

Creating a Framework for Global Citizenship and International Service-Learning Studies: An Experiential Education Approach

Sean O'CONNELL and Billy O'STEEN

Abstract

Over the past decade, international service-learning has become increasingly popular among students with the aim of enhancing their own intercultural awareness and sense of global citizenship. This paper elucidates the efforts being made at a Japanese university to develop a collaborative framework that focuses on global citizenship and international service-learning studies. Following a brief introduction of the current research project and background, it then discusses the current trends in Japan and overseas regarding the blend of service-learning and international education, which ultimately became the impetus for the current research project framework. This paper concludes with a focus on the planned development and implementation of the research project over a three-year period (2020–2022).

Keywords: global citizenship, curriculum development, collaborative research-driven frameworks, international service-learning

1. Introduction

Over the past decade, international service-learning (hereafter referred to as ISL) has become increasingly popular among university students with the aim of increasing their own intercultural awareness and sense of global citizenship. As Bringle and Clayton (2012, p.105) explain, service-learning seeks to integrate “academic material, relevant service activities, and critical reflection in a reciprocal [co-created] partnership that engages students, faculty/staff, and community members to achieve academic, civic, and personal [growth] learning objectives as well as to advance public purposes.” In other words, it can be described as a form of experiential education that involves partnerships between teaching institutions, community members and organizations that allow students opportunities to learn through community engagement. As such, an ISL program allows international students the opportunity to gain knowledge and practice from interaction with host communities and educational institutions in a foreign country.

In 2020, the first author (O'Connell) was successful in obtaining a Grants-In-Aid Scientific

Research grant (Grant No. 20K02978, Type C, 2020–2022) entitled “*Creating a research-driven collaborative framework for global citizenship and international service-learning studies*” from the Japanese Ministry of Education, Culture, Sports, Science and Technology (hereafter referred to as ‘MEXT’). Accordingly, the main purpose of this paper is to introduce the objectives, structure, approach and initial development of this research project in its first stage now underway. Considering the COVID–19 global pandemic the world now faces in 2020, it will also discuss how the pandemic may affect the project’s future development during its three-year period.

This research project aims to achieve a major development in the area ISL studies (global citizenship and intercultural awareness) through research in cooperation with between a domestic (Fukushima University) and an overseas university (University of Canterbury, New Zealand). The objective of this project is two-fold: (1) to create an infrastructure of joint international research in ISL that contributes to proliferating research and skills-based knowledge of the latest overseas trends and developments within Japan and; and (2) to design a framework for and pilot test collaborative service-learning programs between Japan and New Zealand. With cooperation and advice of fellow researchers at Fukushima University and the University of Canterbury (UC), the research-driven portion of the project seeks to contribute to increasing knowledge within Japan in the areas of community engagement, global citizenship, and intercultural awareness.

Based on the collaboratively designed framework to be introduced in this paper, the first author will conduct regular on-site research at the Universities of Fukushima and Canterbury during the three-year research project period. On-going analysis from this research will be used in the final project year to create and test a framework that will provide research-driven support in three ways: (1) holding a research symposium open to domestic researchers and university students who are either researching, or are interested in, the fields of community engagement, global citizenship and intercultural awareness through service-learning; (2) creating an online Service Learning Research Center (SLRC) featuring audio and video files, and research and educational-support materials; and (3) designing a framework and implementing a pilot collaborative international service learning curriculum based on the research output expected from this project.

2. Research Project Background

Service-learning in Japan has long been seen as an avenue for students to develop their social skills and sense of responsibility as active members of society. However, the depth of research on the benefits of this type of experiential education still remain sporadic. As Chiu (2017) and Horio (2017) both point out, MEXT is calling for Japanese universities to embrace a stronger focus on international education, including the development of global citizenship curricula nationwide. As the country continues to cope with an array of recent natural disasters (e.g., the Great East Japan Earthquake in 2011, the Kumamoto Earthquake in 2016, Typhoon Jebi and the Hokkaido Earthquake in 2018), there is an increasing demand to prepare citizens

to be able to respond appropriately through well-coordinated volunteer activities.

