



OSLA SPOTLIGHT

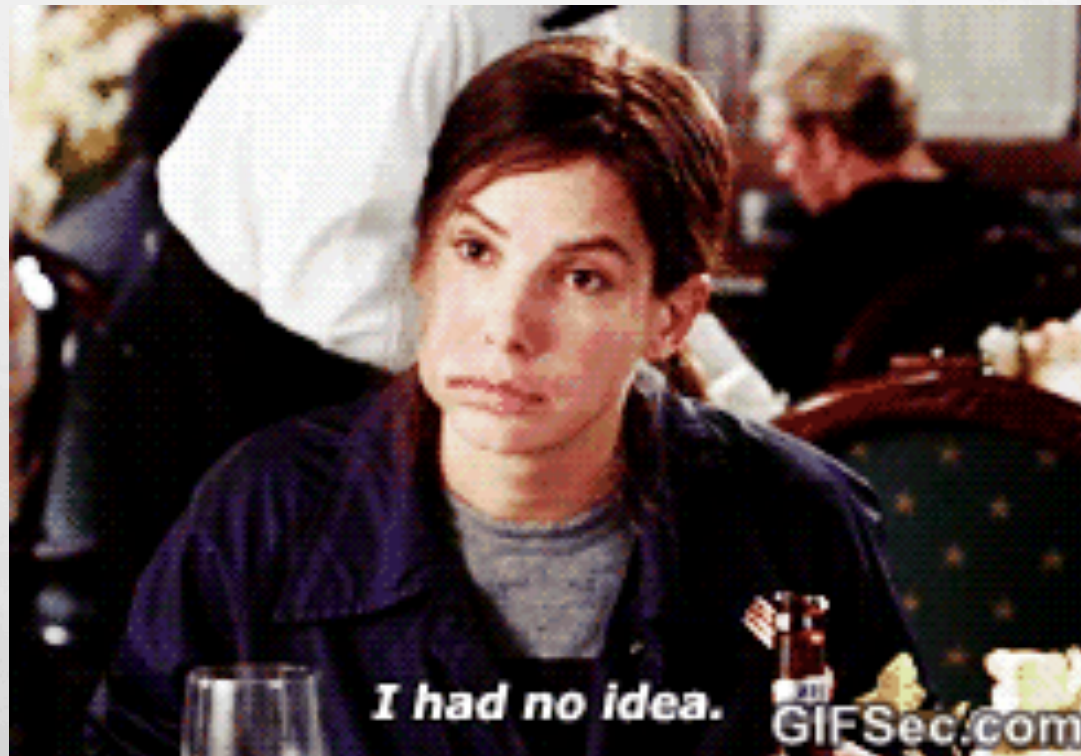
OR I'M GETTING MY ACT TOGETHER AND TAKING IT ON THE ROAD



WENDY NEWMAN

OLA SUPERCONFERENCE 2016

MOST COMMON REACTION?



RESEARCH, EVIDENCE

- **IMPACTS ON STUDENT ACHIEVEMENT**
- **IMPACTS ON ENJOYMENT OF READING**

PICTURE CREDIT: ALA

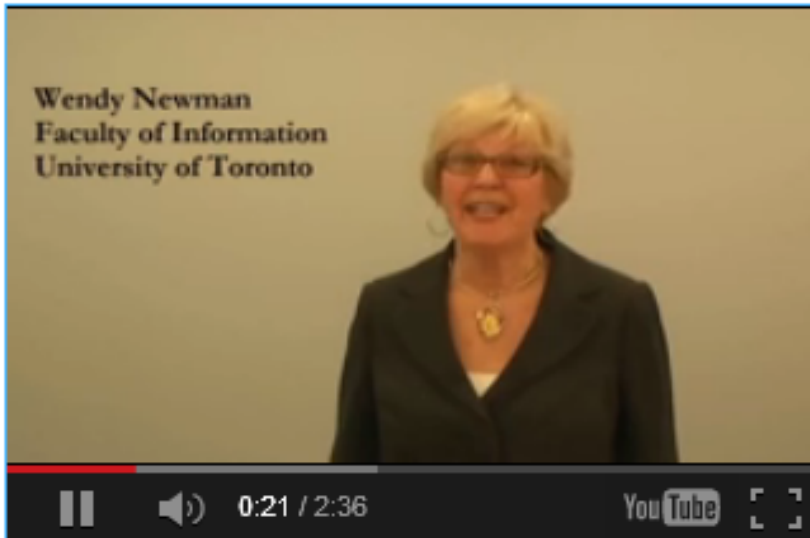


EVER FEEL LIKE THIS?



