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APPENDICES

For the thesis

Developing employability: an evaluation of the World of Work Training and Internship Programmes at the University of the Witwatersrand, Johannesburg

by

LESLEY EMANUEL

(Submitted in fulfilment of the requirements for the degree of Doctor of Philosophy of the University of the Witwatersrand)

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APPENDIX 1 Input Evaluation: History and Development of the World of Work Programmes at Wits University

The ability of the national economy to employ Humanities graduates, and the perceived limited value that most of those graduates could immediately offer employers, were indicated in Chapter 1. When she was appointed Head of the Wits University Graduate School for the Humanities and Social Sciences in 1998, Professor Carolyn Hamilton considered the kind of intervention that could be devised and implemented by the Graduate School to improve the employment prospects of its postgraduates. In 1993, Danielle Smith (Executive Director of the Institute for Personnel Management) said at the Symposium and Workshop on the Employability of South African BA Graduates, that an internship programme would

> ...assist BA graduates to develop and see the applicability of [their] skills into other areas. (Panel Discussion)

Hamilton also believed that a service-learning model such as internships would be a way to address the problem of Humanities postgraduates' lack of work preparedness. (Letter to E. Breslin, Mvula Trust, from Prof C. Hamilton, 17 Oct 1997).

Hamilton was helped in these deliberations by discussions with Professor Nick Binedell, then director of the Wits Business School, with Dr Penny Krige, then human resources director at the financial services group Fedsure, and with a number of Krige's colleagues. This group confirmed that for a newcomer in the world of work to be regarded as employable, mastery of skills such as writing effectively for a specific audience, computer skills, the ability to present ideas and information well and networking skills were essential, and that an internship model could help Humanities postgraduates address these skills.

In addition, Hamilton realised that Humanities postgraduates needed help in applying their intellectual ability to meeting needs encountered in the corporate world:

It's not just that you train people in a particular content competency, but you also have to give them a particular orientation in how to apply the content. (Interview, 18 January 2007)

At the same time that Harvey et al (1997) published findings that students' ability to integrate and demonstrate generic skills was linked to the development of confidence in their application to new and different contexts, including the workplace, Hamilton detected an inability amongst Wits University postgraduate Humanities students to effectively market themselves to secure employment. (Interview, 18 January 2007) The kinds of personal and professional skills that students develop in their life spheres outside of the university, and that should impact on their confidence and therefore employability (Atkins, 1999) were not, it seemed, assisting Humanities postgraduate students at Wits University. Hamilton attributed this to previous unequal social structures in South Africa, with a possible consequence being that some students would have had diminished access to relevant networks that could have assisted with entry into the workplace. (Interview, 18 January 2007)

Confirming Hamilton's observations, a study of Wits Bachelor of Arts graduates in the late eighties shows how the job seeker with the greatest social capital had the best chance of securing employment - in that social and political climate. Edey and Molin suggest from the study that the BA graduates who did find jobs were "from a particular social background" and that their

> ...family and friends are part of the business culture which also indicates that they are predominantly white. (1993)

Edey and Molin describe the antithesis:

> BA graduates who struggle to find employment are probably ill-equipped for the networking process, both in terms of having contacts themselves and in terms of knowing how to go about it. In all probability they are not likely to feel comfortable with the essentially Eurocentric business culture and may be unsure how to sell themselves. (1993)

Exacerbating this problem was the fairly common trend of the "no job without experience, no experience without a job" dilemma. (Adornetto, 2000) Evidence of work experience has always been an important factor to many recruiting employers. While Humanities postgraduates who are inexperienced in terms of the world of work may not be as personally cognisant of the impact that their social capital may have on securing an entry level position, these students are generally well aware that employers value previous work experience, either through their personal experience of applying for a job, or by the fact that most job ads list experience as a prerequisite for a job.
It appears that employers see competence as something gained by "time served", even if it can be argued that employers may be making assumptions about the actual experience gained over a defined period. Adornetto (2000) considers the employers position:

> While the demand for experience on entry level applicants may seem puzzling, consider the perspective of the potential employer who is taking a major risk and making a major investment of time and resources when they hire a candidate. If you have no "hands on" experience, then there is no guarantee, despite good training and certification, that you can properly do the job. After one, two, or three years of experience, an employer has fairly good assurance that you've proven your ability and interest, are a low risk, and are more likely to perform at the particular technology. (Adornetto, 2000)

Organisations may use work experience as a screening mechanism for new employees, taking into account that the skills required in order to perform a task need to be considered in respect of a theoretical and an experiential component. Therefore, when someone has the skills to perform a task it may be argued that they have the experience to support the knowledge. But, as Macfarlane observes:

> The catch-22 is depressingly familiar: you're an arts postgraduate with no work experience, but organisations won't hire you because you have no work experience. So how do you acquire work experience? (2001)

In September 1998, therefore, the Graduate School for the Humanities and Social Sciences collaborated with the Career Development Unit (CDU) at Wits University, to try to develop an internship programme that would address these problems and thus equip postgraduate students from disadvantaged backgrounds to make a successful transition into the workplace. (In 1998 the name of the unit was the Career Development Unit (CDU). It has since changed to the Careers and Counselling Development Unit (CCDU).

There is evidence of discussion of the proposed phases for this initiative. According to archival documents, the first step was to form a management committee consisting of Graduate School and CDU staff, as well as academic supervisors from the Faculty of Humanities (which the Graduate School would identify). One of the planning details this committee would resolve at this stage would be the structure and requirements of the

academic component of the internship. (Archival records maintained by Director of the Graduate School, Wits University: Internship Programme 2001) In the second stage, CDU would manage this 'Graduate Internship Programme', from the identification of potential hosts, through the application process, to training and the preparation of contracts between all parties participating in the envisaged internships. The Graduate School would identify potential interns and assist with finding appropriate host organisations. In this plan, the onus for the core responsibilities, challenges and administration of an internship programme for Humanities postgraduates was clearly on the CDU. (Archival records maintained by Director of the Graduate School, Wits University: Internship Programme 2001) This researcher has tried to investigate what happened to this proposal, without success. It would appear that no further records of the discussion exist, and one can only assume that the proposal fell through, without further action.

Despite this, the Graduate School was still convinced of a need to assist postgraduates to develop their employability, as is evident by its appeal, in 2000, for a "Miscellaneous Charge on all Postgraduate Registrations in the Faculty of Arts". (Archival records maintained by Director of the Graduate School, Wits University: Internship Programme 2001) This miscellaneous charge would be directed towards the cost of three short courses per postgraduate student, chosen from a suite of, for example 'Presentation Skills,' 'Networking', 'How to Market your Skills', 'Advanced Editing', 'Report Writing' and 'Writing a Funding Proposal'. The plan was for the three courses to be compulsory for each postgraduate student. In this way, the Graduate School hoped to be able to improve perceptions about postgraduate Humanities students' employability, and even become accountable for the development thereof. The Chair of Graduate Studies, Head of the Graduate School and Dean of the Faculty of Arts motivated their request by emphasising the Graduate School's commitment to equipping postgraduates with work-related skills and building stronger links between postgraduate study and the world of work. There is unfortunately no record available of what happened with this request, but the appeal is significant because it indicates a commitment from senior staff members to preparing Humanities postgraduates for the workplace.

In 2001, encouraged by daily requests from employers for "suitable employment candidates", Hamilton launched a programme, including training and an internship component, for Humanities postgraduates (Interview, 18 January 2007). Its declared aim was to help these students bridge the gap between the academic world and the workplace by placing the postgraduates, as interns, in a non-academic work environment for three months. Any success achieved by the programme would, she anticipated, also help market the Graduate School to graduates since strong partnerships would be developed between it and the organisations hosting the interns, thereby strengthening the employment prospects of the school's postgraduates. (Interview, 18 January 2007) This would be the first university administered internship programme for Humanities postgraduate students in South Africa, with its particular focus on the development of employability skills.

The initial concept of the Internship Programme

The programme that Carolyn Hamilton initiated within the Graduate School for the Humanities and Social Sciences at Wits University has developed substantially since its inauguration in 2001. The most distinct changes in the programmes' evolution occurred between the years 2001 and 2002. At this point the programmes' goals and design were affected by a move away from being controlled or framed by academic disciplines.

In 1999 the Arts Faculty Board recommended the introduction of an optional internship module to be taken by students who had completed an MA degree. This was followed by a

request for a fuller proposal and a suggestion that academic requirements would make the course eligible for subsidy.

The fuller proposal (Archival records maintained by Director of the Graduate School, Wits University: Internship Programme 2001) provided motivating factors for the internship module. It would give students an invaluable entry into the world of work, supported by both the academic and workplace environments. The opportunity to acquire experience through the optional addition of the internship to any MA degree would be beneficial to the marketability of Wits degrees generally, as well as an opportunity for the Faculty of Arts to market the employability of its postgraduates specifically. Internships appeared to be a way for students to have a hands-on experience in turning their theoretical knowledge into practical application, in a context supported by two partners, the University and the host organisation.

The Faculty of Arts proposed to appoint an Internship Officer who would manage the internships, including the processing of applications, managing enrollments, liaising with potential host organisations, coordinating the preparation period, monitoring progress, and coordination of the internship reports. (Archival records maintained by Director of the Graduate School, Wits University: Internship Programme 2001)

Internships could be linked to any Master of Arts degree, Postgraduate Diploma or Honours degree where sector hosts could be identified and where there was student interest. For example, it was envisaged that students completing Masters degrees in Sociology, Social Anthropology and Development Studies might all be interested in internships in the development sector. (Archival records maintained by Director of the Graduate School, Wits University: Internship Programme 2001) The Graduate School's Internship Programme was thus conceived as a full-time, full semester (February-July), 18-weeks academic course, held at Wits University and provided with a course code.

In 2001 the course was open to students who were in the process of completing their postgraduate degree or diploma (as opposed to subsequent years, when students could only be accepted if they had successfully completed their postgraduate degree or diploma). At that time Wits University was developing Masters courses that included coursework. The majority of these, offered broadly to students across the Faculty of Arts, consisted of three subject-specific 18-weeks courses, plus a research report. The 2001 Internship Programme fitted with this model. It was divided into two parts: a four-week on-campus course providing formal teaching in a range of skills of value for understanding and participating in the commercial world, and 14 weeks spent as an intern in a non-academic organisation. The topics in the skills development programme included work expectations, sexual harassment, confidentiality and presentation skills. (Memo, K. Richards to A. Adelzedah, National Institute for Economic Policy, 17 January 2001)

The fact that these developments at the Graduate School, and the emergence of the Master of Arts by coursework and research report were actually almost concurrent is significant. When the University made the option of the MA by coursework and research report available, it offered a particular opportunity for the Graduate School to host the Internship Programme as being essentially another form of academic initiative. Therefore the Internship Programme in 2001 was in a sense "the academic model".

Academic course requirements in 2001

The requirements placed on students reflected the academic approach that informed the Internship Programme's design. According to the programme's brochure:

> Students will be expected to complete 15 assignments over the internship, comprising of (*sic*) research into various aspects of the host organisation, personal assessments as

well as work record assessments. These are DP requirements in addition to the tasks dispensed by the placement organisation.

According to Richards, the Programme Coordinator in 2001, participants had to complete one assignment per week. The assignments were intended to test application from theory to practice as well as develop certain career management skills. For example, the objective of the research report (that students were required to submit) was for students to develop an understanding of the value of researching potential employers and capturing the research in a structure that would assist them understand the organisational context, and also to test their understanding of organisational fit. The assignments consisted of both external and self-assessments. The objective of the self-assessments was for the interns to recognise the differences and similarities in their self-perception and the perception of others – a built-in device to create self-awareness. Life skills were apparently an ongoing learning thread in the internship. A fundamental requirement in all the assignments was for the interns to reflect on the difference between theory and practice in the workplace to create an understanding of the academic versus professional worlds. (Email correspondence with K. Richards, 23 October 2006).

A list of the 2001 assignments follows:

Internship Programme 2001 – Assignments:

- Task 1:Your orientation to the organisation
- Task 2: Personal effectiveness questionnaire
- Task 3: Organisational fit
- Task 4: Work record and self-assessment
- Task 5: Organisation and management
- Task 6: Strategy and change
- Task 7: Personal effectiveness questionnaire
- Task 8: Work record and self-assessment
- Task 9: Financial and project management
- Task 10: Ethics
- Task 11: Research
- Task 12: Personal effectiveness questionnaire
- Task 13: Work record and self-assessment
- Task 14: Document analysis
- Task 15: Final internship report

- These tasks appeared to require the participant to reflect on specific features of organisational performance, only.
- These tasks appeared to require the participant to reflect on personal performance with reference to specific factors in the workplace.

But the academic requirements of the programme were clearest in the internship report, which was also the Graduate School's response to the Humanities recommendation for an academic requirement to make the course eligible for subsidy. Participants were required, at the end of their internships, to write an essay of 5 000 - 10 000 words. Students were to locate a key question or concept, stemming from their prior academic learning, which would be at the core of the report. They would then need to respond to the question or concept in the context of the particular work setting. The work setting would, in this sense, become a type of "case study".

Each participant in the 2001 Internship Programme was assigned an academic advisor from within the Faculty of Arts, and a mentor within the host organisation. The coordinator was to manage and monitor the progress of the internship. The advisor and mentor worked together with the student in developing the internship report proposal and the final report itself. The academic advisor was responsible for marking the final report (also to be assessed by an external examiner), which constituted 50% of the final course mark. The rest of the marks were earned for the ad hoc assignments and progress reports.

The reality in 2001 was that an external examiner did not see the reports. It also appeared that the timeline for the delivery of all assignments was unrealistic, the administration of assignments went awry, and ad hoc assignments and progress reports were either never completed by students, or marks were never given or processed. In most cases, the final result for the 2001 Internship Programme was the one mark given for the internship report by the academic advisor. Unfortunately this researcher has not been able to access reasons for this, other than descriptions of mismanagement. (Interview with Prof C. Hamilton, 18 January 2007)

The response from both academics and departmental administrators was not encouraging. Academics objected to the extra workload of supervising and grading assignments and the final essay, and complained of a lack of clarity on why they were being involved in the programme, and what that involvement required of them intellectually. Clearly the incentive of 0.5 Full Time Teaching Equivalents (FTEs) offered to academic supervisors by the Graduate School did not work to motivate staff involvement and commitment. Hamilton said that the key problem was the internship report:

> [the internship report] was not part of our original design but was suggested by the Graduate Studies committee when we first proposed the course. The report is an analysis of some aspect of the host operation. It does not work: the academic buy-in needed to make this work does not exist. Even though it earns academics FTEs the experience of the pilot run shows that for it to work it requires significant input from them in terms of interaction with the student and the host organisation. They have neither the time nor the will for this. I am not convinced that the student benefits from the report either. Likewise, the host does not have the time for this…. I think we really need to reassess the internship report. Is it necessary? This is not an academic course: it is a structured work experience, facilitated by the university. (Prof C. Hamilton, electronic mail to the Dean of Arts, Professor G. Olivier, 31 August 2001)

As has already been mentioned, an aim of the 2001 programme was to assist students to bridge the gap between the academic world and the workplace in a practical and meaningful way. This implies that learning goals were to be located in the world of work but the 2001 design relied on academics' supervision of students' applications of academic content to the workplace, as opposed to *in* the workplace. An academic supervisor, commenting on his task of evaluating an intern's report in 2001, noted his concern that the programme's objectives and their interface (through the assignment) with requirements from academic staff were incompatible. It was not clear to the supervisor if he was meant to evaluate the intern's assessment of his own experience, or if he was meant to evaluate the intern's critical assessment of the organisation he was working for. The academic supervisor therefore opted to evaluate the internship report as an academic project. (Prof. Tom Lodge, Head of Politics, senior staff member)

Hamilton has subsequently observed that

> ...the academics were, in fact, not familiar with the world of work in which their students were [now] operating. (Interview, 18 January 2007)

As a result, the input from, and exercises set by the academics were, she believed, of little value to the postgraduates participating in the programme. (Interview, 18 January 2007) Richards, Coordinator of the 2001 Internship Programme, also stated that

> …the involvement of the academic/workplace supervisors (towards the internship report) was variable depending on the interest/commitment of the supervisor. (Email correspondence, 23 October 2006)

Academic involvement in 2001

It was initially envisaged that since schools and departments in the Faculty of Arts departments would have authoritative knowledge of organisations doing the kinds of work that would be a worthwhile learning experience for their students, they should be tasked with finding organisations willing and able to host interns. (Interview with Hamilton, 18 January 2007) Apart from the extra workload this presented, this responsibility meant canvassing organisations outside the university, a skill not previously required of anyone in the departments. Hamilton was emphatic about the lesson learned in attempting to collaborate with departments in this way:

> ...by the end of 2001 it was absolutely clear to me that the departments neither had the interest nor probably the capacity to do that with their graduates. (Interview, 18 January 2007)

The 2001 coordinator of the programme commented that in her experience academic supervisors saw involvement in the internship programme as a burden after their demanding administrative, course and teaching workloads at the university. (Field notes, 17 September 2001). In a discussion of academics reservations about the value of internships, Parilla and Hesser (1998) refer to Gore and Nelson (1984) who cite a study of college faculty members which revealed widespread skepticism about experiential learning and relatively limited commitment towards it use. Grzelkowski (1986, in Parilla and Hesser, 1998) comments that academics criticise experiential learning opportunities such as internships as being less legitimate because students' experiences are not well integrated with classroom learning.

The 2001 Internship Programme's alignment with service-learning

In 2001, fifteen participants in the Internship programme were placed at 11 host organisations in Gauteng: The Africa Institute, The Centre for the Study of Violence and Reconciliation (CSVR), Education Policy Unit, Fedsure Holdings, Gauteng Legislature, Human Rights Commission, Media Institute of South Africa, NALEDI, Planact, South African Institute for Distance Education, and in Wits University's human resources department. It is interesting that the placements were mainly in Development NGO's. Rehling would say that this would earn the internships at these organisations the "service-learning" label as, strictly speaking, only internships with a nonprofit, social service organisation and where learning would include the chance to effect social change qualify for this description. (Rehling, 2000) The 2001 Internship Programme did not include remuneration from the host organisation, so it could be said that students were performing a community service, which again situated the programme within the service-learning paradigm.

Another feature of the 2001 Internship Programme, which aligned it with the service-learning model, was the internship report. A requirement of service-learning as experts define it requires students to articulate the connections between their academic studies and their workplace experiences, which is what the internship report set out to do in 2001. (Rehling, 2000) Putting aside the fact that students did not submit assignments, (discussed in the previous section "Academic course requirements in 2001") it should be pointed out that

eleven of the fifteen tasks that were developed for the programme in 2001 required participants to reflect critically on and analyse their experiences in conjunction with both the academic and workplace supervisors. Besides service-learning, Crebert et al quote Brown, Collins and Duguid, (1989) as well as Harvey (1999) to say that

> Such a model supports the principles of lifelong learning, situated learning, or learning in context, and transformative learning. (2004)

Lessons learned from the 2001 Internship Programme

After the first Internship Programme in 2001, the Head of the Graduate School for the Humanities and Social Sciences at Wits University, Professor Carolyn Hamilton indicated that changes were necessary before the programme and its outcomes could be promoted as an effective solution for Humanities postgraduates' transitions into the world of work.

One motivation affecting the key changes to the programme between 2001 and 2002 (and thereafter) was the 2001 Programme Coordinator's report of unprofessional student behaviour. The consequences of failing a university course are typically most keenly felt by the student him/herself, and possibly his/her immediate support structure. In a collaborative internship programme however, the impact of failure reaches further, to the level of the host organisation - who may hold the programme, the Graduate School, and even the University to account.

Khadija Richards, (coordinator of the 2001 programme) relayed two cases of students who had performed unprofessionally during their internships in 2001. (Field notes, 17 September 2001) In one case, Richards reported difficulties tracking an intern to investigate and address problematic issues such as non-attendance at work and failure to deliver work. (Field notes, 17 September 2001) The host organisation issued a formal complaint with regard to that intern's inability to deliver on internship tasks (14 May 2001). In the other case, a representative from a host organisation that participated in the programme in 2001 reported,

> The second Wits graduate was expelled from the internship towards the end due to a breach at both the University and at [the host organisation]. We had made every effort to accommodate his ever-changing needs. The last attempt by [the host organisation] to help him complete his program also proved useless and we had to expel him. (Facsimile correspondence from chairperson of 2001 host organisation, 9 January 2003)

After attempts to accommodate the student, who said that personal and family problems were affecting his performance, he was informed that he would receive a

> fail mark on (his) academic record for the internship course. (Correspondence: Internship coordinator to student, 29 May 2001)

In 2001 Hamilton therefore realised that intensive mentoring, and monitoring of students during their internships was a critical success factor for the programme (Interview, 18 January 2007), to avoid the possible damage poor performance incidents could have on the reputation and success of the programme. It was implicit that more rigorous monitoring and mentoring would also benefit the participants in the programme. Hamilton also decided to revise quality control for future programmes by making admission requirements more strenuous. (Prof C. Hamilton, electronic mail to the Dean of Arts, Professor G. Olivier, 31 August 2001)

Hamilton believed that the academic approach to devising and running the programme had been the root cause of the weaknesses of the 2001 Programme, which included ineffective

mentoring and monitoring, problematic issues around assignments and the final internship report, and the lack of commitment from academic supervisors. Hamilton made the pivotal conclusion that the academic framing of the programme had not worked. Her decision to re-conceptualise the programme was crucial for the direction of the programme in subsequent years. In Hamilton's words, the 2001 approach

> …was just a legacy idea from the academic mode of working. I don't think we were able to free ourselves, in that first year, from the idea that all postgraduate stuff somehow required the academic hand in it. And at the end of that first year it was clear that that didn't work. (Interview, 18 January 2007)

Hamilton thus determined that the target should not have been "the academy", but "the corporate world". (Interview, 18 January 2007) One of the ways of achieving this was to recruit a coordinator with substantial experience of the corporate world. A secondary consideration would be for the coordinator to have an academic background in the Humanities, which would enable an understanding of the characteristics of the postgraduate students participating in the programme. I was appointed in 2002 as the programme's coordinator. Hamilton judged that I would meet these requirements since I was a Wits Humanities postgraduate who had worked for several years in various corporate environments. (Interview, 18 January 2007)

Development of the Internship Programme, 2002 - Key changes

There was an important, key difference in the approach of the Internship Programme in 2001, and the Programme in 2002. The major shift was, simply and emphatically, driven by the need to have the Internship Programme meet the demands of the corporate world rather than the academic requirements of a university.

In 2002 the Internship Programme design team believed that professional behaviours, attitude and skills could be a vehicle for the application of skills such as critical reasoning and specialized knowledge. We believed that if we could train postgraduates to frame the skills that they acquired in their Humanities training according to the skills valued by employers, we would be able to address employers' lack of awareness of the potentials and advantages of a Humanities training for non-professionally specific jobs. The 2002 Internship Course therefore aimed to 'professionalise' the Humanities postgraduate who did not have a professional outcome 'built in' to their academic learning process – a course in professionalism for the non-professional. Course planning for 2002 was strategically influenced by the need to position the programme as a professional solution for the host organisation to obtain maximum productivity and value from the Humanities postgraduate intern, who could then ultimately be a candidate for permanent employment. These emphases on helping students develop professional behaviours, attitudes and skills effectively disconnected the programme aims from the essentially academic Internship Programme as it occurred in 2001.

Parilla and Hesser (1998), lobbying for internships in the field of sociology, suggest that bringing together experience and reflection in an internship increases students' mastery of a field of study in two ways; firstly, by extending the opportunity to apply previously learned knowledge to an organisational setting and secondly, by providing students' with the chance to acquire new knowledge about the academic field in which they completed their postgraduate degree. But Whitaker (1989) argues that experience alone as it is gained from an internship does not warrant the awarding of academic credit (in Parilla and Hesser, 1998). Parilla and Hesser (1998) counter that students deserve credit when they exhibit ability to reflect upon, and critique their experiences in a way that demonstrates mastery of the concepts within their academic field. In 2002 the transfer of students' academic training into

the workplace was a secondary objective, which we believed the students should process through reflective exercises. Our focus was clearly on the nonacademic benefits of developing employability skills. Parilla and Hesser contend that

> While all of these [employability skills] may be worthwhile, … they, individually or collectively, cannot justify the inclusion of internships within a curriculum. Only academic goals and achievements provide such justification. (Parilla and Hesser, 1998)

Assertions such as this confirmed our decision to exclude formal assessment practices for credit in the 2002 programme.

If the Programme was to meet its core aim of effectively inducting its participants into the commercial world, those participants would have to be so clearly "suitable", on completing the programme, for employment in organisations, that companies would become keen to act as internship hosts. The Internship Programme had to produce, therefore, interns who would meet the needs of employers. If this could be achieved Hamilton believed the Internship Programme would be able to establish and maintain strong partnerships with host organisations and business leaders. (Macfarlane, 2001) Achieving that would require regular monitoring of the programme's structure and requirements placed on participants, with modification carried out as deemed necessary. At the same time, the planning and positioning of the Programme in 2002 would have to be highly responsive to organisational needs – as opposed to any possible "ivory tower" expectation for the organisation to "fit" with preconceived notions of work-readiness that the academy might have had. In this way the programme designers committed to a proactive, rather than reactive, approach to the planning and designing of the Programme in 2002.

After the lessons learned from the Internship Programme in 2001, the need for this change in emphasis during training and the internships was confirmed by yet another consideration. The fact that all applicants relayed, in their initial interviews for the programme in 2002, that they were at a stage of their lives when they wanted to leave academia and enter the workplace without necessarily planning to return to academia reinforced that the participants themselves did not want academic internships, but an orientation to the world of work. We intuitively believed that the two worlds are different, and that a focus on trying to develop theoretical articulation between them would be misguided.

In my role as Programme Coordinator I worked in close collaboration with Dr Penny Krige, previously head of Human Resources at a major financial company, Fedsure. Dr Krige offered her expertise as a consultant for the redesigning of the programme on a pro bono basis. She also participated as a guest lecturer and facilitated formal business contacts for the purpose of involving guest lecturers in the training component. Capucine Tomlinson, a freelance marketing strategist consultant who was also a guest lecturer for the programme in 2002, participated in initial discussions (with Prof Hamilton, Dr Krige and this researcher) on the objectives and design for the programme in 2002.

The programme design team therefore included people who had a background in academia, but who were located in the world of work, and were well-established workplace professionals who would take the practicalities of the world of work into account. This in itself was a significant shift from the programme's previous dependence on input from academics, towards design decisions that would take the practicalities of the world of work into account. The decision in 2002 not to request supervision for interns from Humanities and Social Sciences' academics at Wits University is further significant evidence of this trend. The experience in 2001 of academics' reluctance to be involved in the programme due to

their existing workloads, and their reported lack of clarity on the point of their involvement reinforced the motivation for this change. Therefore the 2001 practice of one-to-one academic supervision was in effect replaced by Dr Penny Krige's supervision of all interns on work related issues that were raised in their journals. (A description of the journals is in the section 'Assignments in 2002', in this appendix).

The new 2002 Internship Programme design team looked first at basic issues, current practices and options for helping new employees make a successful transition into the workplace. We purposefully referred to developments for this in the corporate world, and started with investigating the advantages and disadvantages of learnerships versus internships.

Learnerships versus internships

In South Africa, the Skills Development Act of 1998 made provision for learnerships as a new system of learning that would

- Address problematic features of the South African labour market by aligning education and training initiatives more closely with labour market needs.
- Build a relationship between structured learning and structured work experience which equips learners with new kinds of competence as required by the labour market. (Department of Labour, 1998)

It appeared that the objectives of the Internship Programme we were developing would align with these transformative objectives for learnerships. Another appeal of learnerships was the fact that they have national government support, and are therefore more financially accessible to students than formal tuition. There are numerous tax (and other) incentives for employers to create facilities and opportunities for learnerships in the work environment.

Studies have shown that becoming a professional occurs on two levels. (Hall, 1968; Kerr, Von Glinow, and Schriesheim, 1977) A learnership would be positioned at the first, structural level, and participants would need certain educational and entrance requirements for entry into the profession through the learnership scheme. These entry requirements require evidence of pre-defined, specific skills development and so favour applicants with professional or vocational qualifications in the areas of those skills. We realised that since Humanities postgraduates typically specialize in non-vocational areas, they are effectively excluded by such entry requirements.

A participant in a learnership will hone skills required to compete in a particular industry, and according to the organisation's competitive needs - ultimately to develop *skills for employment*, and resulting in a NQF (National Qualifications Framework) qualification. The common denominator for learnerships, apprenticeships and internships are that they are all workbased routes for learning; learnerships and apprenticeships lead to the acquisition of a qualification, which the internship does not.

The focus in the Internship Programme was to develop *skills for employability*, as opposed to a specific profession. Our objective was therefore at the second, attitudinal level of professional development, as we envisaged that the Internship Programme learning process would revolve around professional socialization and development, concentrating on the specific knowledge and skills that are required in a professional role, with new values, attitudes, and self-identity components.

We also had to take into account what appears to be an inherent conflict between the Department of Education and the Council for Higher Education (CHE), and the Department of Labour and the South African Qualifications Authority (SAQA), with the latter responsible

for learnerships. A separate accreditation process would have been required for learnerships to be implemented in the University, and then this accreditation may not have been recognised by either or both sides, and could have been mutually exclusive. There was also the question of the University's recognition of these learnerships, which would not result in Full Time Teaching Equivalent (FTE) credits for the University, and would therefore have to be separate and self-sustainable in terms of credits from the SETAs (Sector Education and Training Authority). We therefore confirmed that internships had the greatest potential to guide Humanities postgraduates successfully from academia into the workplace and we agreed to maintain the two-part structure of the 2001 Internship Programme work orientation training followed by an internship period. As in 2001, therefore, the programme was divided into an initial four weeks-long, full-time (08h00-17h00) training period on the Wits University campus, followed by 13 or so weeks of internship.

The 2002 Internship Programme's departure from the model of service-learning

In our commitment to shift the focus to the corporate world, we faced another conceptual challenge: in the 2001 programme, the involvement of academics as supervisors enforced an association with service-learning, which typically provides students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. (Furco, 1996) Service-learning programmes must have some academic context but must also be designed in such a way that ensures both the service enhances the learning and the learning enhances the service. It is this balance that distinguishes service-learning from all other experiential education programs. While the service-learning model apparent in the 2001 Internship Programme, and its *primary* focus on students' grasp of theory as it relates to the workplace could have been at odds with the aim of the 2001 programme to establish and maintain strong partnerships with host organisations and business leaders, it would still be closer to the service-learning paradigm than a model without academic input or supervision. Another shift away from service-learning was inherent in our commitment to trying to work with more corporate (as opposed to non-governmental) host organisations in 2002.

We reminded ourselves that the objective of the Internship Programme was to assist Humanities postgraduates to bridge the gap between the academy and the workplace, so as to enter the world of work successfully. There was implicit consensus in the design team that achieving this would not depend on internship placements in non-governmental organisations only, and that in fact participants could benefit from work related experiences in more mainstream, corporate environments.

It appeared that we would not however, by these design decisions, be able to align the 2002 Internship Programme with service-learning. The issue was not that the Internship Programme would no longer be providing community service workers to non-governmental, non-profit organisations. Howard (n.d.) warns against confusing the terms "community service" and "service-learning". In conventional community service, students are involved in activities for which there is no prescribed learning agenda. Service-learning programmes however are typically rooted in formal academic courses, so the service activities are usually based on particular curricular concepts that are being taught. With academic service-learning, the service must meet community needs and the students must then reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

As programme designers, we also grappled with the terms 'field education' and 'service-learning' in 2002 as we reconsidered and redesigned the programme. The concept of field education seemed aligned with the Internship Programme in that in field learning, students 'learn by doing', with the community serving as the laboratory for applying knowledge and skills acquired in the classroom. In 2002, a range of eligibility 'checks' (telephone,

referencing, writing samples, interviews and academic record) when a candidate applied to participate in the Programme was also an opportunity to look at the applicant's knowledge, values and skills levels, and development maturity comprehensively. In the 2002 Internship Programme, as in a field education model, these formed the basis for the design of learning assignments appropriate to the student's field placement goals. As field education takes into account that as each student progresses differently in these areas, the 'one [postgraduate] size fits all [postgraduates]' approach in a postgraduate academic course was rejected for the Internship Programme in 2002. But in mainstream field education, the 'classroom' learning refers to vocational degrees where explicit attention is paid to the development of abilities that are transferable to workplace contexts for which academic study had been undertaken.

We were aware that we were entering unchartered territory. Our objective was clear: to use internships as a means to "prepare students for professional work" (Howard, n.d.), but only when 'professional' described the approach to work, as opposed to a professional qualification. We also would have contested Howard's (n.d.) assertion that only academic service-learning, and not internships, prepares students for citizenship. Fostering a sense of civic responsibility was a key consideration in the design of training for the 2002 programme. For example, we planned to take participants to visit the CIDA City Campus, a higher education institution for previously disadvantaged students. We also planned a presentation by Pioneers for Change, a global organisation encouraging young people to become agents for social change.

Selection of programme participants in 2002

A standard set of criteria for acceptance into the programme was established in 2002. Only Wits University Humanities and Social Sciences' students who had, or would complete all postgraduate course requirements prior to the training programme would be considered. It was possible for students to choose to attend the training component of the programme only, but students could not attend the internship component only – the training programme was a prerequisite for participation in the internship component. Students had to have a good academic record and favourable references from University staff or part-time employers. Students who had extensive work experience were not accepted for the internship programme; however, students who had teaching experience were considered eligible. This exception was made since it was considered that the environment, culture and praxis of teaching are significantly different to those of other employment sectors – corporate, government and non-government – where internships and subsequent employment would be sought. Students who did not meet all or any of these criteria were encouraged to apply for the training programme only.

There were three motivating factors for developing these entrance requirements to gauge the 2002 applicant's readiness for employability training. Firstly the programme designers believed that these criteria could help to position the programme's emphasis on the development of professional skills (as the concept of professionalism is understood in the workplace) to applicants and university staff before the programme commenced. Secondly, thorough investigation prior to admission was a safeguard against interns' poor performance in the workplace that could ultimately jeopardize the programme's attempts to establish partnerships with host organisations. Thirdly and most importantly, the criteria were an opportunity to access information about the applicant's performance beyond academic results. The interview and telephonic referencing process especially helped us gain insight into the applicant's ability, commitment and enthusiasm for acquiring the skills that would facilitate a successful transition into the workplace. Knowledge of the personal variables that could impact on the perception of that student in the workplace was used to design individual strategies to improve both the intern's employability and the intern-workplace supervisor relationship.

Additional requirements for entry to the Programme in 2002 were samples of writing skills, referee's reports and interview performance at the application stage. In 2002, the average of 60% for the last academic qualification was used as a guide to screen students. The percentage was regarded as an indicator of the student's effort in the academy only. The student's propensity towards professional behaviour was assessed during the interview for admission to the programme; seemingly minor details such as the applicant's punctuality were recorded as an important indicator of this. The Head of the Graduate School at the time, Prof. Carolyn Hamilton, assisted the Programme Coordinator in the interview process at the application stage. This was to ensure that personal bias would not unfairly impact on the final decisions regarding acceptance onto the Internship Programme.

The applicant's propensity for professional behaviour was also gauged during the telephonic reference checking process. Referees were typically part-time employers or academic supervisors. Referees were asked about the applicant's professionalism, including timeous delivery of work, standard of work delivered, attention to detail, writing and presentation skills, indications that the applicant showed initiative while working, punctuality, ability to work with others and ability to take direction. These questions are not usually asked during a screening process for an academic course. For the Internship Programme, they were important to probe attitudes towards the behaviours that are more prominently valued in the world of work.

While we applied the eligibility requirements during the application process, we also tried to consider applicants, their contexts and situations holistically. The student OS was a case in point. When she applied for the Internship Programme in 2002, OS had an Honours degree in Psychology from Wits University. Her academic results averaged over 60%, but feedback from her academic supervisors included references to her tendency to procrastinate, her reluctance to take initiative, and a failure to complete tasks. We noted however that OS was articulate and professional during the interview for admission to the programme.

The decision to accept OS as a participant in the 2002 programme was informed by her attitude and commitment during a discussion of the personal challenges she would face during her possible participation in the programme. She was presented with a personal strategy to address the issues raised by her academic referees, for the workplace. This involved using detailed action plans to schedule her tasks. The action plans would be used in every meeting with her workplace supervisor. The Internship Programme staff would also monitor her progress as OS was required to paste copies of the action plans into her journal, with her reflections. After OS committed to working on these areas and accepted the strategy to address them, she was accepted as a participant in the 2002 programme. The strategy was then also discussed with her workplace supervisor, and was adopted during her internship at the host organisation. (Field notes, 23 May 2002)

Three applicants were not accepted for the internship component in 2002. Two applicants' academic results were well below 60% and even more worrying, their writing skills were poor. In addition their responses and behaviours during the interviews, as well as feedback from their referees pointed to a possible lack of personal readiness for the workplace under the auspices of the Programme. The two applicants were offered a place on the training component only. Because the third applicant for the Internship Programme in 2002 initially showed greater potential for benefiting from learning about the workplace through an internship, he was offered an opportunity to re-apply for an internship placement after having attended the training. He understood that his professional skills and behaviours would be monitored during the training component and would then be used to assess his readiness for an internship placement. Ultimately however, his unaccounted for absences from training sessions, failure to participate actively during tasks and discussions, and failure to complete

assignments during the training component meant that his re-application for the internship component was unsuccessful.

From a total of 21 student applications, 11 Wits postgraduate students participated in the 2002 programme. Data showing the racial, gender, age-group composition, and the nationalities of the interns in 2002 (and the following years) are provided in Table 5 (p.17). The postgraduate academic backgrounds represented by the 11 interns who participated in the 2002 Programme were Honours degrees in Psychology, Developmental Sociology, Political Studies, Industrial Sociology, Sociology, International Relations. (The 2002 participants' fields of postgraduate Humanities and Social Sciences study are also provided in Table 8, p 18.) Two interns had postgraduate qualifications at the Masters level, in Heritage Studies and Tourism respectively. One intern had a post-graduate Diploma in Publishing. The courses that these Humanities and Social Sciences students attended to obtain their postgraduate degrees would not have included work-related learning interventions. These courses do not envisage a defined outcome in the world of work, and so the participants in 2002 had had no explicit vocational preparation. Broadly, the design of these degrees is usually described as focusing on the development of critical reasoning.

Table 7: Demographics of participants, 2001-2006

Race	Asian	Black	Coloured	Indian	White	Total per year
2001	*	*	*	*	*	15
2002		9			2	11
2003		9		1	3	13
2004	1	9		1	3	14
2005		13	1		2	16
2006		13			1	14
Total	1	53	1	2	11	

Gender	Male	Female	Total per year
2001	*	*	15
2002	4	7	11
2003	4	9	13
2004	7	7	14
2005	8	8	16
2006	6	8	14
Total	29	39	

Age	20-25 yrs	25-30 yrs	30-35 yrs	35+ yrs	Total per year
2001	*	*	*	*	15
2002	6	5			11
2003	6	2	4	1	13
2004	3	6	5		14
2005	1	8	5	2	16
2006		10	4		14
Total	16	31	18	3	

Nationalities	Cameroon	DRC	Kenya	Lesotho	Nigeria	South Africa	Taiwan	Zimbabwe	Total per year
2001	*	*	*	*	*	*	*	*	15
2002				1		9		1	11
2003				1	1	10		1	13
2004		2			1	9	1	1	14
2005		1	2	2	2	7		2	16
2006	1	3	1		1	7		1	14
Total	1	6	3	4	5	42	1	6	

* 2001 data not available

Table 8: Participants' fields of postgraduate Humanities and Social Sciences study

Note: table reflects participants' last postgraduate qualifications

	2001		2002		2003		2004		2005		2006		
Postgraduate field	**Honours/ Diploma**	**Masters**	**Honours/ Diploma**	**Masters**	**Honours/ Diploma**	**Masters**	**Honours/ Diploma**	**Masters**	**Honours/ Diploma**	**Masters/PhD****	**Honours**	**Masters/PhD****	**Total per field**
Adult Education	*	*				1							1
African Literature	*	*										1**	1
Anthropology	*	*			1					1			2
Applied English	*	*					1						1
Demography Population Studies	*	*									1	1	2
Development Studies	*	*					2		1			2	5
Dramatic Art	*	*				1				1			2
Environmental Management	*	*				1							1
Fine Arts	*	*						1					1
Forced Migration	*	*				1		1		2	1	1	6
Gender Studies	*	*				1							1
Heritage Studies	*	*		1			1	1	1				4
Housing	*	*				1							1
International Relations	*	*	2				1	1	1	1	2		8
Journalism	*	*								1			1
Linguistics	*	*			1								1
Media Studies	*	*								1			1
Political Studies	*	*	1						1	2**		2	6
Psychology	*	*	3		2		1	1	1		1		9
Publishing (diploma)	*	*	1										1
Sociology	*	*	2							1	1		4
Tourism	*	*		1	1	1	1	1		1	1		7
Translation and Interpreting Studies	*	*			1		1						2
Total per postgraduate level	*	*	9	2	6	7	8	6	5	11	7	7	
Total participants per year	15		11		13		14		16		14		(83)

** 2001 data not available*
*** 2 x PhD level students in 2005, and 1 x PhD level student in 2006*
Note: total of 83 participants includes year 2001

Developing the Training Programme in 2002

Unlike people who had been on internships in professional fields, or who had done field work in sites like engineers, the participants in the 2002 programme had not had experience even of

the atmosphere of a non-academic environment. Therefore, in an attempt to imitate a work environment, we decided that they should attend each day of the Training Programme as if it was a workday. Participants had to dress formally if possible and there was an emphasis on punctuality. Besides these tone-setting elements, students were required to read the newspapers and financial publications provided them to glean information that would stimulate group discussions of current issues and developments in the world of work. In addition, each student was assigned the role of team leader for one or two days during the Training Programme. Some of that student's responsibilities would be to meet the guest lecturer, introduce and thank him/her, organise the group, manage time and take notes for the group. The aim of this was to develop various transferable skills e.g. facilitation, team (participation and management), networking, presentation and administrative skills. The aim was also to reinforce the concept of a team as a support mechanism.

A sense of what should be in the Training Programme was derived from a needs assessment from the participants involved (during their application process), but it was also derived from a wider sense. We referred to our collective intuition and workplace experience, and decided that a postgraduate able to function usefully in the corporate world would need operating skills, a good understanding of how his/her employing organisation was structured and functioned, and an attitude that constantly sought self-improvement as an employee. Dr Penny Krige was largely responsible for the inclusion of the skills sets in the 2002 Training Programme. She described her decision-making process as intuitive and that she drew on her

> …many years of experience as a Human Resource Executive [working with] hundreds of graduate and non-graduate staff members... (Memo, 14 January 2002)

to develop the focus areas for the training. Table 9 (p 21) details the training topics in 2002 (and subsequent years).

The aims of the 2002 Training Programme therefore included the acquisition by participants of operational skills (using computer software programmes such as Excel and PowerPoint, business writing, interviewing, giving presentations, time management and managing meetings), as well as an understanding of the environment within which business operates and of some of the factors with which it has to deal. We also planned to include sessions that would assist participants develop an understanding of how the organisations hosting them operated in terms of financial structure and management, business strategy, employment practice, information management, marketing strategy, and ethics and governance.

Krige's brief to the guest lecturer who was scheduled to present the subject of finance in the training programme is representative of the level of content and pedagogical approach in the training sessions generally:

> The students do not have a background in finance, some will have done economics.
> We want them, as part of preparing them for an internship, and later work, to have an understanding of:
> - budgets and their role in managing and reporting in organisations
> - concepts like profitability, dividends, direct and indirect costs, earnings, retained earnings,
> - nav (net asset value), roi (return on investment), shareholders capital etc
>
> Obviously in a couple of hours all one can do is a very brief overview.
> It needs to be done in an interesting and holistic way, I would suggest around setting up a new business, from the setting of the financial objectives to assessing progress to the first years results. Hopefully, following this, students will be able to follow and contribute to business/work discussions in a more informed manner. (Email correspondence from P. Krige, 7 February 2002).

A key design feature of the training component in 2002 was the opportunities for students to learn in teams. It was hoped that teams would enable peer support during the transition into the workplace, to further avoid the unprofessional behaviour from students that occurred in 2001. This researcher also believed intuitively that postgraduate students should be acclimatized to team dynamics. This was based on personal prior experience of the prevalence of self-directed work teams in the workplace, versus the absence of opportunities to work in a team as a postgraduate student in an academic environment. Fortunately, this design decision was aligned with what experts agree is vital for a successful transition into the workplace. In their research in the United Kingdom, Harvey and Mason (1996) found that employers rated teamwork as the single most important skill for graduates entering the workplace. Virtually all employers interviewed by the Australian Chamber of Commerce and Industry and the Business Council of Australia for the development of the Employability Skills indicated that the demand for 'solo' employees was negligible and that there was an expectation that employees work in a range of team environments both formal and informal over time. (Australian Chamber of Commerce Industry and the Business Council of Australia, 2002) Crebert et al quote Dunne (2000) who observes that, as a general rule, little attention is paid by academics to the processes, roles and outcomes involved in effective teamworking and students often complain that they are thrown together in groups (often called project teams) in an attempt merely to reduce the lecturers' marking load. (Crebert, et al, 2004)

We saw the internship situation as simulating an ongoing working community of practitioners for whom mutual learning and the development of practice are natural goals. OS, an intern who acknowledged her own tendency towards procrastination, towards a reactive rather than proactive attitude and a resulting tendency towards not completing tasks, was purposefully placed with two other team members who, individually, appeared to value their delivery of a high quality of work efficiently and according to set deadlines. One of these team members related that she

> ...doesn't like to tow along slackers in a team situation. (Field notes, 30 May 2002)

Working with OS thus became one of this team member's developmental areas.

While we may have been getting the emphasis on team work right, we realised that too little attention had been paid, when drawing up the subject matter, to the pressing need for students to present themselves as well as possible to prospective hosts. We learned this after a workshop on writing a curriculum vitae and on interview conduct was held midway through the Training Programme – too late for the participants who had already attended interviews with potential host. After the interviews had been conducted, the Internship Programme coordinator coached students in drafting, finalizing and delivering letters of thanks for internship offers, whether or not the offers were taken up.

Table 9: Contents of training component, 2002-2006

Training topics	2001	2002	2003	2004	2005	2006
Black economic empowerment (Brockbank, McGill, and Beech) (Political History / Employment Trends)		✓	✓	✓	✓	✓
Blogging for business					✓	
Blogging and employability						✓
Brands and branding				✓	✓	
Business presentation skills		✓	✓	✓	✓	✓
Business speed writing and reading			✓			
Business writing skills	✓	✓	✓	✓	✓	✓
Companies (x4): descriptions and opportunities for possible internships						✓
Competition, collaboration and cooperation (with delegates from the Limpopo Local Economic Development Programme)						✓
Corporate citizenship		✓	✓	✓	✓	✓
Corporate creativity		✓	✓	✓	✓	✓
Corporate governance			✓	✓	✓	✓
Creating a CV		✓	✓	✓		
Creating your personal brand						✓
NEPAD (Development of / Update / Role of SA Business / Optimal functioning)			✓	✓	✓	✓
Diversity			✓	✓		
Economic clusters		✓	✓	✓		
Emotional Intelligence			✓	✓	✓	✓
Employment Equity				✓	✓	
"Empowering communities and creating opportunities"						✓
Entrepreneurship/Intrapreneurship			✓	✓	✓	✓
Finance		✓	✓	✓	✓	
Future initiatives in South Africa					✓	
HIV/AIDS and the workplace		✓	✓	✓	✓	✓
Humanities and social sciences in the world of work					✓	✓
Impact of technology on the workplace		✓				
Interviews: role-plays and workshop		✓	✓	✓	✓	✓
Johannesburg Stock Exchange (visit)				✓	✓	✓
Labour legislation and the world of work	✓	✓	✓	✓		
Leadership and mentorship			✓	✓	✓	
"Making the most of your internship" (interns' perspective)		✓	✓	✓	✓	
Marketing		✓	✓	✓	✓	✓
Mindmapping				✓	✓	✓
Nedlac (National economic and labour council) – Description of organisation						✓
Performance appraisals				✓		
Pioneers of Change (creating, transforming systems)		✓	✓	✓	✓	✓
PowerPoint training session; Excel training session		✓	✓			
Professionalism	✓			✓		✓
Project and Programme Management		✓	✓	✓	✓	✓

Training topics	2001	2002	2003	2004	2005	2006
Remuneration		✓	✓	✓	✓	✓
Strategy and an MBA experience		✓				
Stress management			✓	✓	✓	✓
Teams and teamwork				✓	✓	✓
The changing world of work and critical success factors		✓	✓	✓		
The evolution of customer service		✓	✓	✓	✓	✓
The forgotten market within – internal communication		✓				
The role of the consultant in an organisation		✓				
"The Transition to the World of Work" (interns' perspective)						✓
Time Management						✓
UNHCR – Description of organisation						✓
What is a business? / Understanding business		✓	✓	✓	✓	
"What I look for in an intern" (employers' perspective)				✓		✓
Working in the NGO sector						✓
World Competitiveness Report		✓	✓	✓	✓	

In 2002, each participant who proceeded from training to the internship phase of the programme attended an average of three interviews at various host organisations. In 2002 only two students' internship placements were confirmed before the training component started. This meant that the remaining students attended interviews intermittently during the Training Programme. Although this effectively brought the workplace into the training room, with students describing their interview experiences, it was also disruptive. Full attendance at training sessions was compromised. Waiting to be invited to interviews, and attending interviews during training, also probably contributed significantly to students' feedback that the 2002 training component was "pressurised".

Criteria for hosting interns in 2002

When the list of participants for the 2002 Programme had been finalized and the designing of the 2002 Training Programme completed, we started considering the best possible internship placement for each participant. The process of matching participant to host organisation started as early as the participant's application had been processed and approved, and before the training component started. Participants were asked to submit a list of ideal host organisations. The organisations listed were often unrealistic or inappropriate choices for an internship, and the Coordinator consulted with participants to revise these lists.

We realised the need to develop criteria for host organisations that would be communicated to both prospective interns, and the host organisation. The considerations for an ideal host organisation were both practical and educationally orientated. The practical considerations were that the host organisation should be geographically accessible, because most of the participants would not have been able to afford travel or accommodation beyond Gauteng. It would also have been difficult to mentor the intern effectively and conduct site visits if the intern was in another city or province. A key qualifying factor for a host organisation was a commitment to offer effective supervision and mentoring for the intern. We gauged at the first interview with the host organisation the kind of supervision and mentoring they would be able to offer by stressing the importance of mentoring for the intern from a workplace supervisor. We urged host organisations that expressed an interest in hosting an intern to consider and define the project-work required, so as to be able to discuss expectations and

learning outcomes with the prospective intern at the interview (for the host organisation) stage. We had some requests from independent consultants for interns to join them. We declined partnerships like these, because we believed it was necessary for interns to have exposure to the various mechanisms of an organisation e.g. to understand the role and tasks of a variety of departments – this also became a criteria then for organisations interested in hosting interns. We predicted that students serving an internship within the same organisation would be able to offer each other support, and so a recommendation was for host organisations to accommodate at least two interns if possible.

The Internship Programme's Coordinator drew up a contract in 2002, with input from the prospective interns. The contract, which was vetted by the University's legal advisor, was to be signed by the intern and the supervisor at the hosting organisation before the internship began. The broad purpose of the contract was to promote professional behaviour by both parties from the outset. It spelled out the learning aims of the internship, the specific activities that would be carried out at the hosting organisation by the intern to achieve those aims, key performance areas expected of the intern by the hosting organisation during the internship period, and how supervision of the intern by the hosting organisation would be conducted (for example, reviewing work, explaining projects, agreeing on action plans).

Student finances in 2002

Considering the fact that the Internship Programme was conceptualized particularly to assist Humanities students who had come into the University without networks and often without financial resources, the financial situation of students bore directly on how many could afford to participate in the programme, the kind of organisations in which they preferred to serve their internships, and the working relationship between them and the organisations hosting them.

Students participating in the 2002 Internship Programme were informed that they should not expect remuneration and that the benefits of the internship would come from the experience itself, and from the opportunity to be able to prove to prospective employers that that experience had been acquired.

Amble (in Iacobucci and Tuohy, 2005) refers to a survey of 100 mid-sized UK employers by advisory firm KPMG, which revealed that more than half (56%) believed that entry level candidates – those who have just left school, college or higher education – should possess relevant work experience. Amble (2005) quotes Hopkinson, a partner at KPMG:

> While achieving a good degree clearly remains important when entering the job market, our research has shown that if a candidate can demonstrate relevant work experience this is a significant consideration for many employers. However, the expectation that entry level candidates will possess this experience before joining a firm is difficult to fulfil at this stage in their careers so candidates should make the most of any opportunities to undertake work experience within the field they wish to enter. (Iacobucci and Tuohy, 2005)

Although the KPMG survey occurred years after the design and implementation of the 2002 Internship Programme, informal discussions with students in 2002 confirmed that they were well aware of the "no job without experience, no experience without a job" dilemma (Adornetto, 2000) discussed earlier in this appendix. Those that could were prepared to forego payment during the internship, in order to acquire some of the work experience recruiting employers ask for.

The internship was also positioned as a way to build a reputation, network with established

people in the world of work and simply gain entry into the workplace. Students were therefore required to pay a fee to the Graduate School to meet the cost of the training period and of the mentoring they received from the School during their internships. Table 10 (p 25) contains actual programme costs for the years 2001 to 2006. One third of the students who had been accepted to participate in the Internship Programme had to withdraw their applications, as they were unable to pay those fees. Bursary support – which covered the fees, but provided no subsistence allowance – was found for three of them, approximately half of those who had withdrawn their applications.

The issue of the programme's affordability carried over into the internship period. Hosting organisations were not required in 2002 to pay stipends to their interns, and none of them did since virtually all of them were non-profit seeking organisations unable to carry additional staffing costs (See Table 11 for organisations which hosted interns 2001–2004, p 26).

The internship placements in 2002

In 2002, a total of 12 internship placements were offered by five host organisations [The Centre for the Study of Violence and Reconciliation (CSVR), The Cradle of Humankind World Heritage Site, Johannesburg Child Welfare Society, Johannesburg Development Agency and the MTN Art Foundation]. Students participating in the programme accepted eleven of these placements. Table 11, (History of internship placements per year and host organisation, p 26), provides an overview of host organisations and interns placed there in 2002 (and subsequent years).

Table 10: Programme fees, 2001-2006

2001	Internship Programme – • training *and* internship component: records of cost information not available
2002	Internship Programme – • training *and* internship component: R 3 000.00 (one cost / fee for total package) Extra costs: CNS PowerPoint and Excel training session: R 200 each
2003	Internship Programme – • training component: R 2 000.00 • internship component: R 3 500.00 Extra costs: CNS PowerPoint and Excel training session: R 200 each
2004	*World of Work Internship Programme – • training component: R 2 000.00 • internship component: R 3 500.00 Participants expected to arrange PowerPoint and Excel training independently.
2005	*World of Work Training and Internship Programmes – • training component: R 2 000.00 • internship component: R 5 500.00 Participants expected to arrange PowerPoint and Excel training independently.
2006	*World of Work Training and Internship Programmes – • training component: R 1 000.00 • internship component: Only for scholarship holders, with no charge. Participants expected to arrange PowerPoint and Excel training independently.

** Note programme name changes*

Table 10: History of internship placements per year and host organisation

Host organisation	2001		2002		2003		2004		2005		2006	
	No of students offered internship placements	No of students who accepted internship placements	No of students offered internship placements	No of students who accepted internship placements	No of students offered internship placements	No of students who accepted internship placements	No of students offered internship placements	No of students who accepted internship placements	No of students offered internship placements	No of students who accepted internship placements	No of students offered internship placements	No of students who accepted internship placements
1. Africa Institute	*	1	-	-	-	-	-	-	-	-	-	-
2. The African Institute of Corporate Citizenship	*	-	-	-	2	2	2	2	1	1	1	1
3. Business Map	*	-	-	-	-	-	2	2	-	-	-	-
4. The Centre for the Study of Violence and Reconciliation	*	2	2	1	-	-	1	-	-	-	-	-
5. The Cradle of Humankind World Heritage Site	*	-	2	2	2	-	-	-	-	-	-	-
6. De Beers	*	-	-	-	4	4	1	1	-	-	1	1
7. Deloitte and Touche	*	-	-	-	-	-	1	1	-	-	-	-
8. Edcon	*	-	-	-	-	-	1	1	-	-	-	-
9. Education Policy Unit	*	1	-	-	-	-	-	-	-	-	-	-
10. Fedsure Holdings	*	1	-	-	-	-	-	-	-	-	-	-
11. Gauteng Legislature	*	1	-	-	-	-	-	-	-	-	-	-
12. Herdbuoys McCann-Erickson	*	-	-	-	1	1	-	-	-	-	-	-
13. Human Rights Commission	*	1	-	-	-	-	-	-	-	-	-	-
14. Independent Development Trust (IDT)	*	-	-	-	-	-	1	-	-	-	-	-
15. Johannesburg Child Welfare Society	*	-	3	3	4	-	-	-	-	-	-	-
16. Johannesburg Development Agency	*	-	3	3	-	-	1	1	2	2	-	-
17. loveLife	*	-	-	-	7	-	-	-	-	-	-	-
18. MTN Art Foundation	*	-	2	2	-	-	-	-	-	-	-	-
19. NALEDI	*	1	-	-	-	-	-	-	-	-	-	-
20. NEDLAC	*	-	-	-	-	-	-	-	1	1	3	1

Host organisation	2001		2002		2003		2004		2005		2006	
	No of students offered internship placements	No of students who accepted internship placements	No of students offered internship placements	No of students who accepted internship placements	No of students offered internship placements	No of students who accepted internship placements	No of students offered internship placements	No of students who accepted internship placements	No of students offered internship placements	No of students who accepted internship placements	No of students offered internship placements	No of students who accepted internship placements
21. Ochre Media	*	-	-	-	-	-	2	1	-	-	-	-
22. Planact	*	2	-	-	-	-	-	-	-	-	-	-
23. Rand Merchant Bank	*	-	-	-	2	1	-	-	-	-	2	2
24. Rapid Blue	*	-	-	-	-	-	-	-	2	2	-	-
25. SABC 3 and SABC Education	*	-	-	-	2	2	-	-	1	1	-	-
26. SaferAfrica	*	-	-	-	-	-	-	-	1	1	-	-
27. South African Historical Archives (SAHA)	*	-	-	-	-	-	-	-	1	1	-	-
28. South African Institute for Distance Education	*	1	-	-	-	-	-	-	-	-	-	-
29. TBWA Gavin Reddy	*	-	-	-	-	-	1	1	-	-	-	-
30. THETA	*	-	-	-	-	-	1	1	-	-	-	-
31. UNDP	*	-	-	-	-	-	-	-	2	2	-	-
32. Wits HR	*	2	-	-	1	-	1	1	-	-	-	-
33. Zanusi Brand Solutions	*	-	-	-	-	-	-	-	1	1	-	-
		15	12	11	26	10	15	12	12	12	7	5

*Data not available

We were disappointed that the host organisations that participated in 2002 had the same profile as the host organisation in 2001: they were all non-governmental and non-profit organisations. One of our aims had been for participants to complete their internships in more mainstream, corporate environments. The fact that this occurred was not through a lack of interest from prospective interns, nor due to a lack of trying to secure partnerships for internships with corporate organisations.

Field notes show that as Programme Coordinator I contacted 23 different corporate workplaces to introduce the Internship Programme and to try to encourage participation from them as host organisations for interns. Negative reactions from corporate organisations revealed the ways in which Humanities postgraduates are valued in the world of work, and how employers perceive and experience their contributions.

On the other hand, the non-governmental and non-profit organisations seemed enthusiastic about partnering with us to host interns. In some cases, students were accepted by all the non-governmental and non-profit organisations were they had been granted interviews. Some individuals who had had multiple acceptances reported that they felt empowered. But there were also cases of students who became anxious about the decision making process and were even immobilized by the belief that this final choice would have a profound impact on their career paths and future employment prospects. At this point the Programme Coordinator's role was to probe and reflect the student's career aspirations, while helping him/her weigh up the advantages and disadvantages (project-type, exposure, remuneration) of each internship opportunity.

Assignments in 2002

The decision to forego assessment for academic credit from the University did not preclude the development of assignments in 2002, although the academic notions of "passing" or "failing" the course in 2001 were superseded by the importance of participants developing a high level of professional performance in 2002. Also, the assignments in 2002 did not determine whether participants in the training component of the programme would qualify for the internship component. Assignments were used in this way in later programmes, but in 2002 all training participants automatically proceeded to the internship phase.

It seemed logical at the time for the initial planning and thinking about the nature and structuring of assignments to occur concurrently with the development of the training content and design. The overriding consideration in the development of assignments was for them to include participants' practice of regularly reflecting on their experiences during the programme, on how theory links with practice, and on how well the participant was functioning in the work environment. This approach was both intuitive and informed by our own prior experiences as students (or example, this researcher's Masters degree had included as course requirements, exercises to reflect on learning). Experts agree we were on the right track. For example, Crebert et al quote Orrell (2001) as including

> ...reflection, debriefing on the work and monitoring of the quality of the outcomes (2004)

as an important factor necessary for a work placement to be effective and Harvey's (1999) emphasis that "systematic reflection" is necessary for learning in the context of a work placement to occur. (Crebert et al, 2004)

This researcher, in the role then as Programme Coordinator, was largely responsible for the theory underpinning and informing all design decisions. The "how to" of the assignments was based on the work of the New London Group's International Multiliteracies Project. My Masters research report was based on multiliteracies theory, and it seemed natural to apply it in the context of learning in the Internship Programme, because of my familiarity with this pedagogical approach. The New London Group raise questions about teaching and learning in today's world, and state that the diverse visual and aural forms of public communication available to us today are vying with the written and spoken word as the dominant means of communication, and that traditional literacy practices alone (being able to read and produce printed text) are insufficient for this age of multimedia. (New London Group, 1996) A

multiliteracies approach acknowledges that learning experiences are increasingly visual, aural and interactive. I took into account that participants in the Training Programme would probably have the ability to read various media and the modes made available by them, and I decided that they should therefore be able to produce through them too.

For their final report on their internship experience in 2002, students were offered a choice of modes to represent their learning. They could, as individuals, develop professional presentations with visual aids on their host organisations, project work and learning experiences. Or they could work together as a team to develop a "mindmap" of the same. They opted to work as a team, and to develop a "pictorial mindmap".

In his positioning of a multimodal approach to learning, Kress (1995), quoted by Cope and Kalantzis, points out, firstly, that language is only one of the many ways in which students can learn to make sense of their world and secondly that visual communication, innovation and design will be essential requirements for the new information based economies of the future. (Cope and Kalantzis) So, for example, a 2002 participant who had completed a Masters degree in Fine Arts oversaw the conceptual design of the "pictorial mindmap". The result was what the participants called their "Tree of Africa", the roots of which represented their academic backgrounds and their subsequent growth. Each intern was allocated a branch to portray his or her specific experience. Finally, each intern created a bird and used this to illustrate future aspirations.



Figure 5 - Pictorial mindmap of learning experience, Internship Programme 2002

According to Moon, this exercise was typical of 'overt' reflection as

> ...both ideas and thoughts of a group of people are processed in an open-ended manner, or there is a gathering of loose information and an attempt to make sense of it or to reach agreement. (2004)

Although the multimodal "pictorial mindmap" successfully encouraged reflection on learning in a multimodal way, Harvey and Mason (1996) argue that if students' learning is to develop through work placement, what is needed is "systematic reflection". This task elicited an interesting – if clichéd – metaphor, but did not seem to extend the participants sufficiently. The journals students were keeping in 2002 were already successfully facilitating systematic reflection whereas the once off "pictorial mindmap" did not seem to take students further than the metaphor they used to explain it. After this experience we decided that the "pictorial mindmap" would not be repeated in future programmes.

One of the most important assignments for interns included continuing with the reflective journals they had begun keeping during the training period. In 2002 participants maintained an internship journal during the training and internship phases for the programme. The idea of introducing the journals came from my own experience as a Master of Arts student, where the course requirements included submitting two-page "thought-pieces". In the Internship programme, participants were encouraged to use a journal daily to reflect on their experiences and learning. They were given a range of questions that could be used to prompt responses. They were also encouraged to use a variety of media besides writing or typed text in their journals e.g. newspaper articles, photographs, pictures from magazines, mind maps and drawings, to reflect on the learning processes. The only directive students were given was that the journal should be in hard copy. The journals were submitted to the course coordinator regularly. Dialogic interaction occurred through comments attached to entries, by the Programme Coordinator. The course advisor Dr Penny Krige responded to the students' journals three times during the course of the programme and provided comments that were typically related to workplace specific behavioural issues, or provided information about the world of work. These were also opportunities for the course advisor to monitor the Programme Coordinator's comments.

On a practical level, the journals also assisted the Programme Coordinator to track interns' development in their various workplace sites during their internships. After the exclusion of academic supervision in 2002, the group shared a mentor (the Programme Coordinator) and a supervisor (Dr Penny Krige). Specialised input from a supervisor was no longer necessary as guidance, input and feedback was based on general world of work perspectives only. This change, indicated a move towards the programme's objective of "bridging the gap in a practical and meaningful way" because it drew on the current experiences of people located in the world of work as a resource.

The journals were regularly submitted to the Programme Coordinator, who wrote detailed comments in them. Dr Krige also tracked students' development through their journals, in which she provided information about the world of work and comments on specific behavioural issues in the workplace. Besides promoting critical reflection of performance, we believed that the journals helped ensure effective mentoring of interns.

We also asked participants to study various aspects (see assignment descriptions and expected outcomes below) of their host organisations and then give team presentations on one or other aspect on a Friday afternoon to fellow interns and guest lecturers/facilitators gathered together on the Wits campus. Our assumption was that Humanities postgraduate students with no workplace experience would lack a basic understanding of the various functions of different departments within an organisation. We also wanted to develop awareness of and exposure to different organisational cultures, so as to address any difficulties the postgraduate student may have when moving from one dominant culture (the university) to the variety of organisational cultures in the working world. We knew from our own career experiences the fact that, as Le Maistre and Paré put it,

> ...each workplace has its own geography, political structure, and culture, so that the knowledge of the organisation must be acquired for each particular organization or worksite - or, more accurately, in each particular organization or worksite. (2004)

The presentations were also seen as opportunities to practice professional presentation skills, to apply academic research principles (in preparation for the presentation) and to work within a team.

So we expected that these exercises, informally known as "Friday assignments", would develop an intern's holistic understanding of his/her host organisation, of the various functions comprising the organisation, of how the cultures of commercial organisations

differed from that of a university and, indeed, from each other. The presentations were also seen as opportunities to employ research skills acquired during postgraduate studies and to practise presentation skills.

Description of "Friday assignments":

1. **Assignment description** Present a design for a two-day induction programme for new employees joining your host organisation. Include details on history of organisation's development, context/role of organisation in South Africa and globally; organogram of organisation's structure; culture; customers; competitors; technical equipment available to staff, staff dress code, disciplinary procedures, work schedules etc.
   Expected outcome By investigating and presenting the various aspects of their host organisations, interns should have been able to better understand the norms of that organisation and thus to start the process of acculturation to the host organisation. Listening to the various presentations on organisational characteristics should have allowed interns to compare their organisations with other host organisations.

2. **Assignment description** Case study: Develop and present a new marketing strategy for a failing non-governmental organisation, to attract additional funding and enable the organisation to resume its broad reach into the community.
   Expected outcome By investigating and presenting the "business" of the non-governmental organisation, its marketing objectives, the target market for the marketing campaign, the communications strategy for reaching the target market (broken down into short term, medium term and long term communication plans), interns should have increased their understanding of strategic marketing. Interns should have presented innovative solutions to raise the profile of the organisation with a very limited marketing budget. Interns should also have developed a means to determine the success of the campaign.

3. **Assignment description** Interns to present a cluster triangle for the industry their host organisation is in. Additionally, comment upon the cluster diagram, paying special attention to what you think are the weaknesses and strengths of the cluster, and where you see the opportunities and problems for the cluster.
   Expected outcome By investigating and presenting the business cluster of their host organisations, interns should have gained an understanding of the geographic concentration of interconnected businesses, suppliers, and associated institutions in that particular field, and consider how that cluster could increase the productivity with which their host organisation can compete, nationally and globally.

4. **Assignment description** A critical investigation of the existing pay structure in the host organisation, including:

   - Details of how packages are structured
   - Details of employer arranged benefits that apply
   - Details of allowances that are afforded to staff
   - Any other relevant details

   In addition, interns were to present recommendations in respect of whether the current practice is the best practice for the employer and employee.
   Expected outcome By investigating and presenting remuneration, interns should have researched various options, with their advantages and disadvantages for employer and employee.

5. **Assignment description** Presentation of an implementation plan for the organisation's strategy.
   Expected outcome Interns should have researched and presented the most important implications of the strategy from the point of view of the people in the organisation; the various implications of the strategy for the internal marketplace in the organisation; the ways in which the strategy would impact on formal structures, systems, roles and responsibilities. As a result of this exercise, interns should have been able to use situational analysis, specify the goals and timing of the internal strategy, note any critical assumptions and show how they would evaluate the success of the plan.

6. **Assignment description** Case study presentation: actions that a department head should take to assist an HIV positive employee.
   Expected outcome After considering this case study, interns should have considered the best course of action (including systems, programmes and policies) for managing HIV/Aids in the workplace.

7. **Assignment description** Discussion of host organisation's
   - project budget or financials
   - departmental/divisional budget or financials
   - company/organisation financial report

   Expected outcome Development of financial acumen through discussion.

Monitoring and mentoring students, and assessing their performance as interns in 2002

Judging from the general standard and insight of entries, participants clearly felt that any issues or difficulties during both the training and the internships could be 'safely' discussed through journals and site visits. Participants understood that only the Programme Coordinator and the Dr Penny Krige, the course advisor, would read their journal entries. Their commitment to engage with the journals reveals interns' attachment to the programme, while their reluctance to discuss their role in a team, or with their workplace supervisor indicates that socialization into their working community had not yet occurred. It is also possible that interns considered many of the issues raised at site visits (with the Programme Coordinator) and in the journals too 'petty' for discussion with the workplace supervisor, or something that could jeopardize a future career with the host organisation.

The Programme Coordinator visited interns and supervisors at their work places on three occasions during each internship. The purpose of these visits was to ascertain how well the intern was settling in, the supervisor's assessment of the intern's progress and performance, and of the programme's effectiveness.

An important monitoring and mentoring tool for participants in the 2002 Internship Programme was the 360° Performance Appraisal. This is a well-established tool in the workplace, for evaluating employee performance by soliciting specific job performance information from an employee's co-workers, managers, direct reports, and internal or external customers (where applicable). It is also called multi-rater, multi-perspective, and peer-to-peer feedback. In the context of the Internship Programme, the 360° Performance Appraisal was administered, discussed and negotiated during the first and final site visit.

Typically, a skill model, which lists the skills and behaviours necessary for effective job performance, is developed. Based on the skill model, a performance survey is defined. It was not possible to develop a skill model, since the types of internships varied and it would not have been practical to try to develop a customized skill model for each intern, at each host organisation, within the three month internship period. Also, the participants could be considered experts in their fields, with specific knowledge after completing their postgraduate studies that could be applied in specialized contexts (the host organisations). I did not have any academic qualifications in any of the 2002 participants' postgraduate disciplines. As Programme Coordinator I was therefore not qualified to develop skill models for a high level of functioning in any of these fields, within three months. I was however able to develop a list of behaviours I believed would be necessary for Humanities students with postgraduate degrees, entering the workplace for the first time. These were the intern's abilities in the following areas:

Job knowledge

- Understanding of the duties and responsibilities of the work
- Competency in required job skills and knowledge
- Knowledge of the relevant fields
- Command of critical issues and details
- Understanding of the work of the host organisation
- Assumes responsibilities consistent with being an intern

Productivity

- Uses tools and resources effectively
- Works with minimal supervision
- Learns and applies new skills
- Consistently manages a fair work load
- Organises work effectively
- Manages overlapping tasks and projects

- Establishes effective processes and procedures
- Work is of a consistently high quality

Interpersonal skills

- Listens and comprehends
- Responds positively to feedback
- Achieves results through/with other people
- Resolves conflicts
- Participates constructively in teams
- Provides constructive feedback

Problem solving

- Anticipates potential problems and takes appropriate action
- Gathers and analyses relevant information
- Identifies the root of problems
- Generates alternative solutions
- Overcomes obstacles to meet objectives

Communication

- Selects the appropriate communication method(s)
- Elicits appropriate and pertinent information
- Adjusts style to target audience
- Writing is clear, concise and organised
- Speaking is clear, concise and organised
- Demonstrates effective group presentation skills
- Keeps others informed

Intern's management and leadership

- Exhibits confidence in self and others
- Establishes clear focus and direction
- Is an impartial, fair leader
- Establishes and achieves objectives with the team
- Develops a shared sense of purpose
- Consults, makes decisions and takes action
- Accepts responsibility for internship related work
- Approachable
- Dependable, consistent, independent
- Exhibits flexible work behaviour
- Delegates tasks where appropriate along with the authority to accomplish them
- Recognises contributions of team members
- Provides individual feedback on a regular basis
- Is available to supervisor and staff
- Requests help when necessary / asks questions
- Is effectively service orientated, adds value to the Internship Programme, Graduate School, University and Host Organisation

Project/Programme Management

- Clearly defines aspects of work related to the project/programme
- Establishes or works with effective procedures and systems
- Works effectively with team
- Determines required resources
- Liaises with other players impacted by project/programme
- Responds effectively to change

- Effectively manages multiple aspects of the project/programme
- Completes tasks on time

Five participants were required to complete surveys on the intern's performance in each of these behavioural areas, using a rating scale of 1-5 for each behaviour (and with fields for any explanatory comments). The participants were the intern's supervisor at the host organisation, a peer (for example another participant in the Internship Programme), a colleague and the Internship Programme Coordinator. The intern him/herself also completed an appraisal. The intern then collated the various surveys and reflected on this summary in his/her journal, highlighting strengths and development needs.

The 360° Performance Appraisal was conducted twice, in this way – once during the first half of the internship period, and a second time towards the end of the internship. This meant that the intern's supervisor, the Internship Programme Coordinator and the intern him/herself could gauge improvement. At the end of each exercise, the intern, in consultation with the workplace supervisor and the Internship Programme Coordinator, was required to consider specific developmental areas. These then had to be translated into, and written down as learning goals or objectives, with a planned activity towards that goal. Finally, all parties had to envisage the expected outcome. Once agreed upon, all parties agreed to a review date.

Through analyzing the overall experiences conveyed by the participants, we learned that the 360° Performance Appraisal was a constructive monitoring and mentoring tool. Interns gained a better understanding of others' perspectives and were therefore able to see their own strengths and weaknesses more clearly. Expectations for success were clarified for the intern and in most cases, the appraisals helped to improve the base of communication between the intern's supervisor, the Internship Programme Coordinator and the intern him/herself. In addition, the intern was able to get a broader range of performance information, with the opportunity to view performance through the eyes of those with whom he or she worked with most closely.

DL is a case in point. DL was offered (and accepted) a scholarship for the Internship Programme in 2002. His academic results from his postgraduate studies were amongst the highest in the 2002 group and it initially appeared that he would make the transition into the workplace through an internship successfully.

There was a good match between DL's postgraduate degree and interests, and one of the host organisations participating in 2002. However, he was rejected by this host organisation because the interviewers found his attitude to be arrogant. The other participants expressed that they disliked DL during the Training Programme, citing his very abrupt manner of communicating. In his analysis of the feedback from the 360° Performance Appraisal, DL said,

> I think I need to work on my interpersonal skills, especially with regard to teamwork. (DL's summary of his 360° Performance Appraisal, 24 May 2002)

DL's 'SWOT' (Strength, Weaknesses, Opportunities and Threats) summary is evidence of his improved understanding of his own behaviours:

Strengths - Excellent response to difficult feedback - Learning and applying new skills - Management of tasks and projects - Work is of a consistently high quality - Ability to analyse and understand problems - Ability to gather and analyse relevant information - Widely read - Ability to network	**Opportunities** - Posses potential to be an impartial - Fair leader
Weaknesses - Impatience - Not generating enough solutions to problems - Not listening to the full statements made by others - Negativity about others and situations	**Threats** - Not very proactive - Not very active in teamwork

DL agreed to participate in regular counselling at the Wits Careers and Counselling Centre, as a planned activity to help him achieve his goal of improving his interpersonal interactions. Three weeks later DL told the Programme Coordinator that he felt happy for the first time in his life, and that the Internship Programme had been valuable for him, not in terms of acquiring practical work experience, but to learn to engage and deal with people, and to work in a team. (Field notes, 14 June 2002)

We hoped that the 360° Performance Appraisal would help to identify group training needs. There was general consensus from workplace supervisors that writing skills needed improvement, but thereafter the appraisals varied from intern to intern, in terms of personal behavioural strengths and growth areas. We also hoped that team members, participating as peers in the appraisal process, would have greater input into individual performance issues affecting the 2002 group per se. This did not happen, however, and the researcher speculated that this was because the 360° Performance Appraisal was compromised by the fact that respondents were not anonymous. A few practical considerations remained, with the potential to jeopardize the 360° Performance Appraisal as a monitoring and mentoring tool on the programme: firstly, we had no way of telling if the 360° Performance Appraisal made interns' development efforts more focused and effective, and secondly, the tool was labour intensive and time-consuming to implement. Finally, the participants' feedback that the first 360° Performance Appraisal occurred too soon after the entry into a host organisation for the workplace supervisor and colleagues to give fair, helpful and accurate feedback was noted.

Lessons learned from the 2002 Internship Programme

The 2002 host organisations were asked to interview their interns at the end of the internship and give their views on them and their employability, whether or not they intended employing him/her. This final assessment was seen as a valuable indicator of the programme's efficacy. An offer of further contractual work, permanent employment, or feedback from the workplace supervisor at the end of the internship that the intern *would* have been offered employment if the organisation had capacity, constituted a "pass". The reality of such an offer or feedback evaluated the student's mastery in "bridging the gap" between the academy and the

workplace far more effectively than an academic result, and confirmed for us that the move away from the academic approach to designing and running the programme was accurate.

After the 2002 Training Programme, we started to consider how we could improve on the Internship programme for subsequent programmes. We started with an investigation of the advantages and disadvantages of the 2002 Training Programme according to its content, form and time frame. Programme participants were invited at the end of the training period to offer their thoughts about these areas in a discussion session conducted by the Head of the Graduate School.

Key responses to these questions were very useful in the design for subsequent training programmes. Some of the most important input from participants related to questions of organisation and scheduling. For example, marketing and corporate communication, participants suggested, should be positioned closer to each other since they were seen as related topics. There were also important responses referring to the absence of content and themes that respondents regarded as crucial, e.g. multiculturalism and its role in the workplace. There were some comments that insufficient time had been allocated for financial training.

Input from participants regarding the time frame of the training programme was that they found it very difficult and taxing to go from a typical student day to being on time for a full day of input. We decided to maintain this despite it being demanding; we believed that this in itself indicated an aspect of a difficulty participants would find in making the transition into the workplace, and rather than doing away with, we had to help participants prepare for, and address it. We therefore considered introducing a session on stress management in future Training Programmes.

Students were critical of the team presentations (also called "Friday assignments"). They resented leaving the workplace to return to an academic session where discussion of work-related theories was, they reported, peripheral to the practical work they could have been doing at their host organisations on that day. They said that returning to the University to deliver the presentations was disruptive to their internship work schedules.

It is interesting that in their longitudinal study of school-to-work transitions in four (vocational) professions, Le Maistre and Paré found that the main concerns for students entering organisations for the first time were survival oriented, intense and immediate, so that

> ...interns and new practitioners, faced with the hurly-burly of initial practice, fail to transform the objects of university study - that is, the theories, methods, and tools of their trade - into the mediational means of workplace activity. (2004)

We also learned that asking interns to return to the university on a weekly basis was stressful and disruptive. In Le Maistre and Paré's study, some supervisors encouraged interns not to try to make the link between theory and practice, criticising the university preparation for the workplace as being too theoretical. (2004) Although we had no complaints from supervisors in 2002, the arrangement ran the risk of generating complaints from them. If we continued it in 2003, supervisors may have accused the programme of interfering with learning-to-act opportunities, described by Le Maistre and Paré (2004) as a slow process. We were conscious of the fact that our programme was condensing time for intern's transitions into the workplace. We had, in effect, only four months to accommodate and facilitate the trajectory of the beginning professional. By doing away with the arrangement of interns' returning to the university during their internships, we recognised that, as Le Maistre and Paré put it,

> Only with time and reflection can those objects of study resurface and become transformed into actions. (2004)

Interns at different host organisations also found it difficult to arrange and manage time to meet to prepare for the assignments. In addition, participants felt that the subject matter (for the assignments) was generally unimportant, and the facilitator of a particular assignment feedback session was perceived as 'boring'.

This feedback suggested that, when redesigning the 2003 Internship Programme, we should reconsider the structure and form of assignments, and factor in time for each assignment for the interns to develop their responses.

Schön (1989) also emphasises the role of reflection in professional or complex activities, particularly where situations are relatively unpredictable. Harvey and Green's (1994) UK based research from the mid-1990's on what employers said they required from their recruits and employers showed differences in the prioritising and valuing of the same kinds of employability attributes. Moon (2004) points out that exclusion of reflection in these lists was because it is simply not part of the discourse of employers or of recruitment activity. However, attributes that support and are supported by reflective activity, such as willingness to learn, self-motivation, self-evaluation and self-management were cited frequently in Harvey and Green's (1994) employer surveys.

Another lesson from the 2002 Training Programme was our experience of being able to effectively monitor and assess participants in terms of their suitability for an internship placement under the guardianship of the programme, during the training month. However the internship placements themselves had, we realised, a fundamental issues that had to be addressed.

It is generally understood that internships may be paid or unpaid and take place in either for profit or nonprofit organisations. (Furco, 1996) As Internship Programme Coordinator I experienced that presenting students who were prepared to work without pay so as to gain experience enabled the programme's initial access to host organisations. It also played a significant role in obtaining host organisations' cooperation and subsequent commitment to interview students for potential placements. But it also became apparent in the 2002 programme that unpaid internships were in danger of being easily perceived by host organisations as community service or even volunteerism. None of the host organisations participating in 2002 remunerated the interns. This raised the potential threat of host organisations seeing themselves, and not the students, as the primary intended beneficiary.

In 2002 students' acceptance to undertake work without pay also created a tension between any service-learning objectives of the programme and the host organisations' perceptions. It seemed inappropriate and compromising to position (while communicating with host organisation representatives) students as so desperate to gain an entry into the world of work that they were willing to consider working for three months without remuneration. Organisations in South Africa are most familiar with the concept of learnerships, a service-learning model where learning goals are primary and service outcomes are secondary – and payment for service is obligatory. Community service and volunteerism benefits the service recipient primarily. Although the students were presented as interns, we realised that it was possible that the host organisations could have perceived them as altruistic student-volunteers, or community service providers, as they were prepared to work for three months without pay. A contributing factor to this misconception may have been the fact that the Programme Coordinator did not explicitly articulate to the host organisations that most of the participants were from previously disadvantaged backgrounds.

In standard internship programmes, students are the primary intended beneficiaries and the focus of the service activity is on student learning. (Furco, 1996) The 2002 Internship Programme designers commented on the tension between the programme's objectives –

which were not to benefit the service recipient primarily – and an expectation from host organisations generally for

> ...people who perform some service or good work of their own free will and without pay. (Furco, 1996)

We realised that this could become an issue that would need to be resolved.

However, while we noted this issue as a potential threat to both the Internship Programme and learning benefits of the interns, we determined that we would only be able to address it by requesting remuneration for interns from host organisations when the programme had established a track record and could thereby acquire agency.

It became clear to the programme designers that a "track record" would be largely dependant on the various host organisations' perceptions of the "final product" – the Humanities postgraduate student. In 2002, the programme designers sensed the need to respond to the very real implications of negative perceptions of the value of Humanities degrees when planning the programme for 2003. The term "final product" is used purposefully to reinforce that the world of work has a pragmatic attitude when considering the investing of time or resources in any aspect of business – including the development of an intern.

Development of the Internship Programme, 2003 - Key changes

In 2003 ten students proceeded to the internship component from a group of 13 training delegates. Reasons for the three training delegates not proceeding to the internship component included poor postgraduate academic results in one case, and extensive work experience in another – we applied the same selection criteria for the Internship Programme that we had implemented in 2002. The third training delegate did not want to proceed to the internship phase. This case marked the decision in 2003 to open the training component to Humanities postgraduates who did not wish to serve internships. They had, however, to be able to attend its sessions full-time.

A fundamental development that, it could be argued, showed our level of confidence in the efficacy of the programme developed in 2002, was the decision in 2003 to pilot a different programme model, to investigate whether two different academic areas could benefit from the training programme. A senior lecturer and coordinator of the Postgraduate Housing Programme at the School of Architecture and Planning at Wits University requested a position for a student to attend the programme's training component only; the plan was for the student to then start an internship organised and mentored by the School of Architecture and Planning at Wits University. The student participating in the pilot programme completed the same assignments, but presented them in his own department.

The student responded with some uncertainty to the experience. He identified with, and was accepted by the group. However, he reported that he felt alienated by the fact that he had a different mentor to the rest of the group. The other students noted with some cynicism that he appeared to qualify for an academic mentor and a paid 12-month learnership at a host organisation on the basis of the fact that he had a vocational qualification. (Field notes, 7 May 2003)

Staff at the Postgraduate Housing Programme at the School of Architecture and Planning was satisfied with the training programme but the request to accommodate a student was never repeated due to internal administrative decisions in that department. (Field notes, 3 November 2003)

Developing the Training Programme in 2003

There were few changes to the content of the Training Programme in 2003, and most of the content from the 2002 Training programme was repeated. This was because the overall objectives of the programme had not changed. Topics addressed in 2002 but not repeated in 2003 included the impact of technology on the workplace, and the role of consultants in organisations. Student opinion in 2002 was that these were the least valuable of the training sessions.

The design team (Prof. Hamilton, Dr Krige and this researcher) decided that the design of the training in 2003 should include a focus on the role of multiculturalism in the world of work. The catalyst for this decision was a passing comment from a programme participant in 2002, who suggested that this was an area that the Training Programme needed to address.

We considered that despite the general post-apartheid enthusiasm for multiculturalism and the University's effective response to the South African Reconstruction and Development Programme's (RDP) expectation for higher education to support the process of societal change, it could be shortsighted of us to assume that multiculturalism happened naturally on campus, as a result of improved student distribution in terms of race. While we agreed to address multiculturalism in 2003 through teaching strategies and material used in the facilitation of learning, we were aware that the definition of multiculturalism depends heavily upon the context in which it is discussed. We agreed that we would position multiculturalism generally, as a social movement that holds differences between individuals and groups to be a potential source of strength and renewal, for social cohesion and economic benefit.

Since some of the most frequently noted signs of multiculturalism are evident in writing and speaking, the Programme Coordinator facilitated a session with participants on the first day of the Training Programme in 2003, wherein they developed a "contract" with each other, which would come into effect during group discussions and training sessions. The gist of this contract was for each member of the group to value the diverse perspectives people develop and maintain through varieties of experience and background stemming from racial, ethnic, gender, sexual orientation and/or class differences in our society. We also committed to ensuring that we would invite diverse guest lecturers to participate in the Training Programme, and we included a dedicated session for a discussion on the impact of multiculturalism in the workplace.

The stress students experienced during the 2002 training component through waiting to hear which organisations wished to interview them for internships, and the disruption of training sessions by those interviews, produced attempts in 2003 to have students accepted for internships before the Training Programme began. Efforts in that direction were (and remain) not entirely successful because of the limited amount of time between the application process and the Training Programme. The workshop on writing curriculum vitae and on how to conduct oneself during an interview for employment, held in 2002 midway through the training programme, was from 2003 onwards held immediately after participants had registered for the programme. This helped to ensure that participants had had some preparation for internship interviews, if they were granted an interview before the Training Programme started.

Student finances in 2003

As in 2002, about one third of the students who had been accepted to participate in the 2003 Internship Programmes withdrew their applications for lack of funds to pay fees, though again bursaries were found for some of them.

The issue of affordability carried over into the internship period. In 2003 hosting organisations were encouraged, but were not obliged to pay stipends to their interns. The corporate hosts, which comprised four of that year's nine hosts, paid their interns R 3 000 - R 5 000 per month, but the other, non-governmental organisations were not able to offer stipends at all. For some interns in the latter group, that meant a further three months of living in straitened circumstances.

The insufficiency of funds to support all students adequately during their internships had one particularly unfortunate effect. The availability of adequate stipends from companies had students preferring to serve their internships with them rather than with non-profit-seeking organisations, even though the internship opportunities in some of the non-governmental organisations may have exposed interns to a wider range of skills, and the academic qualifications of some of the students fitted them more for eventual employment in non-profit-seeking organisations. For example, an HIV/Aids non-governmental organisation interviewed and accepted seven students for internships in a range of areas (Television Productions, Events Management, Human Resource Management, Organisational Development, and Research, Media and Communications). The seven students all declined the offers of placements in favour of corporate placements that would not have offered them opportunities for similar access to the range of organisational areas, but that did offer them a stipend.

The fact that some interns received payment did move the programme closer to Sigmon's (1994, in Furco, 1996) description of "Service-LEARNING", as the students who received payment for their work were less likely to be perceived as volunteers or community service workers. (See Table 12: A Service and Learning Typology, p 48.) But students who were not in this position and were completing internships without remuneration were in danger of becoming demoralized about the possible undermining of their learning goals. It was clear that the issue of payment for the three months of service delivered during an internship had to be addressed.

The internship placements in 2003

Twenty-six internship placements were offered by 11 potential host organisations in 2003 [The African Institute of Corporate Citizenship (AICC), The Cradle of Humankind World Heritage Site, De Beers, Herdbuoys McCann-Erickson, Johannesburg Child Welfare Society, loveLife, Rand Merchant Bank, SABC 3 and SABC Education, and Wits University's Human Resources Department]. Table 11 (p 26) indicates which host organisations interns selected for their placements in 2002, and confirms that the ten interns generally rejected the non-governmental, non-profit-seeking organisations in favour of organisations that could pay stipends.

In 2002 we had noted that participating host organisations were all non-governmental and non-profit organisations. One of our goals in 2003 was to try to improve the balance between host organisations, and therefore to facilitate opportunities for our interns in corporate environments. We achieved this, with six of the interns placed in prestigious corporations such as De Beers, Herdbuoys McCann-Erickson, and Rand Merchant Bank. This success could be attributed to the fact that as Programme Coordinator I had a track record to refer to – the Internship Programme in 2002. When I first approached corporations in 2003, my experience was that they were impressed with the content of the Training Programme in 2002. On the basis of the training interns would have received, these host organisations were prepared to consider the idea of Humanities postgraduates for internships in 2003. (This was another reason for maintaining the design, structure and content of the 2002 Training programme in 2003.)

Assignments in 2003

Mid-way through their internships, students returned to Wits to present a formal business plan, based on an assignment developed by Dr Penny Krige (course advisor). This was a group exercise. Interns from different host organisations met and developed their projects outside of their working hours. The presentation was assessed by a panel consisting of Dr Penny Krige, two of the guest lecturers from the 2002 Training Programme, and this researcher. Interns had been asked to contribute to a discussion of appropriate assessment criteria before the actual presentations and their suggestions were used for their feedback. We hoped that by asking interns to develop their own assessment criteria for the assignment during their internships, they would be able to generate criteria that would reflect what they experienced was being valued in their workplaces. There was also group discussion after each presentation.

We found that the formal business plan as assignment in 2003 was more successful than the "Friday assignments" had been in 2002. The business plan demanded a degree of creativity that was lacking in the Friday assignments, and did not "test" interns on theory, as the Friday assignments has seemed to do. We also found that the notion of developing a business plan, and the successful completion and delivery of it, was empowering in itself for newcomers to the workplace. While the 2002 interns at different host organisations reported that it had been difficult to arrange and manage time to meet to prepare for the Friday assignments, the 2003 interns were able to make these arrangements with enthusiasm and commitment – even working together late into the night to complete a business plan. We were pleased that we were able to retain this feature of an assignment for the programme, because we hoped that the requirement for interns from different organisations to work together for this exercise would also facilitate discussion about the various characteristics of the different organisations. In this way, we hoped to continue to expand the participants' understandings of the world of work beyond their own host organisations.

We learned in 2002 that the "pictorial mindmap" promoted teamwork and encouraged students to reflect on their learning multimodally. But student responses to their learning experiences during the programme were very general, and even superficial in that pictorial mindmap. One of the reasons could have been that that assignment occurred at the end of the 2002 Training Programme, and students had limited time to complete it. In 2003 we addressed this by encouraging students to add to a very large paper-covered wall (approximately 6m x 3m) in the training room. This mindmap became an ongoing team assignment (as opposed to a once-off exercise) that was developed during and immediately after training sessions. Some guest lecturers also 'mind mapped'. For example they starting their talk by mapping a central idea and then drew links from it to areas that had already been presented, on the mindmap.

While the journals were systematic opportunities for personal reflection (Harvey and Mason, 1996), the mindmap was a team effort to create a heuristic tool for individuals to grasp the heterogeneous nature of the world of work. The mindmap reinforced that the kinds of knowledge generated in and by workplaces may differ greatly from that generated and sustained by academic disciplines. It accessed what Gibbons et al refer to as Mode 2 knowledge production, which is described as transdisciplinary, heterarchical, transient, socially accountable and reflexive (1994, in Boud and Solomon, 2000). Pedagogically, mind mapping was therefore well aligned with work-based learning, where the focus is on

> ...the knowledge of practice, on what is needed to understand and develop the activities of particular work sites. (Boud and Solomon, 2000)

Monitoring and mentoring students, and assessing their performance as interns in 2003

The journals had already proven valuable both as a tool for students to reflect on their training and mentorship experiences, and for the Programme Coordinator and course advisor to monitor students progress and any issues encountered. Journals were therefore retained in the programme, but students were advised to start them once they had registered for the programme rather than, as in 2002, during the first week of the Training Programme. Students were therefore given printed advice on how to keep a useful journal, and encouraged to start reflecting on current events before training began. (Detail on the internship journal as an assignment is also available in the discussion of the programme in 2002.)

The 360° Performance Appraisals, implemented as a monitoring and mentoring tool in 2002, were used again in 2003. There were no changes to the design of the appraisals and the way in which they were administered to evaluate interns' performances. A brief explanation of the development and execution of these appraisals is available in the discussion of the programme in 2002.

An important development in terms of monitoring and mentoring the interns occurred in 2003. The concept of emotional intelligence was introduced in the training component of the programme in 2002 and has been repeated in the programme ever since. In 2003 we had the opportunity to move beyond the theoretical discussion of emotional intelligence in the training room.

In his best selling book *Emotional Intelligence*, Goleman (1995) argues that people of "high intelligence" often fail while those of "lower intelligence" are very successful at work because of the abilities related to what he terms emotional intelligence. Goleman (1995) found that academic talent by itself is not a good predictor of success at work. Rather, success is dependent upon interpersonal skills such as being able to build consensus, see issues from others' perspectives, the ability to promote cooperation and resolve conflict, and self-management. Goleman (1995) refers to the work of psychologists such as Howard Gardner who argue that a wide spectrum of intelligences beyond those normally associated with specific disciplines are necessary for successful application to work. These can be summarised under the heading of interpersonal intelligence, which is the ability to understand other people and to work with them, and interpersonal intelligence, which is to understand one's self and to use that understanding to operate effectively. (Goleman, 1995) Morley notes that emotional intelligence is largely excluded from discussions around employability:

> In the employability discourse, the world of work is represented in a highly sanitised and rational way. Graduates are hardly thought to require emotional intelligence, political skills, or self-care in the face of occupational stress. Organisations are socially complex, often with nebulous and quixotic micropolitical relays of power. (2001)

During the Training Programme in 2003, some hostility developed between group members. Journal entries reflected frustration with one individual's apparent racist and sexist views. The tensions continued during the internships, despite the fact that students were located at different host organisations, because they were required to meet after hours to work together on the "Business plans" assignment.

The three students who were primarily involved volunteered to undergo an emotional intelligence assessment in July 2003 to attempt to resolve, or facilitate the resolution of antagonistic relationships, as this situation appeared to be impacting on their work performance. One student happened to be engaged in research on emotional intelligence at her host organisation, where she was tasked with identifying practical ways in which staff could improve particular aspects of their emotional intelligence. The assessments, designed

and administered by Dr Jopie van Rooyen and Partners (Johannesburg), were conducted at this student's host organisation, where a staff member also facilitated the feedback. The two remaining students were both located at another host organisation – one of these was the alleged 'protagonist' of the situation.

The three interns also completed a questionnaire post-testing, the objective of which was to explore their reactions to the testing process and to the concept of emotional intelligence generally. The results confirmed some congruency with the 360° performance appraisals that students completed during their internships.

> The feedback confirmed the appraisal in the areas of: assertiveness and self-regard; interpersonal relationships and effective communication skills; my problem solving score may relate to my tendency to provide other options/solutions when things don't seem to be going according to plan. (Intern's response to emotional intelligence assessment, July 2003)

In all of the cases, participants said that the emotional intelligence assessment and the feedback session motivated them to consider making personal changes. For example,

> l have made a concerted effort to control my impulses, to keep my frustration under control and my reactions relevant (instead of overreacting). I consider managing stress more important than I used to and I am trying to improve any of the dimensions. It certainly has motivated me, especially when I deal with difficult characters/personalities. It has made me try and get my point across to others while being very aware of not being dismissive of them. It just makes me think a little more than I used to (both in the present tense and in hindsight). (Intern's response to emotional intelligence assessment, July 2003)

The assessments did not seem to impact on the alleged protagonist's behaviour in the long-term, however. This student was subsequently employed by the host organisation where he had completed his internship, until mid-2006. The Chief Executive Officer of the host organisation described him as "highly productive and able to manage large areas of responsibility", but relayed serious concerns about the individual. During his employment period he had caused "endless trouble" with every other staff members, requiring the CEO to intervene "at least a dozen times". The CEO cited egotistical behaviour, an inability to listen and a tendency to be both defensive and reactive as typical traits of this individual and said that these problems would "hold him back" (Telephone conversation with host organisation CEO, field notes, 6 June 2006)

One of the other participants suggested that the results of the emotional intelligence assessments could have been more effective if they had been incorporated into personal action plans:

> I think it would be complemented by a session in which the feedback could be used to begin thinking about ways in which you can approach growth areas, or advance/increase area of strength. (Intern's response to emotional intelligence assessment, July 2003)

Lessons learned from the 2003 Internship Programme

The Internship Programme generally stabilized in 2003. We were satisfied that the major move from an academic focus to a workplace-orientated focus, initiated in 2002, was working. Regular field visits and ongoing, consistent contact with the interns and their supervisors in their workplaces ensured that any issues were addressed before they became

problems. We were also satisfied with the efficacy of the training component, since students and host organisations gave very positive feedback about its design and content.

We had implicitly assumed that the Internship Programme would afford students the opportunity to examine their fit with the world of work. In 2003 we learned that the process of reflection was pivotal for this to occur, and that we should continue to create opportunities for meaningful general and personal reflection about the world of work. An example was the emotional intelligence assessments, which were considered as a pilot for possible future application. Although the exercise in 2003 confirmed that emotional intelligence assessments have the potential to help students access their personal emotional strengths and weaknesses at the first stage of their careers, the cost of the assessments was prohibitive and the exercise could not be repeated.

While journals were included as an assignment to develop reflective practice during training and the internships, another role for reflection in the development of employability became apparent in the 2003 programme. Students were required to "debrief" after their interviews, either in their journals or with the internship coordinator (telephonically or in person). Moon (2004) found that, "while many students had the skills and attributes that employers want, they did not seem to have either the self-awareness or the language in which to express or describe them at recruitment interviews. They were not able to reflect on what they had gained from higher education."

An intern who participated in the 2003 programme and was rejected for an internship after her first interview reflected on her interview performance thus:

> At first I felt rejected and disappointed by the outcome, and less confident about my ability to handle interviews. I decided to use this experience in a positive way and to work on improving my interview skills before my next interview. I learnt that my lack of confidence and anxiety impacts on my ability to answer questions logically. I realized that I must be reflecting the wrong image of myself because I don't believe I am a conservative person. (Intern's Journal, 2003)

The process of reflecting on interview performance confirms Moon's assertion that reflection is a "means for students to gain, maintain awareness of, express and explore their abilities in general, and particularly in recruitment processes." (Moon, 2004)

We had also implicitly assumed that the Internship Programme could facilitate serious consideration from host organisations about the value of Humanities postgraduates in the world of work. Organisations who had hosted interns in 2002, and were again considering interns in 2003, began to understand and partner with the University in the development of students' employability skills, even at the early stage of the interview process. We took the effort that some host organisations made to communicate their perceptions of interviewees for the benefit of the learning process as an indication that they were prepared to invest in Humanities postgraduates. For example, a host organisation interviewer said that a prospective intern was clearly very nervous and "ill-prepared". He did not ask questions when invited to do so, and was not pro-active. The prospective intern's mobile phone rang during the interview, and he answered the call - which the interviewers saw as unprofessional. The interviewers stated that the prospective intern did not project any enthusiasm. (Field notes, 4 March 2003)

In another case, a prospective intern was applying for a project in human resources at the organisation. She judged that her work would include addressing workplace issues for the people who were interviewing her. She therefore asked the interviewers, "Are you happy in your job?" The interviewers found this and her other questions inappropriate, challenging and

even arrogant. The interviewee was also chewing gum during the interview and her underwear was exposed. (Field notes, 4 March 2003)

After receiving this feedback from the World of Work Programmes' staff, the prospective intern responded,

> As strange as it may sound, I do realise that I can take this as a learning lesson…I can assure you that I have definitely learned something that I will never forget easily, if ever." (Email correspondence, 5 March 2003)

The interviewee also stated that she understood that the

> …interviewers from the host organisation are *partners* with the World of Work programme, and that they probably pointed out the things that they believed I could work on, so that I am better able to present myself the next time around, in interviews. (Email correspondence, 5 March 2003) (Emphasis added)

Development of the Internship Programme, 2004 - Key changes

Perhaps the most significant changes to the Internship Programme in 2004 were staff changes. Prof Susan van Zyl became the Director of the Graduate School in 2003 and Jean Power became the Internship Programme Coordinator at the end of that year. This researcher moved into the role of assistant (to the Coordinator). The name of the Internship Programmes also changed to the "World of Work Internship Programme."

Selection of programme participants in 2004

The target number of students to participate in the 2004 training and internship components was 25. This target depended on donor financial support, which was not achieved in 2004. We applied the same selection criteria for entry into the programme as in previous years, and as it turned out, there were a total of 14 participants in the training component. Twelve of these students proceeded to, and completed the internship component. The two training participants who chose not to undertake internships, made their decisions independently. In the one case, the training participant had plans to travel. In the other, the training participant did not have English as a first language and she realised that her written and spoken English was not yet adequate for the workplace.

Developing the Training Programme in 2004

The training programme themes in 2004 were "Working together, working alone", "Entrepreneurship", and "South African/global challenges in the world of work". The themes were not in effect "new", and did not imply a new direction in the training programme. The content remained similar to the training content of the previous year, and the themes simply grouped training sessions together, for each week of the programme. The themes were also useful reminders of the World of Work Programmes' implicit goal of exposing students to the importance of team work in the workplace, and the nature of competitiveness.

The choice of the training programme theme of "Entrepreneurship" indicates that we had realised that not all students would achieve internship placements, or even permanent/contractual work after internship placements. Since most of the training sessions fundamentally included transferable and employability skills, there was some overlap with

entrepreneurial skills. For instance the programme already addressed emotional intelligence, time management and self-motivation skills – necessary skills for entrepreneurship. Moreland (2006) argues that entrepreneurship can be seen as a "subset" of employability and so when employability is promoted to students, aspects of entrepreneurship are also promoted. However, Moreland also says that,

> if this is to lead to self-employment, more is needed. Students need to understand what it means to be self employed, what sources of help are available and where the main pitfalls lie. (Moreland, 2006)

We intuitively understood Moreland's point and so for the first time, entrepreneurship was formally introduced as a training topic in 2004, to attempt to address this.

Business schools have been teaching modules in innovation, creativity and entrepreneurship for several decades. However, the inclusion of such a module in a training programme specifically for postgraduates from the Humanities was unprecedented. The general aim for the programme's input on entrepreneurship was to generate capable people at work able to operate independently as well as in teams, by seeing entrepreneurship as a set of skills to facilitate and manage change or to "make a difference". That said, we could not engage students in the concepts of entrepreneurship in any depth, as this was not a standard course as part of a degree structure and our focus was on short term service-learning.

Student finances in 2004

In 2004, most host organisations offered remuneration for interns. The amounts varied significantly: from R 3000,00 to R 7000,00 per month. When students were offered placements at different host organisations offering remuneration for the internship, differences in actual amounts offered did not seem to impact their final decisions for accepting placements. In the cases of internship placement choice between a host organisation offering remuneration, and another host organisation offering a placement without remuneration, students chose in favour of remuneration. There were also cases of host organisations offering students minimal financial support (e.g. to cover travel expenses to and from the work site). As these did not cover basic living expenses, the Graduate School at the University of the Witwatersrand contributed, to supplement these amounts. Despite these arrangements, one student could not complete the internship period at his host organisation due to financial constraints.

While the programme's approach to the payment of interns in 2003 was to *encourage* host organisations to remunerate, host organisations were *urged* to provide remuneration in 2004. We were able to emphasise the need for remuneration more strongly by drawing on the fact that the programme had become more established and had developed a powerful network and positive reputation, resulting in successful partnerships and relationships with host organisations that had participated in previous years.

Remuneration shifted the World of Work Programme's intended focus and beneficiaries away from volunteerism or community service type service-learning, to a more traditional understanding of service-learning in internships. Furco (1996) suggests that Sigmon's (1994) typology of service-learning usefully includes the notion that service-learning occurs when there is a balance between learning goals and service outcomes.

Table 12: A Service and Learning Typology

A Service and Learning Typology (Sigmon, 1994, quoted in Furco, 1996)		Alignment with Internship Programmes, 2001-2004
Service-LEARNING	Learning goals primary; service outcomes secondary	2003 and 2004
SERVICE-Learning	Service outcomes primary; learning goals secondary	2002
Service-learning	Service and learning goals completely separate	2001
SERVICE-LEARNING	Service and learning goals of equal weight and each enhances the other for all participants	2005 and 2006

Boud and Solomon state that the defining characteristic of work-based learning is that working and learning are coincident, but different, and complementary.

> Learners are workers; workers are learners. They need to be able to manage both roles. The academy and the workplace need to operate together to ensure that they are not sending contradictory messages. (2000)

The internship placements in 2004

Fourteen internship placements were offered by 11 potential host organisations in 2004 [The African Institute of Corporate Citizenship (AICC), Business Map, The Centre for the Study of Violence and Reconciliation (CSVR), De Beers, Deloitte and Touche, Edcon, TBWA Gavin Reddy, Independent Development Trust (IDT), Johannesburg Development Agency, Ochre Media and THETA].

Assignments in 2004

There were no changes to the design of the internship journal assignment or the 360° performance appraisals, both of which were first implemented in 2002 and repeated in 2003, and 2004. We also repeated the mind-mapping exercise during the training component of the programme. Students had commented in their feedback at the end of the 2003 programme, that they needed more guidance on how to mindmap effectively. Two students from the 2003 programme who said they personally used and understood mind-mapping as a learning technique assisted with the development of a mind-mapping workshop that was made one of the first training sessions in the 2004 training programme.

There were no other assignment types in this year however. The new staff working on the programme in this year needed to become familiar with the administrative aspects of the World of Work Programme (e.g. scheduling training, finding internship placements). This meant that there was no time to design and implement an assignment such as, or similar to the "Friday Assignments" (2002) and business plan (2003) assignments.

Lessons learned from the 2004 Internship Programme

Although the programme's track record put us in the best position in 2004 to convince host organisations to pay interns, we still encountered non-governmental organisations that had no funding available for internship remuneration. Many of the specialized areas in which students had qualified were most closely aligned with the work and objectives of certain non-governmental organisations as opposed to paying corporate host organisations. In addition,

because we had our largest complement of students participating during this year, the World of Work staff had difficulty corresponding qualifications, interests and paying organisations for internship placements, for the large numbers of students.

Compounding the problem was the fact that most organisations agreeing to take interns stipulated that they should be South African. Some organisations relaxed that requirement, insisting only that interns should be from SADEC countries. (SADEC is an acronym for the 'Southern African Development and Economic Community' and refers to nine African nations in Southern Africa, who have signed a mutual trade and co-operation agreement.) Table 5, Demographics of participants, 2001-2006 (p.17) shows the increase from 2004 in the number of students from beyond the SADEC region. We therefore realised that the World of Work Internship Programme could not guarantee, as it had previously, placements for students who were not South African or from the SADEC region. Students for whom we could not find placements left the programme with a certificate stating that they had completed the World of Work Training Programme.

The Programme Coordinator was in effect working full time to place students in internships in 2004, while her employment was actually part-time. The University was not in a position to appoint a full-time staff member due to a lack of funding and so we saw that it was necessary to reconsider the amount of placements that the World of Work Internship Programme would secure on behalf of students. This led to a major structural change in the Programme in 2005, which is described in Chapter 5.



Figure 6: Group mindmap of the world of work, Internship Programme 2004



Figure 7: Detail from group mindmap of the world of work, Internship Programme 2004

Development of the World of Work Programmes, 2005 - Key changes

The decision to change the name of the World of Work Internship Programme marked an important shift to the Programme in 2005. It had, until this point, been called the Internship Programme, although the training component had existed since 2001. The course designers elected to refer to the "World of Work Training Programme" and the "World of Work Internship Programme", to indicate that they were separate, stand-alone components of what would then be collectively called the "World of Work Programmes". This was a response to the need to emphasise the value of the training component. It became apparent even during informal discussions with students applying for the Programmes, that they valued the internship component over the training component, and that the training was seen as being merely a way to access the internship component.

Developing the Training Programme in 2005

For the 2005 Training Programme, the course designers generally maintained the content as it was in 2004 (See Table 9: Contents of training component, 2002-2006, p 21) The keynote session was "The Humanities and social sciences in the world of work" and the only new

content was a session titled "Blogging for business". This in effect replaced the training session "Performance appraisals", as weblogging as an assignment replaced the 360° performance appraisals which had been implemented in 2002 and repeated in 2003 and 2004. The training sessions on "Economic clusters", "Labour legislation and the world of work", "Professionalism", "The changing world of work and critical success factors" were omitted in the 2005 Training Programme, simply because the guest lecturers who usually facilitated those sessions were unavailable and we could not find a suitable replacement to speak about the topic on a pro bono basis. The training session on "Diversity" was omitted because of the consistently negative feedback that students from the 2003 and 2004 groups had given on the lecturer for this topic. The course designers allocated the time from these sessions to encourage participants to reflect on their learning in their weblogs, and to develop the connections in any new knowledge that had emerged in the training, in the group mindmap.

Student finances in 2005

There was a substantial increase in student fees for the World of Work Internship Programme, from R 3 500.00 in 2004, to R 5 500 in 2005. (See Table 10: Programme fees, 2001-2006, p 25.) This increase was necessitated by the fact that finding placements for students, and mentoring and monitoring them during the internships was labour intensive and complicated by the trend of organisational reluctance to host interns who were not South African or from the SADEC region. Despite the increase, the Programme remained a not-for-profit intervention.

Another critical feature of the Internship Programme in 2005 was that we explicitly communicated that host organisations were required to remunerate interns. In terms of the Programmes' history until this point, we had previously only encouraged host organisations to remunerate interns. In 2005 this became a requirement and an offset against the increase in student fees for the Internship Programme. Although we did not stipulate the amount that interns should be remunerated, we did set a minimum of R 3000,00 which was based on the minimum host organisations had remunerated in 2004. As in 2004, remuneration in 2005 varied between R 3000,00 to R 7000,00 per month.

The internship placements in 2005

Twelve internship placements were offered by 9 potential host organisations in 2005, and all the students accepted the placements offered. The host organisations were: The African Institute of Corporate Citizenship (AICC), Johannesburg Development Agency (JDA), NEDLAC, Rapid Blue, SABC 3 and SABC Education, SaferAfrica, South African Historical Archives (SAHA), United Nations Development Programme (UNDP) and Zanusi Brand Solutions.

Assignments in 2005

There were significant changes to the design and structuring of assignments in the World of Work Programmes in 2005. The changes were framed by the Programmes' objective in 2005 to empower participants to facilitate their transitions into the workplace after the training component independently, and by the pressing need to reduce the Programme Coordinator's workload to be manageable within the parameters of part-time employment. While the mind-mapping exercise during the training component was repeated in 2005, the "Friday Assignments" (2002) and business plan (2003) assignments were not reinstated.

