



**THE EFFECTIVENESS OF INTERNSHIPS WITHIN A SELECTED DEPARTMENT OF THE
WESTERN CAPE PROVINCIAL GOVERNMENT**

by

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Date: September 2022

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Abstract

The Cabinet officially assented to internship programmes in South Africa in 2002 in conjunction with and in support of the Human Resource Development for the Public Service Strategic Framework Vision as a method to alleviate unemployment amongst the young adults in the country. However, unemployment amongst the youth has continued to rise drastically. This could be an indication that internships were not managed in the way the Department of Public Service Administration (DPSA) intended. The research problem of this study focuses on the uncertainty regarding the effectiveness of internships in preparing students for the labour market.

Although literature is available on internships, work-integrated learning, and similar initiatives, few research studies have dealt with the effectiveness of internship programmes. The DPSA (Department of Public Service Administration) gives a directive to the Public service departments around which their internship programmes should be governed. The literature used in this study mostly comprised of journal articles, books, other studies related to the study and governmental legislation.

The research aimed to answer questions which could be most accurately answered by following a quantitative research approach. A Google forms digital questionnaire was distributed among interns at Groote Schuur Hospital comprising a sample of 76 individuals. The data was analysed using descriptive analysis. The study found that being employable in the labour market was incredibly significant to the interns. Interns indicated that they would be more employable in terms of skills and competencies developed after completion of the internship programme.

The study further found that the internship programme design and intricacies had been duly met and executed by Groote Schuur Hospital. These were namely, induction, which was well attended by interns, and compensation, as most interns applied to the programme for financial reasons. Moreover, the interns preferred working under supervision and had sufficient resources to complete the required daily duties. The study also found that rotating interns through different divisions enhanced the interns' development.

Glossary

Key terms

Department of Health

Employability

Government

Interns

Internships

Mentor

Public service

Supervisor

Unemployment

Work-integrated learning

Youth

Acronyms

DPSA (Department of Public Service Administration)

HRD (Human Resource Development)

PAY (Premier Advance of Youth)

TVET (Technical, Vocational Education and Training)

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CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1) Introduction

It is important to ensure that workplaces are learning spaces. The workplace should be a place of enrichment and constant development. Internships have been established to better this enrichment and development in those requiring workplace experience. Internships are specifically essential in the public service as they grant young individuals the opportunity to experience the world of work and gain advantageous knowledge regarding the Provincial government itself and how it functions. The Western Cape Department of Health is one of the larger Departments in the province which means this Department possibly could employ more interns annually than other departments, therefore, they were the Department chosen for the research.

This research project aimed to investigate whether internships within the Provincial Department of Health are effective in preparing students for the labour market and whether the internship programme is beneficial to the employer as well as to the student. The quantitative research approach was used by utilising a questionnaire and it was envisaged that the research would generate information that the Department can use to its advantage in the future.

1.2) Background

An intern within the Provincial Department of Health is either a recent matriculant or a graduate of tertiary education. The interested candidates apply for the internships and after interviews and appropriate vetting are then either employed as a graduate intern or a matriculant intern. According to the Department of Public Works Strategic plan 2015-2020 (2014:3): their mandate is to “provide work opportunities and income support to the poor and unemployed through labour-intensive delivery of public and community assets”. The screening of the potential interns entails the verifications of their qualifications, citizenship documents and criminal record. After successful completion of the interview and screening process, these students are provided with a contract of one year and are paid a monthly stipend. Most of these stipends are funded through the Expanded Public Works Programme (EPWP) which aims to educate and develop the youth in South Africa. The internship contract stipulates a code of conduct to which all interns should adhere. Each intern is assigned to a certain Directorate where they will find themselves reporting to a supervisor provided to them who will also serve

as a mentor where they will find themselves in the world of work with public servants and professionals.

The purpose of the study was to determine the perception of interns and whether the programme effectively prepares students for the labour market. By evaluating the effectiveness of the internship programme, it could be determined how beneficial the programme is to the Department of Health as well as to the students' careers and whether the internship programmes could make them more employable in the labour market.

1.3) **Research problem**

It appears that there is a measure of uncertainty about whether internships are effective in preparing students for the labour market in the public service.

1.4) **Research questions**

- What does internship mean?
- Which categories and types of interns exist in the Public service?
- What does employability mean?
- What are the requirements for a successful internship programme?
- What are the challenges of internships?
- How are internships administered?

1.5) **Research aim**

The aim of this research project is to determine the effectiveness of internships within a selected department in the provincial government of the Western Cape.

1.6) **Research objectives**

The research project attempted to:

- Explain the concept internship
- Explain the categories and types of interns
- Explain the concept of employability
- Describe the requirements for a successful internship programme
- Explain the challenges of internships
- Describe the operation of internship programmes within the Department of Health

1.7) **Research methodology**

The research project followed a quantitative approach in the form of a questionnaire survey amongst interns in the Western Cape Department of Health using Groote Schuur Hospital as the case study. The quantitative approach was the most appropriate approach to address the research problem. Welman, Kruger and Mitchell (2005:8) state that quantitative research is aimed at evaluating objective data and it is presented in numbers. Larger numbers and samples are used in quantitative research than in qualitative research. Due to the large numbers expected to participate in the questionnaire survey, quantitative research was better suited for the study. This research required objective data to address the research problem. Welman, Kruger and Mitchell further clarify that the purpose of quantitative research is to not deal directly with daily life but instead with an idea of reality.

Research design and tool: The research was conducted within Groote Schuur Hospital. The research tool used was a questionnaire survey that the interns completed voluntarily and anonymously.

Population: The population was all the interns within the Provincial Department of Health.

Sample: According to the Annual Performance plan 2017/2018, the Department of Health employed 340 administrative interns. Each intern is dedicated to a supervisor. Due to this, the total number of interns at Groote Schuur hospital have been included in the study. Questionnaires were digitally distributed with the possibility of having half completed which were to be utilised for the study.

1.8) **Preliminary Literature review**

Kasli (2013:80) describes internships as taking the first steps into a profession and applying theoretical knowledge acquired during their education, whether it be secondary or tertiary, which according to Walo (2001:12) allows students to develop on the job training. The Department of Public Service Administration's (DPSA) step-by-step guide for Internships (2006:5) broadly explains the concept of internship as "a planned, structured and managed programme that provides work experience for a specific period" and includes a designated mentor who will also act as a supervisor and support an intern in the public service through the transition from education institutions to the workplace. In South Africa, internships are a hands-on programme to assist with the development of the youth for future appointments in the job market. It is directed at youth who are completing their studies or who have completed

their studies and are unemployed. For the purpose of this study and given its context, the DPSA definition will be used.

The DPSA guideline suggests that departments have an induction programme for role-players involved in the internship programme such as mentors and supervisors to name a few. A well-managed system for “monitoring, evaluating and supporting the internship programme must be put in place” (2006:23) which should include monitoring the effectiveness and efficiency of supervisors. According to the ‘Employer guide to structuring a successful internship programme’ compiled by Rhode Island colleges and universities (N/D: 4), a typical and successful internship programme requires the development of learning objectives that are formulated into practical experience whilst being monitored by a field expert. This experience is meant to promote academic, career and personal development. It is also added that the progress and development of interns are to be carefully assessed and monitored (N/D: 4). Grantz and Thomas (1996:34) mention in support of this statement that monitoring the daily activities of a student is imperative for a successful internship experience. Schwartz (2010:2) most significantly mentions that sometimes interns' days consist of familiarising themselves with a photocopier machine, running personal errands, filing, and sitting around, which provides no benefit to their career development. The DPSA (2006:5) guide explains that through carefully selected practical work assignments, internships allow the intern to understand the public service better, its values, culture, and work ethic, which can only be done through positive development of the intern by means of constructive and enriching tasks and lessons. “Department shall through suitable training programmes, enable mentors and / coaches to support the development of interns, according to the DPSA Directive”.

Barber and Bailey (2015:3) additionally explain in detail that little guidance on how to provide structure around the essentials of internships using experiential learning principles and practices is given, in general. Thus, supervisors may be confused as to how to provide educational benefits to interns that can maximize students' experiential learning stemming from the internship. According to Barber and Bailey (2015:12), to achieve goals outlined in an internship programme design, the internship programme must adapt to its environment by maximizing its assets and limiting its liabilities in competitive and cooperative relationships with other departments and organisations”.

Studies have shown correlations between internships and employability. A certain study by Josias (2011) assessed this correlation using graduate interns in a certain company to determine

whether their internship programme enhanced their employability. Hillage and Pollard (1998) define employability as a person's ability to gain and uphold their first employment at an organisation and to secure rewarding and satisfying work. Furthermore, in 2004, Yorke explained employability to be "a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy". He further clarifies employability by explaining that an individual displays employability with regards to a certain job if they can show and illustrate a set of accomplishments relevant to that job through their work done (2004:8). For this study, the definition of Hillage and Pollard was used.

1.9) **Delimitation of the study**

Although the Provincial government consists of many Departments, for this study, the focus was on the Western Cape Department of Health. The research would be too broad if more than one government department or institution was used for the study and could in turn negatively impact the research. This could lead to reporting false information because there would be plenty of room for error, making the research untrue and of little or no value.

1.10) **Ethical considerations**

The permission to conduct the research was granted from the Cape Peninsula University of Technology and was requested from Groote Schuur Hospital. Each participant in the empirical study was informed that the participation was voluntary and anonymous and would be treated confidentially. Participants were informed that their identity would remain anonymous and that they may withdraw from the project at any stage with no repercussions thereof.

1.11) **Significance of the research**

The study could generate information on internships and this information can be used to the advantage of the Department of Health.

1.12) **Layout of the study**

- Chapter 1: Introduction and background
- Chapter 2: Literature review
- Chapter 3: Research methodology and design
- Chapter 4: Data presentation and analysis

- Chapter 5: Summary, recommendations, conclusion of the study

1.13) **Summary**

Internships in the public service appear to be increasingly used as a measure to help students to prepare for the world of work on completion of formal studies, either secondary or tertiary. The Department of Health has a formal programme in which interns are employed. The research problem stated that there is uncertainty about whether an internship is effective in preparing students for the labour market. The research objectives relate to the concept, internships, and the requirements for a successful internship programme.

CHAPTER TWO: LITERATURE REVIEW

2.1) Introduction

Chapter 1 stated the research problem as the uncertainty of whether internships are effective in preparing students for the labour market in the public service. The Cabinet of Parliament officially assented to internship programmes in South Africa in 2002 in conjunction with and in support of the Human Resource Development for the Public Service Strategic Framework Vision as a method to alleviate unemployment amongst the young adults in the country.

A literature review is defined as one of the most vital and significant stages in a research project. Literature reviews are defined as mechanisms that provide the researcher with background knowledge about the research topic. The literature review supports the identification of a research topic and determines which literature would contribute to the current study (Rowley & Slack, 2004:32). The literature review further helps to identify the gap in current research by determining studies already conducted in a certain subject field and makes further research in the study more manageable by evaluating a range of sources according to Rowley and Slack (2004). According to Welman, Kruger and Mitchell (2005:38), a literature review is a compilation of a review of literature on a specific topic. A literature review will show any inconsistencies within the research topic and make the research problem clearer.

South Africa, like many countries, is battling with the issue of youth unemployment, according to Statistics South Africa (www.statssa.gov.za), resulting in the extreme scarcity of job opportunities amongst the youth and consequent fierce competition. Internship programmes have been incorporated to alleviate the burden of unemployment amongst the youth (ages 18-35), therefore these programmes need to be well managed and checked to ensure the effective preparation of interns for the world of work. Chapter 1 has stated the research problem as the uncertainty of whether internships effectively prepare students for the labour market within the public service. Kasli mentions that studies involving internships are insufficient (2013:80). Although some studies have been conducted around internships, they have not considered the effectiveness of internships specifically related to the public service. Research conducted previously, focused on the challenges faced during internships concerning the interns' views (Kasli, 2013). Bukaliya (2012:118) focused on the challenges of internship programmes more specific and in-depth. A gap in the research was identified and this research project focused on the effectiveness of internships specifically within the provincial Department of Health.

The acknowledgement that learning occurs within the workplace and that it is essential for the development of working knowledge and skills is not fully recognised. However, in recent years an interest arose among employers and researchers with regards to what learning consists of and how it can be simplified within workplaces, and there are now many areas of research in which learning at and through work is a fundamental concern (Lee, T., Fuller, A., Ashton, D., Butler, P., Felstead, A., Unwin, L., Walters, S. 2004:2).

2.2) **Explaining the concept of internship**

Internships have become a frequent practice in the public service and are described as strategically planned, organised, and managed programmes that provide work experience in the Public Service Departments, directorates, and sub-directorates for a specific period of up to twelve months as explained in Department of Public Service Administration's (DPSA) step-by-step guide for Internships (South Africa. Department of Public Service Administration, 2006).

Furthermore, Bukaliya (2012:120) explains that internships are any well supervised "service experiences" in which the individual has purposeful goals and objectives from which to learn and that these goals and objectives are replicated and aligned with what the individual is learning and being taught. The DPSA guide further mentions that internships need to happen in a specialised setting with work that is planned and structured.

Bukaliya (2012:121) further explains that there is no traditional duration for which an internship programme must continue, however, it varies from a few months and could last up to two years and can also take place on a full-time or part-time basis, being paid or unpaid. The decision of whether an internship is paid or unpaid lies with the employer, this will then vary from one employer to another. Galloway and Marks (2014), as cited by Ismail (2018), explain that internships enable students to acquire skills which cannot be taught in the classroom setting, while employers obtain access to cheaper labour which benefit both the employer and employee, respectively.

One of the main objectives of the public service internship programme, according to the DPSA, is to resolve the general lack of qualified and skilled employees by encouraging the youth to properly equip themselves with the necessary practical experience. The programme aims to provide the unemployed with valuable work experience and skills to enhance their

employability while contributing to their lifelong learning and the DPSA guide also refers to it as a work-based learning experience (DPSA, 2006:7).

Greenhaus, Callana and Godschalk (2000), as cited by Kanye and Crous (2013:84), simplify the explanation of an internship programme as the first formal introduction to the world of work, and state that it could significantly impact the shaping of careers in the organisation and establishment phases of the career cycle. Kanye and Crous (2013:84) further describe that the programme serves an educational purpose as it exposes interns to real work-life issues, scenarios and information that is not available in a classroom setup, which facilitates valuable connections between the classroom and work setting. Similarly, Kasli (2013:2) adds that an internship is the first step that allows the knowledge gained in the classroom to be incorporated into real-life situations within the workplace and further explains that skills taught remain theories unless they are practised.

The intern expects an internship to be “intellectually stimulating” according to Jackel (2011:11), helpful in gaining skills and knowledge required for the future, and effective in enhancing employability. The accepting department’s aim is for the internship to be an opportunity for the intern to apply classroom knowledge in a real work environment. This signifies that there are certain requirements for the internship to be successful and beneficial for both the intern and employer. Within a successful internship, the benefits are apparent for both the employer and employee which Coco (2000: 41) refers to as cooperation between the parties. The concepts of work-integrated learning (WIL) and internships go hand in hand as they both seek to enhance student learning by integrating the knowledge gained into a work context. It involves the intersection and engagement of theoretical and practice learning, the process of bringing together formal learning and productive work, or better explained, theory and practice. Other terms used to describe work-integrated learning (WIL) and internships are cooperative education and work-based learning.

Internships and work-integrated learning

Work-integrated learning (WIL) is the practice of combining traditional academic study, or formal learning, with student exposure to the world of work in their chosen profession with the core aim of improving the preparation of individuals for entrance into the job market, according to Von Truer et al (2000) as cited by Jackson (2015:350). WIL incorporates many forms, for example, an internship that aims to enable individuals to gain first-hand work experience. Other

forms under the WIL umbrella are field work, job shadowing, and cooperative and supportive education.

Categories and types of internships

There are various categories of internships within the public service according to the DPSA guide (2006:5).

Graduate Intern

A graduate intern is a person who has completed a qualification but has been unemployed and requires workplace exposure to enhance the chances of future employment. Bukaliya (2012:121) refers to this category of internship as a cooperative internship. He further explains cooperative internships as a learning phase in moving from an “academic setting” to a “work setting” where students learn while practically applying classroom knowledge and continuing to learn on the job.

Student Intern / TVET (Technical, Vocational Education and Training)

The DPSA describes another category of internship where student interns enrolled at a tertiary education institution for a SAQA registered qualification obtain the required practical experience as part of their curriculum.

EPWP/ PAY (Premiers Advancement of Youth)

The public service also employs individuals, who have just completed secondary education, through the Expanded Public Works Programme (EPWP).

These individuals have no work experience or a completed formal tertiary education. This type of employment provides an opportunity for them to gain access to the public service, its culture and job opportunities.

There are also internships linked to professional development that are a pre-requisite for professional registration with Professional Bodies or Councils in South Africa. These internships are required in fields such as Nursing, Technical fields, Medicine, Dentistry, and Occupational Therapy, amongst others.

Given the above explanations provided by the various authors, a common explanation for an internship could be given as a structured programme and opportunity designed for unemployed

younger generation individuals who require work experience and training to become employable in the labour market.

2.3) **Earlier research on internships**

In general, internships have since their inception been viewed as positive and developmental experiences for youth as they create the much-desired connection between traditional course work and the world of work. Sufficient evidence of the practical benefits of internships is available in the literature. However, insufficient literature is available on the following related issues: the exact role that internships play in career development; the effectiveness of internship programmes; the application of what is being taught; and whether enough is being taught to incumbents. An entire body of research has been conducted on internship programmes and their pitfalls. The most common concerns that researchers addressed were the lack of learning content, the working conditions, and the growing gap between academic education and the world of work. According to the International Labour Office (ILO:2018) in Geneva, internships gained popularity through medical internships where doctors needed to gain practical workplace experience while under supervision, a form of work-integrated learning. Work-integrated learning is an all-inclusive term used for learning that takes place in real work environments through the participation of constructive work tasks and professional communications. Given that youth unemployment presents itself as a global crisis, proper education and internships have become a screening tool for organisations. There is a growing demand for graduates to have work experience. From an economic perspective, unemployment adversely affects the output of the economy (du Toit, 2003). Although it is encouraging that the proportion of the youth that complete tertiary education has increased, this has given rise to individuals over-qualifying themselves for entry-level positions (ILO,12).

2.4) Unemployment amongst youth in South Africa

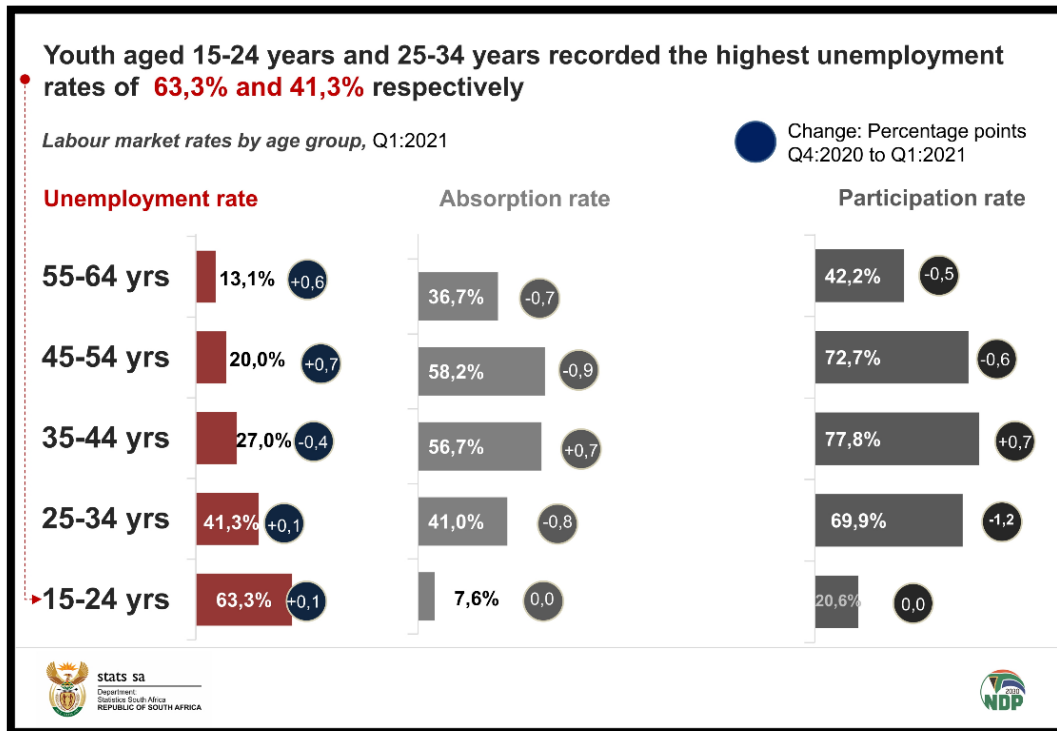


Figure 2.1. Adopted from Stats SA

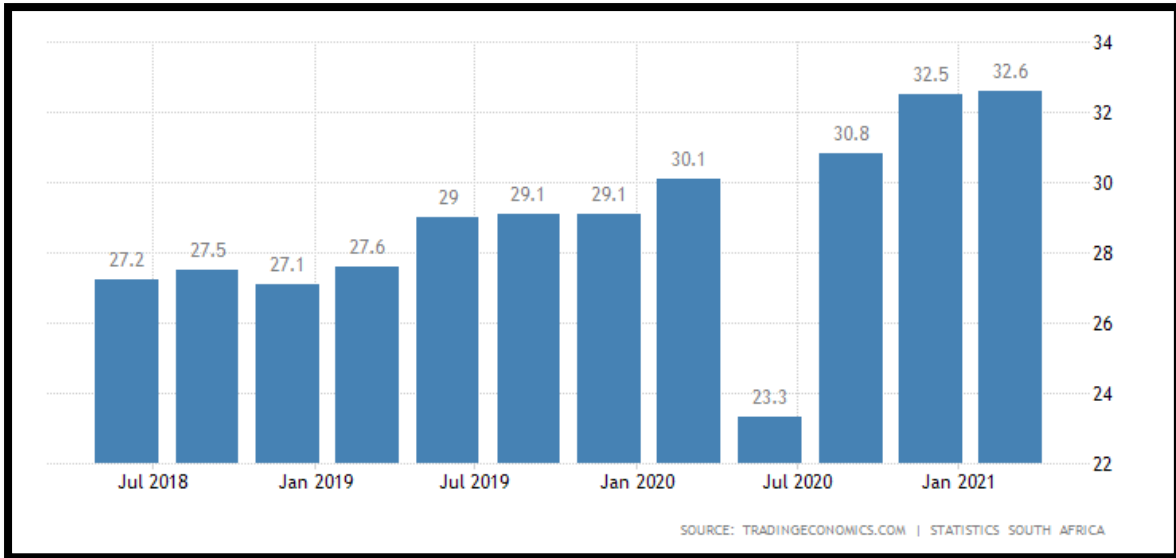
2.5) Explaining the concept of employability

Until the 1800s, careers were understood as life-long employment and loyalty between the employer and employee, with well-defined limitations. Theories of employability have become increasingly complex and multi-dimensional, and a wide range of definitions currently co-exist in the literature. Employability is also often acknowledged as variable depending on the context in which it is viewed, the economic condition in the specific country will influence the context of employability. Jobs required little specialisation in the past and were quite brief, making specific skills for a specific task the main key to sustaining employment, according to Clarke and Patrickson (2008). Tamkin and Hillage (1999:8) explain that, to employers, employability means sustaining employment and simply stated, avoiding unemployment when moving from one job to another.

