Assessing Chinese International Students’ Leadership Development Through Their Experience of Organizing Student Activities

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Abstract. This paper discusses Chinese international students’ leadership development through their experience of organizing student activities. Qualitative research method is used and four participants were investigated. The conclusion can be drawn that Chinese international students can develop their collaborative skills, interpersonal skills, skills of inspiring others, and skills in fulfilling responsibilities from organizing student activities. In order to facilitate Chinese international students’ leadership development, student divisions and international service offices could work together to provide programs, offer internship opportunities, organize various activities, and support cultural organizations.

Introduction

“Student leadership development” is chosen as the focus of this study because there is gap between the understanding of it in China and in the United States. Leadership is unfamiliar to Chinese educators until 2005 when Hongmei Zhao (2005) \cite{1} published a paper introducing leadership education in 15 American women colleges. Since then, Chinese educators and researchers began to be aware of leadership in education field. Till now, student leadership development is still an underdeveloped topic in China. There are still many schools, teachers, and students who know little about it. In the United States, this concept has been discussed, studied, and practiced for more than 20 years \cite{2}. It has been developed into a very diversified, sophisticated, and deep research area. Chinese international students witnessed and experienced this big difference. Therefore, they are the best study objects for educators and researchers to learn the gap.

The learning outcomes for Chinese international students’ leadership development in this assessment are listed as follows:

1. Students are able to work collaboratively with others toward a common goal.
2. Students will develop strong interaction skills and are able to communicate effectively in different circumstances.
3. Students are able to inspire and influence others to achieve a common goal.
4. Students are willing to shoulder responsibilities of decisions and actions.

The four learning outcomes are drawn from the four statements of seven institutional learning objectives of the participants’ university. They are as follows,
“a. Work collaboratively with others toward a common goal; b. Demonstrate effective social interaction skills appropriate to the occasion, task, and audience; c. Influence others ethically toward achievement of a common goal to effect positive change; d. Demonstrate accountability for one’s decisions and actions” [3].

Assessing whether Chinese international students developed in these skills through their experience of organizing student activities at the university provide evidence to how much the university achieve her institutional learning objectives. It also provides experience to other colleges and universities on how to develop Chinese international students’ leadership and improve their involvement in American colleges and universities.

**Literature Review**

Upcraft and Schuh define assessment as “any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness” [4]. Therefore, assessment is used to describe effectiveness. There are comprehensive aspects to be assessed including consideration of learning outcomes, student needs and inputs, campus environments, student motivation, student uses and satisfaction, and cost effectiveness.

According to Huba and Freed [5], assessment began to be applied because of the WWII, financial crisis, diversified student population, and concerns from workplace during 1950s to 1980s. The assessment movement shifted from the external influence to an internal force in 1990s. Because of the competition for students, the need to reduce cost and improve quality, institutions of higher education began to encourage assessment in order to gather data to inform decisions. Now, assessment ensures the sustainable development of higher education.

There are two types of literature address leadership issues of Chinese students. One is about students in Chinese universities; the other is about Asian American students in general.

**Chinese Student Leadership**

There are some literatures about student leadership in Chinese universities. The following four studies are comprehensive and typical of its kind.

Chan (2000) assessed leadership characteristics of 163 Chinese secondary students’ in Hong Kong by using the Roets Rating Scales for Leadership (RRSL). He found Chinese students rate themselves higher “for characteristics related to aspiring to leadership and achievement, openness to novel experiences and different perspectives, and high energy level than for other characteristics” [6]. This study also provides evidence that RRSL is valid to assess leadership of Chinese adolescents’ with an acceptable reliability and validity.

Luo (2010) conducted a survey on the students’ leadership and factors influencing leadership among 400 students in a university in Chengdu, capital city of Sichuan Province. He concluded that personal traits, family environment, and social involvement have significant relationship with students’ leadership [7].

