**PDA3** (participant 13) – 24 June 2019

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| Timecode | Speaker | Transcript |
| 00:00:01 | DT | Hello, this is an interview with one of our PDAs. Um, are you happy um to confirm that…sorry, I should rephrase that. Are you happy for me to record this interview? |
| 00:00:13 | PDA3 | Yes, I am. |
| 00:00:14 | DT | Great, thank you. Um, so the- first of all, would you mind giving me a brief overview of the role of a PDA um and how long you’ve been in the role please? |
| 00:00:25 | PDA3 | So I’ve been in this role for four years now. Um, and the role encompasses supporting students while they’re out on their placement year in industry. The majority of our time is spent focusing on that year, so visiting the students um and helping to get the most out of their professional and personal development during that time, helping to set objectives, um work towards their development and being able to then articulate all their skills and competencies. Um, part of the role also involves um sometimes mediating between the student and their employer if they have any issues um and helping them to sort out various problems that they may- may encounter along with problems and challenges. Um, we also put some support into the pre-placement process. So we’ll go into talks in levels four and five and then we have pre-placement talk and sometimes we do get involved with inductions in year six and there may be some- some additional kind of follow-up in year six as well, but that’s not so much. |
| 00:01:32 | DT | Wonderful, thank you. So um obviously going from education into the workplace can be quite a transition for some students. |
| 00:01:41 | PDA3 | Yes. |
| 00:01:42 | DT | In um your experience, from what you’ve seen, do companies do much to facilitate that transition? |
| 00:01:50 | PDA3 | Um, I think it’s really variable. Um, there are some companies who do quite a lot and have a very structured induction process um and will communicate with the students even before they start work um and there are other companies that um it just comes as a complete surprise to the students who may never have worked before, um, so there’s- there’s a whole range between those two experiences. |
| 00:02:14 | DT | And do you think it makes a difference if there’s been something early on to help them facilitate that entry? |
| 00:02:22 | PDA3 | Yes, I think it- definitely does help. I think it will very much depend on the students. There are some students who it wouldn’t matter if they had no help whatsoever, they would settle in just fine and be professional from day one, but I think for the majority of students who haven’t worked and haven’t had that example, that yes, it- it definitely helps them transition because they- they then know what’s expected for them- from them rather, what they have to do, what kind of deadlines, objectives they have to meet, how they have to dress, that they have to turn up on time, yeah, all of those kind of things. |
| 00:02:53 | DT | Yeah, absolutely. And have you got any examples of good practice when companies seem to have got it right? |
| 00:03:01 | PDA3 | Um, Eli Lilly seem to be a great company. They obviously have a lot of students in so they have a very structured induction process. Um, IBM’s another one but seem to always get it very right. Um…I’m trying to think of… |
| 00:03:22 | DT | Do they do anything in particular? |
| 00:03:25 | PDA3 | Um, I think it’s- it comes down to the communication. They seem to communicate really well with the students. Um, the students seem to know what’s expected of them um and they generally have that structured sort of induction process with a handover um and, yeah, clearly-defined kind of mechanisms in place then going forwards. |
| 00:03:46 | DT | Do you think a handover’s quite important? |
| 00:03:50 | PDA3 | Yes, in an ideal world. I think it reassures the student because it can be terrifying. Um, so if they are getting handed from a previous student, they feel much more like it’s peer-to-peer… |
| 00:04:02 | DT | Yes. |
| 00:04:02 | PDA3 | Um, so they feel reassured. Um, I think they feel that they can ask questions that they maybe wouldn’t ask of a manager or somebody more senior um to the **middle** company, so yeah, I think that period’s really important and I think if it isn’t um uh the previous student in that role, I think a handover from anybody is important. Um, but it’s amazing how many companies that doesn’t always have that. |
| 00:04:28 | DT | Mm, yeah, strange. (Chuckles) |
| 00:04:30 | PDA3 | Yeah. Yeah, it’s very strange. |
| 00:04:33 | DT | Have you seen any examples where students themselves have been quite proactive either before they start their placement or in the first few weeks, sort of trying to take control? |