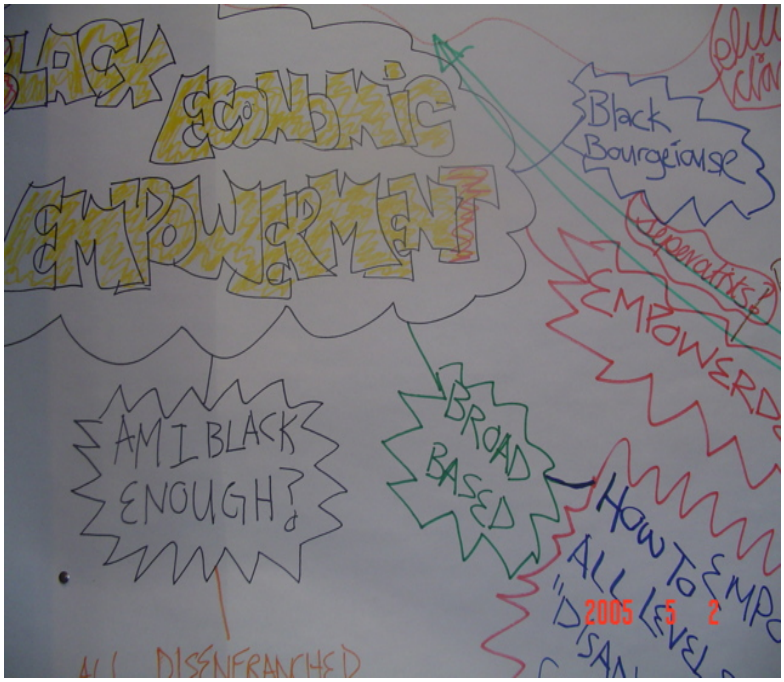

Figure 8: Detail from group mindmap, World of Work Training Programme 2005

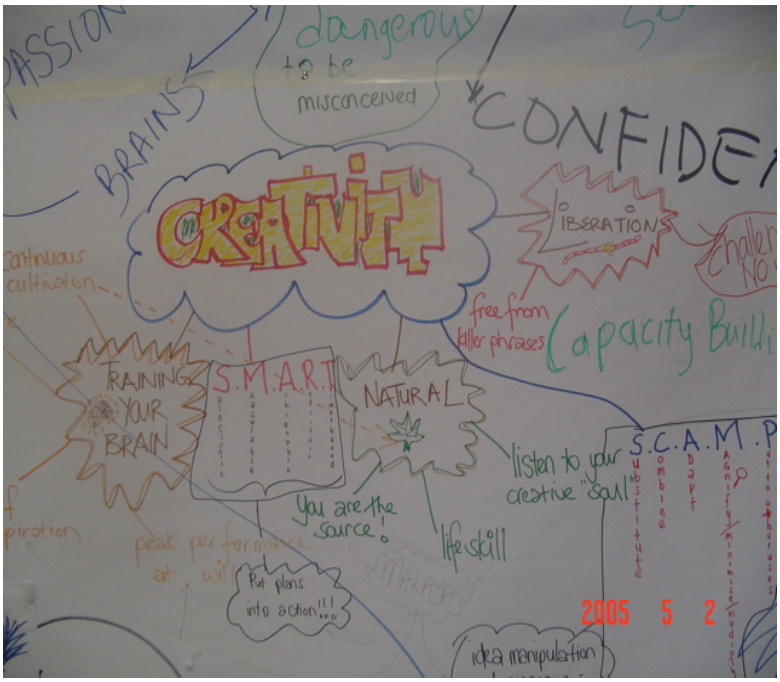

Figure 9: Detail from group mindmap, World of Work Training Programme 2005

Three assignments were designed and implemented in 2005: a business report, an oral presentation, and weblogs (blogs). An important development in the Programmes this year was the introduction of an assessment procedure in the Training Programme. Assessment had not been implemented since the inception of the Programme in 2001, when assessment had been aligned to, and applied within an academically oriented context. In 2005, assessment was re-introduced, but as a means for participants to qualify for the internship component,

since the course designers determined that not all participants could be practically accommodated in the World of Work Internship Programme.

Each assignment considered specific performance areas relating to employability traits and was equally weighted with a value of 25%. A fourth performance area was included for the final 25%: attendance and participation during the World of Work Training Programme.

Introducing weblogs in 2005

A key difference in the 2005 World of Work Programmes (compared to the 2001-2004 Internship Programmes) was the introduction of weblogs for participants' critical reflections on the world of work. In 2005 the weblogs therefore replaced the journals as an assignment. A weblog is a website with dated entries, presented in reverse chronological order and published on the Internet.

The idea was that the weblogs would be a "contactable representation" (Ewins, 2005) of students, and would thus assist them to ultimately find their own internships. Of course the weblogs also had the potential of marketing the programme itself more widely. Field notes in 2002 indicated that marketing of the programme only occurred within the University. It was hoped that participants' weblogs would raise awareness about the World of Work Programmes in and beyond the University. In terms of the University context, we also wanted to explore the potential of weblogs to demonstrate to academics how aspects of their teaching translates and transfers in the employment space. Ideally this would help academics take cognizance of the application value of their academic offerings, and spark further discussion on forging a link within Humanities academic departments and the world of work. Along with this audacious goal, we also hoped that weblogs would constitute an opportunity to reach prospective funders.

The practicalities of setting up students' weblogs

Fundamental practical differences between journal keeping (2002-2004) and the weblogs implemented in the World of Work Programmes in 2005 and 2006 was that the journals were private, while weblogs stand between the private (typical entries in the case of the 2005 programme were reflective posts on internship experiences) and the public. Only the Internship Programme mentor (this researcher) and the course advisor (Dr Penny Krige) responded to the 2002-2004 journal entries, in dialogic fashion. The weblogs however facilitated "asymmetric conversations" (Ewins, 2005) as students were writing within a social network of peers, people with similar interests and potential host organisations.

In 2005 students used the computer lab at the Graduate School at Wits University, and were assisted by a team of experienced webloggers to establish their weblogs. There are various free blogging sites on the Internet. We chose to use Blogspot (www.blogspot.com), an established site with a strong user base. While the features of the software providers are often upgraded, enhanced, or changed, it was relatively easy to establish weblogs at this site, and it was also relatively easy for students to subscribe to each other's blogs once they became members of the 'blogspot' community.

When students started their weblogs within the first week of the World of Work Training Programme in 2005, the following general questions were used as catalysts for reflection in their newly created weblogs:

- What do you think and feel about your progress through the Training Programme?
- What did you learn today and how will you apply that learning in the workplace?

- Write about a person or reading that has influenced your thinking about the world of work.

Students were also given ideas and questions to consider in their weblogs after the Training Programme, during the internship phase. These were suggestions only and students were not required to answer all or any of them.

- Write about the kinds of knowledge, skills and attributes your host organisation values, and how you are meeting these challenges. Refer to incidents, feedback from a colleague, a conversation at the coffee machine or your thoughts.
- Consider your own basic skills and understanding. How is your own practical competence and understanding of the workplace? How important do you think it is for Humanities postgraduates to have developed these attributes?
- How useful is your own specialized knowledge and intellectual ability proving to be, in the workplace?
- How do you rate your own workplace skills and your ability to apply knowledge?
- What are your thoughts (please give practical examples where possible) on your interactive and personal skills?

Using weblogs to facilitate mentoring and monitoring of interns

By 2005, the World of Work Programmes had established a substantial base of host organisations and business professionals who participated as lecturers in the Programmes. We verbally alerted these people about the existence of the weblogs, and then sent them electronic mails with the students' weblog URLs. We motivated for the direct benefits for this group of professionals to interact with the students at their weblogs: for the guest lecturers, the weblogs would allow for ongoing debate and discussion after the meeting in the training room. For the host organisations, the weblogs would help with workplace mentoring and monitoring, in that the intern's supervisor could go online and engage with the intern – especially useful if the supervisor happened to be in a different location. The course designers believed that if reflection could occur meaningfully in the weblog posts, and since the comments block at the end of a weblog post made it possible for peers to appraise the student, and the supervisors to evaluate the student, the 360° performance appraisals previously implemented in the Programmes would be redundant.

We hoped that this would enable the process for the World of Work Programmes' mentor at Wits University, and the workplace-based supervisor to monitor and mentor the intern together. We also hoped for the triangle to be completed with contributions in the comments sections of weblogs from the guest lecturers, representing the wider business community.

Using weblogs for assessment in 2005

According to Dieu (2004), blogs in education that can be assessed include reflective posts on learning by individual students as a reflective tool. Participants in 2005 were required to post at least 12 blogs at their personal weblog sites. For this assignment, participants were informed that they could choose the world of work subject matter they would write about and that the weblog posts should demonstrate the following performance areas:

- careful thought and synthesis of course and related material,
- organisation of gathered resources, and
- personal learning and growth.

An assessment form detailing the assessment criteria was developed and handed to students.

Business report

Students were asked to assume the role of a business development consultant, hired by a company to conduct research and then to compile a detailed report that would address the following questions posed by Grulke in a January 2005 flash survey at his website, *FutureWorld* and *MindBullets, News from the Future*:

- In your view what are the top two issues today that keep executives awake at night?
- Think about the next 2 to 5 years. What will be the biggest strategic issues that executives will face?
- In the next 2 to 5 years, what are the competencies that will most differentiate your business?

Students were asked to include in the report proposed solutions to any organisational needs that may have emerged through their research. The performance areas that were assessed through this assignment were writing skills generally, business report writing specifically, and writing to the needs of the audience.

Oral presentations

Students were required to prepare a formal oral presentation of five to eight minutes, in which they would respond to Hawkins' statement:

> To be employed is to be at risk. To be employable is to be secure. (1999)

The presentations were videotaped and were downloaded to the World of Work Programmes' website home page. The course designers hoped that prospective host organisations or employers would use the opportunity to view potential employees' performances and abilities to communicate clearly.

Professional performance during the Training Programme

As the course designers wanted to reinforce the importance of professionalism, one of the assessment areas during the World of Work Training Programme was the participants' contribution to discussions, to the group mindmap and team activities. As these areas were open to a certain amount of subjectivity, the reality was that this area was assessed according to punctuality, and attendance of training sessions.

Development of the World of Work Programmes, 2006 - Key changes

A major structural change occurred in the World of Work Programmes in 2006. Internship placements were guaranteed for five scholarship students only and the Training and Internship Programmes in 2006 were run and managed separately. The foundations for this had been established in 2005, when the two components were referred to as different, albeit complementary, entities: the "World of Work Training Programme" and the "World of Work Internship Programme".

The change, which was effectively to cut down on the number of postgraduate students who would be participating in the Internship Programme, was necessary due to staff constraints. The Programme Coordinator was in effect working full time to place students in internships in 2005, while her employment was actually part-time. The University was not in a position

to appoint a full-time staff member due to a lack of funding and so it became necessary to limit the amount of placements that the World of Work Programme would secure on behalf of students.

It was also becoming increasingly difficult to find internship opportunities for many of the applicants. Most South African employers stipulated that only South African, or in some cases SADEC region applicants, would be considered for internships in their organisations. Exceptions to this were so occasional that the World of Work Internship Programme could no longer guarantee stipend-paying placements to students who were not South African, or from the SADEC region. We therefore had to limit participation in the Internship Programme according to this workplace-based restriction. The World of Work Programme staff informed all the training programme applicants of this decision, and also that the South African/SADEC applicants would be going through a rigorous selection process before being admitted to the scholarship-based Internship Programme. We tried to find an alternative way to assist postgraduates to enter the workplace, if we were not going to be able to help them with an initial entry through an internship. We considered practices elsewhere: we consulted with the University of the Witwatersrand's Business School (Wits Business School). At the time, Wits Business School offered a Postgraduate Diploma in Management (PDM), a course that also included a two-month internship for fulltime students. Fundamental differences between the PDM and the World of Work Programmes were that the PDM was designed for graduates from any higher education discipline (whereas the World of Work Programmes was for postgraduates from the Humanities, only); lecturers for the PDM course were University employees and were remunerated for their participation, (which meant that the fees for the PDM were substantially more than the fees for the World of Work Programmes). Also, the University did not monitor the PDM internship component, nor did participants receive mentorship from the University during the PDM internship, and the University did not negotiate or become involved in any remuneration arrangements between the host organisation and the prospective intern.

We were particularly interested in the fact that Wits Business School facilitated, but did not actually arrange internships for the PDM participants. Wits Business School invited representatives from various large and well-established organisations to address students on campus. These representatives typically informed PDM participants about the work of their organisation, and about any internship opportunities available. The PDM participants then contacted the host organisations where they wanted to complete their internships themselves, and made all arrangements for their internships themselves.

Wits Business School safeguarded its relationships with the organisations that agreed to participate in this way, and did not want to share these contacts with the Graduate School's World of Work Programmes. This was understandable: Wits Business School had invested time and effort to establish such relationships, and did not want to jeopardize them by possibly creating confusion with another programme. The specific concern was that if the Graduate School's World of Work Programmes contacted these potential host organisations, Wits Business School would lose them as host organisations for their PDM interns, and/or create confusion for the representatives of these host organisations about which internship programme they could work with.

During the process of contacting a large variety of possible host organisations for the Graduate School's World of Work Programmes, I often came across instances where the organisation was already associated with the PDM internship component at the Wits Business School. When this occurred, the response from the organisation was, without fail, that they would not be interested in hosting interns with specialized (i.e. postgraduate) academic backgrounds from the Humanities.

In 2006 we had one PhD level student, from African Literature. We had two participants from Demography Population Studies (Honours and MA levels); two participants with Masters in development Studies; two from Forced Migration (Honours and MA); two from International Relations (both Honours); two from political studies (both MA), and one each with Honours in Psychology, Sociology and Tourism. (Please see Table 8: Participants' fields of postgraduate Humanities and Social Sciences study, p 18.) These areas of specialization did not hold any appeal for the organisations contacted to address students about opportunities, and the organisations stated that they would therefore preferred to maintain their relationship with Wits Business School's PDM internship component, if there was such a relationship already in place.

Despite this, this input evaluation of Wits Business School's PDM Programme was valuable for reconsidering aspects of the organisation of the Graduate School's World of Work Programmes. We decided to emulate Wits Business School's practice of inviting representatives of possible host organisations to address World of Work participants during the training component. The plan was that they would, similar to the PDM programme, talk about the nature of their organisation's work and possibilities for interns or new employees. We hoped that this would provide networking opportunities for students who we knew would not proceed to the internship component.

On this basis, four organisations sent representatives to address students participating in the World of Work Programmes in 2006. The World of Work Programmes encouraged training participants to market their specialized expertise by maintaining a weblog, and provided training and an Internet portal to do so. We invited organisations to look at the weblogs, to read about these areas of specialized expertise, and possibly consider interviewing and then employing or offering an internship to Humanities postgraduates after seeing concrete evidence of their skills, at their weblogs. In addition, the World of Work Programmes Coordinator also informally communicated employment/internship opportunities to people who were not admitted onto the Internship Programme.

Participants who were offered a World of Work Programmes' Internship Scholarship were guaranteed an internship placement at an appropriate stipend-paying host organisation, for a 3-month period after the World of Work Training Programme, with mentoring from the World of Work Programme staff during the internship period. They were also exempted from the World of Work Training Programme fees.

Developing the Training Programme in 2006

The following details the changes to the Training Programme in 2006: (Please also see Table 9: Contents of training component, 2002-2006, p 21)

A shift in emphasis from the topic "Blogging for business" in 2005, to "Blogging and employability" in 2006, in keeping with the emphasis in 2006 on marketing one's employability.

'Creating a CV' (which was unavailable in 2005 simply because the guest lecturer was unavailable) was replaced by 'Blogging and employability/ in 2006, as students learned how to put their CV's online in this session. Also, we scheduled input on 'Interviews: role-plays and workshop', which incorporated CV presentation to a degree.

A session entitled 'Creating your personal brand' replaced the 2005's session, 'Brands and branding', as is better complemented the topic, 'Blogging and employability'.

The information session on 'Marketing' was a standard session and had occurred regularly in prior programmes. In 2006, however, this session was conducted an actual worksite, for contextual reference.

The information session on the World Competitiveness Report had run for our consecutive years (2002-2005). The guest lecturer who usually undertook this topic initiated an alternative in 2006, a session she called 'Competition, collaboration and cooperation'. World of Work Training delegates shared this session with delegates from the Limpopo Local Economic Development Programme, at a Wits University training venue. The same session also addressed the 2005 topics 'Economic clusters' and 'Future initiatives in South Africa', which were therefore not repeated as stand-alone sessions in 2006.

In 2005 we had had 'Making the most of your internship' (interns' perspective) – in 2006 the emphasis shifted to 'The Transition to the World of Work' (interns' perspective), with the focus on the process of transition becoming more significant.

A new topic in 2006 was 'Empowering communities and creating opportunities'. This session complemented the standard session that occurred regularly in prior programmes, 'Pioneers of Change', on the subject of young people creating and transforming systems.

Motivated by our concern that we would not be able to find internships for all participants, we invited various companies to our Training Programme, so that they could position their work and discuss any possible opportunities for internships and/or employment with the Training Programme participants. For example, many participants had expressed an interest in the Office of the UN High Commissioner for Refugees (UNHCR); many wanted to apply for and complete internships there, but the internship application process at this organisation was seen to be difficult. Representatives of the UNHCR presented their business so that our students could be clear about what they do, and about the employment opportunities that exist there.

A session entitled 'Working in the NGO sector' was included since we assumed that most of our participants' would be working in this sector and we wanted them to be able to be aware of any possible differences in the functioning/expectations from this sector, as opposed to the corporate sector, where most of our guest lecturers came from. To some extent, this session stood in place of the session 'What is a business? / Understanding business' that was not available in 2006.
The soft skills session on 'Time Management' was included after we realized in 2005 that students entering the workplace for the first time needed assistance and input in this area.

Content areas that had been included in prior Training Programmes, but that were not included in 2006, were 'Labour legislation and the world of work', 'Employment Equity', 'Finance', and 'Leadership and mentorship'. The reason for their exclusion was that the usual presenters of these topics were unavailable and we could not find pro bono lecturers to replace them in 2006. In terms of skills development in PowerPoint and Excel computer skills, participants were advised to make their own training arrangements through Computer Network Services at Wits University.

Student finances in 2006

Any Wits University Humanities postgraduate student, regardless of nationality, could register for the World of Work Training Programme in 2006. The cost of the training component remained at R 1000,00 to ensure access, despite the fact that the training had been valued (in 2002) at R 50 000,00 per participant by an external Human Resources practitioner. Many of the practicing business professionals who had addressed students in the years 2002-2004 still participated in the training programme, and conducted workshops and training sessions free of any charge.

The five scholarship students in the Internship Programme in 2006 were not required to pay fees for their participation in the Training or the Internship component. As in 2005, host organisations were required to remunerate the scholarship interns, although again we did not stipulate the amount that interns should be remunerated, with a suggestion only of a minimum of R 3000,00 per month.

The internship placements in 2006

Internship placements were offered to the five scholarship students at De Beers, NEDLAC (National Economic Development and Labour Council), AICC (The African Institute of Corporate Citizenship) and Rand Merchant Bank (where two scholarship students accepted placements).

Assignments in 2006

The new selection procedure in 2006 – allowing five scholarship candidates into the Internship Programme – meant that there were again significant changes (from 2005) to the notion of assignments in the World of Work Programmes in 2006. After the selection process for the five scholarship candidates, there was no longer a reason for formal assessment of the work and contributions for all the remaining participants. We communicated to participants that the test of their performance would be their own achievement of an internship or employment arrangement after the Training component. In this way we emphasized the need for intrinsic motivation to perform well during the Training component. The weblogs were the only "assignment" – in the 2006 context, "exercise" would be a more appropriate term – maintained in 2006. Effective maintenance of the weblogs was positioned as necessary for World of Work participants to market themselves in the world of work.

Weblogs in 2006

In 2006 we maintained the objectives we had had for the weblogs when we established them in 2005. We saw the potential of the weblogs as a marketing tool, which could represent the employability of Humanities postgraduates, specifically by making their knowledge of the world of work - acquired during the Training Programme – visible to potential employers;
be a "contactable representation" (Ewins, 2005) of students, and possibly facilitate conversations between prospective interns/employees, and potential employers.

Secondary objectives were for the weblogs to assist with the marketing of the World of Work Programme themselves (thereby impacting positively on prospective funding), and to improve awareness amongst academics of world of work issues.

The practicalities of setting up students' weblogs

In 2006 Roy Blumenthal, a guest lecturer in the World of Work Programmes, became involved in the Weblog Project. At the time Blumenthal maintained various weblogs himself and was very familiar with the technology. His approach in 2006 was to ask participants to establish their weblogs themselves, i.e. without instruction or a "how-to" workshop in the computer lab. Participants had to access and negotiate the technology themselves. Most of the participants were computer literate, especially in MS Word. Although Internet skills varied, all 2006 students were able to create their weblogs independently. A team weblog was also established in 2006, in addition to the personal weblogs.

Using technology to facilitate a community of practice

Staff constraints not only impacted on the efficacy of finding internship placements. It was also becoming increasingly difficult to mentor participants according to the standard and

levels of involvement established during prior years. In 2006 the possibility of using technology to help establish a community of practice amongst participants was investigated. We believed that an effective community of practice would enable a network and support structure that could assist students with their transitions into the workplace, thus compensating for the role of the mentor in that regard, to a degree.

Blogthinking

Roy Blumenthal, a guest lecturer in the World of Work Training Programmes, created a YahooGroup discussion list group called *Blogthinking*, on 22 February 2006. While a weblog is a personal space to post thoughts and commentary, *Blogthinking* was a discussion forum where participants could discuss a common topic or follow a "thread". At the group's home page Blumenthal explained,

> *This group is a community forum for people involved in the 2006 World of Work program at Wits to keep in touch with each other, with the focus on blogging as a career management tool.*
> *My intention with this list is to:*
> *1. Create discussion about blogging.*
> *2. Foster open and honest communication about a strange topic.*
> *3. Allow tips and tricks to be shared.*
> *YahooGroups operate as both electronic mailing lists and Internet forums. Communication is text based and asynchronous. Messages can be read by e-mail or on the group homepage, like a web forum. Members can choose whether to receive individual e-mails or daily digest e-mails, or to read the posts at the web site. All participants were elected as moderators and administrators at the Blogthinking forum; it was therefore not only a collaborative space, but also owned by the group.*

All participants in the 2006 programme were urged to "sign-up" for the *Blogthinking* forum, and all did.

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APPENDIX 2 Interview Questions

Intern: 1st week of internship – interview questions

1. What questions do you think I should be asking you in this discussion on your internship?
2. How has the first week of your internship been?
3. How do you think your workplace supervisor would describe you, after knowing you for a week?
4. What were your expectations of this host organisation, after your interview? Have your expectations been met, or are there any gaps?
5. Is there anything that is worrying you? Any disappointments? Anything that you are concerned about?
6. Do you feel any pressure? Can you describe it?
7. What challenges face you as an intern? Do these challenges frighten or excite you?
8. Have you been thinking about any of the world of work issues that were addressed during the training, by guest lectures?
9. Have there been any instances when the content of the training has been applicable in this work situation?
10. If you have worked before – are there any differences in this first week and how you are performing, versus your previous working performance?
11. Does the staff here consider you to be an intern, or an employee?
12. Are there any questions you think I should ask you in our next discussion on your internship, which should take place midway through this internship?

Workplace supervisor: 1st week of internship – interview questions

1. What word would you choose to describe your relationship to the intern, e.g. manager, colleague, guide, boss, mentor, supervisor?
2. How does this word describe your role and input in terms of the intern?
3. Did you volunteer to (*using respondent's chosen word*) this intern, or was this role and task delegated to you?
4. What do you believe the process of working with this intern for the next three months will entail?
5. Have you ever (*using respondent's chosen word*) an intern before? If yes,
6. Have you ever mentored an intern with a similar profile (Humanities postgraduate) before? Please describe the experience.
7. How have you found the interaction with X (intern) thus far?
8. What support do you believe you need, during this internship, from
    a. the university
    b. your own workplace?
9. Do you believe X has the potential to add value to your department and organisation's work?
10. Is there anything you want to mention? Any concerns?
11. Are there any questions that you think I should ask you in our next discussion on this intern and the internship process – which should take place midway through the internship?

Intern: middle of internship – interview questions

1. What questions do you think I should be asking you, in this discussion on your internship?
2. Please describe your internship project. How has your progress been, what difficulties and successes have you encountered?
3. Please describe the support your workplace supervisor has given you for the development of your project.
4. Have there been any other sources of support for your project?
5. How do you think your workplace supervisor would describe you and your work performance at this stage in your internship?
6. Do you feel any pressure? Can you describe it?
7. What challenges face you at this stage, as an intern? Do these challenges frighten or excite you?
8. Have you been thinking about any of the world of work issues that were addressed during the training, by guest lectures?
9. Have there been any instances when the content of the training has been applicable in this work situation?
10. How would you describe your practical competence within this workplace?
11. How would you describe your understanding of this workplace?
12. How useful is your knowledge and intellectual ability proving to be in this workplace?
13. How do you rate your ability to apply knowledge acquired during your postgraduate degree, in this workplace?
14. What are your thoughts on your interactive and personal skills?
15. What has been the best compliment you have received on any aspect of your workplace skills?
16. What has been the most significant criticism you have received on any aspect of your workplace skills?
17. Have you maintained contact with interns at other host organisations? If yes, please describe this contact.
18. Please describe the benefits to you of this contact, if any.
19. Does the staff here consider you to be an intern, or an employee?
20. Would you say that this label (*use respondent's chosen word from no. 19)* describes your work identity? Please explain your answer.
21. Is there anything that is worrying you? Any disappointments? Anything that you are concerned about?
22. Are there any questions you think I should ask you in our next discussion on your internship, which should take place towards the end of this internship?

Workplace supervisor: middle of internship – interview questions

1. How have you found the interaction with X (intern) thus far?
2. How has X adapted to this workplace?
3. How do you rate the support you have received thus far for mentorship/supervision with X during his/her internship from
    a. The World of Work Programmes at Wits University?
    b. your own workplace?
4. Do you believe X has added any value to your department and organisation's work? If yes, how?
5. How would you describe X's practical competence within this workplace?
6. How would you describe X's understanding of this workplace?
7. How useful is X's knowledge and intellectual ability proving to be in this workplace?
8. What are your thoughts on X's interactive and personal skills?
9. What are your thoughts on X's attitudes to the work situation?
10. What are your thoughts on X's broad attitudes and sensitivities?

11. What are your thoughts on X's desire and ability to learn and carry on learning?
12. Do you consider X to be an intern, or an employee? Please explain your choice.
13. Is there anything that is worrying you? Any disappointments? Anything that you are concerned about?
14. Is there anything you want to mention? Any concerns?
15. Are there any questions that you think I should ask you, in our next discussion on this intern and the internship process – which should take place at the end of X's internship?

Intern: exit interview – interview questions

1. What are your future plans? / What are your plans in the short-term (3 months)? What are your plans for the long-term (5 yrs)? / Describe yourself in 5 years time.
2. Did you choose the right host organisation for your internship? Why?
3. How has your internship informed your future plans, if at all?
4. Who have your role models been, during your internship, if any?
5. Please describe the support (informal and formal) you received (if any) during your internship, from
    a. the World of Work Programmes at Wits University
    b. the workplace
    c. peers, friends and family.
6. What advice would you give to a postgraduate student from the Humanities who is about to enter the world of work for the first time?
7. What advice would you give to the University to assist Humanities postgraduates make the transition into the workplace successfully?
8. What advice would you give to this workplace, to help them prepare for and make the most of an intern such as yourself?
9. Are there any differences about yourself that you can think of, from when you started as an intern three months ago?
10. What are the most important things that the World of Work Programmes have done for you?
11. What do you believe the Programmes *should* have done for you?
12. How would you rate yourself in terms of your employability now?
13. Is your employability rating different to how you would have rated yourself three months ago? How?
14. Please describe your growth and learning process during this internship.
15. What resources have you developed or used to network with others in the world of work, beyond this worksite?

Workplace supervisor: intern's exit interview – interview questions

1. What kinds of changes, if any, have you seen in the intern during his/her internship?
2. If you were asked to advise a career path for this intern, what would your advice be?
3. Are you satisfied with the ways in which you mentored and/or supervised this intern?
4. What parts of your mentorship and/or supervision would you do in the same way in the future? How would you do it differently?
5. Did you learn anything from the intern? If so, what?
6. Please consider the following scenario. Your organisation commits to offering work-based learning interventions to Humanities postgraduates from Wits University, for the next 5 years. You are given the task of working with the University to design the work-based learning intervention. The goal is to assist students with the transition from university to workplace, to improve their employability and to add value to your organisation. What kind of intervention would you design to make this happen?

7. Please describe the support (informal and formal) you received (if any) during your mentoring of the intern, from
    a. the World of Work Programmes at Wits University
    b. your workplace
    c. peers, friends and family.
8. What advice would you give to a Humanities postgraduate who is about to enter the world of work for the first time?
9. What advice would you give to the World of Work Programmes at Wits University to assist Humanities postgraduates make the transition into the workplace successfully?
10. What advice would you give to your own organisation, to help them prepare for and make the most of an intern?

APPENDIX 3.1 UL Vertical analysis

At the time of her participation in the World of Work Training and Internship Programmes, UL was a 28-year-old woman from Lesotho, with a Masters degree in Media Studies from the School of Dramatic Arts at the University of the Witwatersrand. She had no formal work experience prior to her internship in 2005. She attended interviews at four different host organisations and was accepted for an internship at all four organisations. She chose to complete her internship in one of the departments of the South African national public service broadcaster.

The first data collected from UL is from her weblog, which she established during the Training Programme. She engaged with her weblog actively, reflecting on what guest lecturers had communicated, and raising questions that were directed at the other participants in the Training Programme. There were good responses from peers to her posts, probably because she had also posted comments at their weblogs and the sharing of experiences, thoughts and ideas was reciprocal. So for example she posted opinion pieces on the impact of HIV Aids in the workplace after the seminar on the subject in the Training Programme. She reported that there had been lively debate amongst the group after the seminar, and she wanted to take it further in her weblog.

UL's workplace supervisor was aware of UL's weblog, which she continued after entering the workplace for her internship. The supervisor saw the value of the weblog thus

> I mean blogging is important, because even if you were outside the intern's world, blogging means that you follow up with where the person is. (UL's workplace supervisor, interview, 17 October 2005, p 98)

Besides specific references to the content of the Training Programme, UL used her weblog as an opportunity to reflect on the Training Programme as a whole.

> *Has anyone attempted to pursue an MBA in one month? Believe me, this is what the World of Work Training programme tastes like. My previous blog was based on acknowledging the fact that we are a diverse group of Africans, but the programme itself is diverse. In one day, one is faced with tasks as mind boggling as "mind-mapping," EI (Emotional Intelligence), Labour Relations Acts and Employability. I must admit, I used to think that once one is employed, one just continues doing what the job description entails and it's an easy ride from there. I was wrong. [Guest lecturer] says, we are supposed to think on our toes all the time. ... This brings me to the concluding idea. I am silently observing the marriage between the topics that we have discussed in this past week. Before we started, I didn't see the "missing link" from Team Work, the Practical sessions, employability, HIV/AIDS in the workplace to the pride and responsibility that comes with being an African postgraduate moving into the world of work. (UL's Weblog, posted on 11 April, 2005)*

After the World of Work Training Programme and before her second interview at a potential host organisation, UL expressed some anxiety about the possibility of having to compromise herself by accepting work at an organisation (because of financial need) that she felt did not suit her.

> *And it is not funny at all, choosing from different companies, trying to find out if the culture agrees with you. My soul has been sold, you know why, because I realise that while we still sweat to find a company that suits you, the desperation to get there is playing its own role. Talk about the money. I think that all of us are broke, not a good condition for a job search. (UL's Weblog, posted on 6 June, 2005)*

There were at least three responses from peers to UL's weblog post, some from interns who had already been placed at host organisations. They were supportive and encouraging. UL's response to her peers' comments to her weblog post was to suggest an informal reunion at a pub where participants from the programme could get together and talk more about their experiences of the world of work.
Very shortly after this, UL attended the second interview arranged for her by the World of Work Programmes. That interview was a positive and affirming experience for UL. She felt empowered after it and confident that she, and her peers where in a position to make choices regarding whether to join an organisation or not.

> There's a lot of choices involved, which before the programme we didn't have, we didn't know you could have choices. We always thought, "Ok, if they give you a job, just try to impress people as much as possible, just go in and work." We didn't know that as a person, you can stand there and choose, or feel, "Is this what I want or is it not what I want? What exactly is it that I don't like about this particular company? Or if I like it what strikes me the most?" So we're more in an advantaged position to assess situations, to assess positions, placements. (Interview, 9 June 2005, p 74)

UL believed that her understanding of the world of work, gained though the Training Programme, allowed her to engage more effectively with her interviewer. She made other suggestions that she believed would benefit her peers (Interview, 9 June 2005). She was eager to share what she had learned during this interview, with the other participants from the World of Work Programme. This second interview took place two months after her completion of the Training Programme and UL seemed anxious that the gap could mean a loss of the grasp of information from the training component. In particular, she wanted to urge her classmates to attend more mock interviews before attending interviews, and she wanted them to revisit the content of the Training Programme. (Interview, 9 June 2005) Even after her transition into the workplace, UL still found it important to maintain the contact she had established with her peers and fellow participants on the World of Work Programme. She maintained this contact through email, telephone calls and regular meetings. Discussions during these contacts were about the internship work experiences. (Interview, 27 July 2005)

UL had a sense of authority after the interview experience and because of what she had learned during the Training Component – so much so that she reported being able to advise peers who had not participated in the Training Component. Another area in which she believed she had a new expertise was in appropriate and professional behaviour in the interview situation. Her interviewer had invited her to "relax" at the start of the interview. UL relayed that she would have responded more literally prior to her exposure to professional workplace norms through the programme. She believed she had been exposed through her drama training to the various nuances possible in an encounter such as that between and interviewer and interviewee, but that the training component helped her to make a practical connection between this skill and its application:

> I think what happens is that even with rehearsals and performance and presentation, as a drama student I have learned that, but as far as applying those very same skills in the world that is outside the stage and the theatre, I couldn't make that link at all. But now it ties in brilliantly when you learn that, "Wait a minute, I know this, but I have to perfect it this way, towards this goal, to get this. (Interview, 9 June 2005, p 75)

In this interview, UL discussed an example of work that, she believed, differed in the contexts of work and university. The interviewer asked UL if she had ever managed a project. UL's response was that although she was inexperienced in the area, she had had exposure to Project Management in the World of Work Training Programme. When asked if Project Management in the world of work would be different to the experience of managing her own Masters research as a project, UL said,

> Project Management in the world of work is different, and as [World of Work Training Programme guest lecturer] explained, it is different in the sense that everybody is family in that team, in that group everybody is family... (Interview, 9 June 2005, p 76)

as opposed to her experience of her Masters research:

> *it's lonesome, it's cruel, just the experiences that you go through, you are alone. You have to financially figure out how to do this, and also your supervisor receives the written text, but the journey of travel, of emotions, of figuring out theories, and which one to apply at what time …. It was empowering and strengthening, but I always say, "When you win it depends what you've lost," you know. At the end of the day I will go for my graduation, I will have an MA, but the journey hasn't necessarily made me a better person. (Interview, 9 June 2005)*

This particular potential host organisation had stipulated that they were interested in a South African candidate for an internship position. UL, who was not South African, was therefore aware that her

chances of being offered an internship were remote. She found the interview to be a valuable learning experience, however:

> I think my journey really lay in the whole interview. (Interview, 9 June 2005, p 78)

(The host organisation did in fact offer UL an internship, despite her citizenship. She opted for another opportunity, however.)

An interview relating to the first phase of UL's internship took place at the offices of her host organisation on 27 July 2005 (3 weeks after she joined the host organisation). During this interview UL's said that her primary expectation of the World of Work Programme had been for it to be a channel for helping her find a job. She was surprised at her personal growth during the process, however. She used the metaphor of a transition from childhood to adulthood to explain her growth. UL's focus was no longer on whether she would find employment, and she felt more confident about finding a job than she had when she started the World of Work Programme. She felt that she had developed self-esteem and a sense of authority,

> this is who I am, this is what I can, and I am not even going to give you a perfect model of some imagined educated woman, young woman. I will give you who I am, and then we work on that. (Interview, 27 July 2005, p 84)

Despite inferring that she had, in this, the first phase of her internship, moved towards adulthood, UL found that establishing her identity as a professional person was an ongoing challenge. She suggested that the subsequent interview should explore how she had managed to establish this identity and introduce herself to work colleagues according to it, so that she would be remembered as "not just some intern who came and was gone!" (Interview, 27 July 2005). She believed her development would hinge on this and invited the interviewer to investigate the degree of success she would have in constructing this identity. Besides the fact that being a 'mere' intern made it difficult for her to portray herself as a professional person, UL also raised issues pertaining to the organisations' culture that she believed would impact on her ability to construct an identity. She was aware of a dichotomy between staff attitudes with some staff being motivated while others were demoralized and resisted change. UL believed this would make it difficult for her to establish her identity:

> So how do you say I am neither this or that, I am this, I am this person who is trained to be firm, to stand like a rock and just push forward and do my duties? How do you not imitate people, or how do you not get swallowed in people who are just like eating and going home at four or just staring at the sun or not looking like "I want to be the next government activist?" (Interview, 27 July 2005, p 84)

In the second interview during her internship, UL discovered that her identity had expanded from the primary role that she believed is associated with a postgraduate student – that of a researcher. She had discovered that the ability to conduct research was not necessarily a strength in the workplace, neither did it differentiate her from any of the other participants in the World of Work Programmes. She suggested that being in the workplace had allowed her opportunities to discover other skills that then helped to re-establish her identity. (Interview, 25 August 2005) UL found that she was able to make insightful (according to her) commentary about cultural and gender representations in the host organisation's work.

> So you start asking people questions like that - because it is supposed to be like that. It's a message, it's like a book. You can't just read a book to see how many lines it has. (Interview, 25 August 2005, p 88)

UL believed her questions meant that her colleagues started to feel

> …less authoritative, or feeling less like they can just give you any job. (Interview, 25 August 2005, p 88)

Another anxiety for UL at the beginning of her internship was how she would negotiate access to more significant work. UL stated that being useful and doing work that is beneficial in some way is vital for an intern, so that "the hours do count". (Interview, 27 July 2005)

> I know we joked about it, 'What do you do if you get there and people are asking you to make coffee?' And it might not be make coffee in the literal sense of make coffee, it could be go get my suit from the dry cleaners because I am busy. (Interview, 27 July 2005, p 80)

While UL talked about positioning herself as a major challenge on entering the workplace, she also said she believed it necessary to appear pleasant and willing because of her 'lowly' status as an intern. UL felt this compromised her professionally because completing trivial tasks meant that she had less time to devote to her project work. She felt a degree of resentment for the lack of recognition of her postgraduate qualification when staff assigned 'trivial' tasks to her. This was personally compromising for her, and UL said she had to begin to consider how to be assertive with colleagues.

UL's concerns interfaced with her workplace supervisor's awareness of her needs. In defining her role as a mentor, UL's supervisor said that she saw her responsibility primarily in terms of "hands on training". Her input as mentor was also to guide UL towards professional behaviour and appropriate interpersonal interactions. These included establishing boundaries with colleagues in an assertive manner, projecting oneself in such a way that colleagues would respond professionally. Mentoring for UL's supervisor also involved monitoring UL's progress on specific projects and adjusting UL's contributions to those projects when necessary. (Interview, 8 August 2005) In the two weeks following the first interview, UL's supervisor moved UL from one project to another, as she believed that UL wasn't meeting her "learning outcomes" during her involvement in the first project. (Interview, 25 August 2005)

UL's workplace supervisor reported that although she had received support from Wits University through the World of Work Programmes staff for her mentorship of UL, she had not received support, recognition or reward from the host organisation for this role. (Interview, 17 October 2005) Despite this, she took her current role as mentor seriously, probably because she had had positive experiences of mentorship during the development of her own career. She mentioned that her own most effective mentors had been women. UL's supervisor was critical of insincere mentoring, or a lack of commitment from a mentor to the process. She suggested that mentors with such approaches were influenced by the historical and political South African milieu. (Interview, 8 August 2005)

UL reported a lack of productivity in the first two days of her internship while her work brief was being developed. Her workplace supervisor understood the World of Work Programme's requirement for the intern to have a documented outline for a three-month project, which should have been discussed during the interview phase by the host organisation's recruiters and the prospective intern. UL believed that this was crucial in ensuring that she could start meaningful work in the first week of the internship. UL also suggested that the workplace supervisor felt accountable to the World of Work Programme staff, who, UL believed, could question the workplace supervisor on the project's progress. (Interview, 27 July 2005)

UL's workplace supervisor summarised the three-month project in an email for circulation to senior staff members to defend UL's role as intern:

> Due to a heated conversation between [colleague] and I today it has come of light that people do not seem to be informed about arrangement regarding the Wits MA student UL. UL has submitted her MA thesis (what she does here does not form part of her studies) and is part of the Wits Graduate World of Work program, she will be with us for three months until the 11 of October. I am her supervisor, part of her contract stipulates that she must be ''working on a specific project which will require the intern's dedicated attention". (UL's supervisor's email circulated to 5 of supervisor's colleagues, 21 July 2005, p 100)

Besides claiming responsibility for UL, her supervisor also suggested the need for a system for senior management to allocate work to UL effectively. This would include justification for how the task would contribute to UL's training. (UL's supervisor's email circulated to 5 of supervisor's colleagues, 21 July 2005)

The email was copied to UL. For UL, this email correspondence asserted that, "…this is a postgraduate programme so it is not the kind of intern who would come to the [South African national public service broadcaster] and just help." (Interview, 27 July 2005) The email also contained references to UL's

fluency in a particular African language and that UL had completed a documentary course as one of her MA courses. The workplace supervisor explained how this training and language skill could be used to advantage in the three-month project work allocated. (UL's supervisor's email circulated to 5 of supervisor's colleagues, 21 July 2005)

Partly because of this email, UL included her workplace supervisor as a source of support during the initial transition (into the workplace), as the supervisor ensured that UL was exposed to and included in a variety of work-related happenings. (Interview, 27 July 2005) UL's workplace supervisor believed that UL should gain a holistic understanding of the organisation during her internship experience. She suggested that ideally, a work based learning intervention such as an internship should help the individual gain understanding of the organisational structure overall, to facilitate a better understanding of smaller, immediate tasks at departmental level. (Interview, 17 October 2005)

UL's workplace supervisor assumed responsibility for developing UL's work readiness. In the email to five of her colleagues (21 July 2005) the supervisor expressed commitment to keeping track of and documenting UL's learning in the workplace. She gave specific instructions to her colleagues to not only delegate tasks but to also process tasks so as to help UL develop skills such as planning and prioritising. UL's supervisor explained that a learning record would

> ...help me chart her exposure, understanding and assimilation of the work we assign to her (UL's supervisor's email circulated to five of supervisor's colleagues, 21 July 2005, p 101).

She suggested that this could be used for an account of the work-related learning to the university, as well as a tool for UL to use to secure future employment.

UL's host organisation had accepted two interns from the World of Work Programme two years before UL's internship. Both of these interns were subsequently offered, and accepted, full-time employment at the host organisation. UL was impressed when she attended a meeting and the General Manager mentioned the interns favourably. She attributed this to a perception that the World of Work Programme is prestigious, "It's like some Ivy League thing" (Interview, 27 July 2005, p 86) and the excellent work performance of one previous intern in particular. UL also referred to a Wits graduate who did not participate in the World of Work Programmes, as an example of how the host organisation held the university in high esteem. UL explained that an elitist perception of Wits postgraduate students meant that employees did not necessarily feel threatened but were aware that Wits postgraduate interns from the World of Work Programmes did not enter the organisation at the same level as other employees. UL felt this promoted performance pressure, both personally and from colleagues. (Interview, 27 July 2005)

When asked if she was incorporating what she had learned during the World of Work Training Programme, UL said that she was referring to the training, but

> I am also at the same time constructing my own realities. (Interview, 27 July 2005, p 88)

She found that a guest lecturer's suggestion, that working after hours was futile in terms of constructing employability, was not relevant in the industry she was working in. UL found that the World of Work Training Programme session on academic versus business writing was most valuable for her and related an incident when her workplace supervisor had urged her to write in a less academic, more accessible style. She had found herself reverting to her academic training when writing and had learned that a different approach was required in the host organisation. (Interview, 27 July 2005). In an interview at the end of UL's 3-month internship period, her workplace supervisor said that there had been noticeable improvement in the ways that UL communicated. (Interview, 17 October 2005)

By coincidence UL's supervisor had attended a film-related course at Wits University with UL. While the supervisor said that the practical part of that course would have helped UL to understand a certain process necessary in the industry, her own close understanding of the course's content did not influence her expectations of UL's work. She indicated that her expectations for UL's performance were instead based on UL's ability to marry general (albeit industry specific) theory with practice. (Interview, 8 August 2005)

UL did find however that her intellectual abilities, including being able to communicate her readings of visual images and provide insights on them gave her initial access. Her intellectual responses were well received and gave her weight. UL believed that she could offer a new perspective to employees who she perceived as jaded from having been in the industry for a longer period. UL felt she made a significant contribution by assisting employees in this way. UL also related an incident when she had advised a more senior staff member on a work approach, effectively using problem-solving skills. This elevated UL to a position where she took more accountability, even to the extent of fulfilling (she believed) many of the job requirements of the person whom she had initially helped by problem-solving. (Interview, 27 July 2005)

In the first two interviews UL often referred to time-consciousness – the times of day people started work and left work - as indications of enthusiasm and commitment to work. She found her own practice to be different to the advice offered by a guest lecturer who suggested that it was not in the intern's favour to work beyond an 8 to 5 pm day. (Interview, 27 July 2005). UL said that instead she was constructing her own realities, and was responding to the particularities of the industry she was in. UL referred to two role models in her host organisation, one of which was her workplace supervisor. Both, UL reported, worked long hours. For UL, this was an indication of their professionalism, output, and commitment to their work. (Interview, 25 August 2005)

Colleagues who, according to UL, had been in the host organisation for a long time and felt jaded, typically left work at 4 pm. UL also found that these tended to be the people who were interested in preserving their positions. In team situations they therefore expected UL, as an intern (with nothing to lose) to report compromising information to higher team structures.

In her final interview UL described her growth process during the internship:

> I have been able to refine myself and my special qualities and what it is that I can offer, and what it is that is a bit beyond me. (UL, Interview, 25 August 2005, p 90)

Three months later UL said,

> I left the [host organisation where UL completed her internship], they were taking forever to decide on anything, and I was feeling burnt out with uncertainty, but it was such an awesome experience. (Email, 14 November, 2005)

APPENDIX 3.2

UL Interview 1

Date: 9 June 2005 UL: Respondent
Site: University of the Witwatersrand LE: Interviewer

LE 9 June 2005, an interview with UL on her reflections after an interview that she had on the 8th of June 2005 at [potential host organisation 2] with the Media Executive, [ ].

LE How are you feeling right now, just in terms of the process of finding your internship placement?

UL I feel, it's weird, it's amazing because I feel very great because of the whole excitement, confusion,
choosing and finding the right culture of the company and all those things. So, I think all the things that we've learned are coming into play now, the things that we didn't even think would play very seriously, like enjoying and familiarizing ourselves with the company's culture. So I think it's very interesting. I believe everybody's feeling the same, there's a lot of excitement. Because everybody's like, "You have to come for a second interview, you have to come back for this, you have to choose this." There are a lot of choices involved, which before the programme we didn't have, we didn't know you could have choices. We always thought, "Ok, if they give you a job, just try to impress people as much as possible, just go in and work." We didn't know that as a person, you can stand there and choose, or feel, "Is this what I want or is it not what I want? What exactly is it that I don't like about this particular company? Or if I like it, what strikes me the most?" So we're more in an advantaged position to assess situations, to assess positions, placements.

LE Do you feel more empowered?

UL Yes, I feel more empowered and I feel … it's ironic, I think I feel more educated even though I did have the same qualifications before the programme as I have now. But I feel more educated as the self and as far as the world of work is concerned. So, it's so … there is this jarring relationship between your fresh academic experiences with the world of work. So now what is happening is that it's like a short cut through that whole introduction into that whole world of work. I haven't gone into the world of work, I cannot make a totalizing statement but the way I feel now is extremely different. It's also different from the other people who are finishing their MAs and looking for jobs, just like me. There's this gap, there's this elevation where I can say to them "No, this is how it happens, this is what you do, this is how you choose, this is how you apply." So it's like I'm at the teacher kind of position, even amongst my friends.

LE Ok, you've been to how many interviews?

UL For two.

LE First one was at [potential host organisation 1]?

UL The first interview was at [potential host organisation 1]. I think that one was relaxed because they already know the [World of Work] programme. So it was like some kind of a family reunion. It was with people who know the programme, who've been here, who are used to the programme. Now, this guy, [ ], from [potential host organisation 2] was seeing us for the first time yesterday, he didn't know anything about the programme. The interesting thing is that I didn't realise that the interview had started. He was like, "Relax, sit down, we are just going to chat." And I relaxed, I did relax. But I guess also what most of the interviews require is for you to go back to the whole programme to remember things and categories brilliantly, catch your interviewer out all the time, be ahead of him.

LE Can you explain that?

UL In a sense that, if a person, and this will happen and I think … because even the mock interviews at CCDU [Counselling and Careers Development Unit, Wits University], they do that, this happens, somebody says, "Relax." This happens, somebody says “Relax”, and you think, "Oh, now I can throw my hands in the air and laugh." No, it's Relax, but this is where that whole question about professionalism comes in. Relaxing in a professional way, smile, be excited to be there, be comfortable, and be a warm person. But be professional; behave in a professional manner. So there's a very thin line between relaxing and being completely

faithful and thinking that you are in your own house … but I think maybe we should remind some of the group members who are still going to go to interviews that what we should do is go for more mock interviews this week. And also I know it's hard to remember because the [World of Work Training] programme was in April, but now it's June. If they can try to remember exactly what we did in the programme, because we were talking about, for example, towards the end of the interview … ok, I'll go back to the interview. Towards the end of the interview we were talking about stuff like the global monetary economy, how China is improving … and that session we had on the JSE [Johannesburg Stock Exchange, Security], on the Global Stock Exchange. On how South Africa is partnering globally with the other countries in the growth process. So if you don't remember this stuff you are going to be sitting there and thinking "Hmm?" and listening to this person. Because sometimes they don't ask you a question, he discusses something to kind of check if you are familiar with general debates on trade, the economy and stuff like that. So you have to contribute, but contribute in a brief way, and a very striking way. And also you sass it out. You see if a person is just like this. [World of Work Training Programme guest lecturer] was teaching us how to read your interviewer's body language. If he is sitting like this and his shoulder is curved like this, he is not feeling you at all. You have to pump it up, you have to win him back.

LE Can you tell me more about what you mean?

UL It's very important because sometimes when you go for an interview you are anxious and when you haven't had enough mock interviews you will be really, really anxious. When you've had enough mock interviews, it's like theatre, you have rehearsed. There's stage fright, but it's good stage fright. It's the one that says, "Keep going, keep going!" So what [World of Work Training Programme guest lecturer] was saying about the body language is that you have to read the most important signals, and they are subtle. If your interviewer's shoulder is curved, like, inwards - like this [respondent demonstrates] - you are losing him. And this person, in their head, is not even saying that I am physically turning my shoulder against this person, it just happens when they are not feeling you. When they are sitting like this, like the way I am sitting with you [respondent demonstrates] and calm and just looking at you, it's possible that they have mastered their body posture and they're not feeling you, or they're a very calm person and they're feeling you. At that stage, because you cannot guess right, that is when you're supposed to pump it, there's nothing wrong with improving.

LE Did you not know about reading people?

UL No.

LE Six months ago? as you are reading them now?

UL No, no, even with, I think what happens is that even with rehearsals and performance and presentation, as a drama student I have learned that, but as far as applying those very same skills in the world that is outside the stage and the theatre, I couldn't make that link at all. But now it ties in brilliantly when you learn that, "Wait a minute, I know this, but I have to perfect it this way, towards this goal, to get this." So now it's all the things that you've known … I don't think anything is extremely new … it's all the things that you've known, but are channeling, and subtracting and taking all the important ones and aligning them with exactly what you're doing. Because you could be a super economist but if you don't know how to apply that in a specific way, you'll lose it. You'll lose that super skill.

LE What happened yesterday in the interview with [representative from potential host organisation 2], with body language? Were you thinking about his body language, did he do something...?

UL It occurred to me, I had to think about it quickly. That's another thing, that you have to remember the whole [World of Working Training and Internship] programme as fast as possible, and place it because you are in charge. You know the programme, you are the one who went through the programme, he didn't go through the programme. So there are specific things that you remember that have enriched you that you are supposed to place within the interview very fast, relentlessly. You don't even have to show off that, "Oh, I know this about social responsibility, oh I know this." You just have to, in your head and within the interview link them, that pattern just goes chu-chu-chu.

LE How did you link what [World of Work Training Programme guest lecturer] said about body language, did something happen in the interview?

UL I didn't realise when the interview started.

LE Yes?

UL Because he said to me … and we are talking, and he starts telling me about himself, so he goes on and on and on. And yet there's a period of about six minutes where I hadn't realised that

what he is typing into his laptop could be what we're talking about. So I am still thinking we're in the chat mode, because he is telling me about himself, this, this, when he worked for Old Mutual, I am like, "Yes" and we talk about the company, we talk about … because your research as well. What we were taught about researching the company, which is very important before you go. They sass that out but they won't say specifically "What does [potential host organisation 2] do?" He said, "I don't know if you know much about my company, this is what we do, if you know anything you can tell me." Like he's not interested in me knowing. So that's where I stopped him and said this is what I know. I told him the things that I know about the company and he said, "Very brilliant! But I'll expand on that." I didn't know the interview had started. So about six minutes later I'm thinking this guy is typing what we're talking about, so he's taking notes, my responses are going into some archive. And then, so I tried to read his body language to see, am I impressing him? Is he upbeat? and he was just like this, very conversational and he didn't turn against me, he didn't, he was just flat. And that's when I decided, "Ok, this is where the programme comes in, every question from now must be thought out very, very clearly." And I saw it; I saw when I was winning. I reeled him in very easily and with specific examples. When he was asking me about project management and I said, which is what I was saying to [World of Work Programmes Coordinator] earlier, that actually I think next year you should give each one of us an assignment, to manage an assignment that should be our project management skill. Each assignment that we're required to submit, there should be someone who is a Project Manager of that, because we did Project Management with [World of Work Training Programme guest lecturer] the last day and I don't think a lot of us were concentrating. But I remember that he was talking about GIS and how to map projects, different type of projects. It also differs from the human kind of organisations, which are NGOs, and technological based companies … it would differ. So this guy asked me about project management.

LE Good idea, by the way, thank you.

UL He said, "Have you ever managed a project?" So I am thinking, I have facilitated in projects and I said to him, "Even though I have done project facilitation only, but the [World of Work] Internship Programme, the training has been very crucial in that we had leadership days and also we had a specific day where we were trained in Project Management." And I gave him those specific examples that [World of Work Training Programme guest lecturer] gave us, and he was like, "Oh some of them, I didn't even know them."

LE Hmm.

UL Most of the things that … it was like I was teaching him … there were two things that he was saying about HIV and wellness and he was like, "Oh my God, how come my company hasn't thought of this, we should have thought of this a long time ago!" So I knew it, I felt it when we were at par, when we were gelling. We were talking about the same thing.

LE What are your thoughts about your Masters research, your independent research, as being Project Management in itself?

UL No, I don't think it is … because it's like, I think it's like … it was a very Greek mythological send the child out on the ocean and see if he will come back with something. I don't think it's healthy. Maybe I haven't had a very healthy experience with my research, with my own research, in a sense that it's lonesome, it's cruel, just the experiences that you go through, you are alone. You have to financially figure out how to do this, and also your supervisor receives the written text, but the journey of travel, of emotions, of figuring out theories, and which one to apply at what time…. It was empowering and strengthening, but I always say, "When you win it depends what you've lost," you know. At the end of the day I will go for my graduation, I will have an MA, but the journey hasn't necessarily made me a better person. I think it has frightened me more than made me a better person. It has scared me.

LE Do you think Project Management in the world of work is not about working independently? Is Project Management in the world of work different?

UL Project Management in the world of work is different, and as [World of Work Training Programme guest lecturer] explained, it is different in the sense that everybody is family in that team, in that group everybody is family. If you want to wake up at 2 am and there is a thought that is striking you, you can call Lesley and say "Lesley, I have an amazing idea." And Lesley is with you all the time. If Lesley says, "Listen, I am sleepy, that amazing idea, keep it until 8 am," you are disappointed, you're not hurt, there's feedback all the time, you bounce off ideas, there's five people, ten people who are in the same thing. It's a blanket of shelter. I don't know how to explain it.

LE Ok.

UL But there's that sense of, "We will go." Even if the project looks horrible, that camaraderie says, "We will go to the end together, we'll get there."

LE I want to go back to something, to the "Relax" you mentioned earlier, sorry to take you so far back. You suggested that people should go back to the mock interviews; and that there are two kinds of "Relax" … and maybe when people start their interviews for the world of work, as interns, they need to have a different understanding of what "Relax" means when an interviewer says it..?

UL Oh yes, yes. I think the word "Relax" says to a person who is not advantaged - because I consider myself advantaged because I have gone through this process, this programme, this training programme … but if I hadn't gone through this programme, if somebody says "Relax" to me, I would think that this person will tell me, will inform me when the interview will start, so now we're just talking about stuff that is useless and that does not pertain. I would not have it in my head that through that relaxed state, I am being assessed. I wouldn't have that notion of assessment within being relaxed. That's why I'm saying that lesson on professionalism from [World of Work Programmes Coordinator] comes in handy. When somebody says, "Relax," you say, "Relax in a professional way." You tell yourself to relax in a professional way.

LE Hmm, very interesting isn't it?

UL It is, it is very interesting, it's awesome, it was, oh!

LE What else happened?

UL No, the structure of the questions … you are too relaxed … if you're too relaxed you don't feel the categories, you don't feel, he is asking me about Conflict Management, he's asking me about Stress Management, he is asking me about Emotional Intelligence … and he does. He will ask you how emotionally intelligent you are, what would you do if someone takes glory for a project that you know that you're the one who pushed. You could say something like, "Well, it's their own business." But you have to be on top of things, if you are too relaxed you would say, "People are crazy out there." You have to realise that if you are really in a situation when you're doing projects all the time and your partners are taking the glory, what will you do? Will you go to the boss and say, "By the way those are my projects." Or will you go to this person, this particular person and say, "Listen, when we work together, the glory is ours. When I work, I would like for you to acknowledge that I have contributed in this particular way." Because it pertains to a lot of things, it pertains to comfort; it pertains to promotion, and tension. At the end of the day the boss is going to end up thinking, "UL is just sitting there, not doing anything," while you have contributed to something. So you approach the right person to say, "Listen, this is the second time this is happening, is there a particular reason why you behave in this manner, or is there something that I am not doing properly when I am working with you, that you would want me to speed up or improve, that would earn your acknowledgement?"

LE Is that how you answered?

UL Yes, that's what I said to him.

LE Do you really believe that or did part of you think, this is what he wants to hear, my training tells me that this is what I must tell him … because this is what he wants to hear, this will secure me the job?

UL No, no. I didn't think it was what he wanted to hear. I could have said the very same thing in a very embittered negative way, which is personal and emotive, which is the way I would have gone. My training came in to make the negative feelings and emotions positive, to present what is negative positively. I would have done the same thing, or I would have given him the same answer in a very different way. Because it is possible that in a real sense I would go to a person and say, "Lesley, what's your problem, why are you doing this?" But professionally, and if I am in that same situation in the world of work and I have to think, "Okay, let me be professional," I am not going to go to Lesley like the way I would go to [friend] and say "[Friend], you did this yesterday, you're doing it again, why are you trying to impress X at my expense?" I would do that, but if that professionalism and that remembrance comes in that confrontational moment I would apply it exactly the same way that I told him. So I wasn't impressing him by lying, but I was telling him what I would do in a more professional way. So I could do the same thing two different ways: destructive and constructive.

LE Ok.

UL It is an interesting thing that you ask, because in my last mock interview that I went to, the person who was interviewing me said, "You are too honest, your honesty works against you." And I said "What do you mean my honesty works against me, am I not supposed to be honest in an interview?" Why should I lie and then one day I am screaming in the office and they say,

"She said she doesn't scream." And then she said, "No. You're supposed to present those negative attributes and characteristics that you have in a positive way. What do you learn when you've yelled at a person?" Don't say, "I will go mad, I would be completely crazy, I would shout." Don't say that. Say, "I'd be distressed," it's also that process of words, remember what [World of Work Training Programme guest lecturer] was saying, it's the words, to mean the very same thing to different people, the selection of words is very, very important. You select the words to present this particular emotion or this particular reaction. And people won't think, "Ah, this is a childish fresh university graduate with crazy emotions all over the place." You might be caught up, in the real situation you might be caught up in a situation like that, but at the end of the day what are you going to learn after that? And will you even have five seconds to remember that a professional person will say that, "Let's forget this and concentrate on the core of the matter." If you have that insight it might help in the future. And he is human too, he knows that real situations might not be addressed like the way we are talking but you do look like you have insight, you do look like you have a plan, you will want to address it this way. And you will teach yourself with a lot of experiences, to speak in a way that is comfortable, that is not disrespecting people, that is not insulting, that is not hampering the process of the project that you are working on.

LE Ok.

UL It was like, you know when, if you feel that I am under pressure, there was a lot of pressure and you know that I am under pressure, but at the same time I am well equipped. This guy is going to ask me a lot of things and 90% of the things that he is going to ask me I am just going to *shoosh* through it, simply. There is also … there's also a point where somebody asks you something that you don't understand. They said at CCDU, if you don't understand something, don't lie. Don't pretend; don't just say, "Oh this is going to be quickly over and done with". No. Question no 1, ask this person to rephrase their question, or no 2 take it upon yourself to break that question in two parts. The first one is a statement that summarizes what they are saying. The second is the question in a very brief way. He was … what was he asking me … yes, there was something that he asked me which I really didn't understand, it was too broad and too general, and I think it contained two elements. I think it contained my strengths and conflict resolution, so usually you are thinking, "Oh my strengths should be balanced with my weaknesses." But no, no, no, this time I think he asked me a two-layered question that had my strengths and my conflict management. So I had to break it down into two questions and then say, "Is this what you are asking me?" And he said, "Yes." And there is nothing wrong with that.

LE Do you want to join [potential host organisation] as an intern?

UL Yes, I liked it, I like it very much.

LE If he didn't offer you a position as an intern, what do you think his reasons might be for not making you an offer?

UL If he did not offer me an internship, his reasons would be that the executive committee said because they are [potential host organisation], it betrays the image to take someone who's a Mosotho, that's the only thing that he said … this I have to motivate, he said that to [World of Work Programmes Coordinator] that I have to motivate for this citizenship issue. I wouldn't think...

LE How can you help him to motivate?

UL I don't know, I think, he is getting back to us next week, to tell us. I think my journey really lay in the whole interview. I think for him to be impressed completely and beyond doubt is the very same story and presentation that he is going to give to the person who is the head, the CEO, or the executive person to say, "Even though she is not South African, these are the qualities..."

LE Is there anything that you can do, any practical thing that you can do to address that problem?

UL No, he said it, it just lies in the hands of the executive committee.

LE Okay, should we stop there?

UL Yes.

LE Anything else you want to add?

UL No, I think that what you should do, and [World of Work Programmes Coordinator] should do this week is just a reminder, send to the people who are going for interviews, send them an email, a very brief email that says it is very late after the programme, it's possible that you've forgotten some of the things but try as hard as possible, before each interview exactly what the programme's structure was, what went on in the programme and also to go for one extra mock interview this week.

LE Can we give you that task?

UL Ok.

LE Especially since it has come from somebody who's just had the experience and realised how valuable it is to mentally revisit what happened. Perhaps you could send an email to everyone and make that suggestion … don't you think it will be more meaningful coming from your position?

UL Ok, I'll do that.

LE What about blogs, how are they going?

UL I wrote one last week.

LE Ok.

UL And also dress code is very important. I wanted to wear a red shirt with my greys but I said, no, I think I ended up wearing a grey shirt, and I got there and he was wearing a red tie. Because red now is very confident and very strong, so we got there and I was suddenly sure that I was being interviewed by somebody who is comfortable and confident with himself. So you also sass people out by the way they're dressed, greys and reds…

LE Thanks very much, UL.

Interview ends.

UL Interview 2

Date: 27 July 2005 UL: Respondent
Site: Host organisation LE: Interviewer

LE This is the first internship interview at the [host organisation] with UL, today is the 27th of July 2005, interview starts at 8, sorry 9:45 in the morning. Ok UL, what questions do you think I should be asking you in this discussion on your internship, at this stage?

UL Umm, what did I say last time? Something about settling, coping and managing, relationships management with different people and defining the limits and borders and describing exactly, always re-describing often what it is that you do, what it is that you will do, admin work that you will do later … and I mean it's basically the kind of things that we did talk about, but the problem is that when you get to them in actuality, it's a bit different, it's … I know we joked about it. We were saying, I think we spent a day saying, "What do you do if you get there and people are asking you to make coffee?" And it might not be making coffee in the literal sense of "Make coffee!", it could be, "Go get my suit from the dry cleaners because I am busy." It's work related in a way, it's just the limits basically. I think it's a lot of structural things that you get used to and what I found lately, the most important thing is that you have to be a nice.…

LE May I stop you there?

UL Yes.

LE Ok, so I think, so I think what you're describing is so far the first week. How many days have you been here?

UL This is the second week, in fact this is the third week, 11th... this is the third week.

LE How has your time been so far?

UL My time has been, honestly speaking, so well utilized. I think that is the most important thing that can happen to any intern. It has been so well utilized in a sense that the hours do count. I come in and there is a particular thing or things that I do in a day or, so it's not like I have a day where I come in and there is nothing that is assigned to me. I am not doing anything or I am just trying to find work, there's, if anything, there is more work to stay overtime or take home. It's not… I don't find myself in a situation where I have to hunt for something to do.

LE Has it been like that since the very beginning?

UL Hmm, the first day was a bit different, I think the first two days, in a sense that I had done the interview with [ ], the Head of the Genre, and then she went on leave, and then there was, even though she had introduced me to people and assigned [WL] to be my supervisor, there was also this gap of where do we start, what do we work on, and luckily [supervisor] already understood the programme very well, that there's supposed to be a project that should be designed for three months that I have to be working on. Even if I am doing other things on the side, there is supposed to be something that she will be able to supervise me on, compile a report on, or for example if you come or if [the World of Work Programmes Coordinator] comes and says, "How far are we as far as the project that she is working on?" So that there is something, some tangible thing to give feedback on.

LE Do you have that project detailed in writing?

UL Yes it is, it is detailed in writing, and also because there has been some misunderstandings as time go on. She had to rewrite that detailed project in an email, and emailed it to all commissioning editors, plus the head, to say my understanding of the programme, of the Wits Internship Programme is like this. And this is a postgraduate programme so it is not the kind of intern who would come to the [host organisation] and just help. It's training, this person has to learn something, so each time you kind of say, you want to assign something that is either menial or small, you have to say to her, "This is how this is going to help me, but also this is how this is going to help you as a person and contribute to your training." So she has been very adamant on that.

LE Ok, you are aware that there are interns, past interns working here, employed at the [host organisation]. Have you come across any perceptions of interns from this particular programme at the [host organisation]?

UL I have come across, let me say Wits, I don't if there's this prestigious Wits intern thing, I don't know how to say it exactly, but I remember we had this meeting, this forum and then there was a huge seminar between production houses and ICASA [Independent Communications

Authority of South Africa] and some government representatives, but it was huge, and all commissioning editors, plus the head, [ ], I think she is the CEO, she is a big person, big, big, big. The head of every commissioning faculty: entertainment, factual, drama, education, all of them. So, I mean she was really impressed, because she was talking about how joojed up the place is: "[The department] is now revamping things, the language contribution, and we have young blood from Wits and our interns." And I mean [intern, 2003] was there and there is also a guy called [ ] who did not come through the programme but he is also from Drama School at Wits. So I would say it's both the prestige of the programme and because of [intern, 2003] and I think the last year's interns and also Wits has this huge, huge, I don't know. It's like some Ivy League thing.

LE Do you think that the positive impression about people from Wits that you've picked up on has made your transition easier?

UL I think it has made my transition easier but at the same time there's some kind of, slightly negative connotations to it, that kind of, that air of, other people look at you and they … not necessarily feel threatened, but maybe when you come in you don't start where other people are supposed to start. You start, you start a bit higher, or you start in a place that is considered privileged. And there is nothing that you can do about it, it's the label and the appreciation and the mark that people have, the attachment and the association that people have put onto the programme, and have put onto … I mean when [supervisor] was introducing me to the head she said. "Well, she is in the same, she was in the same programme that [intern, 2003] and I were in." I mean I know that she was probably trying to say we were in the same department but it also sounded like we were in the same internship programme. And she is an amazing Commissioning Editor. Everybody respects her. And [intern, 2003] as well, she is a hard-working person in education, and if you are going to be measured against and get into a system alongside those kind of people, it already says there is some sense of discipline, there is some sense of specialty, there is some sense of professionalism that you are bringing in.

LE What challenges face you as an intern at this stage?

UL At this stage I think the challenges that face me is speaking, because generally we all know that we are supposed to be nice people and as an intern you feel that you have to be nicer than nice in the sense that you have your duties but also there's also extra work, and extra work is given to you by anybody. It could be given to you by the administration officer, it could be given to you by...there are no ranks. Everybody is your superior. If you are an intern, that's the nature of the beast unfortunately. The challenges are that you come in the morning and somebody says, "By the way I have been looking for you. Listen, I have to go to Durban, or I have to go to Cape Town, so you are going to get the budget and fill it in, book me the car, and go get my plane ticket and do this and this and this." And it is work. This person could be fixing something quickly that she is taking to Durban or that she is taking to Cape Town and in your heart you are feeling that ok I will do that, and it will take me twenty minutes. You just want it to get over and done with. And it ends up finishing at like 2pm and you started doing it at nine, so at the end of the day, your work, you stay over because you have to do things that are your duties. But then you couldn't say to this person "No", to this person, "No, I am not, you know I have an MA in Drama and Film and I am not going to get your ticket, or I am not going to go fill your budget." You can't say that. So there is this challenge … I find the huge challenge is that while you come in you have to create a kind of identity and say, "I am a serious person. I am firm, I am also beautiful and nice." And those things at work, they don't work together. Sometimes being firm will involve you going to this person and saying, "First of all, I can do one, two, three. And secondly I would like for when you talk to me in the morning when I come in to say, "What is your schedule like? Can you please, if you have time, do this." So communication is … I find … becomes a huge challenge.

LE And communicating professionally and assertively?

UL Communicating professionally and assertively, you are right. It's almost impossible to be assertive without being not nice. So it's the balance that is like, how do you say smiling "Hi, I don't like the way you make … do this and this and this and this, while I had to do this and this."

LE Are you thinking about any of the issues that any of the guest lecturers had raised? Have there been any times when the content of the training has been relevant or applicable in your work situation? I know it's very early days in your internship, but are you drawing on any of the training? and if so, what areas specifically?

UL I think I am drawing from that, but I am also at the same time constructing my own realities. That is, there is a combination of, for example there was this … now I have forgotten the names … there was guy who came to teach us, who had cartoons, he used caricatures in his

presentation, who was teaching us what he's looking for, who was talking to us about what he is looking for in an intern.

LE [Guest lecturer]?

UL Yes, [guest lecturer], er [guest lecturer] was saying that he does not want somebody who will stay at work, slave and stay there forever and look like, "Oh I have all the time, I will come in at 8 and leave at 9 pm." That was what he said and it made sense then. But the environment in the media industry is such that it's almost ridiculous to look at people leaving at four. Because actually work starts in afternoons. That's when it starts buzzing. That's when it gets busy. So what basically happens is that I find myself having to call my friends at night, at 8 pm to say, "Come pick me up," because there are reports that I am supposed to compile. Because there are tapes that I am supposed to go get, there are things that I need to do before the first day, before commissioning editors have meetings. So that is helpful, maybe in a world that is like structurally 8 to 5 pm, but in my environment I find I actually have to do the opposite of that.

LE Are the any other lecturers whose content you remember, information that is actually coming back to you now?

UL The writing, the one that you gave us on writing, on, most of the time when I have to write a report I am always trapped between the proper academic writing, boring, quoting, like this neutral offish kind of writing that is loaded with words, even just evaluating a film. I was looking at this film, it's called Rotten. This film that was for me so badly done. I thought "Oh my God this is so horrible!" And then there I was writing about stereotypes, the women are treated like this, um three generations of women, making this highfalutin' critique. And [UL's supervisor] looked at it and said "Oh my God, just give me half a page ok? just give me half a page of a summary." So at the end of the day, yes it is applicable what you were saying about writing, clarity, conciseness. But it was ringing a bell then. It was like "Oh yes, we write like this," when you were saying it but when you get to work, the brain switches off and goes back to the academic mode. You start writing like a student again. So I think the most important thing for me is the writing, the lecture that you gave us on writing.

LE Ok UL, how would you describe at this stage your practical competence and your understanding of the workplace?

UL My practical competence in what way?

LE If you just talk generally about things like your ability to find, access info, how you're finding - you've spoken about your writing skills - how you're finding your oral presentation skills, your computer literacy and so on. So just your practical competence and understanding of this workplace?

UL It's different because my, this workplace is very, what is that thing that you were talking about, right brain versus left brain? It's very unconventional in a sense that it's a lot of creative work. So even though my boss said that I would have to present using PowerPoint presentations, it happens at presentations level. But most of the things that happen is basic computer typing, and you can use any format. Well now I am addicted to using Arial font 11. Ja, so it's, I would say it's visual literacy. It's images, so it's your competence as far as content is concerned, technical structure of a frame, the journey, the narrative is concerned. Um, I don't know if I have answered you.

LE Ok, let's move on. How useful is your knowledge, and your intellectual ability proving to be here?

UL It is for me personally, it is something that I think weighs you in the beginning, introduces you to people. For example I had this discussion with, you met [ ] the other day, one of the commissioning editors, who made me watch three programmes: Top Billing, Imallimania, I think, and Selimathunzi. I had to go give her feedback. And she was really impressed in the sense that I haven't worked with content before and I was just bringing the fresh intellectual knowledge: "These are the attributes, these are the characteristics, and this is what is happening." So I think that it helped her and it helped me because maybe having been in the industry for a long time, she can't … knows these things but she can't bring in other tools of analyzing footage or analysing stories, or narratives. So at an intellectual level I think she felt she was helped. My project, my big project, which is what I am focusing on… [ ] is the commissioning editor, but I think ever since I started working on this programme a lot of things are clear, in a sense that she was swamped. She felt like she is choking, she is not coping with the producer, the researcher or the director and what I said is that we have to first of all define roles, you know. Not do it as commissioning editors, but let the production company define roles in these people's lives so that we know that you don't have to end up calling five people and saying, "Hello Miss Director, why is the episode looking like this, or why is the research..?" There is supposed to be one person to call. If there is a technical

mistake, call the editor, if there is a content problem, call the executive and say, "Why are you saying these sentences like this?"

LE So did you help her to think about defining roles? Is that what you are saying?

UL Yes I did, but we are still working on it. I did help her but at the same time, now it falls completely on me to do that, it's more like I am really the commissioning editor for this programme. I talk to the producer most of the time to try and discuss submissions, deadlines, bookings, what kind of content does the [host organisation] want, what does the language mandate say? what does the equality mandate say? what does the diversity say?

LE Have you become familiar with those mandates?

UL Yes.

LE So your understanding of the workplace is very much tied up in understanding those mandates?

UL Yes.

LE What are your thoughts, and try to give examples where you can please, on your interactive and your personal skills with people? Actually I think you have answered that in talking about the balance between professionalism and being assertive, do you agree?

UL Yes it's … I largely find … it's probably two things. I am probably lucky in that a huge number of people that I work with are nice. I really get along with them. I think I actually get along with everybody. It could be that I am lucky or it could be my own personality, the way I relate to people, the way I would not, even if I am feeling a bit like someone is stepping on my toe, I wouldn't throw my hands in the air and say "Excuse me!" You don't say that. I would take a day and come back the next day and say, talk to the person and say, "Yesterday when we were supposed to do this, we didn't finish on time because of this and this and this." Then it doesn't look like I am attacking this person at the personal level, I have had time to think about it. And I also talk about work, if we had done this and this in relation to this, we would have achieved a result that is like this. So it's not um …

LE Hmm?

UL It doesn't appear personal.

LE Ok, thanks UL. Have you experienced any loneliness, especially in the first week perhaps?

UL No, no, luckily not. I know that ... I think, I talk to PO [intern, 2005] and we have talked about some people, where they are, what are they doing, do they miss us, and things like that. I haven't experienced any loneliness per se because I am in touch with PO [intern, 2005] daily and I also email CU [intern, 2005] and CM [intern, 2005], so at that level … and I meet JN [intern, 2005] almost everyday, at the first week. I think actually the first week I wasn't lonely because JN [intern, 2005] was like my pillar of strength. I would tell him about everything and he would tell me about everything at work. So we had this kind of unofficial Wits meeting after work every day. So I think the loneliness, the first week I didn't feel it because every time after work I would meet JN [intern, 2005] … and my supervisor is also very supportive in the sense that she tries to include me in everything that is either new or that is old, and she thinks that I am supposed to know, and different stages of everything.

LE Is there anything else that you want to mention to me? Any other concerns, anything that you feel that you need from us?

UL Oh, no, besides the fact that I wanted to talk to you about, you know, this communication feedback, we give feedback, besides blogging and emailing, the phone calls. I was wondering if I could email to say, "I am fine" or this or this … if maybe I don't get time to call or I don't want to, I don't know, also image-wise … to look like you are making calls that have nothing to do with work, er...

LE Yes, of course, read your blogging documents on how to ... your 'remaining in contact documents', and you will see that you have those three options …

UL Ok.

LE Phoning for very personal issues, emailing and blogging.

UL Ok.

LE And then UL are there any questions that you think I should ask you in our next discussion on your internship, which should take place mid-way through the internship?

UL You know, what I think are the important attributes, I think that was the point that I started with. Defining your own identity, your own work identity, I think that is extremely important, that there has to be a way to work around that, to … how do you create or even introduce or construct an identity of yourself, that these people will receive or will be dealing with daily? Here I am talking of things such as trying to say, "I am a professional person, I am reliable, I am very time conscious, my time management skills are together. I am an emotionally intelligent person."

LE Hmm?

UL You know, I think those things, it's how you communicate that, it goes back to that point of communication. How do you let people see that this is my identity, this is who I am and make that stand, so that whether you stay or go after the internship, people have this memory of you as this person, not just some intern who came and was gone!

LE When I see you next time, do I ask you, "UL, how have you created your identity?"

UL Maybe you say, because I am already trying find ways to do that, maybe you say how easy, how difficult has it been, what kind of challenges have you met? How are people responding? Are people in the same framework of mind with you? Because you see, we are coming from this intensive internship programme, this is what it says the world of work is and you come into the world of work and some people are demoralized, they have been here for five years, they hate their jobs. Some people have just come in from overseas, ex-exilees. So it's politically a kind of place that is saying, "Oh my God, what is happening?" People are either extremely empowered and they want to work, people are … some people are completely demoralized, they have been here forever and any kind of change that whoever is suggesting or the new management is suggesting is like "We've heard that before, please." So how do you say, "I am neither this or that, I am this, I am this person who is trained to be firm, to stand like a rock and just push forward and do my duties?" How do you not imitate people, or how do you not get swallowed in by people who are just like eating and going home at 4 pm, or just staring at the sun or not looking like 'I want to be the next government activist?'

LE Ok, thanks UL. I'll remember those questions for next time. You mentioned your expectations when you started the programme and what you have discovered. Can you tell me a bit more about that?

UL Yes, I was saying that initially the anxiety was, I am finishing school, I need a job, I need a job! So the internship programme looked like this conduit, this passage through which you will be able to get a job. So initially I think all of us come into the programme with one goal: "At the end of the day, I want these guys to be able to place me in a company that will give me a job." And it's amazing the growth that happens within that time, in the sense that where I stand now and I believe where everybody stands, I went to see this play with PO [intern, 2005], Children's Letters to God, in Melville. And she is almost like me, she is looking at me, she says, "You are an adult." I am like, "Was I a kid yesterday?" But she means adult in a convinced kind of way, that you've become such an independent individual, you have a voice, you can stand there and say this is my worth, this is who I am. It's no longer about "Will I get a job, or will I not get a job?" It's about as a person, where do I stand? Yes, there is that creative universal knowledge in you, that I will get a job, if I leave the [host organisation, 2005] and for example go to [telecommunications provider], and say these are my experiences, I will not be a nervous wreck that I could have been when I finished school without this programme, I would be able to … you have, you stand somewhere. I don't know how to say … this kind of self-esteem, authority. Yes, I think the word is authority. You have the authority to say this is who I am, this is what I can, and I am not even going to give you a perfect model of some imagined educated woman, young woman. I will give you who I am, and then we work on that. Can you work with this person, this is what I can offer. And these are the skills that I have. And it's comforting, it's so soothing to be in that kind of authoritative space.

Interview ends.

UL Interview 3

Date: 25 August 2005 UL: Respondent
Site: Host organisation LE: Interviewer

LE Today is the 25th of August 2005, the 2nd internship interview with UL, an intern at the [host organisation], the time is 11:30. UL, where are we in your internship?

UL Um … 11th of July, today is the 25... that would be six weeks? Yes roughly six weeks.

LE So we are half-way?

UL Yes we're half-way …

LE Okay …

UL … in the programme.

LE Any comments - let me hand over to you - what's happening?

UL Uh, technical things are not as easy as we had thought, computers, phones, furniture, you get things one by one, you get things from different departments, so you have to be literally nice to about six different people in different departments. There's just a lot of protocol and bureaucracy, so you have to learn how to be …

LE It's strange that you have to learn that after six weeks, as opposed to the beginning of your internship?

UL Ja, I think that in the beginning you apply for these things and people are nice, they're happy to see you, and they say "Oh, you want this? It's coming. Oh, you want this? It's coming." So there's a lot of promises and energy, and then with time people just slump back to the way they've always done things, which is slow and it basically lies in your hands, at the end of the day. You have to be the one who says, "I cannot bring a laptop to work everyday, I need to get a computer to work."

LE Hmm.

UL So it largely lies in your hands, because some people just ... internship for the whole month, and just rotate with the motions and leave at the end of their contract without having accessed or influenced or asked anybody for anything.

LE It's an interesting word you used earlier "slump" and you're talking about the people around you, promises not kept, and so on?

UL Hm.

LE Could you reflect on that in terms of your own experience? You started off with enthusiasm, motivation, the feeling that it's great to be at this place, the ideal host organisation, is that accurate?

UL Yes.

LE Are you still at that level of energy?

UL I am, because luckily my, the Head of the Genre is an amazing person. She is … I think she leaves this place at 6:30 pm, the [Head of the Genre], because, I think she is very influential. For me I find it, if she has worked here for three years and sustained that energy, there is nothing that says to the next person you can't do the same. There's a lot of people who run away at 4 pm literally. You can meet them at the lifts, the lifts jam I am sure at 4 pm. People are rushing to get out of this place. And she is not like that, she's really very focused, and she is all over the place. And if you have one person who is the leader out of a great number of people who is that dedicated, it kind of says to you there's somewhere that we're going, but I am supposed to be part of the motion. I am supposed to be part of the group, the few that are going forward with that rigour, with that energy. A lot of people are spoiled at the [host organisation], they get paid a lot of money and just yesterday, two days ago, the CEO was announcing that they have made so much money this year. They have … they are going … employees are going to get a bonus, a fourteenth cheque. So people are quite complacent. Is that the word?

LE Hmm.

UL People don't demand, and they know that their salaries are there, they know that their house allowances are there, they know that the car allowances are there,

LE Now, you don't know at this stage whether or not there is going to be that kind of comfort zone, because you're halfway through the internship?

UL Yes.

LE And what are your hopes, dreams, aspirations at this stage, once your internship, once the three months is over? Where are you hoping to be?

UL I am hoping to stay. I am hoping to stay in the same department. I am hoping to stay in [current department], if not [current department], in the [department 1], it could be [department 2], or here.

LE What do you think the chances are, of you being offered a position to stay and why?

UL It is quite … it's a complex procedure in the [host organisation], in that you have … about how many genres … one, two, three, four? You have four genres that need commissioning editors. So to be specific and say I'll stay in [current department], that I cannot say even though I know that I have a very good relationship with my boss, and the Head of Genre and she trusts me, she trusts my opinion with a lot of things, uh, content, with a lot of content analysis … I cannot claim that I'll be able to stay in [current department], it is possible that a post can appear in [department 1] or in [department 2] before it appears in [current department].

LE Do you think that having done the internship, you will be in a good position to be offered a post, a better position than if you were coming from outside?

UL Oh yes, of course yes!

LE So do you think that your chances of getting employment in whichever genre are good?

UL They are, I think they are good.

LE If we could just go back to [Head of Genre]. I would just like to ask you about role models. It sounds as if [Head of Genre] is a role model? Can you tell me who else - and it may not only be at [host organisation] - who, since the beginning of your internship, has become a role model for you? Or perhaps there have not been any?

UL For me it has … I mean [Head of Genre] does influence me a lot, but I think the direct role model, somebody who is directly really involved with my growth, and my assertiveness, my ability to stand for what I say or what I believe in has been largely [workplace supervisor]. She doesn't think in the linear way at all. She is the kind of person who believes that [current department] and TV is something that occurs between maybe 5 and 10 pm and she will be here not at 8 am, a little later than that, but will stay. She is the last person to leave this building all the time. She will stay until 9 or 10 pm. So it's that …

LE Her commitment? She is a role model..?

UL She is committed, and also she doesn't get exhausted, she can go to [a television programme] – the whole shoot and come back at 6 pm when everybody is gone, and start another programme all together, and I am thinking!

LE UL, during our last interview, I asked what I should be asking you in this interview. You suggested I should be asking you about your identity, as a postgraduate student, then as an intern … and perhaps moving towards your identity as what you hope to be, an employee at the [host organisation]. Can you tell me about your transition from being a postgraduate to this identity, and how you are constructing that? Please reflect on that?

UL I think that as a postgraduate, your identity is purely academic, and it is purely academic in the sense that you are saying that I can read and do research, that's basically what you're saying. That's even the way that you advertise yourself. You say to people, to prospective employers, that I am good with research. And I think from that stage to the [World of Work] training, to now, I have come to realise that research in itself is not a strength. It's something that you got trained in but it's not a strength per se. Everybody can do research, it's just that maybe postgraduate people can do research at a high academic level. But research is not a strength per se, so my identity then was something that does not necessarily define me as an individual, a person. Every one of us in that [World of Work] training could do research, so there was nothing that was differentiating me from JN [intern, 2005], or from [intern, 2005] or from PO [intern, 2005]. We were just researchers and we are not that, to be quite honest. When you get to work you realise that I am not a researcher, these are my strengths. You are either a very technically minded person … it differs according to different companies. You are either a very technically minded person or a creative- artistic person, or a textual-word content person. So it really depends. And, I have been talking to JN [intern, 2005] a lot, and most of the time he ends up editing the journal, the papers that his supervisor is going to publish, or is going to read, or is going to present to the president. These are not the things that he knew that he could do before. He didn't think of himself as an editor or as a proofreader and even his internship was not so that he can go proofread or edit. These are the things that you come across and you actually realise, this is what I am able to do.

LE Have there been some surprises for you? In terms of your identity as an intern, have there been things you've discovered about yourself that you didn't know before?

UL Yes, there has been quite a shock, I think I've always thought, "No, no, no, I am good with speech and campaign." But I didn't realise that I am actually … even though I wasn't trained in cultural studies, and with the [host organisation]'s transformation and this pressure to become representative of different cultures … I didn't realise that my cultural activism is stronger than what I used to say, "Oh no, I can do campaign, I can invite anybody to come and partake in a cause that is worthy." I didn't realise that I am not necessarily trained in cultural studies but I am passionate and I am strong in cultural representations. In the sense that a lot of discussions that I have had with the two production companies that I happen to be working with on different programmes were on, how do you talk about people? How do you represent people? How do you make a woman stand there, and not be beaten up, and not be battered, and not be a victim, and not be sorry, and not be apologetic? These are my feelings, and for some weird reason what I always thought were my pure emotive feelings have come to contribute to my work. I don't know how to explain this.

LE I am trying to understand how that ties into you creating your identity as an intern, as discovering something about your identity as an intern. Try and explain that to me, please?

UL Me discovering that I am inside, as a person, very sensitive to how people are constructed and how people are imaged and visualized. This has constructed for me an identity of … um, how can I say this? … my wish or my personhood. My personality occupies a stage that says discourse or any kind of debate or discussion should be about dignity of the people. I have found that even though I have dealt with visual literature a lot, I haven't actually realised that I am the person who says visual literature, visual representation should be responsible and should give people dignity where it has been removed. And we should start somewhere where we are representing human beings and not just clothes and hair and … so I usually … and [workplace supervisor] was shocked the other day because we were watching this programme and I said "Why is the cleavage of this woman showing?" and it just came, because it was an adult show that we were working on, and this woman's cleavage had, like, shadows and it was ugly. It looked very tacky and nobody could see that. We had, I think all of us had, this male viewing of breasts. There was, "Oh it's breasts, it's sexy." We didn't know if that woman was dressed like that, to be shot like that, or if she just happened to be dressed like that on that day, and she got interviewed. Or she did want to portray her breasts on air? So those are the things that I found, that intimacy with a person's breasts while we're supposed to be looking at her face. And she is talking, and she is talking about important things. I found it a bit repugnant. And we didn't know how to represent her because we didn't know what she wanted. So that's what I found for me as a new identity ...

LE A new awareness?

UL New awareness of dignity building of human beings when we make TV.

LE Could I try for myself to understand what we are talking about here? You had an intellectual awareness, and you are now finding a practical application for that?

UL I think there's intellectual awareness, but I think that it's not real in the sense that you could be talking about feminist ideologies … how in the 18th century, or in the 19th century, or now, women don't have agency. It's just ... intellectually it's just words that don't happen. I think the realization that, "How come I am a human being and I am feeling like this now, and I am a woman?" I find it didn't have much to do with the … it could have been influenced by the intellectual knowledge or awareness, but then the reality of it at work is more real and more disturbing.

LE Identity implies that other people recognise you according to different behaviour codes?

UL Yes it does.

LE Do you think that people are recognising this about you, that you have this awareness?

UL Let me go back to your question and say that it is about other peoples' awareness of who you are, and also them believing it … because sometimes we do have identities that we say "Oh no, I'm like this." And you are not really convincing like that because you either don't believe in what you're saying, or you don't think, you're not clear … there are no boundaries. You are not saying that I am this, as opposed to this. I am not saying we are supposed to look at that, and at life according to binary oppositions. But the thing is, it is very difficult for people to see you and what you believe in. For me that kind of identity has come to play a big role, in the sense that yesterday I was called to this between the two heads of genres: [department 1] and [department 2]. And I didn't even know what I was doing there. So suddenly I was asked questions pertaining to the way … why we want to transfer, why [department 1] is trying to

transfer one programme which is not that department's genre to [department 2], which is in another genre. I don't know how to say [department] in programming but real, reality programme - more of reality talk-show programme. So they are trying to transfer it to that. So I had to give reasons to motivate why, why the head or we think that that programme should go there. And that is a sign of somebody having accessed my identity. Having seen what it is that I am able to,

LE Hmm.

UL What I can talk confidently about, and with passion and with …

LE Are you saying that people are starting to trust you, and to draw you out for your opinion?

UL Yes.

LE Is that different from the time of our last interview? is that a change or has it always been like that?

UL There is a huge change, in the sense that in the beginning it's all bubbly, because I think people have different perceptions, some people think, "We have an extra help, we have an extra hand … somebody to get there quickly, or if I have to go to the dry cleaners or fix my car… ", so everybody adores you, "Hey, how're you?" Everybody is nice to you. But once people realise that you have a questioning eye … you want to say, "I don't see why I have to watch that tape, what is it, what is it about? What do you want, what tropes do you want me to look at? What is the message? What is the context? Where is it going?" You are not just filling in a time sheet and saying, it's this long, it has these many adverts. So you start asking people questions like that - because it is supposed to be like that. It's a message, it's like a book. You can't just read a book to see how many lines it has. So people start feeling … what's the word … feeling less authoritative, or feeling less like they can just give you any job. I don't … if people also sometimes doubt themselves because they start asking you about your degrees, which is a very bad thing I think.

LE Why?

UL Hmm, I don't think we're supposed to be important because we're educated people, or I don't think we're supposed to be respected according to degrees. I think people should be respected for being either hardworking or responsible, or reliable.

LE Then why do you think people are asking you those questions about your degree?

UL I think it's people who did have training in film, or in cinema or in journalism … but at the same time there is that kind of comparison, like, "How come you can speak like that when you've only been here for six weeks, and I have been here for six years? How come you are so comfortable with these type of things?" I don't know.

LE Are people acknowledging you, or do you think they might feel threatened?

UL I think a large number feel, um … admire and acknowledge one's strength. But at the same time there's a very small percentage that feels that it's the world's fault that they didn't study further.

LE UL, I think this leads me to the next area that I want to discuss with you. Can you can reflect on teamwork, in this department, in the [host organisation] generally if you like … micro-teams, macro-teams … any differences or developments you've noticed, since the beginning of your internship until now? Also, your role and the way you believe you are being perceived as a team member?

UL I think that the [current department] as these five commissioning editors and [Head of Genre] and the assistant, I think they work brilliantly together. There are four co-people that are a team. But then again there are people who would always either miss meetings, not come to meetings, or walk out after.

LE So you've observed behavior that doesn't contribute to teamwork?

UL Hmm.

LE How about *your* role within a team, how do you feel you've been accepted? how do feel you are functioning in a team?

UL I think I am functioning well, I think I am functioning well in teams that I have been in, both on the production side and on the [host organisation]'s side. Um. The problem with the industry is that, what I was talking to you about… I think in the first interview … about emailing everything that you're saying. The problem is that in a team you have about five people that have … you have suggestions, you have brainstorming and then you have critique; if you don't like it, you have to critique it and say, "This is why I don't like it, this is why I don't think it will work". And then you go through this process of correcting it, as a team. But the problem is that you have teams of different levels. You have that smaller team, and then you have the middle team, and then you have a big team, which involves decisions. Somebody

doesn't want to speak about a particular problem because they're people who have been in the industry for a long time, and they have friends in high places, and then they always want you to voice their grievances or to say these are the problems that we met. Um, this particular production company did not deliver in time, or this did not happen, or we didn't get the tapes when we were supposed to go! So you get people who have been here for a long time but when you get to report, a reporting situation, they keep quiet and they step back and they expect you to speak because maybe they think you have nothing to lose.

LE Ok. So do you feel that you are being manipulated?

UL Oh yes, sometimes, yes.

LE Sometimes?

UL Sometimes, yes. It happens. I remember somebody who said to me, they are going to write an email and I said to them, "What email are you going to write?"
"Oh I am going to write you that email, I cannot give you the contents of that email now."
And I said, "What am I supposed to do? I am not going to reply to an email that I don't know where, I don't know, what is it based on? Is it work, or is it time, or is it technical? what is it, can't you just give me a clue!"
And this person kept saying, "No, no, no, you will see in the email."
I said, "Don't send it if you don't want to tell me what it is."
I don't want to be a part of something … but then later on I realised that I never received the email. I think it's only this week when I realised that that person has been taken to a disciplinary hearing about misconduct somewhere - things that I don't know very well. But I suspect that my email - because I keep dates of everything - I think my email was going to ask me to bring things out of my diarized information that would save her without me knowing, that this person would photocopy this and say according to this date...

LE Do you feel vulnerable? Because of things like this?

UL No I don't because I have a very strong supervisor, even if I have a small complaint, or a misunderstanding, her office is always open. I can go to her office and say "Is it correct to do this, am I allowed to go beyond this, or am I allowed to say this to this person?" And she will tell me "No, no, it's unprofessional, you don't talk to those people like that. If people talk to you saying personal things, for example if a person comes to you and says, 'Oh, so and so, I don't like the way she did this,' just tell this person, 'Address this at a meeting, call a meeting immediately and address these grievances.''

LE What has been the greatest compliment that you have received since I last saw you, and what has been the greatest criticism leveled at you?

UL Hmm … my supervisor said to me that I edit my own thoughts to be nice to people. It's not the worst criticism, it's the way she was saying it, which was very serious. She wanted me to be very direct, even if I am harsh. But I think that is more of a personality thing and not a work thing. My personality is not … I am not an abrasive person, no matter how much I tried. If I was abrasive to a person that, and I am effective...

LE Do you think she was advising you to be abrasive?

UL I don't think she was advising me to be abrasive, I think she was advising me to be assertive.

LE Okay, what's the greatest compliment that you've heard? Two, if you like.

UL Hmm, the first presentation that I made, my boss [Head of Genre] was very impressed … and I honestly think … even though she didn't say great words, she just thanked me for that presentation. But I just realised from that day that she started not leaving me behind in discussions that involve genres, or discussions that are kind of elevated from an intern kind of position, I must say. But I think that after that presentation, she has regarded me highly.

LE Was that presentation before or after our last interview?

UL It was before our last interview.

LE There was one more question that you suggested I ask you in this interview, and that was for you to describe your growth process to this point.

UL My growth process to this point is that I'm ... I've become more ... more realistic in the sense that it is more about what it is that I want, because it is so large, it is a such a huge area, and if you don't focus you will first of all get out having learned nothing. You will not be able to market yourself if a post comes. You will not be able to say, "These are my strengths, then take me for this post." So of this, it's such a huge area and my growth process is that I have been able to refine myself and my special qualities and what it is that I can offer, and what it is that is a bit beyond me.

LE As an intern, have you established yourself as an employable person?

UL Yes, in a sense that I could look at a paper before this and not be able to … and say there no jobs for me, and now I know exactly that if I wanted to be, say, a producer, these are my limitations and these are strengths. If I wanted to stay either a Commissioning Editor or an Assistant Commissioning Editor, these are the things that I can do in that area. And these are the things that I'd need to either call one of the Commissioning Editors and say, "Okay I am struggling with the picture quality of this, and what are the levels of the picture at FCC?" I know at this level that what I have to learn most is the technical side of the making of pictures, rather than the story line or the story-board. Content wise I know that they would literally ask me for advice, what do I think of the content? What are the words saying? Where is the message going? That I know is my strength.

LE Anything else you want to add? Anything else you want [World of Work Programmes Coordinator] and me to know? Anything that we can do for you at this stage?

UL No I think that we - I - it's a situation with every body, I think we have been trimmed, there is no better word than refined, it's that refining that is the most important one … because I think we have professional people in the world because they have either refined themselves or someone has refined them, streamlined them according to a particular thing. We are … because I think the problem with graduating from the Humanities and the Social Science degree, it's hard. You think you are a half literature fundi, you think you're half political science fundi, you think you're IR. The way our courses are designed in the humanities is that at the end of the day you've touched a bit of everything, Philosophy, History, Literature and it's really difficult to get … so what exactly are you? Are you a writer, thinker? Are we supposed to call you and say, we have a project give us an idea or are we supposed to give you a pen and a computer, "Type this, make it presentable"? Or are we supposed to say you are the manager, you're going to run the whole show and tell everybody what to do. We are unable to do that when we graduate from a Humanities degree. That's how I felt, and I think that's how a lot of people feel, they feel that they're bit of everything. The process that has occurred within the internship so far is the refining. I have talked to PO [intern 2005], I have talked to JN [intern 2005]. I know that JN wants to read more about the ANC and [JN's host organisation] and developments in South Africa and other third world countries. His degree was in Forced Migration and other things that he knew had nothing to do with what he is doing now.

Interview ends.

APPENDIX 3.3

Workplace Supervisor Interview 1

Date: 8 August 2005 WS: Respondent (UL's workplace supervisor)
Site: Host organisation LE: Interviewer

LE Did you volunteer to mentor UL? Was the role and task delegated to you? How did it come about?

WS It wasn't delegated to me, but I had met UL the week before and we did a course together at Wits, a Master's course, so I know her from then. Just by chance bumping into her. But I'd also been thinking about her strengths, you know, for some kind of additional support. My current boss was a lecturer, so it just made things very easy to say, here's a pretty trusted entity.

LE Ok. So in fact you knew UL and that helped your decision making, to take her on as an intern?

WS No I didn't know her well, I just know her from the class. I just knew her input.

LE Hypothetically had you not known UL… or imagine if you had never attended the particular Master's course and known the content thereof… how receptive would you have been of her? Would it would have been the same or different?

WS Look I think it would have been very um … very interesting. She presents herself well, she's confident. She is forthright … um … ja she advances her opinions and ideas easily. So that would've just definitely … grabbed me.

LE Ok. So there wouldn't have been a great difference between taking her on board and knowing her, versus only knowing the content of the course that she did?

WS No. Uh, the content … isn't really … something that necessarily … is that applicable here because we're not um, that, uh … we did History of Documentary and here this department does Entertainment, so it's format is very different things. But it does obviously cover issues around content - documentation etc, etc. So you do need someone who is literate and aware and perceptive of underlying kind of mechanisms involved in the construction of the image representation.

LE Ok. You have an insider's knowledge of the course content, how much are you using? you are saying that there are aspects that are not applicable, but there are some that indicate to you that UL has the knowledge base, the specialized knowledge that can apply …

WS Look it's not that, as I said, because if she was in Factual, I mean if this was a factual department, it would be more which deals with documentaries only. We are not factual we do hybrid things like reality TV, which is a very different application to what we learnt in the course and I think I went there as a professional more for the theoretical part. But I think what is important is that the practical part of the course is very good and sort of brought her, uh, much more up to speed in a very short time with the production process. So you do need some sense of the production process and how long things take to put together and things like that. So I think someone who hadn't done that course would be battling and wouldn't know anything about production, even though what was made was more, um, short inserts. But I think that there was, there was a lot of stuff that prepared people to know what to look for, issues around, the technical issues. So for me that, that's what's more important, um, it's more important that people grasp those things so that they know what they are looking at in a frame than, let's say, they have made a lot of stuff. So the technical application, that is the specialized information.

LE This is a unique situation as the workplace supervisor has an intimate knowledge of the content of the course. And that's not usually the case; in other words, in other internships the workplace supervisor simply hasn't attended the course and doesn't know about the mechanics or the course content. Do you think that because you do know the course content, and because you do know how that has equipped UL in certain ways, if not in others... do you think that this is to her advantage when you ask her, for example, if she remembers covering a certain thing …?

WS No I never even referred to that because I didn't do the practical side, cause um, a film maker …

LE Or even from the theory side?

WS Theory, there is not an application of the theory in this department in television making, as I said because it was documentary, History of Documentary. And then I didn't do the practical because I'm a professional film-maker. But it's more the questions… she didn't get interviewed by me anyway, for this thing, she was interviewed by people, other than me, so the questions that they asked her were strangers asking her in order to ascertain what she understands of the process, and, um, application to content, and you know how… I think it's more about being able to be interdisciplinary, to move easily from theoretical understandings, theory and practice, just the usual theory and practice, kind of …

LE Dilemma?

WS Dilemma, yes!

LE WS, you know about UL's performance in the classroom, her insights and the contributions she made during lectures?

WS Not that much because I was at work fulltime. I was doing the course part-time, so didn't attend any classes. I just sort of, you know, showed up when I could, and handed in my assignments.

LE Ok, great. What do you believe mentoring UL entails?

WS Look the thing is most of the people, I will say, um, in that particular class, because previously somebody else had been offering what was suppose to be that class which was just completely shambolic. So, um, yeah I think that the course that [course designer at Wits] structured really helped people. The class participants were generally interesting and were, were … coming from the School of the Arts, but were, because I was in the History department, so you know, it's a problem with the course. I think finding those two people were a challenge. Um yeah, so I do think that people in the class generally, the standard of inquiry or curiosity was high.

LE What do you think is involved in mentoring an intern for 3 months?

WS Uh, well … I think that it's very important to … I've done, not mentoring, but more hands on training. It's a very practical industry, so people have to be thrown in very quickly, there isn't a lot of time to be explaining, um… background things, um, so it is about an application. I think that when the… the thing about mentoring someone in how to be professional, how do they work in this department, in the industry or not, um, because the group dynamics in the workplace is very, very different to group dynamics in academia, um …

LE How?

WS Well, they are completely different, because the … first of all … You know in academia you, you are still a client, you are a paying client, in the workplace, you know the things are very different. So it's very important to set up boundaries between people so that you don't, um, have miscommunications or get abused. It is very important to be assertive and always feel comfortable… to seek clarification and to know that it's Ok to not know things, and also just in terms of communication issues. I think the communication issues are very, very different in the work place and it's, ja, it's very important because of the South African history. But other issues: to be able to uh, map out a way that, that you want to be treated, to know the mechanisms that are available if you are not happy with the treatment you are receiving, or the way you are being treated or communications, um …. Mentors also I think need to, with the mentees, that relationship has to be one where it's about defining, uh, because in UL's case there is a specific project that she going to work on, which has changed, because I'm off that particular programme, because it's so problematic. So I've moved her onto another programme, which is um, you know far … a little more interesting in a television way, format way, more particular to this department, but I mean uh, yeah … so it's about really mapping out what, what is the cycle, what's the production cycle, project cycle to get the programme out every week? So that the person understands what has happened before they came and where are we now, we are here on the map and what has happened. So, um, it's really been about setting that up, making sure that she understands it, assigning her to different things, um … and opening the lines of communication because I also have to do my job, so I have other productions that I work on that I don't take her to, and then she has to assist the other commissioning editors in the department and … I just also wrote a letter to everybody and told her that it's very important - even if you're being sent on errands you need to start … you've got to learn the chain of things. Nothing is in isolation. If you are dropping something off you need to know what is it part of.

LE Would it be possible for me to have a copy of that letter?

WS Ah, yes, I can e-mail it to you. And you know just like setting that up, and then asking people to … you know if they are asking her to … to use stuff, I need a written log so that I can

document the process. Obviously if it's something that's just purely admin - I don't want that, but I do want a way to be able to chart and make sure that she's being exposed to … um, different things and I know what she is being exposed to outside of this specific project that she's working on … um … Because it is very stressful and there is not enough infrastructure here and I just find it frustrating as a person, which she may not be mentored by the best person because I come, … I'm new in this environment, myself I come from being a director so I'm use to being in a very kind of executive decision making position. So I'm also learning, uh, I suppose how to tone that down in the corporate environment. But the reality is that the deadlines of broadcast are very similar to the deadlines of production. So … ja … the thing that is different is that it is a mixed bag and not many people will come from a production background here, there are people who come from a more corporate, uh … background, so I'm used to being far more hands on, uh … on projects … on, on productions, that's you know why I was recruited into the [organisation]. The interface is very different, it's much more hands on.

LE It sounds to me as if you have thought through and are applying very detailed and very carefully thought through approaches to mentoring UL. It sounds to me as if you are very committed …

WS I am committed … but I think I have also been mentored.

LE I'll ask you why …

WS I've been mentored by people, not that they thought they were mentoring me, but I have been very, very fortunate from my first job to have had wonderful, wonderful … um, people, mainly women, who have done that. So it's kind of the luck of the draw in my case that I was, … and looking back to be able to see that, wow I was really mentored, even though I was you know, sort of thrown, these were jobs, these weren't internships, these were hit the ground running kind of jobs.

LE Is that an answer to your level of commitment now? Because you're aware of the value?

WS I'm aware of the value and I've been in environments with a freelance person where I've seen that it isn't happening, it's not sincere um … there's no commitment to it. And again these are the historical South African um … reasons in context. And I just think also that, um … ja I mean beyond the commitment we teach what we need to learn. So I mean broader than a professional application it's still part of like my holistic life, coming to work, and the interpersonal kind of relationships that I choose to have.

LE What forms of support do you have from the department, the organisation, for mentoring an intern? Any recognition …?

WS I don't know, I would have to pursue it and you're here so …

LE Could we talk now about UL, earlier you mentioned her professionalism and teamwork, the difference in academia and in the workplace, and then more specifically you spoke about professionalism in teams in the workplace, communication, access, boundaries. Can you give me your thoughts on how UL is doing?

WS Uh, look she is doing very well in communication, she is a very, very fast learner. Um …
I can trust her with stuff and …. What's interesting is that she knows what she doesn't know, so she applies what she does know. If I ask her to do a task or two, to interact with the team in this particular production and she is able to flag the errands that she doesn't know and you know … that's also quite rare because people don't tend to really do that or to know … that they don't know, or they can see it as a gap, they've identified it, um … Just in terms of uh, the kind of … it's a very admin oriented environment, so that she'd have to get more up to speed in. And she will - I will - approach this …

LE What specifically are the areas?

WS It's just general admin, I mean you don't interact in an academic environment with your colleagues via an e-mail. It's because you are a student, you know unless you're sending e-mails, they're very informal. Um, whereas in the workplace the e-mails that you send are uh, … you know uh a transparent, professional binding kind of things. So it's about that. I mean constantly I cc her on e-mails that I'm sending, even on the other projects that she's not working on, so that she starts to see um, the way of writing in a business style. Because you can have quite heated interactions with people. But if I am writing an e-mail there's a different way that I have to put the information so that I know that, and you know I also cc,… my e-mails are very, very transparent, um … even that there's nothing that I feel will impinge upon me that was in an e-mail.

LE Is she learning about different and appropriate tones?

WS Tone and content, it's like, it's like a business letter.

LE Has there been an example where she has perhaps sent an e-mail that you thought was inappropriate?

WS No. No, no because she'll check every draft. So it's just teaching her how to take out the, the, you know the personal and working out what's the point of the communication succinctly, because this place is also like endless meetings. So also about identifying how do you go into a meeting? What's the agenda? If there isn't one or you've been told that there's a meeting, ask for the agenda, ask to prepare the agenda so that you have fruitful meetings. And also identify what the outcomes you desire in a meeting, are. What are the outcomes that must happen from the meeting. Those kind of like things.

LE What are your thoughts, and please give practical examples if possible, on UL's interactive and personal skills?

WS Look UL is a bit quirky. She's quite uh … she's quite an individual. And also because she not like South African there's a different way that she … slightly different … and not problematically different way that she um, interacts uh, you know with, with people, which I don't think is … to her detriment because I do think she is constantly aware of having the slight outsider position and to not um … make mistakes around you and stuff like that, so um … maybe a bit more … um … what you call this thing? … self conscious and perceptive … than the way kind of South Africans interrelate with each other, so it's also quite refreshing. I think she's very good at reading uh, situations and dynamics and listening to communications and extracting subtexts.

LE Is she discrete?

WS As far as I know … I mean uh, how do you know if someone is discrete until something comes back to you?

LE She's in London at the moment?

WS Mmm …

LE Can you tell me something about that? We're aware about that obviously. Did that all work out Ok with you and are you happy with that situation? Did she give you advance notice?

WS Ja, ja she did.

LE Ok great. Can you give me your thoughts on her attitude in terms of the work situation? Firstly, her willingness and desire to learn, and carry on learning. Secondly, your thoughts on her attitude towards the work situation generally?

WS I think she is very positive. I think she is very hard working, punctual, conscientious. I think for her it must be like entering a very exciting environment, the making of television. Unfortunately those of us who have been in the industry for long are jaded. So um … it's quite interesting to watch someone finding everything interesting uh, and not um … yeah. So yeah, I think that uh … what she does need to be careful of in this environment is … and even though I am new, it's just about information gathering, to know where she might want to be? Where's a good entry point? Because there might not be a vacancy here in this department, but there may be vacancies elsewhere. And to just carefully weigh um, you know is it better to be in a promo department? There's a position coming up… or in research? And I think when you're out of varsity and you want to be, you know, been in all that theory and you want to be practical, um … you want to go there, but is it necessarily the best route?

LE It's like career pathing …

WS Ja, mmm.

LE It's a challenge for them. It's the excitement at being here at entry level.

WS Mmm, mmm …

LE Ok. Is UL adding value?

WS Yes, she is adding a lot of value.

LE Ok. Have you heard about other interns from this particular programme at the [host organisation]? What are your thoughts on them and have they influenced UL, broadly speaking?

WS Um I know [intern 2003] who was again, in, in one of the courses that I did, that was the course that I abandoned, the one that was the previous year, the documentary one. So she came in and um… again another kind of bright and um, confident person. So I think she's …she's done uh, well. You know this is a diverse environment - that's like the reality. So um, kind of new intake are coming from very different locations.

LE Ok. Is there anything else you want to mention or is there anything else you need to know from us as UL's [Wits] supervisors?

WS Well I think that the Wits supervisors should actually then request: 'What is your plan in … what is the mentor's plan?' so that there is some kind of project lifecycle. But the other thing

that I know in place of documentation, so that ja, it's a way that you can track what is she exposed to, um … what is the intern exposed to in the workplace, but what has the thought been around it, in terms of whatever the nature of the business is, is this person going to be exposed to enough different things beyond the specific project? Because you know other sectors might be … you could be, I don't know a production house and assisting the editor because that is the internship that you got, but would that person, would that intern be exposed to the products that are being made, and the other steps, you know, along the way. Because that might be … that's important. Whereas if they only stayed in …

LE In the contract there is that detail. Are you talking about beyond that? in having access to …

WS Well no, I'm talking within that, that I think should say that if you are going to take this person as supervisor … people must write up here's the plan, this is the project, there's the, the you know this is what happens on a weekly whatever, like daily thing, these are the things she will be tasked with and that I will, you know, measure her against. And these are the other things that are outside of the project and this is how I am going to track her learning on projects that are outside of the specific projects. I mean she is still working on this project, which, which is one of the projects that I work on. She'll be doing little bits and pieces for other commissioning editors, but not sort of involved in all their work so it's, it's, that's what it must be like, more of a written thing. So people will think about it, think about what is the plan.

