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| Participant: | H |
| Researcher: | Elizna Grobler |

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| Researcher: | Let's begin. Thank you so much once again for joining my research interview regarding work integrated learning. So I'm just going to give you a bit of background as to who I am and the importance of the study. So basically, I am a listener. I am currently in a graduate HR graduate role. We do recruitment, a bit of health and safety and other HR administration and I'm also doing my masters. So my study relates to the social integration of work integrated learning, and how postgraduate students experience that. So basically, for the IOP students, I focus mainly on the community project and for the HR students, I focus on the practicum so I have a few questions for you. My interview will be semi structured, so I will be probing here and they but you are more than welcome to indicate that you are not comfortable to answer a question. I really won't be upset regarding that. I also want to ensure that you are comfortable. So yes, so that's all from my side. Do you have any idea what work integrated learning refers to? |
| Participant H: | Okay, from where I'm understanding it for example, we did the practical community project that we did. It was both in relation to IOP what we will be doing in the field as well as we are still students, so there's that element between balancing the student life and the work life coming together and just yeah, that's my understanding of that. |
| Researcher: | that's 100%. And actually, that's a very good example of the definition I want to read to you. So basically, it just says that 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 allows students to receive exposure to the real world. So that's actually you summarise it very well. Thank you for that. Okay, so I'm going to kick off with the first question. So tell me a bit about your community project, one that your group had to do. |
| Participant H: | So it was a very interesting because when we came together and just thought about what we can do, based on the project, ideas that were given, we decided to go with something that in a way would benefit the community will be that we'll be addressing or dealing with, as well as ourselves who basically with a win win situation. We decided on approaching a high school grade 10 and 11 learners on the importance and tool of time management. I think that's something that we when we were in high school, we never really thought about that. Whenever he taught that so we thought maybe, let's let's let's bring this and also with us having to doing doing our honours and studying. There's a lot of time management that would also benefit from that. So that's why we decided on doing that. So we approached Should I just continue... |
| Researcher: | Oh, you're more than welcome. |
| Participant H: | So we actually approached a school a high school in, somewhere in Pretoria East. Where we did the great elevens and the Great 10s. This was just before the preliminary exams just before the June. So we approached the teacher who was really happy to have that because they don't have in life, life orientation I noticed is that they don't really teach on the specific topics. So we thought maybe let's bring in this because, again, like I said we would have benefited had we done some of those tools and practices earlier to get into obviously, varsity and the work world having those tools so we thought no, let's do that and we approved the teacher. We got consent from the head of department or HOD as well as the subject teacher to do that. And so what we did, obviously we scheduled on which period, obviously not taking away from what they supposed to be during in the term which periods will be suitable for us to come in. And it's Yeah, and just to engage with the with the with the learners. Additional to the before in one of our things that we did in the trades was we as group members, took on some courses and cost certificates out of that for time management. So that also helped us in our own preparations towards you know, addressing this with the learners. On their level because sometimes, you know, you address time management on a work level, in this case on their level as grade 10th and 11th and just see how they can incorporate time management within their lives and schoolwork, extramural activities, family just incorporating all that at once. Yeah, that's how we approached the whole thing. |
| Researcher: | That's very good to hear. Thank you for explaining it in so much detail. I actually have a few questions based on what you have just told me. So first things first. Where did you get access to get to the school to talk to the learners? |
| Participant H: | Okay, so one of one of our team members has a good relationship with the subject teacher. So that was, I think a positive on our side because there was already a relationship between the teacher and the learner. So that's how we got into the school and she was able to facilitate the consent with the HOD for us to come into that project at the school. |
| Researcher: | Okay. And you did mention now that the community project actually allowed you to engage with the community and the school learners who actually need to know how to prioritise the time efficiently. But I would just like to know how did this practicum allow you to? Well, let's rephrase that. So what skills or competencies have you learned while participating in your community project? |
| Participant H: | For my for us, for myself? |
| Researcher: | Yes. |
| Participant H: | So I think, as an a future IOP, as a industrial psychologist, I think one of the things that is important in the work that we'll be doing is doing a needs analysis. So one of the things that obviously helped me and going into the future, I was one of the people responsible to getting the needs analysis from the teachers. And the students. So that definitely, going forward. Also, just presentation we'll be doing a lot of presentation to teams organisations. So just how to structure presentations, how to do presentation and in doing the practice of engaging with with the audience that you're presenting to. So the thing that that would differently helped me going into the world of work within the industrial and organisational psychology space. |
| Researcher: | Okay, regarding the skills that you have just mentioned? That's mostly like soft skills? Would you agree with me? |
| Participant H: | Yeah. |
| Researcher: | Regarding the community project with you, perhaps, let's say would it be better if it's a bit more aligned with IOP that you can also gain a bit more practical skills with IOP? |
