Chapter 1 : Advocacy Resources | GCSAA

Immunisation advocacy requires building relationships and partnerships. Your stakeholder mapping and gap analysis will help you tremendously to identify individuals, organisations, and/or groups who share your vision and goals and that could help you meet your objectives and strengthen your immunisation-related advocacy initiatives.

October Volume 67 Number 2 Developing School Leaders Pages The Outside-Inside Connection Thomas Hatch The success of school improvement efforts depends on the opportunities and relationships that educators cultivate outside the school. Imagine this school scenario: They look at data; they make some adjustments. They work with coaches who have helped usher in a host of different programs. Student performance is adequate but not stellar, yet parents seem satisfied, making relatively few complaints. If you were the new principal, what changes would you make? Whatever you decide to do, imagine that those decisions are soon followed by The development of new state science standards that your school is expected to follow. A district requirement for staff members to use new formative or benchmark assessments in reading and math. A sudden drop in student enrollment, which means that you will lose at least one or two teachers including that teacher you just hired who is specially trained in the new reading program. A shift in your student population, which means that you will need more certified bilingual teachers. Growing parent dissatisfaction with the size of your classes and the number of professional development days when students are not in school. That says nothing, of course, about the neighborhood sewers that keep backing up and leaving puddles on your playground or the severe economic downturn and the budget cuts that are likely to follow. In other words, the challenges you face inside the school are connected to and compounded by things that are happening outside. In fact, schools face a number of external demands and pressures that they have to address. Moreover, without the connections, support, and expertise that come from interacting with a host of people, organizations, and institutions on the outside, schools cannot develop the goals, staff, or productive work environment they need to be successful Hatch, Distribute the Work The education rhetoric these days focuses on developing principals who are both good administratorsâ€" managing staff and school operationsâ€" and good instructional leadersâ€"focused intently on teaching and learning. However, relying on the principal to take on all the responsibilities of developing these connections leads to several key problems: Already overextended leaders may find themselves overwhelmed when trying to fulfill the responsibilities of managing both the internal and external environments. School leaders may spend so much time developing contacts and managing external relationships that they grow distant from the work going on inside the school. Leaders who leave the schoolâ€"like doctors or lawyers who leave their practices for a rival firmâ€"will take many of their contacts and relationships with them; the new leader will have to reassemble the network of relationships that the school needs to be successful. To combat these problems, school leaders need to distribute the work both outside and inside the school. Scan and Seed Far beyond typical parental involvement activities or show-and-tell sessions for administrators, connections between staff members and parents, community members, district administrators, policymakers, and other educators make it possible to discover common interests and develop the wider understanding and trust that people need to work constructively toward common ends. These connections also give schools the capacity to both scan the environmentâ€"to learn about issues, concerns, and new developments outside the schoolâ€"and seed the environmentâ€"to put insiders and advocates into positions of power and influence on the outside. Getting staff to participate in and lead local and national professional development activities can serve as a crucial avenue for both information and influence. After learning that the teacher was getting worn out at her own school, the veteran teacher urged her to apply for a new job at Peninsula. Although in many schools these are seen as obligatory nods toward parent involvement, at Dewey these activities are part of a strategic series of initiatives designed to ensure that everyone understands the basic goals, philosophy, and work of the school. In addition, these informal meetings give the principal opportunities to recruit parents and community

