



NEWS- LETTER

ISSUE #6, May 2016



1

Letter from the Director of Studies



Spring is in the air!

Dear students,

Last year, Sir Terry Pratchett bid a final fond farewell to life on planet Earth. Pratchett, the British author who has consistently sold more books than any of his compatriots except J.K. Rowling of Harry Potter fame, apparently did not mind all that much. His family motto was and remains *Noli Timere Messorum* (Don't fear the Reaper).

Pratchett's many *Discworld* books are a source of absolute delight for social scientists – though it should be said that it helps if you don't mind wacky fantasy ingredients too much. Having done a lot of hard thinking about a great many things – and being a bit of a contrarian to boot – he was also a veritable quotation machine. This is Pratchett's reaction to the common advice (no doubt proffered by some of your Graduate School lecturers too) to keep your minds open:

The trouble with having an open mind, of course, is that people will insist on coming along and trying to put things in it.

So: a Trojan horse strategy then. (Incidentally, thanks to the vagaries of Facebook's ad-matching algorithms, I recently encountered an advert for American condoms called "Trojan"; a brand name whose implications I feel the marketers may not have thought through to a sufficient degree. But I digress). We do indeed try very hard to put things in your hopefully open minds. Not that Pratchett was an unambiguous fan of education:

"Educational" refers to the process, not the object. Although, come to think of it, some of my teachers could easily have been replaced by a cheeseburger.

Even though it is true that when you really crave a cheeseburger you would probably not want to replace it with a lecturer, old Terry does come across as a bit gruff and uncompromising here. Let's quickly proceed to:

Personally, I think the best motto for an educational establishment is: ‘Or Would You Rather Be a Mule?’

Yes. Much more like it. It even sounds suitably grand in Latin: *An potius Esto asino?* if Google translate is to be believed. And it is not only an amusing motto, but a profound one. Of course we are here to expedite your glittering careers – *much* more about career-related matters later in this issue – but general de-mulefication is our secret mission; the reason we have universities in the first place.

A final Pratchettian adage with implications for your future. We all know that we need some luck to make it happen, right? True dat, but as Sir Terry noted:

The harder I work, the luckier I become.

Worth taking heed of. And speaking of hard work, let me take the opportunity to thank our Programme Directors Annika Bergman Rosamond, Sara Goodman and Karin Steen – and Karin’s predecessor Kristina Jönsson – as well as our Methods Director Chris Swader for their solid efforts this academic year.

Mikael Sundström

Director of Studies, Graduate School



In this issue

In this issue we have decided to delve deeper into the question of career – it is, after all, a looming question for many of us. We have tried to collect various perspectives from students, staff and alumni who reflect on the link between education and “life after.” We also include some of the results from a survey that was sent out to incoming master’s students, as well as career-related advice and activities organised at the faculty as well as at Graduate School. We hope you will enjoy!

Online version

You can find online versions of this and previous newsletter issues here:

graduateschool.sam.lu.se/about/the-graduate-school-newsletter

Very handy as all provided links and resources are clickable!

DEVELOPMENT STUDIES

Incoming! 😊

2

Letter from the new
Programme Director



Karin Steen
Assistant Professor
LUCSUS

We are pleased to announce that Karin Steen, PhD in Sustainability Science, will be taking over the role as Programme Director for Master's Programme in Development Studies at Graduate School. Below is a presentation of herself, in her own words.

As of March this spring I am the new Programme Director for the Master's Programme in Development Studies at Graduate School. Thus I want to introduce myself to Graduate School students.

I received my PhD in Sustainability Science at LUCSUS at LU. In both my research and teaching I focus on development, gender, sustainability, social change, as well as qualitative methodology to study these issues. I teach at all levels from undergraduate to graduate, from first semester students' first course to master's students. I mostly teach in mixed international and interdisciplinary classes. I have been teaching at Graduate School, Human Geography, LUMID (Master's in International Development and Management), Political Science, BIDS (Bachelor's in Development Studies) and LUMES (International Master Programme in Environmental Studies and Sustainability Science).

My main research interest is in gender aspects of processes of social and institutional change, mostly in relation to issues of land and labour. Past research has focused on the social aspects of land where I study the importance of land in how gender is enacted in everyday strategies and constructed in terms of identities, and how that in turn affects men's and women's room of manoeuvre in food production.

In addition, I am interested in qualitative methodology and ways to grasp social change in norms and behaviour. I use qualitative methods, such as oral history and constructivist grounded theory, to locate power and discursive signs of institutional change aiming at understanding the dynamics of gender, resources and social change.

My regional focus is Sub-Saharan Africa. My PhD thesis focused on Zimbabwe and I have continued with this regional focus. I am excited to embark onto a new research project where I will combine feminist theories with development theories, and investigate how love – in terms of intimacy, commitment and passion – may affect land rights in subsistence farming societies, and in turn food security. There will certainly be many fun methodological challenges to tackle in this project!



Issue in focus: Career

3

Murky, swirling or clear waters: the confluence of education and career



Shoshana Iten,
Programme coordinator

The issue of career is often a hotly debated topic in places of higher education. What is the role of universities in equipping future members and leaders of society? Should universities be expected to follow employability outlooks, or should they be seen as separate from the marketability of knowledge and rather aim to contribute to knowledge and understanding? How do universities address the bridge between education and an individual student's career? These questions are perhaps even more relevant in the social sciences, where it is often necessary to take an intersectoral approach in understanding, explaining and bringing forth change in societal processes, and then once again explaining why certain changes did not take place as expected, and so forth.

“a field for or pursuit of consecutive progressive achievement especially in public, professional, or business life. ”

A starting point might be to consider the notion of “career.” According to the Merriam-Webster dictionary, career can be defined as “a field for or pursuit of consecutive progressive achievement especially in public, professional, or business life.” From this simple definition we can safely note that education inevitably plays a strong role in career, since progressive achievement implies growth and development on a personal level. It encompasses a broad range of sectors, and financial compensation or security are not even included in this concept. But when related to specific careers, or career prospects, the question quickly becomes a more controversial topic with contested ideological underpinnings. Some universities/faculties have wanted to maintain a distance to the market-driven employability of graduates, arguing that education is a higher value than the momentary fluxes of politics and market pressures. Research, along with education, needs to be conducted and developed regardless, and even despite of, specific

directions that policies and markets take. This stance has been compromised with the increasing pressures on universities and academic staff to obtain funding, whether through research grants or through student fees, in an increasingly competitive environment. Research areas are influenced and pulled in certain directions, where “hot” or lucrative areas might receive funding while socially important ones might not. The short-term unpredictability of funding contributes to this sense of needing to latch on to the hottest groups or research areas. Others argue that the university has a societal role to play in educating its students to be employable, and to put knowledge into economic practice.