Researchers and government officials alike (McMorran, 2017; O'Connell, 2017a, 2017b) stress that without post-disaster volunteers, including students, being properly equipped with skills and mindsets to help effectively, there is a genuine risk of their activities in post-disaster response becoming haphazard. This requires curriculum that is developed based on sound research results. Here, ISL provides an excellent opportunity to answer this call regarding the academic benefits for students to learn through active community engagement (volunteer and community service projects). In order to answer the current trends in the internationalization of Japanese education there is a genuine need to conduct in-depth research to keep up with the times.

Taking into consideration that this type of research and curriculum development is still under-developed in Japan (Horio, 2017; O'Connell, 2017a, 2017b), the significance of this research project lies in its aim to create the foundations for a collaborative international joint-research and educational model for Japanese and overseas universities through cooperation with the above-mentioned institutes. One key question, therefore, to be answered through this research project is: *“How can the success of overseas models of global citizenship learning be effectively emulated in Japan for the benefit of future research and learning opportunities focusing on service learning?”*

3. Overseas and Domestic Trends

Since the late 2000s, the Japanese government, or more specifically, the Joint Business-Academia Committee for the Promotion of Global Jinzai Development, has been promoting the national education strategy of “Global Jinzai” (Globally-competent Personnel) in an effort to address the call for Japanese companies to be better equipped to expand their businesses in the global marketplace. According to a translation by Chapple (2014, p.215), the definition of this strategy is as follows:

“people who, in today's competitive and cooperative world, can—while maintaining their sense of Japanese identity—possess a broad worldview based on both general and specialized education, have communicative and cooperative abilities to build relationships which go beyond values, cultures and different languages, and that have the ability to create new values and the desire to contribute to society now and in future generations.”

In order to implement curriculum at tertiary-level that answers such a call for fostering a globally competent workforce, MEXT has been supporting international study programs under the banner of Global Jinzai Education. The main aim is to encourage Japanese students to become globally competent—a broad concept that includes developing intercultural competency through curricula that include instruction in hands-on, practical skill sets such as real-life English communication, multilingual critical-thinking and intercultural teamwork. This shift to a more proactive form of global education has been highlighted in nation-wide initiatives such as the Top Global University Project, Super Global High school Project, and most recently,

the Tobitate Ryugaku Japan Scholarship (MEXT, 2012).

Following the Great East Japan Earthquake in 2011, a trend of moving away from traditional models of international education and more towards nurturing global competency has appeared. This has also been linked to a heightened interest among Japanese youth towards volunteer work such as was triggered by the high demand for volunteers, well-publicized by the media, in disaster-affected communities across the Tohoku region. Today, numerous universities in the Tohoku region have developed service-learning programs where global education is blended together with project-based learning. Japanese and international students are together provided opportunities to leave their classrooms and apply the knowledge they have acquired to real-life situations being faced in post-disaster communities. In particular, there has been a strong interest by both secondary and post-secondary institutions in curriculum development that is based in Fukushima, where the needs for volunteer work is believed to be more long-term and wide-spanning due to the prolonged effects of the nuclear accidents that happened there (O'Connell, 2017b).

This research project also aligns well with international trends in service-learning and global citizenship studies that are focused on both student experiences and institutional adoption and impact. As Ash and Clayton (2004) point out, there has been an emphasis on encouraging students to critically reflect on their service-learning experiences. This has led these researchers developing the Articulated Learning Process and the DEAL (Describe, Examine, Articulate Learning) Framework, which are both seen as the industry standards for encouraging students to analyze their actions within the intersecting realms of academic achievement, engaged citizenship, and personal growth. Institutionally, the creation of the Carnegie system for evaluating university-wide adoption, promotion, and impact of service-learning has gone far in getting this on the agendas of lecturers, higher education leaders, and policy makers. In their view of professional institutional roles in service-learning course implementations, Perry et.al (2016) stress that such a framework of support is vital in terms of assessing outcomes that are beneficial in terms of research and learning outcomes. Taking the current domestic and international trends and demands into account, the timing and conception of this research project is essential and significant in terms of its potential research and future educational impact in Japan for Japanese universities, academics and students.