members for various roles and responsibilities. For example, the principal created a community relations committee composed of teachers and parents whose role it was to bring to attention any emerging issues about the school and district. In the end, the administrators attending the review recommended that the superintendent give the school a waiver from implementing the new report card. This effort had two other important consequences. Build Networks with Allies Over time, regular contacts between insiders and outsiders can grow into long-term relationships with allies who understand the school, provide access to resources, and act as advocates in times of crisis. For example, consider the work of Alliance Schools, a coalition of schools and religious and neighborhood groups modeled on the community-organizing tradition of Saul Alinsky and the work of the Southwest Industrial Areas Foundation. Alliance Schools help build networks of allies by Surveying the members of a school and the surrounding community to find common interests. Using that information to fuel conversations and identify crucial issues that many members of the community and school care about. Pursuing an issue the schools can address in a reasonable period of time Hatch, ; Shirley, ; Warren, In one instance, members of the Alliance Schools conducted short interviews with staff members and parents in a struggling elementary school. When the members reported their results during a community meeting, parents were surprised to learn that among the biggest concerns of school staff was a rodent problem that the principal had been unable to get the district to address for years. The parents brought their concerns to the superintendent and the school board, and crews were sent out to address the problem the following weekend. Schools can also manage the external environment by establishing lasting relationships with key organizations. For example, Manzanilla, a low-performing school in a troubled district in the Bay Area, fueled its efforts to improve and maintain its bilingual program through partnerships with well-known teacher preparation programs and reform organizations in the area. A highly respected local teacher education program supplied the school with almost 20 student teachers each year and helped staff an after-school English language development program. The student teachers got an extended tryout period during which they could learn about the school and the school could learn about them. Find the Right Balance By cultivating external relationships and support networks, however, schools also expose themselves to a host of additional demands Hatch, School leaders need to search for a balance that allows access to crucial resources, personnel, and expertise without compromising their organizational flexibility. From this perspective, leaders at each level need to decide whether collaboration will help them advance their goals. In some cases, schools may find that they can ignore demands from outsiders. However, many schoolsâ€" particularly those that have a distinct approach or are designated as low performingâ€"need the information, expertise, and social capital they develop through their contacts and networks of allies to negotiate with powerful partners and shape external demands and expectations to their own needs and goals. Even the leaders of charter schools, which many presume can escape the burdensome requirements that may come with district and state education bureaucracies, have to think carefully about what kinds of external relationships they need and want. Compounding the problem, the intense work of starting and managing a school can consume the entire staff and leave little time to get outside school walls. As a consequence, charter schools can lose access to facilities, teacher candidates, coaches, professional development opportunities, and other resources. Charter schools do not have to cut themselves off from the outside world. Horizons, an urban charter high school that sought to provide a college-preparatory curriculum for all, established a close working relationship with its local district. That relationship included a contract for the district to provide special education services at the school, opportunities for staff to participate in districtwide professional development, and access to job candidates and student applicants. As the principal put it, "[The charter schools] were able to agree â€¦ that we really did need to work together even if there was some competition between us. So we started sharing projects. How to Manage the Environment Schools that distribute the work, scan and seed the environment, cultivate networks of allies, and thoughtfully work to reshape demands put themselves in a strong position to deal with changing conditions in the external environment. The power and social capital that comes with managing external demands, however, suggests several key strategies for school leaders. Envision a New Organizational Chart