LE Ok thank you. I think you …

WS Not think about it, they must write it … ja.

LE Yes, thank you. We had a very detailed contract last year that involved exactly that – weekly tasks and so on and we've had to disregard it because unfortunately you're the only person who valued it. In fact it became a great burden for people to try to detail weekly tasks and so on. So we did have such a thing …

WS Good! Can you send it, can you send it to me, because I don't want to have to draw a whole new document if there is format already existing

LE Yes, I can.

WS And then I think it's incumbent upon the intern to be writing that up, not the supervisor. Because I don't really understand where the problem would be because I wouldn't be writing up what the weekly tasks are, she would be.

LE Yes. Ok. And then of course I do have certain questions that I'm going to be asking to track the intern's growth at the same time. UL actually now has those questions and she is responding to those questions in her blogs, her personal weblog. So that is another way of tracking growth for these three months. Thinking about the next interview I'm going to have with you, are there any questions you think I should be asking at that time?

WS Gosh! Not that I can think of. What I just wonder, what are the mechanisms in place for you, because I've done them in this, in different capacities, but more in productions. In getting into production houses, finding people who are interns, who are completely neglected um … how are you going to track that? And also finding interns that are completely uninterested? So those are really more my questions of how, how would you ascertain that and what are the mechanisms in place if a supervisor felt that this person … this isn't the right environment for them, they want to be elsewhere um …

LE Mechanisms are in place and this particular internship is unique, in that we guard the process of dialogue between workplace supervisor and the intern's supervisor. Partlyto protect the reputation of the programme. That is a reality, but also to ensure that the interns are performing. So if there are those kinds of concerns, we try to be available to you, and also to have at least three interviews or meetings with you to discuss the person's progress. If there are any issues … it's a very unique situation because I have no background in television, I have no vested interest in anybody at the [host organisation], so I am a very neutral third party for UL to use. And for you to use my role as a human resource specialist can come in handy in terms of assisting UL to handle a situation from a completely outside and objective point of view, and the same from your side. If you find that the intern is not working out, then it's more easier to negotiate with a third party objective person to find a solution.

WS Ok.

Interview ends.

Workplace Supervisor Interview 2

Date: 25 August 2005 WS: Respondent (UL's workplace supervisor)
Site: Host organisation LE: Interviewer

LE I would like to hear from you how it is going with UL's internship, as she is now half-way through the internship programme. She is very positive about where she is at, but I would like to hear how you are feeling about it.

WS Well, look she has come at to a place where she has like jumped onto a speeding train, that is the only metaphor I can use for it, that was like my experience of joining the [host organisation]. And I can only imagine what it is like for someone, for the next person who has literally jumped on to a couple of very fast trains. Ok there is the big train, the [host organisation] and there are other trains which are the productions. Um, fortunately for her, she was around and attending meetings with me on a second production that was still in it's early days. Because the original project that I mapped out for her - I requested a withdrawal from that as it was very problematic, so I didn't want to leave her there, because it was just not a good situation, in terms of her learning outcomes. If there would have been applications, it was very frustrating, uh, in the professional sense. And you know it is quite rare, that that type of production that is like that. And it's a production that I have found already from the go, I've been here for a while and obviously it is a big problem so I wanted her just to be off that and not have to work with difficult individuals, um, in that experience. So then I moved her onto [another project], and I said it was fortuitous that she has been attending extra meetings on that. So she has been very good on that, she completely understands what the editorial issues are, she is not afraid to volunteer her opinions. That comes in handy.

LE Is volunteering opinions a positive thing?

WS Look, for me production is about collaboration, everybody's input is valuable, um, just because I make the executive decisions, it doesn't mean that, uh, I'm not open to what other people think.

Interview ends.

Workplace Supervisor Interview 3

Date: 17 October 2005 WS: Respondent (UL's workplace supervisor)
Site: Host organisation LE: Interviewer

LE What kinds if changes, if any, did you see in UL during the internship?

WS You know I think it's more about understanding the … common culture around meetings and the workplace. It's quite hard to comment on work content right now, but I think a lot of her improvement happened around the language she chose to write and interact with – to communicate with.

LE So you saw growth in those areas?

WS Ja, definitely!

LE If you were asked to write a comment on UL's employability what would that be?

WS Look it's quite hard.

LE A big question! Please consider the following scenario: the [host organisation] commits to offering work based learning interventions to post graduate students from the Humanities and Social Sciences from Wits University for the next five years. You are given the task of working with the university to design this work based learning intervention. The goal is to assist students with the transition from university to the work place to improve their employability and to add value to the [host organisation]. What kind of intervention would you design to make this happen?

WS For working in a corporate environment, um, there needs to be an understanding of the organisation, how it came about - a macro idea of 'this is what this organisation does'; this is for business, that is a unit and a bigger picture that makes all this possible. So it's really about being able to understand the organisational structure and how that pools down into specific departments like ours. And also in that way, it forces people to understand, and how to prioritise tasks in the nature of that industry. And that might require then … that information might not be available in the company manual. So really it's about determining ways to secure the information so that they can understand what it means to be in a process. So it's about giving power to that. Ok, that's information that is usually freely available. How does somebody enter the organisation and have the initiative to be able to pick up info so that they can help themselves. And what is it that they are working with, against, towards. That would be like the first thing. And then just work readiness … what I think for the proposed team, is … um no brainers … umm … and how you … how you'd manage blogging information, because that's like a big thing. I mean blogging is important, because even if you were outside the intern's world, blogging means that you follow up with where the person is. Um, what else? I think just how to maximise on where you are with an organisation. But um, ja, I mean the people I think can do … because at the end of the day it's more about people. There are people who may be willing to work, you know running after people at quarter to four, like other employees, and how much are you willing to, to show commitment. I can imagine that you could come in from varsity to observe the corporate culture of [host organisation] and that's not a big thing, observing is easy, doing is hard.

LE Did you learn anything from UL?

WS I think mainly what I learnt was the need to be involved in helping with the application of breaking down of big tasks into small tasks. Just when I assigned her some other stuff so that … ah… I suppose it's just another way for me to realize that I'm uh, pretty good at conceptualising things that she should be able to understand, and anticipate initiatives that she could learn from in the process from beginning to end of a project.

LE Could you describe the support, both formal and informal, you received from both the university, from the host organisation and from your colleagues, during this internship?

WS Ah, Wits gave a lot of support. Internally, at the [host organisation], people are pretty much left to the departments, nothing is really coordinated, just in terms of how it would be then, streamlined. There has to be all kinds of different networks of streamline, to make sure that the person is as good as to retain a bit of organization. So that seems to be lacking at the [host organisation]. Um, just as I said in HR, you know, there seems to be this sort of … it's not how much you are in, if you are not doing what you want to be doing, and it puts you in a

positions to apply for, you know, other positions where you don't really know if um … you know, it might be what people do. But I don't think it's the only way. I mean I think that you could also, one could also get by with experience of the production house as long as they could network efficiently and other people know that she is interested to contribute, instead of maybe going to some mind numbing department.

LE Do you feel that there should be some reward, in recognition as your role as mentor of an intern?

WS Ja! Definitely.

LE And is there such a thing in place for the role you have played in the last three months?

WS Not entirely that I know of.

LE Now UL has finished her internship. I've spoken to her and she has said that it's not possible for her to continue working here at the [host organisation]?

WS But for a three-day contract.

LE So she's returning for a three-day contract?

WS Yes.

LE While taking into account that this interview is confidential, can you tell me if there are any other reasons for not being able to keep her on board?

WS It is Human Resources …

LE Is it entirely Human Resources?

WS Yes.

LE And if there was only a 5 or 10% possibility for her, hypothetically speaking, to continue being here and working with you, would you work hard for that 5 or 10% chance?

WS Oh ja, definitely!

LE So in terms of her employability, you rate her very highly?

WS Oh ja, I definitely do.

LE Thank you. WS, is there anything else that you require – support - from us at the university, for UL, or anything?

WS Not at this time. No.

LE Would you be prepared to work with another intern from the same programme?

WS Ja.

LE Thank you very much.

Interview ends.

APPENDIX 3.4

Email 1

From: WS - Respondent (UL's workplace supervisor)
Date: Thu, 25 Aug 2005 13:15:57 +0200
To: LE - Interviewer
Subject: Email to colleagues

Here to is the email that I had sent out, bear in mind though as per our conversation that I have now assigned her to [a new] program (Tuesdays 10pm).

From: WS - Respondent (UL's workplace supervisor)
Sent: 21 July 2005 08:02 PM
To: [5 colleagues]
Subject: Regarding UL

Dear All

Due to a heated conversation between [colleague] and I today it has come of light that people do not seem to be informed about arrangement regarding the Wits MA student UL.

UL has submitted her MA thesis (what she does here does not form part of her studies) and is part of the Wits Graduate World of Work program, she will be with us for three months until the 11 of October. I am her supervisor, part of her contract stipulates that she must be ''working on a specific project which will require the intern's dedicated attention". The project I have identified for her is content supervisor/liaison for [programme name], as she is very good with approaching subjects from a level of depth, this will require her to brief in topics that we suggest to the production company (involves determining scope and angles of the topics from our discussions with her and writing these up as the brief) and to give a first pass assessment and recommendations of the treatments of topics that the production company suggests for approval. She will also be part of inputting on the content for inserts that will be shot for each show and if she has time can go along on some of the insert shoots.

In addition she is also fluent in Sotho, so she will write the links and questions for [programme name] (X speaks Tswana which is done by somebody else) and attend studio shoots as part of her only fluent. She did a documentary course as one of her MA courses and I want her to be exposed the whole production life cycle of this weekly show. She will then also attend studio shoots so that she monitors language usage with the producer and is exposed to the control room.

In addition to this she will then assist all of us CE's (commissioning editors) with our work. What needs to happen then in our meeting is for us to devise system where we are able to task her with work that makes our workloads lighter, BUT also to ensure that she is learning about processes of what it is we do as CE's to "exec produce" the programs and what is involved in getting programmes onto screen.

In order for me to keep track and document her learning curve I would request that you all email the description of what it is she is to do for you what the purpose or outcome of the task is so that she gets a deeper understanding of the process. e.g. if you task her with viewing something, write what specifically she must asses and then why the exercise is being done – e.g. programme review is coming up or programme/footage may later be of use for whatever reasons AND when you need the task completed so that she can learn how to plan and prioritise her workload. This is vital if we are to be of value in training up an individual to be work ready in the broadcast environment.

Obviously if you ask her to go drop a document, you don't need to write an email, but it would be useful to verbally explain e.g. if she's dropping of a request for budget evaluation form, how this is necc. to start the chain of process to getting the contract signed.

The emails will create a record and also help me chart her exposure, understanding and assimilation of the work we assign to her, so that when her internship is over and I have to write a report for Wits I have a documented process to refer to, and equally important this record of the things she is tasked with and learns with us will help her beef up her CV for work and help her get employment in the future.

We would also need to discuss in a meeting how we want to work with [entry level employee] (have her fill a short task form and due date) so that she can plan and prioritise the work we give her to do and work out how we want UL's admin assistance to interface with [entry level employee]'s, and that there is a flat structure of communication between them, so that they can work efficiently together.

Email ends.

Email 2

From: UL (Respondent)
Date: Mon, 14 Nov 2005 09:05:16 +0000
To: LE: Interviewer
Subject: Re: Update

Thanx LE

In case you're very worried about me, I am doing fine. I am doing a gig for three weeks at [World of Work host organisation] as their researcher on Khomanani (World Aids Day campaign), so that should sustain me through December while I do a proper job search. I left the [host organisation where UL completed her internship], they were taking forever to decide on anything, and I was feeling burnt out with uncertainty, but it was such an awesome experience.

See you tomorrow.
UL

Email ends.

APPENDIX 3.5 UL Coded Weblog

Monday, June 06, 2005 - Going to work

Guys, it is hapenning, now!! And it is not funny at all, choosing from different companies, trying to find out if the culture agrees with you. My soul has been sold, you know why, because I realise that while we still sweat to find a company that suits you, the desperation to get there is playing its own role. Talk about the money. I think that all of us are broke, not a good condition for a job search.

Guys I have no advice, except hang in there, a good thing will find you. Well PO should take us out for drinks and share her experiences.
posted by UL at 4:08 pm | 14 comments

LE said...
Hi UL For a different perspective (on unemployment), please go to this site http://mycareer.co.za/article/articleview/21/1/32/ Hopefully it will cheer you! Of course, I want to know your thoughts - particularly on what Dr Andre Kraak of the HSRC says about the 'Fuss Factor' - real? or simply a luxury? i.e. have those who ARE employed forgotten what it is to be unemployed? Do you think the 'fuss factor' is relevant? Hang in there, LE

PO [intern 2005] said...
Yeah right, tell me the time and place i'll be there and more than happy to foot the bill. Ha! ha ! ha! Do you have any idea how much I miss you guys? The good thing is that i'm trully enjoying it here. I need to share with you the excitement and an outing is not such a bad idea. Organise that for us UL please, say sometime next week at the pg club?

UL [intern 2005] said...
PO, for some reason my blog does not allow me to log on directly, so I will leave this comment here and on yours, hopefully you'll get it. Yes I think the PIG is a good idea this Friday but my work schedule changes every day, but I definitely want us to hook up and talk about the world of work. Emmanuel is starting at [host organisation] next week. FO [email 2005] emailed me today. I think she will get a hold of you. Where is everybody? Chris man, I miss the jokes. Moses, eish uena, you think you are getting famous now, Our

GP [intern 2005] said...
hi UL Thanks for responding in my blog I wish that we could spend some time in a park or something. But you can plan the whole thing and also I had that cherly were palnning a reunion for us and so i was thinking if you know about the party that was palnned.

GL [intern 2005] said...
Hello UL, "Henging in there" does not begin to describe what the past two months have been for most of us. I am already thinking of putting down a memoir "the long road to employment, the ultimate intern guide", and perhaps present it at the next wow internship training. I have to tell you that my experience at the UNDP has been; to aptly put it "a formula one experience", The good thing about it, is that Jean and Lesley have been the 'safetly belts" in this ride and I am eternally grateful for their assistance. I am sorry I missed the reunion...would have loved to be there and catch up with you all. Cheers GL

Tuesday, April 26, 2005 - Empowerment for who?

Unfortunately after three lectures on BEE, I still have no clue who exactly Black Empowerment is for. In fact from COSATU to EmpowerDex, this notion is just getting blurry. Do I wish they had not come to give us a glimpse, no, of course not. It was enlightening to actually discover that there is no particular reason why the score charts for black economic empowerment are divided the way they are.

That's exactly where I stand. If an organization that draws up codes that end up becoming a legislation has no motive, no reason, no justification for the 30% - 30% - 30% - 10% breakdown that I as a graduate, well not in business, but I was squinting to understand how these figures work. Let's see, do you think an uneducated business woman in Qwaqwa will understand these?

My point exactly, who is being empowered here?

Tuesday, April 19, 2005 - Is there any social responsibility

Was Philip Armstrong's presentation an eye-opener or what? The socialists are saying "Yes." Well at least now we know that if the corporate world is delinquent, there are structures that can correct monopoly and other unethical deals in the big oligopolies.

So the fresh graduate can transfer her/his ethics and beliefs on community development and preservation to the world of work. Let's go guys!!

GL [intern 2005] said...
UL, I could not agree with you more on this one. The challenges ahead are definately not for the faint-hearted. While we all want to go and 'save the world' it will require lots of resilience, a big helping of passion, and ofccourse focus to achieve this miracle! Aluta continua!

AC [intern 2005] said...
But it begs the question why companies are participating as corporate citizens. Is it due to concrete altruistic desires or are there other enterprise benefits? In the competitive market, companies would look to distinguish themselves increasingly in the eyes of the public. Foster a good public corporate image, and you are well on your way (so to speak). Profits for us, please! Does private enterprise comply with prescribed legislation? are companies doing only what is required, if even that? Cannot more be done? Incredible amounts of money are made by many companies in South Africa. Why are so many people still homeless and jobless and foodless in our country? I suppose it's the pessimistic view and one could say even though the motives for participating in the "citizenship" venture are iffy, at least something is beng done? what are other views? -wm

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Do I qualify

The question of qualifications is an interesting one, especially when it is used as a determining factor for the job search. CCDU's Wickus Joubert tells us that if the job does not have one's specific qualifications as a requirement, "do not bother to apply." I don't know to what extent specific academic qualifications is a determinant in the job hunting process. Coming to think of it, my mates are probably not looking for jobs anymore. The entrepreneurship skills in this group are so innovative.

Back to the job specifics, Lesley Harris majored in Drama and Theatre and as she presented herself to us, and you all will agree with me, she is an amazing Business presenter, so maybe one's degree does not determine the path s/he is going to follow. Well just a thought. Randall Tsolo said when he went to the Constitution Hill he had no experience in Marketing whatsoever, but now that's what he specializes in.

There are several more examples to support the fact that in most cases a mixture of guts and determination to learn can land one in a completely different field. I am not saying a lawyer can apply for a medical position, all I am saying is that the social sciences are a bit flexible. So hang in there guys, don't get disillusioned.

Still on that note, has anyone ever come across a post that says "Qualifications: BA Philosophy?" But philosophy graduates net amazing jobs of their choices still. What is the bottom line? That if you come across a job that does not have your specific majors, apply for it, if you get shortlisted, your job is then to show the prospective employer how you will align yourself with the job requirements. Well I believe in diversification, anytime.

cj [Intern 2005] **said...**

We share a thought UL, this is exactly what David Edwards of Vodacom HR sector highlighted the other day - that about half the graduates will find themselves in careers they are now not even thinking about! Edwards was not simply voicing his wishful thoughts, but having worked in the HR field for years, he reveals the real situation. Do not give up scientists (social ones in this case). To add, when last did you come across a job requirement which reads: BA International Relations, - but I know several people that are currently working in various departments of the government with this degree alone.

Friday, April 15, 2005 - Is socialism a stage

I am aware that we all come from different disciplines, so feel free, call it Socialism, Communism or Marxism but also be aware that these three concepts are different. Laurence and I have started this debate that I would really like to see you guys get involved in. Laurence; about the West and Africa, this is tricky, I want to first of all make you and myself aknowledge that even socialism is a Western concept. I am not saying let us get out of bondage and throw ourselves right back into it. What I am saying is that let's talk more about socialist democracy and you and Cheryl can help me out here.

PO [email 2005] said...
UL I disagree with you that socialism is a western concept. socialism is African through and through. The African communal system was in place long before the West came with the idea of Capitalism. Remember Julius Nyerere's 'Ujama'. It reflects the true African socialist life whereby the family, community and the society interact for the good of all. Democracy as it is practised today is more Western than African. No wonder why it has not really succeeded in Africa. Socialist democracy or whatever should not take away our Africanness.

BS [intern 2005] said...
PO, you are politically correct. Wherever men live there is society. And where there is a society, there is socialism. Maybe the word can be western, but the world did not start at the beginning of the nineteenth century. What you must know, as I found out in Wikipedia, is that "socialism" is a concept, an ideology and a collection of party-based political movements that have evolved and branched over time. Initially, it was based on the organized working class, with the purpose of building a classless society. But eventually, it increasingly concentrated on social reforms within modern democracies. This concept and the term Socialist also refer to a group of ideologies, an economic system, or a state that exists or has existed. In Marxist theory, it also refers to the society that would succeed capitalism, and in some cases develop further into communism. Marxism and communism are both very specific branches of socialism. The two do not represent socialism as a whole. In modern socialist theory, it is in the pursuit of the goal of creating a democratic society that has a responsible people and a sympathetic government that would form the backbone of an ideal welfare state. Are you now delighted?

UL said...
Okay, the debate has started, let me get this straight, which African societies were socialist again? I mean pre-science and before the 18th century? I really hate to be the one doing this guys. Africa in the past was not this ideal romantic ideal of princes and princesses walking barefoot and eating wild berries, not that I was there. We have to seperate this romanticised nolstagia of something we are only imagining from the historical, whose archives are not as structurally restored as Western libraries,I must admit. When we have done that, then we can go into what "Ujama" as far as Nyerere was concerned, was supposed to retrieve. Most African societies of the pre-socialist concept times were capitalist, but they worked. We had kings and then everybody else. And although land and other assets were owned by the communities at large, the king had the final say. His advisors, Maqosa in my mother-tongue, could suggest but he had the final say.

mke [email 2005] **said...**
It is true that socialism is the western concept.Meaning it originated from the west.But in the same way capitalism is the western concept.The main reason why socialism originated in the West, is becouse capitalism as a mode of production emerge in the west.After the demise of feudal mode of production,After the bourgousie revolution. It must be noted that socialism as a concept only exist on

condition that capitalist system is in place.Before colonialism in Africa socialism as a concept or way of life(mode of production) was unknown. It is absolutely wrong for some people to associate communal system (in Africa during the pre colonial era) with socialism.Africa in pre colonial period was divided into classes, chiefs,kings,on one side, and subjects,peasants on the other side.In other words, Africa was an exploitative form of society.Some of these chiefs contributed to the slavery trade.They sold poor African people to the white colonialists.Some of them collaborated with the colonialists with the aim of deepening class and racial oppression. In the same way it is not true that in the post colonial era some african leaders such as Julius Nyerere were practicing socialism.Someone do not become a socialist becouse he claim he is a socialist.Someone who is committed to capitalist cannot emerge as a socialist.Nyerere was committed in build strong capitalist class,capitalist state and capitalist economy through indiginization in the post colonial era. What is socialist society?It is a society that exist after the demise of capitalism, and before the dawn of communism.In other,words it is a form of society that exist between capitalism and communism.It is a transitory society.This form of society is governed by the dictatorship of the proletariant.Its existence is caused by the socialist revolution from below.For example Russian revolution 1917 or Paris Commune 1879.

mke [email 2005] **said...**
it is true that socialism is a western concept.in the same way as capitalism is a western concept.Socialism as a concept only become relevant on condition that capitalism is in place.If capitalism is not existing surely it become impossible to invoke or to speak about socialism.The capitalist mode of production originated in the west, that is why socialism also originated in the west.Socialism came into life as an opposition to capitalism.As in precolonial Africa capitalism as a mode of production was not there, therefore there was no reasons for socialism as a concept to exist.For example if in country A there are no universities, you cannot expect to found tertiary students.

UL said...
Yes socialism counters capitalism. Maybe I did not use the right terms to define pre-colonial communities. They were classist, divided, the kings were sovereigns, and mostly represented an imaginary benevolence. What I was initially trying to say is there is no Africa to go back to, let's make this one work.

GP [intern 2005] said...
I would rather prefer to it communalism istead of communism, communisim means that the wealth is in the hands of the few with reason of saying they are guarding for the majority of the people. communalism means that there is a notion of reciprocity, which means that people offer help to their neighbour and in return their neighbours will pay them in kind. Communism pushes for lasiness where you find people being given money for free. In Africa every one had to work hard before they could reieve their rewards. The Kingdoms of Africa were not Democratic But they were hyrachical in nature, so I don't understan the concept of Social Democracy.

UL said...
GP, I know that you are still hoping to be a Zulu king in the future, well we shall wait. So you want us to be...what do you call it again, communalism, that's a new one, thanks dude.

Tuesday, April 12, 2005 - Academic Training, sad reality or not!

This is what the academic world teaches you, especially at post graduate level: Be independent, write passively, elaborate, unpack ideas and access a diverse range of words to express your thoughts to avoid redundancy. On the other hand, this is what the business world requires: Use active voice, be a team player, be concise, be clear, I could have actually used "to the point" instead of "concise." I posed this question to Lesley Emanuel, who took us through a business writing session this morning. "Why then, is the academic world empowering us with tools that don't sell?" I will be the first one to read her thesis once it's out, because she is writing about this gap.

I have decided to look at this dilemma as a challenge, for example, since it is clearly impossible and not advisable to re-write our amazing A theses, we might as well make the corporate world work for us. Guys, this is what I suggest we do; all the presenters who come to our training programme come with different concepts and topics. However, let's try and find excerpts of our academic research projects that relate to issues that they raise, sub themes and sub topics. And we can blog about these.

We did not have case studies that exist in a vacuum.

Even sport psychology has sub-themes like image-building and confidence; tell me if I am wrong. You see, that in itself incorporates self awareness, self-reflection and many other things that can work for you in the business world. I am not pretending that it is easy, but like Aristotle says; the only permanent thing is change.

The movement therefore from the academic training once we have identified the marriage between academia and the world of work, is self training. Remember guys, think less about yourself, know your audience or clients, do your research (this one is going to be easy because we have been doing forever).

Monday, April 11, 2005 - Can you feel it?

Has anyone attempted to pursue an MBA in one month? Believe me, this is what the World of Work Training programme tastes like. My previous blog was based on acknowledging the fact that we are a diverse group of Africans, but the programme itself is diverse. In one day, one is faced with tasks as mind boggling as "mind-mapping," EI (Emotional Intelligence), Labour Relations Acts and Employability. I must admit, I used to think that once one is employed, one just continues doing what the job description entails and it's an easy ride from there. I was wrong. SAB Miller's Rakhi Singh says, we are supposed to think on our toes all the time. Guys, we are like robots that need to be reprogrammed, incessantly. Maybe some of you feel like we should book ourselves on the next Kulula flight to Cape Town and just chill on top of Table Mountain and meditate, and get out of this violent jolt of the city. Well count me in guys, as long as we are back in time to join the World of Work, as it is our duty to feed the nation, to feed Africa with the right nutrition of knowledge, if we are lucky we might be the ones to provide the continent with wisdom. We are the philosopher's stone.

I called this blog "can you feel it" because ever since that talk by Tina Thomson of BWSA, about watching one's thoughts, I keep catching myself mid-sentence, warning myself about is this really what I want to say, can I say it in a more civil way than this, will my group members interpret it the same way? This brings me to the concluding idea. I am silently observing the marriage between the topics that we have discussed in this past week. Before we started, I didn't see the "missing link" from Team Work, the Practical sessions, employability, HIV/AIDS in the workplace to the pride and responsibility that comes with being an African postgraduate moving into the world of work.

mke [intern 2005] said...
Of course no one would overlook the role that was played by the Organisation African Unity(OAU, particular during liberation struggle in Africa.This is becouse its mandate was to achieve the latter.But at the same time it must be noted that the OAU only played an auxillary role.The liberation of the continent from colinialism was delivered by the working class in the street.For example, in South Africa the working class movement during the 1980s was central to the demise of Apartheid. On the other hand, OAU has done aboslutely nothing in terms of delivering what we normal call economic liberation from the Western powers.The continent still depends on the West for aids, investment and so on.The west still determine what constitute free& trade.And all economic policies for Africa are drafted or approved in the West.For example Structural Adjustment Programme or neoliberal agenda.The point here is that OAU has failed in the area of economic liberation.The Nepad as a document attempt to achieve the latter.In my last short article, I argued that NEPAD would reproduce the same economic situation on the continent.

Talking HIV/AIDS

I had a brief discussion with RP and [intern] who are my fellow colleagues in the world of work training programme, at the beginning of the week about HIV/AIDS and the silence surrounding it. My feel about it was and still is, that we are not talking about HIV and AIDS, both amongst ourselves and generally. When we get to discuss it, we burden it with words and metaphors that injure those who are affected and infected by it. This is the greatest denial because we assume that it is the illness of the "other," and by other here I am referring to those individuals who live with HIV. This assumption derails us because in all truth and honesty, we are all affected.

So my colleagues will agree that [Guest Lecturer's] presentation on Friday 8th was not only necessary, but also an enlightening anecdote. It got us talking, some of us were hogging the mike and did not want the presentation to end. In fact we dragged the discussion until I, as the team leader had to cut it short due to time constraints. Therefore, I would not be wrong in observing that, from our questions, what emerged was that the claim that our society knows about HIV/AIDS is not entirely true. Every time we dwell on this subject, if we care to, we discover new things. HIV is indeed (even figuratively) a mutating virus, in that, it presents itself differently each time we interrogate its existence. It also invokes feelings of fear, paranoia and a stereotypical understanding amongst us as African people. And this should not come as a surprise because the statistics that Mrs Randall presented to us prove that Africans should be constantly thinking of the repercussions of this illness. We should remind ourselves always, of ways in which we can curb the rate of new infections, as well as fighting for treatment to be provided to every one. We should also continue to seek and provide education.

I was lucky because immediately after that lecture at the Wits Graduate School, I had to rush to the Nelson Mandela Foundation in Houghton to listen to presentations by some of South Africa's renowned journalists and Media practitioners. This includes Phillipa Garson and the Media Monitoring project, who are currently involved in a research project called Baby Steps, a correlation between the Wits School of Journalism and PHRU (Perinatal Hiv Research Unit). The symposium contributed to my hectic Friday schedule in a tremendous way. I wish you guys were there, but Caroline Muchendu also happened to be present at this symposium and I would like to engage with her, as a journalist in the making, on whether she thinks the South African media have identified their role in the HIV/AIDS debates. Are we saying anything about AIDS? And if we are, is it enough? What about the language that we employ to address and portray this illness?

[intern 2005] [email 2005] **said...**
UL, Are shy to make few comments on the crucial role sexuality plays in the transmission of this pandemic?

[intern 2005][email 2005] **said...**
About looking at the situation as the problem of the other, you couldnot be more right. Isn't it sad how we continue to disassociate ourself with the virus while the truth remains that we do not even know our statuses. What do you think causes this? The way hiv/aids affects us does not only mean as a member of a community or loosing a friend, even a family member. It is more personal, I mean knowing one's status which helps in make one in control, self empowerment. I have indicated in my blog, hiv/aids in the workplace, the importance of knowledge. It is funny my sister that as much as i may talk and write, "hee hee i won't let the virus destroy me, hee hee i will take control and do the right things if i discover that i'm positive..." The truth remains, I'm scared too despite my knowledge. This can only mean something went wrong somewhere in the way we were introduced to hiv/aids. The question remains, how do we unlearn the negative issues that are destroying us so much?

Not funny

Last Sunday night I had to witness and endear the torturous death of comedy at Cool Runnings in Johannesburg. I was thinking, I mean some people are born funny, but for those who aren't, isn't there some school of dramatic arts in Gauteng that offers comedy as a degree? Well a Bill Hicks addict myself, I was a bit disappointed.

anonymous said...
I believe the problem is far greater than that. I sincerely believe that somehow South Africans have lost their sense of humour. I find them uptight and too sensitive to even laugh at their own "folies" as they say in french...you can't crack a joke about race, sex, gender, age etc for fear of not being politically correct. Take a look at the soap box and see the excuses we have for comedy show...PMS, DUBE on 2 M&E etc...all just too lame

[intern] said...
Hi UL, maybe you should try your best yourself - time to start working on a routine!! Indeed, good comedy is rare, cheap shots abound (see Kgafela). Its like Kgositsile said the other day, young people just think everything goes and loudness replaces hard work and craft. Yes, even for good jokes to work you need to practice and refine yourself. A bloated ego is often the only thing that puts people on stage. Adios.

UL said...
Dude, don't even go there, I am sooo not funny. Yes, good comedy has to be rare, in the world where people think that they can just roll out of bed, watch some sleazy TV commercial and think "Oh that's funny I will use that." I think we have to realise that comedy, like every form of art requires scripting, rehearsing, polishing and improving bits that don't work then staging it. Even that does not mean you will eventually be funny. On the other hand art is becoming more complicated lately. A friend of mine; Faith and I went to the Jo'burg Art Gallery the other day, and I had to consult with her every step of the way since she studied fine art, but she was as lost as I was. Apparently it was good art that we saw since that very same week the Mail & Gurdian published some of it. Back to comedy, have you seen Kings of Comedy, well Cedric is quite animated but this whole Black and white, former slaves versus erstwhile masters is getting a bit tired. But then again we live in an epoch where the Pope is German.

The Transition

Guys,
It's been four days on this training program, but it already feels like my head is exploding with knowledge and challenging concepts. So many things, so little time. Today's lecture on NEPAD was interesting, it compelled most of us to look at Africa's issues with a critical eye and understand that the change we all want comes with tolerance. I think what added value to this workshop was the fact that the Wits 2005 Interns are a diverse group of individuals from all corners of Africa.
I found "Africa's compatibility" as a concept, more intriguing than the economic concerns we all raised. This is because, while some of my colleagues were concerned with poverty and health, [Guest Lecturer] of NEPAD pointed out that even the infrastructure in Africa as a whole makes it almost impossible to navigate the fifty three member states.
Every hour is a learning curve in this programme; we learned about Team Work from [Guest Lecturer] but each time we put ourselves together as a team our Emotional Intelligence is tested to the limits. I will be the one to admit that this afternoon I had to stop myself several times before making a subjective statement driven by emotion and a bit of exhaustion. All I can say to you guys is that we will get there, but only if we dedicate ourselves, repeatedly, to working together and believing more in ourselves because we are a great team!

APPENDIX 4.1 JN Vertical analysis

JN, a 28-year-old Zimbabwean man, completed a Masters degree in Forced Migration at Wits University in February 2005. From September to November 2004, the year before he participated in the World of Work Programmes, JN was temporarily employed at the Graduate School for the Humanities and Social Sciences, at Wits University. Here he had reception duties, including answering calls, events planning, sorting applications and filing. JN said that he had learned how to network through this experience, and other volunteer work. (Interview, 26 July 2005)

JN was interviewed in a television documentary, which followed him and two other young Zimbabwean men from Hillbrow, Johannesburg back to their homes in Zimbabwe. JN was described in this documentary as being an economic migrant, looking for better study and work opportunities in South Africa. (Moagi 2005). JN explained his motivation

> … once I'm here and I'm studying in SA, I become marketable internationally. (Moagi 2005).

In this documentary, JN reported on South Africans' fear of Zimbabweans taking jobs and the resulting xenophobia, but he said that not all Zimbabweans come to South Africa to take jobs from locals, and many come to study intending to go back home to help their country:

We love Zimbabwe, people still want to go back and work - even me, after this if things are fine I go back and work. But the point is how can I go if I don't get the remuneration that I want? (Moagi 2005)

JN's very first weblog post, on 06 April 2005, was about the Zimbabwean election in March 2005. He expressed his opinion about whether the election was free and fair (JN's Weblog, 'Zimbabwe Election: Unaccredited observer's eye', posted on 06 April 2005). From 11 April to 18 April 2005, JN wrote five weblog posts about what he had learned during the World of Work Training sessions. The posts - especially 'Presentation skills', 'Preparation for a job interview', and to a degree 'Interns and stress management' and 'Transition' and 'Employability' - were mainly summaries of what guest lecturers had said.

After the documentary and his participation in the World of Work Training Programme, JN was accepted by a non-governmental host organisation, which is a negotiating forum for the government, business, labour and the community. JN was allocated very specific tasks for his internship. These related to a major conference that the host organisation was planning and hosting. (JN's workplace supervisor, interview, 13 September 2005) His specific tasks included:

- Booking of conference venue
- Inviting guests
- Managing travel arrangements
- Managing layout of conference information on the (host organisation's) website
- Managing arrangements for gala dinner
- Arranging conference bags and banner
- Handling conference registration
- Assisting in the coordination of roundtable discussions

(Email correspondence from JN's workplace supervisor, 27 June 2005)

In the first week of his internship, JN expected others to give him work,

> …you wait for them to delegate some work for you, and they should give it to you. (Interview, 26 July 2005, p 116)

He felt his work was not challenging enough for him and he did not like having to wait to have work assigned to him. (Interview, 26 July 2005) JN wished for more independence in tasks and suggested that the WoW staff could intervene, if necessary, to help urge his supervisor to give him more work independence. (Interview, 26 July 2005) The situation continued into the fourth week of his internship"

Now that we are interning, what is next? It is really a challenge since we are not sure of our future within the companies we are interning for. For my environment, it is really saddening that I did not meet I was really looking for. I was looking for a vibrant dynamic and academically challenging environment, challenging not in terms of what of work load but in terms of developing good mental creativity. (JN's Weblog, 'What's next?', posted on 02 August 2005)

Since he had no work, JN said he whiled away the time surfing the Internet. (He did not write any weblog posts at this time, however.) Ironically, despite being very reactive, JN learned a great deal in the "nothing-to-do" time that he had - he also read documents about the organisation and learnt about the organisation's work. (Interview, 26 July 2005) JN accepted that he did not have, at his initial stage of transition into the workplace, the depth of insight and knowledge about the work of his host organisation that his colleagues had. So he was aware that he needed to learn from others,

> I don't have my known livelihood for a while, it will be reliant on other people. (Interview, 26 July 2005, p 118)

However, JN felt he could comment on his colleagues' levels of competence, even after only a week and a half at the host organisation. He voiced his frustration about this in the first interview, and then also explained his anxiety: he was concerned that others' incompetence could impact on his own performance. (Interview, 26 July 2005) JN used the word blame in this discussion, and seemed concerned about responsibility and who would be accountable for failure.

> Those people who say we are behind, we are going to put a blame on them. That is the strategy we have looked at. (Interview, 26 July 2005, p 116)

JN said he had his supervisor's support for this "strategy". (Interview, 26 July 2005)

Fortunately, JN's work satisfaction as an intern improved by the time of the second interview. JN said he was enjoying new pressures as a result of having to report to two bosses. (Interview, 24 August 2005) By the middle of his internship, JN was still not accepting responsibility and was still quick to explain that he was not accountable for incomplete work when he had not been told to do that task. But there was also a shift in JN's attitude at that time, as he started to see himself as the first point of reference for everyone involved in the project he was working on. (Interview, 24 August 2005)

According to JN, the other staff at the host organisation initially felt threatened by him. They had experience, but lacked (his) qualifications. This apparently explained their reticence:

> They are scared that you are going to get their job. Sometimes you face people who are not willing to communicate or to expose that, "lets try to do this," and "lets do this." (Interview, 26 July 2005, p 117)

Staff excluded him; colleagues would speak isiZulu and thus bar JN from informal discussions:

> When sometimes I do not work, I communicate with you in other local languages and already I am not sharing information with you (non-native language speaker). (Interview, 26 July 2005, p 117)

Half way through his internship, however, JN said he believed his colleagues needed him more than when he had first joined the organisation and so their interaction improved. (Interview, 24 August 2005) JN believed that his workplace supervisor helped to establish him as an expert amongst his colleagues and thus helped change the ways colleagues' related to JN. This was a very positive change for JN and made him feel integrated with a team, and with the organisation.

> I am now within the organisation, also I feel I am playing a role, whereby its like a chain, where each little chain is part of the whole long chain. (Interview, 24 August 2005, p 120)

JN's workplace supervisor had never mentored any person before JN. He described his role as a guide to JN, rather than as a mentor. He had not received any recognition from his organisation for his work with JN, but he did enjoy the fact that being able to delegate to JN allowed him to focus more on the "substantive and the content related issues" of his own work. (JN's workplace supervisor, interview, 13 September 2005)

JN believed that his supervisor probably perceived him as being "quiet". JN saw interaction as a gradual process; he was aware of social norms, and was applying them to the workplace, believing it would be inappropriate for him to "talk, talk, talk…" because his colleagues would say, "…this one is ill-manned." (Interview, 26 July 2005) When JN had been with the host organisation for two months, his supervisor mentioned that he needed a specific form of support from the University: access to information about JN's specialized academic area, as well as his performance and personality during class and references from lecturers. 1He believed this would help him access both the employability of the intern as well as the

> very basic tenets you know, of making subtle assessment and drawing conclusions of what type of a person you know, you are bringing on board. (JN's workplace supervisor, interview, 13 September 2005, p 132)

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[1] JN's qualifications and Master's research topic was clearly indicated on his curriculum vitae. His CV and two written references, one of which reflects JN's performance during class at the University, were delivered to the host organisation before JN's first interview with them.

After just over a month at the host organisation, JN guessed that his supervisor would compliment him on his ability to work under pressure, and would appreciate that JN was not a "clock-watcher" – he regularly worked much longer hours than his contract stipulated he should work. JN was right - his supervisor had noted his punctuality, but ironically, saw JN's timekeeping as contrived,

> He makes a show of punctuality. (JN's workplace supervisor, interview, 13 September 2005, p 130)

It seemed that JN was doing this strategically to create the impression that,

> I am not a person who is worried about remuneration but about what goes on within the organisation. (Interview, 24 August 2005, p 121)

When he started his internship, JN said that he remembered, from the World of Work Training Programme, guest lecturers' general advice regarding entering the workplace with the primary objective of gaining experience, and that remuneration should be a secondary motivator - initially at least. (Interview, 26 July 2005)

After two months of working with JN, his supervisor said that his work performance was at a "satisfactory level", (Interview, 13 September 2005) and that JN had demonstrated the capabilities that the host organisation was looking for. These included signs of a willingness to learn, and to accept instruction and guidance. His supervisor mentioned JN's ability to relate to others as a particular strength. (Interview, 13 September 2005) JN said he had learned the value of teamwork from the World of Work Training Programme. (Interview, 26 July 2005)

On the other hand, JN's communication skills were seen to be weak. While the supervisor was sensitive to the fact that JN's first language was not English, he pointed out that mastery of the language was vital, taking into account that the organisation's main work was in communication, and in English. Specifically, JN's supervisor said he needed to improve his writing and his ability to grasp the gist of a piece of information. (Interview, 13 September 2005)

Basic computer skills, especially PowerPoint, was a skills area that JN believed the World of Work Training Programme should have, but didn't address.2. JN had asked a colleague to help him with PowerPoint and had gained some competence in this way. JN used an interesting adage to describe the general process of his skills acquisition. He believed that his development would progress in stages and in increments, and that each effort would help to build a

> massive Rome, because Rome was not built in a day. (Interview, 26 July 2005, p 118)

A fellow intern from the 2005 World of Work programmes, UL, was a source of support for JN outside of his host organisation. Even though UL was completing her internship at another host organisation, JN maintained contact with her. She encouraged him to perform well during the internship, so as to increase his chances of subsequent employment. UL also suggested that JN should master the basic skills required in the host organisation, such as the way to courier a document. Knowing the ways of doing basic things would help him access higher levels of information about the organisation's functioning. JN said that UL had picked a particular personality trait – JN's reliability – and had encouraged JN to maintain and develop this trait, as, he quoted her as saying, this would establish him as professional. (Interview, 24 August 2005)
Reliability became a motto for JN. When he had completed his internship and was still doing work for the host organisation, he again referred to the importance of being reliable:

> It's a good word. It shows your future in the company. (Interview, 28 October 2005, p 126)

When probed during the second interview about his more personal sources of support, JN said that he had asked his wife to stay with him in South Africa. He wanted to debunk, for her and others, the apparently commonly held belief in Zimbabwe: that an internship position in South Africa was

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[2] In 2005, participants were advised and expected to arrange PowerPoint and Excel training independently, at a training facility (and at a reduced cost) at Wits University.

impractical, and even an extravagance. JN pointed out that although the remuneration he received as an intern in South Africa was much better than any remuneration he might receive as an intern in Zimbabwe, and although the money he was currently receiving would allow a comfortable lifestyle in Zimbabwe, it did not go far in Johannesburg. He referred to the difficult living conditions he and his wife had to endure in Johannesburg on his intern's salary. JN and his wife could not afford to support their young son in Johannesburg, and so the child remained in Zimbabwe. JN said this motivated him to work hard and to establish himself as a professional – so that he would eventually be in a position to afford to support his entire family in Johannesburg. (Interview, 24 August 2005)

Mid-way through the internship, JN said that he wanted to continue working for the host organisation. He believed he had a 65% chance of being offered employment by his host organisation. He had performed adequately, in that he had met all the basic requirements expected of him by his supervisor – for example, being at work on time and delivering work on time. JN believed that this approach would lead his employers to believe that he is "…capable of doing anything". JN was however aware that not being a South African could obstruct his possibility of being employed. (Interview, 24 August 2005)

JN seemed to change his mind after the internship. In his final interview, he said that he did not want to be in an office environment. At this point he seemed to be frustrated with routine. He reported that he was doing some of his own academic work while at the host organisation, because he was able to complete work required by his employers quickly. (Interview, 28 October 2007) This was reminiscent of the beginning of his internship, when JN felt he was not being extended or being given challenging work. JN's supervisor said that JN could be regarded as employable within the host organisation if the possibility arose of being able to match JN's academic interests and qualifications to the organisation's work. He suggested that in terms of JN's future after the internship, he needed

to establish now whether this really, whether it is congruent and compatible to what he really studied and how he then seeks to you know, um … if there is that compatibility between this environment and what he has studied. (Interview, 13 September 2005)

Compared to the tedium of his internship work, JN believed work for a humanitarian organisation would be an opportunity for travel and varied experiences. (Interview, 28 October 2005) JN therefore decided he was best suited to work "on the ground", in a Humanitarian non-governmental organisation. He had applied for work to some of these organisations. JN had voiced his commitment to working in a United Nations affiliated non-governmental organisation at his weblog. (JN's Weblog, 'Risks for employment', posted on 18 April 2005) Four peers responded to this post, to share their own experience of applying to the United Nations for work.

JN believed he had learned the basics of how to network while working in 2004 at the reception desk at the Graduate School for the Humanities and Social Sciences, at Wits University. (Interview, 26 July 2005) JN said that these skills had been enhanced by his participation in the Internship Programme, mainly because he could refer to his participation in the programme and thus draw on the benefits of the prestige associated with the University. (Interview, 28 October 2005)

Even after more than three months outside of the University, JN felt strong ties to it:

> You know, I made a family out of Wits University. So maybe that's why I always think that I should be there. Most of the time I am there, just to see where I came from. (Interview, 28 October 2005, p 125)

He was appreciative of the financial support he had received from Wits University. (Interview, 28 October 2005) JN continued with the metaphor of Wits University as family, even comparing his own family to the University when he spoke about the emotional support he had received in the process of making the transition to the workplace. He was hurt and disappointed by his family's reactions to his internship. He reported that his family did not understand why a person with a Masters degree should not be employed immediately. (Interview, 28 October 2005)

JN had had to explain to his family that he needed the internship to gain experience, to be able to compete for a job in the marketplace. JN's family was angry that he was not able to share his earnings with them (he had to explain that these were too meager to share). His family's reactions and lack of support were very hurtful and troubling for JN. (Interview, 28 October 2005) He had 5 siblings; two

had also completed their Masters degrees. It seemed that his family, especially his brother with a Masters in Business Law, encouraged JN to go to "school" but had unrealistic (according to JN) expectations of his transitions into the world of work, and his earning potential, after graduation:

> …they believe once you have a Masters, you become competitive in the world, but I do not think they are aware of how difficult it is. That part has put a veil on their face and they don't see that really it's not easy to compete like anyone else in the world. (Interview, 28 October 2005, p 126)

JN relayed (Interview, 28 October 2005) that more than one of his siblings had, in the course of their careers, completed an "internship". One of his brothers had completed his auditing training at one of the 'Big Four' accounting firms that dominate the field of accountancy in South Africa. JN believed that his brother's training as an auditor to become a professional accountant was the equivalent of an internship, and was therefore disappointed that his brother didn't have a better understanding of his own internship. But JN did experience support from colleagues at his host organisation during the last stage of his internship. (Interview, 28 October 2005) He had made some considerable connections at work. So much so that colleagues were willing to share informal information to help JN secure a position after his internship. JN mentioned that he had had access to a "grapevine" – all clear indications that at the end of his internship, he was integrated to the organisation to the extent that he had gained access to underground information. (Interview, 28 October 2005) JN said that he had gained exposure and experience by participating in the Internship Programme, which meant that he could

> ... compete with people from other companies with experience. (Interview, 28 October 2005, p 127)

At the beginning of his internship, JN reported that he had asked the head of his host organisation to absorb him into the host organisation – as if by osmosis, and not by outstanding performance. (Interview, 26 July 2005) There appeared to be a shift in this attitude, evident in a statement from JN at his final interview, after his internship period had ended:

> I know after the internship, I will not call myself an intern but I will call myself an employee. (Interview, 28 October 2005, p 128)

JN was offered, and accepted contractual work at the host organisation after his internship. This was followed by his permanent employment at the host organisation.

Moagi, M. 2005, Zimbabwe my home, SABC 3 Special Assignment, South Africa, 19 April.

APPENDIX 4.2

JN Interview 1

Date: 26 July 2005 JN: Respondent
Site: Host organisation LE: Interviewer

LE What questions do you think I should be asking you at this stage, at the beginning of your internship?

JN The questions I expect to get or to hear from you will be dealing with issues of the organisational structure of the organisation, with issues of how am I coping within the organisation, being new and dealing with a new programme concerning a conference we are trying to host, and I am part of the possible guys trying to organise it. And whether it is going to work out… those are the questions I would expect to hear from you at this stage.

LE Ok, thank you. How have the first eleven days of your internship been?

JN First week. It was so hard. When I came in, and already you find people busy doing assignments they have already planned for the whole month, you know, you find it very hard that this is the first week, you wait for them to delegate some work for you, and they should give it to you. So, sometimes I would spend the whole day sitting and you hear one, two, three assignments. But first week, for sure you know I was just sitting, surfing the Internet, I had nothing on me, but later during the second week, I started getting more assignments, calling people confirming the issue of the conference we are having, because we are going to have two conferences. The first one being the [host organisation's] Annual Summit, the second one is the [ ] Conference, so I will be coordinating, in terms of getting people to attend. It's really tough because, we have got, like in the community constituency where I am working under, we have got 6, six sectors, principal sectors. But now the heads of these sectors are incompetent, we are saying we are running out of time, we want a list of people who are going to attend, but still you would be calling that we are running out of time but they would be telling me that we are also looking into that matter. At the end of the day those principal constituencies, they won't get the blame that will be put on the head office, and specifically on the community constituency, why a specific conference failed to take off.

LE Ultimately the blame will be on you?

JN Yes.

LE Do you feel a bit of pressure, having this responsibility?

JN That's why I have been liaising with my coordinator, that is my supervisor, telling that guy, tomorrow we need to give deadlines. If they say no, we will tell them, this time we don't sit back and wait for you to just put a blame on us. We have received a few, about twenty names. We are going to go ahead with those twenty names. Those people who say we are behind, we are going to put a blame on them. That is the strategy we have looked at. Because if we sit and relax, it is not going to work in favour ….

LE Do you have your supervisor's support for that?

JN Ja, I have got it.

LE Now let's go back to the first week of your internship. You were feeling, as you said, "Lost and without work to do." How did you cope with that? Did you contact anyone to help you? How did you manage?

JN What I used to do about the first week is that I would to go to my boss and say, "What are the duties today?" And he would say wait for me on your desk. Then I would wait for him to give me a few things to do. But in the end I had to ask for books to read concerning the constitutional structure of [host organisation]. So I ended up having a workers guide, the formation of [host organisation], how it functions, how the community constituency is situated within the development chamber, and how he works and coordinates with the overall convener of the development chamber, although I would focus on reading the broad based knowledge concerning the development chamber. I managed to cope with the first week's stress.

LE You improved your understanding of the work of [host organisation].

JN Yeah.

LE OK. Can you think about your expectations of [host organisation]. Refer to your initial interview - I want to know if your expectations were met or if there is any gap in your understanding of [host organisation], after the entrance interview, and now that you are working here?

JN My expectations were a bit thrown aback. What I was looking at is whereby we were going to be in the field researching, doing all that broad based work, especially on the issue of the [ ] Conference. What you find out is that you are going to remain in the office and not go to the field, and how that would be coordinated, and to come with ideas that affect how to live in South Africa. Basically I believe its sort of a top-to-down approach instead of down-to-top approach.

LE So you were a bit disappointed? There is a gap between what they said you would be doing and what you are doing?

JN I think there is a gap… but maybe as we go deep into the project… maybe I will get more enlightened… but at the moment, I am rather a sort of a PA to my supervisor.

LE If you think back to your interview... do you think there was anything you could have done or said to find out, during the interview stage, the exact kind of work you would be doing?

JN No. I was as prepared as possible for the interview. Even though I have my disappointments about this place – I know that I wouldn't be here at all without the coaching. Showing me how to sit, and listen, and answer questions in the interviews. And having my own questions ready to ask. And having [the World of Work Coordinator] waiting outside, just to check it was ok. I did the best I could in the interview, because I was prepared for it.

LE Do you want to change that? And if so, how?

JN After this week, I am sort of trying to make a meeting with him, so that we would really see if they would try to incorporate my wishes but I am not worried about remuneration or time I would spend here, because I usually come in the morning, but sometimes I extend if I have some things to do. So I would rather ask him that I am willing to offer my own time, if I am to get other things that are very, very interesting, something to sit down and do. Because I would out that by 1 o'clock. I am done with these bits of little calls, making invitation letters, and after that, there will be nothing more.

LE So you are going to propose that you use the extra time you have to come up with your own ideas for development, and for your own benefit?

JN That is what I am looking at. Also remember I am just coming in and I am from… you already face people who have got experience but at the same time they do not have qualifications like yours. They are scared that you are going to get their job. Sometimes you face people who are not willing to communicate or to expose that, "lets try to do this," and "lets do this." So some of those challenges, I know people must be prepared to face.

LE Is that one of the challenges you face? that people feel threatened by you?

JN Ja, sometimes they are so closed. Right now they have been trying to open up. A few have opened up. Most of them are so closed.

LE What are the other challenges, besides that the work is not challenging enough for you? Besides that you had a difficult first week, besides that people feel threatened by you and your academic qualifications, what are the other challenges that you face?

JN The other challenge that I am facing is that, um, language. Sometimes you know, I don't know Zulu, I know Tswana and they communicate in Zulu. So sometimes I do not communicate, and you just idle within your corner. Those are some of the challenges that I try to go along with them as you try to immerse yourself in work environment relationships.

LE Are there any other things that you feel exclude you?

JN These little things I have mentioned they all link together. When sometimes I do not work, I communicate with you in other local languages and already I am not sharing information with you (non-native language speaker). So it goes beyond, they are all interlinked.

LE How would your supervisor describe you, after knowing you for twelve days?

JN He says I am very quiet and he says I keep myself to myself.

LE And would he think that it's a good or bad thing? because sometimes it's ok to be quiet, but do you think he wants you not to be quiet?

JN I think he wants me to be more interactive so that I would, you know, know what goes on within the organisation, everything. I think it's going to be a gradual process. It cannot just come within a few days, and I just talk, talk, talk…. They are going to say, this one is ill-manned. So it's a gradual process.

LE Are you thinking about any of the issues that the guest lecturers addressed during your training? I know it's early days in your internship, but has any of the content of the training been applicable in your work situation?

JN In any of the training, I got a lot. And I am still applying some the techniques that I learnt at school, what the guest lecturers have said. Especially people who have complained on the issue of remuneration but experience first could give a chance to climb. And also, I am trying to interact with most of the guys in the chamber so that they would divulge information to me. And I once met the director and made a few jokes, about why can't you absorb me, I'd like to remain here. He said he will look into that after your contract. You know those kinds of things, I am trying to make networks within the organisation.

LE And where did you learn how to make networks?

JN I have learnt that at school.

LE Where specifically, JN?

JN I learnt that when I was doing my part time job at the reception. Also, you know volunteering sometimes gave me the opportunity to try to link with perfect people who are strategic within the organisation. When I was volunteering on my own at the Graduate School, I used to talk to [director of the Graduate School], to [administrators at the Graduate School], all those people are strategic for me to get the job at the reception. So when one goes into any organisation, you must also look for people who are strategic within that organisation. And you must try to liaise with them, because you never know if you are to perform well, they might absorb you.

LE That practical experience at the reception at the Graduate School was very helpful for you to learn how to make social networks.

JN Very much.

LE Can you talk a bit about anything valuable that you learned in the World of Work Training Programme. And it's fine of course to say, "nothing"!

JN I learnt the teamwork spirit in order to be tolerant at the workplace and to try, you know and not to be like you know it all. The teamwork spirit, it makes me liaise with most of the coordinators in the chamber and the administrators. What I want to know, I will go and approach them nicely, I want to know this and that. I am not an island because I am still new. Having known the concept of the teamwork spirit, it makes me try to link with everyone. I don't have my known livelihood for a while, it will be reliant on other people. Also the concept of being multi-skilled, that I learnt during the Internship Programme at School. I mean it's very fabulous because you don't have to fake you must get the stuff for the job, I remember we used to argue about making tea during the internship programme. Anyone can make for himself, even you can make tea for others, so those little things are building a massive Rome, because Rome was not built in a day.

LE Is there anything you want to mention, or let's say, are there are concerns? anything that you feel you need from us, the World of Work Programmes?

JN As time goes on, I am still looking into areas I want to develop further. So as time goes on I would come to you and say guys, may you help me in trying to tell my supervisor that why can't he add a few areas to my work programme and he must also try to expose me to daily duties and not only that I must wait for him to delegate but I must try on my own to the work today. We try to do that, to work on my own. To delegate, it's like I am lazy, I am not willing to work unless I am given a task to do.

LE Do you experience any loneliness?

JN First week, I felt lonely, but there is a guy who is very engaging called Thami, he is very engaging, he is always making jokes. After the second week the loneliness disappeared. He even explains and tells me how the organisation functions, the politics within the chambers especially why do we need community with development because development can focus on community. Community is a constituency but development can look into the issues of the community, so why do we need the coordinator of the community, it must be removed. So those kinds of challenges… and why community must come in development and why do we need community. So those kind of tricks, he was telling how to handle them.

LE I am hearing, JN, that your immediate work is not stretching you in areas you had hoped it would, but that you are having stimulating conversations with colleagues about ideas and strategies. Is that accurate?

JN Ja, that is accurate. My friends are very informing but what they are telling me is not practically given to me by my supervisor. But also we have been having sector meetings and they are very informing about the content of what I will be dealing with in future, so I feel my supervisor is someone who wants me to learn on my own on what's going on within the

constituency. Rather than him giving or spoon-feeding me, that is what I am discovering. The duties I get are different from what I expected but I feel, after this month maybe I am going to start to be involved in issues of research and what goes on in other principal sectors.

LE Ok, here is my last question. I will be seeing you next half way through your internship. What questions do you think I should be asking you at that point? Try to project ahead.

JN The questions I am going to expect you to ask me as we go along are questions that are going to deal with the project I am going to write about. My project is going to focus on the [ ] Conference, because that is part of my major assignment, so I will be willing to look along those lines.

LE So the questions may be… are you getting the support you need for your project? How far are you with your project? How successful is your project?

JN Yes, those questions I will be looking for now.

LE Thanks very much.

Interview ends.

JN Interview 2

Date: 24 August 2005 JN: Respondent
Site: Host organisation LE: Interviewer

LE JN, how are things?
JN Things are fine.
LE What do you mean by 'fine'?
JN Fine means work is going on well, a lot of pressure, you know, is coming from all my bosses. Because of my overall supervisor [ ], but at the same time I work with a lady called [ ], she is the Development Chamber Coordinator. So the pressure is coming from both sides and I am very happy. Time, for one has to be organised, for here and there you meet pressure because you get things that they want, like by today deadline and you run around going to your bosses.
LE Prioritising is an issue?
JN At the moment I do not think prioritising is an issue but I think I am not being given a full schedule, how things would work within a specific timeline. So at the end of the day, I am supposed to report to somebody coordinating accommodation issues like for the [Conference]. So now they will come to me and say, we want the list of people who are supposed to be accommodated. I didn't know that I am the one who was supposed to arrange accommodation for the community constituency.
LE Ah, so you were not told about everything you had to do. You were not given this big picture?
JN Yes please, how would I operate or how would I coordinate and how would I work. Because most of the people who are coordinating transport issues, accommodation issues, they are coming to me because I am on the central point of this [conference].
LE JN, what are the fundamental differences, if any, between your experience when I saw you two weeks into your internship - day twelve - and now, day thirty-three? Are there any differences?
JN The fundamental differences that are coming through is now the intensive interaction between me and the other co-workers. There are highly intensive.
LE Can you describe that?
JN That's whereby people who first did not interact with me, wouldn't talk to me, are now coming to me because they want something that is relating to their work and to my work. So I see that now we have got inter-working relationships, whereby they want something from me and I want something from them. So now we are coordinating well and I see that as a major difference.
LE Would you call it a team?
JN Teamwork spirit is now coming out.
LE How does that make you feel?
JN I feel very happy and I feel immersed, I am now within the organisation, also I feel I am playing a role, whereby its like a chain, where each little chain is part of the whole long chain.
LE JN, why do you think this has happened in this way? What contributed to make it happen?
JN I think what has made this to happen is that, I was given a central position to play within the community constituency, whereby I am coordinating names of people coming to the [Conference], their whereabouts, how they are going to travel, either flying or driving. So in that manner, I was given short information by my coordinators and my supervisors. So other administrators, they want full-fledged information; so they come to me asking for that information because they know I am the one who is the central player within the community constituency.
LE When did you get the position of central player? When we spoke during our first interview, one of your concerns was that you were being sidelined, that you didn't have a project that you could be involved in. You were waiting for [workplace supervisor] to give you a brief of something that you could really get your teeth into. So when did it happen that you were actually given such responsibility?
JN We had a meeting first. Every Monday we do have staff meetings. So [workplace supervisor] said: they were asking me about my duties, like to report on the week ahead, so [workplace supervisor] said he takes the cue from me; which means I take duties from him. So I felt that

he was saying this guy is playing a role that I tell him to play. So when I relate that to what is happening right now, people would go to [workplace supervisor] and he would say go to him because he is the one who is doing that. So I felt it was an indirect way of putting me into the system.

LE Do you think [workplace supervisor] did that purposefully?

JN I think so. I think, especially after what I said last time, he wants me to learn on my own, not through him giving me the duties or delegating. But I am supposed to read and then conclude and then ok, I must do this. I think, he knows what he is doing.

LE So you are telling me that there is some frustration with the fact that people are not telling you about the "big picture" so that you can't actually plan ahead, but then on the other hand people are saying "JN, you are in charge of that", is that what's happening? Is that accurate?

JN That is accurate. And I feel they want me not to be spoon-fed but to learn on my own. If I just get one thing on a glance. If you are to say one, which means you can go up to hundred on your own. If you are able to pronounce one number, which means all numbers are numbers. So all the way I am able to catch up and to understand what goes on within the organisation. Especially concerning planning, coordinating and facilitating summits and conferences.

LE What do you think [workplace supervisor] would say about you? Would his perspective and his opinion of you be the same, or different from when I asked you the same question in our last interview?

JN I think his opinion about me is going to be different because I work under pressure, I go beyond my usual time to leave work.

LE Which is what?

JN I am supposed to leave work at 1 o'clock in the afternoon but I go beyond even up to 5 o'clock or 5:30 pm, because I have to clear things on my table. So I am not a person who is worried about remuneration but about what goes on within the organisation. I think on that, he is going to give me a thumbs up.

LE Does anybody help you or give you advice - besides [workplace supervisor] – even outside of [host organisation]? What would you say has helped you gain insight about your behaviour, about how to establish your identity as a professional? Who is mentoring you, if anyone?

JN Currently, friends. And I am mentored by Wits, the World of Work Programmes at Wits University.

LE Your friends… who in particular?

JN Friends, mostly I talk to UL (Intern 2005) concerning what goes on.

LE What input from her in particular has been valuable to you?

JN She always says to me, hang on, you never know what might come after hanging in the midst of the struggle. Maybe after you say you want to leave the organisation, you might get a position, so you never know. Stay there, hang on, whatever they say to you, do it. Because she told me that in any organisation, there are minimum duties that every person must know. What she said are basic duties, like sending mail through a courier or [courier company A]. Anyone can do that, the Executive Director can do that, so you have to know those things. You have to know how they coordinate conferences, summits and seminars. Those are simple duties at any level, so she said to me. Anyone can do that before you are shown other secrets of [host organisation].

LE Did you find you have to learn those basics, the basics of using a courier service? Was that something you had to actually set out to learn to do, or is it something you were familiar with because you were working at the Graduate School previously?

JN I was familiar with that, but we use different services. The Graduate School uses [courier company A], here they use [courier company B]. So maybe these things there are … where they operate differently.

LE And other basics? like sending a fax, taking minutes? What other information did UL give you, perhaps around managing time, or perhaps around constructing an identity of yourself as a professional?

JN She said the most important words you would use to be professional is "be reliable". That's what she said.

LE Is that advice she has given you?

JN I had that idea already but she said, "be reliable". I think she heard someone talking about me, I don't know but she said I am happy that you are reliable, you need to keep that up. That's what she said.

LE She is motivating you.

JN She is motivating, she is always telling me that don't worry about leaving work early or late, you are supposed to do your duties.

LE Let me ask you about your wife, I heard your wife is here, is she still in South Africa?

JN Yes, she is around

LE Can we talk about the support you get from her, the understanding you get from her around your role as an intern? If you are comfortable, would you like to talk about that?

JN I would want to share a bit about that. She is very supportive. You know, I am from a family whereby they said, I was playing, I was enjoying South Africa because of the perception of women who can make a man go wild. So when she came I said to her, you are not going back home, you stay and see what I have been going through and what I go through. So she saw what I have been going through, everything like when I stayed in Berea with [Intern 2005], and ended up staying with her there. [Intern 2005] had to ask the landlord, the owner of the flat, he would use their lounge as a bedroom when I stayed with my wife there. I mean it was a sign that I had no money on my own, I couldn't come home because I had no money. Now, she is now aware. She says please go and work hard that they have to absorb you. And she is always saying at home, with the money you are getting, she said you are living comfortably. No one will get that kind of money in Zimbabwe, as an intern. If it is going to be converted R 3000,00 to Zimbabwean Dollars, it will be around ZIM$18 000 000,00, which is not a Zimbabwean intern's rate, but I would be comfortable by Zimbabwean standards. So work hard, perform your duties, do your job as a professional guy and you have to know where you are coming from, and try to work hard to overcome that barrier of which people said you won't make it.

LE Do you have kids?

JN We have got one boy.

LE How old is he?

JN One and a half years now.

LE Is he with your wife? Is he here?

JN No, he is left at home because we could not manage to stay with him.

LE It's hard because your wife is here, and you are missing your child, it's hard for her?

JN Roughly, I think people would say I am hard-hearted but sometimes I won't say it's hard, but it motivates me to work hard, and to work hard that, in the near future…

LE Um, when I used the word "hard", I meant not so much 'hard-hearted' - I meant it's sore?

JN That pain is the feeling that is motivating me, if I work hard, I will be able to get a job, a better salary, I will be able to take my kid to here. So that pain that I have is motivating me.

LE JN, now that you are halfway into the internship period, what are you hoping for? You have mentioned that your wife wants you to be "absorbed" into this organisation… would you like to use this experience as an opportunity to say, "I have now acquired experience in coordinating a major conference", or are you hoping to stay at [host organisation] in [department]. What are your aspirations at this point?

JN Given the chance, I would want to stay in [host organisation] for some time.

LE How long is "some time", for you?

JN For about three years or so. Because there are two reasons why I want to stay in [host organisation]. One reason: [host organisation] in South Africa is an "in" thing, it's a policy-making body, you get exposed to all various ways of policy formulation, policy coordinating and you go about gathering data and forming different sectors within the country that give information to principal sector like [host organisation]. Secondly: [host organisation] is registered as an NGO (non-governmental organisation) which is among a group of NGO's, so already I qualify to work in the NGO world, so given the change, I would want to acquire a vast experience within [host organisation], so that when I apply to other NGO's outside [host organisation], that are international, I will get…

LE Have you started applying to other NGO's, are you in the process of making applications during the last month before your internship ends?

JN I have applied. I applied to go to [international NGO]. I am still trying to understand the operations of [international NGO]. What motivated me specifically is that my cousin is working there. I am still communicating with him through emails because I want to understand whether he will get a position for me, even here or anywhere.

LE So you are making a back-up plan, for in case you don't get offered a position here. What do you think at this stage your chances are of being offered a position here?

JN I would say around 65%.

LE What do you think are the contributing factors, and the factors that detract from you getting a possible appointment?

JN The contributing factor that I might be appointed is that I am working very well, what I want to know, I got my boss's clarifications, I am always here on time, I always do my things on time and I make sure that I must hit the target. In that way, I am trying to tell them that I am capable of doing anything. What might disturb me from getting a position is that I am not South African. It might, you know, play a bigger role.

LE What has been the biggest compliment, you have received from [workplace supervisor], or any other co-worker? What has been the biggest compliment you've received since you have been here?

JN Usually, I am in contact with [workplace supervisor] concerning most of the things we are doing, work.

LE I mean, what did he say to you, about your work?

JN He said this guy is exuberant. I had done something he couldn't believe that I can do in a few hours. I was supposed to post about sixty letters in a day, and when I posted sixty letters by courier to all the people, making sure that these things are correct and that they are in order, I did that like before I have to get addresses. So the following morning, I was busy writing, filling the forms and papers, posting everything. He couldn't believe it. So that time, that's when he said, "This guy is exuberant", and I was happy. That was my first day to see him laughing and I was happy.

LE What has been the highest criticism that has been leveled at you, from either [workplace supervisor] or [co-worker] or other co-workers?

JN So far nothing - but another co-worker said to me, make sure that those people whose flights have been cancelled, you get verification, otherwise your pay would go towards covering those costs.

LE That was constructive advice.

JN Exactly, that's why I said I wouldn't call it a criticism per se, but she was just telling me that if you don't do this, you face this.

LE I am going to be seeing your supervisor, [workplace supervisor] and [co-worker], I am going to be seeing them on Friday. Is there anything that you would like me to ask them?

JN Maybe you know, as a person who is now approaching the end of his internship, I would want to know, if there is any chance for me to be returned or would they extend my working term with them because really you know..?

LE Yes. Any other questions?

JN I am just happy with the Internship Programme, looking at where I have come from and where I am going, I think I am turning big, it wasn't easy but it was worth it.

LE Ok. Thanks, JN.

Interview ends.

JN Interview 3

Date: 28 October 2005 JN: Respondent
Site: Host organisation LE: Interviewer

LE JN when did you finish your internship?

JN I finished my internship on the 31st of November, that is when my internship was supposed to end.

LE So your internship was extended to 31st of November? we are now in October.

JN I beg your pardon, I made a mistake there. 31st of September.

LE A month ago?

JN Yes.

LE And why are you still here?

JN They extended my internship because we were working on another programme and they were happy with the way we were working even from the previous annual summit they hosted. So they said they would also need my hand in hosting the [ ] Conference.

LE How long does your host organisation intend to extend your internship?

JN When I talked to them they said my internship has been extended till the end of December and they didn't even give further information. So I am still waiting to hear from them again what will happen after December.

LE JN, beyond September, what are your short-term plans? and then what are your plans for the long term - say in 5 years time - where would you like to be?

JN My short term plans, currently I am busy working on having a hands-on experience in terms of having knowledge on how to involve people in policy formulation processes, how to consult with people, how to make task teams and steering committees when it comes to the issues of policy formulation process making. And I want really to work hard so that in the long run between November and December (like we are already in November right now, next week it will be November), they would sort of think of employing me whether I am expatriate or not, because I will be competent enough to work towards the goals of the company. My long term plans, so far I have been applying to work for the United Nations and its sister companies or sister organisations. This week, on a Wednesday I went to meet [ ] people in [Johannesburg]. [ ] people, are people, it's like a recruitment agency for international NGO's inclusive of UN. They were looking at my CV, they were asking me general questions. So they are going to put my name on their database as people who are ready to join the UN. I have also joined [ ] online, I am now going to join UN Volunteers Programme online, I have been applying to work as an intern for [ ] UK. All those things I am trying to show my interest that I want to work with them. That's what I am doing and that's my plan: really I don't want to work in an office. That's why I want to work for NGO's that deal with humanitarian issues. I want to work with people on the ground, to understand them, to help them, so that when go like to the level of policy making, you really know what's on the ground, because some of us we consult people but later they don't tell us what really happens on the ground. So I want to understand all the steps that are on the ladder, you can skip one step when you are climbing a ladder, so you have to know 1,2,3 like you are climbing on the ladder. That's why I want to work for the humanitarian organisations, that's my wish.

LE JN, did you have this 5-year-plan, this long term plan, before you started this internship? Has it always been what you intended to do?

JN My 5 year long-term plan came when I was here because I now understand the routine of office duties. Because sometimes here if you don't have like anything on the agenda, you spend the whole day doing your own personal work and your own private work. If you don't have steering committees, if you don't have task team committees, if you don't have the caucus with other sector members, sometimes you spend the whole day doing your own work. I find it unnecessary for me to sit in the office doing a routine thing. I want to be involved in different areas. That's the decision I have come to make. So like now, if you work for the UN, today you are in Darfur, tomorrow you are in Zimbabwe, tomorrow you are in Malawi, always you are meeting different contexts of life.

LE When you said you are caught up in your own work, do you mean your study work, or do you mean your own personal work for the host organisation?

JN When I talk of my private work, it's my personal work beyond the organisational work because there will be nothing to do sometimes. You cannot just sit, you will end up reading novels, you end up reading books, because there is nothing to do really, I end up focusing on working on my thesis so that I would submit it since morning, because there is nothing to do really. Beyond making phone calls, sometimes you would focus on things that you think would develop you to grow up mentally, in terms of profession, academically you know.

LE JN, you have done quite a lot to network and to look for positions that would help you towards your long term plans, including going to recruitment agencies, putting your details online and so on. Is this something you did prior to the Internship Programme, have you always been proactive about networking and making sure people know you are "out there" in terms of employment?

JN In terms of networking, I was proactive on my own but when I got into the Internship Programme my networking capabilities were enhanced because they were informed from various corners of understanding of what networking is all about, so the Internship Programme, really came as a catalyst. It enhanced the process of how I network and I am very grateful of it. Of course on my own I was networking, but really, the whole idea on my own without the Internship Programme... I think you understand what I am trying to say. What I am saying is that if you do not quote people who prominent in your essay, you are not known and you won't make impact, but once you say that I have done this because of 1, 2, 3 or I have trained with an Internship Programme... When you are networking, already I make reference of a powerful organisation such as Wits University. So my networking abilities, I think were made proactive by the Internship Programme.

LE Thanks JN. Can we talk about the kind of support, both informal and formal, that you received during your internship from the University, the workplace, your peers, your friends and your family.

JN The support I got really, I am here because of support, to be honest with you. To begin with, the part of the University… first my studies: I got two merit awards from the University, and really, if it was not for the merit awards, I couldn't even know where in my academic studies… because the University itself is very, very important to my life, because it sponsored and it supported me. Secondly when it comes to the Internship Programme, I am very grateful of [World of Work Programmes Coordinator] and LE, because they sponsored my internship, I didn't have money by that time, I was just alone, so they, you know, for you to be part of this programme, you have to assist us and we will pay for you.

LE Let me stop you there JN, and ask you also to reflect on (apart from financial support) social support.

JN About social support, what affected me was the same place, when I was down, when things were so hard for me to finish, people said, "Push on! we will assist you in the making of the work, making it focus." You know, I made a family out of Wits University. So maybe that's why I always think that I should be there. Most of the time I am there, just to see where I came from.

LE And your support during your internship?

JN During the internship!

LE And you still feel a part of that family?

JN Not really. Not really. We always talk with friends over the phone, calling them, them calling me. Even here at work, they supported me heavily. Like when my internship was about to end in September, [ ], one of the coordinators came to me and said, "Boy, how long are you going to be here?" Then I said for three months, next week maybe I maybe out, depending on how they think about my performance, then he said, if they say you are going to go, then talk to me [ ], I will help you to stay here. That kind of support really, is a fatherly support that he gave me. [ ] (colleague) has always said, "I know the nitty-gritty of how to enter [host organisation], come to me, this is my place, I will help you to fit in." Even the ED (Executive Director), I heard from the grapevine, that he said maybe he will organise a position for me to work, because I am an intelligent man, he likes the way I work. That kind of social-psychological verbal support made me strong to work hard, just to focus on everything that I do, become firm in whatever you are doing because the support is so vast to me and I am very grateful of everything.

LE How about peers, family and friends?

JN Peers? First came UL (intern 2005), she is the kind of a friend who is very encouraging, "work hard, be reliable." Once you here. your employer is saying you are reliable, it's a good word. It shows your future in the company. (Intern 2005), you know, all the interns we are communicating, through email, phoning. My friends are supportive. But my family, really, it's a sad story to tell you this. It hurts me a lot. When they phone, they always shout at me, "What are you doing?" Like last time, when my brother wrote an email saying what are you still doing since you had finished. I said I am a trainee at [host organisation]. Then he wrote an email saying, "What is this thing of working as a trainee?" There were misspellings. I took the email to a psychologist and he said your brother is very angry at you. They have been calling me names, you are a failure. And I said you don't understand, we live in a global world, people do come from different angles of earth and they do not compete with anyone without industrial experience, so I am a trainee but I am getting industrial experience. I will be able to compete with somebody once I finish my internship but they were not satisfied, because they still believe in this myth that once you have a Masters degree, you have to compete with anyone in every sector, that's not in this world. That's not it. I do not understand, when I went with SABC 3 to do a documentary at home: Zimbabwe my home. They even told me that I am stupid, they called me names but I wasn't deterred. I try and do whatever is useful to me, I don't care, I go ahead. But when I got this internship, they started calling, phoning me: What are you doing now? Send money to us, here things at home are tight. I said, "Brothers, I have nothing here, I am still struggling to make my life." In one month they called me stupid, they said you do not communicate with your wife. I said give me a break, I know she is my wife, you are interfering in our relationship. You want to force me to do according to what you are doing, that's not the way things are. There are many ways of killing a cat. There are many ways of going to heaven; there are many churches all over the world. Really, why were you saying what you said? Now they are focusing on saying we hope you are going to get a work there. I know there is no …. Of course I am a human being, that will come to an end. Now I was saying to them, you left me alone (I didn't want financial support), social support itself encouraging me, keep on holding, work hard, you have taken too long, but achieve what you are trying to get. What they were doing was just to call me, insult me, writing emails to me calling me names. So that's why I said they let me down, that's why I feel Wits is my family because the social support that I got, and I am still getting from Wits is awesome and so encouraging…. I have this sub-consciousness, you know, when sometimes I sleep thinking of what is happening about you, when you wake up you are tired you cannot even work, so they let me down. I don't know what to say to them. Even if you go to my thesis, what I said about my brother [ ], you are the one who encouraged me to go to school but I am sorry for one thing, you are quick to anger and lazy to listen. This was based on what happened to me. I did not want to say this in my thesis but I had to. And I will give it to him as a gift and if asks me why did you say this? I will say 1,2,3 bro, you were supposed to understand even you went through the internship programme. Anyone go through the process, why do you want me to jump the border or jump the gun, or jump the river, my path must be straight, why?

LE So JN, your brother is your older brother?

JN Yeah!

LE Also did an internship?

JN They did.

LE They? More than one brother?

JN That is true, almost like 5, the fifth one is the sister.

LE They were all interns at a point? And yet they don't understand why this process might be important for you? Why do you think they can't support and understand the value to you, why?

JN The myth they have is that I did my other degree at UB (University of Botswana) and I came here to do a Masters. So they believe once you have a Masters, you become competitive in the world, but I do not think they are aware of how difficult it is. That part has put a veil on their face and they don't see that really its not easy to compete like anyone else in the world.

LE So you are the only one in your family with a Masters degree?

JN Two have got Masters degrees.

LE Is there support from the others with the same qualifications, is there an understanding that a Masters degree doesn't necessarily make you competitive?

JN There is no understanding from him, he is part of the people who were attacking me. What he did is that after finishing his Bachelor of Accounting (Hons), he went to [large accounting firm], where he did his auditing and everything, after that he was taken by [current employer].

Then he did his MBL part time while he is working, he is now experienced already. He is just adding value to your own experience and yet you are not looking for experience. So I wish if he could have seen that when he was audit training at [large accounting firm], that was like an internship for him, you know: training as an auditor to become a professional accountant. That was the strategy.

LE There is a lot of pressure from your family and perhaps it is very difficult to work without their support. How do you manage?

JN To be honest with you LE, I put on a brave heart. I said I will do it alone, if it means I meet the consequences, I will do that, I will face them not because I wanted to take this approach but I felt that if I were to listen to them, I wasn't going to finish my Masters degree, I was going to fail. I was going to become a failure and ultimately they were going to say, "Look, we knew you were going to fail." So after putting on a brave heart and a brave face, I did not care about their financial support, to be honest with you. Without their financial support, I will push through this process and manage to make it. But they were not there. So the brave heart, the brave face and self understanding of my social life, I told them about all these, so they become close to me, like [peer at Wits University], of Forced Migration, said, "JN, don't worry you will make it. Don't care about what they say, let that enter through one ear and go through another ear. If you listen, for sure that's going to be your downfall". Then, after listening to that, I met friends. Sometimes I would go for two, three months without money, then he would say ok, buy some food, carry on living we buy you some, so that people would not understand what is going through your life. And sometimes you could find about, we are still friends. So really that pushed me through but you know you need a family, like you are a refugee in a foreign land.

LE Thanks JN. Let's talk a bit about the Internship Programme. Can you tell me what important things this programme has done for you, in terms of developing your employability?

JN The programme has done a lot, in terms of my employability. I got industrial exposure, industrial experience - and when now I go to look for work, I will be competent enough to compete with people with experience. Because if it wasn't of the programme, when I put down my CV, they are going to look for work experience, it says nothing and its none. So I wouldn't be able to compete with people from other companies with experience.

LE What could this Programme have done for you that you feel it has not done for you?

JN The programme, I cannot commend much on my own because for me, I am satisfied. But my wish is that for the next interns, I want [World of Work Programmes Coordinator] and LE to engage the United Nations a big time, because once one is able to work within the United Nations system, he is able to move from one NGO to another, and this gives the person a competitive edge over others. It's like working for Barclays Bank, you already know the banking system, you can move from FNB to ABSA, already you know the system, because once you understand financial systems within the banks, its easy to move from one to another. That's the analogy I am using. If once you engage with the UN, people know the UN system, how it works, already would be able to work for World Vision, Plan International, Save the Children, Care International, all those vast range of NGO's.

LE Thank you JN. And in terms of skills, competences, abilities, what could the Programme have done for you that you feel it has not done for you?

JN In terms of competences and skills, the Programme, I am computer literate, but there is one thing that I wish I could have learnt, PowerPoint. Just how to organise it and how to use it. But we didn't learn that, so for the next programme, I think we must look at basic computer skills that are used at different organisations. So that when people go there, when they are told to prepare a PowerPoint file, it won't be like, "I don't know". The person will have a hands on experience on how to do it, how to present the PowerPoint. That's one thing I think we could also have learnt during the internship.

LE Did you get an instruction while you were here at work, to create a PowerPoint presentation?

JN I haven't yet but I think in the near future, they are going to ask me to do that

LE And are you competent in PowerPoint? Competent enough to complete such a task?

JN I have learnt on my own.

LE How did you learn on your own?

JN I asked a friend at work to show me how to make a PowerPoint file and they showed me how to do it.

LE JN, are there any other comments about the end of your internship, or about the internship generally, any other comments you want to make?

JN I am very grateful of the Internship Programme and the organisers and the host institution, that is Wits, I know after the internship, I will not call myself an intern but I will call myself an employee. Thank you so much.

LE Thank you, JN.

Interview ends.

APPENDIX 4.3

Workplace Supervisor Interview 1

Date: 13 September 2005 WS: Respondent (JN's workplace supervisor)
Site: Host organisation LE: Interviewer

LE JN has been with you for two months now and finishes his internship at the end of September. Can you share your thoughts on JN's performance and how you have found working with him, generally?

WS Look, I think he has um … you know to … to a satisfactory level, um demonstrated um you know the capabilities that we were looking for. You know he has showed signs of willingness to learn, um …and he has demonstrated um the ability to perform tasks, you know um … there is also a willingness to …um you know he has, he has also been susceptible to advice um … I mean within him we have seen, you know, qualities of very strong human relation qualities, so it means he can relate. I do think that there is room for him to, to look into improving you know, maybe the communication skill which, which would be quite important for being effective in an institution like this, you know. Which mainly - its main function is communication, you know. We've um … you know it's customers - if you want to put it that way - refer to it that way, you know and the people that we participate with in the institution. But in total for some, I think he has performed to the level that we, to the expected level - um - you know and, um I think we should be relatively pleased with the, uh, type of performance that he has delivered.

LE Is that level of performance the same as any other entry-level employee, or did you have any other expectations of him considering that he is a postgraduate student?

WS No, no. Look, we, uh when we brought, when we brought him in board, on board, as you would remember, it was fundamentally for a specific task. For contributing and delivering on specific, you know, um … assignments, which we have had at that time you know. Um, so he did you know um, mainly he was, permanently we had him here for that. We brought him on for that specific reason. So he's, that was his, you know, that was his main focus. Of course um ... because of the needs of the activities that we are involved in, you know, um you would find that you know, there is that position where we need him to extend, you know, his focus to secondary tasks, which would be secondary to his responsibilities. Um, but, then the main use for his being here is for one, for a specific purpose and that was to provide support. Help with our conference preparatory team, you know um, for the hosting of the [ ] conference.

LE Can we go back to a comment that you made about his growth areas, which is around his communication skills? Can you say specifically what some of the weaknesses or growth areas in that area are? Perhaps you can give some practical examples of how he showed he needs to improve in that area?

WS Well I think … Look I don't think it's something that I mean, it cannot be … it's not, it's not of such a main concern that it reflects significant weakness. But I think there is room for him to maybe, you know, improve on his writing skills. You know of course I'm also sensitive to the fact that he's not, I mean, his mother tongue might not be English. I mean all of us… but I think that's, that's something that he could look at. Because you see here the main language is English, it's fundamental, that's the line of communication to all parties involved. So that's basically an area that I think that he needs to look at. Um … um not so, not so, well relatively uh, more than he is … I think that's for me the main, I think that's, that's mainly what I think in the area which he could you know, touch up and look at um … well relatively, less, to his ability to be able to express himself and you know, in a very succinct way um, communicate and translate, you know, transmit information. I think in that area there is you know, there is, he has some level of command over that. But also there I think he could improve, you know, to ensure that uh, whatever the message contained that it, it, he could capture the theme of whatever the information might be.

LE Have you or your colleagues learned anything from him?

WS Yeah, well I think, I mean for me personally because I don't know, I can't, I won't be able to comment on behalf of the others, because um, you would know that um, within the [host organisation] there are different sections, divisions. Now he has been uh, primarily with,

under, my, under my belt and you know in my supervision. Of course it doesn't mean because of the institution and the nature of how we function daily, um, I mean it's, it's inevitable that he will be interactive with other um, you know, colleagues from, from other departments … from other areas within that, like. But from me and, you know, in terms of my personal observation, I think personally that, look I mean as I have indicated the willingness, the keenness you know um … there has been, and I see there is you know demonstration on how performing duties you know, uh … specifically coming to work that he's very punctual, né? His punctuality. He makes a show of punctuality. Um, so I think yeah, it's, I mean, it's, it's more of, it's more of an encouragement you know… I also - I'm a person that …I mean it's more of contentment to think that I would have expected in him. So I would want to say it's more of that pleased, being pleased, satisfied and contented with, with the, um, type of conduct that he have demonstrated because it was what I was expecting in any way.

LE OK. Let's talk about your role as a mentor. I have two questions for you. The first one is, have you mentored people like JN before, say interns? The second question is, what kind of support have you received from the organisation in recognition and support for your mentoring role with JN?

WS Well I have … prior to this I have not mentored anyone, so I mean I've actually in fact even in terms of my relations with him, um, it never struck me that you know I have to assume such a particular responsibility. Um, my, my … my role, I, I defined my role um, in terms of relations with him more of, you know of being a guide and um, you know, playing that supervisory role in terms of making sure that you know at the end of the day, um, we will be able to deliver, tasks are performed, you see? Um, but what I tried to do was to take him through gradually you know, through understanding um, processes you know, and how things you know, and how we, how to, certain things are being delivered. So I think um, on that level I think there has been a show of grasp on how to perform those diff… I think he's much better placed now and equipped, performing certain specific things than uh … you know um, opposed to when he just arrived here. So I think on that score, it might be in terms in the context of mentoring and guidance - I think there has been some success at that level and maybe it's you know, in terms of my relations with him. The problem is that I don't think that I have performed um, you know, a pure mentor role, but it was more I mean, my relationship was more specific to a performing functions that we wanted, wanted to be expected of him to perform within the context of our work.

LE Did he help you? and did he add value in performing those tasks? I know that you have an incredibly intense workload. Did JN help you with that, or did you find the mentoring, or rather the guiding that you did, an additional burden? or did you find that at the end of the day the work he did was actually relieving your workload?

WS Absolutely! I mean I think he's, his presence has brought about you know that sigh of relief, more of a complementary, you know … you know um, source, you know, to, to service many of the tasks, you know. In fact I think many of the administrative um, you know, responsibilities you know, he managed to … I've over time become confident to, you know, delegate these responsibilities to him and that in itself has been a great relief, because it then free … it assisted me to, to become more focused on the substantive and the content related issues.

LE Can we go back to the other question about the support you received, if any, and the recognition you've received from the organisation for your mentoring-stroke-guiding role of JN?

WS Well, I've not at this point uh, there has not been any formal sort of recogni … and I suppose after you know the, the … you know, after his tenure here with us, maybe then there will be an official kind of recognition. There would have to be a report tabled you know, um, to our top brass within the constituency and I think then, from there, that's the first time where we will then look into, and assess you know um, the performance and that type of related issues. And then, from there, then well you know, as part of that would emanate this, this form of recognition or whatever you want to refer to it.

LE Can we look at the difference between being employed and being employable? Being employed is to have a job and being employable is to have all the qualities around being valuable in the workplace. Do you agree? What are your comments around JN's employability?

WS Well, employable in the context of … the skills and the capabilities required to be within the workplace, it would be an asset in a productive environment like [host organisation]. I think there's, there um … there's some ground to cover. I think he … I mean I cannot speak, I think

he's employable maybe in the area … more specifically in the area of focus … you know, of his career you know, his studies. Um, of course to some degree I mean, I believe that uh, there is, a … an interrelationship between what he has studied and within [host organisation]. Of course we have not managed to, to put that to test and actually explore that um … purely because of you know, the nature of work that we had to you know, um, assign him and ordain him, you know, to perform. Maybe if we had a little bit more time within the institution, we would have been able to put that to the test and really explore you know, his capabilities in that regard, in terms of the skills, and how his skills matter with the content and substantive um, functions you know, um, which for us then you know would be able to, which would enable us then to, to conclude if he's really employable within the [host organisation] context. Um, but, I, I'd, want to believe that I mean, taken from what I've seen, he's, you know, his abilities which could merely just be, you know, well, it could be a mixture of his experiential and vocational abilities. I think there's, there, there are … I find that he, that he is employable … But within the [host organisation] context there would be … it would not be a, a genuine um, you know, um, con … that you know, uh, conclusion to make that you know, he can be employable from [host organisation], if we don't exploit that.

LE Towards the end of his internship, the question now is whether or not [host organisation] are considering furthering JN's contract?

WS Look, I mean, umm, I think that, that is a need for more discussion. Of course as I have indicated I um, I'm not convinced that was in the con … I, I think that was going to happen you know um, towards the end of his internship. Certainly we will have to sit um, you know um … When we brought him onboard there was a … um, you know there was a board of people that uh, you know, that gave their ok um, you know, for his admission in the [host organisation]. Um, it's that same board at that particular time, that will have to you know, um, reconvene, assess you know, his performance over the entire tenure. Of course certain comments will be made, would have, would be requested from those who had directly, you know, um, been in … you know, direct contact with him. And then from there we'll be able to then you know, um, establish whether you know um … we'll be able to then at that time you know, establish whether there was actually that potential you know, for him to be actually um, you know, be, within that role on a long term basis. I don't think it's a conclusion we can make now at this point.

LE Would you want to mentor and work with interns again in the future, having had this experience of mentoring JN?

WS Well, provided that it is within my area of focus you know. My area of focus um, is what's happening within that, *né*? Um, having to do with socio-economic development policies you know. Provided it was in my area of focus.

LE interns Would you recommend to your people that you should work with this programme and with again?

WS Well, uh, that's umm … not that I'm floundering, I'm just thinking. Look I mean um, of course although within me there is that willingness and readiness. It would, it would, it would really depend on the decision makers whether they're going, they see the room for, and the need for continuing you know, on this particular type of practice … of course that would depend on …

LE But would you recommend it?

WS Well, uh … well I suppose I would recommend it to them, you know, depending on the need.

LE What are your thoughts about the kind of support, if any, that you received from the University during this time, for your role as mentor during the Internship Programme? What was the interaction like, from the University with the intern and yourself? Was it adequate and specific enough, or would you have liked more?

WS I suppose this, this encounter between the two of us is part of this interaction. Look, I honestly think that maybe there's a need for us to, to, to have a few more of these meetings. I know it's very difficult because of, you know, both of our very intense workloads. Um, I think that's quite indicative to have you know, a consistent interaction like this. I for one personally would want to get a better sense of the area of knowledge that, that JN has, his area of skills. Get a better sense of what, what is it that actually he is doing at University, and what he has been doing. What has been you know, the standard in his performance levels, you know. What type of a student he is within the class, outside of the class. And I'm sure the University um, you know, is the best place to, to, to provide that type of information because there is some degree of oversight uh, in direct contact with a student you know, uh … his um, team of, of lecturers, you know within the University to …so there is that, at least that direct um, source from

where to gather this type of information and then you know, um, supply us with that. So I think that's quite critical for me.

LE Are you saying that you would have appreciated more information about the content of what JN studied?

WS Well, that's part of it, *ja*. But also about, you know, his … look his personality was you know … within the class … what, you know, the type of the, the, the caliber of JN within the class you know, what type of a student he is, you know. I think that would be quite critical because it's very, very important to have that type of information. These are very basic tenets you know, of making subtle assessment and drawing conclusions of what type of a person you know, you are bringing on board. The question you asked earlier, whether you are really employable you know, much to do with that as well.

LE Are you saying that the initial interview that you had with JN was not enough for you to gather this kind of information?

WS Well, I, I, we … well, I think basically that if, ah, the ori… original, the initial interview was that me uh … was for me, it was more of giving him you know, giving him an under… an idea and a understanding of what he will be getting himself into. Trying to give him that sort of orientation of what [host organisation] is about. I thought that was the brief that was given to me. But what I'm saying, in the total sum of what I'm saying is that I, I would appreciate the situation where, going into the future that, that you know, um, there is that, there's a consistent, maybe there's a schedule of meetings you know. Um, and is systematically, gradually you know, um … have a parti… to achieve a particular you know, umm … seek to achieve a particular type of um, knowledge transfer, information transfer you know, where the, you know… in our case, for example, we'll be able to have a better understanding, exactly those um, um, aspects which I've referred to, you know. Um, and of course on our part also, there's also some degree of knowledge transfer that needs to, that needs to take place. While some of the information you can easily just um, you know um, you know assess from the, from, from internet, but I think there's a more, there's a much greater depth, you know, an explanation that needs to be unraveled.

LE This is the first time that there has been an intern at [host organisation]. Would you say that if we were to repeat the exercise next year, you would be better informed about who we are and we would be better informed about who you are, and many of those questions might be answered? There may be more questions and more depth needed, but you would be in a better position?

WS Well, I certainly believe there's that window of opportunity. And *ja*, most certainly because at least now there is a established relationship. Depends on us to which extent we want to take in it. Of course also the, equally the University.

LE Are there any other comments you would like to add about JN or the Programme, before we finish?

WS Um, in terms of, you know look, I think he's got great skills um, he's got great ability. I just think that … um, he needs to be … maybe there is a need to just guide him on those specific areas you know, which I've maybe have identified, others which you personally and you know … under sort of … and maybe then *ja* … and which maybe then with you know, um, give him you know … that improvement of that would maybe then give him op … opportunity. Um, and also you know. I think that there is a need to become more focused in terms of what is specific. Because now I think his exposure to this environment um, he needs to establish now whether this really, whether it is congruent and compatible to what he really studied and how he then seeks to you know, um … if there is that compatibility between this environment and what he has studied. I mean how, how would he, how does he see himself in the fu … how does he see his future plans in institutions of this, of this nature? I think those are the type of questions left.

LE Thank you very much.

Interview ends.

APPENDIX 4.4 JN Coded Weblog

Posts from 6 April 2005 to 2 August 2005

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02 August 2005 – What's next?

Now that we are interning, what is next? It is really a challenge since we are not sure of our future within the companies we are interning for. For my environment, it is really saddening that I did not meet I was really looking for. I was looking for a vibrant dynamic and academically challenging environment, challenging not in terms of what of work load but in terms of developing good mental creativity. Research is the only thing that I envy to do but I am not disheartened. I know I will make it. I will be there. Research must be given but one will have to usher him/her into every environment. For others, where do you stand?

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18 April 2005 – Risks for employment

This discussion is about risk for employment. How are interns prepared to risk themselves for employment. This is about bravery and having the guts to meet employment challenges. If i can remember well, i asked [guest lecturer] about the possibilities of getting employed within the UNHCR. His answer was that when positions arise, people must apply especially through the United Nations web site. He also suggested that whenever a disaster happens or emergence situations emerge, people must grab those chances as a way of familiarising themselves with United Nations operations. He argued that emergence situations might even pose a risk to workers but he challenged the interns under training to the risk. While it is advisable to take risk, i wonder if interns are prepared for life threatening risks. I challenge the 2005 interns to consider taking risk for employment. Given a chance to take risk for employment especially in the United Nations, i would grab it wholeheartedly. It would worth an experience especially in the United Nations. The 2005 interns, lets think of taking risk for employment sometimes.

PO [intern 2005] said…
JN, [guest lecturer]'s point is that joining in emergency situations in the world is the quickest means of having a career in the United Nations. It is not the only means. As you rightly pointed out, you can apply through the UN website. But the main criterion for getting a job is according [guest lecturer] is intergrity. With intergrity one can afford to take risk especially when it involves saving the life of others. If I have to take risk to save lives, I will take the job.

RS [intern 2005] said…
Belive me my brother I have been trying to apply forthe posts advertised on the UN website but to no avail.It is not ease therefore to take the risks. But I do think that we have to be patient. It is just that we seem to be desperate to be employed.

GP [intern 2005] said…
Working in the UN requires lot of experience especially if you are working in the mangement spectrum and for interns, I think there are not internship programmes in the UN. However working in the UN is good to gain experience of what are the issues involved with refugees, wars and disasters.

BS [intern 2005] said…
I applied three or four times not only on the UN website but I did also use their mail box. Answer: "you have been selected for the position. Please keep our reference number for further considerations, as your file has been put on our waiting list". And then nothing! From my experience, let me tell you that the only way to get a job in the UN is to start getting experience through your involvement and commitment in the civil society movement where NGOs are playing a vital role in relief situations. Integrity alone is not enough.

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18 April 2005 – Presentation skills

There is one way approach to business presentation skills. The first step the presenter must take is to know the positions the audience have in the corporate world. By knowing the positions of the audience, the presenter would give appropriate information to the right people. During presentation, the presenter must be him/herself. The presenter must use any personal gestures or vocal inflections to his / her own advantage. This is mainly because it is hard to change the way one expresses him/herself. The presenter must have a balanced arm movement, weight must be distributed equally and the voice must be louder and slower.

If the presenter is well prepared, his / her nervousness must be down. A certain amout of nervousness would be good for a good presentation.The presentation must short and concise. The presentation must drive the point home within a short period of time.

Having in mind all the skills that make a presentation welcoming and interesting, it would be good to sharpen them by continuous practice.

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17 April 2005 – Preparation for a job interview

A job interview is a process that is scary. The process is scary because it has some uncertainty elements. The interviewee would wonder about the questions he / she is going to face, the attitude of the interviewer and the environment the interviewee might be subjected to. But as people prepare for their interviews, it would be imperative to consider few tips and tactics.

[Guest lecturer] of the Counselling and Careers Development Unit_shed light on how to handle interviews. There is need to make a research about the company. By researching, one would familiarise him / herself with the mission statement and objectives of the specific company. Thus knowing what the company expects and want out of its employees.

During the interview process, the interviewee must have a good voice projection, eye contact with the interviewer, listerning skills and response must be about answering the questions asked. In addition, interviewees must come early to the place of interviews. this is meant to avoid panicking when the interviewee does not easily find the place.

Since one would have done a research about the company, it would be good for one to find what the company lacks and try to introduce that to the company. Basically one would be bringing in the strengths. During the interview process one must be assertive but not arrogant. The interviewee must know that the job interview is about selling oneself and how one sells him / herself is how one is considered for a job.

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12 April 2005 – Interns and stress management

During the stress management seminar, issues raised (such as relaxation and visualisation, time management, laugh it off etc) on how manage stress were fascinating. Of my interest is time management. Time management does not mean that one has to forget about social life. Time management is to make a good schedule that encompases what one does during week days and weekends. The schedule must be there, not to as to control its desinger but to guide what must be done on specific times. The schedule is meant to avoid starving other duties of being attended to.

As students on the internship programme , it would be imperative to learn time management skills so as to avoid having stress in the world of work. Work must be programmed, be attended to with vigilance. During placement, interns must not wait until the last day to do assignments. Work related assignments must be done on time to avoid stress of doing work over night.
On the other hand, ill-equipping interns can lead to stress among interns. I say so because interns would have been trained for specific jobs but only to be exposed to a totally different environment that

does not empower them with relevant skills to be competitive in the world of work. Having said this, then what can one do as an intern, when placed to an ill equipping host organisation.

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11 April 2005 – Transition

Examining early experiences of young people in their first jobs, from the point of view of both the young graduates themselves and the organisations that employ them, can help in the facilitation of mentoring young employees. This is about suggesting how employers can improve the transition from the academic environment to the world of work, how schools and colleges can better prepare young people for the world of work and what young people might do to better prepare themselves.

The University of the Witwatersrand Internship Programme can be viewed as a process by which young graduates would have to address a range of issues in relation to the recruitment, employment and particularly the induction of interns into the workplace.

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11 April 2005 – Employability

It would be good to discuss on the issue of employability. As interns go to experience the terrain that exists in the world of work, it would be good for them to take that as a stepping to stone to experience realities that happen in the world of work. Since interns will be gaining through placements, it would be good for them to focus much on getting experience that emphasizing a lot of will on monetary gains. Interns would benefit a lot if they consider getting world of work experience. With experience at their finger tips, they would become employable in various institutions. Employability canvas issues like confidence and capability to manage a career. So it would be advisable that when placements come, interns must have a heart to develop related skills and get in touch with the demands of the world of work. Monetary needs might not be ignored as per se but their importance must be considered at the back yard.

FN [intern 2005] said…
It was said that being employed is risky, and being employable is secure. Can one still be employable and secure without needed work experience? I say this because most advertisements, for instance in Careers Junction and Star Workplace, require a substantial amount of work experience. It is highly insecure to be an inexperinced graduate I can say, because your employability status falls short of world of work experience. It is such a privillege to have a programme designed to fill this gap at Wits University. The Wits Internship programme is not only exciting but give a wide overview of what constitutes the world of work. Thanks JN for bringig this matter to the front.

[WoW Programmes Weblog Specialist] said…
I have declared myself to be unemployable. I refuse to be employed again.
The last time I was regarded as a full time employee was in 1994. Every other job I've had has been either as a total freelancer, or on fixed term contract.
Early this week I went for an interview for an online copywriting position. The guy told me he was interested in me joining them fulltime.
This is what I told him:
"Thanks very much for thinking of me fulltime. But I'm actaully not open to full time employment. I'm happy to BE HERE more or less full time, but strictly on contract. I don't want to be on your medical aid. I have my own. And I'll deal with my own taxes. The upside for you is that you don't have to pay for my overheads. The upside for me is that I retain all the flexibility of running myself as a business."
He smiled. He's used to this sort of statement nowadays. His answer? "We need to basically see if we can up our budget to afford you. Everything else is cool. I'll let you know next week sometime."

So hey... the world is a very different one from 10 years ago when it comes to jobs.
Blue skies

06 April 2005 – Zimbabwe Election: Unaccredited observer's eye

The Zimbabwe election has shown how different people see, comment and endorse things. The African Union, the Southern African Development Community e.t.c saw elections that took place in Zimbabwe as being FREE and FAIR. I saw it imperative to comment on the issues of freeness and fairness of the elections. To begin with, observers were not wholely involved in observing the voting process in rural constituencies. Even if one observer is to be asked what took place in rural constituencies like Bikita, Matsai area in Masvingo province, i bet they [observers] would have nothing to say. Observers were in urban constituencies, specifically Harare, where they were enjoying their stay in hotels. I can simply say the observers observed nothing. Here are the reasons why i say so.

During the vote counting process, the observers were not on polling stations and anything could have taken place. The other reason is: when the numbers were sent to the command centres, the observers were not even on command centres to verify if the numbers were correct and accurate. Since i was there in Zimbabwe during elections, i talked to people who told me that they voted more than twice (another election flaw). I interviewed an election monitor at Masvingo command centre who was relieved off her duties because she is a relative to an MDC member. Why would they relieve off her duties if they had nothing to hide. In Chimanimani constituency, people who registered to vote are less than the people who voted. WHY? All in all, elections were not free and fair, there was a massive rigging machine that was hatched before elections.

SN [intern 2005] said…
Agree with you Zimbabwean election on 31 march, were not free and fair.Mugabe did not, for example respect SADC principle on elections.But this is not the only reason which explain why ZANU-PF won the elections.MDC as a political force is no longer commanding massive following.In the last couple of years it played a central role in terms of discouranging mass actions(protests action),removing people from the site of the struggle.This is becouse it had illusions in the electoral project.Again,its blind loyalty to the imperialist forces explain why it is not well supported.On top of this,MDC has wrong policies, for example neo-liberalism.The latter was responsible for the impoverishment of the working class and the poor in the 1980s.The central point here, is that even if elections were free and fair ,it ws real impossible for MDC to defeat ZANU-PF.The liberation of Zimbabwe lie not in MDC with its electoral project, but it lie on the mass struggles from below

APPENDIX 5.1 GL Vertical analysis

In her application for the World of Work Programmes, GL wrote about her work aspirations:

> I would like to pursue tourism research in a work environment. It is my desire to work for an NGO or a research based organisation.

GL is Kenyan, and in an email to the World of Work Programmes Coordinator, GL asked if,

> Your office is able to organise for students to get into intership progs in their home countries. I am particularly interested in a research based organisation back home in Kenya that specializes in Social research. (GL's email to World of Work Programmes Coordinator, 12 February 2007)

We contacted the organisation in Kenya GL had referred us to. We were not able to arrange an internship with this organisation on her behalf.

GL was 32 years old and had just completed her Masters degree in Tourism when she participated in the World of World of Work Programmes. In her letter motivating why she wanted to participate in the World of Work Programmes (part of the application requirements) GL said,

> My motivation for wanting to get into the internship programme is purely based on the fact that I wish to acquire more experience in the area of research and development…. I realised that to obtain my career objectives, I needed to move away from the 'glamour' of the airlines to working on the ground with [the] communities, so as to better understand the issues that affect them and help realise what works best for them. (GL's Motivation letter to join the 2005 World of Work Programmes, 4 December 2004)

GL was accepted by two of the three potential host organisations where she had interviews. She opted to complete her internship at an international non-governmental organisation addressing development issues. She also accepted an offer of full-time employment from this host organisation after her internship period. The first site visit and research interview took place at the host organisation on 2 August 2005, six days after she had joined the host organisation. FN had started his internship at the same organisation, eight working days before GL.

GL's supervisor was impressed with how well FN and GL worked together as a team. He had observed that their dynamic was different compared with their interaction with other colleagues. (Interview, 3 October 2007) Despite her prior work experience, GL first appreciated the importance of teamwork in the workplace through the World of Work Training Programme. She wrote about her experience of the Training Programme session in her weblog:

> *The message of the day was "the better the relationships, the better the tangible result at the end of the day". This point was clearly driven home by Mr Brad Arden, a consultant on teams and teamwork.* ***I definitely have a new perception on team building and look forward to sharing my newfound skills in the world of work.*** *(Emphasis added) (Weblog post, 'The week that was!!' 8 April 2005)*

GL and FN both found that being with a fellow intern from the same training programme was beneficial for them. For GL, sharing the day with FN was a highpoint in the internship experience for her:

> I must say the most refreshing part of it is that for the past two and a half months, FN has been here with me, because we encourage each other and cheer each other on. When we hit a block, we consult and we are supporting structures for each other. (Interview, 3 October 2007, p 142)

GL related that she felt as if she was initially intruding on others' personal space in the workplace, compared to the opportunity she had with FN,

> ... to take a walk and tell someone what you are going through." (Interview, 2 August 2005, p 143).

GL pointed out that she did not have a mentor who would ask about her emotional or physical welfare - FN filled that role for her. (Interview, 3 October 2007)

GL seldom commented at other participants' weblogs. She posted only six times at her own weblog, over a period of 10 days. Participants in the 2005 World of Work Training Programme were required to write at least 12 blog posts during the Training Programme – weblogs were one of four assignment requirements and were therefore weighted at 25%. Despite her lack of participation in the weblog assignment, GL was positive about the value of weblogs. She said that she had lost her password, which is why she did not write any blog posts during her internship.

GL felt less of a need to be in contact with the other participants in the World of Work Programmes 2005, because of her connection with FN. She did however read others' weblogs and was surprised to discover that she was able to identify with their experiences,

> … when I read UL's and GP's [both 2005 interns] I would read and think, 'My goodness, I am not alone!' There are those that are going through the exact same thing. (Interview, 3 October 2005, p 143)

Four of GL's posts related to the Training Programme, and two were reflections on current affairs. She commended the Training Programme in her posts, for example

> *The first week on the wow programme was a most extra ordinary experience." (GL's Weblog, 8 April 2005)*

In the early stages of the internship, GL said that although her current work was not what she had expected, access to a meaningful project would enable her to perform. She said that her host organisation was her ideal working place (Interview, 2 August 2005) and,

> I feel like it is the Formula One (Interview, 3 October 2005)

GL said that her ultimate gauge of success would be whether she was offered permanent employment with the host organisation. She believed this would depend on the feedback on her performance that she intended to request from her supervisor on a weekly basis, and on the success of the relationships she would develop with staff during the internship. (Interview, 2 August 2005) Her relationship with her first workplace supervisor was not successful, however. Seven days after the first interview and site visit, GL requested help with a situation concerning her workplace supervisor.

> I am not sure what my fate is here as regards continuing with my internship, but following a meeting with my Supervisor on Tuesday, she advised me that our working together was not 'working out' and that she was waiting for her boss [the Regional Manager] to tell him of the same. On tues we were to have had a meeting with [the management advisor] to iron out this issue, but it did not happen. So As I sit here today, I am not sure what it is I am required to do. It is unfortunate that this has happened. I have tried hard to work with her but I think its a personality issue as opposed to a "work thing" going on. (Email correspondence from GL to LE, "Concerns", 11 August 2005)

The problem was unresolved for the rest of the month. As her mentor, I was in contact regularly with GL to monitor the situation and to counsel her. This was usually to offer alternative ways of communicating or managing a fractious situation. Finally, the situation was resolved:

> Now, I have some good news to share....On monday after 5 p.m I was called in by our Regional Manager and informed that this associate (the lady who had been the cause of my stress and grief) would no longer be working for him and that w.e.f I should take over and hold fort! The job has been advertised and the position is that of Executive Associate. He encouraged me to apply. (Email correspondence from GL to LE, 4 October 2005)

GL's second workplace supervisor found both GL and FN willing to learn and not at all arrogant about their postgraduate knowledge (he believed that graduates were often know-it-alls even at entry level to the organisation). GL said that,

> Patience is a virtue in every sphere of life and as an intern, especially.

She explained this by recalling that she had had very high expectations of her transition into the workplace after her postgraduate training:

> You want to go out there and save the world

but that her actual experience of the transition into the workplace was

> ...that when you get out here, it's a different ballgame altogether … it's a step-by-step journey. (Interview, 2 August 2005)

While GL saw the internship as a "step-in-the-door" to future employment (interview, 2 August 2005), she found the inconstancy of being an intern always hoping for an offer of permanent employment, very unsettling and stressful:

> It has been very, very hard work for both FN and I. Personally, I feel that this has been the longest job interview, where you are just not working with one person; you are working with four other senior managers. They are all giving you independent work, like you do this, do that, and it is up to me to juggle things and put in the hours and produce excellent work at the end of the day. (Interview, 3 October 2005)

It appeared that many of GL's tasks depended on her computer skills. When she pointed out to her supervisor that she did not know how to use a particular programme, the response was,

> Don't they teach you this at the university? This is something you should be on top of. (Interview, 2 August 2005)

GL commented that very basic skills such as minute-taking, letter writing, faxing and photocopying were vital to add value in the organisation during the first phase of the internship. She wished that training in these areas had been included in the World of Work Programmes as she felt disadvantaged: she could not attend an interesting workshop because she did not know how to take minutes. "It is your loss," was the attitude reported from the staff member at GL's host organisation (Interview, 2 August 2005). GL also expressed some personal frustration that as a postgraduate student she still did not have these skills.

GL was reluctant to volunteer for tasks that would require 'new' skills e.g. minute taking, when she was concerned about her ability to complete that task (for example, she believed that a report she was invited to write would be compromised because she did not know how to write minutes). She had not thought about finding alternative ways (other than the World of Work Training Programme) to acquire these skills, e.g. sourcing information on minute taking on the Internet.

In a weblog entry prior to the start of her actual internship, GL had expressed a willingness to carry out low-level tasks. GL was responding to a group discussion (amongst World of Work training delegates) about unskilled tasks that interns could be expected to perform.