MOOC: LIBRARY ADVOCACY UNSHUSHED! 2014, 2015

<https://www.edx.org/course/library-advocacy-unshushed-university-torontox-la101x>



Library Advocacy Unshushed

Become a powerful advocate for the values and future of libraries and librarianship. Be informed, strategic, passionate, and unshushed!



MOOC: SCHOOL LIBRARIANS SAID ...

“I AM ALL FOR ADVOCATING FOR LIBRARIES BUT I AM ALSO SICK AND TIRED OF BEGGING HAT IN HAND OR DOING A TAP DANCE TO JUSTIFY MY EXISTENCE.”

“SOMETIMES I WONDER IF WE SOUND LIKE A BROKEN RECORD THAT KEEPS PLAYING MUSIC THAT HAS BECOME SCRATCHED AND UNINTELLIGIBLE.”

PHOTO: WIKIPEDIA



RESEARCH SUMMARIZED

[HTTP://SL-IT.MANSFIELD.EDU/UPLOAD/MU-LIBADVOBKLT2013.PDF](http://sl-it.mansfield.edu/upload/mu-libadvobklt2013.pdf)

School Library Research Summarized: A Graduate Class Project

By
Debra E. Kachel, Instructor,
and Graduate Students of LSC 5530 School Library Advocacy
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REVISED EDITION



MANSFIELD
UNIVERSITY 
Developing Tomorrow's Leaders

AND IN ONTARIO

EXEMPLARY SCHOOL LIBRARIES IN ONTARIO



The Ontario
Library Association

*a study by Queen's University
and People for Education*

2009

THE TEACHER-LIBRARIAN



DAVID LANKES – A LIBRARY?



COMPETITION



ADVOCACY 101: THE BASICS

- 1. PEOPLE DO THINGS FOR THEIR REASONS, NOT OUR REASONS.**
- 2. UNDERSTAND, RESPECT, AND ADDRESS THEIR REASONS.**
- 3. CULTIVATE RELATIONSHIPS OF CREDIBILITY AND TRUST.**

**HAYCOCK: SUCCESSFUL ADVOCACY IS “PLANNED, DELIBERATE, AND SUSTAINED OVER TIME”.
IT IS NOT AN EMERGENCY RESPONSE.**

FOCUS? PEOPLE!

