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School Libraries Worldwide

Volume 8, Number 2, 2002, 1 -17

Teacher Librarian Influence: Principal and Teacher Librarian Perspectives.

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As a professional group, teacher librarians (TLs) are often regarded as innovative and proactive, even influential. This case study of six Australian TLs analyzed the level of influence of teacher librarians as perceived by themselves and by their principals. Although the study demonstrated that TLs are regarded as influential by their principals and that the teacher librarians employed a number of influence-building strategies, the TLs did not themselves appear to take full advantage of their potential for influence. Indeed, teacher librarians were generally less enthusiastic about their influence than were their principals.

Background

Influence, or influence power, is an important factor in the workplace, especially for those who do not hold formal organizational power. We know from research that people who believe that their actions affect other people and events in lasting and varied ways are more satisfied with their lives and are more productive than people who believe they do not have sufficient power to influence their surroundings (Parks, 1985). Our interest in this study was directed toward how teacher librarians (TLs) develop influence with their colleagues and particularly with their principals.

We were interested in this issue because in Australia the role of the teacher librarian is seen as curriculum-proactive and is well illustrated by the South Australian Council of School Library Association's role statement:

Teacher librarians have specialized expertise, which has a major impact on student performance through their combined educational, management and service roles. Teacher librarians have a strong focus on:

- teaching and learning
- curriculum involvement
- literature promotion

These aspects of the role are the reason for having teacher librarians in educational institutions. Teacher librarians are able to incorporate Information and Communication Technologies (ICT) and flexible delivery methods into their teaching and learning programs. It is this role which is critical to the successful learning of information literacy and lifelong learning skills for students. This

educational role underpins the management and service aspects of the teacher librarian's role. (CoSLA, 2001, p. 1)

Public school and independent (private) school personnel participated in the study. Public schools in Australia receive almost all their funding from government and, although each school has significant autonomy, nevertheless all public schools are subject to government direction. On the other hand, although independent schools receive significant funding from government, they raise considerable funds from fees, endowments, and from a range of nongovernment sources. These schools have a greater level of autonomy and are often able to provide sophisticated levels of library and information services not matched by government schools.

Literature Review

The literature on workplace influence is too voluminous to review completely here. Roseabeth Moss Kanter (1977) of Harvard University has nicely summed up its fundamental nature, however, with her observation that power flows to the person whose work is visible. In school settings, as in other workplaces, visible evidence of competence, commitment, and integrity is the building block of influence. Work relationships exist only because the organization exists and come into being only so that some task may be accomplished. Work relationships grow out of the organization's goals, not our own desires. Although aspects of our lives outside of work have a major impact on how we behave on the job (Staines, 1980; Williams & Alliger, 1994), the core of workplace interaction has more to do with our professional identities than with our personal natures. The result is that competence has a high value in workplace relationships. Because most people abhor uncertainty and feel driven to reduce it (Van Maanen, 1977), those who are perceived to have expertise have more influence than those who are not so perceived.

Perceived commitment also is a source of workplace influence. Research has demonstrated a link between the amount of effort people put into an area of activity and the amount of influence they have with colleagues and supervisors (Mechanic, 1962). No organization can be maximally effective unless many employees, perhaps even most, are willing to work above and beyond their job descriptions (Barnard 1938; Katz & Kahn, 1978; Organ, 1990). Being perceived as having that kind of commitment builds influence.

Integrity is the third factor in workplace influence. Integrity comprises truthfulness and consistency between word and deed (Shaw, 1997). To be perceived as having integrity, a person must adhere to a set of principles, and those principles must be congruent with those of the perceiver (Mayer, Davis, & Schoorman, 1995; McFall 1987). When we share common values, we are more able to predict another person's behavior and so feel more comfortable in trusting him or her to do the right thing (Kluckholm, 1951). Ultimately, these perceptions affect how much each of us is willing to invest in the

relationship, how much trust develops between us, and ironically, over time, how much we may even come to like each other (Farris & Lim, 1969; Gabarro, 1990; Wall & Adams, 1974; Wortman & Linsenmeier, 1977).

