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Working With Community Leaders

- Community leaders are:
 - experts on the community
 - trusted and relied upon by the community
 - dedicated to helping the community
 - excellent word-of-mouth marketers

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Working with Community Leaders is the Most Effective Technique for:

- Planning
- Outreach
- Collection development
- Marketing
- Evaluation

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Benefits of Community Leader Interviews

- Informs the community about the library
- Helps library be more responsive to customers
- Connects library to community issues
- Validates the community
- Builds relationship and trust
- Develops library advocates
- Provides multiple perspectives
- Stimulates creativity

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Community Leader Interview Process

- Identify leaders
- Set up interviews
- Conduct interviews
- Summarize information
- Develop preliminary response/plan
- Set up follow-up interview

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Conducting a Community Leader Interview

- My experience in conducting a community leader interview

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Community Leader Interview Guide

(see also Supplemental Materials, Section 3, pp. 5-12)

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Interview Questions

- Focus on the community and the customer not the library
- Ask questions about community problems, needs, barriers
- Help community leaders share their expertise
- Show interest in the community
- Demonstrate that you want to help solve community problems
- Avoid asking questions about the library

Slide 40 Where minds meet.

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Building Trust

- 1st interview begins relationship
- 2nd interview shares your findings and your ideas for how the library will help
- 3rd interview asks for help in marketing your service or program
- Interview process is the start of your word-of-mouth marketing

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ESTABLISHING RELATIONSHIPS AND BUILDING TRUST WITH COMMUNITY ORGANIZATIONS

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The Spanish-speaking Community

Panel Members

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Where minds meet.

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DIVERSITY AND CULTURE

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Where minds meet.

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Why Learning About Diversity and Culture is Important

- To understand the dynamics of the Spanish-speaking community
- To understand how to communicate effectively with Spanish-speaking customers
- To help the Spanish-speaking community feel welcome in the library
- To lead our community in responding to diversity

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Where minds meet.

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What Is Diversity?

- All the ways that human beings are similar and different
- We are all diverse; we all have a stake in making diversity work
- Involves factors that we control and those we can't

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Four Dimensions of Diversity

- Everything that we see has to be interpreted
- Four dimensions of diversity interact and form the basis by which we interpret and find meaning and understanding.

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Four Dimensions of Diversity

- Personality
- Internal dimensions (out of our control)—ethnicity, race, age, gender, physical ability, sexual orientation
- External dimensions (somewhat within our control/life choices)—geographic location, income, parental status, marital status, appearance, personal habits, recreational habits, religion, educational background, work experience
- Organizational dimensions (work-related)—classification, work field, division or department, seniority, work location, union affiliation, management status

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Four Dimensions of Diversity