Zhao, Tan, and Urhahne (2011) investigated 151 Chinese students’ perceptions of transformational leadership and conditions of leadership by conducting six quantitative surveys of six different measures. They found that interpersonal skill is the strongest predictor of transformational leader. Female rated higher than males in leadership scales [8].

Wu and Bao (2012) found similar result in their survey of 10,930 students from Chinese elite universities. Female and only-child students are more likely to take leadership roles in their college life. These studies are well designed, well organized, well implemented and well written. Though
they elaborated the problem from the students’ perspective, they all used existing measures or existing survey data, and quantitative method to find out significant predictors or factors [9].

**Asian American Students Leadership**

There are plenty of literatures about Asian American student leadership or development in journals and websites. They address varied issues in this area.

Suzuki (2002) analyzed the detrimental influence of “the model minority and perfidious foreigner stereotypes” for Asian Americans in higher education. He stated that Asian American students are always stereotyped as higher achievers in academic, American institutions of higher learning tend to neglect their problems and needs. Because of the “perfidious foreigner stereotype”, Asian American students underwent racial harassment and suspect of untrustworthy behaviors. Suzuki (2002) put forward seven steps to address the problems.

“a. Conduct workshops, retreats, and other activities for students, faculty, administrators, and staff on diversity and multiculturalism, including segments on the stereotyping of Asian Americans and its damaging effects.

b. Establish a campus wide committee to monitor incidents of racial harassment, with particular attention given to Asian American students, who are often not perceived as victims of such harassment and may not speak out about it.

c. Support efforts to diversify the staffs of student affairs units, including efforts to recruit Asian Americans for such positions, especially on campuses with significant numbers of Asian American students, and provide training to student affairs practitioners on effective approaches to working with Asian American students.

d. Provide assistance to Asian American and other ESL students to enable them to develop their English communication skills to a level necessary for college work.

e. Offer workshops, conferences, and other activities to develop the leadership skills of Asian American and other minority students who tend not to be involved in mainstream student organizations and to increase their involvement in these organizations.

f. Provide opportunities for Asian American student affairs staff to develop their leadership skills by assigning them leadership roles, supporting their attendance at seminars and conferences, and offering other professional development activities.

g. Include certain Asian American subpopulations, such as the various Southeast Asian groups who are still underrepresented in higher education, in outreach and admissions efforts to recruit a more diverse student body and in educational equity programs to provide them with financial aid and other supportive services to help them succeed academically” [10].

Chan (2011) conducted a study of civic engagement of Asian immigrant students. The study found three factors influencing Asian immigrant students’ civic engagement including relational factors, identity factors, and acculturation gap factors. Relational factors refer to Asian immigrant students’ siblings, friends, peers who can influence them on civic engagement. Identity factors include cultural and religious factors. Acculturation gap includes two aspects: one is between Asian students and their parent; the other is between Asian students and their peers. Positive cultural, social, and academic development also influences civic engagement of Asian immigrant students [11].

There are also many other research about Asian American students leadership. For example, Kodama (2002) studied social psychological development model of Asian American students, which synthesize both the traditional students’ development model and the external factors influencing Asian student development [12]. Yeh (2002) elaborated the critical issues Asian students face in their education by analyzing personal, family, organizational, and social factors.
The researcher calls on change in recruitment, retention, and research in order to address the problems Asian students have [13]. Shigeoka (2001) pointed out three aspects that institutions of higher education should consider when develop leadership programs for Asian American students: a. ethnic identity development, b. leadership philosophy; c. leadership skill development [14]. Balon (2003) emphasized that educators should encourage the discussion on ethnic diversity. This discussion should not be confined to just white and black. The researcher also recommends that educators should do more research, read more history, research articles, journals and magazines in order to get a better understanding of Asian culture. Conferences, workshops, and seminars about Asian student education should be held in a regular basis. Create safe and open school environment; encourage honest and respect discussion about racial, marginal issues; accept difference in leadership philosophy and style [15].