Making use of the first author's experience in researching and teaching in the field of intercultural communication, bi-lingualism, global citizenship and international education development, a collaborative relationship between Nanzan University, Fukushima University and UC in New Zealand has been established to further research both domestic and international trends and to help this project reach its full potential. Collaboration with Fukushima University offers the opportunity to tap into the wealth of experience and research regarding domestic service-learning programs it has implemented in the area of post-disaster community engagement through coastal Fukushima.

In terms of international collaboration, the focal point will be on collaborative support from UC. In 2011, UC created its 'CHCH101: Rebuilding Christchurch' curriculum after the 2011 earthquake. This course has continuously explored on the effects as the South Pacific's first post-disaster service-learning course. A full explanation of the course design, aims and current

focus will be provided in the next section.

4. CHCH 101: Rebuilding Christchurch Overview

Following the 2010 and 2011 earthquakes in Christchurch, New Zealand, over 11,000 UC students provided immediate relief across the city. Their self-organised Student Volunteer Army demonstrated to faculty at UC that the students were exhibiting an existing national ethos of volunteering and service. As a way for the students to get more out of their service, the course, CHCH101: Rebuilding Christchurch, was created with the components of academic content, personal reflection, and volunteering, which are typical for service-learning courses (Clayton et al., 2005). Further, Dr. Clayton and faculty at Tulane University were consulted on the design of the course. Five years earlier in 2005, the host city for Tulane, New Orleans, was devastated by Hurricane Katrina and the University was forced to close for a semester. When it reopened six months later, it implemented a graduation requirement for all students to complete two service-learning courses related to the city's rebuild. This repurposing of their mission led Tulane to have the distinction of having the most applications for enrollment in the U.S. for several years.

With this strong international collaboration, CHCH101 was launched four months after the 2011 earthquake and had an initial enrollment of 120 students. Ten years later more than 1500 students – including a strong representation of international students - have completed it and have contributed in excess of 45,000 hours of service. Additionally, hundreds of students from Australia, China, Japan (including Nanzan and Sendai Universities) , the UK, and the US have come to Christchurch for short versions of CHCH101 (University of Canterbury, 2020).

The intended learning outcomes of both the semester-length and shorter versions of CHCH101 are: academic engagement, civic participation, and personal growth (Eyler and Giles, 1999). Students are exposed to content around citizenship, disaster response, employability skills, and volunteering with the goal of situating this content within their volunteering experiences. Then, students are invited to connect the content with their volunteering through two assignments that focus on critical reflection and personal growth. The first assignment is the called 'Healing Proposal' where students have the opportunity to propose a specific improvement to a specific community. Then, in the second half of the semester, students are put into small teams of five people and they are tasked with designing and implementing a social impact project. The assignment for the team project is a personal reflection on the connection between academic content, their experience, and employability skills.

CHCH101 is based on John Dewey's conception of experiential education where the boundaries between the educational institution and the community are blurred such that students' work within the university is also their work within the community (Dworkin, 1959). He led the way for the progressive education movement, which placed a sense of social responsibility with education. This followed the Ancient Greeks' belief that everyone is born an idiot (Greek word *idios* means concerned with one's own affairs) and it is only through

education that one becomes a citizen. In practical terms, this approach is similar to “the Wisconsin idea” where University of Wisconsin President Charles Van Hise declared in 1905 that the boundaries of the campus were the boundaries of the state (University of Wisconsin, 2020). This form of real-time experiential education is currently best realized through courses like CHCH101 and the role of public service at Tulane University and may be especially effective in those kinds of post-disaster settings.

Starting in 2020, data from CHCH101 students is being collected before and after the course using a survey developed from Civic Attitudes survey (see Appendix). At the time of this paper, the pre-course survey has been administered and the post-course survey will be administered at the end of the semester in November 2020. The results and analysis of the data will be discussed in an upcoming paper.

5. Research Project Aims, Design and Implementation

As explained thus far, the main aim of this project is to contribute to research-driven advancements in ISL programs in Japan. Through the cooperation of key personnel at the Fukushima University and UC, the results expected from this research will lead to research and learning-focused symposiums, ISL program participation, and online learning support in Japan. Researchers and Japanese university students alike will be given opportunities to enhance their knowledge and practical skills related to community engagement, global citizenship and intercultural awareness in order to make a significant contribution to Japanese society.

