all the grades, the distributions are respectively shown in Figure 9 and 10.

![Figure 9 result of Question No.3](image-url)
Figure 10 result of Question No.4

Though the career service only offers the career planning in four programs which are librarian, informatics, web design, and administrations, but from Figure 9 we can see the respondents from IH School are in the majority. On the face of it, the IH students are interested in the career service. From the introduction of student university process, we can know the career service mainly be supported to the students in the last year of the program, namely, the 3nd year of Bachelor or the last year of Master. However, we can find the students of first or second year Bachelor also have a large number which is 39%. In the same way of thinking, these students are interested in the career service as well as central students being served. We can say that they are potential customers of the career service in the long term.

From the result of Question 5 we find that only 66% of respondents know there is the career service in University of Borås and the respondents which have no idea of the career service take up one third. From the data we can know the communication channels of the career service to students have some problems. Then we investigate channels of the career service. The result is shown in Figure 11. From it we can see 25% of respondents hear the career service from other students, 20% respectively from introduction week and webpage on Internet and 12% from job fair. We analyze data and find that words of mouth communication is a better way to inform students about the career service. And webpage design is also important to transfer information to students.
From Question 7 and 8, we find out how many students have heard of and experienced the career service apart. After analyzing results, we can see 17% of respondents have not heard of the career service and as many as 63% of respondents have not experienced it. It also indicates the communication channels of career service to students have barriers.

<table>
<thead>
<tr>
<th>Rank</th>
<th>services being heard of</th>
<th>services being experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of your CV and other job applications (31%)</td>
<td>Review of your CV and other job applications (11%)</td>
</tr>
<tr>
<td>2</td>
<td>Training in how to present yourself (20%)</td>
<td>Activities aim at creating contacts between the students and labor market (9%)</td>
</tr>
<tr>
<td>3</td>
<td>Interview training (17%)</td>
<td>Training in how to present yourself (7%)</td>
</tr>
<tr>
<td>4</td>
<td>Activities aim at creating contacts between the students and labor market (10%)</td>
<td>Interview training (4%)</td>
</tr>
<tr>
<td>5</td>
<td>Individual conversations altered with group activities (4%)</td>
<td>Individual conversations altered with group activities (4%)</td>
</tr>
<tr>
<td>6</td>
<td>Instructions on how to analyze the labor market (1%)</td>
<td>Instructions on how to analyze the labor market (2%)</td>
</tr>
</tbody>
</table>

We contrast career services being heard of with the ones being experienced and make a rank chart (Table 4) according to proportion from bigness to smallness in the survey. From Table 4, we can see the service about the review of CV and other job applications can be good informed to students. And generally speaking, the less which services being heard of, the less which services being experienced.
In the second part of the survey, we set up Question 23 and 24 to know how students estimate the webpage of the career service which have some problems at present according to the results of interview with its manager. We make figures from results of these two questions as following:

**Figure 12 result of Question No.23**

From Figure 12, we can see 52% of respondents never access the webpage of the career service. And 22% of respondents access the webpage through Student-->Support-->Career Service. It shows that this is a general way for students to access the webpage of the career service and get information. We know students always log in Ping-Pong and also from the link “Student”, so maybe that is the cause that most student access the webpage of the career service through Student-->Support-->Career Service.

And from the conclusion of Question 24 (Figure 13) we find that 70% of respondents have neutral attitude to the webpage of the
career service. It shows that the webpage design of the career service cannot attract most students. We also can see 6% and 2% of respondents are dissatisfied and very dissatisfied with the webpage. After checking respondents’ reasons, we find that “difficulty to access the webpage” and “the webpage of career service is boring” are main problems on the webpage of the career service.

4.2.2 Kano questionnaire analyses for current services

First, we calculated the percentage of options for each question. Secondly, we classified the 9-22 questions into 7 groups based on the 7 services of career service and analysis the results in groups based on the Kano questionnaire Matrix (Table 3). To get the answer we use the statistical method, we choose the option which has the largest value of percentage after calculation. Take the number 9/10 group as an example,

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Figure 14 result of Question No.9
Figure 15 result of Question No.10