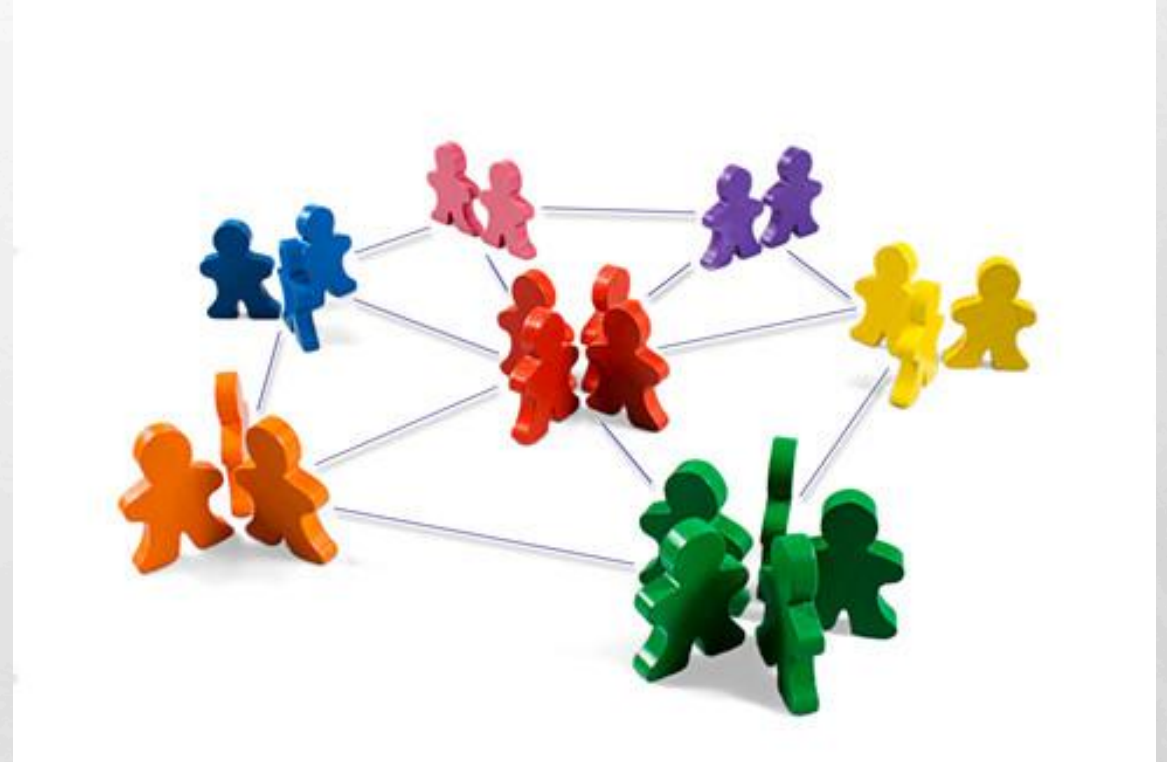


RELATIONSHIPS

COMMUNICATIONS

RELATIONSHIPS

- **DECISION MAKERS**
- **INFLUENCERS**
- **POTENTIAL ADVOCATES**



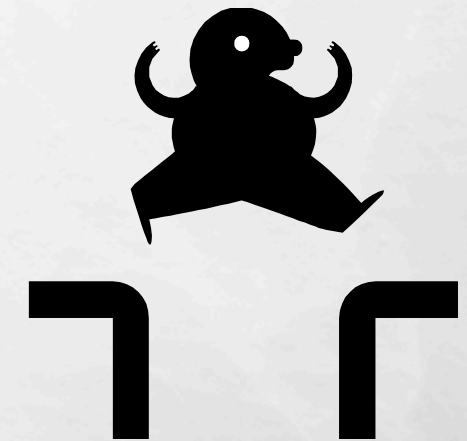
DECISION-MAKERS AND INFLUENCERS

RELATIONSHIP DEVELOPMENT: CREDIBILITY, TRUST

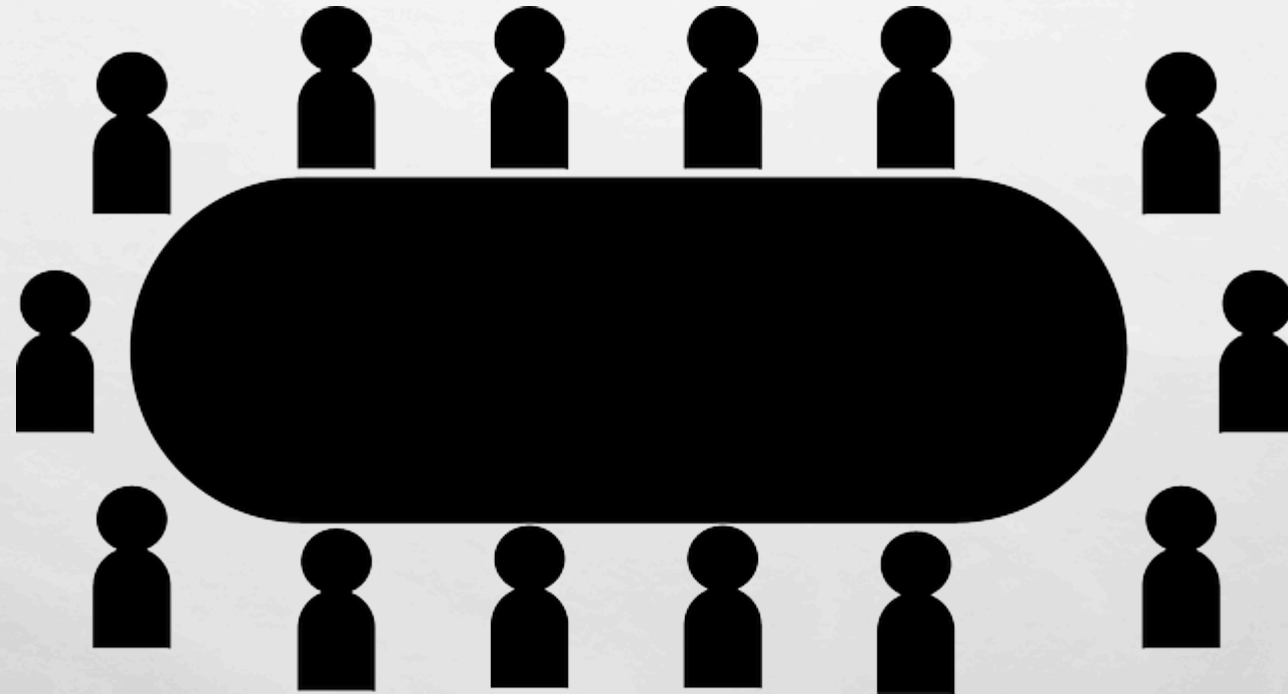
WHAT DO THEY LOVE AND VALUE? MIND THE GAP!