Throughout the project period, the first author will be primarily engaged in research activities onsite at UC as well as within Japan. The onsite fieldwork at UC focuses on gathering authentic data related to the UC Community Hub’s service-learning initiatives, program design and research output produced. This much-needed data will be collected using non-participant observation, action-research, and document analysis methods. Through three piloted service-learning study-abroad trips with Nanzan University students since 2016, the first author has witnessed first-hand the global citizenship educational benefits for Japanese students to learn through service-learning activities overseas. At the same time, these trips have stimulated research output (see O’Connell, 2017a, 2017b, 2018) that analyzed the learning outcomes from student perspectives and the potential of an emulated and collaborative curriculum design in Japan.

Amid this research, it has become clearly evident that research into the benefits of such programs is still drastically sporadic in Japan and needs immediate attention. Using his experience and relationship ties, the first author will use this research project framework, as explained throughout this paper, to contribute and fill the gaps in this type of research in Japan. This research project will endeavor to produce a collaborative-style service-learning program model for other Japanese universities to use and emulate. Below is a summarized explanation of the planned domestic and overseas research activities being undertaken during this project over the three-year period from the 2020 academic year through to the 2022 academic year.

5.1. Stage I: April 2020-March 2021

The first author is presently on a research sabbatical at UC in New Zealand. During this period, three main activities are being conducted: (1) review of current literature on global citizenship, experiential education, service-learning curriculum design, and pedagogical trends. Additionally, data has been collected on the research framework and curriculum design foundations pertaining to service-learning programs established at the Universities of Fukushima and UC. The data collection has involved document review, research interviews with key teaching personnel, as well as non-participant observation of the CHCH101 service-learning curriculum at the UC. The data collected thus far is currently being reviewed and analyzed in order to begin the creation of research and educational materials for a planned online Service-Learning Resource Center (SLRC) to be created. The results of the current onsite research will be published in upcoming papers.

5.2. Stage II: April 2021-March 2022

During Stage II of the research project, a continued review of the current literature mentioned above will be conducted to keep up with current trends. As will be discussed in the final section of this paper, the current COVID-19 pandemic could affect the original research plan, however, where possible, follow-up data collection research trips will be conducted by the first author to Fukushima University and UC in order to further observe the efficacy of their respective service-learning curricula.

Where onsite observation is not possible, online alternatives such as research meetings, class observations and the like will be sought. These activities will also be used to conduct meetings to plan a symposium and to share ideas on the creation of a pilot-testable collaborative service-learning program between Nanzan University, Fukushima University and UC. Naturally, on-going creation of digital learning materials for the SLRC homepage will be done through the analysis of the data collected.

5.3. Stage III: April 2022-March 2023

The final stage will be focus on three main activities: (1) an ISL research symposium, (2) SLRC set up and (3) a collaborative service-learning program at the UC.

With regards to the research symposium, all data collected and analyzed in Stages I & II will be correlated for use as themes in the final symposium to be held at Nanzan University in August 2022. Two key personnel in this collaboration, one from Fukushima University and another from UC, will be invited as the keynote speakers. As for the planned online service-learning research center homepage, the final design and uploading of educational material will be completed with the official launch to be ready for the above-mentioned symposium.

Lastly, planning, design and preparation for the pilot collaborative service-learning program between Nanzan University, Fukushima University and UC will be conducted throughout the year. The program will take place in March 2023 for two weeks at UC in New Zealand. This program will be a chaperoned, fee-based program to be held through the UC Community Engagement Hub at UC. Students will be recruited from Nanzan University and Fukushima University. This pilot program will act as the catalyst for future collaborative programs between

the three universities. The program will include lectures, fieldtrips, return airfares and a two-week homestay. Below is an example of previous service-learning trips conducted by the first author with Nanzan University students. This program pattern will be used as a point of reference in the planning stage as previous studies of this program have shown positive results in terms of intercultural learning outcomes and heightened global citizenship awareness (see O'Connell, 2017a, 2017b and 2018).

