Needs Assessment

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October 25, 2017

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Glossary of Terms

ABCD	Asset Based Community Development
C1	Summer Session #1 (Start Date: May 2017)
C2	Summer Session #2 (Start Date: June 2017)
CBO	Community Based Organization
CRM	Customer Relationship Management
FSD	The Foundation for Sustainable Development
Ganas/ Voluntad	A general will or desire to do something
Interviewer	International Program Intern conducting semi-structured interviews
ST(s)	International Site Team(s)
UP	University Partner (or Provider)

Introduction and Background

Over the last eighteen years, the Foundation for Sustainable Development (FSD) has worked with over 250 community based organizations (CBO) across the globe to match students with local partners to collaborate on sustainable projects. As a nonprofit international exchange program, FSD currently partners with a combination of private and public university providers (UP) to place students in impact-driven internships in South America, Africa, and India. FSD also offers programs for skilled professionals, small groups seeking alternative breaks, and Gap Year students to engage in community development.

FSD headquarter staff in California work closely with all International Site Teams (ST) in these geographical areas to ensure the delivery of quality programming and onsite support for students to gain the most of their international internships. The STs have been formally trained by FSD staff on important subjects that relate directly to the health, safety, and overall learning of student interns. The STs also have long-standing connections to locally based organizations and communities where student interns will be placed solidifying the reputability between these stakeholders abroad.

Selected student interns participate in pre-departure sessions administered through either their home institution or through FSD. They are also given pre-departure packets and readings relating to the theoretical frameworks of Asset Based Community Development (ABCD) to help them prepare for their time onsite. During service, student interns will also go through a mid-service training with tailored workshops and team-building exercises to increase camaraderie between student interns. In the final weeks, student interns will complete exit interviews with their host organizations as well as with STs to discuss their respective projects and overall experience and impact in the community. Student interns arrive back to the United States, return to their respective universities, and engage in guided reflection activities intended to examine their FSD experience. Again, these reflection seminars are delivered by a student intern's home institution or through FSD.

Current Condition

Presently, the exchange of information between returned student interns and their respective universities has informed variance in the delivery of on-site programming and support. Data collected from the 2017 C1 and C2 (See Glossary of Terms) session evaluations, and debriefs among students, UPs, and STs have given insight into the necessity for standardization of all on-site internship programs. The use of semi-structured interviews (See Methods) with all STs also determined the importance of identifying best practices among the STs to be incorporated into future programming.

The STs utilize an identical version of FSD's shared *Site Team Manual* and operate under the set FSD guidelines. The user-friendly manual has been used as a reference and guidance tool for daily ST operations. The manual contains several sections related to Operations, Safety and Security, Participant Guidelines, and Grants among other areas. Although STs are familiar with the FSD policies, procedures, and training materials detailed in the manual, the 2017 debrief sessions and semi-structured interviews with STs have revealed: 1) deviations

from the manual, and 2) successful individual Site Team processes for implementing programming.

Purpose

The purpose of this Needs Assessment seeks to document variants in ST processes and approaches as compared to the shared ST manual and analyze those variants against feedback data to determine current best practices. Therefore, from an organizational perspective seeking to standardize on-site programming, this needs assessment was intended to determine areas of strength among each of the STs and discover opportunities for continued growth for the organization as a whole.

Rationale

The objectives of this process will help FSD headquarters understand the reasons for which deviations from the ST manual exist, what specific training criteria has changed or is no longer relevant to ST operations, and evidence as to what is working well. This information is critical to continuing international exchange programming, intentional engagement with students and UPs, and upholding ethical standards and practices as a nonprofit working with various stakeholders in the international context.

Furthermore, determining areas of improvement and growth will contribute to FSD's reputability as a successful international exchange provider. This process also serves as an aide for FSD's small staff to identify what areas they can feasibly change given their nonprofit budget and human resources like staff time and labor.

Methods

A mixed-methods data collection approach was utilized incorporating quantitative and qualitative data from FSD's 2017 C1 and C2 summer program sessions exclusively.

Data Collection

Survey

FSD conducts both a mid-service survey during the mid-service training and final survey for on-site interns to provide feedback on their experience interning with FSD. The current survey uses a combination of open and closed-ended questions. For purposes of this needs assessment, this secondary data source was partially used in the formulation of the questions for the semi-structured interview.

Semi-structured Interviews

The semi-structured interviews were conducted solely with the 6 STs (11 staff participants total). The interview was preceded by the International Program Intern (Interviewer) observing debrief sessions with FSD's university partners and STs through Skype in order to develop a better understanding of the context of the nonprofit and its operational structure.

Prior to conducting the semi-structured interviews, each ST was sent an email (see Appendix A & Appendix B) introducing the purpose of the semi-structured interview and instructions to review the questions provided at their leisure prior to the scheduled Skype interview. The email also asked STs to review their availability and respond to the Interviewer with a date and time that was most convenient for them to participate.

