

# CAREER DEVELOPMENT & THE MINNESOTA STUDIES IN INTERNATIONAL DEVELOPMENT (MSID) PROGRAM MODEL

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# Agenda

- MSID Kenya internships are connected to jobs graduates land with international NGOs or Kenyan non-profit agencies.
- Learn how certain students discover MSID and develop an affinity with its unique program model.
- See how academic tracks feed into established internship placements.
- Find out how Kenyan staff sustain relationships with host communities and align rotating student goals with local ongoing projects.
- Learn why MSID Kenya staff remain in contact with alumni and how they champion career trajectories.
- Explore 5 case studies of MSID student placements and related post-graduation success.

# MSID PHILOSOPHY

MSID is an interdisciplinary, academically and personally challenging study abroad program that combines classroom learning with practical experience. At its core is a grassroots internship or research project with an agency striving to contribute to development or social justice.

# MSID MISSION

MSID is devoted to the preparation of culturally sensitive individuals who are committed to the concepts of justice and sustainable development for all societies in an interdependent world.

# Minnesota Studies in International Development (MSID)

- Typically 60–75% of participants in this nationally renowned program come from other institutions.
- MSID offers credit through coursework, research, and internships in this program focused on development, globalization, and contemporary social issues.
- The internship or research as well as the homestay combination afford an unusually high degree of cultural immersion. The program works for students from almost any discipline.
- It appeals to students who learn well experientially and/or who are committed to the struggle for social justice.

# Internships assist students land jobs in related fields

- Gain direct “hands-on” experience in a professional environment
- Observe and sample various career options
- Demonstrate your professionalism
- Contacts made through the internship can be invaluable sources of information for securing eventual employment.
- Potential employment opportunities and/or contacts: Gain entry into a professional network.

# Experiential education offers an advantage in initial job searches

- Preparation for job searches: Students prepare resumes, write cover letters, and go through interviews as if they were applying for a job. This gives students valuable experience in preparation for employment.
- Compilation of a portfolio: Certain internships allow students to compile their work in a portfolio. This portfolio can later be shown to potential employers.

# On-site staff and internship partners ignite career development

- Enhancement of the maturation process: Since internships require a great deal of personal responsibility, the experience provides an important step in an individual's personal and professional maturation process.
- Confidence building: Successful completion of an internship often provides students with professional confidence.
- Professional learning experience: The internship allows opportunities for the development of practical skills in contexts where professional criticism is both immediate and constructive.
- It also furnishes students with opportunities to observe and understand connections between coursework and skills needed to perform effectively in a given profession.
- Finally, internships aid in the identification of knowledge and skills essential to doing well in a particular profession.

# MSID PROGRAM STRUCTURE

## SEMESTER OPTION

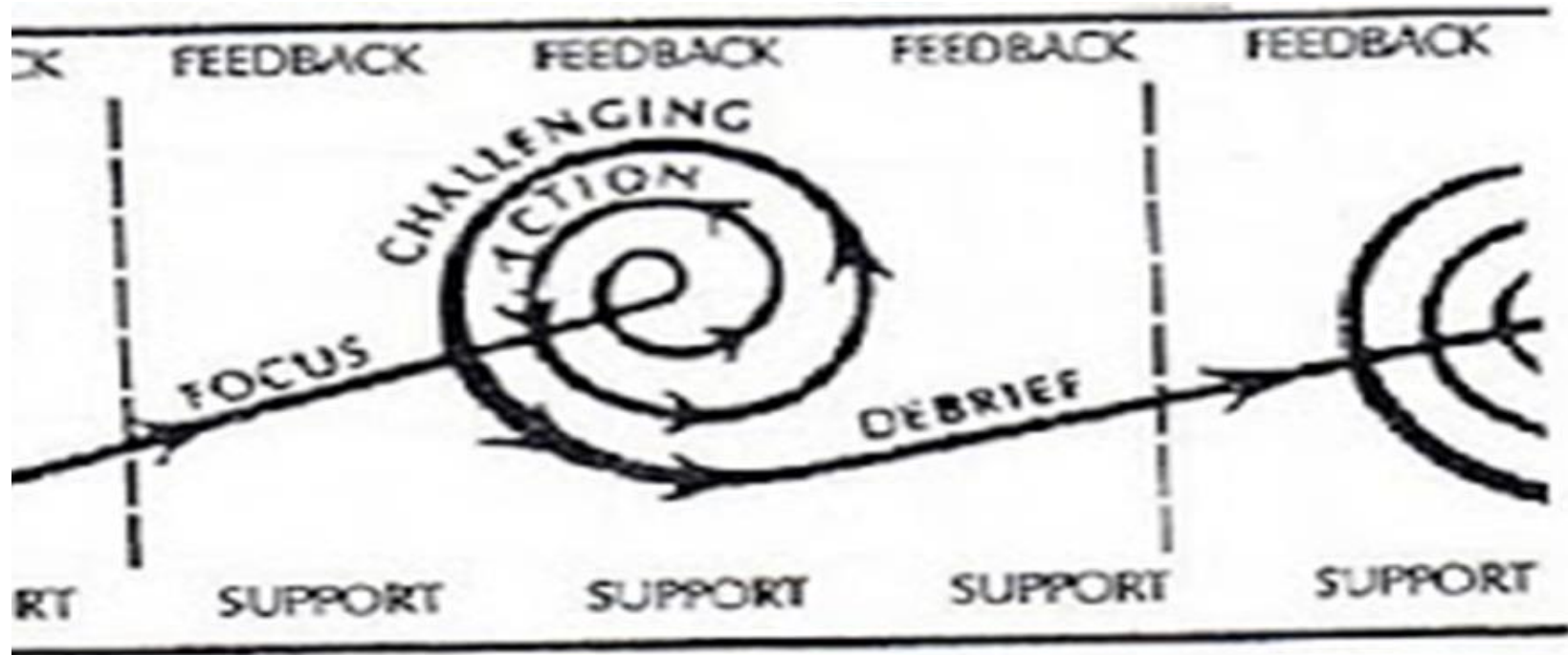
1. ORIENTATION (1 week)
2. CLASSROOM PHASE (7weeks)
3. INTERNSHIP/ RESEARCH PHASE (6weeks)
4. FINAL SEMINAR (1 week)