These opposing perceptions are not necessarily mutually exclusive. Knowledge serving higher societal needs (both locally and globally) can also be supported by governments through, for example, agencies and programs, subsidies, or public-private partnerships. Many positions that are necessary for a society to function, such as teachers, social workers and health care professionals, might not be financially lucrative in the short-term, but are none the less important, if not essential. We should therefore also make a distinction between an “yrke” – a professional degree – and a discipline-specific degree. This is a way that society can invest in specific needs for the greater good,



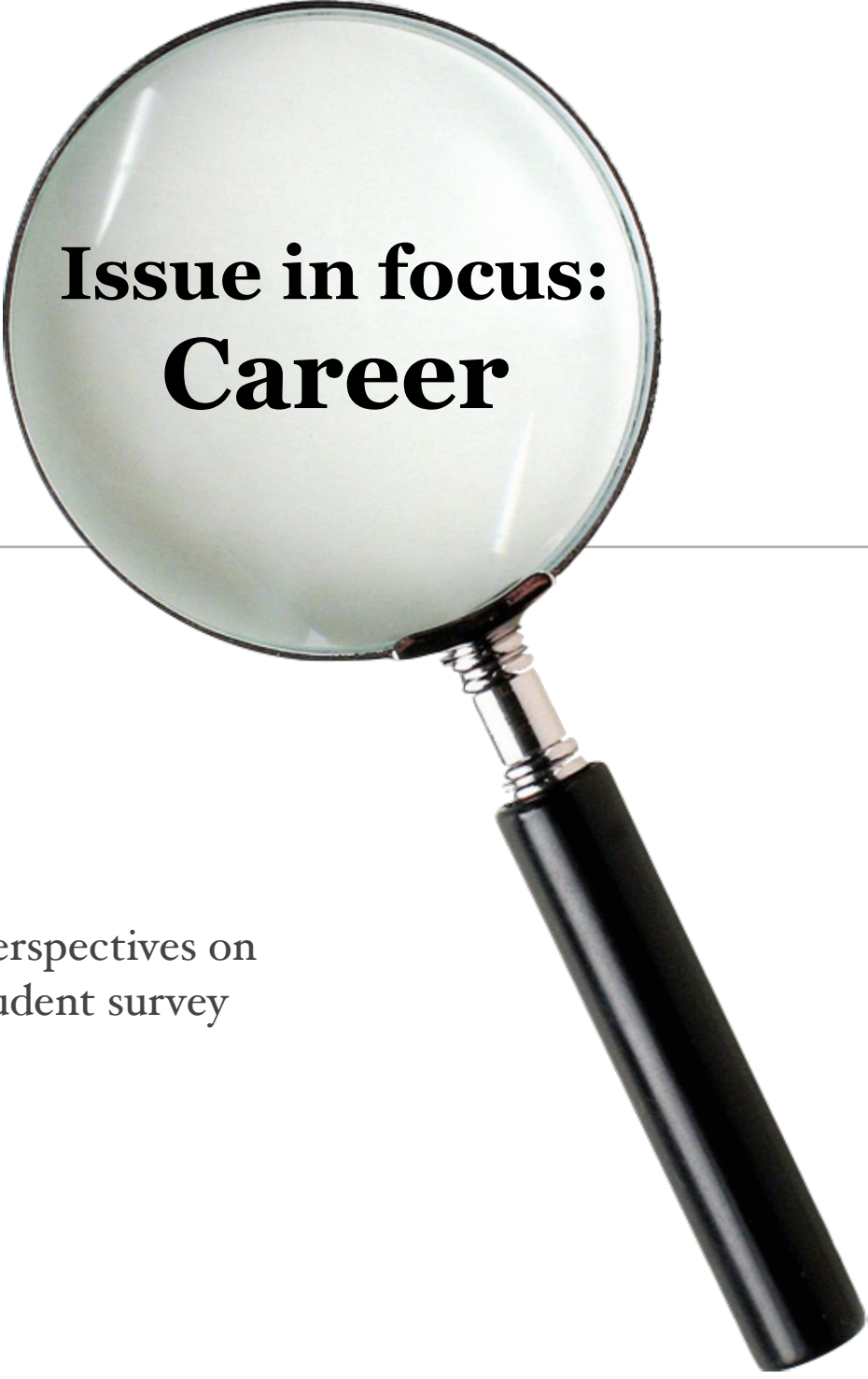
“Fitting in”

ensure a certain level of standard, and increase the chances for professional degree-holders to be employable.

Last but not least, students wish to educate themselves, and we have societies that wish to have educated citizens. Students’ motivations are as diverse as their backgrounds, but some general trends can be noted. For many students, having a master’s degree is perceived as important in gaining access to an interesting field, better position, and to receive a higher salary. For some students it is a personal choice, while for others it is an expectation from family or society. For most master’s students, an education is also a financial investment. Even for tuition-free students, student life does not mean splurging on expensive meals and travel, and many students take out loans to make ends meet. The hope is, naturally, that this investment will lead to more and better opportunities in the future.

So: what kind of career do students wish to enter once completing their education at Graduate School? Based on a survey that was sent out to incoming Graduate School students in the autumn of 2015 (results are included in this newsletter), 85 % students wanted to obtain a job within their field while 58 % wanted to pursue a PhD. Of the group, 16 were prepared to pursue an internship or volunteer work. In terms of employers, 48 % would like to work for the Third Sector/NGO and 60 % would like to work for an international NGO (UN, etc). Becoming employable is thus a strong goal of many students, though we cannot assume that this is the main reason they have decided to study the programme. These factors can be multiple and complex.

With this backdrop, it is clear that there are numerous entry-points into the discussion on career. The dimensions introduced here could be explored in much further depth, and while the contributions in this newsletter are by no means exhaustive, we would like to draw attention to some of the perspectives and initiatives related to career, both within and outside academia. We hope that these will connect with the ongoing discussions at the Faculty, at Lund University, and possibly also to the greater debates about the role of higher education.