> *As we all look forward to embracing the world of work, many interns are intimidated by the fact that they may be under utilised in their areas of expertise and over utilised in another areas like the kitchen, hence the tea debate. I am of the strong opinion that as an intern, one should learn how to make a good cuppa as it provides for other opportunities such as socializing with other members of that organisation. On the other hand, many interns see this as bullying, and do not buy into the tea pot paradigm. (Weblog post, 'The Tea Debate!' 8 April 2005)*

Upon entering the host organisation however GL reported some frustration that she could not use her postgraduate academic training immediately (although she had already identified, and discussed with her first workplace supervisor some areas in which she could contribute). Her immediate challenges were to cope with 'menial' work, or what she called the "basic of basic skills" (Interview, 2 August 2005), for which she believed she had inadequate training.

Towards the end of her internship, GL's workplace supervisor said that she had been given some highly confidential, sensitive and high-level work. The decision to involve her in such work was not without risk. But GL's supervisor was impressed with her willingness to help on a project on a Saturday, despite her meager transport allowance. This, and other factors about her personality that the

workplace supervisor said were difficult to define, made her appear trustworthy. GL's workplace supervisor found that both GL and FN

> ...had a very pleasant personality and also a sense of responsibility with very strong professional ethics." (Interview, 3 October 2005)

GL's workplace supervisor explained professional ethics as being an efficient, methodical, responsible approach to work.

In the sample of the 2005 participants chosen for the research, GL represents the few interns who had substantial work experience. She had worked in Johannesburg for five years, for an international airline in Customer Sales. Despite this, she described the first phase of her internship as a 'new' working experience and said that she felt intimidated by the experience and expertise of her colleagues. GL described her work performance as an intern as different to her previous work performance; as an intern, colleagues did not know her history or potential. The internship was the first step in a career change for GL and she was in unchartered territory. She explained,

> It's different when you go into an organisation and someone is giving you a job based on your experience, they already know you can do it. (Interview, 2 August 2005)

She saw her work output as generally reactive and dependent on direction from staff in her host organisation. This was compounded by GL's perceived need to familiarize herself with the host organisation's general approach to work processes before (she believed) she could be productive.

In an internship progress report dated 30 September 2005, GL said that she was working with professionals and managers on an ad hoc basis and was involved in a number of projects. The work was mainly administrative and seemed to sometimes draw on her previous experience in the travel industry, e.g.

> Handling of participants travel requirements and working closely with the travel agents to ensure prompt handling. (GL's internship progress report, 30 September 2005)

A large component of her responsibilities was to assist with the preparation of meetings and workshops, including minute taking – which had been an issue for her approximately two months earlier (Interview, 2 August 2005). GL's main tasks, and where she had some autonomy, were to liaise with staff on various issues relating to their contracts, and to develop new salary scales and benefits. Although GL reported to an Operations Manager on that occasion, she had even greater autonomy in the planning of a senior management meeting in September 2005, and worked with a colleague.

GL was offered further contractual work at her host organisation after her internship period ended.

APPENDIX 5.2

GL & FN Interview 1

Date: 2 August 2005
Site: Host organisation

FN: Respondent
GL: Respondent
LE: Interviewer

LE Today is the 2nd of August 2005 at the [host organisation] in Sunninghill. The time is 2 pm, I am interviewing two interns, FN and GL. FN, did you say you have been here for one and a half weeks? GL, this is your second week? You have been here for six days? [Interns indicate yes] Ok! What questions do you think we should be asking you at this stage of your internship? Who wants to start?

GL Are we adding value here would be the first one. My answer would be that it would be very tricky. I realize that most of the things we did during the training – the blogging, the business skills, presentations… I think that these are really important, but it really boils down to the basics, like "Can you fax? Can you photocopy? Can you write a letter? Not a business report." That is something that should be incorporated into the course. You have done your Masters, you should be able to do minutes and be more computer skilled. I was asked to write a letter today and I did write a letter. People have different styles of doing things. Things like taking minutes. This morning, FN and I were asked to write minutes and there is a workshop going on in Pretoria next week for five days. We both chickened out because we thought that we have not done this before. If we had had some experience on how you take minutes, unless you have that background or how to, or have been exposed to that… it would have been a wonderful opportunity. I am actually thinking of going in there in the afternoon and saying you know what , they know I am an intern, I want to go in there, I will take the minutes the best way I know how, and just say I need support. I think it is a wonderful opportunity and to just say that I cannot take these minutes and lose an opportunity - something like that workshop - but they said we could only attend it if we were going to take the minutes. If we do not take up that offer, we lose a wonderful opportunity to attend the workshop.

LE Ok. GL, just going back to the debate you initiated around making tea, I am wondering if there are any potential consequences that you were concerned about when you said "No, I am not taking minutes" because you know that you may not have the skills to do so?

GL Basically, when the offer was put on the table, I did not want to do it because this is a conference and at the end of the day you need to do a report and if I miss out on something or don't take them properly, there could be consequences to that. So, it was the secretary asking and she said that if you do not have the skills, you do not have to. There is a bit of "it is your loss".

LE I guess what I am getting at is, you know, that you could be perceived as not being willing to make tea, that kind of issue?

GL To be quite honest, that would be absolutely dreadful, because for me it is purely a skill thing, unless I probe it further, I click on the wall, what was the feeling you took back the report regarding this whole thing.

LE But if you did not say, "Listen I can't take minutes because I do not know how to take minutes," People would think that you think the task is below you?

GL I do not really think so, because here we have been doing everything from photocopying, faxing, and addressing letters correctly and so on. So, I think taking notes is one of the miscellaneous things they need someone to do and to get out of the way.

LE You had suggested that we include skills like taking minutes and addressing letters correctly and so on. Is the World of Work Training Programme the only place for you could learn about such things? Where and how else can one learn skills like taking minutes? What other resources are available to you?

GL Maybe it is just the area where I am working right now. I am working with the secretary to the General Manager. When she asks me to work on the computer, it is Power Point or whatever and she'll say, "Don't they teach you this at the university? This is something you should be on top of … Excel". I do not know how to do merging of files and these technical skills.

LE Are there any skills that you have from your postgrad degree… for example, accessing and sifting through information, that would help you to quickly take on how to take minutes? In

other words, you could go to the Internet and look at examples of taking minutes and apply that?

GL To be honest, I have not thought about that. I had not thought about that. Taking minutes is perfected over time. I do not want to take up the opportunity and I had not thought about doing any sort of research to see if I can.

LE Did you feel overwhelmed by the task? Perhaps you thought it was a major thing that you had to have practiced and be skilled at, and so that perhaps stopped you from…

GL I thought to myself, I have never done any sort of minutes or reports. I have done a report, but… not actually had to cover who is saying what. I feel like that is very new. I feel like that is very new. I feel it is a challenge. Maybe I need a bit more guidance on that then I can … you know…

LE Ok. FN, what's been happening since you started here?

FN What I have done so far? I have been here for so long, but when I look back at what I did in the past two weeks, I would divide it into three segments, I think two thirds was wasted in exploring, in trying to see where to go, how to go about it.… It was only in the third week where I think I was more valuable. In the first two portions, they were still more lenient and I was more reluctant than proactive. There is one project they gave me, which it was three days work and it has taken me more than twelve days. Concerning skills that we have learnt sometimes, I take it all for granted and not reflect back to them. Like the use of Internet… that project, they said to me "the car is available and a driver is available. At your bidding he will be able to take you to get your quotations." I forgot about the Internet, checking and faxing these things instead of traveling up and down. I wasted a lot of time which could have been saved had I relied on electronic devices like they have flung on Internet to search which printers are easily accessible from Sunninghill and to even communicate via phone and faxes. But they threw all resources at me, probably they were checking if I would be able to exercise my skills and pick only one that would facilitate it very quickly. Another thing is that they did not put any time frame; they simply said, "We need this as soon as possible". To each and every person, you should look at your resources and put a time limit, which will be reasonable for you and also for people because sometimes they think you are new but we want to see how he is progressing. I think that, for example, is what they were checking with me. The work that I did on the last two days was more than 400 percent greater than what I did in the past 11 days, and I saw that I should have used this. It is the one skill which should not be forgotten to use, technology, as you were teaching us the blogging, translate that and out that in a relevant task that you are required to do.

LE And you, GL? Any comments?

GL WoW [World of Work Programmes] is, like, really new. The fact that you are surrounded by people who seem to be so on top of their game can be a bit intimidating. I think it's a step-by-step, just open your mind.

LE GL, I know that you have working experience. Is there any difference in you as an intern and how you are performing, versus how you saw yourself as a worker when you were a full time employee? And if so, can you also talk about why there is such a difference?

GL This is different because they are looking at me as an intern, whereas before I went into the organisation to work. As an intern, they do not know what it is you can do and you are basically following a lead, someone has work to do, they give it to you. Sometimes they don't have work to give you, so what do you do, you get a book and keep yourself busy until the following day when there is a project to do and you pick it up from there. I feel like coming from Graduate School, one tends to think that you will start using what it is you have learned, you realize that you don't have the basic of basic skills, and that you don't use what it is you have done in school. For example, they have a unit here on poverty reduction and I was thinking to myself, this would be a brilliant idea for me to get into and see how I would use my thesis in tourism to see how I can combine my community based development and everything. I talked to my supervisor and told her "I appreciate the area manager is out of the country and its very quiet, nothing is happening and when you are not busy, maybe you could arrange for me to go to that department and see how things are done?" I had spoken to the lady in charge of that unit and she had told me she has too much work - but because she doesn't know how the internship works, once she has cleared with the supervisor and management, they can use me. But the manager only comes in next week, only then can we put in the request. So I am still to figure out how I fit into this picture because at the moment I feel like I am just into menial work and I haven't started to use the right side of my brain.

LE I want to ask more about how being an intern is different from how you have always been in your previous positions - if it's different?

GL It's different when you go into an organisation and someone is giving you a job based on your experience, they already know you can do it. I have not been at ease to get moving, it's like I am holding back. To wait for what it is that they will allow me to do. You have a secretary who sits here, my supervisor, and then I sit here, so they give you work you would not necessarily take charge and say ok, see there is work here that needs to be done because the desks are very personal space. When you are employed, for example in the airlines, you already know how the system works. There is a general way in which things are run. Here, someone has to get you into their project and for that to happen, they need to be willing to say, "this needs to be done, can you do this?" And if that is not happening, then…. Right now, I am at a stage where I am waiting for "GL, please add this here." Like this morning, I have to ask, "Do you have anything for me to do?" and someone will reply "No, no maybe in the afternoon, I will give you something." So if there is nothing to do, then there is nothing to do.

LE FN, did you work before this internship programme, as a full time employee?

FN No.

LE This is your first work experience?

FN This is my first job

LE Ok, for both of you: do you feel any pressure as an intern? What kind of pressures are you experiencing if any?

FN I have this passion to prove myself that I am valuable and put input into each organisation, but without methodology of going about that, it stresses me. My supervisor is the Management Advisor, so he usually has a lot of work, so he gives me a lot of tasks, at the same time forgetting what he gave me in the previous day. So prioritizing is what I am battling with daily - Ok, among all these which one can I prioritize? - and sometimes I prioritize and I am told, "That is not needed now, that project I gave you this a.m. is the one you should have done." And you find that I wasted all morning on something that is not urgent… and keeping on consulting, sometimes you find that he is out for a meeting and things like that, you kind of work in darkness as you don't actually know what the next step you will take. But that is the kind of pressure that I have had.

LE Let me be sure I understand. It's difficult to prove yourself i.e. that is a pressure for you. You feel a need to show you are valuable. It's difficult to do that when you are working in darkness and your supervisor is not accessible.

FN Yes.

LE How would your supervisor describe you if I was talking to your supervisor and you were not present?

FN "Less proactive, he waits for me to lead him, does not take any initiative but is a hard worker and is always doing things."

LE You want to try that one, GL? How would your supervisor describe you at this early stage?

GL "She needs to get onto of her computer and find out what is going on."

LE This question is for both of you. Are you thinking about any issues the guest lecturers addressed? Have there been any incidences when the contents of the training have been applicable in your work situation? I know its early days into the internship, but are you drawing on the training? Where and how, if at all? I'll start with you, FN.

FN Yes, I remember a presentation on emotional intelligence, last week I went through a crisis which I related to GL, one of the secretaries seems to have a negative attitude towards me but I suspended myself, I would rather not act irrationally and in an intelligent manner. I suspended and continued as if nothing had happened and I found some time and talked to her just to see how to address this thing in a quite manner, which is not going to ruin future relations. But I kept quiet about it and two days later, the situation corrected itself without me intervening. I found that had I acted in a certain way, it was going to be a bad three months of working together, since we are on the same floor and our offices are next to each other. Acting in an intelligent manner is quite easy because human nature comes up, but the study came to my mind quickly: no need to act in a very unintelligent way, just need to be quiet and relaxed and you will see an opportunity to address the issue. This fortunately, self-corrected itself.

LE GL, anything from the training coming home to you?

GL Patience is a virtue in every sphere of life and as an intern, especially. Each day at a time and we have very high expectations by the time we leave school. You want to go out there and save the world, when you get out here, it's a different ballgame altogether, like I said, it's a step-by-step journey.

LE FN, when GL joined [host organisation], you had already started. Was there any difference in the work place environment for you after GL came here?

FN Before GL came, I had to struggle to find somebody to relate to closely and I found that people who are having low profile jobs are ladies, cleaners, secretaries, all the others are in top

positions and I couldn't make friendships with anyone, and that was my struggle. At lunchtime, I would just be alone. It was kind of psychological isolation in terms of work etc. People were more supportive, but there was that gap and there was no friend to fill in that gap.

LE GL what was it like for you to come into a completely new environment in this first experience of your new career, and to see a familiar face?

GL First day was very stressful because you are trying to figure out what they will do with me, and sitting with someone the whole day, and you feel like you are in their space. You don't have a phone or your own space and you feel like you are interfering. It has gotten a lot better. Having FN has been excellent, it makes all the difference because sometimes you just want to take a walk and tell someone what you are going through.

FN I have this whole issue of the stipend and it's nice to have someone to talk to. If I was alone and going through this, it would have been a lot more difficult. To have someone I can talk to and brainstorm with about what's going to happen.

LE Is this your dream job, GL?

GL In every sense. At the moment, I am not doing what I am meant to be doing but I think if I can get into some project and start working, this is exactly where I want to be.

LE How about you, FN? Is this your dream job?

FN Yes, we are still waiting on a project, one that I have started today… a feasibility study on some of the things that are happening here. I am still studying the project to see what it entails, because it seems like every six months they do a study to see if this is what I want to do. So far, what I have been doing is general stuff which any person from any institution of higher learning can do. I think this is more related to development studies, but its still unveiling… probably by the second visit that you will be doing, I will be knowing where it is I am going.

LE Is there anything else you want to mention to me? Is there anything you feel, or concerns that you still have – anything you need from us at Wits?

FN I wanted to be ready with my Masters programme so consulting with lecturers and staff from Wits… it will be practically impossible to do that because we work from 8.30 - 4.30, is beyond the working hours. If it's possible to initiate one afternoon every two weeks that one can be free to do some extra curriculum academic work, to consult or something like that…

LE Are you still busy with your Masters?

FN Yes, I am still busy.

LE Are you finding it difficult to complete your Masters while you are here?

FN Not really because it's not full time, so it's not about pressure to find the time for it, just to consult and see how others are doing and things like that.

LE So you want us to negotiate on your behalf with [host organisation] for you to have an afternoon a week to do some research? This is something I will have to speak to [World of Work programmes Coordinator] about. Any concerns? Anything we can help with, GL?

GL At this stage no. After all I have said, I have probably made it sound very dull and bleak, but I think its human nature to want things to happen sooner than they can happen. But I felt that, the fact that we are here for only three months, you want to make every day as valuable and as precious as possible. I do know that things will work out eventually. When the manager comes back, I will go and talk to him about what it is exactly I want to do.

LE Last question for you GL and FN. How will you know, at the end of the three months, that you have been successful?

GL I definitely want to get feedback from my supervisor on a weekly basis and I hope this matures into a job. The fact that we are already here for our internship is a step in the door, it's easier to get a job here than someone out there applying. You know what they say, in an organisation like this, it's about relationships you create with other people in here that determines where you will be in another three months time. FN and I are looking forward to getting permanent jobs here before the end of the three months.

LE FN, how will you know that you have been successful?

FN Hearing from my supervisor, because every Monday (except for yesterday) we do a review of what happened in the previous week and if we were able to meet our goals. About the negative elements that come up on our review sessions every Monday - they will guide me to say ok, I have been valuable and what other things that I contributed through were not directly initiated by him will reflect on my progress on whether I have been successful or not.

LE Thank you very much.

Interview ends.

APPENDIX 5.3

Workplace Supervisor Interview 1

Date: 3 October 2005
Site: Host organisation

WS: Respondent (FN & GL's workplace supervisor)
FN: Respondent (intern)
GL: Respondent (intern)

LE: Interviewer
JP: World of Work Programmes Coordinator

LE The time is 14h25 and we are meeting at the [host organisation], with FN, GL, [World of Work Programmes Coordinator] and WS (workplace supervisor). FN is about to finish his internship and has one week left. GL is in the middle of her internship. WS is GL and FN's supervisor. WS, can you describe what it has been like for you, working with FN and GL?

WS I have been working closely with both of them. In the short period of time, "tooth-like" approach. They would help us and they would learn from the experience, from the product-related activities, which are very good for them. It will expose them to various processes we follow here in coming to decisions or in workshops. I also worked with him on the substantive part of our work. What I would tell so far… No. 1. When they came here, I had a feeling that they were highly qualified people interested in developing themselves. The first thing they got out of me was professional ethics and a sense of responsibility. How are they? I found that both of them had a very pleasant personality and also a sense of responsibility with very strong professional ethics. So, if they continue like this, I am sure they will be very strong assets to any organisation where they will work.

LE Please can you define professional ethics?

WS For me, I am a Development Practitioner and an Economist by training and practitioner for 20 years. I have worked in about three continents and the reason we are not able to accelerate in the pace of development is simply because of the norms and values we attach to work and to our own profession. The level is lower. And, I look at how people work. I do not mean that they should work 15-16 hours, I look at how methodical they are; and how they think, and how they discharge their responsibility on their own, from the point of view of their own profession. Here, I do not give them guidance. I just say, "I want this, can you go through it and give me this?" He would go through it and give it to me. He would go and do research, and use his background. I lay strong emphasis on methods and techniques also. So, by professional ethics, that is what I mean. The reason why they went to university is so that they could deliver at a high level, to learn how to think, you know what I mean. They are not Wall-Street people who have to work 16 hours. They have to be methodical and they have to know how they perceive when they get their assignments and how they organise themselves; how fast they meet their deadlines, that is what I mean, and they have that and I am very happy. Without that, you can have ten PhDs, if you do not deliver on time, when it is needed, and then there is no point, whether you are a doctor… I saw that.

JP I was very interested in this talk that you gave them. About hierarchy…

WS First, it is the process. They have to learn that in this kind of organisation, you need to appear more experienced. You need to understand the process. If you are an engineer, you need to understand the nitty-gritty of things. Some of the tasks that he gets like appointments are so that he knows the value of time. The other thing is that I give him assignments that will spark off his thinking process, where he can use his own academic background, where he requires some research. I sometimes give him a website and say, "Look for A,B,C,D and get back to me."

LE They are very fortunate to have you for their supervisor.

WS This is how I do it. Then sometimes, I let his potential come out. So, that went well. In fact, I feel a bit guilty because there are a number of things that I wanted to pass on to him, but, time goes do fast.

LE What are those things?

WS To give him experience, to gain some ingredients to be more methodical. He is willing to learn, and so is GL. You see, [directed at GL], you have work experience before?

GL Yes.

WS I was also surprised since they help each other a lot as a team. The way they interact with each other is different from the way they interact with the others. The teamwork was very good training. So, both of them have a lot of potential, but from now on, if I extend their internship with a few weeks or a month, I will focus on more substantive work. It is difficult to give what you want to give, especially time-wise. Sometimes they both finish their stuff on time and I do not have the time to give them feedback immediately and I feel guilty.

LE What advice – this is just from my list of questions, a lot of things you have already covered, and thank you - what advice would you give to a postgraduate student from the Humanities and the Social Sciences who is entering the workplace for the first time, especially now that you have experienced these two interns?

WS For me, it does not matter from which discipline they come. The first thing is that they have to be themselves. They have to do what they find interesting, not to earn money. They have to do the things they love the most. If you are an economist, it is because you love it, and not because you can earn more. In life, you have to do the things you like. In life, you do not always have the chance to do that, but you have to try as much as possible. So, when you are a fresh graduate, you can do a lot of things because you have a lot of energy. But, you need a good supervisor. All those yuppies, young professionals, by the time the company is closing or they are fired, in 5-6 years time, they have put $5 – 800,000 in the bank and that is it. Their approach to life is different. I do not want people to have that kind of ethics. You have to live your life and have to produce. You have to be systematic. Always, when you get an assignment, you have to think. With proper thinking, you have already done 80% of the job.

LE Now that you have had this experience with the World of Work Programmes and the postgraduate students, what advice would you give back to this organisation?

WS We want the project, we want to work with young people like this.

LE Would you suggest any changes in the way in which this programme is run?

WS Yes, of course, the learning process. It also depends on the individual. I do not want to use them as slaves, it should be a mutual interaction in which we would benefit and they would benefit also. It has to be directed at building self-confidence. That is what I want to extract as much as possible of what they know and use their own potential to give them extra capacity development.

LE This should be my last question… no, two more. Let us focus on FN, because he is finished his internship. I will ask you the same questions about GL when she finishes her internship.[3] In terms of FN, if you were to track his progress, at the beginning of the three months, and where he is now, have you seen any specific changes over the last three months? In what areas did he improve specifically?

WS In many areas. He is a very quiet person. You have to track it yourself to see. He is a quiet worker, so indicators are in how he produces; he has multiple approaches when he is doing something. He will try his own for instance, then he will change, but I saw that he is increasingly becoming very methodical. He uses his time more wisely.

LE FN, I know that there is a growth area that you identified, talking about working methodically and meeting deadlines. Do you have any comments about your growth process in terms of delivering work in a methodical way and on time?

FN It was a bit difficult for me to do multi-tasking and focus on different tasks at the same time and manage them appropriately, to the extent that in the beginning, I did not know how to prioritize my tasks to the extent that the one which was most needed was the one which I put aside, and attended the one that was put before me. But, later on, I learnt to prioritize the tasks before me so that I was able to divide the time. That is one area I was greatly assisted in by WS (workplace supervisor) when he worked closely with me; the issue of prioritizing the tasks. It is not always that when you finish is when you get another assignment. They come simultaneously sometimes. So, that was greatly developed and it was my challenge in the beginning.

LE WS, back to you. What advice can you give FN?

WS He can work effectively. I see him working in the development unit. That is what I have seen. I can see him working with the [host organisation] in the future. He can contribute and I will do my best. I do not know how long I have got here.

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[3] The interviewer was not able to arrange an exit interview for GL because WS left the organisation shortly after this interview, due to illness.

LE FN, did you choose the right organisation for your internship? If so, why?

FN The [host organisation] is self-explanatory. I made a leap to the Honours degree that I did Development Studies. At the [host organisation], there are many projects being done here. There are many concepts that are familiar to my mind. When I compare what I studied and… it is academically relevant and far and above that, I enjoy working on the development projects. I am quite passionate, which is an added advantage.

LE Did you know that before your internship? Did you know about your passion for development projects or did you learn that during the internship?

FN I always had it and I think during the internship, I re-discovered what I actually wanted in life, what I want and love to do in the future. Even though I did not know which institution I was going to, I always had my options geared towards what I loved, not what I qualified for.

WS I can give you an example: a request came from the New York office. I was busy, so I gave him the document to put together and just gave him the instructions. He went and did it, and I told him I needed it urgently. By 10.30, I already had a provincial document, well-structured, well-researched and full of points.

FN To add on that, for briefings, I found that skill to be one that is most needed. For a meeting or briefing, they do not need a six or ten page article, you only need to put together a huge chunk of information into clear cut specific points that are clearly understood. So, I remember one time during the internship training, a lecturer told us, keep points extremely short and make them as simple as possible and very clearly understood. I have to apply that every time I write reports and things like that, to get straight to the point.

LE Do you find yourself recalling any other things you learned during the Training Programme?

FN Yes, they always come. Like the issue of personality, the one about emotional intelligence. How to handle one's emotions in a working environment; how to handle stress… sometimes you are missing a deadline and you are not even halfway with your work. It always helped me a lot. I always reflected, "Ok, now I do not need to panic, let me see what I can do with the remaining time." I have learnt a lot.

LE GL, what aspect of the training have you been drawing on? Any?

GL I think a lot of the training as a whole. FN just mentioned emotional intelligence, professionalism and how to balance work and social life. I think there needs to be a good balance over there because one seems to overtake the other.

LE WS, are you aware that the internship is preceded by a month of business related training?

WS I did not think so. I know that they might have had some training…

LE Without knowing what the content of that month of training was, if we were to ask you to advise us on a particular aspect of the programme that we should include for people like these, prior to their internship, what area should we focus on, in your opinion? What should they learn before they come to [host organisation]? What skills? What content or knowledge should they know before they come here?

WS Relationship-building, team-building. The content is not really the issue. You can be an engineer, an economist… generally, relationship-building is about how you can interact with people, colleagues, personalities. You can be very productive and intelligent but… there is the psychological dimension of the work… The most important thing is not to try and impress people… personality, relationship building, how you interact with new people, listening, the proper way of communicating. Again, it might be a coincidence; they have very special personalities. I do not know whether it is because of the training or the personality. It is very difficult for me to say, but I was very, very impressed with them. It is not the first time for me to supervise people. I have been here for 20 years and I like to watch people grow. GL was giving direct support to the Regional Director, which is very high-level work here. She had exposure to that. We were also involved for the first time in a very difficult issue with the APRM (African Peer Review Mechanism), which are very sensitive issues, high-level issues, up to the Director in New York. GL has been working on that together with our operating managers, first with me, then with other managers and also with clients. They would call her and ask her to prepare this, salary scales… she can work independently. My impression is that if you give anything to her, she can do it. She is interested in learning.

LE It seems to me as if there is, based on what you are saying about GL, that there is a high level of trust, considering that GL has been working with such confidential and very high levels of work?

WS We are taking a risk.

LE Can you tell me more about that risk?

WS If something goes wrong, I tell you…. There was a case where somebody tried to mess up something last week and she managed to muster the whole process. You have to trust people and at the same time, you have to be careful. It does not mean that we give her everything.

LE Why do you trust GL? What is it about GL, what skills, what traits, what characteristics make trusting her easier?

WS We had a meeting last week and on Saturday, we were still working on the document. There was no associate she was working with, and I was very much impressed as we were just giving her a small amount of money for transport. That is what I mean by work ethics. She came and single-handedly, together with one of our officers put together all the printing notes, to which she contributed in various ways. It might be a coincidence, I do not know, but… you know, you feel… you cannot put it down on paper. People are innocent until proven guilty. If they have good intentions, it reflects. As I said, usually I think I know the first day, or first week whether I can work with somebody. [Colleague] was also very much impressed; she is somebody with over two decades of experience, working with the senior people in the [host organisation]. She was working with our Administrator in New York, and she was working with her directly. I know that [colleague] was very happy with her work.

LE Thank you very much for your time.

WS Very simple. I hope you are satisfied. We will do our best. As I told you the first time we met, we would like to have an alliance with you to help your students and at the same time, we would benefit.

LE WS (workplace supervisor) has now left us and in the interview, we are now, JP, GL, LE and FN.

Could you tell us about, reflect on the internship programme generally…

GL It has been very, very hard work for both FN and I. Personally, I feel that this has been the longest job interview, where you are just not working with one person; you are working with four other senior managers. They are all giving you independent work, like you do this, do that, and it is up to me to juggle things and put in the hours and produce excellent work at the end of the day. I must say the most refreshing part of it is that for the past two and a half months, FN has been here with me, because we encourage each other and cheer each other on. When we hit a block, we consult and we are supporting structures for each other.

LE What would it be like without FN?

GL Very lonely! Because, to be honest, the offices have a lot of politics - office politics. That is to be expected in an organisation such as this where you have a lot of employees. Most people are employed on contract basis, and so there is a lot of job insecurity. So, in an office such as this, FN and I have been able to step back and watch the drama as opposed to getting caught up. We are able to step back, "FN, let us have a moment today and evaluate what is going on… the whole incident…" You do not really have that support many will have in an organisation. Many will have a mentor. Somebody who will go just beyond the call of duty to find out how you are doing emotionally, physically... sometimes you are sick here and you have no one here to call you and find out how you are doing. I mean, it is tough. I have worked before, but I have never worked in an organisation as detached as here. We were never really embraced, as in, "we are together, a family". Here, it is like, "Ok, you are an intern, you are working, you are right there." You know your place, which makes it very difficult.

LE Do you think you needed more support from the World of Work Programmes staff?

GL From you, it was excellent. From you, it could not possibly be any better.

FN From the internship program, the support was quite good. I remember that ad hoc visit, it meant so much. It was healing. It was not scheduled before, but it meant a lot to us. The support from that side was good.

GL All in all, I think I am at a point where I feel we have done the meetings, we have done the workshops with very senior people, we have had the opportunity to work with them, but now am at a stage where I feel I need to do more. I can do more. I want to do more! From past experience, we all know that this is one place where it is not very welcome to go knocking on doors. Everything is very sensitive. You sit down and weigh the situation and when you really do not have much work…. Apparently, today I was speaking to one of the managers and he told me he spoke to the Regional Manager to ask for permission for me to join his department for the duration of his internship, for me to learn something new, and he said "no". So, right now we are not busy, and the next meeting will be toward mid-October. So, I am like Ok. I would like to do more, but protocol demands that we go very slowly.

LE How do you feel about what [WS] said, about the possibility of extending your internship?

GL To be quiet honest, I think it is a terrible idea. I think it is time we started making money and be able to pay our bills without having to scratch around every now and then… Nothing will change over the next three months. Another three months will not help them make a decision whether they want to employ you or not. Either there is a position for you at the particular time, or they do not need your services and in three months time, they will call you up.

LE FN, what do you think?

FN I feel the same way. If the internship is lengthened, maybe doubled from its original time, rather than encouraging one to be more productive, it may be an element to discourage, because there are expectations that by the end of the internship, I want to be employed, I want a different kind of a contract altogether.

LE You have talked about your experience of having each other for support during your internships. My next question is around networks and how you have used, or developed networks with others in the World of Work Programmes, beyond this work site. Can you please comment?

GL I have to say that outside of this organisation, unfortunately, I have not. But, of late, I have been trying to call people. I have called GP [2005 intern], spoken to RP [2005 intern], to find out how she was doing, but they seem busy and never seem to return my calls. Having someone like FN with me here, I think makes all the difference.

LE Do you think you would have made those calls if FN had not been here? Do you feel kind of relaxed because you have a buddy?

GL That is right.

LE How about you, FN?

FN I feel the same way, but this is more of a confession than a comment. We have not been blogging.

LE I am very interested to know why.

FN I do not know if it is because of the pressure that we have. We are in open offices and we are not covered in any way. There are people running up and down and if you are surfing your own things, that is personal and you need to concentrate on work. Even if somebody is not supervising you, they want to see and are monitoring you and are sometimes more critical than your supervisor.

LE Do you think we should include blogs in the future programmes as a way for people to network and communicate with us, and how can we make it more effective?

FN I think blogging is the way. In our blogs, we should include telephone numbers. Sometimes you really need to hear the voice of someone. To us, we are more reluctant because I could quickly relate to someone next to me. If she was not here, I would definitely try and to find someone to talk to at the particular time.

LE Any comments?

GL I think blogs are a good idea. The reason why I never accessed my blog was because I forgot my password. I have read other people's blogs and have been able to identify with what they were going through. Like when I read UL's and GP's [both 2005 interns] I would read and think, "My goodness, I am not alone!" There are those that are going through the exact same thing. The idea of having telephone numbers is good, because, I want to call people and unless I got the numbers at the beginning of the internship, and wrote them in my diary, there is no way I will call them or even send them mail.

FN During the internship training, every intern should have their contact there.

GL When you open someone's blogsite, you have their profile, their name. You could put their telephone numbers there. When they go to host organisations, it is easier to pick it up and call them.

LE I guess you did not go to the reunion?

GL You know what, I RSVP'd that I was going to attend the function. That afternoon, up until 1 pm, I was still coming. That afternoon, things changed. I could not leave. It was so terrible. I wanted to cry because I had promised to attend and wanted to go for this thing, here, people are calling me and tearing me apart, because this one wants this and the other wants that…

FN There are some regulations that are created and are not on paper. Like GL said, if you observed us you would think we were working for two different organisations from the times when I log in and knock off. Sometimes she leaves here at about 8 o'clock and I leave latest at about 5.30 pm. It is not written that she should stay up to that late and sometimes she logs in at 7 o'clock. It is not written anywhere. On Fridays, everyone leaves at about 1 o'clock, and they go. To reduce her workload, GL has been leaving at 3, 4 or 5 o'clock at times. Last Friday she went at the normal time and other people were surprised. "Where is she?"

GL "You are leaving at 1 o'clock?" and I had people calling me saying "Come back!" I said, "No, I am gone! It is 1 o'clock, I have things to do and I am sorry."

I think I have created a very… there is a perception… because I work on Saturday, I come in at 10.00 am, I work on public holidays, and even on Sundays, if you want me to. So, when I have to leave on Friday at 1 o'clock… Yes, FN and mine are two different contracts.

FN For the future, to relieve the stress for future interns, and to assist them, it is good to have time slots defined to assist them to talk to their supervisors about what is expected: like what time

to I log in and what time do I knock off? So, if that is clearly defined you will not operate in darkness as to what to do.

LE That is included in the contract with JP isn't it?

JP There is a page that says about the working hours … we will talk about it…

GL As I keep saying, I feel like it is the Formula One… it is something I want to experience… I am very happy to be here.

LE Thank you.

Interview ends.

APPENDIX 5.4 GL Coded Weblog

Posted from 8 April to 18 April 2005

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18 April 2005 - A power-packed week two!!

Second week into the wow programmes and still going strong! The week started off on a high note with [WoW Programmes Coordinator] discussing professionalism at the work place. The session was based on role playing and the class discussed how they would handle different scenarios in the work place. The dynamics in the world of work are definately alot different from the academia and it was concluded that a high dose of emotional intelligence was required on an everyday basis. Talking of different, business writting and presentation was also a high point of reference this week. It was frightening to hear that all those big words I have become accustomed to in my academic research have no place in the business world! The message of the week was that brevity, simplicity and clarity are the only win win formula as far as the business world goes. The week concluded with a workshop on stress management presented to us by [Guest Lecturer]. The timing could not have been better! I am sure this new stress management skills will be invaluable in the coming weeks. (LE, please assess)

GP [intern 2005] said...
the World of work consista of many challenges and oppertunities therefore one needs to have a plethora of skills that will enable one to seize the opportunity presented by the ever changing world of work. One should also face and overcome the challenges presented by the world of work. what I am So certain of is whether one can utilise all the skills that we have acquired in the training programme.

It is good to know all these skills but the main challenge is whether you can put these skills into action especially in the world of work.

NEPAD on foreign investments

I recently came across an article in a local Kenyan daily where The NEPAD Council had requested the international community to stop offering aid to the country. The reason given was that Aid was not the solution to the continents problems. Instead, the Council had recommended that the developed world should support increased investment by their firms in Africa.

This action seems to be a contradiction to NEPAD's principals on African ownership and anchoring development of Africa and its resources and resourcefulness. My view on this is that attracting investors to Africa does not promote the continents independence and it creates reliance from these countries that can only lead to other problems like neo-colonization. Secondly, foreign investments do not promote equal partnerships as in many cases, the poor African governments are left to pick up the pieces when the investors have to move on to other green pastures or close down. This has been clearly demonstrated in the tourism industry in Kenya. The recent terrorist attacks on the U.S embassy in this country have been a major factor on the downward trend of tourism revenue for the past five years. In my view, Africa's debts need to be discussed from their source and wiping them out would be a far better recommendation for these impoverished countries, as this would allow for them to initiate projects using their own resources and capacity. (LE, please assess)

MQ said...
One thing that has to be kept in mind is that tourism could be the product of globalisation. In this case, it should ge taken in mind that its objective would be noeocolonial. And this clearifies the fact that NEPAD could be a neocolonial projecin a postcolonial guise.

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15 April 2005 - Employability

In my view, employability has alot to do with job security than just "botox treatments" in the work place. I believe that todays global economies are highly competitive and do not allow for employers to be discriminatory when it comes to hiring of employees. This would definately compromise on an employers ability to employ the best candidate for the job.I particulary liked what [Guest lecturer] from Anglogoldashanti said on employability "its about one being able to continously improve on themselves and developing new skills". The way I see it, "botox treatments" do not increase employability but can only offer an individual a job!

Employing people based on the colour of their skin or the language they speak is discriminatory and retrogresive. [Guest lecturer] has this to say as regards to the job market, "for corporations to survive today, they need to be flexible so as to meet the changing market demands". I do not think this is possible if an employers' policy on hiring was based on hiring job seekers as opposed to selecting suitable candidates based on their employability status, irrespective of where it is they come from. (LE, plse assess)

AC [intern 2005] said...
Thanks for your comment GL! I think it's becoming increasingly clear that it is combination of skills and abilities (inherent and learnt) that makes one attractive to prospective employees.

To be employable is to then identify where one would like work (ie. which area of market, which company/organisation, which postion), and then to identify and develop the skills that are required. No longer is the degree, post-grad or otherwise the guaranteer of secure employment. To identify yourself solely as creative also does not get one employed.

It's the combination of training (formal), skills and inherent individual abilities that employers seem to be looking for.

We've been told the job market is tough to break in to. We've also been told that we have the necessary skills to do it and be successful (depending on how you measure success personally).

i tend to swaying from the optimist to pessimist almost daily now...

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12 April 2005 - eco tourism or just another facade

Todays I get to post my first article on this subject at my very own blog site. Very cool. I welcome all suggestions and ideas so that we can share our experiences and ideas in trying to make tourism alot more friendly. I am particulary passionate on local communities and their role in this global arena. I know alot has been written on the benefits of eco tourism but I am left to wonder as to how this new genre is benefitting local communities! Research has shown that eco tourism bears many similarities with mass tourism and concomitantly, local communities end up bearing the brunt of the negative impacts of tourism.

UL [intern 2005] said...
GL, what shocked me the most about the presentation by Thetha was that concept of Window dressing tourism. As in what tourists are meant to see and the double faced representation of culture. I thought since you have majored in tourism, you would be more understanding than me when it comes to community tourism versus mass tourism. It looks like there is a very thin line between these two.

FN [intern 2005] said...
In theory mass tourism and eco-tourism are worlds apart, but reality shows a disguise, that of a lion in a sheep skin. Eco-tourism to me is just a political convenient concept of reinventing mass tourism without much dispute with environmentalists. This I say because the same neglect of indegenous based communities that existed in the former is reproduced in the latter.

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11 April 2005 - The week that was!!

The first week on the wow programmed was a most extra ordinary experience. On day one, [Guest Lecturer] talked about the challenges of linking the academic world and the work place. Understanding the demands and values of the work place are some of the imperatives that were identified as a 'must have' in any work environment. Day two started off on a rather chaotic note! Try 18 complete strangers on a team building exercise and the result could be from an episode of 'survivor'. The message of the day was "the better the relationships, the better the tangible result at the end of the day". This point was clearly driven home by [Guest Lecturer], a consultant on teams and teamwork. From the team building exercise, it was also demonstrated that stepping back and evaluating the experiment/project at hand could in fact be a great 'value add' for the team. I definitely have a new perception on team building and look forward to sharing my newfound skills in the world of work.

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8 April 2005 - The Tea Debate!

I thought it would be a good idea to start off with this *hot* issue as I feel it has been covered by the various speakers in the past one week of wow (world of work) workshops. The question that comes to mind is really *...to make or not to make?* As we all look forward to embracing the world of work, many interns are intimidated by the fact that they may be under utilised in their areas of expertise and over utilised in another areas like the kitchen, hence the tea debate. Emotional intelligence has been emphasised as key for survival in the world of work. It is also not stagnant and can continually be developed and improved. I am of the strong opinion that as an intern, one should learn how to make a *good cuppa* as it provides for other opportunities such as socializing with other members of that organisation. On the other hand, many interns see this as bullying, and do not buy into the tea pot paradigm. (LE, plse evaluate)

LE said...
Hi GL, I'm with you on the value of tea-making! Watching a kettle boil is excellent time for reflection. But most important is your comment that making tea is a way of getting access. "Find yourself a cup; the teapot is behind you. Now tell me about hundreds of things." (Hector Hugh Munro) - LE

APPENDIX 6.1 FN Vertical analysis

In his application for the World of Work Programmes FN described the career he was hoping to follow: "I am particularly interested in conducting development research, and working in developmental platforms." FN, a South African man with an Honours degree in Development Studies, did not have any formal work experience prior to his internship. He had one interview and a subsequent offer to complete an internship at an international non-governmental organisation addressing development issues. GL, a participant in the 2005 World of Work Programmes, completed her internship with FN in the same time frame and at the same host organisation.

FN was registered as a part-time student for a Master of Arts degree at the University of the Witwatersrand during his internship. This was unusual and exceptional; one of the criteria for participation in the World of Work Programmes was to have completed all other Wits University postgraduate course requirements. FN said that it was not difficult to manage the degree requirements during the internship, but he requested the World of Work Programmes organisers to negotiate (with the host organisation) regular time for him to address his study needs. (Interview, 2 August 2005)

It was only possible to interview FN's workplace supervisor once, due to his workload and limited time available. The supervisor did not seem to see himself as both the interns' mentor. Rather, he said that he monitored their work. He had worked at the host organisation for 20 years and was an experienced supervisor. (Interview, 3 October 2005) FN said he wanted weekly review sessions from his workplace supervisor to assess his work performance (interview, 2 August 2005), and the supervisor believed in giving feedback regularly, but not daily. (Interview, 3 October 2005)

FN's supervisor did seem to have some regrets regarding the type of work he would have wanted to delegate to the interns. He said he felt guilty about not exposing FN to more of the organisation's work, and indicated that if he were to extend their contracts, he would give the interns more substantive work. (Interview, 3 October 2005) FN said the nature of his work included "both direct office assistance like typing, drafting, printing, etc. and working on specific ongoing projects". (FN's internship progress report, 30 September 2005)

In his internship progress report (30 September 2005), FN mentioned only one project that he was involved in, that could have relevance to the core work of the host organisation: writing profiles of the organisation's members. Besides this, he was exposed to organisational administration on micro and macro levels.

He compared prices from eight printing companies to help his host organisation select a cost-effective supplier. A colleague helped FN with the final report, which was both quantitative and qualitative. (FN's internship progress report, 30 September 2005)

The scope of FN's exposure to the practical aspects of running a business was extended when he was assigned the task of investigating whether the organisation should purchase (as opposed to lease) their premises, and when he drafted an organisational cost-recovery exercise (regarding making the building's facilities available for rent). (FN's internship progress report, 30 September 2005)

Initially and after the first phase of the internship FN appeared less convinced of his 'fit' with the host organisation (Interview, 2 August 2005). He was skeptical about how useful he had been to the host organisation, and whether he had added value. FN divided his first weeks of his internship into segments of activity. He described the second and third weeks after his entry into the host organisation as an exploration, as he orientated himself to the workplace and to how he would go about his tasks. During this time he said his supervisor was lenient, while he described himself as "more reluctant than proactive" (Interview, 2 August 2005). FN believed he started to work meaningfully in the third week of his internship.

FN was critical of his own performance during the first three weeks. He was given a project that took him four times the amount of time it should have taken him to complete. He explained that this was because he had not been given a clear deadline, and that he had taken advantage of resources (unlimited transport) that subsequently proved to be less efficient than an electronic search would have been. FN believed that the flexible timeframe and choice of resources had been purposefully "set-up"

(by his workplace supervisor) to test his productivity and time-management skills. FN also found that the process of prioritising work that had been delegated to him was difficult. His anxiety to prove himself as valuable in the host organisation was compounded by, he felt, his lack of ability to prioritise tasks. (Interview, 2 August 2005)

While FN believed his time management was a personal development area, his supervisor did not seem to share his concern. The supervisor said he was "very happy" with both GL and FN. He could simply give the interns a task without needing to supervise their work on it closely:

> I want this, can you go through it and give me this? (Interview, 3 October 2005, p 157)

He did however say that he had assigned FN tasks

> like [organising] appointments so that he knows the value of time. (Interview, 3 October 2005, p 149)

In terms of his own time management, the supervisor said that he felt he had not spent enough time with the interns' and on their development. He implied that work pressures made this difficult.

By the end of the internship period, however, FN's supervisor said,

> He uses his time more wisely. (Interview, 3 October 2005, p 158)

FN credited the workplace supervisor with helping him learn to prioritize tasks effectively. (Interview, 3 October 2005)

FN's internship progress report (30 September 2005) confirms that he usually worked closely with his workplace supervisor. In the first research interview – when the workplace supervisor was not present - FN said he believed that his supervisor would probably describe him as reactive and reluctant to take initiative, but that his supervisor would also describe him as

> a hard worker and is always doing things. (Interview, 2 August 2005, p 154)

When FN had finished the internship, the supervisor, reflecting on his changes and improvements over the three months, said that he was a very quiet person and worker. He had learned that there were various ways of doing one task, his supervisor said, and he had become more methodical. (Interview, 3 October 2005) The supervisor also complimented both FN and GL on their professionalism. FN had written about the World of Work Training Programme's session on professionalism:

> *My opinion is that professionalism is not a spontaneous phenomenon, it is something to be learned by anyone aspiring to be professional in the workplace. (Weblog post, 'Professionalism', 15 July 2006)*

FN, reflecting on the impact that his inappropriate choice of resources had on his time management skills during the first phase of his internship, said that he realised that he had taken some of the training for granted. He pointed out specifically the training's emphasis on the advantages of technology in the workplace (for example weblogs), as an area he should have remembered to apply to his current tasks. (Interview, 2 August 2005) Both GP (interview, 26 August 2005) and FN (interviews, 2 August and 3 October, 2005) found the information on emotional intelligence in the workplace as it was addressed during the World of Work Training programme valuable. FN related a conflict situation with a colleague in the host organisation and said that he had applied what he had learned about emotional intelligence to resolve the situation successfully. (Interview, 2 August 2005)

When comparing his academic training and his workplace tasks, FN found that his academic training was relevant to the work he was doing at the host organisation. FN's workplace supervisor also balanced the tasks he assigned to FN, to enable him to use his academic training:

> Some of the tasks that he gets like appointments are so that he knows the value of time. The other thing is that I give him assignments that will spark off his thinking process, where he can use his own academic background, where he requires some research. I sometimes give

> him a website and say, “Look for A,B,C,D and get back to me.” (Interview, 3 October 2005, p 157)

The workplace supervisor recalled an occasion when he had given FN a task with a tight delivery time, and FN had produced very good work in that time. FN then said that in the workplace he had realised the importance of brevity, clarity and short, clear communication as emphasised during the training, and as opposed to the lengthy academic articles he would have encountered at the University.

> To add on that, for briefings, I found that skill to be one that is most needed. For a meeting or briefing, they do not need a six or ten page article, you only need to put together a huge chunk of information into clear cut specific points that are clearly understood. So, I remember one time during the internship training, a lecturer told us, keep points extremely short and make them as simple as possible and very clearly understood. I have to apply that every time I write reports and things like that, to get straight to the point. (Interview, 2 August 2005, p 159)

FN’s supervisor believed training for postgraduates from the Humanities entering the workplace for the first time should focus on confidence building and should emphasise the importance of

> personality, relationship building, how you interact with new people, listening, the proper way of communicating. (Interview, 3 October 2005, p 159)

FN started his internship about two weeks before GL. Before GL joined him, FN found making friends in the workplace difficult. While talking about weblogs, FN made a revealing comment about his perceptions of the staff in his host organisation:

> Even if somebody is not supervising you, they want to see and are monitoring you and are sometimes more critical than your supervisor. (Interview, 3 October 2005, p 161)

FN said that circumstances (an open-plan office) made it difficult for him to maintain his weblog. He felt positive about blogging, but suggested that

> In our blogs, we should include telephone numbers. Sometimes you really need to hear the voice of someone. (Interview, 3 October 2005, p 161)

In his weblog, FN’s reflections on the World of Work Training Programme were all very positive. He posted nine times, with the bulk of the posts relating to the content of the Training Programme. These blog posts were summaries of the various lectures, but he was clearly aware of how the different elements fit together in terms of the bigger picture of the world of work:

> *This is my meesage to all WoW participants: 'Put all the fragments together.' These fragments, by themselves, are insignificant. It requires a mind to put all of them together to amount to a greater good. All that one has learnt may soon be undermined or even lost by neglect of intellectual creativity. Put all the piecies together so you may have a broader picture. (Weblog post, ‘Put the P-i-e-c-i-e-s together’, 14 July 2006)*

FN was unsure of his place in the organisation’s hierarchy. As an intern, he perceived his status to be at a level with low profile positions held by “ladies, cleaners, secretaries” and that this resulted in a “kind of psychological isolation in terms of work”. (Interview, 2 August 2005) Although FN said that the staff was generally supportive, he missed having a relationship with someone who was experiencing the same process as he was. He said that the support from the World of Work Programmes was “quite good”. He recalled a site visit:

> I remember that ad hoc visit, it meant so much. It was healing. It was not scheduled before, but it meant a lot to us. (Interview, 3 October 2005, p 160)

When GL joined him in the workplace, FN was relieved to be able to discuss sensitive issues such as his stipend allocation with her.

> I have this whole issue of the stipend and it's nice to have someone to talk to. If I was alone and going through this, it would have been a lot more difficult. To have someone I can talk to and brainstorm with about what's going to happen. (Interview, 2 August 2005, p 155)

Commenting on their bond, FN and GL's workplace supervisor said that he was

> surprised since they help each other a lot as a team. The way they interact with each other is different from the way they interact with the others. The teamwork was very good training. (Interview, p 156)

FN was not offered permanent employment after his internship. Management at his host organisation told him that they were not able to make him an offer because he did not have a Masters degree. A year later, FN still had not found a permanent position. Despite this he remained positive and saw the contract work he was doing at various places as building blocks in his career:

> *In most cases graduates tend to find themselves in jobs that were really not their priority. But step back and think a bit: not all opportunities in life come in prioritised manner. Such a realisation may curb the frustration that a lot of graduates have in their initial experience of the world of work. Should the outgoing statement bring you some guilt if you happen to be in a job of your dreams at your initial world of work encounter? Certainly not! Be glad and rejoice in that case. Nonetheless, if you happen to be on the contrary, it does not give you a licence to march down the road of anxiety and frustration. Not at all! Consider it a valuable experience of moulding and preparing you for that hoped-for job. Consider that an opportunity to both sharpen and multiply your skills. Rejoice therefore and be glad. (Weblog post, 'Count It Valuable', 14 July 2006)*

APPENDIX 6.2

FN & GL Interview 1

Date: 2 August 2005
Site: Host organisation

FN: Respondent
GL: Respondent
LE: Interviewer

LE Today is the 2nd of August 2005 at the [host organisation] in Sunninghill. The time is 2 pm, I am interviewing two interns, FN and GL. FN, did you say you have been here for one and a half weeks? GL, this is your second week? You have been here for six days? [Interns indicate yes] Ok! What questions do you think we should be asking you at this stage of your internship? Who wants to start?

GL Are we adding value here would be the first one. My answer would be that it would be very tricky. I realize that most of the things we did during the training – the blogging, the business skills, presentations… I think that these are really important, but it really boils down to the basics, like "Can you fax? Can you photocopy? Can you write a letter? Not a business report." That is something that should be incorporated into the course. You have done your Masters, you should be able to do minutes and be more computer skilled. I was asked to write a letter today and I did write a letter. People have different styles of doing things. Things like taking minutes. This morning, FN and I were asked to write minutes and there is a workshop going on in Pretoria next week for five days. We both chickened out because we thought that we have not done this before. If we had had some experience on how you take minutes, unless you have that background or how to, or have been exposed to that… it would have been a wonderful opportunity. I am actually thinking of going in there in the afternoon and saying you know what , they know I am an intern, I want to go in there, I will take the minutes the best way I know how, and just say I need support. I think it is a wonderful opportunity and to just say that I cannot take these minutes and lose an opportunity - something like that workshop - but they said we could only attend it if we were going to take the minutes. If we do not take up that offer, we lose a wonderful opportunity to attend the workshop.

LE Ok. GL, just going back to the debate you initiated around making tea, I am wondering if there are any potential consequences that you were concerned about when you said "No, I am not taking minutes" because you know that you may not have the skills to do so?

GL Basically, when the offer was put on the table, I did not want to do it because this is a conference and at the end of the day you need to do a report and if I miss out on something or don't take them properly, there could be consequences to that. So, it was the secretary asking and she said that if you do not have the skills, you do not have to. There is a bit of "it is your loss".

LE I guess what I am getting at is, you know, that you could be perceived as not being willing to make tea, that kind of issue?

GL To be quite honest, that would be absolutely dreadful, because for me it is purely a skill thing, unless I probe it further, I click on the wall, what was the feeling you took back the report regarding this whole thing.

LE But if you did not say, "Listen I can't take minutes because I do not know how to take minutes," People would think that you think the task is below you?

GL I do not really think so, because here we have been doing everything from photocopying, faxing, and addressing letters correctly and so on. So, I think taking notes is one of the miscellaneous things they need someone to do and to get out of the way.

LE You had suggested that we include skills like taking minutes and addressing letters correctly and so on. Is the World of Work Training Programme the only place for you could learn about such things? Where and how else can one learn skills like taking minutes? What other resources are available to you?

GL Maybe it is just the area where I am working right now. I am working with the secretary to the General Manager. When she asks me to work on the computer, it is Power Point or whatever and she'll say, "Don't they teach you this at the university? This is something you should be on top of … Excel". I do not know how to do merging of files and these technical skills.

LE Are there any skills that you have from your postgrad degree… for example, accessing and sifting through information, that would help you to quickly take on how to take minutes? In other words, you could go to the Internet and look at examples of taking minutes and apply that?

GL To be honest, I have not thought about that. I had not thought about that. Taking minutes is perfected over time. I do not want to take up the opportunity and I had not thought about doing any sort of research to see if I can.

LE Did you feel overwhelmed by the task? Perhaps you thought it was a major thing that you had to have practiced and be skilled at, and so that perhaps stopped you from…

GL I thought to myself, I have never done any sort of minutes or reports. I have done a report, but… not actually had to cover who is saying what. I feel like that is very new. I feel like that is very new. I feel it is a challenge. Maybe I need a bit more guidance on that then I can … you know…

LE Ok. FN, what's been happening since you started here?

FN What I have done so far? I have been here for so long, but when I look back at what I did in the past two weeks, I would divide it into three segments, I think two thirds was wasted in exploring, in trying to see where to go, how to go about it.… It was only in the third week where I think I was more valuable. In the first two portions, they were still more lenient and I was more reluctant than proactive. There is one project they gave me, which it was three days work and it has taken me more than twelve days. Concerning skills that we have learnt sometimes, I take it all for granted and not reflect back to them. Like the use of Internet… that project, they said to me "the car is available and a driver is available. At your bidding he will be able to take you to get your quotations." I forgot about the Internet, checking and faxing these things instead of traveling up and down. I wasted a lot of time which could have been saved had I relied on electronic devices like they have flung on Internet to search which printers are easily accessible from Sunninghill and to even communicate via phone and faxes. But they threw all resources at me, probably they were checking if I would be able to exercise my skills and pick only one that would facilitate it very quickly. Another thing is that they did not put any time frame; they simply said, "We need this as soon as possible". To each and every person, you should look at your resources and put a time limit, which will be reasonable for you and also for people because sometimes they think you are new but we want to see how he is progressing. I think that, for example, is what they were checking with me. The work that I did on the last two days was more than 400 percent greater than what I did in the past 11 days, and I saw that I should have used this. It is the one skill which should not be forgotten to use, technology, as you were teaching us the blogging, translate that and out that in a relevant task that you are required to do.

LE And you, GL? Any comments?

GL WoW [World of Work Programmes] is, like, really new. The fact that you are surrounded by people who seem to be so on top of their game can be a bit intimidating. I think it's a step-by-step, just open your mind.

LE GL, I know that you have working experience. Is there any difference in you as an intern and how you are performing, versus how you saw yourself as a worker when you were a full time employee? And if so, can you also talk about why there is such a difference?

GL This is different because they are looking at me as an intern, whereas before I went into the organisation to work. As an intern, they do not know what it is you can do and you are basically following a lead, someone has work to do, they give it to you. Sometimes they don't have work to give you, so what do you do, you get a book and keep yourself busy until the following day when there is a project to do and you pick it up from there. I feel like coming from Graduate School, one tends to think that you will start using what it is you have learned, you realize that you don't have the basic of basic skills, and that you don't use what it is you have done in school. For example, they have a unit here on poverty reduction and I was thinking to myself, this would be a brilliant idea for me to get into and see how I would use my thesis in tourism to see how I can combine my community based development and everything. I talked to my supervisor and told her "I appreciate the area manager is out of the country and its very quiet, nothing is happening and when you are not busy, maybe you could arrange for me to go to that department and see how things are done?" I had spoken to the lady in charge of that unit and she had told me she has too much work - but because she doesn't know how the internship works, once she has cleared with the supervisor and management, they can use me. But the manager only comes in next week, only then can we

put in the request. So I am still to figure out how I fit into this picture because at the moment I feel like I am just into menial work and I haven't started to use the right side of my brain.

LE I want to ask more about how being an intern is different from how you have always been in your previous positions - if it's different?

GL It's different when you go into an organisation and someone is giving you a job based on your experience, they already know you can do it. I have not been at ease to get moving, it's like I am holding back. To wait for what it is that they will allow me to do. You have a secretary who sits here, my supervisor, and then I sit here, so they give you work you would not necessarily take charge and say ok, see there is work here that needs to be done because the desks are very personal space. When you are employed, for example in the airlines, you already know how the system works. There is a general way in which things are run. Here, someone has to get you into their project and for that to happen, they need to be willing to say, "this needs to be done, can you do this?" And if that is not happening, then…. Right now, I am at a stage where I am waiting for "GL, please add this here." Like this morning, I have to ask, "Do you have anything for me to do?" and someone will reply "No, no maybe in the afternoon, I will give you something." So if there is nothing to do, then there is nothing to do.

LE FN, did you work before this internship programme, as a full time employee?

FN No.

LE This is your first work experience?

FN This is my first job

LE Ok, for both of you: do you feel any pressure as an intern? What kind of pressures are you experiencing if any?

FN I have this passion to prove myself that I am valuable and put input into each organisation, but without methodology of going about that, it stresses me. My supervisor is the Management Advisor, so he usually has a lot of work, so he gives me a lot of tasks, at the same time forgetting what he gave me in the previous day. So prioritizing is what I am battling with daily - Ok, among all these which one can I prioritize? - and sometimes I prioritize and I am told, "That is not needed now, that project I gave you this a.m. is the one you should have done." And you find that I wasted all morning on something that is not urgent… and keeping on consulting, sometimes you find that he is out for a meeting and things like that, you kind of work in darkness as you don't actually know what the next step you will take. But that is the kind of pressure that I have had.

LE Let me be sure I understand. It's difficult to prove yourself i.e. that is a pressure for you. You feel a need to show you are valuable. It's difficult to do that when you are working in darkness and your supervisor is not accessible.

FN Yes.

LE How would your supervisor describe you if I was talking to your supervisor and you were not present?

FN "Less proactive, he waits for me to lead him, does not take any initiative but is a hard worker and is always doing things."

LE You want to try that one, GL? How would your supervisor describe you at this early stage?

GL "She needs to get onto of her computer and find out what is going on."

LE This question is for both of you. Are you thinking about any issues the guest lecturers addressed? Have there been any incidences when the contents of the training have been applicable in your work situation? I know its early days into the internship, but are you drawing on the training? Where and how, if at all? I'll start with you, FN.

FN Yes, I remember a presentation on emotional intelligence, last week I went through a crisis which I related to GL, one of the secretaries seems to have a negative attitude towards me but I suspended myself, I would rather not act irrationally and in an intelligent manner. I suspended and continued as if nothing had happened and I found some time and talked to her just to see how to address this thing in a quite manner, which is not going to ruin future relations. But I kept quiet about it and two days later, the situation corrected itself without me intervening. I found that had I acted in a certain way, it was going to be a bad three months of working together, since we are on the same floor and our offices are next to each other. Acting in an intelligent manner is quite easy because human nature comes up, but the study came to my mind quickly: no need to act in a very unintelligent way, just need to be quiet and relaxed and you will see an opportunity to address the issue. This fortunately, self-corrected itself.

LE GL, anything from the training coming home to you?

GL Patience is a virtue in every sphere of life and as an intern, especially. Each day at a time and we have very high expectations by the time we leave school. You want to go out there and

save the world, when you get out here, it's a different ballgame altogether, like I said, it's a step-by-step journey.

LE FN, when GL joined [host organisation], you had already started. Was there any difference in the work place environment for you after GL came here?

FN Before GL came, I had to struggle to find somebody to relate to closely and I found that people who are having low profile jobs are ladies, cleaners, secretaries, all the others are in top positions and I couldn't make friendships with anyone, and that was my struggle. At lunchtime, I would just be alone. It was kind of psychological isolation in terms of work etc. People were more supportive, but there was that gap and there was no friend to fill in that gap.

LE GL what was it like for you to come into a completely new environment in this first experience of your new career, and to see a familiar face?

GL First day was very stressful because you are trying to figure out what they will do with me, and sitting with someone the whole day, and you feel like you are in their space. You don't have a phone or your own space and you feel like you are interfering. It has gotten a lot better. Having FN has been excellent, it makes all the difference because sometimes you just want to take a walk and tell someone what you are going through.

FN I have this whole issue of the stipend and it's nice to have someone to talk to. If I was alone and going through this, it would have been a lot more difficult. To have someone I can talk to and brainstorm with about what's going to happen.

LE Is this your dream job, GL?

GL In every sense. At the moment, I am not doing what I am meant to be doing but I think if I can get into some project and start working, this is exactly where I want to be.

LE How about you, FN? Is this your dream job?

FN Yes, we are still waiting on a project, one that I have started today… a feasibility study on some of the things that are happening here. I am still studying the project to see what it entails, because it seems like every six months they do a study to see if this is what I want to do. So far, what I have been doing is general stuff which any person from any institution of higher learning can do. I think this is more related to development studies, but its still unveiling… probably by the second visit that you will be doing, I will be knowing where it is I am going.

LE Is there anything else you want to mention to me? Is there anything you feel, or concerns that you still have – anything you need from us at Wits?

FN I wanted to be ready with my Masters programme so consulting with lecturers and staff from Wits… it will be practically impossible to do that because we work from 8.30 - 4.30, is beyond the working hours. If it's possible to initiate one afternoon every two weeks that one can be free to do some extra curriculum academic work, to consult or something like that…

LE Are you still busy with your Masters?

FN Yes, I am still busy.

LE Are you finding it difficult to complete your Masters while you are here?

FN Not really because it's not full time, so it's not about pressure to find the time for it, just to consult and see how others are doing and things like that.

LE So you want us to negotiate on your behalf with [host organisation] for you to have an afternoon a week to do some research? This is something I will have to speak to [World of Work programmes Coordinator] about. Any concerns? Anything we can help with, GL?

GL At this stage no. After all I have said, I have probably made it sound very dull and bleak, but I think its human nature to want things to happen sooner than they can happen. But I felt that, the fact that we are here for only three months, you want to make every day as valuable and as precious as possible. I do know that things will work out eventually. When the manager comes back, I will go and talk to him about what it is exactly I want to do.

LE Last question for you GL and FN. How will you know, at the end of the three months, that you have been successful?

GL I definitely want to get feedback from my supervisor on a weekly basis and I hope this matures into a job. The fact that we are already here for our internship is a step in the door, it's easier to get a job here than someone out there applying. You know what they say, in an organisation like this, it's about relationships you create with other people in here that determines where you will be in another three months time. FN and I are looking forward to getting permanent jobs here before the end of the three months.

LE FN, how will you know that you have been successful?

FN Hearing from my supervisor, because every Monday (except for yesterday) we do a review of what happened in the previous week and if we were able to meet our goals. About the negative elements that come up on our review sessions every Monday - they will guide me to

say ok, I have been valuable and what other things that I contributed through were not directly initiated by him will reflect on my progress on whether I have been successful or not.

LE Thank you very much.

Interview ends.

APPENDIX 6.3

Workplace Supervisor Interview 1

Date: 3 October 2005
Site: Host organisation

WS: Respondent (FN & GL's workplace supervisor)

FN: Respondent (intern)
GL: Respondent (intern)

LE: Interviewer
JP: World of Work Programmes Coordinator

LE The time is 14h25 and we are meeting at the [host organisation], with FN, GL, [World of Work Programmes Coordinator] and WS (workplace supervisor). FN is about to finish his internship and has one week left. GL is in the middle of her internship. WS is GL and FN's supervisor. WS, can you describe what it has been like for you, working with FN and GL?

WS I have been working closely with both of them. In the short period of time, "tooth-like" approach. They would help us and they would learn from the experience, from the product-related activities, which are very good for them. It will expose them to various processes we follow here in coming to decisions or in workshops. I also worked with him on the substantive part of our work. What I would tell so far… No. 1. When they came here, I had a feeling that they were highly qualified people interested in developing themselves. The first thing they got out of me was professional ethics and a sense of responsibility. How are they? I found that both of them had a very pleasant personality and also a sense of responsibility with very strong professional ethics. So, if they continue like this, I am sure they will be very strong assets to any organisation where they will work.

LE Please can you define professional ethics?

WS For me, I am a Development Practitioner and an Economist by training and practitioner for 20 years. I have worked in about three continents and the reason we are not able to accelerate in the pace of development is simply because of the norms and values we attach to work and to our own profession. The level is lower. And, I look at how people work. I do not mean that they should work 15-16 hours, I look at how methodical they are; and how they think, and how they discharge their responsibility on their own, from the point of view of their own profession. Here, I do not give them guidance. I just say, "I want this, can you go through it and give me this?" He would go through it and give it to me. He would go and do research, and use his background. I lay strong emphasis on methods and techniques also. So, by professional ethics, that is what I mean. The reason why they went to university is so that they could deliver at a high level, to learn how to think, you know what I mean. They are not Wall-Street people who have to work 16 hours. They have to be methodical and they have to know how they perceive when they get their assignments and how they organise themselves; how fast they meet their deadlines, that is what I mean, and they have that and I am very happy. Without that, you can have ten PhDs, if you do not deliver on time, when it is needed, and then there is no point, whether you are a doctor… I saw that.

JP I was very interested in this talk that you gave them. About hierarchy…

WS First, it is the process. They have to learn that in this kind of organisation, you need to appear more experienced. You need to understand the process. If you are an engineer, you need to understand the nitty-gritty of things. Some of the tasks that he gets like appointments are so that he knows the value of time. The other thing is that I give him assignments that will spark off his thinking process, where he can use his own academic background, where he requires some research. I sometimes give him a website and say, "Look for A,B,C,D and get back to me."

LE They are very fortunate to have you for their supervisor.

WS This is how I do it. Then sometimes, I let his potential come out. So, that went well. In fact, I feel a bit guilty because there are a number of things that I wanted to pass on to him, but, time goes do fast.

LE What are those things?

WS To give him experience, to gain some ingredients to be more methodical. He is willing to learn, and so is GL. You see, [directed at GL], you have work experience before?

GL Yes.

WS I was also surprised since they help each other a lot as a team. The way they interact with each other is different from the way they interact with the others. The teamwork was very good training. So, both of them have a lot of potential, but from now on, if I extend their internship with a few weeks or a month, I will focus on more substantive work. It is difficult to give what you want to give, especially time-wise. Sometimes they both finish their stuff on time and I do not have the time to give them feedback immediately and I feel guilty.

LE What advice – this is just from my list of questions, a lot of things you have already covered, and thank you - what advice would you give to a postgraduate student from the Humanities and the Social Sciences who is entering the workplace for the first time, especially now that you have experienced these two interns?

WS For me, it does not matter from which discipline they come. The first thing is that they have to be themselves. They have to do what they find interesting, not to earn money. They have to do the things they love the most. If you are an economist, it is because you love it, and not because you can earn more. In life, you have to do the things you like. In life, you do not always have the chance to do that, but you have to try as much as possible. So, when you are a fresh graduate, you can do a lot of things because you have a lot of energy. But, you need a good supervisor. All those yuppies, young professionals, by the time the company is closing or they are fired, in 5-6 years time, they have put $5 – 800,000 in the bank and that is it. Their approach to life is different. I do not want people to have that kind of ethics. You have to live your life and have to produce. You have to be systematic. Always, when you get an assignment, you have to think. With proper thinking, you have already done 80% of the job.

LE Now that you have had this experience with the World of Work Programmes and the postgraduate students, what advice would you give back to this organisation?

WS We want the project, we want to work with young people like this.

LE Would you suggest any changes in the way in which this programme is run?

WS Yes, of course, the learning process. It also depends on the individual. I do not want to use them as slaves, it should be a mutual interaction in which we would benefit and they would benefit also. It has to be directed at building self-confidence. That is what I want to extract as much as possible of what they know and use their own potential to give them extra capacity development.

LE This should be my last question… no, two more. Let us focus on FN, because he is finished his internship. I will ask you the same questions about GL when she finishes her internship.[4] In terms of FN, if you were to track his progress, at the beginning of the three months, and where he is now, have you seen any specific changes over the last three months? In what areas did he improve specifically?

WS In many areas. He is a very quiet person. You have to track it yourself to see. He is a quiet worker, so indicators are in how he produces; he has multiple approaches when he is doing something. He will try his own for instance, then he will change, but I saw that he is increasingly becoming very methodical. He uses his time more wisely.

LE FN, I know that there is a growth area that you identified, talking about working methodically and meeting deadlines. Do you have any comments about your growth process in terms of delivering work in a methodical way and on time?

FN It was a bit difficult for me to do multi-tasking and focus on different tasks at the same time and manage them appropriately, to the extent that in the beginning, I did not know how to prioritize my tasks to the extent that the one which was most needed was the one which I put aside, and attended the one that was put before me. But, later on, I learnt to prioritize the tasks before me so that I was able to divide the time. That is one area I was greatly assisted in by WS (workplace supervisor) when he worked closely with me; the issue of prioritizing the tasks. It is not always that when you finish is when you get another assignment. They come simultaneously sometimes. So, that was greatly developed and it was my challenge in the beginning.

LE WS, back to you. What advice can you give FN?

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[4] The interviewer was not able to arrange an exit interview for GL because WS left the organisation shortly after this interview, due to illness.

WS He can work effectively. I see him working in the development unit. That is what I have seen. I can see him working with the [host organisation] in the future. He can contribute and I will do my best. I do not know how long I have got here.

LE FN, did you choose the right organisation for your internship? If so, why?

FN The [host organisation] is self-explanatory. I made a leap to the Honours degree that I did Development Studies. At the [host organisation], there are many projects being done here. There are many concepts that are familiar to my mind. When I compare what I studied and… it is academically relevant and far and above that, I enjoy working on the development projects. I am quite passionate, which is an added advantage.

LE Did you know that before your internship? Did you know about your passion for development projects or did you learn that during the internship?

FN I always had it and I think during the internship, I re-discovered what I actually wanted in life, what I want and love to do in the future. Even though I did not know which institution I was going to, I always had my options geared towards what I loved, not what I qualified for.

WS I can give you an example: a request came from the New York office. I was busy, so I gave him the document to put together and just gave him the instructions. He went and did it, and I told him I needed it urgently. By 10.30, I already had a provincial document, well-structured, well-researched and full of points.

FN To add on that, for briefings, I found that skill to be one that is most needed. For a meeting or briefing, they do not need a six or ten page article, you only need to put together a huge chunk of information into clear cut specific points that are clearly understood. So, I remember one time during the internship training, a lecturer told us, keep points extremely short and make them as simple as possible and very clearly understood. I have to apply that every time I write reports and things like that, to get straight to the point.

LE Do you find yourself recalling any other things you learned during the Training Programme?

FN Yes, they always come. Like the issue of personality, the one about emotional intelligence. How to handle one's emotions in a working environment; how to handle stress… sometimes you are missing a deadline and you are not even halfway with your work. It always helped me a lot. I always reflected, "Ok, now I do not need to panic, let me see what I can do with the remaining time." I have learnt a lot.

LE GL, what aspect of the training have you been drawing on? Any?

GL I think a lot of the training as a whole. FN just mentioned emotional intelligence, professionalism and how to balance work and social life. I think there needs to be a good balance over there because one seems to overtake the other.

LE WS, are you aware that the internship is preceded by a month of business related training?

WS I did not think so. I know that they might have had some training…

LE Without knowing what the content of that month of training was, if we were to ask you to advise us on a particular aspect of the programme that we should include for people like these, prior to their internship, what area should we focus on, in your opinion? What should they learn before they come to [host organisation]? What skills? What content or knowledge should they know before they come here?

WS Relationship-building, team-building. The content is not really the issue. You can be an engineer, an economist… generally, relationship-building is about how you can interact with people, colleagues, personalities. You can be very productive and intelligent but… there is the psychological dimension of the work… The most important thing is not to try and impress people… personality, relationship building, how you interact with new people, listening, the proper way of communicating. Again, it might be a coincidence; they have very special personalities. I do not know whether it is because of the training or the personality. It is very difficult for me to say, but I was very, very impressed with them. It is not the first time for me to supervise people. I have been here for 20 years and I like to watch people grow. GL was giving direct support to the Regional Director, which is very high-level work here. She had exposure to that. We were also involved for the first time in a very difficult issue with the APRM (African Peer Review Mechanism), which are very sensitive issues, high-level issues, up to the Director in New York. GL has been working on that together with our operating managers, first with me, then with other managers and also with clients. They would call her and ask her to prepare this, salary scales… she can work independently. My impression is that if you give anything to her, she can do it. She is interested in learning.

LE It seems to me as if there is, based on what you are saying about GL, that there is a high level of trust, considering that GL has been working with such confidential and very high levels of work?

WS We are taking a risk.

LE Can you tell me more about that risk?

WS If something goes wrong, I tell you…. There was a case where somebody tried to mess up something last week and she managed to muster the whole process. You have to trust people and at the same time, you have to be careful. It does not mean that we give her everything.

LE Why do you trust GL? What is it about GL, what skills, what traits, what characteristics make trusting her easier?

WS We had a meeting last week and on Saturday, we were still working on the document. There was no associate she was working with, and I was very much impressed as we were just giving her a small amount of money for transport. That is what I mean by work ethics. She came and single-handedly, together with one of our officers put together all the printing notes, to which she contributed in various ways. It might be a coincidence, I do not know, but… you know, you feel… you cannot put it down on paper. People are innocent until proven guilty. If they have good intentions, it reflects. As I said, usually I think I know the first day, or first week whether I can work with somebody. [Colleague] was also very much impressed; she is somebody with over two decades of experience, working with the senior people in the [host organisation]. She was working with our Administrator in New York, and she was working with her directly. I know that [colleague] was very happy with her work.

LE Thank you very much for your time.

WS Very simple. I hope you are satisfied. We will do our best. As I told you the first time we met, we would like to have an alliance with you to help your students and at the same time, we would benefit.

LE WS (workplace supervisor) has now left us and in the interview, we are now, JP, GL, LE and FN.

Could you tell us about, reflect on the internship programme generally…

GL It has been very, very hard work for both FN and I. Personally, I feel that this has been the longest job interview, where you are just not working with one person; you are working with four other senior managers. They are all giving you independent work, like you do this, do that, and it is up to me to juggle things and put in the hours and produce excellent work at the end of the day. I must say the most refreshing part of it is that for the past two and a half months, FN has been here with me, because we encourage each other and cheer each other on. When we hit a block, we consult and we are supporting structures for each other.

LE What would it be like without FN?

GL Very lonely! Because, to be honest, the offices have a lot of politics - office politics. That is to be expected in an organisation such as this where you have a lot of employees. Most people are employed on contract basis, and so there is a lot of job insecurity. So, in an office such as this, FN and I have been able to step back and watch the drama as opposed to getting caught up. We are able to step back, "FN, let us have a moment today and evaluate what is going on… the whole incident…" You do not really have that support many will have in an organisation. Many will have a mentor. Somebody who will go just beyond the call of duty to find out how you are doing emotionally, physically... sometimes you are sick here and you have no one here to call you and find out how you are doing. I mean, it is tough. I have worked before, but I have never worked in an organisation as detached as here. We were never really embraced, as in, "we are together, a family". Here, it is like, "Ok, you are an intern, you are working, you are right there." You know your place, which makes it very difficult.

LE Do you think you needed more support from the World of Work Programmes staff?

GL From you, it was excellent. From you, it could not possibly be any better.

FN From the internship program, the support was quite good. I remember that ad hoc visit, it meant so much. It was healing. It was not scheduled before, but it meant a lot to us. The support from that side was good.

GL All in all, I think I am at a point where I feel we have done the meetings, we have done the workshops with very senior people, we have had the opportunity to work with them, but now am at a stage where I feel I need to do more. I can do more. I want to do more! From past experience, we all know that this is one place where it is not very welcome to go knocking on doors. Everything is very sensitive. You sit down and weigh the situation and when you really do not have much work…. Apparently, today I was speaking to one of the managers and he told me he spoke to the Regional Manager to ask for permission for me to join his department for the duration of his internship, for me to learn something new, and he said "no".

So, right now we are not busy, and the next meeting will be toward mid-October. So, I am like Ok. I would like to do more, but protocol demands that we go very slowly.

LE How do you feel about what [WS] said, about the possibility of extending your internship?

GL To be quiet honest, I think it is a terrible idea. I think it is time we started making money and be able to pay our bills without having to scratch around every now and then… Nothing will change over the next three months. Another three months will not help them make a decision whether they want to employ you or not. Either there is a position for you at the particular time, or they do not need your services and in three months time, they will call you up.

LE FN, what do you think?

FN I feel the same way. If the internship is lengthened, maybe doubled from its original time, rather than encouraging one to be more productive, it may be an element to discourage, because there are expectations that by the end of the internship, I want to be employed, I want a different kind of a contract altogether.

LE You have talked about your experience of having each other for support during your internships. My next question is around networks and how you have used, or developed networks with others in the World of Work Programmes, beyond this work site. Can you please comment?

GL I have to say that outside of this organisation, unfortunately, I have not. But, of late, I have been trying to call people. I have called GP [2005 intern], spoken to RP [2005 intern], to find out how she was doing, but they seem busy and never seem to return my calls. Having someone like FN with me here, I think makes all the difference.

LE Do you think you would have made those calls if FN had not been here? Do you feel kind of relaxed because you have a buddy?

GL That is right.

LE How about you, FN?

FN I feel the same way, but this is more of a confession than a comment. We have not been blogging.

LE I am very interested to know why.

FN I do not know if it is because of the pressure that we have. We are in open offices and we are not covered in any way. There are people running up and down and if you are surfing your own things, that is personal and you need to concentrate on work. Even if somebody is not supervising you, they want to see and are monitoring you and are sometimes more critical than your supervisor.

LE Do you think we should include blogs in the future programmes as a way for people to network and communicate with us, and how can we make it more effective?

FN I think blogging is the way. In our blogs, we should include telephone numbers. Sometimes you really need to hear the voice of someone. To us, we are more reluctant because I could quickly relate to someone next to me. If she was not here, I would definitely try and to find someone to talk to at the particular time.

LE Any comments?

GL I think blogs are a good idea. The reason why I never accessed my blog was because I forgot my password. I have read other people's blogs and have been able to identify with what they were going through. Like when I read UL's and GP's [both 2005 interns] I would read and think, "My goodness, I am not alone!" There are those that are going through the exact same thing. The idea of having telephone numbers is good, because, I want to call people and unless I got the numbers at the beginning of the internship, and wrote them in my diary, there is no way I will call them or even send them mail.

FN During the internship training, every intern should have their contact there.

GL When you open someone's blogsite, you have their profile, their name. You could put their telephone numbers there. When they go to host organisations, it is easier to pick it up and call them.

LE I guess you did not go to the reunion?

GL You know what, I RSVP'd that I was going to attend the function. That afternoon, up until 1 pm, I was still coming. That afternoon, things changed. I could not leave. It was so terrible. I wanted to cry because I had promised to attend and wanted to go for this thing, here, people are calling me and tearing me apart, because this one wants this and the other wants that…

FN There are some regulations that are created and are not on paper. Like GL said, if you observed us you would think we were working for two different organisations from the times when I log in and knock off. Sometimes she leaves here at about 8 o'clock and I leave latest at about 5.30 pm. It is not written that she should stay up to that late and sometimes she logs

in at 7 o'clock. It is not written anywhere. On Fridays, everyone leaves at about 1 o'clock, and they go. To reduce her workload, GL has been leaving at 3, 4 or 5 o'clock at times. Last Friday she went at the normal time and other people were surprised. "Where is she?"

GL "You are leaving at 1 o'clock?" and I had people calling me saying "Come back!" I said, "No, I am gone! It is 1 o'clock, I have things to do and I am sorry."
I think I have created a very… there is a perception… because I work on Saturday, I come in at 10.00 am, I work on public holidays, and even on Sundays, if you want me to. So, when I have to leave on Friday at 1 o'clock… Yes, FN and mine are two different contracts.

FN For the future, to relieve the stress for future interns, and to assist them, it is good to have time slots defined to assist them to talk to their supervisors about what is expected: like what time to I log in and what time do I knock off? So, if that is clearly defined you will not operate in darkness as to what to do.

LE That is included in the contract with JP isn't it?

JP There is a page that says about the working hours … we will talk about it…

GL As I keep saying, I feel like it is the Formula One… it is something I want to experience… I am very happy to be here.

LE Thank you.

Interview ends.

APPENDIX 6.4 FN Coded Weblog

Posted from 8 April to 14 July 2005

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14 July 2006 - Count It Valuable

Be Warned! What you are about to read IS NOT just a piece of poetry.

In most cases graduates tend to find themselves in jobs that were really not their priority. But step back and think a bit: not all opportunities in life come in prioritised manner. Such a realisation may curb the frustration that a lot of graduates have in their initial experience of the world of work. Should the outgoing statement bring you some guilt if you happen to be in a job of your dreams at your initial world of work encounter? Certainly not! Be glad and rejoice in that case. Nonetheless, if you happen to be on the contrary, it does not give you a licence to march down the road of anxiety and frustration. Not at all! Consider it a valuable experience of moulding and preparing you for that hoped-for job. Consider that an opportunity to both sharpen and multiply your skills. Rejoice therefore and be glad.

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14 July 2006 - Put the P-i-e-c-i-e-s together

Hi Friends, it is so interesting that much is being said about educating our nation by encouraging all citizens to invest in education. It has become a trend that the concept "education" has nearly become synonimous with "information". Now that one has been exposed to a number of skills at WoW, it behooves one to inter-connect such skills for a better cause. This is my meesage to all WoW participants: 'Put all the fragments together.' These fragments, by themselves, are insignificant. It requires a mind to put all of them together to amount to a greater good. All that one has learnt may soon be undermined or even lost by neglect of intellectual creativity. Put all the piecies together so you may have a broader picture. No one really knows what you think until you voice it out by intelligent action. Turn the piecies of information into organised data to effect a positive action.

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19 May 2005 - IDT visit

Despite moderate jargon (outcomes, outputs, etc.), our visit to IDT on Tuesday 17th enlarged my understanding about what you do, something impossible to discover through a mere website visit. You are serious about service, and ***I really enjoyed your company within your company***. Thanks for the little kindness you imparted throughout our visit; the interview was seasoned with drinks, smiles and tranquility end-to-end.

LE said...
Hi FN
Thanks for the post. How are you feeling about the process of finding an internship, so far?
Good luck!
LE

Anonymous said...
Hi LE,
It is an exciting experience here at [host organisation]. I'm being exposed to new skills. I'm working with the management advisor, and he's a good mentor I have to say. I feel like I'm in New York or Kenya, for almost 95% of [host organisation] staff are non-South Africans. So far I'm still exploring a specific line of interest so I could work on it throughout the coming 2 and half months. Remain blessed, FN.

18 April 2005 - Non-verbal Communication

It so happened that FO and I chose to blog on the same subject. As a result I reshuffled my article and tackled the subject from a different dimension. She has extensively talked about the power of dress. Probably my title already suggests that I am addressing the same subject, though with a different heading. In most cases when we talk about communication skills, we tend to ignore non-verbal communications which are manifest in our daily routines. That is what [Guest Lecturer] of Career Counseling & Development Unit emphasized last week Friday, that the manner of our dress say more before we could even open our mouths.

Previously I used to think that to be professionally dressed is equivalent to putting on formal clothes. I haboured that perception until I attended a session organised by the Wits WoW programmes facilitated by [guest lecturer]. In the corporate world, employees should evaluate their clothes and then judge them against the prevailing culture in their respective companies. Yes, companies have different dress codes, even though they may not necessarily be a binding company policy. So these spontaneous customs need to be observed by one entering the company, and within a week they would definitely know the prevailing dress trends. As a result one would then be able to dress powerfully and still be relevant.

I then coined-up my proverb, **"Formal dress is always powerful, but not always relevant."** What my proverb endeavors to do is ***not*** to discredit or discourage formal dress, rather it upholds the culture of formal dress in the framework of its relevance. Relevance is important, so that one may sneezes with fellow employees and not feel left out.

Nevertheless, this "relevance syndrome" should not be overextended as to give liberty to the undermining of business principles. Timothy Webster highlighted the point that although one needs to be relevant, yet it should be realized that the workplace is a ***work***place - a place of business. It is least concerned about social norms than the actual doing of business. By this Webster was stressing the point that the manner of dress should still reflect that we are in a business environment. For more information view FO's comments on Webster's article.

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17 April 2005 - Stress Management II

Research reveals that business is being threatened by stress mismanagement among South African employees. Research shows that hundreds of thousands of workdays are lost due to stress related problems. This has resulted into an alarming increase in absenteeism and diminishing productivity. This trend is more common in corporate and professional jobs. I believe that stress is not restricted to those having more experience in the workplace, but also those who have just entered the job market. I think it graduates are likely to be stressed in cases where they do not have effective mentorship. Again, most graduates may find it stressing to adjust to a new world of work environment, which is far different to the academia.

It was a good idea that the Wits World of Work conducted a stress management training as part of the programme. [Guest lecturer] from Career counseling & Development Unit (CCDU) spoke extensively on this subject. Moreover she conducted practical experiments and scenarios to participating graduates. Some may undermine the importance of this training, but however you may view it, stress management or the mismanagement of it have a direct impact on productivity/unproductivity of South African companies.

PO [intern 2005] said...
I agree with you FN my brother that lack of stress management skill can cause absenteesim in the work place. We have to also consider the damage caused by this act.

I think companies should take this as a challenge and come up wtih training programmes to equip their

employees with this essential skill. An organisation with employees who can not manage stress will not be able to achieve their goals.

Employees too should take it upon their hands to aquire this skill to remain employable. Remember, "To be employed is to be at risk , to be employable is to be secure."

RS [intern2005] said...
It was really an interesting session FN and I believe we all liked it.Some were not even aware we are stressed.I wish high school pupils could have lessons on stress management. They are also prone to stress due to family problems. I have seen this my cousins who do not understand our living arragement.I'm worried they will resort to drugs because they do not know how to cope.They are not the only one but there are other pupils out there experiencing stress without realising.What do you think about it?

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15 April 2005 - Professionalism

My opinion is that professionalism is not a spontaneous phenomenon, it is something to be learned by anyone aspiring to be professional in the workplace. This reality was also mentioned by Vanessa Bluen quoted in the Star Workplace. It is worth commending that Wits University took an initiative to supply the need to introduce graduates to necessary training, arming them for the world of work. The Wits Graduate School WoW_Programme is a unique programme, and the first of this kind in any South African institution of higher learning. Having participated in their 2005 programme, I was equipped not only with how to be professional in the workplace, but beginning to conduct my activities in a professional way even before getting a job.

It is a fact that at university we are never taught about CV writing, as a result most of us were still following the old fashion of CV writing. The Wits WoW programme introduced us to professional CV writing. This was logical in a sense that without one being professional in that area (CV writing), it would be difficult to secure an interview call-up leading to a professional career. If the CV is in an unattractive manner, HR personnel are likely to pose dim eyes to it. Thus professional CV writing is an indispensable necessity towards a professional career, and it is just one of the things covered in the in the Wits WoW programmes. I think that even if it were the only lesson given in the WoW programmes, we would still be primarily equipped to an efficient job search.

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12 April 2005 – Stress Management 1

[Guest Lecturer] addressed students at the Wits Internship programme about Stress Management. I found this subject to be important and relavent at this time. As graduate stundents that are making a transition from the academia to the world of world, there are many challanges that we are going to face, which will likely bring more pressure to us as we are inexperinced. She emphasized on our time management, saying that there is a direct link between poor time management and poor stress management. It was said that every time we procrastinate duties that have time limitations or deadlines, it is like pilling up huge responsibility for the future, and this responsibility will definitely stress us because of having not managed our time effiently. Postponing doing things will bounce back to us by the time those things are nearly overdue, and thereby become neccessary to do since there will no longer be an opportunity to procratinate. In this sense we would no longer be managing the time, but time will be managing us. Thanks to [Guest Lecturer] for her valuable advice; and she also offered to help in the future since she is permanently working at the Career Counselling and Development Unit.

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08 April 2005 – Who will lead Social Development?

It is rather an embarrassing fact that 37 000 civil servants are being investigated by the Scorpions pertaining to national social grants corruption [Full Story]. My opinion is that it was a wise move by Mr President in ensuring that the guilty are dealt with in an appropriate manner as to retain the image of transparency and responsibility in all sectors of our government. Had this behaviour (of corruption) been tolerated and ignored, it would downgrade and erode the trust that citizens now have on civil servants. If civil servants are not trusted, it is very unlikely that the people they lead will rise above the morals that are displayed by their leaders. Who will lead social development if those in responsible positions can't lead by example? Notwithstanding, hail to those that are still remaining faithful to their call in serving the needs of the nation rather than harvesting where they never planted. This is both an encouragement to the faithful and a challenge to academics that are still going to join the ranks of social development. [LE Assess]

SN [intern 2005] said...
I agree the government must persecute all civil servants who stole the money from the poor people.In other words, the government must be harsh on corruption.But the persecution of corrupt elements should happen indiscriminately.The point is that the government is more prepare to punish civil servants, but is doing absolutely nothing in terms of punishing Zuma.The is a considerable evidence that demostrate that Zuma benefited from corruption.This government also has not done enough to punish Tony Yengeni and other persons who were involved in arm deal scandal.Also corruption that involve ANC comrades in Mpumalanga the government has not done enough.The worse part of this, the government has pardoned Allan Boesak who stole substantial amount of cash from the poor.The centre of my argument is that this government act fast to punish corruption on condition that is done by the working class(civil servant), but it drag its feet to punish people who are rich(who occupy top position in the society) or connected to the ANC.

APPENDIX 7.1 GP Vertical analysis

When he participated in the 2005 World of Work Training and Internship Programmes, GP was 26 years old, a South African man with an Honours degree in International Relations from Wits University. GP attended three interviews and was not granted an interview by any of those organisations. He was offered an internship after the fourth interview, at an organisation that has hosted interns from the World of Work Programmes since 2003. The work of this organisation is to promote advocacy and research into multi-sector engagement for effective corporate citizenship.

GP's father died on the same day he started his internship at the host organisation. He posted a weblog entry titled 'off to a Rough start', mentioning this (5 August 2005). One of his peers responded to his post and offered her condolences. As his mentor I telephoned him – and other interns from the 2005 group may have offered support via telephone as well.

GP's workplace supervisor was the Communications Manager at the host organisation. She described herself as young, and remembered her own experience of entering the workplace for the first time. She therefore had some understanding of why interns asked basic questions:

> You actually don't know what to do… where are the toilets? Who's who? What role are you in? How much leverage do they have in the business? (Interview, 26 August 2005, p 180)

This workplace supervisor had supervised an intern from the World of Work Internship Programme the previous year. GP was therefore the second intern she had supervised. She found the intern she had supervised previously independent, willing, inclined to take initiative, and easy to work with. She therefore had already had a very positive supervision experience. She mentioned that as supervisor she often had to deal with the most basic issues. She explained that with the previous year's intern, the issue had been around toilet etiquette:

> …it was always basically about the bathroom. Can you actually go to the bathroom? Where are the, where is the bathroom? (Interview, 26 August 2005, p 181)

Funeral policies, tax, and medical aid were mentioned as examples of practical issues where interns had needed her input and guidance.

Her role with the interns was not particularly acknowledged or rewarded by the host organisation, but this would not have been a motivating factor for GP's workplace supervisor anyway. She enjoyed the role and felt confident that she had knowledge to impart from her experience in the particular, specialized area. (Interview, 26 August 2005)

GP had very little experience of the workplace before his internship, including only taking calls and photocopying in the Student Affairs Department while he was a student at Wits University. GP's supervisor found the World of World Programme's interns inexperienced compared with the other (international) interns that the organisation had hosted. While this was a first work experience for the Wits University interns, the international interns tended to intersperse their studying with work experiences more often. (Interview, 26 August 2005)

GP's response to the question, "What career are you hoping to follow?" in his 2005 application form was,

> I am hoping to follow a career in diplomacy and negotiations, policy coordination. Basically I would like to work at the foreign affairs department.

He had ambitious goals for his internship. In his "wish list" of ideal host organisations, GP mentioned various organisations that are notoriously difficult for entry-level employees to access. These included the South African Revenue Services, the South African Department of Foreign Affairs and the New Partnership for Africa's Development (NEPAD). The World of Work staff tried to arrange an internship for GP with these host organisations, but were unsuccessful; interns are seldom accommodated, and new employees are selected after very specific procedures. This did not deter GP initially. Another aspiration, which he stated verbally, was that he also wished to join the Directorate

Special Operations ('the Scorpions') a special investigating unit under the Office of the Director of Public Prosecutions in South Africa.

GP had clear explanations for why he was not offered an internship at least, and employment at best by these host organisations. GP's weblog post titled 'Expectations of postgraduates' is included here in full, because in it GP succinctly explains why he believes postgraduates are undervalued, and why unemployment for postgraduates is problematic. GP also mentions parental disappointment (at unemployment) and employers' skepticism about the postgraduates' potential contribution.

> *Postgratuates expect to have high income jobs once they have finished doing their academic work, unfortunately the world of work is not structured in a way that it caters inexperienced young postgraduates. The world of work requires one to have experience and that is the barrier for graduates to enter the job market. What I found even at postgfraduate level is that academic institutions do not prepare us for the world of work and so we find ourselves having to waist lots of monies in something that we think will get us a job at the end but only to find that it is untrue.*
>
> *At the moment we experiencing structural unemployent due the change in the nature of the business sector and in the nature of the world of work. as graduates we struggle to find jobs and our parents are devastated after having to loose lots of manies trying to educate their children and not having to reap the reward of doing so.*
>
> *it is sad to see most of us havuing to suffer several years of unemployment after our academic endevours and it is not because there are not jobs available but it is because the employers do not trust whether we will add value to their companies or not. Most employers still want to benefit from cheap labour cost and be able to make scores of money through and we as graduates demand to be paid lots of monies. However I find the Article by Andre Kraak very right when it states that we as graduates must accept being underemployed for some time before we can get a job that is satisfying and secure. (GP's Weblog, 'Expectations of postgraduates', posted on 6 July, 2005)*

The host organisation that offered GP an internship, and where he accepted to do his internship, was ranked towards the end of his wish list. Nevertheless, in the first stages of his internship GP was positive and excited about the work he was doing at the host organisation. It was however also evident during the first interview that GP had an unrealistic perception of his role at the host organisation. After describing very basic duties such as telephoning a company to check if a letter had been received, he inflated the importance of his responsibilities:

> So as a Communications Department I need to actually liaise with everyone and try to put them together, and coordinate, so that we can find out how does one programme area is linked to another programme area, so that we have coordination within the company. (Interview, 26 August 2005, p 171)

GP felt that he had gone beyond the range of intern and was one of the employees at the host organisation:

> So I've been treated with a great deal of respect. I've been given, actually a platform, you know, and I've been taken as one of, not as an intern but treated as one of the employees here. (Interview, 26 August 2005, p 173)

In the second interview, only eight working days later, GP said he had the title of Communications Manager at the host organisation (7 October 2005). According to GP, this made him an employee:

> So I have a title now, therefore I can refer to myself as an employee and I am being treated like an employee, not as an intern per se (Interview, 7 October 2005, p 178)

although he was concerned that he was not receiving the same payment an employee would. GP's supervisor also saw him as a team member employee rather than intern. By the third interview, at the final stages of the internship, GP's supervisor had become aware that GP was referring to himself as

Communications Manager and she did not approve of this. She said, "Actually that's my job". (26 October 2005, p 186)

Reflecting on what he believed to be the difference between the world of work and the University, GP wrote at his weblog:

> *The world of work is completely different from the academic world in the sense that some of the things that we have learnt from the academic world are not relevant to the world of work, so as a student i need to forget most of the things that i learned at universty and try and learn what is relevant for the world of work. This does not mean that what we learned from the academic world is not entirely relevant to the world of work, actually what it means is that the theoretial framework that was learnt at school cannot be eefectively applied to the world of work, because the world of work requires more practical application in solving oproblems. the academic world has been focussed on the theoretical applications to solving problems, that is why it is not easy to take the knowledge that is acquired from school and use it effectiveley in the world of work.*
>
> *Now I am beggining to understand why experience is such a key factor in the world of work, simply because the practical use of your skills in achieving favauorable outcomes, either for yourself or for the company. having extensive experience has been a stumbling block for new graduants who are trying to enter the job market. (GP's Weblog, 'The world of work versus the academic world', posted 18 April, 2005)*

GP also gave a concrete example of a task that illustrated the difference between work performed at University, and in the workplace. Developing a "Frequently Asked Questions" page at the host organisation's website meant that he was

> …learning more about corporate citizenship and corporate social responsibility, which is something that I was doing at school in theory but now I am having the opportunity to get the practice of it, and see how are the companies acting on Corporate Social Responsibility. (Interview, 26 August 2005, p 171)

GP was the fifth intern from the World of Work Programmes, with all the interns who preceded him still working at the organisation. While GP said that the former interns gave him support and assistance in the new environment, the absence of teamwork at the host organisation seemed to surprise GP. He found that employees worked independently, were self-motivated and involved in their own projects. While observing this trend in his workplace, GP went to the weblogs and fellow interns for opinions. He engaged with and discussed the concepts of teams and groups with the other interns at their weblogs. Besides debating the notions of teams, GP seemed to have an affective response to the absence of a team in his workplace, and wished for the 2005 interns to be brought together again.

> *I am wishing that we have a reunion with all the guys that we have been the internship programme with and we will have to reflect on our experiences at the organisations that we have been designated to. My experience has been very different from what I was expecting, for intance the team making part does not happen at all to me. (GP's Weblog, '[Host organisation's] Communications Department', posted on 25 August, 2005)*

In the meantime, GP's supervisor was impressed with what she termed GP's "unique skill":

> he tends to pull a lot of the ideas from people together, which is quite an impressive skill. When you've got a handful of people with sort of the same ideas, but different thoughts, he's got quite an ability of putting it together. Sort of summarizing it all up. (Interview, 7 October 2005, p 184)

GP's supervisor also noted that he had a penchant for design, and that this could be a career path for him. She did not feel, however, that she could offer this advice to him, taking in to account the years and the expense of postgraduate study. (Interview, 26 October 2005)

In the final interview, GP's supervisor commented on deterioration in GP's performance. She mentioned specifically poor writing skills. The supervisor compared GP to an intern from the same

programme (2004). She complained how GP and the previous intern's errors recurred, even after explanation.

GP described the host organisation as being the antithesis of the traditional hierarchically structured organisation. The fact that he had to perform and meet deadlines without pressure from others meant that GP had to

> use all the training that we got from the training programme, of trying to be emotionally intelligent. (Interview, 26 August 2005, p 172)

GP believed that he would not have been able to access an organisation independently of the internship facilitated by the World of Work Programmes. He suggested that organisations would recruit interns from established programmes with a good track record first, and that a programme's credibility was reinforced by the organisation's previous experience of interns who had been excellent performers. (Interview, 26 August 2005)

Towards the end of his internship period, GP started to question how the internship would help him secure a permanent position. Using the first person plural "we", and thereby representing the group, GP wondered,

> *We are nearing the end of our internship programme and yet we are still not sure whether we would like to work in the same companies that have hosted us.... Some of us are not sure whether the three months experience that we have acquired, is enough to get us a good job, since most of the companies are looking for three year experience and above. (GP's Weblog, posted on 9 September, 2005)*

GP's host organisation did not offer him further work after his internship period with them ended.

APPENDIX 7.2

GP Interview 1

Date: 26 August 2005 GP: Respondent
Site: Host organisation LE: Interviewer

LE Today is Friday the 26th of August 2005. I'm with GP, intern for 2005. It is his first interview at [the host organisation] and GP has been taken as an intern here (the host organisation) for a period of three months. GP, what questions do you think I should be asking you at this stage?

GP I think you should be asking me what I have been doing so far. What challenges have I met at [the host organisation]? And what opportunities have I found at [the host organisation]?

LE Um, what you have been doing…what challenges… and the third one is?

GP Opportunities.

LE What are the opportunities. Do you want to try those three areas?

GP Yes, what I have been doing so far at [the host organisation] is dealing with the newsletter, whereby we are supposed to find articles, and to do some follow-up articles. They have passed communications over to me, most of the communications stuff that were done by [supervisor], have been passed to me. I should focus on uploading the website and updating some of the information which I find very exciting to do at [the host organisation], which is what I have been doing. And doing some follow-ups, which means that they (the host organisation) have sent letters to various stakeholder companies asking them to become members of the Africa Corporate Sustainability Forum (ACSF), which is a programmes area of the [host organisation]. So we have to call these companies to find out if they have received the letter and if so, what is their position on that, on becoming the members of the ASCF. The challenge that I found here at the [host organisation] is with regards to the website. I had the challenge of developing the Frequently Asked Questions page, which they (the host organisation) do not necessarily have. I am in the process of drafting the questions and doing research and finding the answers to these questions. The opportunity is that I am learning more about corporate citizenship and corporate social responsibility, which is something that I was doing at school in theory but now I am having the opportunity to get the practice of it, and see how are the companies acting on Corporate Social Responsibility.

LE Ok, GP you are a fourth generation intern at this host organisation. In your blog I read that you found a lot of support from the other interns who are now employed here, especially [2004 intern]. Can you tell me in more detail about the support that they are giving you, perhaps, practical examples of how they are assisting you and, or any problems that you might have?

GP Yes, [2004 intern], especially, [2004 intern] has been of great help to me because he is the one who's dealing with the website and he is the one who is with the communications per se. So I've been working closely with [2004 intern] and in trying to find out what stuff do I need to do because he also has his role in communication and we are almost doing the very same thing and I am helping him with the database. He is actually updating the information of contacts that we have in the company. He has helped me set up my computer, the e-mail address and everything. He is the one who I ask when I have any problems, I go to him and I ask him and he has been very helpful. All the other interns, like [2002 and 2003 interns] have also been very friendly.

LE Is [2003 intern] still here?

GP [2003 intern] is still here. I have been working closely with her also, because we went to take notes at a certain event, called reporting on BEE which is Black Economic Empowerment, at Ernst and Young, which is a partner of the [host organisation]. So I was with [2003 intern], we wrote reports and I had to type the report and give it to her so that we can load it on to the Internet. It is what I am dealing with in communications. I find that most of the employees here, however the company can be small as it is, there is a lack of communication and coordination between the different programmes and the different programme managers, they sometimes don't report to each other. So as a Communications Department I need to actually liaise with everyone and try to put them together, and coordinate, so that we can find out how

does one programme area is linked to another programme area, so that we have coordination within the company.

LE Is that one of the challenges that you are finding here? Is that actually in your internship description, that you are going to be this communications expert here at [the host organisation]? Are you going to coordinate all different projects?

GP Yes, yes it's a challenge because I need to understand what each programme is about. I need to find out what are their aims? What are their goals and how do they envisage reaching those goals? And since you find that at the [host organisation], it is a non-governmental organisation, sometimes there are questions that ask, what does the [host organisation] provide as tangible goods for the people? So I'm in the process of trying to find out what tangible assets do these programmes have, and how do we coordinate with each other so that they actually embrace the overall goals of the [host organisation].

LE GP, my next question is also related to a blog entry that you posted and it is about the teamwork. Your expectation of teamwork here at [the host organisation] is not the same as, or it is not what you expected, is that right? Can you tell me more about that? and does that have something to do with the lack of communication you are describing?

GP Yes, because here you find that in the different programmes we do not work as a team per se, that you'll be designated a team that you will be working with for a certain time. Here I found that everyone is working on their own self. They only maybe collaborate when they are in meetings, they never really actually talk to each other about each one's programmes and what development do they have. Another idea, that was highlighted, that made me to actually raise the issue of teamwork is that the accounting department, the person [accountant] who is dealing with the budgets. He used to say that no one asks questions about how they spent in an event for each and every programme. So what he [accountant] does is, he drafts the budget and he drafts the monies that were spent but no one really asks him, which shows a lack of collaboration and teamwork between the workers. This is what I have discovered and when I start to try and push by looking for feedback from each and every one of them (staff). Then [accountant] said to me, "This has never happened before, here at [the host organisation]. It seems like you are coming with a new idea and a new style of working with people, you know, because I was constantly asking each and every programme person and each and every department." Even [the director] is saying to me, I must not push him, because I've been asking him about the Skoll Awards. I am supposed to do an application for him, as a Skoll Awards entrepreneur, in order to get funds from the Skoll Foundation. I have been constantly asking him to be quick in finishing his questions because we are supposed to submit the application on the 30th. The closing date is on the 30th, but I have already created the login for an online application so that we do not have difficulty in applying for him. But then I am still waiting for the questions, so I am like a bit of a nagging for him, but also I think he understands.

LE Ok, who do you identify most with, all the people that you've met at the [host organisation]? Are there any particular bonds or relationships with people that are happening for you?

GP I think I have a strong relationship with [2004 intern]. But I am, actually in contact with everyone here at [the host organisation].

LE Are there any particularly strong bonds with past interns? Do you talk about your experiences? Do you feel like a bit of a group. or not?

GP Basically, I think it is because of the environment that we are in, because here at [the host organisation] the environment is what you call a parallel environment. Everyone is on the same floor and there is not like a hierarchical structure, that you need to report to this one, or we need to report to this one. When I came here for the interview that day (Friday, 28 July 2005), when I came with you, I was told that here, in terms of deadlines, you are on your own, you don't need to answer to no-one, no-one will ask you for feedback. So you need to be disciplined, you need to have all the character traits of an employee, so I found that I need to use all the training that we got from the training programme, of trying to be emotionally intelligent. You know, I try to push for the deadline and push for feedback from the other programme areas. But I find that [intern 2003] has been a very marvelous person, he has been very supportive of what we are doing. He said if I want to ask him anything then I must feel free. I think everyone here at [the host organisation] is very friendly, and we are very close.

LE Going back to the training, GP, you've mentioned emotional intelligence, is there anything else in particular that you are regularly thinking about or referring back to, from the month of training?

GP Yes, you find that when I came here I was given a task and I was given a mandate, so within that there are other limitations that you should not do this, you should not do that. I find that as I am working with these people and I need to be the one who is an initiator, someone who helps, and someone who's serving, so that I can create a bond with everyone who is here. So I try to actually be flexible in what I do, when I don't have work that I have been given then I'm able to help in the other programmes, like when I'm doing the follow-ups for the letter, that's when I find that we sometimes try and not actually use the training that we have found but to try and furnish the training in order to fit the environment that we find.

LE But I'm not clear, what exactly are you talking about? emotional intelligence? or are you talking about customer service? or how to…?

GP Yes, I think in terms of emotional intelligence, trying to impact on the emotions of others while I'm recognising my own emotion, so when someone says to me, "But you were told not to do that for this guy", then I find myself in a problem, because now I'm creating a bond with this guy we are close. If now I start to say, "I cannot do this for you", because what I found at the [host organisation] is that some of the things that we were told by the previous interns about, for instance tea making, you know, that these people are going to ask you to make tea. Here at [the host organisation] it's not the case, you know, everyone makes tea for everyone else. Even I have been asked, offered tea as an intern. So I've been treated with a great deal of respect. I've been given, actually a platform, you know, and I've been taken as one of, not as an intern but treated as one of the employees here. So I find that we work on a reciprocal basis, we help each other, no one behave as if he is the boss. Even [director] himself is like an employee, like he is a colleague here, even though we know that [director] is the one who is a boss. Last week we were having a party for the other interns who were leaving the [host organisation], so they were giving way for other interns because here there are so many interns. Actually there's another intern who's working here with [2002 intern], from RAU (Rand Afrikaans University). There is also another intern, I think she is going to be coming from Canada. I'm not sure but she's going to be working with [2003 intern] on the ACSF (Africa Corporate Sustainability Forum). I found that when we were training, some of the things that were said about the brutality of the world of work were not true. Some of the things maybe can apply to other environments, which for me here has been absent. It is not something that I have found to be a constraint.

LE Is there anything that is worrying you, any disappointment, anything that you are concerned about?

GP Not really, because here at [the host organisation] you'll find that the department that they put me in, actually, for me it's something that came as a blow because I was not expecting to be put in the Communications Department let alone not expecting to be put into the deep end of the Communications Department, whereby I have to actually take responsibility for the whole Communications Department. It's like, now I need to find my way around and do the tasks that were done by an expert and take the whole Communications Department and try and change it…

LE But looking at your body language and your enthusiasm, it seems to me that you were very pleased that you were given such an enormous responsibility?

GP Yes, yes.

LE Is it a pressure or is it a challenge?

GP It's a challenge for me because I have done some of the communications at school and now I think I have the opportunity to express some of that, to now put that into practice. People have been amazed about what I have been doing even though I'm still trying to grapple my way around, trying to fit in with the Communications Department.

LE What's the greatest work-related compliment that anyone here has given you?

GP I've been given so many compliments about the website actually, and the ideas that I have come up with for the website. And now I have actually put an enthusiasm in other people's minds. I have made many people realise the shortfalls that they have had about reporting and trying to put forward their ideas. For instance when I came up with the idea of the 'Frequently Asked Questions', it sparked some debates and ideas on other peoples' sides, when they started to even realise on their side that, no, maybe they haven't been actually putting an idea forward. They started to realise that maybe they should change the wording of their programmes and try changing how they present the information of the [host organisation] on the Internet. Maybe they have seen some of the loopholes, just by discovering something like the 'Frequently Asked Questions'.

LE Now you are working on the design of the website, but are you also doing the changes technically? I mean, are you using the code and so on?

GP No, actually I am not dealing with that, maybe perhaps, it is because I am still an intern, I don't know, maybe as times goes on. At the moment we work with [website developer], so every time we need to load up something on the Internet, we need to e-mail him all the information.

LE Are you planning on learning that, so that you can do it independently?

GP Yes, at the moment they are going to train [2004 intern] to be a webpage developer, to gain all the access and to get all the information that he needs to get from [website developer]. After that the website will be loaded from [the host organisation], not that it needs to be given to someone else as an outsource. So the problem is that [2004 intern] is presented with some challenges because he needs to learn more about loading things on the Internet. While on the other hand I do have the experience I already understand how to load information on to the Internet how to create and how to design the website. What I found is that the [host organisation] website as a whole, even the templates, for me I still need to take out those things, but do not actually want to be someone who will be like I'm mocking or criticising too much of the website of the [host organisation]. I still need to find channels, you know, that is why I'm still focusing on the stuff of the newsletter and maybe at a later stage I will start raising these greater issues. At the moment I was focusing on an issue of people having their profile correctly put and even putting their own photos because they do not have photos of the programme managers and the board of directors. You'll find that the board of directors are put under the programme staff. I have checked the website, and the level of knowledge that they have embraced me on is that "it seems like you know a lot about the Communications Department". That is why they even wanted to transfer everything about the Communications Department over to me.

LE It's terrific, GP. What has been the criticism, has anybody criticized your work at this point?

GP Not really, I didn't have a criticism so far.

LE Ok, is there anything else that you want to mention to me, anything else that you need from [the World of Work Programmes Coordinator] and myself?

GP I think I want to say thank you, to you and [the World of Work Programmes Coordinator] for what you've done for me, actually I really, really, needed that. And I think the World of Work Programme is a wonderful programme, I have recommended it to other people who have said they are definitely going to join next year. They have seen how the internship has helped and I think, through the programme, it's a way of trying to give people a platform to express themselves. Finding the right companies and finding a way, where you can say this is the place that I want to work in. Even though you find yourself not happy with the company, but due to the fact that you are in a working environment that gives you experience and I think that it is a terrific idea.

LE Could you not have done that by yourself without the Internship Programme? Could you have not been on this journey by yourself?

GP No, I couldn't have. That is why I decided to go for the internship, because due to the lack of experience and lack of access to company information about the internships, since most of the companies do not even think about getting interns or putting the information of internships on the Internet. The companies go to internship programmes, you know, to find interns because they use that as an easy way to go look for the interns other than to apply and let the interns come and evaluate them. That job is done by the internship programmes, so companies usually go to the internship programmes, because they have credibility in the first place, you know, and they go there because they know that, for instance, the internship programme that I went to, they know they have had some interns before, who have been marvelous for example [2002 intern] and [2003 intern]. So there is credibility on that side as opposed to if I was going alone, I would be competing with interns from other internship programmes, whereby I would think that they would take these interns from the internship programmes other than me, who is going alone, so it would be difficult.

LE Ok, just the last question is about the blog… and thank you for blogging it gives me, you know, preparation for the interview. Have you shown the blog to the previous interns here at [the host organisation]?