HOW ARE WE RELEVANT TO THEIR PRIORITIES? VISION? ACCOUNTABILITY?

HAYCOCK PAPER: [HTTP://OJSERV.DOM.EDU/OJS/INDEX.PHP/WORLDLIB/ARTICLE/VIEWARTICLE/96/33](http://ojserv.dom.edu/ojs/index.php/worldlib/article/viewarticle/96/33)



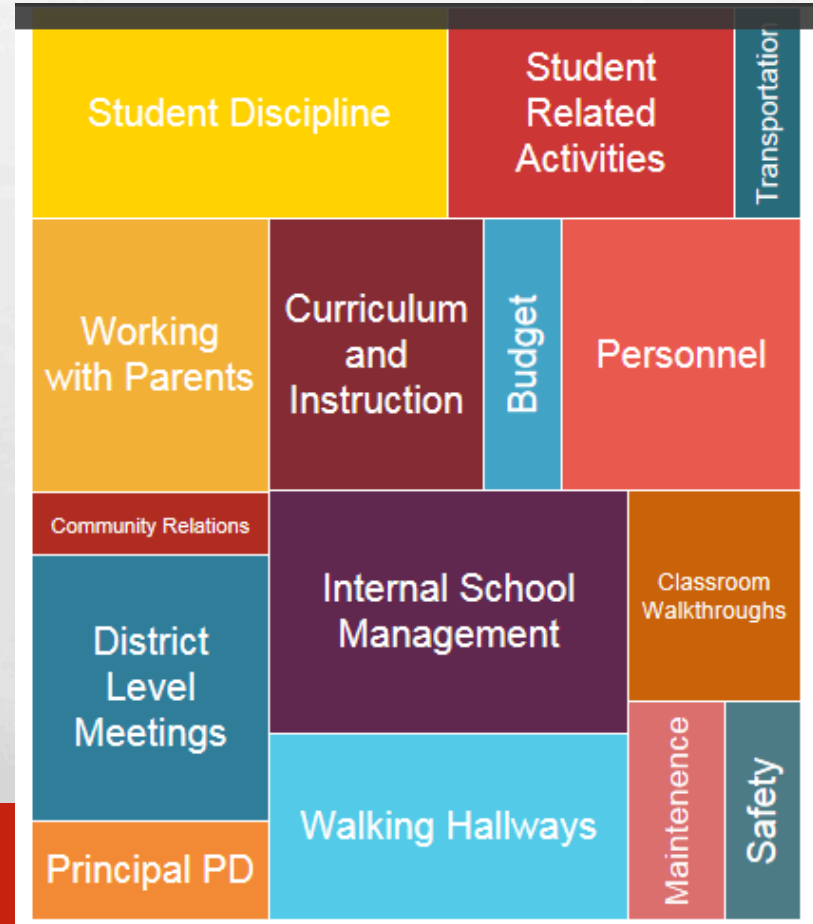
BEING INFLUENTIAL



ONTARIO SCHOOL PRINCIPALS' TIME

[HTTP://WWW.EDU.UWO.CA/FACULTY_PROFILES/CPELS/POLLOCK_KATINA/OPC-PRINCIPALS-WORK-REPORT.PDF](http://www.edu.uwo.ca/faculty_profiles/cpels/pollock_katina/opc-principals-work-report.pdf)