Again, the STs operate under the same FSD organizational guidelines through the utilization of the shared ST manual; however, interview questions were formulated to understand current processes among each ST and how this information compared to other data sources like student intern evaluations and debrief feedback.

Strengths

The STs were receptive to the purpose of the semi-structured interviews and found value in giving quality feedback to inform future operations and the delivery of programming. The interviews allowed for a variety of perspectives to be obtained because of the open-ended questions asked by the Interviewer. The strength of this process also allowed the Interviewer to ask for clarification from respondents if there was an answer that was not clear or probe further when an interesting point arose. On a human resources level, this process helped to establish rapport between the Interviewer and the STs. The use of a protocol guide with pre-structured questions allowed both Interviewer and ST respondents to achieve optimum use of interview time and keep the interview focused on the overall purpose.

Limitations

One of the limitations from the student intern surveys included partially complete surveys or incomplete answers on behalf of the student intern, particularly for open-ended questions. These information gaps made it difficult to formulate meaningful questions for the semi-structured interviews. Other limitations included conducting the semi-structured interviews in a virtual space via Skype where broadband connectivity or external background noises were a factor. The virtual space also contributed to not being able to read or interpret nonverbal cues among the ST respondents. Yet, it is important to consider that internet connectivity at the ST locations is not necessarily strong enough for the video feature to be turned on. Lastly, the semi-structured interview questions and protocol were translated into Spanish which may have indicated variations in the accuracy of translation and meaning. However, the questions were reviewed by the International Program Officer and approved for use.

Key Participants

Reviewal of the mid-service and final survey data was conducted by the Interviewer. The semi-structured interviews were conducted by the Interviewer under the guidance of the International Program Officer who was present on all ST calls via Skype. Reviewal of the semi-structured questions and protocol was also completed by the International Program Officer prior to being sent to STs via email.

Key Findings

The semi-structured interviews were conducted over a 3-week period with all 6 STs lasting between 60-70 minutes. STs also had the option of following up via email or Skype to provide feedback that they did not immediately feel inclined to answer or did not know how to respond to and desired a greater time to assess the questions.

STs answered candidly to questions asked by the Interviewer in the following 5 areas. *(A list of the full semi-structured interview questions that fall under these categories can be found in Appendices A-D.)*

1. **Roles and Expectations** of stakeholders in the community
2. **Communication** between STs, CBOs, and student interns
3. **On-site Orientation** delivered by STs with newly arrived student interns
4. **Pre-departure** information for student interns
5. **Ongoing Support** for STs from FSD headquarters

Summary

Information gleaned from the semi-structured interviews with the STs is summarized below:

I. Inconsistencies across Site Teams as to how they engage with and train CBOs prior to the arrival of a student intern
   A. CBOs do not fully understand the role of the student intern or FSD goals and objectives
   B. CBOs do not fully understand role as a supervisor nor the mentorship component with student interns
   C. Student interns feel ineffective about their place within the organization
   D. Student interns do not feel connected to host supervisor

II. Irregular ST visits to student interns at their organizations and in their communities
   A. Student interns want additional guided support from the ST
   B. Check-ins with student interns are not being followed according to standard operating procedures as stated in the shared ST manual

III. A need for additional support and training for STs to appropriately work with student interns experiencing a mental health issue
   A. STs encounter challenges managing a student intern with a mental health issue

IV. Lack of reviewal and exploration of pre-departure materials on behalf of the student intern prior to their arrival at site
   A. Student interns unaware of how to:
      1. Engage effectively with host family members
      2. Engage effectively in community development
      3. Understand cultural norms, practices, and beliefs

4. Handle emotional transitions
5. Work and live in an environment with minimal resources

V. Disorganized application process with various stakeholders involved at different points in the overall process of application reviewal, interview, and internship offer
   A. Students confused by timeline of application process and placement offer
   B. Replication of emails sent through Salesforce confusing both staff and students

Analysis

Based on the above key findings, the following themes became apparent among the STs.

Inconsistent trainings with CBOs prior to the arrival of an intern

Each ST shared the ways in which they were initially approaching CBOs interested in hosting an FSD student intern. Some STs had more frequent in-person orientation 'reunions' ranging from 30 minutes to an hour, while other STs sent packages to the CBOs for reviewal of FSD goals and objectives at their discretion. STs that conducted orientation reunions invited multiple CBO representatives to participate and engage in onsite discussions that covered FSD objectives, the role of an intern, and cross-cultural communication and immersion with US American student interns. Others held brief sessions discussing only FSD and its organizational structure and its alignment with the CBOs' missions.

Given the sporadic nature of training for CBOs in the months prior to a student intern's arrival, handfuls of CBO supervisors and student interns were feeling disconnected to one another. Some student interns felt a misalignment to the host organization and a lack of purpose within their internship. This also led to student interns not engaging fully within their community projects. Other concerns were CBOs viewing student interns as a sources of income and revenue generators for the host organizations. *"One problem is managing the host organization. Some think students are source of income and these demands make students become stressed,"* one ST commented.