GP Yes, actually the intern, the new intern, that I've shown, and [2003 intern] - I've recommended the blogging. It seems like most of the people here they are still new with the idea of blogs, so I've been trying to show them, you know, how to create a blog and how to blog, it's like an informal conversation, and explaining to them, but it seems like people are

keen on e-mails, they've been communicating through e-mails. But as time goes on maybe they will understand the blogging system, because it give you a lot of autonomy on your side, because the website is yours and you always see, it communicates with you personally, you know, but they are very busy people here, which I think they wouldn't have time to continue to blog, because most of the time they are not in the office, they are dealing with meeting and trying to find, uh, contacts of stakeholders. At the moment I think the [host organisation] is growing and it's out of its clothes, and so now it needs to take off these clothes and find new clothes that can fit it. I'm raising this because when I first came here, the server was not working and most of the [host organisation's] job is Internet related jobs. We need to e-mail the people, we need to do most of the stuff on the Internet and sometimes the server crashes and you cannot get e-mails or send out e-mails, so there's a need for the people to actually talk to [director] about the expansion of the company, finding more bandwidth for the Internet. The Internet is shared with, um, [organisation in same building], which is this side, and actually a company that is working closely with the [host organisation], because most of the time you find that the staff can come here and have tea, they've been working actually with the [host organisation]. Most of the staff, like [supervisor], [supervisor] is working three days, [2003 intern] is also working three days, so [2003 intern] is working with, eh, [group of attorneys], because he is also doing law, so you find that [supervisor] is also working in another company. So you find that the company has been sharing some bandwidth with the next door, sometimes we cannot get pages off the net and the Internet is very slow.

LE So there are some frustrations?

GP There are some frustrations. Most of the workers here were not working when [director] was away and they have raised concerns about the frustrations and constraints that they find in their programmes and they said that they wanted to raise that with [director]. So they discussed it and there was a draft paper that was supposed to be given to [director]. However I thought that there was no, actually good company etiquette because [director] would think that we were speaking behind his back. So I thought that maybe we should involve [director] in those meetings and talk to [director], and actually tell [director] our frustrations, so that he can understand where we stand. If we say things behind his back it will be like we are trying to form a conspiracy against him.

LE Did you suggest this to the rest of the team?

GP Yes, I did suggest it.

LE And how did they respond to you?

GP They did respond because they ended up not actually giving [director] the paper, since the person who has raised such concern was going to leave. Now she has left but, uh, she wanted to actually talk to [director] on her own and raise the concern as if they are her concerns whilst you find that other people have concerns. I think the people here, they do not actually express the communications skills, and they do not express what we call emotional intelligence or the other skills that I have learnt. And thought maybe I will find people actually using those things here, it seems like here people have not been using such skills.

LE Do you have any role models here? Anyone who you would say is really operating effectively and professionally?

GP I think [2003 intern], [2003 intern] is a hard worker, he's been working very hard on his programme area, he's named the programme area his baby, you know. I think all the people in their programme areas, and I think I can say, they have inspired me a lot. You find that, for instance [2002 intern], has worked on a programme that he has actually slept late, knocked off late up until he got the programme together and he put it in place. He didn't have much support and that's when I find out that, no, here actually, not that you do not have support, but you are given a great deal of autonomy on your part. You know, you take your own programme, "it's your baby", they even tell you that, because when I raised such an issue ('Frequently Asked Questions page') they told me that this is your baby, you see to it, you do whatever you want to so with it.

LE Ok, thanks very much. Anything else you want to raise?

GP What I want to raise is that, I think some of the interns need to actually keep contact with you and [the World of Work Programmes Coordinator] and us also. So that we can keep track of who needs what, who is doing what and who's experiencing what.

LE Are you going to be a motivator for that and take action on it?

GP Yes, yes, as I've started on my blog and on the other ones and also stated that we should meet. I've checked on some of the blogs and I haven't had time to comment on them because I was very busy. So I'm going to start - actually set my comments page to allow anyone to

comment, because I saw that my comments page still asks for the password and all that. So I still need to comment on other people's blogs.

LE Thanks, thanks very much GP.

Interview ends.

GP Interview 2

Date: 7 October 2005 GP: Respondent
Site: Host organisation LE: Interviewer

LE GP, you have an Honours degree in International Relations. How useful is your knowledge and intellectual ability from your postgraduate degree proving to be, during your internship?

GP Um, I think the knowledge that I have from the postgraduate degree is very relevant for the job that we are doing here at [the host organisation], because I have done a course that deals with corporate social responsibility and sustainable development, which is in line with what is being done here at [the host organisation].

LE What are your thoughts on your interactive and your personal skills, how do you think you are doing in terms of those areas… how would other people describe you in terms of your interactive and personal skills?

GP Uh, when I think about that, I feel that I am doing great, because I am communicating to everyone, I talk to everyone, and I haven't had a problem, in actually expressing my personal skills and communication skills at [the host organisation]. I've been able to actually bring the communications department and I was able to actually make it effective in terms of bringing all the programme areas together, because now we are able to coordinate all the departments. Now the people are starting to talk to each other, they are starting to actually liaise with each other. And actually represent each other, you know, like for instance, ReportCom is able to represent the other programme areas, like the Africa Corporate Sustainability Forum (ACSF), in its own events, you know, and ACSF will quote the ReportCom events in their own forum. So there has been a link now between all these, uhm, forums. Maybe it's because I have been able to work with each and every programme area in my duties.

LE What has been the best compliment you've received on any aspect of your performance?

GP The compliment that I have received was that, uhm, let me think. Ok, the compliment was about how I've been doing with the website. How I have actually, updated the website regularly, you know. The website has not been updated in a long time, so I have actually started to update some of the sites, we have changed some of the pages, almost all the pages that were there, and the information that was very redundant.

LE And what was the compliment?

GP The compliment was that I have been very phenomenal in the website, in terms of updating it, and in terms of loading up the pages on the website as quickly as I can.

LE Super! What has been the greatest criticism, the biggest criticism that has been levelled, uhm at you, since you started here at [the host organisation]?

GP The criticism came about yesterday by [director], saying that, uhm, I was supposed to actually load the biographies of the interns that came and the one lady that was doing, err, was a project coordinator of the CSI (Centre for Sustainability Inventing). So I hadn't actually asked them for the profiles and biographies, and [director] said to me. "You have been here for two months now, and the interns have been here for two months, but you have never loaded their biographies." So he said that I should do that by the end of the day, yesterday, so to me it's the biggest criticism and I cannot say otherwise, I think it was constructive in its own right. And it helped me to realise that I need to actually take the stand and be a mover and a shaker, and take responsibility, and not wait to ask someone whether I should do this or not. So that has been a learning curve for me.

LE Did you load it by the end of the day?

GP Yes, I have, actually it's not for me to load, but I have asked them for their biographies, and have sent them to the person who loads the website.

LE Well done. How would your colleagues describe you at this point? What kind of label would they give GP? Would they call you intern, employee, team member?

GP I think they could call me employee, for the mere fact that before we went to the workshop, [2002 intern] had given me some of his business cards, you know, to give to people, so that would render me as an employee. So it was a pity because I didn't have a business card before, therefore I had to actually paste, you know, on top of his and offer these business cards to people. Right now I do have business cards.

LE What did you paste?

GP I pasted my, actually, my name and the job title that I have and the address of [the host organisation] and…

LE What is your job title?

GP It's communications manager. So I have a title now, therefore I can refer to myself as an employee and I am being treated like an employee, not as an intern per se.

LE Is there anything worrying you, any disappointments, anything that you are concerned about?

GP What I'm concerned about is what will happen to me after the internship, and within this company, my concerns are how much value they have for me. If they were to employ me, how much would they pay me, you know, the value that they will put on me as an employee.

LE Uh, GP can we talk about blogs? When we last spoke I asked you to consider facilitating, you know, running a workshop in 2006, for the students about blogging? Are you still interested in doing that?

GP Yes, I am interested.

LE Can we discuss some issues around the blogging experiment, this year in 2005? are blogs a way for interns to give each other support when they are in different worksites?

GP Yes, they are actually a way of interns to giving each other support, but the popularity of the blogs is the problem. I think, uhm, students need to begin to understand the blogging process. The blogging process is not only new to the students but it's a new technology in the whole world, you know, people are not yet familiar with blogs. And you find that in companies, uhm, like here at [the host organisation], I tried to explain to them what the blogging system is all about. So [intern 2004] told me that they have been introduced to the blogging system, they have told them about blogs but they never actually, really done blogs. So blogging is like you have to maintain your website every day, you need to visit that website everyday. In my view it would be nice to have blogs, but I think the e-mailing system is the one that is being popular and sometime it affects the popularity of the blogging system.

LE Why haven't interns maintained their blogs in 2005, in your opinion? besides the point that it's new? Are there any other issues that have stopped them from maintaining their blogs?

GP I think the people were more excited about their jobs, so maybe they started forgetting about blogs and the way that the internship programme made the students to keep on maintaining their blogs was through having a rule, you know, that people should blogs and every week they should maintain their blogs. That's how the programme was successful in making students to maintain their blogs but as soon as they went into the world of work, there was no way of monitoring if they could blog. Maybe the system of putting a rule for the students to maintain their blogs, was either extended after even when they have been into those host organisations, maybe they would maintain the blogs more often.

LE Should we advise students to blog in 2006, or should we ask them to keep hard copy journals?

GP I think that is a difficult question because maintaining blogs is to my opinion one of the easiest than maintaining hard copies. But I think students are so used to having a deadline, you know, and having someone saying, "We have put this rule and if you don't abide by it, then these are the penalties." That would be the way to push students to maintain their blogs even in 2006 because, uhm, even if you say they should maintain a hard copy, you know, the students will find it more difficult to be able to always print and take those hard copies to school. For instance me, I'm unable to go to Wits, every time I get out at 4:30, I wouldn't be able to go to Wits, because I have to go and fetch a train. But through the blogging system, which is always available on the net and anyone can view the blogs. So I would just say maybe the people are unable to get onto the net and visit their blogs and type, because they are so busy doing what the host organisations have presented to them maybe that is the gap between blogging and students not maintaining their blogs.

LE If we advise students to blog in 2006, what should we do differently to make sure that the blogs are meaningful and useful for participants?

GP I think the system that you've been using so far is very effective, I feel that, maybe you should now not say that students should communicate with you twice a week through a phone or maybe you should make it that students should blog twice a week. They should make sure that they have at least two paragraphs within a blog, even if it's not that long, but if they could do it twice a week or even once a week, then that way they will be having about 11 to 12 or 16 blogs by the end of the internship. That would maybe make students maintain their blogs, if you put it in the contract and say 'you are required to blog every week whilst you are in the host organisation'.

LE Thanks very much for that. Is there anything else you would like to mention, anything that you need from [World of Work Programmes Coordinator) and myself? Any support that you need from the University at this stage, any support you need for anything?

GP At the moment, uh, I was thinking that since I'm nearing the end of the term for my internship programme, maybe there could be a way of finding employment even at Wits… so that it can keep me going when I'm not at school, other than working here as an intern and after that you're staying at home, I think it would be very disturbing for me. Other than that, I would just say thank you, you know, for everything that you've done for me.

LE Thank you very much GP.

Interview ends.

APPENDIX 7.3

Workplace Supervisor Interview 1

Date: 26 August 2005 WS: Respondent (GP workplace supervisor)
Site: Host organisation LE: Interviewer

LE Could you first tell me what your position is, and what your role is here at [host organisation]?
WS It's communications manager and the basic role is expanding corporate citizenship and the idea of corporate citizenship.
LE OK, thank you. So this is not your first experience of mentoring an intern from our programme, because you have worked with [2004 intern] in the past?
WS Yes.
LE Can you tell me a little bit about that? Was that the first time that you had mentored an intern, or perhaps the first time you mentored an intern from our programme?
WS This is the first time that I've actually mentored an intern at all. Um… it was quite easy to do, um. It makes things a lot easier. Um, GP as well. Very enthusiastic people. So far I've been lucky I've had two very enthusiastic people. Um, not difficult, not difficult at all … um, I find more that they are interested in basic skills, particularly in the business world, as opposed to what they actually studied. They rather want to know what time can they leave work. Um, very simple things, but having only just come into the business world, it's like, like things they are actually very unsure of. So more time is being spent on that. How do you basically behave in a business world.
LE Can you give me more examples of the kinds of questions that they have asked?
WS Uh… we've had a lot of things. About how a salary is paid. Uh, they want to know how do you…
LE They being [2004 intern] and GP?
WS [2004 intern] and GP…
LE So you are reflecting on both of them now over the last two years? [2004 intern] was last year and GP is this year?
WS Um, things like uh, ja… how is a salary being calculated? How do you ask for an increase which was particularly important for [2004 intern] in this case. We were talking about uh, how did we structure his salary, how did we develop his job description? Um… with [2004 intern] in particular it's been a lot of time looking at things like, 'How do I work out salary slips'. Obviously there are tax implications. Uh, GP hasn't asked as many of those questions, but still, you know, 'Is it ok if I can go to (say) lunch', and things like that. You know it's difficult when you haven't actually been in a, a position before.
LE Did those kinds of questions surprise you?
WS They did surprise me, but I think that they needed to be explained. Because when you come in… I'm still quite young, so I remember what it was like my first day at work. You actually don't know what to do… where are the toilets? Who's who? What role are you in? How much leverage do they have in the business? So, ja they surprised me, but they were expected.
LE The question around 'What time can I leave?' Did that create any perceptions for you? I think it was GP's question?
WS Not at all. We're fairly flexible here. My working hours are 6 in the morning 'til 2 in the afternoon. So, I, I take those. So, I think if GP feels he can get into the office before let's say half past six, he's entitled to work his 8 hours then as well. So, if they need to be quite flexi that's ok.
LE So he wasn't asking the question to say how soon he can he get out of here?
WS No, no. I think it was purely if there was a transport issue and so on, can they actually adjust themselves and their time.
LE Your role as [2004 intern's] supervisor… Are you still supervising [2004] intern?
WS No, not at all. [2004 intern] It was very easy to supervise [2004 intern]. He was very um…easy. He used to just get on with the things, things… he's very willing and he took a lot of initiative to go ahead and say 'Well I would actually like to do this', 'I want to do it'.

LE His internship was three months. Can you remember when that change happened? You supervised him intensively in the beginning, is that right? At what point did he become independent?

WS I think it was really only about three weeks, and you know he felt very comfortable with us, so he could actually expand on what he wanted to do. He felt he could ask questions, mainly because we had encouraged it as well, and said 'If you are not sure, ask. We used to give him a lot of stuff to read - 'Read this one, this will catch you up on a few things' - and try to bring him into different things as well. We gave him a lot of responsibility.

LE I would like to talk a little bit more about the workplace orientated questions that both [2004 intern] and GP have been asking you, around salaries, around time. Have there been any other issues they have raised with you, for example how to handle a situation?

WS Not that I can remember off-hand. Um… I think with GP, and in our conversation this morning, we were talking about very senior executive positions, which I was telling him about a very senior position I had with [organisation] and he was just asking what is it like to actually have one of those corporate lives? Not being at home, traveling all the time and that? And I think he was just asking for interest. Um… other questions… not really too many, not really too many. I think they, they want to be enthusiastic. They want to go far. Um, but I also think they want to know what the risks are.

LE Did you volunteer to mentor [2004 intern] and GP, or was it something that was assigned to you?

WS No it was assigned to me, um… but I probably would have volunteered if it had come to that.

LE And what do you believe mentoring an intern entails?

WS I think particularly the first three months, they are uncomfortable in a business situation. If you can get through that, it actually then gives them the courage to actually get on with the job itself. But if they know the job scripts and they've researched their job… but it's about behaviour in the corporation.

LE Does the [host organisation] acknowledge and reward your work of mentoring interns? If so, how?

WS No. No, I think um, we actually just enjoy it, because of the type of organisations we are, we've had a lot of experience in this field, um, myself, [director, colleague] and [associate] from next door as well…

LE I know that you've had many different interns here, in fact you now have had five of our interns I know you have interns from other areas, international interns as well. May I ask you… and I realise I'm throwing you in the deep end… to make a generalization, if that is what is required, about how the postgraduate interns with Humanities and Social Sciences backgrounds, from this Programme at Wits, compare to the other interns that you've worked with here?

WS I think they're a lot younger um…

LE Our interns? Sorry, the Wits interns?

WS Younger, um… Let's say quite a bit inexperienced … they become…

LE Sorry: inexperienced in terms of?

WS The chaps we have here, straight out of university, straight into the job, I don't think they have as much as the international guys. The international interns work, study, work and study. They are not just inexperienced students.

LE Ok, thanks. Let's talk now specifically about GP, who is your intern for this year. How have you found your interaction with him so far? I think he has been here for 14 or 15 days?

WS Um… very pleasant. Very much a gentlemen. Um, he's fitted in very nicely, still a little bit shy, but he's starting to come out of his shell and is joking with colleagues a bit. I think again, we can't expect too much in three months. Very, very intelligent. Um… a lot of drive and enthusiasm. And I have very much a respect for that.

LE Do you believe he has added value at this point?

WS Yes I do. Um… he's a very quiet person. He gets on, gets the job done. He doesn't make issues about the amount of work he has to do, he just does it.

LE What are your thoughts on GP's attitude to this work situation?

WS I think he's still in a learning curve. Um… he wants to succeed, and that's good. He's ambitious.

LE Do you have any reservations at this early stage? Do you have any worries, concerns, disappointments?

WS No. I just, like I say he is shy, but I think he will come out of that when he settles in more.

LE Is there anything that you need from the World of Work Programme staff to help you supervise GP?

WS No, not for now.

LE Thanks so much. If you wouldn't mind just telling me again, talking about something that we were chatting about before this interview - about some of the other kinds of work skills that you have found that in your experience, people need input…

WS Um, well with [2004 intern] in particular, it was always basically about the bathroom. Can you actually go to the bathroom? Where are the, where is the bathroom? And also one of the other things that we've just been working on with [2004 intern] in particular was medical aid and pension. How does he set up his own pension fund, um, how does he get his own medical aid, which I helped with. I actually helped him get onto the medical aid I was on. I don't think there is anything else now that is a concern, in particular with [2004 intern], because we have become quite good friends as well. Funeral policies. How would they set up a funeral policy? How does tax work? Um…he's often sat with [accountant] as well, on how to work out tax. I think very generally that kind of info is needed, but I think that once they have changed this new Matric syllabus and they've put that into that new home etc, I think it's going to address all these issues.

LE It also tells us about what we need to address in our Training Programme, more closely. Thank you for that. It seems to me that you are also reflecting on how academics, postgraduates from the Humanities, need input on basics. Do you find any other gaps in confidence and in knowledge from people who have very sound academic backgrounds?

WS Um, look it's quite difficult for me because I'm more of a work experience person than an academic.

LE Perhaps I can ask you to reflect on that at our next interview, the kinds of challenges that people face in managing this transition from university to work?

WS I think it's very difficult in the sense that they know the knowledge, but a lot of the times they have difficulty in applying it into a real situation, particularly in discussions. Uh, we find yes they can, they know the content, but how do you actually apply it into a situation?

LE Thanks so much.

Interview ends.

Workplace Supervisor Interview 2

Date: 7 October 2005
Site: Host organisation

WS: Respondent (GP's workplace supervisor)
LE: Interviewer

LE How have you found the interaction with GP so far?

WS Actually very well. He has been a very good support. He's been the type of person I can just phone up and say, "GP can you handle x, y and z for me?" and he just gets on and does it for me. There is no nonsense. He's the type of guy I actually like working with. Been very… his performance has been really good. Everything's on time, uh, professional. Uh, he has just done very well.

LE How has he adapted to [host organisation]?

WS Oh, very easily. He's fitted in with all of us easily. He laughs, he jokes. He's become one of us. There's no exclusions or anything.

LE What do you think of him? He is now just past the half-way mark in his internship. How do you refer to him, what title do you give him?

WS I think he is a bit of a driver. He's determined. I think he's going to go quite far.

LE If you were to give him a title, would you call him employee, team member, intern?

WS Team member, team member. Definitely team member.

LE And if you were to choose between employee and intern. What would you call him?

WS Employee.

LE OK. How do you rate the support you've received for your mentorship or supervision with him during his internship, from the University and from your workplace?

WS Say that again?

LE How would you describe or even rate - by rate I mean poor, good or excellent - the support you've received from a) the University and b) your workplace, for your mentorship or supervision of GP?

WS I think quite well. Um, we're lucky with GP because he doesn't need a lot of input. Um, I think had it been somebody else uh, we probably would have needed, we would've needed to get together a lot more I think. But he's quite independent and driven and… you don't actually need to baby him.

LE OK. Has he added value to your department, to the [host organisation]? And if so, how?

WS Yes, he's very innovative in thinking and ideas. Um, I think that's probably a skill I don't think he realizes he's got, his innovation. Um… very determined, can drive. Actually he has a bit of design orientation as well. And design in terms of content and layouts and that sort of thing. I think it's not maybe something he's really thought of.

LE Have you communicated his strength in that area to him?

WS I told… ja, I have told him. You know every time we do something I say, "Ooh you know this is quite good, and this is pretty impressive".

LE GP has an Honours degree in International Relations. How do you find his knowledge and intellectual ability in the workplace?

WS I think… obviously it's prepared him quite well. It's taught him how to interact with people, but I don't think it's going to be his field. I think he's moved into a wrong field. I think he's more of a creative type of person that should have gone perhaps into the arts.

LE And which area of the arts specifically?

WS Maybe graphics. Graphic design. Um, to the point where even advertising. He's an outgoing… sorry… more of an outgoing… sort of field, uh, creative field.

LE OK. How would you describe - or if you could just share your thoughts, on GP's interactive and personal skills? I know you said earlier that he is a team member and laughs and that he interacts, informally very well. How do you find his skills and abilities in a more professional setting like a meeting for instance? How does he handle any conflict or negotiation situations, and so on?

LE Uh, fortunately we haven't had many conflict situations. Um, we haven't had many meetings actually lately as well, but we did have one on Wednesday, which was an extremely good team meeting. Probably one of the better ones we've had for a while. And he tends to pull a lot of the ideas from people together, which is quite an impressive skill. When you've got a handful of people with sort of the same ideas, but different thoughts, he's got quite an ability

of putting it together. Sort of summarizing it all up. Which is quite a unique skill. It's quite a unique one.

LE OK. Anything that's worrying you about him? Any growth areas that you would like to mention? If you were to advise him on a growth area what would it be?

WS Perhaps again look at a more creative option. Going for him personally he's got a very creative mind, a very intellectual mind. I think eventually he may become a bit stagnant, maybe even tired of his field of choice.

LE And in terms of his professional performance, are there any areas that he should work on?

WS No. I think considering he is only an intern. At times… you know a lot of it only comes with time and he's done exceptionally well with his time keeping…

LE So his time keeping, his general attitude, all of those are very good?

WS Extremely good. I wish a lot more people actually had those type of ideas.

LE Is there anything you need from the University in terms of support?

WS Uh, at this point no. He's actually, he's almost supporting himself. He's quite independent.

LE Is there anything else you want to mention?

WS I think he's very confident, uh, very driven. But, like I say, I do think he should look at other options.

LE Recently I got an email from GP and the content of the email was of a religious nature, I think it was a picture of Jesus. I just want to discuss the propriety of that with you, and your thoughts on that.

WS Personally, um, I'm not a highly religious person, but I do receive emails from other women in the office with a religious connotation and I actually delete them. I find them very unsettling, very uncomfortable. You know I don't mind the odd joke and we have a good laugh, but when it comes to political, religious sort of things I actually tend to stay away from them.

LE And for GP to develop his employability and his professionalism and so on, do you think that this would be appropriate? What would you advise him?

WS Obviously, I'll… you know, it's one of those ones you would say it's probably not the best thing to do in an office, but I don't think it's going to change his employability. I think he is going to handle it on his own.

LE Thanks very much.

Interview ends.

Workplace Supervisor Interview 3

Date: 26 October 2005 WS: Respondent (GP's workplace supervisor)
Site: Host organisation LE: Interviewer

LE Can you give me an update on GP's performance? this is his last week of his internship. Do you feel that his performance has changed at all?

WS I think since the last time we met it has deteriorated actually quite actively. Um, but he'd had a task to prepare a biography for himself. Um, one of the other interns who subsequently left and we've got also other interns here… as one of the two that had been sent directly to the communications strategist, which we have her as external. And unfortunately, there have been returns to me… things like, "got to check this, it's not up to standard." It was actually quite badly written, although we don't normally put stuff out between ourselves. Um, and including handing in titles with work. He'd made himself Communications Manager. Actually that's my job.

LE If he's giving himself titles, say Communications Manager, was it an error or do you think was it done intentionally?

WS I'm not too sure. Um… it's very difficult what to say, um… I didn't want to make an issue of it I just sort of corrected everything, sent it back and said just check, make sure you're happy with it and then send it back to us. I honestly couldn't say if it was an error or …um, you know if it was deliberate. The following day he did a newsletter for me, um… good content, but again badly written. Um… which surprised me a little bit, because I hadn't seen that from him before? But other than that, those were really the only two tasks he's had to do.

LE Ok. I'm looking now at a questionnaire you have completed. If I could ask a few questions around some of your responses and if you could tell be a bit more about them? When it comes to working skill and applied knowledge, the ability to monitor and evaluate own work related actions and the ability to improve on actions, you have given um, a fairly low score in terms of satisfaction. Can you tell me why and how?

WS I think it was particularly with um, the issues around the biographies of GP. Was that, although we pointed out um, a lot of grammatical errors, um… formatting and that sort of thing, it didn't correct itself in the following newsletter. Now one of the things um, that is important to me, if I see an error that someone has pointed out to me I try not to make it again in the following effort, you see, and that didn't happen. And that's purely towards GP there um… with regards to [2004 intern], because these are the only two I've had, [2004 intern] has taken - alright nearly two years - - I think along a year and a half now - where he's only now started to pick it up, that when an error is pointed out to him, he corrects it in the following procedure. So I don't know if you would classify that for both of them or not, but it seems to be an area where it's lacking.

LE Here at the end of the questionnaire, um, where it comes to um… strengths and weaknesses of, especially the postgrads, the ability to learn, ability to adapt, there is a need in university to improve general business skills, and you are making an observation about outcomes based education and how that may help. Could you just talk about that for a bit?

WS It's on what my son is doing at the moment. He is a Grade Six learner um… A lot of the work is still too early to tell on a Grade Six, but I've seen some of the Grade Nine's, Ten's plans as well. Here a lot of the work is on addressing tax returns, um, business behaviour, I think it's very general skills and I think once those are fully in place, I think it's going to change the, the whole university student. I think, give it time, and things will probably change.

LE Ok. Using perhaps OBE as a frame, may I give you a scenario and ask you to suggest some things. So it's quite lengthy if you don't mind? Your organisation commits to offering work based learning interventions to postgrad students from the Humanities for the next five years. You are given the task of working with the University to design the work based learning interventions. The goal is to assist students with the transition from university to workplace, to improve their employability and to add value to the [host organisation]. What kind of intervention would you design to make this possible?

WS I think it is a very difficult question to answer because as I've said before that probably the biggest area is definitely um, general skills within a workplace. Um, I hope the OBE will change it, but maybe mock role-playing perhaps, um… between uh let's say bosses and

employees. Uh, you know mock role-playing on your first week at work. Um, that's really my biggest area I would concentrate on.

LE Thank you very much. Is there anything else you would like to add about GP's performance?

WS No.

LE Is there any possibility for GP to be employed here at the [host organisation] after his internship? and this information will be confidential.

WS I think um, from an opening of a position point of view, no, but as a person I'm sure [director] would gladly have taken him on. But at the moment the positions are tight because we run on funding, the salaries are very difficult to try and accommodate. Um, personally I would think yes he would fit in very well. But I just don't think that the position is there for a fulltime salaried position.

LE The last time that we spoke you suggested that GP has some abilities in creativity, in the design capacity. Have you spoken to him about that? Have you kind of pointed him in any directions, perhaps away from International Relations and in that direction?

WS No I haven't actually. I've, I think you know, when they get to a certain level of study it's very difficult to say to them, "Ooh I think you have made a mistake," and I'm actually, I don't like treading on those sort of waters. Although it's probably the best thing I could do for him, but I think financially it's not always easy.

LE Anything else that you want to mention?

WS No.

LE Thank you very much.

Interview ends.

APPENDIX 7.4 GP Coded Weblog

Posted from 18 April 2005 to 27 July 2007

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27 July 2007 - Software testing

Soft ware testing is a job environment that is still at its infancy stages especially at [Bank] however I have been put on brobation to be part of the establishment of the testing environment. testing is a very challenging job and it is aimed at imporving the quality of the software and the systems that are used by either private users or individuals.

It is said that you need to passionate in the job that you do in order to enjoy doing your job and be confident to wake up every day and go to work. However in testing you need to constantly furnish you confidence because, firstly the realtion ship that you will have with the developers might not always be a nice one. So you need to contantly try and create a good realtionship between you and the developers.

There are many opportunities in South Africa in the testing world and most people should try and vventure into this space of testing. however you will need to as much resiliant as you can be because it is not easy but it is worth it.

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23 November 2005 – Insight

I have just started working at [Organisation] and the operational background of the company is completely different from that which we have learned about during the nternship training. [Organisation] is a different company all together because it does not use physical offices, which means that we are working in the virtuall world of work. this type of working environment is both exciting and complex in nature, because you need to be fully connected to the intenet for communication, such as sending e-mails and doing intenet research. however it is one of the most advanced world of work and it is not easy to keep tract of your working hours because sometimes you work 15 hours and sometime you work for three hours.

[ ] and [ ] are my employers and they are magnificent people to work for, they stimulate my interest in the field of research and advocay and I hope that I will spend a lot of time working for their company. at the moment we are busy doing a project for the Umsobomvu Youth Fund, which is focused at developing a Knowledge Synthesis that will make it easier for the users to access the information of the fund.

My aim at [organisation] is to work hard in order to ensure that we finish the project in time and to ensure that my empoyers are mpressed with me and are comfortable in renewing my contract. Therefore I must make sure that I sell myself in the best possible way. I must also familiarise myself with the concepts of the company and to understand in depth what is it that [organisation] doing in its field so that I can be able add more value. Above everthing, I need to keep on learning so that I can improve my skill to be in line with the recent requirements of the ever changing world of work.

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9 September 2005 - Nearing the End

We are nearing the end of our internship programme and yet we are still not sure whether we would like to work in the same companies that have hosted us. We still need to add to our C.V.s the experience that we have gained. Some of us are not sure whether the three months experience that we have acquired, is enough to get us a good job, since most of the companies are looking for three year experience and above.

Can we then be confident that we will able to get good paying jobs with the minimal experience that we have acquired or should we continue to find work that will pay us less than the market rate up until we gain the necessary experience to be able a good job.

however there is hope of getting a new job and a good paying one, with the minimal experience that we have acquired and hope that everyone will attest to that. I believe that at least the internship programme has given us a head start in the quest for satisfying jobs and I am positive that even though we might not get contracts in our immediate host organisation, but the prospects of finding jobs are very strong. I hope that everyone that I attended the internship programme with, find new and exciting jobs that they will be passionate in.

LE said...
Dear GP
Thanks for blogging!
I've been reading about the 6 stages of an internship in "The Internship as Partnership: A Handbook for Campus-Based Coordinators and Advisors", edited and published by the National Society for Experiential Education, 1995. Have a look at them and let me know where you think you are, if any of these apply:
STAGE ONE: Arranging and anticipating an internship When the student first secures the internship, they experience "intern excitement", high motivation, and idealistic expectations. There may also be some self doubt, "Can I really do this? Am I qualified? How do I fit into the work environment?"
STAGE TWO: Orientation and establishing identity. Feeling preoccupied with new learning, information, and finding an identity in the workplace. Interns may feel overwhelmed by too much information or underwhelmed by simple and routine tasks.
STAGE THREE: Reconciling expectations with reality. Once you've established a work routine, you may find the situation different from what was initially expected. Differences between work and Wits may become clear: there isn't the same flexibility of scheduling, the work may not be very exciting or challenging, there are no chances of incompletes, and there are serious consequences for being late or not completing the work tasks.
STAGE FOUR: Productivity and Independence. If stage three is successfully negotiated, you'll move to this stage, which is characterized by increased learning and productivity on site.
STAGE FIVE: Closure.
STAGE SIX: Re-entry and practical application. Students need to focus the benefit of the internship either as it applies back in the classroom or to a post-graduate experience. They may have difficulty translating the learning into skills and insights useful to job search. Although you haven't finished your internship, you seem to be grappling already with (Stage 6) thinking how you will use this 3-month experience in your CV. wonder how valuable comparing a 3-month internship to an employer's 'need' for 3 years experience can be to you? The internship is what is is, only 3 months. Here's a thought though: one can learn more in 3 months than in 3 years, depending on… a whole variety of things. Imagine an interview with a potential employer, who asks you what you learned in the 3 months of your internship? If you, right now, make a list of everything (good and bad) that you have learned, you may be surprised (at least I hope so!). With your Learning List in hand, that 'lack of 3 years experience' may not look so bad…What do you think?
All the best

LE said...
Hi GP
I've just read this - the research isn't South Africa based, but it does respond to your question about the future for an intern, in some way I think:

BETHLEHEM, PA—College graduates who have participated in an internship or cooperative education assignment are more likely to stay with their employer than their fellow employees who lack such experience, according to a report published by the National Association of Colleges and Employers (NACE).

Nearly 80 percent of the employers responding to NACE's 2005 Experiential Education Survey reported higher retention among their college hires who have internship/co-op experience—even if the college hire gained that experience with another company—versus those who had no such experience.

Nearly as many (76 percent) said they see higher retention among those who have come directly from their own internship or co-op program compared with all other college hires.

“This is a clear indication that hiring students with internship or co-op experience can increase the efficiency of the organization and positively affect the ‘bottom line’ by lowering costs associated with turnover,” says Marilyn Mackes, NACE executive director.

On average, responding employers reported that, among their college hires from the college class of 2004, just over three in five hires (61.9 percent) had internship experience, and about half as many (32.3 percent) came into the organization with co-op experience.

[link to website]

Have a great week!

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25 August 2005 - [Host organisation] Communications Department

I am really enjoying my job at [host organisation] and the communications department is one of the exciting tasks that i have ever done. It is exciting because I have done a bit of Information Technology and I am passionated about technology. I have been lucky to find a semi-formal environment and the people at [host organisation] are very friendly and I have the pleasure of worlking with some of the interns from the Wits Internship Programme.

There are three interns who are now working permanently at [host organisation] and I am the fourth generation of the interns that come from Wits. I have had lots of support from my colleagues and the boss is a very friendly person. The environment aollows for me to learn the job through trial and error and how I do the job is entirely up to me, I have to be discipline interms of reporting back and finishing my tasks on time. I set my own time frame and there are no set deadline for me to finish my tasks. above everthing else I must say that I am enjopying my job at the [host organisation].

I am wishing that we have a reunion with all the guys that we have been the internship programme with and we will have to reflect on our experiences at the organisations that we have been designated to. My experience has been very different from what I was expecting, for intance the team making part does not happen at all to me. Threre is a high energy level at the [host organisation] and the staff members are very few. I am alsways motivated to go to work every morning because I know that I enjoy working the staff of [host organisation].

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05 August 2005 - Off to a rough start

I started working on Monday 1st of August at the [host organisation], which basically deals with ensuring that big businesses are socially responsible in their practices. The mission is to promote responsible growth and competitiveness in Africa by changing the way companies do business, which benefits the people, economy and the environment. When I arrived at [host organisation] the server had crashed and we could not work because the organisation's operations were heavily depended on the internet and so I was unable to perform my tasks.

The very same day my father passed away and I had to go home and be with my family up until after the funeral. I left work early on Tuesday and I came back on Friday to find that the Internet was up and running and so I was able to carry on with my tasks. I am currently involved in the communications department in the [host organisation] but the lady whom I am supposed to work with is not in, and will only be back on Wednesday.

I am getting the sense of what the world of work really is like and I am putting to use all the skills that I have learnt from the programme. I am working with [2004 intern], [2002 and 2003 interns] who

happened to be the products of the internship programme at wits. they are helping me navigate my way around the organisation and they have been very helpful, especially [2004 intern].

I am learning a lot about Corporate Citizenship and I hope that I will be able to grow and understand more about the concept, because it is a new concept in the continent and we need to make it known to the people of Africa.

UL [intern 2005] said...
Hey GP, I'm really sorry about your dad.

I am at the [South African national public service broadcaster], it is hectic and busy and some parts of the training are really coming in handy. I am trying to get everybody to meet. I miss that sense of family unit that we created in April, really. I don't know who you are in touch with but I am thinking alongside an idea of a field, not even far, maybe Emmarentia Dam or something, where we can sit on the grass and just talk about the world of work.

I'm in touch with JN and PO, so email me and tell me how we can do it.

Stay well and remember that "you are the change..." we all are.

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06 July 2005 - Expectations of postgraduates

Postgratuates expect to have high income jobs once they have finished doing their academic work, unfortunately the world of work is not structured in a way that it caters inexperienced young postgraduates. The world of work requires one to have experience and that is the barrier for graduates to enter the job market. What I found even at postgfraduate level is that academic institutions do not prepare us for the world of work and so we find ourselves having to waist lots of monies in something that we think will get us a job at the end but only to find that it is untrue.

At the moment we experiencing structural unemployent due the change in the nature of the business sector and in the nature of the world of work. as graduates we struggle to find jobs and our parents are devastated after having to loose lots of manies trying to educate their children and not having to reap the reward of doing so.

it is sad to see most of us havuing to suffer several years of unemployment after our academic endevours and it is not because there are not jobs available but it is because the employers do not trust whether we will add value to their companies or not. Most employers still want to benefit from cheap labour cost and be able to make scores of money through and we as graduates demand to be paid lots of monies. However I find the Article by Andre Kraak very right when it states that we as graduates must accept being underemployed for some time before we can get a job that is satisfying and secure.

LE said...
Hi GP
Congratulations on achieving an internship position today 25 July, at the [host organisation]. Looking forward to your posts about this internship opportunity...
Regards LE

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18 April 2005 - The world of work versus the academic world

The world of work is completely different from the academic world in the sense that some of the things that we have learnt from the academic world are not relevant to the world of work, so as a student i need to forget most of the things that i learned at universty and try and learn what is relevant for the world of work. This does not mean that what we learned from the academic world is not entirely relevant to the world of work, actually what it means is that the theoretial framework that was learnt at

school cannot be eefectively applied to the world of work, because the world of work requires more practical application in solving oproblems. the academic world has been focussed on the theoretical applications to solving problems, that is why it is not easy to take the knowledge that is acquired from school and use it effectiveley in the world of work.

Now I am beggining to understand why experience is such a key factor in the world of work, simply because the practical use of your skills in achieving favauorable outcomes, either for yourself or for the company. having extensive experience has been a stumbling block for new graduants who are trying to enter the job market.

the world of work and the academic world are two different worlds and they are far apart in terms of connectivity. Most of the things we do at school, seldom prepares us for the world of work and it is this distinction that has made it difficult for new graduants to find jobs. So there needs to educatinal projects that are put in place in order to ensure that students are being taught stuff that is relevant for the world of work.

APPENDIX 8.1 BAB Vertical analysis

BAB, a South African woman, completed an Honours degree in International Relations at the University of the Witwatersrand in 2005. As a student she had worked part-time as a promotional worker and waitron. She had found these experiences valuable preparation for the world of work:

> *My CV shows that the only working experiences I have are holiday jobs and part-time promotional jobs. But let me tell you one thing, even though these jobs seem miniscule and might be overlooked by potential employers, they taught me things that I'll remember forever. It taught me how to work with difficult customers and very difficult bosses. It taught me how to be punctual and patient. And it especially taught me how to successfully complete difficult projects in a limited time frame. (BAB's Weblog, Experience or no experience? That is the question', posted on 23 February, 2006)*

BAB was 24 years old when she participated in the World of Work Training and Internship Programmes in 2006. She described her motivations for her career objective thus:

> My area of interest is corporate foreign policy. I am specifically interested in good governance of different countries and assessing risk issues such as corruption, human rights, terrorism and pressure groups. I would also welcome an opportunity to work in business intelligence, another area I am very enthusiastic about. (BAB's Curriculum Vitae, 27 February, 2006)

BAB envisaged herself as a consultant to companies, advising on foreign policy towards African countries and African businesses, including corporate accountability, responsibility, and interaction with government. At her weblog she said,

> *I'm interested in corporate governance and political risk in companies and also how important the role of South African companies are in Africa. (BAB Weblog, 23 February, 2006).*

While she was interested in developmental challenges in Africa, BAB was clear that she ideally wanted to be involved with a corporate company dealing in Africa and with African governments. (BAB, Email correspondence, 22 February 2006)

BAB relayed to the researcher that she had once (independently of the World of Work Programmes) spoken to a senior staff member (at the same national investment and banking corporation where BAB eventually completed her internship and secured subsequent employment), who specialized in Project, Structured Trade and Commodity Finance. This person had suggested that BAB should try to apply for an internship at the Political Analysis Risk Department at that organisation. BAB had been unsuccessful in her independent application for that particular internship. In her first weblog post, BAB wrote:

> *I have finally made peace with the fact that job hunting is very difficult and often disappointing. (BAB's Weblog, Experience or no experience? That is the question', posted on 23 February, 2006*

Clearly BAB found it difficult to enter the world of work independently, even though she had access to well-established business networks before she started the World of Work Training and Internship Programmes as her father was well-known and influential in the mining industry. BAB's father gave her advice and insightful information. In early discussions around prospective placements for her internship, BAB expressed an interest in also working within the mining industry. I therefore proposed investigating an internship with a prominent businesswoman in the mining industry. BAB's response to this suggestion indicates her father's influence, as well as her acute awareness of the importance of networks:

> The name says it all. I have spoken to my father last night and he said if I can join her tomorrow I must not hesitate. He has met her and has only good things to say about her. Being the wife of an ANC minister and the sister of a mining magnate I believe that having a contact like her can take me much further in my political career. She is a great business leader and she

> can also teach me how to become a brilliant networker like herself. I am scared of the hours and that it may not be a clear focus on what I want to do one day but the positive aspects outweigh the negatives. (BAB, Email correspondence, 22 February 2006)

BAB attended an interview with this prominent businesswoman in the mining industry, who deliberated over offering an internship to BAB for over a month. Her final decision was not to offer BAB an internship, based on two (connected) concerns: that she would leave the host organisation after the three-month internship, and that the host organisation could be placed at risk as she was the daughter of, essentially, a competitor in the industry.

I sent BAB's Curriculum Vitae, profile, weblog URL and a letter of recommendation from the World of Work Internship Programme to nine potential host organisations, which were identified in collaboration with BAB. BAB also emailed her Curriculum Vitae to two national banking institutions independently of the World of Work Internship Programme. Four organisations invited BAB to interviews from this group of 11 potential host organisations (the two national banking institutions that BAB had contacted independently did not respond to her).

BAB was rejected for internships after her interviews with two of the potential host organisations. Both of these were companies in the mining industry. The one case has already been commented on, and BABS was rejected mainly because of her personal connections within the industry. This also seemed to work against BABS in the second mining company, to a degree. Feedback after that interview was that the interviewers had found that BABS came across as "somewhat arrogant" and that the internship (that the potential host organisation was considering offering) was to be for a "more disadvantaged" person. (Host organisation, Email correspondence, 12 April 2006)

Of the two internship placements offered to her, BAB chose to complete her internship in a national investment and banking corporation, working with a Human Resources specialist dealing with change management within one of the company's business units. Another student from the World Of Work Internship Programme, EGM, was offered and accepted an internship at the same host organisation. BAB and EGM were to work together on a project, described thus:

> - Do research on change management tools and create the toolkit (this requires quite a bit of reading and research on the internet, and then customizing that info for our purposes)
> - Put together a process document that can be used to guide the planning process for change management, OD and communication (in particular, they will be required to work through the Dave Ulrich HR methodology, and convert this into a change management approach)
> - Assisting with planning around change/communication, teambuildings, facilitation (i.e. the DVD of the consulting workshop, sourcing communication material, compiling the material for change communications)
> - Please note that they will also be required to do some amount of administration work based on the above requirements and where required. (Representative at host organisation, Email correspondence, 11 April, 2006)

EGM was a means of support for BAB, which for her meant an opportunity to discuss "how we are feeling" with a peer. BAB recognised that such a connection would probably be more difficult to establish with others in the work environment who were focused on their work. (Interview, 9 May 2006)

> Especially now at [host organisation]. It's a very dominant type of um, uh, company where people just work, work, work, no time. Not saying not time for friendships and stuff, but you can see they're very busy and can only say a quick "Hi" and "Bye" and that's it. So it's nice to have EGM here so I can talk to her about it. (Interview, 9 May 2006, p 200)

In the first interview, BAB continued with the concept of 'trust' that EGM initially had raised in the same interview. For her, trust was established because both interns recognised similar traits in each other:

> both of us saw we are hard working, and um, we are adamant to get an internship, we are adamant to finish this course, we are adamant to do well. (Interview, 9 May 2006, p 200)

While BAB appreciated EGM being in the same host organisation for her internship, as she had never before made friends in a business environment, she was not dependent on EGM:

> Um, I think… I would have missed EGM, but I think I would have been fine. (Interview, 9 May 2006, p 200)

In the second interview, mid-way through her internship, BAB felt she had established bonds with colleagues (other than EGM) at the host organisation – to the extent that she felt sad about the prospect of leaving these relationships at the end of the internship. (Interview, 20 June 2006)

BAB agreed that entering the organisation through a different area, such as working with a Human Resources specialist on change management issues, could be an alternative way for her to reach her goal of ultimately working in the area of political analysis. (Email correspondence from researcher to representative at host organisation, 4 April 2006)

In terms of her family support, BAB mentioned that her parents were proud of her, and that she was also proud of herself for having made the transition into the world of work. She also said that her friends were supportive. (Interviews, 9 May and 20 June 2006)

The first interview by the researcher took place 15 days after BAB and EGM had started their internships at the host organisation. At this point BAB was very happy: for her, the internship had

> exceeded my expectations totally (Interview, 9 May 2006, p 196)

and she even mundane tasks helped her to feel "wanted and needed" as she saw these as contributing to the overall aims of the organisation. BAB had learned a new computer skill from a colleague. She felt she was able to attempt tasks independently, make mistakes, ask for help if necessary, and try again.

During the first phase of the internship, BAB had decided that she would like to remain at the host organisation in the long-term, if offered an employment opportunity and that the only pressure she was experiencing during her internship was related to the likelihood of this. (Interview, 9 May 2006) She seemed however to have shifted her commitment and previous emphasis on political risk and analysis to

> I don't know yet which unit I would like. I like the HR. I like the change management, I still don't know which one I like the best. (Interview, 9 May 2006, p 198)

Half-way through her internship, BAB's interest had shifted to merchant banking generally and communications in that industry specifically. Her ambition to be employed and stay at the host organisation seemed to have strengthened. Of her host organisation BAB said,

> ... they do treat us wonderfully (Interview, 20 June 2006, p 202)

and it was significant for her that the organisation was voted as the "Best Company to Work For" in a 2000 survey by Deloitte & Touche, and that the host organisation remained in the top seven for the subsequent six years that it participated in that survey.

When asked how she believed her supervisors would describe her work performance, BAB suggested that they would comment on her ability to work independently, that she completed tasks and was a hard worker. BAB enjoyed the social aspects of work and seemed to find it easy to join in with the host organisation's employees during social interactions. Her workplace supervisor saw this as fundamental to BAB's successful internship, and believed that BAB's ability to develop relationships at work accounted for her employability.

BAB engaged with the task of keeping a weblog even before the World of Work Training Programme started. She posted at her personal weblog regularly throughout the training and internship periods, even though she said that this was sometimes difficult. BAB reported three factors that were impacting on her maintenance of her weblog in the first phase of her internship. The first factor was that she tended to simply forget to write weblog posts. She also said that she often didn't feel "creative" and

therefore neglected her weblog, and thirdly, that she was concerned about posting information about her work that could compromise the host organisation, when she had not yet obtained permission to do so. (Interview, 9 May 2006)

Even though the BAB and EGM worked in close proximity to one another, BAB said that she read EGM's blogs regularly and was interested in learning about EGM's prior work experience through her weblog. (Interview, 9 May 2006) BAB's supervisor said that she found the blogs

> ...extremely interesting purely because it gives me feedback on whether they are enjoying what they are doing or they are finding it too tedious. (Workplace Supervisor Interview, 20 June 2006, p 211)

The supervisor also said that BAB was using her weblog to reflect on her internship experience, as opposed to providing mere summaries of her time at the host organisation. (Workplace Supervisor Interview, 11 July 2006) In addition to maintaining her own weblog, BAB was largely responsible for setting up the World of Work Programmes' 2006 Team Weblog, and she posted weblog entries and comments at other participants' weblogs there regularly.

BAB's first weblog post shows how she had started to think about what skills would be necessary for a successful transition into the workplace even before the World of Work Training programme started:

> *One also needs to learn how to approach potential employees, how to make a lasting impression, and how to cope in the workplace. That is why I'm very excited about the World of Work Programmes. (BAB's Weblog, Experience or no experience? That is the question', posted on 23 February, 2006)*

BAB found that the aspects of the World of Work Training Programme that had emphasised professionalism and emotional preparation (e.g. stress management) for the workplace were proving to be most useful for her in the first phase of her internship. She expected that she would use the information and find the relevance of the sessions on

> the actual things that do happen in business (Interview, 9 May 2006, p 199)

such as remuneration and Black Economic Empowerment, at a later stage.

BAB believed that she would not have been able to secure an internship placement at the host organisation independently of the World of Work Programmes. She said that,

> I've tried before at a very similar company like [host organisation]. And I'm just, just… no…I don't, I don't think I had the skills before to be able to join a bank. Especially a bank or even a corporate situation like this. (Interview, 9 May 2006, p 201)

BAB attributed these skills to the World of Work Training Programme.

Halfway through her internship, BAB had access to the host organisation's careers website for internal positions. She was also able to discuss potential opportunities in the host organisation and career options with her supervisor and colleagues. When she raised the idea of working as a business analyst, her workplace supervisor and a colleague had suggested that she was in fact

> the type of person who can get involved in that. (Interview, 20 June 2006, p 202)

BAB had a strategy for staying on at the host organisation. One of the areas she had targeted was the host organisation's Economics Department. Her plan was to

> ... ask them if there's a spot maybe open, or if I can also do maybe another internship with them and see how they like me and how I like them. (Interview, 20 June 2006, p 202)

BAB's internship was successful and she was offered contractual work when the internship ended. She remained optimistic about her move closer to employment at the host organisation:

> Everything has been running smoothly on my side. I have been having lots of fun with my colleagues and the work I have been doing so far. I am officially a Business Analyst for the Change Management project (not that I know what a business analyst does). But it sounds important so I'm happy.
>
> I enjoy [project] very much because it is very new to me and I learn more each day. My colleagues are very helpful and make my life much easier. Otherwise there is not much news other than I'm enjoying every minute and often think how lucky I am to have had you to help me get this job. (BAB Email correspondence, 24 August, 2006)

BAB was offered permanent employment at the host organisation almost a year after she started her three-month internship there.

> I have been appointed to a permanent position from 1 March onwards at RMB. I will be a Political Risk Analyst. Can you believe it? I went for a nerve-wrecking interview which, in the end, turned out to be pretty casual, and they immediately told me they like me and they wanted me to start as soon as I can. Finally I know what I'm doing for the next couple of years. (BAB Email correspondence, 21 February, 2007)

APPENDIX 8.2

BAB Interview 1

Date: 9 May 2006
Site: Host organisation

BAB: Respondent
EGM: Respondent
LE: Interviewer

LE What questions do you think I should be asking you both?

BAB Well I think it's the obvious questions of "How I'm enjoying my internship?"… "Do you see any growth in yourself already?', "Do you enjoy it?" Ja, those …

LE Should we start with the first of those?

BAB Ok.

LE Ok. So, how are you enjoying your internship? Do you enjoy working here?

BAB Ja. Yes I do. I love it. It's exceeded my expectations totally. I do feel we do, do the admin work and the little tiny things that… anything I can do I really enjoy and just to finish my, the things, the tasks they give me. It's um, nice just to know that I've fulfilled my tasks and they're happy with it. So that makes me very extremely, like, satisfied in what I'm doing. Ja at [host organisation] they treat us very nicely.

LE In what way?

BAB They… the thing is they don't treat you like an intern. They treat you…

LE How did you expect to be treated?

BAB As an intern, say like, meaning…like you go do this because you're the intern. Go make tea because you're the intern. But everybody makes tea for everybody. Um, there is actually a tea lady who makes me tea, and um…

LE What's her name?

BAB Um, [tea lady's name]… and um… ja you would expect that they, they also give you the menial tasks of, "Could you do this for me so that I can make my work load less". But I see the tasks that we do is, it is still admin type, but it is quite important things we do. So we do add to the whole [host organisation], um, system, so we do feel wanted and needed.

LE Ok. BAB, what were some of your other questions that you thought I should be asking you? Have you experienced any personal growth? Have you learnt anything?

BAB Have I learnt anything? Yes I have. I've learnt um, the actual physical things I've learnt is the, like computer … I've learnt to use Lotus now. Making schedules, calendars…

LE How did you learn that?

BAB Just by, the, the one lady in HR, she's actually on leave now, so, for two weeks, so she taught us how to do it in case when she leaves, we need to fill in for her. And then there's the other lady in the office as well who helps us with this. Um, but it's actually it's… you catch on very quickly. Um, so you try and do it yourself. If you see there's a problem, then first, then you go and ask. But you must… I try to do it by myself and make my mistakes and see what I've done and then go and ask.

LE Have you always worked like that? Have you always tried it yourself, made mistakes and then asked?

BAB Ja. Um, not with big, big things. If it's a big task that I have to do and you can't make a mistake, then no I will first ask what should I do and help. But if its tiny things like making a interview or making a meeting for some of the people in HR for instance. Once or twice I've made a mistake of double booking a boardroom or not booking a boardroom. Just tiny things like that. But eventually after a while you can see yourself that you've made the mistake and then you can go and rectify it without having to go and explain to everybody I've made this mistake. So little things like that I think you must tackle yourself to learn from your lessons.

LE Ok.

BAB So my other question was um, do I feel myself growing or also learning? Um, growing yes, in the sense of I've, getting a lot of work experience now which I've never had before. I've only had very like… typical waitressing jobs and those things. So I see myself growing, and with regards to growing at [host organisation] I don't know yet whether after the three month internship, if I can see myself working here again, if they want me to work here again.

LE Are you thinking along those lines? Are you thinking that you would like to work here if they offered you a position?

BAB Yes, hoping… um, I, I don't want to get my hopes up because I think that the tasks that we do now for this three months internship I don't think, I can't see it continuing after three months. So it's a very short-term task that we do. So I can't see any reason for them to appoint someone in a position for what we've been doing. But that's why I won't keep my hopes up, but I do want to work here. Um, I don't know yet which unit I would like. I like the HR. I like the change management, I still don't know which one I like the best. But we're still going to see in the next three months, there are still going to be changes around everywhere though.

LE So that's also part of the growth process…

BAB Yes.

LE Learning about the company so that you can envisage where you would be able to… where you would like to be permanently, if that was possible?

BAB Yes.

LE Any other growth that you want to comment on?

BAB Just in my personal life, like working now, it's a totally different situation from being a student. You have to wake up early and go to bed late. Um, it… I feel more independent doing that cause now I, this year I've started living by myself and now I've got a job, so it just feels, I feel more like an adult if you can say that. Um, and also it's nice in my social group of friends to say I've, at last I've got a job. That's very nice to say 'cause all of my friends also have very nice like corporate type of jobs. So, it's nice to at last also to be… my parents are proud of me, I'm proud of myself so…

LE That's terrific!

BAB Ja.

LE How do you think that WS, your work place supervisor, would describe you after knowing you for two weeks?

BAB It's quite difficult to answer because we've got two supervisors so…

LE Ok, if they were in a meeting together and talking about you what words would they use to describe you?

BAB Ok. I know the one supervisor would say, um, "She, we can leave her alone to go on with the work we gave her". I know that.

LE How do you know that?

BAB Because they've never come to me and said "You've done something wrong, please will you redo it". They've never come to me to say, "Is everything ok? Do you need our help?' I think they just know: She's ok, we can leave her doing that. And I try and finish my tasks everyday before we have to clock off. So in that, there is nothing… they will, can say I'm a hard worker. And I try and finish everything, I don't sit around. Ja, hard working. Then… also friendly we… the whole HR department is girls, so we all sit and chat sometimes and laugh and I think they can describe me as a friendly person and an open person because I like chatting to people that I don't know and get to know them. I hope they don't think I'm a bit upfront, but I like getting to know people. So I think that's how they'll describe me.

LE Do you feel any pressure?

BAB Um, in… in the sense of work pressure that they give us?

LE Any pressures. Anything that makes you anxious or makes you feel stressed…

BAB I don't, I haven't felt any stress here. Um, I know tomorrow we've got quite a big day and I have to help in HR, I can see already I'm going to be stressing, but in a good way, it's going to be positive stress and just get things done. Otherwise pressures they don't give us uh, um, a big heap of work. They don't do that to us. So work, work pressure I don't think. Um, the pressure of keeping this job or having a job after the internship I think that's the other pressure so, so far on my shoulders.

LE Ok. BAB, your weblog. How is that going?

BAB It's been going slower than I've normally… I think you know that I've… I've typed it out for, in the training programme, but now it's difficult, you go home, and you've done your work and you just want to go to bed. So those things… it's… but time wise it's not actually that bad it's just sometimes I forget completely, I must be honest. Um, then other times I don't feel creative enough because I've been working the whole day. I can't sit at work and think of things that I can write in my blog. But um also…writing about what we do at [host organisation], I think sometimes I'm scared we're not allowed to say what we are doing. I think I must first ask my supervisors, like, "Am I allowed to say this is what we busy doing?" I still haven't asked them about that. I'm scared to, to give too much in my…

LE I've spoken to [Workplace Supervisor] about your blog and she would like to have access to it and use it for supervision. So please schedule a meeting with her to discuss this, and that will be a way for you to proceed with your blog as well. So if you could schedule just 15 minutes with her, just show her your blog and to discuss any concerns you have around it. So then it could become a very neat three-way communication tool: you have access to it, WS has access to it and I have access to it.

BAB Ok.

LE Have you been thinking about any of the WoW issues that were addressed during the training month now?

BAB Yes, especially the ones where the interview skills and your actual personality in the work place and how you must separate your personal life with your work life. Those emotional intelligence, all those presentations we had um, come forth um, everyday. Um, the actual, the training with regards to pay, BE, um, payroll, those things I haven't thought of yet or the actual things that do happen in business. Um, those haven't occurred yet. But I think give it time, it's only two weeks now, give it time all those things will definitely come up. Um, but definitely the emotional intelligence, how you handle yourself in the work place, to cope with stress, those things will definitely come up. So I think it was quite a good thing that I went through that course.

LE Is there anything worrying you? Do you have any concerns? Is there anything that you would like [WoW Programmes Coordinator] or myself to do for you, to address for you?

BAB So far, no.

LE Ok. Any regrets?

BAB Oh no. None. I can't think of anything, I don't even… something I can't even think of, but there's nothing that bothers me about the course and everything was very nice.

LE Ok. Terrific. Thanks very much.

BAB Ok.

LE EGM has just joined us in for a discussion about their experiences together, starting at the same time at [host organisation]. Before I have a private session with you, EGM, about your internship, I would like to find out a little bit about how it has been to have a peer from the Training Programme, somebody who is in the same place as you. I know that you have a bit of work experience. Perhaps you could reflect on what it is to have work experience and be working with another intern who has less work experience? Perhaps you could talk to me a little bit about the support, if any, that you have been able to give each other, how you've found your working relationship? What it has been like to be interns together for two weeks at [host organisation]?

EGM Ok. I think for me it's been very supportive to have BAB here with me, cause we go through the experiences together and we are also very supportive of each other. And like the other day we were left to run the recruitment um, administration section together. And we were very supportive.

LE How? What does supportive mean?

EGM Like um, if, if I don't know anything, BAB will come up and help me and if she doesn't know anything she will… I'll come up and help her.

LE Is that different to what you experienced in your previous job?

EGM It is.

LE How?

EGM Because there you don't have anyone to, like anyone that you trust, to rely on.

LE Why do you trust BAB?

EGM Because I've known her for… since the training.

LE But you've known other people in other work situations, so why do you trust BAB especially?

EGM Well, in, in those other work situations I was new, like was alone. Within this one I'm with BAB, we've known each other for a month. It's better.

LE A month is not so long to know a person. Is it?

EGM But we've grown to… you know, to be friendly with each other.

BAB Um, I agree with her. We are very supportive in a sense of we… we talk about how we are feeling. We often, like, also speak about IUP [intern 2006] and LAY [intern 2006], and we, we just… The reason why I think I trust her as well, I think that's what also EGM is trying to say is that we… not that we were both scholarship students at um, on the WoW Training Programme, but both of us saw we are hard working, and um, we are adamant to get an internship, we are adamant to finish this course, we are adamant to do well. In our bloggings you can see we put blogs often, she… and she blogs well and I go and read her blogs and I see

what she does. So in that way I think we built a trust… and to see how… the work she's done before. And then also like she's in recruitment and if we have to phone a list of people we would speak to each other and say, "EGM did you phone this one? Ok, I'll phone the next one". It's a whole… so at least we sit close to each other, so we can talk to each other. Um… and also we are friends also. Every day after we leave, we try and walk down together, say "Bye" and see each other the next morning. EGM phoned me this morning to say "Hi" when we didn't work together today. So in that sense I think it's a very nice thing. Especially now at [host organisation]. It's a very dominant type of um, uh, company where people just work, work, work, no time. Not saying not time for friendships and stuff, but you can see they're very busy and can only say a quick "Hi" and "Bye" and that's it. So it's nice to have EGM here so I can talk to her about it.

LE Have either of you had contact with any of the other interns?

EGM Yes we… IUP [intern 2006] and LAY [intern 2006].

LE On the telephone?

EGM On the telephone and through email.

BAB And ja, I've emailed… I think we've emailed DOZ [intern 2006] to say congratulations with her internship placement at [host organisation].

EGM Oh ja…

BAB Didn't hear a word, so dunno how it went.

LE Imagine what it would be like to be on your own. Tell me what that would be like. How would it be different?

EGM On my own here? Oh! Oh, I think it would be a bit difficult. Because I would have to work hard to… make friends and to have someone to… that I trust, that I can always talk to. So with BAB, it's better that she's here.

LE Are there other friends?

EGM Uh… I think I'm friendly with um, a number of people I should say.

BAB Mmm, the HR lady…

EGM Ja!

BAB Um, I think… I would have missed EGM, but I think I would have been fine. Um, also just because I, … I dunno…what I'm trying to say is, but like I can, I've loved making friends. Um… but it's also difficult to, cause I've never made friends in a business environment, so I don't know how that would have been like. And so it's nice to have EGM here and then it's nice to make extra friends. The, especially the ladies in HR. We're friends with them.

LE Any other comments about being here together?

EGM No. It's just nice. Thanks.

BAB It's great! Thank you.

LE You have your own laptops?

BAB Very, very nice.

LE How did you feel when you got your laptops?

EGM wait I was quite pleased about this, because it's very fast. I don't know at some places you have to for a long time to get a computer…

BAB I got a phone, our own extension numbers…

LE Ok. Something I think your [workplace supervisor] would also like to hear about, for future planning, is about your induction into this work place. Now you are interns, so induction is not really appropriate, because you really only induct employees. But she would like to know for the future, for her planning, about your process into [host organisation], without any formal intervention? So that's something you could blog about, and the very quick access to a laptop is something you could blog about. Ok? By the way, are there any parking issues?

BAB Perfect, no problem.

LE How is transport working out for you EGM?

EGM It's working out fine, ja.

LE Ok, good. Just to finish up... Do you think you would have achieved this internship without any intervention from Wits?

BAB No.

LE Why not?

BAB Um, because I tried, I've tried before at a very similar company like [host organisation]. And I'm just, just… no…I don't, I don't think I had the skills before to be able to join a bank. Especially a bank or even a corporate situation like this.

LE So the training made the difference?

BAB Yes.

LE Ok. EGM?

EGM I would say the same as BAB. I wouldn't have done it myself, especially with banking. I've also tried different places.

LE Thank you both for your feedback.

Interview ends.

BAB Interview 2

Date: 20 June 2006 BAB: Respondent
Site: Host organisation LE: Interviewer

LE How are you BAB? And what's happening? What's news? How's your internship? You are half way now…

BAB Everything's been going great. Um…it's what… I'm very, getting very sad and emotional, not emotional, but because it's coming to the end now. Um, and I've been really enjoying it and settling in. My routine has been brilliant. It's nice to wake up and know I'm going to something I like. Um, my supervisors are fantastic. The work they give us is challenging and nice. Um, ja everything's just working out really well.

LE But you're looking a little sad… because you're starting to think about the end?

BAB Ja.

LE Ok. So you really feel a bond to this workplace?

BAB Oh yes definitely. Especially to the people I'm working with.

LE OK. Did you make the right choice for your host organisation?

BAB Yes of course. Um, [host organisation] is um, one of the places I've known. It's one of the best banks in South Africa and they, also because they work abroad. Just specifically what I always wanted to do is work for companies whose um, having investments over… abroad. Especially merchant banking. I'm very interested in merchant banking from a… from a communications point of view, how they actually work. Um, and specifically because [host organisation] has been voted as the best bank to work for in South Africa. And that's also a reason why I would love to work here one day is because they do treat us wonderfully.

LE BAB, um, is this your ideal… would you like to continue working here? Would you like to be a permanent employee here?

BAB Yes. Of course.

LE What do you think you can do to make that happen? What are you doing to make that happen?

BAB So far it's been a bit difficult. I know um, we are, we've got access to the careers um, website for internal work and internal positions that's open. Um, so far the positions available has nothing to do with what I've studied unfortunately. Um, another position that I would like to get into is um, a business analyst in the department I've been working at now. I've spoken to WS [workplace supervisor] and [colleague] about it. They say I am the type of person who can get involved into that. Unfortunately the qualification says I need a Bcomm degree, and I've got a BA. So I will apply for it, if there's a chance that I might be able to get it. Otherwise I've got... there's um the economic department here that does evaluations of politics as well. So I'm going to ask them if there's a spot maybe open, or if I can also do maybe another internship with them and see how they like me and how I like them. So that's what I've been doing.

LE It sounds as if you have some clear plans, some clear paths to try out to remain involved at [host organisation]. What do you think your chances are? On a scale of 1 – 10 what are your chances of being retained here at [host organisation]?

BAB So far of what I've seen with asking for help and stuff… if, if… with the help point of view I've got a chance, 7 out of 10, people will want to help me get in here. But from a realistic point of view, just below 5.

LE Ok. BAB, I'm handing back to you a piece of paper you gave me when we first started working together. This was your wish list of different organisations that you wanted to join. With your notes and my notes, different places and so on…and I think that [current host organisation] is up here? What do you think when you look at this? Is this list still applicable as you finish your internship here at [host organisation]?

BAB Well, uh… funnily enough the... I've also, as a back-up plan, have been applying at other organisations for their graduate, graduate programmes. For instance, [three organisations], those places. These places that I'm… or liked was much more to do with politics and risk assessment, those things. While working at [host organisation] I've quite enjoyed the whole…[interrupted by cell phone call] Ok, I found that this is more political and risks orientated, and since I've been working for [host organisation] I'm more interested in the corporate, not banking as such, but economic and financial areas of, of big companies.

LE A hypothetical question now, if you had never done the World of Work Programmes, never been offered a scholarship and never been offered a facilitated internship, never attending the training, where do you think you would be and what would you be trying to do and so on?

BAB Ok, I remember before I started the course, I was busy applying for jobs, so I wasn't sure if I'm going to do the course or not, so in between I was applying for jobs. I battled and battled. I probably heard from one place and it was a decline to work there. Other places just didn't make the effort to even reply to say we've got positions available or not. Um, so I think I would have battled quite, quite a lot if I didn't do this course. The course um, also guaranteed me an internship so I knew there is something that I will get out of the course. Um, and I don't think if I applied by myself for [host organisation] I would've gotten it without this.

LE Why not?

BAB Just because you on… uh, it's easier for somebody, I don't want to say high up or…somebody my senior to… um, email the person and say "I've got this grad student", because I know that's what you did LE… "So I've got this student I know she's a hard worker, please look at her CV" and so forth and also because you were involved with [host organisation] before… with this whole World of Work Programme. So that's how I think I actually got it. Also because I'm sure they liked my CV, but mostly because I had somebody to help me get in there, just get my foot in the door.

LE Are you saying that it is important to have a go-between?

BAB Yes definitely.

LE OK. Let's talk about your sources of support during your internship. I'll give you a moment to think about it because I would like you to tell me about your great supervisors. Can you think about other sources of support maybe beyond the workplace even?

BAB Definitely my family. Um, cause I'm the youngest in the family and it's time that I'm supposed to get a job now. Um, my parents understand the pressures on people our age especially now to get a job. Also because I've got two very successful sisters. So they know how it feels to struggle to get to where they are now, but they are very supportive, and also especially my father, um supporting me to get involved with big companies like [host organisation], um, ja my mom is just a motherly support of course. And then my friends, we are all at the age where we all trying to get jobs. I've actually got a friend who's just started a job now and another friend who started an internship. So we all going through the same thing. And so we all asking each other, "How's it going?" um, "How are you developing?" So most of the time when we talk it it's about work and how things are going.

LE Try and think back BAB to when I saw you on the 9th of May. That's a month ago right? What, if anything, is different about you now?

BAB Well, I'm much more confident in my work area. Not just because I know all the people now and I know the faces and I know the names, but I'm confident enough to go and ask my supervisor, "WS, do you have something for me to do?" and she'll give me something and I must try and do it by myself. She's not going to sit and spoon-feed me. So I'm much more confident in taking tasks on by myself instead of going to ask her all the time. My computer skills are great now so I'm very confident with that. Um, also I've done a little bit of a presentation for, for them. Not a very formal one. But that was nice to have that. So everything is… I'm more confident and positive about my future actually.

LE You and CTO are, I would say, the major presences on the team blog site. What does the team weblog mean to you, if anything?

BAB I actually feel stupid for not um, naming him, because he is the one who keeps me… if he didn't keep on going with the… the team blogging, I think I would have stopped as well. If nobody else is doing it, I'm not gonna do it. Not meaning it that badly. So… he's kept me going. He's always asked how my work's going. I'm glad he got an internship now. So it's nice to know that there were actually people who took the World of Work Programmes to heart and who found it quite serious, especially our blogging. Cause some of those, the other students didn't take it seriously and now I don't hear from them at all anymore. But also especially the internship girls as well, um, we speak not often, but we do. And I think it's because um, we have that bond from the start. We…we met each other before we met everybody else. And we are hearing from the internships, who let us know who gets an internship and who does not. So… ja it's nice to have somebody from Wits University and knowing that he was also very professional.

LE And what does it mean to you that WS [workplace supervisor] looks at your blog and has commented on your different blog posts? What's your reaction to that?

BAB Well, I feel um, satisfied that I did it, because at the beginning you thinking nobody's commenting, "Why am I doing this, um, I'm the only one who reads it". So from that point of

view I'm glad she actually… it, it feels me… um, it makes me feel, not important, but wanted because she makes the effort to go and look at my, at my work. Um, that shows that her and I have started a good friendship or a bond in the working place. Um, also taking time to comment is great, because she is a very busy lady. Also because we don't get a lot of um, comments from outside people. We actually, we hardly get… I've probably got from three outside people... and otherwise you and the other teammates. So it's quite nice to know that somebody else is reading it.

LE If we continue the blog in the future with other students and you are outside the programme, would you go and comment as an outsider?

BAB Yes of course. Um, I, I don't know if you've seen, but I have commented on some people, sometimes I forget, I… I'm too lazy to quickly go and comment. But um, if there's really something I find interesting I will always go and comment. And I think if next year's um, trainees will start blogging I think just to give them a confidence boost, I will help them by commenting to them.

LE What do you enjoy about the blogs if anything?

BAB Well, obviously writing down um, what I've been experiencing, cause I always do like keeping a diary or a journal. This one is more professional, I like doing that. Also the comments are great. If I get a comment it's the nicest thing to come in and see one comment and then you go and read it. Um… ja it's just the way to put my, my thoughts down on paper.

LE Any world of work issues you've been thinking about that were raised during training that are especially pertinent?

BAB Um, yes um, the, the normal, I said last time emotional intelligence and the stress management one. But those are most… the more emotional part. Um, I've been thinking of that corporate social responsibility that was given by [guest lecturer]. Um, WS is a consultant in that and all of a sudden CTO [participant, 2006], I hear CTO's got an internship in that. And it's also an area I'm interested in… So I've been think a lot of that, that part of the course we got training in. And also about [guest lecturer] um, from his corporate social responsibility.

LE But you are not doing work that's connected to corporate social responsibility. So why are you still so interested in that?

BAB Because it's always been something I've been interested in. Since I've been studying. Last year, the course I did was one, um, one subject was corporate social responsibility. Also since then like I wanted to do my Masters and I decided if I do my Masters one day that there's uh, um, uh…a paper that I want to write about.

LE But how do you feel about the fact that that's not what you're doing here? And perhaps your very next job may not involve corporate social responsibility?

BAB If I … that's fine, but I know in the future if you've got the passion for it you're gonna do it. So I think if I first can settle down now, um, get a job, get the experience, get something on my CV. Also to maybe get, make money and be able to start a consulting agency or being a consultant. Then I would be able to focus on what I've got a passion for. So in the meantime I'll keep blogging about it, I'll even write papers about it and maybe get it published. That way I'll keep my passion going um, on the side of my job.

LE And your job, your internship? You've done some heavy weight things and you've also done some very light weight things. How do you feel about being Stuffy the Parrot?

BAB [Laughing] See what I tell you…I think it's…

LE I saw it on the door… I saw a picture of it over here…look, here's the parrot. I know who that is.

BAB I think it that keeps, it keeps the fun part of the job. If I have to have a job like that every day I think I would pack my bags and go for just stuffing a parrot every day. Um, also it's part of the team building and its part, the, the, the parrot is part of our business unit. It's... everybody's interested to know when is this parrot coming back. And so it's quite nice to keep that fun going in an office. But it's obviously weighed up with the harder jobs I do get. So it's... I think it's fun.

LE Ok. Let's talk about your relationship with EGM, your fellow intern. What have you learned from EGM and what has it been like to share your intern experience with somebody from the same programme?

BAB Umm… look in our first um, session it was more about our friendship and supporting each other in the new job. Now it's more about being good friends, but in a professional way when we um, at the job. She's the type I can just, if I have to run off and have to do something I can ask her "Please can you help me with this?", "Please can you go and do that?" Um, I don't know how she feels. I hope she doesn't think I'm laying work on her shoulders, but it's nice to have somebody there that I can just quickly ask for some help. Also I've learnt patience with her

because she collected me laugh…so, is a very patient person. I'm not, sometimes. So I can see that she is very calm and and I've learnt quite a lot from that cause she makes me calm. Um…and she makes she's a very funny girl!

LE advice about to you What career advice would you give EGM at the end of your internship? And what career do you think she would give you? So there're two parts to that question: A and B. You're say goodbye to each other and you have a moment to give core advice to each other. What do think that will be?

BAB Ok. Um, I don't know… I'm not sure what she will tell me. I'm a bit… I don't know, can't say actually, but…what I think she would, is she would say you must become a presenter, like do presentations and or, organize events like…uh…a communications session or…a party for [host organisation]. Those parts of the things. Um… I can't think of something else. Then also… what I can give to her is definitely the, what she just studied um, Industrial Psychology in HR. I think she must definitely go into that. I could see she enjoyed working in HR.

LE I'm going to stop you and ask you to reflect more on interpersonal and personal skills here.

BAB Ok. EGM is a very quiet girl. Very opposite to what I am. She would be told what to do and she would go and sit on her computer and do that the whole day… where I would quickly ask if there's something else I can do in the five minutes I've got a break. She, she just wants to, she wants to get it done. So I think she will be great in researching. She sits at her computer, she's diligent. I don't want to sound like it's terrible… but she doesn't have that good people communication skills. If I can say that. She's the more quieter type and who can sit behind a desk and do the job.

LE place What has been the most significant criticism you have received on any aspect of your work skills?

BAB Um, no criticism as yet. I've just been told by WS [workplace supervisor], "You are doing a great job' and it's always just their "Thank you" 'and "What you've done was amazing for us". So we've never had, never had criticism to be able to work on something we did wrong. Or…

LE What constructive criticism could you level at the World of Work Programmes, to help us improve and to address the needs of postgraduate students?

BAB The first thing I can tell you is about the internships for all, for all the students. I think a lot of them became emotional at the end when they heard we were getting interviews and they not. So I think for them, that all of them must have the opportunity to be able to get interviews. Also then… some of the presentations where quite theory based, that we've all learnt in university. For instance the BEE guy who came, ah, forgive me for not remembering his name, he basically told us what BEE was. We were expecting more statistics, what has been happening, um, what's the future of BEE? He basically just gave us the 'what it is'. And there were one or two presentations like that where it was just uh, give us a definition. If you can maybe ask them to give a more in depth presentation. Otherwise it was fun. Nothing else I can say. Also with the blogging, I think it was a necessity we had to do it. Some, some students made totally pathetic excuses of not having time to do it. There is a computer centre right there. So I think if next years' students also give you excuses I think you must be stricter with them about that.

LE BAB, let's finish off with me asking you about your suggestions for questions you think I should ask in the next discussion on your internship, which will be around the 12th of July. Just before your internship ends.

BAB Um, I think the questions that I've been asked now is very relevant. The first section's questions I think is, is fine now, that's past now: "How are you feeling?", "How is the internship working out for you?" Just ask more about '"Which tasks have you been doing?" and "How's it feeling to, uh, your, what's your emotional feeling to end up now?" Cause I'll probably cry on that one. And then

um…also about finishing off tasks in a hurry. I think that's quite a good question, because we are going to be finishing tasks off quickly, and the pressure about that, around that. And also I think a question is about me future. "What have you been doing um, to see what you gonna do after your internship?"

LE Thanks very much BAB.

Interview ends.

BAB Interview 3

Date: 11 July 2006 BAB: Respondent
Site: Host organisation LE: Interviewer

LE BAB, I just heard - and I believe you just heard - that your contract has been extended to December? Tell me how you feel?

BAB Very happy. I can't actually share it with anybody yet, but I'm ecstatic about it. Um, ja it's a dream come true.

LE Well done! BAB, how do feel about the fact that EGM has not had her contract extended?

BAB I feel very um, because she was one of my colleagues in [host organisation] and also one of my training colleagues. I feel very sad for her part cause she just… she worked equally as hard as I did and it's just because we've got different types of personalities. Um, [host organisation] likes, obviously likes my personality more for, for their aim than what EGM's is. But she's equally intelligent, hard working and everything as I am, so I feel um…down in a sense, that's my downer of hearing I've got a job.

LE What aspects of your personality do you think are appreciated here at [host organisation]?

BAB I'm more the people's person. I'm more open and extrovert than um, not comparing myself to EGM, but than what EGM um, was during the 3-month internship. Um, I can make friends more easily and make… make my own situation more comfortable for myself. Um, whereas EGM was very quiet and um…uh I don't know how to say it in English, but ja…

LE Say it in Afrikaans.

BAB Terugetrokke.

LE Reserved.

BAB Reserved, yes. Um, I think and I think with the uh, [host organisation] culture and… I've seen in the recruitment, the people they recruit is very outspoken, outgoing um… more of a leadership role.

LE Is Afrikaans your first language?

BAB Yes.

LE Are there a lot of people here at [host organisation] that speak Afrikaans?

BAB Yes.

LE Do you speak Afrikaans to them?

BAB Um, ja the Afrikaans people obviously I speak Afrikaans to them. And there's one or two English people who sometimes will switch over in Afrikaans to me, but then will switch back over in English. So it's quite a mixture.

LE What are the benefits in doing that if any?

BAB Um, it make, it's, it's an ability to um, be able to communicate in a more um, relaxed way. It's your mother tongue, so if you get uneasy you can switch to your mother tongue and it's more easy to talk about something. Ja.

LE Does it help you to connect with people?

BAB Yes, I think um… Afrikaans and English are different cultures. I think if I had a black language it would be even more better to be able to speak to black people in their language. I think it's a bit of… you show respect to the person, speaking in their home language. Also ja, just, just, it's just easier to communicate and you feel like you on the same wave length.

LE What do you believe this programme has done for you? And what do you believe this programme should have done for you?

BAB The training programme or the internship?

LE Yes.

BAB Ok. With the training programme, what it did for me was open my eyes to the reality of the working world, what to expect, um… giving me more confidence with regards to my presentations skills, my communication skills and my emotional skills. I felt I was a bit immature to go work, to start working after I graduated. I think what… the programme was quite thorough I don't think there is anything more you could add. Um, maybe if it was... I know it's time consuming, but if it maybe was longer also and get more, even more presenters to come and talk about other different areas. And I think the corporate side of the working world should be brought in more. Um, also then the internship. There's nothing negative I can say about the internship. I've got out of it everything that I wanted to, I've made friends. I was

trained in certain things I didn't know how to do. At the end of the day I got a contract job with, with the place that I did my internship at. So, everything I wanted I got out of my internship.

LE Thank you. Let's now imagine that you are asked to be involved in these Programmes next year on the design committee, and you are asked to make suggestions for any changes or improvements to the Programmes. What would those be?

BAB Well, like I just said about the, a more corporate side to the programme in the presentations. Um, because we are BA students we don't have a BComm background or anything like that. Not meaning we have to be trained in finance or economics or those things. I just think we need a broader perspective. We need more um, people from corporate companies to come and talk. For instance somebody from [BAB's host organisation] or from banks or from those aspects. The um, most of the people who came to talk with, with us was still social and humanities related. That's how I felt about it. The design was great, I think there's nothing that I can add about the design. I enjoyed everything about it.

LE How about the fact that some people didn't have facilitated internships? What are your comments about that in terms of the design?

BAB Umm…

LE In other words you had the training delegates and then you had the scholarship holders who had facilitated internships.

BAB Ja… um, I think, meaning the people who came to present? Ja?

LE No, no ... the training delegates who weren't guaranteed…

BAB Oh yes! Ok, I said it in our previous meeting that I felt, I felt that the… the Programmes should have secured a scholarship or a internship for each uh, delegate. I know there wasn't enough manpower to be able to get each of them um, an internship, but I know moneywise it's also a bit difficult. So maybe if I can suggest that if the money for the course is pushed up a bit more, which may be a problem because of people not having money and those things. But if, if that's the case, or try and get more sponsorship to be able to fund the project. I think then you can get more manpower to be able to get them internships.

LE Would you like to be involved in the World of Work Programmes? Would you like to contribute to these Programmes in the future? and how would you do that?

BAB Ja, I would love to. Umm… just remembering in our training programme how some of the interns came to speak to us. I enjoyed that, to see how they had experienced the programme. I think that must be done early on in the programme so people can see this is working, so it worth it sitting there for a month long. Um… I would also be… like to be part of the, actually the recruiting process of who comes to the meetings. That will be quite fun. I would be… like to be involved with that. And also if I could help, if it depends on which company I work for one day, if I can help recruiting the company to be part of the, the project or the Training Programme. That I can, would also like to be help with that. But just seeing the fact where I came now in just a couple of months, um, I would love to see other students next year get where I've gotten. So I would love to help out.

LE Is your employability rating different to how you would have rated yourself three months ago?

BAB Um, yes. When I came here I was very nervous… Um, when I first arrived I was very nervous in not knowing whether I will be able to do a task by myself and whether I can do it by, ja… without any other support. By now I've got two new projects to tackle. I'm already, I've already started it by myself. If I can't… the only reason why I would want people to help me is because of manpower. I need more people to be able to tackle it. Not because I'm not confident here.

LE That ends our interview. Thank you very much BAB for your time.

BAB Thank you.

Interview ends.

APPENDIX 8.3

Workplace Supervisor Interview 1

Date: 20 June 2006 WS: Respondent (BAB and EGM's workplace supervisor)
Site: Host Organisation LE: Interviewer

LE WS, the interns are halfway with their internship. First I'll start off by asking you how things have been going with the two interns. I know you have a part involvement with them and EGM worked in other areas, but have you noticed any progress, have you noticed any differences from when they first started?

WS Ok. Um, ja I think with both of them, I'll talk on both of them for now and then separate the two… um, they've both sort of found their place, you know. I think after a month um, it was still quite new for them; they've been to a lot of sessions now, a lot of update sessions. I also wasn't as available in the first month. So they're really grasping what it is that we do here now, which makes it so much easier for them to get on with tasks. Um, I still think that a lot of what they, what we are giving them to do is quite administrative, but it's a huge support for us. So they are doing a lot of support stuff. Um, BAB just gets on with it. BAB has turned out to be extremely popular within the team here. Everyone knows her because she makes a point of going up to people and saying "Hi, I'm BAB and I'm working with WS 1 and WS 2 and can I set up this meeting". Um, so when I use the name BAB around people, they know exactly who I'm talking about. EGM's far more reserved and she is not as outgoing. So she's um, possibly not as well known and therefore hasn't made as much of an impact as BAB has. But definitely, um, there's definitely sort of a
feeling like that to them and find themselves here, now.

LE Mmm. Ok. We're heading towards the last stage of their internship and I'm wondering, as I'm sure they are wondering, about their future. There's no guarantee from, or expectation for, the host organisation to offer any permanent employment. But would you mind speaking around that and whether or not you would consider, if you had the say so, would you consider employing them, what their opportunities are, if you have spoken to them about their future beyond their internship.

WS Ok. We've actually had quite a lot of discussion with them. I've had a lot of informal discussions and then yesterday we had a meeting with them about something else, [Workplace Supervisor 2] was involved as well and we had more of a formal discussion about it. The reason being is because we have been trying to gauge what they want to do. I've spent a lot of time chatting to find out what their interests are. Um, we're… as long as it does remain confidential, we do want to offer BAB a post. We're just trying to find the best fit for her. So I've been searching a little bit, asking her would she be interested in going into one of the project teams as a business analyst or does she want to stay with change management. Um, you know possibly the kind of work that she's doing now, she's happy to do on internship basis, but maybe she doesn't want to do that forever and we recommended that EGM contact the people in HR, um, while there aren't any vacancies that we know of there now, we think that might be a need to keep her on a temporary contract, because it seems like there's going to be quite a few ladies I think going on maternity leave at some stage and because she's been involved working there for so long they might just like that easy transition. She has indicated that she's quite keen to remain in HR, whereas this project is not very HR based. Um, we had another conversation about it last night at a meeting and she said you know so what have you done? What is the way forward? So we need to um, we need to try and find out what positions are available here from a business analyst point of view and chat a little bit more formally to BAB and say, look we want to offer you something we just want to try and find the right fit. [Head of Department] is very much of the mind that um, if we have someone good, then let's keep that person and find a place for that person. Instead of… you know even if there's no vacancy. I'm concerned about how it's going… you know if we just have one and not the other from a personal point of view. I think you know, you… we have to be sensitive towards that. So I really hope EGM does find something within um, HR. [Workplace Supervisor 2] is going to chat to them as well in HR and see what's available there.

LE What are the advantages and disadvantages of having the two of them working closely together as opposed to just having one intern? Can you draw on your previous experience with interns? Do you think, if we were to repeat the exercise, that it would be a good idea to have two interns working together, or do you have any reservations around that?

WS Ok, I think that the advantage of having the two of them work together is that they've got more confidence. You know, I think if there's just one of them they don't have someone to share some of the tasks with or ideas. And I think they both sort of hit the ground running much better than they would have if it were this little fish in the big sea that was completely alien. At least together they could find their way to the canteen and that kind of thing. Um, so I think they've quite enjoyed working together and from our point of view it has impacted on their performance in a more positive way because they have been more comfortable in what they have been doing. Obviously for us it means that we had such a huge backlog it was great. Also we could see what they both enjoyed. And you know we… I had two quite big tasks that I needed worked on and I gave them the option and just naturally BAB said I want do this and EGM said I'd really like to do that. Umm… the disadvantage possibly that sometimes I find myself asking BAB to do more than EGM because BAB is so efficient um, and she's just got more capacity and that kind of thing. And I worry that um, you know sometimes I had to stop myself and ask EGM to do something because I don't want to create a comparison or conflict.

LE I'm now asking WS to look at questions five to eleven around issues such as practical competence and understanding the workplace, and to comment on the two interns around those areas.

WS Um, I think I've spoken quite a lot about BAB and I really emphasised her interpersonal skills strongly and I think that's why she has made such an impression within the [host organisation] team. At [host organisation] we look for entrepreneurial spirits, we look for um, attitude more than anything else. So our feeling is not, it doesn't matter if you don't have the skills, but if you've got the right attitude we'll take you and you'll learn the skills.

LE Please tell me more about what that attitude is.

WS The attitude is of, the culture here is very much, hit the ground running, be an owner manager. So… you know, take control of what it is that you are doing, be innovative, speak up, young, dynamic... you know it's a very young organisation for an old, traditional sort of [industry]. Um…we want people to get on by themselves requiring little supervision, to come up with ideas etcetera. And it's always been the case of, if you… first you have the skills, but the wrong attitude and you don't fit in here, and BAB fits in. I'm amazed at her knowledge of the broadest range of things. You know, she will act as if she's a hard and fast HR practitioner and she doesn't know anything about HR and the next minute she's putting power point presentations together with a very strong communications slant for me. She's done administrative work and like preparing team-building sessions for [Head of Department]. She's done, literally done photocopying, but then she can express an opinion on anything that doesn't have anything necessarily to do with the work she's doing here. And that's why I think that she's possibly a good candidate for a business analyst because she doesn't have to… you know when I chatted to her about it, she knows what this transformation project is about. She doesn't need to know how a treasury works for example, or she doesn't need to know how a management information systems works as long as she's got the logical mind to be able to identify business processes, she'll get the content. You know she is not going to be a subject matter expert on Calypso, which is one of the IT systems, but she can map out business processes and how it works and how [Calypso] needs to fit into that. So I think BAB is particularly strong in that. I think that she's got that particular kind of personality and a way of thinking that's going to, you know make her fit in here very well. The fact that EGM has BAB is actually a pity for EGM that her and BAB have been put together. Because I think if, if EGM was on her own she would still stand out and have made a good impression on us, just as she has, but comparing her to BAB and BAB's energy levels and her intellect and initiative, is just, is not really a fair comparison. You know its not comparing apples with apples. I think BAB is in a different league. So um… I think EGM has made a good impression, and I think if we were an HR department, with a position to give her we would, but we don't because we are not in HR. I think they would definitely take her on in HR upstairs, because she's proven her worth there. She's not shy, though that in itself is not a bad thing, um, and it can definitely fit into the culture, but she has taken little bit longer for that to come out.

LE Would you work again with the World of Work Programmes, with interns from the Programmes?

WS Definitely.

LE Ok. What advice, especially drawing on your previous experience in the educational sector with interns, now that you are more familiar with this Programme, what advice could you give to us in terms of the design, structure, implementation of this programme?

WS Um, I think that the three months is a good time because we are really starting to see, now we starting to worry about what we're going to do afterwards you know. We want to keep them on for a contracted period of time, so we've been looking at that. But I think the time frame is great. I think you can also mess around with the time, it can be either too short or too long and then they become internship employees and it becomes hard for them to leave. I think that's it. I'm not sure if they have ever, you have had longer internship programmes with previous interns. You know, I'm just thinking about these two and what they've learnt here. It would be really great if we got interns next year, if they could connect with BAB and EGM to ask things – like, "How did you find out about this?" "Did you enjoy the internship at [host organisation]?" I think it can be something that can be integrated into your next programme. It can be quite nice for whoever you get to come here next year, to be able to say, we had these two people here before, contact them if you want and talk to them.

LE Can we talk again about BAB's tacit knowledge? would agree that that is what it is?

WS Yes.

LE The tape was off for a moment – while you commented that to understand the operations here you would really need to be an actuary and yet BAB has managed to grasp the fundamentals of how the area works. Then you were talking about how that is illustrated in her blogs. So if you could just continue on those subjects, and perhaps also talk about your access to the blogs and what they mean to you if anything, as a mentor.

WS There's another explanation of how [Workplace Supervisor 2] and I were using a term to describe her performance the other day, by saying she just gets it once. We've got a presentation to do tomorrow, workshops, [Workplace Supervisor 2] and I, with all the project managers, who are all accountants or economists or involved in management and communication. So we are doing a presentation for them where we are explaining our change management methodology to them and how they need to do a…communication plan for their projects. It's very familiar stuff to us, if you've been working with it every day. I met with BAB and EGM, and BAB selected this to be her challenge. I said I need the presentation put together. It has to be understood by these people and something I can talk through quite easily. I must have chatted for twenty minutes on our methodology, I gathered the theory behind it and showed her what we were doing, gave her a couple of examples and said I needed the presentation to be quite chatty because here in [host organisation] it not just our standard PowerPoint, you know you've got to be a bit animated. And she went off and within thirty minutes she sent me back a presentation that put, you know, a lot of these people here to shame. And that was, I think that was probably the turning point. That was when I sent it to [Head of Department and Workplace Supervisor 2] and I said I really do think we should consider keeping BAB. And now the PowerPoint presentation that we are working on now, I made a couple of changes last night, but of course I don't know how she put all the animations in, she needs to fix that for me. But that's the thing, like she just had twenty minute of a brief and she knew what I wanted and she had managed to take what I had said, she knows now after 6 weeks, or 2 months how I work and has been in enough meetings with us. So no one else is going to say who put that presentation together but me. Because no one else has that experienced style you know… and she added in stuff and left spaces open for [Workplace Supervisor 2] from a change point of view. So you know, that's what I'm saying about BAB, how she's just got it so much quicker than even I got it when I, started here... I find the blogs extremely interesting purely because it gives me feedback on whether they are enjoying what they are doing or they are finding it too tedious. And you know sometimes maybe I'm a little sensitive to it, but you know I think I… In fact BAB is redoing our mascot which is a stuffed carrot. We have been re-stuffing it, we're putting sunglasses on it and actually giving it an extreme make over. And I think like you know… uh is this what she wanted? Is this what she expected? Stuffing a red parrot? But she enjoys it and EGM will join in. We had an induction session and I saw that she wrote something else to us about how so much fell into place for her. And I find her input really valuable because the rest of the people, many of them have been here for a long time, some of them are very new, but they all have some kind of financial background. So I quite like to hear about our communication um, presentations that we are doing - because we do all the induction sessions and the updates committee. If we are managing to get a particular message across to the layperson then we are being successful.

And you know I think that that's probably the difference... they can talk about what they've enjoyed and you know…

LE What are some of the comments you have made?

WS …Yes right in the beginning, I went in right in the beginning and commented on both of them, saying that I was glad they were on board, and also BAB had expressed some concern about making a mistake and I reassured her. And I think there were comments for EGM, like a couple of sort of rhetorical questions. I was going to comment on um, BAB um, discussion on corporate governance, but I decided not to because a lot of those articles I have written are still under copy right and not been published and I didn't want to publish them on the blog.

LE Have you read some of the other students' blogs?

WS Ja, I think when I added a comment, I saw someone else had added comments and talked a little bit about their experiences. I think it was great, I really do. I then sent the link to [Workplace Supervisor 2 and Head of Department]. And [Head of Department] had regularly gone on because I wanted her to see the blog. With her, you know she's very… easily accessible, but you know it's hard for the staff to see her and then find out what's going on. So with a very informal thing with [Head of Department], so from the best of [Head of Department] which by rights no one else knows, we send it out to her if we can. "What has she been doing? Um, she's been sitting in these meetings, that's why she hasn't been here...". But I really like the idea of a blog.

LE My last question to you is really about employability. There are different definitions of what it is to be employable, which are quite different to being employed. Could I just have your thoughts around what it is to be employable? You've spoken about innovation at [host organisation], but perhaps from your experience if you could speak about world of work issues as well?

WS Ok, I don't think you need five degrees to be employed or employable. I think that your employability comes from your attitude and your tacit knowledge as you said, worldly wisdom. And they, you know, needn't have even left the country. But it is the ability to think outside the box and, and to make the effort to learn something new. We live in a world where your career changes every five or six years. I'm not even doing what I originally started doing. If you can adapt to that and realize that just because you studied something in the Humanities field, it doesn't mean that you have to say well I'm going to accept a lower paying job because I'm not a Commerce graduate. Or, you know, I'm not going to be able to work in a commercial sector. I think hopefully we can prove this thinking wrong by getting somebody like BAB employed in a merchant bank, where they are quite strict on asking for merchant banking experience first. This would be one of the exceptions because she's got, you know, the other kind of drive. I think it's the ability to learn. I think both of these interns have shown the ability to learn. Nothing has been a drag for them. They've certainly not indicated it. If they've had to make meetings, they've done it. If they've had to go out shopping for a baby shower gift for [Head of Department], they did that. And if they have to go meet with the CEOs and give them interview questionnaires, they did that too. So they took it in their stride. They have always been professional, humble. They don't come across as arrogant, "I've got an Honours degree, I come from Wits University and I'm expecting to get a job..." They are not like that at all and I think that's what makes them employable.

LE Thanks very much WS.

Interview ends.

Workplace Supervisor Interview 2

Date: 11 July 2006
Site: Host organisation

WS: Respondent (BAB's and EGM's workplace supervisor)
LE: Interviewer

LE We have just been talking about the prospects for both BAB and EGM, and the decision to keep BAB on board, to extend her contract until the end of the year. I asked you if there is anything available for EGM, but you have said there isn't at the moment. You described this internship process as having been a three-month interview...?

WS The process of working with the interns and meeting with you on a regular basis – yes. For them, yes! Because... even better than an interview, because you get to see their good days and their bad days and an interview is just one day andit could be bad. I think a lot of people can interview very well and then you put them to the test in some things and they don't necessarily have the knowledge or the initiative.

LE And obviously you can gauge work performance. Could I draw on your own organisational background and ask you to reflect on the work that the two interns produced? Could you try to tell me about the competencies, the skills that emerged from that work, how you… perhaps you could use blogging as an example? I know that you have been looking at the blogs occasionally. What competencies are you able to pick up on, from the blogs? and what skills?

WS Um, I think both of them have [laughs]…I think um…as an intern here? Ok, I think both of the interns have good knowledge on how to use their blog so it's not just a diary, like, "Yesterday I did this...". They do prompt some kind of thought about topics that might not be directly related to their work, but something that is relevant to people in the world of work. Comparatively again I think BAB does far more of that and you can see that she is thinking beyond her day-to-day work. And I'm not always sure that her blogs are prompted by something that happens at work. Whereas with EGM's blogs she is often thinking that way because something's happened or she read something that prompted her to think in that line. So, I think the blogs force them to think a little bit outside their chosen career, which I think is good. I'm quite ... I'm getting quite addicted to those blogs. I'm concerned that there's a hit rate measurement and someone will wonder if I'm stalking them because I go onto them everyday to see if they have put something new on! I really find it interesting. I commented on BAB's last post particularly, you know we weren't sure what was going to happen with the extension of her contract and I was worried that I wouldn't get the opportunity to tell her and she had written a lot about her experiences on her blog. So I wrote quite a long comment about our discussion at our last meeting on employability, when you asked me what would be my definition of employability. So I did quite a lot about how, you know, you don't need to have five degrees behind your name, employability is about other things. And the fact that many interns consider this a chance thing, so they don't see that they need to make their mark in any good way or that they need to get to know people that they don't directly work with. Because they might just think well, I'm only here for three months. Whereas, I find particularly with BAB, she's come in from the beginning as if she was employed full time by [host organisation]. So if she needed to find out how to order catering, it wasn't something she passed off to one of the secretaries because she thought, "I'm not going to be here in three months time, I'm only ever going to have to do this once". She actually learnt how to do it herself. She made a point of meeting people, knowing that there was the potential she could work with them for a very long time. So I wrote quite a bit about that and how I really do believe that she is an asset to your programme and that I would be watching her career because she has got great potential. I tried to comment again on EGM and I couldn't get in, because it wanted… I wasn't allowed to blog a comment under "anonymous".

LE Let's project to next year. If we approach you again with interns - I think we have already asked you if you would work with us again, and you said you would - what would you think about using the weblogs as a way of screening potential candidates? So in other words almost prior to the interview, you would look at the blogs …?

WS I think that's an excellent screening mechanism because you can definitely see what people think of, how they write, which is quite important. What goes on in their minds, what makes them tick… and I think that's a great mechanism before an interview. And you know...

obviously they would start working on their blogs before they came to us. Ja, I think that would be great. And we would definitely see when there is a student with great potential, or someone with a good fit with [host organisation].

LE What they would actually be reflecting on prior to their interview with you is the month of training they would have had about world of work issues, so there would be quite a few things that they would be engaging with – world of work issues, stress, black economic empowerment…. My next question: What advice would you give to a postgrad student from the Humanities and Social Sciences if they were about to enter the world of work for the first time? I don't know if you have already answered that in your comments to BAB on employability, but there might be something else to add?

WS I think it's a hard question answer because I'm from that originally and then I changed focus and went into the commerce field for the reason that I felt that I wasn't being taken seriously as a Humanities graduate. I think my advice would be not to get yourself too hooked on your career development or your line of career progression. So you know if I think of somebody like BAB who did um, Development Studies, she is very interested in getting involved with our Economics Department here which is very much a research department. But at the same time she's going be working on a huge project and um, it involves quite a lot of HR (Human Resources) knowledge and background. And I said to [colleague, and a workplace supervisor for a 2003 intern at the same host organisation] you know are you ok with BAB building these tools, knowing that she doesn't have an HR background necessarily and she said, "Oh ja I know she can do it". Um, so for BAB, she might never go into Development Studies, so she mustn't be hooked on the idea that she hasn't found her real job yet, unless it's in Development Studies, because she might actually decide that Development Studies is not for her and she would be great in Public Affairs. And I think with Humanities you get the option to do that and when you're a Chartered Accountant that's all you're going to be for the rest of your life.

LE But if you're a postgrad student surely you've made a commitment to a certain direction and to get this generalist knowledge, which I think… and maybe it's an inaccurate summary of what you're saying, but it is a general exposure to a variety of different things. Maybe that is a waste if time? Perhaps one should actually be focused, you've made your decision, you've got your Honours or Masters in a particular area... you should now be ready to specialize in that area?

WS Um I think that, that's the joy of doing a Humanities qualification - is that you are not stuck. As I said…

LE Even at postgraduate level?

WS Even that. I think you've had the privilege of going through several years of studying and you have the opportunity to study and have done psychology or a language plus a business management course, plus maths if that's what you want to do and computer studies. So you've had the opportunity to be exposed to a number of different subjects. Compared to a profession in economist faculties such as CA or even law, a BA [Bachelor of Arts] Law. Where I mean you are a lawyer, you are going to be a lawyer or legal advisor and you can't suddenly become an HR person, or you can't suddenly become a PR person. Whereas, I think that with Humanities there are so many more options. So, you make a decision and you want to go for Development Studies or Industrial Psychology. I'm a prime candidate. I studied to be a journalist. All I wanted to do was be a journalist my whole life. Then I realized I actually didn't like it! [laughing] Then I realized I didn't actually like the pressure of writing for money, and I wanted to write for myself and I changed career paths completely. But I think what happens with Humanities students is we get so hung up on the fact that because we are Humanities, we are not going to get a real job. So if we get a direction that sounds fancy, it gives us some area of focus. Even if it doesn't sound fancy, even if you are trained to be a journalist or an Industrial Psychologist, it gives you direction in what otherwise seems like quite a directionless world, because Humanities is so broad and people will say to you when they're employing you, so what are you? Well, I'm not an accountant, and I'm not a lawyer, and I'm not a scientist. I'm a... I'm an Arts graduate, you know. So if you can say well, I'm a Development Studies specialist, I think it gives more confidence.

LE Are you satisfied with the way in which you mentored and/or supervised the interns?

WS Yes, considering the circumstances that both [colleague, and a workplace supervisor for a 2003 intern at the same host organisation] and I work only until one o' clock every day and that I am not here um, every day all the time. So they have been very good about phoning me in the afternoon if they need help with something, or emailing me. So I'm very happy with the

level of interaction we've have had. They've been very open to just asking, they haven't felt too shy or not wanting to impose on the afternoon time. Um, they are great and I know [colleague, and a workplace supervisor for a 2003 intern at the same host organisation] has had no problem with them at all. You know they always come for meetings, they sit around us so we can just, you know pull our chair back and relax. I'm very happy with the way it's worked. I think that I've enjoyed the blogs because it's given me the opportunity to… I think they may be a bit more honest when they're writing in an anonymous forum like that, it's not so anonymous, but it's easier to write your feelings than to speak them. So I like to look at that and I get a good impression of whether they feel they are getting the guidance.

Interview ends.

APPENDIX 8.4 BAB Coded Weblog

Posts from 23 February 2006 to 11 April 2007

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11 April 2007 - What I do at [host organisation]

First of all I would just like to thank LE and [World of Work Programmes' Coordinator] from the World of Work Training Programmes who helped me pave the way to what I have accomplished thus far. LE commented on my previous blog entry about my attitude that helped me become more employable. But without your support and encouragement, my attitude may have been a lot less employable :)

So, let me elaborate on my new post at [host organisation]. Currently, [host organisation] has an outside contractor called [ ]. He is a Political Analyst like me, although I lack in the many years of experience he has behind his name. Recently [host organisation] decided to appoint its own Political Analyst. So I was appointed, and [outside contractor] is my trainer. Unfortunately I do not see [outside contractor] often enough and I would love to gain some of the vast amount of knowledge he has gathered over the years. But time will make the difference.

I am doing the risk part of what a Political Analyst does. Thus I do political risk analyses. This entails writing in-depth reports on different countries. My supervisor will tell me that [host organisation] would like to invest a certain amount of money in a certain country, and what I will do is check whether the political scene in that country is stable enough for us to invest there. Some countries are easy to analyse. If you look at Iraq, your common sense tells you their political environment is not stable enough and you might lose a lot of money if you invest there. But if you look at a country like Brazil which, economically, seems stable, you might have to look at their political stability more thoroughly before you can decide whether their political risk is low, moderate or high.

I am working in the Credit Team for Treasury. A couple of us work on the country reports. I am the only political risk analyst other than [outside contractor]. The others will gather information on the economic side of a country, and also different areas like the infrastructure, health and education, etc. There are also credit analysts and administrators all around. I am still getting a feel for what everyone does and I learn new things everyday.

I'm hoping that in the near future I will be travelling around to gain hands-on experience in different countries. [Host organisation] encourages such activity and realises how important it is to gain contacts and build a strong network. I have already been to Cape Town to attend a business forum for investing in countries like China, India, Brazil, and the rest of Africa. And what an experience it was. People are open to gaining knowledge from others and to network and share their own understandings.

I always thought that it would be difficult for a person like me without any degree in finance to work in a corporate/financial environment. But I proved this doubt wrong when my first real job was at an investment bank. The only advice I can give to someone who has the same worry is to try and learn new aspects of your environment and what your company does every day. Make the effort to gain more knowledge, ask questions, and be open to new ideas.

RAME [intern 2007] said...
Hello again BAB, I find what you say about not being discouraged by not having the pre-requisite background. This is particularly worrying for those of us in the Social Sciences,as we are seen more as 'paper pushers'. I would not like to be judged only on my qualifications but also by the things I have been engaged in and my personality. Could you please share with us how you put your cv on your blog? Also how you make links to other sites. URL's etc? Thank you! Please send info to me and I'll share it. My email is [].

RAME [intern 2007] said...
Hello BAB, You've been very quiet. How is work et al? Well, we're done with the training and some members of the team have gone for interviews. A few have even been accepted into internships. [WoW participant, 2007] to [host organisation] and EBOF [intern, 2007] to [host organisation]. VONA

[intern, 2007] got a permanent position with the South Africans Race Relations Institute. Others are still going for interviews. I am leaving for [] in August on a nine-month fellowship at [] in []. Depending on what opportunities come my way, I should be back here in June of 2008 to tidy up at Wits and do an internship (hopefully). How's work? You're probably quite busy. Well all the best.

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27 February 2007 - Permanent job

I haven't blogged since September, but to try and make a long story short, things have been going very well in the past few months. My contract at [host organisation] was once again extended in December 2006 for another six months. My supervisors, [workplace supervisor 2] and [head of department], also gave me the opportunity to go and look for other positions in the Bank which could be permanent instead of contract. Many colleagues, with whom I've become good friends, have helped me with the process of looking for another position by referring me to certain people or just generally giving me sound advice. It all paid off and I was referred to the Treasury department of the Bank. They were looking for a Political Risk Analyst. Mid-January I had an interview, and within a week I was told I was qualified for the position and my letter of appointment was set up. Sign, sealed, delivered.

I have learnt so many things the past 10 months. I have enjoyed every minute of working with my team and, even though I'm nervous of moving into a new team, I am very excited to broaden my network and learning new things. I would also like to comment on the generosity I have experienced while working at [host organisation]. If it wasn't for the help of my colleagues, especially my team and the great opportunities they gave me, I would not have been in the position I am now. It's amazing to know that there are people out there rooting for you and hoping you will make a great success of your life. I am very excited to be a full-time employee at [host organisation]. It has definitely lived up to its name of being the preferred employer.

It has almost been a year since I started the World of Work 2006 training programme, and it has definitely paid off to do the course. I got into an internship with the help of the programme, and even though I started off doing a job I didn't understand and didn't study, I ended up exactly where I wanted to be: Politics. It's like they say, getting that foot in the door can help immensely. Good luck to those starting the training programme this year. It is well worth it.

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28 September 2006 - Still going strong

Work at [host organisation] has been a great experience so far. The learning curve is steep and I'm enjoying every minute of learning new and interesting things. We have two new employees in our Change Management Team and they are great. We all get along very well. That is maybe my number one reason why I enjoy working here so much. My colleagues can make a long day feel like an hour and they are all very helpful. It's a great feeling to be able to be innovative, take leadership in some of the little projects I do, and having fun at the same time.

It is quite shocking how long ago our team had contributed to this blog. I apologise to those who have been reading our blog entries (if there is anyone out there). Things have been going crazy lately, especially after my 3 month internship was done. That was about 2 months ago, and now I'm sitting typing from my computer at work. I'm sure everyone else in our team has just as hectic a schedule as mine. I'm hoping, and would love to hear, whether any more of our team members have found internships or permanent jobs. I'm positive all of you did, because we were a hard-working bunch. Please let me know what has been happening.

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31 July 2006 - Opening the door to new opportunities

Yes, its been a long time since I wrote a blog entry. I feel very guilty because lots have happened since my last entry and I haven't shared it yet.

The last two weeks have been quite eventful. After EGM [intern 2006, at same host organisation] and I finished our internship at [host organisation], it was back to square one. But luckily I received a call

from my supervisors at [host organisation] saying they need me to help with some projects within the Change and Communications Team. So my contract got extended until December.

Since then things have been going very well. The project I am doing will start taking shape this week. I'm doing research at the moment and also little odds and ends which have to be finalised so I'm keeping quite busy. I've settled in quite nicely at [host organisation] and have made many friends already. That's the best part of working here. Last Saturday we had a "Christmas in July" party at my boss' house. It was great to socialise with my colleagues outside the office. It gives the opportunity to get to know them on a more personal level.

I will definitely blog on my future experiences at [host organisation] so watch this space. After reading LE's blog on our yahoo group mails about showcasing our employability, it made me realise how important it is to show your employability and using the opportunities we gain to the full. We've heard about networking and employability throughout the World of Work 2006 Programme and it was hard to understand it at that moment because hardly any of us ever experienced it seeing that we were recent graduates. The hard work has paid off and its not only my foot that's in the door anymore, now I've got the opportunity to open the door wide and look for other doors to open.

IUP [intern 2006] said...
It is a new opportunity indeed! You have made us so proud! Its quiet evident you are doing amazing work! Keep it up girl, [host organisation] really wants you bad. They are slowly admitting it.

BAB said...
Thanks for the encouraging words IUP [intern 2006]!

RAME [intern 2007] said...
BAB, it is wonderful to be able to see practical evidence of the benefits of the WOW programme. In my email to you I had asked for your blog address, as you can see I found it! I am also pleased that you are sharing your experiences with the new WOW 2007 team. I believe I speak on behalf on everyone in saying that it is a most generous gesture. We are very appreciative of your willingness to share. I wish you all the best going forward. I look forward to hearing more from you.

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05 July 2006 - Taking leave

I am officially taking my first ever leave from work on Thursday and Friday. Its great to know I've been working here for only three months and I already accumulated some leave. Long weekend here I come!

This past week has been a little bit slow at the office. Our supervisors were gone for a while so we were left to do some extra tasks, but we finished them in record time and had nothing to do the rest of the day. But its nice to have some time to do some internet browsing and networking with people within [host organisation]. I had coffee with some of the Economists here at [host organisation] on Monday and they gave great advice as to what directions I can head in with my qualifications and interests. And after our chat I felt ready to tackle the student world again. I have considered the possibility of not getting a decent job opportunity in the near future. Thus I have decided if this had to happen, I will continue with my MA next year. When I think about it I get quite excited because I have some topics of interest that I would love to write a dissertation on. I'm not sure what course I would take but the decision is still in the pipe line and is still being considered.

I spoke to IUP [intern 2006], a fellow World of Work Training colleague, the other day. She is working at [IUP's host organisation] and from the sounds of her blog she is having a super time. Our conversation was very brief but it was great to hear from her. EGM [intern 2006, at same host organisation] has heard from LAY [intern 2006], and things are also going well there at [LAY's host organisation]. I'm still wondering how things are going with DOZ [intern 2006] at [DOZ's host organisation]. It's a great company to work for so I'm sure things are going according to plan.

