Understanding corporate social responsibility through an industrial-organisational psychology perspective: A case study

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COMMENTS

The reader is reminded of the following:

- The American Psychological Association (APA) reference and editorial format, which is prescribed by the publication manual (6th edition), was use in this dissertation. This practice is in line with the policy of the Industrial Psychology programme of the North-West University (Potchefstroom) to use the APA guidelines and writing style in all scientific documents as from January 1999.
- The mini-dissertation is submitted in the form of a research article. The editorial style specified by the South African Journal of Industrial Psychology (which agrees largely with the APA style) is used, but the APA guidelines were followed in constructing tables.

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DECLARATION

I, Dean Vermeulen, hereby declare that this mini-dissertation entitled "Understanding corporate social responsibility through an industrial-organisational psychology perspective: A case study", is my own work and that the views and opinions expressed in this work are those of the author and relevant literature references as shown in the references.

I further declare that the content of this research will not be handed in for any other qualification at any other tertiary institution.

Dean Vermeulen

LANGUAGE EDITING STATEMENT

10 October 2016

I, **Ms Cecilia van der Walt**, hereby confirm that I took care of the **editing** of the **article** of **Mr Dean Vermeulen** titled *Understanding corporate social responsibility through an industrial-organisational psychology perspective: A case study.*

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SUMMARY

Title: Understanding corporate social responsibility through an industrial-organisational psychology perspective: A case study

Key words: Corporate social responsibility; Industrial Psychology; Community engagement; Young adults**.**

Globally, the concept of Corporate Social Responsibility (*CSR*) has been recognised as an integral part of business operations. Although the concept has variable definitions according to the different industries which engage in it, the central idea of CSR is to extend the desirable and positive benefits of business operations into the community in which the organisation operates. The concept of CSR is also recognised and of import in South-Africa. In the country, corporations that are traded publically must subscribe to the ideals of social responsibility, since their activities are monitored and reported on by the King report. CSR has also evolved from mere social and charitable contributions, to an array of activities that create desirable inputs into communities. In this study, one example of such a desirable contribution is presented in the form of professional services and training. The Industrial-Organisational Psychologist (*IOP)* practitioner has specific skills and knowledge that can be used to operate in the CSR initiatives of the organisations. This study explored how the IOP practitioner functions, operated and executes the CSR ideals of an organisation.

In this case, a tertiary training institution engaged in a CSR initiative by assisting a community school with professional services and training. The initiative capitalised on the training institution's internal departments, specifically the department for Industrial-Organisational Psychology. The IOP professionals involved in the CSR initiative developed a schedule for workshops, all addressing different needs identified of the participants, identified in a needs analysis process. The results of the research showed that such IOP-related CSR initiative have positive impact and results. Participants shared that they have found value in the training and sharing of knowledge. The results showed that the participants have learnt some specific skills such as communication, healthy choices and study method skills. Moreover, they shared that they have become more self-confident, self- and other-aware and that the training overall had positive impact in their lives. This research established that the IOP professional has the relevant skills and knowledge to operationalise an organisation's CSR initiatives successfully.

OPSOMMING

Onderwerp: ꞌn Begrip van Korporatiewe Sosiale Verantwoordelikheid deur ꞌn Bedryfsielkunde perspektief: ꞌn Gevallestudie

Sleutelwoorde: Korporatiewe Sosiale Verantwoordelikheid, Organisasie-sielkunde, Gemeenskap betrokkenheid, Jong volwassene.

Wêreldwyd word die konsep van Korporatiewe Sosiale Verantwoordelikheid (KSV) erken as ꞌn deel van belang vir besigheid bedrywighede. Die konsep word verskillend gedefinieer afhangend van die bedryf waarin dit gekonsepsualiseer word, die kern bly die idee dat die gunstige uitkomste van besigheid bedrywighede tot in die nabye gemeenskap terug geploeg word. Die konsep is ook van belang in Suid-Afrika, waar organisasies wat openbaar handel dryf aan die ideale van KSV onderskryf word, aangesien die bedrywighede van die organisasie deur die King Verslag gemonitor word en op gerapporteer word. Die konsep van KSV het getransformeer vanaf ꞌn konsep waar organisasies slegs sosiale of liefdadigheid bydraes maak, tot ꞌn verskeidenheid van aktiwiteite wat gunstige insette vir die gemeenskappe skep. In hierdie studie, is ꞌn voorbeeld van sulke aktiwiteite in die vorm van professionele dienste en opleiding. Die Bedryfsielkundige praktisyn het spesifieke vaardighede en kennis wat gebruik kan word om organisasies se KSV inisiatiewe te ondersteun. Hierdie studie het ondersoek hoe die Bedryfsielkundige funksioneer en die KSV ideale van ꞌn organisasie uitvoer. In hierdie gevallestudie, wat in 'n inrigting vir tersiêre onderrig betrokke was, was die KSV inisiatief behulpsaam aan 'n gemeenskapskool deur professionele dienste en opleiding te lewer. Die inisiatief het gekapitaliseer op die opleidingsinstansie se interne departement, spesifiek die departement vir Bedryfsielkunde se betrokkenheid by die gemeenskapskool. Die Bedryfsielkunde praktisyn betrokke by die KSV inisiatief het 'n program ontwikkel vir werkswinkels, wat verskeie behoeftes van die deelnemers geïdentifiseer het. Die resultate van die navorsing het getoon dat sulke-Bedryfsielkunde verwante KSV inisiatief ꞌn positiewe impak en gevolge gehad het. Deelnemers het gerapporteer dat hulle waarde in die opleiding en kennis gevind het. Die resultate het getoon dat die deelnemers 'n paar spesifieke vaardighede geleer soos kommunikasie, gesonde keuses en studiemetode-vaardighede. Daarbenewens het hulle meer selfvertroue geleer, ervaar groter self-en-ander-bewustheid en dat hulle die opleiding oor die algemeen positief ervaar het. Hierdie navorsing het vasgestel

dat die Bedryfsielkunde praktisyn die nodige vaardighede en kennis besit om 'n organisasie se KSV inisiatiewe suksesvol te operasionaliseer.

CHAPTER 1

INTRODUCTION

1. Introduction

The research endeavour aimed at understanding how industrial psychology as a field of study and practice can contribute to operate in the undertakings of corporate social responsibility (CSR). Worldwide CSR is being mainlined as a part of doing business that extends beyond bottom line thinking, promoting the benefits of the positive-image that organisations can enjoy from investing in CSR (Stephenson, 2009). Globally business practises subscribe to the idea that philanthropy can legitimise an organisation's social obligations while maintaining good business (Chen, Dennis & Robberts, 2008). Furthermore the ethical case is strong for organisations to engage in CSR as part of their business ethics practises, perceiving it as a moral obligation, which can highlight the importance of making CSR part of the HR function in a business (Okpara & Idowu, 2013).

Seen from a South-African perspective Ackers (2015) is a leading source of writings in this field, writing that responsible business is entrenched in an aspiration for organisations to show they operate on triple bottom-line perspectives and have excellent corporate citizenship (Ackers, 2015). These ideals have been institutionalised in South-Africa by the King III report and organisations voluntarily pursue a status as responsible corporate citizens (Ackers, 2015). It is also true that in contemporary South-Africa, organisations are expected to provide evidence of corporate citizenship. Ackers (2015) additionally indicates that in South-Africa a paradigm shift is occurring, moving towards a system where organisations want to cooperate and disclose on their social activities, as part of their business operations. Recent research of Aguinis and Glavas (2013) investigated CSR from the perspective of industrial psychology as afield of study. They indicate that initiatives such as the United Nations Global Compact – of which the Society of Industrial and Organisational Psychology is a member – consider CSR a worldwide interest for organisations (Aguinis & Glavas, 2013). The Aguinis and Glavas (2013) research resulted in a perspective change, stating that measurement of CSR and its outcomes needs to be inclusive of the IOP paradigm, the business HR function, and other foundations underlying CSR. Another noteworthy implication of the research of Aguinis and Glavas (2013) is the notion that CSR should be embedded in the organisation for the most successful permeation of CSR.

Similarly Rupp, Skarlicki and Shao (2013) commented on the investigation of CSR from the

IOP perspective, highlighting the bare knowledge on the topic and the need for further investigation form the IOP domain, as IOP has the relevant KSAO relevant to operationalising CSR. This fact is also true for South-Africa, very little literature is available regarding CSR, specifically from the IOP perspective and foundations. However, associations in South-Africa such as SIOPSA (The Society for Industrial and Organisational Psychology South-Africa) and SABPP (South-African Board for People Practices) promote initiatives and further the concept of CSR for industrial psychologists and the profession by creating opportunities, platforms and workshops that are dedicated to IOP, CSR, and community service.

The aims of this study is to explore the role of an industrial psychologist when in a CSR facilitative capacity presented by a training institution in the North West province, South-Africa. The study was also aimed at understanding the content and process of a community engagement programme, as part of an organisation's corporate social responsibility (CSR), from an industrial psychology perspective applied in a specific case. To gain understanding of the concept CSR and the process and benefits there, one needs to consider various perspectives and the functions of the different role-players involved.

The conceptualisations in the literature were investigated and the experiences of the specific population of the case is explored. In this study, industrial psychologists assisted, facilitated and furthered the objectives of the training institution's community engagement endeavours in a particular group in the community. Finally, this study also aimed at making recommendations for industrial psychologists to consider as part of the organisation's social investment scope.

1.1. Problem statement

Corporate Social Responsibility (CSR)

The concept *corporate social responsibility* (CSR) has undergone significant changes in conceptualisation and focus in recent years. Rosamaria and Robert (2011) indicate that in the early 1950s the focus of CRS was mainly on doing good deeds for society. Forward to the 1990s the concept had become universally accepted as part of business practice and a

responsibility towards stakeholders. Towards the 2000s it had become an integral part of a corporative strategic success (Rosamaria & Robert, 2011). Corporate social responsibility has a variable definition, as different industries conceptualise what it means to them, and how they view the dynamics thereof. The research of Dahlsrud (2008) highlights the difficulty concerned with defining CSR as it constitutes many dimensions.

Literature indicates that the most common reference to CSR is condensed as 'a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis' (Commission of the European Communities, 2001, as cited in Dahlsrud, 2008, p. 7). Organisations must fully understand, engage in and benefit from the wide array of corporate social responsibility. Rossouw and Van Vuuren (2010) indicate that there can be many ways in which an organisation can benefit from social investments, and conversely many losses from a lack of investment.