Brewer (2013:1) delves deeper and concludes in her study that employability is more intricate and depends on several factors – a basis of basic yet vital skills, access to education, availability of training opportunities, motivation, and the recognition of skills that have been learned.

Furthermore, Yorke (2004:8), like Brewer, explained employability as “a set of achievements – skills, understandings, and personal attributes – that make individuals more likely to gain employment and be successful in chosen occupations, which benefits themselves and the workplace”. Yorke (2004:8) further clarifies employability by explaining that individuals display employability for a certain job if they can show and illustrate a set of accomplishments and skills that, according to Josias (2011), are relevant to that job and Yorke agrees with Brewer that employability is complex (2004:14). The concept of employability continues to be applied within a range of different frameworks to both those employed and those seeking employment.

Moreover, Doug and Tibby (2013:5) describe employability by explaining what it is and what it is not. They explain that employability is a lifelong process as learning is continuous and requires that skills, as aforementioned, are always adapted according to the type of work done. It applies to all spheres, whatever course, or mode of study, and it is not a once-off endeavour. It is complex and involves several areas that interweave. Employability, according to Doug and Tibby (2013), is about supporting individuals to develop a range of knowledge, skills, behaviours, and qualities which will enable them to be successful not only in employment but in life, taking it a step further than what Yorke (2004:8) did in his explanation. Hillage & Pollard (1998:2) suggest that employability should also be considered in terms of knowledge and attitudes. Employability is more complexly stated, the capability to move independently within the labour market to realise potential through maintainable employment and this aspect opened many doors for understanding the complexity of employability. It includes the ability to network and promote oneself, steer positively through a career and remain employable. It requires the ability to question, gain new skills, identify, and assess options, understand the rights and responsibilities at work, adjust successfully to changing situations, conditions, and environments, and have the courage to be innovative, according to Brewer (2013:1).



Unemployment statistics within South Africa for the period of July 2018- January 2021

Figure 2.2. Adopted from:

<https://tradingeconomics.com/south-africa/unemployment-rate>

South Africa's unemployment rate rose to 32.6% in the first quarter of 2021 from 32.5% in the previous period. It was the highest unemployment rate since comparable data began in 2008. The number of unemployed persons increased to 7.2 million, employment fell by 28 thousand to 15 million and the labour force went down by 20 thousand to 22.2 million. The expanded definition of unemployment, including people who have stopped looking for a job, was at 43.2%, up from 42.6% in the prior period. Also, the youth unemployment rate, measuring ages between 15 and 24 years, hit a high of 63.3%.

NEET rate ages 15-24 and 15-34

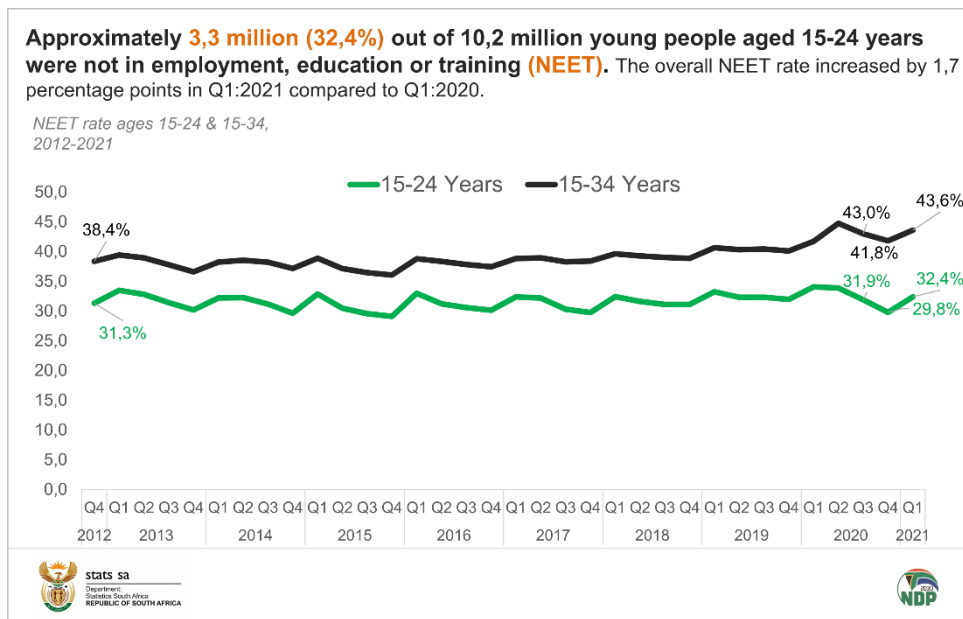


Figure 2.3. Adopted from: Statistics South Africa

In South Africa, youth consist of those aged 15 to 34 years.

Education and prior work experience play an important role in the labour market. Employers often prefer to employ those with previous work experience and a higher level of education. Unfortunately for the youth, lack of work experience is a stumbling block that results in finding it hard to secure employment. In most cases, these young people have contracts that have unspecified duration, or the contracts are of limited duration, and consequently do not have access to employee benefits such as medical aid, pension fund, paid sick leave and the opportunity of permanent employment.

The burden of unemployment is also focused on the youth as they account for 59,5% of the total number of unemployed persons. The unemployment rate among the youth is high irrespective of education level. Even the graduate unemployment rate was 40,3% for those aged 15–24 and 15,5% among those aged 25–34 years. The youth have become dispirited from participating in the labour market and they are also not working on their skills base through education and training – they are not in employment, education, or training (NEET).

Of the 10,2 million persons aged 15–24 years, 32,4% (approximately 3,3 million) were not in employment, education, or training – implying that close to one in three young South Africans between the ages of 15 and 24 years from disconnected with the labour market in the first quarter of 2021. The NEET rate, together with unemployment rates over 60%, suggests that

the South African youth are faced with a great challenge to be a part of the labour market in South Africa.

Chen, Shen, and Gosling (2018), through their research on whether employability is enhanced with internship satisfaction, explained the increase in competition in the labour market. Higher education institutions are expected to better prepare graduates with employable skills and as a common route, internships are used to enhance employability and improve the level of competitiveness. Studies have shown correlations between internships and employability. A certain study by Josias (2011) assessed this correlation with graduate interns in a certain company and whether their internships at all enhanced their employability. Bennett (2006) explained that the lack and decline of basic workplace skills is not a newly found issue but is a growing issue. The skills Bennett noted as declining, were as follows: learning to learn, communication skills, creative thinking, teamwork, problem-solving capabilities, and leadership, referred to as soft skills by Vasanthakumari. According to Vasanthakumari (2019:67), soft skills are important habits and personality traits that will distinguish the average candidate from an outstanding candidate in the workplace.

Harvey (2001) mentions that there are individual employability factors which influence employability:

Nature of the job - Harvey shows that earlier researchers categorized the ability to secure any type of job as a factor of employability. Time frames - the idea or stigma that employability is best when becoming employed in a certain period since completion of studies or the completion of schooling. According to Harvey, continuous learning is the desire and willingness to continuously learn and be upskilled in the world of work. Employability skills are the basic skills such as teamwork and communication skills which are needed to sustain employment. Bennett (2006), in a dissertation on the importance of employability skills in career education, explained that internships have become more relevant today because basic workplace skills have been declining. Communication skills, critical thinking, leadership skills and the ability to learn are the skills on the decline and a growing problem.

Furthermore, Bennett explained that employability is enhanced when certain interpersonal skills, such as the ability to display responsibility and to self-manage while displaying honesty and integrity through one's work ethic, are present.

Given the above explanations provided by the various authors, a general explanation of employability is the gaining and sustaining of enriching work that makes an individual appealing to the labour market in terms of experience, a variety of skills and the attitude of the individual.

2.6) **Describing the requirements for a successful internship programme**

The Department of Public Service and Administration (DPSA) guide to internships (2006:5) states that through carefully selected practical work assignments, internships allow the intern to come to a better understanding of the public service, its values and work ethic, and the opportunities it offers, and this fulfils some of the criteria for an internship to be successful. With the necessary resources, support and guidance, young people can be powerful allies and tools in the organisation, with fresh ideas and approaches to business and for the programme to be a success it will require a certain structure and plan. Additionally, Barber and Bailey (2015:3) explain that in general little guidance is provided on how to supply structure around the essentials of internships using experiential learning / work-integrated learning principles and practices.

The following aspects are considered essential requirements for a successful internship programme:

Mentoring

Mentoring is one of the many requirements that decide an internship's success. Mentoring is defined as a relationship between two parties, a supervisor, and a subordinate (Van der Berg, 2017:47). Smith, Howard, and Harrington (2005:33) concur with Van der Berg in terms of the relationship needed but add that this relationship implies that a more proficient and knowledgeable individual supplies the required support and advice to a less experienced individual. Mentorship can take place through both a formal and informal process. The DPSA guide elaborates on the internship programme and mentions that a designated mentor should supply support to an intern during the internship (2006:6). Formal mentoring involves some form of "matching" done by the employer and informally it involves a relationship that happens naturally and automatically when people share common interests (Ramaswami & Dreher, 2010:503). The formal mentoring relationship is more commonly used in an organisation and an internship programme. Billet (2001:21) delves deeper into the role of mentoring and holds the view that effective workplace learning can be enhanced when learners are guided by

mentors and the active involvement of a mentor consequently leads to a more successful internship programme. Furthermore, Ashton (2004:45) agrees and adds that supervisors or mentors need to be accessible and willing to support and supply constructive feedback to interns to perfect the learning taking place.

According to Gallacher (1997:192) supervising and mentoring are processes that have similar fundamentals with basics and skills that overlap. Both support personal enrichment and development; however, supervision is broader in scope, incorporates administrative functions and may entail performance evaluation and a kind of feedback even. Mentoring often is an informal process, narrower in scope than supervision and does not include the evaluating function or task. Both are required for an internship programme's success. A clear agreement between the intern and the mentor about the goals of the relationship is a vital foundation for a good mentoring relationship. The agreement can be defined in a short, written contract or plan, or it may be simply outlined during an informal discussion that culminates in a joint verbal agreement (1997:200). This agreement will also clarify the goals and objectives the intern desires to gain in the programme and this clarifies the expectations of both parties.

Phoebe (2010:3) pointed out the individual and organisational factors needed to ascertain the success of an internship programme. Three individual factors (academic preparedness, positive attitude, and self-initiative) and four organisational factors (job challenge, effectiveness of supervision, task clarity, and compensation) were identified as important ingredients of an effective internship by Phoebe.

2.6.1) Individual factors

Academic preparedness

Basow and Byrne (1993) and Beard (1997), as cited by Phoebe (2010:11), acknowledge that previous research shows that academic preparedness is one of the elements contributing to the effectiveness of internships. Students and scholars are cautioned against attempting internship programmes impulsively and that these interns should at least have a general understanding of the professional field within which they will find themselves working as this will enhance the internship experience.

Positive attitude

At the commencement of the internship programme, incumbents are expected to exhibit similar attitudes to new, permanent employees. Phoebe further explains that the internship will be more valuable if it is regarded as a learning opportunity in which to gain invaluable work experience. According to Phoebe (2010:12), evidence found by Feldman and Weitz in 1990 shows that when interns have positive and realistic expectations toward the programme, they are more likely to have satisfactory results.

Self-initiative

Phoebe (2010:12) reiterated Basow and Byrne's literature from 1999 which emphasized the role and significance that self-initiative plays in the success of an internship. Interns are personally responsible for ensuring that every opportunity given is taken advantage of by raising opinions, giving input, creating, and enhancing interpersonal skills with fellow employees. Phoebe further states that it can only be helpful to be accepting of constructive feedback and criticism to learn from it and by questioning other employees to gain a better and broader understanding of the field in which interns are placed since this also enhances and widens their interest in the field, as explained by Patton and Dial and cited by Phoebe (2010). Beard asserted in 1997, as cited by Phoebe (2010), that there is an assumption that interns should find tasks to complete, and supervisors concur with this statement as that alone displays self-initiative. The onus is on the intern to capitalize on opportunities given and the willingness to learn and be self-developed.

Induction

Some internship programmes provide a compulsory induction session that interns attend before commencing duty. Induction is normally an overview of the internship programme and the processes the programme entails (Jackel, 2011:11). The Chartered Institute of Personnel Development (CIPD) (2015:8) concurs with Jackel's expression of the importance of an induction programme. In addition, Jackel (2011:11) explains that proper induction will allow the intern to fully integrate into the new environment. The CIPD (2015:8) further suggests that induction should include an introduction to senior management, the staff, the culture, and the vision of the organisation to ensure a quick and smooth transition for the interns. Investing time in induction can ensure a better output from the intern, eliminating any confusion and uncertainties the intern may have, such as dress code, the intern's direct line manager and

organisational hierarchy and how the intern will contribute to the objectives of the organisation, as well as a clear job description.

2.6.2) Organisational factors

Job challenge and Task identity

The literature shows that characteristics of the work, such as a challenging job, self-sufficiency, and task variation, exert considerable influence on employees' job pleasure and performance. A survey conducted amongst interns by Rothman (2007) shows that interns expected challenging work to be tasked, where there was an opportunity to learn and to contribute to the organisation rather than the less valuable, smaller tasks given by supervisors and mentors with little or no developmental opportunity. Furthermore, it is explained that interns who are assigned stimulating and thought-provoking jobs are found to be more satisfied with the internship experience. Lunenburg (2011:2) also defines this as job enrichment which is the process of giving the intern tasks that require a higher level of skills and responsibility. These thought-provoking jobs also allow the interns to learn at a more effective pace. Schwartz (2010:2) most significantly mentions that sometimes interns' days consist of familiarizing themselves with a photocopy machine, running personal errands, filing, and sitting around, which provides no benefit to their career development. A challenging job also links with the job/task identity, Lunenburg (2011:2) explains that this means that the outcome of the task is visible to the employee when the employee can understand the task given and feel a sense of responsibility towards the output and a sense of belonging to the organisation.

Effectiveness of supervision and autonomy

Supervision is defined by many as the overseeing of the productivity and progress of the employees by individuals in leadership roles who are responsible for these tasks. For this research, the definition of supervision most suited is that supervision is the ability or the art of influencing the behaviour of employees and how effectively this is done is a measure of the quality of supervision (Omisore, 2019). According to McHugh (2016:1), a survey completed of undergraduate students in the United States showed results that supervisor mentoring and supervisor support are significant factors in internship effectiveness. The strategic role of supervisors may determine whether the internship experience is positive or not and supervisors are meant to break down the barriers between management and lower-level employees (Omisore, 2019). Supervision according to Omisore (2019) is often a misinterpreted task and can take on a mentoring perspective and not always a managerial one. The mentoring

perspective will play more of a supportive and developmental role whereas the managerial approach will be more performance and productivity driven. Effective supervision, regardless of the way the specific supervisor or organisation chooses to exhibit this, is imperative to the organisation's success. When a lack of supervision is present in an organisation, there are profound consequences and losses to the organisation. When supervision is effective, it creates a healthy relationship between parties which is critical for productivity and job satisfaction, as supervision is a cooperative function and process.

- Performance reviews

This is a communication and motivational tool to be utilized by the employee and supervisor. Performance reviews should have the aim of self-development for the employee, goal setting and review of the employee's progress. A performance review should be used as a tool to communicate, the employee and supervisor can discuss current challenges and difficulties, things being done well, and strategic decisions can be made to improve the issues raised. The performance review can also be used as a monitoring and evaluation tool. "An Intern shall enter into a performance agreement with the relevant Departmental representative in line with the Department's Performance Management and Development System" according to the DPSA Directive for Interns.

- Reward and recognition

Employee recognition, according to Harrison (2005), as cited by Amoatema and Kyeremeh (2016), is a process of informal and or formal acknowledgement of an individual's behaviour, contribution or work tasks that positively contributes to the organisation's values and objectives and going above and beyond the normal expectations. Many organisations are using employee recognition as a tool to motivate employees to achieve increased productivity and have a higher performance turnover. "Research has shown that effective recognition occurs in organisations that have a strong supportive culture and understand the psychology of praising employees for their good work" (Amoatema & Kyeremeh, 2016:46).

This is known as the easiest technique which is of no cost to the organisation or the supervisor. An employee who is appreciated and recognized for challenging work goes further than what the supervisor could envisage. It creates motivation in the employee with the confidence of knowing his / her abilities and the desire to continuously do better in tasks that require more responsibility.

- Organisational goals

Induction would have given an employee the general mission and long-term goals of the organisation. However, to keep this goal relevant to all levels of staff, measurement of progress is important. This guides employees as to what is important to the organisation and limits focus on what is not important. Through this method, the organisation is working towards one common goal which is vital for effective supervision.

- Self- development

According to Omisore (2014:105), effective supervision should have the aspect of encouraging the employees to grow professionally in the organisation, but also maintain the importance of self-development even outside the workplace environment. At times, the advancement can only be title/ status advancement and compensation structured, but self-development can also take the form of skills development. All employees may not be interested in climbing the corporate ladder, but skills development should show an employee's worth to an organisation.

Furthermore, autonomy exists when employees are allowed to structure their working environment. According to Lunenburg, "Autonomy is the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in doing the work. It is considered fundamental in building a sense of responsibility in employees" (Lunenburg, 2011:3). An autonomous working environment does not indicate that the employee is working in complete isolation with no guidance, but that due to trust and dependability the employee can think out of the box and not be governed by rigid rules and systems. Specifically, during an internship, there may be hindrances in giving an intern autonomy, but Hardre and Reeve (2009) explained that managing autonomously positively impacts work performance, job satisfaction and work engagement. The employees will be quick to realise when they are being managed due to a lack of trust by the superior and this kind of culture will spread among the employees. Providing an intern with the opportunity of working autonomously sets the tone for future work-life and teaches responsibility and accountability from the initial stages of the internship programme. Although most employees are willing to work within the restrictions of an organisation, employees want a certain degree of freedom. In recent years autonomy has become especially important to people in the workplace. Clayton and Jamisson's (2016:527) research on administrative interns showed that the interns that were interviewed felt that they

were given sufficient autonomy which created the feeling of being a professional rather than an intern. The supervisors offered support as well as supervision and this contributed to the interns' views.

Task Clarity and Task significance

According to Phoebe (2010:8), task clarity is one of the most mentioned requirements for a successful internship, as tasks may be obvious to an older employee but cannot be obvious to the intern who has never performed such a task before. Task clarity, according to Phoebe (2010:14), is the clarity regarding the outputs, goals, and the desired standards of the task of the intern. When the intern is more knowledgeable of the output and method with which that output is reached, task clarity is exercised. When task clarity is not exercised, it allows the opportunity for deficient performance as the employee is confused regarding the expectation and this can be frustrating for the intern and negatively impact the internship experience. Rothman (2007: 142) mentions that giving a fair amount of time to complete tasks is helpful while establishing a clear understanding of the output. Additionally, Lunenburg (2011:3) mentions task significance as the degree to which the task impacts the organisation as a whole or the result/output. Task significance, according to Lunenburg (2011:3), motivates the intern in creating the thought that their task is imperative to the smooth running of the organisation. Task clarity and significance are both motivators to the intern during the internship and pervasive throughout the programme.

Compensation

Compensation in terms of an internship is defined as the “receipt of financial compensation in the form of a stipend or wage.” With internships gaining momentum with most organisations, it has also created a controversial conversation regarding whether it is fair to employ interns on an unpaid basis. Literature indicates that compensated interns have more successful internships (Phoebe, 2010). Compensation is strongly recommended to make the experience more realistic for the intern, according to Madoch (1980), as cited by Phoebe (2010:14), and to keep the interest level and productivity high among the interns. According to Hamilton, as cited by Phoebe (2010), even a stipend is acceptable as compensation, and it acts as a reminder that students are in the "real world" where they are supposed to think and feel like professionals. McHugh explains that paid internships are usually paid less than entry-level jobs (McHugh, 2016). According to Siebert and Wilson, as cited by McHugh (2016), unpaid interns may feel

taken advantage of. Moreover, by paying the interns, the organisation can exhibit its commitment to making the internship programme insightful and worthwhile.