My time is quickly running out and I cannot believe that 3 months will be over next week. It felt like years ago that we were all sitting in the post-grad room at Wits having our coffees and good conversations. The training has definitely been of great help to me in the working world and I would

certainly recommend it to other students. It has opened many doors for me and I have met so many wonderful people through my internship at [host organisation].

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28 June 2006 - The last month of our internship

This week has been filled with administrative odds and ends. Its fun to do these things because it gives me a break from doing research and sitting behind the computer all day, which often takes its toll on the body. Our research on Change and Communications Management toolkits is going great and EGM [intern 2006, at same host organisation] helps me a lot. This is the task we have been given right at the beginning of our internship and every now and then, between all the other tasks we have been given, we will sit down and concentrate on this work.

I'm very excited for next week. We are invited to a seminar on Change and Communications Management with our other supervisor, [workplace supervisor 2]. A couple of weeks ago she went to a worldwide conference on this specific topic in Colorado and is going to give us the feedback on Tuesday.

I've have loved working life so far. My daily routine never gets tedious and seeing friends for a quick drink after work is also great. Most of my friends work so all of us know that time is precious with your friends. I was also told the novelty of working life will wear off but so far I'm still enjoying every moment.

[BAB's workplace supervisor] said...
HI BAB I have not had much time to comment lately but have been watching your blogs with anticipation. I love reading them and am finding ways to use blogs more in the project teams that we work with! I am glad that you have enjoyed the past few months with us at [host organisation] - you have certainly made our lives easier and you have definitely made your mark here. I hope that you will take away some worthwhile experiences, but I am confident that whatever it is that you choose to do in your life will be a success. One does not need several degrees to be a success at work - it all boils down to attitude and the willingness to learn. Remember [head of department] spoke about this at the last induction session when she said that at [host organisation], if you have the right attitude, we are prepared to teach you the skills. Having the right skills and the wrong attitude is a recipe for disaster in most organisations. One of the things I have observed over the past few months working with you is how important your particular attitude is. You embrace my definition of employability. At the last meeting I had with LE she asked me what my definition of employability is. My answer referred to your attitude! I have noticed how you have always done every thing asked of you - no matter how menial I may have thought the task was. You have shown initiative in coming up with ideas and solutions, and I really value being able to leave you to get on with things. You have also made an effort to get to know all the people you have worked with at [host organisation]. Many interns make the mistake of staying quietly in their own area believing that the temporary nature of their internship means they don't have to make an effort to mingle and form relationships. You have not done this - and it is precisely because of this that you have made you mark on us here. As I have also said to LE - you are an asset to the team here, and your classmates at WOW can be proud of what you have done for the programme. The WOW programme must be great if it produces people like you! You can be really proud of yourself too and I will definitely be staying in touch to track your career progress. For someone like you - the sky is the limit! I am saying this now as I am not sure that I will get the chance to say it before you leave us - and I really want you to know your potential! Good luck in everything you do!

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19 June 2006 CSI - Corporate Social Investment

Congratulations to all of those who are busy with their internships and those who have found a permanent job. But I must say I couldn't expect anything less from our class. We all worked very hard to benefit from the training we have received.

I just want to give some information through to specifically CTO [intern 2006] and also anybody who finds Corporate Social Investment (CSI) and Corporate Social Responsibility (CSR) an area of interest.

To me its not only an area of interest but also an area of necessity for the South African economy and the companies who adopt this way of working.

I found great articles from my supervisor at work, [workplace supervisor], who is actually a consultant for [host organisation]. And part of her consulting is Corporate Social Responsibility. She gave me a journal to do some extra reading on the topic. It is called "Above Board – Africa's Global Chronicle on Governance, Leadership and Ethics". [Workplace supervisor] wrote an article on the importance of CSI and CSR called "The (Social) Butterfly Effect". This article expresses the nature of these areas and explains that if companies invest in these two areas, the society who will benefit from this will in turn invest into South Africa's economy, which in turn will increase, like [workplace supervisor] says, the 'brand position' of the company. Here is a short extract from her article to explain it better:

"Investment in education, skills development, healthcare, literacy, child care, HIV/Aids, gender abuse and the like builds a society that can participate more effectively in the economy.In doing this, we create more skilled employees, more consumers, a healthier nation with a longer lifespan – the ripple or butterfly effect – thus contributing to the economy for a longer period of time, and in a more valuable manner. And all the while, the brand position of the organisation is being enhanced."

The Johannesburg Securities Exchange has a Socially Responsible Investment (SRI) Index to identify which companies invest socially. This Index assists the JSE in choosing which company to invest in. Companies are ranked according to their achievements with regards to CSI and CSR. The JSE explains the bacground and selection criteria on their website at [website address].

I thought you, CTO [intern 2006], might find this journal very interesting, and also the JSE website could give you more information so that you can incorporate this knowledge with your internship. There is still so much to say about this topic. And I do still think that many companies have not yet realised what a positive impact CSI will have on them and on the South African society as a whole. I think the whole process of the JSE SRI Index should be more publicised and companies who are part of the Index should be praised even more. What do you think could be done to increase investors and society's interest?

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19 June 2006 CSI - Graduate programmes

Our time at [host organisation] is running out quickly. While I'm enjoying my job thoroughly and learning everyday, there is this sad feeling inside me when thinking of leaving in a month. There is always the chance of exploring the opportunities available at [host organisation] and one thing that I'm taking out of this internship into my next career is the positive feedback and the positive outlook I have experienced in the last two months.

We have been taught over again that we have the right to approach our supervisors and ask for feedback on our performance at [host organisation]. However, we have been beaten to it. Our supervisors have been giving us feedback even before we could ask. The feedback is great and it boosts the confidence immensely. And it showed me that one of the main problems graduates face is their own self assurance once they start working. To me this is one of the main reasons behind graduates being scared to start working and the big gap between studying and our first job.

I must say I felt the same. I heard many stories how employers do not want graduates and how graduates do not have the experience to start working. This links to my first blogging entry "Experience or no experience? That is the question". I questioned the whole issue of the unreasonable argument of graduates needing experience before you can start your first job at certain places.

[Host organisation] took me in as an intern without any experience. And so far I have seen that being a hard worker and a keen learner will get you where you want. What employers should look for is not just the experience behind a graduate's name, but also their abilities and desire to learn about the company and its people/clients. The graduate should be one to add value to the company, whether he has less than one year experience behind his name or more. I think more companies should start Graduate Programmes. This will train graduates according to the needs of the company and it will add value to the company to bring in fresh new ideas and faces. And this will help address the training deficit South Africa is experiencing at the moment.

[Host organisation] offers internships for certain areas of the [organisation] if anyone would like to apply. One can reply on the [host organisation's] website at [].

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08 June 2006 - Having a Ball

The past week and a half has been quite busy but exciting. We are busy organising a communications sessions with our supervisor, [workplace supervisor], for all the people involved in our business unit.

It is quite a big responsibility to know we are here to do a serious job and no one is going to babysit and see whether we are fine or not. The tasks are given to us with an explanation of what to do and from there on out you're on your own. It sounds like I'm implying we are being thrown in the deep end. It might be in a slight sense somewhat like that. But in the end of the day I realise how valuable these actions are. I learn more every day. I know how to use the usual office equipment needed for everyday use, and I have learnt the schedule and e-mailing system which [host organisation] uses, I have learnt the importance of good communication, and many more.

Currently I am tackling the task of making a PowerPoint presentation for a our Project Change and Communication session. But this is not your average run of the mill presentation we use to do at university. This is the type where you actually get excited to start creating the next slide because there are so many fun things to do in this programme. It is taking me quite a while to make it perfect, but at least I'm on track regarding my deadline. Eventually I will send it off to [workplace supervisor] who will check it and help me format it. Holding thumbs.

Another task I had to complete was taking photos of all the people involved in our business unit in order to have all their photos and profiles on our shared computer system. Even though it was quite embarrassing to go around to about 20 people and ask for their photo (including some hard battles with those who didn't want theirs taken), it turned out to be an eventful and beneficial task. I got to meet everyone involved in our unit, and I got to learn all their names by putting faces to it.

I am still having ball at [host organisation]. From learning and working hard to having fun in the office and making friends - this journey is truly worth it.

LAY [intern 2006] said...
Hello BAB, I know what you mean when say it looks as if you have thrown at the deep end. That is how I felt when I was putting together The [LAY's host organisation] newsleeter, but at the same time I was excited that I was doing something completely new, but at the end of the task that you have been given I promise You,you Will feel so Good that you wii feel like asking for something much more difficult. LAY [intern 2006].

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30 May 2006 - SA companies in Africa: A force for good?

How do people feel about the intervention, or rather involvement, of South African companies in Africa? Or do most people see this as a means of pure self interest on behalf of the companies?

This has been one of my key interests for the past year and a half after I have completed a course in South African Corporate Foreign Policy. In the 21st century it has become crucial for business and state to sort out new challenges by figuring out how to work together in order to make their relationship work to benefit both the company and the state.

The responses to these challenges have to take into account the necessity to provide a better life for those who are living in the chosen country. The relationship between the state and the companies are ever changing, especially in Africa and specifically South Africa. Reminiscent of what I have learnt at the [LAY's host organisation], corporate governance are one of the aspects to make life better for those who are affected by companies. In other words, there is an increasing need or demand for companies and states to be more transparent, accountable and regulated. Of course there are global institutions that are there to provide information and regulations for companies to measure their accountability (like the World Trade Organisation), but this is a whole different area that I would rather not get into due to my

lack of patience and enthusiasm with these types of global organisations. However this topic is definitely open for discussion if anybody wants to dare go there.

In this day and age it is unavoidable for companies not to think seriously about the implications of their actions on their own personal reputation. This brings me to the actual point I would like to make. The increase in activities by South African companies is heavily debated. It is beyond a doubt that South African companies play an enormous role in Africa. It helps with African development and increases growth. But most of all, this growth and development of Africa also serves the interest of South African companies.

Nepad might be the answer to improve the relationship between companies and states and how FDI can be generated when Africa becomes a safer investment zone. This is still a wait and see process. Some companies still face challenges while others have gained from these interventions. However, there is still the problem of some companies exploiting African nations and raking in the profits.

Consequently it is highly important for companies to assess their corporate foreign policy towards African nations. I feel the majority of South African companies are a force for good in Africa and that most African states, NGOs and other stakeholders should be open to their involvement in their countries. This will eventually show the rest of the economic world that Africa can be a safe environment to invest in. I do realise there are many other aspects to consider and not just the hope of generating more FDI, but shouldn't this be the point of departure for the development of Africa? Am I being too ignorant and optimistic or is there some concurrence on this subject matter?

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23 May 2006 - Job Satisfaction

Just a quick note: The satisfaction of completing a task successfully is undescribable and very rewarding. And even if it might be the smallest of tasks, it still creates a feeling that makes me want to rush to work every morning to tackle the next one.

[Workplace supervisor] said...
Hi BAB - I loved reading this. I am so glad that you have found your internship with us stimulating. There is much more to come....we have only reached the tip of the iceberg. The Change stuff really starts happening soon. Don't worry about your mistakes.....everyone makes them! You've done a great job so far!

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18 May 2006 - My first month gone

A month has gone past and I'm dreading the time to pass over. Another two months left of my internship and its back to the drawing board. Today I had some extra time on my hands so I updated my CV. It's a good feeling to add something to the experience section. The "chicken or egg" situation is seemingly brighter now.

This week started off in a rush. Traffic from Fourways to Sandton gave me the realisation that nothing can be worse than this so I knew it could only be a good day. I had another opportunity of helping set up a little function for our business unit. Even though it was small it was exciting to help organise. I was even invited to stay on for the festivities. Maybe events management should be my calling.

During this past week and month that have just flown by, I have made some mistakes in the workplace. Thank goodness they were little with no bad effects, but it is still sometimes embarrassing. But those who work with me took the time to point out my mistakes and give me constructive advice on how to fix it and how to go about doing it better next time. Examples of these mistakes were forgetting to fetch the printer cartridge from another department. The printer stood empty for a while until somebody needed to use it and nothing was there. Another example was helping set up interviews for potential employees. From double booking candidates to not booking a boardroom, you name it, I did it. But it took me one day to learn from my mistakes and I succeeded with the help from my colleagues. Now I'm settled and relaxed and things have been running smoothly ever since.

In the end the function mentioned above was a success and everybody had fun. It gave the group an opportunity to relax after work and benefit from the care the company gives them. I have noticed that [host organisation] finds it extremely important to keep the employees happy and satisfied at all times. They say one should assess a company on how they treat their employees. And its no shock that [host organisation] has won one of the Best Companies to Work For as voted by the employees.

CTO [intern 2006] said...
Hey BAB, time goes so quickly!Hope you are doing well. On my side everything is ok and the wedding plans are quite slow as she is still busy preparing for exams to be written in June. She is doing Bio-medical 3rd year. I do not want to go back now and give her tough time to choose between me and school though I really miss her; 7 months are gone since I last saw her. I am likely to see her by July only. I read your post on IFIs. I do agree that we should also talk of the benefits of IFIs or globalization and I think I will be blogging two posts, one on the benefits of globalization (IFIs, MNCs, or some thing else) and another one on the negative side. Then I will leave it to the reader to appreciate between the two. I can't make it in one, I know my self, I write a lot and I still have to work hard on keeping my posts shorter. It was hard to keep my assignments as short as possible. I simply gave up working on that since I no longer consider it to be a weakness. But I must also acknowledge that sometimes I overwrite. The core of my MA report is 115pages [1.5 line spacing excluding bibliography and annexes… I struggled to make it so short from the last draft, I had to compile so many things and my supervisor was clear on that: do not cut off some parts, everything makes sense but compile it in a shorter version. I worked on the World Bank latest policy on poverty reduction by making a three-fold analysis, using neo-liberal, Marxist and post-structural theories and see the most likely to explain whether the policy shift was genuine or not. I will be blogging on it as soon as the external examiner sends his feedback. Let's keep the team blog and see where it goes. Take care

BAB said...
Hey CTO [intern 2006] I'm sure you're missing your fiance, but its very big of you to give her space to study and become a successful young woman. You must be very proud. Can't wait for your two posts. And I think you've got it spot on that there is nothing wrong with writing a long entry. All you need to remember is to make it exciting to the reader and it will be great. I'm also very excited about your research on the policy shifts of the World Bank. My analysis in my long essay last year was about the so-called paradigm shift between the Washington Consensus and the Post Washington Consensus. Unfortunately the essay had to be so short that I couldn't analyse countries or connect my findings to theories or anything like that. But eventually my conclusion was that the Post Washington Consensus is just a word to try and moralise the ideology of IFIs. Maybe I should wait and see what you found. I'm very excited for that. Keep well BAB

LAY [intern 2006] said...
Hi BAB I am glad that you are telling us that you have made mistakes at [host organisation], becasue this is one of the issues that I am afraid of. However you blogging abou the mistakes reminds me that we are humans and we are allowed to make mistakes. LAY [intern 2006].

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16 May 2006 - Traditional values innovative ideas

Last week was quite an interesting and busy time. Together with completing our normal tasks each day, I had the opportunity of helping organise an induction for the new employees. What a fantastic day. I have met many people on that day, from those who have been working at [host organisation] for a while to those who have just started. I also had the honour to sit in on the induction and listen to some of the presentations given my established employees of [host organisation]. The presentations were very informative on the workings of [host organisation]. I always had a broad understanding of what merchant banking is and what [host organisation] does. And this was now an opportunity to learn even more.

I also listened to the presentation of []. The culture of [host organisation] came through strongly in his speech. He explained how [host organisation] is a company who appreciates traditional values, and thrives on innovative ideas. It is everyone's duty in [host organisation] to care for an environment where intellectual capital can flourish and businesses can grow. Like [CEO], Director of [holding company for host organisation], says, "You owe it to yourself and the people around you to nurture and

build the corporate culture, as this will ensure that this is a company you will be proud of and happy to work for".

I made my own assumptions on what type of character belongs in [host organisation] and what sort of character will get the job if applying for a position. Five aspects of a person should be strong and prominent: A person should be smart, competitive, hard working, a self starter, and a person with set values.

It is great to work for a company with those types of ideas of what they want. Personally these are aspects I deem very important in my life. I believe in empowering myself, being confident in what I do, and taking pride in every aspect of my work and personal life. And to sustain these characteristics, I believe in the importance of care, dignity, and respect of one self and those around you.

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15 May 2006 – Tasks

At the moment I am busy with a small creative task for the Project Support Office. And I'm having great fun playing around and testing things for this task. And I must say the help I've been getting doing my daily job have been fantastic. Even though I'm an intern everybody in the office is more than pleased to lend a helping hand or teach me how to do certain things. For the past two weeks I've had the constant feeling of growth and independence in myself. And [host organisation] is a great area of opportunity where I can strengthen this feeling.

I have been asked the question by LE, my training course mentor, whether I have had any disappointments or anything that I am concerned about since I started my internship. My answer is simple: I'm disappointed that my internship at [host organisation] is only a mere three months. It is definitely the type of company I would strive to work for permanently, as they treat their employees and clients like gold, and it's an environment of constant learning and growing.

CTO [intern 2006] said...
Hi BAB, I am happy to learn that u are coping with your tasks. I also hope that the [host organisation] offers you more than an internship. I left this comment on EGM [intern 2006, at same host organisation]'s blog and I think it also applies to you: please share some of your experiences on the wow blog, it would be great to c how what u guys are doing individualy as interns relate to the discussion we have on the team blog! some might learn from it Regards, CTO [intern 2006]

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09 May 2006 - Gaining Experience

It has been two and a half weeks since I have stepped into the working world. Even though two weeks sounds minimal, the experienced I have gained so far is priceless.

I have been given some tasks to do around different divisions of [host organisation]. Even though these tasks are straightforward, it is a great feeling to be trusted in doing something without someone looking over my shoulder to see whether I'm doing it right. The supervisors indicate what tasks we should do in such a clear manner that it leaves no space for vagueness.

The tasks that EGM [intern 2006, at same host organisation] and I have been doing so far is fun, it is educational, and most of all it is a means of helping us understand more about [host organisation]. In the past two weeks we have had three different tasks to tackle. Firstly we started working in the Project Support Office where they have been working on change management and how this process effects [host organisation] and its workers [reference to a website address]. Here we did the part that I know best: researching. Our main topic was change management. It was great to have EGM [intern 2006, at same host organisation] by my side because she had quite a thorough background in this area and she helped me understand certain aspects of this topic. It was a great opportunity for me to learn new concepts in the business/corporate world. We still have to give our supervisor feedback on our research which I'm quite nervous and excited about at the same time.

Our second task was working in the Human Resources division of [host organisation]. We have had a great time there so far. The whole division consists out of ladies, so it can only be fun. This was an entirely different experience from the previous week. We dealt with the recruitment side of HR where we had to help organise the incoming applications for [host organisation]. It was quite interesting to see how the whole process works. We handled the entering of applicants' data into the system, we had to decline applications or set up interviews for successful ones, and I even had to set up a video conference call. That was quite nerve wrecking seeing that there were some technical problems, but in the end it turned out very well.

It was great learning how to use new computer programs such as Lotus Notes and also learning how to use the technology for the video conference. And its good to know I'm walking out of the office every day having learnt new things…what a great feeling.

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25 April 2006 – [Host organisation]

The company I got my intership at is [host organisation]. Most of you know how I've been searching for a company like this to be able to fulfill my dreams of making a success in the corporate world. I have only been here for four day and its been a great experience so far. I have met such great and helpful people and I can already say with confidence that a good network has already been established and is in the process of being expanded.

So far EGM [intern 2006, at same host organisation] and I have been working in the Change Management and Human Resources departments. I am very happy to be able to work in these areas because having minimal experience in these fields, this is a great opportunity to learn how things are done. We are both handled with great respect, and our supervisors give us the opportunity to do things hands-on. It feels great to be of use and to learn new things at the same time.

It is also very interesting to see how [host organisation] handles their clients, employees and potential employees. It is an extremely professional environment where everybody is treated equally and fairly. I'm very glad to part of the process, even though it is only a 3 month internship. There is still a lot to learn in that time.

IUP [intern 2006] said...
I can feel a lot of confidence in this post. I'm so glad you made it where you wanted. I hope your journey will be an inspirational and motivational one. Keep it up. [Host organisation] is blessed to have someone with passion and who is hardworking as you!

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25 April 2006 - CV – (Updated 11th April 2007)

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20 April 2006 - The World of Work (Literally)

When I say World of Work I don't mean our course anymore, I mean the actual working world. After I finished my course I was ready to go out on take on the scary world of uncertainties. I couldn't fall back on studies anymore. It was time for me to step up and do something about my unemployment issue.

I had a couple of interviews the past two weeks, and thanks to them it made me more comfortable and confident every time I had to step into the next one. That is why I have been neglecting my blog a bit. I wanted to write some positive news in my next entry, thus I waited until now.

My story will be short. Three days ago I had to make a very difficult decision of whether to accept a job offer at one organisation or wait for another interview at another place. I had to do a bit of soul searching, but in the end of the day I decided to take the risk of not accepting the offer and hoping that I will get the job at the other interview. My reasons were very simple: I enjoyed both places and think both of the organisations were fantastic. Only, the second organisation offered me an internship in an area that I was more interested in than the other organisation.

So two days ago I went for that second company's interview. I have never been so nervous in my life. I got there an hour before and just sat and waited in my car, thinking what a mistake I made not to accept my previous job-offer. Eventually I gathered all my guts and went in for the interview. To my suprise, they employed me immediately and I started working there and then!

I finally got that job I have been waiting for almost a year now! It taught me that sometimes taking risks will pay off and that life should be filled with taking a brave step into the unknown, otherwise you'll never learn from your mistakes. So now I'm sitting here typing my blog from my new desk at my new job. I have never been this happy to wake up early in the mornings just to get here.

CTO [intern 2006] said...
Yeah, it makes sense now: World Of Work. Bravo. I like taking risks, BAB and I appreciate your positive behavior through this stressing process! Please next time when you say more about your job, don't forget to mention the organization. All the best. CTO [intern 2006]

RAME [intern 2007] said...
BAB, It gives me pleasure to read your posts. Having met you, it is quite clear to me that you are a very positive thinking person. A never-say-die sort of woman. You set a good example of what the individual participant can get out of the benefits offered through the WOW programme. Heads up to you and the formidable team of LE and [World of Work Programmes' Coordinator].

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05 April 2006 - Dragon vs Lion

The rise of global regional blocks has made politics and economics even more interconnected. And Africa is unfortunately still situated at the bottom of this global change. Africa in general has long ignored the importance and the rise of globalisation, which is reflected in Africa's unstable ecomomy. This lack of acknowledgment of globalisation is the reason why Africa is battling to survive the global economic pressures. Many disagree with this argument. The counter-argument is that globalisation is in fact the cause of Africa's backwardness. This is a long debated argument.

But how is Africa going to gain from this argument? Globalisation is inevitable. Rather than arguing about it, why not seek the great opportunities of this global phenomenon? Take for instance [guest lecturer's] explanation of the ever-growing Chinese rising. There are problems facing Africa and in particular South Africa due to the integration of China. Take for example the SA textile industry. Almost 37 000 jobs have been lost in 2003 and 2004. Nonetheless, seeing that it is so important for our continent's economy, it must continue to invest and retain partnership with Chinese businesses. So instead of fearing the impact of Chinese integration into African markets, embrace the opportunities that it holds. Here are some aspects to take into account:

- China has the biggest national market in the world.
- There is a growing need in China for mining equipment and technology and South Africa's core skills, seeing that China needs more modernization of their mining sector.
- South Africa's skills in the infrastructural and engineering sectors can help China with their plan of developing western China.
- The South African service sector is more advanced than that of China's. Areas such as financial-, information-, operation management services and so forth can expand their businesses and benefit from entering China.
- And South Africa is seeking great investment from China, especially in the areas of construction, telecommunications and mining.

Globalisation is moving companies and business fast and far around the world, thus the notion of "global business standards" changes from Western to multi-national. Africa should integrate itself more deeply into China because China can help us think in different business ways. This fuels my belief in [guest lecturer]'s second lesson for us: "Think and act globally, regionally and locally". If we could understand the global world, we can learn valuable lessons from the way other markets, companies and people work. In turn this will have a valuable effect on our regional and local environments, where more opportunities will be recognised and taken advantage of.

05 April 2006 - Our presenters

I was thrilled that [guest lecturer] and [guest lecturer] could join us on Monday and Tuesday. Like all the other presenters, they took the time out of their busy schedule to help us understand the world of work. Sometimes one feels that people in higher rankings or professions than us don't have the time to come and help us graduates. But our guest lecturers are the exception. There are those who love to help us get our foot in the door and even those who are excited to take us under their wing.

[Guest lecturer]'s and [guest lecturer]'s seminars inspired me even more to follow my dream of becoming a successful business woman in the corporate political and economic environment. These are two aspects which I'm greatly interested in and which cannot be separated, especially in the 21st century. And to be able to reach this dream, professionalism should be my number one priority. This will in turn help me obtain my goals, and be passionate and driven. I once read somewhere that humble people are small in their own eyes, honest about their struggles, and open to constructive criticism. I hope I will reflect this in my future job and personal life, and that somewhere down the line I will make that difference.

It was a great honour to have [guest lecturer] as our guest lecturer to open our eyes to potential opportunities and the necessity of accepting change on a global scale. Being a prominent business man who worked at [], and now the newly appointed Executive Chairman of []), we would like to thank you for joining us and exposing us to the business world.

And thank you to [guest lecturer] from [] for showing us how important it is to be flexible in whatever you do, but at the same time keeping a balance between your family and career. And no matter what, I will be proud of what I do.

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02 April 2006 - Speak up and speak out

Last week I met a very inspiring woman, [guest lecturer], a prominent anti-apartheid activist and a strong woman. She is an example of a brilliant role model to many young women like me. Even though the focus of the seminar was empowering communities and creating opportunities, I received much more from this session than that. I have learnt through her example the importance of humility. Being humble and truthful in your heart will help you through many challenges. We must be passionate in what we do now and in our future jobs, and we must yearn for truth and justice.

[Guest lecturer] also mentioned the Mustadafin Foundation which was created from the apartheid era to help victims fight political unrest and violence in the Cape Town area. The people who formed part of this foundation gave their services, food, clothes and many other things to those who have been touched by the violence. Now the foundation has extended their services and helps many other people in and beyond Cape Town [website address].

Thanks to [guest lecturer] for being so inspiring. You mentioned a quote spoken by Steve Biko, "I shall always fight and rise against oppression". You also said how he used to speak with passion and conviction. This is how we felt about your presentation to us.

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02 April 2006 - Skill and determination

Big thanks to LE, [lecturer] and [guest lecturer] for helping us understand the importance of good and effective business writing and presentations. LE's session on writing skills was very informative. As a social science and humanities student, I have had many a lecture on this topic, so I wasn't too happy to go through another one. But this type of writing is totally different to what I know. My writing skills are equipped out of fantastically long sentences and big words. All of us are used to the type of writing that can publish a novel. We explain things three times in one sentence, and you will be lucky if you understand the words. LE taught us that our writing and business writing is like chalk and cheese. This type of writing is more to the point, short and sweet, easy to understand, yet very professional. Thanks LE for making us see our mistakes with all the examples you gave us. It really helped me a lot.

Everyone in our class is still talking about the presentation skills seminar. What a great experience. For once in my life somebody has given me constructive criticism on my presentation skills. At school and

university we had to do presentations, but never got feedback, only a mark. Here we were focussed on by [guest lecturers] from [training providers]. The criticism and advice they gave me was extremely helpful. At last I know how to work with my nervousness and now I have the opportunity to sell myself in a professional and striking way. I can influence people to become interested in me and I can make myself stand out from the rest. The session was fun and it is amazing to see how the advice helped all of us in our second round of presentations.

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02 April 2006 - [host organisation] or [host organisation]? Shall the people govern?

The purpose of [IUP's host organisation] is strong and full of hope. It is there to promote goals for economic growth and to encourage and formulate procedures on socio-economic matters of South Africa. [IUP's host organisation] gives organisations the opportunity to be able to voice their opinions and also put issues on the table. [IUP's host organisation] will decide whether certain issues should become a priority and work programmes will be set up dedicated to deal with these issues. Overall, [IUP's host organisation] attempts to translate the concept of "inclusive decision-making" and "the people shall govern" [website address]. Thanks to [guest lecturer] for explaining the purpose of the [IUP's host organisation] Initiative to all of us.

But is there a lack of effectiveness on the part of [IUP's host organisation]? I think the problem is lying at the people who are involved. There is a perceived problem of [IUP's host organisation] not living up to its expectations, so nobody is interested in [IUP's host organisation] anymore.

[IUP's host organisation] is a suitable negotiating forum that addresses national dialogue on socio-economic issues. This will only be true in practice if the stakeholders involved help Nedlad achieve their goals. Participation is vital, thus the four chambers involved with [IUP's host organisation] should get up and become more involved.

Also, [IUP's host organisation] needs a new image. It has to move away from its outdated practices from the day it was formed. On the whole, [IUP's host organisation] is the ideal place to reach consensus between the stakeholders involved. However, the main problem lies with the actual transformation of the consensus into action.

(As an extra read, please visit the Business Report's article on [IUP's host organisation] by Alide Dasnois: website address).

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01 April 2006 - Connecting with our Humanity

Last week we went for our second visit to Constitution Hill [website address]. I postponed my post in order to have my second trip there and blog about it now. In the past two weeks we visited a place of heartache and hope. It is difficult to write down the feelings you experience when walking through the buildings. Emotions were running wild. Sadness, respect, anger, embarrassment, resentment…

But I have realised that this is a place one could look at as a beacon of hope for the future. In one of the blocks where ex-president Nelson Mandela was held, there was a television screen that imaged his experience in this jail. The one comment by him is something that I will never forget, and I think it is also the main message behind his workings. In summary he said that one should never forget the past in order to continue into the future, but one must always remember not to dwell on the past either.

Constitution Hill is a representation of the people who have suffered due to apartheid. It is a means to make the victims, and not the perpetrators, the focus and the central point of the struggle. I think many of the ex-prisoners felt it possible to wake up from their nightmares and they too can share in the healing process South Africa and its people is experiencing. Con Hill is also a way of restoring the dignity of black people and make white people compassionate. This is another step towards reconciliation.

It was a fantastic tour. I would recommend it to anyone. And I'm especially excited to see the outcomes of the Human Rights Campus.

30 March 2006 - Jhb - Our World Class City

Two areas that I hoped to be learning about in this course were project management and marketing. These are two areas I have never been exposed to at university and was looking forward to learning the basics.

Both [guest lecturer] and [guest lecturer] from the Johannesburg Development Agency [website address] sparked my interest in these fields. I'm not yet ready to head in these directions because I first want to settle in the areas of my personal interest, namely corporate foreign policy. However, once I'm in there I would like to broaden my expertise to be able to tackle projects where marketing is needed and project and programme management is essential.

It is amazing how many people are needed in completing a project. That is why I think the Constitution Hill project is so inspiring [website address]. A lot of hard work has definitely paid off. Aspects such as functional performance, time and money are difficult aspects to juggle and to balance it is even more challenging.

There is always extra help needed in the funding and strategic management of projects. Thus organizations like Blue IQ [website address] is there to help. Blue IQ, like [guest lecturers] said, is part of the projects involving smart industries like Gautrain, high value-added manufacturing like the Gauteng automotive cluster, and Tourism, like Constitution Hill.

I think its fantastic that the Gauteng Provincial Government started this initiative to develop economic infrastructures for these specific areas. It will promote the increase of growth in this province and also private sector investment in certain areas. It is great to know that there are organizations like the JDA and Blue IQ together with the Provincial Government that care about striving towards developing the Gauteng area. It is a opportunity for Johannesburg to push up its popularity as a world class city. Here is the Gauteng Provincial Government website for further information [website address].

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27 March 2006 - No Death Wish

'It is possible to have a generation without HIV/AIDS - we are the ones to make it possible.' Graça Machel.

It was an eye-opener to see the statistics on HIV/AIDS in South Africa. This is the reality and it is something we all have to face. But what gets my goat is the fact that our country has no set national plan on improving the problem. We are sitting with a president who recognises the issue of HIV/AIDS but doesn't recognise the severity of the impact and future of HIV. Then we are sitting with a Minister of Health who is a fool to think a diet consisting of certain foods is more effective than anti-retroviral drugs. Wake up South Africa! We are the youth of our country. We must make a difference by making ourselves good examples:

- Practice safe sex
- Educate others
- Eradicate the stigma of HIV/AIDS as a filthy disease
- And support those who have contracted the disease

Here is a website which can help us understand more about HIV/AIDS : [website address]. This is the website for the Treatment Action Campaign which fights for the right to affordable means of treating this disease. I also think it is very important to know the procedures when it comes to HIV/AIDS in the workplace. That is why I would just like to thank [guest lecturer] for opening my eyes and making me more aware of something this serious. We need more people like her out there who are willing to educate people to understand how the disease works and to not stereotype the disease as a death-wish.

IUP [intern 2006] said...

I feel so distraught BAB I've just been going through your blog and I have noted that none of my comments appear in the comments section. I'm so frustrated I wonder what I did wrong. I like your writing style. It has the power of making me comfortable and relax and informed at the same time.For some strange reason it was asking me for character string verification and its doing the same now something that does not happen when I am on other people's blogs

[] said...
Hi I work for an Employee Assistance Programme and we share info on subjects such as HIV. If you ever need more resourses or info please contact me [South African email address] Nice work on the research. Short but powerful with all you need.

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26 March 2006 - Getting that Job

I found the session on our CV and interviewing skills most useful so far due to the fact that it was a workshop that helped me improve my ways of getting that actual job that we have all been looking for. The other sessions have taught me how to handle the real working world when I do get that job. Those sessions are of equal importance. I know getting that job is up to me, but I feel more confident now that I know what to expect from interviews and what employers expect from my CV (and boy was mine off track). The tips were great, and the mock interviews were terrifying. Thanks again to [guest lecturer] and [guest lecturer].

LE said...
Hi BAB
How badly was your CV "off track"? What exactly were the differences? Hope you have a great week!
LE

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26 March 2006 - Stress Ball

I'm not surprised at the results of my stress test. I've been categorised under "your stress level is high. Many signs of stress. You're likely a workaholic. Generally do not handle stress well". The statement describes me frightingly well, except for the last sentence. I think I do handle stress quite well. I do indeed experience all the aspects of high stress but lately I have had the attitude of "just let it be". I always thought this might me the wrong way to approach the situation, but I have been doing things to counter this stress, and these things were highlighted by [guest lecturer]. Just a few things I do: I try to smile a lot (most of the time it comes naturally but other times I should focus on doing this). I sing in traffic and smile at taxis and road hogs when they irritate me. I try to exercise when I can. I love my 8 hours sleep, and I look forward to weekends to socialise and be with my family/friends. But maybe [guest lecturer] should come back to give us the same session in our last week. I might be pulling my hair out by then.

Also, big thanks to [guest lecturer] for his presentation on customer service. Not only did it educate me on the utmost necessity for good customer service, but it also made me realise how important my reaction is to customer service. I'm often the indifferent customer who will go to the closest and easiest place to buy or get my things done. Sometimes I am loyal to a company or I might complain about bad service, but this will only happen in extreme situations. After this session I'm going to change my attitude of being a habitual customer to one that gives constructive criticism to a company. Here is [guest lecturer]'s website address to find out more information on customer service: [website address].

[WoW Programmes' weblog specialist] said...
Hiya BAB... Stress is handled in two ways: (1) psychologically, (2) physically. Most of us can develop psychological coping mecahnisms for stress, and it is in this area where it's possible to accurately state, 'I handle stress well.' However, on the physical front, no human being actually handles stress well. Stress results in a complex set of chemical reactions that influence at least two subsystems in the body. When we're stressed, our fight-or-flight response is triggered. When this happens, the pancreas releases insulin into the bloodstream to make it possible to utilise glucose to maximum effect. The body then USES this glucose. Resulting in a short term 'high', followed by a fairly massive dip. When the dip happens, food is needed. Most often, in a fast food world, it's going

to be refined carbohydrates. Which has its own effect. It introduces sugar into the body. And the pancreas then has to release more insulin. Which causes the uptake of blood sugar. Which causes the short high (a few minutes), which causes the dip, which causes the need to eat, etcetera. Which has its own side effect in turn... insulin resistance. This means that the cells need MORE insulin in order to utilise glucose. Which means the pancreas is releasing too much insulin. That's the ONE side of the physical side stress. The other side is the hormonal effects. Under stress, our bodies release a stress hormone. (I don't have the details here, cos I wasn't taking diligent notes when I visited an endocrinologist.) When this hormone is released, two other hormones suffer -- testosterone (in men AND women), and another. Both of these are responsible for 'will to live'. When we're consistently stressed, this stress hormone is produced consistently, and the others are under-produced. Resulting in mood swings, depression, low energy. I really wish I had the details here. But hey. The two subsystems link. The sugar side of the fight-or-flight situation ties into the production of the stress hormone. And you quickly tie yourself into a downward spiral. Three solutions: 1. Cut out refined carbohydrates. The idea is to eat low GI (glycaemic index) carbohydrates such as seed loaf, apples. This stabilises the sugar and insulin cycle. 2. Exercise. This sorts out the hormonal side of things. It gives the brain a rest too. 3. Remove the source of the stress. It's dangerous stuff, stress. Cos even if you THINK you're handling it well psychologically, it's still there physically. So cut it out. I hope this helps some. Blue skies love [WoW Programmes weblog specialist]

BAB said...
Hey [WoW Programmes weblog specialist] Thanks for the comment. I really needed to know that. Makes you realise that stress is a dangerous thing to ignore. Most of those aspects you've mentioned I don't obey, so clearly I don't have my stress under the control that I though I had. I will pay more attention to this. P.S. If you quit your day-job you should become a doctor. Regards BAB

[WoW Programmes' weblog specialist] said...
Hehehehehehehe! Nah... don't wanna be a doctor. I prefer the role of urban shaman. And my day job is a complex combination of me doing all sorts of artistic things for profit and gain. My motto: 'I live my art in prosperity and abundance.' The reason I know all these things is that my own stress management skills haven't necessarily been up to scratch, even though I'm pretty self-aware. I went off to an endocrinologist to find out about my own stress levels. A very eye-opening set of consultations, I must say. And all making perfect sense when you know it. Look out for the following two buzzwords: glycaemic index (or, glycemic index), and glycaemic load (glycemic load). Blue skies love [WoW Programmes weblog specialist]

[ ] said...
Hi sussa Your results show:"your stress level is high. Many signs of stress. You're likely a workaholic. Generally do not handle stress well". You dont' agree with last part of statement but it is kinda true. Not nessesarily for you but I took part in a study in regards to stress, burn-out and compassion fatigue... all the things a psychologist cannot afford to have. We tested a "gagit" that keeps an eye on your breathing and helps you to breath more effectivly and in turn help you to cope better. Found that the breathing does not erase your stress but helps you cope better and focus more. You can borrow it if you want to see the affect on you. I started off by talking about the handeling of stress and your comment... well the fact is that too much stress over long periods of time affects you physically and emotionally. Hence burn-out and other signs. Also remember some poeple do function better under stress such as writing exams - you do your best studying hours before but you do reach a point where your brain actually shuts down from too much work and stress. Again exams... hitting a blank... Being a workoholic puts you in line to over work yourself and have burn out. It's like revving your car in the red all the time. For a while your car will drive fast and get you places but at some stage it will break! So most important is to remember to gear down from time to time and do the silly little things like smiling at taxis. Sometimes you need to be in cruise control and grear down to fith.. And that is my professional opinion! Love the site!

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22 March 2006 - Peanut Clusters

Even though I was thinking mostly about the weekend, I somehow managed to pay attention to the session on competitiveness, cooperation and collaboration presented by [guest lecturer]. These aspects make it possible for companies to improve their efficiency of their standards. And I surely never knew what clusters were. Before that day the only cluster I knew was a peanut cluster. However, in business

terms I started making sense of this peanut cluster I'm talking about. A peanut cluster is lots of peanuts combined together by chocolate. So my vague understanding of a business cluster was a bunch of businesses that network with one another in similar areas to keep their business running smoothly. What I also have learnt is how these clusters can affect the area they are situated in, or how it is plainly convenient for the business to be involved in this cluster. I never thought of how different businesses fuel one another to be able to make products or provide a service.

It was also great having experienced businessmen in our midst. I felt the session was mostly focussed on the Limpopo guests, but I surely walked away with more knowledge on these things than I've had before. I would like to know how we can get hold of the slides for this session.

IUP [intern 2006] said...
I like the way you describe business clusters as "peanut clusters". You are really using your creativity cap BAB! It unravels and makes the concept of clusters more user friendly.

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19 March 2006 - Financial Mail

The other day I spotted the Financial Mail at my parents' house. It was one of the January issues. Inside I found a feature on the Financial Mail Campus magazine. Why it grabbed my attention is because the cover title was "How to get a job when you graduate". The magazine seemed quite interesting. They also have a website if you want to give it a quick visit and see what its about. [website address]

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19 March 2006 - My Interests

During our individual introductions at the teamwork presentations I heard IKA [WoW participant, 2006], EBOF [intern, 2007], LAY [intern 2006] and a couple of other colleagues expressing their interests in African development and how Africa is lagging behind globally. I'm interested in corporate governance and political risk in companies and also how important the role of South African companies are in Africa. Here is a website which I think you'll be interested in (if you haven't heard of it already). Its [website address]. It deals with current issues on African development. Discussions among students and other people are often held here (similar to our blogs).

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19 March 2006 – Guanxi

Here's a little something I wanted to add to my entry about NEPAD. It has to deal with learning different business cultures. African countries, including South Africa, should learn the culture of the different countries they interact with business wise. One of these cultures is that of China. This is called the culture of Guanxi. This term is the Chinese term of how to conduct relationships in the workplace. Seeing that China has such a huge impact on a global scale and also in Africa, every business should learn the Chinese culture of networking and relationship building. A good book to read is "Doing Business in China" by Johan van der Wath.

Reference: Van der Wath, K. 2004. Doing Business in China. Cape Town: Creda Communications.

[WoW Programmes' weblog specialist] said...
Excellent work on making links in your other blog posts, BAB. You're totally getting the hang of this. In this one (and in others), find opportunities to create links. 1. NEPAD. 2. Guanxi 3. 'Doing Business in China' These are three links. Find sites that give a good overview of Nepad and Guanxi and link them to those terms. Goto Amazon or Kalahari and link to the book so that people can buy it online. Please share this thinking with the other delegates. Blue skies love [WoW Programmes weblog specialist]

CTO [intern 2006] said...
Thank you BAB for sharing this, CTO [intern 2006]

LE said...
BAB, Sounds interesting. Do you think it needs it's own 15-30 minute slot on the WoW Trainng Programme, for you to discuss some of the points in the book? LE

IUP [intern 2006] said...
I totally agree with you BAB on the issue of businesses learning the cultures of the companies that they deal with. Nothing can ever be more important than this. Even at a personal level it is imperative to understand each other's cultures to avoid blips and blunders. In a business environment lacking this essential component can have negative consequences. For instance the Chinese rely very much on facial expressions tone of voice and somebody's posture in determining that person's feelings. Thus it would be very important for someone doing business with these people to take cognizance of this.

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19 March 2006 - Go Team Go!

I must say I disagree with [WoW Programmes weblog specialist] (sorry). Teamwork IS important. The presentation by [guest lecturer] fuelled my belief in teamwork. Don't get me wrong. I know how important individuality and individual work is. Nevertheless there are many instances where a team (combined out of a number of effective individuals) is highly valuable. Teamwork helps you fill the gaps of knowledge that you didn't have before. If you aren't experienced or knowledgeable in a certain area, one of your team-mates will help you and feed you with new information, and visa versa.

I sometimes don't like teamwork. I will back [WoW participant 2006] up in this respect where she said that some team members just don't pull their weight. However, the difference between teamwork at university and teamwork in our work place one day differs. Here the people are willing, equipped and trained to do their job. And if they don't, they stand the chance of receiving Donald Trump's favourite saying, "You're fired".

Our NEPAD workshop was interesting. At first I thought it was very repetitive of what the NEPAD website says, but I realised I didn't fully understand what the website meant. It is an area of my line of interests that I should pay careful attention to because thus far its been the most successful African development initiative yet. [Guest lecturer] was honest enough in saying the Initiative itself is inspiring, but the Secretariat is the downfall. I totally agree. What I also enjoyed about this session is that is sparked a lot of debate. Some brilliant points were highlighted during these debates. Thanks for that everyone. Here is the website address of [organisation] where [guest lecturer] works: [website address]

ATL [WoW Participant, 2006] said...
You are not the only one who was disappointed when [WoW Programmes weblog specialist] discouraged teamwork. I discovered this after discussion with some of the trainees. Anyway, everyone is entitled to their opinion. It is not like we have to bargain everything presenters say. We need to be skillful and absorb what is relevant for us. I enjoyed [guest lecturer] 's presentation on NEPAD. The debated was heated and I felt like it could go on and on.However, I still do not get it when it is said NEPAD is not sold to the people on the ground. What does this mean exactly?

ATL [WoW Participant, 2006] said...
Hello BAB I am glad you have enjoyed working in teams.For me team work has been helpful,stimulated me to be creative and taught me different approaches in solving a problem. While in some instances you could have people who bring in negativity into a team.

IUP [intern 2006] said...
I think that whether teamwork is best or not is relative to the kind of work or the kind of people in it. Like all situations it has its advantages as you have mentioned but it also has its disadvantages which can be quiet damaging. The big idea is to keep the eyes and ears open. What do you think?

[Guest lecturer] said...
Hi BAB, I appreciate your comment on the workshop – thank you. Never forget: "None of Us is as Good as All of Us" We are actively involved with promoting the AFRICAN RENEWAL PROGRAMME alongside the NEPAD initiative. We firmly believe that sustainable development is a process that must start from within - Africa needs to 'partner' with herself first! - We promote the

phrase: "Lets create wealth" rather than "Lets alleviate poverty" Our I SUPPORT AFRICA campaign is working on just that - The objective of this campaign is to mobilize the world to 'take hands' in support of Africa and her people! The campaign endeavours to promote opportunities in Africa and to acknowledge those who share our vision in Africa's sustainable development process. Most importantly this campaign allows the 'you and I' of this world to participate in Africa's development! See our world-rated website: [website address]

We will continue to lobby support for Africa and actively participate in the plea made by NEPAD: "The African peoples must take up the challenge of mobilising in support of the implementation of this initiative by setting up, at all levels, structures for organisation, mobilisation and action!" We proudly promote the premise "Less Aid – Let's Trade"

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18 March 2006 - Blue Skies Everybody!

I think I need a week off after [WoW Programmes weblog specialist]'s presentation. What a hectically fantastic day. I wish I had that man's energy (well I think I will if I stick to my promise of quitting take-aways). As I'm sitting here typing on my friend's computer, I'm wearing my hat. And yes, my friend does think I'm a bit crazy.

I never thought I was a creative person. I always thought of it in an artistic light, literally. But to me what stuck out the most during our session was that one always has to re-invent one self to be happy. So I realised I am a creative person because I often find myself re-inventing things and aspects in my life. One example was the way I studied at university. It became boring, repetitive and mind-numbing. I realised I had to change the way I approached my routine and began studying in different rooms and changing my time-patterns. I started pasting notes on my wall and talking out loud. Every semester I tried making it more interesting. Well, I think it worked because I'm sitting with two degrees behind my name.

The colour on my hat right now is orange. I'm still a bit weary of my creativity, especially with my blogging. But looking at my previous blogs, trying to be very critical, I can see a more relaxed tone coming out of my typing as the days go by. Hopefully by the end of this course I'll be the ultimate Queen Blogger (look, I'm already setting big goals for myself). As LE said, our blogging is our evaluation of the presentation so I won't go further about my blogging experience. But I would just like to share a quick story about the networking and information gathering that [WoW Programmes weblog specialist] was talking about. My friend's sister has an illness called Lupis which has affected her life in a serious way. The other day I was looking at other blogs on blogger.com and came across a lady's blog dealing with her experience with Lupis. I went onto her blog and found plenty of information I can give back to my friend. Now that is what I call networking. For a better understanding of the man himself, here is his website adderess: [website address]

[WoW Programmes' weblog specialist] said...
Yo BAB... This is a superb blog post. Your tone and manner is very real, warm, engaging. And there's information between the lines. Please come back and edit this post. Add links to the lupis blog you mentioned, and also link to my blog. Make it a habit to have at LEAST one outgoing link in every blog post. Go for the low-hanging fruit every time. (For instance, every lecturer will have a website or blog, so when you write up your seminars, link to your lecturers.) Blue skies love [WoW Programmes weblog specialist] PS: Please go and change your blog settings to allow comments from anyone. You've currently got it set to prevent anonymous comments. It's vital that you change this to allow comments from everyone. But use the little text verification thingy too. Otherwise your comments will be spammed deluxe. Also, make sure you allow yourself to moderate the comments. That way you can delete spam if it ever gets through. Without moderating, you can't delete.

BAB said...
Hey [WoW Programmes weblog specialist] Thanks for the comments and advice. I'm on it! Regards BAB

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18 March 2006 - The Importance of Transparency and Emotions

I enjoyed the visit from [guest lecturer] the other day because I had a good idea of what he was presenting after working at [host organisation] for two weeks. I think corporate governance is a crucial aspect for business in order to contribute to sustainable development, and like he said, to be valuable.

I often like to compare the things I have learnt this week with the mining industry because its an area I'm very interested in. Even though mining itself is not sustainable, most mining companies deal with the triple bottom line so that its accounted for and managed in a transparent way. An ultimate example here is the Mining Charter. I think it is imperative especially in today's world where globalisation, the needs of society/stakeholders and reputation is a growing trend.

And remember the important quote from the presentation guys: "Never have bad debts" -[Guest lecturer]-

With regards to [guest lecturer]'s presentation, I felt that a lot of things that were said I already knew, but afterwards I realised how I don't use my emotions to my advantage. I also found it very interesting how hers coincided with that of the previous day's BWSA presentation. The importance of "listening", "communicating", and "resilience" came forth in both quite prominently. Even though it was from different perspectives namely the corporate environment and the psychological environment, they both stress how important it is to have these qualities. Both highlighted emotional and physical health which is essential to be highly effective in the workplace (looks like I'm going to have to stop eating all those take-aways).

The tests [guest lecturer] provided showed that I have little confidence in myself. I don't agree entirely with my results as I know I am a confident person on a social scale, but I do realise there is a difference between confidence in the workplace and confidence in my social life. I don't think I'm emotionally illiterate but I would like to improve my EIQ to enhance my decision-making. Just a quick question I want to raise: Is there a big difference between confidence in the workplace and confidence in one's social life?

Here are the website addresses of the [LAY's host organisation] and the CCDU: [website address] and [website address]

[WoW Programmes' weblog specialist] said...
Outgoing links to: [guest lecturer], [guest lecturer], BWSA, please. Blue skies love [WoW Programmes weblog specialist]

IUP [intern 2006] said...
I am not too sure about the confidence in the workplace and confidence in one's social life being the same. But I do think that being confident in both areas has the capacity of pushing you to greater heights where you can deliver in both areas. It's a tricky thin though because there are people who have a lot of confidence in their work and their workplaces but are pathetic when it comes to social lives. I have heard that such people can be found in the medical and engineering professions. They know their work, are confident about it but do not know how to keep their social lives alive. I think it ties in with the creativity bit. Hey guys say something I think BAB has raised a pertinent question here!

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14 March 2006 - Independence Day

Yesterday was the first day of my path to being an independent woman. And what an experience it was. My day started off on a high note. Familiar faces made me less anxious and new faces made me excited for the World of Work Training Programme.

I would like to touch on some issues we tackled yesterday. First of all I would like to thank Dr. Van Zyl and [World of Work Programmes' Coordinator] for welcoming us. I was quite nervous but from your warm welcome and kind words we are ready to promote ourselves, be advocates for our specific educational backgrounds and lastly, work very hard.

Secondly I am thankful for the opportunity of a self improvement activity like the team leaders. When it comes to public speaking or presentations I'm quite rusty in the sense that this is for real. We are introducing very important and successful people and I'm keen to learn from all the trainees' examples on how this is done in a professional manner.

Thirdly I was very excited about our guests from the Businesswomen's Association. It is great to know that an inspiring association like that realizes the importance of humanities and social sciences in the world of work. I enjoyed the relaxed approach by Ms Thomson. It was an enriching and fresh way of dealing with very important issues.

I have already rewritten the advice she gave us, especially the fifteen 'Ps'. I think if we need to refer back to a guideline on how to conduct ourselves in the workplace (and personal life) and how to be resilient, the fifteen 'P Letters' are it. Also, as a South African woman, I'm extremely appreciative of the ongoing opportunities this prominent association provides to help women in business. Their business card is safely secured in my wallet (a very valuable contact).

Lastly I want to thank last year's trainees for their input on their experience at the World of Work Programme. It was a great way of showing that it is going to be a tough course but the end result will offer us a string of opportunities (and contacts) for our future in the working world.

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08 March 2006 - Competition Time

By the way fellow bloggers, just a little something that might interest one of you. I went to the News 24 website this morning to catch up on some news and I saw in the corner of my eye a competition for the person with the best and most interesting blog. The website is [website address], or to reach the competition page directly, go to [website address]. My blog is not up to scratch yet so I'm not sure of entering but maybe after our course I'll have the guts to do it. Good luck if you do enter!

LE said...
Thanks for the link and competition info BAB. It's a BHAG - a Big Hairy Audacious Goal you have there! Go for it! I'm taking this to be your personal project for the next month. Imagine the exposure you'll get if your blog makes it to finals (but go for a win). Best LE

BAB said...
Thanks LE. But let me first try and put a photo on and create a more interesting blog. Otherwise I'm going to win the prize for the worst blog ever :) Excited to learn more on blogging from [WoW Programmes weblog specialist]. Its going to be interesting! Regards BAB

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08 March 2006 - Light at the end of the tunnel

Last week I was jobless and had no idea what I was going to do before our World of Work training programmes would start. But I received a surprising call from LE saying that an organisation is already interested in interviewing me as a potential intern and they have part time work for me in the two weeks before we start our classes. I went to the interview and before I knew it I was sitting behind the computer of my new employees, [host organisation].

To those of you who are not familiar with this organisation, it stands for the [ ]. This organisation is one of my options for the internship programme which makes me even more excited because I'll have a hands-on experience of what it would feel like to work for them. The reason why I'm interested in the organisation is because it focuses on growth and competitiveness in the corporate world. I believe this organisation can teach me the necessary background in corporate policies in South Africa and even Africa whether it includes corporate accountability, responsibility, interaction with governments etc.

The duties I have been given is to help out with the writing of a report on Corporate Governance for the African Peer Review Mechanism. I'm currently busy with creating a database which will include all the sources needed to help finalise this report.

I'm very grateful for this experience because it is helping me understand the working world, even though its only for two weeks. It also makes my decisions on where I want to work one day much easier. As for my employer and my fellow colleagues, they have made the experience even more enjoyable. It is a relaxed and friendly environment and everyone is available when I need help.

I'm still a bit scared when I walk into the office in the mornings because I'm worried that the job I'm going to do that day is not right or up to standards. But I'm sure this feeling will pass with time when we start the internship and gain more experience. I'm very excited for the start of our training next week and to meet all the trainees. See you there.

LE said...
A curriculum vitae, badly translated, means a 'path of life'. Everything you do, even if it's only two weeks, will contribute to the journey. Glad to hear you are making the most of your time at [host organisation]. LE

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23 February 2006 - Experience or no experience? That is the question.

I have realised more and more in the past year how difficult it is for graduates to get their foot in the door to their future. I don't even remember how many job applications I have looked at which mentioned the criteria of a three year degree (which I have), and also two to three years working experience (which I don't have). It is a catch 22 situation of needing experience to get a job but needing a job to get experience. However, even though I have had many conversations with fellow graduates on this topic, I must admit that it is a fair criterion. I do not think that I would have had the right amount of knowledge or professionalism to step into the workplace after I've just graduated. How do you guys feel about this?

My CV shows that the only working experiences I have are holiday jobs and part-time promotional jobs. But let me tell you one thing, even though these jobs seem miniscule and might be overlooked by potential employers, they taught me things that I'll remember forever. It taught me how to work with difficult customers and very difficult bosses. It taught me how to be punctual and patient. And it especially taught me how to successfully complete difficult projects in a limited time frame. Do you think these aspects are considered by potential employers? And do you think these characteristics learnt in a small job can be used in future careers?

I have finally made peace with the fact that job hunting is very difficult and often disappointing. One also needs to learn how to approach potential employees, how to make a lasting impression, and how to cope in the workplace. That is why I'm very excited about the World of Work Programmes. We haven't fully started yet but the ball is rolling and I have learnt a few things already. This is going to be a good year.

LE said...
Hi BAB I wonder how employers value vac jobs? I wonder if there are employers who appreciate that waitrons know loads about customer service, working under pressure, working in a team... Maybe you could ask a few people who are employers what they think? Well done for setting up your blog. A good place to visit to read other interns' blogs is
[website address] This is a programme called "Interns Without Borders 200" by the Advocacy Project in Washington DC.
Regards LE

[WoW Programmes' weblog specialist] said...
Hey BAB... Congrats on your blog! As soon as we've got a critical mass of people on the mailing list I've set up, I'll show you how to add your cv to your blog. HINT: it's really just a well formatted blog entry, with a permalink. Please sign onto that list by following the instructions on the email I sent. Blue skies love [WoW Programmes weblog specialist]

ATL [WoW Participant, 2006] said...
BAB, I think you have a good point when talking about graduates' difficulty in getting their foot into their future. Its either you match this but do not have that. As graduates you might have the qualifications but lack the experience. I think it is best that educational institutions develop intervention

(like we have at Wits –WOW) which link students and the world of work. These interventions should play a role in preparing and introducing students to the work context. I remember that at one stage I started blaming myself for failing to find a job. Along the way, I have also listened to various advise from the media and experts, on how to job-hunt. With those well-taken advices and tips, I was still unsuccessful. I guess employers have a different way of looking at potential employees. There is also the issue of being "overqualified" if you have a degree or even worse a post-grad qualification. I hear that some companies prefer taking people with basic matric. The reason for this is so that they groom you into their direction. But, nonetheless, I am so thankful to be in the WOW training and intervention.

DOZ [intern, 2006] said...
Hi BAB, We are so fortunate to be part of this programme,since we don't have two years of experience that is needed by the companies,while we have extensive experience in dealing with clients and bosses.I think companies should take into consideration the experiences that we had as students.

APPENDIX 9.1 EGM Vertical analysis

EGM was 30 years old when she participated in the World of Work Programmes in 2006. A South African woman, EGM had a National Diploma in Public Relations and a Bachelor of Arts Honours degree in Industrial Psychology from Wits University.

EGM's part time work history included data capturing, public relations for a primary school and work as a filing clerk. EGM believed in the potential of corporate social investment to alleviate poverty and uplift communities (email correspondence from EGM, 17 February 2006). EGM stated in her curriculum vitae that her career objective was, "... to work as a recruitment officer or human resource officer." She had already acquired some work experience in this area, as she had worked as Human Resource generalist in a provincial Department of Education for five months prior to starting the World of Work Programmes. During this time she believed she had acquired some basic Human Resource administration skills, dealing with appointments and terminations for staff members, but she felt that there was little scope for her, and limited growth for her career in a governmental institution. EGM was clear that she wanted to work in a corporate environment and she believed that an internship would facilitate this transition for her.

EGM's curriculum vitae, profile and her weblog URL were emailed (with an introduction about the World of Work Programmes) to eight potential host organisations. The director at one of these host organisations said that in considering interns they were looking for "...really bright people in mind, who know a bit about the world, something about sustainable development, are curious and determined." (Email correspondence, 10 February 2006)

EGM did not generally present herself according to this description, which, it could be argued, could stand for the general expectation that all host organisations would have had of prospective interns. While she was accepted for a scholarship for the 2006 World of Work Internship Programme, the World of Work Programmes' staff did have some reservations about her after her interview for the scholarship. This panel of interviewers commented that she appeared complacent about the prospect of a scholarship, particularly because her responses seemed lackluster during the interview, for example "I'll consider it", "Whatever…", "It's ok…", and "That's not bad". (Field notes, 25 January 2006) As her mentor, I was given the task of raising this issue with her, and assisting her to address it.

I therefore advised her to avoid 'luke-warm" words and phrases that could inadvertently portray her being without energy or enthusiasm. As her mentor I created a personal exercise for EGM, requiring her to generate a list of energetic, positive words and phrases. (Email correspondence from researcher to EGM, 11 April 2006) EGM did not complete or respond to this exercise.

However, at the end of her internship, EGM wrote (at her weblog) that she was communicating assertively. EGM implies that she acquired this skill through the process of the internship (as opposed to any exercise that I may have asked her to complete):

> *One thing I have learnt in this is expressing yourself and asking a question when you do not understand something. I do not have to feel like I am stuck in a negative situation if I do not understand something. Fortunately in my work situation I have a network of people, besides my supervisors. There are instances when I felt I needed more guidance from my supervisor and I emailed her to ask her about the problem.*
> *There are also instances when I felt I was doing an unreasonable amount of work then I talked to the necessary person and addressed the issue.*
> *After confronting the concerned parties, it did help to gain a better understanding of everyone's role and how to improve the situation.*
> *If you are having problems in a work situation learn to address it immediately rather than ignore it or internalizing it. (EGM's Weblog Post, "Express yourself", 13 July 2006)*

EGM was invited to two host organisations for interviews, from the eight potential host organisations identified for her. One of these host organisations offered her an internship placement. This organisation was a national investment and banking corporation. Another 2006 intern, BAB had accepted an internship at the same host organisation. EGM and BAB started their internships on the same day and were both assigned the same tasks. While working with a Human Resources specialist

dealing with change management within one of the company's business units, EGM was expected to work with BAB to:

- Do research on change management tools and create the toolkit (this requires quite a bit of reading and research on the internet, and then customizing that info for our purposes)
- Put together a process document that can be used to guide the planning process for change management, OD and communication (in particular, they will be required to work through the Dave Ulrich HR methodology, and convert this into a change management approach)
- Assisting with planning around change/communication, teambuildings, facilitation (i.e. the DVD of the consulting workshop, sourcing communication material, compiling the material for change communications)
- Please note that they will also be required to do some amount of administration work based on the above requirements and where required. (Representative at host organisation, Email correspondence, 11 April, 2006)

In the first interview, in the first stage of her internship. EGM said that she found fellow World of Work intern BAB to be an important means of support for her, especially in terms of helping her deal with work that she didn't understand. EGM said she both relied upon, and trusted BAB because she had known her from the World of Work Training Programme. She explained that her relationship with BAB was different to any other relationship she had had in her work experience (which amounted to five or six months of work in a governmental department before attending the World of Work Programmes). EGM said that she had been in contact with the other 2006 interns at their different host organisations, by telephone and email, but that communication with this group was perfunctory compared to the depth of EGM's relationship with BAB. (Interview, 9 May 2006)

EGM envisaged that her internship without BAB in the same organisation would have been, "difficult", because she would have had to work hard to

> make friends and to have someone to… that I trust, that I can always talk to....

and EGM concluded that,

> ...with BAB, it's better that she's here. (Interview, 9 May 2006, p 244)

EGM said that she had tried to secure a placement at an organisation similar to her internship host organisation, but without success. She believed that her successful internship placement was the result of new skills acquired through the World of Work Training Programme. (Interview, 9 May 2006) Within the first five days of the internship, EGM said that she was

> *... applying my new learnt skills and computer programmes. (EGM's Weblog, 25 April 2006)*

She believed that she was implementing what she had learned in the Training Programme session on Project Management:

> *It also comes down to what I learnt about being involved in a project from [guest lecturer] at the Constitution Hill. He mentioned that when working on a project you have to make sure that money, time and funtional performance balance each other. As it is I am working on applying my knowledge, skills and tools to meet the requirements of the project. (EGM's Weblog Post, "The task at hand", 25 April 2006)*

EGM also found that she was

> *...using my sense of responsibility and being tactful at the same. It is essential to be careful when handling people's or applicant's information, especially when giving them feedback. (EGM's Weblog, 25 April 2006)*

EGM was still positive about her work during her internship a week or so later. She mentioned specifically that she was enjoying interacting with people – even though her workplace supervisor said that she was not as adept at this skill as her peer BAB was. (EGM's Weblog, 10 May 2006)

EGM noted that managing time was a common thread and challenge for the World of Work interns. She found it frustrating to juggle tasks when she had formulated a time management plan and was then given a random task that would compromise that plan. EGM said that this was

> *...totally unlike at school where I could sit down and lay out my time management plan on paper. (EGM's Weblog, 13 July 2006)*

EGM was not offered a contractual or permanent position by the host organisation where she had completed her internship. However, just before the end of her internship, EGM said that she had benefitted from the experience. She had learned that she would like to continue to work in recruitment. (EGM, Interview, 11 July 2006) She also said that she had acquired self-discipline and had learned how to motivate herself and be proactive about learning new skills in the workplace. (Interview, 11 July 2006)

APPENDIX 9.2

EGM Interview 1

Date: 9 May 2006
Site: Host organisation

BAB: Respondent
EGM: Respondent
LE: Interviewer

EGM joins an interview with BAB.

LE EGM has just joined us in for a discussion about their experiences together, starting at the same time at [host organisation]. Before I have a private session with you, EGM, about your internship, I would like to find out a little bit about how it has been to have a peer from the Training Programme, somebody who is in the same place as you. I know that you have a bit of work experience. Perhaps you could reflect on what it is to have work experience and be working with another intern who has less work experience? Perhaps you could talk to me a little bit about the support, if any, that you have been able to give each other, how you've found your working relationship? What it has been like to be interns together for two weeks at [host organisation]?

EGM Ok. I think for me it's been very supportive to have BAB here with me, cause we go through the experiences together and we are also very supportive of each other. And like the other day we were left to run the recruitment um, administration section together. And we were very supportive.

LE How? What does supportive mean?

EGM Like um, if, if I don't know anything, BAB will come up and help me and if she doesn't know anything she will… I'll come up and help her.

LE Is that different to what you experienced in your previous job?

EGM It is.

LE How?

EGM Because there you don't have anyone to, like anyone that you trust, to rely on.

LE Why do you trust BAB?

EGM Because I've known her for… since the training.

LE But you've known other people in other work situations, so why do you trust BAB especially?

EGM Well, in, in those other work situations I was new, like was alone. Within this one I'm with BAB, we've known each other for a month. It's better.

LE A month is not so long to know a person. Is it?

EGM But we've grown to… you know, to be friendly with each other.

BAB Um, I agree with her. We are very supportive in a sense of we… we talk about how we are feeling. We often, like, also speak about IUP [intern 2006] and LAY [intern 2006], and we, we just… The reason why I think I trust her as well, I think that's what also EGM is trying to say is that we… not that we were both scholarship students at um, on the WoW Training Programme, but both of us saw we are hard working, and um, we are adamant to get an internship, we are adamant to finish this course, we are adamant to do well. In our bloggings you can see we put blogs often, she… and she blogs well and I go and read her blogs and I see what she does. So in that way I think we built a trust… and to see how… the work she's done before. And then also like she's in recruitment and if we have to phone a list of people we would speak to each other and say, "EGM did you phone this one? Ok, I'll phone the next one". It's a whole… so at least we sit close to each other, so we can talk to each other. Um… and also we are friends also. Every day after we leave, we try and walk down together, say "Bye" and see each other the next morning. EGM phoned me this morning to say "Hi" when we didn't work together today. So in that sense I think it's a very nice thing. Especially now at [host organisation]. It's a very dominant type of um, uh, company where people just work, work, work, no time. Not saying not time for friendships and stuff, but you can see they're very busy and can only say a quick "Hi" and "Bye" and that's it. So it's nice to have EGM here so I can talk to her about it.

LE Have either of you had contact with any of the other interns?

EGM Yes we… IUP [intern 2006] and LAY [intern 2006].

LE On the telephone?

EGM On the telephone and through email.
BAB And ja, I've emailed… I think we've emailed DOZ [intern 2006] to say congratulations with her internship placement at [host organisation].
EGM Oh ja…
BAB Didn't hear a word, so dunno how it went.
LE Imagine what it would be like to be on your own. Tell me what that would be like. How would it be different?
EGM On my own here? Oh! Oh, I think it would be a bit difficult. Because I would have to work hard to… make friends and to have someone to… that I trust, that I can always talk to. So with BAB, it's better that she's here.
LE Are there other friends?
EGM Uh… I think I'm friendly with um, a number of people I should say.
BAB Mmm, the HR lady…
EGM Ja!
BAB Um, I think… I would have missed EGM, but I think I would have been fine. Um, also just because I, … I dunno…what I'm trying to say is, but like I can, I've loved making friends. Um… but it's also difficult to, cause I've never made friends in a business environment, so I don't know how that would have been like. And so it's nice to have EGM here and then it's nice to make extra friends. The, especially the ladies in HR. We're friends with them.
LE Any other comments about being here together?
EGM No. It's just nice. Thanks.
BAB It's great! Thank you.
LE You have your own laptops?
BAB Very, very nice.
LE How did you feel when you got your laptops?
EGM I was quite pleased about this, because it's very fast. I don't know at some places you have to wait for a long time to get a computer…
BAB I got a phone, our own extension numbers…
LE Ok. Something I think your [workplace supervisor] would also like to hear about, for future planning, is about your induction into this work place. Now you are interns, so induction is not really appropriate, because you really only induct employees. But she would like to know for the future, for her planning, about your process into [host organisation], without any formal intervention? So that's something you could blog about, and the very quick access to a laptop is something you could blog about. Ok? By the way, are there any parking issues?
BAB Perfect, no problem.
LE How is transport working out for you EGM?
EGM It's working out fine, ja.
LE Ok, good. Just to finish up... Do you think you would have achieved this internship without any intervention from Wits?
BAB No.
LE Why not?
BAB Um, because I tried, I've tried before at a very similar company like [host organisation]. And I'm just, just… no…I don't, I don't think I had the skills before to be able to join a bank. Especially a bank or even a corporate situation like this.
LE So the training made the difference?
BAB Yes.
LE Ok. EGM?
EGM I would say the same as BAB. I wouldn't have done it myself, especially with banking. I've also tried different places.
LE Thank you both for your feedback.

Interview ends.

EGM Interview 1b

Date: 9 May 2006 EGM: Respondent
Site: Host organisation LE: Interviewer

LE It's the 9th of May 2006, and an interview with EGM, who is an intern from the World of Work Programmes, 2006. The time is 11h20. EGM is two weeks into her internship at [host organisation]. EGM, what questions do you think I should be asking you, that is my first question? What would you like me to be discussing with you in this very first meeting that we are having about your internship?

EGM Firstly… the first would be about my job - if I am understanding the tasks that I am given and if I am enjoying the role of being an intern.

LE Ok, let's … are you understanding the tasks you are given? Are you coping with the tasks you are given?

EGM Mmm …Ok, I am basically working in two sections right now. With [workplace supervisor] in the change management section and I understand her tasks that she gives us. But with recruitment it's like everything changes everyday, so I have to learn new things everyday. But most of things I have done it before so it's easier.

LE Things that change everyday: is that stressful for you or is it something that you are able to cope with easily?

EGM Mmm… I think sometimes it is very stressful, especially if it's like the other day; we were left to run the recruitment administration (me and BAB). So, it was very stressful but we had like supportive people who always came in to help us. So it was easier.

LE How do you think that [workplace supervisor 1] and [workplace supervisor 2] or anyone from recruitment - that you report to - how would they describe you? If they were sitting together in a meeting, what adjectives would they use to say EGM is… what?

EGM Well I really do not know.

LE Try to imagine.

EGM Ok, perhaps responsible and pays good attention to detail.

LE Why would you think, they would describe you that way? What have you done and what evidence do you have in mind to support that they might describe you in that way?

EGM I think…with the recruitment section I think I am very responsible. If I am given a task, I make sure that I complete it. I also pay good attention to details when doing that task.

LE Is that part of who you are? or is it something that you have learnt?

EGM I think it is part of who I am because in my previous work, I learnt and I did the same things - being responsible.

LE Is there anything that is worrying you?

EGM Ok….mmm. It would be…have to do with the task that I am given, I still have a lot of questions to ask [workplace supervisor], with regard to the change management and I still want to see the end of the project…yeah.

LE What do you mean you want to see the end of the project?

EGM Like… I want to see how well... what my input was and how well did I do.

LE OK… It sounds like you want to gauge your performance? you are waiting for a form of feedback?

EGM Yes.

LE Ok, do you think the feedback will be positive, average or negative?

EGM Well so far I think it would be average, but I would like it to be excellent.

LE Why do you think it would be average?

EGM Like right now, I am still asking - like I said - about what role I should play, also I still have a lot of questions with regard to the task given. I have not seen much of [workplace supervisor].

LE EGM, we have had quite a few discussions around words… and the enthusiasm or passion they can convey – or not. After your first scholarship interview, I gave you feedback about a comment that you have made which was… I'm trying to remember it exactly… you said something like…

EGM I would consider…

LE Oh yes, you would *consider* working in or at a particular host organisation. And the feedback was that that was a very luke-warm, half-baked kind of a reaction and subsequently I have given you feedback from interviews that have been similar. I sent you an email asking you to

work through some 'luke-warm' words and offer some stronger alternatives. I don't know if you received that email?

EGM Yes I did.

LE The exercise was to help you come up with alternatives so that you could manage perceptions around a lack of enthusiasm that people might believe that you have. How are you finding that? Is that a personal growth area EGM? Are you addressing it? Are you thinking about the feedback that I have given you, in that area in particular?

EGM I think the feedback was very helpful, and maybe… that was one of my weak points. And I am also working towards adding enthusiasm in my work, etcetera.

LE How do you do that? What are you doing to make people's perceptions change about you? For people to see you as an enthusiastic person with energy?

EGM Mmm… I am using upright, honest words. If I do not like something - I say it. I am being more open.

LE Can you give me an example of that?

EGM In the workplace, like sometimes…you are given multitasks, like in the recruitment area. If somebody assigns me to do something while I am still working on various other things, I say it uprightly that I am busy, etcetera.

LE Ok…

EGM Or maybe "I will do that later". Maybe before I couldn't have said that and maybe I could have been uncomfortable at the same time

LE So you are being more assertive?

EGM Yes.

LE … how about enthusiastic?

EGM I think I am generally… and very enthusiastic about working… and I am also motivated. Like I said, I am enjoying the work around change management and am enjoying the fact that I am being exposed to recruitment administration. Like I have never worked on Lotus. Maybe not in the same manner. I am happy to be exposed to that.

LE How did you learn Lotus?

EGM Through the two ladies that I am working with, [host organisation staff].

LE Did they teach you?

EGM Yes.

LE Ok, did you try to use Lotus before they taught you?

EGM No…for my previous work, I have used different programmes which were similar, so it was easier to mange the work.

LE Is there anything from the training programme that you are thinking about now that you are in your internship. Anything you can remember from guest lecturers? Do you want to think about that for a moment?

EGM Yes. Firstly, the emotional intelligence and managing your stress and also time management. Like I am learning how to prioritise my work and also the project management. I wish I could have listened more to what project management. I wish I could have listened more to what project management is. But I am learning.

LE Ok… you've worked before, are there any differences in these first two weeks and how you are performing versus your previous work experience? Let's imagine that I knew you when you worked before in the [previous organisation]. What differences, if any, would I see between your work performance then, and now?

EGM I am more motivated now, um… optimistic and… I think I am also at the same time more relaxed, while in my previous work, I was… because I didn't like the area I was given - I was less motivated and I think I was pessimistic as well.

LE Pessimistic about what?

EGM The work I was given. I did not see any prospect for growth in that.

LE Ok… your academic work... are you using that in anyway, what have you learnt from the University that you can use here?

EGM Well... mainly around change management.

LE Have you studied that?

EGM Yes. Although I have never studied Dave Ulrich's theory and I am also trying to integrate it with the previous theory that I have learnt.

LE Ok… do the staff here consider you to be an intern or employee?

EGM Mmm… maybe for now as an intern.

LE In what ways, why would they not see you as an employee, do you think?

EGM Ok… perhaps because I am still asking around how to do things, what to do with... if a client calls. I am still asking for their information... what to say to the client.

LE Ok. What questions do you think I should ask you, the next time I see you? Do you want to think about that for a while?

EGM Are you understanding your role? How I am finding my work? As well as would they see you as an employee rather than an intern.

LE Is there anything that you need from [World of Work Programmes' Coordinator] and myself? Anything that is worrying you? Anything you need in terms of support?

EGM So far… I think I am doing well, but as you said you are open to talk if I have anything that worries me.

LE OK. Would you like to work at [host organisation] after your internship?

EGM Yes, I would love to very much.

LE In what area?

EGM In the area I am working in… and yeah, human resource and recruitment perhaps.

LE What are your goals for the next five months?

EGM Umm, my goal… my main goal is to secure a permanent position, if not at [host organisation], somewhere else.

LE Ok, thank you very much EGM.

EGM Thank you.

LE Is there anything else you want to tell me?

EGM No.

LE Thanks very much.

EGM Ok.

Interview ends.

EGM Interview 2

Date: 20 June 2006 EGM: Respondent
Site: Host organisation LE: Interviewer

LE This is the second interview with EGM at [host organisation] and she is in the middle of her internship, the time is 10h15. How are things, EGM?

EGM They have been great; I think I have made a lot progress from before. I have also learnt a lot of things along the line.

LE Like what?

EGM New skills around computers and office automation as well as the research project I am involved in…around change management…yes.

LE Those sounds like skills you have acquired. What about learning things about yourself? Anything new…that you have learnt about yourself?

MK …to be more disciplined because in some of the projects you... there is so much independence attached to them and you have to keep yourself motivated and concentrate on achieving completion of the project.

LE You are halfway through your internship. Right?

EGM Yes.

LE Actually you have one month left. What are your plans for the future? Last time we spoke you said you wanted to secure permanent employment, possibly at [host organisation] or elsewhere. Do you feel the same?

EGM Oh yes! I still feel the same. I have applied to certain places and I will also be applying within [host organisation]. I have spoken to [workplace supervisor] a couple of days ago and she gave me an advice on who to go to extend my contract or to get a permanent job.

LE What is your dream job?

EGM To work around HR, anything around human resource and as well as recruitment.

LE What is your dream company to work for? Or perhaps is it your dream to work on your own?

EGM For now I think I would like to get more confidence, so I would like to work for a company… and it would be nice to work for like a banking sector like [host organisation] but maybe also a recruitment sector because it is always busy and you get more skilled. And possibly I would go on my own after I have gained enough skills.

LE You didn't say [host organisation] is your dream company?

EGM It is!

LE What do you think - since you have worked in recruitment - what do you think [host organisation] are looking for in new employees - and we can really leave the skills out of it for now, let's talk more about attitude and behaviour.

EGM I think…I do not actually screen the CV's or decide which people to take because I just help out with a processing the information to them. But I think they're mostly looking at intellectual people and people with a positive attitude, who are motivated to work.

LE Is that you, EGM?

EGM Yes (laughing).

LE Why do you define yourself as a positive, motivated person?

EGM I think I am very optimistic about the work that I do and I love… like presently, I am loving the work that I do and I get motivated by learning each day also, learning from people also, of my mistakes.

LE How do you show that you are - what were those words? that you have the right attitude, that you are positive and motivated to work? How do you show that because it is one thing to feel it inside, but employability is also showing those aspects of yourself to your colleagues? How do you show your employability? How do you believe that people can read that about you?

EGM Ok… I am always…um… communicating with my supervisor - if I don't understand anything - how to go about getting a certain task done. And in recruitment I believe I also do um… communicated with the relevant people regarding the jobs that I had to do.

LE I would suggest that that is the minimum requirement. How do you feel about that?

EGM Sometimes I perhaps think out of the box, like with the research that we recently had to do, I … I researched for more tools to use and I… sometimes I… how can I say this… I gave a lot of triggers more than tools and I *think* [workplace supervisor 1] and [workplace supervisor 2] were quite pleased with them.

LE As I was saying, that is terrific because I have had the same feedback from [workplace supervisor] about that aspect of your work, where you really did go beyond the minimum requirement. Well done! Your project on change management - for this maybe you can think a little bit beyond the Internet - has there been any kinds of unusual sources for support, colleagues, peers, persons outside the workplace?

EGM Well, I have not… ok, so far I have not used external resources but I normally refer to the work that I did in Industrial Psychology. While Dave …Dave Ulrich is the new theorist for me… umm. I do understand so far, some of his work. And I can also refer to you, as a resource.

LE So your academic training has really come into good use for you, because of your training in Industrial Psychology.

EGM Yes…..

LE [Workplace supervisor 1] is an industrial psychologist, isn't she?

EGM Mmmhhh…yes.

LE She is one of your supervisors - is that correct?

EGM Yes.

LE And she is the only industrial psychologist in the team, right?

EGM I don't know with [workplace supervisor 2].

LE But you work closely with [workplace supervisor 1]?

EGM With both of them.

LE Ok… you and [workplace supervisor 2] studied Industrial Psychology. Is that something that draws you together at all?

EGM We had a meeting yesterday…Yes, I think we are drawn together because she understood some of the input that I gave, regarding the research that I did and she also added into that that I did. And she is still going to give us some information that she has, so that we can research more on that.

LE How it is to work with BAB [World of Work intern 2006]? What has it meant to you?

EGM Sometimes I feel like working with BAB is very helpful because… we have some... we don't have similar strengths and weaknesses, so we can help each other out wherever there are gaps.

LE What strengths do you have that BAB does not have?

EGM Ok…like I have done change management and she hasn't, so I can help her with that and she also sometimes tends to use more resources when doing certain tasks. But sometimes when we're given a task, it is difficult to do it together and so we sometimes have shared the task amongst us.

LE Why is it difficult to do a task together?

EGM Because we meet the same challenges, like the other time we had to find people for the data that [workplace supervisor 1] needed and it was difficult because what she wanted, I also wanted. And it was…it seemed like a waste of time, so we… along the lines we had to share the task amongst us.

LE What do you think BAB… you have explained that BAB can learn about change management from you, what can you learn from BAB?

EGM Um… she gives a lot of bright ideas on doing things. I can also learn a few certain things around… working around the computer…yeah.

LE In terms of her skills with other people, is there anything that she can learn from you? That you can learn from her? Her interpersonal skills and your interpersonal skills - what can you learn from each other?

EGM Can I think?

LE Take your time.

EGM BAB is more outgoing and friendly with people. And she is open. While I am more shy sometimes and it can be very helpful sometimes and I also… if I need to do anything, I also refer to her and ask her, if it's ok to do that something.

LE Have you maintained contacts with other interns at other host organisation? Can you describe the contact if there has been?

EGM Ok…um…. I have emailed DOZ and LAY. We normally speak on the email and – Oh! I still have to meet LAY, because she still has to give me the CD from the World of Work Training Programme.

LE Can we talk about friends and family, people outside the workplace, and can you tell me about the support that you receive from acquaintances, friends and family?

EGM My family has been very supportive and they are quite happy.

LE How have they been supportive?

EGM They are just happy for me that I got this internship. It seems… for them it is, like, worth it. My friends as well… they are happy for me and they... like [intern from World of Work Programmes 2004] she encourages me to stay on and hang on.

LE EGM, this is just a hypothetical question: try to imagine that you never did the WoW Training Programme, and you were never chosen as a scholarship holder, and you never had any help getting an internship at [host organisation]. Do you believe that you could have gone to the [host organisation] website and secured your own internship? or what else do you think you would be doing if you had never done the World of Work Programmes? Where would you be?

EGM Ah…yes. I think I would be nowhere at all and from where I was… The WoW Training has helped me to revive some of, like, some of the life skills and some of the things I learnt in my Industrial Psychology course. I wouldn't even… I did not even know about [host organisation]. And I wouldn't even go to their website because I know I would never be chosen by such a company. I think I am very lucky and glad that I have done the training and the internship here.

LE What questions should I be asking you the next time we meet, which is just before your internship ends?

EGM Questions regarding my future prospects and the level of skills I have acquired, and the successes that I have made during the internship.

LE EGM, did you choose the right host organisation? You were also accepted at [participating host organisation, 2006]. Did you make the right choice?

EGM Yes, I think I did.

LE Is there anything else you would like to tell me? Any concerns? Any improvements that you can suggest for the World of Work Programmes? Should I give you a moment to think?

EGM I think the training was great but maybe in future, can't you add the computer training because sometimes it is difficult to go through in the workplace without having proper training. It's sometimes... I felt intimidated sometimes asking how to work on Lotus, MS Word, etcetera.

LE Ok. Thank you for that input. EGM, you have work experience. In fact you worked in a government department for how many years?

EGM For five months.

LE For five months. How is this experience of work different? or is it the same?

EGM It's very different because there I only dealt with one thing: I processed information. Here there is a variety of things that I can do, I am working on change management which connects to my academic background and my work experience. And it's also similar in a way that I sometimes… I go to recruitment - I also do processing but the computer programmes they use is different because in government I used Persal, in here they work a lot with Lotus Notes.

LE Thanks EGM, I think that ends our interview.

EGM Ok. [*Discussion continues, however and the audiotape is turned back on.]*

LE We were just talking some more about computer skills. And we were - when the tape was off, we were still talking about how postgraduate students may dismiss the low level skills of computers and so on. When you come across something that is a challenge for you in a computer, who teaches you? How did you acquire the new skills?

EGM Ok…the last time BAB was working on it, I was in recruitment, so I asked her. And there's also the IT Department which we can refer to and there's also the department secretary, she is also helpful.

LE Yes, I have read about her in your blog. How often do you teach yourself?

EGM Um… with the minimum spare time I get, I sometimes play around and teach myself.

LE Thanks, EGM.

Interview ends.

EGM Interview 3

Date: 11 July 2006 | EGM: Respondent
Site: Host organisation | LE: Interviewer

LE This is the last interview with EGM, who is doing her internship at [host organisation]. The time is 09h40. EGM, you're about to leave [host organisation], is that right?

EGM Yes.

LE Are there any plans from [host organisation] to keep you on board? You can also talk about plans you hope for…

EGM Well, the extension to my contract at the moment is still a pending issue. Because some programme managers are still deciding whether to incorporate change management in their project and I am also trying to apply elsewhere for a position in recruitment or HR.

LE If you were the person in charge - a decision maker - would you employ EGM?

EGM Definitely.

LE Why?

EGM Um... because I think she's a responsible person and respectful to her co-workers and I think she remains effective in her work, and… yeah...

LE We once spoke about things you could do to forward yourself and… be someone who would be considered for employment here. I suggested to you that you even give a presentation to people in Human Resources, about why you should join them; there maybe opportunities in Human Resources with people going on maternity leave, etcetera. What concrete steps have you taken - besides your performance - to try to secure employment?

EGM Well, I think with everyone being busy, I emailed to a couple of people and… one project manager responded, but she had only a short time. She only said she can meet with me for two minutes because she was off to another meeting. And it seems like she might take me once her project is given a go-ahead. And the other person from HR - I have not had a response from her.

LE If you can go back three months, back in time and if you were to choose your ideal host organisation… what would that be?

EGM It would be [current host organisation], it's very ideal. Although I did not know much about it, I love it.

LE If you aren't employed at [host organisation], where would you ideally like to be employed?

EGM Can I think… um: a banking sector or a sector in recruitment, where there is a continuous flow of work. Because that's… I think as a person who has not worked for a long time, you will get skilled if you work often.

LE You sound committed to be in recruitment?

EGM Yes.

LE Did you have that same commitment before you started your internship at [host organisation]; did you always know where you wanted to be?

EGM Um… yes but not completely. I was still trying to find out…

LE What are the most important things that these Programmes have done for you?

EGM Well… I have basically... I think I have grown in some areas. I have become more self-disciplined because in this workplace you are sometimes given plenty of time to do a project and there is so much leisure time that you can feel less motivated. And it is important to keep yourself motivated. And I remember one speaker said if you can't - if there is nothing to do - you must always find something to do. So… sometimes I practice my computer skills.

LE What are the things that the World of Work Programmes should have done for you, and didn't?

EGM I think they've done almost everything. Like the topics they have covered are very important, it's somethings that emerge a lot in the workplace. Like stress: how to deal with stress. And also how to deal with different personalities in the workplace and the importance of when things get out of hand.

LE What are the things the Programme did not do, and should have? Do you want to think?

EGM Ok… there is nothing much.

LE What methods have you developed or used to network with others in the world of work, beyond this workplace?

EGM Do you mean other interns?

LE Other interns or other people, employers…

EGM I normally talk over the email and phone other interns. And I also email a lot to employment companies. I give them my contacts and sometimes they call.

LE What is different - if anything - about the way you are networking now and the way that you networked before, when trying to get employment? Before the World of Work Programmes?

EGM Now I know I should… you know… give my - if I am applying for a position - I should give it so much attention. Like if people don't reply, I should go back to them and ask them if there is any progress towards my application. And also having the positive attitude.

LE Let's talk about that for a moment. Some of the feedback that you got during the coaching process, during the World of Work Programmes, was around your choice of words. For example at your very first interview, one of the words that you chose was… I am trying to think back…

EGM That I would "consider"...

LE ... that you would "consider" an opportunity. And the feedback that you got was that that was not a very positive response. Then you also received feedback from the interview you had at [another host organisation participating in 2006] where you raised something about needing extra time for a project?

EGM Well um… I think right now, I am more confident. Like before I was less hopeful of finding something, thus I was wishy-washy. Right now, I think I am confident. After the training and having considered the training and having had all the guest lecturers and the people from the workplace who came and talked to us... I know that I have to be myself and confident. I know what I want.

LE Going back to your comment that you were not hopeful about finding employment - when you are not hopeful what does it do to you and the way you interact with people?

EGM Um… I was pessimistic and therefore my answers were negative and wishy-washy. The way I interacted with people is like "Whatever comes up, I will take it..." - so I lacked confidence as well.

LE What happens to you EGM, when you are pessimistic? How does that manifest?

EGM Well…you become "let down"… and negative and not enthusiastic.

LE What advice would you give people in the workplace to help prepare for and make the most of interns like you?

EGM I think I've had great supervisors who are always there to listen and who are always to help. Even though [workplace supervisor], we only see her for half-a-day, but she is available on her phone and email. So I… I can't say there can be any improvement.

LE Who has been your role model been during your internship?

EGM Various people within the organisation. Um… and one lady in recruitment told me about how certain ladies got into their positions. Because she said they used to do little things and now they hold, like, big positions and from then on I became motivated to work… even if I become enthusiastic and motivated to work… and never look down on… even if I am given small task or something beneath me, I always take that. Become motivated and not let down.

LE EGM, what will be your last day at [host organisation]?

EGM The 14th of July.

LE What will you do on the 15th or 16th and until you hear… if that particular project has or gets approval? What will you do?

EGM Right now I am trying various places and I really want to do something on the 15th. But I'll keep applying…

LE Is there anything else you want to add, or talk about?

EGM No…

LE Did I understand you correctly earlier... are you saying that - in your application to recruitment/agencies, you are finding that companies need more experience than you already have? What about the previous work experience that you have. Doesn't that count for as experience?

EGM Some don't exactly match. But some have said maybe I should start at a lower level and work my way up to a senior position

LE How do you feel about starting at that lower level?

EGM It's good. Just as long as I can grow, not to remain at that same level and also… if I am given that position, I will take it upon myself to learn more and try other various task to get a senior position.

LE EGM, a last question I think: If you had, at the time of your application to the World of Work Programmes, if you had also received a job offer for a junior position - say in recruitment -

what do you think you would have opted for? the World of Work Programmes, or the junior position?

EGM If it's full time I would have opted for that position and… while at the same time - it's a difficult question - while at the same time - I think the internship here has been great and I had two reliable supervisors who understand where I am coming from...

LE Thank you EGM.

Interview ends.

APPENDIX 9.3 EGM Coded Weblog

Posts from 27 February 2006 to 13 July 2006

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13 July 2006 - Express yourself

One thing I have learnt in this is expressing yourself and asking a question when you do not understand something. I do not have to feel like I am stuck in a negative situation if I do not understand something. Fortunately in my work situation I have a network of people, besides my supervisors. There are instances when I felt I needed more guidance from my supervisor and I emailed her to ask her about the problem.
There are also instances when I felt I was doing an unreasonable amount of work then I talked to the necessary person and addressed the issue.
After confronting the concerned parties, it did help to gain a better understanding of everyone's role and how to improve the situation.
If you are having problems in a work situation learn to address it immediately rather than ignore it or internalizing it.

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13 July 2006 - Time management

I have realised that "time management" has become like a buzzword for some of the co-interns. Making time in the workplace is something that I cannot ignore. Since working, I have been able to plan out my time. When having tasks, it's not easy to do or remember everything. Just the other day I forgot to hand in a certain document to my supervisor.
It sometimes gets terribly frustrating to simply plan your work. In my work situation I am sometimes given tasks at random and that can disturb my time management plan. This is totally unlike at school where I could sit down and lay out my time management plan on paper. However I am learning to prioritise between my tasks. If I am given a task at random, I enquire about how soon I should complete the task.

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13 July 2006 - A sense of responsibility

I have realised that there is so much freedom attached to my work. There is a project I have been working at and with that we have to work independently to complete it. Unlike varsity where the normal procedure would be failing if you do not submit your assignment on time, my work situation gives me plenty of time to work and breathe. Our supervisors are often not in the office but we have their numbers in case we need them. They are always available to talk when I need them. I love the freedom attached to my work .It wouldn't be nice to have a supervisor watching over your shoulder each time.

While I enjoy the freedom attached to my work, I get to learn to be responsible. I often have to remind myself to be committed and remain motivated towards my work. With the flexibility and time given, it is easy to be demotivated and unfocused. I remember one of the speakers from the WOW training who said always find something to do, if you have nothing to do. So when there is nothing to do or when I am taking breaks from my research I practice my computer skills.

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2 June 2006 - The unit induction

Today, I attended an induction by [head of department] for the business unit I work for. I found it very worthy as it answered questions that were really at the back of my mind or never had a chance to ask.
From the induction I now have an overview about where I am and how my unit relates to other unit. Most importantly I now know the definitions of some business unit terms which have been mind boggling for a long time.

I am also happy about the explanation on performance appraisal. This is actually the question I wanted to ask [workplace supervisor] but never had a chance to. Thank you [head of department] for all the informative talk and lunch.

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1 June 2006 - The problem solving skill

I find the problem solving skill I use in the workplace to be a bit similar to the one I used at varsity. The major difference is that I get to deliver my results to a different audience. Like at varsity,in the workplace you also get presented with a problem and a deadline to deliver the results.
I often find myself brainstorming the ideas on piece of paper and writing everything I currently know about the problem. Thereafter, I develop my idea. Sometimes I feel ideas run out too quickly and then other times when one idea comes, then it sparks more ideas.

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24 May 2006 - One other deadline to meet

Another deadline I had to meet is handing out a package to some people and in return I had to get some document. This had to be done within two days and this is the fourth day. It is difficult to trace people.I understand that most people are always busy:attending one meeting after another.I have left voice messages and emailed on several occassions. With only few returning. I have even taken the initiative to walk to their offices. One thing I have learnt is that the harder I try to get the feedback, the more answers I get.I still need to check with [workplace supervisor] if the feedback they give me is the correct one.

Workplace supervisor said...
Hi EGM - I am so glad I have the opportunity to read this! I am thrilled to hear that you are enjoying things with us at [host organisation]. I hope it helps you to select your career preference. You've been doing a wonderful job so far - I think things may get even more interesting from now on.

EGM said...
Thanks [workplace supervisor], I really appreciate your compliment and am looking to more interesting projects.

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23 May 2006 - Meeting deadlines

For the last three days I have been working on data collecting,capturing and output for [workplace supervisor]. It was not easy to meet the actual deadline because some people could not give us the actual data on the day we requested it.
What I found most interested about this task is that as you are working, you know when you want to achieve your goal and thus you become more motivated.
I can compare this with one of my previous work experience where I just worked without a deadline to meet. I found the work to be so monotonous and at the end I believe I could have lost my sense of responsibility and the sense of achievement.
During the achievement of our task I must admit I got a little impatient.This is actually one of my weaknesses-getting impatient if things do not go according to plan. But thanks to [workplace supervisor], she understood that some people will not give us the data right away.

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18 May 2006 - One suggestion for Wits WOW programme

I know [World of Work Programmes' Coordinator] asked us a long time ago about our suggestions to improving the Wits WOW programme. But I was just thinking yesterday about how wonderful it would be to have on line blogging from the companies involved. It would be an opportunity for them to talk about their expectations from interns and also share some of their past experiences with regard to interns.
I believe this will help future interns shape their career development .
10 May 2006 - Work in recruitment

Part of the job that I do in recruitment is meeting candidates, working on lotus arranging interviews with agencies, candidates and the internal staff. I am loving it because it keeps me on my toes and I get to interact with people.
Today a man from library visited us and I took out a book to read more on human resource.

LE said...
Hi EGM, Did you study Change Management when you did your postgrad degree? If so, I'm wondering if you covered Dave Ulrich? What are your thoughts on his work?
Best wishes LE

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25 April 2006 - Involved in other tasks

I am enjoying my work so far because besides being involved in the project at hand I am also learning other skills in the human resource area.
Two friendly ladies [employees at host organisation] have been teaching us on how to handle and process personnel information using a computer programme.
I am using my sense of responsibility and being tactful at the same. It is essential to be careful when handling people's or applicant's information, especially when giving them feedback.

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25 April 2006 - The task at hand

For the past two days I have been caught up in applying my new learnt skills and computer programmes. The project requires good management tools and a lot of discipline. It might seem that there is a lot of time at hand but I know when I meet with [workplace supervisor] next week, I must be up to date and have valuable ideas to apply to the project.
It also comes down to what I learnt about being involved in a project from [guest lecturer] at the Constitution Hill. He mentioned that when working on a project you have to make sure that money, time and funtional performance balance each other.
As it is I am working on applying my knowledge , skills and tools to meet the requirements of the project.

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20 April 2006 - Already in the world of work

Wow, It's so hard to believe that I am already in the world of work. [BAB, intern at same host organisation] and I thought we were just going for our interview and little did we know that we were going to start working.Our first day was fabulous. We got a helpful and friendly induction from [workplace supervisor].Thanks to her, she made me feel at ease and I can find myself around the building.Also, we are already working on this exciting project.The pleasure and challenge here is that I now have the opportunity to apply my knowledge and theoretical framework into real life work.

[CTO, World of Work participant 2006] said...
Hi EGM, That's great to hear that you are there already. I wish you all the best in the challenge of real practice and implementation. Keep well! [CTO, World of Work participant 2006]

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7 April 2006 - Remuneration

As someone who is beginning to enter into the job market, I believe it was worthy to get a lesson on remuneration and I believe some employers can take an advantage of this . [Guest lecturer's] presentation taught me what benefits I could expect, when to ask for money- and that is from adverts and before an interview. She made it clear that you can get different options for your benefits in a company but ofcourse that depends on a company's structure. It is also important to clarify with the line manager on the company's performance management and remuneration policy before entering a job. This includes clarifying on what my expectations are and what I want to achieve.

6 April 2006 - Time management

The exercise I did on time management in [guest lecturer's] presentation showed that I am generally in control of my time and also occasionally pressurised. I believe that socially I am the worst time-keeper. I am unpopularly known to postpone appointments at the last minute and to be full of excuses for not turning up. At varsity I was seldom late for my lectures and was often up to date with assignments.

It is also known that one needs to have a balanced social life and working life. I cannot be a good time keeper in one thing only.

Thus I believe there's still a way to go for me to maximise my effectiveness with time. I still need to learn to prioritise between my work and social life. I must learn to see which aspects have a long range of importance and which ones have short-range urgency.

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4 April 2006 - Fitting in the world of work

I think the two speakers [guest lecturer 1] and [guest lecturer 2] touched on a very important issue which is the changing world of of work. [Guest lecturer 1] mentioned that the process of globalisation is at the heart of of current business trends and that one needs to appreciate the elements of change and continuity. [Guest lecturer 2] on the other hand mentioned that the underlying philosophy of work has not changed but there are few changes with regard to new breed of employers and employees, there is the trend of job hopping rather than sticking to one job for life and success is determined by how you market your skills.

The most important lessons I am taking with from these presentations is that firstly, I have to be myself in a workplace. I know I have a dream and thus it is important to leave up to my dream.Secondly, I should have a good and respecful conduct.I think this applies to what [guest lecturer 3] said about having a positive attitude and what [guest lecturer 4] said about emotional intelligence. I know a workplace is guaranteed of chaos so I want to handle my frustrations, stressors and emotions in a dignified manner. Moreover it is important to keep looking for opportunities while at the same time learning from my mistakes.

[CTO, World of Work participant 2006] said...
Bonjour EGM, Fitting in this changing world is something we all have to consider otherwise one will easily be sidelined. All the best, [CTO, World of Work participant 2006]

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4 April 2006 - Going deeper into entrepreneurship

Last week I learnt about the qualities of an entrepreneur and today [guest lecturer] gave me another way of looking at business implementation. I have learnt to determine the viable and non-viable opportunities by following these steps:
Identify the business opportunity, by looking at the supply side: my skills,experience, strengths and demand side: the need from the market of the service or goods I wish to serve or produce.

- Assess my opportunity by looking into my financial need, resources available, if the business is already existing and other barriers to entry.
- Evaluate the viable opportunity by comparing between opportunities.
- Plan to implement the opportunity.
- This will be the step where I implement my business.
- Track.
- Assess and measure the success or weakness of my business.

[IUP, intern 2006] said...
I like the little flowers on this blog entry. You gotta teach me how you did it

EGM said...
It's the bullet points and sometimes numbers. I don't know why, but they appear as flowers once I have published my blog.
31 March 2006 - The reasons why I went into the social sciences

I did my studies from the humanities because my intention was to work with people, I was also curious about people's differences and their general well-being.At the same time I also enjoy helping out in the community wherever I can.

Yesterday I was humbled to be in the presence of [guest lecturer]. I was greatly inspired by her as she gave me a different outlook in doing community service. I believe that most importantly she instilled very good values which motivated to have a good vision, be creative and have the ability to recognise opportunities. I know that before, when I saw a social problem I always depended on financial and professional help. But she has helped me to look beyond that as she shared some of her touching experiences as a human activist.

Today I was pleased to find out more about the organisation, Independent Development Trust. I have always wanted to work in an organisation that focuses on community development and poverty alleviation while at the same time work with people in fields like HR.
[Guest lecturer] and [guest lecturer] 's presentation was very informative as they addressed clearly their mission and modus operandi of the organisation.

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29 March 2006 - Nedlac

I found the presentation on Nedlac to be very beneficial as it deepened my understanding of what Nedlac stands for and its modus operandi. It was interesting to know that it deals with addressing socio-economic issues such as unemployment, poverty, inequality and economic growth. What I didn't know is that the community can also play a role in Nedlac. Also the fact that all 4 chambers have a chance of tabling their wish list which is then negotiated and decided by this body . I often thought decision- making was made in government and how- I didn't know.

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28 March 2006 - The art of writing and speaking in a business context

In the beginning of her presentantion LE used the phrase," Credit goes to the man who convinces the world, not to the man to whom the idea first occurs.- Sir Francis Bacon". This is important because good and effective communication in a business takes place when a person conveys his/her thoughts, ideas, feelings in a way that enables the receiver to obtain an accurate and clear picture of the intended message. LE emphasised that business writing is an extremely important extension of a business/company. As an academic person I am now faced with the challenge of changing my writing to fit a business context and that goes to even emailing. I can imagine that most daily running-business depends on conveying a message, receiving, reading and answering different messages.
For business writing I have to be concise, clear, choose my words carefully and proof read my messages.I greatly appreciate LE's tip for organising information and that is the sprat tool . According to this I have to look at the situation first, then the problem, resolution, action and thanks.

While writing is one thing, speaking is another thing. The two speakers [guest lecturer] and [guest lecturer] alerted me that there is a difference of presenting to your peers/colleagues at varsity and presenting at a company. I must say I can never get over the feeling of standing up,presenting and to people I do not know. But there are points I am taking with from [guest lecturer] and [guest lecturer]'s presentation and that is:

- Presenting (know my audience,rehearse, and prepare venue and equipments).
- Purpose (grab attention, give clear message, spell out the relevance of the topic and give examples).
- Presence (as speaker I should establish my presence).
- Passion (if you have drive, people will believe you).
- Personality (as a speaker I should always remember to be myself).

[WoW Programmes weblog specialist] said...
Hey EGM... One of the ways you test the validity of those obervations is by looking at the people delivering seminars to you during this course. Are they making an impression on you? What can you learn from their presentation skills? What should you adopt? What should you definitely NOT do? By the way... while the content of this post is great, you've definitely not proofread it! Your headline has a major spelling error on it. And there are loads of other little errors. I'm not gonna spell them out for

you. Ask your buddies to help you out. Blue skies love [WoW Programmes weblog specialist] PS: Change your comments settings to allow all comments.

EGM said...
Thank you [WoW Programmes weblog specialist] for alerting me to my spelling errors.

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27 March 2006 - Entrepreneurship

Throughout [guest lecturer]'s presentation, I asked myself the question of whether I have what it takes to be an entrepreneur. The reason being that I have always viewed entrepreurship to be a difficult undertaking as it involves risk taking. I have also seen many businesses fail because of missing some of the characteristics I have learnt today.
From [link to website] I learnt of the difference between intrapreneurship and entrepreneurship. The first kind involves operating from within the organisation ,with already available resource with the motive of making more savings for the organisation. While the entrepreneuship is working outside organisation with limited/no resources and as acoording to [guest lecturer], with the motive of profit-making.

Today I have learnt the importance of working on developing to be an entrepreneurship. I know I might have the passion and creativity to develop a consulting business in future but I need to add to these values. I have to see that my business has a vision for the future and survival, consider the risks I will be taking, network with more people, plan my business with an advisor and use my communication and networking skills.
Moreover, as [guest lecturer] said in order for one to be successful you need emotional intelligence. I need to work on handling my stress, emotions and arguements that may occur within my business in future. I believe that this would start by being exposed to an organisational context and from that I will be able to learn and develop.

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26 March 2006 - What I look for in an intern.

After [guest lecturer]’s presentation I was motivated and felt worthy as a potential intern. I further on wished that all employers were like that. [Guest lecturer] made it clear that an internship should be a two-way process- what is the organisation's expectations and the intern's expecations. As an intern I should know what I am expecting from the internship and in my case that is to gain hands on experience and to see how my theoretical framework/what I learnt at tertiary fits in with the world of work. I know that I should also add value into the organisation, to think independently and in some situations collectively in a team.
At the same time I am driven by passion to learn more in my internship. I want to use it as a means to discover my true career potentials and to develop personally and career-wise.

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23 March 2006 - The scourge of HIV/AIDS and in the workplace

The scourge of HIV/AIDS has become a serious and a sad phenomena in South Africa and throughout the world. Having been to [guest lecturer]'s presentation, I came to the conclusion that so many challenges are still facing the fight against HIV/AIDS.
Firstly there is the problem with the education itself. As [DOZ, intern 2006] mentioned, most people are illiterate and do not understand messages in the media. Also [guest lecturer] mentioned that there should be a concerted effort to educate the youth about sex and its effect because they are the people who are most at risk.Then there is the role of stress in HIV. Again some people from certain cultural perspectives regard HIV and the whole concept of sexuality as a taboo. Thus they do not find it easy to reveal their HIV status and begin to harbour it in inside. As a result they die quickly because of stress. [Guest lecturer on emotional intelligence] also mentioned in her presentation that 80% of people who report sick are not exactly sick but are undergoing stress.
Thirdly there is the role of stigma and discrimination. As long as some people still fear and are ignorant about HIV/AIDS we will not go anywhere as a country. For as a human being living in South Africa I know people who died from AIDS and thus cannot begin to judge. Then there are problems with the

spread of HIV/AIDS caused by alcohol consumption especially amongst the youth, the role of sex workers and poverty.

[Guest lecturer] also mentioned that it is important for the workplace to be considerate about HIV/AIDS. Some employers are very supportive of their HIV positive employees. The role of education should play an important role to alleviate stigma and to prevent employees from being infected. Lastly I also believe that HIV/AIDS does not only affect the infected person emotionally and physically but involves also their family, community and other workers. Thus the employee assistance programme should also play a role in assisting the infected workers as well as their family and fellow workers in dealing with HIV/AIDS.

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22 March 2006 - My eye on business

I think it was imperative that the programme also include soci-economic issues. As someone who plans to have a management consulting business in the next few years, I found the presentations on corporate citizenship, Nepad as well as competition, collaboration and cooperation very useful.

Thanks to [guest lecturer on corporate citizenship] I now know the rationale on why companies exists. A company should not only concerntrate on profit-making but should add value- meaning to the people/society it operates upon. I believe job creation projects and support for entrepreneurial small businesses feature prominently in corporate social investment. Through my future business endevours I will always remember to invest and connect with a company that adds value to society and has a future-oriented vision.

[Guest lecturer on competition, collaboration and cooperation] enriching presentation was an eye-opener as I can now see my potential business in clusters.Through my management consultant business I can see other sectors (clusters) forming such as financial, marketing, communication, office automation, teaching and development. This would also mean job creation.

I agree with [guest lecturer on NEPAD] that it is sad that there is a misperception/misuse of the meaning of Nepad and BEE. I believe as a prospective entrepreneur I will perhaps add value in creating wealth (employment) and along the way eradicating poverty.

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22 March 2006 - Interviewing skills

Thank you [guest lecturer] and [guest lecturer] on your advices on cv writing and interviewing skills. Your answers might have contradicted what I already knew or thought was right around interview and cv. But most importantly you added valuable information. I am already working on my cv.
Although I can never say I am prepared for an interview, I now know that it is important to add confidence, attentiveness and alertness to listening and answering techniques. The first presenters on the programme also talked on the importance of living a positive attitude and confidence when in an interview and after an interview.

[IUP, intern 2006] said...
You are very right on this one EGM! I think it's necessary to always keep our confidence and alertness around us if we are to be successful in interviewing skills. It's true, they do say that one can never get over the feeling of being nervous before an interview. The best way like you insinuate is to practice; practice; practice!

EGM said...
Thank you [IUP, intern 2006] for more encourage, sure will do that practice and practice.

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21 March 2006 - Lessons on stress management and customer service

Firstly I would like to thank [guest lecturer] for highlighting the importance of adopting healthy techniques as a manner of dealing with stress. As people we sometimes fall into bad habits such as drinking, drugs and bad eating as a manner of dealing with stress because they offer immediate

reaction and are simple. As much as I will be practising the healthy stress management techniques (talking to people, positive thinking, assertiveness, mediation, healthy eating and exercise) I will be also dessimating the message to people around me.

I also learnt a lot from [guest lecturer]'s lively presentation on the evolution of customer care.I will remember that it is the way a company treat its customers that determines whether they will come back. The most important lessons I am taking with is that when a company's delivery is more than the customer's expectations then you get delighted customers, when the company's delivery is equal to the customer's expectations then you get satisfied customers while when the delivery is less than the expectations then you get unhappy customers.
I believe that if a company is striving to produce quality products, it should also strive to produce quality service. It is the little things that counts when we become associated to a company.

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16 March 2006 - There is no I in we

I liked the way [guest lecturer] used the phrase," there is no I in we". I have always been pro-teaming and team work and his presentation accentuated my liking and knowledge for team work.
I found that in the different presentations I had to do for postgraduate, it was easier and faster to come to come-up with an idea when I was in a team of 4/5 than when I was alone. This could be attributed to the fact that people share their different abilities when in a team and thus increase productivity.I also found that the more diverse the team, there more it was easier to tackle the task at hand.
I also often found myself to be more committed to a task when I was in a team than when I was alone.
I also believe that teamwork can make one feel more motivated and confident because you know that no matter what you come up with, has a backing of different expertise.
Another thing I enjoyed about working in teams is that it improves communication and thus your mind becomes stimulated to more ideas. When working alone I had more of an internal communication and it did not help to make me resourceful.

[BAB, intern at same host organisation] said...
Hi EGM This is just a quick agreement with what you said about [WoW Programmes weblog specialist]'s comments at the end of his seminar. Like you I also believe that one should behave in a certain manner when starting off in the world of work. I'm not saying don't be yourself, but rather approach your inteviewer or employer in a way that will impress them, and at the same time not undermine you. Thanks for that EGM. [BAB, intern at same host organisation]

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16 March 2006 - Thee intelligence for social science students

I often find myself distrurbed by society's pre-conceived view and that is people who take career paths in the lines of humanities and social science do not have a mental ability. Ofcourse it did not make sense because when faced with a problem a psychologist, sociologist, social anthropologist, economist and politician can reason, make a decision and in the process act effectively from their own perspective.
[Guest lecturer] mentioned that successful people get to where they are because of emotional intelligence. It was afterall emotional intelligence which helped Patricia Gallup launch and grow a computer firm with just a degree in anthropology. She was always open with her staff and had the ability to communicate. I read from [link to website], that most successful US Navy leaders were more warmer, outgoing, emotionally expressive, dramatic and sociable.
If I further think of students from the prestigious engineering, life science or commerce I can observe that they also need "thee intelligence " to get along around campus and life.They too need to be aware of their feelings (why are they stressed before an exam), know how to manage emotions (deal with their stress), have the ability to persist in the face of setback (to go on if they fail) and be able to sense what others are feeling (know how their mate feel if they do not do well) and handle their emotions.
The ingredients for success is ofcourse 67% of thee emotional intelligence and 23% academic intelligence.

