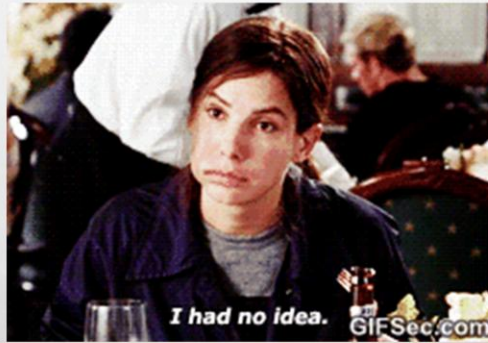




You will have noticed perhaps in the intro that I am not an academic specialist who has done research on school libraries. So I may be a puzzling choice of Spotlight Speaker at this conference. What I am is someone who has followed the research on both school libraries and advocacy, who has taught advocacy in the Master's programs at the University of Toronto and Western, including units on the situation of school libraries in Canada, for ten years. Many of my students have been, or are, parents. These students, as I got to know them, tended to be activists, they were socially engaged and connected, and they were definitely interested enough in librarianship to make a career of it. Their most common reaction, upon learning of the state of school libraries in Canada?

## **MOST COMMON REACTION?**



Sandra Bullock in *Miss Congeniality*: "I had no idea".

# RESEARCH, EVIDENCE

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

*PHOTO: ALA*



Why have they – and so many of their fellow citizens - no idea? There's plenty of research on the impacts of good school library programs and the role of behaviours and collections and space and activities in yielding these impacts. We know it, you know it. We celebrate this research that relates good school library programs to student achievement as determined in standardized tests, the Great Bottom Line of our time. We also have research on the relationship between school library programs and students' enjoyment of reading. And I'll be talking in a few minutes about that research, which gives us all such confidence that yes, we do have the evidence.

## **EVER FEEL LIKE THIS?**



And then there's you, typically alone, and maybe part-time. You have so much to do. You don't have much time. You find there's not much understanding out there. (Photo: <http://www.guidingpositivechange.com/loneliness-and-being-alone>)

# MOOC: LIBRARY ADVOCACY UNSHUSHED! 2014, 2015

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



Wendy Newman  
Faculty of Information  
University of Toronto

## Library Advocacy Unshushed

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

UNIVERSITY OF  
TORONTO

0:21 / 2:36

In fact, in the MOOC Library Advocacy Unshushed, [explain MOOC – free, universally accessible] about 9,000 registrations from 128 countries, of which about one-quarter self-identified as school library people. What struck me most about these participants is how often they mentioned that they were on their own, and how deeply isolated they felt - and even precarious - in their situations.

## 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



*"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"*

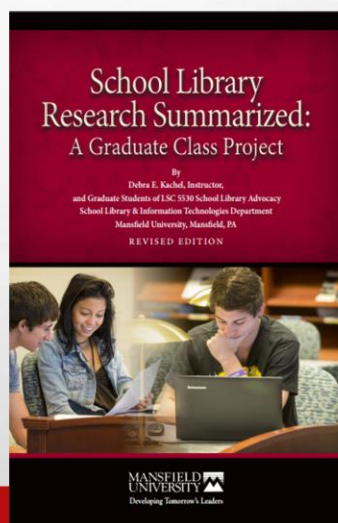
*"I am surprised that despite the research showing the positive impact school libraries have on literacy and learning scores, school libraries continue to face cuts without public uproar."*

*"The Principal doesn't know how to evaluate me and the parent volunteers are surprised to learn what I actually do."*

They welcomed the discussion forums in the MOOC and were especially active in them, because they needed a community of knowledgeable and sympathetic colleagues. And that is the kind of community we have in this Association, and in fact in this room!