Irregular ST visits to student interns at their host organization and host family

Student interns disclosed in their mid-term service and final evaluations the desire for more structured and intentional check-ins from their ST. Most STs complied with bi-weekly check-ins according to guidelines set in the shared manual, yet some STs were checking in as needed based on their observation of a student's integration in their community both at their host organization and host family. If student interns were integrating quickly and with minimal effort at their host organizations and host families, check-ins were less frequent. For student interns needing more guided support on the aspects of their work and site projects, extra time was dedicated for check-ins.

STs were honest about their frequency of check-ins and disclosed that they often rely on phone applications like WhatsApp to virtually check-in with students. Yet, a few STs were holding true to guidelines engaging in often weekly communication with CBO supervisors to

ensure that things were on par with the internship. Depending on the ST, bi-weekly check-ins followed a set agenda of topics to discuss when meeting with the student intern at their site. Others followed a more free form discussion.

Need for additional support for STs to work effectively and appropriately with students with mental health issues

The topic of mental health and mental health related issues was varied among STs. STs that worked directly with students dealing with a mental health issue during the C1 and C2 sessions, disclosed their need for more guided supports from FSD headquarters to engage effectively and appropriately with student interns who have a mental health issue or disorder. One ST said, *"Tenemos que abordar y vincular con esas profesionales para brindar un tratamiento más adecuado o algún prevención de crisis."* [Translation: "*We need to address this issue and link to these professionals to provide a more appropriate treatment or crisis prevention."* As per site regulations, all STs are already connected to reputable and vetted health centers and facilities. However, they said that they will proactively search within their communities to seek guidance from additional counselors, psychologists, and other health professionals to gain deeper insight on working with students needing more guided mental health supports.

Health professionals have been invited to ST orientations to discuss physical health as it relates to common health concerns like stomach ailments, dehydration, allergies, and mosquito borne symptoms (among other common illnesses). However, in relation to mental health and teaching student interns about their emotional transitions (formerly referred to as culture shock) is in the hands of each ST. During the interview, one ST expressed, "*We would like a mental health specialist to come during the orientation or counselors to come."*

Student interns not engaging with pre-departure material prior to internship

Many student interns were confident that they had a general understanding and grasp of international development by the end of their internship as disclosed in their mid-term and final evaluations. Feedback from the STs credit the level of a student intern's preparedness to their comprehension of pre-departure information as presented to them by their FSD or their home university. Accordingly, many STs shared that student interns were not prepared for a variety of experiences like community integration, cultural transitions, and their role as an outsider (See Appendix E) in the community among other components.

A shared sentiment among STs regarding this theme is that many student interns do not read their pre-departure packets thoroughly or take the personal initiative to engage with the CBOs they are selected to work at prior to their arrival. One ST noted, *"It would be ideal that they took advantage (the students) before they got to site of engaging with past interns, but that's dependent on the intern."* Some STs try to connect student interns with FSD alumni to facilitate initial integration and connection to their communities.

The STs spoke specifically to the *'ganas'* and *'voluntad'* or 'will and desire' student interns must have coming into the internship. In the perspective of the STs, student interns displaying more 'ganas' and 'voluntad' had a more streamlined integration than student interns who did not. One of the STs commented, *"Aquellos pasantes que mostraron la voluntad de trabajar y aprender en este ambiente tuvieron más éxito que otros."* [Translation: *"Those interns who showed the will to work and learn in this environment were more successful than others."*] They correlate these values with student interns who take advantage of pre-departure reading materials and engaging with CBOs and alumni prior to their arrival. They also believe that students who genuinely want to integrate into the community will have gone through similar experiences such as volunteering abroad or working in a community setting.

Disorganized application process

Student interns communicated in their final evaluations confusion in the FSD application process. This process often created an overlap of information being sent to applicants via email from SFO staff and the STs. The integration with Salesforce also complicated the process leading to information being duplicated or sometimes absent from the Customer Relationship Management (CRM) tool.

Further, the timeline of offering a placement to an applicant was not always consistent causing frustration among student interns with some only finding out the details of their internship 1-2 weeks before the program start date.