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16 March 2006 - The missing pieces of my job-hunting puzzle

Before being motivated by [guest lecturer]'s presentation, I used to be confused as to why I never secured a job for myself. I had a very low self esteem, lacked enthusiasm and dreaded going to anymore interviews. The whole thing of listening to tips of job hunting just didn't work.

But now, I have found two pieces to fill in my job-hunting puzzle and they are resilience and a positive attitude. [Guest lecturer] mentioned that a workplace is guaranteed of chaos and that you need the two values to put up with the compressing work situations. From my experience with the interviews is that they can be not what you expect them to be or have prepared them to be. I now know that it does not take you wearing an impressive suit, having a prestigious educational history or having all the necessary experience, what is important is leaving a good impression that you are enthusiastic and optimistic. Afterall it all makes sense that no employer can hire a non-assertive and gloomy- looking person. I read somewhere in the Star 2003 an article,"Secretaries: the new management" and in this article it said that in today's century the question is no longer about who is the boss but who has what it takes to be a boss and that is a positive attitude.
I am now looking forward to my next interview and that is to leave a positive impression, well spoken words and effective non-verbal communication (that say I am enthusiastic). While at the same time I will remember to practice those tools of resilience when going to an interview or in a work situation.

I was further motivated by what [intern 2005] and the two past interns said as they also emphasised on those two pieces- resilience and a positive attitude.

[ATL, WoW participant 2006] said...
I believe resilisnce and positive attitude are the best tools to tackle interviews. There is still more to come my sister. If you look at your programme timetable, you will see that interview skills presentation is on the list. Hopefully after the presentation you will be more confident to face interview panel. The combination of all will help you land that job you have been dreaming of. Good luck.

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27 February 2006 - Stepping into WOW training and internship

I am very fortunate for being accepted to the WOW training and internship. As a postgraduate whose been job hunting, it is a relief to finally be in a programme that is so well- structured and caters for my needs.
The introduction kick started with a serious and welcoming tone. The meeting with LE shook me and made me aware of the reality of the program. Although I thought she might have been too serious when asking us for specific times to call us, I was nonetheless pleased with the level of professionalisms and the fact that we will be getting honest feedback.

As someone whose been trying to get into the job market, I cannot emphasise the importance of getting feedback from potential job providers. By discussing the job seeker’s strengths and weaknesses, will help in improving their job-hunting skills.

Having been through the introduction, I find myself anticipating with anxiety each day. I am conscious of the shift to a new schedule. Each day I get concerned about my potential host organisation, the nature of work I will be given and whether my performance will meet my employer’s expectations. I often wonder about whether the organisational culture will be stimulating enough for an intern. It is a known fact that organisations differ in terms of rules, procedures, objectives etc. As a potential intern, I would have to comply with those restricted regulations.
I have already come into terms with maintaining a good attitude, appearance, ethics and be complying with the internship expectations. While at the same time I am aiming to be responsible and committed to the training and internship experience.

[WoW Programmes weblog specialist] said...
Hullo EGM... Congrats on starting your blog. I'm looking forward to meeting you on Wednesday. Please add some posts to your blog about your field of expertise. Blue skies love [WoW Programmes weblog specialist]

APPENDIX 10.1 IUP Vertical analysis

All participants in the 2006 World of Work Programmes were required to provide a brief description of themselves. These descriptions were circulated to the guest lecturers and potential host organisations that participated in the WoW Training and Internship Programmes. IUP described herself thus:

> I hold a Bachelor of Social Science Honours Degree in Media and Society Studies (Zimbabwe) and I recently completed a Masters Degree in Forced Migration Studies at the University of the Witwatersrand, Johannesburg, South Africa. I have worked for a variety of media organisations as a media monitor or news writer. In most cases the work was research and public relations based. I have also worked with community organisations on environmental projects. I am a highly articulate, confident and persuasive team-builder, able to motivate and communicate to achieve exceptional performance. I am very creative, responsible, and I am full of determination, integrity and compassion. I am also good at problem-solving and working with a team. I work quickly and am dependable and reliable when researching and writing reports. My main interest now lies in helping to develop workable solutions to the HIV/AIDS pandemic in Africa. Through my studies I have gained experience in migration/migrant populations/HIV/AIDS issues. My career objective is to become a programme officer in this area in the near future. (WoW Training Programme, March 2006, Training Delegates' Profiles)

The WoW staff sent IUP's curriculum vitae and weblog address, and positioned her as a prospective intern to eight potential host organisations. She was invited to only two interviews from this group of potential host organisations, and was offered an internship at only one host organisation. She accepted this offer. In my role as mentor, I had strongly urged her to accept the offer, even though she later stated that it had not been her first choice (IUP, Exit Interview Response by email, 4 December 2006). I reasoned that her status as a Zimbabwean excluded her from most opportunities for any form of work in South Africa. I was convinced that if she did not accept the offer made to her, she would not receive any other offers for an internship.

There was only one interview with IUP's workplace supervisor, on 16 May 2006. At that point the workplace supervisor had only been working with IUP for ten days, as she had been away. IUP also attended this interview. The first interview focusing on IUP herself was on 18 May 2006, during the second week of her internship. IUP's workplace supervisor sat in on the interview. The second interview with IUP was on 4 July 2006, and IUP's workplace supervisor did not attend.

It was difficult to schedule a third interview with IUP. Her workload had increased and she consistently cancelled our arrangements for an interview. Finally IUP sent responses to the standard exit interview questions that I had developed to me by electronic email on 4 December 2006. This is included in the appendices as the third and final interview.

On her first day at the host organisation, IUP was informed that she was expected to work independently and that there would be no "hand-holding":

> Been told that I am supposed to work on my own and that I shouldn't expect anyone to be following up on me (pretty hectic!). (Email correspondence, 19 April 2006)

IUP said that she had received positive support from family, friends and peers during the WoW Programmes. (IUP, Exit Interview Response by Email, 4 December 2006) IUP also mentioned that she had support from her fellow interns, even though they were in different workplaces. She maintained contact with the other four scholarship holders especially, through email and telephone calls. Their support seemed to have helped IUP in the beginning of her internship. This was a difficult time for her. In the first interview, IUP cried openly about her experiences. She was frustrated about the slow pace of her work, and the dated technology she was using. (IUP, Interview, 18 May 2006)

IUP was placed for her internship at an organisation that hosted an intern from the WoW Programmes the previous year – JN. This intern was also a key respondent for the process evaluation of the WoW Programmes 2005. JN was still at the host organisation (having been offered contractual work) when

IUP joined it for her internship in 2006. Both IUP and JN were Zimbabweans. There did not appear to be much contact between them and IUP did not cite JN as a source of support.
In an effort to help IUP connect with peers located in different sites, I organised a "Shared Work Day". The arrangement was for DOZ to join IUP at her host organisation. The "Shared Work Day" did not seem to be especially significant for IUP, as she did not refer to it at her weblog or during the interviews.

IUP seemed particularly disappointed that her internship work at the host organisation drew on her media training (Honours degree), and not on her current, specific area of interest, which was HIV / AIDS (after her Masters Degree in Forced Migration Studies). She felt that her internship work did not immediately tap into her career aspirations. (IUP, Exit Interview Response by email, 4 December 2006).

IUP's frustrations seemed to have abated a month later, when she became involved in the production of a newsletter/booklet for her host organisation. (IUP weblog post, 21 June 2006)

At the end of her internship, IUP reconciled with the fact that the work assigned to her during her internship did not have the focus she initially hoped for. In her responses to the internship interview exit questions she said that one of the differences about herself, from when she started her internship, was that she was more enthusiastic about following a different career path. (IUP, Exit Interview Response by email, 4 December 2006)

Just under a year after IUP joined the host organisation as an intern, and while she was still working there (her contract was extended), I asked her for her thoughts regarding my recommendation for her to join the only host organisation that offered her an internship. She wrote in a weblog post,

> *It was going to be a nightmare to get me a placement anywhere else given my foreignness. [Host organisation] was the answer since they had taken foreign interns before. After all has been said and done, I really appreciate the time and space that have been accorded to me by [host organisation]. I am on the road after all. It's just that my walk will be much longer than everybody else's but I am on the same road with them nonetheless. (IUP weblog,13 April 2007)*

In July 2006, around the official end-date of the internship, IUP's internship was extended by the host organisation (and without any further involvement from the WoW Programmes) for another two months. This was extended again, and IUP remained at the host organisation for almost 16 months after her internship period had ended. She then joined a non-governmental organisation as a researcher in November 2007. (IUP Email correspondence, 8 November 2007)

APPENDIX 10.2

IUP Interview 1

Date: 18 May 2006
Site: Host organisation

WS: Respondent (IUP's workplace supervisor)
IUP: Respondent
LE: Interviewer

LE The time is 9:30am. IUP, this is your first internship interview and you have been here at [host organisation] for 3 weeks? [Respondent nods]. Ok. IUP what questions do you think I should be asking you about your time here at [host organisation] so far?

IUP Well you can ask me those questions you have there.

LE So there is nothing you would like me to ask you specifically?

IUP Well if something comes up I can always tell you.

LE How has your internship experience been so far?

IUP Generally the staff here are very good. I found it very easy to fit in. I think it hasn't been going on as I expected. I expected a fast-paced environment where I am delivering quickly. For instance I would have loved to be rounding up my first issue of the Dialogue (a newsletter), but it hasn't happened that way. I think it's also because of the work programme here. I think its structured in a way that they do their agreements and the way they do their meetings, it's such that you cannot pre-empt what is going to happen. I think that's the main reason why I haven't been able to do anything.

LE How does that make you feel?

IUP It makes you feel like you are hanging, like suffocating.

LE What do you do when you find yourself frustrated? Do you take a walk? Do you talk to someone at home or someone at work? Do you drink coffee? How do you handle your frustration?

IUP Mostly, I read. I find myself reading about [host organisation]. I read a lot. There are a lot of things to read about [host organisation], there are so many good reports to read. I read so that I get to know how things are done and also I speak to [colleague], and we share the same office and I ask her questions: How does this work? and how does this happen? She has been really helpful.

LE But you would like to move things on and meet your deadlines? [Respondent is quiet and appears to be upset.]

LE Ok, IUP. I would like to know about your expectations of [host organisation] after your interview. If you can remember them about [host organisation] at the time of the interview? and whether your perceptions are different now? Have your perceptions of [host organisation] changed since you have been here?

IUP Well I guess it's a bit different now, because I expected a situation where the moment I got here, I expected to be getting a lot of input from colleagues: "I have been waiting to get this into the media", "I want you to get this press release out...", "I want you to get this story out...", "Can you work on this...", I expected something like that but now… I don't know.

LE So things are much slower than you expected? Your CV says that one of your skills is project management. Can you tell me how you acquired your project management skills?

IUP Well I guess you could say it's more or less the same as managing your own project at university. Basically you map up a plan of what you want to do and you kind of itemize things: this is what I'm going to do in this time frame. If you have problems you note them down and see how you can work over those problems. It's more or less the same as managing research and also maybe it requires teamwork.

LE Ok. Who's in your team?

IUP I would say people in my team would be all the coordinators [at the host organisation]. I'm expected to work with all the coordinators to get a feel of what is going on all around, and also it's supposed to be an internal thing, and external as well, in terms of dealing with the media. [Intern becomes tearful.]

LE Tell me what is really great about being here.

IUP Hmmm, well I like the idea of [host organisation] being the pot of social dialogue, and the way they engage with issues and the way they get people from different sectors of society and

bring them here to talk about issues. I like that. I think it's very noble and it propounds democracy.

LE IUP, tell me what makes you sad, and what is disappointing for you about being here.

IUP I don't like the computer I am using (laughs). It's such a drawback. I mean from university we are using the latest technology but here we are using Windows 2000, it's old and it's very slow, the Internet is very slow. If you are searching for information it is supposed to come up automatically.

LE How does that make you feel? You say you don't like it, but how does it affect you?

IUP Or you try to open a website for instance and it's got restrictions. It is supposed to be a research based situation but you try to open some websites and a message pops up saying that there are restrictions to that site. It's very frustrating. You try to open an email on Yahoo and it takes 10 minutes. I'm so sorry I am getting emotional right now.

[Intern is crying openly.]

LE IUP, I can see that you are upset. I am going to switch off the tape for a little bit. [Supervisor leaves the room to give LE and intern privacy.]

[Recording resumed; supervisor has re-entered the room and LE briefs supervisor.]

IUP and I just had a moment to speak about something that is making her feel quite emotional. And what IUP is saying is that… I'm going to use a metaphor… I will go with a cliché: IUP was going to burn bridges when she got to the workplace and do extraordinary things, and it's been very frustrating for her because she hasn't been able to do that. She has to be pretty reactive, I think… is that the right word? [Intern nods] I just explained to her – when she says work is not challenging enough – well, I think that that is admirable and I think that [workplace supervisor] feels the same. [Workplace supervisor nods] I had to remind her that when she joined the World of Work Programmes we had to consider the fact that IUP had some prior experience. If she had had extensive prior work experience she would not have gained access to this Programme. Fortunately IUP had only part-time work experience, because this Programme is designed for people with no work experience to help them make a transition into the work place as an intern. And the label intern means somebody who has no experience, who is green, and that is how you are often regarded. It's three weeks into the internship and you can't expect more. You have to wait. There will be moments when you can't get results and you have to turn to other people to depend on. [To workplace supervisor] From her performance in the Training Programme, we know that IUP is results driven. It's frustrating, as it is pretty much in all workplaces because you have other people to depend upon who may not be results driven - or it could be financial, or they may be overseas, or it's flexibility - or people you simply cannot depend on. You actually have to learn that that is a reality. You have to wait for other team players, and that is also part of your training. But I think the key think here is patience, patience, patience. Give it two months. [To workplace supervisor] We refer to what you had said earlier [supervisor], that you realize that you do not have to 'micromanage' IUP. Hopefully WS won't change her mind about that.

WS Well, just to mention a few things: when I started here at [host organisation] I was in the labour movement. I had known [CEO] for a year. We were together in the labour movement. We were old friends from way back. And when I came here and sat down there was a staff meeting. I came here and I was late because [CEO] never told me that we were moving into this building I went to the old building. I sat down and everybody introduced themselves. After the staff meeting was over I went over to see [CEO]. I hadn't seen him for, like, four years and he says, "I will be with you in a moment". There is a thing called the g-drive and I didn't understand what that meant. "Go familiarize yourself with [host organisation]," and I didn't see him again for, like, another 10 days, that was my induction programme. I was absolutely shocked and I was, like, are you kidding me? I felt quite frustrated. I have also been in a job before at [labour union] and I had a sense of how these organisations work, but I wasn't quite as frustrated as you are [addressing intern]. But I have also worked in a job before where there was no desk, no office, no computer. I had to go and buy these things myself, I mean that's how bad it was, but I know that's the one thing. My comments earlier: I did wonder if you were managing yourself or were feeling stuck in your place. My project is huge and really a big priority for me, that's why I was in Cape Town last week so I'm sorry that I haven't had much time to come in. I would see you sitting, reading your papers and on the Internet, and I was wondering whether you are on top of things or if you are out of things or feeling alienated. Let me explain quite a few things: one is we haven't had a media officer in three or four years. When I came here I was meant to do communications and I did it for like three weeks. Then I went and moved in to [CEO]'s office. So no culture here. People here

don't have a sense of the role communications can play, so people aren't used to that. The good thing about it is that you can create your own space here. It does give you a lot of leeway. You have a blank cheque really. And you know, you have worked with [CEO] before, he is open-minded, he is very accommodating to staff and if you want to do something, get a proposal and he will buy it as long as you see something through. So you've got that freedom which in many other jobs you won't have. You can pretty much decide that these are your priorities. You don't have any limits, you can decide. Like the GDS Initiative. You have the freedom… like, I want to follow up on this or I want to attend this meeting or I want to go there. I think it's also you, you are young and this is a different environment so it might also be partly confidence... but you need to be speaking to me more, "WS I need to do this…". That's just the nature - if you don't ask, people are going to assume you are fine. And if you ask there is a lot that you can do. There is another thing. When I came in people asked me if I could do editing for them. I did it for a while. I wondered if I should speak to you [addressing intern] about it. The problem with that is that once you start it, it's going to be hard to break. The problem with that is that it's going to be hard to break it in a month's time, to say "I'm not going to be able to do that because I am too busy". There are a lot of small things that you can occupy yourself with as you learn the bigger picture, to kind of get a focus. There are things there that maybe we can talk about later, but the other thing is that you can create things for yourself. We talked about it this morning, about your work programme and whatever. I'm going to make a conscious effort after the meeting on Thursday so that we can look at, kind of with more detail, how you can implement your work programme. But I don't want a situation where you feel frustrated. People get frustrated at [host organisation] because things are very slow. It's tedious. People get frustrated here at [host organisation] but if you have things that you don't have an idea on what to do… IUP come to me, tell me that you are frustrated. I don't want to waste some three months for yourself. We want you to get something out of this. Ja.

LE IUP do the staff here consider you as an intern or an employee?

IUP I think it's both really. They don't really make me feel like I am an alien.

LE Do you know the intern here from last year, now an employee: JN?

IUP Yes, I think I have been acquainted with him. He comes to me and tells me about work in his constituency.

LE Would you call it a friendship? Is he supportive? Are you able to go and talk to him?

IUP I think he is just a colleague just like everyone else. Apart from the fact that we are both Zimbabwean, we are just colleagues I guess.

LE Have you been thinking about any of the World of Work guest lecturers? Is any of their lecture content "coming back to you" in this workplace?

IUP Writing skills and also having a mentor, I think. I can have a mentor in WS, and also being creative and being able to initiate your own ideas - all that is coming back to me, and also things to do with dressing professionally (laughing). I remember WS telling me that we are supposed to be formal down here. When I first came here I was dressing really formally and smart so when I asked my colleague, "What's the dress code for [host organisation]?" and she said, "No, you can just dress anyway you want," and everything went helter-skelter and I started wearing anything: jeans, jean-jackets you know (everyone laughs). That's when WS told me that you have to dress smart. So now everything is back to normal. I am back to smart. WS the other day was telling me that I look very good.

LE IUP, let me ask you about the weblog and how your blogging is going. Have you communicated to your supervisor about what blogging is, that blogging is where you talk about and reflect on your experiences?

IUP Well, I didn't actually tell WS about it, but WS [addressing supervisor]: I do keep a blog but I have blogged only once since I have been here because nothing big has happened. I am still waiting for the big day.

LE Is there someone you talk to about frustrations? Have you got any contact with other interns?

IUP I do speak to BAB and EGM, two weeks ago I spoke to LAY and also to DOZ. I think I do keep in touch by email and also by phone.

LE What does it mean to you to have that kind of contact with them?

IUP We do share experiences as interns. They also tell me about what they are doing and I also tell them about what's going on here. You know, I think it's some kind of comfort zone. Ja, I think I can call it that.

LE Going back to something WS said, when she started her job in media and communications... I know that you were hoping in the long term to get a job using your Masters Degree

specialising in the area of HIV/AIDS. What does it mean to you to have a supervisor whose background started as communications and who moved on to something else? Do you connect to WS about that at all?

IUP I think I can connect with WS in that she has a background in media. I mean she worked on it for three weeks and obviously if she hadn't worked on it, it means it's something that she can do even if she doesn't like it. She can do that; it makes me realize that it's something that I can do. It's possible and she is working on something that she likes.

LE Do you feel you can do other things in your working life besides media?

IUP Yes.

LE Thanks, IUP. That's about it. Is there anything I should be asking you midway into the internship?

IUP You can ask me about my project. I guess I will be able to give you more information then.

LE Ok, thanks IUP.

Interview ends.

IUP Interview 2

Date: 4 July 2006 IUP: Respondent
Site: Host organisation LE: Interviewer

LE The time is 09h30. This is the second internship interview - with IUP only here. IUP, how is your project going?

IUP My project is going on fine. There has been a lot of activity going on. I wrote stories for the [host organisation] newsletter called the "Dialogue". Eight or nine stories in total and it was an interesting experience in the sense that I had to talk to the Coordinator. So these Coordinators, I am told, have gone 3 to 4 years without having had a Communications Coordinator. So for them to be suddenly told and approached by somebody asking for stories seemed a bit strange for them. However there was one guy from the [ ] Chamber who was comfortable with giving me a story. He was the first one who responded to my request and gave me a story. The second one came from the [ ] chamber where the guy gave me a declaration. A 21-paged declaration! Really! and I was supposed to get a story from that which I thought was fine because basically what I did was to get the introduction and tweak it into a story. And then the other person gave me what is called a Code of Good Practice of who is an employee. A code is basically discussions that have been going on in the various constituencies and sets out some guidelines of good practice on certain things. So what he did was he just gave me that code and said "I don't know, just do whatever you can but I'm sure there is a story in there." Then the other guys were more or less the same. There was another from the [ ] Chamber who gave me a very old presentation from 2004 and told me that if I needed any information I could go to her. So when I started writing the story I realised that I did need more information. So I phoned her - asking for instance the numbers of people who held a certain bank account. And she said that in fact she didn't know much about it because when the event was happening in her chamber she had been way on maternity leave. Then there was another coordinator who also works in the [ ] Chamber who struck me as uncooperative because with him I had been asking for stories for a long time and then when he realised that I was being a pest he told me point blank that "My job is not to write stories." I was so shocked that I just looked at him and I was, like, "ok". And then I went and told [workplace supervisor] about it and she said that what he did was wrong as part of his job brief is to collect information that can potentially be used for publication. But in the end I managed to collect most of the stories.

LE How did you get people to cooperate with you?

IUP I would say persistence helped me through this process. If you remember when I came my primary concern was to get the Dialogue (an internal newsletter) out as soon as possible. So in my first week I had already made intimations to these people that I wanted stories for the Dialogue, so for me it became a song that I was singing everyday to these guys as well as giving them a deadline of when the stories were needed. And it also came with a little help from [workplace supervisor].

LE Can you think of a metaphor that would describe your journey as an intern?

IUP I would say that it's been a comfortable journey and it hasn't been that rocky.

LE So your entry into the workplace was that not rocky?

IUP Well, ja... I think when I really consider the first days it wasn't rocky in terms of the tasks I was doing but I didn't want to accept that I was supposed to fit into this role, as I had other expectations but not in terms of the task or the job itself. It has always been manageable.

LE Prior to this internship and in conversation with me, you were hoping to work in an environment where you would be able to use your specialised knowledge from your Masters degree in HIV/AIDS. Your Honours is in Communications... Would I be correct in saying that working in the field of communications felt like it a step backwards for you?

IUP Yes, but now that I look at it, it's something that I can use to build up on whatever else I want to follow in the future, because everything is hinged on communications anyway. So now I am comfortable with it. I am even hoping to become a Communications Coordinator here in the event that I am taken. I think that I have 'adjusted' if I can put it that way.

LE How important has your specialised knowledge from your Masters in HIV/AIDS (Forced Migration Studies) been, as opposed to the general knowledge and working processes that you may or may not have learned from doing a postgraduate degree?

IUP I think that I have learned how to research so I am using these skills here to research (like the Dialogue newsletter, etc) and to be analytical. I am positive that these are skills that one cannot do without, and that I have benefited from going through postgrad studies. I think they have helped me here and I don't think that it's any time lost or anything.

LE If I were to describe the internship in terms of phases from 1-6 – or however many phases you'd like - how would you describe the phases of your internship?

IUP I would say that in Phase 1, I was a bit uneasy but I quickly adjusted and became comfortable in the task. Phase 2: I would say is where the action was happening because I am now doing what is basically expected of me and I have become very comfortable. I have relaxed and it feels like home, like I have been doing this for a very long time. And then Phase 3: I would say - what's the word - I would say basically a continuation... I think that's how I would describe it.

LE How would you respond to me describing *all* the phases of the internship, the whole internship, as a 3-month job interview?

IUP Yes, I think that would be fair.

LE How are you doing with this job interview?

IUP I am doing fine.

LE IUP, I am now referring to your weblog posted on Sunday 26 June, titled "Hoping to be a Communications Coordinator". That is the position you are applying for here at [host organisation]. Let's talk about that now. How do you rate your chances?

IUP My chances I think are... It's going to be very competitive, in the sense that I had a feel, and I could see most of the applications as they were coming in. I work with [colleague], the administrator responsible for receiving the applications via email. There were literally thousands of applications for the job of Communications Coordinator, more than any of the other four posts that had been advertised. So I got a chance to go through them and I realised that I was sadly lacking in terms of experience. Some had six years experience; they have desktop publishing experience, are well established in the industry, are South African and are more familiar with the politics of the country than I am. I am not a South African first of all. I might know South African politics but not like a South African citizen with similar qualifications. But on the other hand I might have a good chance because I have had the opportunity to work with [workplace supervisor] and the Executive Director, so they would know whether I am effective or not... but I would like to believe that they think that I am, because I have been performing very well and I would also like to be positive that I have a chance of getting this job.

LE Let's imagine you are on the selection committee and you are part of the team selecting candidates. On the one hand you have people with 6-20 years of experience, and on the other you have someone with 3-months in-house experience. You are part of the selection committee: what are you thinking?

IUP I think that instead of taking somebody with 6 years experience I would go for somebody who has had in-house training because this person already knows what is going on and has worked on some of the programmes, has had a feel of what is happening and what is expected of them... So I think I would consider that.

LE OK, what would your WS [IUP's workplace supervisor] say are your strengths and growth areas?

IUP A problem here is that I am not South African.

LE Besides that – not being South African - are there any other incidents [workplace supervisor] would or could cite, perhaps where you didn't perform well or didn't exceed her expectations?

IUP I'm not really sure... but there was an issue of getting quotations for the annual report. There is a system where auditors will ask to see if there was any comparison of prices so [workplace supervisor] first explained to me about the people who had always been producing the annual report and told me that I could get the other quotes, but that the organisation would retain the current printers. So I took it that I was only supposed to get two other quotations having thought that it was not necessary to get a third one considering that a printer was there already... in which case their quote would be available. So when I went into a meeting with [workplace supervisor] she was furious that I had not gotten the third quote. So I explained to her the reasons and she apologised for the mishap. So that may be an instance where I didn't perform up to scratch.

LE And you have met every other deadline?

IUP Yes I have met every other deadline.

LE So what are you doing to qualify? What else are you currently doing to qualify for the Communication Coordinator position, despite the fact that you don't have the experience that the other applicants have?

IUP I think I have been responding proactively to what has been happening. For instance we had the Executive Council Meeting on Friday last week so I sat down and wrote a press release which only got attention today from the Executive Director. I have basically tried to be proactive.

LE Who are your role models here at [host organisation]?

IUP I would say [workplace supervisor], [colleague] and [colleague]. I have found [workplace supervisor] to be a very persistent person who works hard. She is a good teacher as well, for she taught me how to develop a work programme which has helped me to keep track of my progress. So I would say it's these aspects that make her a role model for me. [Colleague] works hard and I would say that's the reason the government department of [ ] decided to take him. He is very organised and double-checks everything that he is doing when he is preparing for a meeting for instance. He makes sure that all his delegates will be getting the correct documents, that the sound systems and recordings are all in place. [Colleague] is a hardworking person as well and she is very empathetic. Many times I have seen that she puts herself in my shoes and is always willing to explain things to me and basically tries to do her best in her job - although she may be having clashes with [workplace supervisor]. She is always willing to consult whenever she does not understand and I think that it is very important to consult rather than being single-minded when you don't understand something.

LE Let's go back to the internship as being a 3-month job interview. What "tests" has your supervisor set up for you - if you could call them "tests"?

IUP I would say maybe producing press releases so many times and its something that I have managed to deliver. I don't know if can call it a test.

LE What kind of time line do you get, to produce a press release?

IUP Here it looks like it's a day, but I have been able to produce press releases in a matter of one or two hours.

LE Can we talk more about the advantages and disadvantages of not being South African, here?

IUP I think I would say being a non-South African gives me focus. I look at my internship as an opportunity that I shouldn't take lightly especially because I am a foreigner here. It is difficult to get a job when one is a foreigner, as employers consider citizens first before taking foreigners. So for me this has been a blessing which I wish could be carried further. I have become mature and this is why I have managed to become focused and basically throw myself in.

LE Let's go all the way back to the World of Work Training Programme. Has any of the training proved to be especially relevant to you? Anything that comes to mind?

IUP There was one lecture on BEE [Black Economic Empowerment] and it is an aspect that one meets almost on a daily basis here at [host organisation]. There are policy issues that have been dealt with here that deal directly with BEE and business people who sit in [host organisation]'s Exco like [ ], who are champions of it, so it was really good that these aspect were included in the World of Work Training Programme. So when I met such issues here they were no longer foreign to me.

LE You did not know anything about BEE before the World of Work Training Programme?

IUP No, I did not.

LE Would you say the staff here considers you to be an intern, or an employee?

IUP There is an incident that I remember when I had been instructed to get quotations for the annual report. So one of the companies wanted more detail... so they phoned and were referred to [workplace supervisor] and it was then that she realised that they wanted to speak to me. So [workplace supervisor] sent me an email instructing me to send the specs to them. And she added that "In future, please cc me when you send correspondence to outside organisations. I must see everything that goes out from interns, as I will be held accountable if there is a problem. Also, its impossible for me to follow up if I don't see what you originally sent out." So this email came as a surprise to me because I did not look at myself as somebody who could be compromising the organisation, even though I am an intern. I feel that I am very much capable of conducting my work professionally. But I am inclined to think that she has changed her mind over this as we have been working closely together without her keeping too many tags on me.

LE What do you sign under your name? How do you describe yourself to people interacting with [the host organisation]?

IUP There was an email that I signed Communications Coordinator which I sent to [workplace supervisor] and she called me to her office telling me that I should not use that signature because I was not the Communications Coordinator and she reminded me that I had not yet been given the job yet. I told her that I didn't know it would be a problem but that I was just emulating some of my colleagues and she said that things are done differently at [host organisation] - which I accepted.

LE How did that make you feel? How do you feel about it now?

IUP I don't like it because it doesn't mean that if I am an intern I do not know what is expected of me and that if I am an intern I have no experience whatsoever about the workplace. Why, one of my colleagues here was asking me if I had ever attended a conference!! Sometimes people tend to view the label intern in a negative manner and think that if one is an intern they do not know what they are supposed to be doing.

LE Why do you think that is?

IUP I'm not sure but I think it has to do with the fact that you don't have experience and they feel that they have to give you all the experience, and that you have never experienced the real workplace.... Or it could be that they have had some negative experiences with other interns... so it could be a lot of things.

LE How have things been going for you personally? You seem very happy today... is that were you are at?

IUP Yes.

LE You have been in hospital recently. Are you ok now?

IUP I would say that I am very happy and I'm in good health.

LE Perfect. Is there anything else you would like to mention, anything that you need or would like to tell us at the University?

IUP I would like you to be my referee; well I'm sure the interviews are going to be in the next few weeks so if you could be my referee and, you know, put in a good word for me... I would be grateful.

LE Certainly. If you don't get this position here at [host organisation] what are your plans? Are you thinking about such plans?

IUP Yes, I was thinking about it. I was thinking that I could continue applying, but it's something that is proving to be a challenge, looking for a job on my own. I have realised this because I have been applying outside of [host organisation] and I haven't been getting any responses at all. I am seeing that it's something that's going to be very difficult.

LE Do you think you might have secured this internship without the World of Work Programmes?

IUP Definitely not!

LE Why not?

IUP It's to do with being a foreigner, *and* being a Humanities student. It means that I have to compete with millions of other Humanities students here and in this case it's millions of other deserving South Africans. South Africa is at the moment focusing on getting their unemployed graduates to be employed through various learnerships programmes and JIPSA [Joint Initiative for Priority Skills Acquisition] initiatives. So when somebody gets an opportunity like this... it's a blessing to be honest.

LE Any other comments?

IUP No.

LE Ok, thank you very much, IUP.

Interview ends.

IUP Exit Interview Responses

Date: 4 December 2006 IUP: Respondent

(It was difficult to schedule a third interview with IUP. Her workload had increased and she had to consistently cancel our arrangements for an interview. Finally IUP sent responses to the standard exit

interview questions that I had developed, to me by electronic email. This then constitutes the third interview with IUP.)

What are your future plans? / What are your plans in the short-term (3 months)? What are your plans for the long-term (5 yrs)? / Describe yourself in 5 years time.

My future plans are to work in the field of gender, HIV/AIDS and communication. To achieve this end I have already begun making connections within this field particularly with an organization called [ ] based here in Johannesburg. A friend of mine whom I met at the Internship Programme, [AVI], intimated to me that there might be an opening in her organization seeing as she is leaving for the United States of America. The downside though is that I have to start out as an intern. I wanted to be interviewed straight for the post but I understand that one has to go through some probation period. I have been an intern for a long time and I just want to be a permanent employee now. My plans in the short term are to raise money that I can apply for my work permit. This has been a draw back for me because even at [host organisation] they asked if I had a work permit and told me that if I am to be eligible for a job they would have to run security checks on me. I was comfortable with all this. But recently in October a Programme Manager was hired and things sort of changed. Firstly most people in the organization had their positions changed which produced a lot of uncertainty even in me. I soon found out what was causing my uncertainty when my [workplace supervisor] approached me and advised me to tell the Programme Manager that even though I was made to act as an administrator my first choice of a job is being the Communications Coordinator. So I made an appointment (a new requirement in the organization to make an appointment before seeing senior people) to talk to her. I spoke to her and she was surprised that I had applied for the post, this was long back in June and I also told her that I had been short listed and that the Executive Director [ ] had plans of having my background checked for security reasons. She took notes and said she would get back to me. So I was surprised that when the interviews where called my name was not on the short list and of course I didn't get the job. I was told later that [host organisation] had decided to keep me on as an administrator whilst I applied for something else. I was reminded that being an intern does not guarantee one a job all the time. So my plans now (still confidential though because I don't want to end up stuck if I don't get it) are to make sure that I do well in the [ ] interview which may be on the 5th of December. Depending on how it goes what we talk about with my potential future employers I may leave [host organisation]. I see myself as a manager running my own program in a field that excites and brings out the best in me.

Did you choose the right host organisation for your internship?

No.

Why?

It was done for me by LE, the Coordinator of the WOW Internship program.

How has your internship informed your future plans, if at all?

Yes it has it has broadened my choices. Previously I wouldn't have pursued a career in communications even though it underlines my undergraduate degree. I wanted to have a career that focused on humanitarian work but now I realize that I can merge my communications experience in whatever career path that I follow in the field of Gender and HIV/AIDS.

Who have your role-models been, during your internship, if any?

My workplace supervisor.

Please describe the support (informal and formal) you received (if any) during your internship, from

- the University:

I am grateful for the support that I continuously received from LE through phone calls and emails. Her presence provided the necessary checks and balances to make sure that I was

treated fairly in the workplace as well as to inform my supervisor the kind of objectives I was supposed to meet in the workplace.

- the workplace:
I have gotten the necessary financial support (stipend) from the organization which has helped me as well as my family. All the people in [host organisation] are wonderful to work with. They are always out to help anyone with any task that one may be doing. One thing that I am taking with me from this experience is to make myself available and be of service wherever I can. Its not about money. I feel short changed though that since I came to [host organisation] no issue of the Dialogue Newsletter has been produced despite having gathered stories enough to fill two issues. These stories focused on the pre and post Annual Summit. With the coming of the new Communications Coordinator I doubt that I will be able to have them produced since it falls under his job description. The ED (Executive Director) and my supervisor gave the impression that they are too busy focusing on other things than helping me by signing off for the production of the newsletter.

- ***peers, friends and family***:
These people have been there for me to always remind me how blessed I have been to have been able to clinch an internship job in a foreign country and having been kept by an organization for so long after the 3 months expiry of a normal internship period. They have impressed it upon me that this is a good sign that greater things are to come.

What advice would you give to a postgraduate student from the Humanities who is about to enter the world of work for the first time?

Well I think that people should always be open to suggestions and constructive help that can come from work peers. Having two or three degrees does not mean that you know everything. Academia is different from the world of work practically. The language and how people relate on a daily basis may be slightly different so one needs to adopt a flexible approach.

What advice would you give to the University to assist postgraduate students from the Humanities make the transition into the workplace successfully?

I think the University should continue the relationship of visiting students in their places of work to find out if things are going according to plan. This helps in ensuring that students are not taken advantage of or shortchanged.

What advice would you give to this workplace, to help them prepare for and make the most of an intern such as yourself?

[Host organisation] should continue to take interns. It has a rich wealth of experience in terms of how the country's laws are made that takes into consideration the apartheid era and for me there can be no better place to learn how policy in South Africa and other things have changed 12 years after democracy.

Are there any differences about yourself that you can think of, from when you started as an intern 3 months ago? If so, can you try to list about 5 areas?

I am more enthusiastic about following a different career path.

What are the most important things that the World of Work Programmes have done for you?

Instilling confidence in me that the way one handles themselves in a work situation creates an impression and that ones needs to drive the correct impression home.

What do you believe the World of Work Programmes should have done for you?

To get me permanent employment. Eish this is hard on my own. I appreciate the assistance that was extended to me by the University. I doubt that I would have clinched an internship position on my own. I am grateful for this opportunity, No one can take away this unique experience from me!

How would you rate yourself in terms of your employability now?

I have a better chance of being employed now. I boast of 7 months experience with [host organisation], one of the most influential organizations in South Africa.

Is your employability rating different to how you would have rated yourself three months ago?

Yes. How? I have experience now and because I have daily access to internet and newspapers I know what employers out there are looking for.

Please describe your growth and learning process during this internship.

I wasn't happy at first when I got the internship because it wasn't in the exact field I wanted. Later, I became excited about it and got on the job. No work experience is a bad working experience one has to learn from everything that they go through at work. For instance there was an Executive committee meeting on the 31st of August. We were supposed to have a press conference right after the meeting. So I wrote out a press alert inviting both the print and broadcasting media to attend. The first problem I encountered was that the senior management at work released the agenda of the EXCO late which meant that I could not send out the press release on time. Seeing as the press release went out late on Wednesday afternoon this meant that the media could not plan to come to the event on Friday as they had already made other plans. As a result only one person from the print media attended. I spoke to him about this and he told me that "journalists need to be spoon fed." By this he meant that communications with the media should have started one week or two weeks back so that they realize the importance of the event with continuous phone calls of following up.
I also learned that it is very easy to invite the media to events where senior officials from the government and its ministries are concerned. When we were preparing for the Annual Summit, mentioning that the Deputy President Phumzile Mlambo Ngcuka was to chair the meeting journalists had no problems phoning me to find out the accreditation activities. Do depending on what is happening in [host organisation] one may have to work differently in terms of getting publicity.

What resources have you developed or used to network with others in the world of work, beyond this worksite?

Always keep in touch with colleagues and other people either through phone calls, emails and physical presence; I may never know when I might need them.

Ends.

APPENDIX 3.3

Workplace Supervisor Interview 1

Date: 16 May 2006
Site: Host organisation

WS: Respondent (IUP's workplace supervisor)
IUP: Respondent
LE: Interviewer

LE This is the first interview with WS [workplace supervisor], the coordinator in the Executive Director's office at [host organisation] and supervisor to IUP. This is IUP's second week of her internship. Okay WS, if I may ask you to generally speak - I know you have been away - about how things have been, you can touch on your workload, your regular workload as far as supervising an intern goes, and how you are managing that. Also if you could talk about whether or not you have supervised an intern, and if this is different or if it is the same... and any general comments you may have.

WS I think this is difficult because I have been away and I have been quite busy so we haven't had as much interaction as we should have. And we haven't had interns so far at all so it's quite a new experience with us. My sense of her so far is that IUP is able to work quite independently which is quite a weight of my shoulders because one of the concerns I raised with you when this whole process started is we didn't want people who we had to micro manage - because our own work load is so huge because we can't do that. So it's been quite nice to come back and find someone who is doing her own thing and also she has a sense of what she needs to do. In terms of my own workload there have been quite a number of projects she has taken off my back, which is great. And it's early, and quite difficult get a sense of how things are going, but it seems a couple of things I have less to worry about. And also because we are starting our Annual Report cycle now and I spoke to the people who are going to be doing our Annual Report yesterday and I said, "Look we are going to have someone who is going to be involved in project managing..." and it's also a huge weight off my shoulders, because it's a very stressful time the next couple of months... and now that there's going to be somebody who is going to be doing the nuts and bolts - that is quite a relief for me. And my sense - really overwhelmingly - is that she knows how to project manage and that she can take staff and fly with it. I mean she has come a couple of times and asked for feedback or guidance - she's taken an initiative on one or two things which is great and ja, so it's really a positive thing. I think we made a good decision. She's going to add quite a bit of value. It's early to say that she has done AB and C because it's only been a couple of weeks but it has so far been going on actually quite well. I mean I have got a very positive sense about it.

LE About IUP's academic background... do you know what her Honours and Masters degrees are in? And to what extent is she able to use that knowledge here?

WS You've caught me unawares. I was... I can't think off-hand but I feel like I am in an exam... I do have a sense when I interviewed her that she has practical experience in media stuff, I think and that was the thing that kind of drew the light to us... that was the thing that made us want to draw on. And the rest I can't remember off-hand and I'm sorry because I just kind-of didn't take notice. I did take notice in the interview and my recommendation was based on a combination of her academic background and also especially her practical experience. And also in the interview itself – it was just a good interview. She was good in the interview.

LE Are there any surprises about IUP, post interview? Or something that came through in the interview that you have only realised now that she is working with you?

WS The only thing that came through in the interview... I was impressed at how confident she was in the interview as an intern. I mean I'm pleasantly surprised, because interviews are difficult. You have twenty minutes to make a judgement on somebody, and often it's a personality... you know... coordination between the two of you, or it's a clash. It's very difficult - my sense - because we were thinking that whoever was going to be an intern or whoever it is that we were going to have there was going to need some level of micromanaging and we were not sure how much. So I was quite surprised at how quickly she managed to fit in, and the way she managed to get down and do her work.

LE Why do you think IUP has managed to do that? What do you think has been the reason that IUP has managed to fit in?

WS I think because media is her thing, and she is doing something that she enjoys, and media is a field that she really likes. I am speaking as someone who studied media and who did media in my first job. I did communications and I really, really hated it and I never adapted completely to doing it... and my sense is that with other media people I have observed working in other organisations especially... and any job really... if you like what you do, you are good at it. I think it's the skill if you like doing what you are doing. IUP can do it and this is what she has to do, she is creative, she is visionary and has a sense of what has to be done, you know, and the other things which I am expecting her to do which are our priorities, and which I think she will learn as she goes along. You can't expect someone to know everything in the first month. But in terms of the things and what to look out for in terms of media strategy and skills: I think she just has got it and that's her skill.

LE How would you describe your relationship with her? How would you call yourself? Manager, colleague, guide, boss, mentor, supervisor? I am looking for an adjective that would best describe it.

WS Hmmm, now…

LE You could do it in different stages. What it's like, and how you would like it to be..?

WS I think…. It's really difficult because it's been such a short time. Our relationship has been only ten days. Um, probably maybe guiding her now, which in the future I think…. I don't know... I don't like adjectives like "boss", "supervisor" - it creates relationships that shouldn't necessarily be there. But I think, you know, after the next two weeks it would be a stronger relationship - maybe guiding her and a bit of supervisory stuff.

LE Any concerns that you may have at this stage about IUP or about the Programme?

WS Um... I think not strong concerns... maybe I would have a question mark. I am not sure... my sense is that she is working independently... my sense is that she is not asking enough. I am not sure both in terms of where her programme or project is going and also in terms of what she is getting out of working alone. It's not so much about working independently or about working alone... because people in this kind of environment... just leaving you alone kind of high and dry... and it's very difficult for me. Ideally, as we said from the beginning if we had a strong Human Relations department where somebody could be dedicated to mentor our interns that would be an ideal situation, but we don't have an HR to mentor her so that is my concern. So what I may be taking for "working independently" and being confident about what she is doing, may also be a lack of confidence or a lack of knowledge of how to move forward in your own programme, or how to reach out on what to do. Or, you know, question marks in herself, on whether she is really on the right track, or whether she is moving on things. So my concern is - because I haven't been completely hands-on - how much of it is stuff that she is managing to do independently, and how much of it is things she is not sure where to go, or she is stuck in a place and doesn't know much more. So I suppose - and it's also, I think, a reflection that we haven't had much time to formalize our relationship because I have only been back after ten days. I think we have to have more regular meetings and organise our own interactions because at the moment I don't have the confidence of where she is.

LE What support do you think that IUP needs from the University for her internship, and from your own workplace?

WS I think from the University these kinds of meetings are quite useful because I imagine being an intern is difficult and quite a disempowering position to be in, so I think it might be difficult to come and say "I don't like working with WS, or I can never access Herbert's office" - it's difficult. So having some kind of mediator or an outsider that she can go to or some kind of support network where she could go to say: "These are the difficulties...", that she might not feel completely confident to say to me. It's a really good idea because internally we are not going to get more support than we do now. What we need to do now is that our relationship between IUP and me needs to be more structured so that I can have a much better sense of what she is doing. So that even if she may not be confident, I may be better able to pick it up myself. At the moment it's kind of informal and irregular: passing each other in the corridors or whatever.

LE My second last question is around the Internship Programme. It was a very helpful process, the interviews. I wonder if you would like to go into that now. It was very helpful to work with five interns and getting down to the three interns and then getting feedback on how that process went – for example that it was quite a stressful experience...

WS Hmm. I'm thinking that you and I, we should set aside an hour and have just a one-on-one, a little bit more time, because I took some notes and I would really like to have time. I need to structure my thoughts around that.

LE Thank you, that would be great. Are there any questions that you think I should ask you during our next internship interview about IUP, or about the Internship Programme generally? Just so I can prepare for our next meeting, which would be half way through the internship?

WS I don't know about the questions but I suppose the staff... that we will be giving feedback on the actual work programme - where she is and the problems that have arisen and maybe some kind of assessment - so that after 3 months we can say something which we can't do now, because it's too early and there are no deliverables of actual work itself. So it will be the content stuff.

LE Thank you.

Interview ends.

APPENDIX 10.4 IUP Coded Weblog

Posts from 22 February 2006 to 13 April 2007

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13 April 2007 - Research report results still outstanding

It is with great distress that I am posting this blog. I feel let down by my Department of Forced Migration Studies and the Faculty of Humanities. As you already know I submitted my research report on the 15th of February 2006. According to University policy it should only take a minimum of four weeks to get a response from the Faculty. I only got a response (Corrections) from the Faculty on the 10th of October 2006 after I had made numerous phone calls and requests to find out what was happening.

I was given the impression that this was my fault that the External Examiner had refused to award a mark for my work resulting in me getting a mark from my Internal examiner only. After having done corrections to the Research Report I submitted it on the 10th of November 2006. I was happy and I thought that I would be able to get my results soon, at latest in the midst of February 2007. Alas this was not to be.I phoned the Faculty many times since the beginning of the year only to be told to "phone again on Friday," "phone next week," "I will have a response for you by the end of the month" and so on and so on. Yesterday (Thursday 12 April 2007) I was told to phone and find out on Monday 16 April. I am now tired of this routine.

To say this has been a frustrating experience for me is to say the least. I feel that I am being taken for granted and as a result my time is being wasted because I have waited for more than a year to get the results of my degree. This is unacceptable. I have consulted with my colleagues and it appears that my case is not extra ordinary. For instance, [peer] (ex Forced Migration Studies Student) now Political Studies Department submitted her Research report in August 2006, got the same response that the external examiner refused to mark her work. A Committee sat to discuss her research report and another examiner was found for her in which case she got her corrections back, did them, submitted and got her graduation confirmation letter at the beginning of the year. This all happened in a space of six months.

Now what I don't understand is why in particular my research report is still unmarked one year two months later on. I have plans with my life and I don't want to be held back because someone somewhere is not doing their work. I want to further my studies/work and to be able to do this I need the results of my Masters in Forced Migration Studies.Eish please advice me of further avenues I can take to have my work marked and my degree confirmed. I already spoke to my Head of Department and he says I should wait till Monday 16 April 2007. My patience is running out so fast.

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13 April 2007 - Reunion

It was a good reunion. On Wednesday 11 April I was invited for lunch by the World of Work Internship staff. They were hosting their new batch of interns for 2007. I felt exhilarated at the thought of meeting my friends (BAB, [host organisation], DOZ [host organisation] and CTO from [host organisation]) and former colleagues and the new interns. More interesting is the fact that they (2006 interns) are all doing well in their prospective employment environments.

DOZ is slowly edging towards her dream career in Community Tourism. She says she is still working in the PR department of [host organisation]. (God I wish I could be in that PR department)! BAB is having a ball assessing risk and political environments for her bank and CTO is thinking of getting into partnership with someone interested in Gold mines. I looked at him in admiration and started thinking that these definitely must be the fruits of the WoW programme. He is already thinking of going independent hardly a year later.

Before coming for the lunch I remember thinking to myself that if given the chance to say something at the luncheon to the interns I was going to tell them that the World of Work is really two fold. Sometimes it is cracked up to be what it is supposed to be and sometimes its not. It just depends on one's attitude. I came to [host organisation] as a communications intern hoping to advance up the larder to be a communications coordinator but it didn't turn up that way. According to the Executive Director I couldn't land this post because firstly I am a foreigner and secondly my qualifications (BSc Hons Media and Society Studies and MA Forced Migration Studies) are so common place in South Africa that the Government (Department of Foreign Affairs or is it Labour?) would be upset if they

were told that I am in permanent employ. So he told me that that is the dilemma that he is facing but that he is willing to help me with anything to find a job. (So you employers out there who do not mind employing foreigners I am still available and searching!)
I am now doing administrative work like my compatriot JN [intern 2005] in [host organisation] under the Community Constituency. I am enjoying it as it has managed to tighten up my previous administrative skills, albeit on a small scale because I don't feel that it is challenging. I crave for something challenging that will get all my nerves worked up in anticipation of far reaching consequences. [Host organisation's Executive Director] really appreciates the work that administrators do in [host organisation]. This was made evident at the New Year's welcome presentation of [host organisation] staff. He reiterates all the time that everyone in ANY organisation is an administration. He terms himself is an administrator. The only difference according to him is that "we are administrators at a different level." What do you think guys? I am not going to say anything about it right now save to say that his words gave me encouragement.
One other person who keeps encouraging me is LE [researcher and WoW staff member] she asked me whether I now understood and appreciated why she had placed me at [host organisation]. I told her that yes I did. It was going to be a nightmare to get me a placement anywhere else given my foreignness. [Host organisation] was the answer since they had taken foreign interns before. After all has been said and done, I really appreciate the time and space that have been accorded to me by [host organisation]. I am on the road after all. It's just that my walk will be much longer than everybody else's but I am on the same road with them nonetheless.
So to my fellow foreign interns. There is light at the end of the tunnel. The big break may be instant like in CTO [WoW Programmes' participant 2006]'s case or it may take longer like in my case so keep up the spirit.

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18 July 2006 - Internship extension

I was recently told that my internship will be extended by a further two months and I am just glowing inside. Thank God I will get the chance to prove myself once again.
I was working on the Growth and Development Summit PowerPoint presentation that I had been given by the director. It basically was a tedious task that demanded me to concentrate and cut and paste certain sections into slides written "what we planned to do" and "what did we do". This was for all four of [host organisation]'s constituency's government, community, business and labour.
I started working on this document in the morning and the Executive Director had indicated that he wanted it by 3pm so by 3pm I had only done ninety three slides and the document was not showing any signs of abating. So eventually at 5pm the time that I knock off I just decided to save everything and send the document to him. Early next morning I was sitted by my desk and the director said to me "IUP would you send the GDS to the President."
I was surprised at this question because when I went home I immediately forgot about it and to make matters worse I hadn't even checked the document for errors. It was difficult for me to answer the question because I had no idea what the document looked like. So I admitted that since it was obvious to him that the document was not good I had to admit that I wouldn't send it to the President. After he left the document I opened the presentation with a lot of trepidation and rightly so the document didn't look very good.
I was alone in the office but I swear I blushed deeply over this incident. The lesson I learned from this goes back to the one in one of the lectures about professional writing. You know when you learn something sometimes when you are in that situation you may start feeling that it doesn't apply to you especially if you have always believed yourself to be a good writer.
I proved myself wrong because with documents if one is behind schedule and you haven't finished work its always right to ask for an extension. Its better to be late than to produce bad work sometimes but not always

LE said...
Hi IUP Thanks for being so honest about something that made you blush. It's blogs like yours that help the rest of us learn. I'm sure your personal courage played a part (albeit small) in the decision to extend your contract. Asking for an extension for the work: Yes. But why wasn't staying late an option? Or taking home a laptop to finish the work? And here's a biggie, one I MUST have an answer for please: when is it ok to hand in bad work rather than late work? When is it ever ok to hand in bad work? Hey, we all do it. I mean, produce sub-standard work - but is it ever ok to feel ok about that? I like your

director's question. I'm going to use it a whole lot, I think. Just before I press 'send' I'll be asking myself if what I have written would be ok for the president. OK, Ma'am? Regards LE

IUP said...

thanks for the insightful comments LE

LAY [intern 2006] said...

Hi IUP it looks like you and I are in the same boat this week. I also send out something which was substandard not to my CEO alone but to the patners of [host organisation] as well, and I swear I felt so depressed the whole day, so I do understand the frustration that you are going through.

BAB [intern 2006] said...

Hey there girl! Well done on your extension. Thats great! And good on you for sharing your embarrassing experience. What doesn't kill you makes you stronger hey! Good luck for all your other projects. I'm sure they will be fit for the president to read after your incident :) Chat soon BAB

IUP said...

thanks guys

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28 June 2006 - On top my work!

Oh do I feel so good. Just like a cat which has finished a saucer of milk! Last week I was working with [IUP's workplace supervisor] and [colleague] over the design and production of the [host organisation] booklet. (It will act as an information source to our delegates who will be coming for the Executive committee meeting).

The challenging task about it was I had to gather pictures of most of the delegates who were mentioned in the booklet. We had a few hard copies in the organisation which are the most preferred ones compared to electronic versions.

The experience required me to network with internal colleagues as well as with people from outside the organisation like [six non-governmental organisations]. I remember we received one funny picture which looked like the person in it was ready to go on a violent frenzy. The funny part was when I asked for a better picture the same picture was sent to me four different times by a different person who fervently promised to be around if I needed more pictures.

The other thing was that in the communications I requested specifically a headshot photograph of a particular person but I will confess to having received several group photographs! After I emphasized the point I was eventually sent an ID photograph with part of the head cut off. The picture was not good enough so when I asked to have another one I was told that the delegate would be coming to Johannesburg some time and that I could contact her and get a picture of her. Amazing ha?

So yesterday [colleague] finished the layout and sent the final proof. [My workplace supervisor] asked me "What do you think of the book? Happy to advise sign-off"? So I said "too happy [workplace supervisor]" and she replied "Cool - thanks. And good job IUP. You did really well. It's a pleasure to work with someone so professional and on top of her work." I must say it really is a pleasure and rewarding feeling to work with a supervisor who acknowledges the effort you put into work. Thanks for the compliment [workplace supervisor]. When you work with somebody professional sometimes you can't help it but just mirror them as well!

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27 June 2006 - Managing the work programme

One thing that I will forever be grateful for working with [workplace supervisor] is that she taught me the easiest and most efficient way of managing a work programme. It is so user friendly that anyone who wants to know what is happening in the communications section can simply go through it and see where progress or non progress has been made.

It also has a space for bottlenecks and interventions and of the specific people who need to be contacted and the time frame when a particular task has to be completed. I have found this format very useful to me because when [my workplace supervisor] calls for a meeting I simply browse through my work programme and update it where necessary. The other thing it does is that one also gets to see the original ideas when the programme was muted and helps one to know that there still is some unfinished business. This way continuity can be guaranteed.

Another aspect I like about it is the fact that one can always evaluate and assess themselves in the problems encountered section. For instance, when I was collecting stories from the coordinators for the Dialogue most were not keen at the beginning. I was told by some that it is not their job to write

stories, given old presentations, given booklets and indifference by some. Some were wonderful though, offering more information and suggestions.
In the end everything worked out after a lot of persistence as I eventually got all the stories except from one person. The only snag though is that the stories have not yet been signed off by the powers that be. I was hoping that it could be part of the documentation for EXCO but it's too late now.

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26 June 2006 - CV online

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26 June 2006 - WTO trade expert

At the end of this month out Trade and Industry Coordinator [ ] will be leaving to join another organisation. I can already hear people wondering why I am mentioning this.
The reason is that when I first came to [host organisation] had no idea about trade issues. I was anxious I would not have been able to understand issues if I was to sit in one of their meetings. So to prepare myself I read an article which had been written by Neva Makgetla in The Star about South Africa having to be careful about WTO tariffs, and non tariffs barriers.
I was wondering to myself what these terms could mean and I thought it would be an opportunity to have a one on one talk with [colleague] where he would explain these nitty gritties and more to me.
I scheduled an appointment and went to him and he explained to me how the WTO works. The South African government's including [host organisation]'s role in the process as well as other countries involved in the process. I must say it was a very interesting "lecture" for the next time he came around asking for a scribe for the TIC strategic meeting that was held on June 8 at Sandton Towers and conference centre I was eager to go.
I was happy because what he had taught me made it easier for me to digest the dialogue that was going on between the four constituencies of [host organisation]. My writing of one of the sessions also became easier. Terms like bilateral trade agreements, trade in services and others are now friendly terms. The organisation that has snatched [colleague] from [host organisation] is very fortunate to have him for according to me he is a sincere and hardworking person.

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25 June 2006 - Hoping to be a communications coordinator

A couple of weeks ago [host organisation] advertised four vacancies which need to be filled. One of them is for the post of Communications Coordinator. I decided to apply for this post as it fits with what I am currently doing as an intern. I fervently hope that I will get the position. I wrote a motivation letter that went something like this: I have knowledge of the principles and practices of communications and public information techniques through different mediums, including voice, print, Internet, PowerPoint; writing and editing techniques for a variety of audiences; research and problem solving techniques.
The experience I have had with [host organisation] so far has given me the edge that makes me positive that I am a fit for the position of communications coordinator with the organisation.
As the Communications Coordinator I will be able to provide expert advice and assistance regarding issues, communications recommendations, and support to [host organisation] on how to preserve and protect [host organisation]'s image. I can create and execute a comprehensive annual communications plan in support of [host organisation]'s strategic objectives.
Due to the experience I have had with [host organisation] so far as an intern I feel that before my internship is over I will be able to respond orally to inquiries and provide information to members of the public about [host organisation]. I can write effective copy, proposals, press releases, articles, etc.; prepare presentations; design and layout electronic and print newsletters and website pages; use desktop publishing and printing techniques; especially when taught the basics. I can work independently with limited supervision and under multiple deadlines; I can develop and maintain good working relationships with internal staff as well as external people especially media personnel and people from other organizations who deal with [host organisation]'s diverse interests (Government, Business, Labour and Community).
Being a social sciences graduate and a participant in the World of Work Internship programmes, I am knowledgeable about South African, African and international social and economic landscapes. I understand the concept of social dialogue and policy formulation having worked for Media advocacy organizations namely the Media Institute of Southern Africa (Zimbabwe) and the Media Monitoring Project in Zimbabwe.

I can contribute as well as maintain [host organisation]'s website content ensuring accuracy, consistency and quality in addition to researching and writing media articles. It would also be necessary to compile and analyse quotations in order to assess cost, operational feasibility and other aspects when dealing with [host organisation]'s communication programs. What attracts me to this job is the quality of experience I will gain and the different cultural values I will bring along to this post.
I am an enthusiastic, motivated and a very confident young lady. Because of this I believe that I am the right candidate to "take [host organisation] to new heights in terms of the organisation's profile and broader communication of its programme, processes and achievements".
Off course you will all know about the outcome!

LE said...
Hi IUP I'm happy about the last line of your post - am so looking forward to hearing how this will turn out. Another thing you can add to your list of accomplishments: your blogging. I'm sure by now, (and if necessary with a bit of help from your friends) you could set up a weblog for [host organisation]? Best, LE

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24 June 2006 - Movies and popcorn are luxuries

I went to Zimbabwe over the Youth day celebrations. Eeish things are bad! The Zim dollar has lost its value so dramatically that all people do is count bills and more bills of money. When people are queuing in supermarkets one can be certain that it's to do with money counting.
I was unlucky to get $20 000 notes (I should be arrested because I bought the local currency from the black market but so is everyone else!) instead of the $50 000 or the acclaimed $100 000 which lost its value the exact minute it hit the streets.
To leave a semi normal existence one has to use one million dollars everyday, that's more or less buying a loaf of bread at 180 000 a 275ml of milk at 85 000, combi fare of 70 000 a 500g packet of meat at 490 000. One can forget about tomatoes onions and those other things considered to go with a balanced meal. Sad thing is not everyone can afford this.
The United Nations agencies report that over 4 million Zimbabweans face food shortages out of a population of about 13 million. I was talking to one of my friends from my former university and he was a very bitter man.
He spoke at length about how he had to struggle everyday as a teaching assistant. How their salaries are never reviewed in line with inflation (and when they do get reviewed the salaries are meaningless because inflation sets in the moment salary increases are announced), how he lost three girlfriends because of the distance.
He stays in Gweru and had met his girlfriends one at a time in Gweru but as each relationship died and he acquired another one he soon lost her to the capital city (Harare). Each had migrated in search for greener pastures. He spoke of how both of them attempted to keep the fires burning to no avail because of the ever increasing transport and communication costs.
It costs about one million two hundred dollars to travel to Harare and about 30 000 to send an SMS. He said he could not remember the last time he had been to a movie and attributed this to the breakdown of all his relationships.
Movies and popcorn all now seem to be luxuries to him. It is indeed an unfortunate situation that's happening in Zimbabwe. Inflation is now breaking down people's relationships and the very social fabric of our society.

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23 June 2006 - Close call
I spent the whole weekend in hospital 2 weeks ago. I was very scared but the experience gave me a new perspective on life. I realised that life is too short and that one has to live life to the fullest while they still can.
I am glad that the whole experience is over and that I am now as fit as a fiddle. I can also say that I love life and look forward to living each day and giving it the best that I can! While in hospital I had the support of my two loving friends [ ] and [ ]. They came to visit me and provide me with things and fetched me when I was discharged. I am forever grateful to them and the hospital staff.
When I was discharged from hospital I decided to take advantage of the youth day holiday to go home to bond with my family. My father is still struggling with arthritis in his hands and fingers but overall everyone else is fine.

CTO [WoW Programmes' participant 2006] said...
Hi IUP, It's nice to hear that everything is all right. Wishing you a long healthier life! CTO
IUP said...
thanks bra

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22 June 2006 - Lessons bearing fruit
Lessons learned from the world of Work internship programmes are finally bearing fruit. Remember the issues on BEE, employment equity (will give more details about these later), professionalism and all that? Well I can testify that I have had a personal experience with all of them. The issue of power dressing for instance.
I remember [my workplace supervisor] telling me that we are supposed to be formal down here you see our organisation is structured in wings there is the east and the west wing. The west wing is where you find the Executive Director [ ], the Coordinator in the Executive Director's Office, [ ] the Special Events, Section 77, Publicity and Sector Summits Coordinator, [ ] the Finance Administrator, [ ], the Chief Financial Officer, [ ] and the Support Adminstrator [ ] whom I share an office with. The rest of the staff is in the east wing and some are downstairs where the reception is.
So when I first came to [host organisation] I was dressing real formal and smart. After observing my colleagues' dress conduct was puzzled. It was less formal, casual like. I decided to ask my colleague [ ] "what's the dress code for [host organisation]"?
And she said "no you can just dress anyway you want" and form then on every thing went helter skelta and I started wearing anything jeans, jean jackets the whole causal works thing you know! So [my workplace supervisor] told me that because I am situated in the east wing where there are always unlimited visitors it is imperative that I dress smart. So now everything is back to normal I am back to smart and formal. And my dressing now has not escaped [workplace supervisor]'s observant eyes, she has noted several times that I look very good and it makes me happy.
Writing skills have come out prominently. I remember the first time I send out an email to the coordinators telling them that I would be approaching each one of them to discuss issues in their chambers and identify stories for publication. Only one person responded to the email. I was very puzzled because I was coming from a background where one responds or acknowledged any form of written communication.
Being creative is also something that is very important in the organisation for instance I found myself having to seek advise from [workplace supervisor] about the colours of the [host organisation] booklet so those thinking caps [WoW Programmes' weblog specialist] spoke about do mean something. I also have to be able to initiate my own ideas where work is concerned.

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21 June 2006 - Busy bee

The time I had been anxiously waiting for has come. I have now become very busy at work as an intern! When LE first came to visit me to find out how I was doing I remember being very upset when she asked me "How has been your internship"? I told her that "Generally the staff here are very good I found it very easy to fit in. I think it hasn't been going on as I expected. I expected a fast paced environment where I am delivering quickly. For instance I would have loved to be rounding up my first issue of the dialogue but it hasn't happened that way. I think it's also because of the work programme here. I think its structured in a way that they do their agreements and they way they do their meetings, its such that you cannot preempt what is going to happen. I think that's the main reason why I haven't been able to do anything." Well all that has changed.
Recently I have been working on getting to have our first Dialogue Newsletter out before our next Executive Committee Meeting dubbed the EXCO which is scheduled for the end of June. The executive council meets quarterly every year to receive feed back from the various chambers that is the Public Finance and Monetary Policy Chamber, Trade and Industry chamber, Labour Market chamber; and the Development chamber. It is EXCO's mandatory duty to review progress, reach consensus and conclude agreements between the parties. The executive council also defines the broad mandates of the [host organisation]'s structures and to developing its overall macro-economic strategy.
So this newsletter which will be about 16 pages will focus on past achievements of all the chambers and some of the current work that they are doing. I am very excited about it because I will be very very involved in its overall coordination layout designing and printing. I wish I had some printing and

desktop publishing experience as this would mean that I am in control of the whole process instead of subscribing to some already fixed template. I will definitely see to it that I acquire this special skill before the end of this year because not only will it enhance my qualifications it will make me more attractive in the communications market.
I am also liaising with designing and printing companies to make sure that a [host organisation] booklet is developed in time for the EXCO as well. This booklet will have the [host organisation] Founding document the [host organisation] Founding Act and the [host organisation] Protocol for tabling issues. Basically its meant to be a one stop shop for anyone who needs to know and get information about [host organisation]. Its going to be a light handbook and will be easy on the eyes.
There is also the issue of organising a press conference after the EXCO is over. This also is going to be an exciting experience and will see [host organisation] making the news. The intention is to invite journalists from all the mainstream print and broadcasting media houses to ensure an all round coverage of the event. There will be a lot of high flying delegates from all of [host organisation]'s constituencies, that is government, business, labour and community.

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20 June 2006 - embarassed
I feel so embarrassed that I haven't been blogging. Today I decided to visit [link to website] only to be shocked to realise that there have been numerous blogs that have been posted that I wasn't aware off. I applaud people like BAB and LAY who have kept the blogging fire going! Apparently you two are doing just fine. Wish you the best guys. I don't know how I managed to convince myself that everyone is in the same world as I. crazy isn't it? I am definitely changing my wicked ways.

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20 June 2006 - Blogologist
I was reading articles yesterday in the Business Day (19/06/06) and came across an interesting story titled "building the business of blogging."
What I found interesting about the article is that it suggested that blogging can actually be used by businesses and organisations along their existing websites to add a more personal touch with the various audiences.
"Successful business blogs often review industry specific books and conferences and point out relevant articles and websites. The idea is that this type of service prompts loyalty and brings back readers back to the blog on a regular basis" the article said.
The article also pointed out that not all companies need a blog and for some the time and effort and commitment may not be worth it. So one needs to consider their market and geographical areas.
It got me thinking whether I should be blogging about issues at [host organisation] but then our nature of business is such that the issues are so sensitive and no preempting should be done until agreement is reached. Only then can I blog about issues and agreements on some interesting policy matters.
So what do you say guys? Don't you think it's about time you suggested blogging for your organisations? Be warned its time consuming though!

[IUP's workplace supervisor] said...
IUP, I just read your blog (first blog I've ever read) and its great. I really admire your honesty. Its been so great working with you, I have watched over the past two months how you have grown really quickly in your position. You are professional and mature and skilled and a real pleasure to work with (and you dress really well!). I wish you all the best for the future. regards [workplace supervisor]

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17 June 2006 - I dont speak your language
I am increasingly becoming nervous of greeting people or being greeted by people in South Africa. The reason being that I do not know any of their indigenous languages. But this is difficult for someone who has to use public transport everyday and it can easily be interpreted as rudeness.
The thing is I have been told so often that I don't look like a Zimbabwean and I find myself wondering "what exactly do Zimbabweans look like?" I have asked this question several times to my quizzers and have been told that Zimbabweans are very dark in complexion but aren't they dark South Africans too? I have seen and heard several dark skinned South Africans but I've never been bothered about it.
A typical conversation may begin with what I can identify as a greeting "kunjani mama? Or lekayi" for which I am now familiar with the responses. Agony comes when the other person decides to become talkative and releases a string of unintelligible words (to me of course) which start to make sense after I have explained that "oh I don't understand your language."

There are those who take offense at my being unable to speak their language. Mostly these are combi drivers or bus drivers who see it as an opportunity to grill me about why I am in South Africa if I can't speak his language. I find this an irritant.
First of all, what business do people have of knowing what I am doing in this country? If one gets asked this question once in a while its fine but everyday! Secondly, would it make a difference if people knew why I am in South Africa?
I really feel like l am reaching the end of my tether. How long have you been here and why are you not learning the language? I agree it's very important to learn different languages for specific reasons but at the moment ingenious languages are not my priority.
I am so busy on other things and besides there are 11 languages in South Africa. Where does one start for example? I have met South Africans who can not speak Zulu facing the same problem. For now it will be "oh I don't speak your language."

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3 May 2006 - Raring to go!

I am bringing to [host organisation] my brains, passion and ability from a business point of view. I am going to be doing a short term communications strategy project for 3 months and depending on how best I perform, it should culminate into a long term projects that spans and complements [host organisation]'s history.
The purpose of this internship is to give me world of work experience, the much needed chance to network with internal and external professionals from the industry. Looking at [host organisation] I will be gaining experience from labour, business, government, community constituencies and the media fraternity.
I can feel it already that it is going to be a fantastic experience both for my personal and professional development. Not to mention the hard work involved in streamlining the communications strategy. By the end of this internship I will be in a much better position to position myself. I get the feeling here that I am not an intruder for whom they had to find a task for me. Because of this I am willing to make myself available to learn and to seeing an opportunities in the tasks that I am supposed to do.
My immediate supervisor is [ ]. I require a mentor who will be available to help me through this time. Somebody who can give me feedback on how I am performing and how I can make it better. Off course it's not only me who's going to benefit. [Host organisation] will benefit more because I am prepared to build their reputation as an important organisation in South Africa's development. For this I will fly high [host organisation]'s flag. This may be subject to availability of institutional resources too. I am talking of budgets!

CCC said...
Best wishes dear, i know you will do it. Show them that you can perfom and that you have enough energy to do it. Regards CCC
IUP said...
Thanks dear, nice to know I've got a supportive fan out there!
Anonymous said...
Hi IUP You are indeed intelligent and creative. I mean your website has sense and feel of professionalism. Your presence there at [host organisation] adds value. Hope to see again after meeting that time I was with [colleague] to download sound recording. Bye, [ ]

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20 April 2006 - Watch this space

I started my internship as a Communications Coordinator at [host organisation] yesterday (19 April 2006). I will be with them for the next three months. Watch this space for more details.

CTO [WoW Programmes' participant 2006] said...
Hi IUP, this is the sort of good news we have been expecting. Wish you all the best at [host organisation]. CTO

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12 April 2006 – Elephant

The Internship Programme is now over. I feel relieved and sad at the same time. We graduated and got our certificates today at the Origins Center where we had breakfast with the Dean of Humanities, the Director of the Graduate School, the director of the WOW Internship Programme and the WOW coordinator as well as some of the guest presenters.
I got a cute present from [World of Work Coordinator], a metal elephant which I can use as a CV or CHEQUE clip (better get used to that word he he he) or as a hair clip! I guess we will all miss each other.
After all's been said and done we really had a good learning experience together. I hope we will all keep in touch over the years. Many thanks to the WOW Internship Programmes.

Anonymous said...
Hi IUP The elephant clip as hair clip - hee hee! Reminds me of an exercise in [WoW Programmes' weblog specialist]'s creativity seminar. I think he asked you to think of a whole range of uses for a paper clip. Maybe keep the CLIP at your work station, wherever that will be, to remind you to be innovative and creative always... Best, LE
IUP said...
Ya right!
EGM [intern, 2006] said...
Ah yeah IUP. I wish I could rejoice at the fact that the training is over because now we have a challenge waiting for and that is the world of work.

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5 April 2006 - Rocks or sand?

Being able to manage one's time is very important everyday of our lives. Time does not wait for anyone nor can lost time be replaced. It is thus crucial to know what one is supposed to be doing at what particular time and for what reasons. Janet Askew a training consultant gave us some essential tips on how to mange our time effectively including how to respond when one is late.
Devoting some thoughts on how one can organise their yearly, monthly or daily diary for both work and personal time is an activity well spend as it will save one loads of time, helping one to work S.M.A.R.T and not harder.
I'm told that when one works efficiently they should be able to accomplish daily deadlines by the time they knock of be it at 4.30pm or 5.30pm. It is said that people who leave their desks satisfied and motivated are organised and effective employees. Knocking off late and taking work home is a sign of bad time management we were told. I think that there are situations in the work place at times that can prompt one to work overtime. Unseen situations especially may compel one to put in that extra time.
Personally I am against the idea of taking work home. I think one should keep work at work so that when one is at home they can be able to reflect over the day's events and try to generate more ideas and generally be ready for another smart working day. Failure to do this will result in one not getting the time to unwind, which can result in frustration, tiredness and poor work results.
I have been given a manual that details how to manage my time effectively. In it there is a part where I am supposed to fill in all my activity logs for the day. The logs are supposed to assists me in judging how I spend most of my time in the work place. I am supposed to do this for 3 days to get an accurate assessment. But because I am not yet working I am going to save the space and use it when appropriate. Janet told us that we can be shocked to realise that in reality we actually work for 4 hours in an 8 hour day.
The space fillers being reading one's personal emails, mindless searching on the internet, chatting endlessly to colleagues while making tea/coffee, having lunch, going to the bathroom, talking on the phone, etc. Maintaining an activity log will help me in understanding when I perform my best. It will determine the times I am more inclined to work and also ascertain my energy levels.
Analysing the activity log will aid me in eliminating most of my time wasting activities where I will be able to integrate value loaded work in order to be an effective employee. Time management determines how well I will interact with other employees. When one manages their time well it will be evident in the way they talk and walk. People who manage their time well tend to be rational, respond well to stressors than people who do not and they always get results. In contrast people who cannot manage

their time well tend to put pressure on others, be it scapegoating or refusing to take responsibility for their actions.
I am setting myself up for success in terms of being able to manage my time effectively in the work place. I will prepare and plan for all my activities in order to be able to achieve my goals both work related and personal ones.
"There is always time to do what's really important; the problem is knowing what's important" Marion E. Haynes

Anonymous said...
Great, keep it up Girl, i know you are a hard worker and intelligent lady. Rocks or sand or sand or rocks!!!

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4 April 2006 - My first job

I have just come out of an interesting presentation about professionalism by an inspiring young woman [Guest Lecturer] at [ ]. When I was giving her a vote of thanks I said that everyone in our group would remember her for having asked us what our first job was. It was really good hearing everyone's experiences. We had a set of questions we had to answer like:

- A short life story.
- Your first job.
- Your dream job (from 6 years old).
- Moving from academia to business- the challenges.
- A piece of advice.

What struck me was how we all managed for the whole time we have been together (almost a month now) and still manage not to know personal life stories about one another. It is really telling about the kind of individualistic society we now live in. A society where it is "me, myself and I" and one does not really care about finding out about the next person.
Anyway this is a characteristic of so many organisations that people work for. I am told it is possible to work in an organisation without actually asking someone how they are except when you want something from them. I find this appalling and smacking of disrespect of the humanness that is in each and every one of us.
Anyway let me go back to the basics about why I chose to blog today. It concerns my first job.
Well, my first job was with an NGO called the Media Institute of Southern Africa (MISA- Zimbabwe) in 2002. I have said something about it in another blog so I am not going to repeat what it does. But I am going to tell you about my first working experience in a work environment.
I arrived the first day looking very smart in a blue suit and high heels (very professional). Every one was expecting me which was a relief and I met with someone whom I had always held in high esteem. The director of the organisation, who even today I think is an extraordinary person. Most of us who were doing the Media Studies programme in my university had been quoting and using her academic articles for our assignments or projects. We were reading about her in the media and seeing her on TV sometimes commenting about the legal environment in Zimbabwe. Her name is Sarah Chiumbu and everyone at university was in awe about her. How she was highly educated, a director of an impressive organisation, a woman and a mother. But like I said she had it all in her stride, she worked hard.
So when I met her I felt so proud to be the first one in our class to actually shake her hand. My immediate boss who was the Research and Information Officer (Rashweat Mukundu) gave me an orientation about the organisation and how I was to do my work. So I was given my first assignment.
I had to identify a media violation which I quickly managed. I showed it to him and he okayed it and said I should now go and write it so he could approve it. I sat in my designated area and wrote out what was expected of me in the neatest handwriting possible and then went and presented it to him. He looked at me and told me that I had to send it to him via email and I told him that but that wasn't necessary as I had brought it to him. He explained to me that this is not the way we do things (important aspect of organisational culture). He told me I had to type it out on a COMPUTER.
I was terrified. I had never used a computer before in my life. (The computer project in our university had failed before it started because students had vandalised computers out of curiosity of how they worked, so I had never really learned). I told him that I had never used a computer before. I will forever be grateful to Rashweat, he did not laugh or scorn at me for my inadequacies.
He was very patient and taught me how to use a computer. I had this little notebook which I kept and I wrote down everything that was happening on the computer as it was being switched on. I remember

writing down click the switch on buttons on both the hard drive and monitor (thank God I had done a course about the components of a computer but unfortunately had not done it in practice). Wait for a few minutes to get the blue screen. Go to start choose programmes, then Microsoft word document, click, then it opens a document, type a few words then click file, then save as etc. I wrote everything down in case I forgot.
I didn't want to embarrass myself by forgetting then going to ask about the same thing. After that I took whatever chance I had to practice and type on the computer because I did not have a computer of my own. Whenever I was to do some work he would have to leave his computer to allow space for me. I ended up not having to go for lunch because this was the only time I could get the computer. I would just type, type, type from books newspapers anything.
Today I am proud to say I can type around 66 words in a minute. I soon became comfortable in the organisation because I chose to make myself humble and available to learn. We became a like a small family in the organisation with everyone just watching out for each other. I was willing to learn from everyone such that when it was time for me to move on to have print media experience I was quiet ready for it.
I learned that for one to be successful in the workplace one has to be their own person. One has to be open and willing to learn from everyone in the organisation no matter what job description they have. They have something to tell about the kind of work ethic, culture or how technology is used in the company. I also learned that one should never be scared to admit that they don't know something. That's how we learn. Also never to be afraid of failure, if one fails to be able to live up to that failure. Failure is about learning it is about searching the mind for new ways and new ideas of how to get the work done differently.
But we have to be careful that our failures are not repeated as they can end up costing the organisation.

CTO [WoW Programmes' participant 2006] said...
Hi IUP, Thank you for sharing this and reminding us about shifting from the ego. I like this post and especially its writing style. There is no doubt that you are coming from the media background. CTO
[WoW Programmes' weblog specialist] said...
Hey Pacalia... What an inspiring blog entry! Thanks! Blue skies love [WoW Programmes' weblog specialist]
[WoW Programmes' weblog specialist] said...
IUP... Please change the settings on your blog to allow all people to post. Ask BAB for help on this. And do it immediately. Blue skies love [WoW Programmes' weblog specialist]
LE said...
Dear IUP What an extraordinary account. I remember battling with the computer myself when I started working, but that was a very long time ago. Your first job can't have been so very long ago. And so you have fast-tracked your computer skills. Just the other day I stood behind you when you were blogging (at the computer lab in the Grad School). I was struck by the speed at which you type. And then you were doing some functions and I was looking quite closely and thinking, "Oh, that's how you do X properly". I thought you must have taken a typing course, to be so quick. And I thought: touch-typing is another asset in terms of employability. Ha! So here you reveal that you are self-taught. Now THAT makes you hugely employable. One more thing – I was really moved by your description of your first boss. It's quite something to 'teach' someone how to use a computer. It requires loads of patience and personal time. I think you'd be hard pressed to find a person who would be as generous. Please remember Rashweat when you are supervising someone. I believe professionalism is much more than say, business etiquette. It's also about appropriate generosity. I think when you find rare people who are prepared to share their knowledge like Rashweat, you are looking at emotional intelligence. So always remember Rashweat. Thanks for a great post! LE
IUP said...
Thanks guys for all your comments.

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3 April 2006 - Accepting change and making it happen

I want to say that I am thankful for all the new knowledge and for all the new ideas,the new strengths that I learn and gain everyday in my life through meeting new people like [guest lecturer] who works for [organisation] [link to website] and is a lecturer in International Relations at Wits University [link to website]. I found him to be a very inspirational speaker.
I am now vigilant and ready to act on all new challenges that I meet with the anticipation that there will be positive outcomes that will guide and encourage me to do more good in my life and in the lives of

other people. Positive outcomes are out there in the world for me to grab but these come with the need and acceptance for change.
Humbleness, humility and gratitude I believe are character attributes that can open up amazing possibilities to carry me into the future. These attributes are also important in determining how somebody handles courage. For instance in a work environment one's courage can be tested by a new assignment. Having courage will tell how well one will respond whether with competitive ability or a resigned and reluctant approach.
We are constantly facing challenging environments every day, facing criticism, handling unfamiliar tasks or merely having to step up the pace in order to be ahead of everyday performance. I realise that I need to push my competitive edge, set my own tone for the choices I make in the work environment so that I can be able to tackle unforeseen challenges, the change that is inevitable and of course the unrelenting competition and the need to survive in today's workplace. Inner strength is therefore necessary, to meet impossible deadlines, yes I know these will come soon and sometimes to simply accelerate the organisation's efficiency.
I am aware that I need to learn one of the world's languages if I am to fit in as a global person. There is now a great propensity for the use of Chinese, Hindu, Spanish, Portuguese, French languages and many more. I am willing to learn French to increase my competitive edge so that I can be able to work in an environment that demands it. It has become imperative for one to be multi lingual and to have many cultural capabilities in the global village we now live and work in. I don't intend to be left behind by the gravy train. I have to think and act global, regional and to act local.
I am going to rise to the challenge, grab opportunities, and try to work as a team, rise above drawbacks and be able to be the change that is necessary in the work place. I am positive that with this attitude I cannot go wrong. I will try not to be silent about the things that matter because as Martin Luther Junior said "our lives begin to end the day we become silent about the things that matter."

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3 April 2006 - My passions

My passion for human rights was aggravated during the presentations we had from different organisations today about possible internship placements. There were consultants from Environmental Resources Management [link to website] who reminded me of my days at the Communal Areas Management Programme for Indigenous Programmes (CAMPFIRE) [link to website]. This was a community organisation that dealt with issues of the environment and how best they could be used to empower communities. Programmes were tourist based and meant to build the capacities of rural communities in the long term management of natural resources. Today I found the workings of these two organisations to be more or less the same.
[Organisation] [link to website] (a world wide alliance for civic participation and promotion of human rights) also reminded me of my Work Related Learning experience when I was still an undergraduate from the Midlands State University (Zimbabwe) when I worked for the Media Institute of Southern Africa-Zimbabwe (MISA Zimbabwe) [link to website] an advocacy organisation for freedom of information and expression. Later I was to work for the [organisation] [link to website] a sister organisation to [organisation] which also advocated for human rights especially those related to freedom of speech and expression.
[Organisation] has various programmes like Civil Society Watch and Civil Society Index which I found interesting because they all center on human rights work and [organisation] because its centered on working directly with communities These organisations are of interest to me because I am passionate about working for the human cause and for the betterment of our society especially with organisations that have both a local and an international outlook.

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29 March 2006 - Spreading the love

Business writing skills are intricately linked to proving professionalism, proving employability and creating a positive or negative image about the writer. LE told us how extremely important it is to send the right message out there in everything we write. I really felt the impact that bad writing can have on any business.
Our lovely presenter had some slides that showed examples of bad versus good writing. Some people get turned of by bad writing. LE gets really pissed off when you send her a document with just ONE spelling mistake. I'm not sure what state she goes in when she sees two but I am positive it's not good.

I used to get really frustrated when I started working with her and she would point out spelling errors in some of my emails. I thought "oh God I have acquired a nasty teacher". I understood that her intentions were good when she explained to me that we are judged by what we write. I have realised too that LE is not all bad, when you have done something good, she does not waste time in telling you so.
Today LE told me that my blogs are very good. One problem, my paragraphs are too long. She says this may discourage people from reading thinking that they are not interesting. I have to package them in smaller pieces that are kinder on the eyes. So you the reader will be seeing improved blog appearance from now own because I don't want to lose you yet. I am going to be more generous with the white space too.
Bad writing as LE put it gives a negative perception that either you are a con artist/careless/not serious or that one obtained the degree fraudulently. It also gives a negative image to people out there in the industry who may not be holders of postgraduate degrees to think that they did themselves a favour by not going for the qualification. For them the sloppiness will be enough justification. I have decided I do not want to bring this qualification into disrepute by mistakes that I can easily avoid such as grammar and spelling errors.
During the presentation I was given a gift which I heartily received with two hands from LE. She sure knows how to spread the love. Instead of being vague about what we need to know about business writing skills she let us all in on the secret. I am going to share LE's love with you and open up the secret. It's in a word called SPRAT meaning:

- Situation
- Problem
- Resolution
- Action
- Thanks

If you want to try it you can write a letter to say your head of department highlighting a particular concern. Just follow the method step by step, afterwards you will be kick yourself wondering why you never knew about it all along. It's an effective way of communicating without getting that irritating email asking you to clarify certain points.
I am positive that with this new skill I posses my transition from academic writing to business writing is now easier. I am throwing away those long phrases I used for my research report writing like "it is hoped that this study will stimulate further research in this area" when all I want to say is "I quit".

LE said...
Dear IUP, Thanks for the positive feedback. And so glad of the shift in your perception of me! he he. LE

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28 March 2006 - Dynamite comes in young packages

Today I learned about the most important skill that everyone should possess. It is the path to effective communication delivery. Presentation skills are an important aspect in today's industries be it the non profit or profit making sectors of business. It is imperative to be able to give an audience their time's worth and their attention for that matter. Don't they all say paying attention is expensive? This means when one stands in front of an audience they must give it the respect it deserves in terms of delivery. Stammering, getting at loss for words, running frantically through pages are a no no during presentation making. All these things show that one lacks the 5 P's which are preparation, purpose, presence, personality and passion. When these important aspects are in place according to the superb presenters we had today [guest lecturer] and [guest lecturer] from [organisation] [link to website] one can be sure that they will have an excellent presentation.
When one fails to do a presentation properly it means they have failed to sell an idea, a decision or an opinion. This can be very embarrassing as you would have failed to be an ambassador to yourself or the people or company you are representing. Negative result, you may not want to be found in the presence of that same audience somewhere else, this means loss of credibility and so many other things. The other thing that worried me and most of my colleagues which was ironed out by our presenters was the fact that most of us in the internship programme are still young. This means that constantly we will find ourselves fighting for credibility in the world of work where we will be working with people much older than ourselves and are in a decision making position. For me this means acting and dressing the part. I believe that in as much as dynamite can come in small packages; dynamite can also come in young packages like me. After all Nelson Mandela was only 26 when he

founded the ANC and Bill Gates was only 20 when he developed Microsoft. A famous African proverb that neatly describes what I am trying to say mentions that "for tomorrow belongs to the people who prepare for it today" or Oliver Mutukudzi famous Zimbabwean musician whose song has more or less the same meaning that "Chimwe nechimwe chine nguva yacho ramangwana rirongere," thus young people have a place today and preparation is the key.
Being presentation 'fit' assumes utmost importance, achievable through feeding the mind with the appropriate knowledge, regular presentation practice on my own or to friends, having the right tools and skills, being goal oriented, being open to suggestions and continuously monitoring my progress. This contrasts fairly to an athlete, they have to eat well, be on the right, equipment of fitness programme and continuous practice. Rehearsing, rehearsing can never be emphasized enough. It's essential. One just doesn't wake up in the morning with outstanding presentation skills. It's an art that can grow with us as we age provided we are willing to nurture it with preparation. There are a lot of non verbal cues that are of particular importance that an audience pays attention to when one is presenting. How one projects their voice for instance, the emphasis in it, the rate at which that person is speaking, command of the language, making eye contact and so many more. Capturing the attention of the audience is essential and knowing when to stop talking. After all is said and done I feel like I have been on a stage all my life presenting different things at different times. Be it in a friendly conversation with colleagues, a fight or disagreements with my parents or partner, the class presentations in school and university and even writing assignments. Its all just presentation, presentation, presentation, now I that I am conscious of this fact I have to be at it all the time to be that good.

LE said...
Hi IUP People are so often paralyzed by even the thought of presenting. Your attitude is inspiring, your blog post (your writing) a joy to read! LE
IUP said...
Its true, thanks LE

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27 March 2006 - Me the entrepreneur

Entrepreneurship is an opportunity that I am willing to entertain as soon as I get established in my profession. [Guest lecturer] rekindled this interest in me again during his presentation [link to website]. I tried being an entrepreneur several times when I was growing up. I remember selling sweets when I was in high school and ended up having no money and the sweets after confiscation because it was an "illegal activity" inside school premises. I couldn't understand why when our teachers were doing the same. Needless to say I didn't give up and decided to sell the sweets to members of my family. I got some satisfaction which didn't last because my little brothers decided to "steal my business" and feigning innocence later. I was able to see the risks involved in my kind of business later. Firstly, I was supposed to operate legally and assess the business environment. I did not take all these factors into account and I ended up losing everything. Recently in 2005 I began selling electronic stuff to raise money for my education and I felt that was another opportunity to be pursued [link to website] (found this website quite useful in this regard). I feel that my time is just ahead and that I will be able to begin an enterprise again.
I say this because I see myself as a capable young woman who will be able to balance her professional requirements as well as the ability to be involved in a business endeavour that makes me feel empowered and at the same time empower other individuals as well. My high level of education and the confidence I have in my skills will give me certain success.As a woman I believe its necessary to be creative and find an enterprise that can be fulfilling and allow me to relax at the same time. The service industry immediately comes to mind a massage and beauty parlour maybe, or a restaurant specialising in particular foods, there are too many to consider. I will just need to sit down make a plan and see how it can be organised into a meaningful, marketable and profitable activity. At the end of the day it is also about creating employment and uplifting the economy.
My being able to keep an open mind, listen to others, my skills, innovativeness and just being a passionate person will help me mould my ideas and make them become dream come true lived realities. Entrepreneurship is based on the ability to have extraordinary vision, artistic creativity, and commitment to follow one's dreams. I believe I have all these necessary qualities. In fact I think very individual has some or most of these qualities. The question is can one identify them? Is one willing to grip the bull by the horns and take the risk of venturing into something new?

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26 March 2006 - Programme Management

[Guest lecturer] demystified project and programme management for us in his presentation. He is a Project Manager for the [organisation] and has been working on turning around Constitution Hill into a viable commercial enterprise at the same time maintaining its historical image [link to website]. I got the emphasis that one requires a great degree of interpersonal, leadership and management skills. I feel glad that most of my undergraduate courses (Principles of Management in particular) are becoming relevant to me in this Internship programme. No doubt they will become more relevant when I become a Project/Programme Officer in the near future.
I would like to become a project officer because it offers a more challenging and rewarding prospect. I say this because a project affords the opportunity of one being able to work on an independent unit of a broader programme that has a time frame and measurable objectives. Projects produce benefits and foreseeable changes usually for the benefit of society or a special community. In the near future I see myself working in my area of interest which is HIV/AIDS. I am particularly inspired by the work being conducted by the United Nations Development Programme and the Joint United Nations Programme on HIV/AIDS (UNAIDS) [link to website] and [link to website]
I feel that I can make a contribution in providing my academic skills to providing strategic solutions to issues like HIV/AIDS which has bogged our society for so long. Using my analytic and communication skills I believe I can offer some new approaches to reverse the negative effects of the epidemic. Programme/ project management is the only way that promises better delivery of change as the component of monitoring is always present. These two components have gained certain popularity in both profit and non profit driven scenarios. It has become increasingly acceptable for certain programmes/projects to bring about policy change and advocacy for human rights in different societies and governments. I believe that organisations, companies, governments etc should embrace project and programme management if they want to be effective and are results driven.

LE said...
Hi IUP I hear you, and the fact that your focus is even sharper. I'm on to it, with regard to UNDP.... LE

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26 March 2006 - Constitution Hill

On Friday World of Work Internship Training delegates including myself spent the whole day at Constitution Hill where we were taken on a tour of both the men's and women's prisons. I found the tour very depressing because of all the atrocious conditions that freedom fighters and other ordinary people had to endure when they were incarcerated. It was the notorious Section 4 and 5 that made me feel like that. Hundreds of thousands of black men were stripped of their dignity by the apartheid regime in these sections. I urge everyone to find time to go to Constitution Hill and get a feel of this South African history. I think it provides a link and may help explain why South Africa is the way it is today. So many issues that deal with democracy and upholding it are based there at the Constitutional court where cases are heard and judgments passed. I hope what happened at Constitution Hill will never be repeated and hopefully that it just remains what it is; history.

LE said...
Hi IUP. I relate to the impact the visit had on you. I first went with WoW delegates in 2002. I've been lucky to see how Con Hill has developed since then. I think it's a powerful place.
EGM [intern, 2006] said...
Hi IUP. I also thought the whole experience of touring around the Constitution Hill was depressing. I believe that although some atrocities are still happening in our prisons today, at least there are human rights to protect prisoners and also the government is making effort to put things right in prisons.

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22 March 2006 - Polishing up the Act

Interviews can be quiet unsettling, especially if they are job interviews. I noticed this in the seminar we had today about Interviewing Skills. It was quiet evident that for most of us there was sufficient or lack of appropriate interview skills.
Confidence in oneself and in one's capabilities came out as the most important aspects when the unstructured interview techniques were performed on us by consultants [guest lecturer] and [guest

lecturer]. Important aspects of interview preparation, like power dressing, the personal documents to take, and the appropriate questions to ask where all tackled in the seminar. Most of us left the seminar with a clearer view of what to expect in interview situations and to expect harsh employers during the interview process.
Regardless I felt quiet good after [guest lecturer] mock interviewed me for the post of "Research Analyst for Coca Cola Company." Both the interview panel and participants who were watching me go through the interview process right from being "welcomed" into the company through the "interview itself" said my interviews skills were quiet good. However, I was told that I need to grow in the art of selling myself especially where the unstructured questions come in. This is the only part in the interview process where one gets to talk about their skills. I realised when I was being interviewed that I was so hard bent on answering the questions that I soon forgot that I had a purpose. I was supposed to convince my potential employer that I am the right person for the job because of my qualitative and quantitative skills, or that I am patient and persistent with the ability to work long hours independently with a goal to solving problems etc.
Despite this, it was intimated to me by the consultants and participants that I came across as a confident and relaxed person capable of steering organisational goals in the right direction. Oh how I wish this interview was the real thing! Imagine I would have been looking forward to my second interview as Wickus intimated to me. Anyway I am glad I had this experience. Forewarned is forearmed as the popular saying goes. I will definitely polish up my act using some of the tips suggested by the consultants we had as well as those from Interview Center Website [link to website].

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22 March 2006 - Stress

I have the tendency of wanting to make others get a feel of my stress by snapping at them during conversations. I have been made to realise that there are so many ways of dealing with stress that can make me come across as a very rational and reasonable person. Firstly is the need for me to identify all the stress symptoms like having headaches, feeling tense, being demotivated and all the others.
Normally it is easy for me to notice that I am stressed out. It begins with having long sleepless nights and thinking about the same things that are stressing me over and over again until the headaches set in. It then follows that it will become difficult to concentrate when I am in such a mindset. What has redeemed me the many thousand times I have been stressed is to always focus on the positive and the good side of what may have been stressing me. Rarely do I go out to seek people to help me out of a stressful situation. [guest lecturer] reminded us today that it is very important to have support networks like family and friends to help us out of stressful situations. I am glad I have the benefit of having someone close [ ] to confide in when I have problems or stressors.
In the workplace it is very critical to respond in an emotionally intelligent manner to situations that have a potential of deteriorating into serious problems where one can end up not fulfilling organisational goals. Health is always affected when one is stressed. Thus it is of paramount importance to be able to manage and organise one's time effectively through working consistently and maintaining a steady pace all the time.
My stress level according to the Stress Level Test was 41 and when placed in the 33-50 range showed that I have a moderate stress level with a tendency of being a workaholic. According to the results I generally do not cope well with stress. Overall result – Quiet good. I intend to work on raising my stress management techniques so that it does not come in the way I interact with people both on a professional and personal level. I found the website Stress Management from Mind Tools very informative, its link is [link to website].

PO [intern 2005] said...
Hi I just wanted to congradulate you for joining the programme. Keep blogging and I promise to interact a lot as of next week. PO
EGM [intern, 2006] said...
Dear IUP you raised important facts concerning stress.Stress has also affected my sleeping patterns and made me to concerntrate less. But one particular stress reliever I found interesting recently was walking. It worked for me and it was much better than sitting and worrying.
IUP said...
Thanks PO!
IUP said...
You are right EGM [intern 2006], I think its really important that we be able to identify what destresses us. Thanks.

17 March 2006 - Collaboration and Cooperation?

Today I was taken back to my undergraduate years when I remember grappling with modules like Micro Economics, Macro Economics, Principles of Public Relations and Principles of Marketing. I have to admit that for someone who came from an Arts background in high school this was quiet heavy staff. Knowing about the forces of demand and supply, free market economy and all that other economic jargon was something to contend with. I am happy that today when [guest lecturer] presented a seminar on Competition, Collaboration and Cooperation I wasn't that too lost in it.

Her presentation touched on so many important aspects that are important for the survival of developing countries, especially South Africa in a world of trade liberalization and globalisation. I think that competition is healthy in any environment for it ensures that standards and procedures are set when processes of anything are being carried out. Competition ensures survival of the fittest and discards any misfits/undesirable elements in society. In the context of developing countries and developed countries competition is welcome but I believe that it must take cognisance of the various levels of development in our side of the continent versus the west. I think this is all the more important when I think of the massive diversity in the levels of development say between America and Zimbabwe for instance. America is so advanced in terms of information and communication technologies, infrastructure, its industries anything you can think off not to mention the advantages it has over other countries because of its power. In contrast Zimbabwe is just; well it's just another poor country.

I believe that trade has to take cognizance of the economic advantages or disadvantages for individual countries. Following a singular or narrow minded view of global trade may not be reflective of cooperation and collaboration and may not produce positive if at all relevant results for all involved. Most developing countries lack the technology and expertise to compete on the same level with developed countries. There is a situation where stronger countries are pushing weaker ones out of the trade picture. It has created the need for countries particularly in Southern Africa to form economic policies that affect foreign direct investment. One can notice that there are now some restrictive labour laws, property laws, company laws or controlling the value of the local currency for instance.

I believe that there is need for both developed and developing countries to assess their needs and to chat the way forward cooperatively instead of exploiting each other. It would seem that developing countries are at risk due to the effects of globalization because they are seen as a dumping site for cheaply produced products which erode the value of our own local products. At the same time the small number of products we can present on the world market are subjected to a lot of restrictions. There are new laws that have to take into consideration the environment and hygienic practices and other such like obstacles that are just meant to push out our products or lower the selling price of producer goods. I just wonder if there is anything called competition on the global world because if its there, then it's not fair. Cooperation and collaboration? I doubt, it looks like arm twisting to me where developing countries are simply placed between a rock and a hard place.

[WoW Programmes' weblog specialist] said...

This is an excellent post, IUP. You've really engaged the topic nicely, and you're offering very soundly argued opinions. You're sticking your neck out in exactly the right kinda way. Well done!!! Now, please come back to this post and add some links to external sites. Once you've done that, this post pretty much becomes a model post for everyone to look at and emulate. Blue skies love [WoW Programmes' weblog specialist]

BAB [intern 2006] said...

Hi IUP You've raised very interesting questions in this entry of yours, much of which I agree with. Last year, as my mini-thesis, I wrote about the effects of the World Bank on African countries and whether their ideology/policies are helping developing nations or not. I also did a course on the World Trade Organisation and we focused on the trade distortion and unfair tade between developed and developing nations. Do you think organisations like these will ever realise that they should reflect the decisions of the whole world and not just the North. Their ideologies are getting there but will their actions? Thanks for raising these interesting themes. BAB

LE said...

I just learned something, IUP. When [guest lecturer] was discussing Competition, she referred regularly to Nokia. I think the basis for the discussion was why business chooses to manufacture in a certain country. Cell phone maker Nokia may be based in Helsinki, but 40 percent of its shares are held by investors in the U.S. Interesting, huh? What do you think of that? Best, LE

16 March 2006 - Untitled

Team work has always been a very conscientious issue for me. I have always believed that team work does not work for a number of reasons. Firstly because individuals who form a team have different interests and motivations. Secondly people in teams always want to get noticed for any input and of course the competitiveness of individuals. For some they may see a team as a front to hide behind and be lazy choosing to blame others for lack of cooperativeness. Some may want tasks delegated to them in a team instead of taking their own initiative. Most important teams can fail because people may not understand the concept of team working or because people do not know how to harness the particular talents of all the members in it.
I think that teams can work if people are willing to embrace the differences and the qualities that each individual has. But this has a problem in itself because sometimes people may not want to waste their time getting to know other people. It may be important to some to just get the work done without all the being nice preparations. This requires commitment from everyone if all are to keep their eyes on the ball. Personally I don't believe teams can work but I was convinced today that given time and commitment it has its own advantages of getting the work done in little time and conserves the organisation's intellectual capital. I have always believed on the one hand that work is best done in an individual setting where one has the freedom to exploit all resources available to them and above all focus. On the other hand, if tasks are delegated properly in a team setting work can be done expeditiously, creatively (satisfying the old adage that two hands are better than one) and effectively.
My knowledge and how to use teams to achieve organizational goals will be put to the test when I go into a work setting. I am no longer in the defensive mode about teamwork because I now possess the knowledge about the strengths and weakness of teamwork and how to harness them properly to obtain organisational goals.

EGM [intern, 2006] said...
I am sorry IUP that your experience of team work was not good. I guess you could have people who bring in the wrong concept of working in teams in a team. But I am glad that you will be positively looking at the concept of team work in your workplace.

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15 March 2006 - No longer a mystery.

Ok the myth about blogging has finally been demystified. When the concept was introduced to me by LE (WO W Training and Internship Programmes) I was excited about it and thought I would like to explore this new piece of the Internet. So it was with great enthusiasm that I wrote my first blog and was the first one from our group to make an entry. However, I became agitated a few days later when I received an email from [WoW Programmes' weblog specialist] (Artist at large and serious blogger) asking us to join the yahoo blog thinking groups [link to website]. I am sure you are wondering why I am saying I was agitated.
After I joined the yahoo blog thinking group I was all of a sudden assailed by a host of email messages from some of my colleagues in the internship programme suggesting I read and comment on their blogs. Not only that, there was a day I received more than 10 emails from [WoW Programmes' weblog specialist] offering tips and advise about how to get the most of out blogging. I became very terrified and started to lose my confidence. To make matters worse it is a requirement that we blog four times a week and that we read and respond to each others blogs. I felt all this to be very overwhelming and I started to feel very negative about it. I started questioning myself if the internship programme was just about blogging. I even received an email from [WoW Programmes' weblog specialist] saying most people were earning a living through blogging like John T Unger an artist. I just couldn't understand it. This made me think differently about blogging. I thought if someone is making a living out of blogging then surely it must be the most complicated and challenging task and was not as easy as had been suggested.
Today [WoW Programmes' weblog specialist] explained that blogging is not that difficult one simply is provided with a platform for expressing oneself in a blog. Blogging will provide me with a way of self evaluating myself after reading people's critique about some of my staff. Now I know that I can use my blog to talk and comment about what I am really passionate about or about what pisses me off. Because

of blogging I will get a chance to network and link with a lot of other like minded bloggers and other people. At the end of the day I can say that I really like the concept of blogging!

[WoW Programmes' weblog specialist] said...
Hello IUP... Just a quick correction. I didn't imply that 'most bloggers make their living from blogging'. I said that SOME bloggers have been able to quit their days jobs to do what they love AS A RESULT OF BLOGGING. Blue skies love [WoW Programmes' weblog specialist]

IUP said...
Thanks for the correction [WoW Programmes' weblog specialist]!

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14 March 2006 - Self awareness
The world of work internship programme is proving to be more exciting and engaging than I thought. Today we had a very good presentation on emotional intelligence by [guest lecturer] from the Careers Counseling and Development Unit of our university. To be honest I wasn't familiar with the concept. Yes I had heard the words here and there but never enough to actually be reflective about what it really means. It was mentioned that women are emotional beings compared to men highlighted by our ability to "nag" I like to see it as our ability to communicate and express how we really feel. Men generally tend to bottle up their feelings.
Anyway, today I found out about my emotional intelligence score which showed me the necessarily areas that I need to grow in. After all emotional intelligence is a lifetime growing experience. Basically it was about how I will be able to emotionally respond to a given set of situations. There was also a questionnaire on self acceptance, I got an excellent score for this one. My self ideal self score is average. After the presentation I realized that emotional intelligence is important in the corporate world just as much as it is in our personal relationships.
Our emotional intelligence determines how aware we are of other people, how we deal with our own emotions and the way it will drive our motivation to perform different tasks and adaptability to a given environment. These aspects are important in that they are the ones that conclude whether one gets the job or not. I have resolved to write and keep a diary for the next two months as suggested by [guest lecturer]. I will enter into the diary what I feel without editing or reading it only waiting until two months have passed. I will then read it and find out more about myself. This is because for my emotional intelligence to be at work I need to be in touch with me after all emotional intelligence is based on this premise. I will have to be able to take care of my own emotional intelligence before I can be able to help other people. I want to be able to influence, to send clear and effective messages to the people I will be working with in the next few months and indeed in my life time. I want to bring about change, be able to manage conflict or to challenge the status quo if need be and to build working relationships that are mutual and beneficial in the organization as well as outside of it.
The costs of emotional illiteracy I realised are negative. For one they lead to poor decision making, low morale, absenteeism, crime and various emotional disorders like depression which can lead to substance or food abuse. Thus it is imperative that we are aware of our emotional intelligence at all times. It has never been more important especially at this age of new information technologies, cultural change and globalization. James Thurber famous for brainy quotations notes that, "let us not look back in anger or forward in fear but around in awareness."

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22 February 2006 - New Thoughts

As a post graduate student from the Graduate School for the Humanities and Social Sciences, who has just completed a Masters degree in Forced Migration Studies I feel relieved but scared at the same time. I say this because when one is in an academic environment, you get to a point where most of the activities you do in a day become routine.
Preparing to enter the World of Work has led me to have many thoughts. Having to be at work everyday where there are so many challenges and so many people grappling to survive and achieve organisation's goals is something that I have to face head on as from now. Things like deadlines to meet, resources to consider and prioritizing budgets. I am suddenly confronted with the fact that I have

to move from the solitary to the social networking human being I am expected to be when I get into the industry. I suddenly wonder what kind of community I am going to make for myself. At the same time ensuring that in all these relationships professionalism has to take centre stage. How do I network with the relevant people from within the organisation and those outside the organisation? I feel that effective networking with the right people is good as one can get positive ideas and dialogue about different topics. Later good working professional relationships and positive energy can flow from good networking.
There is also the major issue about embracing people from various cultural backgrounds and being able to appreciate and recognize difference. Not that it has been a problem given that our university is so diverse. This will be different in that here at university I was not obliged to engage with people from different backgrounds. A work environment would be different and attitude assumes critical currency. All in all I recognise that growing from a student to a professional demands hard work and flexibility and one has to be on one's toes all the time. One has to have the ability to be flexible enough to embrace change and show a willingness to learn in order to find a place in this constantly evolving global world.
I want to create a professional identity and be a beacon of light for everyone in the particular industry I will be working in. Being an intern is very exciting and scary at the same time. On the one hand it is flattering. On the other everyone in my department will be paying particular focus and attention on me and my work. I want to be able to handle criticism/feedback well. This is important as it will help me with my professional voice. I expect that after my internship I will have moved from anxiety to a state where I will appreciate my capabilities and specific growth areas. A willingness to work hard and my desire to excel in everything I do are key attributes to being successful.

BAB [intern 2006] said...
Hi IUP. Well done on the blog and especially your first entry. It is exactly the way I feel as I'm sure many others are. It is an overwhelming feeling to know we're almost at that stage of walking into an organisation and try to be all we can be (I sound like an American soldier). It is so true what you say about the networking. Even though I'm scared of being a failure in this internship, I'm more excited about meeting people who are interested in what I want to do one day. I have decided that even if I have to be the tea lady or the hardest working person in the organisation, every minute is valuable and could be used to communicate with people who can help open doors to other areas of interest. Thanks for highlighting this
LE said...
Hi IUP I found an interesting article, 'Blogging Your Way Up the Career Ladder', by Eric Spiegel. It's at [link to website] I recommend it. Also, on blogging and networking, have a look at Dave Taylor's *The Intuitive Life Business Blog* at [link to website]. Well done for setting up this blog! Regards LE
[WoW Programmes' weblog specialist] said...
Hi IUP... Congrats on setting up your blog!!! Please read your email, and respond to the one inviting you to join the Yahoogroup I've set up for the interns... BLOG THINKING. And let's start discussing blogs on that list. Blue skies love [WoW Programmes' weblog specialist] PS: LE... would you start sending interesting blog articles like the one you've mentioned to the group list?
EGM [intern, 2006] said...
Congratulations IUP. I have read your weblog thoroughly and was pleased to see that someone shares my thoughts with regard to the changes facing us, prospects and fears of the internship. I understand that it's going to be somehow different changing your routine from a student lifestyle to becoming a working individual in an organisational environment. For me, there will be no major changes as I have been working for the last few months. The challenge I am facing is having to remind myself of my theoretical knowledge and skills acquired from my previous experience as a student. I also agree with you in terms of fears. I am more concerned about meeting the expectations of my host oganisation and the nature of work I will be given. Nonetheless, I am prepared to give it my best. I am pleased that you have considered working in a diverse environment while at the same time willing to be flexible. These are amongst the most important principles that are needed to survive in the world of work. EGM.

DOZ [intern, 2006] said...
Hi IUP, I like your thoughts, I think we still have a lot to learn about workplace, since it is a new experience to all of us,but i believe that after few months we will be ready to take part in the workplace enviroment.
[WoW Programmes' weblog specialist] said...
Hiya IUP... More entries please. Blue skies love [WoW Programmes' weblog specialist]

APPENDIX 11.1 DOZ Vertical analysis

All participants in the 2006 World of Work Programmes were asked to write a brief description of themselves. This was then circulated to the guest lecturers who participated in the World of Work Training Programmes, and to potential host organizations. The following is DOZ's description of herself:

> I'm a 27-year-old South African female and I live in Katlehong, Gauteng. I can write and speak English, Xhosa and Zulu fluently. I am fluent in a variety of computer programmes, and have excellent people skills. Currently I'm an Internship Scholarship holder on the World of Work Programmes at the School of Humanities, Wits. I completed my Honours degree in Tourism at Wits in 2005. My research project focused on challenges faced in the development of Soweto tourism products and how these can be improved. I am passionate about community-based tourism. During this period I was also working for (organisation) where I conducted interviews with small business entrepreneurs within the tourism sector. Working for this company has introduced me to the demands of the work place, such as taking part in office meetings, presenting my work to others and interacting with clients. I will learn even more about the workplace through the training component of the World of Work Programmes. I believe this will ensure that I am ready to make my contribution as an employee in your company. (WoW Training Programme, March 2006, Training Delegates' Profiles)

DOZ was selected for an internship at a large mining corporation, over all the other scholarship candidates who were also invited for interviews there. The interviewers explained their decision: they believed that DOZ appeared to be the most previously disadvantaged individual out of all the candidates. This was the primary motivator for their decision to offer her an internship. The interviewers said that the department was committed to assisting a previously disadvantaged person to grow and develop professionally. (Field Notes, 20 April 2006)

DOZ was disappointed however when she first joined the host organisation, as she thought her initial interview was for an internship in the "environmental department". (Interview, 19 May 2006) Instead, she was offered an internship in the Public Relations department.