Arguments can be posed for both pro-CSR and anti-CSR. The most common benefit a company would enjoy from its CSR endeavours is bottom-line or financial influences. The theme supporting the pro-CSR for a business case argues a competitive advantage for the organisation by creating healthy stakeholder relationships and a risk reduction for the organisation concurrently by creating a stable reputation for the organisation (Carrol & Shabana, 2010). On the other hand, in the same article Carrol and Shabana (2010) argue against CSR, portraying is that an organisation's sole duty is to perform well financially and should have no concern for social issues as the business is operated by business people, and not social agendas. Therefore CSR would possibly not only have a cost financially to the organisation, but also distract it from its operating goals and purpose (Carrol & Shabana, 2010).

Furthermore Carrol and Shabana (2010) indicate that a common argument against CSR is that the free market and legislation is responsible for the care and resolution of social issues, and business does not have a part in it, primarily because they are not equipped for that goal. However, in the era of globalisation there is overwhelming pressure on organisations to fulfil responsibilities and expectations from diverse areas such as ethics, legal, public standards and community involvement.

Crane, Matten and Spence (2008) indicate that the issues of corporate social responsibility are extensively researched from the perspectives of business and management practises. The central concept of corporate social responsibility, however, has many key players and stakeholders which function in the larger system ranging from customers to employees and organisational management, all of whom have important functions and roles (Crane, Matten & Spence, 2008).

South-Africa has an undeniably unique and positive approach towards conducting business responsibly and ethically. Organisations are evaluated by the King report of Corporate Governance on the social impact they have, and how they manage their social relationships, obligations and business impact. Even though this is only a requirement for publically traded organisations listed on the Johannesburg Stock Exchange (JSE) it is clear that organisations in general have a responsibility to engage in the communities they operate in (Acker, 2015). Furthermore, companies are being continually pressured to implement CSR programmes and to account for all their impacts in the economic, social and environmental domains (Acker, 2015). Olowu (2013) also comments that an increasing value is placed on community engagement activities worldwide, and that in the South-African milieu, universities play an important part in CSR and community engagement. Universities have the unique CSR contributions by creating relationships with community academic undertakings that produce and apply knowledge (Olowu, 2013). University staff can apply their academic knowledge and skills by collaborating with these local community schools or groups, whereby they operationalize CSR through solving problems and creating beneficial relationships within local communities (Olowu, 2013). These concepts also hold true for the profession of industrial psychology, perhaps more so, given the social and human resource management nature of the occupation.

Industrial Psychology and Corporate Social Responsibility
Industrial and Organisational Psychology (IOP) is a field of psychology that concerns itself with applying psychological theory, practice and principles to the working environment (Schreuder & Coetzee, 2011). The Health Professions Council of South Africa (HPCSA) is the governmental legal entity that governs the practice and scope, along with regulatory control over the profession in the country, as indicated in the Health Professions Act of 1974 (South Africa Department of Health, 2011).

The HPCSA indicates the scope of the profession as "planning, developing, and applying paradigms, theories, models, constructs, and principles of psychology in the workplace in order to understand, modify, and enhance individual, group, and organisational behaviour effectively" (South Africa Department of Health, 2011, p. 9). Definitions of industrial psychology also indicate that the functions of the IOP practitioner include actions outside the industrial setting, such as serving communities and people by providing expert services like counselling for personal and professional development and social education (Colman, 2015).

The scope of practice makes no specific reference to a responsibility to act in a beneficial role to the community, nor does it indication such responsibility. However, the ethical duties of the industrial psychologist underpin and support business ethics in which the IOP practitioner operates (Van Vuuren, 2010). The negligence of the scope of profession to indicate a responsibility to serve the community or social investment may be indicative of a gap which needs to be addressed, this case can also be made for other occupations which have delineations in their scope of practice. The scope of practice for IOP offers the following duties as part of the IOP practitioners responsibilities; planning, developing, and applying paradigms, theories, models, constructs, and principles of psychology in the workplace in order to understand, modify, and enhance individual, group, and organisational behaviour effectively – facilitating individual and group processes for effective organisational functioning; designing, and implementing training programmes for effective organisational functioning.

A core responsibility to highlight is designing, managing, conducting, reporting on, and supervising the industrial psychology research (Health Professions Act, 1974). This would indicate that if an organisation is seeking to engage in CSR, the IOP practitioner will have the eligibility and competencies to act in that capacity, as the IOP has a stake in the research and practise. Additionally, Barnard and Fourie (2007) show that one of the roles of the IOP practitioner is the long-term sustainability of an organisation which, as mentioned above, can be achieved through CSR initiatives. Barnard and Fourie (2007) also indicate additional roles of the IOP as mentors, leaders and guiding business practice. This statement again indicates the practical role the IOP practitioner can play in the community by serving in the CSR initiatives of an organisation. These initiatives can range from mentorship programmes, facilitation programmes, career and vocational guidance, intervention programmes etc. This

furthers the outcomes of the organisation and the IOP practitioner as a servant of the community.

In South-Africa there is a voluntary association for the profession of industrial psychology, the Society for Industrial and Organisational Psychology of South Africa (SIOPSA) that does address the duty to progress and support the ethical duties of the professionals they serve. SIOSPA strives and undertakes to make ethics and community initiatives a duty and inherent function of professionals who associate with the body (SIOPSA, 2015). SIOPSA propagates the value and importance of CSR by incorporating the principles thereof into the association's four main imperatives, namely; education, wellness, research and leadership. The imperative of wellness has its focus not only on organisational wellness, but also on CSR and on using CSR to increase wellness. SIOPSA (2015) also promotes the occupational experience, research and the involvement of IOP practitioners in CSR related activities in organisations and communities. This imperative aims at entrenching values of wellness in communities and solving social issues and thereby making the way for IOP to follow similar initiatives. (SIOPSA, 2015)

Therefore, as the industrial psychologist working for any organisation undertakes to support the aims of that organisation, they adopt the same set of principles and ethics which that organisation propagates. The industrial psychologist must agree to the duties of social investment the organisation distributes, and do their best to support the goals of the corporate social responsibility of their employers (Van Vuuren, 2010).

The writings of Aguinis and Glavas (2013) identify that the concept of corporate social responsibility is a diverse area and they embarked on research to provide sense and meaning to the concept through the foundations and perspectives of industrial psychology. Their core goal was to provide an understanding of when and why corporate social responsibility will lead to organisation-wide benefits. The study of Aguinis and Glavas (2013) was a first step made towards a model of understanding corporate governance and social responsibility from the viewpoint of industrial psychology (Aguinis & Glavas, 2013). Conversely, Aguinis and Glavas (2013) indicate that worldwide the practise of research and reporting on CSR is commonplace for the contemporary organisation.

In a similar literature review Aguinis and Glavas (2012) outline that CSR is ever-evolving in focus. Research in the field of CSR has covered and shifted towards organisational performance, financial returns, measurement and impact from the traditional financial models (Aguinis & Glavas, 2013).

It was only recently that research has favoured CSR investigation in specific disciplines. Contemporary arguments beckon for the field of IOP to embrace organisational responsibility, i.e. CSR, in their practice and research, which may be due to the rise in popularity of CSR and the highlighted status of CSR (Aguinis, 2011). It is worthy to comment that Aguinis (2011) highlights that CSR is a topic that does not receive much attention from IOP, or even from psychology in general. Rupp, Skarlicki and Shao (2013) point out that little research has been undertaken to understand corporate social responsibility from the perspective of psychology and how these professionals operate and function to support the social duties and responsibilities of modern organisations. In their study they refer to the research of Aguinis and Glavas and they further opine that the lack of knowledge in this regard can cause confusion and miscommunication when the industrial psychologists undertake social or humanitarian work (Rupp, Skarlicki & Shao, 2013). Therefore it seems imperative to undertake research to explore the importance and conceptualisations of CSR, and the recent emerging link between CSR and IOP.

The literature also illustrates that the understanding of CSR from an industrial psychology perspective is an area that requires more research. This increased understanding will benefit the future development and training of IOP students; along with the improved delivery of social investment by organisations. The finding of Aguinis (2011) that IOP and psychology in general are negligent of CSR is a finding that is also true for South-Africa. Therefor this study aimed at contributing towards literature concerning CSR for the IOP profession in South Africa.

The specific population for this study included a group of learners from a secondary school who formed a voluntary academic discussion group to enhance learning and development. The IOP department at the university undertakes support to this youth group as part of its CSR initiative. As such, the students registered to this department are voluntarily involved to

support this youth group by applying their learnt skills and enquiring about and addressing the learners' needs for development and growth.

The above problem statement leads to the following research questions;

1. How is Corporate Social Responsibility conceptualised within the literature?

2. What does the literature indicate about the industrial psychologist's involvement in Corporate Social Responsibility?

3. What does needs assessment indicate regarding a specific population of young adults in a community for development and growth?

4. What is the content and methodology of an IOP-related Corporate Social Responsibility programme for a specific population of young adults in a community?

5. What was the experience of the population after the Corporate Social Responsibility programme?

6. What recommendations can be made for future research?

1.2. Expected contribution of the study

Contribution to Industrial/Organisational literature:

IOP has an imperative part to play in CSR and this is likely to grow as the importance thereof becomes more recognised. This is especially true in contemporary South Africa where competitiveness is becoming increasingly important to corporate success. As indicated earlier, the benefits of CSR can be great, even more so when the organisation has the right people such as sufficiently trained IOP practitioners.

This study will contribute significantly towards the body of knowledge in industrial psychology, specifically in relation to corporate social responsibility and the role and impact that IOP can have in the domain of CSR. This study will also contribute to and supplement the literature made available by the IOP associations in South Africa.

Contribution to the Industrial Psychologist:

Contributions in this light would be the improvement of the process, delivery and enrichment in the content of the community outreach initiatives when IOP practitioners are involved. This can lead to improvement in the CSR to better satisfy the participants and aid in reaching objectives for the training institutions. The research will also contribute in the form of recommendations with regard to training needs for industrial psychology students, which may have a larger part in community outreach initiatives in the years to come. This will satisfy the requirements of the organisations, and bring an ethical compliance to the profession.