2.7) **Explaining the challenges of internships**

Holyoak (2013:573) concludes through her research findings that although internships are becoming more common as previously mentioned, with research showing its potential benefits and its general aim, there is a degree of concern about its possible abusive nature as one of the many other pitfalls of internship programmes. A study conducted by Koma (2010) found that the internship programme's most pertinent issue, amongst others, was that interns viewed the programme as an income-generating exercise rather than the learning experience it was intended to be. Many researchers have written about an internship's potential advantages in terms of employability for the youth and the competitive advantage one could gain when having completed a programme such as this. However, detailed research has not been conducted to study the benefits and challenges of the programmes (Koma, 2010).

Furthermore, Holyoak (2013) concludes that to maximize the benefits to all role players such as employer and intern, among others, internships should provide more opportunities for interns to develop. Holyoak's study has suggested that development is not always optimal and that characteristics of the intern and the supervisor may impact the learning that takes place, to name a few challenges. More research is needed however, potential interns and internship providers should consider their motivations and expectations to ensure that the experience is as positive as possible to alleviate the strain and challenge on the internship programme itself.

2.7.1) Communication

Communication is briefly defined as the procedure of exchanging information via various channels and forms and is a basic yet essential component of human behaviour (Razak, *et al.*, 2019). Communication can take place via verbal or non-verbal forms which are both relevant and eminent in the workplace. The concept of an internship is a good theory and idea according to Rook as it has feasible possibilities and prospects (2017:9) but Rook is also of the opinion that the application leaves room for improvement at times, as the programmes do not always function at their optimal level due to a mismatch in expectations brought about by failed communication which has a detrimental effect on the results. For any relationship to have the desired impact, effective communication is required and not communicating effectively can distort the communication process and have various organisational complications, especially

with interns who are fragile and vulnerable and wary about asking questions because of the desire to please and achieve. Maertz, Stoeberl and Marks (2014:123) concur with this finding as prior research indicated that most of the difficulties in internships stem from the fact that interns and employers do not share the same expectations for the internship experience. Simply by communicating, this gap can become smaller. Poor word choices, tone of voice and communication style are all contributors to the success of the communication (Razak, et al., 2019)). Maertz, Stoeberl and Marks (2014) further state that the benefits of an internship programme can only be achieved once the communication gap between two parties (intern and supervisor) has been eliminated. Employees also have a desire to have their thoughts and opinions heard, and to avoid negative communication, it is best to have an outlet for this. Razak, *et al.* (2019) refers to this as a negative communication climate, where opinions are raised but not valued. In a well-functioning organisation, no organisational goals, objectives or even individual development goals and motivation for individuals can be achieved without effective communication (Mallett-Hamer, 2005:2).

2.7.1.1) Benefits of effective communication in the workplace (Bucăța & Rizescu:2017)

- Efficient usage of resources

In a workplace conflict, there is an almost natural delay in the daily routine and production in the office due to the distraction. The basis of most conflicts resides in the perception of the receiver. While this noticeably decreases productivity, it causes “resource leaks” according to Bucăța and Rizescu (2017). Resource leaks occur when resources are readily available to the employees but are not used efficiently or as intended. Regardless of the method of communication or the resource used, communication must move smoothly throughout an organisation.

- Job satisfaction

When management has a good rapport with employees (throughout the hierarchy) it allows an open flow of communication and builds mutual respect among the two parties. The same principle applies between the intern and supervisor. Once the intern feels valued and sees the benefits and output of assigned tasks, confidence is built between the two and it plays a vital role in the development and growth of the intern. Should a conflict arise thereafter, it can easily be resolved because of the rapport and understanding which forms the foundation of the relationship between the intern and supervisor. This significantly enhances job satisfaction.

- Productivity

As previously mentioned, poor communication could determine success or failure in an organisation. When there is task clarity and responsibilities are explained in-depth and concisely, the objectives are clear, leaving little or no room for confusion and misinterpretation, which ensures a focus on the task at hand and organisational alignment. When employees are focused, it enhances productivity, and more is accomplished by all role players and by the organisation.

2.7.2) Development

Whilst organisations might see interns as a source of cheap labour, or a way of evaluating potential employees, it is important that the developmental opportunities of internships are not overlooked because if learning is not strategically integrated into these programmes, the programmes are fruitless. Beenen and Rousseau (2010: 34) showed that learning during an internship is a critical factor in MBA (Master of Business Administration) students' intentions to accept a permanent job from their internship provider and D'Abate, Youndt, & Wenzel (2009) also concluded that intern job satisfaction is significantly predicted by both the significance of their work and the amount of feedback they receive from their supervisors, the latter being vital if interns are to develop effectively. Gault, Leach, & Duey (2010:85) make the point that little research has been conducted on the effectiveness of internships, and although this gap has been filled to some extent there is little research informed by any theoretical framework. Furthermore, according to Stewart, *et al.* (2018), as cited by the International Labour Office (ILO), a body of literature exists about the pitfalls of internships, one being the lack of learning content. The programmes do not deliver on the promise of skills development. This is proven by the statistics of youth unemployment and the lack of employability skills in graduates because internships lack the proper preparation that the workplace requires, and the concept of skills development is ever-changing in a substantial way due to youth unemployment in both developed and developing countries (ILO; 2018:10). Given that internships should encompass learning and development in the workplace, it would seem appropriate to take on the practice of a rotational system between interns which gives each intern a holistic experience of each department and division within the organisation.

2.7.3) Performance management and feedback

Sen (2017) defines feedback as a 'tool of advice and skill improvement'. Sen furthermore explains that feedback can take place both formally and informally. Formally, feedback is

captured and tracked via Human resources systems and technologies. Informally, feedback takes place via unofficial staff check-ins and informal day to day sessions between supervisors and staff. Flanagan further explains that the advantage of feedback is that it has a direct impact on work and the quality thereof. Flanagan further explains that feedback makes the performance standard and expectation of the employee clear from the beginning. While feedback also incorporates communication, it, therefore, ensures healthy bonds and relationships. The advantages of positive feedback are that it boosts the self-regard and morale of the employee. (2017:4). There are different types of feedback, one of which is relevant to internships, namely, developmental feedback. Developmental feedback is the foundation of all development and has the benefit of indicating how to appropriately perform a task or duty. Developmental feedback is action-driven as it directly communicates the change or action that needs to take place (Flanagan, 2017:4).

All performance and feedback are generally worthwhile when being evaluated. Evaluation according to Cloete & Wissink (2000), as cited by Koma (2010:18), is to measure the performance of programmes so that continuous changes in activities can be made to improve effectiveness and efficiency. Performance management, the evaluation of performance and feedback, requires consistency, not in an inattentive way but rather with a specific focus and the clear objective of enhancing skills and further developing the quality of an employee's work.

2.7.4) Resources

Many of the challenges of implementing an internship programme involve resources. Since the public service is so large in numbers, space, equipment, and other resources are limited. Physical resources refer to where the intern will be physically placed while it is also important to consider whether there is an adequate workspace for the intern. Other physical resources include whether the intern requires parking arrangements, a computer, a printer, and stationery.

According to True (ND:7) interns have raised 10 concerns or issues with internship programmes:

- Transparency

Interns have displayed concerns that employers are not always open about what can be expected during the internship. If the work is insignificant and monotonous, interns would

prefer an honest confirmation from the beginning, rather than having false expectations. Interns indicated that they would feel more respected if there are open and transparent communication channels.

- Monitoring, evaluation, and feedback

Interns are young and may not always have the business sense, business skills and experience that other colleagues would have gained through experience. With feedback, there is an opportunity for this existing gap to be bridged. Office or organisational jargon that experienced employees are familiar with - interns know nothing about. Reflection is a key component of learning and gaining knowledge within any context and internships are not dissimilar.

- Inclusion

True (ND: 7) mentioned that often interns are not included in normal staff meetings or daily operational meetings which results in a constant feeling of being an outsider. According to the ILO (2018:29), interns do not meet the criteria of being an employee due to the conditions of their employment being that they benefit personally from skills development and on the job training. Full-time, permanent employees benefit the organisation directly and this creates a gap. There should be no better experience for an intern than a holistic and real experience of the world of work.

- Task clarity

As previously mentioned, when tasks are assigned, it is better to ensure that a detailed explanation is given. In this way, confusion is avoided. While the work may seem trivial and obvious to some, it may not be obvious to someone who has never done it before. Patience and a few extra minutes, in the beginning, will pay off later when the intern can produce a high quality of work, independently.

- Mentor/ Supervisor

Interns require a mentor or supervisor and preferably an individual who genuinely likes to teach, and an experienced individual is usually a better match for an intern. These persons require dedicated time to monitor, guide and direct the intern in a direction of success and career pathing.

- Preparation

According to True (N/D), when an intern starts an internship programme and on arrival is introduced to employers or staff members and mentors who did not know they were coming, prepare a workstation or do any preparation to receive them, it creates an image of non-acceptance and that of being uninterested. This can dampen the experience of the intern from the start. Often interns will not speak about trivial issues such as these but they do have a significant impact on job satisfaction.

- Resources

Interns are hired/ employed and often employers do not consider their basic comfort and do not think about the fact that a desk, chair, phone, and computer will be required to do the task assigned. True (N/D) further mentioned that it is extremely disruptive to move an intern from desk to desk from one day to the next. Interns require tools to do the job, a routine, and a structure to excel.

- Programme design

According to Jackel (2011:10), designing an effective internship programme involves many varied factors. When a programme coordinator is developing a potential model, he or she must first develop the programme goals. Programme goals should be developed from an academic- and community based ideological framework.

2.8) **The internship programmes within the Department of Health**

By promoting Learnerships, Internships and Traineeships, Learners will become more productive in their jobs at an accelerated pace if they can learn through the application of their knowledge in the context of the workplace. The workplace represents a very valuable environment for practical learning, and full advantage should be taken of the educational potential of the work environment. Learners, upon graduation, can make an immediate contribution in their places of employment if they have had the opportunity to apply their knowledge in a realistic work environment. Learners who are aspiring to jobs will be given opportunities to gain practical experience and become more productive as future workers in the economy.

The DPSA step-by-step guide to internships explains that there are several types of interns. Graduate interns have completed a qualification but are unemployed and require work

experience to improve and better their chances of future employment (2006:5). Student interns are enrolled at a tertiary education institution for a SAQA registered course and must obtain practical and hands-on experience as part of their study programme to complete their qualifications. There are also EPWP interns who have completed secondary education and seek workplace exposure. Interns should be between the ages of 18 and 35 years.

The Human Resources Development Strategic framework gives a directive that the target for the Internship Programme is that all public service departments should have interns amounting to at least 2% of the total employees. The DPSA has set compulsory “implementation targets” for all departments in the public service following the Human Resource Development Strategy for South Africa. These targets, as specified in the 2009 Determination on Implementing Internships in the Public Service, are mandatory for all departments and should be used as the centre for budgeting for respective programmes. According to Koma (2010:29), the mandatory targets form the basis of measuring the performance of government departments in terms of Internship Programmes. The targets are not set in terms of maximum but in terms of minimum requirements.

Kanye and Crous (2007: 84) state that internship programmes typically include rotating interns between various functions of the business, or they are placed in a specific job role for a defined period, typically a year. Both these methods focus on exposing the interns to a job role or a series of job roles that are important to the organisation while supplying practical learning opportunities for the interns. Rotating interns provides them with a complete perspective of how the organisation functions and encourages them to build relationships with people from different functions, ranks and backgrounds. Interns are expected to integrate into work environments that are at times pressurized, tense and stressful and should not be excluded from these pressures and experiences. The following are important for the internship programme:

Nature of work: Incorporate independent work assignments and focus on the specialist nature of the role. Supply the necessary training and development opportunities focusing on specialist skills.

Networking and relationships: Provide opportunities to network with other staff members.

Mentor selection: Provide mentoring relationships based on high-level expertise and what the intern can learn and be taught by a staff member in a short space of time.

Communication: Provide a platform to share specialist knowledge with others within the organisation and to give specialist talks and presentations to others.

Recognition: Recognize acquisition and application of specialist skills. Opportunities to work in other countries should focus on the need for high-level specialisation or rare skills to be attractive (Kanye & Crous, 2007:94).

A designated mentor who will also act as a supervisor to the intern may support an intern in the public service through the transition from educational institutions to the workplace. In South Africa, internships are a hands-on programme to assist with the development of the youth for future appointments in the job market. It is directed at youth who are completing their studies or who have completed their studies and are unemployed. For this study and given its context, the DPSA definition will be used.

The DPSA guideline suggests that departments have an induction programme for role-players involved in the internship programme such as mentors and supervisors to name a few. A well-managed system for “monitoring, evaluating and supporting the internship programme must be put in place” (2006:23) which should include monitoring the effectiveness and efficiency of supervisors (2006:23).

For those who have undertaken internships, there is an increased likelihood of securing employment (Callanan & Benzing, 2004).

CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN

3.1) Introduction

As discussed in Chapter One, the study examined the effectiveness of internships within a provincial department, using Groote Schuur Hospital interns as a case study for the project. The previous chapter defined internships, according to earlier literature, as a tool under the work-integrated learning umbrella while giving in-depth explanations of internships, locally and globally. The chapter further discussed the categories and types of interns that the public service has become accustomed to over time. Moreover, the chapter described the concept of employability from earlier definitions to the more recent and modern explanations that have evolved. The chapter further explored the requirements of a successful internship programme categorised as individual and organisational factors, as well as the challenges of internships, explained the programmes within the Department of Health and the legislation governing the programme.

This chapter explores the research methodology and research design of the study.

3.2) Research methodology

An empirical study was followed with certain requirements and conditions of research methodology for collecting primary data. All research methods have a specific type of research for which they are best intended for optimal results in the study. This study followed a quantitative research approach. Quantitative research is about numbers. Welman, Kruger and Mitchell (2005:8) state that quantitative research is aimed at evaluating objective data which is presented in numbers. This research required objective data to address the research problem. Welman, Kruger and Mitchell (2005:8) further clarify that the purpose of quantitative research is to not deal directly with daily life but instead with an idea of reality. Data from a quantitative research study is statistically valid and can be generalised to the entire user population even though perceptions may be superficial. Kumar (2014) explains that the focus of quantitative research is on facts, figures, and measurements. This approach is objective rather than subjective.

Most quantitative research aims to collect data on a small sample group and the findings are then generalised to a wider group as was the case with this study. Quantitative research was also better suited for this study as it sought to determine the effectiveness of the internship programme by measuring the frequency of certain variables (Hoe & Hoare, 2012: 55). The

research focused on the number of interns who had the same thought regarding certain questions (measuring variables frequency), therefore questions using a Likert scale were used for interns to decide whether they agreed or disagreed with certain statements. Not everything is measured in numbers, as this study sought to determine the effectiveness of the internship programme, and therefore a data collection tool was developed to speak to this directly although the mathematics remains important.

3.3) **Research procedures and research design**

Blumberg, (2008:195) defines research design as the plan and structure designed for the gathering, quantity and analysis of data used to answer the research questions and it is also the procedure in which the research will be done.

Through the research design, the logical framework upon which the research project is conducted is shown plus it allows the researcher to gather evidence which will respond to the raised research question. The research design is the format in which the study will be conducted.

One may deduce that the research design is used to gather evidence or information which is useful in answering the research question or questions.

The database provided by the Human Resources Department (HRD) at Groote Schuur Hospital contained the contact details of interns' supervisors as well as the division accommodating the intern in terms of placement.

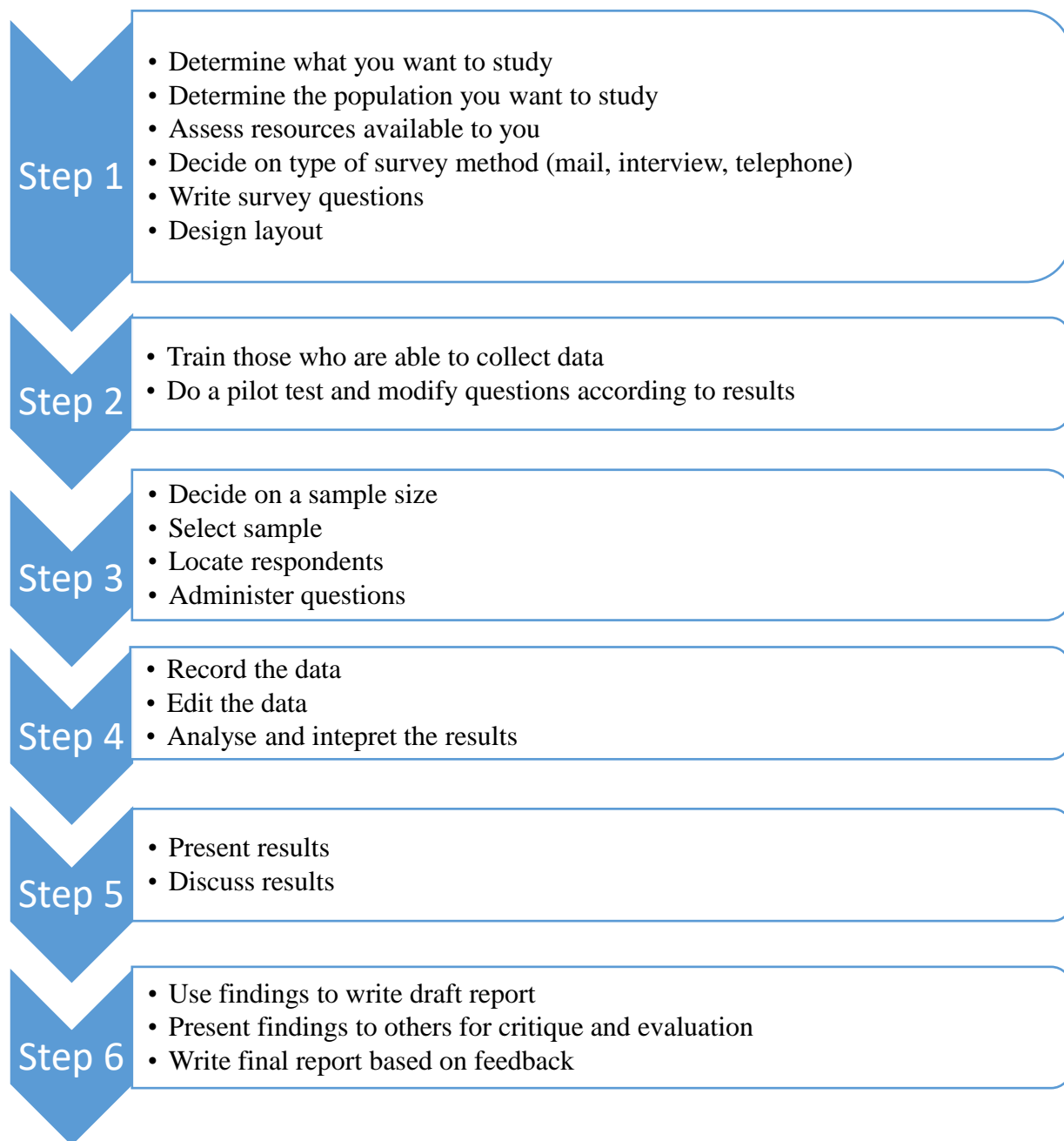


Figure 2.4: Adopted from Kuana, J. 2012. *Research Methodology: A Project Guide for University Students*.

3.3.1) Study population

The research study took on an empirical research approach with a sample size of 76. The sample group of the study were interns currently employed at Groote Schuur Hospital. The research study was limited to Groote Schuur Hospital, one of the bigger public hospitals in the province. The researcher decided that this hospital would give a clearer indication of the population's view rather than using a smaller hospital that would employ fewer interns. When studying a population, a sample of the population is used rather than attempting to study the

entire population. This is also a characteristic of quantitative research- studying larger populations.

3.2.2) Sampling techniques

A sample is a subgroup of a population selected to participate in a study. In studies that are meant to produce generalizable results, a sample will be chosen that is considered demonstrative of the “population to whom results will be transferred”, as with this study. The sample size is critical to generalizability as well - generally the larger the number in the sample, the higher the likelihood of a representative distribution of the population (Wilder research, 2000:2).

In research methodology, there are two categories of sampling techniques, namely, probability sampling and non-probability sampling techniques. The sampling technique determines and assists in the way that subjects will be selected to participate in the study (Taherdoost, 2016:20). The Provincial Department of Health employs 340 interns annually on average. In view of the low number of interns at Groote Schuur hospital, namely 76, the researcher decided not to draw a sample but to include all the interns in the study.

3.2.3) Data collection instrument

A questionnaire was used as the data collection instrument. Questionnaires were invented by a statistician in the late 1800s. A questionnaire is a sequence of objective questions presented to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups of people or entire populations. Questionnaires need to be designed skilfully and validated for optimum results in the research (Boynton & Greenhalgh 2004). It is further explained that valid questionnaires should measure what they claim to measure.

The questionnaire was distributed to the interns employed and placed at Groote Schuur Hospital. Due to Covid-19 restrictions and the dangers of the usage of a paper-based questionnaire, a digital platform was chosen by the researcher. The questionnaire link was distributed and completed digitally, using the Google forms platform. This ensured a secure and reliable method of collecting data, as opposed to interviews or written questionnaires. The researcher created the questionnaire on the Google forms platform.

Moreover, the researcher sent a self-written short message System (SMS) text message to interns via her cell phone to the cell phone numbers of interns as contained in the HRD database.

The SMS message read as follows:

Dear Groote Schuur, hospital intern (PAY, TVET, Queue Marshall)

I am undertaking a research study at the hospital titled 'The effectiveness of internships within a selected department in the Provincial government. Kindly complete the anonymous questionnaire by following the below Google forms link. Please be assured that Groote Schuur Hospital ethics committee has approved this study as well as the GSH HRD department.