There were some issues between DOZ and her workplace supervisor, evident in the first interview. This had to do with DOZ business writing style, her attention to detail and her ability to prioritise tasks. In addition there was DOZ's apparent reluctance to adopt the approach to business writing that her workplace supervisor had suggested and requested. (Interview, 19 May 2006)

Another issue that became apparent in the early stages of DOZ's internship was her inaccuracies in her writing. Along with the fact that DOZ's supervisor found that her computer literacy was weak, her emails and memos were riddled with careless errors, as well as spelling, punctuation, layout and grammar mistakes. DOZ said she was aware of these and was trying to improve in this area, but she seemed reluctant at first to try to adopt her workplace supervisor's approach to writing business documents. (Interview, 19 May 2006)

DOZ's workplace supervisor explained in detail, during an interview, how he had shown DOZ how to develop an action plan for a task he had assigned to her. He was disappointed that she did not develop this action plan even after he had explained the benefits of it to her, and expressed some frustration that she did not produce it promptly. The supervisor suggested that students do not have a close appreciation of the importance of deadlines in the workplace, since they can delay tasks more easily as students. Another area of concern to the workplace supervisor was that DOZ did not have mastery of basic computer skills such as making a table, to complete the action plan he had asked her to create. In addition, an email that she sent to staff did not include basic and important information, such as the actual date of a meeting. DOZ's workplace supervisor mentioned an important issue:

> I mean if a project is not a success, I'm the one who is going to take that flack, you know. (Interview, 19 May 2006, p 308)

Besides his concern that her poor performance could impact on his own work performance, DOZ's workplace supervisor said that

> .... if there is a success or a flop whatever we do would impact in the image of the company. (Interview, 19 May 2006, p 308)

After clearly indicating that she should in fact adhere to her workplace supervisor's approach, I also attempted another intervention to reinforce the importance of a business style of writing in the workplace. As DOZ's mentor from the WoW Programmes, I arranged a "Shared Work Day", for DOZ to join IUP at her host organisation. IUP had excellent writing skills. As DOZ seemed skeptical about her workplace supervisor's authority regarding writing skills, I hoped that interaction with a peer would help DOZ appreciate how crucial business writing skills are in the workplace.

It seemed that this benefitted DOZ to some extent. She wrote at the WoW Programmes 2006 Team Weblog that she watched IUP going about her work:

> *At the time she was writing a short article that was going to be read by her managing director. She printed the page and she read it over and over again, just to see whether there were any spelling mistakes.*
> *I have taken that experience along with me, now I do the same before submitting my work...*
> *After the meeting we went back to her office where we shared ideas about how to design tables. Then she showed me her table, which I adopted. I'm glad that I got a chance to spend a day with Pascalia. I learned a lot from her. I hope that she also learned something from me as well (DOZ's weblog post at the 2006 Team Weblog, 14 July, 2006)*

Besides his reservations about her writing skills, DOZ's workplace supervisor was complimentary about her punctuality and presentability. He was impressed that she was professional in these areas, as he was aware that she did not have any corporate working experience. (Interview, 19 May 2006) He also found that DOZ was articulate, and able to work well in a team.

DOZ was offered permanent employment after her internship – she remains employed at the host organisation where she completed her internship, to date. (Interview, 19 May 2006)

Due to time constraints experienced by both DOZ and her workplace supervisor, only one interview was conducted during her internship, two weeks after she joined the host organisation.

APPENDIX 11.2

DOZ Interview 1

Date: 19 May 2006 DOZ: Respondent
Site: Host organisation LE: Interviewer

LE Before the interview started, DOZ mentioned some concerns. DOZ you mentioned some disappointments, before I turned on the recorder?

DOZ Okay, firstly when I came here I thought that I was being interviewed maybe for the environmental department.

Tape malfunctioning.

LE You attended a training session with me on writing skills development. In my opinion WS' [workplace supervisor] approach is in fact the right way to go, and your writing of a narrative explanation of events and developments for the "Take a Girl Child to Work Programme" is incorrect. I believe that WS is correct, and you are incorrect. You should be following WS' instructions, like setting up an action plan, exactly. I wonder why you seem to find this difficult. I don't think at this stage you should take the initiative in terms of your business writing. Follow WS' instructions, because he knows better than you do. How does that make you feel?

DOZ Okay, I have realised that he might be good, he might be okay, because he has been in this business for the last few five years. So he knows what he saying, but at the same time I do know some things too.

LE What are some of the things you know?

DOZ Okay, one of the things, like this "Take a Girl Child to Work Programme" was meant for me, so I wrote it in a way so that I could understand it. Then I showed it… first of all this is not the way. I have written it in the first part, because it was different from this. This is his style you know. Then I have redone again on my … [DOZ is referring to an action plan with three columns] Yes, the first one was not in a column or something. It was just a straightforward thing. Something that I can read and understand in my own way. [DOZ is referring to a narrative description] And then he said that it was not good. Then I told him that this is my way and is for me. It is something that I can read and understand. He said ok you should change it and put it in columns.

LE You say it was your way for your understanding, but I see that you needed to send that particular piece of work to 15 people.

DOZ That is not this one; this is the letter I had to send out to people.

LE Do you think it would have been better to send as e-mail attachments your narrative explanations of the "Take a Girl Child to Work Programme" to these 15 people?

DOZ Yes, I think it was going to be better, because it was something that I have done it myself. Something that was my own work not WS's ideas and I think it was going to be understandable at the same time to them.

LE I am taking some time to explain to DOZ that an action plan lists, with three columns, the programme tasks, the person responsible and the time allocated - as opposed to a narrative description. I have positioned to DOZ that, without any question, this is what is expected of her. DOZ, you have said that you believe your own approach was a better version. How do you feel when I am say that in fact you were wrong, WS was right, and you must adopt this approach for the world of work in terms of your writing?

DOZ Okay, as I am here to learn, then, obviously. I will have to take WS' work, ideas, because he knows better.

LE It is an interesting discussion. Thank you very much for it. How about errors that WS and I have picked up? For example 'breakfast' spelled incorrectly. Your boss, your head of department [] had her surname missing and other people's surnames are included. How do you feel about that? This is repetition, unnecessary repetition over here. Here there is problem with the layout.

DOZ I have noticed that I made a mistake with that on that list; as a result I made a new one. I know it shows that… in fact it gives wrong perceptions.
LE Do you understand that this list was sent to various senior people?
DOZ Yes.
LE How do you feel about the possible consequences of sending this kind of work? What do you think these people now think of you?
DOZ They think that I am incompetent.
LE What are you going to do to change those perceptions?
DOZ I will change these perceptions by sending a right programme and I have explained myself yesterday in the meeting. That I am working very hard to do everything that I can.
LE DOZ, I have couple of questions that I want to raise... have there have been any instances where the content of the training you attended has been applicable in a work situation?
DOZ I think it is applicable everyday, because time management is very important. The way you do your things. You have to allocate time and everything and you have to be simple and straight to the point all the time. Writing skills are very important. Yes I think it is applicable everyday.
LE Okay, how are you feeling right now? You heard some fairly difficult feedback about your growth areas, specifically about your writing skills?
DOZ I do not feel good.
LE How do you feel DOZ?
DOZ Well I feel pressure because I am the only intern, and people... you can see that people are working very hard to get everything right. I feel that I am not doing that now. Another thing I think people know everything and sometimes I feel that I do not know anything and then I question myself.
LE What areas do you think you do not know about DOZ? Is it company specific or sector specific? What kind of areas are you wishing you could know about?
DOZ The sector, I think the department mostly, because they are talking about media things that I never understood before, things that I never got time to learn. Like I never did media, I never did Public Relations and everything. Then I feel that I do not know much about the department.
LE Do you think that they understand that there are areas that you do not know much about? Are they offering you extra information about media?
DOZ Yes, because in the last two weeks I have attended meetings, where I have gained some information about Public Relations. So I think they are helping me a lot.
LE You send me an email a while ago. You said that there was a project in tourism related to [host organisation] and that you were thinking of submitting something independently of your internship. Is that correct?
DOZ Yes, I was actually thinking …, because they have tourism projects at Public Relations. I do not know how they fit, but do have a tourism project. As a result I spoke to [colleague], she …when there are tourism projects she actually works on them. So I was talking to her and she suggested that I should actually talk to [] the boss, who has a tourism background, and that I would like to take over the projects that they have, because it is not their core business.
LE Do you intend to speak to [] (boss) about that?
DOZ Yes, I do, because I think I will be better in tourism projects than what I am doing right now and I will not feel this lost.
LE You do not think you will feel this…?
DOZ This lost. Lost.
LE How do you think your supervisor would describe you, after knowing you for 3 weeks?
DOZ I think he would say I am a person who is willing to work, but at the same time I am careless.
LE Okay, how do you intend to change that perception?
DOZ I am actually working on that right now, because yesterday I redid my programme and I think it is much better than the first one and then I sent it to him. He has not responded. Then this morning I had to send an email, and then I sent it to him and he responded. He said it was good.
LE That is terrific! Can you tell me what you think he would say you are really good at?
DOZ For now I do not know.
LE There are other questions that you think I should ask you in our next discussion on your internship... which will be in three weeks time?
DOZ I think you should ask me the very same questions, because that is where you will see my development and everything.

LE Is there is anything that you would like to add?

DOZ I like working for [host organisation]. I am in the Public Relations department. I know it is hard and demanding for me, but I am really learning.

LE How do you keep in contact - if at all - with other interns?

DOZ Okay, I have been in contact with other interns, especially, BAB. We spoke about how she was doing with EGM at [host organisation], and she said they were doing fine.

LE Is it important for you to stay in contact with other interns?

DOZ Yes, because I would like to know how they are doing. I would like to know whether we are sharing the same problems. Maybe it would be nice that I am not the only one who is feeling this way right now.

LE Have you found that you are sharing experiences?

DOZ For now, I have not, but I spoke to …what's her name, the last intern? The intern that was here in 2004?

LE [Gives name of intern from the WoW Programmes who was at the same host organisation in 2004]

DOZ Yes, she told me about her own experiences. That it was not easy at first, but after few weeks…

LE How often have you met with her since you been here?

DOZ Almost every day.

LE Did you know her from before your internship?

DOZ Yes I did, we met at school through one of my friends. When she came to Johannesburg we lost contact and we met again here.

LE What does it mean for you meet up with her?

DOZ Wow, I think it is very nice for me, because I am gaining some of her experiences. Then I intend to know that it is not only my bad experience - that's what she felt before and now she is fine. She is working here in finance.

LE Thank you very much for this interview.

DOZ Thank you.

Interview ends.

APPENDIX 11.3

Workplace Supervisor Interview 1

Date: 19 May 2006 WS: Respondent (DOZ's workplace supervisor)
Site: Host organisation LE: Interviewer

LE How is it going with DOZ?

WS Well I think it is going very well, especially looking at the fact that it has only been two weeks she has been working with us. So it will not be good to be too judgmental on what she is doing, but what I have done was to take few notes just to give you feedback of my experiences with her. But I think DOZ has been doing well. For instance I've been looking at the fact that she is very punctual for someone who does not have work experience. DOZ is very punctual and presentable. As well as looking at that she never worked for a big company. When I get here she is already here and I never had anyone complaining saying, "WS, your student is coming late". Like yesterday she was presenting one of the projects that I gave to some of the [host organisation] employees. She was quite comfortable with it. So obviously there are positives and negatives, but we have regular meetings, the two of us, whereby I sort of guide her.

LE How many times do you meet?

WS I think we meet two to three times a week, especially now there is a project. That is why we meet regularly since we need to check whether we are on the right track here or not, because I'm not here next week and this project is happening, but I have someone who will be working with her while I'm away. I'm not sure of your question... I did not prepare myself...

LE No, no, do not worry; we can just talk... can you tell me more about your impressions of DOZ' professionalism?

WS So I was looking especially at punctuality, preventability, and she is very articulate as well you know. As I was saying that she was talking to guys and it went quite well. I think she has got potential to become a good PR person, because you need a person who is willing and passionate to learn. I think she is sort of willing to learn. She is able to work in a team as well. Like you have seen the other day there is about eight of us in the department. All specialists in whatever we do. Like, I'm government and public sponsorship, someone is in the CSI, the other person assists in the operations and events - so on and so forth. So you find that she's already created relationships with all of those guys and she is speaking nicely with them. So in terms of areas that I have identified for her, especially when I met them last time. I was told that they are postgraduates. So I would expect more from a post- graduate than someone who is still at school doing her second or first year or so. My worry is the fact that their conduct of English is not up to standard. You find that when you ask her - for sort - how to … with the project "Take a Girl Child to Work". I do not know whether you heard of it. It is [an organisation] initiative whereby on the 25th of next week companies are encouraged to take girl children to work. So since DOZ is here, I thought... because I do not want her only to do typing and I have been a student myself. I have been where she is, so I know you can have a nice boss only says you can make copies and tea... like you were saying the other day... but I do not want us to work like that. I do not want to do work for her, but I want to work with her. I said to her, "Take a Girl Child to Work" is one of the projects that I would like her to run with. I sat with her and explained to her that this is... you have to contact [an organisation] and the school. You must contact the teachers to bring the kids here. We chatted nicely. I taught her to say, to check whether there is a progress or not. I will recommend that we develop a programme of action. Whereby you say this is the item and then this is the responsible person and there you say deadline. Then it must be in a table form and make it professional as well, not just to say "On the 23rd,". I will be doing this you know. You can make it presentable as well, and professional. So let's develop a table and then in the item you can say number one. I will meet with the school, right, and then you say: "DOZ and WS". Then there would be a deadline. Then I would check whether you met with the school, then you can say "On the 3rd of May...", the second thing. There is a checklist there: you can just quickly see in the action plan to do that, but the… you know my concern is that they are so computer illiterate. Even if

you tell her to do that in this way. She will go back and sort of… I can even make an example here.

LE Writing sentences?

WS Yes, writing sentences. And it's quite complicated, but when it's like this it's very easy. We are able to speak in five minutes, when she does this we are able to say, "OK, DOZ has met with the school". If the deadline says we must meet with school on the 3rd, and say by now we have not met with the school then we are able to say, "Oh my goodness, we start panicking now". We start to push, if we have not done that. We can say lot of things have been done, but there is lot of stuff to be done. So I will be expecting a student to be computer literate. At least to be able to design a table. I'm not talking about, you know, complicated stuff. Just to be able to say if they do not know what to do. I always encourage her that if you do not know, please ask. You can ask me where your support is here. I make it a point that I introduce her to everybody in the department and to tell them that she is a student: "Please guys, if she has got a problem, or if she needs help, assist her". So if she needs support we are all there to support her. So all I'm teaching her is that if you get stuck, just come to me and say, "WS, I do not know how to design a table".

LE It sounds as if you were disappointed that you actually showed her how do it and she still made mistakes, or that you showed her and she did not immediately do it?

WS …because I showed her it was like this as we discussed, but I was not going to design it for her. But I showed her how she can do it, and I can quickly come and show her how to do it if she does not know. She can ask everybody, but you ask her and she does not do it... and then again the following day you check whether the action plan is there. Yes, she has done it, but not the way you wanted it. It's still in the complicated way and the time goes by and you become frustrated. I think what the student must understand is, there are reasons why we do these things. I mean if a project is not a success, I'm the one who is going to take that flack, you know. What I picked up is that they must totally understand that there are deadlines when you are working in the corporate environment. It's not like when are given a project as a student. When we are on the 25th and we are not ready we can just postpone it for another day as a student. Here we cannot do that. We work on a limited time. If I ask her to do something... if you understand that, you know that if there is a success or a flop whatever we do would impact in the image of the company. If say I ask her "OK, you need to book a hall. Where you will accommodate students when they arrive?" They need to understand why we do these things in advance. Because if you do not do that the students will rock up here on the day and the hall has not been booked. It is going to be an issue, because what will happen is the school will complain and say that [host organisation] did not treat us nicely. We went there. There was not even a coordinator. Do you know what happens?

LE There are consequences?

WS Yes, there are really consequences. She cannot afford to postpone things. It's better to do it like this. You are able to see whether you need more time, or you are on time, or you are late. You see.

LE Are there any other areas where she did not learn or follow-through very effectively?

WS Another area I think is their writing skills, you know. We are not expecting them to be perfect or expert writers. Then I will show you an example. Okay, for example... I left it in the office... I asked her to do something… paying attention to detail. I was taught when I was a student at [organisation] and my boss was working for [organisation]. She was quite a difficult person, because she was good. Sometimes it is quite difficult to work with someone who is good. They can spot your mistakes, but if you work with someone who does not know you can always submit something which is wrong. They say it's fine, but I do not think that that way you can learn. So paying attention to detail is very important in this job, because whatever you write is going to be read by all employees. If you write a media release it is going to be read by media and can be an embarrassment to the department or the company. So I am teaching her... okay, this is the first thing she had to send to these guys. She was inviting them to the meeting regarding "Take a Girl Child to Work", She would be talking to the kids as if it is a Career Day. So, okay, she sent me an email to invite *me* to the meeting. I think this has been corrected, because I remember we were talking, the two of us were talking. The e-mail was saying I *would* invite you.

LE You believe there is a problem with her paying attention to detail?

WS Yes, so I told her - and then you can see that this email does not even give you the day when this would happen, because you are telling people when this thing would happen and so on and so forth. You need to give them more information.

LE Sure.

WS Then we sat and discussed that. Then this was what I did for her, because it was late now, if you look at the time. It was around 17h00 on Thursday. It does not show as sent, but I always make sure that we do it do together. I tell her this when this is going to happen. It is not just [organisation hosting project] that is running in association with [host organisation].

LE I have a question for you, WS. Thank you for giving those points. In DOZ's e-mail she sent her name as DOZ, and in the e-mail that you drafted for her, just to show her how to do it, you signed her as DOZ, "Scholarship Intern". Why did you put 'Scholarship'? I know that you have had other interns here. What is the significance of including 'Scholarship', for you?

WS Ok, for me the word intern was the important one.

LE Why?

WS No, no, okay it doesn't, the only thing that is important for me is for people to know that she is not an established PR person. They need to understand that they are dealing with someone who is still learning, but the 'Scholarship' - I did not think. It's just that as we discussed all our correspondents is saying "Scholarship Intern". That's the reason why, my purpose of putting or of doing this. You can just say "DOZ, Public and Corporate Affairs". Then you are going to get someone expecting… people need to understand that they are dealing with a student. It also helps when they know okay, it is a student. When they see her walking around I want them to know that she is doing something.

LE You have noticed small improvements, though?

WS Oh yes, sure as you can see, go through this, you will see.

LE You were surprised that you had to point out these errors in the first place. You were expecting more precision and accuracy in the writing. Is that correct?

WS Yes, that is correct, which is what I'm saying, especially because we are talking of postgraduate, you see. You know it is important, especially as we are working on tight deadlines.

LE Is it a bit of a disappointment to you? That you actually had to do this kind of careful editing?

WS Yes and no. Yes in the sense that you know that you working on the deadline, because whatever she is doing is actually my project. I'm just giving it to her because I want her to learn, but then my disappointed would be... you expect the whole training to be quite easy, because you are dealing with people who are already established. Who are postgrads? Unlike the first year students or something like that, because if we spend time editing small things it sort of consumes your time.

LE Sure, yes.

WS Then it impacts on my delivery. Then if we do not deliver on time. I am the one who is going to sort of suffer at the end of the day.

LE Would it be easier for you to do it by yourself?

WS That is what I was coming to say. That you reach a stage where… that's where the dilemma that companies have in terms of students. You have students. You are training them, but at the same time you deal with real life situations. Whereby you need to deliver. Now the students must show you that they are willing to work, because if they are not doing that you end up doing it yourself and then where is the learning? How does the student learn if you do not give them real work to do? Then if you take it and do it yourself, because you have a deadline, it has an impact on the student, because what do you expect from the student to do now? Then she must sit there playing on the computer and having nothing to do. I do not think that is good. So that is the dilemma you face in the situation where there is pressure for you to deliver. But at the same time, in my view, I would like DOZ to be able to say in three months time, when she walks out of here "I was in charge of the 'Take a Girl Child to Work' project from the start to finish. That is what I have done". And I believe she is learning, like I'm saying.

LE What other areas are you finding...?

WS The other area is that, for example spelling other peoples' names incorrectly. Like we invite them for a meeting. Then you find that she spelled peoples' names incorrectly. Now people are complaining. There are people who are taking offence when you spell their names incorrectly. I do not know whether it is a question of people higher in the corporate ladder or whatever, but some people take offence. And that becomes worrying, because here you find that you can pick up other peoples' names from the computer. You do not have to know how to spell their names correctly. You can go to the computer and look at their spellings. It is about three people's names which …

LE Which you pointed out to her?

WS Yes, I sat with her and I explained to her, because they actually complained. They came back to me and complained – so I made it a point that our names are spelled correctly.

LE Sure. Any other areas?

WS So... part of paying attention to details... that is what I'm telling her and the other? There was a time when she was sending an e-mail to these people, giving them a draft of the 'Take a Girl Child to Work' project. Now some of these people... for example this gentleman. He is a senior person. Like a director. So if she checked with me before sending that e-mail, I would have been able to advise her. She sent it to people without checking with me first. Then if you look at this... this is what she sent to them - a programme. If you look, it is repetition. It is the very same thing.

LE Careless errors.

WS And look at how it is. And this is how it comes about.

LE Very poor layout.

WS You ask yourself, 'What is this?' and the layout as well... is it a programme? and who are you sending it to?

LE And just to ask you again: did you work with DOZ to indicate that she should not have sent it out without your approval?

WS Yes, after I have seen it. I have actually to sat with her to say before she sent out anything to any people to stop. I wanted her to draft it, because I do not do it for her. I wanted her to draft it. I wanted her to take ownership… draft something before you take it to staff. Let you and me sit down and work on it together.

LE WS, we already talked about careless errors and spelling. You have already indicated that that has been disappointing and has meant extra pressure for you, that you expected more from a postgrad, but that there have been some small improvements. I'm interested to know how DOZ takes the feedback. When do you give it to her? Does she get upset? Does she take it very seriously, or not?

WS Well I think normally people do not like taking criticism. Some people find it very difficult, but then, because it is work, she…. This was done yesterday. I would say she accepts it. When we are doing it together. She has not been... I even spend time with her to explain. I even gave her myself as an example that I was a student, like I was saying to you. I explained to her why sometimes we do what we do. You see? You need to understand a picture. If you make a mistake, like if [senior colleague] goes to our boss and complains, "What is this, your people?" You know what I'm saying? So we do not want it to get that stage, because what is going to happen is he can go to our director and complain. I mean that, you know, the director would come to me. What is going to happen is, I will be angry with her. I will end up doing it myself. Just to avoid the situation. I do not want it to get to that stage, because then it will be that DOZ does not have anything to do. Then I do not want us to get to that stage. I want DOZ… This is something she can do as long as we do it together and at the end of the day she will have something to show. I think she came at the right time, that we have a small project like this. It is small but you cannot ignore it. At the end of the day it's about the [host organisation's] image. So actually explained to her that it's about the image of the company. For example, like here she should have said [staff member's name], it's incorrect and she said [director] who? You see, [] is our director. We talked about this. She is our boss, you understand?

LE Sure, I am noting all the kinds of errors WS is pointing out. WS, how do other colleagues respond to DOZ and the errors that she is making?

WS Basically she was working closely with me so far. I have not heard people complaining to me, because this thing is about me and DOZ. She has not had time to work in other projects with other people. This project keeps her busy full time. Especially because, what I have picked up was that when she first came here I said to her this is what I want you to do, but with my assistance. So what used to happen is, someone would come and play with the video. Say they are doing a video and she would want to assist with other things. I taught her to prioritise, because if she is given a project you will find that she does not prioritise. She would go and play with someone on the computer when they ask her to help, but you have given her work and there is a deadline.

LE Has she been playing on a computer?

WS They will be sitting here doing other things, but you have given her work, which has not been done. You understand? Whereas I am teaching her if you have been given work, especially because she is working with me. You know I am the one who is keeping her time. At the end of the day if something goes wrong... our director will be asking me, "How is it going?" Like

you asking me... the buck stops with me at the end of day. What I am saying is... I give her project and then I sit with her .You realise that things have not been done, but there she is sitting doing other things while you know that you have given her work here. I am teaching her that when others need help, to say "I would like to help you, but I am busy with one, two three". It is not… you are not being rude. You need to learn to prioritise. You are not saying, "No, I cannot help you", but you say, "I would like to, but at the moment I have to deliver certain things with WS". So people would understand, because we are all like that. I think it still happens to you as well. When you are working. You will get someone saying, "LE, I would like you to help me with this", but you have work. Tell that person, "I am sorry" - as long you are not being rude. It's not as if I'm playing and then someone asks me to help them, then I say I'm busy... that is something else.

LE Now that you are busy with DOZ - what kind of support do you need from the University? How can we help you?

WS I think it is nice that you are coming to check on us, because whatever I'm telling you... and hearing it from you as well, about the significant of this. I think this is kind of support I need.

LE Will you be comfortable if I raise some of issues that you have raised today with DOZ?

WS Of course, especially since it is not like I have not discussed it with her. She knows and she is fully aware. As I was saying: it is still early to pass judgments, she been here for two weeks. I am not being judgmental. I always tell her that if we do not get the foundation right, the whole thing will be a flop. So it's actually good for her that to be told at the beginning. So that is how you build your career going forward. I think that it is important that she knows this thing. Then she it's important.

LE Would you have said exactly what you are saying now if DOZ had been sitting here?

WS Yes, sure, definitely. She will tell you. You ask her if we have not talked about it.

LE Is there anything else you would like to raise?

WS I think one of the things I would like to mention is for… I do not know. You need to explain to students for them to understand that they are ambassadors. For example this is the first group we are dealing with; we might have to deal with another group, so forth and so on. They need to understand... for a company to continue to take students... if they do not do good, then it affects other people as well, but if you come to a company you need to show people that you are willing to learn. I think… This is what I told people at [organisation] when I did my internship there, that I do not have experience. The only thing I have is passion. I am passionate about PR and I want to learn, because I believe with passion you will learn, because when you are given work you learn and you go extra. For example when you doing a programme, just make it a point that you design it nicely. That's how would say, "She has passion". If you see a student maybe coming to you and asking you, "Okay, this is what I have done, but I'm trying to make it nice. How can I make it nice?" You know what I'm saying, and then you can see that there is passion. We do not expect students to perform as we would, but I think is about going to people and saying "This is what I have done. How can I improve? Show me... how do I design an action plan table?" The way you would. Then you sit with her. To me that shows passion. So because what happens, is like how I am saying to you.... If the student comes and then we teach them, then we see that you end up doing things on your own. Then there is impact next year, you see, because if we have a bad experience now, next year comes and [director] speaks to me and says, "WS, can you take a student?" and I say "No, no [director], you have been shouting at me last year because of them. Now I want to do things on my own." Then she will ask someone else - maybe they will not do it as well, because they have seen the impact it is going to have.

LE WS, looking forward - because I understand that you are not passing judgement at this stage - my question is: Do you think that DOZ in the next coming two months could add value to your department and in fact make your job easier? Do you think she has the potential to move from her current performance to the kind of performance you expect?

WS No doubts, she has. For example next week I am not here and thanks to DOZ for being here, because I know... if she has done all the things… that I have been sitting with her for the week, "Let's do this like that." The only thing she will do is work on the students and the whole thing becomes a success. So if DOZ was not here I would not be able to go and attend my course next week, because I have got work to do, but DOZ has the potential. Even yesterday, when we met those from mining that will be helping in terms of speaking to students' issues, she was not just sitting there, she was explaining to them, talking to them. To me, for someone who has not been long in the company, I can say there is potential.

LE Can you tell me what kinds of questions you think I should be prepared to ask you the next time we meet?

WS I think obviously it should be to check on progress... to say, "From the time that we met, when you were telling me that there is a problem of paying attention to detail...". Then I will sit and show you if we are still dealing with the same problem. Then it will mean there is a real problem. Then you will be able to see that there is an improvement. Now it's still early, we cannot tell. I always encourage her to show initiative on things. I always give her examples. For example over the weekends I will be reading a newspaper. Then I will pick up something that says that for example the ANC [African National Congress] is meeting with the business sector and that they have not approached us. So I would think, "How is this relevant to me?" And for someone who works for a large company like [host organisation], because they are… if, say, the ANC is meeting with business and that is where policy will develop - always policies develop from there - so will they want to meet people like our managing directors, of large corporations? So that they can start influencing policies as well, because if we do not participate there…

LE So you are saying DOZ should pick up samples of news like that?

WS Exactly, because I will pick it up and I will come to my boss and say, "This is what's happening, let's go and meet with those guys before they say we do not cooperate," and so on and so forth. So you say: basically showing initiative. I always tell her that in this profession, unlike in Maths where one-plus-one is equal to two, this is something else. You need to show initiative in many ways, because the sky is the limit. There are no ground rules that state, "It is done like this".

LE So you want DOZ to be thinking more broadly the next time we meet?

WS Yes

LE Okay, WS thank you very much. Thank you very much for the interview and the feedback.

Interview ends.

APPENDIX 11.4 DOZ Coded Weblog

Posts from 25 February 2006 to 14 May 2006

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14 May 2006 - Monday morning

I have realize that Monday mornings are very interesting if you are in the work place, because you know that you will be working on something that should be finished by Friday, unlike at school where everything stays the same. You know that you will be attending lectures and tuts all most everyday. That is good but if continue doing that for next three years it becomes boring.
For a change I'm doing something different and that is enjoyable

CTO [WoW Programmes' participant 2006] said...
Hey, this is great and I think these are the kind of thinks u guys there on the real world of work should share on the team blog. I left a simlilar comment on EGM's and BAB's blogs! All the best

---

9 May 2006 - Last meeting

On Tuesday, I attended a meeting where I met with people that I usually spoke to over the phone or e-mails. It was nice to meet them in person. In the process I got an exposure of what I will be working on in the next few months.
I do not have an experience in Public Relations, but I find it very interesting to me .I would not mind to continue and study it further, as this would add on my current experience.
I must say it is exciting to work for [host organisation]

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10 April 2006 - Learning experiences

I have been a student for the last five years and I enjoyed being a student. At the time I have worked in different places during this period. I worked for Wits libraries and departments, and tourism company. I worked in all these places, because I needed extra income. I'm happy that I did. Now I have skills in administration, research, libraries and people's skills.
What I'm trying to argue is that don't ever take for granted the work that you do as a student, because you will gain something out of it.
I know that all these skills would be useful in the work place. This will make different from my colleagues.

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10 April 2006 - Time management

Last year I learned two things, such as managing my time and to prioritize work. I was studying full time at the same time I had a job that that required me to travel from where I live in Katllehong to Soweto and from Soweto to Woodmead.This was very challenging to me, because I was using a public transport.
At the same time I had my school work to do every day. But I'm glad that I made it. I was able to pass my honours. I also gained skills such as multi-tasking and flexibility.
This prepared me for the work environment where I will be expected to be able to work on different projects and be able to prioritize work.

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7 April 2006 - Community development

In the townships there are number of community projects that taking place. Some are funded by government and some are funded community.
It is very inspiring to see people working very hard to bring about their own development. Previously in the township we used to have people who were complaining all the time about unemployment, poverty and crime.
Now they are using their available resources to develop themselves. According to Ghadija Valie, every community has resource that they can use to create employment opportunities.

EGM [intern, 2006] said...
Hi DOZ while it is good that people in the townships are being creative and are involved in community building, don't you think there is always a high percentage of people doing one thing like B&B.

---

7 April 2006 - The UNHCR in Africa

I think UNHCR, is an important organisation to have in the world. Since I am a South African I did not know much about refugees. I'm saying this organisation is important, because it has helped number of refugees that flee their countries for different reasons, such as war, religion and cultural reasons. This makes me to be proud of being a South African. Although we experienced apartheid before 1994, South African political leaders managed to bring peace and democracy without going to war.
In this session I have learned that in most African countries, ordinary citizens are the one who are mostly affected by political change. Where there is no protection for human rights. It is sad when these people are treated with disrespect in the countries where they seek a place to live or to hide. We need more organisations such as UNHRC in Africa.

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28 March 2006 - Presentation skills
Presentation is an essential skill that I must have, as someone who is preparing for the world of work. Where I will be selling my ideas in a form of writing. I always thought I was good in presentation, but in this workshop I realized that I still have a lot to learn. For instance as I was pretending to be presenting I forgot everything that I was suppose to say. However, I finally got it right, because [guest lecturer] and [guest lecturer] were so kind to me. They understood what I was going through at that moment. They also advised me to always practice what I'm going to present before the actual presentation. Well this workshop has helped to become aware of my shortcoming in presentation, now I know that I have to put more effort in improving my presentation skills.

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27 March 2006 - good business ideas

I think we all have good business ideas, but it is always difficult to put them into action. For instance I have a good business idea, but I do not have enough time to concentrate on it since I'm still a student, secondly I do not have capital. I know there are financial institutions where I could get capital,but I do not have assets that I can put up as a surety.To have an experience I believe is also important when someone wants to open up a business and this is something I do not have right now. Well I think it wil best for me to join the corporate world first, before I can take an initiative of opening up my own business. I know that one day I will make good business women, because I have a strong drive and motivation. I guess these are some of the challenges that were also faced by business men and women before they became their own bosses.

EGM [intern, 2006] said...
Hi DOZ I think I agree with you when you say to get an experience is important when you want to open a business.That's actually my aim. I want to work around HR/Recruitment so that I get skilled and experience.When I have a business I would know the pros and cons of doing certain things around those fields.

---

25 March 2006 - Customer Service
[Guest lecturer's] workshop was very interesting, because it persuaded me to think about own behavior as a customer. I know I'm a demanding customer and at the same time I'm a very reasonable and

understanding. I also acknowledge good service by thanking the service provider. This session again educated me on how to deal customers as a client, to create new customers and to maintain the existing clients. All businesses are profit driven, so it is important to have customer service skills in order to attract more customers. I'm happy that I got an opportunity to be part of this session.

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25 March 2006 - Now I know what I want
When [guest lecturer] asked us why we wanted to be part of internship Programme, most of us said we wanted work experience. That is true we all want work experience, but after [guest lecturer]'s presentation I realized that there are many things that I want as an Intern. Now I know what I'm looking for. I want experience, to add value to a company and to be given a chance to put my theoretical knowledge into action. At the same time to learn from my colleagues.

EGM [intern, 2006] said...
DOZ,it was nice because he created a two-way communication where as an intern you can express what you really like.In turn one can become more productive because you understand the organisation's objectives and values and know they match yours.

---

25 March 2006 - A killer disease
I must say, everyone knows something about HIV/AIDS, or about someone who's got HIV/AIDS. That makes us all affected by this disease.However its amazing that you still find people who are not protecting themselves against it ,because some believe that HIV/AIDS its just a disease. This means that it is just like cancer or TB. To tell you the truth HIV/AIDS is a different disease, because it cannot be cured. As long as we still have nice or soft ways of conveying the massage to the public people would continue to be ignorant when I come to HIV/AIDS. For instance, some of the TV adverts about HIV/AIDS are not made in a way that can be easily understood by different communities. HIV/AIDS is a killer disease lets find new ways of addressing this issue. The government must also put more effort in fighting this deseas. [Guest lecturer],presentation was very educational,because it made me to think more about HIV/AIDS

IUP [intern 2006] said...
HIV/Aids is just a disease because it can now be monitored and managed by the new Highly Active Anti - Retroviral Therapy (HAART). This means that HIV/AIDS is now classified as a manageable chronic condition just like cancer and all those other terminal conditions. When people say that "Aids is just a disease" they don't mean that it is no longer a life threatening disease that everyone should not be scared about. They mean that in as much as the disease is scary people should find it in themselves to know more about the disease. What exacerbates its spread and what doesn't? It is about removing all misconceptions, myths and most importantly the stigma that surrounds this disease. It is said that when you stop being scared about anything especially diseases you will be better able to handle it when it affects you because then you are in a positive mind to be able to best deal with it before it deals with you. (I am not a saint either but this is what academic researchers and victims on the subject say). I urge you to read Justice Edwin Cameron's book "Witness to Aids" (2005) available in Africa Cullen.

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20 March 2006 - Stress Management
This session was educational and motivating, Stress is a physical and emotional feeling that is often experienced in the workplace,especially when people underpressure to meet deadlines. [Guest lecturer] taught me new ways of managing my stress levels,such as coping with challenging work enviroment and lso to manage stressing personal relationships.This session was vey exciting for me.

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19 March 2006 - Exciting week
I must say, last week was exciting for me. I have learned a lot in one week. The workshop on creativity made me to be aware of my own creativity. I think that the World of Work workshops should be part of the University curriculum. Just think about those people who did not have an opportunity to part of the Programme, how are they coping with the demanding and challenging work environment? I think it must be very difficult to cope. To be part of this programe is an opportunity that we all have to use wisely.

EGM [intern, 2006] said...
Hi DOZ. I agree with you this program is very well- structured and we will definitely go into the workplace with confidence and knowing what to expect.

---

18 March 2006 - Competition,collaboration and cooperation

The workshop was okay. I enjoyed it, although in the beginning I could not understand what Josie was talking about. Her presentation focused mostly on economic issues. As someone from humanities background I was lost. However the group activities helped me to understand what she was presenting. I learned a lot from the Limpopo delegates and they knew everything. I also got a better understanding of clusters and how they work. The presentation was very exciting and educational.

EGM [intern, 2006] said...
Same here sister. I enjoyed and I can now see the world of business in clusters.

---

18 March 2006 - Blog and creativity

[WoW Programmes' weblog specialist]'s presentation was very exciting. I learned a lot about blogging and creativity. The creativity session helped to measure my own creativity. I also learned how to become creative. The second session was about blogging.I also enjoyed it, although I was confused about what [WoW Programmes' weblog specialist] said about using our blogs as a marketing tool. He said we can say everything that need to be said about us in a blog, since I will be using a blog as my marketing tool. I believe that I should say things that would be of interest to those who would be reading my blog especially my potential employers, because if I say things that are not of interest to them. I might be putting myself in a difficult position of not getting a job. However I have learned a very important skill, such as blogging and creativity.

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18 March 2006 - Resilience

This is my first workshop in the World of Work Programme. [Guest lecturer] introduced me to new concept that I was not aware of. Resilience is a concept that identifies most of the personal qualities I have, such as having an ability not to give up. I also believe that almost every one of us have these qualities, sometimes we are not even aware of them. This workshop helped me to understand myself better and to put more effort on what I want to achieve. [Guest lecturer] and her assistant presentation was very educational and motivational.

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18 March 2006 - Emotions

I liked the workshop on Emotional Intelligent .It made me to be aware of my own emotions and behaviour especially when I find myself in a situation that I cannot control like the workplace. It is true that conflict is inevitable in the workplace so it is important for us to learn now how to deal with such problems. I also found out that Emotional Intelligent can also help us to build good relationships with our family, friends and colleagues as it creates more self-awareness.I was happy with [guest lecturer's] presentation.

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14 March 2006 - Tourism as a course

Last year when I decided to do honours in Tourism I did not know what to expect. Well it turned out to be a very exciting course; because I learned that tourism is not only about visiting different places and to have fun.Tourism in the host countries, especially in developing countries like South Africa, it can assist in alleviating poverty by contributing to the economic development of the host community. So next time when going to a holiday do not only think about the good time that you going to have, but also know that you will be contributing to development of the host community.

25 February 2006 - My learning experience

I recently completed my honours degree in Tourism and I'm very happy that my schooling days are over. Now I'm looking forward to more demanding and exciting world of work. I hope it will be exciting as I think, because I will have to prove to my employers that I'm capable and competitive as my experienced colleagues. Lucky enough I'm one of the Internship holders on the World of Work Programmes. Where I have already learned how to dress formally, present my work and to take into consideration some of the things that I used to take for granted.
I also believe that there are lots of things that I still have to learn about the workplace. Things such as interacting with clients, colleagues, taking part in office meetings and presenting my work to others. I still have to prove to myself and to others that I deserve to be an internship holder. For me to be an internship holder I think would raise expectations from my employers and colleagues to produce good work at all times. That will put me under pressure to peform and will also encourage me to learn and listen to other people's advice, so that I can produce work of a good quality.
At the same time I hope they will understand that I'm still new in the world of work and I still need to learn new things that were not part of my curriculum at school and I also need to adapt to this change, but I'm happy that I will be given an opportunity to put into practice what I have learned at school. Although I have fears about what I have learned at school that it might be different when it is put into practice. However I will learn even more about the workplace through the training component of the World of Work Programmes. I believe this will ensure that I am ready to make my contribution to any potential employer and I also believe that my strong drive and motivation to learn new things would help me to adapt to this change.

LE said...
Hi DOZ Well done for setting up your weblog. And for the reminder that you are new to the world of work and that we must go gently..! Asking you to set up your weblog with no support other than an article from the YOU magazine on blogging was not gentle. You, IUP, BAB and EGM [interns 2006] were thrown in the deep end for this one. You could have waited until 15 March for [WoW Programmes' weblog specialist]'s hands-on help. But you chose to take the initiative. You met the challenge. Great. LE
[WoW Programmes' weblog specialist] said...
Hullo DOZ and LE... Congrats on the blog, DOZ! Very warmly written. I'd like to see you start popping up short articles highlighting things of interest about tourism, your chosen field. One a day should be enough to build up a quick and substantial body of work. All you really need is a paragraph with a link to an interesting website. --- As for all the others in the deep end... I'd really like to focus my blogging afternoon on the philosophy of blogging, and not on the nuts and bolts of setting one up. So I'd like EVERYONE on the training to have a blog BEFORE we meet. Blogs are easy. You go to Blogpot.com, type your name in, and everything's there for you. But BLOGGING as a practice is not easy. And that's why we're doing a full afternoon on the topic. So... Please spread the word that if you're expecting me to hold your hand on the basics of setting up a blog, it ain't gonna happen. That's why I've set up the BLOGTHINKING Yahoogroups email list. That's for us to swap notes on how to set blogs up, and how to tweak them. So, to those who haven't yet joined the list, please do so. And to those who haven't yet started blogging, please do so. Speak to your buddies. They'll help you with the basics. (I'm copying this comment into an email that I'm sending to the list.) Blue skies love [WoW Programmes' weblog specialist]
EGM [intern, 2006] said...
DOZ, I agree with you when you say this is going to be a learning experience. I am as anxious as you are. I have mentioned in my article that I worry about the nature of work, the organisational context and meeting my employer's expectations.
[WoW Programmes' weblog specialist] said...
DOZ... Please add some posts to your blog. One per day AT LEAST. Are you reading your comments? Blue skies love [WoW Programmes' weblog specialist]

APPENDIX 12.1 LAY Vertical analysis

LAY described herself in a document for circulation to guest lecturers (and potential host organisations) participating in the World of Work Training Programmes:

> I am a 26-year-old woman and I was born in Soweto [South Africa]. I am interested in helping local people develop skills that are relevant for their economic well-being. I like to socialize with people from all walks of life, different racial groups and cultures; I am also confident, dedicated, disciplined and friendly. I have an Honours degree in Forced Migrations and my interests are to see relationships between developed and developing countries improve in order to ensure that developing countries are able to benefit from the world's resources. Currently I have a scholarship for the World of Work Internship Programme at Wits. I seek to understand how we can help the refugees of Africa and I am also interested in finding out what can be done to help poverty stricken countries. That is why I studied forced migrations. I am passionate and dedicated to my work and I like to see improvement in everything that I engage myself with. I feel that South Africa is a place full of opportunities for both companies and individuals alike. I have acquired some experience by working as a researcher at (organisation) at (suburb in Johannesburg). I also helped with research in the Department of Forced Migration Studies at Wits. Ideally I would like to see myself following a career in diplomacy. (WoW Training Programme, March 2006, Training Delegates' Profiles)

In her letter of motivation, submitted when she applied for the WoW Programmes, LAY said that

> At the moment I am unemployed that is why I am applying for the internship programme. I have struggled to get employed since I finished my honours degree because most employers are looking for someone with extensive experience. (LAY's letter of motivation on application, 3 March 2006)

In the same letter, LAY said that she needed financial assistance and would not be able to participate in the WoW Programmes without the scholarship.

LAY's workplace supervisor found her, even after one week of her internship, to be dedicated and committed to learning (Interview, 7 June 2006) He did however find her to be "shy" and suggested that she
should

> ...do away with that shyness. (Interview, 7 June 2006, p 330)

In her first interview at the beginning of her internship, LAY raised the subject of her contract arrangements with the host organisation three times. It was clearly a concern for her. She finally asked for assistance (from the WoW staff) to finalise the contract as she did not know how to do it. In the same interview LAY said that she found the WoW Training Programme had helped prepare her for her transition into the workplace. She mentioned areas that had been addressed in the Training Programme specifically, such as "Professionalism" and Time Management. (Interview, 7 June 2006)

LAY's second interview took place during her second month of her internship. She said then that she found her host organisation supported her learning process by giving her feedback. (Interview, 10 July 2006)

When LAY first applied to the WoW 2006 Programmes, the Programmes' staff noticed numerous errors in her writing. These typically occurred in emails that LAY sent to the WoW office. We immediately addressed this by pointing out the errors in the email, and suggesting alternatives (besides also providing the actual response to whatever LAY was enquiring about or informing WoW staff about in the email). This approach worked extremely well with LAY and was apparently all that was required to ensure an improvement in her writing. By the middle of her internship, LAY said she was able to see a difference in the quality of her writing skills:

> Yes, I am able to see the difference. My writing skills have improved a lot. Before it was just writing, I'd probably say that I was careless. I didn't check my writing. I didn't care. But since you pushed me and I am here and it's nerve wracking, I know that whatever I am writing I have to do a perfect job, you know. It has to be professionally done, so I take time in doing that. I know that sometimes I get frustrated because I take time and most of the time my deadlines are here and I have to make sure that it is perfect, so I do it slowly. I find myself re-reading everything all the time. Secondly it has improved a lot. I make sure that whatever I submit - I don't know - I read it a thousand times before I can do that, to make sure. Sometimes I even get the urge to ask you before I submit, but I think, "She must be busy", or maybe I should gain self-confidence in my writing first, if they send it back then I'll know. When they do send back stuff that I have written, it is not because of my writing or whatever. It is because of some missing information, some bits and pieces. They don't have a problem with my writing skills. (Interview, 10 July 2006, p 325)

This extract from her interview also shows that LAY responded well to input from the WoW mentor at the University and only hesitated to ask for help out of courtesy and a concern that the WoW mentor "...must be busy". LAY's relationship with her workplace supervisor was also positive. She described him as a

> ...mentor, a guide and a supervisor at the same time. (Interview, 10 July 2006, p 325)

LAY's workplace supervisor at her host organisation was in fact a previous intern DL, who participated in the Programme in 2002. In 2002 we had assisted DL by referring him to coaching to address his problematic interpersonal behaviours (Please see Appendix 1, especially the section *Monitoring and mentoring students, and assessing their performance as interns in 2002*). Four years later DL was mentoring LAY, and effectively so. LAY appreciated that DL

> ... mostly compliments me. I love the fact that he makes sure that I am learning and interested in what I am doing and compliments me when I have done a good job. He'll be, like, "That is very good, that is what I have been looking for...", and things like that. (Interview, 10 July 2006, p 326)

During her internship, LAY said that she received most of her informal support from a student who had been a participant in the WoW Training Programme, but was not a scholarship holder. This student had secured an internship (after a referral from the WoW Office) at an organisation located in the same building as LAY's host organisation. LAY wrote 24 weblog posts from 8 March 2006 to 03 August 2006. On the first day of the WoW Training Programme, LAY's brother died. She wrote about this at her weblog, linking it to the Training Programme's input on Emotional Intelligence. Four of the participants in the WoW Programmes 2006 added comments of support, as did the WoW Programmes' weblog specialist.

After her internship period ended, LAY's host organisation offered further contractual work to her, which she accepted.

APPENDIX 12.2

LAY Interview 1

Date: 7 June 2006 LAY: Respondent
Site: Host organisation LE: Interviewer

LE This is the first interview with LAY. The time is 09h45. How far into your internship are you, LAY?

LAY One week, this is the second week.

LE Ok, LAY. What questions do you think I should be asking you at this stage of your internship? Do you want to hold this? (tape recorder)

LAY If I am coping so far, and have I settled in so far? And am I scared of asking any questions and also the little problem I had of asking about signing of the contract?

LE Ok LAY let's look at that then. Are you coping?

LAY I think I am coping fine, like I said everybody is friendly and I am not scared of asking questions wherever I feel that there is something that I don't understand. And yeah… I think that is about it.

LE And do you believe you have settled in?

LAY Not yet. I think there are a lot of things that I must get used to you know, but I think that I have settled in because these past few days I have felt relaxed, I am beginning to feel like I am part of the team and everything.

LE How do you think that WS, your supervisor, would describe you? In conversation with me, after knowing you for one week and of course after your interview with him, what words would he use to describe you?

LAY At the moment I am not sure, but I try to meet his expectations in every task that he gives me to do, and I make sure I submit the tasks within the deadline that he gives me. And I make sure that whatever I do is perfect and it's what he wants me to do, so I don't know if he is going to agree with me or not.

LE LAY, what do you think the [host organisation] needs of someone who has just started finished a postgraduate degree and has just started in the workplace? What kind of skills and competencies do you think this organisation needs of you?

LAY Can you please repeat the question again?

LE What kind of skills and competencies do you think the [host organisation] needs from someone who just got out of university, a postgraduate, and is starting with them?

LAY Ok, I think they need a serious person, by that I mean a dedicated person who is always willing to learn and doesn't get tired of learning, because if you are from 'varsity you obviously don't have the necessary experience that is needed in the workplace. You must be willing, and always be willing to learn. If they ask you to stay behind or come in the morning - for instance there is a new project that I am helping around with, WS [workplace supervisor] said that we need to do a lot of work, so I think that since I am learning I need to be vigilant and cautious... also prove that I really want to learn and not get tired from the whole experience.

LE Ok, thank you. Your expectations of the [host organisation] after your interview - what were they?

LAY I thought that maybe it was a hostile environment, whereby there is dictatorship and no tolerance to incompetence and everything, but to my surprise I discovered that they understand that I am new in the workplace and that there are a lot of things that I don't know in regards to the workplace, so if I asked a lot questions they don't get tired of explaining the same thing over and over again. As for the whole environment everybody gets along fine, I like it.

LE Can you tell me more about the people who have been interns in the past? Are they different to other people who are working here in terms of the way they interact with you?

LAY No, I don't think so, because I recently found out that almost 90% of the staff here are interns, before that I actually thought that they were people who were just hired and things like that. I actually found out that some of them were interns before they were hired, for instance [intern

2003], who just left, was an intern, WS [workplace supervisor] too is a project manager, [peer 1] is also an intern. I think only….Oh and [peer 2] is also an intern - but I am not sure if she still is. So it's like all of us are interns, but you can't say because we all have equal respect for one another. You can't actually tell who is an intern and who is not.

LE Is there anything that is worrying you LAY? Any disappointments or anything you can think about? … Anything at all?

LAY I think I am concerned about me mostly; I am scared of not being able to cope and not being able to do what they ask me to do, failures and things like that. Also not being able to measure up to their standards, I am scared of me disappointing them.

LE What are the things that you have learned, and what has changed about you since you started the entire programme? If anything?

LAY I have learned a lot. I have discovered my abilities, I have discovered that a lot of things that I thought I could not do, I can actually do….

LE Like what?

LAY For instance, I am actually helping WS [workplace supervisor] to draw up a memorandum, I am actually doing that on my own at the moment, but obviously I have to take it to him to look at it, so that he can do the necessary corrections and get back to me. I also had to do a resource person's document; I also did not know that I could do that. I always believed that I did not know anything that had to do in the professional working environment, but to my surprise I can actually work on my own and be able to do most of the things on my own. And he always praises me saying things like "Well done, this is what I was looking for", and things like that. So I have gained confidence in myself and believe that I can actually do this. The training helped me a lot, it helped me to realise my abilities, and trained me to be cautious and vigilant also to make sure that everything that I do must be perfect, perfect in the world of work.

LE Has there been a big change?

LAY There has been a big improvement.

LE LAY, is there anything that stands out for you from the Training Programme? Perhaps something that you are thinking about everyday?

LAY Professionalism. It stood out for me because I had to realise that I am no longer a student, I am an adult, from being a student it means that you are a child and that means that you can also be excused for your mistakes. Now that I am in the workplace it means that I have to do everything - not perfect but I have to take responsibility for my actions. Time management, I can't be late for work because it would reflect badly on me and creates a bad impression… and obviously I can't take stay from work for no reason. Ok, I am allowed to take days off for valid reasons but I also can't abuse that. Last week my cousin past way and I was told that I could leave early or not come at all, I can work around things like that. What else… I have learned a lot of things but I can't remember at the moment. But when I am working I do remember most of the things I have learnt at the training. At least now I know what to do which I didn't know before the training. If I had gone to work straight from university, I would have struggled a lot, but now at least I can cope because I keep reflecting back to my notes from the training. I have made a lot of friends during the training. When I have question or something I ask them through emails. If they are difficult questions, I can always call or email you. I feel like I have a support base around me and it makes it easier for me to cope.

LE Anything that you are using from the Training Programme?

LAY Communication skills, I make sure that I communicate effectively, respect… like I said professionalism, I know that it has to be the first and foremost. Writing skills - in regard to what you have told me. And to be trustworthy and to be a reliable person.

LE Thank you LAY. Do you feel any pressure?

LAY I don't feel any pressure. I am actually relaxed. As long as you know what to do and if you don't finish within the deadline that they have given you, they give you time to finish. So, no, I don't feel any pressure.

LE There was another intern who started at the same time with you, but he is not a scholarship intern, his name is [DEP, WoW Training Programme participant, 2006]. He is not in the same organisation but he is next door. Can you tell me if having him close by has impacted on your move into this workplace at all, if it helped you or if it hasn't?

LAY I think it has, because [DEP] comes around a lot; he comes during tea breaks and smoking time. We actually share the same kitchen. He even smokes here during his smoking break, he asks me how am I doing? If I am coping? He asks other questions. He tells me that he is enjoying what he is doing and I also told him that I enjoy what I am doing too. So if I

experience problems at least I know that [DEP] is next door at [organisation], yes I think that it has helped a lot you know, it does help to have someone that you can count on.

LE What would you have done, do you think, if you had not attended these programmes at all? Where would you be now, what would you be doing?

LAY I think I be still job searching, trying to post CV's, not knowing that they were in the right format or not. I think I'd still be at home thinking about doing another course. If I would have found a job it would have been a miracle really because I have been looking for it for so many months I don't even remember. Even I had found that job I would struggling because to tell you the honest truth.

LE Struggling with what?

LAY Struggling with the requirements of the job because obviously if you apply for a job after university your prospective employers expect you to know how to do the job, because you did apply for the job in the first place, so they would expect me to do a good or a perfect job. However with the internship training, you get trained as to what you should do and what to expect, you also get used to the environment of the world of work. I don't think in the professional world they would have accepted me being incompetent, they would have expected me to crack it from the beginning, so I don't think I would have coped.

LE LAY what do you think you need from the University at this stage? What do you need from [WoW Programmes' Coordinator], from myself and from the Internship Programme?

LAY I think I still need your support, people to talk to and to complain to, I have not made friends here yet because I only got started a week ago, so I can't speak to the girls because I am not used to them yet. I know that I can always speak to you, and that you will speak for me when I have problems and things like that.

LE What has been the response from your family to you having this internship?

LAY My family is very happy and they are hoping that at the end of the internship the [host organisation] employs me permanently or something because they believe that this is the first step for me to getting employment and… they are happy actually and they encourage me every step of the way. They make sure that I don't oversleep, I wake up on time and they also wait for me at the bus stop to make sure that I am safe, because it gets dark very quickly because of winter. They are very supportive.

LE Ok, are there any questions you think I should ask you in our next discussions on your internship?

LAY Yeah… I think you can ask me what I have learned so far because I am trying to keep track as to what I am learning, step by step in this process, if I am coping and things like that... Oh, you can also ask me if I have sorted out the contract issue, which I have not.

LE Why?

LAY Oh, WS [workplace supervisor] has been busy, he's been busy with [CEO of host organisation] in meetings, I think they are still going to decide on the contract issue and I am also... (telephone interruption)

LE Back to my question about your internship contract?

LAY Like I was saying, I am still trying to get the courage to ask if I should sign a contract or something or maybe... I don't know how to do it, I was hoping that you would help me with that, or would you ask him for me if I should sign a contract?

LE Sure, I will follow that up. Tell me about your weblog? What does it mean to you to be able to read what other people are doing? How often do you look at the World of Work team blog?

LAY I look at the weblogs, when I have arrived early. I start to work at 08h30 so sometimes I arrive at 08h00. That is when I get the chance to look at other people's blog or do mine. I have not been able to keep up with my blog though because it has been hectic here and I am trying to settle in first, but I am intending to catch up with my blog. I have been reading other colleague's blogs and I discovered that we share a lot of experiences or similarities.

LE Like what?

LAY There is this blog that I have read I'm not sure who wrote it, the person who wrote the blog, stated that in your first week people are very friendly towards you, but come second week they regard you as one of them: they just greet you and get back to work. [BAB, scholarship holder intern, 2006] blogged about making a mistake. This I remembered when WS [workplace supervisor] asked me to draw up some documents for him, apparently I misunderstood him and obviously I gave him something which he did not ask for. I was so embarrassed afterwards because at this stage I am trying as much as possible not to make mistakes because I want to impress my supervisor and my boss. WS [workplace supervisor] understood though. He accepted my apology and I moved on. I went back to BAB's blog and

read what her supervisor had to say regarding her mistakes. I learned that it is normal to make mistakes, as mistakes are part of life.

LE Ok. Is there anything else that you want to add?

LAY No, not at this stage.

LE Thank you very much LAY.

Interview ends.

LAY Interview 2

Date: 10 July 2006 LAY: Respondent
Site: Host organisation LE: Interviewer

LE Today is the 10th of July 2006; the time is 10h45. I am with LAY, an intern at [host organisation]; this is her second interview and her second month of her internship. LAY, how are things at the [host organisation]?

LAY Oh … things are super here, I love it so much … You work on your own, you know, I am learning everyday, and I love it here, the atmosphere, the people, the support. It's not what I expected that it would be, you know. At times I am under pressure, but at the same time I am enjoying the pressure because it's not too much and I am coping very well, so I love it here.

LE What parts of it are not as you expected it would be?

LAY Even though it's an internship, I didn't think that they would take it as a learning process for me, I thought that maybe if I was expected to do something and if… let's say I fail at something, it was going to be an issue but it's not at all like that. I do something, if they give me big tasks to handle -like for example I had to do the [host organisation] newsletter - I had to write a report for the workshop that the [host organisation] hosted in partnership with [organisation], and it's out there in the public you know. I didn't expect to do such big things, but they are here, they support me, they look at my work and make sure that it's perfect before I can embarrass myself in public. So it is quite ok.

LE Let's talk about your writing skills; we spent some time on this, around your writing skills. Can you describe your writing skills before the WoW Programme, and now? Is there any difference? and if so what is the difference?

LAY Yes, I am able to see the difference. My writing skills have improved a lot. Before it was just writing, I'd probably say that I was careless. I didn't check my writing. I didn't care. But since you pushed me and I am here and it's nerve wracking, I know that whatever I am writing I have to do a perfect job, you know. It has to be professionally done, so I take time in doing that. I know that sometimes I get frustrated because I take time and most of the time my deadlines are here and I have to make sure that it is perfect, so I do it slowly. I find myself re-reading everything all the time. Secondly it has improved a lot. I make sure that whatever I submit - I don't know - I read it a thousand times before I can do that, to make sure. Sometimes I even get the urge to ask you before I submit, but I think, "She must be busy", or maybe I should gain self-confidence in my writing first, if they send it back then I'll know. When they do send back stuff that I have written, it is not because of my writing or whatever. It is because of some missing information, some bits and pieces. They don't have a problem with my writing skills.

LE You must not hesitate to send anything to me for editing if you would like me to double check. There's been quite an improvement in your writing skills. Do you find it's getting easier, or do you find that you are still re-reading things so many times?

LAY I think things are getting easier, because I have gotten assurance from WS [workplace supervisor] that I am doing fine. It's getting easier but I still have to re-read things. I don't want to relax. I want to keep that standard high and improve whatever needs to be improved.

LE Has anyone else noticed the improvement in your writing skills? the people at [host organisation] did not know your writing before the WoW Programmes. Is there anyone else you can think of who has seen the difference?

LAY No-one I can think of at the moment, except you, because you read my stuff, other than you I don't know.

LE Let's talk now about your workplace supervisor, how would you describe WS? Is he a mentor, a guide, a boss or a supervisor? What kind of label would you give him?

LAY I think I'd choose a mentor, a guide and a supervisor at the same time. He is my guide because he guides me, he lets me know what is expected of me here at [host organisation], how things are done here. So he is a guide in the way that he shows me how I should handle myself, or if I am slacking or anything. This is not how we do things here, we do them in a certain way and if you would like to be employed permanently here, you better try to follow them. He is also a mentor because he teaches me a lot and shares his experiences with me as a past intern. That's

why he is teaching me the things he does and how to improve myself. He is also my boss because I have to report to him.

LE Would you like to be permanently employed here?

LAY Oh yes, I would love to; I have discovered a lot of things that I could do, and that I would love to do here. I was talking to [host organisation's CEO] the other day and he was asking how I was finding this place and things like that. And I told him that I loved this place because some of the courses that I studied are applicable to what the [host organisation] is doing, and I am learning new things everyday. I read about what the [host organisation] is doing from the server because that is where they keep most of their reading materials, so that we can read the work if we want to. He once took me to a workshop which the [host organisation] had organised in partnership with [organisation], so that I could write a report about the workshop. The workshop was about the value of sustainability reporting, I was very impressed because I thought that reports were for people who were interested in the financial sector and who have BComm degrees, and I had to learn that it was not about that only. It is also about sustainability and development. The [host organisation] keeps a lot of reports I have begun taking some home so that I can read them when I have a chance, they are very interesting. I find myself really intrigued about what is in the reports and about what other companies are doing. In the past I thought, oh, reports: they are not for me: I thought they were for the financial sector and I had to find out that the [host organisation] deals about more than that. They deal with issues such as sustainability development also.

LE What do you think your chances are of being employed permanently here?

LAY At the moment I'd say my chances are good. I've got 50% chance of being employed here. It seems like everybody is leaving, for instance, one intern is leaving at the end of the month. I think she's got a job waiting for her overseas, that is what she told me. WS [workplace supervisor] is also leaving to do his MBA, I think I'll be the only intern left here and that is my advantage. So that, and me personally proving myself so that I can be noticed and working very hard, can really help me. I feel that I can actually be employed here.

LE What is the worst thing about being here, what is the most difficult thing perhaps that makes you feel down or makes you feel sad about being in this workplace?

LAY Oh you know when you work with people, they are moody and things like that. For instance when I get here in the morning and [host organisation's CEO] is sitting in his office. I'll be like "Morning, [host organisation's CEO]", and then he keeps quiet and doesn't greet back. Also in the afternoon when it is time to go home, you like, "Bye, [host organisation's CEO]!" and he keeps quiet. That is how he is apparently. He is moody, stressed and things like that. But most of time he is quite nice and very friendly, that is when he is happy.

LE What has been the biggest praise that you have received at work?

LAY WS [workplace supervisor] mostly compliments me. I love the fact that he makes sure that I am learning and interested in what I am doing and compliments me when I have done a good job. He'll be, like, "That is very good, that is what I have been looking for...", and things like that. [Host organisation's CEO] also compliments me from time to time; he gave me a compliment for the newsletter. It's finished and I am just waiting for him to place it on the [host organisation] website. In regards to the report I am still waiting for his feedback, I don't know if I did it the way he wanted it to be done. I have never done a report before, but I did consult before doing it so I don't know. I am still waiting for him to get back with the feedback.

LE How do you think [host organisation's CEO] would describe you and your work performance at this stage?

LAY I don't know, but I think he would rate me in terms of what I have written or submitted to him. Because most of the time he is not in the office so I don't spend a lot of time with him. He is mostly out of the country so I think that he would rate me in terms of the newsletter and the report, which are the only two things that I have submitted to him. However I am not sure if he would completely rate me on the newsletter because I did that with [peer] so it was not an independent work, even though I did most of the work on my own. I compiled the newsletter, edited it and [peer] formatted it. So I don't know how he would rate me on that.

LE LAY, if you think back to your degree, your Honours degree, which was in Forced Migration... What did you learn in your degree and in the WoW Training Programme that is useful to you now, if anything?

LAY Hmm on my degree, based on what we are doing here, I did corporate governance at my Honours level which is what most of the [host organisation] stuff is concentrated on - sustainable development. So at least I know what I am doing here and I know what they are

talking about, I am not completely lost at all, I feel like I am in the right place. The corporate governance stuff that I did in my Honours did come in handy for me. In the world of work I learned a lot of things, perseverance you know, professionalism no matter how hard it is. Because when I was doing the newsletter I told myself, oh my goodness I've never done anything like this before. Worst of all it is going to be out there on the Internet, because they just gave me and there it was. Most of the time I did not have any support, I was just running around asking people for help. It was difficult, I was actually getting frustrated but at the same time I was able to control myself. Thinking instinctively... what I couldn't find, I used my own initiative, like "Ok, because this person doesn't want to give me his contributions, why don't I find something that is related to this?" And at the end of it all it helped me... hmm... What was the question again?

LE The perseverance that you are referring to... does that attitude or that approach to your work come from your degree, or does it come from the WoW Programmes?

LAY I'd say it comes from the WoW Programmes because they told us that it was not going to be easy. Don't make the mistake of thinking that because you come from the internship training everything will be hunky dory; it's not going to be easy. And I actually found out that it is not easy, like I said, you encounter moody people and you ask people questions and they like "Ahh…", you know, and they give you the hand. You have to think because you have a deadline, and no matter how difficult the situation it is your own problem and you have to be professional about it. Like you said, bring solutions not problems, and things like that. But I think that all this comes from the world of work, you should also have that attitude of "I want to make it", no matter what the obstacles are. I remember the first two weeks; it was frustrating because I wasn't sure of myself or anything. I could not expect WS [workplace supervisor] to hold my hand all the time - he had his own work to do. Plus he had to leave for the whole week to the Netherlands, so I had no-one I could ask questions when I had problems. I had to stand on my own two feet when they told me to do this and that. You know I also learned that it is ok to make mistakes, I am human therefore I am bound to make mistakes, these people expect me to make mistakes I am not perfect. I think the WoW Programmes helped a lot and my degree mostly helped in my thinking analytically and things like that.

LE LAY, what about support? Do the other interns offer you support, and if so how?

LAY Oh yeah they do, but most of the time they have their load of work to do. I haven't spoken to most of them since some of us got placed, I can say that the only intern who supported me a lot was [DEP, WoW Training Programme participant, 2006] because we spoke a lot when he was here.

LE Can you tell me a little about the issues that you spoke about with [DEP]?

LAY Mostly it was about around pressure, because it seemed as if he was under pressure a lot, he smoked a lot and was always shaking. He wouldn't eat during lunchtime but would say that everything was fine, he just works a lot. You could tell that [DEP] was drowning in his work, we used to talk a lot about him being under pressure and how I was coping at the [organisation]. He also got used to the girls and they were also a bit concerned when they noticed that he doesn't go to lunch, but I think that he enjoyed the pressure.

LE Did you and [DEP] ever talk about what is like to be in the new environment? The new people and the new environment and what it felt like?

LAY Yes we did, for me, I can talk to you and the scholarship interns when I am under pressure and for him he did not have anyone that he can speak to especially where he is currently working. He even said that he wished he could work with us so that he could have some one to talk to, because he sometimes talks to himself in that office. He said that we don't even come and check on him so he gets rather lonely in there. I told him that I was busy and I am trying to adjust to this new environment that is why I am unable to check on him, but I promised that I'll check on him during lunch time and so forth. I feel that during the time he was working for [organisation], he was facing a difficult time adjusting to the new environment on his own, as he did not have any support internally. For me personally it was also difficult because there were times when I felt like an outsider, but that did not last very long. When [DEP] left I felt very sad.

LE LAY, there is another intern in this office, and I wonder if she is in the same stage of her career as you, because you are both interns at the [host organisation], what is your link, what is your connection with her? I must point out that she is not from the World of Work Programme. She is an intern from another programme.

LAY [Peer] has been here for two years as an intern, but I think its ending soon and [peer] is also leaving - she has been here for a year or less, I am not sure. Judging by the work they do I think that they are advanced, you can tell that by looking at their confidence and the little time they take when they have to produce something. It shows that they have been here for a long time.

LE Can you connect with them, even though they are interns from another programme?

LAY Mostly, I connect with [peer] because we chat a lot. I don't connect at all with [peer], maybe it's because I haven't spent time with her. The only time I get to speak to her is when I greet her in the morning or when I ask her to proofread something for me before submission. I connect with [peer] because I think that she is comfortable with me, she asks me a lot of questions about the WoW Programme, about Wits and when she needs some assistance regarding the [host organisation] work.

LE Another thing you wanted to talk about is your practical competency in the workplace. Tell me about that?

LAY Well I think I have gained confidence in me being competent in the workplace, unlike when I first started in the Internship Programme. In the beginning I was not sure of anything, including myself. I did not see the value of the degree that I have, even though it was the main reason I went to the university to study for it. I was so sure that the degree would guarantee me being competent and the confidence that I need to survive in the workplace. When I arrived here I felt useless, when I looked at the two interns, they were capable and used to their work and I was not. But since I have been given big tasks to handle I feel like I can handle anything, I am able to do tasks which I was unable to do before. I think that I can safely say that they can rely on me to deliver whatever tasks they want me to; I am also able to work independently most of the time.

LE Anything that you need from the WoW Programmes or from Wits while you are in the middle of your internship, any support or input that you need from us?

LAY The support that I need from you, I can say I need your availability for proof reading. I need someone to check if my work is up to standard, especially if the recipient is [host organisation's CEO]. I mean he is the CEO and I am only an intern, who is still a bit insecure about submitting work which is high level. I feel like, if I have to submit something to [host organisation's CEO] I need to give it someone else to look at it first before he can read it. I still feel a bit insecure about the report that I submitted to [host organisation's CEO], I haven't received any feedback from him and it worries me a lot. I sometimes say to myself, what if he read it and said to himself "I don't expect a postgraduate from Wits to submit something like this, it is awful".

LE Don't ever hesitate to send me something to proof read.

LAY Ok.

LE What do you think about the WoW Programmes so far?

LAY I think the WoW Programmes are good; it is unfortunate that I found out about it only last year, and to my surprise it has been there for years. My friends and I have been waiting for an opportunity like this but we did not about the WoW Programmes. I think it is good that we have something like the WoW Programmes, what needs to be done is to find ways of letting students know that there is the WoW Programmes for postgraduate students. Oh I would also like to say thank you LE for helping me sort out the contract issue. You know that it became a problem when I had to be paid; the gentleman who deals with salary issues told me that he did not know that I had to be paid. He told me that he had just heard that there was an intern from Wits but he did not see any contract, so he had to come personally to check for himself otherwise I was not going to get paid. When he came to see me he found me in the reception area with [colleague] and I was so embarrassed because I was not working. I thought that the next thing he was going to say was that "you expect to get paid but you are idling around". But after that things went well and the contract issue was sorted.

LE Is there anything else LAY?

LAY No.

LE Thank you very much LAY.

Interview ends.

APPENDIX 12.3

Workplace Supervisor Interview 1

Date: 7 June 2006 | WS: Respondent (LAY's workplace supervisor)
Site: Host organisation | LE: Interviewer

LE The time is 10h20. I am interviewing WS, who was an intern in 2002 and did his internship at [host organisation] and then joined the [host organisation] after his internship, and is now the supervisor for LAY. I am going to ask you to hold this (tape recorder).

WS Ok.

LE Ok WS, LAY has been with you for one week and you interviewed her initially. How would you describe your relationship to her, would you say that you are her manager, her boss, her supervisor, her mentor, her guide, her colleague... any word?

WS I think I will choose to use… hmm… three words there, I am her colleague, her guide, her supervisor... that is how I will describe the relationship that I have with her.

LE Hmm…

WS Do you want me to qualify why I say that? She is a colleague in a sense that at [host organisation], the way we work, we don't work as different people but we see each other as a unit. So hence I would qualify that as a colleague of mine... in terms of guidance I have received at the [host organisation] I am actually providing the same kind of learning to her. As a supervisor... I am her supervisor in a sense that we do have targets that have to be met; therefore I have to play that supervisory role to ensure that outcomes and outputs are achieved. That is my part.

LE Think back, please, to when you were an intern. Can you go back to when you were an intern at [host organisation]. Consider the kind of guidance that you had from your supervisor in your internship. What lessons did you learn from that, and are you implementing them now?

WS Basically what I have learned is that, the person who was my immediate supervisor... made sure that... he did not see me as his competitor, he saw me as somebody he needed to empower, and basically I knew each and every task he was doing. Besides that, he also made me understand how the world of work operates in terms of what happens in a work environment, you know.... He made a reference to some of the work organisational issues… say such and such issue that you see, this is how you try and manage it. I think those are the things I have learned at [workplace supervisor's host organisation in 2002] particularly from my supervisor. So I try all the time, even though it was just a week... I think that each and very task I give, I try to empower her. She is not doing tasks that I don't do, all she does is what I do, so I don't give her tasks like "Can you please get me that paper from the fax machine" and all that. I don't do that.

LE WS, do you still see your supervisor from [WS' host organisation]?

WS Yeah... We constantly communicate; we are apparently working on the same project together from the Eastern Cape.

LE That is amazing. Is that because of the relationship you had at the [host organisation]? Or is it just luck that you are working together?

WS It is because of the relationship we had at the [host organisation], I proved to him that I am a valuable individual and that I can work with him, but he also proved to me that he is a valuable individual to me, so each time when I have something I can send him an email and ask him, "Can you please give me some advice on this or that". I can phone him and ask - at times he does have advice for me.

LE As somebody who went through the Programmes five years ago, and is now well-established and successful in the world of work, what advice would you give to people who are going through these Programmes, and doing an internship?

WS I think I would ascribe it to hard work and being prepared to learn, I think that those are the two attributes that would work for most of the people in the internships. I think that the other thing that I would like to emphasise is that one comes out of the tertiary schools; they think that I am this big person and all that. I don't think it should be like that. One should be able to humble themselves and say ok, I am going to learn and work hard to prove to these people that it is worthwhile for them to consider employing me.

LE What do you believe working with LAY for the next three months will entail?

WS We have already drawn up a strategy for the programme that I am managing here, it is actually a project within a programme, so her next three months will entail assisting me in terms of communicating of what is happening in the project. In other words she will be assisting me to coordinate the communication process with our country partners, [host organisation], project managers and the broader community that we have in the project.

LE What support do you think that you need from (a) the University and (b) from your own workplace, through the process of maintaining, guiding and supervising LAY for the next three months?

WS From the organisational perspective, I think what I would need is the support of my colleagues. Like I said the project is divided into sub-projects - which is different countries - which would also be managed by different project managers. What I need from them is to involve LAY in that, to work with them in different country aspects. From the University side of things, it is to basically constantly communicate with us so that if there are any sort of challenges that we see, we can try and inform you of those. But I have not seen anything that needs your attention.

LE What do you think we should be doing to best prepare people for the workplace?

WS That is a very good question, but I think for me when I was an intern... I think the greatest challenge was that we were not given any form of financial support from the organisations that we went to. I think that is a strain for most of us as interns, and at that point in time... I believe that things have changed; you have ironed out all those other problems. I think one thing that I would propose is that, at this point in time the government has got a learnership programme. I think the internship programme could be linked, one way or the other it has to be linked to that learnership programme. I think it would achieve even better results because for me, I think it a very successful learnership programme that can showcase or case study stuff that can be presented to government - that this is an initiative that the University has undertaken and these are the sort of results that it has achieved thus far.

LE If you were given a chance to pick a postgraduate applying for an internship - one who has, and one who has not been through the WoW Training Programme at Wits, which would you choose – and why?

WS This one is a difficult one to answer, because I think it depends on the personal traits and characteristics that the individual demonstrates to me. But if we are talking about for instance that we want a process that is continuous, I would go for somebody who has gone through that Training Programme, because it gives the individual an opportunity to practice and exercise some of the things that they have learned during that period. That is what I would do.

LE Have you been in contact with the other people from your year who did the Internship Programme with you, at all?

WS Yeah… I am still in contact with [intern 2002], once in a while, as well I speak to [intern 2002] because we were together at [WS' host organisation in 2002]. I speak to [intern 2002] because we went to Durban Westville, she phoned alone enquiring whether there were opportunities for her to come to [host organisation] and all that, and then we have been discussing around those issues, also advising her on what she needs to do and all that. So she is the only person that I really speak to on a regular basis.

LE Going back to LAY. Are there any concerns that you have about her? any issues at all that you like to raise?

WS No, at this point in time. I don't think there is anything in particular that I would like to raise. But if on a positive side of things, she is dedicated, she is prepared to learn. You can see from her that she wants to learn. That is all I can say at this point in time. At times she is a little bit shy. She needs to… her message is not proactive. No, she is proactive but she needs to do away with that shyness.

LE Do you believe that she has the potential to add value to the [host organisation]?

WS Yeah…I do believe that she has the potential to add value to the [host organisation] and she came I think at the right time, she can learn as much as she wants. And if she takes the opportunity, who knows? I am not the one to say, this is what's going to happen, but I think she came in at the right time.

LE Anything else you want to add?

WS No.

LE And WS, what questions do you think I should be asking you next time we meet about LAY?

WS Basically, we can get back to the question of whether there are any issues to raise? What is my assessment in terms of the progress, in terms of understanding the work environment…

and how she understands the [host organisation] as a whole, as well as will I see a future for her here, even if I want to guarantee her a job, but... I think those are the sort of questions that you should be asking me.

LE Thank you very much, WS.

WS You are welcome.

Interview ends.

Workplace Supervisor Interview 2

Date: 10 July 2006
Site: Host organisation

WS: Respondent (LAY's workplace supervisor)
LE: Interviewer

LE The time is 10h15. I am interviewing WS, supervisor for LAY on the 10th of July 2006. So WS, how is LAY doing, regarding her internship?

WS So far I have no complaints; I think she has been meeting her targets. She has been providing responses to assignments that she has been given, so I am satisfied.

LE What do you think of her writing skills?

WS I think her writing skills are fine, as far as I am concerned.

LE Is there anything that concerns you about LAY, like perhaps her understanding regarding the workplace, or maybe her attitude regarding the workplace? Any concerns at all?

WS Mmm…. I think she has got a great attitude towards her work, mmm…. Most probably because she does ask if she doesn't understand the tasks or assignments that she has been given. But once in a while, I don't know if I can call it a relapse, or what? I mean once a while, one explains to her what needs to be done and then she is constantly coming back and asks what needs to be done. Yeah, that is my concern.

LE What do you think could be the cause of this? Have you spoken to her about it?

WS I haven't spoken to her about that, so in my response, I wouldn't say she lacks confidence or that she lacks listening skills. No. She listens very carefully to what you are saying. To me it is that, maybe it's more the fear of failing or maybe she thinks I'll beat her up if she produces something wrong. So I don't see it as a lack of confidence, she is confident enough... but I am concerned with that, because I am happy with the work that she does. So she should be able to listen once or twice and carry on with the assignments.

LE Does she learn quickly?

WS From what I have said, I think yeah, she does learn quickly but she needs to do away with this fear thing, for me it's not about confidence it is just being afraid... yeah being afraid. And I don't see why she needs to be afraid because I am very polite.

LE Is she professional?

WS Yeah on that note, she is professional. She comes to work on time and leaves at the required time. Well not being under immense pressure to ask her to put in additional hours or to come earlier than she comes, but as far as I am concerned she is professional.

LE I am going to ask you to compare LAY to other interns who have been here from our Programme at the [host organisation] and I am not referring to any intern specifically. But I am going to ask you because she is a scholarship holder and I would like you to think about it. Are there any differences between her performance and the performances that you have seen from other interns from our Programme?

WS I think in comparison with other interns that we have had previously here; it is just that I did not work directly with those interns. But what I can say is that she has got a great personality, or personality attributes that she has that makes her fit in very well with the organisation. Hmm… other interns might have fitted in very well with the organisation, but I think that there was a personality issue as far as I am concerned. Certainly I think that one of her attributes is that I see a lot of commitment towards her work, which I think is a great attribute to have. Out of all interns that we had here previously, there is no one that I can compare her to, but she is more valuable than her personality.

LE Speaking of her personality... and I don't mean to be leading... but could it be something to do with her ability to work in a team?

WS I think that she has a very professional manner which makes her fit in very well into what is happening in here. I think it is what required here at the [host organisation]. I think a lot of people come in here, some take professionalism, hmm….. And make it something else that is not, while most people are professional in their approach to work. So I think that she has the right kind of balance in her approach. Yeah, I have given her the opportunity to do what I do with the assumption that hmm…. With the commitment to her work and the way that I see that she knows what she is doing.... It is an opportunity that she needs to utilize…. she needs to make herself visible to those who are even above myself. It is not about impressing them, no it is not about that, but it is about being visible, being seen and being inquisitive in the right

direction. I think that it is what she needs to do because then they'll be able to see her and her attention will be captured because it is pointless for me to….hmm…. I cannot start speaking for her, I can't do that, but in my opinion, I think she needs to that.

LE WS, have you have seen her weblog?

WS Her word?

LE Hmm……no, her weblog. A weblog is an initiative from the Programme; it is an attempt to make her more marketable or to make her more visible, say to the staff members for example. So I am hoping that LAY will tell you and her seniors about her weblog so that they can go there from the Internet and read about her work, her thoughts, her goals etc.

WS I have not seen it, so yeah… that could be her starting point. I think a lot of people get confused with hmm…. What it means to make an impression. It is not about going to [host organisation's CEO] and saying, "Do you want tea?" And then make tea for [host organisation's CEO]. That is not the visibility that I am talking about. The visibility that I am talking about is to read material on Corporate Social Responsibility. She is working on a project and she is supposed to be talking to these people hmm…. So what she needs to do now is because she has got questions, and she is still learning things, she needs to go and interact with these people, talk to them about all those things because she is still in the learning process. The only way you can learn is to read and ask difficult questions, and that is when you learn more and that is where you start to define where you want to be in this field. By asking questions she can start to link her goals with those questions, because that is what determines or defines her own future.

LE Would you like to be reading about her attempts to do what you are describing? a kind of a journal? do you think that will help her to secure herself future employment? or to keep a journal of what she is learning? what do you think?

WS Yeah sure, I don't mind if she does that.

LE Ok, thank you. Anything else that you would like to mention?

WS Hmm… not anything that comes into my mind, unless you ask her, but no. I think hmm…. Yeah, that is all I can say for now.

LE Thank you very much WS.

Interview ends.

APPENDIX 12.4 LAY Coded Weblog

Posts from 8 March 2006 to 03 August 2006

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3 August 2006 - Approaching the end of my internship

It has been two months and couple days since I started my internship at the [host organisation]. I have learned so many things in such a short space of time and I can safely say I was destined to do my internship with the [host organisation]. I feel as though the time was very short for my stay because there are projects that I am involved in that I would like to stay till the completion of the projects. I have only four weeks left and I already feel sad because the [host organisation] is my second home.

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31 July 2006 - Taking full responsibility for my actions

Lat week I was asked to send out the [host organisation] with another intern whose job is to send out the mailing list. I told myself that it was her job to send out thing like invitations, newsletter reports and so on so let me let her do her job. After a couple of minutes I am called in to the CEO's office and get reprimanded for doing sending out a cover note without closure.
I was very upset and not to mention embarrassed because in the first place it was my first time sending out the Newsletter and I did not know how it was done. I apologised to my CEO and promised that it will never happen again. I kept telling myself that it is her fault because it was her job to send out things to the clients who are in our mailing list and she should have known better. When I got home I reassessed the situation and discovered it was really my fault because I am the one who is responsible for the Newsletter and I should have made sure that it was sent out the proper way. Besides I also have to find out how our database works so that in future when I am asked to send out something like an invitation and so on I know how to do it. Therefore I am taking full responsibility for the carelessness.

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27 July 2006 - Research about the DRC

These days I feel as though I have purpose in life, compared to six months ago. My CEO asked me to put together a research about a mining company that was involved in aiding rebels in DRC. I am very pleased about this challenge and I have already started reading extensively about the situation in the DRC. My challenge is to produce a properly put together research that will impress my CEO. By the way I have received a good response about the [host organisation] newsletter and I am very proud of myself.

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25 July 2006 - Stupid mistakes

Finally the newsletter for July is done and completed, but this does not lighten my work load, especially now that one of our interns has completed her internship and went back home to Canada. It was a pleasure knowing her, she was a hard working person who strived for perfection and I must say I learned a lot from her even though I worked with her for only six weeks. I must say I am enjoying the challenges that I get here at the [host organisation] even though sometimes I feel like most of the mistakes I make are very stupid and unnecessary. For example I was supposed to send out the newsletter as an attachment, at the end of the email I forgot to put the closure in or should I say the [host organisation] signature I was very upset with myself for being so careless, but hey the damage is already done.

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06 July 2006 - Honoured

I was very honoured to attend the workshop on Sustainability Reporting with my CEO. He subsequently asked to write a report on that so that it can be sent to the relevant parties. I was nervous because I don't trust myself; I guess everybody knows that by now.
In any way the workshop went fine and it was very interesting. The report is not out yet but any one who is interested in the outcomes of the workshop or the report should email me and I will send it to them.

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27 June 2006 - Short cuts

The news letter that I was working on got sent back in order for me to make corrections. I had left out some stuff because it was beyond my control, I could not get much information on the issues I was suppose to report on and my deadline had arrived so I decided to leave that few information out. Now I am back to being under pressure because I still have a few deadlines in addition to the correction that I have to make. All in all, the newsletter is not bad for a first timer like me, I was expecting a lot corrections that I needed to make but to my surprise it was just minor issues. I think that next time when I am required to make another newsletter I will do a better job because I know what I have to do and I know my colleagues a little better so it is going to be easier to request information from them.

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15 June 2006 - Relief at last

Finally I completed the newsletter that I had to put together, I feel so relieved but not completely. I am not completely relieved because my supervisor has yet to look at it and I hope that she likes it because I worked so hard on it despite the fact that I had no experience in putting together a newsletter before. Whatever happens I told myself that I am hear to learn so I have to take whatever criticism she is going to give me.
In the meantime can any of you assist me with a list of NGOs from Johannesburg and Cape Town? I am assisting someone to put together an invitation for the workshop of corporate social responsibility. Your input will be greatly appreciated.

CTO [WoW Programmes' participant 2006] said...
Hi LAY, I will be checking a list that I have and send it to you on monday. I am interested on the workshop on Corporate Social Responsibility and I would like to know the requirements for attending. Take care

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12 June 2006 - Meeting deadlines

I am starting to settle at [host organisation] and already feel like I am part of the family. I was told today that I'd have to put together a newsletter ([host organisation] April –May issue) news letter. Fear came took over me instantly, I have never done newsletter before in my life where am I going to begin? Then I remembered that I am here to learn new things and this is part of my education. A young lady by the name of [colleague] gave me a guide to follow and she also advised me to look at the [host organisation] past newsletters so that I can have a clear idea as to where I am going.
At the moment I am trying to put together articles that I can use for newsletter, this means asking colleagues if they have contributions that they wish to see in the April – May issue. I am still waiting for their responses. Some of the colleagues I have not met because they are in Malawi. Hopefully by tomorrow I will have something to work on because the newsletter is due on Friday. If you want to view our previous newsletters you can log on to [link to website].

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12 June 2006 - Failing in Time Management

Since I have arrived at [host organisation] I have been busy hence I have not been blogging. Things at the [host organisation] are hectic and I am learning new things every day. On my first week I was helping with the team who are working on the [X] project. And I must say that I was very excited to be told that I was going to be part of the project. So at the moment I am busy with the project and the news letter. Seventy percent of my work is the [X] project and thirty percent on the [host organisation] newsletter.
Since I have never been involved in large projects before, I must say that during the first couple of days I felt nervous as I always do when I am faced with unfamiliar projects but it got better with time. The project that I am doing requires me to be able to multi task, which is something I thought I was able to do. But lately I have discovered that I was fooling myself because I find myself trying to catch up with my tasks, which are my blogs, trying to finish the [host organisation] newsletter and work on the project at the same time. I find myself neglecting something else which this time is the [X] project and blogging.
I am trying to practice time management which I was taught at the internship training but I keep on failing. Clearly there is something that I am doing wrong and I am still trying to find out what is it. My answer to this problem is that I am trying so much to do a perfect job that I end up wasting time on one project, which in turn I end up concentrating in that one thing and neglecting other things.

LE said...
Hi LAY Oh, "failing" is such a strongly, despondently, negative word! Take care not to be too hard on yourself... Here's a suggestion to help you with your time management. Just for one, or maybe two days if you can, keep a little log of the time you spend on each task. Then, on your way home, reflect on your log. You may be surprised at how much time you spent on A for B, when B was more important. Next time I come and see you, I'll bring a copy of some of Steven Covey's tips of how to manage your time effectively. Don't waste time being too hard on yourself! Best, LE

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18 April 2006 - Resume online – (Updated 18 April 2007)

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11 April 2006 - Interview

On Wednesday I went for an interview at [host organisation] [link to website]. It was very nerve wrecking and as result I messed up the interview. I could not string a sentence together and I spoke very fast because of the nerves. When I reflect back on the day of the interview, I realize that my nerves were based on fact that I did not trust my self enough to do my best in the interview. Also I do not think that I prepared my self enough for the interview because I only had half a day to prepare for it, and I started preparing only after the [non-governmental organisation] presentation.
I know that this was not an excuse for messing up the interview but I feel that, had I had enough time to prepare and do mock interviews on my own I would have been fine. And also, the fact that I wanted to do an internship at [DOZ's host organisation] so badly did not make it any easier in calming down my nerves.
One thing I learned from this experience is that nerves are a good thing because they keep you focused and show that what ever it is that is making you nervous you take it seriously, and you want to prove yourself badly that you are the best person for the job. However, too many nerves are destructive because you can't concentrate and you end up destrying your performance abilities. I received advice from people such as [WoW Programmes' weblog specialist] on how to deal with nerves and it is working already, and hopefully I won't mess up the next interview.

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11 April 2006 - Internship opportunities at [non-governmental organisation]

A representative from [non-governmental organisation] [link to website] came to speak to us about internship opportunities in their organization. Most of us as internship trainees were interested since

most of us are post graduates and have a background in research and social issues that deal with different communities.
The lady from [non-governmental organisation] spoke about different researches that they have conducted, the area that I was interested in, are issues that affect refugees in South Africa. Since I have done refugees studies in an Honours level I think I can do an internship at this field in [non-governmental organisation]. But I do not think I can only add value in the refugees' issues only, I can do research in every aspect of social issues in order to broaden my knowledge and my skills.
I have heard that it is very competitive to be accepted at [non-governmental organisation] and priorities are given to candidates who have a masters and PhD's. Beyond that candidates have to also convince them as to how good they are and what value they can add in their organization. I suppose that I do not have a chance being accepted because I only have an Honors degree. I would have loved to an internship with [non-governmental organisation] because it relates to the field of my study, and it is rare these days to work in your field of study.

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10 April 2006 - Proffessionalism

[Guest lecturer] spoke to us about professionalism, and what I realized was that everything she told us we already knew, the problem is that I personally believe that I was to lazy to implement them. For example when I had to submit essays, I knew I had to have extra copies in case the essay went missing or something unexpected happens but I did not do it, because for me it seemed like hassle and too much work.
During [Guest lecturer's] presentation I realized that some of the things that I just mentioned are part of being a professional, and had I taken some of those habits with me during my varsity days I would be halfway to being a professional. Had she also came to speak to us about being professionalism during the first two weeks of the internship programme I think I would not be behind with my bloggs.
But the fact remains that I knew this stuff, but I was too ignorant to practice them, and now I regret it because of some of the reasons I do not want to through. But I must say it does take a dedicated person to commit to things that she or he passionate about. I am passionate about making myself employable out there and selling my skills, therefore I am going to change my mindset and start behaving like the professional.

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7 April 2006 - More opportunities for interns

A lot of companies have come to speak to the world of work trainees about possible opportunities of becoming interns in their companies, and suddenly it seemed as if there is a silver linning after all at the end of the tunnel. Because most of us have been looking for a chance of becoming interns in organisations or companies that are interested in giving graduates a chance of gaining experience and further develop their skills by being exposing them to the practicality of work. The first company to present in the mornig was [non-governmental organisation], it was more linked to the entrepreneurship side of things.
The companies that were more interesting to me were [non-governmental organisation] and [non-governmental organisation]. These companies were interesting to me, because for one, I liked the way [non-governmental organisation] presented their organisation, they showed us their different departments and what their responsibilities entailed. That way we were all able to see whether we could fit into some of the different departments and what skills or ideas we could introduce to them. I was also interested in the fact that they were dealing with development in the rural areas, and this is my area of interest.
[Non-governmental organisation] dealt more about reseach, again this is my area of interest since I have done reseach and I think I would be happy there because they also deal with social issues that affect the community amongst other things. I am not implying that I am not interested in a corporate career, I am just saying that I am interested in the development field because I can relate to it much more easily as opposed to the corporate field. Hopefully the companies that have presented will be interested in us and be willing to give us a chance to become interns in their companies.

EGM [intern, 2006] said...

I just want to say I also liked hearing about different organisation and their modus operandi. It was interesting to know about organisations like: [non-governmental organisation], [non-governmental organisation], [non-governmental organisation] etc.

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5 April 2006 - Entrepreneurship

Since most of us not going to be employed, I think that Entrepreneuship will save us. Most of us have ideas but lack the confidence and the drive to do establish ourselves as enterpreneurs.
The presentation that we had gave us the correct direction in which we could take if we want to start our own companies. Since most of us have degrees in humanities or social sciences, I think an area we could focus on would be development.
What is most interesting, is that these days entrepreneuship invloves a lot of dimensions such as selling your self and your expertise by this I do not mean atttorneys, medical doctors and so. I am talking about my self as post graduate I can offer a lot expertise in many sectors such as conduct reseach, be a consultant, be a project leader and so on. My fellow coleagues and I are in the internship programme could open a company based on the differents skills and services that I just mentioned above. In the internship programme we have people who are qualified in communications, reseach, others are economist and the list goes on.
In the entreprneurship presentation I did not only gain valuable experience but I gained a lot of contacts who can help and advice about how to get funding on establishing a company. This will act as a support mechanism for me knowing that whenever I want to improve my services I will know what to do and who to go to, to help me come up with innovative ideas.

EGM [intern, 2006] said...
Hi LAY. I do believe that being an entrepreneur you have to be resourceful and brave enough. But don't you think socio-economic factors such as financial support can disadvantage you from being an entrepreneurship. I learn that it is often difficult to have financial backing for your business plan. I am planning to work for a while and save and invest my money.

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31 March 2006 - Development

Since the beginning the World of work programme, I have picked up one theme which is development. Speakers who have talked to us have emphasised that development should be in the centre of our focuss, because we live in the world that is constanlty changing and chang in most cases change is part of development.
Speakers who mostly touched on development are the ones who spoke about entrepreneuship, and those who are governmental agencies such as [organisation] and [organisation]. Other speakers who touched on enterpreneuship stressed that in order for one to come up with innovative ideas one should look in their communites and try to look for loop holes. One could come up with a great plan which could also generate a lot money for them, that is if they are definately sure that they want to own a business. I think that these ideas could come in handy in a few months to come since most of us have been struggling to get jobs, this might the one options that is left for some of us if we do not get interships or jobs.
This could also work in the future, who knows? One might be earning a salary that is not enough for one to make ends meet. Additional income might come in handy by running a small business on the side to try and make up for the little they earns as a salary.

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29 March 2006 - Presentation Anxiety

Today my moment of truth was that I suffer from presentation anxiety. Presenting was never an issue for me because what I had to do when I was still a student and had to present, was stick to the topic that was given to me, list all the facts and I would have cracked my presenatation or pass it.
In the working environment I have discovered that evrything is presenting, when you enter your place of work you are already presenting your self, your body language, the way you carry your self, all

account for presentation skills. Presention skills are skills that I did not think that I 'd have use to use in the world of work, because I am a social science student. I always thought that presentation was necessary if, one was mostly involved in the advertising indusrty or sales person trying to sell an idea or product to client. But I have realized that as a social sceince graduate I am also selling my self to the world, therefore presentation skills are very important.
Today I had a lot of practice and I think thay I have honned my presentation skills even though I can't rate myself ten out of ten (10/10) yet. With a lot of practice and confidence I will be perfect.

[WoW Programmes' weblog specialist] said...
Hiya LAY... Presentation anxiety is a good thing. I'm a seasoned performance poet, with somewhere in the region of 500 performances. And I was on the radio every week for 8 years. And before EVERY single show, I STILLLLL shake like a leaf! When I present my creativity seminars, I have to do tai chi in the garden beforehand to calm myself down. I regard the anxiety as my friend. I use it to generate energy for my presentations. And to keep me on my toes. --- I recommend a book to you. It's on that booklist I handed out to you guys. It's called SELLING FOR DUMMIES by Tom Hopkins. Buy that book. It WILL ground you in the most important skill you'll need in the business world, AND in life. Selling. --- On another note... It's NOT important to be 10/10 or perfect in presenting. It's much more important to be passionate and real. Some people are NOT great presenters, but they get their message across. Blue skies love [WoW Programmes' weblog specialist] PS: SET YOUR COMMENTS TO ALLOW ALL PEOPLE TO RESPOND. DO IT NOW!!!!!!!!!!!!!!!!!!!!!

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29 March 2006 - Interviewing skills

The presentation for today (Which is 22\03\2006) was about interviewing skills. It was somewhat nerve wrecking because [guest lecturer] and [guest lecturer] conducted mock interviews, this brought me to the realization that I'm not quite clued about interviews as I previously thought. It also made realize that maybe I am not ready to enter the world of employment.However what I picked up from the presentation was quite valuable and I value the time that the two consultants spent with us. They were not lenient with us, because they also told us that they would not employ any of us after the mock interviews, because we did not sell ourselve to them. They also told us that we needed a lot of practice in conducting interviews. What I have learnt from them is that interviewers are harsh and expect high standards from all candidates but I guess we all knew that. Also the interviewers are aware that interviewees get nervours, and this results in them being unable to grasp the questions that are being asked to them, that is why most of them fail interviews.My question is why then haven't anybody tried to come up with better ways, whereby candidates are made to feel comfortable during interviews so that the candidates can perform to the best of their abilities. In my opinion this will make process run easily and smoother. I can't help feel that some of the employers have lost suitable candidates, because the candidates were nervours but were best people for the job. There are people who have the gift of the gab and can actually do little work, I know that there are psychometric test to prove that the person can do the job. What I am talking about here are resources to figure out if that person is lazy or not, or how commited are they to the job. I hope this question will give employers out there something to think about.

[WoW Programmes' weblog specialist] said...
Hi LAY... Think of your blog as one vast interview, an interview that you TOTALLY control, in every aspect. Then when you get to ACTUAL interviews, live, face-to-face interviews, remember how you crafted your blog. Which means you've gotta do spell checks. Find the correct spelling for 'nervours'. Then correct it in the blog. You've asked employers to take cognisance of the fact that interviewees are nervous. And you're positing that they're losing valuable people because of that. I would say that you need to do quite a lot of thinking about that statement. It sounds very much like this: 'Oh, please take pity on me! Just give me a CHANCE to prove myself to you.' But the real question is this: 'Why SHOULD an employer be lenient to an interviewee just cos they're nervous?' Surely the inability of an interviewee to think under pressure is a NEGATIVE thing??? Blue skies love [WoW Programmes' weblog specialist] PS: Please change your comments setting to allow anyone to post comments.

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27 March 2006 - The Constitution Hill tour

The Constitution Hill tour evoked a lot of mixed feelings, the prison cells were quite scary and caused some of us to become angry. It was also heart breaking and saddening to see where our freedom fighters were held. I think that it is good though, to be reminded of what our grandparents went through in order for us to be liberated.
The presentation about project management I found it to be way out of my league. I think I should register for a degree or diploma before I can even think of embarking on that on carreer path. However I found it exciting even though I have limited knowledge of project management. Innitially I had plans in doing another cause or something different in the future. I will reconsider doing something that has to do with project management since I think that it will go hand in hand with opening my own business.
I think that it was amazing seeing something like the Constitution Hill which was used to abuse the rights of our freedom fighters turned into a venture to attract tourists and venture to heal wounds that were inflicted to the people who were fighting for our rights.

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27 March 2006 - Confidence in becoming an intern

I think I speak for all of us when I say that we all have been waiting with anticipation for this afternoon session, of what do employees look for in interns. Some of the things I learned from the speaker is what I have known before the presentation, but the speaker was frank and concise about what he expects from the intern. [link to website]
The presentation pointed me towards the right direction, of what I should expect from being an intern. Now I know that I just don't have to sit and expect the company to dish up whatever experience they think they can give me and from then, move on without gaining any anything I expected to gain.
At the moment I am reseaching companies that will help me utilize my skills, whether they are NGO's or government companies it does not matter as long they will help me gain the experience that I need. I am ready to face up to the challenges.

EGM [intern, 2006] said...
Hello LAY, I agree with you [guest lecturer] surely brought-up our confidence.It is good to have a two-way communication between an employer and employee. In this way I think it ensures a convivial working situation with no pessimism and hidden agenda.

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27 March 2006 - The issue of HIV/AIDS

We all know that the issue if HIV/Aids has become a major problem in all spheres of life. Fortunately the government has taken in its stride to try and make life easier for people who are affected and infected. He has however failed in many instances to try and provide people who are infected with ARV'S, [link to website]. At the same time the Government has also been successful in implementing labour policies that protects employees who are infected by the virus.
The valuable lesson that I learnt from the presentation, is that South Africa has a long way to go when it comes to taking leadership and coming with policies that are consistent in tryong to combat the problem of HIV. I also realize that one has to become vigilant in order not to contract the virus, because in South Africa we are still dealing with the issue stigamatizing the virus, also not many hospitals especially, the ones in the rural areas have exparience in the rolling out of the ARV's.
One should also think of the future whereby one will be CEO of a company and alomst a quater of your staff is infected with virus, this means that one will be running his business on a loss. Many of your staff will be taking sick leave, and this means that one will have to hire out temporary workers who will repalce the sick staff. I think that This is one of many reasons why one has to take responsibilty when it comes to the issue of HIV/Aids.

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20 March 2006 - Collaborating with fellow competitors

The presentation on Friday was about competition, collaboration and coorperation, I must say the presentation was intense and complicated. Most of the terms which were used were Business Economics like, I struggled with Business Economics at high school that is why I didn't persue Business Economics at terriary level. Now imagine me in that presenation, I felt like I was doing an MBA course. I struggled to understand the presentation, but I did get the whole idea of competition, collaboration and coorperation.
I thought that the presentation was going to be about how to handle competion at work level, or how to compete for a position or promotion at work. never did I expect it to be about becoming enterpreneurs or how to compete in a business sense. However, the presentation as a whole was very enlightening, especially when it came to the discussion of clusters. I didn't know that many businesses were located at various places for reasons. I also did not know that it is not complicted to open a business venture that is similar to the one that already exist in the same location, what one needs to know is how to coorperate.
I always wanted to open a Bed and Breakfast (B&B) but, I was put off by the fact that many of them exist almost every where. I didn't think that coorperation could come in handy. All I need now is to come up with an innovative ideas and make my B&B fresh and out of this world.

[WoW Programmes' weblog specialist] said...
Hola LAY... Good to see that you're posting. Four things that need improvement:
1. Don't tell us ABOUT THE FACT that someone told you some stuff. Tell us THE NITTY GRITTY DETAILS that you took out of the session. It's not informative or interesting to read: 'We heard about becoming entrepreneurs or competing in a busienss sense.' Tell us real stuff: 'One of the key points he made about becoming an entrepreneur is blah blah blah yak yak etcetera.' Summarise what you got out of it.
2. Please fill out your profile. Now. Immediately. It's not acceptable to be anonymous with this tool. If you're not going to give people a sense of who you are, then why are you writing a blog?
3. Make external links. How often do I need to say this???? If you don't know how to do this, speak to your classmates who do know how to. There are resources around you. Use them.
4. Your comments posting field only allows blogger users. You need to change it to allow any comments. Speak to BAB about the details please. Blue skies love [WoW Programmes' weblog specialist]
LE said...
Hi LAY Be careful not to close a door too quickly. So interesting to hear you want to create and run a B&B, but you sound a bit defeated by the fact that there are many in your area? So what? Here's a challenge - think "out of the box" re cooperation. You can lead a whole new approach to how B&Bs work together. You have the academic training for it, go for it! And let us know what ideas you come up with. Best LE
GP [intern, 2005] said...
Hi LAY This is the time to put on your thinking caps because this type of world is very distinct from the academic world. As you have said that you felt like you were doing an MBA course, this is what the world of work is. The World of Work teaches you to be multiskilled in order to fit the requirements and be competetive in the post-mordern world of work, where by an employer or an employee need to be knowledgeable about all aspecs of the world of work. There are so many dynamics that are involved in the working world and so one needs to be equiped with all the tools that we have been offered by the Graduate World of Work Foundation Internship Programme. this kind of programme has helped us to successfully complete our transition from the academic world to the world of work. GP

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20 March 2006 - Creativity and blogging

On Wednesday, the presentations were about creativity and blogging. I think that these two topics were somehow linked because they were done by the same person, and in order for a person to create exciting bloggs, one actually needs to be creative. I was hoping that my third blog would be exciting after the presentation about blogging but I suppose I am still struggling with being creative.
I want to create a blog that is controversial but at the same time, sells me to the potential employees out there. I am afraid that [WoW Programmes' weblog specialist] really set high standards when it comes to blogging and I am even hesitant to go even further with blogging in case he declares me a waffler. To cut things short I am just going to describe the exparience I had in [WoW Programmes' weblog

specialist]'s class. He is very active and full of confidence, which I think some of it rubbed off me. I am starting to like blogging since [WoW Programmes' weblog specialist] outlined some of the issues we could blog about but I am still scared to do so, in case I step in some people toes.
[WoW Programmes' weblog specialist] really boosted my confidence I have actually started writing poems which I think I might share with my fellow bloggers in the near future. I made an introspection about myself as to what kind of person I am and what kind of a job I want to do.

LE said...
LAY. I'm looking forward to the poem. I hope writing it was a good experience for you. LE
EGM [intern, 2006] said...
Hi LAY, at first I was also overwhelmed by the thought of blogging but after sometimes you like it. I think I will still be blogging even after the internship and will encourage more people to blog.
GP [intern, 2005] said...
Hi LAY I am looking forward to reading you poem because it inspiring to read what some one feels in their hearts. Creativity is something that comes natural, once you start focusing on your own creativity then you creat many things. GP

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16 March 2006 - EQ

I apologise that it took me this long to post another blog. I was trying to settle into the training first, things have been very interesting and hectic. On my fisrt day of the internship training I lost my brother and I got distracted a little bit. Then I realised that I had to be strong because I believed that this was my only chance of ever getting into the world of work.
The second day of the Internship training we did was Emotional intelligence, and that was the day that I thought of not coming because of the emotions that I went through, however my parents encouraged me to come because there was actually nothing I could do, my father also went to work. I am glad that I decided to come to the training because that was the day I got to learn how to use my emotions intelligently. It worked only for few hours and when I went to fetch a taxi to take me home I recieved a call from a friend who wanted to know how my brother was doing after that accident, I had to retell the strory to her that he didn't make it, he had passed on. I went through the emotions of grief all over again and cried.
I'm glad though that I attended the training on Tuesday, and others that came after that, I'm now able handle my emotions a little, by focusing on the presentations, it makes me forget of what I am going through.

BAB [intern 2006] said...
Hey LAY I cannot begin to imagine the heartache you and your family must be feeling. I'm very sorry for this terrible incident. But I would also like to praise you for your strength and commitment. I have never met anyone who has handled such a tragedy like you have. Keep on being as stong as you are! And I know there is a bright future waitng for you. There is no chance that any employer could resist such a strong personality and drive like you have. Good luck! BAB
ATL [WoW Participant, 2006] said...
Sorry sister. If this were a test believe it or not, you have passed it. Maybe God was testint your strength emotional intelligence. No one in the seminar could tell you were going through such a difficult time. You will be alright with time.
LAY [intern 2006] said...
Hi BAB Thank you for the vote of confidence, it really means a lot to me that you think I am a strong person. I hope the pain wil get better in time, and good luck to you too.
CTO [WoW Programmes' participant 2006] said...
Hi LAY, By attending all presentations last week, you have shown how strong you are and your abilities to coope did not betray you. That was a practical case you went through, far from assesment tests and quetionnaires. Believe me, what you overcome last week should always remaind you about your strength and high EQ. with deepest sympathy, CTO
[WoW Programmes' weblog specialist] said...
I'm sending you love and light, LAY. May this time be gentle for you. Blue skies love [WoW Programmes' weblog specialist]
GP [intern, 2005] said...

Hi LAY I am very sorry about your brother, but as wise people would normally say that when you loose some one it means that you will gain more in life. As you know that I lost my father when I started working at [host organisation]. Be strong and persevering my sister! GP

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8 March 2006 - My fears and insecurities

Hi my name is LAY I just got accepted into the scholarship internship programme. I have been nervous since I started applying for the internship programme, probably because I knew that this is one step for me through the world of work. The whole week has been filled with anxiety and nerve wrecking moments because of the interview I had to attend in order for me to be awarded the the scholarship training. Since the beginning of the week I have been doubting my abilities because of high standards and requirements of the internship.
The required tasks were were supposed to be accurate and very proffessional. LE, my mentor demands professionalism at avery aspect of the programme. This is one of the factors that forced me to realize that, she meant serious bussiness by demanding accuracy and professionalism. That made me realize that in the world of employment there is no playing and lazying around.
My fear in the internship training is that I won't be able to excel in the tasks that I will be given to perform. I also fear that I won't be able to measure up to the standard that has been set for the trainees. I further hope that I am not the only one who is suffering from insecurities that I just described. Hopefully I will get the support that I need from LE and fellow trainees.

BAB [intern 2006] said...
Welcome LAY. And well done with the scholarship programme. It looks like you had nothing to worry about in the first place. All I can say is that you've put down in words how most of us feel about the programme. On the one hand I'm petrified of not being able to handle the course, but on the other I know this is the way forward. After this course we'll be confident enough to not worry about our abilities in the work place. I'm anxious about next week but at least I'm not alone in this experience. I'm very excited to meet you and the rest of the trainees. See you soon. BAB
EGM [intern, 2006] said...
Hello LAY. We are on the same boat.It is true, the programme sounds very serious. I for one cannot afford to mess anything. I am sure everyone feels the same way. See you next week.
[WoW Programmes' weblog specialist] said...
Hiya Guys... Firstly... congrats on getting the scholarship! Secondly... congrats on setting up your blog! Thirdly... you'll see when the course starts that it is one enormous amount of fun!!! Nothing to be scared of. I've taught on the program for the last four or five years, and the students have all had the best times. I assure you, it's only scary now, cos it feels like such a huge field. You're gonna love it. Blue skies love [WoW Programmes' weblog specialist]
DOZ [intern, 2006] said...
Hi LAY,nice meeting you. I think we all feel the same way about this programm,at the same time we all looking forward to the demanding and exciting experience of the world work.I'm happy for you that you have been accepted in this programme,although you have missed a nice lunch LE organised for us on our first meeting.Well lets hope we will have a closing lunch so that you can attend.
EM [intern, 2003] said...
Hello LAY. I'm a past intern. I went through the programme in 2003 and it really was an amazing and growing experience. I think it's pretty normal to be nervous, but you must remember that you have made it through a stressful process and it was decided that you are worthy of getting the scholarship, which means that although you may doubt your ability, there are others who believe in you. Don't forget that, you will manage. EM

APPENDIX 13 Blog Reflection Rubric

Personal Web Log (20% overall)
Web logs (blogs) have become powerful personal writing tools. They are an excellent tool for reflection and for knowledge organisation. In this programme you will be expected to keep a personal blog which relates to the World of Work. What you write is up to you, but the blog should demonstrate:
- careful thought and synthesis of course and related material,
- organisation of gathered resources, and
- personal learning and growth.

Outcome assessed	Beginning	Developing	Proficient	Strong	Weight
	1	7	9	10	
Overall use of blogs	Blog entries are few and generally simple retellings of session content and/or personal events. No comments are made on blogs of others. Blogs have not been submitted according to assignment requirements (time).	Includes nearly all blog entries in response to assignment requirements, along with occasional additional entries, but with few references to other material e.g. newspapers, readings, links to Internet. 70% of blogs submitted on time. Comments in other blogs are limited.	Includes all required blog entries and at least five additional unprompted entries. Embedded links show connections of thoughts with other material e.g. newspapers, readings, links to Internet. There are at least five insightful comments in peers' blogs.	Includes many blog entries, with consistent, insightful use of links to other material e.g. newspapers, readings, links to Internet. There are many insightful comments in peers' blogs.	30%
Intellectual engagement with key concepts	Makes no reference to issues raised through readings and/or training session discussion(s)/ activities.	Makes some reference to issues raised through readings and/or training session discussion(s)/ activities.	Demonstrates awareness of most of the key issues raised through readings and/or training session discussion(s)/ activities.	Demonstrates engagement with the important issues raised through readings and/or training session discussion(s)/ activities.	35%
Personal response to key concepts	No personal response is made to the issues/concepts raised in the readings/ training session discussion(s)/ activities.	Conveys little evidence of a personal response to the issues/concepts raised in the readings and/or training session discussion(s)/ activities.	Conveys evidence of a personal response to the issues raised in the readings/ training session discussion(s)/ activities. Demonstrates that s/he is capable of reflecting on the World of Work.	Conveys extensive evidence of a personal response to the issues raised in the readings/ training session discussion(s)/ activities. Demonstrates growth through reflection on the World of Work.	25%
Writing quality	Uses incorrect grammar and syntax consistently.	Demonstrates some evidence of correct spelling, grammar, punctuation, etc.	The writing is concise and easy to understand. Ideas and responses are communicated clearly and coherently.	Writing is clear, concise, accurate and shows some flair and originality	10%

Based on a rubric from the College of Education, San Diego State University, http://edweb.sdsu.edu/courses/edtec296/assignments/blog_rubric.html, retrieved 18 January 2005.

APPENDIX 14 Ethical Clearance Certificate