**C1 and C2 summer session student interns applied with an older version of the website, which has since been updated.*

Proposed Actions for FSD Program Planning

The International Program Officer and Interviewer worked to understand the current processes, outlined above, and determine areas considered to be best practices among STs.
As a response to the key findings, the following recommendations have been suggested to be included in the creation and updating of new procedures and/or guides in the the shared ST manual. Recommendations include:

I. Reevaluate initial informational sessions with CBOs who are interested in hosting student interns
    A. Incorporate at minimum 3 informational sessions CBOs must attend prior to hosting a student intern
    B. Select subject matter relating to: FSD mission, vision, and overall student intern objectives; cross-cultural communication and teamwork; and health and safety to be included in informational sessions with CBOs. Other subject areas include: ABCD model and process, cultural transitions, and goal and expectation setting
    C. Include CBO staff in the orientation with interns as a way of team-building, establishing rapport, and supporting one another

II. Bi-weekly check-in with student interns in their host organization and host family
    A. Set agenda to be shared with student interns during check-ins
    B. Determine an appropriate usage of technology to facilitate a check-in vs. an in-person check-in with student interns

III. Detail information for STs during pre-departure *and* on-site orientation on preparing student interns to confront mental health hurdles and remain healthy during their internship
    A. Create linkages with vetted health professionals in the community to provide appropriate support and/or necessary treatment for student interns
    B. Collaborate with UPs to identify on-campus services for students to include in the orientation manual
    C. Identify certified counselors onsite with the aide of STs
        1. Include certified counselors to conduct session(s) during orientation
    D. Create templates, powerpoints and guides for STs as it relates to mental health to be included in the shared ST manual
    E. Provide student interns with Emotional Passport in pre-departure packet (also to be included in the shared ST manual for STs to reference)

IV. Engage students in:
    A. Thoughtful communication with STs and/or CBOs prior to arrival onsite through frequent (at minimum 3) email and Skype and sessions
    B. Create a pre-departure landing page on the FSD website for the reviewal of pre-departure materials for student interns to develop an understanding of:
        1. International development and its context

2. Local culture, history, politics, and social fabric on a *Country Profiles* tab
3. Former community projects and overall impact on *Project Narratives* tab
4. Host Family norms and practices on *Host Families* tab
5. Role of the Outsider (See Appendix E & F) on *Critical Readings* tab
6. Identity Abroad on *Critical Readings* tab

V. Redesign application process to streamline overall process of application reviewal, interview, and internship offer to students
   A. Standardize timeline for student application reviewal and offer internship placement prior to 6- 8 weeks of program start date
   B. Include detailed information in final offer letter to students with information of former intern projects
   C. Provide detailed instructions for students to access pre-departure materials

Conclusion

This Needs Assessment explored current processes of the delivery of on-site programming for FSD's international STs. Through a variety of data sources including the creation, delivery, and evaluation of semi-structured interviews with STs, this Needs Assessment determined areas of strength among each of the STs and discovered opportunities for continued growth. This process determined what specific training criteria has changed or is no longer relevant to ST operations, and the evidence as to what is working well. This information is seen as critical to continuing ethical and supportive international exchange programming..

Key findings relating to a variety of themes, informed the creation of recommendations for FSD headquarters to include in future programming. These considerations will be added to future programming operations as per human and financial resources permit. Given the nature of this small nonprofit, FSD staff and STs recognize that this undertaking is a communal effort and will require the expertise of all.

Final Reflections:

A Personal and Professional Journey with FSD (12/13)

My time with the Foundation for Sustainable Development (FSD) has been a journey. I remember being so reassured that I had finally secured a practicum with an organization that merged my interest and passion for exchange programs and international and community development. I admit that I was confronted with many limitations because of my choice to return to Sacramento. (In the end though, I think it was wise to have those parameters given the personal struggles I have been dealing with.) Overall, I am satisfied with my practicum experience and what I have managed to learn in the course of just 4 short months.

I'll start with the challenges. One of the biggest trials I encountered was working in a virtual space. There were days where I really enjoyed having the freedom to work from home, but overall, it was hard to collaborate and bounce ideas between co-workers. My supervisor freely admitted that he also has a hard time dealing with this, which is in some ways reassuring. Shayna was also confronted with some of these limitations of working remotely and I think I found an unofficial accountability partner in her as well. We communicated frequently via email and she was a good resource to have during this time.

From this, I learned that being in an office setting at the initial stages of my professional career is critical. An office setting with like minded co-workers interacting with students in person is a non-negotiable and something that absolutely suits both my personal and professional style. Some students can really thrive working in a virtual setting and I recommend this placement for students who know this is future environment they envision themselves working in.

Furthermore, the expectation, or what I imagined to be an expectation, of also finding a professional employment was also difficult to manage. I am not sure it is something that we widely cover in IEM or MPA for that matter, but the enormous pressure of completing a professional practicum and looking *intentionally* for a full-time position post-program is a hard reality. Sure, it is a reflection of real life, and some can juggle the pressure well, but I struggled. Still, I managed to find a position with my alma mater, which I am thrilled about, but I may have compromised some of my obligations and work with FSD by prioritizing resumes and cover letters over writing newsletters and updating FSD's website.

