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| Transcription: | 11 |
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| Participant: | K |
| Researcher: | Elizna Grobler |

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| Researcher: | Okay, perfect.So I'm starting the recording. I just want to give you a bit of background as to who I am. So I am currently doing my second years in a master's. And my study relates to the social integration of work integrated learning from a postgraduate perspective. So basically it just aims to pinpoint how you guys have experienced your Honours community project. And I am also working as an HR graduate so I'm doing recruitment and other HR administration. Okay, that's me in a nutshell. So I just want to hear from you. Have you ever heard the term Work Integrated Learning Do you know what it means? |
| Participant K: | Work Integrated Learning? I think I have heard about it can refresh my mind? |
| Researcher: | Of course. So basically, it is a learning approach where students are provided with an opportunity to extend and exert the theoretical knowledge which they have obtained in academic setting with an IU professional working environment. So basically, it can refer to on campus and off campus activities and examples of areas like internships, work placements, practicums project based learning and service based service learning. So basically for this interview I'm going to focus on your community project as a form of work integrated learning. So I just want to hear from you. If you can just describe what your group had to do for the community project. |
| Participant K: | Okay, so for the community project my my team and I decided to focus on CV and cover letters, interviews not interview sorry, but just cvs and cover letters, and then to make it a little bit more different, we added in online interviews as well. So, yes, so that's what we did with students from different universities and also, we teamed up with the career services. And yeah, then we were also able to get through to UP students as well. |
| Researcher: | Okay, that sounds very interesting. And tell me a bit what guided you as a group to decide that you guys want to do the CVS and cover letters and the online interviews. |
| Participant K: | Because we saw it as a need ourselves that we don't really know how we should... What is this... format, CV? CVS, our own CVS and cover letters like what we should include or not. So the training from the from the career services was really helpful, and actually opened up our minds like, oh, wow, this is how it should be. |
| Researcher: | Okay, so that they could get services from the [University] actually provided you with training. That's very, very good. |
| Participant K: | Yes, before we could, I guess train people students ourselves, we also had to know what was happening before they sent us out there. |
| Researcher: | And I just want to open the rest of my questions here. So basically, what I obviously want to explore is how you have experienced your work integrated learning exposure, but I also want to see what the students have learned from that. So what skills or competencies have you acquired while participating in this practicum or community project? |
| Participant K: | What I've acquired myself ? Um just more knowledge on how to structure a CV how to structure a cover letter. What exactly to put inside of it. I think it's important to well, it was it was very mind opening for me because with cover with cover letters. I thought maybe you just have to speak about basically your CV in a sense. I know it's actually also mentioning it selling yourself basically mentioning the company that you've also read up on them and all of that so I personally didn't know that. So those are the skills I gained and also your online interviews as well since they are a popular thing these days. Enjoy yourself and all of that. I think that's what I've acquired. |
| Researcher: | Okay, no, thank you so much for sharing that. And tell me a bit how did these sessions work? Did you meet up with the students or how did you explain to them how to set up your CV and things like that? |
| Participant K: | So basically, when we had the training, when we had the the training from the Career Services, we they sent us like a template a template of what a CV should look like and a template of what a cover should look like. So when we met up with other students, we would explain "Okay, here's a template of a CV. This is what you should include, this is what you should not include." And then we'd also give them examples of like, okay, maybe with regards to cover letter, for example, maybe you can mention this about yourself that you are in the student council and how this can relate to the values and all of that. So, that's how it was usually presented just through the presentation screen, and then we explained the template directly. |
| Researcher: | Okay. Thank you so much for explaining that. So I also want to hear from you. I think you've touched a bit on it. But how has this community project allowed you to engage with your wider community? If you can just elaborate on it a bit. |
| Participant K: | Sorry, can you repeat the question? |
| Researcher: | How did the community project allow you to engage with your community? |
| Participant K: | Um, so for the most part, just learning not learning but seeing other students online. I think it will do a very quiet sessions if I am being honest. It was just us mainly just explaining to them and so yeah, they engaged quite a little a little bit. Oh, wow. Thank you. This was helpful. And that's pretty much it. We didn't really communicate with them as much. I think it would have been nicer if we maybe were there in person. So I think maybe then they would be able to ask more questions. Sometimes they did, but most of the time, not so much. |