# RESEARCH SUMMARIZED

[HTTP://SL-IT.MANSFIELD.EDU/UPLOAD/MU-LIBADVOKLT2013.PDF](http://sl-it.mansfield.edu/upload/mu-libadvoklt2013.pdf)

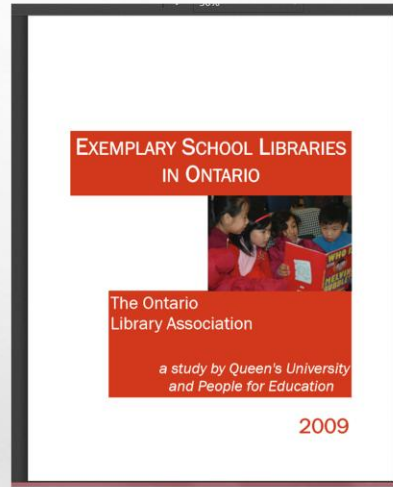


What's this research we talk about? I won't be going over all of it here, but I will give you a hot tip on a handy recent summary. It was compiled in 2013 by an instructor, Debra Kachel, and some graduate students at Mansfield University in Pennsylvania. It's called *The School Library Research Summarized*. [Note the link on the slide.] It shows, in chart and summary form, the research done in the US and Ontario on the impacts of each major factor: staffing, scheduling, the instruction itself, i.e., the curriculum for information literacy, professional development, collaboration, networking and technology, collections and resources, usage, and budget. You can look up each of these items – networks and technology, for example, and see which studies include evidence about the significance of school library networking and technology.

The research is clear: good school library programs strengthen student achievement. In US research, these impacts were found to be especially strong among minority students.



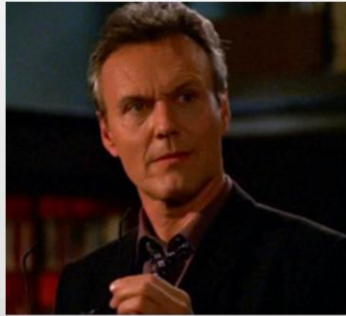
## AND IN ONTARIO



I mentioned Ontario a moment ago. As an Ontario librarian, I am proud to acknowledge that (against all odds, since we have lost so much of our scholarly research base with the discontinuation of advanced school library programs in our graduate schools of education and library science here) we also have a strong body of research on school library impacts in Ontario on factors such as student attitudes to reading. Attitudes are of the essence, as we know. We do what we like; we do what we enjoy. To stimulate enjoyment of reading, which our exemplary school library programs do, is to stimulate greater frequency of reading. And as we know, research tells us that we become proficient readers, as opposed to simply competent readers, by reading a lot.



# THE TEACHER-LIBRARIAN



The golden thread that runs through all this school library research is the signal importance of teacher librarians, and specifically teacher librarians who are working collaboratively with fellow teachers. The simple presence of a teacher-librarian doesn't guarantee these results. It is what that person is doing, of course. [Photo: Wikipedia]

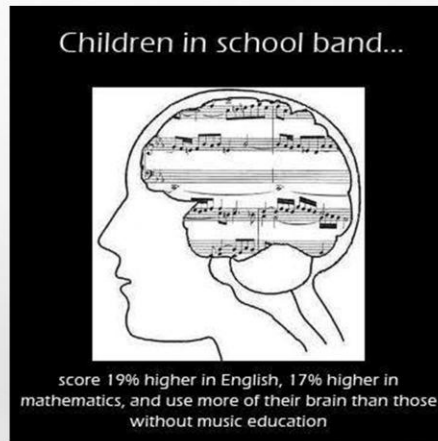
## DAVID LANKES – A LIBRARY?



David Lankes, who spoke earlier at this Conference: a room full of books and other media without a librarian isn't a library.

I assume you're competent in your skills and knowledge – technology, learning, development of learning commons, understanding of policy and politics in your school, board, and provincial environments. If not, get going, and familiarize yourself with this essential knowledge. But that's just for starters, as you'll need more if you expect to make headway. [Photo: Wikipedia]

# COMPETITION



A word about the competition. I used to be asked if big bookstores and the Internet were threatening my public library as competitors. No way. My competition was the police, the parks, the city solicitor – everyone who could make a good case for the same municipal dollars that I needed for the library. The school library's competitors are all the causes and programs that competes for the time and attention of decision-makers (e.g., music program – slide of impacts of being in a school band) are we out to destroy the good old school band as our competitor? Of course not. We just need to understand that we are not the only ones who can connect our cause with improved student achievement and enjoyment. We need to acknowledge, however painfully, that our issue is not well known or widely understood – either by the people who make decisions or buy the great unwashed in our society who are pummeled by worthy causes all day every day, and have little knowledge of our issues or much energy to take it on, even if they knew.