Although managing the environment depends on identifying those who are outside the school and figuring out how to deal with them, in some ways schools can draw their own boundaries. The traditional organizational chart listing those who report to the principal or school leader formally defines who counts as being inside the organization, but schools can also draw in parents, community members, district administrators, and other educators to develop a larger school community. Instead of treating these groups as outsiders with whom they have to deal, schools can treat them as insiders who have useful information and expertise, can take on key roles and responsibilities, and can help the school expand its network. Rather than treating schools as part of a system in which control and authority are clearly defined, it may make more sense to view the system as a collection of diverse constituencies who have access to different kinds of information, expertise, and authority and who can come together to pursue their interests in many different ways. Improve the External Environment Managing the environment outside the school is closely intertwined with the work of making improvements inside the school. Schools that can carry out three key internal practicesâ€"developing a shared understanding and a common theory of action, effectively dealing with hiring and turnover, and fostering a productive staff work environmentâ€"are in a much better position to manage the external environment than are other schools Hatch, This circular relationship between internal and external practices helps explain why it takes capacity to build capacity and why it is so hard to help schools that do not already have some capacity to manage external demands Elmore, ; Hatch, Given this problem, efforts to make improvements in the schools that struggle the most may be more successful if they begin with work on the external environment. From this perspective, some of the funds designated for "failing" schoolsâ€"focusing on hiring consultants, developing new strategic plans, and implementing new programsâ€"are likely to be better spent on thoughtful improvements to libraries, playgrounds, or other aspects of the physical environment that can serve both the neighborhood and the school community. Similarly, efforts to establish new day-care or after-school programs can serve community needs, enhance student learning, and give adults opportunities for support and meaningful work. Capitalize on the Snowball Effect External relationships provide opportunities for more outside contacts, more information, more access, and more allies. Success breeds successâ€"and successful schools can cultivate a competitive advantage. Schools that are relatively high performing and schools that develop innovative approaches are more likely to attract the attention of people and outside organizations. That attention creates opportunities to develop relationships with individuals and groups that can help the schools to get better assistance, more expert staff, and better resources and to make further improvements. Those contacts then give schools the social capital to negotiate with their partners, get support and assistance adapted to their needs, and say no to requests and demands that they believe would detract from achieving their goals. See the Big Picture The competitive advantage that comes with the capacity to manage the external environment means that successful schools, ironically, can resist demands to improve, can maintain the status quo, can lower expectations, and can gloss over problems in operations and outcomes. As a result, the work of managing the external environment always has to extend beyond the individual school and take into account the larger purposes of schooling and the role that successful schools may play in helping or hindering efforts to improve surrounding schools and society as a whole Fullan, , Promoting Wide-Scale Success School improvement efforts that focus largely on scaling-up specific programs or replicating the successes of individual schools without regard to maximizing external relationships and opportunities are likely to continue to fail. To succeed on a wide scale, school-based improvement initiatives have to be accompanied by a concerted effort to create more favorable economic, social, and political conditions that will give all schools a better chance to manage the external environment. A core resource for improvement. Russell Sage Foundation Elmore, R. Bridging the gap between standards and achievement: The imperative for professional development in education. Probing the depths of educational reform. How community action contributes to achievement. Educational Leadership, 55 8 , 16â€" It takes capacity to build capacity. Education Week, 20 22 , 44, When improvement programs collide. Phi Delta Kappan, 83 8 , â€" How schools can survive and sometimes thrive in turbulent times. The collapse and revival of American community. Valley

Interfaith and school reform: Organizing for power in South Texas. University of Texas Press. A new view of urban education reform. Harvard Educational Review, 75 2 , â€" Incentives for charter schools: Building school capacity through cross-sectoral alliances. Educational Administration Quarterly, 40 3 , â€" All school names are pseudonyms. The school examples are drawn from a study of six schools in the San Francisco Bay Area.

Chapter 2 : Social Media Advocacy: How to Build a Brand Advocate Program

external relationships (managing existing relationships and building new ones) participation in external advocacy and/or diversity work streams innovative brainstorming with multiple stakeholder groups.

Every day, opportunities to advocate abound. Thus the name of our site! This site focuses on sharing the necessity for: Youth services in public libraries Library services to kids and families Libraries Youth services librarians Advocacy, at its most basic, is about relationships. The relationships impacting our work are internal and external. Internally, we develop relationships and persuade our bosses and administrators, boards and coworkers of the value of serving kids and families, our youth services programs, and our own expertise. Externally, we harness our passion to convince parents, other community members, partner organizations, and policy makers to make favorable decisions affecting our work, kids and families, the library, and us as professionals. Every day, we have interactions with users, friends, relatives, neighbors, coworkers, and bosses that have the power to advance or retreat our cause. Want to increase your effectiveness at everyday advocacy? Ask yourself these questions, grouped by audience-- users ; friends ; coworkers ; and bosses. Do I continue developing my knowledge so that I can confidently serve my customers? Do I present myself professionally in all ways? Do I speak positively about other coworkers, other departments, and the library as a whole? When an opening arises, do I speak about the importance of my work and the library in the community? Friends, relatives, neighbors Do I speak positively about the library, my work, the young users and their families whom I serve? Do I talk about my work as being important to the community? Do I give examples? Do I talk about my work as being important to me? Do I bring up library services and programs that I think others listening might enjoy or find useful? Do I share the fun with coworkers, such as by parading costumed children through the library at Halloween, encouraging children to show other staff things they have made at library programs, or inviting coworkers to watch or help with a Toddler Time? Do I talk about my management responsibilities as well as my programming stories? Do I generally speak positively about my work and supportively of coworkers in other departments? Do I share relevant statistics, with context? Do I share these both orally and in writing? Do I effectively represent the library and my department at community events? Whenever you do any of the actions above, you are advocating. Big or small, decisions impacting the library â€" such as budget votes - are won not on the day of decision, but in the relationships built over time between library staff and the community.