[link inserted]

Your response is truly valued

Regards

Researcher

Furthermore, the researcher contacted the interns' supervisors and requested them to assist interns and encourage interns to complete the questionnaire. It was known to the researcher that not all the interns had access to computers and that they might require a device if they were not comfortable completing the questionnaire with their cell phone devices. Involving the interns' supervisors, assisted with receiving a favourable response rate for the questionnaire. Interns who felt overwrought or uneasy about completing the questionnaire were assisted by the knowledge that supervisors were aware of the study and the fact that it followed the necessary ethical bodies' requirements for approval which allowed the supervisors to be more comfortable in advocating for the completion thereof.

3.3.3.1) Questionnaire design

The first question in the questionnaire entailed the reading of the detailed informed consent with the required answer being yes and thereby agreeing voluntarily to participate in the questionnaire survey. The informed consent ensured that the respondent was knowledgeable of the rationale behind the research and its importance as well as being assured of anonymity, confidentiality, and voluntary participation.

The questionnaire consisted of 26 closed-ended questions making use of a Likert scale. The use of close-ended questions was to simplify the analysis process, by having pre-populated

answers for the respondents to choose from. The Likert scale is a five-to-seven-point scale used to collect information. The scale varied with options of strongly agree, agree, neutral, do not agree and strongly disagree. For data analysis, the responses were grouped into three categories, namely, agree, neutral, and disagree.

This allowed the researcher to gain deeper insights into the interns' experience of the internship programme and how many interns had the same views on certain matters. The questions contained in the questionnaire were directly aligned to the objectives of the study and the literature (as discussed in Chapter 2) that underpins successful and effective internship programmes in South Africa specifically.

Furthermore, reliability and validity are quality measurements of the research instrument. Validity is the extent to which a concept is accurately measured in a quantitative study. The validity means the instrument needs to measure what it is intended to measure. Validity requires the instrument to be reliable, but a research instrument can be reliable without being valid (Kimberlin & Winterstein, 2008:2276). Reliability is the degree to which a measure can produce the same results after doing a trial repeatedly.

The questionnaire contained the following questions:

Independent variables

- Demographical information

The researcher asked respondents to indicate their gender and age group. Respondents could choose to indicate, Male, Female, or prefer not to say. The age groups were divided into different age categories.

- Education information

The researcher gave respondents the option to choose the Highest qualification achieved. The options varied between a National Senior Certificate, Bachelor's degree, Honours degree, Master's degree or any other qualifications not listed.

- Years employed by Western Cape Government- Department of Health

The researcher gave respondents the option to choose from different periods that they had been employed by the Department of Health. The options varied from 0-1 years, 1-2 years, 2-3 years, or four years and more.

Dependent variables

- General questions aligned to research objectives

Internship programme: Questions 6 and 7 were related to the internship programme itself, whether the respondents were familiar with what an intern would do and whether they were familiar with the outcomes of the programme they enrolled for.

Individual development: Question 9 dealt with the continuous and systematic training being done to develop the intern.

Supervisor and intern: Questions 9-12 asked questions related to the supervisor and intern relationship, whether there were open communication lines, and whether the supervisor was appropriately trained and knowledgeable regarding the subject matter of daily tasks. The questions went further to seek answers regarding whether the interns felt supported by the supervisor and whether the intern also regarded the supervisor as a mentor.

Reward and recognition: Question 13 dealt with whether the interns felt rewarded and recognised within the organisation when going beyond what was expected.

Impact of daily tasks: Question 14 needed the interns to indicate if what they were doing in the work environment added value to the careers they intended to have in the future and how many shared the same sentiment.

Autonomy and Supervision: Question 15 required interns to indicate whether working autonomously would be more suitable for their performance than working under supervision.

Compensation and Rotation overall development: Questions 16 and 17 intended to determine how many interns applied to the internship programme based on receiving compensation/ stipend and how many felt that rotating within different divisions would give a bigger opportunity for development.

Employability: Question 18 had the objective of discerning whether interns felt attending the internship programme would make them more employable in the labour market.

Daily tasks and responsibilities: This series of questions 19 - 21, dealt specifically with the daily tasks and responsibilities of the interns in the workplace.

Induction: Question 22 sought to determine the number of interns who had attended induction programmes/ sessions when they were appointed at Groote Schuur Hospital as interns.

Preparation: The researcher, via question 23, tried to determine whether the divisions that received interns were prepared for another member in the division.

Contribution to the organisation: Question 24 tried to determine how many interns felt that their work made a positive contribution to the organisation and whether they could see their outputs making a difference.

Productivity: With the final question, question 25, the research intended to find out how many interns felt productive during their working hours.

3.4) **Pilot study**

A pilot study was conducted before the initial research study was undertaken. A pilot study is also known as a feasibility study as it anticipates any issues with the research instrument and addresses concerns such as misinterpretation of questions, ambiguous questions, bias, and other problem areas with the data collection instrument. The Assistant Director in the Human Resources Development Department at Groote Schuur Hospital assisted with the pilot study and advised that the confidentiality of the respondents should be made more prominent in the informed consent. The pilot study assisted with the full preparation of the main study. The necessary changes were made to the research instrument.

3.5) **Limitations of the study**

The following limitations were observed during the study:

- The intern database that was provided by the department had some discrepancies. Some interns' cell phone numbers were invalid, and some were duplicated on the database. This prevented the researcher from having the same method of communication as with the other interns and required the use of different avenues to reach these interns.
- The Internship Programme is being realised in all public service departments in the national and provincial spheres of government. The research however was limited to Groote Schuur Hospital interns which could be argued was not a clear indication of the entire population's view or the view of the intern community.
- The researcher aimed for a 100% response rate. However, the researcher received a 96% response. This was because interns were having transport issues in getting to work during violent protests in Cape Town at the time.
- The study commenced without any actual budget.

3.6) **Ethical considerations**

The researcher recognised the importance of ethics in research. An almost self-explanatory definition of ethics is that they are norms and legal standards for conduct that distinctly discern between “acceptable and unacceptable conduct and behaviour”. Research ethics, therefore, constitutes the responsible conduction of research.

The researcher obtained ethical approval from the Cape Peninsula University of Technology (CPUT), Research Ethics committee in the Business Faculty. This committee requested that the researcher obtained further approval from the CPUT Health and Wellness Research Ethics committee. Both applications were granted. Furthermore, to access Groote Schuur Hospital, the researcher obtained institutional approval from the hospital committee as well. All procedures were followed to ensure that the research was conducted in an ethically responsible manner.

The Norwegian Research Ethics Committee (2019) says that in a well-designed research study, the following basic principles should be adhered to:

- Research subjects have a choice to participate in the study or not and are made aware of this choice
- Research subjects understand their role in the research study
- Potential adverse effects must be mentioned
- Research may have a positive or negative effect on research subjects
- Research subjects can exit the study at any time.

The following ethical procedures were put in place:

- Informed consent

Informed consent is defined as the process of a study subject agreeing to participate in a research study. By agreeing they would need to completely understand the context of the study, by having the study duly explained, and understand the consequences of participation should there be any (Parahoo, 2006).

Before completion of the digital questionnaire, the researcher inserted a mandatory consent section in the questionnaire. Before respondents could consent, the researcher explained the rationale behind the research and its importance and made clear that it would have no negative or positive impact on any respondent. The informed consent went further and gave the

researchers' contact details should such an incident occur. Without accepting this, respondents would not have access to the questionnaire, and this, therefore, ensured that only the respondents who felt completely comfortable completed the questionnaire.

- Confidentiality and anonymity

The researcher took the necessary precautions in ensuring that the data collected was protected from individuals who were not authorised to have access to the data. The researcher made clear in all communication that the respondents would not be required to complete any personal details beyond their age and gender. The researcher further explained that the data would not be accessible to individuals other than the researcher unless requested by the Department of Health.

The researcher considered technical protection by ensuring that the researcher's personal computer was locked, safely stored and password protected. Only the researcher had access to the full questionnaire link to check responses from research participants.

Anonymity ensures that at no time during data collection or analysis, the respondent's name will be revealed to the researcher or any other individual who may be involved with the research. The researcher also did not require names and surnames for a successful research study to be done and for that reason, this was omitted. This would have created a huge hesitance in the interns to complete the study openly and honestly.

- Voluntary participation

Voluntary participation is a critical ethical consideration which ensures that respondents are not pressurised into participation in a research study. Respondents were ensured that they could exit the study at any point when feeling uncomfortable, with no repercussions. No questions were made mandatory in the questionnaire, and this ensured that no pressure was exerted to enforce respondents to answer.

- Adverse effects

Adverse effects are any undesired and harmful events or feelings that take place. The researcher made herself available to the respondents if any of them felt they were suffering adverse effects in the workplace because of their involvement in completing the questionnaire.

- Questionnaire probity

The questionnaire was designed to only focus on the research objectives as previously discussed. The aim was to retrieve as much information as possible while also doing this in a manner that respondents were comfortable with, and more importantly, in an ethically sound manner.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1) Data Analysis

Data analysis is a crucial and scientific process in research. Data analysis is “a number of closely related operations that are performed with the purpose of summarizing the collected data “, organising it in a way that will create answers to the specific research questions and finding patterns and trends to answer these questions (Emory, 1976:376). The type of data analysis method used to analyse data is dependent on the nature of research that the researcher is undertaking, either quantitative or qualitative. As mentioned in the previous chapter, the research took a quantitative approach, and the data was analysed using descriptive analysis.

Descriptive analysis, according to Emory (1976:376), is the study of the distribution of one variable. Descriptive analysis is interpreted from the point of the research questions and the hypothesis tested. While the interpretation of the data is in progress, generalities are drawn. The interpretation, therefore, consists of conclusions that the researcher has reached after the data has been processed and analysed.

General characteristics of data analysis according to Bajpai and Prakash (N/D:8)

- The researcher must remember that the analysis of data will change according to the type of study namely, qualitative, or quantitative or mixed-method approach.
- The researcher should have in-depth insight and knowledge of the area of research as well as the data collected which will assist in making data analysis easier.
- The data analysed and interpreted should be reproducible, have significance for a theory and can help as a broad generalization.
- For the study to be successful, analysis and data interpretation should be designed before the data collection starts.

The data analysis and interpretation processes ran concurrently. The data was also collected and analysed immediately to avoid any bias, error, or loss of important data. Inferences were made from the data that was collected and this led to the main findings of the study.

4.2 Data interpretation

Table 4.1: Common errors in data analysis and data interpretation

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Common errors in data analysis and data interpretation	
Error	Error explained
Choosing the correct graph for visual representation	Certain graphs display only certain sections and for visualisation and interpretation of data, the current graph needs to be selected to represent what it is intended to.
Drawing inferences from data not supported by literature	Before conclusions are acceptable, it should have sufficient literature supporting this conclusion.
Not looking beyond, the numbers	Data is gathered and assessed by only the numbers, without putting the numbers into context. This happens when the data set is very big. Quantitative data is not powerful unless it is understood.
Not correctly defining the problem	If a research problem cannot be defined enough, then a solution is almost impossible. One should research the problem well enough and analyse all the components involved.
Bias interpretation	The researcher can be selective about which data to include/ exclude which can lead to a study that has been biased due to the researcher being selective of which data to use.

- Voluntary participation

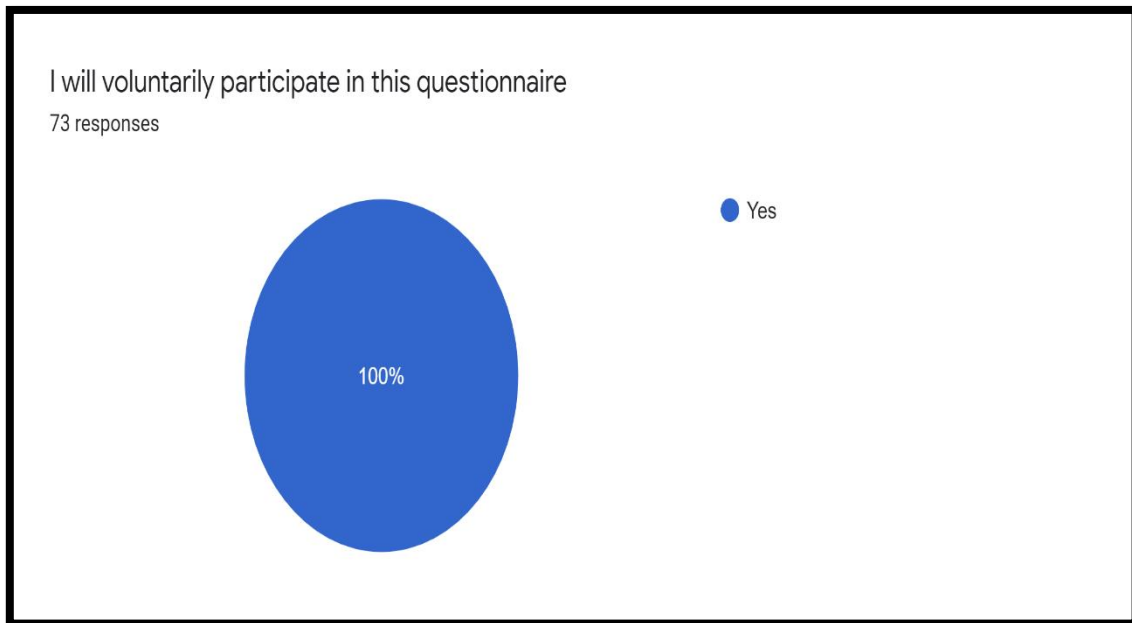


Figure 4.1: Voluntary participation

The digital questionnaire was designed by the researcher in such a way that this question formed part of the informed consent section which ensured an answer and agreement to participation before continuing to the next section which is the official starting point of the questionnaire. Figure 4.1 shows that, 100% of the 73 respondents agreed to voluntarily participate in the questionnaire.

- Demographical information

The demographical information was sourced from the interns via their gender and age group. This allowed the researcher insight into the thinking of the respondents as it is believed and understood that males and females would answer certain questions differently. The age group allowed the researcher to find a trend in the answers according to age. Further demographical information was not required for this study.

- Gender proportions of the respondents

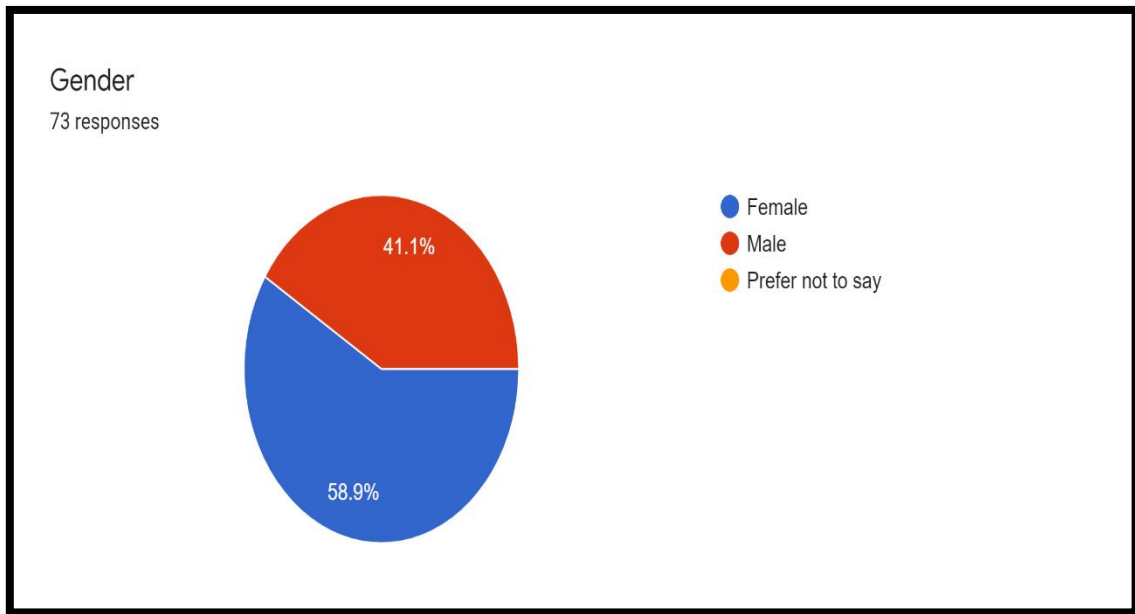


Figure 4.2: Gender proportions of respondents

Figure 4.2 shows that 41.1% of respondents indicated that they were male. 58.9 % of the respondents indicated that they were female. The total amount of responses to this question was 73. This indicates that the internship intake of Groote Schuur Hospital was female dominant.

- Age proportions of respondents

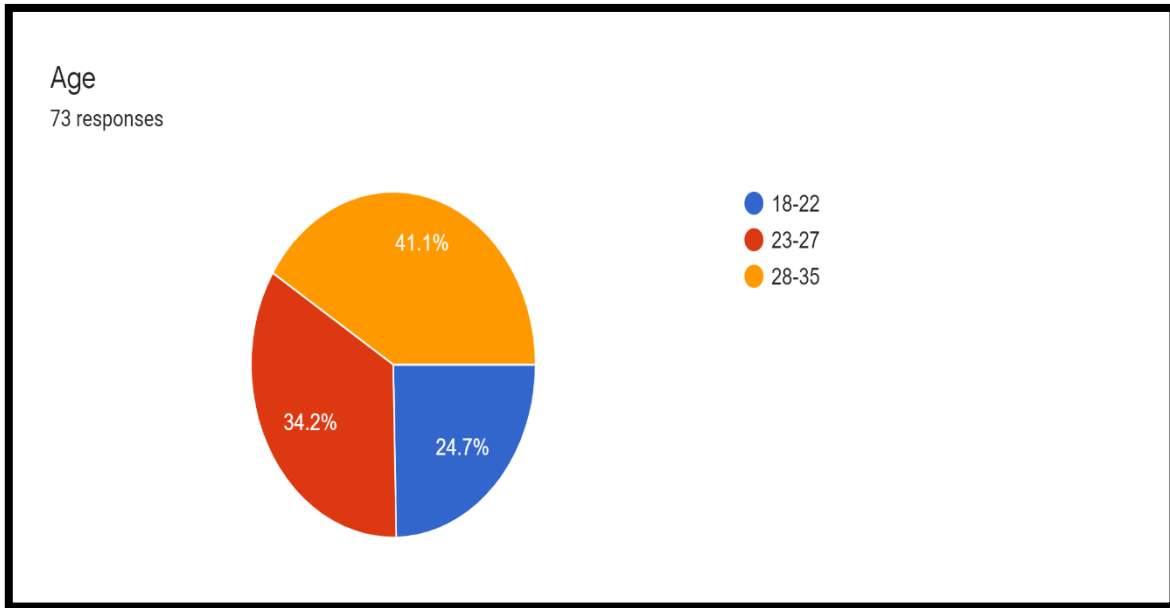


Figure 4.3: Age proportions of respondents

The total amount of responses to this question was 73. Out of these, 24.7% were aged between 18 and 22 years. 34.2 % of respondents were aged between 23 and 27 years, 41.1 % of respondents were in the 28-35 years age group. This age group, as depicted in figure 4.3, was the dominant group among the interns. The age groups were categorised in this manner as the public service internship programme, as per the DPSA, only employs individuals as interns that are between the ages of 18 and 35.

Education information

- Highest Educational qualification

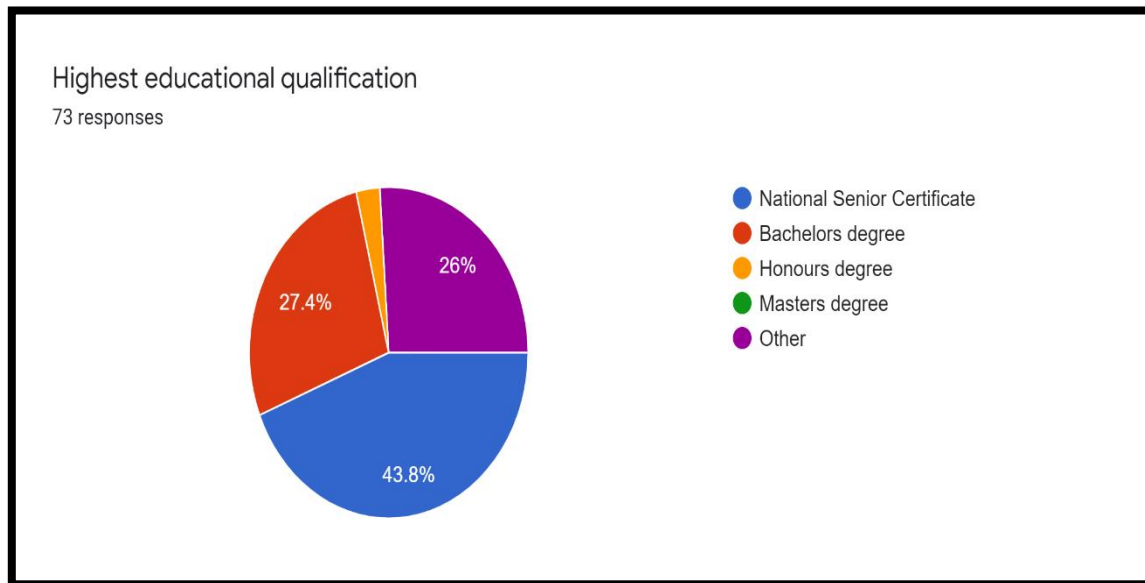


Figure 4.4: Highest educational qualifications of respondents

There were 5 different educational categories for respondents to choose from in terms of their highest qualification achieved. Figure 4.4 depicts that the majority (43.8%) of respondents' highest qualification was a National Senior Certificate. 27.4% of the respondents had achieved a bachelor's degree and would more than likely be employed as graduate interns. 2.8% of the respondents had achieved an Honours degree and a further 26% had achieved other qualifications not mentioned. These could include Certificates and Diplomas.