The literature review provides the gap in Chinese international students’ leadership development. Researchers either study students in institutions of Chinese higher learning or Asian American students as a whole. Chinese international students are neglected by educators and researchers. Therefore, this paper chooses to study this group in hoping to establish a base for future study.

**Methodology**

This is an assessment research of Chinese international students’ leadership development through organizing student activities at an American university. The researcher used a phenomenological method. According to Creswell (2013), “a phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon” [16]. In this paper, Chinese international students who have the experience of organizing student activities are recruited as the participants. Their lived experience includes organizing student activities, shared cultural background, and similar acculturation experience. The researcher finds out their leadership development through description of their experiences. This process is defined by Patton (2002) as “exploring how human beings make sense of experience and transform experience into consciousness” [17].

**Sampling Strategy**

Purposeful sampling and criterion sampling are used in selecting participants for this assessment. Purposeful sampling selects cases that are “information rich and illuminative” offering valuable “manifestations of the phenomenon” being explored [17]. The researcher also followed the logic of criterion sampling because it works well in phenomenology study when all participants represent people who have experienced the same or similar phenomenon [18]. There are two criterions for selecting the participants. First, the participants should have the experience of organizing at least one student activity at the university. Second, they should have the experience of participating student activities. Participating student activities is a different experience from organizing student activities. Only the students who have both of the experiences can tell the difference between the two and can provide accurate and rich information about their experiences.

By using these techniques, the researcher recruited four participants. They are all student leaders in Chinese student association.

Zhao is a male undergraduate student. He has been studying at the university for three years. He aims to establish a Chinese student fraternity at the university. During the time when the research is undergoing, he services as one of the officers in Chinese student association and he is one of the organizers of Chinese New Year Party of the year.
Qian is a female doctoral student. She has been studying in a doctoral program for three years. She is one of the officers in Chinese student association and organized Autumn Festival BBQ Party and Chinese New Year Party.

Sun and Li are master students who are about to graduate during the research. Both of them participated in many student activities on campus and off campus in the past years. Both of them are organizers of autumn festival activities and Chinese New Year activities. Li also serves as a leader in another cultural organization. She organized nearly all Chinese international students’ activities happened in one academic year.

Data Collection and Analysis

The researcher borrowed the idea provided by Roberts (2007) who makes a case for using electronic portfolios to assess student leadership learning. There are three procedures in his method. One is to “create rubrics to assess learning outcomes across a variety of experiences” [19]. Second is to enhance technology in order to facilitate students’ creation and compilation of portfolios. Finally, the portfolios are carefully reviewed to assess progress. Roberts’ method is designed for year-long assessment. In order to make it fit into a limited research timeframe, the researcher chose to use interviews rather than the portfolios.

The first process of the research is creating a leadership rubric according to the target university’s learning objectives (see Appendix A). The rubric is developed based on the learning outcomes of the assessment, which is also one of the institutional learning objectives. As being defined in the university’s institutional learning objective “collaboration and leadership”, the rubric includes four leadership skills: collaboration, interpersonal skills, inspiring, and responsibility. The rubric is created as the base of interview protocol and as a tool to assess participants’ leadership development.

The second step, the researcher developed an interview protocol according to the rubric and Patton’s (2002) criterion of wording interview questions. Eleven interview questions (see Appendix B) are developed. They are “open-ended, neutral, singular, and clear” [20]. The questions cover from participants’ prior United States experience to their experiences at the university. The four leadership skills stated in the rubric are asked separately. In this way, the researcher can get the data that are ready to be assessed by applying the rubric.

Four interviews are conducted. One is in English. The other three are in Chinese at the interviewees’ request. The researcher announced their rights before the interviews and asked them to read and sign the informed consent. The researcher used strategies combining interview guide approach and standardized open-ended interview. Question 3 to 6 are asked (the key questions asking four leadership skills as specified in the rubric) exactly as specified and “other questions as topics to be explored” [21]. The interviews were recorded. The researcher noted down the major part of the answers during the interview and asked participants to review the answers in order to ensure the words reflect what they really think. After the interview, the researcher also played the record to them and asked them to approve the words, ideas they expressed.