| 00:04:45 | PDA3 | Um, I’m trying to think of specific examples. Um, yes, I’ve definitely had really proactive students um who’ve taken it upon themselves to maybe contact their manager prior to starting um, who have maybe researched the company, had a look at the role, become really familiar with it, looking at what they might be expected to do um on it, but I can’t, for the life of me, think of any specific examples to kind of talk you through. It might come back to me just talking. |
| 00:05:15 | DT | That’s okay. Yeah, it might come back, yeah, yeah, and do you see students who have uh sort of volunteered for extra-curricular sort of things? |
| 00:05:25 | PDA3 | Yes. Yeah. Um, and they are always the students that get the most out of their placement, the ones who volunteer to take on all sorts of extras, yeah. |
| 00:05:33 | DT | Okay, and are they just more proactive, is it that sort of behaviour they have or…? |
| 00:05:39 | PDA3 | Generally, yes. They- and it- it might be that that proactivity actually develops through the year. They might not have started off that way. So some start off being proactive right from the start and will- will continue that way. Others need maybe a bit more confidence or they need to become a bit more comfortable and to understand their role a bit more before they- they feel that they can then be proactive and that’s part of what we always do with them is- is to talk about actually being more proactive, how they can get more from the role, volunteering for everything. Um… what was the question again because [inaudible 00:06:16] saying. I completely forgot. |
| 00:06:17 | DT | Um, it was about um… |
| 00:06:21 | PDA3 | Does that come from students? |
| 00:06:22 | DT | Yes. |
| 00:06:22 | PDA3 | Yes. Yeah, and there are definitely students who I see twice through the placement and we talk about and we try to encourage them to do it and there is absolutely nothing coming back from them ever and they have no intention of ever being proactive and taking more than the bare minimum. |
| 00:06:39 | DT | Yeah. Why do you think that is? |
| 00:06:44 | PDA3 | If I knew that, probably, I’d have the answer to marketing’s problems, wouldn’t I? [inaudible 00:06:49]. Um…I think there’s a huge variety of factors in it. It comes down to probably how they’ve been brought up. Um, how they’ve got through the first couple of years, what their experiences on placement have been. They can really be transformative actually if they have a really good manager or a really good example or- or that placement experience really changes them. Um, so I think it’s down to the environment they’re in on placement, but a lot of it’s down to their own personal kind of motivations and that whatever they kind of bring with them…um…I’ve got one student um at the moment at a company in Bournemouth um who is literally doing bare minimum. His managers have told me he’s doing the bare minimum and when I spoke to him on his review, he has absolutely no intention of doing any more. He just literally wants to do his 30 weeks, leave that- on that Friday, doesn’t want to get anything else out of it. |
| 00:07:47 | DT | Mm, interesting. |
| 00:07:47 | PDA3 | Yeah, yeah. |
| 00:07:48 | DT | And is it because it’s the wrong role, the wrong company, you know, is it just him? |
| 00:07:56 | PDA3 | In that case, I very much got the impression it was him and it wouldn’t have mattered where he’d ended up and he would’ve probably still been the same. Um, he wasn’t very proactive in finding placements, so it wasn’t a placement that he particularly wanted, so obviously that maybe didn’t help, but I think he had left everything to the last minute because he, for whatever reason, don’t want to put words in his mouth there, um…so yeah, he just certainly wasn’t a particularly proactive student all the way through. |
| 00:08:24 | DT | Which happens. |
| 00:08:24 | PDA3 | Yes. |
| 00:08:25 | DT | We’re all different. (Chuckles) |
| 00:08:26 | PDA3 | Yes. (Chuckles) |
| 00:08:27 | DT | So, for those students who perform well on placements, so when you go to see um students from about three months in, can you see that some students are performing well, getting accolades from their…, um managers and other students who are doing less well? |
| 00:08:47 | PDA3 | Yeah, I mean three months is still quite early and it- actually, at three months, they can still really be settling in or really be um building their confidence. I think by- probably by six months, you can really tell who the students who are going to do good things um and- and really shine. Some students **actually**, you visit them at- three months is probably the earliest we would ever visit. Um, but yeah, some students certainly at three months are getting fantastic feedback, they’re way outperforming um their expectations and their managers’ expectations as well and we- we do quite regularly get comments about our students being much better. So I had a few this year um who’ve said- I’ve had one um manager who said that this is the fourth year they’ve had placement students and this student is by far the best from any of those students from previous universities, yeah, so they do seem to be very impressed with [inaudible 00:09:44]. |