We found the largest percentage option is Neural (41%) in the functional question No.9, by contrast the largest percentage option in dysfunctional question No.10 is also Neutral (45%), according to the Matrix, we found the feature is “I” which means the individual conversation with career counselor is indifferent service to almost 45% students. However, 40% students till chose “I like it that way” options, which is just 1% lesser than the students who choose Neutral (41%). In this analysis, the authors also value this group of students’ view, and find this service also has “E” feature which deducted by 40% Neural answers in Functional Question No.9 and 45% Neutral in dysfunctional Question No.10. As a result, almost half informants think “Individual conversations with career counselor” service is attractive as well as others think this service is indifferent. In a similar way, the results of analyzing other 6 services according to Table 3 are listed as following:

Table 5 current result analysis based on Kano Questionnaire

<table>
<thead>
<tr>
<th>7 current services</th>
<th>Q no.</th>
<th>LOF</th>
<th>LO DF</th>
<th>M F</th>
<th>Close LOF</th>
<th>Close LO DF</th>
<th>C F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual conversations with career counselor</td>
<td>9/10</td>
<td>N(41%)</td>
<td>N(45%)</td>
<td>I</td>
<td>L(40%)</td>
<td>N(45%)</td>
<td>E</td>
</tr>
<tr>
<td>Instructions on how to analyze the labor market</td>
<td>11/12</td>
<td>N(50%)</td>
<td>N(53%)</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of your CV and other job</td>
<td>13/14</td>
<td>L(44%)</td>
<td>D(35%)</td>
<td>L</td>
<td>L(44%)</td>
<td>N(34%)</td>
<td>E</td>
</tr>
</tbody>
</table>
Q no.—question number in the questionnaire

L O F— the largest option with its value in the functional question

LO DF—the largest option with its value in the dysfunctional question

M F— the feature which this service belongs to based on LO F and Most LO DF according to Matrix (Table 3)

Close LOF— the option which value is the same as or only 1% close to the value of LOF in the functional question

Close LODF— the option which value is the same as or only 1% close to the value of LO DF in the dysfunctional question

C F—the feature which this service belongs to based on Close LOF and Close LO DF according to Matrix (Table 3)

To make a conclusion, Table 6 shows which service has what kind of feature and belongs to what kind of quality.

Table 6 Identify the type of quality according to feature of services

<table>
<thead>
<tr>
<th>Quality</th>
<th>Feature</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractive Quality</td>
<td>Exciter/Indifferent</td>
<td>Individual conversations with career counselor</td>
</tr>
<tr>
<td>Attractive Quality</td>
<td>Exciter/Linear</td>
<td>Review of your CV and other job applications</td>
</tr>
<tr>
<td>Attractive Quality</td>
<td>Exciter</td>
<td>Training in how to present yourself</td>
</tr>
<tr>
<td>Attractive Quality</td>
<td>Exciter</td>
<td>Interview training</td>
</tr>
<tr>
<td>Attractive Quality</td>
<td>Exciter</td>
<td>open lecture with the purpose to create contacts</td>
</tr>
</tbody>
</table>
between the student and the labor market
| Exceptive Quality | Linear | job fair with the purpose to create contacts between the student and the labor market |
| No concern Quality | Indifferent | Instructions on how to analyze the labor market |

Table 4 shows that most students do not care so much about “the instructions on how to analyze the labor market”. “Job fair with the purpose to create contacts between the student and the labor market” is most students really expected service. And “Training in how to present yourself”, “Interview training”, and “Open lecture with the purpose to create contacts between the student and the labor market” services can definitely attract most students interests and these three service belongs to attractive quality.

Related to “Individual conversations with career counselor”, we got two features as described at the beginning, one of the reasons behind this may be the personality of the students: some students do not like talking with others and they don’t care so much about whether existing such service or not. Language problem may be another reason, international students who know little about the Swedish or has communication problems in English may be afraid of going the office to get face to face conversations with career counselor. The information about career service on that booklet is only in Swedish but not in English probably generates the indifference of the international students. However, this service still has attractive for large amount of students, so this service belongs to the attractive quality from a positive perspective.

“Review of your CV and other job applications” has Both Exciter and Linear two features, which means this service is really expected by students and has a certain attractive to students. The authors also attribute it to the attractive quality in this research.

Generally speaking, this analysis shows nearly the 7 services that the career service offered to them by now fit the students’ expectation and has a certain attractive feature. Only “Instruction on how to analyze the labor market” seems not so necessary from the students view based on the result of questionnaire.