INFOGRAPHIC: [HTTPS://INFOGR.AM/HOW-ARE-PRINCIPALS-SPENDING-THEIR-TIME](https://infoqr.am/how-are-principals-spending-their-time)



RELATIONSHIP DEVELOPMENT FOR SUPPORT



ENGAGING MORE ADVOCATES



THE GROUND GAME IS YOU +



“YES, BUT ...” VS “YES, AND ...”

WHAT’S THE DIFFERENCE?

- [OLA 2016\IMPROV GAME - YES AND AND YES BUT .MP4](#)
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=CSZCFSGVWJO](https://www.youtube.com/watch?v=CSZCFSGVWJO)

RELATIONSHIPS: CIALDINI ON INFLUENCE

SOCIAL PSYCHOLOGIST: RESEARCH ON INFLUENCE

RELEVANCE OF HIS RESEARCH TO LIBRARY ADVOCACY:

HAYCOCK - FOLLETT LECTURE.

[HTTP://OJSSERV.DOM.EDU/OJS/INDEX.PHP/WORL DLIB/ARTICLE/VIEWARTICLE/96/33](http://ojserv.dom.edu/ojs/index.php/worldlib/article/viewarticle/96/33)

STENSTRÖM - DISSERTATION.

[HTTP://EPRINTS.QUT.EDU.AU/59510/1/CHERYL_STENSTROM_THESIS.PDF](http://eprints.qut.edu.au/59510/1/CHERYL_STENSTROM_THESIS.PDF)

ROBERT CIALDINI ON INFLUENCE

- **RECIPROCATION (FEEL OBLIGED TO RETURN FAVORS)**
- **AUTHORITY (LOOK TO EXPERTS)**
- **COMMITMENT/CONSISTENCY (WITH COMMITMENTS & VALUES)**
- **SCARCITY (SCARCE, MORE WE WANT IT)**
- **LIKING (WE LIKE, WANT TO SAY YES)**
- **SOCIAL PROOF (WHAT OTHERS ARE DOING)**



APPLY TO YOUR PROFESSIONAL RELATIONSHIPS?

WHAT'S OUR STORY? COMMUNICATIONS



TELLING A STORY

- **SPRINGBOARD STORY**
- **DENNING: CHARACTERISTICS**
- **HUMANS OF MY SCHOOL?**

THE POINT: PREPARATION



SOUND BITES



- **“ZOOM ZOOM”**
- **KEY = WHAT MATTERS TO TARGETS**
- **BENEFITS AND IMPACTS, NOT PROCESSES, STOCK, OR TRANSACTIONS**
- **BONNIE BROOKS ON VISION**

- **GOOD EXAMPLES HERE:**
[HTTP://WWW.CBC.CA/PLAYER/PLAY/2206371794](http://www.cbc.ca/player/play/2206371794)

ELEVATOR SPEECHES



DAVID LANKES WRITES



“GREAT SCHOOL LIBRARIANS HAVE A COLLECTIONS OF LESSONS THEY TEACH, STUDENT TEAMS THAT ASSIST TEACHERS WITH TECHNOLOGY, AND COLLECTIONS OF GOOD PEDAGOGY. WANT TO SAVE MONEY IN A SCHOOL? CLOSE THE LIBRARY AND HIRE MORE SCHOOL LIBRARIANS.”

[HTTP://QUARTZ.SYR.EDU/BLOG/?P=1411](http://quartz.syr.edu/blog/?p=1411)

SO ...

- **RELATIONSHIPS OF CREDIBILITY AND TRUST**
- **KNOWLEDGE – CRITICAL FACTORS**
- **EFFECTIVE COMMUNICATIONS**
- **YES, AND A FIRM CONVICTION THAT IT MATTERS**



DEDICATED TO THE MEMORY OF JOYCE CUNNINGHAM 1939-2015

**"Forget all the
reasons why
it won't work
and believe
the one
reason why
it will."**

Unknown





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