| 00:09:45 | DT | That’s good. And do they say why- what it is that those students are doing which is impressing them? |
| 00:09:52 | PDA3 | It’s- it seems to be different, you know, in ea- |
| 00:09:55 | DT | Yeah. |
| 00:09:55 | PDA3 | Each student. Obviously, it depends what that student’s bringing to it but I think there’s an underlying kind of basis of- of employability skills. They’re generally quite prepared. Generally. Um, apart from those un-proactive students, um they’re generally really willing and they generally want to do well and they want to perform so…yeah. |
| 00:10:18 | DT | Yeah, so it’s partly attitude? |
| 00:10:20 | PDA3 | Yeah. |
| 00:10:21 | DT | Um, as well as… |
| 00:10:22 | PDA3 | As well as the preparation, yeah. They- they generally are quite well-prepared and when- and usually we always ask employers, “Is there anything else we could be doing to- to prepare our students better?” and usually, the answer’s no. |
| 00:10:33 | DT | No. Oh, well, that’s good. |
| 00:10:35 | PDA3 | Yeah. |
| 00:10:36 | DT | And if you’ve seen students who are performing well at three months, um, do they seem to do well throughout their placement year or can there be a dip? |
| 00:10:48 | PDA3 | Generally, yes, but yeah, there are certainly students who you speak to the second time and you go in expecting everything to be amazing because it was the last time and it- it can completely floor you because actually they’re now having a dreadful time or something’s really gone wrong, um but yes, in the majority, if- if it’s going well at three months, it’s probably going to continue to go well. |
| 00:11:11 | DT | And do you think confidence plays a part? |
| 00:11:16 | PDA3 | Um in- in their performance or…? |
| 00:11:18 | DT | Yeah. In- especially around three-month period. |
| 00:11:22 | PDA3 | Yeah. I think it…I think it probably does, but I think maybe not as much as you might think in some cases. Um, and actually, in some cases, actually, the students who maybe aren’t very confident are putting so much work into it um because of that lack of confidence, that actually, that maybe is- is why they’re performing so well. |
| 00:11:44 | DT | Oh okay, well that’s interesting. |
| 00:11:46 | PDA3 | Yeah. Yeah. I’ve had lots of students who really a-at that first meeting certainly, their managers say, “You know, I just wish they’d believe in themselves,” um and the next step is to- is for that self-belief, but actually, they’re delighted with the student and with what they’re doing. |
| 00:12:00 | DT | Yes. |
| 00:12:01 | PDA3 | Um, so yeah, there’s not a complete correlation between confidence and- and how well they do. |
| 00:12:06 | DT | Yeah, okay. That’s interesting. So um if a student has more autonomy in a role, does that help or hinder in general? |
| 00:12:18 | PDA3 | Um, I think it depends on the student and on how that works with their manager as well, what the expectations from the role in general or that department in general are um. So IBM for example, generally, the students- it varies role by role, but generally, the students actually don’t quite have enough work for their time, so it’s very much expected that they will find extra projects to take on during their placement. Um, and some students actually really struggle with that, with that lack of, “This is what you need to do,” or maybe they’re not so confident in the networking and- and going out and finding those opportunities. Um, but once they do- generally, they all do find something extra. Once they do, actually, they- they generally very much impress the- you know, the people on the projects that they’ve got involved in. So yeah, I think it’s a bit of a double-edged sword, that autonomy. It can- it can be a bit scary… |
| 00:13:21 | DT | Yes. |
| 00:13:21 | PDA3 | …um, but if the students are confident enough and they’re supported enough where they need it, then they can do absolutely amazing things and stuff that this company would never have even thought they needed or wanted. A student can present them with as- as being in a fantastic project. |
| 00:13:39 | DT | And that brings me onto their manager. I mean you alluded it- to it before, that the manager can have sort of impact on the student. |
| 00:13:48 | PDA3 | Yeah, absolutely. Um, yeah, I think the very best examples are where the managers are supportive but not micromanaging um, where they’re encouraging the students to take responsibility and to have confidence in themselves and that does come a little from being hands off but there when the student needs it. |
| 00:14:11 | DT | Yes. |
