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| Transcription: | 1 |
| Date: | 14 March 2024 |
| Participant: | A |
| Researcher: | Elizna Grobler |

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| Researcher: | Oh, wow, I wonder what it was. |
| Participant A: | Yeah, no, that's just so weird. |
| Researcher: | Okay, but I'm so glad that you have set aside your time and hey, you're on camera. Hello. Nice to meet you. |
| Participant A: | Nice to meet you too. |
| Researcher: | So I think since we've lost a few moments, I'm just quickly going to brief you. So the purpose of my research is to determine how post-graduate students as yourself had experience your exposure to work integrated learning. So I'm not sure are you familiar with the term work integrated learning? |
| Participant A: | Um, I guess like it just mean like merging or integrating studies to like working, obviously, that you work and study at the same time. |
| Researcher: | Basically, something like that. I'm just going to give you a quick definition from my research. So it's basically an umbrella term that refers to approached and strategies where theory is combined with practice with an purposefully designed curriculum. So which stretches further than traditional education and it allows the students to receive exposure to real world work environments. So basically, for my interview that I'm going to have with you, I'm going to ask you a few questions on your community project that you had. You are... you were in the IOP class if I'm correct. |
| Participant A: | Yes |
| Researcher: | So let's also rehash I'm Elizna Schulte. I got married recently. I was known as Grobler. So ja, and I am going through and doing my master's in HR as well and I'm working full time as an HR graduate. |
| Participant A: | Okay. |
| Researcher: | No problem. Okay. So if you are for the questions. Let me just get it here on my side. So, describe what your community project requires of you to do last year. |
| Participant A: | So in our community project, obviously, they don't give us anything specific to do. But they gave us different options that we could choose from. And then we chose to provide guidance with the grade nine learners in a township school nearby. So we went to the school to offer the grade nine learners like a career guidance, basically just guiding them in choosing subjects for the following year, which will carry through high school from grade 10. So yeah. But yeah, that's just about it. |
| Researcher: | Okay, that sounds very interesting. With your career guidance, what were the questions that you had to ask them? How did you determine on how to guide them within the subjects? |
| Participant A: | Okay, so what we did with... is look through the internet for a lot of material that we could use from the university side as well. I know one of our group members worked at the Mamelodi campus at up, so they had done this prior so we use some of the material that they used as well, but we basically just done it from perspectives, different perspectives, universities, colleges, so they'll be able to see what subjects are required for what careers, what will be the minimum requirements. And what jobs are in the fields and like in the different faculties and what courses the students would be able to do if they choose the specific subjects in high school. So yeah, we used mostly online material. |
| Researcher: | Okay, no, that sounds very interesting. And I think it can also be very rewarding if you conduct these sessions with the students. So what was the outcome of your community project? |
| Participant A: | Um, the outcome that we got from the School, of Feedback is that the students are able to think through subjects that they chose because they told us that before the sessions the students didn't really have a clue, about like, what subjects what can we would lead them to, okay, what careers are connected to the subjects that they choosing. So most of our students would choose careers because maybe like a friend or because of family, they, they should do this but then they didn't really consider the minimum requirements, the kind of job they would do. So yeah, the school told us that they saw a big change in the pattern that they've been observing in prior years whereby the students, they shy away from like your sciences stream and they go towards like the easier ones like your commercial subjects. Not so easy, but for them it's easy. But yeah, and then since our project, because we did the project just before the students could actually choose the subjects at this school. So once it was done, they gave us feedback to say okay we have noticed that the students have now moved towards like there's a variety in those. Yeah. |
| Researcher: | Okay, that's very cool. So you've actually also made a difference in the community as well. Considering the fact that they chose different subjects this year. No, last year. |
| Participant A: | Yes. |
| Researcher: | Okay, no, that's very cool. And what skills would you say have you acquired during your community project work? |
| Participant A: | I think one of the most important skills was communication or presentation skills. It required a lot of us, because we did like for every classroom so we we didn't have all the students in one group. So they have different classes for grade nine. So we went each into each and every class, in each class had to present to the lens and communicate with them in an effective manner, being able to meet them at their level. So we went from presenting to our own classmates and our honours group with a much more of a lot to the younger kids. So you have to kind of communicate in a way that meets their needs and understanding level. So presentation skills, communication, verbal communication, that is. Yeah . |
| Researcher: | So, I have a follow up question on that. So you have now mentioned the skills that you have learned, which is your presentation skills. So how do you think does the community project helps you to apply these skills in your real world life if you go to if you get a job next year, perhaps how would that help you within your job? |