Table 1 International Service-Learning Program Example

Day	Activity	Day	Activity
1	Depart Japan for New Zealand	8	<ul style="list-style-type: none"> • Morning: Community engagement lecture on campus • Afternoon: SVA activity
2	<ul style="list-style-type: none"> • Arrive in Christchurch. • UC Campus tour and program orientation 	9	<ul style="list-style-type: none"> • Service-learning #3: Sumner Beach and Residential Project
3	<ul style="list-style-type: none"> • Morning: Global citizenship lecture on campus • Afternoon: city inspection of red zones and Quake City 	10	<ul style="list-style-type: none"> • Service-learning #4: Community clean-up Project
4	<ul style="list-style-type: none"> • Service-learning #1: Riccarton Service Project 	11	<ul style="list-style-type: none"> • Project reflection and data analysis
5	<ul style="list-style-type: none"> • Morning: Project reflection • Afternoon: Student Volunteer Army member (SVA) meeting 	12	<ul style="list-style-type: none"> • Presentation preparation on campus
6	<ul style="list-style-type: none"> • Service-learning #2: CBD Service Project 	13	<ul style="list-style-type: none"> • Student presentations to UC members
7	<ul style="list-style-type: none"> • Project reflection and data analysis 	14	Return to Japan

6. Conclusion

This paper has explored the significance, aims, design and implementation of the current research project by first situating it within the context of ISL.

The potential strength of this project lies in the collaborative relationships established with Fukushima University and UC. Fukushima University has made major contributions within Japan to the field of service-learning curriculum development since 2011. Its willingness to participate as a research subject and as a collaborative member of the proposed pilot program and symposium will be play an integral role in achieving project goals. With regards to the overseas service-learning program research, the UC Community Engagement Hub will cooperate in the development and implementation of planned joint-research and data collection activities in Christchurch, New Zealand as well as participation in the symposium in Japan.

The cooperation of both universities provides a sound base in terms of the expected success

of this project. After the respective natural disasters that both areas experienced in 2011, the two universities have worked tirelessly to establish three essential parts to their respective service-learning environments—the students, lecturers/researchers, and institutions. As a result, a large number of students at the both universities have worked as volunteers to provide their cities with immediate disaster relief. This has, in turn, resulted in the creation of academic service-learning courses within which students are able to critically reflect on their volunteer activities. Ultimately, these developments have led to the establishment of strong student volunteer groups being created at both universities, which is an example of the institutional support to encourage further service-learning.

The Grant-in-Aid Scientific Research grant obtained by the first author will allow this innovative research project to take full advantage of the important and robust research gains in service-learning through its focus on program development and capacity building among lecturers and institutions. By synergizing the commonalities regarding future global citizenship education development between the two universities in Japan with the cooperation of UC in New Zealand, the aims of this project are both realistic and achievable. The expected research outcomes are: (1) new and innovative research contributions to the fields of global citizenship, service learning, collaborative education, curriculum development, and intercultural awareness and; (2) the future creation of new collaborative service-learning research relationships in Japan.

Before closing, some attention needs to be given to the present global COVID-19 pandemic as this may affect the future development of this project. Presently, closing of borders to international students in New Zealand and Japan has seen a reevaluation of structures of international education and research for both short- and long-term study abroad curricula. It has also put the brakes on research trips in the near future. How this will change in the coming months and beyond cannot yet be predicted.

To that end, the authors of this paper, as members of the collaborative part of this research project, are now formulating other ideas through which the research project aims, design and implementation can be revised. This includes the implementation of a more blended-learning approach that incorporates online interaction between the three universities. Accordingly, more discussion regarding these ideas will be provided in upcoming research papers on this research topic.

Acknowledgments

The first author (O'Connell) gratefully acknowledges receipt of the Grants-in-Aid Scientific Research C-type grant, No. 20K02978 (2020–2022) and the Nanzan University Pache Research Fund I-A-2 for the 2019 academic year as part of the research support that led to the writing of this paper. He also acknowledges the research sabbatical period afforded to him by Nanzan University to make the Stage I onsite research possible.