Now for the joys, benefits, and rewards of working with FSD. I saw countless connections to coursework in both MPA and IEM, particularly in current trends of Education Abroad, program assessment, recruitment, and fundraising. I had the opportunity to be the frontwoman at the UC Berkeley Study Abroad Fair in late September promoting FSD programs and talking about alternative service learning. I respect FSD for the way in which they ethically promote their programs. For example, they do not pour hundreds of dollars into promotional materials or visuals. Their printed brochures were modest and with limited visuals we still had a full booth. Our fundraising event in November, again modest, pulled a promising turnout and in one night, between 70 people, raised $15,000. That to me says something about the dynamic of this nonprofit and how they are managing their limited budget.

My time with FSD was also very reflective. FSD's programs are similar to Peace Corps and I constantly found myself utilizing pieces of my Peace Corps service to both understand and enhance programming and operations across our international sites. I believe I was in a good position to recognize the needs of student applicants, onsite interns, and what their reintegration entails post program. Additionally, the Asset Based Community

Development model FSD promotes is compatible with material taught across MPA and DPMI. The idea of putting community needs and resources first to understand project development and sustainability is widely stressed at MIIS. I appreciate successfully operating programs like FSD that are founded on this approach and are intentional about moving away from 'voluntoursim' and stressing ethical service learning to undergraduate students.

I would not have changed *anything* about my practicum experience because it brought me to understand so many crucial components about myself and the areas of international education that I want to pursue for the future. Nonprofit work is incredibly rewarding, but also restrictive. Both professional growth and financial compensation for one's work is limited. Perhaps one day when I have the professional flexibility, I will return to nonprofit work.

Finally, I want to reiterate what Anna said on our final call about being prepared to work in this field. She is right; we know much more than we think we do and have the knowledge and and skills to be successful in international education supporting staff and students in a variety of different capacities. I also believe that our cohort and accountability partners have a lot to do with our personal success in practicum and give us the encouragement to get make it through difficult personal and professional moments.

Appendices

Appendix A: Semi-Structured Interview Email Template

Good afternoon [Name]:

Thank you so much for the warm welcome to FSD.

I have reviewed the student surveys and extracted the following categories to be examined further. As you know, we will be working together to tease out best practices and areas of improvement to standardize operations across program sites. Please do not feel compelled to answer these questions immediately. You may examine them briefly and we can discuss the details further over Skype. Please let me know your availability for next week and/or following weeks to begin answering these questions. I understand that it may be difficult to all meet over Skype, therefore I am comfortable speaking with one of you if you have more time or feel comfortable in expressing your thoughts on these questions on behalf of the staff.

I look forward to speaking with you and hearing your valuable feedback.

Thank you again.
- Karla

Semi-Structured Interview Questions

Roles and Expectations:

- How do you articulate the goals and objectives of FSD to the CBOs in the weeks prior to an intern's arrival?
- How do you define the role of an intern to the CBO prior to their arrival?
- In what ways is the intern prepared to work with the CBO they are assigned to?

Communication:

- What is your level of communication with an intern *prior* to their arrival in-country?
- What is your level of communication with an intern *during* their internship?
- How frequently does a staff member from the ST *contact* (*via* phone or email) an intern at their organization over the course of their internship?
- How frequently does a staff member from the ST *visit* an intern (in-person) at their organization over the course of their internship?

- What is your level of communication with the CBOs *prior* to an intern's arrival?
- What is your level of communication with the CBOs *during* an intern's stay?
- What is your level of communication with the CBO *after* an intern leaves?

On-site Orientation:

- What specific topics do you discuss in your on-site orientation?

- Who is responsible for presenting these topics?
- In what ways do you make your roles and responsibilities clear to an intern during the orientation? (i.e. Does an intern understand who they will go to for help: at their organization, with their host family, addressing a medical concern or emergency?)
- If any, what components of your orientation change from group to group?
- Please list 1-3 topics you will consider incorporating into future orientations.

Pre-departure:

- What aspects of an intern's internship do they feel unprepared for?
- What aspects of an intern's pre-departure should be incorporated for future programs?

Ongoing Support:

- Do you feel prepared to effectively support an intern who is showing signs of a mental health issue during their internship?
- In what ways does the FSD SFO office support an intern during their time abroad?

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Appendix B: Ejemplar del correo electrónico para las entrevistas semi-estructuradas (Español)

Muy buenas tardes [Nombre]::

De nuevo, les agradezco la bienvenida al equipo de FSD. ¡Son muy amables!

He revisado las evaluaciones de todos los estudiantes y he determinado que las siguientes categorías merecen ser examinadas con más detalle. Como ya saben, estaremos trabajando juntos para entender las prácticas adecuadas que apoyan los sistemas operativas actuales para estandarizar las operaciones a través de los sitios.

Por favor, no se sientan obligados a responder a esta lista de preguntas de inmediato. Si gustan, pueden examinarlas brevemente y podemos destacar los detalles por medio de Skype. No sé que sea su disponibilidad en las próxima semanas para comenzar a desarrollar estos temas pero háganme el favor de avisarme que días pueden hacer la entrevista. Quizás es complicado para reunirnos todos a través de Skype; por lo tanto, puedo hablar con uno de ustedes si tienen más tiempo disponible en su horario. Como gusten. :)

¡Muchas gracias y espero hablar con ustedes pronto!

