## 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 |