Contribution to the individual:

This study will help to bring clarity and understanding to the IOP practitioner, assisting to make sense of the experience and working role of CSR. It will improve the knowledge and practical skills of the IOP practitioner, by enabling the transference of skills more effectively. It provides a platform to share the expertise and knowledge that was garnered during the CSR programmes.

1.3. Research objectives

The research objectives for this study are divided into general and specific objectives;

1.3.1. General objectives

The general objective of this study was to understand the concept *corporate social responsibility* through the paradigm of industrial psychology.

1.3.2. Specific objectives

The specific objectives of this study were

- to conceptualise Corporate Social Responsibility from the literature;

- to describe what the literature indicates concerning the industrial psychologist's involvement in Corporate Social Responsibility;

- to describe what specific development and growth needs exist for a specific population of young adults in a community;

- to describe the content and methodology of an IOP-related Corporate Social Responsibility programme for a specific population of young adults in a community;

- to describe the experiences of the population after the Corporate Social Responsibility programme;

- to make recommendations for future research.

1.4. Research design

The research design comprises the research approach, research strategy and research method.

1.4.1. Research approach

This study utilised the qualitative research design. Qualitative research is defined as a research technique using observation, and not statistical analysis to obtain scientific assumptions and results (McLeod, 2013).

Qualitative research is also described as a process of data collection, analysis and interpretation contained within a natural setting; emphasising an interpretive core (Wright, 2014). Qualitative research is a research approach that does not attempt to quantify research in numerical terms, but to collect rich data to identify themes and patterns. Qualitative research makes an attempt to understand the topic from the perspective of the participant; which is imperative in the situation where the researcher wishes to understand the experience of a specific population (Struwig & Stead, 2001). Morse (2003) similarly points out the relevance of qualitative research when the researcher wants to know more about a particular topic of which little has been explored or is known. The objectives of this study were aligned with this research paradigm, since the exploration of the link between corporate social responsibility and industrial psychology, and the experiences of a population contained within such initiatives, is bare. This highlights a research undertaking which necessitates a qualitative inquiry and re-examination (Morse, 2003). The research project used a phenomenology as part of the research approach. Phenomenology is explained as an attempt

to describe the experiences that have been lived by a certain group or individual (Creswell, 2009).

This would mean that the delivery of the research would be in the form of a description of the experiences and social action of the subjects (Fouché & Schurink, 2011). Fouché and Schurink (2011) point out the importance of the researcher distancing themselves from their judgements and preconceptions in the phenomenological approach. To expand on the design of phenomenology, social constructivism was utilised as the qualitative paradigm for this study. Constructivist viewpoints are those that can be described as the study of knowing, focusing on how to obtain what information is available in the real world and how to obtain the knowledge (Nel, 2007). Nel (2007) also points out that in a constructivist viewpoint the researcher attempts to provide plausible explanations for the area of study. In the social constructivism ontology, as described by Kim (2001), is a contemporary theory which states that multiple realities exist, since multiple people have constructed the realities and have lived the experience/s. Social constructivism operates on central assumptions concerning reality, knowledge and learning. In social constructivism, the epistemology in the paradigm notes that the knowledge extracted is subjective to and constructed from the social world of the participant. It is explained that this knowledge is bound by culture, context and the world of the person being questioned (Kim, 2001).

1.4.2. Research strategy

This study applied a case study as the research strategy. The research questions pertaining to the experience of the participants in the specific population can only be answered once the case has been analysed. As Thomas (2004) points out, the descriptive case study is the type of case study to utilise when a researcher wishes to do intensive study on an instance, to produce detailed descriptions. Moreover, the utilisation of a descriptive case study was used to gather and analyse data that pertains to the phenomenon identified in the research questions (Yin, 2003, as cited in Fouche & Schurink, 2011). The use of semi-structured interviews and focus groups were used to execute the case study strategy. This case study required the researcher to be personally involved and entrenched in the particular targeted population of study, in this case IOP students acting as facilitators; and the specific population of the community outreach initiative presented by the training institution. Furthermore, Creswell (2009)

indicates that the aim of a case study within the qualitative research approach is to gather information which is bound by a specific context, in this study the context is bound by a specific population participating in a community initiative offered by a training institution.

Specifically, this study utilised some features of the instrumental case study. As Thomas (2004) indicates, the instrumental case study is helpful in producing new knowledge regarding a specific social issue or phenomenon, along with policy development. This study aimed at not only furthering knowledge, but also at extending the knowledge and theory for which the instrumental case study was used (Thomas, 2004).

1.4.3. Research method

The research method comprises the literature review, entrée and establishing researcher roles, sampling, data collection methods, data recording, strategies employed to ensure data quality and integrity, ethical considerations, data analysis and reporting style.

1.4.3.1. Literature review

The literature was reviewed in full with regard to Corporate Social Responsibility and Industrial Psychology.

The literature was also consulted to identify existing links between the two subjects or to identify trends. The relevant search terms used were: "corporate social responsibility"; "corporate social responsibility frameworks"; "community engagement"; "social investment"; "industrial psychology"; "qualitative research". A variety of academic resources will be consulted including;

- Academic search engines: EbscoHost, Emerald Insight, SAePublications, SACat, PsychArticles, ScienceDirect, Juta, Lexis Nexis, Google Scholar

- Academic Journals such as: South African Journal of Industrial Psychology, South African Journal of Human Resource Management, International Journal of Management Reviews, Research and Practice, The Industrial-Organizational Psychologist.

1.4.3.2. Entrée and establishing researcher roles

Entrée to the participants was obtained when the secondary school approached the institution and asked for assistance with regard to voluntary association for development and growth. As part of the institution's CSR initiatives, an agreement was made to provide the requested assistance. The researcher (an IOP post graduate student at the time) acted voluntarily as facilitator during the CSR programmes. The researcher was involved in the planning, organising and delegation of programme activities. The researcher also fulfilled a role in conducting the programme, by being engaged in the programme's activities. During this process the researcher gained entry and access to the group. Creswell (2009) provides that additional roles the researcher undertake, apart from planning and executing the research, is that of interviewer, active listener and transcriber.

During this study the researcher started by planning the interviewing phase, the participant's questions regarding their experiences in the community initiative questions will be posed to the interviewees. After having interviewed all the participants the authors also accepted the role of data-analysers which needs to be done with precision to ensure correct encapsulation of participant responses. In the research process, great care was taken to ensure that the authors did not influence the participants or data with their own values and beliefs (Creswell, 2009).

1.4.3.3. Sampling

This study used a combination of purposive sampling and key informant sampling methods. As Rubin and Babbie (2011) indicate, these methods are primarily chosen because they would match the goals of the research study. The participants were purposively selected because they are part of the group which was investigated, i.e. participants in the identified case of the community outreach initiative, as well as the project leader, coordinators and organisers of the project. An interview was conducted with the coordinators and organisers of the programme, this panel consisted out of members who are industrial psychologists or IOP students, whose opinions will advise the research objectives. It must be noted that Creswell (2009) calls attention for the critical thinking of the researcher to ensure the parameters of the population are considered carefully, as not to be biased, while maximising the range of information. The population for this study included a group of learners at a secondary school

in the community who have formed a voluntary academic association – this entire group was utilised. It was expected that the group would include approximately 10 to 12 learners. This community initiative was part of a training institution's community engagement programme, with a focus on *sharing of expertise*. The training institution is located in the North West Province, South Africa.

1.4.3.4. Data collection methods

Data collection in qualitative research is predominantly achieved by interviewing participants. The researcher needs to be attentive of being very inclusive and expansive while interviewing so they can gather the full range of information (DePoy & Gilson, 2008). Conducting interviews created the opportunity for the participants to not only describe their experience, but to also reflect on that experience (Seidman, 2013). Opendakker (2006) points out the advantage of using this face-to-face interviewing in the social sciences, because the researcher or interviewer can respond to social cues of the participants. These social cues can prompt the interviewer to explain something, or probe to get richer responses from the participants. Conversely, a disadvantage of interviewing face-to-face can be that respondents are influenced by an interviewer's cues and behaviour, which can contaminate the responses, because the respondent feels uncomfortable or socially constricted by the behaviour or body language of the interviewer (Opendakker, 2006).

The interview technique used in this study was semi-structured interviews. Using the semi-structured interview allowed the researcher to gain in-depth understanding, with a measure of flexibility in the process. This technique provided the participant with a set of questions, from which they are allowed to respond freely and openly. The questions were structured into an interview protocol which was developed and used during the interview (Wright, 2014). The participants were interviewed prior to the CSR programme in order to obtain an understanding of their needs for development and areas which should be included in the CSR programme. The participants were asked to complete a basic biographical questionnaire for the research project. The interview questions were the following;

1. Please tell us about the project; how did it all begin?

2. What were the general needs of the participants overall?

3. What was the overarching goal for the project?

4. As the programme evolved, how did the institution become involved?

5. The group of 2015 had specific identified needs. What were these identified needs?

After conclusion of the programme the participants were again interviewed during which the researcher or interviewer explored the different experiences and processes of the CSR programme by posing questions focusing on the content and process of the programmes. The interview questions were formulated in an interview guide in order to prepare for the interview. The interview questions were as follows;

1. What was your experience of the content of the programme (with reference to the different topics)?

2. What was your experience of the methods used to present the programme?

3. What recommendations would you make to enhance the quality of the content of the programmes?

4. What recommendations would you make to enhance the quality of the methods used for delivering the programmes?

5. Do you have any other recommendations/comments?

1.4.3.5. Data recording

With the permission of the participants, the interview was digitally recorded so that the exact responses of the participants could be captured as they answered the interview questions. The recordings were transcribed verbatim once the interviews had been concluded by the researcher or interviewer. The data underwent quality control to ensure that the information had been recorded correctly. All people who had access to the data were instructed to always ensure the integrity and safety of the data.

1.4.3.6. Strategies employed to ensure data quality and integrity

Trochim, Donnelly, and Arora (2016) highlight the importance of quality and scientific accuracy for qualitative data analysis, highlighting that qualitative research is criticised when methods are not ensured. For qualitative research various techniques and methods exist which

the researcher can use to ensure trustworthy data. Trustworthiness in qualitative research comprises four elements, namely credibility, transferability, dependability and conformability (McLeod, 2013). In this study the issue of trustworthiness was addressed follows;

Credibility in qualitative research refers to the degree of accuracy used to identify and describe the cases in the study. To achieve credibility the research team was at all times objective and not allow preconceived notions, beliefs or values to interfere with and contaminate the data. To achieve this, techniques such as co-coding, triangulation or discussion with independent researchers were used to ensure credibility (McLeod, 2013; Strydom & Delport, 2011).