Research Design and Methodology

This qualitative study was exploratory in nature; it was intended to generate questions and directions for future research. The results of the study are not generalizable because of the small number of participants in the study. The research question guiding this study was how TLs perceived as influential achieved this standing. To investigate this question, the study was framed around four sub-questions:

- How do these teacher librarians engage with their community?
- What are their spheres of influence, strategies for engagement, involvement in politics?
- How do they build influence through engagement in activities outside "the library"?
- Do their respective principals support the views espoused by the teacher librarians?

To identify the teacher librarian research participants, leaders in the profession of teacher librarianship, including academics in the field and people in the national associations, were asked for the names of Australian TLs who were regarded as influential in the profession. A panel of people active in the teacher librarianship profession were then polled as to the suitability of the suggested candidates. Six TLs who gained unanimous support from the panel were selected for the study. No advice was given to the panel as to what would constitute evidence of influence; this is consistent with the exploratory nature of the study.

Open-ended questionnaires, sent to matched pairs of TLs and principals, were used as the primary data-gathering instrument. Including background information questions, the TL instrument contained 34 questions; the principal instrument 18 (see Appendixes A and B). The instruments were administered electronically, and where necessary, telephone and e-mail contacts followed to gain clarification on responses or to fill in gaps in the responses. Responses were grouped into themes and analyzed inductively.

Findings of the Study

Who were the respondents?

Each of the six TLs surveyed had between 16 and 30 years experience as a TL, so there was a wealth of background experiences on which to build influence. It is also worth noting that two of the respondents had been in their schools under two years, two over six years, and two over 18 years. Three worked in boys' schools and three in girls' schools. Five of the six were from the independent system. One worked in New South Wales, one in Western Australia, and four worked in Victoria. All TL respondents were female.

Four of the six worked in prestigious independent schools, one in a prestigious state school, and one in a small independent school.

Four principals from the six schools involved responded to a parallel survey. One principal respondent was acting in the position while the principal was on leave. Only two of the principals responded rapidly; the others responded only after a series of follow-up requests. One principal indicated that a response would be forthcoming, but the response did not eventuate. The remaining principal did not offer reasons, but declined in writing to respond.

How did the teacher librarians think their principals saw them?

Two respondents were non-committal about how they were perceived by both the principal and students. One mentioned that she assumed the principal was happy because the principal was always supportive of the library. Referring to the principal's perceptions, another suggested that she was seen as energetic and capable and that she made the principal consider alternative ways of thinking. One indicated that the principal referred to her as a "dynamo." Although these comments did not directly address the level of influence the TL may have possessed, these attributes are characteristic of people who have workplace influence (Kirkpatrick & Locke, 1991; Pfeffer, 1992).

One respondent was able to quote from a reference written by the principal who stated that she was "talented, creative, highly organized; developed a team of staff who work alongside her;... as a public speaker, she is able to encourage and to provide the vision that most would aspire to." One noted that the principal would describe her as determined and innovative, a people person, and a good communicator. The language employed by respondents also provided an indication about their influence. For example, one respondent "decided to organize" an event, whereas another was "given the opportunity" to organize one.

How did the principals see the teacher librarians?

The principals supported the view that the TLs were influential. Comments used by the principals to describe the TL included:

- A dynamic person who is committed to knowledge management on line. The TL has been one of the leaders in the shift from librarian to cybrarian.
- Energetic, enthusiastic, and able to articulate a broad vision for information services.
- Knowledgeable, lateral thinking, hard-working, committed.

All the principals expressed the belief that the teaching staff shared their views that the TL was influential. Principals indicated that the staff would describe the TL as:

- Being "on the ball."

- Up to the mark and absolutely au fait with student needs, as well as the needs of the professional in the organization.
- Energetic, enthusiastic, espousing a broad vision for information services.
- Helpful, knowledgeable.

Other comments included:

- The role is extraordinarily important in the quality of the teaching and learning in school.
- The [teacher librarian] has a critical role that influences everybody across the organization.
- She wants her resource center to be well used.