Employment years

- Years employed by Western Cape Government: Health Department

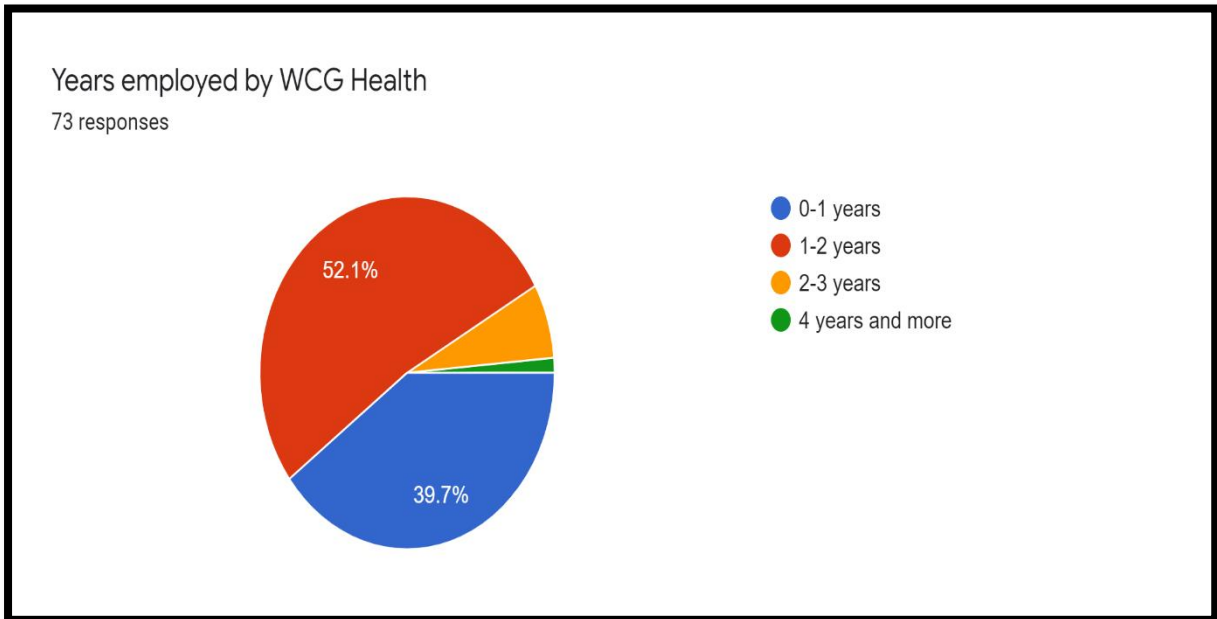


Figure 4.5: Years employed by Western Cape Government Department of Health

39.7% of respondents indicated that they were employed between 0 and 1 year within the Department of Health. The majority (52.1%) of interns indicated they were employed for 1-2 years. A further 6.8% were employed for 2-3 years and only 1.4% indicated employment in the department for more than 4 years.

Questionnaire questions aligned to research objectives

- Familiarity with responsibilities as per job title

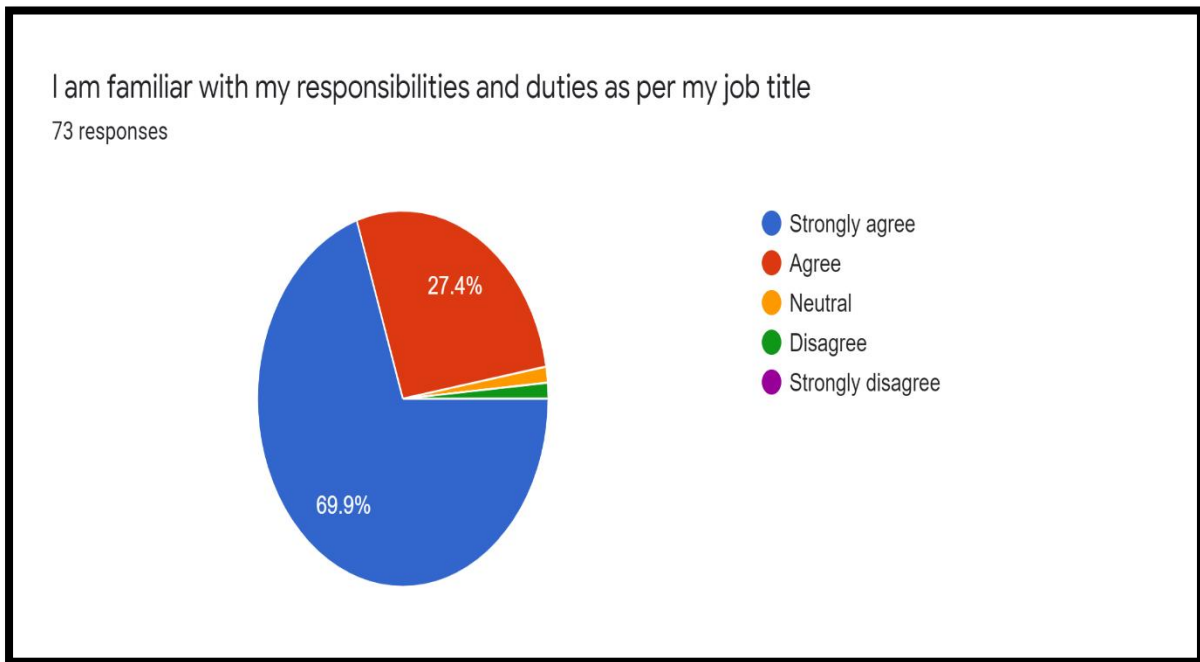


Figure 4.6: Familiarity with responsibilities as per job title

As depicted in Figure 4.6, an overwhelming majority of 97.3% of respondents indicated that they agreed with the statement that they are familiar with their responsibilities according to their job titles as an intern. A further 1.3% had a neutral response to the statement. 1.4% disagreed with the statement.

- Familiarity with the outcomes of the programme

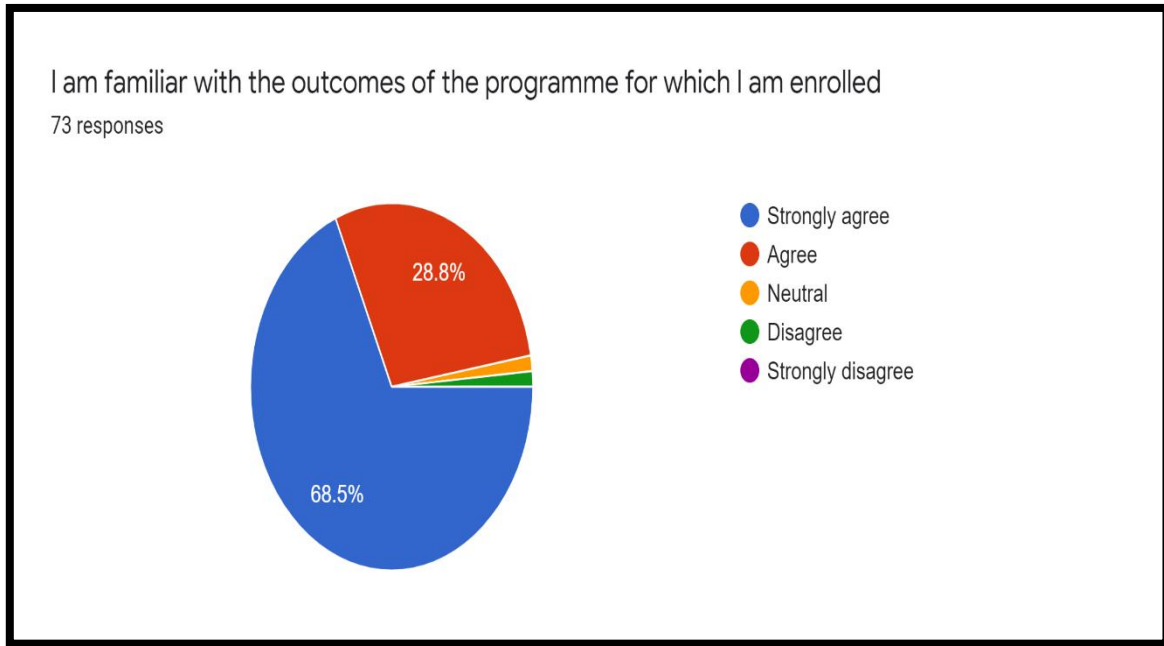


Figure 4.7: Familiarity with outcome of internship programme

As shown in Figure 4.7, 97.3% of respondents strongly that they were familiar with the outcomes of the internship programme. This explains that a substantial majority of respondents understood the purpose of the internship programme, its purpose, and objectives. 1.4% of respondents gave a neutral response and a further 1.3% disagreed with the statement.

- Continuous and systematic training for further development

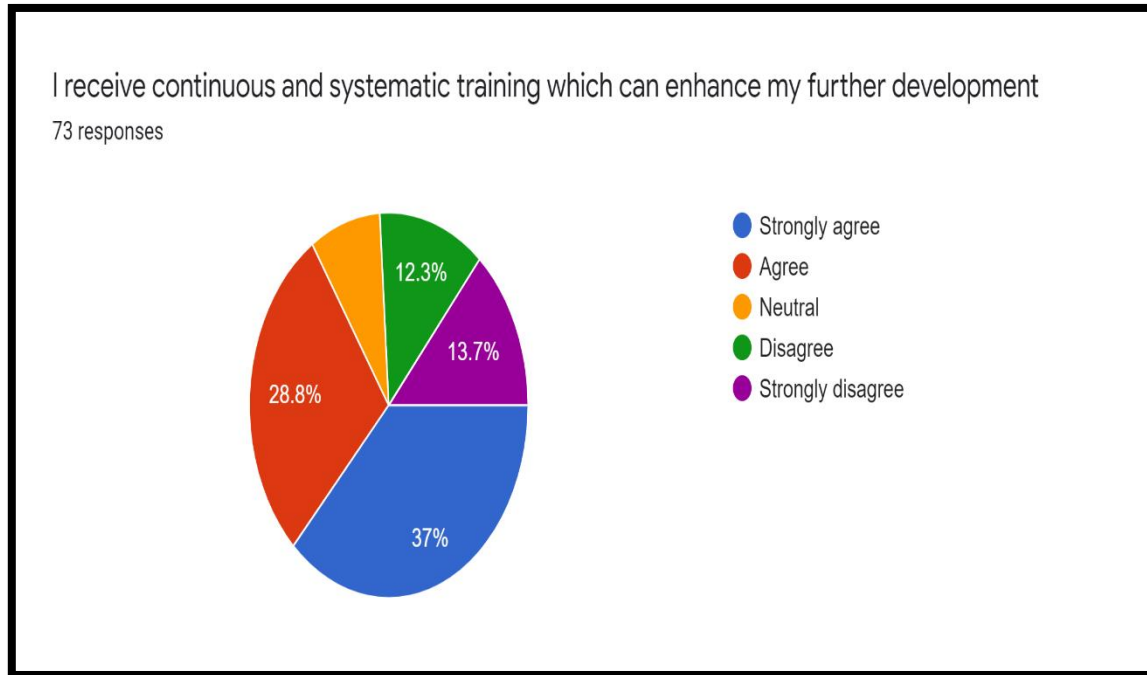


Figure 4.8: Continuous and systematic training for further development

The main objective of DPSA’s internship programme is that the programme aims to give a platform for practical skills development in a workplace setting. With the world ever-changing due to technology and advances in systems, interns who are employees are also expected to keep abreast of such changes and would require this to ensure employability after completion of the programme.

Figure 4.8 illustrates that 65.8% of the respondents agreed to having continuous and systematic training. A neutral response was given by 8.2%. and the remaining 26% disagreed with receiving training that was continuous and systematic. This is more than a quarter of respondents who have disagreed to receiving this type of training and this indicates its significance and a great lack of systematic training.

- Open communication with supervisor

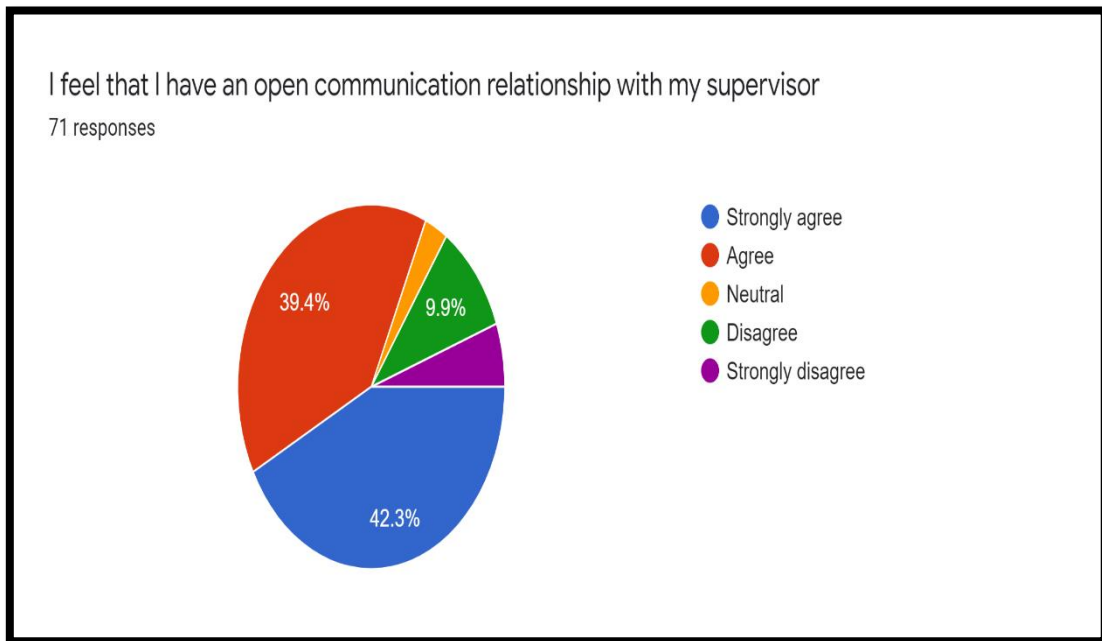


Figure 4.9: Open communication with supervisor

Bucăța and Rizescu (2017) explained that although communication seems simple, it requires effort to establish effective communication. Communication ensures a common goal, expectation, and objective.

Responses were recorded that 81.7% of respondents agreed to having an open communication relationship with their supervisor, whereas 2.8% had a neutral response and 15.5% disagreed with having an open communication relationship.

- Supervisor trained on subject matter



Figure 4.10 Supervisor trained on subject matter

Figure 4.10 represents that a great majority (91.8%) of intern respondents indicated that their supervisors were well trained on subject matter relating to their daily tasks. 1.3% of the respondents had a neutral response. A low 6.9% disagreed with the supervisors being well trained on the subject matter. This gives an indication that interns supervisors are well trained in the subject matter wherein which they are meant to supervise interns.

- Support by supervisor

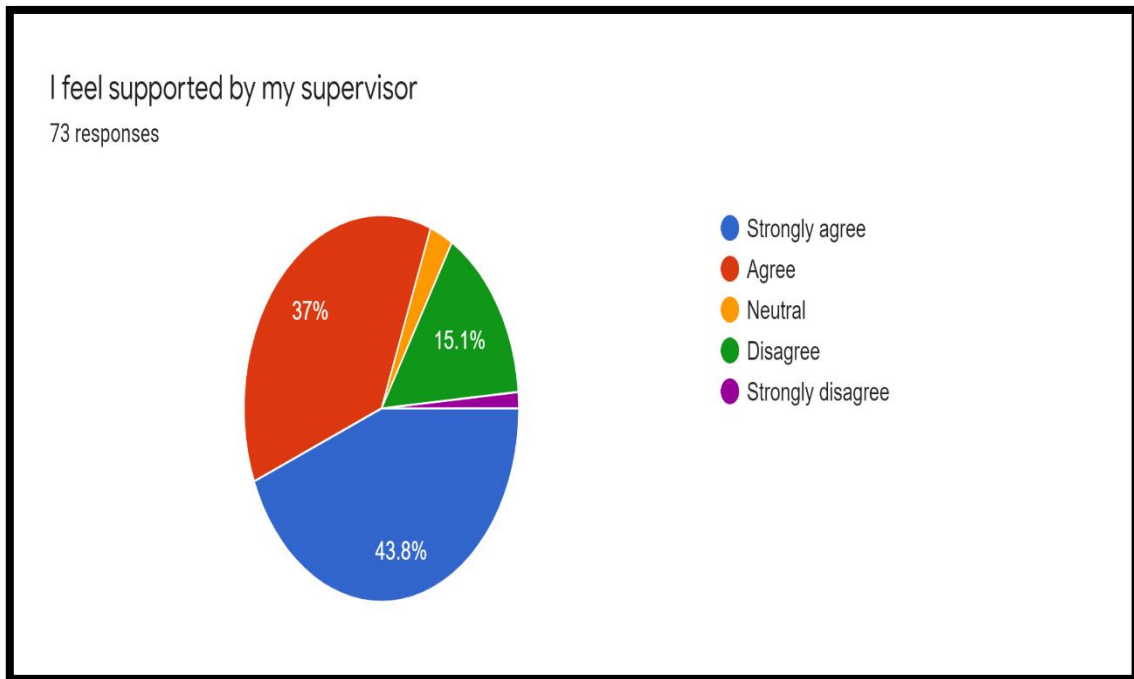


Figure 4.11: Support by supervisor

Ashton indicated (2004:45) that supervisors need to be accessible, willing to support and supply constructive feedback to interns to perfect the learning taking place.

According to Figure 4.11, a total of 80.8% agreed that they felt supported by their supervisor. 16.5% disagreed to this and the remaining 2.7% had a neutral response. This is a positive element for the internship programme.

- Supervisor as mentor

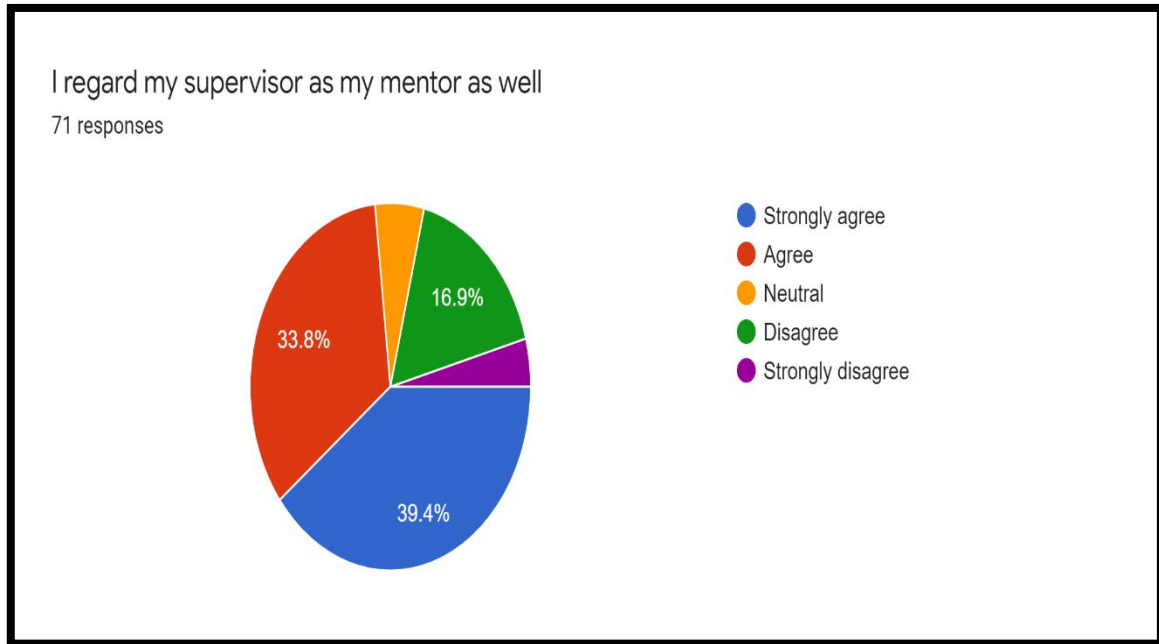


Figure 4.12: Supervisor as mentor

A designated mentor who will also act as a supervisor to the intern may support an intern in the public service through the transition from educational institutions to the workplace. Mentoring is one of the many requirements that decide an internship's success. Mentoring is defined as a relationship between two parties, a supervisor, and a subordinate (Van der Berg; 2017:47).

73.2% of the respondents agreed and felt that their supervisor could be regarded as their mentor as well. 5.6% of the respondents had a neutral response and were undecided about the statement. A further 21.2% of the respondents disagreed that their supervisor was also their mentor. This indicates that 21.2% of the interns (which is a significant amount) consider their supervisors only in the role of supervisor but do not necessarily view their supervisor as a career mentor.