During the data analysis procedure, Moustakas’s (1994) phenomenological method is used [22]. First, the researcher listened through the interview records, note down significant statements, sentences, or phrases that provide answers to the development of four leadership skills. Second, clusters of meanings are developed from those significant statements and are classified into different categories which are later developed into themes. Third, the statements and themes are used to describe the development of participants’ leadership skills. For this case, an extra process is conducted. The researcher translated the significant statements and the descriptions from Chinese to English. Last, the “essence” of the phenomenon is drawn from these descriptions.
Trustworthiness

Every procedure of this research is built upon literatures. The design is based on Roberts’ (2007) design of assessing student leadership learning. The elements in the rubric are drawn from the statement of the university’s institutional learning objectives. The descriptions in the rubric are developed from Kouzes and Posner’s (2012) leadership theory [23]. The interviews were conducted under Patton’s (2012) interview strategies. Data analysis procedures followed Moustakas’s (1994) phenomenological method. “Multiple sources, methods, investigators and theories” [24] ensured the credibility of this project.

In order to ensure the transferability, the researcher replayed the record to the participants’ after the interview and asked them to approve those answers. At the end of the interview, the researcher also asked participants to review the interview notes on the major part of their answers.

Researcher Involvement

As a Chinese student leader, the researcher knows the participants. The researcher immersed in the experiences together with them. Because of their shared cultural background and experience, the researcher’s feelings, understandings, interpretations of the phenomenon are very much similar to those of the participants. What the researcher can do in analyzing the data is to avoid using descriptions from her mind, but those from the participants’.

As a college teacher in China, the researcher always thinks of student development from a teacher’s perspective. She tends to make judgments on students’ ideas from her personal philosophy. During the interview and data analysis process, she intentionally made herself a listener and inquirer. She doesn’t make comment or judgment. She describes what participants said, and what they experienced.

Limitations

There are four limitations in this project.

First, this project is conducted in a short timeframe. The interview protocol has been changed from the first interview to the last. Therefore, the data from the four interviewees are varied.

Second, there is no pre-post test for this assessment. Therefore, it is difficult to tell change in their leadership development. What the researcher did is to ask them to tell their change, but their answers are more like a general description of their leadership skills.

Third, the last two interviews were conducted together at participants’ request. The first person who answers the question always has influence over the second participants in terms of ideas and expressions. It could not be regarded as a focus group. One reason is that two participants are not eligible to be called as a “group”. The other is that the two participants did not talk interactively. They just took turns to answer the questions. They did not exchange significant ideas during the interview.

Fourth, as a student leader, the researcher knows the participants. There are possibilities that they gave answers of what the research needs rather than the answers in their mind.

Ethical Issues

Pseudonyms are used in this research for confidentiality of participants’ identities. Interview notes and records are kept by the researcher and will not be shared with anyone else. The informed consent form with participants’ signatures will also be kept well.

Result Findings

Question 1. Students are able to work collaboratively with others toward a common goal.
Three participants mentioned collaboration. They all agree that it is a very important part in a team work. Zhao said that, “you need to cooperate with other people because you cannot do everything by your own.” He also said he tended to do thing by himself in the past. He liked to be independent. Qian shared her experiences in organizing a Chinese New Year party. She said, “When I was setting up for the New Year Party, I was busy running here and there. I noticed a young man standing by the door. I immediately went to ask him to help me because I could not finish the job by myself.” Sun said she knows that cooperation is very important. She agrees that a leader should be able to assign the right tasks to the right person. But she said when she organized student activities, she felt difficult to believe in others’ works. She tended to check how well the tasks have been done. In many cases, she would do it over again.

Question 2. Students will develop strong interaction skills and are able to communicate effectively in different circumstances.