Chapter 3 : 20 Best Financial Customer Relationship Advocate jobs (Hiring Now!) | Simply Hired

Advocacy, at its most basic, is about relationships. The relationships impacting our work are internal and external. Internally, we develop relationships and persuade our bosses and administrators, boards and coworkers of the value of serving kids and families, our youth services programs, and our own expertise.

They hope to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society Contact Information: A Boys and Girls Club provides: It is a nonsectarian, privately supported organization devoted to improving child care and services for deprived, neglected and dependent children and their families. We work with more than state and local Child Care Resource and Referral agencies to ensure that families in every local community have access to quality, affordable child care. Tracey Schaefer, Media Publications: CDF focuses on health, education, child welfare, mental health, child care, adolescent pregnancy, family income, and youth employment. Teaching Exceptional Children Phone: GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community. Head Start The National Head Start Association is a non-partisan, not-for-profit organization committed to the belief that every child, regardless of circumstances at birth, has the ability to succeed in life. The opportunities offered by Head Start lead to healthier, empowered children and families, and stronger, more vibrant communities. International Reading Association The International Reading Association seeks to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading processes and teaching techniques. The organization serves as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; and actively encouraging the lifetime reading habit. The Reading Teacher, et al Phone: Their mission is to help K classroom teachers and administrators share effective methods for enhancing student learning through the use of new classroom technologies. Journal of Research on Computing in Education. Learning Disabilities quarterly Phone: National 4-H Council partners with 4-H at all levels--national, state, and local--providing training and support, curriculum development, fostering innovative programming, and facilitating meetings and connections within the 4-H partnership. National 4-H creates linkages fostering innovation and shared learning to advance the 4-H development movement, building a world in which youth and adults learn, grow, and work together as catalysts for positive change. Founded in , NAA is a parent-run advocacy organization and the leading voice on urgent issues related to severe autism, regressive autism, autism safety, autism abuse, and crisis prevention. National Council of Teachers of English The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education. NEA is a volunteer-based organization supported by a network of staff at the local and national levels. It is gathering research from diverse play scientists and practitioners, initiating projects to expand the clinical scientific knowledge of human play and translating this emerging body of knowledge into programs and resources which deliver the transformative power of play to all segments of society. They also assist parents in developing the skills they need to raise and protect their children and encourage parental involvement in the public schools. Bring together and nurture individuals and organizations that use the power of storytelling in all its forms. We work to ensure the healthy development of children nationwide while recognizing that child development is a building block for community development and economic development.

Chapter 4 : Types of Advocacy | Everyday Advocacy

They spend as much time managing external relationships and influencing other groups as they do worrying about building their own organizations. Advocate and serve. The Six Practices of.