Transferability in qualitative research refers to the ability of the findings of the case to be transferred to another, also referred to as generalizability. By using multiple methods of data collection and multiple informants, the probability of using the information of this study in other settings was greatly increased (Strydom & Delport, 2011). This study aimed at describing the case in rich and contextual terms to assist in the replication or transferability of the findings.

Dependability in qualitative research is the degree of scientific accuracy and soundness of a study. The way it is designed, logically executed, documented and audited (Strydom & Delport, 2011). This study ensured a scientific design and scrupulous execution of the research plan, to increase dependability. Furthermore, the study reported on the use of methodologies and processes to ensure a transparent research endeavour. The study was documented carefully and reviewed to increase the scientific accuracy of the research.

Confirmability in quantitative research refers to the objectivity in which the research was conducted. This can also be deemed as a quality of being able to be confirmed by other researchers (Strydom & Delport, 2011). To achieve conformability the researchers took utmost care to remain fair, unbiased and impartial throughout the course of the study. This ensured accurate reporting of participant experiences.

1.4.3.7. Ethical considerations

Ethical considerations are of great importance in all research undertakings. It is important to understand that ethical research is more than just an aspect of research design. The researcher, authors and all stakeholders must display self-awareness, multi-cultural competence and collaborative commitment to the research project (Ponterotto, 2010). These aspects not only ensure a scientifically repute study, but protects the human dignity and rights of participants. This research project followed the ethical principles of qualitative research. The ethical principles of integral importance to this study include informed consent, confidentiality, no harm to participants, and respect of human rights. The primary concern of this research project was to do neither physical nor psychological harm to the participants (Lichtman, 2009). The participants were duly informed of the nature of the questions and that it may be possible to experience discomfort. However, the researcher posed screening questions and requested participants to identify sensitive topics that were not to be discussed. Thereby the researcher took care not to intrude in the personal lives of the participants, including their time, privacy or space (Lichtman, 2009).

All participants had to give consent to participate in the research. If research was conducted without consent, the ethical implications and challenges could be dire for the research project (Wertz, 2011). All participants were informed of the research project and what the study entailed. Participants were also informed of the research aim and the possible contribution of the study. The participants were requested to sign an informed consent waiver before they were allowed to participate in the research process. The consent form also asked permission regarding the use of digital devices to record interviews during the research process.

The study also informed the participants that data will remain confidential and safe, and that only a limited number of individuals will have access to the data. The data was treated as confidential, respecting the integrity of all participants. Further to this, the authors had to ensure that all the data is collected, analysed and interpreted in methods that are fair, unbiased, and honest. The proposed study formed part of a research project for which the institution's research board provided clearance and approval (NWU-00084-10-S4).

1.4.3.8. Data analysis

In the data analysis process there are two broad strategies to employ, namely content or thematic analysis. Content and thematic analyses are both used to analyse mass texts obtained from research communications. Content analysis attempts to describe the data in terms of numerical or graphical representation. Thematic analysis is used to devote attention to the qualitative aspects of the data by identifying themes or patterns in the data (Joffe & Yardley, 2004). This study used thematic analysis to extract themes and categorise data to identify the main findings of the participant experiences in the community outreach initiative.

McLeod (2013) provides a generic process when conducting data analysis, which was followed in this study. The process is provided as;

- *Step 1: Immersion* – The researcher must read (or listen to) the data several times to get a general feel for the data, and prepare themselves for analysis.

- *Step 2: Preliminary coding* – This was done by systematically working through the data and labelling the data with "codes" to identify segments in data.

- *Step 3: Identifying general themes or categories* – Now the researcher does in-depth investigation to categorise the segments into groupings of themes or categories.

- *Step 4: Triangulation* - The researcher sorts through the categories and searches for examples to ensure consistent use of categories. The researcher can also locate counter-examples (examples that do not fit) to ensure data quality. The researcher can identify recurring categories and significant patterns. External auditors or participants themselves can assist at this stage by asking for feedback on the thoroughness and accuracy of the recordings.

- *Step 5: Interpretation* – Next the data are analysed and interpretation thereof is made sense of, from the perspective of the research scope and aims.

- *Step 6: Writing* – The materials are prepared for scientific publication and discussion. The data must be presentable and understandable, for both the audience and the researcher.

1.4.3.9. Reporting style

The interviews conducted during the study were transcribed and the themes and sub-themes are extracted from the data. These themes and sub-themes were presented non-verbatim. The uses of quoted examples were used to corroborate and explain the theme or sub-theme, to ease understanding for the reader. This also assisted in showing that the researcher has done theme extraction and interpretation in an ethical manner.

1.5. Chapter division

Chapter 1: Introduction

Chapter 2: Research article

Chapter 3: Conclusions, limitations, and recommendations

1.6. Chapter summary

Chapter 1 provided a discussion on the problem statement and research objectives. Furthermore, the research method and the measuring instruments were discussed. The chapter concluded by providing a brief overview of the structure of the mini-dissertation

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CHAPTER 2

RESEARCH ARTICLE

Understanding corporate social responsibility through an industrial-organisational psychology perspective: A case study

Orientation: In the contemporary business world organisations must do whatever it takes to ensure sustainability and longevity. Part of business operations is to extend benefits into the communities where they operate. The concept of Corporate Social Responsibility comes to the fore where organisations can be of service to communities.

Research purpose: The general aim of this study was to understand the concept corporate social responsibility through the paradigm of industrial psychology.

Motivation for the study: This study was motivated by the notion that in South-Africa organisations are encouraged to be socially responsible and the IOP can be of service to this goal for the organisation.

Research design, approach and method: A qualitative research design with a combination of purposive and convenience sampling of 14 participants was utilised. Participants consisted of young adults from a community school whom participated in a training institution's CSR initiative in the North West province. Data gathering took place in the form of semi-structured in-depth interviews, which were later transcribed verbatim and analysed using thematic analysis.

Main Findings: The results for the CSR initiative was mainly positive, and the feedback ranged from general to very specific. The participants indicated that some of topics that were presented during the workshops were useful in terms of teaching them specific life skills they needed, and other topics were helpful in general life situations and personal worth. The results also showed that IOP practitioners working in a CSR capacity are relevant, skilled and can apply the discipline with success.

Practical implications: The research shows that the Industrial and Organisational Psychologist are individuals with unique skills and contributions to make in organisation when they operate in the CSR scope.

Contribution/value add: On individual level the study contributed to clarify the understanding of where the IOP have a place in social investment and contributions. The knowledge, skills and competencies required of the IOP to be successful were also

illuminated. This will ensure that the IOP has sufficient information and is better equipped to supply what the organisation needs in their CSR operations.

Key words: Corporate social responsibility; Industrial Psychology; Community engagement; Young adults**.**

Introduction

In the global organisational arena, the concept of Corporate Social Responsibility (CSR) has, and is continually growing in terms of its importance and operationalization. The concept of CSR is developing not only in terms of awareness, but also in interest in the concept as well (Serenko & Bontis, 2009). This growth has been argued by Okpara and Idowu (2013) as a result of the impact of unethical business practices and growing social concerns. Okpara and Idowu (2013) furthermore indicate that in the contemporary business world, the exposure of unethical business leads to a decline in public confidence, which could be an enormous threat to the sustainability of the modern organisation. The ease of publicity which organisations enjoy in the modern age has the equal power to expose organisation that operate irresponsibly and unethically. This ease of publicity has highlighted the importance of impression management, creating the need for organisations to manage their operations concerning social responsibility more carefully (Okpara & Idowu, 2013).

Aguinis and Glavas (2012) argue that apart from its popularity, CSR as concept is still somewhat fragmented and elusive to conceptualise in a single domain. This argument is grounded in the ideal that CSR can be measured in different ways, it can be defined in different ways, and that different industries and professions operationalize CSR differently (Aguinis & Glavas, 2012). In light of this multi-dimensionality of CSR, this research article will investigate the concept of CSR through the paradigms and mechanisms of Industrial-Organisational Psychology (IOP) by understanding the roles, functions and outcomes of an IOP-related CSR programme.

A literature review follows to conceptualise CSR from its global origins, moving towards the South-African perspectives and applications, and finally integrating the concept into the dimensions and workings of the IOP profession. To further this conceptualisation, a case study was conducted to understand how the IOP can function in CSR roles. This is followed by a presentation of the methodology used in the study, reporting on the findings and drawing conclusions.

Corporate Social Responsibility

Corporate Social Responsibility (CSR) is a concept which can be described as being multi-disciplinary and multi-level which has undergone significant changes in the way it is understood and conceptualised. Moura-Leite and Padgett (2011) write that in the early 1950s CSR was focused on doing good deeds for the society in which the organisation operated. These good deeds were mainly in the form of charitable contributions or presence in the immediate community. Moving into the modern and contemporary organisation, the concept *CSR* has been adopted as part of strategic business, HR functions and success (Moura-Leite & Padgett, 2011).

Defining CSR further differs in context of different organisations, disciplines and industries. In an extensive analysis by Dahlsrud (2008) 37 definitions of the concept were investigated, with the aim of providing a generalised definition for general purposes. This analysis resulted in a condensed definition of CSR, namely "a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis" (Commission of the European Communities, 2001, as cited in Dahlsrud, 2008, p. 7). Dahlsrud (2008) concludes that the problem is not to simply provide a definition, but to understand and construct *CSR* within the context it is happening.

Organisations that engage in CSR similarly have different reasons and logic for engaging in community engagement. The different cases that can be made for CSR are highlighted when one investigates the motivation for CSR. Aguilera, Rupp, Williams, and Ganapathi (2007) postulate that the increasing engagement may be attributed to pressures from both internal and external forces – internal forces such as a desire to compete sustainably, and external forces such as legislation, consumer demands and best practice movements (Aguilera et al., 2007). Organisations that engage in CSR can argue either the business case or the moral case for CSR. The business case for CSR as indicated by Carrol and Shabana (2010) is underpinned by the notion that the organisation will enjoy financial benefits from CSR. On the other hand, the ethical case appeals to the morality and humanistic responsibility the organisation should have to serve society and conduct its operations responsibly (Okpara & Idowu, 2013).

