Differentiate among Stakeholders

- Decision makers
- Policy makers
- Influencers
- Undecided
- Opposed
Small-Group Activity: Making Your Power Pie

- Identify all the stakeholders in your world
- Analyze your level of engagement with each
- Analyze your level of dependency with each
- Create your Power Pie
- Analyze your pie in your small group
- Report to large group
Step 3: Gather the Facts & Research

- Locate and “unpack” reliable data/research
- Check your state and national library associations’ websites for resolutions, positions statements, and background material
- Check websites of other associations/agencies that have related research/data (e.g., PTA, state dept. of education, teacher associations)
Step 4: Organize and Prepare Your Plan

Organize and prepare district/area librarians and library supporters to:

- Gather research, information, and data that supports your position
- Prepare position statements, talking points, elevator speeches, & testimony
- Conduct surveys, polls, and/or focus groups to gather perceptions
- Create informational materials to use on social media sites such as Facebook & Twitter
- Attend school board meetings to watch & learn who the “movers and shakers” are
Use Research to Influence Stakeholders

After you have identified your stakeholders:

- Select specific research findings that resonate with different stakeholder groups
- Create position statements, talking points, and elevator speeches from research findings
- Create messages for each group of stakeholders who have influence or decision-making power
Step 5: Develop Your Communication Components

Draft and refine:

- Position Statement (Written)
- Talking Points (Written)
- Elevator Speech (Oral)
- Tag line (Written & Oral)
- Logo (Visual)
Develop Your Position Statement

Your position statement is the foundation for all your advocacy work. Make it:

- Compelling
- Unique
- Memorable
- About students and learning
- Important to the stakeholders and target audience
Develop Your Position Statement

- What specific benefits does the school library program deliver to students and teachers?
- Why is the school library program a good solution?
- What makes the school library program/school librarian unique to meeting the challenge?
- Can you communicate your position statement in a way that sets the school library program apart from the alternatives?

Repeat your position everywhere - website, handouts, parent/teacher/administrator communications, and in your email signature. Repetition is how you “own” a position statement; use it to create a tag line; keep it for at least 2 years.
Quality school library programs...are essential for all students to learn and for teachers to teach.

**TEST:** Is your statement:
- Short, declarative, and direct (12 words or less, excluding subject)
- Written in simple language
- Addressing one important benefit
- Focusing on students
Create Talking Points from the Research

- A succinct statement in layperson’s language designed to persuasively support your position:
  - Students in schools with strong school library programs learn more, earn better grades, and score higher on standardized test scores.
  - According to the 2012 PA School Library Project, students in schools with a full-time librarian are almost three times as likely to have advanced writing test scores as those students without a full-time librarian.
Create Talking Points from the Research

**Research:** “In comparing Writing scores of juniors, students with access to smaller book collections (less than 12,000 volumes) are almost four times as likely to earn Below Basic scores as their counterparts with larger book collections.” (41)

**Talking Point:** A student whose high school library has fewer than 12,000 books is almost 4x as likely to earn Below Basic writing scores.
Create Talking Points from the Research

**Research:** “Consistently, students at all grade levels are likelier to earn Advanced Reading scores and less likely to earn Below Basic scores if they visit their school libraries more frequently in groups than if they visit less frequently. Advanced Writing scores are also more likely when students make more group visits to their school libraries.” (60)

**Talking Point:** Students who frequently visit the library in groups are more likely to earn advanced reading and writing scores.
Which Stakeholders Would These Talking Points Appeal to?

1. In schools with full-time librarians, reading scores improve proportionally from elementary to middle school to high school.

2. Students in schools with flexible library scheduling are 4x more likely to earn advanced writing scores, and Hispanic students are almost 7x more likely to earn advanced scores.

3. In schools with access to electronic databases, at least twice as many students earn advanced writing scores.
An **elevator speech** is a short, highly focused, 30-second way of sharing your message. The name reflects the fact that an elevator speech can be delivered in the time span of an elevator ride (for example, thirty seconds and 100-150 words). Usually it is unplanned and often a one-on-one conversation.

Adapted from [Wikipedia](https://en.wikipedia.org)
ELEVATOR SPEECH TIPS

∂ Keep it simple, concise, and clear
∂ Whittle it to no more than 150 words
∂ Use your own words – no library jargon
∂ Be positive and enthusiastic
∂ Keep it professional and not personal
∂ Keep it conversational and non-confrontational
∂ Practice and memorize your position statement and the 3 points
∂ Always be prepared! Stay on message--yours!
∂ Sample:  http://www.youtube.com/watch?v=4HuUBwc14i0

Remember it’s about students & learning, not about you!
Develop Three Supporting Points

0 The “HOOK” Why the listener should care; elaborate on the benefit

0 The “PROOF” One sentence with statistics/research to back up your claims or a supporting talking point

0 The “BRING IT HOME” Personalize the issue by talking about your school and students using specific examples.

Supporting points explain your position statement, in some cases, answering how and why.
End Your Elevator Speech with an Ask

Conclude with an invitation or request:

- **Invite:**
  - Your principal to a specific event in the library
  - Your legislator to visit your library
  - Parents to attend an Open House program

- **Request** to make a presentation:
  - to the Chamber of Commerce
  - to the School Board

Follow up with an email or phone call a week later to restate your invitation or request.
Small-Group Activity:
Critiquing Talking Points, Position Statements, Elevator Speeches

In small groups, review samples:

- Does this talking point appeal to the “head” (rational, logic) or the “heart” (emotional, personal)?
- Identify the stakeholder groups for which the talking point would be most effective.
- Critique the talking point, considering what issue(s) the talking point addresses, what strategy is being used, and how it might be improved/reworded.
Own & Communicate

Your School Library Program

- Imprint the library image on everything--become visible:
  - Use your logo, email signature, tag line, mission or position statement, & photos
  - Use these on websites, handouts, planning documents, reports, & memos
  - Jazz-up the library website (and claim ownership)

- Think like a legislator--what do your constituents want? “Spin” it
Collect & Share Evidence

Be data-driven

Maintain record of activities (schedule book)

Show numbers of projects and classes taught—focus on student learning

Use visual and personal whenever possible (infographic; charts, tables, photos, video)

Quality trumps quantity (fewer, high quality)

Mid-year and Annual Report a MUST!

http://issuu.com/joeyevolenga/docs/annualreport13