4.2.3 Kano questionnaire analysis for potential service

The potential service was assumed to be able to help build attractive quality and examined whether belongs to the attractive quality by the third part of questionnaire (Question No.25 to Question No.30). This part of analysis will use the same logic of analysis as above. Table 7 is the result of analyzing three potential services:

Table 7 potential service result analysis based on Kano Questionnaire

| 3 potential services | Q no. | LOF | LO DF | M F | Close LOF | Close LODF | C F |
The result shows that “professional test with purpose of analyzing yourself” and “offer some information of companies’ job vacancies on the website” belongs to the attractive quality with the features Exciter and Linear. This indicates students want to know themselves in a professional way, and want career service offer the final useful information like job vacancies on the website. One of the reasons behind that may be most students are always too busy or lazy to search such information by themselves, they expect more directly and completed free service. Another possible reason because 47% of responders are International students who has difficulty to search Swedish job market information by themselves because their incomprehension of the Swedish market.

The opportunity to “vote for the subjects of open lecture” does not attract students’ attention so much. This result shows the students are more focused on the practical information and have a rational mind.
4.3 Findings

Though the career service in the library offers many services, 41% of students who responded to the questionnaire still chose never know that service in the questionnaire. 63% students among all students who answer the questionnaires haven’t experienced any service provided by the career service. This result indicates their communication with students is not good enough. The main trouble of career service is how to inform students about their services and attractive them to participation thesis services.

However, the career service has good command of the students’ needs, which is examined that five out of six services belong to the attractive quality or the expected quality. Therefore, if the career service improves the current services except “Instructions on how to analyze the labor market” and the two potential services “professional test with purpose of analyzing yourself” and “offer some information of companies' job vacancies on the website” can easily meet the students’ satisfaction. And these services should be the main services that the career service officer focuses on.

Through interview with Susanne, we know the career service has a vivid Swedish webpage which includes the links of Facebook, YouTube and so on. And this link of the career service is set up on the homepage of university of Borås. That is convenient and easy access. But the English webpage of the career service need three or four steps to access, so the click rate is lower than the Swedish one. From the result of the survey, we know some students not coming from Sweden cannot speak Swedish but they use English in daily life. After investigating satisfaction on the English webpage of the career service, we know 48% of the respondents never access the webpage. From respondents’ explanations we know “difficulty to access the webpage” and “the webpage of career service is boring” are main reasons. And considering accessing webpage on the internet is a main route to know the career service. So how to design their webpage is an urgent affair.

Nowadays the career service offers the career planning only in four programs which are librarian, informatics, web design, and administrations. But through the result of our survey we can find that the students from IH School also have passion to get information about the career service.

From the result of open Question 31, we collect students’ expectations on the career service. In it, one respondent puts forward a problem of job fair service. There are two job fairs every year, the big one is always in spring every year, mainly for economic students, and another is multi display for the company. In textile school, they have company day, so that the company can come and offer students the job and thesis opportunity. In that day, most companies just ask students to upload their webpage but not give some useful tips about finding job. So some students went to the job fair but found nothing helpful, then they will do not experience this service again because they think it is losing time and useless.
5 Conclusion and Recommendation

5.1 Customer focus in the whole student education process

In the previous introduction we can know for each student there are three periods of the University process: the application period, study period and plan career period. The career service actually is at the end of the studying process for students. Due to the result of the survey, some students from the first and second year of bachelor are interested in the career service. In order to know the customers’ expectation, companies should take actions the first time. (Cartwright and Green, 1997) So we propose that the career education should go through the whole student education process. In the study period, the career service can cooperate with study counselor to help students to know themselves better through professional test and know the job market as early as possible. In this way, the career service can be get more information about the needs of their potential customers.

5.2 Building smoothly communication with students

5.2.1 Adopting new communication methods to improve the efficiency of communication

According to the result of “Survey of Career Service in Library & Learning Resources in University of Borås”, 41% students choose never know that service before, and 63% students who answer the questionnaire have never experienced any service of them. The result shows the communication with students is not so good.

Mark poster (1990) argues that electronic communications are new language experiences in part by virtue of electrification. And the benefits of electronic channels are low cost, customer convenience, wide distribution and quick customer feedback. (Zeithaml, Bitner and Gremler, 2009) Also the proverb “A picture is worth a thousand words” deals with the thinking that an image can be more influential than a text. In addition, we can see 4% of students know the career service from the booklet, 8% from posters on the board. The result can prove that the mentioned proverb is also suitable for the career service. So in order to improve the efficiency of communication channels, we suggest using video instead of information written on the paper. The career service can be made into a video which can be played in the entrance of the library. It is easy to attract students to see it and then know the career service further.
5.2.2 Reinforce the words of mouth communication

Littlejohn (1992) argues that “communication is one of our most pervasive, important, and complex clusters of behaviors. Our daily lives are strongly affected by our own communication with others as well as by messages from distant and unknown persons.” And it has been argued (Zeithaml, Bitner and Gremler, 2009) that “services consumers are strongly influenced by the personal opinions of others, understanding and controlling word-of-mouth communication becomes even more important for service companies.”