The business case for CSR highlights that the organisation will make money from CSR, referring to the triple bottom-line returns. The triple bottom-line refers to social, environmental and economic prosperity (Okpara and Idowu, 2013).

In agreement with this notion, Rossouw and Van Vuuren (2010) write that organisations can garner many positive benefits from engaging in CSR, if they understand what CSR means for the business when the do indeed engage, and when they don't. Carrol and Shabana (2010) write that the primary way in which organisations benefit financially from CSR is through competitive advantage by means of stakeholder relationships. Creating healthy stakeholder relationships and a stable reputation for the organisation is the theme that supports the business case for CSR.

The moral case for CSR supports the ideals of responsible business, business ethics and moral rights. Ackers (2015)indicates that organisations have a moral obligation and duty towards the various groups of society – the argument being that society has a strong involvement in how organisations operate by being customers, supporters and stakeholders in the organisation's sustainability. Ackers (2015) reiterates the moral case for CSR by asserting that although ethical business practice cannot directly increase fiscal performance, unethical business practice has proven to be detrimental to organisational sustainability.

Literature indicates that the ways in which individual organisations deploy CSR can also differ. Research has been undertaken to provide some understanding of and clarity for CSR by providing a conceptual framework for CSR implementation. Aguinis and Glavas (2013) provide this conceptual framework by mentioning that CSR can be implemented as either embedded or peripheral in nature. This framework is ground-breaking in terms of idealisation, because the framework relies on psychological foundations for understanding CSR, specifically those related to IOP (Aguinis & Glavas, 2013). Embedded CSR is explained by Aguinis and Glavas (2013) as being integrated with the organisation's policy, values, mission, and core strategy. Peripheral CSR on the other hand is found where an organisation's CSR activities are not integrated with core operations, but rather expressed externally in forms of philanthropy or volunteering.

The South African literature regarding CSR also indicates a growth in popularity and engagement, similar to that witnessed in the global arena. This local growth can be ascribed to the evidence supporting sustainability and competitive edge as benefits of CSR initiatives (McDonald & Liebenberg, 2006). This growth can further be attributed to the fact that many social challenges are posed in South Africa, and organisations may be directly affected by these social issues (McDonald & Liebenberg, 2006; Patel & Mushonga, 2014). Patel and Mushonga (2014) also comment on the fact that CSR in South Africa can be described as being underdeveloped, indicating that the diverse ideological perspectives on the concept disperse the understanding thereof. Furthermore in South Africa, the consensus is popular that economic and social concerns are not isolated from one another, but interconnected in organisations (Patel & Mushonga, 2014).

In South Africa there is a unique approach to CSR where the principles are accepted positively and as responsible business undertaking. Seen from a South-African perspective, responsible business is entrenched as a responsibility and an aspiration for organisations to show they operate on triple bottom-line perspectives and have excellent corporate citizenship (Ackers, 2015). In the country any organisation that is publicly traded, that is listed on the Johannesburg Stock Exchange (JSE), are legally bound to be socially responsible. According to Esser (2009), this means that organisations' duties and principles of corporate governance will be regulated in terms of regulation. These areas of regulation include discipline, transparency, independence, accountability, responsibility, fairness and social responsibility (Esser, 2009). The King III report comments on how organisations are operating responsibly – how they manage stakeholder relationships. Ackers and Eccles (2015) comment that these unique situations create the environment where organisations have an obligation towards the society in which they operate. Ackers and Eccles (2015) conversely also discuss that the internal and external pressures of the modern business world, especially globalisation, have the consequence of organisations in South Africa only being able to benefit from compliance with the regulatory framework and with taking ownership of corporate social responsibility. Ackers (2015) additionally indicates that in South-Africa a paradigm shift is occurring, business is moving towards a system where they want to cooperate and disclose on their social activities, as part of their business operations and not only for those for whom it is promulgated as law.

Bringing together the global context and the South African context is significant to understand how CSR can be similar and be differentiated between when considering context. Sivaraman (2013) provides an integrated view of CSR by writing that companies are paying more attention to their responsibilities with regard to society, environments, welfare of workers, resources and charitable contributions. All of these core elements, when they are properly accounted for, can be considered to be socially desirable. This social desirability is the coveted outcomes of CSR, regardless of the context of the CSR initiative (Carrol and Shabana, 2010; Sivaraman, 2013).

In conclusion, the concept of CSR expands the scope of, and calls the attention of organisations to take responsibly (Sivaraman, 2013). It is also commented that the rapid economic growth and the impact of climate change contributes to the way CSR has been favourably adopted in South Africa (Sivaraman, 2013). For purposes of this study, CSR is defined and viewed as, *activities organisations engage in, forming part of their business operations, which expands favourable outcomes into the communities in which they operate.*

The evolution, development and progression of IOP as a profession requires continuous research and dedication in various areas of interest. Understanding CSR from the perspective of IOP furthers the goals of professional development and professional competence. As the IOP professional is expected to form part of the organisation's long-term success, the link between CSR and IOP must be explored and detailed to ensure a competent professional.

Industrial Psychology and Corporate Social Responsibility
Rupp, Skarlicki and Shao (2013) point out that little research has been undertaken to understand corporate social responsibility from the perspective of industrial and organisational psychology, including psychology in general, and how these professionals operate and function to support the social duties and responsibilities of the modern organisations. In order to investigate CSR from an Industrial and Organisational Psychology approach, a first step would be to obtain an understanding of the profession of industrial psychology. This understanding will inform how the IOP skills and expertise have a fit with the workings of CSR as a concept, and extending that into an organisation.

Industrial and Organisational Psychology (IOP) is a field of psychology that concerns itself with applying psychological theory, practice and principles to the working environment (Schreuder & Coetzee, 2011). The Health Professions Council of South Africa (HPCSA) is the governmental legal entity that governs the practice and scope, along with regulatory control over the profession in the country, as indicated in the Health Professions Act of 1974 (South Africa Department of Health, 2011). The HPCSA indicates the scope of the profession for IOP as "planning, developing, and applying paradigms, theories, models, constructs, and principles of psychology in the workplace in order to understand, modify, and enhance individual, group, and organisational behaviour effectively" (South Africa Department of Health, 2011, p. 9). Definitions of industrial psychology also indicate that the functions of the IOP practitioner include actions outside the industrial setting, such as serving communities and people (Colman, 2015). The current scope of practice, according to The South African Department of Health (2011) for IOP, is detailed in the Health Professions act no 56 of 1974. This document offers the following duties as part of the IOP practitioners responsibilities; planning, developing, and applying paradigms, theories, models, constructs, and principles of psychology in the workplace in order to understand, modify, and enhance individual, group, and organisational behaviour effectively. Facilitating individual and group processes for effective organisational functioning; designing, and implementing training programmes for effective organisational functioning.

A core responsibility that needs to be highlighted is designing, managing, conducting, reporting on, and supervising industrial psychology research (Health Professions Act, 1974). This would indicate that if an organisation is seeking to engage in CSR, the IOP practitioner will have the eligibility and competencies to act in that capacity, as the IOP has a stake in the research and practice. To further this on the assentation by Ackers (2015), the IOP would be an assent to ensure compliance on a regulatory and voluntary basis. Interestingly, the South African scope of practice for the profession of IOP does not specifically demarcate any official responsibility for the IOP to engage in community engagement, social responsibility to charitable contributions, evident of a gap in literature which needs to be addressed.

Van Vuuren (2010) does however indicate that when considering the ethical dimensions, the IOP practitioner must undertake to further the ethical goals of the organisation they work for, and conversely this may include operating in CSR capacity. Therefore, as the industrial

psychologist working for any organisation undertakes to support the aims of that organisation, they adopt the same set of principles and ethics which that specific organisation propagates. The industrial psychologist must agree to the duties of social investment the organisation distributes, and do their best to support the goals of the corporate social responsibility of their employers. This extends the value of the moral argument for CSR and encourages the IOP to actively pursue social goals (Ackers, 2015; Van Vuuren, 2010).

The Society for Industrial and Organizational Psychology (SIOP) is an international organisation which is a voluntary association for practitioners in IOP. SIOP is a branch of the American Psychological Association (APA), but governed internally to give unique identity to the field of IOP. The SIOP organisation aims to further IOP practice, research and ideals by supporting professionals and lobbying for IOP-related issues (SIOP, 2016). SIOP has joined the UN-Global Impact team which aims to leverage the ability of the IOP practitioner to have an active involvement in and impact on the goals of the United Nations (Scott et al., 2013). The IOP would endorse the organisation's sustainability endeavours and promote responsible business practices. In this way the IOP contributes to the afore-mentioned UN strategic goal and aims (Scott et al., 2013). SIOP attempts to align professional practice development parallel to the goals and aims of the UN, by supporting themes and research that support those aims – CSR being highlighted as an example of such a theme (Scott et al., 2013).

Similarly in South Africa IOP practitioners can subscribe to the voluntary association, The Society for Industrial and Organisational Psychology of South Africa (SIOPSA). SIOPSA operates as a supporting and networking vehicle for professionals across the country, which aims to support a fair and humane working environment, develop and maintain the conditions whereby the IOP can deliver efficient and effective services (SIOPSA, 2016). SIOPSA propagates the value and importance of CSR by incorporating the principles thereof into the association's four main imperatives, namely; education, wellness, research and leadership. The imperative of wellness has its focus not only on organisational wellness, but also on CSR and on using CSR to increase wellness for different stakeholder environments (SIOPSA, 2016). SIOPSA (2015) also promotes the occupational experience, research and the involvement of IOP practitioners in CSR related activities in organisations and communities.

This imperative aims at entrenching values of wellness in communities and solving social issues and thereby making the way for IOP to follow similar initiatives.

The writings of Rupp, Skarlicki, and Shao (2013) indicate that bringing together CSR and fields related to psychology is a task that is essential to bridge the gap between the scientific understanding of the concept and how professionals accept their roles when engaging in CSR. IOP is a relevant domain in the concept *CSR* whereby science can deliver unique contributions seeing that IOP intercepts business, society and organisational ethics (Rupp, Skarlicki, & Shao, 2013, Aguinis & Glavas, 2013). Further to this, the research states that IOP can have the advantage of not only furthering the CSR interest of the organisation, but that the IOP can also have a distinct place in investigating how CSR has an impact on the experience of work and the lives of workers (Rupp, Skarlicki, & Shao, 2013).

