|  |  |
| --- | --- |
| Transcription: | 6 |
| Date: | 2 May 2024 |
| Participant: | F |
| Researcher: | Elizna Grobler |

|  |  |
| --- | --- |
| Researcher: | So hi, I am Elizna Schulte. I am currently a master's student. And firstly I would just like to thank you for your time to participate in, in this research. I really really appreciate it. So just to give you a bit of background, I am currently in my second year of master's so I only need to complete my mini-dissertaton and for work, I am in HR so I am mostly responsible for recruitment and other HR related duties within our department. So, before we begin, I would just like to describe my study a bit to you that you also know why I needed you as a participant. So basically my study style is the social construction of work integrated learning as community engagement. From a postgraduate perspective. And basically in layman's terms, that just means how did you guys experience your exposure to work integrated learning, in your honours year and whether it helped you to engage within your community? So Before I go, any further, are you familiar with the term work integrated learning? |
| Participant F: | You can explain it a bit further because I just want to make sure that what I have in my mind is what it actually is. |
| Researcher: | No problem. So basically, I'm just gonna read from my definition here. It is. An umbrella term that refers to approaches with theory is combined with practice within a purposefully designed curriculum which stretches further than traditional education and it also enables the student to receive exposure to a real world environment. So basically, it can refer to on campus and off campus activities. And it can take place in the forms of internships, work placements, practicums project based learning and as well as service learning, but for this specific study, I will be focusing on the community project you had and for the HR students, I will focus on the practicum that they had. So that's where you come in. If you can describe your community project what you had, what did it require of you to do? |
| Participant F: | So we focused on time, time management, specifically, where we worked with high school kids. Yes, high school kids grade 10, 11 and 12. And we basically tried to teach them some skills that they would need later on in life more so than now. Even though they can still use it now, they probably don't realise that it's needed, or if they do it properly now then it will help them in the future. So we kind of used our own struggles with time management, and juggling school and work and family responsibilities. And we try to communicate these situations to them so that they know what happens in the in the big world in the real world. And then we tried to give them some exercises or activities that they could do so that they can kind of work with the time better. |
| Researcher: | Okay. That's a very interesting and I think rewarding community project, did you so how did you decide to help the high school learners with a time management? |
| Participant F: | Do you mean why did we decide to to use high school kids or how did we? Or to manage their time? |
| Researcher: | Basically both of those two aspects. |
| Participant F: | So initially, we wanted to work with nurses, because we saw that there is a big need among nurses because they have a very taxing job in general and then they work shifts as well. So how they could manage the time unfortunately, that wasn't a plausible or workable, geographic or demographic that we could work with. So we decided the next best thing was students, that was kind of our second option. It was easier to get students together in the classroom than it could have been with an another part of society if I can say it like that. And then what we did is we identified a few types of methods or strategies that we could introduce to the kids. And then when we introduce them to the kids, we kind of tried to make it practical. So we would give them an exercise or a method. And then we would give them an exercise or we would ask them to explain practically how they could implement this method. What do they understand when I explained this message to them what what type of thing or why can they take out of that method into practice and use it in their daily lives? |
| Researcher: | Okay, now that's actually very interesting. And thank you for explaining it. So in depth, I really appreciate it. So on that note, I am currently doing my master's in HR. So we didn't have a community project when I did my honours. So if you can just tell me how does it work? Do you normally the lecturers tell you, Okay, this group needs to do, let's say an recruitment drive and this group needs to work with students or how did it work? |
| Participant F: | So we basically had free rein, if I can call it that. So it was said that we had to identify something that could benefit an organisation and that has to do with industrial psychology. So obviously, we chose time management like I stated previously, because of our own struggle with time management, and we put it through to industrial psychology in the sense that an employer once an employee to be able to manage the time to get the most out of the day. So as an industrial psychologist, you try to help employees manage their diabetes to be more productive to get more done, and to also a big part of, of what we did was that we focused on self care as well and mental health so that they can be aware of not constantly being on but that they need to be some off time as well. And by utilising time management practices, they can actually enhance the quality of the time or time that they have and as for our demographic we chose the high school students due to disability like I stated previously, we wanted to go with nurses we found that no, so we found like, they give so much to society, we kind of would have liked to give back a bit but I mean, it's such a wide variety of individuals that you're working with. It would have been difficult to get them to participate as actively as we would have liked. So we went we went to high school kids because they didn't have a choice that sitting close on that list. I did not have a choice |
| Researcher: | no, then I really get that. That then nurses would have been a chance for you to contribute to your community. But I actually think by also providing their high school students you also help them with transferable skills for their future as well. So that's actually very, very cool. So I would also like to hear from you how did the community project allow you to combine your academic knowledge with practice if my question makes sense? |