In fact, her first assignment was to create the department she would oversee. She was able to pull from her experience working as a patient advocate and common sense , and she used a lot of trial and error along the way. She also engaged with patient advocacy groups, asking a lot of questions about how pharmaceutical trials could best meet the needs of patients. The group also meets to understand what secondary endpoints may be important for the patient. By connecting with patients and advocacy organizations, we are also able to drive recruitment, educate patients on current studies, identify participation barriers, understand the special needs of the patient population, and identify study sites and investigators. To that end, understanding the journey of a patient is vital. For example, how many visits did they have to make? How invasive were the tests? How many times did the clinic have to draw blood? She believes the relationships nurtured through advocacy can help companies get the answers they need to understand the priorities of those affected by the disease. She believes these answers will also help pharma and bio companies improve their understanding of investigational therapies across broad and diverse populations. To be successful, that team would have to collaborate across the BMS enterprise, including operations, research, medical, legal, regulatory, market access, and other departments to ensure the strategies she put in place were understood and synergistic with other business goals and objectives. At the same time, I felt I was building a team with the capacity and credibility to apply and translate patient, caregiver, and competitive insights, in order to effect change that would make our trials more appealing. It was the notion that some diseasefocused and minority-focused advocacy organizations could not deliver everything they promised or what her company desired. Building trust and credibility with these organizations can be a challenge. If there is distrust that exists right from the start, relationships are incredibly more difficult. While this challenge can be overcome given enough conversations, they can take a long time, depending on the PAG. Abrams took the time early in the process to define what success in her position would look like. First, she wanted to have a seat at the decision-making table at every appropriate step in the trial development and execution process. Today, consistently getting that invite is one measure of success for her group. Second, there are metrics she can monitor to measure aspects of trial success from her perspective. How many ethnic minority physicians who are new to BMS have become investigators in the last six months? Have her advocacy tactics allowed the company to reach a more diverse patient population? If so, how does randomization look? And most importantly, have PAG insights helped to improve protocol designs? These are all areas that Abrams attempts to monitor and better understand. The early development of an advocacy guidance document in collaboration with our legal department was also critical. In addition to providing clear definitions of what our group could and could not do, it delineated the differences between clinical trials advocacy, medical advocacy, and commercial advocacy. Therefore, be careful not to try and accomplish everything at once. She recommends establishing objectives, prioritizing them, and sticking to the plan. When doing so, be sure to maintain flexibility as business priorities shift. For Abrams, the work she did with these groups in the past see sidebar on next page prepared her well for the role. Once we have developed our strategic plan, we can reach out to the organizations we have not worked with in the past. Generally a preliminary call is made where we identify the goals of the PAG and loosely discuss ours. If there are synergies, we move ahead and begin to build a relationship. Abrams will then conduct preliminary calls to determine if the objectives of BMS and the PAG align, understand their focus i. Advocacy campaigns can drive awareness of a clinical study, but there are many steps that fall between awareness and enrollment. The pharmaceutical industry is analytical, data-driven, and objective. It has to be. But the patient experience is physical, emotional, and personal. It is the role of the patient advocacy department to bridge these two worlds in order to bring medicines to market that have a demonstrable benefit to patients from all walks of life. But

what kind of person should pharma companies look for when hiring a director of patient advocacy? And what skills and background should that person possess? While a strong understanding of business and specifically drug development is a good background to have, Abrams notes the first trait she would look for is someone who can build relationships based on trust, mutual respect, empathy, and understanding the business from the perspective of the patient and caregiver. These are critical traits, and she believes savvy external stakeholders can quickly assess the authenticity of such a person. If you are not empathetic to that patient point of view, this is a very difficult thing to do. Without that support, many of my efforts would be futile. Team members spend most of their time developing strategies and tactics to engage patients in protocols, developing communications for advocacy organizations, refining relationships, and reviewing and modifying study materials to be more patient-friendly. Our focus must be on the patient. Only by having that mindset will we be able to function in this role and meet the goals we have set for ourselves. It can be difficult at times, but we have the benefit of knowing that everything we do will make a difference in the life of a patient. And that has been my goal since I started at the NIH. She does not have a degree in biology, chemistry, or engineering. In fact, when she started her career in the life sciences industry she did not have a degree, and science would not have been her first choice of major. But when a couple of close friends contracted the HIV virus, she decided to become part of the effort to find a cure. That drive led her to take a job at NIH where she served as study coordinator. She then worked for the Henry M. Along the way she obtained a B. I applied for the job not even fully aware of what exactly it would entail. When the company became aware of my role as a patient advocate and activist in Washington, D.

Chapter 5 : Building Effective Relationships with Patient Advocacy Groups Best Practices

A social media advocacy program is a structured strategy for building a network of brand advocates. Instead of simply taking advantage of the free exposure and marketing potential of these advocates, a social media advocacy strategy involves taking their feedback and engaging with them in a mutually beneficial relationship.