Aguinis and Glavas (2012) indicate that the investigation of CSR from specific fields of applied science is gaining popularity and necessity. Aguinis and Glavas (2012) concurrently point out that research from the IOP perspective is largely limited. This is also true for the general discipline of psychology, and conversely they highlight the need for more extensive exploration and analysis. Aguinis and Glavas (2013) indicate that the concept *CSR* is quite large in scope, and undertaking to understand the concept from a singular professional perspective is integral as it addresses a science-practice gap. The conceptualisation of CSR through the theories and foundations of IOP not only creates a contribution in terms of academic understanding, but also furthers the professional development of a professional's duties and roles (Aguinis & Glavas, 2012; Aguinis & Glavas, 2013). Furthermore, Aguinis and Glavas (2013) outline that CSR is ever-evolving in focus. Research in the field of CSR has covered and shifted from organisational performance, financial returns, measurement and a focus on impacts (Aguinis & Glavas, 2013).

In the South African business context, Barnard and Fourie (2007) undertook research to identify the roles and responsibility of the IOP, both actual and expected. The research not only highlights social responsibility as a key organisational function, but explores the specific contribution the IOP can make in this operational domain. This contribution was argued in the perspective that the IOP has a psychological foundation and a knowledge of business.

Barnard and Fourie (2007) found that the South African organisation has the expectation that the IOP be part of the organisation's long-term sustainability. This means contributions in way of operating, growth and survival in which the IOP can play a part. Furthermore, an integral role in the operations of governance and ethics was highlighted by the study, which was indicated to be in terms of advisors, facilitators and consultants (Barnard & Fourie, 2007). The IOP was indicated to be a role-player in designing and advising the development of governance models for organisations. Finally, the Barnard and Fourie (2007) investigation highlighted social responsibility as a contribution of the IOP, making specific reference to the external outreach initiatives to immediate communities still contained in the organisational duty scope. These initiatives can range from mentorship programmes, facilitation programmes, career and vocational guidance, intervention programmes etc. Tertiary institutions, such as universities, form an integral part of local communities and can be viewed as catalysts of and leaders for change and development through partnering and networking.

Chile and Black (2015) state that in the global arena, the corporatisation of universities has caused that universities are parallel to the CSR responsibilities in business. Since universities also have the organisational duty of being responsible universities, university-community engagement is mostly achieved through initiatives with local schools or school communities (Chile & Black, 2015). Olowu (2013) also comments that an increasing value is placed on community engagement activities worldwide, and that in the South-African milieu, universities play an important part in CSR and community engagement. Universities have the unique CSR contributions by creating relationships with community academic undertakings that produce and apply knowledge (Olowu, 2013). University staff can apply their academic knowledge and skills by collaborating with these local community schools or groups, whereby they operationalize CSR through solving problems and creating beneficial relationships within local communities (Olowu, 2013).

The specific tertiary institution where the study was undertaken indicates in its CSR policy that teaching and training initiatives in the community form the most integral part of the university's CSR, referring specifically to "the sharing of expertise" as the overarching term for their CSR. The university wishes to direct these activities at the internal community, and the external communities in both the private and public sectors, both nationally and

internationally. The university offers CSR in four broad domains, namely; Community service, Developmental activities, Professional advisory services, and Subsidised developmental engagement. This would thus imply that local schools, churches, interest groups etc. are included in the community engagement scope of the university.

The specific population for this study comprised a group of learners from a local secondary school who formed a voluntary academic discussion group to enhance learning and development. This study explored the role of the institution's IOP department in the CSR initiative aimed at the population. The students registered to this department were voluntarily involved to support this youth group by applying their skills, knowledge and abilities. The department and students enquired about the learners' needs for development and growth by involving the population in a mentoring programme at a local school as part of the department's CSR initiatives.

From the discussion above, the following research objectives were identified:

Research objectives

The general objective of this study was to understand the concept corporate social responsibility through the paradigm of industrial psychology.

Specific Objectives

The specific objectives for this study were as follows:

- to conceptualise Corporate Social Responsibility from the literature;
- to describe what the literature indicates concerning the industrial psychologist's involvement in Corporate Social Responsibility;
- to describe what specific development and growth needs exist for a specific population of young adults in a community;
- to describe the content and methodology of an IOP-related Corporate Social Responsibility programme for a specific population of young adults in a community;

- to describe the experiences of the population after having been exposed to the Corporate Social Responsibility programme;
- to make recommendations for future research.

Research design

Research Approach

This study followed the qualitative research approach. Qualitative research doesn't attempt to use numerical quantification of data, but focuses on identifying themes and patterns in the data collected. Qualitative research is a multi-disciplinary field of research that utilises diverse perspectives and methods or practices to generate knowledge (Nieuwenhuis, 2016). Qualitative research is deployed by applying observation to make scientific assumptions, and it does not utilise statistical analysis (McLeod, 2013). Nieuwenhuis (2016) further describes that qualitative research has as its core goal, interpretation in a natural setting, asserting that data collection, analysis and interpretation all take place in this natural setting.

Qualitative research endeavours to understand a certain topic of interest from the perspective of the participant. Struwig and Stead (2013) further this assentation by stating that understanding something from the perspective of participants is integral when research wishes to understand an experience of scientific interest. Qualitative research is specifically relevant when the researcher does not know much about a particular topic, and they wish to explore it more fully (Morse, 2003). Morse (2003) confirms that qualitative inquiry was suitable in this research case, since the concept *CSR* has not yet been fully explored from the perspective of IOP, especially not in the South African context. Furthermore, exploration of the link and roles of the IOP in CSR has similarly not been fully explored.

This research project used phenomenology as the qualitative research design. Nieuwenhuis and Smit (2012) state that phenomenology focuses on the meaning a person ascribes to their lived experiences. This means to focus on the meaning or essence a certain experience holds for a person. In the research case, attempts are made to describe what a person has experienced and lived (Nieuwenhuis & Smit, 2012).

Fouché and Schurink (2011) highlight that when using phenomenology the researcher should take care to distance themselves from personal judgement and preconceptions.

Building on the phenomenological stance of this research, social constructivism was used as the qualitative paradigm under which this research was conducted. Social constructivism holds that experiences can only be understood when they are explored from the viewpoint of the person who has lived the experience (Chilisa & Kawulich, 2012). Chilisa and Kawulich (2012) explain that the ontology of social constructivism holds that there are as many realities as there are people who construct them. This means that reality is also conceptualised and bound by the time and space in which they are lived. Research in this scope will make assumptions concerning the nature of these realities. Chilisa and Kawulich (2012) further provide that the epistemology in the constructivist paradigm notes that the knowledge extracted is subjective and constructed from the social world of the participant. It is explained that this knowledge is bound by culture, context and the world of the person being questioned.

Research Strategy

This study utilised a case study as the research strategy. A case study was the ideal method for answering the posed research questions and aims. When using a case study, a specific population is demarcated and scientifically investigated to generate knowledge, from either a specific individual or a group (Leedy & Ormond, 2013). Furthermore, the case study is suitable when the researcher aims at gaining an in-depth understanding of the person or situation. Leedy and Ormond (2013) state that using a case study as the research strategy is ideal when one wishes to investigate a group within their natural contained setting. The case study strategy was employed by conducting interviews and utilising focus groups.

This study primarily utilised the descriptive case study, which Yin (2003) indicates is used when the researcher aims at providing an in-depth description of the phenomenon in question. The research also borrowed elements of the instrumental case study. The instrumental case study is used when the researcher aims at providing a refined theoretical explanation, policy development and analysis; or more than a mere description (Baxter & Jack, 2008).

As this research aimed at explaining and describing CSR from the IOP perspective, the descriptive case study will match that purpose and the instrumental case study will serve as the platform for recommendations and theoretical understanding. Furthermore, the research investigated the experience of a specific population. Creswell (2009) writes that the case study is bound by the specific context in which the participants/population exists. Hence the information gathered is also bound by the context of the case; thus for this research the group of young adults in the community who participated in a community engagement project coordinated by the training institution.

Research method

Research Setting

The data collections for the research were conducted at the premises of the training institution. The participants for the interviews and focus groups were all invited and the purpose of the research was explained to them. The data collection procedures were performed in private and comfortable venues. The venues were ensured to be quiet and private for the purpose of recording. A 'do not disturb' sign was put up on the outside of the door during interviews aimed at avoiding interruptions and noise.

Entrée and establishing researcher roles

Entrée to the selected participants was gained by joining an existing CSR project at the IOP department where the researcher was a post graduate student. A local community secondary school approached the training institution requesting assistance with regards to a voluntary academic association which was formed at the school. The institution obliged as part of their CSR initiatives and the institution closed an agreement with the school resulting in the CSR project. The researcher operated as a facilitator for the designated CSR programmes delivered as part of the agreement. In addition the role of a developer was assumed to generate content and strategies in line with the goals of the initiative. The researcher was also involved in the planning, coordination and delivery of the programmes. Since the researcher acted the role of facilitator, the participation of the researcher in the activities was also required and enacted on. During this process the researcher gained entry and access to the group.

In addition to the roles of being an active facilitator, participant and coordinator, the researcher also operated in roles of research execution, interviewer, listener and of transcriber (Creswell, 2009).

With the researcher being an interviewer, a series of scientific steps was followed. In accordance with what Creswell (2009) indicates, the researcher started by planning the interviews and obtaining the relevant information required to delineate the purpose of the interviews. Following the planning phase, the researcher then conducted the interviews – in this case by asking the participants to describe their experiences when they were actively participating in the CSR programmes. The next step the researcher engaged in was to partake in the role of data-analyst. Data-analysis would require the researcher to accurately capture participant responses and to ensure it is done with integrity and scientific scrutiny. During all the phases the researcher and authors were careful not to influence participants' responses or to contaminate data (Creswell, 2009).