Aquí pueden ver las categorías y las preguntas respectivas:

Funciones y expectativas

¿Cómo se articula las metas y objetivos de FSD a las organizaciones comunitarias en las semanas antes de la llegada de un(a) pasante?
¿Cómo se define el papel de un(a) pasante a la organización comunitaria antes de su llegada?
¿De qué manera se preparan las organizaciones comunitarias para la llegada de un(a) pasante en su oficina / lugar de trabajo?

Comunicación

¿Cuál es su nivel de comunicación con un(a) pasante antes de su llegada al país?
¿Cuál es su nivel de comunicación con un(a) pasante durante su pasantía?
¿Con qué frecuencia un miembro del equipo se comunica (vía teléfono o correo electrónico) con un(a) pasante en su organización durante el transcurso de su pasantía?
¿Con qué frecuencia un miembro del equipo visita a un(a) pasante en su organización durante el transcurso de su pasantía?

¿Cuál es su nivel de comunicación con la organización comunitaria antes de la llegada de un(a) pasante?
¿Cuál es su nivel de comunicación con la organización comunitaria durante la estancia de un(a) pasante?
¿Cuál es su nivel de comunicación con las organización comunitaria después de que se vaya un(a) pasante ?

Orientación in situ

¿Qué temas específicos se discuten en la orientación?
¿De qué manera hace sus papeles y responsabilidades claros a un(a) pasante durante la orientación? (Es decir, ¿el/la pasante entiende a quién va a ir para pedir ayuda sea en su organización, con su familia de acogida o en dirigirse a una emergencia médica?)
Si los hay, ¿qué componentes de su orientación cambian de grupo a grupo?
Anote 1 a 3 temas que considerará incorporar en las orientaciones futuras.

Previa a la salida de un(a) pasante

¿Cuáles son los aspectos de la pasantía por lo cual un pasante no se siente preparado?
¿Qué aspectos de la previa a la salida se deberían incorporar para los programas futuros?

Apoyo continuo

¿Se siente preparado para apoyar de manera efectiva a un(a) pasante que está mostrando síntomas de un problema de salud mental durante su pasantía?
¿De qué manera apoya FSD a un(a) pasante durante su estancia?

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Appendix C: Semi-Structured Interview Protocol

FSD Site Team Semi-Structured Interview Protocol

Title of Project

An Assessment of Current FSD Programming Operations and Determining Best Practices Among International Site Teams

Research Purpose

You have been asked to participate in a semi-structured interview to help FSD headquarters better understand current processes of operation, best practices, and area(s) for which you, the Site Team, feel you need more support.

Research Questions

How are International Site Teams implementing FSD programming and what areas can be strengthened?

Contact

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Introduction

Thank you all for your time today. As you may know, my name is Karla Piacentini and I am graduate student working with FSD during the Fall 2017 semester for my professional practicum. Under the guidance of the International Program Officer, Mr. Devin graves, I will be responsible for assessing FSD's on-site programming while discovering areas of best practice. In order to strengthen this project, I would like to know more about your experiences.

The overall goal of this semistructured interview is to 1) hear your experiences delivering FSD programming on-site with FSD interns, 2) hear what aspects of these processes have been working and what could be strengthened, and 3) better understand what strategies might be used to contribute to standardization across all program sites.

Thank you for your participation in this interview. You are asked to share candidly about your experiences with the delivery of on-site operations. I ask that all interview participants respect one another and speak one at a time. I would like to hear your honest feedback about your experiences with the delivery of on-site programming and best practices. Nobody's experience is invalid or more important than another's.

I will be asking the questions during this semistructured interview. I will ask you a series of questions and also take notes while you are speaking.

You may choose to not respond to any question. If at any point during the semi-structured interview you would like to cease your participation, you may say so. You may contact me with questions about this research.

Do you have any questions?

Do you agree to begin this interview?

Semi-Structured Interview Questions

Roles and Expectations:

- How do you articulate the goals and objectives of FSD to the CBOs in the weeks prior to an intern's arrival?
- How do you define the role of an intern to the CBO prior to their arrival?
- In what ways is the intern prepared to work with the CBO they are assigned to?

Communication:

- What is your level of communication with an intern *prior* to their arrival in-country?
- What is your level of communication with an intern *during* their internship?
- How frequently does a staff member from the ST *contact* (*via* phone or email) an intern at their organization over the course of their internship?
- How frequently does a staff member from the ST *visit* an intern (in-person) at their organization over the course of their internship?
- What is your level of communication with the CBOs *prior* to an intern's arrival?
- What is your level of communication with the CBOs *during* an intern's stay?
- What is your level of communication with the CBO *after* an intern leaves?