So we are and will remain in a competitive environment. We need to be informed, disciplined, and strategic, so that the best case is made for the school library.

# 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.

This slide summarizes the short, short course: Advocacy 101.

# **FOCUS? PEOPLE!**



**RELATIONSHIPS**

**COMMUNICATIONS**

We need to focus not only on research data, but on relationships and communications, because it's relationships and communications that will enable our messages to be the right ones, aimed at the right people.

# RELATIONSHIPS

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



Relationships. We have many, but some matter far more than others, for the purpose of bridging the gaps between ourselves and decision-makers.

- With decision-makers – who are not necessarily users (summarize OCLC’s 2008 research on the nature and dynamic of public library support in the USA – big users aren’t big advocates.) What do we know about who supports school libraries, and why? Fellow teachers, parent volunteers, children, school principals? In communities – school boards? In government - Elected and staff people at the Ontario Ministry of Education? It would be wonderful to have this research, but we don’t. So we need to develop the relationships that enable us to probe.
- With potential advocates – these are the people who will exercise their influence with decision-makers in support of school libraries.
- We need to know: who has the power to say yes or no, or to influence that yes/no decision, and on what basis do they make these decisions?

# 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/WORLIDLIB/ARTICLE/VIEWARTICLE/96/33](http://ojserv.dom.edu/ojs/index.php/worldlib/article/viewArticle/96/33)



We know what we love and value. What do THEY love and value?

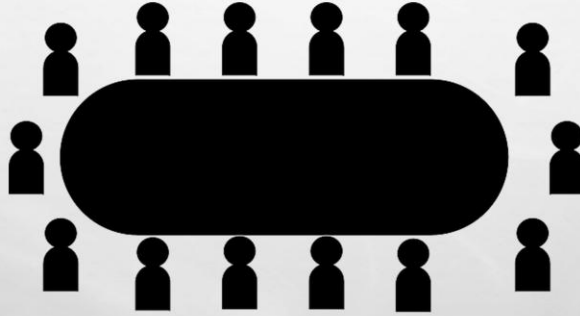
In his landmark summary of the evidence on library advocacy

[\[http://ojserv.dom.edu/ojs/index.php/worldlib/article/viewArticle/96/33\]](http://ojserv.dom.edu/ojs/index.php/worldlib/article/viewArticle/96/33) Ken

Haycock concludes that advocacy is rooted in relationships, and that leaders who expect to be influential have to understand principally what matters to their decision-makers. By the way, Ken's article is foundational to a full understanding of advocacy, and I highly recommend you read it. It's on the Web and it isn't long. [Link on slide]



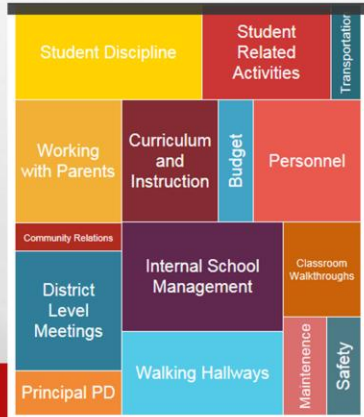
## BEING INFLUENTIAL



How to be influential? First, by being there. There's no advocacy like being active in the circles in which decisions are made or at least influenced. It is called being "at the table" (as opposed to being on the menu, which is what happens when we aren't at the table!) At the table means you're in the circle in which problems are identified and possibilities are proposed. That's where you can develop relationships of credibility and trust. These relationships open a path for you to tell your story and align your cause with that of your decision-makers, and become part of the process and part of the solution, instead of a voice crying in the wilderness, or worse, a voice that sounds like, "You've done me wrong. Again." That is where you learn how tough the options actually are, and how the leaders around the tables of your environment view them.

# 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://info.gr.am/how-are-principals-spending-their-time)



Think of your school principals, as examples of people in decision-making roles. Most of their day, they report, is taken up with personnel issues, student discipline, and a huge range of tasks. According to a report issued in 2014 [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), curriculum and instruction tasks take up less than ten percent of the average principal's time in a 59 hour working week. Infographic: <https://info.gr.am/how-are-principals-spending-their-time> Like other decision-makers, they experience a lot of contention for their attention.