The comments are generally suggestive of leadership qualities (Kirkpatrick & Locke, 1991). The feeling was expressed that the teacher librarians' leadership and influence was exercised at a whole-school level. The principals perceived their TLs as wanting to be influential. One principal of an independent (private) school went so far as to suggest that the TL was so immersed in being influential in a wide array of school initiatives that the focus on information services had actually slipped. This is a challenge for TLs and other specialists who cannot readily be replaced by supply casuals (Oberg, Hay, & Henri, 2000). In this case, the principal had appointed additional staff in the library to cover the situation, but in government schools this might not be a common practice.

How did teacher librarians believe they gained their influence?

The TLs indicated that they gained influence by:

- Membership on committees, through "having a voice," "asking the hard questions," and "demonstrating knowledge."
- Providing support with technology and information skills instruction.
- Practicing engagement, through identifying "future directions," "modelling," being an "outspoken member of committees."
- Being personable, being liked by the students and respected by the staff,
- being asked advice by the teachers and invited to join committees.
- By being good managers, being organized, efficient, and knowledgeable.
- Being a visionary, including "Plotting a path to keep my agenda in the limelight."
- Attending functions and events.

All of these, except "attending functions and events," suggest behaviors that increase influence.

However, although *attending* would not normally be regarded as a term of influence, visibility in organizational activity is characteristic of influential people (Kanter, 1977; Pfeffer, 1992). *Organizing* or *initiating* activities is perceived to be of greater influence.

What were the teacher librarians' spheres of influence outside the library?

Most of the teacher librarian respondents indicated that their influence was exerted through collective activities, but some identified their influence with specific individuals where they worked. Most listed a series of successful activities in which they had been involved and through which they had opportunities to influence others. These ranged from mentoring programs, to integrating technology into the curriculum, to virtual classrooms, information technology (IT), and professional development programs. There was a wide cross-section of individual spheres of influence, including department heads, curriculum coordinators, and the principal.

Four of the six TLs chaired committees, which probably gave them considerable influence in those spheres. The overall influence this gave them varied with the importance of the committee. This is typical of influence construction in organizations (Pfeffer, 1992). One, for example, chaired the Copyright and Archives, possibly not seen as a powerful committee by others in the school, but another chaired the Curriculum Resources Development Group, which included some powerful members of the school community including the principal. Others found varying influence opportunities in the IT Committee and as convener of the schoolwide Literature Festival Committee.

Some of the respondents focused on their professional or library visibility. Two included references to activities outside the library, including the annual concert when the library staff put on "an Act," being school musical director, editor of the school magazine, and speaking at staff meetings and curriculum days.

Dress sense and warmth of communication were considered important. Strategies included being outrageous, a focus on appearance and personality, "wearing loud colors," being "gregarious, warm, up-front and direct," sending e-mails, and attending subject meetings. One respondent claimed that "talking to students and talking to everyone," along with "going to happy hours" and "attending assemblies" were important. These TLs indicated that their presence at school events, although "dressed to be noticed," were strategies for increasing their visibility. All these activities do build influence. Shared experiences—if they are good experiences—accelerate the development of a relationship and the building of trust. At this simplest level, just being around another person generally increases our favorable beliefs about him or her. This occurs partly because communication is better. Interpersonal clues are harder to misconstrue in face-to-face situations, and it is easier for us to move beyond just exchanging surface information to more substantive levels of mutual understanding (Good, 1998).

How did the principals see the teacher librarians' spheres of influence?

The principals were consistent in their portrayal of the TL as a key leader and catalyst for change in terms of ICTs and collegiality, two of the critical change-enablers. Interestingly, the principals did not articulate a distinction between the TL/s influence in a portfolio and more broadly across the school.

Comments included:

- The Head of Library is responsible for the library and information services. Her influence is significant in the various ways in which this service impacts upon teaching and learning, technology developments, student supervision, etc. I would not describe this influence as being "outside the library" as these services are central to the school.
- The TL has been influential in bringing many guests into the school, and has not only influenced the students and staff at the school, but has also modeled many practices on-line that have influenced many other schools.
- Principals took a limited perspective on the personal visibility of the teacher librarians. They referred only to the TL's superior ability to communicate. The principals were certainly aware that their TL demonstrated influence in many ways. The library is a learning hub, a social hub, as well as being a physical place where teams of teachers come together, working with their classes.
- The TL is a regular author in our school newsletter and is constantly updating our Web site to reflect our approach to information communication technology.
- Through innovation, communication with teachers, and by maintaining communication with senior staff.
- ICTs strategic planning, practical leadership for staff in ICTs, and Curriculum.