| Participant A: | I think it would help me to be more confident when I present but also I think, the other thing, I don't know what's the word for it, but just basically being able to analyse information and present it in a way that makes sense like when we went from getting collecting all the information from the different universities into making it making it into like one pamphlet. So sort of like sorting out data or information to make it more presentable and more understandable for the person who reads it. If that makes sense. |
| Researcher: | Yes, definitely. And I also want to know are you currently doing your masters this year? |
| Participant A: | Yes, I'm doing my Masters. |
| Researcher: | That's very exciting. Congratulations. Thank you. So I have a question regarding your masters. I've noticed on LinkedIn, that you guys are getting a bit more practical experience relating to IOP. So would you tell me a bit more about that? |
| Participant A: | Yeah. So, so far, most of the practical experience of related to psychometrics assessments that we have to do, which is also part of the IOP scope of work. So we've had presentations from [Company D] . And we also have presentations. Well with [Company C], it was more of a training course because then they give you a certificate. Yeah, some sort of certificate in administering assessments. So yeah, a bit different but also very similar in that you learned how to practically apply the knowledge that we learned in our psychometrics module in terms of administrators, how to go and about the the do's and don'ts, how to interpret the information, how to use the information in a work context, like in selection for instance, if a company is looking for to hire someone, how can you use psychometric test to select the best fit for the position based on the job description. So yeah, it's quite interesting. |
| Researcher: | Interesting. So, if you can compare the practical knowledge from the community project with the practical knowledge you've obtained from the [Company C] training and things like that, what is the key things that stood out the most for you if that if my question makes sense? |
| Participant A: | Yeah, it does. So I think the interesting thing is that when we did the community project is based upon based on high school kids, so those are still like under age. Industrial psychologists, when compared when talking about administering tests or assessments. It's more based on like a work context. So it's older people. However, the, I think the similar thing could be that the the rules of administering tests like the kind of place where you administer the test, what do you call it? I guess the rules would apply to if you were to administer kids. In high school, if we did like an Apptitude test, where we test the kids on what kind of jobs or what kind of careers would suit them based on their academic performance or based on their cognitive ability and skills and interests. So that could be a bit similar, I guess. |
| Researcher: | Okay. So basically, if I understand it correctly, the community project provided you with a bit more soft skills, which is the reason that presenting to your class and also to the students. Or to the scholars. Where as the IOP practical training actually allowed you to collaborate with industry partners and learn a bit more how to practically apply psychometrics and what's the do's and the don'ts. |
| Participant A: | Yeah. |
| Researcher: | Okay, okay. |
| Participant A: | I think I think also similar would be in interpreting. So with the training, we learn also how to give a client feedback on their, on their test or their assessment. So maybe in the context of the community project would be although this is something we didn't really do. So if we went like deeper into it, I think also because we are not allowed, unless under the supervision of like a registered industrial psychologist, but we can't administer tests on the kids ourselves. If we're done something similar, then we'll also learn how to be able to be professional and know how to say to a kid, okay? I know you think that you can be a doctor, you want to be a doctor, but your skills, your abilities and like your results and stuff like that are leading or leaning more towards those kind of career. Yeah, sort of something like that. |
| Researcher: | No that make sense. |
| Participant A: | Yeah. |
| Researcher: | Let me get my other questions. So would you say that the practical let's first start with a community project so regarding the community project, would you say you would be comfortable to step into a workplace and competently do your work in that workplace? |
| Participant A: | Um, definitely, yes, I think so. Yeah, I think I could do well. |
| Researcher: | In terms of the practical training from other industry partners, would that also provide you with the technical and practical confidence to complete your job successfully? |
| Participant A: | Yes, more, especially the trainings from [Company D] and [Company C] because they are more I feel like they give you a more in depth understanding and practical understanding compared to the community project. |
| Researcher: | No that makes sense. So, I also really sorry, I also want to ask you, what knowledge have you obtained from your practicum so let's start with the community project. So as I said in the beginning, work, integrated learning attempts things to combine theory with practice. So what academic knowledge that you use or either obtained during your community project? |
| Participant A: | So basically, are you asking what is it that I learned, or we have learned. Is this because of all the modules of images that practicum module and how I applied that knowledge to the community project? |
| Researcher: | specifically the ... Okay wait, let me rephrase that. I get what you're saying. So that, okay. That's a very good question. Okay, let's say let's begin with this what academic knowledge that you obtain while completing the community project. |