| Researcher: | Okay. And I'm also going to ask a similar question to that, but this time relating to industry partners, so did the community project allow you to engage with community, ag industry partners. |
| Participant K: | Industry partners, in this case, what would that be? I'm not sure I understand. |
| Researcher: | Let's say industry partners. Obviously you have engaged with the universities Career services, but industry partners will mainly be like other companies that do IOP, or perhaps HR. In a sense, companies that can help you build a network to help you get a job for example, things like that. |
| Participant K: | Oh, okay. Okay. We didn't really communicate with the with, with many industry partners, if I'm being honest. The only main source that we did communicate with is definitely the career services. So I can touch on that, that was very nice. It was it was very informative. They wanted us to learn, they want they wanted us to learn and I think they were very eager with improving because they also invigilate like when we are in the sessions and teaching [University] students. So yeah, and they would correct us if they if if we had to be corrected, or they would just add on in the session and then tell us afterwards. Okay. You should add those and you should mention this, so, yeah. |
| Researcher: | Okay. And would you say that, oh, well, let me ask this first. Are you currently employed? |
| Participant K: | Um, no, I'm not. |
| Researcher: | Okay. So, would you say that the community project makes you a bit more employable? Or do you think that it can be adjusted a bit more to align with industry standards? And what I mean by this is, should it be aligned a bit more to help you understand what IOP is about or to network with other IOP professionals or things like that? |
| Participant K: | Um, I want to say yes, for both because I'd say it helped me in a sense on how I should present myself to other companies when I am applying to them. And I know that it is part of the recruitment process. So it kind of relates to HR a little and all of that. So I'll say that in that way, it can relate, but I think it would have been much better if ... we did hat community project like it related more to the industry of IOP. |
| Researcher: | Yes. Okay. And on that note, I have noticed that a few people have mentioned that they have found their partner for the community project. Let's say your partner was now the [Specific University] they have made this partnership through the own networks their personal networks. So do you agree with the fact that people... Let me side like this that you I need to rephrase I'm a bit tired. Sorry about that. So do you think personal networks play a big role in where you can conduct your community project in? |
| Participant K: | Do I think what sorry? |
| Researcher: | That networking personal networks play a role as to where you can do your community project? |
| Participant K: | Yeah, definitely. From get go. We did rely on our own networks. You know, just teaching people who we are familiar with, but we didn't notice that the sample size will be maybe a little bit too small. So that's why we reached out to the career services and they were able to help us obviously before we executed it themselves, but yeah, definitely networking though. |
| Researcher: | Okay. And how did you reach out to Career services? |
| Participant K: | How did we reach out to Career Services? I think one of my group members reached out to one of the lecturers to connect us to the career services. |
| Researcher: | Okay. Yeah. And I've asked you, whether you think that the IO community project should be adjusted to align with industry standards, and then you indicated, "yes", but what aspects of the community project do you believe should be adjusted to align with industry standards? |
| Participant K: | What aspects? That's actually a very good question. Um, maybe I would say just maybe the topics itself. I know they didn't limit us. But I think we just went for like, what was the ordinary or what has been done before? So I think maybe it's the topics and all of that would would be a little bit more related to IOP. I think I think yeah, that's, that's what I can think of just the topic itself, like what we should go and do like the Yeah, what can what is actually relatable to industrial psychology, I think that would have been the best. |
| Researcher: | So but more in terms of career counselling, perhaps or like psychometrics and things like that, if I understand correctly. |
| Participant K: | Yes, 100% |
| Researcher: | And are you currently doing your masters this year? |
| Participant K: | Yes I am. |
| Researcher: | Okay. That's very cool. Congratulations. I have a follow up question on that actually. So are you receiving any training or accreditation whilst completing your masters? |
| Participant K: | Um, we have we did a whole training programme some title much longer was Feb March. Yeah. And we received two certificates from that. And yeah, that's all we've done so far. |
| Researcher: | Okay. And do you think this forms of training should perhaps be introduced even in the honours year? |
| Participant K: | Definitely. Definitely, I think. I think yeah, we need to learn how to have put out theoretical background to a practical setting I think that's very important because, yeah, I feel like more not masters is to late. But it would have been better if you know you get into on as another little bit more practical work. |
| Researcher: | Okay. Okay, no, thank you so much. This is all questions from my side. I don't know if you want to add anything to the topic. |
| Participant K: | No, I’m good. Thank you so much. |
| Researcher: | Perfect, I am just going to stop the recording. |