Issue in focus: Career

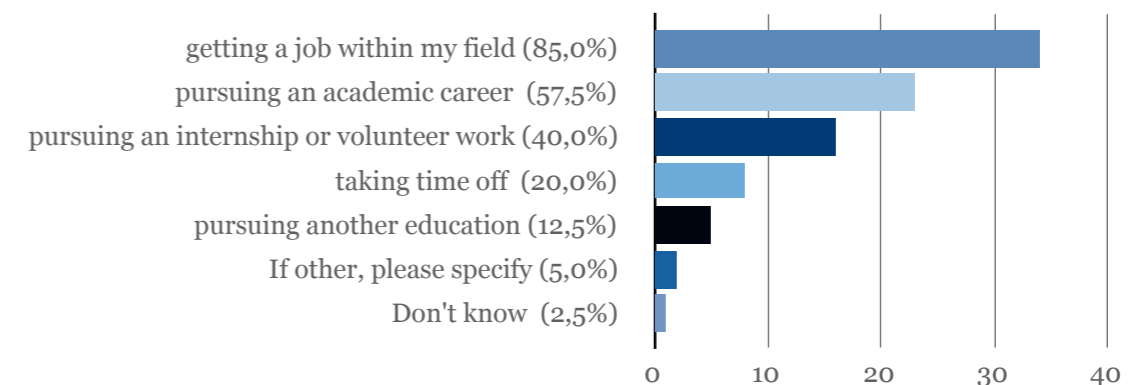
4

Student Perspectives on Career: student survey

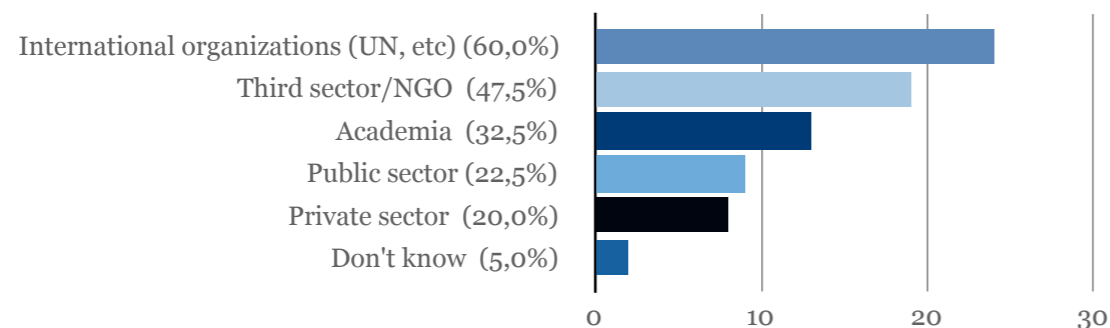
Here we present the findings from a survey sent out to all incoming students who began a Graduate School programme in the autumn of 2015. There were 40 respondents out of a total of 93 new Graduate School students (43 % response rate). The questions included a focus on career goals, previous experiences, as well as skills that students wished to develop during their studies. In ensuing sections we look at different student perspectives, including an interview with a current student who is pursuing an academic career; an opinion piece and an update on career activities organised by the student union.

Q

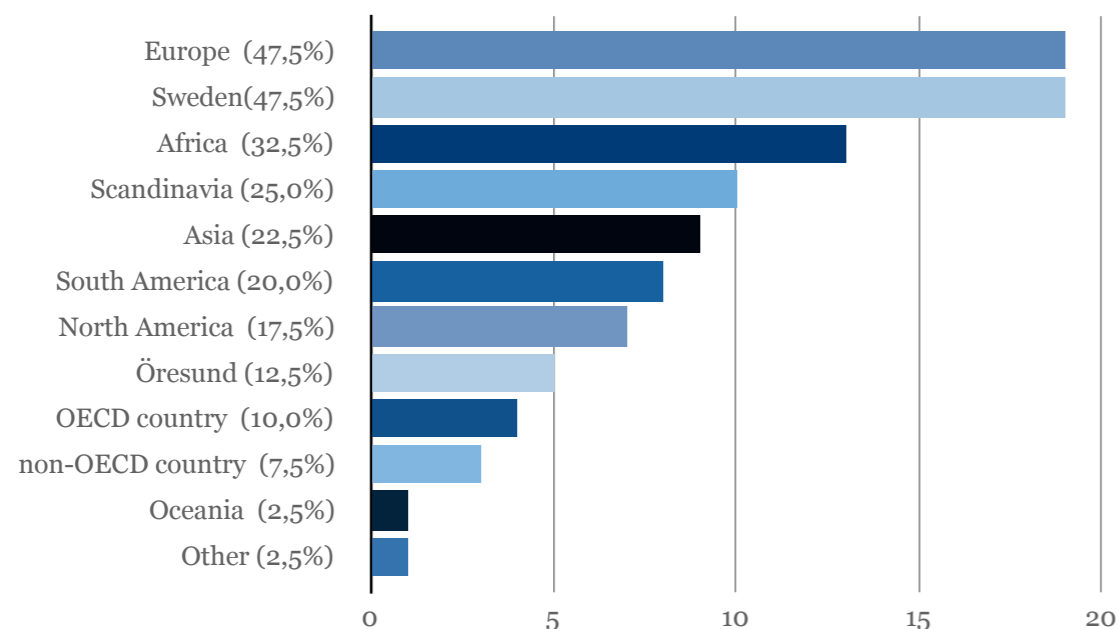
What would you most like to do after receiving your M.Sc.?
Check up to 3 that are the most relevant