And according to the result of the survey, we can see that 25% of students heard of the career service from other students. This figure is the No.1 of communication channels which students heard of the career service. And it can show that words of mouth communication is important for the career service to inform information to students. So if the career service department can cooperate with student union and ask their influential students to introduce the career service to students, more and more students would know the career service further.

5.2.3 Make the webpage more customer friendly and easy to access

Firstly, nowadays customers are subjected to many service choices. Companies should research customer behavior in a service context. That means before making sure which or where services provide to customers, it is necessary to study customer behavior. (Lovelock, Wirtz and Chew, 2009) Considering students always log in to some social websites, so the career service department can use the social internet communication channels like Facebook, YouTube and Twitter to inform students. It is more customers friendly.

Secondly, according to the findings in 4.3, we know that the career service has a vivid Swedish webpage which include the links of Facebook, YouTube and so on. And this link of the career service is set up on the homepage of university of Borås. That is convenient and easy to access. But the English webpage of the career service need three or four steps to access so the click rate is lower than the Swedish one.

According to the result of the survey, 48% of the respondents never access the English webpage of the career service. From respondents’ explanations we know “difficulty to access the webpage “and “the webpage of career service is boring” are main reasons. These reasons are similar with information from the interview. And considering accessing webpage on the internet is a main route to know the career service. It is obvious that making the webpage more customers’ friendly and easy access is necessary for the career service.

Therefore, it is important for the career service to pay more attention to the design of its
English webpage in order to satisfy and attract students who cannot speak Swedish. Moreover, the English webpage should be reset up to be accessed easily. Maybe it can be designed with Swedish webpage together which is on the homepage.

5.3 Improve the attractive quality

5.3.1 Focus on attractive quality of career service

Hoyle (2009) suggests that the first step of the four steps of effective communication is attention. Actually, the Exciter feature can easily cause the customers’ attention and improve the effectiveness of communication. Based on the result of Kano questionnaire, most services that career service had offered to students has the Exciter which can contribute to Attractive quality. The result means even if you serve students in a lower level of quality, you still hardly get the dissatisfaction. The reason is quite clear as Heo, et al. (2007) described that attractive quality has the contrary meaning of the basic quality. Though the absence of attractive quality does not promote the user’s dissatisfaction, if career service provides these features’ services could excite and delight users. In other word, students are easily attracted by the services or products which have the “WOW ‘feature and probably would like to know more and experience such kind of service. Attractive quality is always characterized by the Exciter feature which can also be called WOW feature in student perspective. Therefore, we need to focus on the attractive quality of career service.

Career Service need to continually provide interview training services and training students how to present themselves. Review of your CV and other job applications and individual conversations with career counselor should provide in a professional way. In the individual conversation meeting, the authors recommend using the professional test which is already inspected that it has attractive quality’s feature by Kano Questionnaire. Providing the professional tests on the webpage or by e-mail delivered to students regularly is another solution to attract the students’ attention and invite them come to the service soundlessly.

Provide more open lectures in different interesting subjects, and invite quality person such as HR in Recruiting Company to join the lectures. The language choice is so important that it can influence the participation number of students. By now the focused job market is mainly in Sweden, the availability of English for some lectures is quite a key issue to attract more international students’ participation. In the introduction lecture at the beginning of every academic year, some students who had successful experience of studying and working in Sweden can also are invited as the speaker to set new students a good example.

Offer some information about job vacancies in Companies on the school webpage. It is not only perfect the career service to achieve the students’ satisfaction, but also a good opportunity to market students who are studying in University of Borås. Through
communication with the companies the “Win-Win” state for both university and companies will be expected.

5.3.2 PDSA to get continuous improvement

The purpose of the career service is to engage the students reach an improved quality of life when graduated from University of Borås. In this research, the PDSA cycle is considered suitable for LLR to reach the big wish mentioned at the beginning and the purpose of career service as well. A strategic plan should be established, as well as a practical plan for activities. The PDSA circle should be implemented in a systemic way by the career service for its continuous improvement in the library.

