

# SERVE HERE AMERICA

## Learning Module Week 4: Social Capital & Civic Engagement

In week four's class, have each participant examine their own social connections via organizational involvement. One of the key elements of Serve Here America is equipping participants with skills to become more actively engaged with their community.

How can each participant's history and present employment facilitate community connectedness? Please discuss the benefits of the Serve Here America curriculum in helping develop this cohesion.

In learning about social capital, we must first understand how much social capital we presently have. We will explore Putnam's key thesis in the article "Bowling Alone: America's declining social capital" and explore what actions make a difference in society. We will build onto this discussion in the future by noting why we might want more social capital and how we can go about acquiring more of it.

### Preparation:

Suggested Reading from the Springer Text:

- "Case Studies of Social Capital at Work" by Janet F. Gillespie and Lauren M. Mutignani
- "Building Social Capital from the Inside Out: Leveraging Intrapower (Personal Capital)" by Norris M. Haynes

Additional Suggested Resources:

- Putnam, R. D. (1995). Bowling Alone: America's declining social capital. *Journal of Democracy*, 6(1), 65-78. <http://xroads.virginia.edu/~hyper/detoc/assoc/bowling.html>
- The United Nation's Development Programme's (UNDP): Work in the Public Service of the Future: [http://www.undp.org/content/dam/undp/library/capacity-development/English/Singapore%20Centre/WorkingPaper\\_Work-PS-Future.pdf](http://www.undp.org/content/dam/undp/library/capacity-development/English/Singapore%20Centre/WorkingPaper_Work-PS-Future.pdf)

Participants should compile a list of all of the organizations in which they are a member and the organizations that their parents and grandparents belonged to. In class, use the lists to make a "word cloud" of the responses to show how club membership has changed since our grandparents' generation.

What do you receive from your networks? Are there forms of support you'd like to receive that are not provided by those in your network? Are more of your linkages unidirectional or bidirectional? What does the direction of links in your network mean for you?

### Learning Objectives:

- List all of the current civic involvement that you are engaged in (e.g. soup kitchen volunteer, neighborhood association member).
- List other types of volunteering you might be interested in.
- List what action steps you can take to move from 1) to 2).

### Note: See PowerPoint slides

**There are quite a few slides for this week. I encourage the instructor to send the slides out ahead of time because the fellows can use the slides as a guide for their reading. I also encourage a guest speaker tonight who can speak on his or her civic engagement.**

## Slide 1: Social Capital: Civic Engagement

Talk about work-related matters before diving into the planned material for the evening. Have each fellow speak and provide an update.

## Slide 2: Schedule

- 1) Check in regarding employment experiences
  - Are you seeing potential areas for improvement?
- 2) Inventory of our own social capital
- 3) Discussion based on slides
  - Why I volunteer ...
  - Ted Talk
- 4) Announcements??

## Slide 3: Learning Objectives

- 1) List all of the current civic involvement that you are engaged in (e.g. soup kitchen volunteer, neighborhood association member).
- 2) List other types of volunteering you might be interested in.
- 3) List what action steps you can take to move from 1) to 2).

## Slide 4: Ted Talks

- [WHY I VOLUNTEER....](#)
- [UN CIVIL SOCIETY](#)

## Slide 5: Intrapower and Social Capital - CARE

- “an individual’s capacity to establish and build social capital stems in large measure from one’s capacity to develop and nurture what I call Intra-power or personal capital in the form of four significant personal, social and emotional skill factors: control, awareness, resolve and empathy (care)” (Haynes 2015:2).

## Slide 6: Emotional Intelligence

- [Ted Talk on EQ v. IQ](#)
- Who is [Michael Benner](#)?

## Slide 7: Social and Emotional Learning (SEL)

- “High EQ, or Intra-power, builds successful social networks and maximize one’s “physical health, social-emotional being, civic engagement, employment opportunities and contribution to a healthier and more effectively functioning society.”” (Haynes 2015:4).