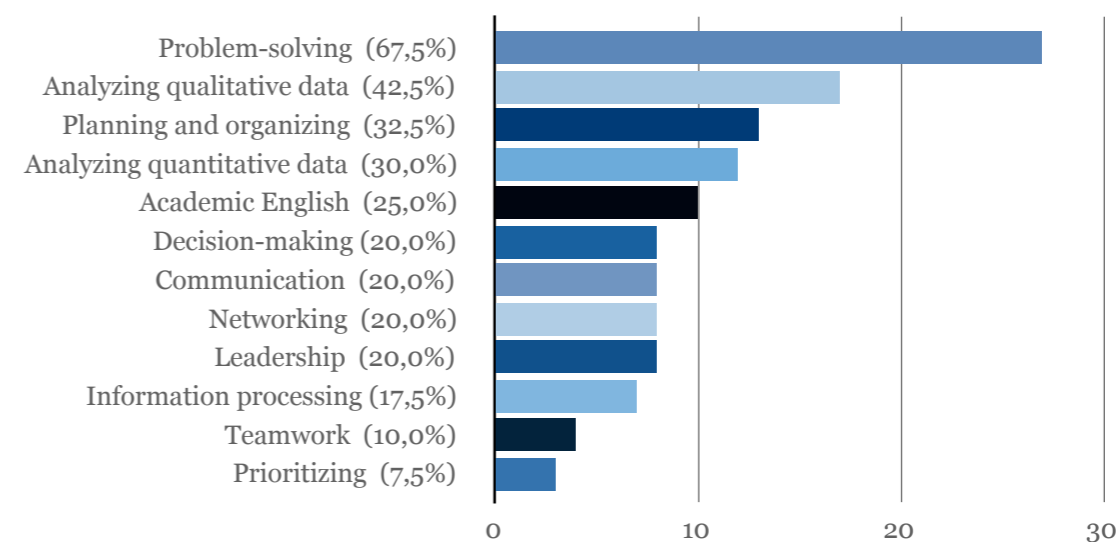
Q What kinds of organisation would you most like to work in?
Check up to 2.



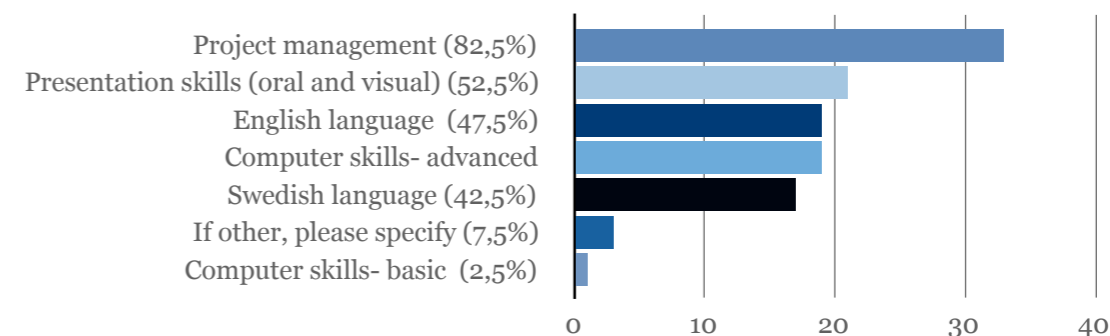
Q In what region(s) would you most like to pursue the response to the previous question? Check up to 3 that are most relevant.



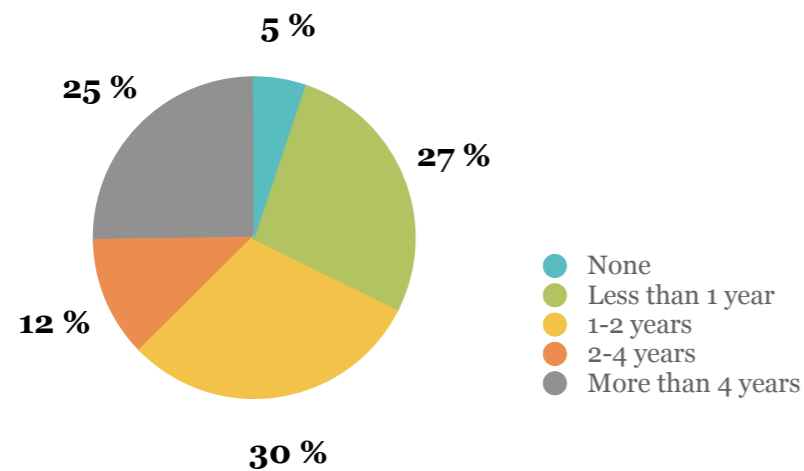
Q What job-related skills are you most interested in acquiring during your education? Check up to 3 that are most relevant



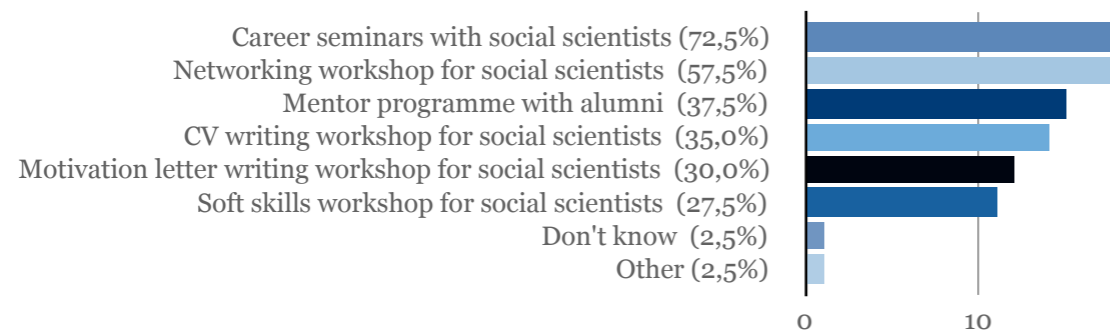
Q What practical skills are you most interested in developing? Check 3 that are most relevant.



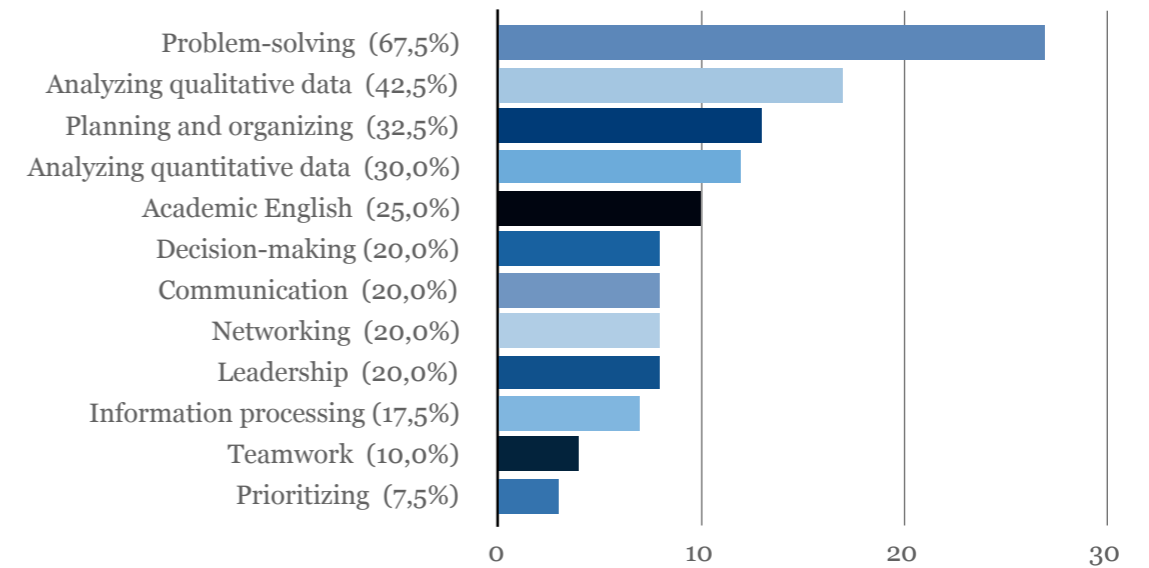
Q How many years of relevant (paid or unpaid) work experience do you have?