References

- Ash, S.L., Clayton, P.H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education* 29, pp. 137–154. Retrieved on September 2, 2020 from: <https://doi.org/10.1023/B:IHIE.0000048795.84634.4a>.
- Bringle, R.G & Clayton, PH (2012). Civic Education through Service Learning: What, How, and Why? (pp. 101–124) McIlrath L., Lyons A., Munck R. (eds) *Higher Education and Civic Engagement.*, pp. 101–124. Palgrave Macmillan, New York.
- Chapple, J. (2014). “Global Jinzai”, Japanese Higher Education and the Path to Multiculturalism: Imperative, Imposter or Immature? (p. 213–228) in Shimizu, K. & Bradley, W. (eds.) *Multiculturalism and Conflict Reconciliation in the Asia-Pacific*. Palgrave Macmillan, New York.
- Chiu, D. (2017). Conceptualizing Global Citizenship at Japanese Secondary Schools: A Case Study on the Super Global High School Program. *Unpublished Masters Thesis*, University of Tokyo. Retrieved on August 20, 2020 from: <http://hdl.handle.net/2261/00074215>
- Clayton, P.H., Ash, S.L., Bullard, L.G., Bullock, B.P., Moses, M.G., Moore, A.C., Osteen, W.L., Stallings, S.P. & Usry, R.H. (2005). Adapting a core service-learning model for wide-ranging implementation: An institutional case study. *Creative College Teaching Journal*, 2(1), pp. 10–27
- Dworkin, M.S. (Ed.). (1959). *Dewey on education*. New York: Teachers College Press.
- Eyler, J. & Giles, D. (1999). Where’s the learning in service-learning? San Francisco: Jossey-Bass.
- Horio, T. (2017). *Japanese Higher Education Policies and Global Citizenship Development*. NAFSA 2017 Annual Conference & Expo. Retrieved on January 23, 2020 from: [https://www.jafsa.org/archives/001/201706/\(web\)%20Horio\(MEXT\)_JAFSA%20Session_NAFSA2017.pdf](https://www.jafsa.org/archives/001/201706/(web)%20Horio(MEXT)_JAFSA%20Session_NAFSA2017.pdf)
- McMorran, C. (2017). From Volunteers to voluntours: shifting priorities in post-disaster Japan. *Japan Forum*, 29:4, pp. 558–582.
- Ministry of Education, Culture, Sports, Science and Technology [MEXT] (2012). *Daigaku kaikaku jikko` puran*. [The plan to change universities]. Retrieved on September 15, 2020 from http://www.mext.go.jp/b_menu/houdou/24/06/_icsFiles/afeldfile/2012/06/25/1312798_01.pdf.
- O’Connell, S. & Croker, R. (2018). Intercultural Social Networks: A Study of Service Learning and its Impact on Japanese-Foreign Student Learning. *The Bulletin of the Center for Japanese Studies*, Nanzan University, Volume 2, pp. 15–27.
- O’Connell, S. (2017b). Exploring Global Awareness: International Service-Learning and its Impact on Student Intercultural Competency. *Academia: Literature and Language*, Nanzan University, 103, pp. 121–132.
- O’Connell, S. (2017a). Cultural Intelligence, Global Awareness and International-Service Learning: An Analysis of Student Perspectives on Learning Outcomes. *Academia: Literature and Language*, Nanzan University, 102, pp. 79–92.
- Perry, L., Stoner, K., Stoner, L., Wadsworth, D., Page, R., & Tarrant, M. (2016). The importance of global citizenship to higher education: The role of short-term study abroad. *London Review of Education & Science* 1 (19) pp. 342–356.
- University of Canterbury (2020). UC Community-Hub. Retrieved on August 20th, 2020 from <http://www.education.canterbury.ac.nz/community/hub.shtml>
- University of Wisconsin. (2020). *The Wisconsin Idea*. Retrieved on June 16, 2020 from <https://www.wisc.edu/wisconsin-idea>.

Appendix.