What approaches were used by the teacher librarians to build influence?

The teacher librarian respondents were surprisingly conservative in their nomination of strategies. Responses can be categorized as service and advocacy. The services included creating a "library presence on the Internet," "developing library skills classes," "established a global learning center in the library and initiated discussion about use of this space," running "efficient systems," having an "inclusive student-centered service," and "encouraging and supporting the library staff to be friendly and approachable." Two respondents reported that they had administered a Needs Analysis Survey, which had been a positive way to increase visibility.

The TLs were less specific about the use of advocacy as a way of building influence. Advocacy comments included "Working to overcome indifference," "building credibility, even if other library staff may lack it," "rebuilding professional respect," and "advocating far and wide." The six

TLs answered positively and with great detail when asked if they had ever written an article for publication in a nonlibrary journal or spoken at a nonlibrary conference. Four respondents had presented at conferences with other teachers. Two of these had presented jointly and two had written articles jointly with their principals.

The tactics used to influence teachers fell into three groups: (a) modelling (showing the benefits of using the library, guiding, showing, telling, doing, "demonstrates educational benefits for students") (b) leading ("lead by example," "surprising them with new initiatives," and "introduces"), and (c) cooperating and providing ("working through the principal and the senior committee," "works alongside teachers").

All the respondents were active in gaining support from parents. They spoke at parent meetings, wrote for their newsletters, organized "friends of the library," and initiated evening activities for parents. The TLs acknowledged the importance of parents, but they did not appear to have used the depth of influence that was at their disposal. Three possible reasons could explain the lack of innovation in gaining the support of parents among this particular group of TLs: (a) cultural factors; (b) the surveyed group is primarily from the independent school system; (c) or, simply, parents are currently being overlooked as potential sources of influence by TLs.

How did the principals perceive the teacher librarians' approaches to influence building?

The response by principals about tactics used to gain influence was mixed. Some respondents felt that the word *tactic* had pejorative undertones. The response that best illustrates this was: "I trust that no 'tactics' are used to influence the 'behavior' of teachers. I am aware that a number of innovations and the promotion of services have successfully encouraged an increased use of library services." These kinds of responses are not atypical. Considerable research evidence shows that people, even those who do engage in organizational politics and influence-building, downplay and sometimes even deny that they actively pursue such ends (Gandz & Murray, 1980). Those respondents who were not concerned about the word *tactics* highlighted the collegiality of the TL and implied that being collegial was in itself sufficient to be influential. Responses included:

- My colleagues are committed to a quality teaching and learning environment where our work in teams is extraordinarily significant and we have actively worked against the influence of a traditional hierarchy.
- Working alongside colleagues during lessons.

Commenting on the strategies used by the TL to gain influence, the principals emphasized the human dimensions of the relationship. Support comes from:

- Being in [a] relationship; we are colleagues committed to our shared strategic by agendas of this school.

- Meeting personally when there is a need.

One principal's response, in particular, was striking. "The teacher librarian always has my support. Specific issues, however, are raised in casual conversation, discussions by appointment, e-mail, or via my visits to the library."

How did the teacher librarians see their relationship with their principal?

Of the six people surveyed, only three believed that the principal actually was aware of the nature of their position. Those who answered Yes described the principal as "sending them articles about good libraries, so he must know what I do." One respondent who had presented at a conference with her principal believes that he knows what she does. The three respondents who answered No included the two TLs who have been in their schools under two years. Both indicated that they were being proactive in informing the principal. One sends the principal copies of library meeting minutes and articles she writes. Feedback demonstrates that the principal is reading these. In one sense, this is the initiation of an influential act. Research suggests that a principal's greatest source of information about the nature and value of a library program is the TL in that school (Campbell, 1991).