Q In which of the following would you be interested in participating? Check up to 3 that are the most relevant



Q Which of the following job-related skills do you have?





Issue in focus: Career

5

Starting an Academic Career while
Studying for one's Masters:
An interview with Umut Can Adisönmez



Rahel Weldeab Sebhatu,
Global Studies Cohort 2015

For those who decide to pursue a career in academia, guidance on how to do so is crucial. After taking notice of one fellow classmate's active participation in the 'secretive' world of academia, I decided to sit down and learn from his experiences. Both Umut Can Adisönmez and I are currently first year students in the Global Studies program, majoring in political science. Both of us plan to pursue a PhD soon after we're done with our masters, and both of us will be presenting our research in academic conferences this summer. But what does he have that I don't have? A peer-reviewed, published academic article. So I asked him, how did he do it? The following are the tips I was able to gather after having a heart-to-heart conversation with my dear friend Umut.

1. Take heed of the advice given by your teachers

While studying for his Bachelor's at one of the top three universities in his home country Turkey, his professors at Bilkent University encouraged him to submit his final papers to academic journals. Because of the encouraging environment he had at his university, he decided from the beginning to pursue a career in academia. "Maybe my Plan B will be to work at an institution such as the United Nations, but my first priority has always been to pursue a track in academics."

2. You do not necessarily need parents who work in academia to become a scholar

Since I am under the impression that it is easier for students with academic parents to pursue an academic career, I couldn't resist the temptation to ask Umut if his parents work in academia. That is not the case; although his father's career has influenced his decision to study international relations, he did not have academic parents to 'show him the ropes' of academia.

3. Stay active in discussions on political issues

Umut asked me about my own academic experience, and if I've ever published anything, because (at least on Facebook) it looks like I'm heavily involved in such activities. I do not have a peer-reviewed article yet, but I have been involved in quite a few academic-like things, which opens up to the next piece of advice Umut gave...

4. Write and submit your writings

Umut encouraged me to submit my writings and final papers to academic journals, and I will take his advice seriously. Umut's first peer-reviewed journal article *Turkey's Geopolitical Dilemma: Dogma of 'In the Middle'* was published by the Research Turkey Center located in the UK. He also has another article which is currently under review. Besides writing for academic journals, Umut has published many opinion pieces and commentaries for online magazines and think tanks such as Modern Diplomacy and Eurasia Review.

5. Don't be discouraged

Umut's ability to get published does not mean that he was able to find a platform for all of the writings he's submitted. He tells me about how he has submitted several articles to OpenDemocracy but none of them were accepted. Still, he does not allow it to discourage him.

Moral of the story: you can start your career as a scholar before finishing your master's. It does require some hard work on your part and you may experience some challenges along the way, but do not be discouraged. Trust in your abilities, because whether you're still pursuing your master's or not, you are already a scholar.



Rahel Weldeab Sebhatu and Umut Can Adisönmez having a heart-to-heart talk about how to publish an academic article



Issue in focus: Career

6

Student Opinion Piece

Social scientists – the key to change



Moa Persdotter, Master's in Political Science,
graduated in April 2016

Reports are telling us telling us how employees in the public sector will be the most important part of the labour force in the future. Due to the high numbers of staff going into retirement with a combination of a large number of immigrants coming to Europe and Sweden, knowledge about globalisation, gender, conflict and social change couldn't be more important in today's society. This is knowledge that social scientists have. Despite that, fellow students tell me about their struggle to get a job after graduation. Often, you should be young with several years of work experience to have a proper chance. How are you supposed to get that experience if you aren't even called for an interview?

Two things need to be done. First of all, academic experience and knowledge of the social sciences need to be valued higher on the labour market. The fact that you have skilfully navigated your way through the university over three to five years says a lot about your potential, motivation and ability to learn fast. We can't hire engineers for everything. Social scientists are vital for understanding and changing the society we live in today. Second of all, we need to have a more flexible approach to language skills. International students at Swedish universities have the potential to create a truly diverse workforce and this is something we should embrace! Due to this, the approach to language in the public sector needs to change. It is crucial to make it possible to speak other languages than Swedish when working in the public sector.

The public sector today is characterised by staff shortages and resulting stress. Newly hired staff witness a lack of proper introduction. If this could be prioritised, I promise that newly graduated social scientists will dig in and do their best for the common good. It is time to put greater value to social science once and for all.



Issue in focus: Career

7

SAMarbete: The student union's
spring career activities



Sandra Jönsson, Labour Market Coordinator,
Social Sciences Student Union

The Social Sciences Student Union at Lund University (hereinafter the Union) works, among other things, to bridge the gap between students and the Swedish labour market. Their vision is to give students both a deeper understanding of their career options and to create meeting places between the students and the labour market.

One of the events that the Union organises every year is SAMarbete, which is a labour market fair for social science students. At this year's SAMarbete there were 29 exhibiting organisations and companies represented. They gave the students information and inspiration regarding career opportunities available for social scientists. These opportunities ranged from part-time jobs, trainee programs and internships. The students also had the opportunity to take part in other activities, such as career coaching, resume photo shooting and resume review – activities that were popular and attracted many students!

The Union is also coordinating and developing mentorship programs. For example, we have a cooperation with the Student Association LUPEF for students who have a special interest in journalism and communication. We also have a mentoring program, aimed at behavioural scientists, in cooperation with the student organisation BiL. These mentorship programs are great examples of opportunities for students to network, make contacts and get support for various projects.