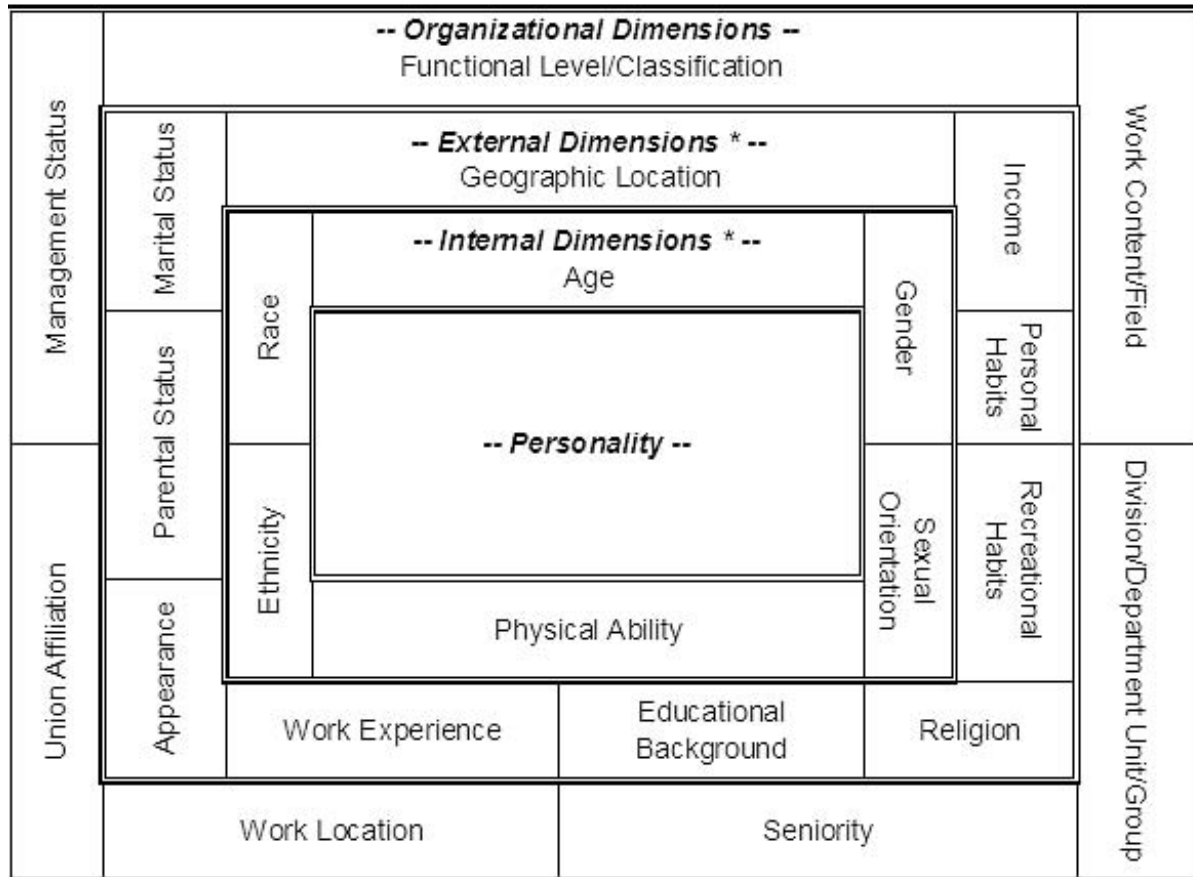
Four

		-- Organizational Dimensions -- Functional Level/Classification						Work Content/Field
		-- External Dimensions * -- Geographic Location				Income		
Management Status	Marital Status	-- Internal Dimensions * -- Age		Gender	Personal Habits			
	Parental Status						Race	Sexual Orientation
Union Affiliation	Appearance	Ethnicity	-- Personality --		Physical Ability			
	Work Experience						Educational Background	Religion
	Work Location		Seniority			Division/Department Unit/Group		

Adapted from: From Lee Gardenswartz and Anita Rowe, *Diverse Teams at Work*: Irwin Professional Publishing, 1964.
* Internal Dimensions and external dimensions are adapted from Marilyn Loden and Judy B. Rosener, *Workforce America!*: Business One Irwin,

Where minds meet.


Four Dimensions of Diversity



Adapted from: From Lee Gardenswartz and Anita Rowe, *Diverse Teams at Work*: Irwin Professional Publishing, 1964.

* Internal Dimensions and external dimensions are adapted from Marilyn Loden and Judy B. Rosener, *Workforce America!*: Business One Irwin,

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Stereotypes

- Categorizing all members of a group as having the same characteristics
- May or may not be based on fact
- Tend to be inflexible and closed to new information
- Can lead to prejudice and intentional or unintentional discrimination

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Generalizations

- Tell us something about groups not about specific individuals within a group
- Describe a group's cultural preferences
- Are based on research and observation
- American culture = thinking and behavior of dominant white, male, middle class
- Look for grain of truth/combine with personal experiences

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What Is Culture?

- "Software" that determines our behavior and attitudes
- No individual is culture free
- We are all culturally programmed
- None of us has the same program
- We all belong to many different cultures with different cultural rules

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Learning Cultural Rules

- Where do we learn our cultural rules?
- Who teaches us how to think, act, behave in our culture?
- How do we learn what is acceptable in our culture? How do we learn to be an American?
- Cultural rules not written down
- Cultural rules absorbed unconsciously

Slide 53 Where minds meet.