Sampling

In this study the sampling techniques used were purposive and key informant sampling. Purposive sampling, also referred to as selective sampling, takes place when the researcher chooses participants that fit within the parameters of the research objectives, questions and aims (Tracy, 2013). As the population for this study consisted of the participants of the CSR programme only, the use of purposive sampling for this means was ideally suited. The use of key informant was applied to access participants who possess very specific knowledge that is sought after (Tongco, 2007). This research also had the objective of describing the link between IOP and CSR. As the CSR programmes were designed, facilitated and delivered by IOP students and practitioners, these individuals were used as the key informant panel for answering research questions.

These interviews conducted for the panel were designed to ascertain the input with regard to development and roles of the IOP for both current and future recommendations. A sampling plan is most effective when the sample fits within the parameters of the research and enables the researcher to achieve research objectives or answer research questions (Tongco, 2007; Tracey, 2013).

Further to this, Creswell (2009) indicates that the researcher must pay close attention and apply meticulous care when selecting the population so as to ensure that a full range of credible scientific data is obtained, while remaining impartial and selecting unbiased.

The population in terms of the purposive sample for this study comprised a group of learners ($n=14$) who have formed a voluntary academic association, this entire group was utilised, subject to their availability. Although the learners were in the secondary school during the needs assessment and presentation of the programme, they had completed their schooling during the time of the evaluation of the programme and were therefore able to provide informed consent. The other research participants were all of the individuals who participated in the initiative, such as the project leader ($n=1$), coordinator ($n=1$), and facilitators ($n=4$). This community initiative was part of a training institution's community engagement programme focussing on the *sharing of expertise*. The training institution is located in the North West province, South Africa. Table 1 provides an overview of the characteristics of the research participants.

Table 1

Characteristics of research participants (n=14)

Item	Category	Frequency	Percentage
Gender	Female	7	50%
	Male	7	50%
Age	18-24 years	9	65%
	25-30 years	3	21%
	31-40 years	0	0%
	41-50 years	2	14%
Language	Afrikaans	5	36%
	English	1	7%
	siSwati	1	7%
	Setswana	6	43%
	Sesotho	1	7%
Race	Black	8	57%
	White	6	43%

Table 1 indicates that there were 14 participants in this research sample. The sample was equally divided in terms of gender, where half of the population was male (50%) and the other half female (50%). The majority of the population group was between the age of 18 to 24 years old, 65% of the group being represented by this age category. The participants were mostly Setswana (43%) and Afrikaans (36%) speaking, with a few students speaking English (7%) and siSwati (7%), and one participant was Sesotho. Lastly, the population group was represented by 57% black participants, and 43% white participants.

Data collection methods

This study predominantly used interviewing as the method of data collection, both individual and focus group interviews were utilised. DePoy and Gilson (2008) indicate that the researcher must take care to be inclusive and expansive when they conduct an interview, so they can garner the full range of applicable information. In this research the process of interviewing afforded the participants the opportunity of reflecting on their experiences, and of then describing it to the interviewer in-depth (Seidman, 2013). Opendakker (2006) also highlights the advantage of the face-to-face interaction when interviewing, asserting that the possibility to probe and act on social cues creates dynamic and rich data. This means that during the interview process, the interviewer probed an unclear response to clarify what had been heard, and conversely clarify what had been asked. Focus groups were also utilised to collect rich and detailed data from the young adults as a group. According to Carey and Asbury (2012), focus groups focus on a specific topic of interest to the researcher, where the group of participants possess common knowledge and have experience.

The focus group utilised the same techniques as used with interviews, but in a group format where the researcher has the role of being a facilitator for the group discussion (Carey & Asbury, 2012). However, the researcher was careful; since a disadvantage of interviewing can be that the participants can influenced by the researcher's behaviour, language, actions or words (Opendakker, 2006).

For all the research interviews, the participants were provided with an informed consent information booklet (Addendum A), which also contained the certificate of consent and a document for biographical information. The informed consent booklet explained the use of

the information gathered and also explained that the interviews were recorded if the participant had signed the informed consent certificate.

The project leader, coordinator, participants and facilitators were interviewed with in order to obtain an understanding of the learner's needs for development and areas which were ultimately included in the CSR initiative. The research participants were requested to complete a basic biographical questionnaire for the research project.

In order to gain an understanding of how the IOP department became involved and the history of the CSR project, the following interview questions were asked to the project leader and coordinator:

1. Please tell us about the project; how did it all begin?
2. What were the general needs of the participants overall?
3. What was the overarching goal for the project?
4. As the programme evolved, how did the institution become involved?
5. The group of 2015 had specific identified needs. What were these identified needs?

After conclusion of the programme the participants and facilitators were interviewed in two separate focus groups where the researcher explored the different experiences and processes of the CSR programme by posing questions focussing on the content and process of the programmes. The questions were formulated in an interview guide in order to prepare for the focus group. The focus group questions for the participants of the CSR initiative were the following:

1. With reference to the CSR initiative followed during 2015, what was your experience of the content of the programme?

   a. Follow up: how did you experience the topics? Were they relevant?

2. What recommendations do you have to enhance the quality of the content of the programmes?

3. What was your experience of the methods used to present the programme?

   a. Follow up: provide reasons why these methods worked/did not work?

4. What recommendations do you have to enhance the quality of the methods used for delivery of the programmes?

5. Do you have any other recommendations/comments?

As mentioned earlier, the facilitators of the initiative were also interviewed in a focus group after conclusion of the CSR initiative. The questions posed to the facilitators were as follows:

1. Thinking back with regard to your participation with the CSR initiative process in 2015, how did you get involved in the project?

2. What was your role specifically in this project?

3. What do you think, in general terms, is the Industrial Psychology/Psychologist role in community engagement?

3. Let's look at the organisational perspective: how do you think the IOP would have a professional role in Corporate Social Responsibility?

4. In your opinion, do you think you as IOP student have, or did have, the relevant and adequate skills to perform the roles identified?

5. Can you think of any recommendations or suggestions – with regard to both training and personal ideas?

Recording of data

Prior to each interview and focus group session the participants were provided with a booklet containing all the relevant informed consent information. This booklet additionally explained that the interviews would be recorded for the purpose of being transcribed so the researcher can log all information verbatim. The researcher explained to participants that recordings will be transcribed verbatim after completion of the interviews and that the transcripts are confidential and protected. It was furthermore explained that all the data captured would be treated with confidentiality and only people with access to the research project would have access to the information we had captured in interviews, the focus group, and the documentation.

The data captured therefore included the recording of the interviews, and the information provided in the biographical booklet which participants had completed and signed. The researcher ensured functional and working equipment prior to every interview, seeing to technical details so that no technological interruptions occurred. After the interviews and focus group sessions, the recordings were transcribed verbatim and readied for analysis by ensuring technical correctness and comparison with recordings to ensure quality recording and transcripts. The documents were held safely and no person who did not have a role in the research was in any way whatsoever allowed access to the data captured. The data was also electronically saved as a measure for back-up and data security. The biographical information was hard-copies and these files were kept in a safe and secure place.

Data Analysis

With qualitative data analysis the core objective is to identify the meaning of the data collected. Kawulich and Holland (2012) indicate that the researcher must identify and analyse themes within the captured data. Furthermore, the researcher must report on the method used for analysis so that readers of the research can draw informed conclusions with regard to how useful the data is. Thematic analysis was the technique used to identify the themes or patterns in the data. This technique is used when the researcher attempts to understand the specific phenomenon from the participant's view by looking at how the data from the various participants fit together (Kawulich & Holland, 2012). This study utilised the thematic analysis approach to identify the themes, write the main findings and understand the experiences of the participants of the CSR initiatives. Kawulich and Holland (2012) formulate a process to follow when analysing qualitative data and when identifying and assigning codes/themes to data. According to Kawulich and Holland (2012), the researcher should follow the following steps when engaged in data analysis;

- *Step 1: Open or initial coding* – In this step the researcher starts to explore the data available. It starts by creating units of analysis, a code for different feelings, meanings and actions. Here the researcher developed codes and created sub-categories that applied to the data, which delineates the unit of analysis for the data or text. In this step the researcher identified the properties of the dimensions which describe the open code.

- *Step 2*: *Axial coding* – Now the open codes assigned in the first step are grouped together to form categories. These categories will attempt to describe the context or interaction occurring between codes. In this step the researcher took apart the data and re-arranged it in various ways to identify a way in which the data makes sense around categories.

- *Step 3: Selective coding* - Here in the last step the codes, themes and categories were detailed to make sense as a whole. It enabled the researcher to create a story-line of the data segment so that sense can be made of the data as an integrated whole. To identify and describe the major theme, the overriding idea which makes up all the themes and categories, was the goal of this step.

Strategies employed to ensure data quality and integrity

Qualitative data needs to be scientifically accurate and of high quality; hence the scrutiny of qualitative data is very important. Trochim, Donnely and Arora (2016) maintain that the researcher must ensure that their scientific method is scrupulous and reported on, to ensure readers of the legitimacy of the research findings. Kawulich and Holland (2012) provide different techniques and categories for qualitative data quality. According to Kawulich and Holland (2012), the following are listed as the indicators of qualitative trustworthiness;

- *Credibility* – In qualitative research this is a term used when the researcher engages in activities to make the findings more credible. These actions include prolonged judgement, persistent observation and other methods that ensure the researcher is objective and the results are not tainted by objective stances such as beliefs, values and perceptions. Other techniques such as co-coding, triangulation and independent review furthered the aims of credibility.

- *Transferability* – In qualitative research the researcher may also want to make similarity judgements, also known as generalizability. Using techniques such as maintaining all data in its original form, multiple data sources, and multiple collection methods, increases the likelihood of findings being able to be transferred from one case to another. This study described the case in very rich and contextual terms which increased the replication or transferability of findings.

- *Dependability* – In qualitative research dependability refers to the degree to which a research study is subjected to rigorous scientific accuracy and scrupulous planning; i.e. the scientific soundness of the study. This includes the way the study has been designed, executed, documented and audited. To ensure scientific soundness in this study, the design was scientifically planned, executed and continually monitored to ensure dependability. The study also reported on the use of methodology and processes used to ensure that the study is transparent. The study was documented carefully and reviewed to increase the scientific accuracy of the research.

- *Confirmability* – In qualitative research confirmability refers to scientific objectivity, to ensure that all research findings are grounded in the data that have been collected and analysed, and that the possibility of bias has been nullified. This means that other researchers will be able to be confirmed the research. The researchers and authors of this study took great care in remaining impartial and fair; they were unbiased and treated all participants in the same objective manner. This ensured that the reporting of findings were as accurate as possible.