| Participant H: | I hear, I hear what you're saying. I think with us the fact that we went into the community, obviously the students it technical skills, not much it's more like more of your soft skills and just refreshing not, but working on those. But I think in terms of practical that would have been literally going into the workspace. Yeah. Yeah, I think just a lack on our side in terms of getting the technical skills. It would have been better to go more into the like you said, the company or environment instead of the high school learners. So yeah, on a soft skill basis is but technically I think we could have Yeah, it broadened our scope in terms of touching on time management still, but on the, in the workspace. |
| Researcher: | Okay, now that's good to hear. And then I would also like to know you are currently working if I'm correct? |
| Participant H: | Yes, yes. |
| Researcher: | Okay. And so you basically know, what makes you employable and stuff like that. So I would just like to know, would you say that the community project actually equipped you to be employable, but as an IOP at the end of the day, is |
| Participant H: | Yes, I definitely I definitely think so. Because one of the things in his matches is soft skills, soft skills, very important, soft skill, the interpersonal relationships, you know, being able to manage relationship with the audience that you're addressing, or you're communicating with, and obviously that in what the current role that I'm in, I engage a lot with people. So that's likely to have you today then I'm working from home, but I engage a lot of people so with those soft skills come into play, being able to listen to active attentively, and obviously finding middle ground of solutions with the client with the customer. And no, I definitely think that it is helping ,has helped, and I believe it will continue to help in the sense of being in the work-workspace to improve employability. |
| Researcher: | No I hear you and would you say... No let me rephrase that. Sorry, you want aspects of the practicum have you found to be very insightful? |
| Participant H: | Ah, look, I enjoyed. I enjoyed the whole I enjoyed the whole practicum from the preparation part. We needed to do our own personal preparation, coming together with a team of working in a team in preparing for the presentations and sessions that we had with the learners so differently, I enjoyed all basically all the elements. I love public speaking so it is something that I I always look forward to, to speaking and addressing and engaging you know, sometimes we always say that much as we've got the information, the theoretical information to teach and to to explain this, we can learn so much more from the feedback from the people that you're addressing. So also just having that engagement session, participation with the class, because they were very participative they engaged with us and yeah, just learning, learning, bouncing back ideas and learning from each other in the process. I think for me, there was the learning and the learning aspect. |
| Researcher: | That's good. And I also would like to know so obviously, I've touched a bit on industry and that the practicum might can be adjusted to give you a bit more exposure to IOP. But from your point of view, what aspects of the community project do you believe can be adjusted, so that it does align with community standard industry standards? |
| Participant H: | With regards to my specific community project? |
| Researcher: | Yes, and overall the whole subject basically. |
| Participant H: | No, I think it's important that it's important because one of the things isn't a feature IOP it's important that, how do I say look I'm looking at for example, one of our topic was time management. Time management, if you be able to manage our time effectively, even in the workplace you alleviate a lot of stress. It will kind of pressure you you create some form of balance. And that is something that I feel like even in today's world post COVID, the work life balance is still a struggle with a lot of people. So if we able to manage the time and we all have 24 hours within a day, and if we able to manage within the tasks and activities and everything, family, hobbies, like all that, if we're able to manage it effectively. It will elevate a lot of burnout, a lot of stress even make us more productive in what we're doing. So I think that yeah, in itself itself, and also just a quick equipping the young people that to make this a habit time management skills or time management activities that are may become a habit so that when they also go into the workplace, these are ready it's not something they have to stretch and start learning. It's so obviously that in itself also make them employable. Make us important rule prevalent empathy if we able to manage all the activities within our lives without burning ourselves out and stress levels and also being productive in what region |
| Researcher: | are you and I see from your answer. It's very important for you that people don't get burned out. So I can see how that correlates of the community project that you did. So that's actually a very good thing. I would just like to hear from you. Are you currently doing your master's degree? |
| Participant H: | Am I sorry? |
| Researcher: | Are you currently doing your master's degree? |
| Participant H: | Unfortunately, not this year, I think due to financial implications. So I thought this year try to get at least some finances into place and then continue to continue with the journey because I believe it's a journey in the next year, so but not doing any not doing my masters this year. |
| Researcher: | Sorry to hear about that. But I believe with your abilities and everything you will be able to do it. That's all from my side for the interview. I don't know if you want to add anything else, or ask me a question perhaps? |
| Participant H: | Um, no, I think yeah, it was interesting. Just the fact that I mean, I did this last year and the community just going back and reflecting it just bringing something so don't forget you need to do this. You need to remember this which is going back that helped. And also, just you reaching out, you're doing up which you're doing Masters in HR? |
| Researcher: | Yes. |
| Participant H: | In HR. Okay. Just interesting, but the topic that you have and you're doing HR just the how it correlates and and the journey that you are on very interesting. But apart from that maybe how you finding the master's programme? |
| Researcher: | Okay 100% I think I'm going to stop the recording now. Then we can chat. |