On-site Orientation:

- What specific topics do you discuss in your on-site orientation?
- In what ways do you make your roles and responsibilities clear to an intern during the orientation? (i.e. Does an intern understand who they will go to for help: at their organization, with their host family, addressing a medical concern or emergency?)
- If any, what components of your orientation change from group to group?
- Please list 1-3 topics you will consider incorporating into future orientations.

Pre-departure:

- What aspects of an intern's internship do they feel unprepared for?
- What aspects of an intern's pre-departure should be incorporated for future programs?

Ongoing Support:

- Do you feel prepared to effectively support an intern who is showing signs of a mental health issue during their internship?
- In what ways does the FSD SFO office support an intern during their time abroad?

Thank you for all your valuable feedback about your experience with FSD and your delivery of on-site operations with student interns. To conclude this semi-structured interview, is there anything else you would like to add to our conversation?

Thank you again for your cooperation.

Appendix D: Protocolo para las entrevistas semi-estructuradas (Español)

Protocolo de entrevista semiestructurada de los equipos internacionales de FSD

Título del proyecto
Una evaluación de la programación actual de FSD y la determinación de mejores prácticas

Propósito de la investigación
Se le ha pedido que participe en una entrevista semi-estructurada para ayudar a la sede de FSD a comprender de manera comprensiva los procesos actuales de operación, mejores prácticas que utilizan y áreas para las cuales usted, el equipo, siente que necesita más apoyo.

Pregunta principal de la investigación
¿Cómo están llevando a cabo los equipos internacionales la programación operativa de FSD y qué áreas se pueden fortalecer?

Contacto
Karla Piacentini: karla@fsdinternational.org

Introducción
Gracias a todos por su tiempo hoy. Como ya sabrán, mi nombre es Karla Piacentini y soy una estudiante del posgrado que está trabajando con FSD este semestre, de otoño de 2017, para mi práctica profesional. Bajo la guía del Oficial de Programas Internacionales, el señor Devin Graves, seré responsable de evaluar la programación de todos los sitios internacionales de FSD mientras descubro las áreas de mejores prácticas. Para fortalecer este proyecto, me gustaría saber más sobre sus experiencias.

Los objetivos de esta entrevista semi-estructurada son 1) escuchar sus experiencias implementando la programación operativa de FSD en su sitio con pasantías, 2) escuchar qué aspectos de estos procesos han estado trabajando a su favor y qué se podría fortalecer, y 3) comprender mejor qué estrategias podrían ser utilizadas para contribuir a la estandarización de todos los sitios internacionales.

Gracias por su participación en esta entrevista. Se le pide que comparta con franqueza sobre sus experiencias con la implementación de operaciones en su sitio. Pido por favor que todos los participantes de la entrevista se respeten mutuamente y hablen uno a la vez. Me gustaría escuchar sus comentarios sobre sus experiencias con la implementación de la programación operativa en su sitio y las mejores prácticas que utilizan. Todas sus experiencias son válidas y no se consideran más importante que las de otra persona.

Yo haré las preguntas durante esta entrevista semi-estructurada. Le haré una serie de preguntas y también tomaré notas mientras que hable.

Usted puede elegir a no responder a ninguna pregunta si gusta. Si en algún momento durante la entrevista semi-estructurada desea suspender su participación, puede decirlo con confianza. Usted puede ponerse en contacto conmigo si tiene preguntas sobre esta investigación.

¿Tiene usted alguna pregunta?

¿Estás de acuerdo con comenzar esta entrevista?

Preguntas de la entrevista semi-estructurada

Funciones y expectativas

¿Cómo se articula las metas y objetivos de FSD a las organizaciones comunitarias en las semanas antes de la llegada de un(a) pasante?
¿Cómo se define el papel de un(a) pasante a la organización comunitaria antes de su llegada?
¿De qué manera se preparan las organizaciones comunitarias para la llegada de un(a) pasante en su oficina / lugar de trabajo?

Comunicación

¿Cuál es su nivel de comunicación con un(a) pasante antes de su llegada al país?
¿Cuál es su nivel de comunicación con un(a) pasante durante su pasantía?
¿Con qué frecuencia un miembro del equipo se comunica (vía teléfono o correo electrónico) con un(a) pasante en su organización durante el transcurso de su pasantía?
¿Con qué frecuencia un miembro del equipo visita a un(a) pasante en su organización durante el transcurso de su pasantía?

¿Cuál es su nivel de comunicación con la organización comunitaria antes de la llegada de un(a) pasante?
¿Cuál es su nivel de comunicación con la organización comunitaria durante la estancia de un(a) pasante?
¿Cuál es su nivel de comunicación con las organización comunitaria después de que se vaya un(a) pasante ?

Orientación in situ

¿Qué temas específicos se discuten en la orientación?
¿De qué manera hace sus papeles y responsabilidades claros a un(a) pasante durante la orientación? (Es decir, ¿el/la pasante entiende a quién va a ir para pedir ayuda sea en su organización, con su familia de acogida o en dirigirse a una emergencia médica?)
Si los hay, ¿qué componentes de su orientación cambian de grupo a grupo?
Anote 1 a 3 temas que considerará incorporar en las orientaciones futuras.