It is of great importance to make everyone involved fully aware of the problem and of the agreed improvement steps (Klefsjö & Bergman, 2003, p.213). The career service department should employ more consulters, at least one more officer in career service department, so that they can implement the PDSA circle together to improve the quality of career service. And they also can employ more knowledgeable teachers or some experience persons to offer the individual conversation service. For that kind of consulters, they only can come as part-time job.

Based on the PDSA process theory, we can make the PDSA as following for the career service.

![Implement PDSA cycle by seven steps in Career Service](image)

*Figure 16 Implement PDSA cycle by seven steps in Career Service*
Plan There are four steps in plan stage of PDSA cycle as Figure 16

The first step is identifying the problems. Through this study we already identify the problems existed by now.

The second step is to make an appoint improvement team. The improvement team should involve student counselors with the reason that these two kinds of services composed of the whole periods of student education process which was shown in Figure 8. Before the third step, every member in the team need reflect and check their own works related to career services, and career service office need to collect the feedback from the people such as company speechmaker, students joined in career services, and even the students who had already successful recruited by companies.

In the third step, the team needs to sit together in a meeting to analysis what the problem they have met and its causes, so that to make plans in different level for different stages. This plan should include all the activities concerning the career service, every department must understand their own responsibility and make a schedule based on the systemic view and commitment.

Before the plan being putting into “Do” stage, the fourth step is arranging group interviews with some students who are interested as the audits for the plan and listening to their opinions of the plan. Through the students’ involvement of evaluating the plans and make some changes before implementation. This can be regarded as a test before implementation.

Do The fifth step is implementing plans.

Study the sixth step is measuring and evaluating the results by using all kind of methods like 7 quality control tools, and other indexes measures. This paper also recommends that using Kano questionnaire to make a survey. Through this step, career service is able to keep conscious on whether their performance meets what the students’ really expected.

Act When the results show the plan was implemented in the right way, we can continue the next circle PDSA. If not, we need to stop and go back to check, and try to identify where the problem is, its causes and remove it.
6 Discussion

This chapter mainly discusses about the reliability and adoptability of our recommendations. These recommendations are based on analysis of the data we get from Kano questionnaire. In addition, all conclusions and recommendations in this paper reflect four main thrusts of the new standard ISO9001: increased customer focus, process approach, continuous improvement, and skilled-based approach to human resource management (Oakland, 2003). The increased customer focus can rooted from increased attractive quality services in career services, communication suggestions can help such quality services establish and improve. The main currents of continuous improvement and process approach are all reflected as the basic ideas in PDSA solution. The last main thrust skilled-based approach to human resource will be taken into account on the suggestions like the career service recruiting more teachers and experienced person to offer the service in professional ways, and applying them in the quality team building work. Therefore, all the recommendations are reliable and have large possibility for application.
Reference


Appendix

Survey of Career Service in Library & Learning Resources in University of Borås

This questionnaire is concerning the student satisfaction of career service in Library & Learning Resources in University of Borås. This questionnaire with 31 questions will be sent to students who are studying in University of Borås. And we would be grateful if you could answer the following questions honestly. Your answers will be treated in confidence and kept anonymous.

Note: The questionnaire is not the original format but the same contents.

1. What is your nationality?
   ○ Sweden
   ○ Other countries

2. What is your level of Swedish language?
   ○ Fluent
   ○ Middle
   ○ A little
   ○ Not at all

3. Which school are you in?
   ○ BHS (The Swedish School of Library and Information Science)
   ○ IDA (The School of Business and Informatics)
   ○ PED (The School of Education and Behavioral Sciences)
   ○ IH (The School of Engineering)
   ○ THS (The Swedish School of Textiles)
   ○ VHB (The School of Health Care Science)

4. Which group do you belong to?
   ○ The first or second year of Bachelor
○ The third year of Bachelor
○ The first year of two-year Master
○ The last year of Master

5. Do you know there is the career service in University of Borås?
○ Yes
○ No

6. If you choose “Yes” in Question 5, how do you get to know that?
□ Introduction week
□ Webpage on Internet
□ Booklet
□ Heard from other students
□ Poster on the board in HB
□ Job fair
□ Through Student Union
□ Through coordinator in school

Others

7. Have you heard of the following services? (S=student, LM=labor market)
□ Individual conversations altered with group actives
□ Instructions on how to analyze the LM
□ Review of your CV and other job application
□ Training in how to present yourself
□ Interview training
□ Activities aim at creating contacts between the S and LM
□ None of them
8. Which services have you experienced? (S=student, LM=labor market)