## RELATIONSHIP DEVELOPMENT FOR SUPPORT



If you look at politicians as decision-makers, and view the world through their eyes, they are pummeled by both tax resistance and the demand for new or expanded programs. “Save money by cutting programs and services, but the program I like is ESSENTIAL.” There’s a distaste for government and for people who work for government. They can’t win.

To gain their attention, let alone their support, you have to be experienced by them as someone who does what they care about, someone whose work advances their priorities. And you have to put it in their language. This is very different from reciting your research, or selling them your cause. It is a matter of clear alignment and helpfulness. In your relationships with them (without which you cannot be a credible advocate, because we are inclined to engage with people we know and trust), you are understood to be essential to the solution to their problem.

## ENGAGING MORE ADVOCATES



You can't do this alone. In fact, I think one of the challenges that has beset school librarianship is that too often teacher-librarians function as their own advocates. Sincere as it is, let's examine the reality: it can sound self-serving out there to be advocating for one's own role and importance. Instead, we have to engage others in advancing the cause. It's their library, really, and not ours. Other advocates can do this by demonstrating exactly the same leadership behaviours in the decision-making arenas. But they have to be informed and activated.

Who are your most likely advocates? It is simple to say parents, but that is much too large a group to consider in any strategic way. Instead, think NICHE – a distinct group of people who have a lot in common and a particular interest in the issue. I see that parents of children with disabilities show up in the literature as advocates. These parents are used to advocating, they are organized, and they know a thing or two about how to do it. What other "niche" advocates are out there? Organizations of parents? Individual parents who are connected to other parents through such groups as neighbourhood associations? We need to engage people who know a lot of other people and are credible to a lot of other people. Malcolm Gladwell, in his famous book *The Tipping Point*, refers to them as connectors and mavens. In Ontario, we have been so fortunate to have People for Education. They are good at communications, persistent, and best of all, *not employed by the education system*, so they do not advocate under the shadow of perceived self-interest. To be effective, advocates have to be informed and connected.

## THE GROUND GAME IS YOU +



Count on your provincial association to put the briefs together – and by the way, help them as a contributor, supporter, reviewer, whatever by participating. It will strengthen your knowledge and your conviction and your spine. You will know the issues like never before. That's the aerial game, to use a football analogy. But the ground game is you plus. The ground game consists of every relationship and communication you can make. "Yes, but . . ." I hear you say. They never listen. I'm working so hard, and I've tried and tried. I never seem to be able to get traction out there. We all say "yes, but . . ." And we have our reasons. But let's watch these two improve guys play with it in this unscripted clip from YouTube.

# **“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://OJSERV.DOM.EDU/OJS/INDEX.PHP/WORLDLIB/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)

In the article I mentioned a few minutes ago, Ken Haycock, who has made so many significant contributions to our understanding of practical advocacy, summarizes the six major ways people influence one another. This list of six was distilled from a massive amount of research out there by social psychologist Robert Cialdini, who has written some highly popular – and very readable - books on influence. Ken Haycock's doctoral student, Prof. Cheryl Stenstrom, did her dissertation on the application of these principles in public library funding decisions of three Canadian provinces further illuminating our understanding of how these factors play out in complex decision-making environments in the public sector.



# 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?**

[HTTP://WWW.YOUTUBE.COM/WATCH?v=8f0z0rj01w0](http://www.youtube.com/watch?v=8f0z0rj01w0)

Here's Cialdini's list.

**Reciprocity** – People tend to return a favor. This is why you get little gifts from charities who are raising funds. So what little things can you do for those you seek to influence? When you do this, there is greater probability that they will reciprocate.

**Commitment and Consistency** – If people make an initial or small commitment, they will generally continue to keep going in that direction. So think of small gains, small commitments, small agreements that get your cause in the door.

**Social Proof** or conformity. People are inclined to do what they see others doing. As a career jaywalker, I can tell you that it takes one person to start the charge of walking against the light! So share your successes and get other people talking about them. More on stories later

**Authority** – People are inclined to follow someone they see as an authority. So first, there's no substitute for knowing what you're talking about and being able to back it up. If your jaywalker is very well dressed, people will be more inclined to follow, because we consider nice suits to be a sign of authority.

**Liking** – We are more readily persuaded by people we like. And they need to see us as liking them, too. The bottom line here is to be likeable, and show people that you like them. Cialdini uses the Tupperware example – you're invited to that party by a friend. We buy things from people we find likeable.