On April 14th, the Union arranged its first Student University European Day in Sweden, which is a collaboration between the European Commission Representation in Sweden and the Student Unions at Lund University. It was a day for all students at Lund University to participate in exciting and interactive discussions on topics of today's society. There were several panel discussions on climate change, migration and career opportunities within the EU.

Throughout the fall and spring, the Union has had a partnership with VentureLab and other student unions, called *Idécafé*. The event *Idécafé* has focused on entrepreneurship where the goal was to inform students about the opportunities that the University provides regarding

start-ups. They have also been invited to give inspirational lunch lectures on different topics.

The planning for the autumn activities have just begun and nothing is directly set. There will probably be some inspiring lectures and a case workshop. At the moment we are planning the upcoming labour market events and the easiest ways to be updated is to follow us on Facebook: Samhällsvetarkåren vid Lund universitet, SAMarbete or visit the Union's house *Samvetet* in Paradis. If you are interested in becoming a part of the planning and organisation of the upcoming events, do not hesitate to email us at arbetsmarknad@samvetet.lu.se



Students talking with organisational representatives at the Student Union's SAMarbete

Some additional resources

Career Services at Lund University

Lund University has various career services that can be found through the website: <http://www.lunduniversity.lu.se/current-students/careers-service>

Here you can register with the university's career portal (MyCareer), read more tips about effective job searching, learn about PhD possibilities, network with alumni, and find out about upcoming career fairs and other events. You can also download a document with concrete tips on how to prepare for a job interview. There is also information about the university's support systems for starting your own project or business, including VentureLab, Sten K. Johnson Centre for Entrepreneurship and the Lund University Student Innovation Centre.

Tips on how to use LinkedIn in your job search



If you are interested in learning more about LinkedIn, there is a section specifically tailored to students or recent graduates including tips and lots of other resources. Check it out here:

<https://university.linkedin.com/linkedin-for-students>



Issue in focus: Career

8

What is the role of
Career at the Faculty?

The Faculty of Social Sciences has an overarching vision to contribute to Lund University being a world-class university that works to understand, explain and improve our world and the human condition.

As part of the educational strategy (*Utbildningsstrategi 2015-2020*, there are several goals that draw a link between education and a student's future career. This includes the faculty's first goal that the faculty's education will equip students with knowledge, capabilities and skills that can be applied in a changing and globalised society (unofficial translation). *Original:*

Fakultetens utbildningar rustar studenter med kunskaper, förmågor och färdigheter som kan användas i ett föränderligt och globaliserat samhälle

Under the paragraph pertaining to educational quality, there are two points that are directly related to career. The first one notes that the Faculty shall integrate and ensure the relevance of general competencies in the classroom. The second one states that the Faculty shall strengthen and make visible the education's relevance in society and work with linkages to the labor market. *Original:*

integrera och relevansgöra generella kompetenser i undervisningen

stärka och synliggöra utbildningens relevans i samhället och arbeta med arbetslivsanknytning

While these are the visions and goals, the efforts related to student career services tend to be decentralised and are implemented primarily at the departmental level. In 2013, a full-time position was created at the Faculty level to build up a strategy for career issues at the faculty, including building up networks, organising workshops and creating a resource page. The position was a pilot, and in 2015 it was decided that the position would be discontinued. Since then, S-Career, the centre for career issues at the Faculty level, remains idle, though the website is updated and contains a wealth of resources and tips, including how to write a cover letter and CV, as well as tips on getting through an interview. It also includes a page targeting international students with tips on how to get a job in Sweden.

You can check it out here:

<http://www.sam.lu.se/en/s-career>.

There is also a Swedish version of the page here:

<http://www.sam.lu.se/s-career>

...which includes more in-depth information and guidance.

While the Faculty can offer only limited support, there are numerous initiatives being implemented at the departmental and program level. At a recent career-focused meeting with administrative staff from the Faculty, a mapping exercise revealed the various initiatives that take place at the various departments, ranging from career days to CV/skills workshops, project work and actively working with an advisory board.

At the same time, some activities are organised jointly. Graduate School has taken an active role in this in part because of the interdisciplinary nature of its programmes, and in part because many of its students have different career goals or strategies that include a broad and international perspective. This includes the Development Practitioner Seminar (DPS) series, Faculty's Career Seminar series, as well as the Development Career Day

Generic Skills

by Malin Schatz, Faculty Programme Director

The faculty has defined a six-year strategy for first and second cycle education for 2015-2020. Among other things, this strategy aims at equipping students with knowledge, abilities and skills beyond the subject matters of the particular course, which can be applied in a changing and globalised society. These wider skills are called generic skills and include, for instance, analytical, communication, social and ethical skills.

Studying at the faculty should thus help students to further their ability to think in a systematic and abstract way, solve problems, see things from different perspectives, analyse, read and understand texts with advanced content, seek and evaluate information, and argue and express themselves orally and in writing. Being aware of these competencies, as well as the discipline's specific ones, is a crucial key to entering the labour market. The teachers also need to be mindful of their role in advancing general competencies.

During 2015-2016 the faculty has initiated a project to define and clarify these generic skills. More on this project and what defines generic skills can be found here:

<http://tinyurl.com/sgenericskills>

The Directors of Studies and the Student Counsellors have been participating in workshops on the subject during spring 2016. The next step in the project is to produce a set of tools for teachers containing best practices on how to integrate generic skills into their courses.



Career Seminar Series a.k.a. *Candid Career Talks*

The administrative network at the Faculty has formed a small group made up of staff from three departments (Graduate School, Gender Studies and Sociology) who have organised a career seminar series during the spring term of 2016 for all students at the Faculty. The purpose of the series was to invite “change-makers” with social science backgrounds and working in the region to come and share with students their career paths, insights into their organisations and specific areas or work, and to engage with the students in discussions about their careers. More information can be found on the Graduate School site.

The programme consisted of

February 18, Sara Lhådö and Helene Brewer, Länsstyrelsen Malmö

April 4, Fernanda Drumond (Gapminder Foundation, Stockholm) & Silja Emmel (Statistics Denmark, Copenhagen), development studies alumni, discussed the role of statistics in development work.