Four participants talked about their improvement in communication skills. Zhao shared his experiences and his philosophy in three years ago. He said he went for a bicycle trip from Shanghai (a city in China) to Qingdao (a city in China) by himself for seven days in 2011. He believed at that time, a person does not need to communicate with others or listen to others’ opinions. “You go to do what you want to do. Believe in yourself,” he said. He still feels proud of what he did when he was young, but he admits he will not do that again. Now, he realized that people should cooperate and should communicate. Unlike before, now he can sit down and listen to other’s opinion and sometimes he will take other’s advice when he thinks it is good. He admitted that he has improved a lot in this aspect.

Li shared her experience of organizing a Welcome Back Party at the beginning of a spring semester. She organized the whole event from initiating the party, making plans, constructing team, booking facilities, going shopping, conducting propaganda. The event was a great success. More than 80 students and guests took part in the event and it broke the record of event participation. During this process, Li had a lot of contacts, emails, telephones, appointments, etc. She felt very comfortable communicating in English with all kinds of people. This experience gave her confidence, facilitated her acculturation, and made her comfortable with American community. Li also mentioned an important point. She thinks organizing student activities improves her English proficiency. Comparing with the previous semester, she feels more comfortable communicating with others in English now.

Sun shared her attitudes towards communication by revealing her incompetence in communicating with others. She agrees that communication is very important for a leader. But it is difficult for her to talk with strangers. She feels unease and does not know what to talk about. She did not mention whether organizing student activities is helpful for her to overcome her problem. But she does believe that a leader must have good interactive skills and good communication skills.

Question 3. Students are able to inspire and influence others to achieve a common goal.

Two participants talked about influencing others in their own way. Qian shared her experience when she asked help from a young man during a Chinese New Year Party. She said it is a persuasion process rather than an inspiring process. Because the man is not one of her team members when she really needed help at that time. In order to persuade him to help, Qian promised to leave him some good food after the event. It worked. She said she felt sorry because she had no time to take care of his food. She didn’t know whether the man had some food for himself or not. She said if in the past, she would not give people empty promise. Sun talked about influence over others. She said a leader should model the way if he/she wants to inspire or influence others. Li shared about a person she works with. She is one of her team members in many student activities.
She always does everything quick and good. If you assign tasks to her, you always get the best work from her in the shortest time. She said getting to know these people in student activities is also a pleasure for her because she learns from other people.

Question 4. Students are willing to shoulder responsibilities of decisions and actions.

Sun mentioned about shoulder responsibilities of actions. She is a person who likes to work in an effective way and be responsible for her work. She said she does not believe in others because she saw a lot of irresponsible work other people do during student activities. Although she is a responsible person, she is still confused about how to make others responsible. Zhao also share his opinion of responsibility. He said responsibility is good. But it should not be overused. Especially during a team work, there is no doubt that a person should take his/her responsibility and try to fulfill it. But people should also be cautious of overstepping the boundary. They do what they should do.

Discussion

Participants’ answers to the questions are varied. When referring to the rubric, the researcher found some individual differences. Zhao is a man of a younger age. He is direct when answering the questions. He holds some different opinions from other three elder female participants. He is the only person who admits development in his leadership skills in terms of interaction skills (interpersonal skills) and cooperation. But his descriptions placed him mostly at level 2. He is still developing his leadership skills in collaboration, interpersonal skills, and inspiring others. His view on responsibility is close to the description at Level 3. He can perform his roles and responsibilities as required. He was able to motivate himself when facing difficulties. His bicycle trip is a good proof.

Qian is a female student leader who is pursuing her doctoral degree. She is more matured when sharing her experiences. She does not believe she has any particular leadership skills. But her description of her behavior proves that she is accomplished of her ability in collaboration, interpersonal skills, and inspiring others. She is exemplary in fulfilling her responsibility.