| Participant F: | So theory is always good, because knowledge and gives power and the quotes are endless, but normally, it's easy to say, but just manage your time better by prioritise, do the important things first, but you never actually I think it's Albert Einstein that said, if you can't explain something to a child, then you yourself, do not understand what you're trying to explain. And by explaining that to someone, you kind of have to dumb it down to the point where you pass through it and you you you map it out? For them, you show that you have these three tasks. Now write them according to importance, and the one that's most important is the one that you need to complete first, the one that's least important you complete last. So it kind of forces you and that way the students actually ended up helping us because while they were doing exercises, we kind of did it with it. We could give them real life experiences from our own lives that made them you know, made it possible for us to communicate .Okay, let's backtrack. By using real life examples we can have could bring theory to practice meaning Oh, wait, I did not rate these activities according to importance. I should have done it like this, as I've just explained to the students. So it kind of forces you to dumb things down just do. Take a step back, slow down, do something deliberately think through something deliberately instead of just going and trying to do everything at once? Just because that's what happens and that's the reason why there is not enough management of time in your daily life, basically. Yes, |
| Researcher: | And that's very important to have that skills. So you have actually touched a bit on my next question. So my next question is what skills or competencies have you acquired while participating in this practicum other than also learning how to prioritise your time better? |
| Participant F: | Um, a few things. Which I think it's it's things that you normally just in general learn throughout life. Firstly learning to work with people once again. And so we chose our groups, the first class we had together so you had no idea who ,well, from our side my group, all of us are older. So we did not know any of the class mates we were studying with. All of us basically did our undergrad at previous university, ag at another university. So we did not study with the children from, or the students that were doing the honours. Um, so we chose blindly. Now kind of you pick the group now you have to work with the group type of thing. Time management, like juggling our own time to actually complete this community project with our studies and working on the side. We learn to juggled, that I learned once again just how to interact with other people once again, but not in the same way as I did with my group members. This was a more facilitated student type of role and experience that we had. We spoke to the kids and it was interaction with them. That was the third skill that I would say I learned and then stupid, I shouldn't call it stupid, but like silly skills like PowerPoint presentation skills, we we wanted to use Kahoot to play games. But KAHOOT which you have to pay for now. So I ended up having to learn another another online or I had to just familiarise myself with another platform enable, to be able to play games with kids. So silly things that I learned that I find very valuable because it keeps your mind pliable. So it wasn't necessarily like oh, I learned ABCDE, it was more of I've kept my mind flexible and pliable in the sense that I'm always able to learn regardless of how small or big the the learning experience is, it's there and I can take it in and work through it. |
| Researcher: | Yes definitely. And from your answer I would just like to confirm so basically you have acquired a bit more soft skills which is your presentation skills, facilitating skills. |
| Participant F: | Yes, from from my side. I feel like in general my my Soft Skills like kind of my it's my party, that's what I have. So I always strive to better them, because it's always something that I feel like no one can take away from you. And it's also there's really no right or wrong. Everyone's soft skill is very unique to them. And no one can be like, oh, but you're doing it wrong. I'm not doing it. I'm doing it differently. And I'm that kind of also I like soft skills. So much because that's where your uniqueness comes through. |
| Researcher: | No, that's very true. That's really very true. So my other question you have also actually touched on but I would just like to ask it again. So how has this practicum allowed you to engage with your community? |
| Participant F: | So obviously, we had students, grade 10 to 12 pupils. And the last time I dealt with high school kids, I was in matric myself. So that's my it was 11 years ago last year. So like it was a while back so you've kind of you lose touch with reality in the sense that you don't know students anymore like you don't know grade 10s to eleven, or twelve anymore. So by you've kind of put yourself out there and you learn a different part of their community. And next time I'll be more comfortable dealing with a grade or a high school pupil just because I'm more familiar with them than I was previously. I hope that answers your question. |
| Researcher: | Yes, definitely. And I have an opposite question to that. So obviously, as I've mentioned, Work Integrated Learning can come in different forms. So I would also like to know has this practicum allowed you to engage with industry partners. And if not, would you actually prefer it to also allow you to connect with industry partners. |
| Participant F: | I know there was some projects that allow people to engage with industry partners. Unfortunately for us, our group did not have that opportunity. I do think it's something that needs to be addressed because at some points in the during the community project, I felt like a bit of a fraud, you know, like I'm trying to teach these kids something and I myself am not completely sure that it is that the right way of doing something or that I'm teaching them correctly. So from my side, it would have been nice if we had like we had a supervisor so I don't want to discredit the supervisor but if we had like, you know, Big Brother or Big sister that was like, completely part of the group. And that could be like "okay guys as industrial psychologist and in the industry. That's just not completely how it works." So then they would sketch a scenario of how it would look in the real life or based out of a industrial psychology perspective, they will explain to us a scenario and then we could regroup our community to project a bit differently. So not necessarily completely involved with industry partners, but just a bit more exposure to them, I would say would have been very nice. |