In this excerpt from the book Forces for Good, authors Leslie R. Crutchfield and Heather McLeod Grant share what makes a nonprofit effective. They have come up with innovative solutions to pressing social problems, and they have spread these ideas nationally or internationally. In the business world, these organizations would be akin to companies like Google or eBay. Any organization seeking to increase its social impact can emulate the six practices that we describe in detail below. The secret to success lies in how great organizations mobilize every sector of society â€" government, business, nonprofits, and the public â€" to be a force for good. In other words, greatness has more to do with how nonprofits work outside the boundaries of their organizations than how they manage their own internal operations. Textbook strategies like relentless fundraising, well-connected boards, and effective management are necessary, of course, but they are hardly sufficient. Great organizations work with and through others to create more impact than they could ever achieve alone. These twelve groups use the power of leverage to create tremendous change. Like a man lifting a boulder three times his weight with a lever and fulcrum, they have far more impact than their mere size or structure would suggest. The organizations in this book seed social movements and help build entire fields. They shape government policy, and change the way companies do business. They engage and mobilize millions of individuals and, in so doing, help change public attitudes and behaviors. They nurture larger networks of nonprofits and collaborate rather than compete with their peers. They spend as much time managing external relationships and influencing other groups as they do worrying about building their own organizations. These high-impact nonprofits are not focused only on themselves but also on the relentless pursuit of results. After a long process of studying these organizations, we began to see patterns in the ways they work. In the end, six of these patterns crystallized into the form presented here â€" the six practices that high-impact nonprofits use to achieve extraordinary impact. The first four practices are more external; they represent how these groups dramatically expand their impact outside the borders of their own organizations. In observing this external focus, we also realized that working outside the organization entails special practices inside that help these nonprofits relate more effectively to their environment. This led us to discern two additional internal practices that enable high-impact nonprofits to operate successfully in the outside world and bridge boundaries. They may start out providing great programs, but eventually they realize that they cannot achieve systemic change through service delivery alone. So they add policy advocacy to access government resources or to change legislation, thus expanding their impact. Other nonprofits start out doing advocacy and later add grassroots programs to supercharge their strategy. Ultimately, all of them bridge the divide between service and advocacy, and become good at doing both. Tapping into the power of self-interest and the laws of economics is far more effective than appealing to pure altruism. Great nonprofits see volunteers as much more than a source of free labor or membership dues. They see volunteers, donors, and advisers not only for what they can contribute to the organization in terms of time, money, and guidance but also for what they can do as evangelists for their cause. They build and sustain strong communities to help them achieve their larger goals. Although most groups pay lip service to collaboration, many of them really see other nonprofits as competition for scarce resources. But high-impact organizations help the competition succeed, building networks of nonprofit allies and devoting remarkable time and energy to advancing their larger field. Master the art of adaptation. All the organizations in this book are exceptionally adaptive, modifying their tactics as needed to increase their success. They have responded to changing circumstances with one innovation after another. But unlike many nonprofits, they have also mastered the ability to listen, learn, and modify their approach based on external cues â€" allowing them to sustain their impact and stay

relevant. These CEOs are exceptionally strategic and gifted entrepreneurs, but they also know they must share power in order to be a stronger force for good. They distribute leadership throughout their organization and their nonprofit network â€" empowering others to lead. And they cultivate a strong second-in-command, build enduring executive teams with long tenure, and develop highly engaged boards in order to have more impact.

Chapter 6 : Building Great Work Relationships - From calendrierdelascience.com

This circular relationship between internal and external practices helps explain why it takes capacity to build capacity and why it is so hard to help schools that do not already have some capacity to manage external demands (Elmore, ; Hatch,).