April 21, Charlotte Petersson, Institute for Sustainable Urban Development, Malmö University

May 26: Is Change Possible? Panel discussion with participants from Swedish NGOs including:

- Linn Alenius, *Project Ninjas*
- Sara Fallström, *IM Individuell Människohjälp*
- Robin Undall Behrend, *Emmaus Fredriksdal*
- Ellen Gustavsson, *Svalorna Lund*
- Joakim Månsson Bengtsson, *Crossroads*

Career Development Day

On May 26th Graduate School together with LUMID held its annual Development Career Day. The purpose of this recurring day is to provide graduating students with some useful tools and material to build a bridge towards your career outside academia. The event included presentation on current trends, tips and a reality-check from the development field, a panel with HR representatives from UN city in Copenhagen, presentations from alumni and a panel with professionals in the development field.

The Career Development Day has a development focus but, as always, was open and hopefully relevant to all three Graduate School programs, and includes international components. This day is specifically for those graduating this year (either in June or August).



Fernanda Drumond (Development Studies, graduated 2014) presented her work with statistics at Gapminder Foundation

Tips/Advice from S-career

The S-Career webpages offer a lot of interesting ideas, but these pages are unfortunately only available in Swedish. Below, we present a translated version for your perusal.

What do I want to be?

When you do not have extensive work experience it can be difficult to know what you want to be. Competition for jobs in today's labor market can also make the question of one wants to be as a luxurious one.

Strengths and drivers

It is important to find a job where you can combine what you are good at with what you are interested in. What you are good at are your strengths and what you are passionate about are your drivers. Self-awareness about these is also beneficial for the employer because employees produce better and become more attractive by wanting to remain, and thus also getting to remain. Hiring someone who soon will



be looking for a new job shortly is a waste of time and resources for both parties.

Find your patterns

During your studies, it is important to continuously reflect during the internship, other courses, and when in contact with alumni or employers at different career days and lectures. Is there something or someone that makes you especially interested? It can be a person who talks about their job, or an interesting area, or even research method. It can also be related to your involvement in student life. Hold on to that feeling and find out what it takes to get a job where you could apply and develop this interesting task/engagement.

Getting these feelings is important in navigating properly, so take advantage of them and write them down. Perhaps there is a pattern. Maybe you are interested in meeting new people, finding fun themes, organising events, designing material, and have a tendency to be an event coordinator or any kind of communicator. Maybe you just need some skills such as accounting, IT knowledge or rhetoric to come all the way.

What can I be?

Most courses in the social sciences do not provide a professional qualification, but rather constitute a more general degree . They do not automatically lead to a particular job or a career. A degree in combination with other skills, interests, personal competencies and experience usually make up the deciding factors in what work you will obtain.

It is up to the employer to determine what skills are in demand and up to you as an applicant to explain how your qualifications match these criteria. When employers advertise services, they normally state a number of criteria under a so-called requirement. It can sometimes be difficult to understand what exactly the employer wants and understand the exact meaning of the requirement profile. It is therefore advisable to contact the employer to get more information before you apply for a position.

About Competencies

When talking about employability and qualifications, we talk about skills. The most obvious ones are the skills that can be measured – the formal competences – which can be and usually are summarised in the documents (certificates, diplomas, degrees, years of experience). These are normally the qualifications that determine whether applicants are eligible to apply for a position. This is usually what is immediately visible in a résumé.

A little more difficult to discern are the informal (sometimes called soft) skills. These comprise abilities which usually can and must be developed, but will also determine how well you are able to complete tasks, take initiative, manage and fit into the organisation. This includes personal competences and social skills, communication skills, leadership and intellectual skills. It is mainly through the personal letter and job interview that these skills become visible.

There are also other types of competences which are important for certain types of professions. There may be skills that are work-related, such as knowing how to manage a project budget for a project economist, or counselling skills for a coach. For example, in order to find work in Brussels, it could be a good idea to learn some French, or to work with communication it could be good to learn publishing tools.

Make an inventory of your skills

To take stock of your skills and to develop these it is important to be aware of your own strengths, what you need to brush up on in terms of your competences, and to know what is in demand. In many workplaces you will have the opportunity to develop your skills, but if you are a jobseeker, these are things you will likely need to acquire on your own.

It is a good idea to call the employer if you are looking for a job to find out some more information about what is in demand. You can also job-shadow people / alumni who have exciting jobs by interviewing them or joining them for a day in their work. (Search for job shadow or job shadowing and you find guidelines). You can also explore the skills that are in demand by examining people's background on LinkedIn. Then you can see what skills a person has and which way the person has taken to land your dream job. You can even contact people through LinkedIn and ask for advice, as well as join interesting groups and networks.





9

Our alumni – where are they now?



Railil Uibo: PhD in Stockholm, Social Studies of Gender, graduated 2014

After my 4 years of not-so-linear progress at the Gender Studies MA programme in Lund I had almost given up any thoughts of pursuing a PhD-position. But during a year of working the nagging feeling inside me grew, as academia had certainly not lost its lure. What also encouraged me to apply was the continuous support that I received from the faculty in Lund, especially from my supervisor Johanna Esseveld and the programme director Sara Goodman. Their belief in me helped me to find the courage for setting my foot on the bumpy road that will hopefully lead to a PhD degree.

Today I couldn't be happier that I took their word – since September 2016 I've been enrolled in a PhD-programme at the Gender Studies department of Södertörn University, Stockholm. Interestingly, the learning environment at Södertörn poses a stark contrast to that of Lund. Lund is an established world-renowned place of learning that is bound by traditions and thus inevitably features an air of conservatism. Södertörn, on the other hand, is a barely 20-year old rogue college, with a rather open politically leftist profile that draws its radical critique on critical humanities.

And my PhD-position is no regular one either! I have the honour to be a part of an international research project “Queer(y)ing kinship in the Baltic region”, where senior scholars from Sweden, Finland and Poland are studying how non-heterosexual or queer families are made, represented and treated in several nations around the Baltic Sea. My own project investigates an additional national setting – Estonia; that not so accidentally is also my country of origin. While the topic and focus of my thesis keeps on changing, I am (almost?) certainly focusing on the political dimensions of family-making in Estonia and asking how “family” mobilises queer activism in Estonia.

In many ways my PhD will not only be an academic but also a personal journey. Having received much of my education either physically in the “West” or through “Western” theories it will be interesting and challenging to go (back) to Estonia for the purpose of research. It will force me to investigate my own position and rethink the status of my knowledge and understanding of the setting. If my thesis is explicitly asking which subjects get to (re)produce the nation, both physically and symbolically, then I am also implicitly engaging with such questions as who and through which means gets to (re)produce knowledge about the “East”. Södertörn University and the research centre CBEES (Centre for Baltic and Eastern European Studies) with its focus on the Baltic Sea region will help me critically engage with those matters and will hopefully leave me with as great memories as Lund did.