All but one TL felt that they received positive feedback from their principals. The principals gave the TLs written and oral support; they listened to the TLs' ideas and "seemed to enjoy discussions." They "showcased the library to visitors" and were "generous with positive comments." This is clearly not a group of TLs without influence with their principals. Earlier studies have suggested that regularly scheduled meetings between the TL and the principal provide an important arena for building influence (Henri & Hay, 1996). However, only one of the six respondents had scheduled meetings with her principal, but all indicated that there was regular official and unofficial contact in the staff room, at recess, and by e-mail and that meetings were arranged as required. Principal support for the library included generous budgets, adequate staffing, professional development opportunities, speaking positively about the library, and encouragement. One noted more personal support from the principal, mentioning that there was "autonomy, trust, faith, respect."

All the TL respondents supported the proposition that TLs thrive under visionary and supportive administrators. Their views provide support for earlier findings (Oberg et al., 2000). The TLs made many comments on the nature and importance of this support:

- If you do not have a principal who sees the benefits of a developing, proactive, exciting library, progress is a constant battle; without top-level support, the teacher librarian's task is made so much more difficult. If you want to do something and can fully justify your actions,

then you should have the full support of the principal. If not, you have a problem.

- The vision needs to be directed towards curriculum improvement if the teaching and learning potential of a teacher librarian role is to be really effective in impacting on what happens in classrooms. I think some principals may have a PR vision rather than a teaching and learning vision.
- A supportive administration is critical to the success of the teacher librarian in a variety of ways—in the provision of human and financial resources and especially in underlining and reinforcing the value of the teacher librarian to the school community. A visionary administrator would be a bonus—especially if (s)he is prepared to listen to the teacher librarian's visions.
- When teacher librarians are given a mandate and unqualified support by the leader, creative things begin to happen.
- The support of an administrator for the teacher librarian is vital, due to the often confused regard fellow colleagues have to the TLs role. If the administrator is seen to support what the teacher librarian is trying to implement, then colleagues tend to take notice along the lines of what that person is doing in her/his role must be important to this organization because the principal thinks so. TLs will tend to thrive in this environment because they have a cushion of support—support to implement and trial educational concepts dear to their heart.
- Under a visionary leader, we increased the teacher librarians from one to six, and there was a sense of there's nothing we can't do. The principal loved the challenges we were offering and seemed to expect demands, surprises, and sometimes confrontation. We all thrived in that dynamic atmosphere and pushed the boundaries for one another.

The TL respondents suggested a couple of cautions:

- The TL must be able to live up to all this!
- There is often a period of training the visionary leader to understand what is possible of course.

The responses from the principals were unanimous, if entirely predictable. The overall response of the principals was captured in this comment by one principal: "TLs will always thrive under supportive administrators, as do all staff."

Are teacher librarians political?

One of the surprising outcomes from this study was the equal division of the six TL respondents related to the awareness or acknowledgment that politics is part of building influence for TLs. Those who were positive about politics noted that politics were important: "to increase opportunities for collaboration," "influence is enhanced if aware of politics," and "it is most important to find out whom to try and influence." Those who responded negatively

about politics suggested: "I am politically naive/" "I avoid it/" and "No, but I am well informed."

The principals found this question rather difficult. A couple of examples illustrate this problematic reaction:

- I find this question impertinent and negative.
- I am unsure of the meaning of "internal school politics." The Head of Library is involved in the decision-making processes relevant to the central role played by the library in our school.

Based on these responses by both principals and TLs, a case can be made that this denial is a part of a cultural aversion to organizational politics and a vague sense that political activity and the deliberate exercise of influence is somehow vaguely sinister (Gandz & Murray, 1980; Gardner, 1990).

The study rested on the presumption that because the respondents had all been identified as influential in the profession, they would seek to be influential in their school. However, the respondents were diffident about the prospect of having greater influence. It was surprising to see a lack of interest in this possibility, and this led us to go back to the respondents to explore this issue further, seeking ideas about how additional influence might be used.