It involves using third-party cheerleaders, known as brand advocates, to promote you through their own social media channels. Includes the tools, tricks, and daily routines used by three world-class social media experts. What is social media advocacy? For many companies, these two groups are their biggest untapped resources as well as their biggest fans. By turning as many of these people as possible into brand advocatesâ€"people who proactively talk up and advocate for your company to their own networksâ€"you can extend your reach and generate greater brand affinity. This can be more credible than company-led advertising methods, including influencer marketing. Because the best brand advocates either work for you or are already customers, they generally have a deeper connection with your brand than brand influencers, who are often for hire to the highest bidder. In fact, while 18 percent of people trust brand influencers, 92 percent trust brand advocates. Instead of simply taking advantage of the free exposure and marketing potential of these advocates, a social media advocacy strategy involves taking their feedback and engaging with them in a mutually beneficial relationship. Why do brands need social media advocacy programs? A social media advocacy program is much more effective than relying on traditional advertising methods. In the digital age, peer-to-peer recommendations are the most powerful advertising tools available. By leveraging existing fans, and employees, you can increase brand awareness, develop strong customer loyalties, and facilitate valuable customer feedback loops. Google found that 60 percent of business technology customers rely on the reviews and testimonials of other consumers when making purchasing decisions. Brand advocacy is ranked even higher than influencer marketing. According to the previously mentioned Forrester Research Inc. Deciding to launch a social media brand advocacy program involves activating advocates all over the globe. When done right, fostering brand advocacy can lead to many company-wide benefits, including an increase in sales and positive brand sentiment, as well as a greater share of voice in your industry space. Ready to get started? How to set up a social media advocacy program The key to building a strong social media advocacy program lies in leveraging your existing communities. You can do this by: Sourcing the right fans Leveraging employee evangelists 1. What kinds of brand advocates are you looking to build your community with? What kind of ROI are you aiming for? T goal setting program to help set the most effective goals possible. That means setting goals that are specific, measurable, attainable, relevant, and timely. For example, one goal could look something like this: This community is already active, and talking about and to your brand. Get brand advocates on board After setting your goals, you need to find your brand advocates, recruit them to your cause, and grow excitement among them about your company, campaign, or initiative. Be sure to develop the program around valuable opportunities and rewards for the participants. Show them how taking part in the program will benefit them. Three core things to focus on to drive the program, including your search for the perfect participants, are: Effective communication Clear program architecture Professional integration To find the best brand advocates for your social media advocacy program, you need to understand who you want to target, and ask yourself some key questions: What are their pain points? What incentives would be valuable to them? What are their interests? Who do they engage with on social media? These are great strategies for reaching out to external advocates. Turn employees into advocates Employees can be fantastic advocates for your brand and business. With an employee advocacy program in place, you can drastically increase the reach of your social media campaigns by using your workforce to amplify company messaging. But do customers really trust people who work for your brand? Communications marketing firm Edelman found that 52 percent of consumers see employees as very credible sources of information about a business. And, leads developed through employee social marketing convert seven times more frequently than other leads. Employee brand

advocates can significantly strengthen your social media advocacy program. For example, you can share private information with employees that you otherwise might not promote to external brand advocates. You more than likely already have a stable and dependable number of employees on hand to champion your brand. To ensure your employee advocates are with you from the start, you need to make it as easy as possible for them to sing your praises on social media. That means giving them the tools and training, as well as incentives, they need to become valuable brand advocates. You also need to work proactively to keep all your brand advocates—customers and employees alike—engaged and on board. Keep brand advocates engaged Your social media advocacy strategy needs to be scalable. Before you know it, you will be challenged with keeping the hundreds, or even thousands, of brand advocates engaged and championing your brand. You may even want to consider appointing a program lead within your organization to take on the engagement task. Incentives are a great way to show your appreciation and celebrate your brand advocates. You can also make the experience fun—or even gamify it—by running contests or fun challenges specific to your brand advocates. This will keep your advocates dedicated to your brand. Another way to keep members engaged is by adding value to their experience. Provide programs and lessons to your brand advocates, or offer them discounts on educational opportunities such as online courses or in-person meetups. Social media advocacy best practices That was a quick guide to the essentials of setting up your own social media advocacy program. Here are a few best practices to make recruiting brand advocates—and keeping them engaged—easier. Tips for recruiting brand advocates Once you have identified your ideal brand advocates, try the following to get them on board: Ways to incentivize not bribe employees include: Promise to follow them on social media from corporate and executive accounts to boost their network Retweet or share the most creative messaging tweeted by employees from the company account Create a contest where everyone who shares a piece of marketing content is entered to win a prize Keep track of consistent sharers within your business and provide that information to managers as evidence of the positive contribution they make to marketing Acknowledge frequent sharers in company meetings Successful social media and brand advocacy program and campaign examples From global juggernauts to challenger retail brands, every enterprise large and small can benefit from a social media advocacy program. Here are three examples to help get your creative juices flowing. Ikea Furniture giant Ikea created a contest to harness the power of their fans on social media. Through their JoyOfStorage campaign , Ikea invited Facebook fans to post pictures of Ikea products in their homes for the chance of winning a prize. The resulting user-generated content, in the form of pictures of their products in action, effectively became a mini advertising campaign for the contest and the company. This in turn encouraged more people to take part. Make it fun and easy for people to showcase things they are proud of. Enable people to do something nice for someone else. Herschel Supply Drawing on their relationship with their ideal audience around the globe, backpack brand Herschel Supply launched the hashtag WellTravelled to encourage customers to be content curators for themselves and for the business. The campaign collected thousands of WellTravelled posts from customers showcasing their travels—with or without Herschel Supply products. Tap into a desire to share great experiences. Social About the Author Rob works as a freelance writer. When not kicking around words for web and print he attempts to kick a soccer ball in the right direction.