| Researcher: | Okay, no, I hear you. And as I've heard, I hope I heard correctly you are currently working as well. Yes. Okay. So basically the other aspect of my studies also wants to determine whether the practicum helps students who perceive themselves as employable after the honest year. So I know you're all working but do you think if you were not working that you would have gained enough skills in the practicum to be employable. |
| Participant F: | Um, so honestly, I'm employed and I was employed before before I started my studies, but I can honestly say the skills one of the big skills, big parts of the community project was once again it was people. So you had to deal with a wide variety of people. And if you think about it, I don't know if this is applicable or if I can mention that like this, but we are in other parts of our studies included like counselling, you know, and it we did a lot of interviews, and all of those things. If you think about it, it's the basis of your job seeking journey, if I can call it that. I mean, the first thing you do when you get a call from a possible employer is like, you talk to someone, you have to talk to them whether it's a like a over the phone interview, an in person interview, an online interview, whatever the advice might be, you need to communicate with with someone. And between the counselling and the different types of interviews we had to do with a community project all the soft skills that you've learned, it's definitely something that you'll be able to take on your journey when you're looking for possible employment. Because because it's such an important pillar when it comes to the job seeking process. I think that would also have been very beneficial but I do notice the advisors, a group that actually did it, they did a CV workshop would have been excellent. If you took what we learned during the communication wise, interview wise and you aligned it with the CV writing. You will have been saved I think because those are the two most important things of just like getting started. Your CV the first one and then how you present yourself as the second one. |
| Researcher: | No, definitely, and it's actually good that you have mentioned the CV because I also think it doesn't help if we study and we learn all these things, but we are not quite familiar with how to professionally create a CV so that's definitely a good point. I completely agree with you. So I also would like to know in terms of your current work exposure, what aspects of the practicum Do you believe can be adjusted to align with industry standards within the world of industrial psychology? |
| Participant F: | Do you mean how the how can the community project the framework of the community project be adjusted so that it's more IOP related? |
| Researcher: | Yes, exactly. That it's more what's the word that guides you a bit more in terms of practical IOP knowledge that you can apply? |
| Participant F: | I would say that they need to narrow the borders of the framework that you work with. Okay wait, let's just regroup. We could have worked with anyone. I feel like they should have maybe narrowed down the demographic that we had to work with. Maybe, and I could have maybe from the side they could have actually gone and and gathered groups of people within the industry or within the workplace and they could have appointed them to a group so that we have more IOP exposure and they all they could have maybe given us more concrete themes that we had to work with for example, like the CV writing which was brilliant. Time management is what it is a good thing. I'm not saying our community project wasn't noteworthy, but I do feel like it was a bit underwhelming, if I can call it that it wasn't it. It's something that you learn every day. Yeah, you know, it's not like this. Wow, definitely something that I can take with me. It's something that you take for granted. So to get the full impact of it, I think gets lost a bit. So I definitely say maybe they can narrow the themes, and maybe look at actually giving us certain geographic demographics that we have to use for our community project might actually make it more impactful |
| Researcher: | Yes, definitely. And I also want to ask you, so I'm not really sure what's your work responsibilities. But let's say recruitment is a form of IOP would you think that it would also be good to get a bit more practical exposure to the different functions of IOP if I can say like that? |
| Participant F: | Yes, yes. I'm a firm believer that IOP is very underrated. In the in the industry in general. People don't understand the importance of IOP but people tend to not understand the importance of people. Yeah, that's quality. So in my mind, IOP is like, every way I think everyone needs to be aware of the concepts of IRP for the different elements, how it's how it's constructed. Because the skills and the knowledge that is IOP is very vast, and people don't necessarily think they need it. But it really does. Smooth things along in any type of business. I've been in a few industries and soft skills, which I believe is a big part of ILP is something that is really important and not enough, not enough people have access to it. So recruitment definitely important reading people, understanding how compensation works, people's growth levels and how they see themselves going through their careers. It's something that you would need in recruitment. Which is an IOP function as well. |
| Researcher: | No, definitely. And then I would just like to know are you currently doing your masters this year? |
| Participant F: | Unfortunately not, no. |
| Researcher: | Okay. But um, it's still great that you have your honours, and I believe from your interview that you have really gained a lot of knowledge and insight. So I actually do not have any other questions for you. So is there anything else you would like to add on the topic that I might have not touched on? |
| Participant F: | No, no. I don't think I think I mentioned everything that I would like to |
| Researcher: | Okay no, then it's no problem at all. Then that concludes our interview. And yeah, thank you so much for your time. I know. It's extremely difficult to do extra things. After work, but I do appreciate it. No problem. And then you must have a lovely evening further. |