Four of the respondents were quite clear that they wanted to be influential and offered the following reasons:

- You do need influence so you can get your ideas across. People must believe in you and feel that you will support them if they are going to accept your ideas and try new things. They must believe the library is essential to their courses and want their students to use the library.
- I believe I do have influence in my school, I'm on the school council, the curriculum committee and I chair the Curriculum Resources Development Group (all of which have the principal involved). I try to use this influence to promote the value of information literacy, in particular, and the library and its resources in general.
- I believe that I am already influential by reputation and by constantly producing results. What am I doing with the influence?—Trying to change the world—actually. Trying to have a positive impact on student's lives, teachers' daily practice, and the culture of this school.
- I would like to be listened to as an experienced educator and one who understands the needs of students to be engaged and own their own learning. I would like to be consulted by teachers when setting out to introduce new units of research to their classes.

This is clearly healthy. Research shows that people who desire and believe that their actions affect other people and events in lasting and positive ways are both more satisfied and more productive than people who do not have those feelings (Kipnis, 1976; Parks, 1985).

The two respondents who were not so sure about wanting to be influential commented:

- What I want is to feel excited and involved in school learning.

- I want to be respected for what I do and for what I promote in the pursuit of academic excellence and personal development. If this makes me influential, I would hope that some of "what I preach and practice" rubs off onto the students to make them independent learners and resilient people. If this also rubs off onto my colleagues in a way that assists them with their work, this would make me feel satisfied too. This influence could then be "used" to work towards achieving sound student learning outcomes.

The principals did not offer any suggestions about what could be achieved if the TL had more influence. The statement by one respondent provides a good summation of the responses: "The Head of Library has a significant and appropriate level of influence in the school. It is important that the level of influence is such to allow the successful implementation of her portfolio." The principals were able to identify many instances where the influence of the TL had been important in forging a change. One principal noted that the TL was a significant driver of the school's reputation as a leader not only in knowledge management, but also in offering strategic leadership. The professional development role was emphasized by another respondent. "Inservice training services provided to academic departments and the promotion of support services has increased the use of library services by individual teachers and therefore had an influence on pedagogy."

Conclusion and Suggestions for Further Research

The TLs in this study were certainly aware of the importance of credibility, but as a group were not consciously using the heuristics of influential people (Hartzell, 1994), that is, likability, expertise, sensitivity, a controlled ego, and focused energy and effort.

Most of the TLs indicated that they perceived that the principal, teachers and students, and parents valued them. Their self-esteem, their credibility, and their expertise were all intact. People want to be involved with a TL with a high profile. Therefore, their potential for influence was significant and perhaps underutilized. Most of the TLs did not seem consciously to seek influence, but influence was nevertheless achieved as a result of quality of work and visibility.

The principals who lead these TLs affirmed the views expressed by their TLs. Indeed, the principals made it clear that they held both the person and the position in high esteem. Given the high profile of the TLs and their value in their schools, it was disappointing that not all principals provided a response. We suspect that the principals may have been concerned about anonymity, were busy and inundated by requests from researchers (because they all lead "famous" schools), and were somewhat bemused by the nature of the research. One principal commented:

My reservation in responding to this questionnaire, when I first saw it, has remained. The very nature of the questions themselves makes me wonder about the future of our profession, and this profession in particular, and there seems to be a negative undertone in this research and I wonder about its purpose and the potential in its outcome.

Perhaps some principals take the view that power is exclusively their domain. Influence is achieved when one person is able to get someone to do something willingly that he or she would not otherwise do. These teacher librarians demonstrated influence in many and varied ways. The lesson is that influence is context-driven.

It would seem that the word *influence*, like the word *power*, has a mixed reception. Initiating change and building a culture of learning may be highly regarded. Talking about influence is not universally accepted. Certainly this study has drawn out the complexity of the issue and illuminated some contradictions. Some TLs said they were not influential, but then provided details of what they would need to have more influence. Some TLs indicated that they can get things done and indicated that their principals see them as positive, active, and influential, but at the same time suggested that although they do have influence, they do not have influence over the principal.

