## Table 1: Changemaker attributes for social innovation and social impact (Alden Rivers, Armellini and Nie, 2014)

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| Attributes | Relationship to Changemaker | Reference to literature |
| 1. Self-confidence | * in having and sharing one’s point of view * in challenging others’ assumptions * in being able to instigate change * to deal with issues when they arise * to work with others | Flavell (1979); Kolb (1984); Baxter Magolda (1998); Grice (2005); Stepian & Baernstein (2006); Yorke & Knight (2006); QAA (2012); Jackson (2014) |
| 1. Perseverance | * be optimistic * have resilience to engage in ill-structured tasks * adapt in positive ways to changing circumstances * practice tolerance to stress and ambiguity * have grit * work to thrive in the face of adversity | Grice (2005); Sherman (2011); QAA (2012); Jackson (2014) |
| 1. Internal locus of control | * be self-regulated in monitoring progress against a plan * work in a self-directed way, without supervision * collect and maintain up to date records of achievement | Gough (2003); Grice (2005); QAA (2012); Edexcel (2014) |
| 1. Self-awareness | * have awareness of own strengths and weaknesses, aims and values * believe that personal attributes are not fixed and can be developed * be independent * be willing to learn and develop * have an understanding of one’s learning style * be a “self-author” | Baxter Magolda (1998); Gough (2003); Yorke & Knight (2006); Jackson (2014) |
| 1. Action orientation | * take action unprompted * engage in action planning * set goals * have ambition | Gough (2003); Yorke & Knight (2006); QAA (2012); Jackson (2014) |
| 1. Innovation and creativity | * be original and inventive and to apply lateral thinking * be a future-thinker | Grice (2005); Yorke & Knight (2006); Sherman (2011); QAA (2012); Jackson (2014); QAA (2014) |
| 1. Critical thinking | * be motivated and skilled to locate, interpret and evaluate a range of evidence, using tools where appropriate * understand knowledge as uncertain and contextual * evaluate methods for problem-solving * question assumptions | Brookfield (1987); Pascarella & Terenzini (1991); Baxter Magolda (1998); Mezirow (2000); Grice (2005); Stepian & Baernstein (2006); Yorke & Knight (2006); Edexcel (2014); Jackson (2014) |
| 1. Empathy | * be motivated to consider others’ perspectives * develop an aptitude for understanding another’s perspective | Stepian & Baernstein (2006); Sherman (2011) |
| 1. Reflective | * be motivated to engage in active reflection as a means of problem solving * work as a reflective practitioner * use learning logs, journals, blogs or diaries | Flavell (1979); Kolb (1984); Mezirow (2000); Gough (2003); Yorke & Knight (2006); Jackson (2014) |
| 1. Communication | * possess high level of literacy, numeracy and digital literacy * share findings and good practice with others * have awareness of communication and language across other cultures * influence, persuade and negotiate to positive ends * be a networker * co-construct meaning with others * learn cooperatively | Baxter Magolda (1998); Mezirow (2000); Gough (2003); Grice (2005); Yorke & Knight (2006); Edexcel (2014); Jackson (2014) |
| 1. Emotional intelligence and social intelligence | * be socially aware * understand the role of emotions when working with others * use emotion in positive ways | Grice (2005); Sherman (2011); Jackson (2014) |
| 1. Problem solving | * recognise problems * develop a strategy for problem solving * evaluate the strategy for problem solving | Jackson (2014); Yorke & Knight (2006) |
| 1. Leader | * inspire others and secure commitment * make decisions * look for the big picture * articulate your vision * implement change | Neumann & Neumann (1999); Yorke & Knight (2006); Kabacoff (2009); Sherman (2011); Wharton School (2013); Jackson (2014); |
| 1. Values-driven | * be ethical * be a global citizen * be an environmental steward * be an advocate for social justice and wellbeing | Jackson (2014); QAA (2014 |