- Frequent progress meetings with supervisor

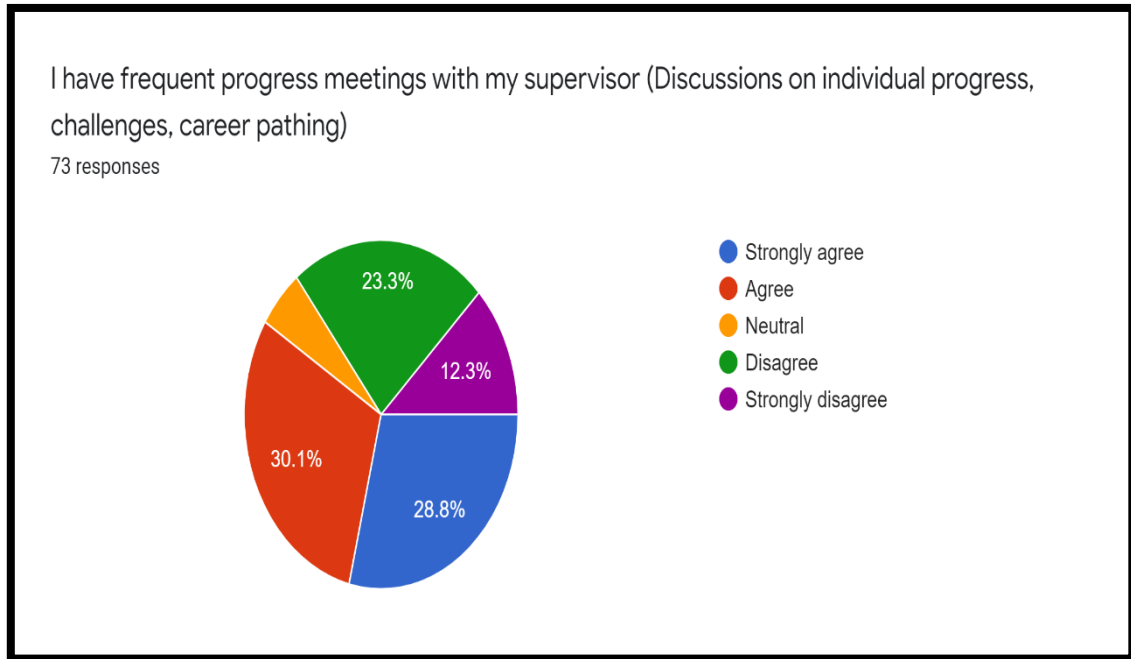


Figure 4.13: Frequent progress meetings with supervisor

Sen (2017) describes feedback as a tool of advice and skill improvement. Performance management, the evaluation of performance and feedback requires consistency and not in an inattentive way but with continuous specific focus and the clear objective of enhancing skills and further developing the quality of an employee's work.

Figure 4.13 above depicts that 58.9% of the respondents agreed to the statement when asked whether they had frequent progress meetings with supervisors to specifically discuss progress, career-pathing, and challenges they have encountered. This indicated that it appears that most interns were having these feedback and progress meetings while a noticeable number of 19 interns did not. 8.2% had a neutral response to this question while 32.9% disagreed with having frequent progress meetings with supervisors.

- Reward in the workplace

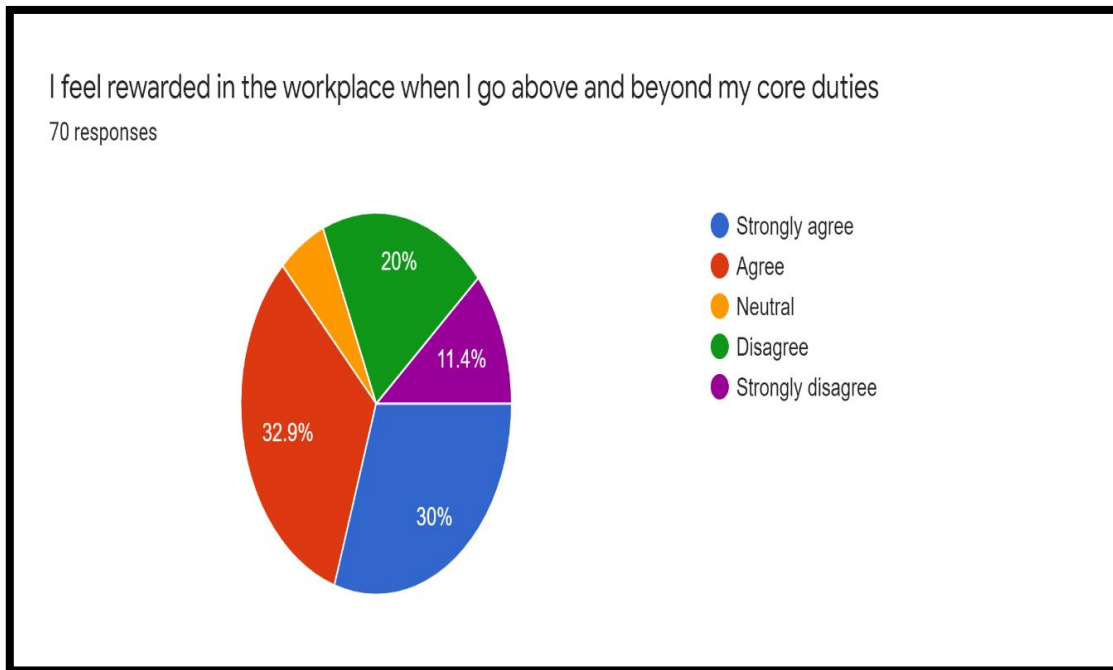


Figure 4.14: Reward in the workplace

Many organisations are using employee recognition as a tool to motivate employees to achieve increased productivity and ensure a high-performance turnover. “Research has shown that effective recognition occurs in organisations that have a strong supportive culture and understand the psychology of praising employees for their good work” (Amoatema & Kyeremeh, 2016:46).

This is known as the easiest technique which is of no cost to the organisation and much less to a supervisor. An employee being appreciated and recognised for challenging work goes further than what is realised. It motivates the employee with the confidence of knowing his/ her abilities and the desire to continuously do better in tasks that require more responsibility.

Figure 4.14 reflects that 62.9% of the respondents agreed to feeling rewarded in the workplace when going beyond their daily expected tasks and duties. The dominant group were the interns who agreed with the statement. Furthermore, those who had neutral responses, and disagreed were indicated as 5.7%, and 31.4% of the respondents, respectively. This response reinforces the importance of reward.

- Daily tasks enriching to career path

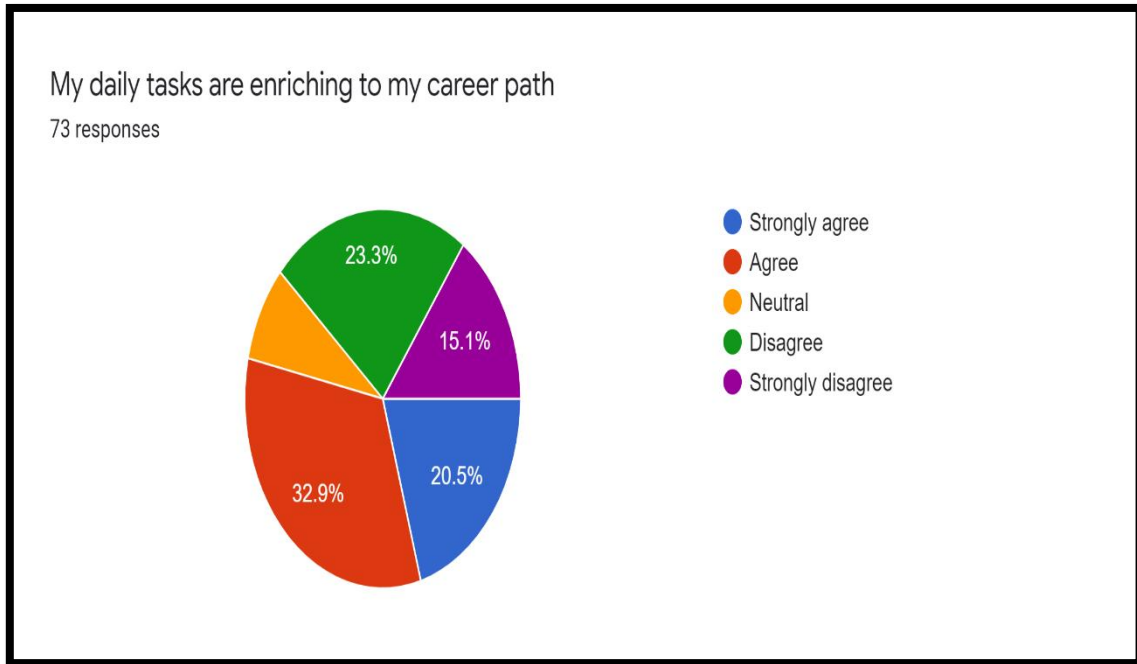


Figure 3.15: Daily tasks enriching to career path

Literature shows that characteristics of the work, such as a challenging job, self-sufficiency, and task variation, exert considerable influence on employees' job pleasure and performance. A survey conducted amongst interns by Rothman (2007) showed that interns expected challenging work tasks to provide an opportunity to learn and to contribute to the organisation rather than the less valuable, smaller tasks given by supervisors and mentors with little to no developmental opportunity and no influence on their future careers.

Figure 3.15 reflects a picture of respondents that have indicated an agreed response of 53.4%, thus the majority agreed. The neutral responses accounted for 8.2% of the sample and respondents who disagreed accounted for 38.4% of the respondents.

- Supervision and autonomy

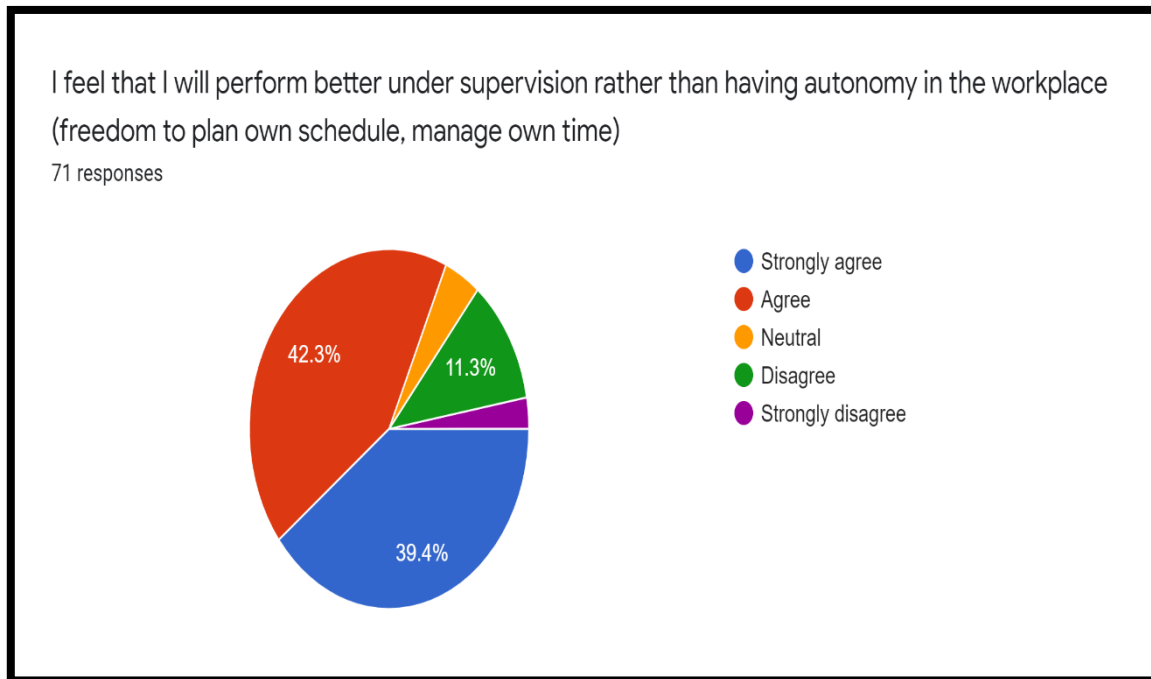


Figure 4.16: Supervision and Autonomy

An overwhelming majority of the respondents preferred to work under supervision and felt that they would perform better this way. 81.7% agreed with this statement.

As Lunenburg explained, “autonomy is considered fundamental in building a sense of responsibility in employees” (Lunenburg, 2011:3) and while this may not mean that interns would prefer working in complete isolation with little to no guidance, it enhances their responsibility towards their work to plan their schedules and to work according to which tasks they prioritise.

Figure 4.16 further reflects that 4.2% of the respondents had neutral responses and the remaining 14.1% disagreed with the statement of performing better under supervision.

- Rotation of interns contributes to overall development

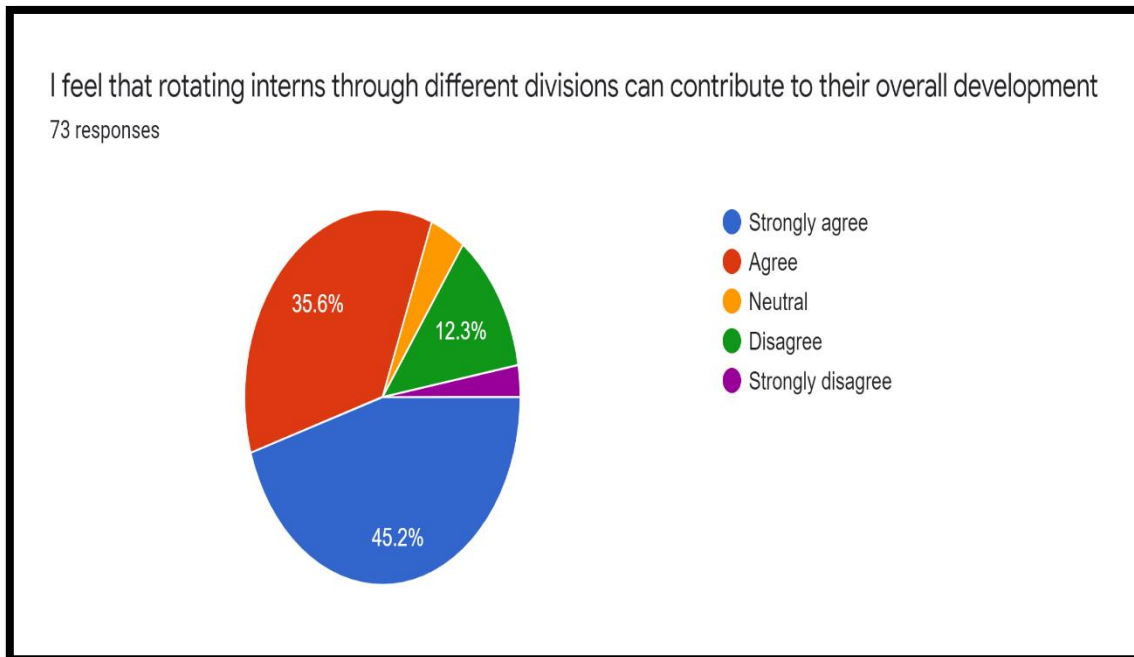


Figure 3.17: Rotation of interns contributes to overall development

Kanye and Crous (2007) described internship programmes as typically including rotating interns between various functions of an organisation. This method focuses on exposing the interns to a series of job roles that are important to the organisation while supplying practical learning opportunities for the interns. Rotating interns provides them with a complete perspective of how the organisation functions and encourages them to build relationships with people from different organisational functions, ranks and backgrounds.

More than half of the respondents indicated that rotating interns through different divisions allowed them an opportunity for further development. According to Figure 3.17, 80.8% of respondents agreed with this. 4.2% felt neutral about the statement and 15% disagreed. The minority of respondents felt that rotating through different divisions would not contribute to their overall development.

- Receiving compensation

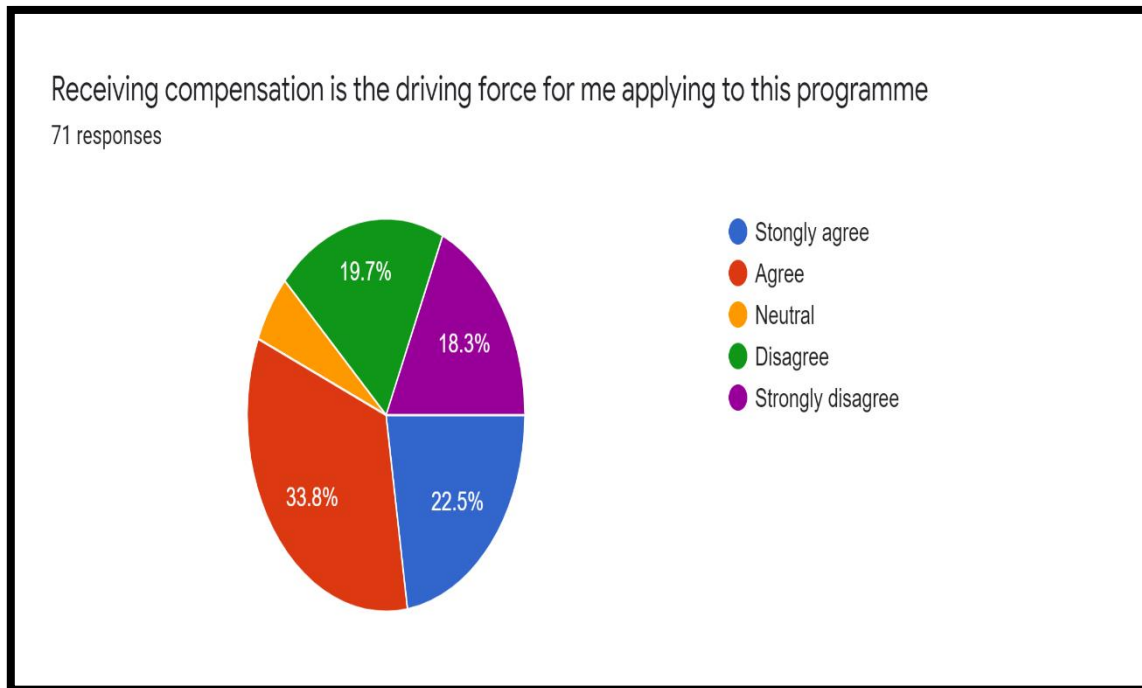


Figure 4.18: Receiving compensation

Earlier literature by Madoch (1980) indicated that payment for any type of work in terms of interns makes it a more realistic experience and creates a holistic experience of being an employee and being in the real world of work.

Figure 4.18 depicts most respondents agreeing to compensation as the reason for applying for the internship programme.

More specifically, 56.3% agreed, 5.7% responded neutrally and 38% disagreed that compensation was the reason for the application to the internship programme.

The inference can thus be made that some interns attach a greater importance to being compensated than to being provided the opportunity to be exposed to the work environment.

- Employability in the labour market

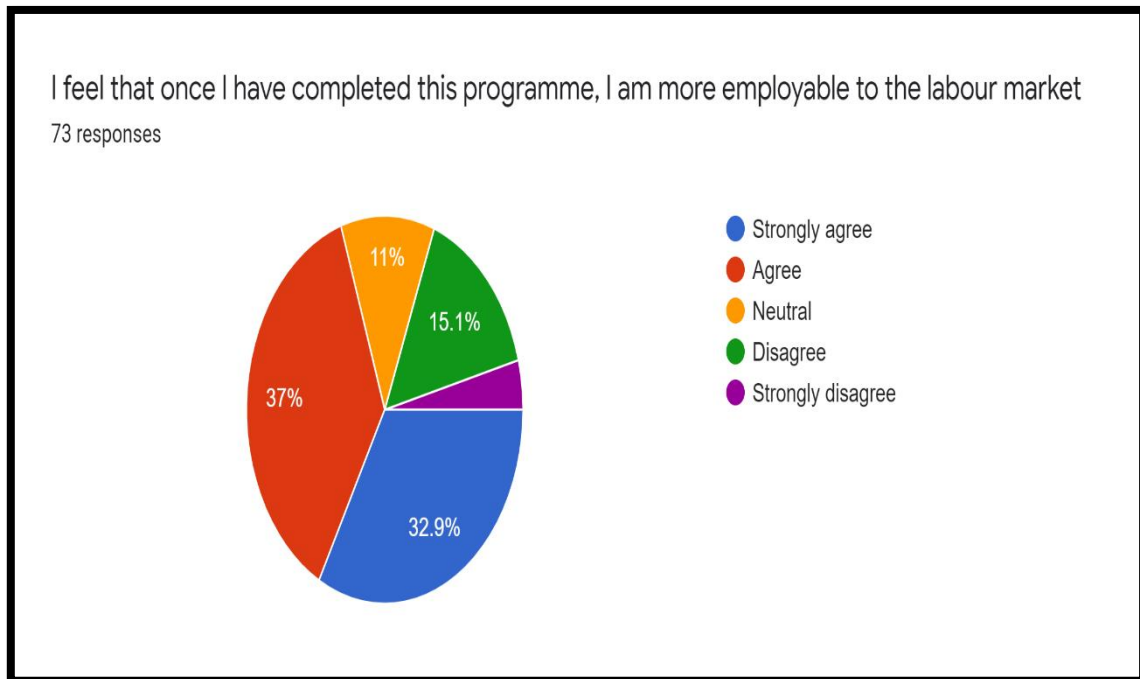


Figure 4.19: Employability in the labour market

As previously mentioned, youth employability is a pressing issue in South Africa as even the graduates struggle to sustain employment. Employability is defined as the ability to maintain and sustain meaningful work and display a set of skills and accomplishments relevant to the job required.

Figure 4.19 illustrates that 68.3% respondents agreed and have the opinion that once they complete the internship programme they will be developed and equipped in a way that they can be more employable to the labour market. This was the feeling of the greater majority as 11% responded neutrally and a further 20.7% disagreed with this.