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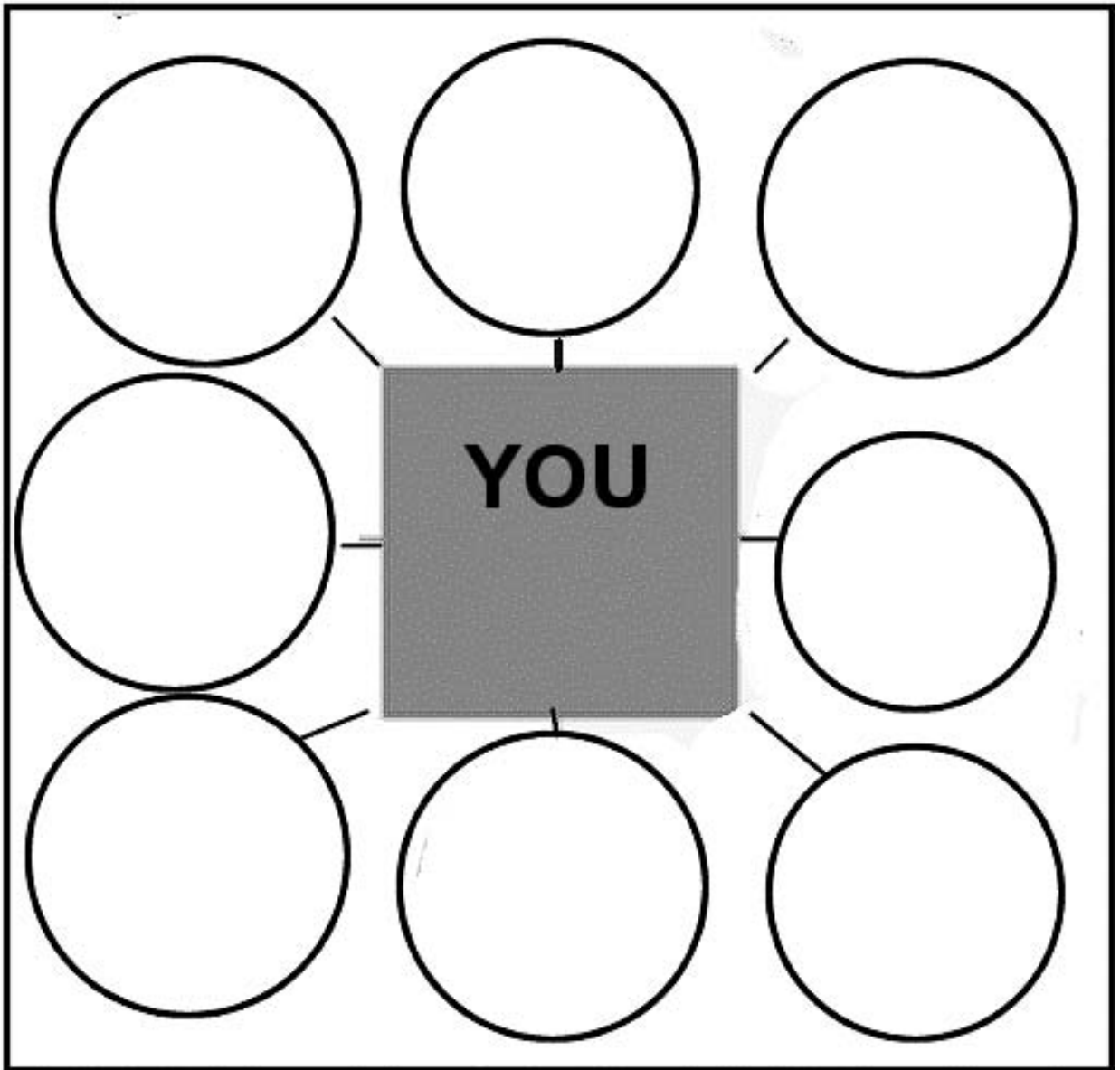
Exercise 3: You As a Culturally Diverse Entity

- Directions: See next page of your slide handout. In each circle write one of the sources of your cultural programming and the most important rules, and values you learned from that source. With a partner, discuss the following questions:
- What rules and values do you have in common?
- What reactions to and/or surprises do you have regarding your own cultural diversity?
- Do any of your cultural programs come in conflict with one another? If so, where?


below: Adapted from "Managing Diversity: A Complete Desk Reference and Planning Guide" by Lee Gardenswartz and Anita Rowe

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Cultural Assumptions

- We interpret a person's behavior based on our cultural rules
- What is normal?
- Normal = Different
- We make assumptions when we don't understand

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SELECTED AREAS OF CULTURAL PREFERENCES

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Cultural Preferences

- See "Selected American and Hispanic/Latino Cultural Differences," Supplemental Materials, Section 2. Pp. 3-4
- Sense of self and space
- Communication and language
- Dress and appearance
- Food and eating habits

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Cultural Preferences

- Time and time consciousness
- Relationships
- Values and norms
- Beliefs and attitudes

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Cultural Preferences

- Each cultural preference has advantages and disadvantages

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Exercise 4: Cultural Preferences

- Exercise 4, next page in Slides handout
- Review "Selected American and Hispanic/Latino Cultural Preferences," Supplemental Materials, Section 2
- Discuss each cultural dimension. What preferences or differences have you observed?
- Discuss how you or the library could adapt or respond to this cultural difference in serving Spanish-speaking customers


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Slide 62 --- Exercise 4: Cultural Preferences

Directions: For each cultural preference, give an example of how you or the library could adapt or respond to this cultural difference in serving Spanish-speaking customers.