Chapter 7 : The Outside-Inside Connection - Educational Leadership

Professional Association Advocacy Building external stakeholder relationships 5. Developing Key Messaging and "Ask fors" profession and the children we serve.

How good are the relationships that you have with your colleagues? According to the Gallup Organization, people who have a best friend at work are seven times more likely to be engaged in their jobs. Gallup found that people who simply had a good friend in the workplace are more likely to be satisfied. Why Have Good Relationships? Human beings are naturally social creatures â€" we crave friendship and positive interactions, just as we do food and water. Good working relationships give us several other benefits: Good relationships are also often necessary if we hope to develop our careers. We also need good working relationships with others in our professional circle. Customers, suppliers and key stakeholders are all essential to our success. Defining a Good Relationship There are several characteristics that make up good, healthy working relationships: Trust â€" This is the foundation of every good relationship. When you trust your team and colleagues, you form a powerful bond that helps you to work and communicate more effectively. Working together, you can develop solutions based on your collective insight, wisdom and creativity. Mindfulness â€" This means taking responsibility for your words and actions. Welcoming Diversity â€" People with good relationships not only accept diverse people and opinions, but they welcome them. For instance, when your friends and colleagues offer different opinions from yours, you take the time to consider what they have to say, and factor their insights into your decision-making. The better and more effectively you communicate with those around you, the richer your relationships will be. All good relationships depend on open, honest communication. Where to Build Good Relationships Although we should try to build and maintain good working relationships with everyone, there are certain relationships that deserve extra attention. These are the people who have a stake in your success or failure. Forming a bond with these people will help you to ensure that your projects and career, stay on track. To find out who these people are, do a Stakeholder Analysis. Clients and customers are another group who deserve extra attention. Think of the last time you had to deal with an unhappy customer ; it was probably challenging and draining. Although you may not be able to keep everyone happy percent of the time, maintaining honest, trusting relationships with your customers can help you to ensure that if things do go wrong, damage is kept to a minimum. Good relationships with clients and customers can also lead to extra sales, career advancement, and a more rewarding life. Finding This Article Useful? Develop Your People Skills Good relationships start with good people skills. For instance, how well you collaborate, communicate and deal with conflict. This self-test will point you to tools that will help you to deal with any weaknesses that you have. Identify Your Relationship Needs Look at your own relationship needs. Do you know what you need from others? And do you know what they need from you? Understanding these needs can be instrumental in building better relationships.

Chapter 8 : Building A Patient Advocacy Diversity And Engagement Focus At BMS

â€¢ Build skills in government relations â€¢ Review steps in any effective advocacy strategy â€¢ Review tips for working with the media â€¢ Distinguish between education and.

Chapter 9 : Organizations Serving Children and Youth | Association for Library Service to Children (ALSC)

communities nonproï¬•t organizations serve. For nearly a century, nonproï¬•t organiza- tions have fulï¬•lled a variety of functions that help build and maintain civil society.