Sun and Li are female student leaders who have just graduated with their master’s degrees. Sun described herself as a good follower rather than a leader. Her description of her beliefs and experiences prove that she is a person with good personal leadership. She can do her tasks very well; she is able to cooperation with others but feels worried about others’ works. She has no idea how to make others effective or responsible. She also acknowledges herself as lack of communication skills. Based on her description, she is still developing her skills in collaboration, interpersonal skills, inspring others. She is exemplary in her sense of responsibility. She not only fulfills her responsibility but also tends to shoulder more of others’ responsibilities.

Li is the student who participated in organizing nearly all Chinese international students’ activities for a year. She described all of her experiences excitedly. From her description, she is exemplary in all four leadership skills. She likes to work together with people. She is able to persuade and influence others when she works in a team. She promotes others’ pride in their contribution. She performs beyond the role and responsibility. When the researcher asked her why she participated in so many student activities, she said because that is one of her expectations and goals of studying in the United States. She wanted to get involved in native community, to experience their culture, to make friends with people from different cultures. She is a person with a clear goal and is self-motivated to achieve her goal.
Recommendations

The experiences of the four Chinese international students prove that organizing student activities do help developing their leadership skills. How to encourage Chinese international students and other international students to get involved in student activities?

First, student life division can work together with international service offices to provide services, organize activities, and develop leadership in international students.

During the interviews, participants talked about international service office in their university many times. Zhao said he felt gratitude to the office because when he studied in the first year, he felt very lonely and isolated. The office organized many international student activities. It was those activities that helped him make friends with other international students. By making friends, he got involved in more activities together with these friends and got more engaged in the university community. Sun and Li also took part in many activities organized or facilitated by the international service office. Li even serves as a role like an activity assistant and is well known among the office faculties and international students. The office is accessible and approachable for international students. Therefore, student life divisions could take advantage of the influent of this kind of department in universities in order to get access to international students. They could seek possibilities to work together to initiate leadership programs, provide internship opportunities to international students.

Second, student life divisions or international service office could organize various activities catering to international students’ needs.

When talking about their criterion to choose activities, Sun said low fees, healthy food is her major concern. Li said personal interest is her consideration. Qian mentioned a point which is common among international students. She said she cannot go out because she does not have a car. Therefore, she likes traveling activities more than dancing or singing activities. She took part in some group trip activities which have transportation services, and some other trips organized by other organizations. Because most of the international students are new to the United States, they like to travel in order to experience American culture. They like activities that can get them out of campus. They need to go out. Zhao, Qian, and Sun all mentioned about frustrated first semester. Because they have to endure the acculturation challenges on the one hand, they face many difficulties and inconvenience in campus life on the other hand. They are unable to move because they do not have a car. They are unable to eat Chinese food because they cannot go shopping. Plus they have to endure the challenges of second language teaching and learning. They deal with so many challenges that they do not have time to enjoy leisure or look for fun. Therefore, organizing trips with affordable price would be welcomed by Chinese international students.

Third, support more cultural organizations’ activities.

Activities organized by Chinese student association are popular among Chinese international students. Due to the limited budget, Chinese student association is not able to organize big events except for some important annual events, like Chinese New Year Party, Autumn Festival, and National Day BBQ Party. These became the only chances for Chinese international students to gather together, share difficulties, and seek peer support.

Conclusions

The research assessed Chinese international students’ leadership development in organizing student activities. From the four students’ experience, the conclusion can be drawn that Chinese international students can develop their collaborative skills, interpersonal skills, skills of inspiring
others, and skills in fulfilling responsibilities. In order to facilitate Chinese international students’ leadership development, student divisions and international service offices could work together to provide programs, offer internship opportunities, organize various activities, and support cultural organizations.