	Differences I've Observed	Ideas for Adapting
1. Sense of self and space <ul style="list-style-type: none"> ▪ Distance ▪ Touch ▪ Formal/informal 		
2. Communication and Language <ul style="list-style-type: none"> ▪ Language/dialect ▪ Gestures/expressions/tones ▪ Direct/indirect 		
3. Dress and appearance <ul style="list-style-type: none"> ▪ Clothing/Hair ▪ Grooming 		
4. Food and eating habits <ul style="list-style-type: none"> ▪ Food restrictions/taboo ▪ Utensils/hands ▪ Manners 		
5. Time and time consciousness <ul style="list-style-type: none"> ▪ Promptness ▪ Age/status 		
6. Relationships <ul style="list-style-type: none"> ▪ Family ▪ Age/gender ▪ Status 		
7. Values and norms <ul style="list-style-type: none"> ▪ Group vs. individual ▪ Independence vs. conformity ▪ Privacy ▪ Respect ▪ Competition vs. cooperation 		
8. Beliefs and attitudes <ul style="list-style-type: none"> ▪ Religion ▪ Position of women ▪ Social order/authority 		


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SELECTING AN OUTREACH ACTIVITY

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Selection of Outreach Activities


Please complete a minimum of one activity from each category.
Complete list is available in Supplemental Materials,
Section 4, p.13

Category 1: Planning Activities

- Use community leader technique to conduct needs assessment and develop plan for increasing access to public computers.
 - Refer to Community Leader Interview Guide, Supplemental Materials, Section 3, pp. 5-12
 - Complete library self-assessment using “Serving Latino Communities Success Checklist” Section 4 of Supplemental Materials. Identify barriers to using the library and revise appropriate policies and procedures.
- Develop and implement plan for maintaining/increasing community partnerships.

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Selection of Outreach Activities, continued

Category 2: Staff Development Activities

- Develop and implement a plan to help staff learn basic library Spanish.
- Develop and implement a plan for training staff in cultural differences.
- Designate library staff liaisons to community groups, agencies, organizations.

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Selection of Outreach Activities, continued

Category 3: Patron Services/Outreach Activities

- Collaborate with a community partner/partners to increase access to public computers, by choosing one of the following and accomplishing it with the co-promotion of your community partner:
 - Provide instruction in Spanish on basic computer skills
 - Provide instruction in Spanish on common applications
 - Provide information/instruction in Spanish on how to use e-mail
 - Provide information/instruction on using search engines
 - Develop Spanish-language access to library web site
 - Provide/promote online ESL tutorials/classes
- Participate in at least one community event, fair, celebration to promote public access to computers.

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Serving Latino Communities Success Checklist

Supplemental Materials
Section 5, pp. 14-18

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Developing an Action Plan

- See “Spanish Language Outreach Program Action Plan Guide, Supplemental Materials, Section 6, pp. 19-28

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MARKETING TO THE SPANISH-SPEAKING COMMUNITY

Using Word-of-mouth Marketing and the Ethnic Media

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Word-of-Mouth Marketing

- “This whole notion of word-of-mouth marketing in the multicultural market is tightly related to social networks. The marketer needs to know who is in the social network. Penetrating a community through opinion leaders makes for a good chance that the product will be adopted.”

Felipe Korzenny, “Marketing News, July 22, 2002

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Communicating with Latinos

- 48% get advice about a product through someone they know who has already used the product
- 62% gain knowledge about a product from their relatives
- 16% get their information from a newspaper or magazine (see Supplemental Materials, Section 6, p. 13 for more information about Spanish Media)

“Marketing News,” July 22, 2002

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Techniques for Better Word-of-Mouth Exposure

- Promote service among local community leaders
- Hold special events within the community tailored to community needs and interests
- Partner with community events
- Work with the ethnic media to help spread the word
- Emphasize the 4 F's — Free, Family, Food, Fun

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Evaluating Outreach Activities

- How will you know if your outreach is having an impact?
 - Library-Controlled Evaluation
 - Outcomes Based Evaluation

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OBE Measure Changes In

- Attitude
- Knowledge
- Skill
- Behavior
- Condition

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What Tools Do We Have?