## ACADEMIC YEAR OPTION

1. ORIENTATION (1 week)
2. CLASSROOM PHASE (7 weeks)
3. INTERNSHIP PHASE (6 weeks)
4. END SEMESTER SEMINAR (1 week)
5. RESEARCH METHODS WORKSHOP (2weeks)
6. 2<sup>nd</sup> Semester INTERNSHIP (10 weeks)
7. MIDTERM AND FINAL SEMINARS (3weeks)



# BASED ON THIS EXPERIENTIAL LEARNING MODEL



Adapted from 'On Defining Experiential Education' by Laura Joplin (1981)

# MSID INTERNSHIPS

## CRITERIA FOR CHOOSING INTERNSHIPS

1. The organization's work should center on development
2. It should be a grassroots/ NGOs, CBO's & social enterprises
3. Nature of assignments at internship site
4. Hours spent at work
5. Students academic track and learning objectives

MSID stimulates students to:

- Think, feel and act holistically
- Extract meaning from experience
- Understand the intimate relationship between knowledge and power
- Savor diversity
- Invoke the global context
- Take a long-term perspective
- Cultivate empathy
- Foster community
- Translate insight and values into action

# MSID KENYA STUDY

- In the last 5 months MSID has carried out a survey to find out the relationship between the internships MSID alumni did and their current jobs and careers with a specific interest in those working with international Non-profit Organizations.
- The target population was MSID alumni who attended the program between fall 2006 and fall 2015, a total of 448 students.
- We managed to get a total of 90 respondents
- Out of the 90 respondents, 19 work for non-profit organizations around the world
- Out of the 19 alumni, 17 say in their responses that MSID played a role in their career growth.
- To demonstrate MSID Kenya's role in alumni career growth we will look into 5 cases that we chose out of the 19. We picked them based on their chosen academic tracks while on the program, the year that they attended the program and their ability to align themselves with the program model as demonstrated by the skills they gained and personal growth they experienced as a result of the program.

# Respondent's by Academic Tracks

Category	No.	Percentage (%)
Education & Literacy	12	13.33
Sustainability and the Environment	8	8.88
Entrepreneurship and Alternative Economies	9	10
Public Health	35	38.88
Social Service	26	28.88
Total	90	

# Professional Skills Gained from MSID Internships

Skill types	Number	Percentage (%)
Communication skills	21	23.33
Technical skills	19	21.11
Analytical skills	17	18.89
Other (intercultural skills, interpersonal, planning)	15	16.67
Working effectively outside comfort zone	8	8.89
Deeper awareness of the other and/or self	6	6.67
Management skills	4	4.44

Range of skills	No.	Percentage
Multiple	72	80%
Single	15	16.66
None	3	3.33
Total	90	

# Personal Qualities Gained from MSID Internships

Personal Quality (Cluster)	No	Percentage
Flexibility/adaptability/resilience	28	31.11%
Humility/ compassion	21	23.33%
Cultural sensitivity	7	7.78%
Listener	2	2.22%
Other (Patience, independence, confidence)	32	35.56%

Category	No.	Percentage
Multiple skills	69	77%
single skills	20	22.22%
none	1	1.11%

Elizabeth Kerre

University of Minnesota: Global Political Science (Major)

Track: Social Services



**INTERNSHIP PREFERENCE:** Having participated in Model of United Nations (MUN) for conflict resolution issues, she wanted to be placed in a large city with an organization that focused on people who were internally displaced due to political standoff and write a research paper on the same.

**INTERNSHIP AGENCY PLACEMENT:** KNCHR

**SKILLS:** cultural adaptability, post-emergency operations, working with vulnerable/ afflicted groups.

**PERSONAL SKILLS:** She attained skills of dealing with people of different ages, gender and diverse backgrounds.

**INCIDENTAL BENEFITS:** Network; she developed a close working relationship with her internship colleagues, some of whom now work for the Kenyan government and she collaborates with them on different projects.