□ Individual conversations altered with group actives

□ Instructions on how to analyze the LM

□ Review of your CV and other job application

□ Training in how to present yourself

□ Interview training

□ Activities aim at creating contacts between the S and LM

□ None of them

9. How do you feel if career service has “Individual conversations with career service counselor” service?

○ I expect it to be this way

○ I like it that way

○ I am neutral

○ I can live with it this way

○ I dislike it this way

10. How do you feel if career service does not have “Individual conversations with career service counselor” service?

○ I expect it to be this way

○ I like it that way

○ I am neutral

○ I can live with it this way

○ I dislike it this way

11. How do you feel if career service has “Instructions on how to analyze the labor market” service?

○ I expect it to be this way

○ I like it that way
12. How do you feel if career service does not have “Instructions on how to analyze the labor market” service?
   ○ I expect it to be this way
   ○ I like it that way
   ○ I am neutral
   ○ I can live with it this way
   ○ I dislike it this way

13. How do you feel if career service has “Review of your CV and other job applications” service?
   ○ I expect it to be this way
   ○ I like it that way
   ○ I am neutral
   ○ I can live with it this way
   ○ I dislike it this way

14. How do you feel if career service does not have “Review of your CV and other job applications” service?
   ○ I expect it to be this way
   ○ I like it that way
   ○ I am neutral
   ○ I can live with it this way
   ○ I dislike it this way

15. How do you feel if career service has “Training in how to present yourself” service?
   ○ I expect it to be this way
16. How do you feel if career service does not have “Training in how to present yourself” service?

○ I expect it to be this way

○ I like it that way

○ I am neutral

○ I can live with it this way

○ I dislike it this way

17. How do you feel if career service has “Interview training” service?

○ I expect it to be this way

○ I like it that way

○ I am neutral

○ I can live with it this way

○ I dislike it this way

18. How do you feel if career service does not have “Interview training” service?

○ I expect it to be this way

○ I like it that way

○ I am neutral

○ I can live with it this way

○ I dislike it this way

19. How do you feel if career service has “job fair with the purpose to create contacts between the student and the labor market”? 
20. How do you feel if career service does not have “job fair with the purpose to create contacts between the student and the labor market”?

○ I expect it to be this way
○ I like it that way
○ I am neutral
○ I can live with it this way
○ I dislike it this way

21. How do you feel if career service has “open lecture with the purpose to create contacts between the student and the labor market”?

○ I expect it to be this way
○ I like it that way
○ I am neutral
○ I can live with it this way
○ I dislike it this way

22. How do you feel if career service does not have “open lecture with the purpose to create contacts between the student and the labor market”?

○ I expect it to be this way
○ I like it that way
○ I am neutral
○ I can live with it this way
○ I dislike it this way
23. Which links have you accessed into the webpage of career service?
   □ Student→Support→Career service (CS)
   □ Overview→Study support→Study& career counseling→CS
   □ Overview→Support→CS
   □ Search from Internet
   □ Never access the webpage
   Other route

24. Regarding the webpage of career service, which attitude do you have?
   ○ Very Satisfied
   ○ Satisfied
   ○ Neutral
   ○ Dissatisfied
   ○ Very Dissatisfied

   Please specify the reasons

25. How do you feel if career service offers “professional test with purpose of analyzing yourself”?
   ○ I expect it to be this way
   ○ I like it that way
   ○ I am neutral
   ○ I can live with it this way
   ○ I dislike it this way

26. How do you feel if career service does not offer “professional test with purpose of analyzing yourself”?
   ○ I expect it to be this way
   ○ I like it that way
○ I am neutral
○ I can live with it this way
○ I dislike it this way

27. How do you feel if career service offers you an opportunity to vote the subjects of open lecture?
○ I expect it to be this way
○ I like it that way
○ I am neutral
○ I can live with it this way
○ I dislike it this way

28. How do you feel if career service does not offer you an opportunity to vote the subjects of open lecture?
○ I expect it to be this way
○ I like it that way
○ I am neutral
○ I can live with it this way
○ I dislike it this way

29. How do you feel if career service offers some information of companies’ job vacancies on the webpage?
○ I expect it to be this way
○ I like it that way
○ I am neutral
○ I can live with it this way
○ I dislike it this way

30. How do you feel if career service does not offer some information of companies’ job vacancies on the webpage?
○ I expect it to be this way

○ I like it that way

○ I am neutral

○ I can live with it this way

○ I dislike it this way

31. What is your expectation of career service?