- Survey
- Personal Interviews
- Comment Card
- Data from Your System
- Focus Group
- Observation

Slide 75Where minds meet.

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Thank you for attending the e-mail workshop.

How did you hear about the workshop?
 A relative or a friend At work
 At school Radio
 TV Newspaper
 Other (please tell us where: _____)

Please rate:
 LowHigh
 1 2 3 4 5
 Content _____
 Presenter _____
 Facility _____

Did you learn how to use e-mail?
 Yes, everything I need to know.
 Yes, but I'll need help.
 No

Do you plan to use e-mail at the library?
 Yes
 No
 Not sure


How did the workshop help you? (Please share your comments)

What suggestions do you have for improving the workshop?

Would you recommend this workshop to a friend?
 Yes
 No

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Your Evaluation Responsibilities

Prior to the Workshop	Beginning of the Workshop	During the workshop	End of the workshop	After the workshop
Complete the online pre-assessment.	Check to make sure your email address is correctly listed on the workshop sign in sheet.	Begin to develop an action plan for working with community partners to serve Spanish speakers.	Complete the workshop evaluation. This will be emailed to you right after your workshop.	Plan, promote, conduct, and evaluate your activities. Participate in with trainers and colleagues on the WebJunction forum. Take part in your Progress and Support Session. Complete the online post-assessment.

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Increasing Access to Technology for Spanish Speakers

- Societal disparities in computer usage and internet adoption based largely on socioeconomic factors, persist
- Efforts to remove barriers to technology usage, by providing access and skills training, are likely to benefit a substantial segment of the current offline populations
 - “Towards Equality of Access”, 2004, The Bill & Melinda Gates Foundation

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The need for Computer Classes for Spanish Speakers

According to the 2000 US Census

- 75% of Hispanics spoke a language other than English at home.
- Among Hispanics, approximately 2 in 5 spoke English less than “very well”

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Finding the Right Instructor

- Language Ability
- Technology Skills
- Awareness of Cultural Differences
- Knowledge of the Spanish-speaking community

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Overcoming the Language Barrier

- Find a volunteer from the Spanish-speaking community to serve as a translator
- Keeping the class size small
- Refresh knowledge of technology terms in Spanish

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Spanish-language Profile: Two Schools of Thought

- Pro: will make computers more accessible and useful to Spanish speakers
- Con: reality is that most computers are in English

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Class Logistics

- Scheduling
- Course Information
- Enrollment
- Transportation
- Child care
- Marketing

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Preparing for Class

- **Before Class**
 - Prepare computers
- **As Class Begins**
 - Anticipate late arrivals
 - Address fears
 - Demonstrate basics
- **Throughout Class**
 - Explain terminology
 - Provide clear handouts in Spanish
 - Empower students

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Curriculum Planning

Assessing technology needs

- Surveys
- Pretests
- Evaluations

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Curriculum Resources

- Basic Skills
- Internet & Email
- Office Applications
- ESL Resources
- HTML

See page Supplemental Materials, Section 7
pp. 30-36 for annotated list of web resources
or visit:
www.webjunction.org/do/Navigation?category=7843

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Additional Strategies

- Marketing Materials for Public Access Computers in Spanish
- Open lab hours staffed by bilingual staff
- Instructions for Opening and Using a Hotmail Account in Spanish
- ESL Software
- Reference list of Spanish Search Engines
- Reference list of Spanish Online Computer Tutorials

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WebJunction

- WebJunction.org online since May 2003
- An online community of library staff sharing knowledge to provide the broadest public access to information technology
- Online learning courses/tutorials
- Articles, handouts, worksheets, downloads and other content
- Discussions, networking and sharing

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The Spanish Language Outreach Program Online Community

- A vital part of the program
- Facilitates the creation of broad-based program with far-reaching results, using WebJunction as the venue
- Will begin a "community of interest" online that starts with those of us here in this room!
- Allows us to share ideas, ask questions and maintain our collaboration after we leave the workshop
- It's our space – it will become what we make it!

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