| 00:14:11 | PDA3 | Um, I think it also comes down to the- the- the kind of regular support they have, so whether that’s one-to-ones or catch ups or team meetings or however that works in that company, um, it generally works much better where that happens than where it doesn’t. Um, the students quite regularly that I see who don’t have regular meetings are quite often saying, “I just wish I did,” or, “I would love that support,” or…um yeah, and it generally works quite well where the managers maybe act a bit more as a bit of a mentor as well um or in some companies, the students would have a task manager and then they’ll also have a mentor, a buddy… |
| 00:14:52 | DT | Yes. |
| 00:14:52 | PDA3 | …or a- a- you know, a senior—they call it different things—who’s maybe, you know, two, three, or four years senior um that they can go to um again, to just help with that professional networking, professional mentoringas well. That works pretty well. |
| 00:15:07 | DT | Yeah, so sometimes, you don’t want to ask questions to your manager for fear of looking… |
| 00:15:12 | PDA3 | Yeah. Yeah, stupid. |
| 00:15:13 | DT | Yeah, but you can go to somebody else. |
| 00:15:14 | PDA3 | Absolutely. Yeah. Or the manager maybe doesn’t have time or literally isn’t in the country. IBM in particular, who I visit students, quite common, the students’ manager actually might not even live in this country, so…yeah, they- they have really different ways of working. |
| 00:15:32 | DT | Yeah, and that’s become more of a trend recently I think. |
| 00:15:37 | PDA3 | Yeah. |
| 00:15:37 | DT | Um, do you- do you think it…I’m trying to think how to word it. Um, do you think that can be positive or is it…? |
| 00:15:49 | PDA3 | I think if it’s done well, it doesn’t really make too much of a difference. Um, I think there’s a- so IBM’s one example, and there’s another um company called off…Off to Work. Oh, my goodness, now it’s just completely gone out of my head. Uh, it’s a digital company in London. Um, (Overlapping Conversation) I completely forgot the name, but anyway, you can blank it out. Um, yeah, who um in recent years have had students- so both of those who- whose managers have been out of the country, but they’ve had the opportunity in both those cases actually to physically meet, not regularly, but I- in IBM’s case it was just once in the year um but they had very regular support via the equivalent of Skype um and they have, you know, some sort of instant messaging system where if they have any questions- so again, it comes down to that communication which can be done really well if they’re overseas still. Um, just as it can be done really badly if they’re in this country and work literally on the desk beside them. So, it’s down to the sort of ethos of the company I think a lot and how the manager manages it as well. |
| 00:17:02 | DT | Yeah, yeah. So, communication structure. |
| 00:17:05 | PDA3 | Yeah. |
| 00:17:06 | DT | Just having something there tangible. So, as you know, my study’s about psychological ownership and I just wondered what ownership in the workplace means to you. How would you describe it? |
| 00:17:20 | PDA3 | To me personally? |
| 00:17:23 | DT | Yeah, I suppose what you believe ownership is, but then maybe think about some examples of students. |
| 00:17:31 | PDA3 | Um, so I guess I would think of it as taking responsibility for whatever that is, um feeling like that responsibility is yours and then kind of going and running with it and doing everything you can to do that or facilitate it to the best of your ability. Um…I’m trying to think of specific examples. Yeah, there’ve definitely been students who have taken on new projects that maybe have actually come from their ideas, that they’ve observed and they’ve looked at aspects of their role or their department and they- they thought why don’t we do something slightly different or why have they never thought of doing it this way um who will then, you know, get together or work on a project um to kind of deal with that issue. Yeah, there’s been lots of- lots of kind of examples of that, yeah. |
| 00:18:33 | DT | And do you ever see um students exhibit any sort of ownership over the company, so feeling like it’s my company? |
| 00:18:44 | PDA3 | Yeah, I think so, definitely. Yeah, I think there’s a real sort of sense of pride. Um, but they work for that company and they are part of it. (Overlapping Conversation) they see themselves very much in **authority** as- as an employee. They don’t see themselves as a student for that year. It’s- it can be quite a distinction, actually. Yeah. |
| 00:19:09 | DT | Oh, that’s interesting. |
| 00:19:09 | PDA3 | And a lot of them it- it really comes as a bit of a shock almost when the year’s almost ending and- and they can actually be really sad to leave because they’ve worked so hard, you know, through this year and got so much out of it, they actually don’t want to hand it over because they feel so much ownership… |