References


## Appendix A: Rubrics

<table>
<thead>
<tr>
<th>Level 4 Exemplary</th>
<th>Collaboration</th>
<th>Interpersonal Skills</th>
<th>Inspiring</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is able to develop cooperative goals and roles.</td>
<td>• Establishes good rapport with anyone.</td>
<td>• Is able to transmit shared vision of future to others.</td>
<td>• Displays initiatives to perform beyond the roles and responsibilities.</td>
<td></td>
</tr>
<tr>
<td>• Supports and facilitates cooperation.</td>
<td>• Persuades and influence others.</td>
<td>• Acknowledges the emotions of others and validates them as important.</td>
<td>• Is able to motivate others to complete a task when faced with challenges/difficulties.</td>
<td></td>
</tr>
<tr>
<td>• Finds ways to get people together face-to-face.</td>
<td>• Garner team spirit and motivate others to work together.</td>
<td>• Promote people’s pride in what they contribute.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Accomplished</th>
<th>Collaboration</th>
<th>Interpersonal Skills</th>
<th>Inspiring</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participates in developing cooperative goals and roles.</td>
<td>• Relates well with all his peers and teachers.</td>
<td>• Is able to articulate shared vision of future.</td>
<td>• Performs roles and responsibilities as required.</td>
<td></td>
</tr>
<tr>
<td>• Volunteers to cooperate with others for shared goals.</td>
<td>• Articulates thoughts and feelings freely and clearly to others.</td>
<td>• Shows concern about others’ emotions.</td>
<td>• Is able to motivate himself/herself when faced with challenges/difficulties.</td>
<td></td>
</tr>
<tr>
<td>• Facilitates cooperation.</td>
<td>• Work well in any group.</td>
<td>• Makes people feel worthwhile of their own work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 Developing</th>
<th>Collaboration</th>
<th>Interpersonal Skills</th>
<th>Inspiring</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is willing to cooperate with others when worked together for common goals.</td>
<td>• Relates well with most of his peers.</td>
<td>• Volunteers to transmit shared vision of future.</td>
<td>• Carries the roles and responsibilities as required.</td>
<td></td>
</tr>
<tr>
<td>• Expresses thoughts and feelings freely to others.</td>
<td>• Expresses thoughts and feelings freely to others.</td>
<td>• Is aware of other’s emotions and values when worked together.</td>
<td>• Needs a lot of encouragement to continue with a task when faced with challenges/difficulties.</td>
<td></td>
</tr>
<tr>
<td>• Work well only with close friends.</td>
<td>• Work well only with close friends.</td>
<td>• Understands shared vision of future.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Collaboration</th>
<th>Interpersonal Skills</th>
<th>Inspiring</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is hesitant to cooperate with</td>
<td>• Only get along with a few</td>
<td>• Is able to understand</td>
<td>• Needs to be reminded to</td>
<td></td>
</tr>
</tbody>
</table>
| **Beginning** | others.  
• Tends to work independently. | close friends.  
• Experiences some difficulty in expressing thoughts and feelings.  
• Prefers to work alone. | shared vision of future.  
• Is aware of one’s own emotions and values in a team work. | carry out roles and responsibilities.  
• Gives up easily when faced with challenges/difficulties. |
Appendix B: Interview Protocol

Chinese International Student’s Leadership Development through Organizing Student Activities

Demographic Data Questions

1. Gender
2. Year of Being Study at the Pacific

I. Questions for Clarity

1. How do you definition “leadership”?  
   Probe: What aspects do you think “leadership” contain?
2. How do you comment on your “leadership” skills before you came to the Pacific?  
   Probe: Would you elaborate with an example?

II. Chinese International Students’ Reflection on Organizing Student Activities

3. How do you comment on your cooperate with your peers in student activities?
4. How do you comment on your interpersonal skills demonstrated in organizing student activities?
5. In what ways you influence or inspire others to move forward the activities?
6. What do you think of your responsibilities in organizing student activities?  
   Probe: What makes your role different from people who participate in the activity?
7. Comparing with one year ago, what are the changes, if any, do you have in leadership development?

III. Chinese International Students’ Reflection on Student Activities at the Pacific in General

8. What do you think of your campus life of the first semester/year at the Pacific?  
   Probe: What kind of student activities did you involve?
9. In what ways do you involve in student activities?
10. What do you think of the similarities or differences between participating and organizing a student activity?
11. What determines your choice of participating student activities?