One conclusion from this seeming contradiction might be that one does not have to understand influence, or be conscious of it, to have it. Another conclusion might be that although these TLs are engaged in influence-building activities, they do not wish to admit it. This reinforces the notion that influence is somehow sinister and would explain the response from some of the principals (Gandz & Murray, 1980; Kipnis, 1976; Pfeffer, 1992).

This study has raised many interesting questions; it would be valuable to replicate the study in a wider range of settings to determine whether the findings are unique to wealthy schools. A larger quantitative study could be undertaken to test some of the findings. In particular, it would be interesting to see whether the finding that TLs do not generally report to the principal is common practice.

Acknowledgments

The authors express their appreciation to Professor Gary Hartzell and to the Editor for their helpful suggestions.

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Appendix A

Influence for Teacher Librarians

Principal Survey

Thank you for taking the time to complete this survey. All responses will be treated as anonymous and confidential.

Background Questions

1. Name:
2. School:
3. Total years as a principal _____
4. Total years as principal in current school _____
5. Myers-Briggs type (if you know it)

Note: If there is more than one teacher librarian at your school, please respond with respect to the person in charge of the facility.

General Questions

1. How would you describe the teacher librarian?
2. How do you hear teachers describing her?
3. Do you believe that the teacher librarian wants to be influential?
4. How does the teacher librarian demonstrate influence within your school?
5. What is the teacher librarian's most effective sphere of influence outside the library and within the school?
6. Does the teacher librarian play an active part in internal school politics? If so, does she seem comfortable with this?
7. What tactics are you aware that the teacher librarian has used to try and influence the behaviour of teachers? How successful were they?
8. If the teacher librarian had more influence in the school, what would be different?
9. What does the teacher librarian do to become personally visible at school?
10. Do you believe that teacher librarians thrive under visionary and supportive administrators?
11. Do you have regularly scheduled meetings with the teacher librarian?
12. How does the teacher librarian gain your support?

13. Please describe an occasion/incident when, through the influence of the teacher librarian, something changed, an innovation was introduced, or a problem was solved for the whole school community.

Appendix B

Influence for Teacher Librarians

Teacher Librarian Survey

Background Information

1. Name:
2. Position:
3. School:
4. School population:
5. Library staffing: ___ teacher librarians ___ librarians ___ ancilliary
6. Total years as a teacher librarian ____
7. Total years work experience ____
8. Myers-Briggs type (if known)

General Questions

1. How do you demonstrate influence as a teacher librarian within your school?
2. Are there any parts of your library program/services that the school community is indifferent to? If Yes. How do you know this?
3. What strategies have you put in place to ensure that there is a minimum of indifference towards the library in your school?
4. What is your most effective sphere of influence outside the library and within the school?
5. Have you ever written an article for publication in a non-library journal, or presented at a non-library conference? Please provide detail.
6. Do you take part in internal school politics? If so, are you comfortable with this?
7. What tactics have you used to try and influence the behaviour of teachers? How successful were you?
8. If you had more influence in the school, what would be different?
9. Are you the chair of any groups within the school?
10. Name the last 6-8 professional development activities you undertook?
11. Which professional Associations are you a member of?
12. Do you have a voice in the evaluation of students?
13. What do you do to become personally visible at school?
14. Do you have an official/unofficial mentor at school? What is their position?
15. What have you done to capture the support of parents?
16. Have you ever instigated a User Needs Analysis? Please comment on the outcomes.

17. How would: (a) The Principal and (b) The students describe you?

The Principal

1. Do you believe that the Principal is aware of the real nature of your job?
2. What sort of feedback do you get from your Principal?
3. Do you have regularly scheduled meetings with the Principal?
4. How does the Principal support the library?
5. What strategies do you use when seeking support from your Principal?
6. Who else in the school is vital to your success?
7. Can you comment on Hay and Henri's (1995) proposition that teacher librarians thrive under visionary and supportive administrators?

Whole School

1. Do you want to be influential in your school? If so, what would you do with that influence?
2. Please describe an occasion/incident when through your influence as a teacher librarian, something changed, an innovation was introduced, or a problem was solved for the whole school community.