10

What's happening at
Graduate School

This Spring's Events

DPS (Development Practitioner Seminar) series

Together with the other Master's programmes with development studies as their subject area, Graduate School organized a seminar series with speakers from a range of different fields to come and share their experiences with students. The purpose of the series was to give students insights into different careers within the broader field of development, specific challenges, and personal career paths. Students also had the possibility to build up their professional networks, and to link theory to practice. This spring we were honoured to welcome the following speakers to share their experience:

Jan 25: From UNHCR to ICC

Secil Coker, International Protection, ICC, The Hague

Feb 18: Global governance and emerging economies – new avenues of cooperation

Daniel Taras, Director of the German Agency for International Cooperation's (GIZ) Emerging Market Sustainability Dialogues (EMSD) Programme, Berlin

Feb 22: Trends in Human Rights: A Global South Feminist Perspective

Priti Darooka, Founder and Executive Director of PWESCR (Programme on Women's Economic, Social and Cultural Rights), New Delhi and the Netherlands

Mar 7: What does working with M&E mean?

Madelene Eichhorn, previously worked as M&E officer with UNAIDS Cambodia

Mar 21: Small steps – what claiming women's Human Rights actually looks like in Kenya, South Africa and India

Eva Schmitz, Both Ends, Amsterdam, Netherlands

Apr 4: Panel on the role of statistics in development

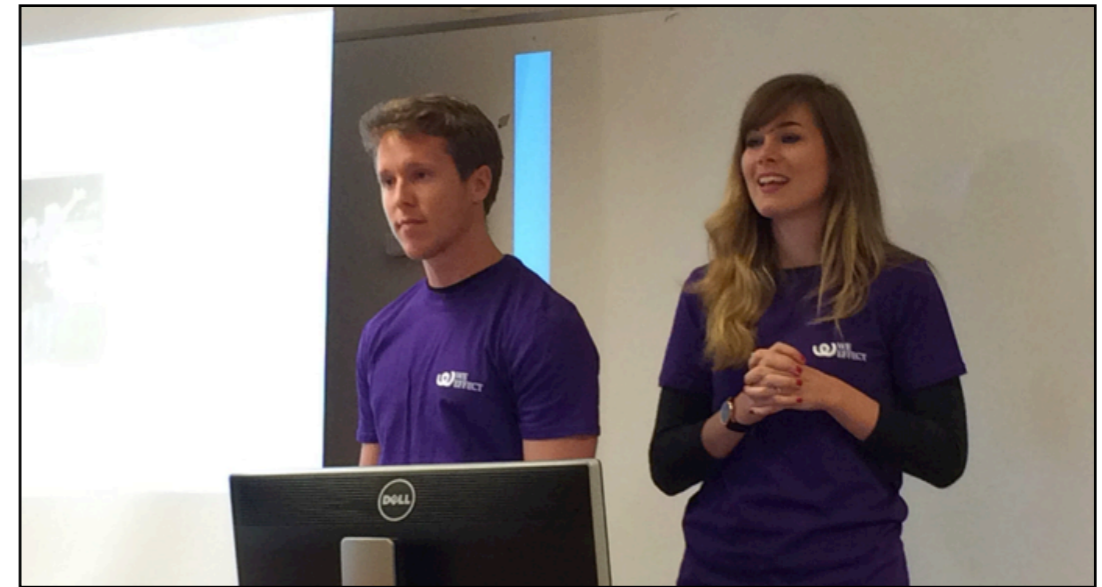
Fernanda Drumond (Gapminder Foundation, Stockholm) & Silja Emmel (Statistics Denmark, Copenhagen), Graduate School alumni

May 16: Panel on Traineeships: “Development Work in Different (Developing) Contexts”

We Effect

Tanja Dittfeld (Development Studies alumnus)

Linete Roque Andersson, Ludwig Perman, Ronja Pe



The series had its final seminar in May 2016 when Tanja Dittfeld (Development Studies alumn, 2015), presented her work from *We Effect*

Spring Lunch with PhD students

On April 18th Graduate School held its annual Spring Lunch with PhDs. Various teachers from the GDG programs as well as PhD students from the Faculty were invited to attend and participate in a panel discussion. This event was organised with the help of Pluto. The participating PhDs included:

- Ina Knobbloch, Department of Gender Studies
- Sofie Gustafsson, Department of Political Science
- Cynthia Phiri, School of Social Work
- Uzma Kazi, Department of Sociology

The PhD students presented their research areas, how they obtained their positions, and spoke frankly about some of the challenges and highlights that they have experienced as a PhD student.



PhD students and academic staff share their experiences and give tips on pursuing an academic career at the Spring Lunch

Seminar on Publishing your Thesis

A seminar on dissemination and publications was held on May 26th. Participating presenters included Maja Carlson, Catia Gregoratti, Linda Eitrem Holmgren, Mikael Sundström and Ted Svensson. This participatory seminar was designed as an introduction to ways in which research can be disseminated and published.

Graduation Ceremony

The graduation ceremony will take place on Wednesday, June 8th in the University Building. This year we have the honour of welcoming Professor Ian Manners, Department of Political Science, University of Copenhagen as our keynote speaker. Invitations have been sent out, and we look forward to seeing the graduating class there!



The Faculty Dean talks with Fredrick Önnvall, the keynote speaker at the graduation ceremony in 2015, while programme directors look on to the Tibia wind quintet

NEWSFLASH

Newsflash: a smarter way to reach you?

You may have noticed an email from us in your inbox with all sorts of news items. We primarily list events at the Faculty of Social Sciences, (and primarily in English). If you are not receiving this email and think you should, then please email us at master@sam.lu.se. And most importantly, if you have news that you would like to include, please let us know!

Staff News

Graduate School's Study Advisor Helena Falk will be on parental leave during the autumn term. Her replacement will be announced once the selection is complete.

Important Autumn Term Dates

Aug 16:	Arrival Day
Aug 18:	Meet your Coordinator Day
Aug 26:	Program Introduction
Aug 29:	Course Start
Sep 20:	Autumn Potluck
Sep 15- Oct 15:	Application Period Exchange students
Oct 31:	Course Start mid-term
Dec 9:	Lucia fika
Dec 22- Jan 9:	Winter Break



Lund prepares for the summer. Photo by Lucas Dietrichson