Bachelor of Youth and Community Leadership Survey University of Canterbury Survey

**What are the experiences of students
in the Bachelor of Youth and Community Leadership?**

First name/s: _____ **Surname:** _____
Student ID: _____ **Date:** _____

Thank you for participating in this study. Please TICK THE BOX of the answer that best fits you. If you change your mind once you have ticked a box, please mark a cross through the original selection and then tick the box for your new response. This survey is adapted from the Civic Attitudes and Skills Questionnaire by Moely, Mercer, Illustre, Miron, and McFarland.

- 1. Which of the four possible concentrations of the degree particularly appeals to you?**
 - Activism
 - Humanitarianism
 - Social Entrepreneurism
 - Youth Development

- 2. Before starting this course, how often have you done something in your community?**
 - Never
 - Once a year
 - Once a month
 - Once a week

- 3. How clear are you about your purpose in life?**
 - Not at all clear
 - Not very clear
 - Somewhat clear
 - Very clear

- 4. For the following questions, please CIRCLE ONE NUMBER on each scale. Do not circle the words at the end of the numbers or in between two numbers. If you change your mind once you have circled a number, please mark a cross through the original circle and then circle your new response.**

There are no right or wrong answers. Some of the questions may be difficult but please try your best to answer as honestly and accurately as you can.

I plan to do some volunteer work.

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I plan to become involved in my community

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I plan to participate in a community action program

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I plan to become an active member of my community

Strongly disagree 1 2 3 4 5 ***Strongly agree***

In the future, I plan to participate in a community service organization

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I plan to help others who are in difficulty

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I am committed to making a positive difference

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I plan to become involved in programmes to help clean up the environment

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I can listen to other people's opinions

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I can work cooperatively with a group of people

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I can think logically in solving problems

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I can communicate well with others

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I can successfully resolve conflicts with others

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I can easily get along with people

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I try to find effective ways of solving problems

Strongly disagree 1 2 3 4 5 ***Strongly agree***

When trying to understand the position of others, I try to place myself in their position

<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I find it easy to make friends						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I can think analytically in solving problems						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I try to place myself in the place of others in trying to assess their current situation						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I tend to solve problems by talking them out						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I am aware of current events						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I understand the issues facing this nation						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I am knowledgeable of the issues facing the world						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I am aware of the events happening in my local community						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I plan to be involved in the political process						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I understand the issues facing Christchurch's community						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I am a better follower than a leader						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I am a good leader						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I have the ability to lead a group of people						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I would rather have somebody else take the lead in formulating a solution						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I feel that I can make a difference in the world						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>
I don't understand why some people are poor when there are boundless opportunities available to them						
<i>Strongly disagree</i>	1	2	3	4	5	<i>Strongly agree</i>

People are poor because they choose to be poor

Strongly disagree 1 2 3 4 5 ***Strongly agree***

Individuals are responsible for their own misfortunes

Strongly disagree 1 2 3 4 5 ***Strongly agree***

We need to look no further than the individual in assessing their problems

Strongly disagree 1 2 3 4 5 ***Strongly agree***

In order for problems to be solved, we need to change public policy

Strongly disagree 1 2 3 4 5 ***Strongly agree***

We need to institute reforms within the current system to change our communities

Strongly disagree 1 2 3 4 5 ***Strongly agree***

We need to change people’s attitudes in order to solve social problems

Strongly disagree 1 2 3 4 5 ***Strongly agree***

It is important that equal opportunity be available to all people

Strongly disagree 1 2 3 4 5 ***Strongly agree***

It is hard for a group to function effectively when the people involved come from very diverse backgrounds

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I prefer the company of people who are very similar to me in background and expressions

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I find it difficult to relate to people from a different race or culture

Strongly disagree 1 2 3 4 5 ***Strongly agree***

I enjoy meeting people who come from backgrounds very different from my own

Strongly disagree 1 2 3 4 5 ***Strongly agree***

Cultural diversity within a group makes the group more interesting and effective

Strongly disagree 1 2 3 4 5 ***Strongly agree***

5. The following questions require a written response. Please write as clearly as possible.

What is your background with regard to community engagement and leadership?

Why have you chosen to take this course/degree?

Thank you for completing the questionnaire! Please check that you have answered every question.