- Resources to complete daily tasks

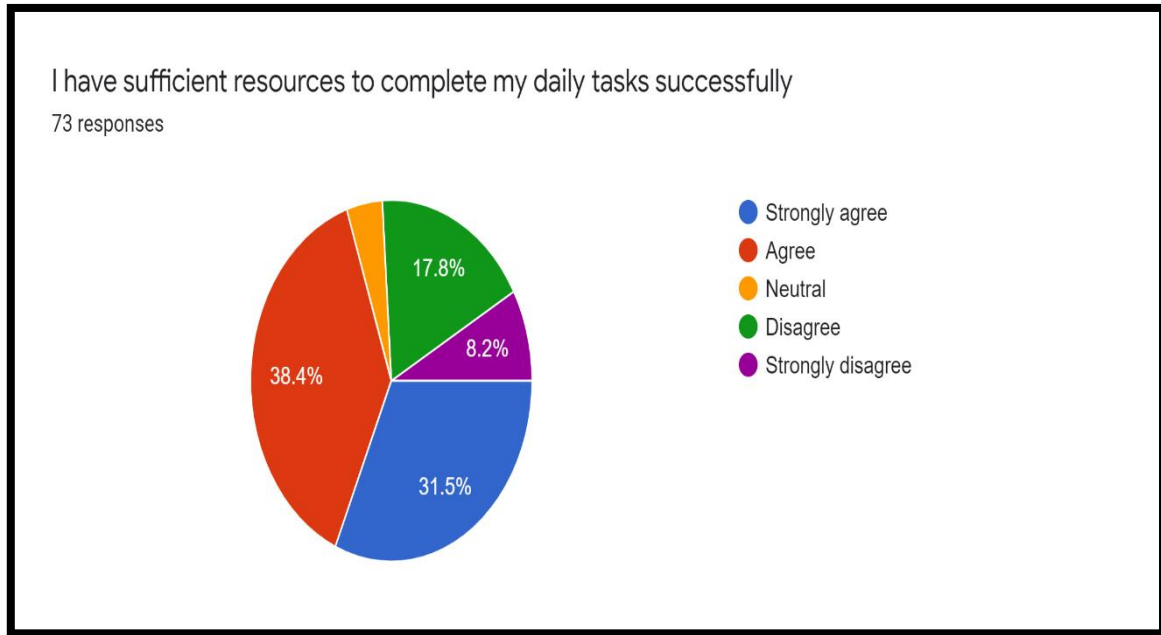


Figure 4.20: Resources to complete daily tasks

The DPSA Internship guideline mentions that with the necessary resources and support, young individuals could flourish with fresh ideas and innovation in the workplace. The emphasis is thus on sufficient resources to be made available to the interns to complete even basic tasks.

More than half of the respondents shared that they had sufficient resources to complete their daily tasks. 69.9% agreed with this. Moreover, 4.1% of respondents felt neutral about this. 26% of these respondents disagreed with this and felt that they lacked certain resources to successfully complete tasks that were expected of them.

- Clear and understandable daily tasks

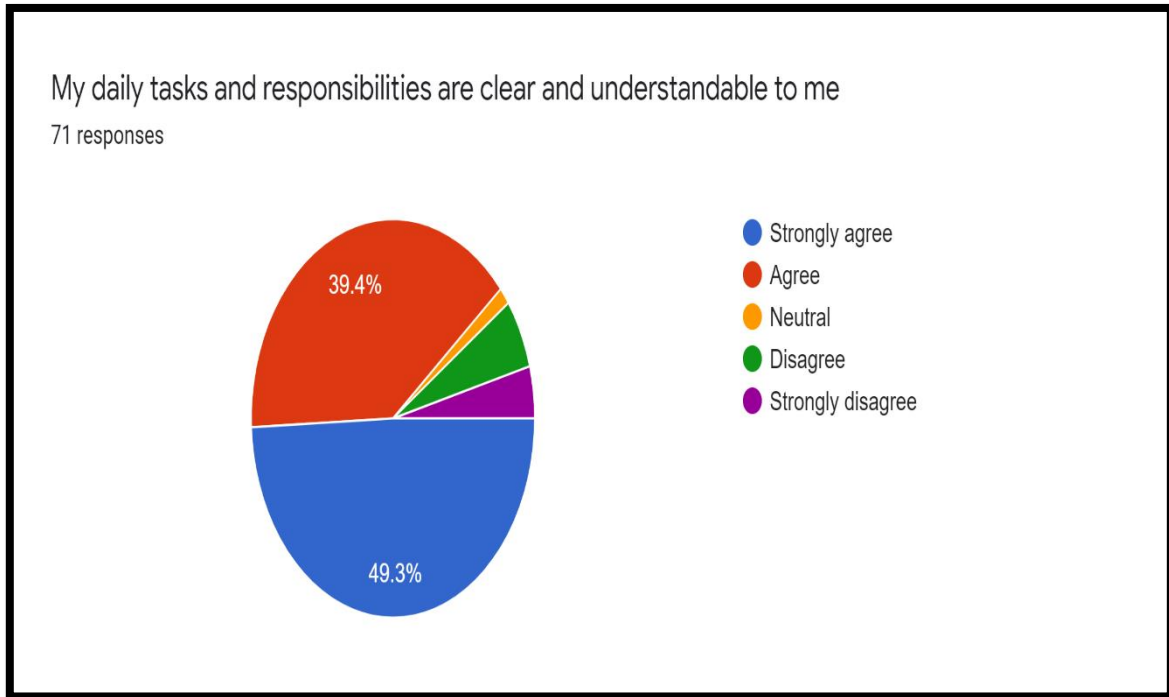


Figure 4.21: Clear and understandable daily tasks

Figure 4.21 below depicts that 88.7% of respondents agreed that their daily tasks and responsibilities were clear and understandable. This was the majority opinion among the interns which informs us that the interns understood their duties and that their duties were duly explained. A further 1.5% had a neutral response, and 9.8% disagreed with the statement.

- Challenging and stimulating daily tasks and responsibilities

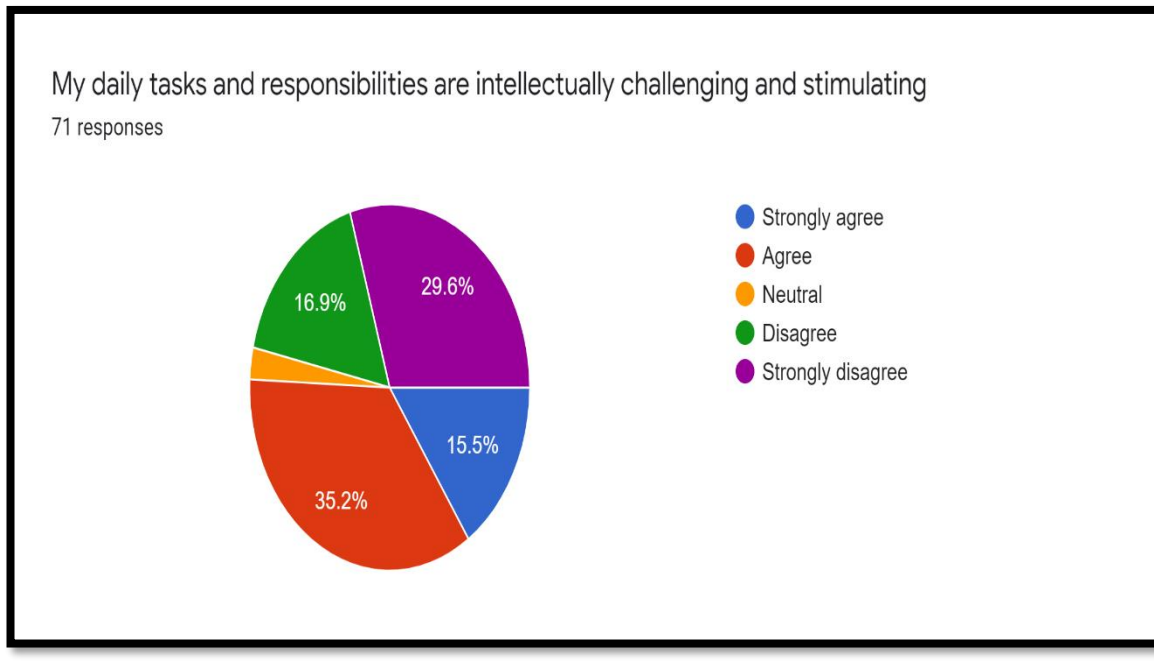
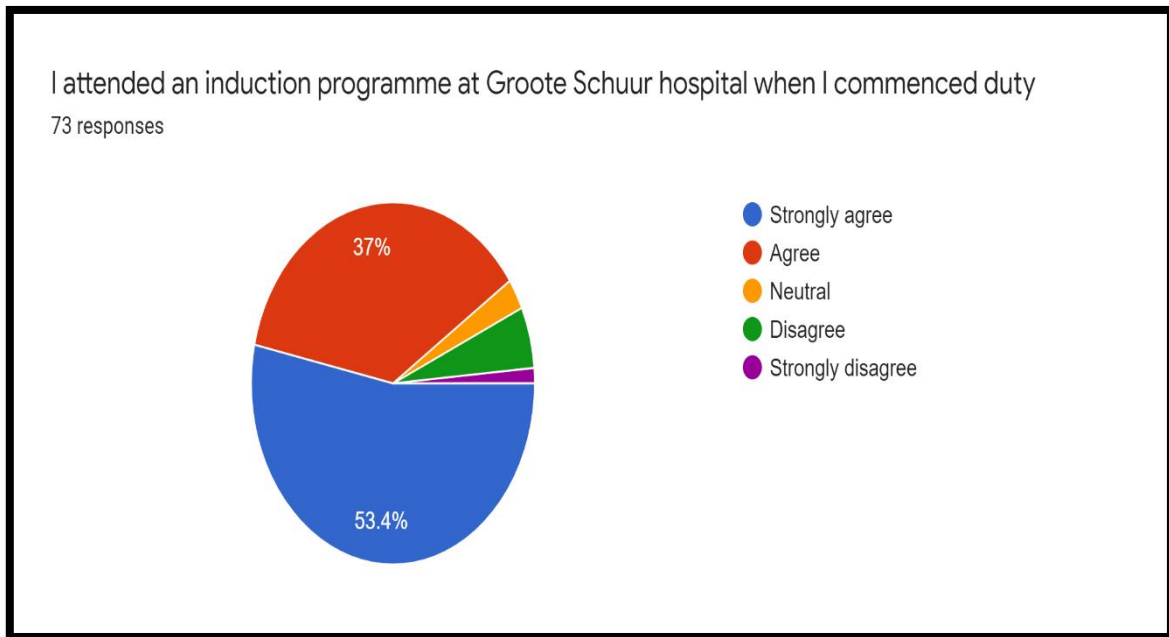


Figure 4.22: Challenging and stimulating daily tasks and responsibilities

In 2011, Jackel explained that interns have the expectation that internship programmes are intellectually stimulating (Jackel:2011). This is required for the intern to be further developed and equipped with the necessary skills and to gain knowledge to be employable in the labour market. Interns must be taught a certain set of skills that have not been taught to them in the classroom. The transition between the classroom and the world of work is great, and there will never be a lack of things to learn.

Figure 4.22 reflected similar percentages in directly opposing views by those who disagreed and agreed. Most respondents agreed to having challenging and stimulating tasks, 50.7% specifically. However, 46.5% disagreed with having responsibilities that are challenging and stimulating. Only 2.8% responded neutrally.

- Induction attendance at Groote Schuur Hospital



4.23 Induction attendance at Groote Schuur Hospital

An overwhelming 90.4% of respondents agreed with this. It illustrated that the majority of respondents attended an induction programme/ session when they commenced duty as interns. 2.7%, however, gave a neutral response and the remaining 6.9% disagreed with attending induction sessions or programmes at Groote Schuur Hospital.

Inductions provide new employees with a quick overview of the organisation, its goals, mission, and objectives to give insight into the organisation they are now a part of.

- Preparation when commencing duty

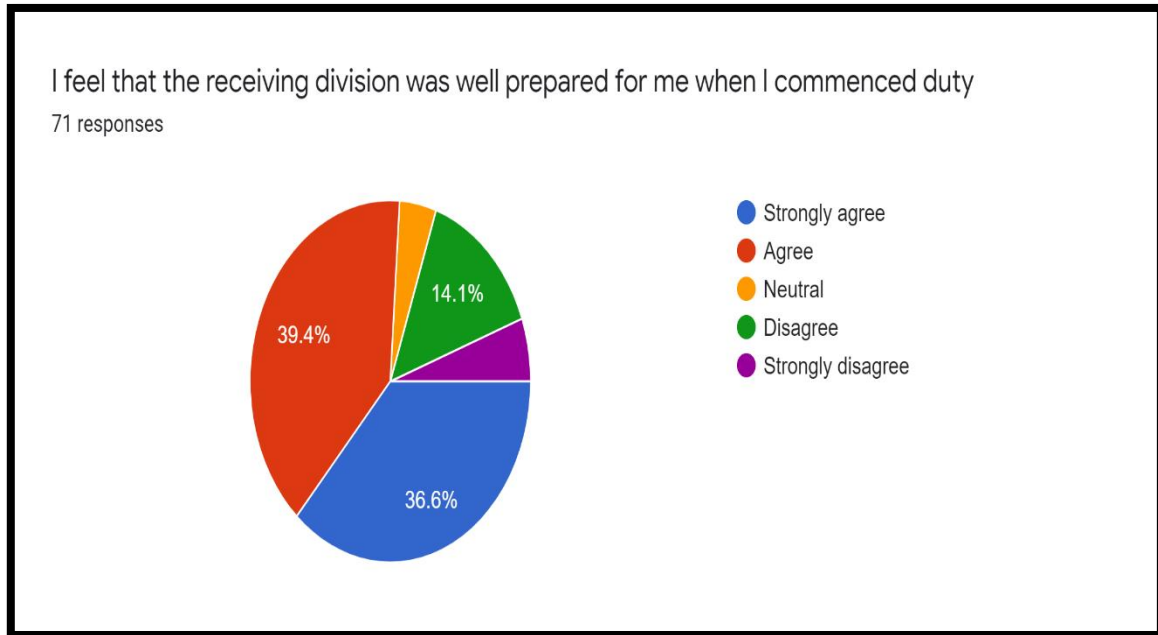


Figure 4.24: Preparation when commencing duty

True (ND:7) explained that a receiving division or unit that is visibly not prepared for the intern's arrival can be seen and felt by the intern. This does not create a good impression of the organisation or the receiving division. It can also start the intern's experience on a negative note.

According to Figure 4.24 above, the graph represents respondents who felt that the division with whom they were placed was either prepared for their arrival or not. A great majority of 76% agreed that there were proper preparations done for their arrival. Moreover, the remaining respondents had a different view, 4.3% had a neutral response and 19.7% disagreed that sufficient preparation was done for their arrival as an intern.

- Daily tasks make a positive contribution to the organisation

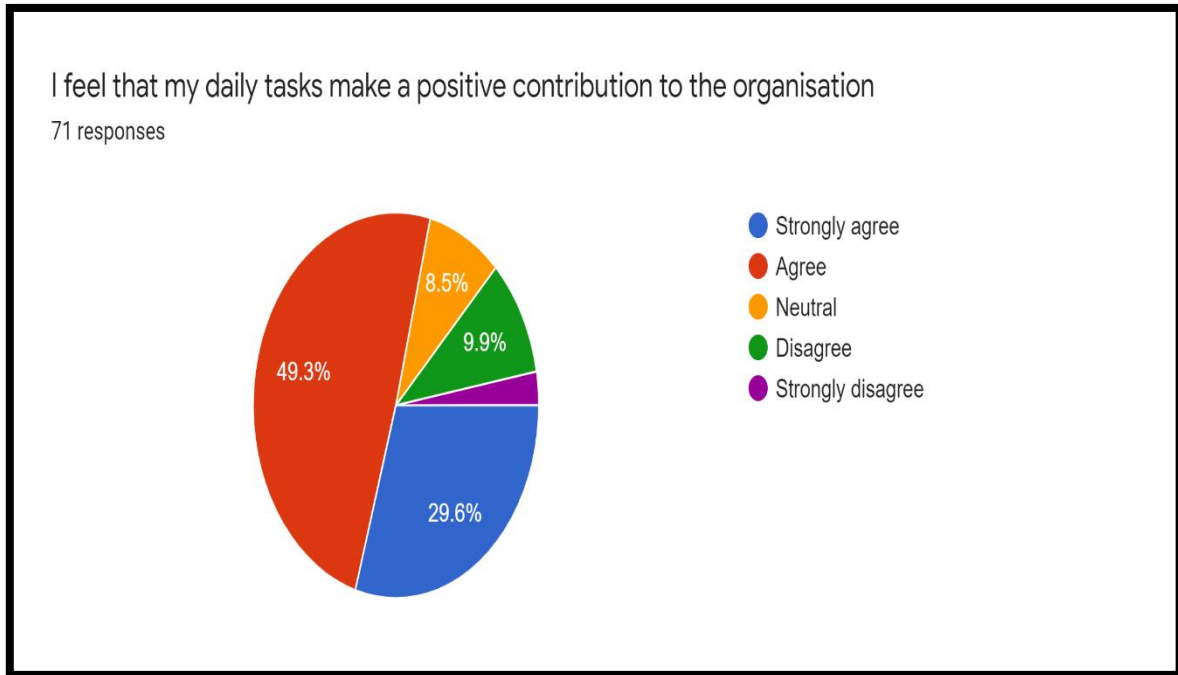


Figure 4.25: Daily tasks make a positive contribution to the organisation

Doing a task that has a certain significance to the organisation, Lunenburg explained, creates motivation and drive within an intern. Seeing the output of a task and its positive impact on the smooth running of the organisation is rewarding for an employee (Lunenburg, 2011).

Figure 4.25 illustrates that 78.9% of the respondents believed their daily tasks made a positive contribution to the organisation. 12.7% disagreed that their daily tasks positively contributed to the organisation and a further 8.4% had a neutral response.

- Productivity during working hours

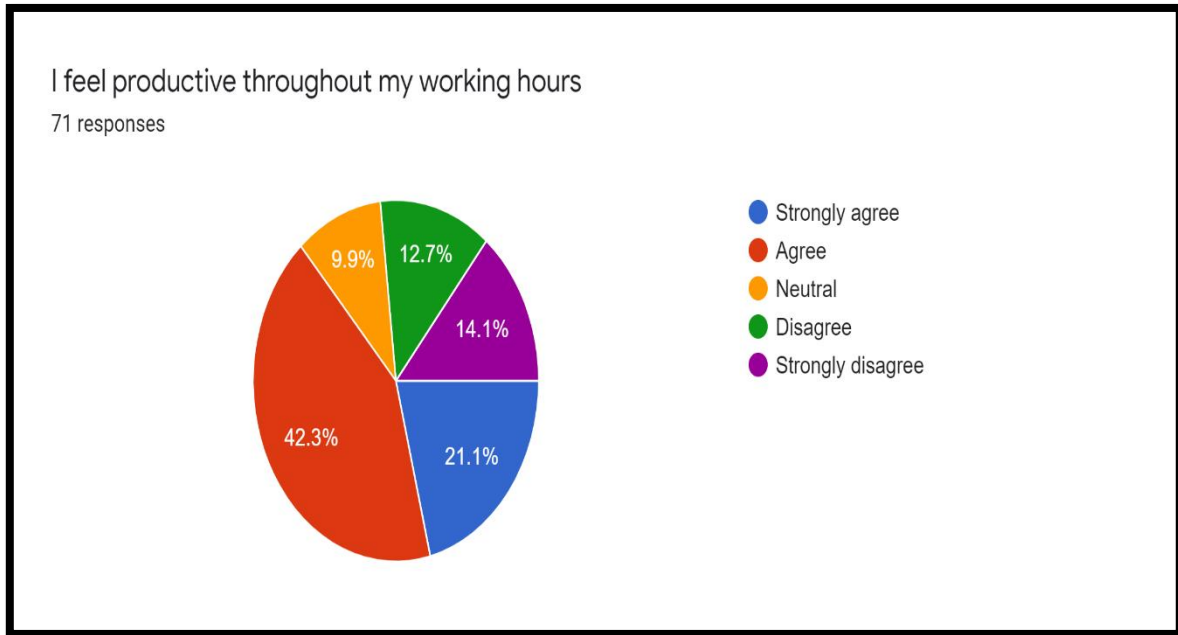


Figure 4.26: Productivity during working hours

Productivity can be defined as the efficiency in which tasks (organisational goals and objectives) are completed in the workplace. As Figure 4.26 depicts that 63.4% agreed to being productive during working hours. 26.7% disagreed with this and the remaining 9.9% gave an undecided and neutral response.

This reflects that most of the sample felt productive during official working hours. Schwartz (2010) mentioned that most times interns only become involved in mundane tasks like filing and photocopying which is time-consuming and which other employees either do not want to do or do not have the time available to do. In terms of the interns' development, these types of tasks are not supportive.

4.7) **Research Findings**

The study utilised the total number of interns at Groote Schuur hospital namely, 76. From the empirical study, the following findings were deduced.

Demographical information

- Gender: Most of the interns were female; 43 respondents were female and 30 were male.
- Age: The majority of interns fell within the age group category of 28-35 years.
- Years employed: Most interns were employed by the Western Cape Government, Department of Health, for 1-2 years.
- Highest educational qualification: Most of the interns' highest completed qualification was a National Senior Certificate.

Familiarity of responsibilities as per job title

- Most of the interns who participated in the questionnaire understood their responsibilities as an intern in the public service.

Familiarity with outcomes of the internship programme

- The majority of the interns were familiar with the outcomes of the public service internship programme and what it entailed and could offer after completion.

Continuous and systematic training that can enhance further development

- Most of the interns received continuous and systematic training which they felt could enhance their further development, while some disagreed with this and fewer felt undecided and neutral about the statement.

Relationship with supervisor

- Most of the interns felt they had an open communication relationship with their supervisors, and a greater majority of them regarded their supervisor as their mentor too.
- Most of the interns also felt they received the necessary support from their supervisors in the workplace.
- An overwhelming majority of the interns felt that their supervisors were duly trained on the subject matter of the work while some disagreed.

Progress meetings (evaluations)

- The statement whether frequent progress meetings occurred with supervisors to discuss individual progress, challenges, and career pathing, slightly changed the trend of interns agreeing to statements by a large majority. Although most interns agreed to having these meetings, it appeared that other interns did not have these meetings with the supervisors.

Daily tasks and responsibilities

- Most interns felt that their daily tasks were clear and made understandable to them. Two interns however did not provide an answer to this statement.
- 36 interns felt that their daily tasks and responsibilities were challenging and stimulating, however, 33 felt that their tasks were not stimulating and challenging. 2 interns did not provide a response to this statement and a further two provided a neutral response.
- The majority of interns sensed that their daily tasks made a positive contribution to the broader organisation.

Internship programme intricacies

Induction

- A great majority of the respondents indicated that they attended an induction programme when commencing duty at Groote Schuur Hospital.