| 00:19:26 | DT | Yeah. |
| 00:19:26 | PDA3 | …of it, yeah, definitely. |
| 00:19:27 | DT | Yeah, no that’s quite- and that was similar to what another um PDA was saying actually. |
| 00:19:33 | PDA3 | Yeah, I’ve- I always- yeah, have students- I spoke to one last week actually who I can think of um who yeah, was saying she’s actually really sad to- to have to leave and because what she’s doing is quite cyclical process, so she’s putting things in place now that she won’t get to, you know, fulfil… |
| 00:19:52 | DT | Oh of course, yes. |
| 00:19:52 | PDA3 | …because it’s…yeah, it’s going to- going to happen next year. |
| 00:19:55 | DT | Yeah, that’s quite interesting. |
| 00:19:57 | PDA3 | Yeah. |
| 00:19:57 | DT | Um, and so do you think people- students seem to show ownership for the company more than the job role or vice versa or does it depend? |
| 00:20:11 | PDA3 | I never really thought about it. (Pause) I don’t know is the answer to that one. |
| 00:20:16 | DT | No, that’s fine- |
| 00:20:17 | PDA3 | I don’t know if I could quantify it. Um… |
| 00:20:20 | DT | I wonder if there’s some companies where students have really wanted to work for um and so then they instantly get there and identify with the company because it’s where they want to be. |
| 00:20:35 | PDA3 | Oh okay. Um, yeah, possibly I guess there are examples of that, but there’s also examples of where the students have really wanted to work for that company, maybe hadn’t really researched it and then get in there and it’s completely different to their expectations, so actually, they maybe feel a bit alienated from it. It just wasn’t quite what they were expecting. Maybe it might just be their role. Um, there’s a student last year who was desperate to work for this company, obviously did really well and got the job um but actually, the job turned out to really not be what she was hoping for and actually, she felt quite alienated and- and yeah, really didn’t actually enjoy her placement year from it so…yeah. |
| 00:21:19 | DT | Yeah. Do you see any examples of students who feel ownership for their team… |
| 00:21:25 | PDA3 | Yes. |
| 00:21:25 | DT | …so it’s almost a collective- yes? |
| 00:21:26 | PDA3 | Yes, very much, yeah. Um, in fact, I was reading one student’s coursework today, so it described it as being like a family, and that’s quite common. They- they see it as being, yeah, very much like- like a family, or like their work family in lots of cases, yeah. |
| 00:21:44 | DT | So they almost feel more ownership as a team than they do maybe for the company? |
| 00:21:50 | PDA3 | Yeah. Yeah, particularly where it’s a massive company. I think you can’t fill that um so it would…yeah, in those cases, it very much depends what the- the sort of department is like that the student ends up in, but it’s also really common in the much smaller companies to- to really feel that I think. |
| 00:22:06 | DT | Yeah. And you mentioned pride. Are they feeling pride for what they’ve achieved in the job, being part of a bigger company? |
| 00:22:17 | PDA3 | I think for what they’ve achieved and how that has made an impact at the company, what sort of legacy they’ve left. If they can see something tangible that they’ve been able to better or to achieve, yeah, that- they feel pride in that. |
| 00:22:32 | DT | And actually, that’s come up again um already, the sort of legacy… |
| 00:22:37 | PDA3 | Yeah. |
| 00:22:38 | DT | …um of actually being able to- is it being able to contribute or being able to just put your stamp on something? |
| 00:22:45 | PDA3 | Yeah, I think it’s both um because obviously it depends on what’s **possibly,** but it’s quite common actually. You see students maybe on the first visit and they say, “I want to be able to leave something,” or, “I want to be able to leave a lasting kind of impact. They maybe at that point don’t know what that is going to be even, but they have this feeling that they want to leave something behind. Yeah, so I don’t know if that’s that little bit of ego in all of us, we always want to be remembered, don’t we? |
| 00:23:12 | DT | Yeah, absolutely. |
| 00:23:13 | PDA3 | Yeah. |
| 00:23:15 | DT | Yeah. No, it’s interesting. And um can you think of any sort of characteristics or features that sort of um help develop ownership feelings? |