Previa a la salida de un(a) pasante

¿Cuáles son los aspectos de la pasantía por lo cual un pasante no se siente preparado?
¿Qué aspectos de la previa a la salida se deberían incorporar para los programas futuros?

Apoyo continuo

¿Se siente preparado para apoyar de manera efectiva a un(a) pasante que está mostrando síntomas de un problema de salud mental durante su pasantía?
¿De qué manera apoya FSD a un(a) pasante durante su estancia?

Gracias a todos por sus comentarios valiosos sobre su experiencia con FSD y la implementación de operaciones en su sitio con pasantías. Para concluir esta entrevista semiestructurada, ¿hay algo más que le gustaría agregar a nuestra conversación?

De nuevo, muchas gracias por su cooperación.

Appendix E: The Role of the Outsider (Pre-Departure)

'Reflections on the Catalytic Role of an Outsider in 'Asset Based Community Development' written by Terry Bergdall of Northwestern University dives into the Asset Based Community Development (ABCD) model and its underpinnings. This literature has been used by FSD for a number of years and is viewed as a critical piece of reading for student interns to begin to understand international and community development. Naturally, this piece of literature is a glimpse into the ABCD model, but provides a solid introduction for participants entering this line of work for the first time.

Student selected to participate in an FSD internship are asked to review this article in depth and come prepared to discuss their 'Role as an Outsider' during pre-departure. The hope is that student interns will use this resource (among many others included in the pre-departure packet) during their time on-site to engage in impact driven work with their communities. Naturally, they will be asked to engage in reflection seminars upon their return home and come back to this article as a way of understanding the role or roles they had during their time at site. Appendix F is a sample agenda used during a re-entry reflection session with returned student interns from the University of San Francisco's Leo T. McCarthy Center for Public Service and the Common Good that circles back to this article.

Appendix F: The Role of the Outsider (Re-entry Reflection Seminar at University of San Francisco)

Agenda

Date: October 5, 2017
Facilitators: Devin & Karla
Attendees: 6 BOL, 4 SAL, 1 Faculty (Dana Zartner)
*DG: Devin Graves
*KP: Karla Piacentini

1. **DG** Introductions - 10 min
    a. Introductions: name, site, food you grew to like (that you didn't think you would) What was your favorite local phrase or word?

2. **DG** Ask an intern to summarize In the Stranger's Eye - 10 minutes
- What was wrong with Pierre's approach?

At FSD we try and take an Asset-based Community Development Approach -
- What is different about ABCD and Pierre's approach?
- What is claimed to be gained through participatory development approaches?
- How do participatory development approaches work and why?
- What are some assumptions to ABCD?
- How is community understood in ABCD?
- What are the different roles of an outsider identified in the article?
    - This is something we can identify
- What is the role of the outsider in this approach and why is the outsider even needed?

3. **KP** Experiential Reflections - 20 min - pair up, then share out
Separate into groups of 3 and 4 - mixing the Bolivia and Argentina participants.

    b. Describe the situations during your internship when you identified as an outsider?
    c. During your internship, what roles did you play as an outsider?
        i. Were you upfront about your role as the outsider?
    d. When did you feel part of the community or as an insider?
    e. When did you see yourself or others acting as a catalyst? *positive or negative?
    f. Were you able to build the foundation of trust (pg. 6) in order to be a catalyst?
        i. What are some of the ways you built trust?
    g. Did you have a specific agenda (pg. 7) while you were working as a catalyst?

h. Did you provide development *for* people, *with* people, or did people lead the efforts? (pg. 12)
i. Did you see any unintended results (pg. 8 Box 5) as a part of your work? - we could talk about the box story here.

4. DG Processing Questions - 20 min
j. How did you feel when you were working in a new community?
k. How did you feel when you were the outsider/insider?
l. In what instances did you feel like a catalyst? What experiences made you feel like a catalyst?
m. What hindered you from becoming a catalyst in your community? Why were you not able to overcome that hindrance?
n. What have you learned about the positives and negatives about being an outsider?
o. What do you think the role of an outsider in community development should be?

5. Action Questions - 5 min

Now that you have been the outsider…

p. Now that you understand your role as an outsider, if you could go back and begin your service over again, what would you change?
q. Do you think it is possible for insiders to produce the same type of change as an outsider? If yes, how can they do this?
r. How can the outsider work better within the community?
s. The author, Terry Bergdall, describes playing the role of an external catalyst as an art rather than a science (pg. 9). What do you feel are some ways that you could develop skills in this artform?
t. How might you apply some of these same principles to your university, community, country?

6. Conclusion - 2 - 5 mins
u. Recap?
v. Site Team / Local perspective on Intern roles in the community, how they impact community development, goals of organization, etc.