Compensation

- The number of interns who applied to the internship programme for purely compensation and financial reasons comprised an overwhelming majority.

Supervision and autonomy

- Three interns were undecided about the statement and two others chose to not respond. The majority of the interns felt they would be more productive when working under supervision.
- When supervision is effective, it creates a healthy relationship between the employee and the supervisor. Autonomy, however, teaches self-discipline and independence while not necessarily working in isolation.

Reward and recognition

- The reward and recognition that interns experience when going beyond their core duties were lacking. Although the majority of respondents indicated feeling rewarded and recognised when doing so, the percentage of those who did, remained low.
- Research shows that effective reward and recognition in the workplace enhances a positive culture of praising employees and supporting them.

Productivity

- Two respondents chose to not respond to the statement, and seven preferred to give an undecided and neutral response. The remaining 45 respondents agreed that they felt productive during their working hours.

Resources

- The majority of interns felt they had sufficient resources to complete the daily tasks that were expected to be completed in the workplace.

Rotation through different divisions

- Interns indicated that rotation through different divisions in the department could enhance their development.

Main findings

4.7.1) Employability in the labour market

Interns felt that they were more employable in the labour market when completing the Public Service Internship programme.

The major findings of the project indicate the level of expectancy interns have when completing the Public Service Internship programme. Interns expect the programme to guide them accordingly into a level of employability that could set them apart from someone who had not completed a programme of this nature. Koma (2010) explained that this is the expectation one has when entering such a programme, as the DPSA guide stipulates that one of the programme's main objectives is to resolve the general lack of qualified and skilled employees by encouraging the youth to properly equip themselves with necessary practical experience.

Employability has been defined, for the purpose of this study, as the gaining and sustaining of enriching work that makes an individual appealing to the labour market in terms of experience,

a variety of skills, and attitude of the individual, all of which an internship programme can teach, develop, and enhance.

Continuous learning, Harvey (2001) mentions, is the desire and willingness to continuously learn and be upskilled in the world of work. Employability skills are explained as the basic skills such as teamwork and communication skills which are needed to sustain employment. Bennett (2006), in the dissertation speaking of the importance of employability skills in career education, explained that the reason internships have become more relevant today is because basic workplace skills have been declining. Communication skills, critical thinking, leadership skills, and the ability to learn are certain skills on the decline and a growing problem.

4.7.2) Daily tasks enriching to a career path

Furthermore, the findings revealed that interns were satisfied with their daily tasks and responsibilities and that it was enriching to their career paths. The study, therefore, indicated that the tasks given to interns are of such a nature that it was stimulating for interns' development. Schwartz (2010:2) mentioned that sometimes interns' days are consumed with running personal errands, sitting around, doing filing every day and not becoming familiar with the more important aspects of the job but doing the tasks other employees either do not want to do or are unable to find the time to do. Such trivial tasks do not teach the intern about the public service as an industry and much less does it offer any kind of advancement and development to their career paths or skills such as critical thinking, analysis, problem-solving and time management to name a few. Lunenburg (2011:2) further explained that when significant tasks are given to interns, it creates the opportunity for the interns to have a sense of responsibility towards the outcome and creates a greater drive in them to execute tasks successfully.

4.7.3) Relationship with supervisor

The questionnaire raised many questions regarding the relationship interns experience with their supervisors. Previous studies showed the importance of being able to communicate freely in the workplace, especially for juniors who may have a complex of feeling inferior and unconfident due to lack of experience and the unknown. While tasks and industry jargon may be obvious to an older employee, to an intern who is new to the organisation, many things need to be explained. The intern should feel comfortable asking questions to gain a better

understanding which in turn can ensure that the tasks are completed correctly and done more efficiently. Phoebe (2010) refers to this as task clarity.

The interns felt that they could communicate openly with their supervisors and regarded their supervisors as their mentors as well. The interns were satisfied with the support received from their supervisors. Furthermore, supervisors are duly trained and knowledgeable on the subject matter of their work. There was a small number who disagreed.

4.7.4) Internship programme design and intricacies

Induction: Groote Schuur Hospital does have an induction programme which is attended when commencing duty at the hospital. Investing time in induction can ensure a better output from the intern, eliminating any confusion and uncertainties the intern may have, such as dress code, the intern's direct line manager and organisational hierarchy, and how the intern will contribute to the objectives of the organisation. This allows a smooth transition into the organisation.

Compensation: The interns did not apply to the internship programme solely for compensation and financial reasons, however most did. Compensation is strongly recommended to make the experience more realistic for the intern according to Madoch (1980), as cited by Phoebe (2010:14), and to keep the interest level and productivity high among the interns. According to Hamilton, as cited by Phoebe (2010), even stipends are acceptable as this allows interns a certain entry into the real world of work.

Supervision and autonomy: When supervision is effective, it creates a healthy relationship between the employee and the individual in the supervision role. Autonomy however teaches self-discipline and independency while not necessarily working in isolation. The study found that interns preferred working under supervision.

Resources: The study further found that interns do have sufficient resources to complete their daily tasks. Resources such as a desk, telephone, computer, access to email, systems, programmes, and stationery are a few resources an intern would require. Moreover, there were interns who didn't deem the resources to be sufficient.

Rotation of interns among different divisions: Given that internships should encompass learning and development in the workplace, it would seem appropriate to take on the practice of a rotational system between interns which gives each intern a holistic experience of each division within the organisation. The study revealed that having the opportunity to rotate through different divisions, would further enhance their development.

4.8) Discussion

The research problem as mentioned was that there is a measure of uncertainty about whether internship programmes are effectively preparing students for the labour market. The literature emphasizes the importance of an internship being developmental, self-developmental as well as stimulating as its purpose intends it to be.

One of the main findings of the study was the importance and significance the programme had on the employability of interns and the enhancement of their employability skills. Employability is explained to be the ability of an individual to sustain meaningful employment through a certain set of skills and accomplishments. Although employability by definition has become more complex over time, its significance to internship programmes remains appropriate as shown by the findings of the study.

Moreover, the study indicated a positive relationship between interns and supervisors, being able to communicate openly and freely and the benefits thereof for the broader organisation. The study further found that those tasked to be supervisors to interns had sufficient knowledge of the subject matter of the work to facilitate learning and on the job training of the interns. In 2017, Rook expressed concern about internships not functioning at the optimal level due to failed or ineffective communication. Literature on internships has indicated that expectations between employer and intern are not openly communicated and this then causes the two parties to have different expectations of the other's tasks, responsibilities, and role in the programme. Furthermore, interns consider supervisors to be mentors too.

The DPSA mentions that a designated mentor is assigned to supply support to an intern for the duration of the internship programme (2006:6). There was a positive relationship between interns and their supervisors according to the findings of the study. Literature shows that workplace learning can be enhanced when learners are guided by mentors, therefore when there is active involvement of a mentor, the internship programme is more successful. A previous study by Ashton (2004:45) indicated that supervisors or mentors need to be accessible, willing to support and supply constructive feedback to interns to enhance the learning already taking place. The findings of this study revealed that interns received the necessary support from their supervisors in the workplace.

Furthermore, another main finding of the study revealed the impact of daily tasks and responsibilities which were challenging and stimulating to interns. The study found the tasks to be fairly challenging for most interns as they felt these tasks could contribute to their further

development. The literature explains that the intern expects an internship to be “intellectually stimulating” according to Jackel (2011:11) and helpful in gaining skills and knowledge required for future employment opportunities.

Lastly, the study disclosed the intricacies and how the internship programme has been designed. These are mostly factors and aspects governed by the DPSA to which the public service department, namely the Department of Health, would need to comply and not necessarily things they would have jurisdiction to change. These intricacies were induction, compensation, supervision and autonomy, resources, and the rotation of interns through different divisions.

Induction is considered an insightful overview of the organisation’s culture, hierarchy, mission and vision, the study showed that this was duly executed within Groote Schuur Hospital. Interns successfully completed the induction session.

Compensation according to literature gives interns the feeling of really being part of the department and not being excluded while also giving them the experience of the real working world. The interns were financially compensated with a monthly stipend. The study found that applying to the programme was not only for financial gain.

Supervision is profound to any organisation’s success and supervision is performed by those in a leadership role responsible for overseeing the productivity and progress of the employees. Autonomy, according to Lunenburg (2011:3), is when employees are allowed to structure their own schedules and working environment. Both concepts support self-development but follow different avenues to get there. The study further found that interns preferred to work under supervision rather than working autonomously.

Another finding of the study was that sufficient resources were provided to interns to successfully complete daily tasks that were expected of them. This means interns had enough physical space, equipment, computer, and stationery. According to True (N/D), lack of resources is a common concern interns have raised as they require some sense of structure and routine to excel.

According to the Determination of Interns by the DPSA, interns are to be provided with “all relevant and available information and access to relevant equipment necessary for the Intern to perform the duties and receive the experience agreed upon under this agreement”.

Rotation through different divisions was another intricacy found, and Kanye and Crous (2007: 84) state that internship programmes typically include rotating interns between various functions of the business, or they are placed in a specific job role for a certain period. This focuses on exposing the interns to a job role or a series of job roles that are important to the organisation while presenting holistic practical learning opportunities for the interns.

4.9) **Summary**

The chapter provided the research methodology and the research method of the study by explaining the population, the sample, the research, and the sampling technique that were used for the research study. The study followed a quantitative research approach by doing an empirical study. Furthermore, the study had a sample size of 76 representing the total number of interns at Groote Schuur hospital. The chapter presented the data and the responses in the form of graphs and analysed each question specifically. The chapter further explained the research findings and the main and key findings of the study. The discussion section of the chapter aimed to further elaborate on the findings and linked these findings to the empirical evidence provided in previously completed studies found in the literature. The next chapter provides a summary, conclusion, and recommendations for further research.

CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1) Introduction

The previous chapter presented the data and analysed it. For data analysis, the responses were grouped into three categories, agree, neutral and disagree, from 26 closed-ended questions, by making use of a Likert scale. The research findings and main findings were presented and were aligned with the literature. The discussion section of the chapter had the objective of linking the literature with the empirical evidence. This chapter provides a summary of the previous chapters and gives recommendations for solving the research problem as well as recommendations for further research in the field.

5.2) Definition of the research problem

Chapter one introduced the research problem as the existence of a measure of uncertainty about whether internship programmes are effectively preparing students for the labour market. The research had the following objectives:

- Explain the concept of internship
- Explain the categories and types of interns
- Explain the concept of employability
- Describe the requirements for a successful internship programme
- Explain the challenges of internships
- Describe the operation of internship programmes within the Department of Health.

The research questions that were posed were:

- What does internship mean?
- Which categories and types of interns exist in the public service?
- What does employability mean?
- What are the requirements for a successful internship programme?
- What are the challenges of internships?
- How are internships administered?

5.3) Literature underpinning effectiveness of internship programmes

Chapter two presented a literature review that started with a background of internships in South Africa and globally and the evolution thereof. The South African Parliament implemented

internships as a way to alleviate unemployment amongst the youth specifically. This was part of the HRD for the Public Service Strategic Framework Vision.

The literature review further explored the concept of internships and work-integrated learning, the category of interns that are employed by the public service, and those who would be eligible to apply. Moreover, the literature review looked at earlier research on internships.

The concept of employability was unpacked as well as the factors that influence employability and employability skills. The requirements for a successful internship programme were discussed, with strict guidelines from previously completed studies.

Moreover, the requirements of a successful internship programme were discussed with organisational and individual factors being the main categories of factors.

Lastly, internship programmes within the Department of Health were explained, mostly utilizing the HRD Public Service Strategic Framework and the DPSA Step-by-step guide.

5.4) **Research methodology**

Chapter 3 explained that the study undertook a quantitative research approach which was best suited for the research objectives. This took place using a digital survey questionnaire. This questionnaire link was distributed to interns via an SMS message and via email to their supervisors. The researcher felt that supervisors' awareness of the study would encourage the interns to participate in the questionnaire. The researcher aimed for a 100% response rate but due to a violent taxi protest there was a period in which interns were unable to get to work safely. However, a 76% response rate was attained over a period of three weeks. Reminder SMS messages and emails were sent to the interns as well as the supervisors.

The key findings of the study indicate that employability is imperative to the interns' success and that interns consider the internship as a tool to make them more employable in the labour market. Furthermore, interns experienced positive relationships with their supervisors and most considered their supervisors to be their mentors as well. A healthy communication relationship had been established between interns and supervisors. The findings further found that interns were engaged with tasks that were stimulating and challenging. The internship programme's intricacies are duly implemented at Groote Schuur Hospital. Recommendations are made for the Department to peruse.

5.5) **Recommendations**

Based on the major findings, the following recommendations are offered to the Department of Health and the Department of Public Service and Administration:

Recommendation one

Since supervisors and mentors are imperative to the internship's success, it should be considered that quarterly progress and feedback sessions be held between the supervisor and the intern. Although some interns indicated in the questionnaire that these sessions are held, the gap between those who do have an opportunity for such sessions and those who do not is still too big. These sessions should discuss career pathing and challenges experienced and will also serve as a recognition tool for the employee.

Recommendation two

Upon completion of the internship, the interns should have bridged the gap between the classroom and practical knowledge. The interns should complete an exit interview once the internship period has officially ended. This would allow for the improvement of the programme if interns can without hesitance indicate what has been beneficial during the period and what was regarded as challenging. This will also give supervisors or intern coordinators at the Provincial Head office a tool to communicate with DPSA about the programme and its developments.

Recommendation three

Interns should have an opportunity to rotate between different divisions in the department. This is recommended due to the number of interns who indicated that they felt that this could enhance their development. The logic behind this is that in the short period the interns are employed, they learn to work with different people who are responsible for different functions in the organization, and who have different levels of superiority.

Recommendation four

For future research, it is recommended that research to determine the effectiveness of internships within the public service be extended to a different government department or departments, and that both interns and supervisors should be included in the target population.

Recommendation five

Due to the fact that research participants were a part of the study while being employed throughout the internship programme, there is a possibility of bias due to them being cautious not to offend their supervisors or mentors when they responded. For future research, it is recommended that those who have already successfully exited the internship programme are participants in such a study. This could allow for such participants to have a greater opinion regarding the programme.

5.6) Conclusion

This chapter has provided a summary, recommendations, and conclusion of the research study. The recommendations given are for the purposes of future research studies. More recommendations were made for the consideration of the DPSA to assist in the effectiveness of internship programmes and the implementation thereof on the ground level. These recommendations could be of good use to the department to streamline the internship programme and its design.

The research problem was described as the measure of uncertainty as to whether internships effectively prepare interns for the labour market. Based on the research problem, the researcher formulated questions supported by sufficient literature.

A quantitative research approach was followed, and digital survey questionnaires were used to collect data over a three-week period.

Owing to the research findings, the researcher recommended that further research be done in this field of study and that another research project could be undertaken with a broader scope and using a different department, such as the Provincial Departments of Education or Department of the Premier.

The second recommendation made by the researcher was that frequent progress and feedback sessions should take place between interns and supervisors due to the research findings which indicated the significant role supervisors play in internship satisfaction. More recommendations were made for the consideration of the DPSA to assist in the effectiveness of internship programmes and the implementation thereof on the ground level. These recommendations could be of good use to the department to streamline the internship programme and its design for future incumbents.

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Appendix A



Dear Ms Lisa February

RESEARCH PROJECT: The effectiveness of Internships within a selected department in the Provincial government.

Your recent letter to the hospital refers.

You are granted permission to proceed with your research, which is valid until 15 August 2020.

Please note the following:

- a) Your research may not interfere with normal patient care.
- b) Hospital staff may not be asked to assist with the research.
- c) No additional costs to the hospital should be incurred i.e., Lab, consumables, or stationery.
- d) patient folders may be removed from the premises or be inaccessible.
- e) Please provide the research assistant/field worker with a copy of this letter as verification of approval.
- f) Confidentiality must be maintained at all times.
- g) Should you at any time require photographs of your subjects, please obtain the necessary indemnity forms from our Public Relations Office (E45 OMB or ext. 2187/2188).
- h) Should you require additional research time beyond the stipulated expiry date, please apply for an extension.
- i) Please discuss the study with the HOD before commencing.
- j) Please introduce yourself to the person in charge of an area before commencing.
- k) On completion of your research, please forward any recommendations/findings that can be beneficial to use to take further action that may inform redevelopment of future policy / review guidelines.
- l) Kindly submit a copy of the publication or report to this office on completion of the research.

I would like to wish you every success with the project.

Yours sincerely

A handwritten signature in black ink, appearing to read "Bernadette Eick".

DR BERNADETTE EICK
CHIEF OPERATIONAL OFFICER

Date: 16/01/2020

Appendix B



Ms Lisa February

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

Dear Ms February

RESEARCH PROJECT EXTENSION: The effectiveness of Internships within a selected department in the Provincial government

Your recent communication to the hospital refers.

The extension of your research is approved in accordance with **UCT Ethics** clearance, until 31 July 2021

As previously mentioned,

- a) Your research may not interfere with normal patient care.
- b) Hospital staff may not be asked to assist with the research.
- c) No additional costs to the hospital should be incurred as indicated in your Annexure 2 i.e. Lab, consumables, or stationery. If access to TRACK Care/NHLS is required, kindly attach our letter of approval to the application form and approach Information Management to assist with data.**
- d) No patient folders may be removed from the premises or be inaccessible.**
- e) Please provide the research assistant/field worker with a copy of this letter as verification of approval.
- f) Confidentiality must always be maintained.
- g) Once the research is complete, please submit a copy of the publication or report.
- h) Please adhere to ALL COVID-19 regulations and Groote Schuur Hospital policies.**

I would like to wish you every success with the project.

Yours sincerely

A handwritten signature in black ink, appearing to read 'B Eick'.

**DR BERNADETTE EICK
CHIEF OPERATIONAL OFFICER**

Date: 19 August 2020

C.C. Mr L. Naidoo, Mrs M. Lazarus

Appendix C



P.O. Box 1906 □ Bellville 7535 South Africa □ Tel: +27 21 4603291 □ Email: fbmsethics@cput.ac.za Symphony Road Bellville 7535


Office of the Chairperson Research Ethics Committee	Faculty: BUSINESS AND MANAGEMENT SCIENCES
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At a meeting of the Faculty's Research Ethics Committee on **2 May 2018**, Ethics Approval was granted to **Lisa February (216172322)** for research activities of **MTech: Business Administration** at the University of the Cape Peninsula University of Technology.

Title of dissertation/thesis/project:	THE EFFECTIVENESS OF INTERNSHIPS WITHIN A SELECTED DEPARTMENT IN THE PROVINCIAL GOVERNMENT Lead Researcher/Supervisor: Dr. SE Cronje
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Comments:

Decision: APPROVED

 Signed: Chairperson: Research Ethics Committee	4 May 2018 <hr/> Date
--	--

Clearance Certificate No | 2018FBREC526

Appendix D

The effectiveness of internship programmes within a selected department in the provincial government

Dear Participant

This questionnaire represents a survey among interns in the provincial government using Groote Schuur Hospital interns (PAY, Queue Marshalls, TVET) as the case study.

The study aims to investigate the internship programme. It is expected that the study will generate information that the Department of Health can use with a view to improve the internship programme.

The survey is part of a research project towards the completion of the master's degree which will be submitted to the Cape Peninsula University of Technology.

You are hereby assured that all information will be treated confidentially, and participation is voluntary. Should you wish to withdraw for any reasons at any time during the study, you are welcome to do so without any objection to your decision. All findings will be dealt with anonymously and only the involved researcher will access these findings. The Department of Health will have access to the findings upon request, but participants will not be compromised in this process. Should you feel after completion of the questionnaire you are suffering adverse effects you are welcome to contact the researcher and your supervisor to handle on your behalf.

Ideally the questionnaire should take between 5 and 10 minutes to complete.

Your cooperation which is crucial to the study and its success will be appreciated.

Yours faithfully

Lisa February (researcher)

lisafeb92@gmail.com

Appendix E

I will voluntarily participate in this questionnaire *

- Yes
- No

Demographical information

All questions in this section are compulsory

Gender *

Female
Male
Prefer not to say

Age *

18-22
23-27
28-35

Highest educational qualification *

National Senior Certificate
Bachelor's degree
Honours degree
Master's degree
Other

Years employed by WCG Health *

0-1 years
1-2 years
2-3 years
4 years and more

I am familiar with my responsibilities and duties as per my job title

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I am familiar with the outcomes of the programme for which I am enrolled

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I receive continuous and systematic training which can enhance my further development

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I feel that I have an open communication relationship with my supervisor *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

My supervisor is well trained in the subject matter of my daily work *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I feel supported by my supervisor *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I regard my supervisor as my mentor as well *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I have frequent progress meetings with my supervisor (Discussions on individual progress, challenges, career pathing) *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I feel rewarded in the workplace when I go above and beyond my core duties *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

My daily tasks are enriching to my career path *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I feel that I will perform better under supervision rather than having autonomy in the workplace (freedom to plan own schedule, manage own time) *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I feel that rotating interns through different divisions can contribute to their overall development *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Receiving compensation is the driving force for me applying to this programme *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I feel that once I have completed this programme, I am more employable to the labour market *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I have sufficient resources to complete my daily tasks successfully *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

My daily tasks and responsibilities are clear and understandable to me *

Strongly agree
Agree
Neutral

Disagree
Strongly disagree

My daily tasks and responsibilities are intellectually challenging and stimulating *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I attended an induction programme at Groote Schuur Hospital when I commenced duty *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I feel that the receiving division was well prepared for me when I commenced duty *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I feel that my daily tasks make a positive contribution to the organisation *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

I feel productive throughout my working hours *

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

COMPLETION

Dear Participant,
You have successfully completed the questionnaire. Your willingness to participate is valued and much appreciated.



Researcher

lisafeb92@gmail.com