## Slide 8: CARE (Haynes 2015)

- C- Control (Self-Management)
  - Good anger management
  - Effective time-management skills
  - Ability to establish short and longer-term goals
  - Delay gratification and show self-control and self-discipline needed to succeed in building relationships
  - Establishing social networks

- Participating productively in community activities

Slide 9: CARE (Haynes 2015)

- A- (Self-Awareness)
  - Of the following ...
    - Needs
    - Desires
    - Motivations
    - Strengths and Weaknesses

Slide 10: CARE (Haynes 2015)

- Resolve
  - Relationship Skills
    - Effective interaction
    - Healthy reciprocal relationships
    - Cooperative working relationships
    - “As individuals develop friendships in mutual problem solving tasks, they are at the same time developing viable social networks that may be employed in dealing with other tasks” (Haynes 2015:6).

Slide 11: CARE (Haynes 2015)

- Resolve
  - Responsible Decision-Making
    - About ...
      - Relationships
      - Time Management
      - Accepting Responsibility
      - Completing Tasks on Time

Slide 12: CARE (Haynes 2015)

- Empathy (Social Awareness)
  - Involves awareness of one’s social environment and the ability to appreciate someone else’s perspective
    - It means ...
      - Understanding how someone else might respond differently than I will to a specific situation

Slide 13: High Intra-Power/EQ (Haynes 2015)

- Having High Intra-Power/EQ makes an individual better able to accomplish these social capital building tasks:
  - Manipulate and shape environment to one’s own benefit
  - Adapt quickly to new situations
  - Tolerate frustration and anxiety
  - Ask for help when needed
  - Make sense of stressful/traumatic events – put in perspective

- Attribute life events and outcomes to more internal and external controllable attributions such as effort and relationships rather than to internal and external uncontrollable attributions such as ability or luck.

Slide 14: Planned Intervention for Building Social Capital (Haynes 2015)

- The quality of social and developmental experiences that the individual has across the lifespan.
- Interactions that individuals have with significant others in their lives including **mentors**.
- Individuals' feelings about their abilities to deal with life's challenges and the ability to control life events.
- Issues of self-esteem and self-efficacy.
- Carefully constructed experiences that lead to the development and acquisition of social interactive competencies that build social capital.

Slide 15: Contextual Climate Factors for Building Social Capital (Haynes 2015)

- Nurturing and supportive family
- Secure attachment and bonding
- Models of behavior that encourage constructive coping with problems
- Trusting and dependable relationships with significant others
- Organized tasks and responsibilities
- Clear expectations for engagement and behaviors
- Stable emotional relationships with significant others
- Clearly articulated norms and standards for socially acceptable behavior
- Helpful and consistent intergenerational connections
- Competent role models
- External support systems including mentoring, apprenticeship and employment programs

Slide 16: 3 Key Elements Leading to High Intra-Power (Haynes 2015)

- ABC
  - *a*cceptance of the individual, *b*elief in the individual's capacity, willingness and readiness to grow, and must challenge the individual to move to higher levels of personal-social growth.

Slide 17: Social Capital as a National Tradition

- When an American asks for the cooperation of his [or her] fellow citizens, it is seldom refused; and I have often seen it afforded spontaneously, and with great good will"

Alexis de Tocqueville, Democracy in America, 1885

Slide 18: Social Capital and Government Sanctions

- The Works Progress Administration – Post-Depression Economic Stimulus
- The GI Bill of Rights – Post WWII Veterans
- Volunteers in Service to America (VISTA)

"The challenges our nation faces cannot be solved by edicts or quick fixes from Washington alone. We can rebuild our schools but we need people to be mentors and tutors in those schools. We can modernize our health care system but we need volunteers in our hospitals and communities to help care for the sick and help people lead healthier lives. We can invest in clean energy, but we need people to

use energy-efficient products in their homes and train for the green jobs of the future.”  
([www.nationalservice.gov](http://www.nationalservice.gov) , retrieved May 14, 2015).