**Scarcity** – There's a relationship between demand and scarcity. The less said about cauliflower, the better. It's a trivial example, but are you more inclined to click on the Air Canada email that talks about a one-day sale?

How can we apply these principles in our own environments?

## WHAT'S OUR STORY? COMMUNICATIONS



Communications: what's our story? Stories, sound bites, elevator speeches.

Our data are actually complex and our issues can be subtle. We have to have strong data, because without it we are like the emperor without his clothes. But we have to simplify the message. In fact, we are all bombarded by stimuli daily. We are surrounded by “noise”, and we seem to have attention deficit disorder as a society. So we as humans have to find ways to cope. We do this by simplifying. What does this message mean to me?, and how urgent and compelling is it?

Speaking of stories, we're all beset by statistics, and somewhat suspicious of statistics as well, and sometimes bored by research methodologies. But as humans, we are hard wired to respond to stories. Storytelling is powerful in advocacy.

# TELLING A STORY

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

THE POINT: PREPARATION



Here's what to do: tell a Springboard Story. Business writer Stephen Denning explains the springboard story with this example from his own past. In the late 1990s, he had been trying to make the case for a knowledge management system so that the World Bank could share information across the world. He had good arguments, good visual aids, good statistics. But he couldn't get people to act. Finally he told them this story:

"In June, 1995, a health worker in Kamana, Zambia, logged into the Center for Disease Control website and got the answer to a question on how to treat malaria." The story worked – it ignited action.

Here's a good one-pager on Springboard stories.

[http://thinksmart.typepad.com/convergence\\_2005/files/springboard\\_stories.pdf](http://thinksmart.typepad.com/convergence_2005/files/springboard_stories.pdf) Denning says they have 7 characteristics:

- A complete story, relevant to listeners
- Very short – 29 words!
- Hero
- Surprises and shakes the listener
- Listener: "of course!"
- Recent and "pretty much" true
- Ends happily

So the Springboard Story breaks through complacency and gets attention. We have these stories of transformation, so let's package them well and aim them at the right audiences. Frankly, this isn't easy. We don't collect stories the way we need to. We

# 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)

The "sound bite" is a phrase that also breaks through the clutter and noise that surrounds all of us. It's short, memorable phrase with a lot of punch. We have many handy sound bites in library advocacy. An example: Urban public libraries used the phrase "recession sanctuary" to convey the value of public libraries at the lowest point of the recent recession. It's evocative and memorable. My favourite sound bite of all time is the whispered line of the little boy in the Mazda commercial: "zoom oom". [slide] The reason this was so successful, and it is an advertising legend, is that it evokes in the buyer a feeling about being in that car, which is typically the basis on which we make the decision to buy. In other words, it isn't about the Mazda, it's about the audience. And that's the acid test. So what's our Zoom Zoom?

## **ELEVATOR SPEECHES**



Remember the contention for time and attention, and write one that you have in your back pocket, ready to tweak and use without notice.

## 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)**

There is growing recognition of the singular value and impact of the teacher librarian who is getting the collaboration and the pedagogy right. See this quotation from David Lankes' blog.

**SO ...**

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



So in conclusion, what's in our backpack as we go forward now? Where and how do we invest OUR time and energy, to advance our ground game particularly, to bridge the gap between our cause the people who decide or influence the course this issue will take? Scattershot efforts are not going to give us the biggest bang for our buck. The evidence tells us there are some specific areas where the payback will be best: Focus on nurturing relationships of credibility and trust  
Know that research, but don't expect it has magic without your strategy and behaviour. It is your collaborative behaviours that give life to the research.  
Be prepared and strategic and prepared as a communicator – stories, sound bites, and elevator speeches carefully matched with what THEY care about  
A "yes, and" mindset  
And a bone-deep conviction that it matters. Because it does.



## **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*



I dedicate this speech to the memory of Joyce Cunningham, a retired teacher-librarian and community leader - in her home town of Fort Frances, where she chaired the public library board, and across this Province. She was a great friend and mentor to me and to many of us here. We miss her, but she remains with us, in a profound sense, because of the strength of her legacy. Thank you, Joyce.



[wendy.newman@utoronto.ca](mailto:wendy.newman@utoronto.ca)

Thank you all.