| 00:23:29 | PDA3 | Um, I think if the students are allowed properly to- to buy into the company. If they’re really encouraged to be a part of that team and the role. Um, if they’re given those extra opportunities like maybe additional training or um they might be- t-the kind of the social things really cement that as well um, you know, even if it’s just going out for lunch, you know, with everybody in the team, um students generally love it when they- yeah, there is more of a sort of social life and then maybe going out in the evenings and stuff as well. Um, so I think- I think that really helps. I think it’s down- again a lot to the manager and, you know, how welcomed they are and supported they sort of feel um- and also how the manager reacts to their contribution because I have had cases before where the student really feels, “I’ve really, really worked hard with this and- and I feel like I’ve done a great job,” and then they’re kind of slapped down a little bit by the manager or not- or it’s just that the manager just doesn’t really seem to appreciate what they’ve done. Um, maybe not meaning to slap them down but um yeah, it still has a sort of- |
| 00:24:40 | DT | The recognition, maybe. |
| 00:24:41 | PDA3 | Yeah, so the recognition I think is- is really important. Um and also kind of understanding what that contribution means to the company, so I think the explanation of that to the student can be really important um as well. Um, so I had a student who I visited for second time recently who hadn’t been getting on great at the company um and she was then able to go in to visit the head office and to speak with other people in different departments and she said it really just helped her to understand the value of what she does in her day-to-day role and why it was important and although her day-to-day role hasn’t changed and it’s not lighting up her world, to be perfectly honest, but she is much happier in it and she is doing much better at it as well because she now understands the importance. |
| 00:25:34 | DT | Oh, that is still going. |
| 00:25:35 | PDA3 | Oh. (Laughs) |
| 00:25:35 | DT | I thought for a moment it had stopped. The red light. (Overlapping Background Noise) Uh, so that’s really interesting, you know, the notion of actually seeing how something you do impacts on others. (Overlapping Conversation) that can be quite powerful. |
| 00:25:54 | PDA3 | Yeah, and I think that maybe particularly is really important in those slightly more dull jobs that maybe aren’t exciting, go out to London every week, doing a project, doing, you know, whatever, um maybe where students are much more um set in their 9:00 to 5:00, it’s maybe not such a variable role and yeah, um, I think to really fully understand what is the value of that report you have to do every Monday morning or that…you know, those customer phone calls you have to take or whatever it is, yeah, I think that’s really important. |
| 00:26:29 | DT | So um earlier with one of the PDAs, they were mentioning that as well as ownership for the company and um the job role and the team maybe, they’ve also seen sort of seen sort of career ownership, so owning their own career. |
| 00:26:46 | PDA3 | Yeah. |
| 00:26:47 | DT | And in some of the student interviews, that’s been- I’ve seen that as well. |
| 00:26:52 | PDA3 | Yeah. |
| 00:26:52 | DT | And I just wondered if that’s something that you’ve come across at all. |
| 00:26:56 | PDA3 | Yeah, definitely. I think in the majority, that’s with the really proactive, engaged students. |
| 00:27:01 | DT | Yeah. |
| 00:27:03 | PDA3 | Um, but certainly yeah, I’ve really, really seen cases um of that. Um…yeah, students who are really engaged, they’re switched on, they know what they want to get from this year, they know what they want to get from their longer term caree- or certainly for the next few years of their career, they know what gaps they’ve got, they know- they’ve got to fill those somehow so they look to extra training, they look to network, they look to develop themselves, um and they look to get all those extra opportunities. They tend to be students that volunteer for a thing and get involved in- in extra stuff, yeah. |
| 00:27:38 | DT | Yeah, it’s interesting because I haven’t come across that in the literature before… |
| 00:27:42 | PDA3 | Yeah. |
| 00:27:42 | DT | …um but I- talking to students, it has definitely come out and so it was quite interesting. |
| 00:27:49 | PDA3 | Yeah, yeah. Those are generally- I’d say generally really good students. (Chuckles) |
| 00:27:53 | DT | Yeah. (Chuckles) So what do you think are the potential positives and negatives for students or feelings of psychological ownership at work? |
