Service-learning A Road to Social Entrepreneurship

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Pete Mather, Diana Marvel,
Jacob Okumu, Ronald Vance
Social Entrepreneurs

- Individuals with innovative solutions to society’s most pressing social problems. They are ambitious and persistent, tackling major social issues and offering new ideas for wide-scale change.

- Committed to change; oriented toward changing the system; persuading societies to take new leaps.

Ashoka web site
Summary of Session

- Explore Question: What attributes are necessary to be an effective social entrepreneur?
- Address: What can be done through a service-learning program to foster the development of those skills?
- Frame and illustrate this through a service-learning program we all participated in in Honduras this past summer.
Discussion

- What attributes are requisite to be an effective social entrepreneur?
- What can be done through a service-learning program to foster the development of those skills?
  - Honduras Service-learning Program
Honduras S-L Goals

- To prepare educators to direct service-learning programs
- Familiarize students with developing world concerns associated with poverty
  - Including intersection with issues of education, nutrition, food safety, quality of life, race, etc.
- Develop problem-solving competencies
- Cultivate commitment to ongoing development work
Dichotomies

- Agency and Communion (Baxter Magolda, 2001)
- Chutzpah and Humility (Palmer, 2011)
- Power and Love (Kahane, 2010)
INTERCULTURAL MATURITY

IDENTITY

COGNITIVE

RELATIONSHIP

King & Baxter
Magolda, 2005
## Dimensions

<table>
<thead>
<tr>
<th>IDENTITY/ SELF</th>
<th>RELATIONSHIP/ OTHER</th>
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<tbody>
<tr>
<td>• Hope</td>
<td>• Respect for Others</td>
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<tr>
<td>• Growth mindset</td>
<td>• Skills of Inquiry</td>
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<td>C Cultural (self) awareness</td>
<td>C Listening</td>
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Third Dimension: Cognitive

- Tolerance of ambiguity
- Ability to deal with cognitive dissonance
- Curiosity
- Analysis/Problem-solving
Program Components

- **Self**
  - Shared Leadership
  - Strengths assessment
  - Experiencing challenge
  - Self-reflection

- **Relationship**
  - Homestays
  - Consideration of community assets
  - Close interaction with community
  - Research projects
  - Diverse S-L Class
Cognitive

- Introduction to complex problems with no easy solutions
- Discussions
  - How do we solve poverty?
  - What are the implications of the power differential between “server” and “served”?
  - At home, I claim an oppressed identity, but in this place, I feel privileged
References


References (cont’d)