**CURRENT JOB :** She is a Resettlement expert at UNHCR in Kenya.

**COMMENT:** There is a relationship between her placement in Kenya and her current job as both focus on human rights and she agrees that this experience has played a role in her career growth.

Johnna Sundberg

University of Wisconsin Madison: Economics and Political science (Major)

Academic track: Entrepreneurship



**INTERNSHIP PREFERENCE:** She wanted to be placed in a large city with a microbusiness based organization that specifically targets women.

**INTERNSHIP PLACEMENT:** Rueben Center; Micro- finance Department

**SKILLS:** Cross-cultural skills, data entry, qualitative research, administrative skills and Swahili

**PERSONAL QUALITIES:** confidence

**CURRENT JOB :** Sparks Micro-grants, Programs and M&E fellow

**COMMENT:** There is a relationship between her MSID internship and her current job and she agrees that it played a role her ability to get the job. In her response she says '....there is no way I would have gotten my current position (working in M&E in Rwanda) without my time in MSID. The on-the-ground experience that the program gives you, really prepares you to work abroad in a developing country. I honestly credit this program 100% for landing me my dream job.'



# Mukuru Slum- Nairobi



Chris Zapp  
Ohio State University: City and Regional planning (major)  
Development studies (minor)  
Academic track: Public Health



**INTERNSHIP PREFERENCE:** Any organization that deals with social, political or economic development or built environment as long as he gains some skills/knowledge about working in developing countries.

**INTERNSHIP PLACEMENT:** Likoni Community Development (LICODEP)

**SKILLS:** Project management; cross-cultural communication; training session development

**PERSONAL SKILLS:** Decision making and problem solving skills

**INCIDENTAL BENEFITS:** Ability to view cross cultural issues from all possible sides

**CURRENT JOB:** US Peace Corps Volunteer

**COMMENT:** There is a direct relationship between the work that he did while on the program and his current work duties and in his response he says 'My experiences in Kenya tie directly to my current work as a Peace Corps volunteer'.

Chloe Stull-Lane

Saint Olaf College :Sustainable International development (Major)

Academic Track: Sustainability and Environment



**INTERNSHIP PREFERENCE:** She wanted an internship where she could research the impact of water management programs on the livelihoods of Kenyan citizens because her senior project was studying the impact of water management programs on the daily lives and health of people.

**INTERNSHIP AGENCY PLACEMENT:** Maji na Ufanisi, Nairobi

**SKILLS:** understanding of NGO operations, experience travelling to project sites outside of Nairobi, cross-cultural work environments

**PERSONAL QUALITIES:** patience, listening

**INCIDENTAL BENEFITS:** Establishing networks

**CURRENT JOB:** Deputy team leader at Adam Smith International.

**COMMENT:** Chloe currently lives and works in Mombasa, Kenya. Like in her internship, she still works with the youth. Her field of expertise has changed and her current duties are quite different from those that she took up at her internship but in her response she credits the work experience she got and networks she made while on the MSID for the playing a role in her career growth.

Jamie Clearfield  
Boston University: Community Development (Major)  
Academic track: Education and Literacy



**INTERNSHIP PREFERENCE**: A city based organization working on community development with a focus on education and whose activities include extra curricular activities and cut across development fields (like a school with micro-business activities). An organization that also works with women.

**INTERNSHIP AGENCY**: Kibera Girls Soccer Academy

**SKILLS**: Project planning and execution, financial management, listening skills

**PERSONAL SKILLS**: Initiative, empathy, confidence/ courage

**INCIDENTAL BENEFITS**: Cultural understanding/ mannerisms that were instrumental working in East and West Africa.

**CURRENT JOB**: M&E specialist at Himalayan Cataract Project.

**COMMENT**: Jamie agrees that as much as the duties she takes up at her current job are different from those that she took up at her placement, the experience was instrumental in the inspiration take up the career she is in. In her response she says ‘...My internship led to a desire to continue working in East Africa, and the experience on-the-ground made me a much more desirable candidate for other positions.’

# Kibera Slums- Nairobi



# Summary

- MSID KENYA provides students with an opportunity to learn independently with appropriate support from faculty and staff. It is a program that demands independence and maturity.
- Most students live with urban families during the classroom phase and experience rural lifestyles during internships. They work independently in both Nairobi and at their internships and adapt to new environments as well as adjust to the culture.
- This experience has an enduring influence that guide students to make careers choices based on their study abroad experiences and especially the MSID internship.
- It also fosters life-long habits of thought and engagement like holistic thinking, savoring diversity and cultivating empathy among others enlisted in the MSID values.

# Conclusions

- While this study has certain weaknesses in its methodology, it nevertheless demonstrates the following:
  - That there is some relationship between MSID internship experiences and career choices made by MSID Kenya alumni. Note that 45% of the respondents are involved in public development work at national and international levels.
  - Students gain certain skills and personal qualities that positively contribute to their employment and career advancement.
  - We can hence argue that the MSID experience make our students better candidates for different jobs.
  - It is also evident that the MSID experience is highly connected to post graduation success.

Questions ?

Comments ?

THANK YOU

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