| Participant A: | I think because, okay, so the current academic knowledge will come from maybe undergrad, because I did an undergraduate in industrial and organisational psychology. So I had a module called career counselling. So I think our community project was related specifically to that module - career counselling. Because it's the academic knowledge we get is that like, how do I relate my interest, cognitive ability and stuff like that to the career and how can I lead someone into the perfect, not perfect, the best suitable and most suitable career for them? And I think that's what academic current knowledge we applied or even gained of when we're doing the community project, because it was career guidance sort of related to that specific module. Yeah. |
| Researcher: | Okay. So basically, their knowledge of time from your undergraduate degree equips you to do the community project. |
| Participant A: | Yes |
| Researcher: | Okay, that's very cool. So I just have a few other questions for you for you. So what aspects of the practicum, the community project, specifically, have you found to be very insightful? |
| Participant A: | Uhm, please repeat the question for me. |
| Researcher: | So what aspects of the practicum have you found to be very insightful? Or was there something that you have noted that was interesting, which you can carry through to your future world of work? |
| Participant A: | Um, yeah, I think so industrial psychologists do, especially those career counselling do have a part to play in engaging with like schools and, like doing a similar thing like we did. Because I feel like I've noticed or realised how, how clueless most of the people most, like high school students, are in terms of, like careers and what they have to study and how they can... How can they match their interests and abilities and resources to find a suitable career for them because most of them just go into like, careers or like just choose like jobs and stuff like that. I'd like taking it through or without any form of guidance. So I think professional guidance would really play a huge role and make a big difference in the lives of those learners. So yeah. |
| Researcher: | Okay. |
| Participant A: | then it's actually good that you've mentioned professional guidance. So if I may ask regarding your own journey to IOP. Did you receive any professional guidance to determine what do you you're going to study? Oh, how did you stumble upon IOP? |
| Participant A: | No, actually interesting because the reason I so career guidance is one of my passions because I also I had like a tutoring company. Where I tutor high school learners, especially from the high school that I went to myself. Because I realised that my career journey would have been a bit different had I gotten some sort of guidance with a professional or just like from teachers. But I think mostly like professional. So that's why we even decided because most of the people who are in our group, funnily enough, were people whose career journey was not straightforward in terms of from high school to industrial psychology. So most of us went from ...Okay, I'll speak for myself first because it's like you asked me so I studied [University Degree A] from high school. I did it and then I realised, okay, genuinely I didn't like it. Yeah, it just wasn't nice for me and then I took a gap year in between then I also do wanted to do like [University Degree B], unfortunately, didn't get space into [University Degree B]. Then I spoke to a friend who was doing industrial psychology. I met someone who was doing industrial psychology. Then I had to ask them one industrial psychology is what is it about, when you get to do. Then it sparked an interest in me and only then I went to apply for it. I mean, I went through undergrad and honours and now eventually masters. So similar to the people who are in my group, one of them from high school did [University Degree C]. The other has a degree in [University Degree D]. So yeah, all of us basically just I don't know how they came to Industrial psychology, but we all just have different stories, but none of them went straight into industrial psychology. But the one thing that we can all agree on is that we like some kind of professional guidance, because we went into careers that we didn't know much about, and we didn't really have an interest in but circumstances may have led us to that point. So yeah, to answer your question, no, I did not receive any guidance, but I think it would have been it would have played a good role. Yeah. |
| Researcher: | Okay. So I actually had a follow up question on that. So, regarding the community project, and practical training that you received from the industry partners, do you think that provides you with enough, how can I put, in practical experience to ensure yourself that you're still on the right track and that you're enjoying IOP and that it might be the correct field for you? |
| Participant A: | Yes, definitely, I actually went like, I really find it really, really interesting, quite alot of the practical elements of the the project that we did, because it's like, all of us were like "Oh, my goodness, something that I've been wanting like to do before I came to do industrial psychology because I think I would always have been inspired us to be the kind of people who we needed were to do a younger. So we were all just looking for career fields that would allow us to be those people. So I think at project did that for us, yeah. |
| Researcher: | Okay I see. So yes, you've actually answered all of my questions. Thank you so much. If there's anything else that you would like to add regarding the community project and industry training that you receive? |
| Participant A: | No, no. |
| Researcher: | Um, then that would be all from my side. Thank you so much. All the best with your masters. And should you one day require research participant and I meet that criteria then I would also gladly participate in your research. |
| Participant A: | Okay cool, I'll remember that. Thank you so much. And all the best to you too. |
| Researcher: | Thank you so much. |