| 00:28:03 | PDA3 | Um…so positives, um that feeling of rew- reward and recognition, um that motivation to do more, make more of an impact, and then to get more out of your placement. Um, and as well as that, it um potentially opens more opportunities for them because if other people are in business and seeing what they’re doing, there may be other opportunities. So yeah, opportunities to impress, to network, to build their skills. Um, negatives would potentially be—and I’ve definitely seen this—the- the kind of the stress levels, when maybe the job actually isn’t manageable. Um, I’ve got um a student this year who um…I know who’s someone you spoke to actually, um who um her replacement is actually going to be two people because the job is just not manageable um for her, so in the earlier part of her placement, she spent a huge amount being really quite stressed and coping with the workload because she’s a fantastic employee—I don’t want to say student—um but yeah, it- having a bit of a detrimental effect, you know, on her health, maybe, you know, stress-level wise, so I think that’s- that’s um…yeah, potentially can be a big factor. I think there’s the potential maybe for students t-to in some ways be a little bit taken advantage of if they’re feeling that ownership and wanting to do everything, that that can maybe be slightly taken advantage of in the- you know, with the best intentions. Yeah, um, I’m trying to think of any other negative um effects that I’ve seen. Um…not- and this is a long time ago and it- it wasn’t a business company, to be honest, but, you know, companies who literally use the students for free labour. Um, so yeah, that- that could be a negative um as well, yeah. |
| 00:30:21 | DT | And is it a positive and negative- are there positives and negatives for the organisation? |
| 00:30:27 | PDA3 | Of this- the ownership? |
| 00:30:28 | DT | Mm. |
| 00:30:29 | PDA3 | Um…let me think…yeah, I think- I think there probably are. I think a lot of it would be down to the kind of the same kind of reasons, going to get more out of the students, you know, on the positive side, um those students may well come back to them. That’s, you know, a- a definite positive, but actually, if the student is maybe too involved sometimes or- or is stressing themselves out unnecessarily when that expectation is not coming from above or from the company, um then that can be quite hard to manage for managers sometimes actually and I have had cases where the manager said- and I’ve had this quite common, “You’ve got to say no,” and actually, that’s a big thing for students through that year, to learn how to say no, so yeah, um I think there potentially can be, yeah, definitely some negatives with the employer as well. |
| 00:31:21 | DT | Excellent. Um and you mentioned about um sometimes it could be hard to let go, so almost at the end, they don’t want to handover to anyone else. Do you think that’s being quite territorial or is it just natural that actually, when you’ve had, been good at something, letting go is quite tough? |
| 00:31:51 | PDA3 | Yeah, I think so. I think- I mean I guess you could get- if you’re the student who’s really territorial and doesn’t want anybody else to be seem to be doing as good as them but I think it’s more just that they feel such a sense of pride in what they’d done um and that the year has been such a transformative experience in general, they’ve come out of placement a completely different person, and in general, they’ve put, you know, their heart and soul into it and that’s really difficult to walk away from. You know, any jobs I’ve ever had in the past that I’ve walked away from if I’ve loved them, um have- have been really- I’ve had that feeling as well, so I think yeah, I think it’s an odd situation, isn’t it, is that you’re not leaving the job because you want to… |
| 00:32:31 | DT | Yes. |
| 00:32:32 | PDA3 | …you’re leaving the job because they have to return to university which can be quite difficult at first for someone to sort of get to grips with. |
| 00:32:39 | DT | But at the same time, it’s quite interesting the fact that students could feel ownership within a year when un- when they know they’re never going to stay in it, so… |
| 00:32:48 | PDA3 | Yeah, absolutely. Yeah, and actually, some students end up maybe still working part-time for the company when they return to university because they just still want to keep that link or maybe- in the majority of cases, that would- you know, they would probably have a graduate job to go back to as well, but yeah, it certainly just shows that actually, they really, really don’t want to let go and they want to keep- keep those connections and I think a lot of it actually, they- they maybe build some real personal connections, so it’s not just about the work, it’s about the people… |
| 00:33:18 | DT | Yes. |
| 00:33:19 | PDA3 | …um and they want to keep that sort of half professional, half personal relationship up with those people as well. |
| 00:33:26 | DT | Yeah. I can understand that. |
| 00:33:29 | PDA3 | Yeah. |
| 00:33:29 | DT | Brilliant. Do you think there’s anything else you want to say that we maybe missed? |
| 00:33:38 | PDA3 | I don’t think so, not unless there’s anything that’s, you know, that’s prompted. |
| 00:33:40 | DT | No, I think that’s pretty damn good. |
| 00:33:43 | PDA3 | Ah, good. Excellent. |
| 00:33:44 | DT | Okay, thank you very much. |
| 00:33:46 | PDA3 | No problem. |
| 00:33:46 | DT | Now let me turn this off. |

[00.33.49]

**[End of Audio]**

**Duration 33 minutes and 49 seconds**