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Spanish Language Outreach Program Action Plan Guide

This Action Plan Guide is a worksheet that you can use to help plan your Outreach Activities. Sections in the worksheet coincide with sections and topic areas in the workshop. Feel free to go beyond these exercises to address issues that are appropriate for your project and your library.

Action Plan Exercise 1: Making the Case

Directions: Brainstorm responses to the following common scenarios you may encounter.	
Scenario	Notes
<p>Explain the importance of serving Spanish speakers to someone within the library (staff, director, board member) who is resistant or believes the library should address other priorities first. What arguments, positions or beliefs have they expressed and how would you address them?</p>	
<p>Explain the importance of serving Spanish speakers to a community member who is resistant or believes the library should address other priorities first. What arguments, positions or beliefs have they expressed and how would you address them?</p>	

Action Plan Exercise 2: Who are your Spanish Speaking Customers?

<ol style="list-style-type: none"> For each factor, make notes on what you know/don't know about your Spanish speaking community. What impact does each factor have, if any, on planning and marketing service to your Spanish speaking community? In small groups, discuss the similarities and differences of your communities. 		
Community Factor	About My Target Community	Impact on Planning and Marketing
Diversity of community		
Country or countries of origin		
Length of residence in U.S.		
Facility with English language		
Education level(s)		
Economic level(s)		
Level(s) of acculturation		
Knowledge of the library		

Action Plan Exercise 3: Cultural Differences

Directions: After reviewing the first chart below, on the second chart, note the ways in which cultural differences might impact the planning and delivery of services, and list how you would adjust to accommodate those differences.

Dimensions of Culture	American Culture	Hispanic/Latino Culture
1. Sense of self and space	<ul style="list-style-type: none"> Individual space – arm’s lengths Informal – use “you” for all relationships Hearty handshake 	<ul style="list-style-type: none"> Closer than arm’s length Formal – use both formal and informal “you” Warmer, softer handshake, hug, kiss on the cheek
2. Communication and language	<ul style="list-style-type: none"> Direct eye contact Explicit, direct communication – people say what they mean and mean what they say Emphasis on content; meaning found in words – yes means yes 	<ul style="list-style-type: none"> Averts eye contact to show respect Implicit, indirect communication – people may hold back to avoid upsetting another person Emphasis on context; meaning found around words – yes may mean maybe or even no
3. Dress and appearance	<ul style="list-style-type: none"> “Dress for Success” ideal Wide range in accepted dress 	<ul style="list-style-type: none"> Dress seen as sign of position, wealth, prestige
4. Food and eating habits	<ul style="list-style-type: none"> Eating as a necessity – fast food 	<ul style="list-style-type: none"> Dining as a social or family experience Religious rules
5. Time and time consciousness	<ul style="list-style-type: none"> Time is linear and finite – seen as limited commodity Exact time consciousness – handle one thing/one person at a time Value on promptness – time means money Deadlines/schedules are sacred; needs of people bend to demands of time 	<ul style="list-style-type: none"> Time is elastic and infinite – there is always more time Relative time consciousness – many activities going on at once Time spent on enjoyment of relationships Deadlines and schedules easily changed; time is bent to meet needs of people.
6. Relationships, family, friends	<ul style="list-style-type: none"> Focus on nuclear family Responsibility for self – children encouraged to live separate, independent lives Value on youth, age seen as handicap 	<ul style="list-style-type: none"> Focus on extended family Loyalty and responsibility to family – being independent considered irresponsible, disloyal Age given status and respect
7. Value and norms	<ul style="list-style-type: none"> Individual orientation – independence and self reliance highly valued Personal fulfillment is greatest good Preference for direct confrontation of conflict 	<ul style="list-style-type: none"> Group orientation – looking out for others protects one’s self Group success is greatest good Preference for harmony
8. Beliefs and attitudes	<ul style="list-style-type: none"> Egalitarian – all people should have equal rights Ok to challenge authority Individuals control their destiny Gender equity 	<ul style="list-style-type: none"> Hierarchical – power more centralized Defer to authority and social order Limited control over destiny Different roles for men and women
9. Mental processes and learning style	<ul style="list-style-type: none"> Linear, logical, sequential “Fix it” approach to problems Humans in control Progress and change is good Learning is interactive; learner prefers to draw own conclusions 	<ul style="list-style-type: none"> Lateral, holistic Simultaneous One adapts to problems and situations Accepting of life’s difficulties Change is threat to order and harmony Learning more formal and one-way; learner dependent on written information
10. Work habit and practices	<ul style="list-style-type: none"> Emphasis on task Reward based on individual achievement Work has intrinsic value 	<ul style="list-style-type: none"> Emphasis on relationships Rewards based on seniority, relationships Work is a necessity of life

Dimension of Culture	Impact and Adjustments for Computer Classes	Impact and Adjustments for ESL Talk Time
1. Sense of self and space <ul style="list-style-type: none"> • Distance • Touch • Format/informal 		
2. Communication and Language <ul style="list-style-type: none"> • Language/dialect • Gestures/expressions/tone • 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 		
9. Mental process and learning <ul style="list-style-type: none"> • Left/right brain emphasis 		
10. Work habits and practices <ul style="list-style-type: none"> • Work ethic • Rewards/promotions • Status of type of work 		

Above charts adapted from Lee Gardenswartz and Anita Rowe, *Managing Diversity*, Rev. Ed. (McGraw Hill) 1998.

Action Plan Exercise 4: Marketing

Complete the following:

Choose a library service that relates to a need in your Spanish speaking community.

Develop a message that connects with the community's needs, interests, or situation. (Example: Are you expecting a baby? What can you do to be sure your baby is born healthy and strong? These materials are available to you for free at the public library).

Determine how, where and when you will reach the community with this message.

Action Plan Exercise 5: Planning an Outreach Activity

<p>1. Review the list of suggested outreach activities and select an activity you would like to implement in your library.</p> <p>2. Complete the chart below.</p>	
<p>Activity:</p>	
<p>Need Being Addressed</p>	
<p>Target Audience</p>	
<p>Potential Partnerships</p>	
<p>Action Steps</p>	
<p>Marketing to Target Audience</p>	
<p>Evaluation Plan: Success Indicators/How to Demonstrate Impact</p>	

Conclusion:

Congratulations! You have completed your outreach action plan for one of your selected activities. As you select your additional activities and further develop and implement your overall plan, remember that the community at WebJunction is here to support your work. Visit the discussion forums to update us on your progress, share resources you have created, ask questions, or seek support from your colleagues. You can access the Spanish Language Outreach Program discussion forums at: <http://webjunction.org/forums/category.jspa?categoryID=99>.