Reporting

In this research project all the conducted interviews were transcribed verbatim, after which they were analysed for thematic extraction, which was non-verbatim. The themes will be accompanied by quoted text from the interviews to support and justify the meaning of the theme. This process will also assist the reader in making sense of the thematic extraction that has been done. This also assists in showing that the researcher has done theme extraction and interpretation in an ethical manner.

Findings

The study's research findings were delineated into a collection of categories, themes, sub-themes and direct quotations acting as corroborative support for the results. Each of the categories with the accompanying themes and sub-themes extracted are presented and detailed below. All of the data collected from the participants were in English and no translation was necessary.

In order to obtain an overview of the findings that follow, the categories with the themes are summarised in the following figure:

Category 1 - **Needs assessment**

Category 2 - **Development and approval of the CSR initiative**

Category 3 - **The content and methodology of the presented CSR initiative**

Category 4 - **The experience of the content of a CSR initiative**

Category 5 - **The experience of the methodology of a CSR initiative**

Category 6 - **Recommendations**

Figure 1: Overview of categories

Category 1 – Needs assessment

The first category identified from the data revolved around the needs assessment of the participants. The themes extracted from the data were obtained from the interviews with the main project leader and coordinator of the CSR programme. They were asked how the specific needs of the target population group were identified, how these needs were managed or categorised, and finally how they made sense of the needs in terms of the presented CSR programme. The extracted data could be segmented into five themes with various sub themes identified. The data is organised in table 2 below:

Table 2

Needs assessment

Theme	Sub-theme	Response
Role players	School	*"The vice principal asked for the children who were really the troublemakers…"* *"...the school sent us a bunch of learners and they said they are terrible, they are very naughty..."* (Female, 42)
	Project leader	*"I did skills training; the basic stuff... communication skills, HIV, sensible relationships, safe sex practice... then I also added my dreams and plans for the future..."* (Female, 42) *"I could have adapted the training according to their needs. So because I believe in a participatory approach, it's not top down, it must come from within."* (Female, 42)

Coordinator	*"...the study methods were one, because the children really suffered in terms of not having very good study methods... And then the whole thing of career choice... we can do psychometric testing and there was a n open day... to combine the career discussion and guidance workshop... and then mentorship was also identified, some of these children come from circumstances that are less than perfect, absent father figures maybe child-headed households... stress-handling, was a further need. Because of peer pressure and pressure at school... And then self-confidence and self-image were the last topics that were identified."* (Male, 43) *"...the [project leader] shared the needs as identified by the [participants] and we [institution and coordinator] basically ran through them and said yes, we can render these services."* (Male, 43)
Facilitators	*"...[coordinator] had a meeting with all his colleagues and then [facilitators] got involved..."* (Female, 42) *"...we [coordinator and facilitators] had a meeting, and it came out there are more needs than I [coordinator] actually anticipated... we [training institution] would be involved where we can really impart some things"* (Male, 43)
The learners (target population group)	*"...it's really terrible circumstances, lots of poverty, no father figure, lots of things. So, that's what I [project leader] can say. So you start with really basic, basic things."* (Female, 42) *"...the [participants] basically write anything on a paper and they throw it in the box anonymously, and whatever is there would constitute the themes for further discussion..."* (Male, 43) *"...training needs at this stage... self-image, conflict management, communication, HIV and health-related training..."* (Female, 42)

From the data collected it became obvious that the CSR initiative was preceded by a needs assessment process. Although this process commenced spontaneously (from the school requesting assistance), a process followed where sense needed to be made of the requests and to be structured into some kind of programme. A discussion of the sub-themes provides the following regarding the needs identification process:

The school: From Table 2 it is clear that the community high school was the starting point of the entire programme; it seems that the school struggled with specific learners' behaviour and requested assistance from the project leader. The community high school identified a specific group of learners who were branded for misbehaviours, poor academic progress and general disruptive behaviour. The project leader then referred this group to the coordinator of the programme where the next phases of needs identification commenced.

The coordinator: From Table 2 a sub-theme emerged where the needs assessment included a second group, the project leader of the CSR initiative, approached the institution and

coordinator, after the general population had been identified. The coordinator appointed facilitators to the initiative by requesting voluntary assistance from the post graduate students in the IOP programme. The project leader accepted the broad themes (needs) as proposed by the community school and translated these into general life skills training, such as communication skills, HIV education, sensible relationships, safe sex practices, and dreams and plans for the future. Once the coordinator became involved in the project, the needs identification process delineated more specific needs and topics that needed to be addressed, which also assisted in tailoring the CSR initiative to have specific goals.

Facilitators: The coordinator held a meeting with colleagues at the training institution and initiated the CSR project. At the meeting it was realised that the institution can indeed impart knowledge and skills related to the identified needs of the participants.

The learners: The next sub-theme identified from the data included the leaners, namely the target population. The learners communicated their needs anonymously to the project leader, which included needs such as self-image, conflict management, communication, HIV and health-related training. These lists of needs were used as a point of discussion by the coordinator and facilitators to develop a specific plan of action to be incorporated with the CSR initiative.

Category 2 – Development and approval of the CSR initiative

The second category identified from the data has its focus on the development and approval process of the CSR initiative. The central themes of this category covered the development of the programmes including elements such as the approval process, how the role-players gained access and involvement of different role-players. This data captured from the project leader, coordinator, and facilitators provided insight into the technical details of the initiative and also the various aspects contributing to the final product (being the designated workshops). Table 3 provides the themes and sub-themes for the extracted data, segmented into three themes, supported by various sub-themes.

Table 3

Development and approval of the CSR initiative

Theme	Sub-theme	Response
The development	The project leader	*"...She [project leader] had kind of a need to give back to the community... So this group of children came, and I [project leader] just fell in love with them."* (Male, 43)

process		*"I was a project manager at Child-line North-west... in 2010 the [community high school] sent us a bunch of learners..."*(Female, 42)
	The coordinator	*"...but we were able to give each and every [participant] a computer. But it was very heavy for me, so I asked [coordinator] to help me... I think something in his heart stirred... all of a sudden [coordinator] he said he's going to get involved."* (Female, 42) *"...It is expected of the [training institution] to be involved in community-related work and [coordinator] came with the idea to involve our students in issues which are really within the scope..."* (Male., 43)
	The facilitators	*"...the idea to involve our honours students in one or two issues which are really within the scope."* (Male, 43) *"...we had planning meetings with the honours students and master's students and interns... circulated a name-list for people who would like to volunteer for this. It is a voluntary thing. With the added benefit that Industrial Psychology students could do some of their practical hours which is mandatory..."* (Male, 43)
The approval process	The community school	*"There is a letter where they [community school] approve the project as a whole; it does not mention the [training institution]... a general approval letter..."* (Male, 43) *"...approval letter that states it can be held with [the participants] and on their premises"* (Male, 43)
	The institutional approval	*"...he [institutional director] was very positive, and who also volunteered finances..."* (Male, 43) *"...the [training institution] registered the initiative as a community engagement project..."* (Male, 43)

Exploration of the data revealed that the development of the initiative covers how the entire project was conceptualised and how the project leader, coordinator, facilitators and the training institution gained access to and involvement in the CSR initiative. The development of the initiative also had certain elements that relate to how the series as a whole garnered approval from the various parties, without which the initiative would not have been able to commence. The sub-themes relating to the development and approval of the initiative follow:

The project leader: From the data it is clear that the project leader was the main point of contact for the commencement of the CSR programme. At the time when the project leader was contacted by the school she was already involved in community outreach programmes such as her role at Child-line and providing equipment to schools (such as computers) during the time. From the data it is further clear that the project leader showed characteristics such as need to give back to the community, compassion for the needs of the learners and the ability to identify learners in need of assistance. The data revealed that the coordinators had gained access and their participation was delivered in the following ways;

The coordinator: The project leader contacted the coordinator and asked to volunteer assistance with delivery of equipment. From that point the coordinator was moved by the project and volunteered further involvement and commitment to the project. Because it is expected of the training institution to give back to the community, the coordinator initiated their involvement. The coordinator also realised that the students of the training institution can also be involved in some of the issues (needs of the group and community outreach) in the following ways;

The facilitators: The coordinator was aware of the fact that the IOP students were in the position of addressing the needs of the participants. The IOP Honours, Master's and Intern students of the training institution were provided with the opportunity to volunteer their time, knowledge, experience and participation in the initiative. The students were also informed that the service they volunteer can contribute towards the practical work hours the students need (refer to the HPCSA).

The second theme in the study revealed the approval process for the CSR programme. The initiative had started as an independent project which was created and established before the participation and involvement of the training institution. The training institution became a role-player when the coordinator realised the potential for the project to be an official CSR initiative. The motivation to bring such a project to the attention of a training institution is that it can expand and grow the initiative by reaching more individuals who can offer assistance and also expand the operational scope of the project. The project was hence recognised by the training institution and after institutional approval became an official part of the institution's CSR initiatives. The same is true for the facilitators of the project – approval was granted by the training institution before they were approached or designated any duties or roles. The approval process for the initiative is as follows;

The community school: From the data it is clear that the approval process started with the school approving the project overall. The data shows that the school provided an approval letter, which essentially granted consent from the school (who dealt with the informed consent from their guardians) that the learners of the school were allowed to voluntarily participate and that the project can take place at the premises of the school as well. The

school was the first stage of approval, and the second stage entails approval from the training institution. The approval process from the institution is detailed as follows;

The institution: The coordinator of the project approached the training institution's director for the department of IOP. The director greeted the request in kind and volunteered finances. After the director had granted approval, the CSR project was registered as an official community engagement project through the formal process at the institutional office.

Category 3 – The content and methodology of the presented CSR initiative

In categories one and two the needs identified with the participants were explained, followed by how these needs were translated into a CSR initiative by relating the needs to specific topics. The specific topics that were addressed in the CSR initiative are indicated in table 4 below:

Table 4

CSR initiative workshop schedule

Workshop	Topic	Objective	Method of presentation	Duration
1	Who am I? (Self-Image)	To empower learners with a sense of self-acceptance and a clearer self-image.	Group work Collage	4 hours
2	Why am I here? (Purpose in life)	To enable the leaner to obtain a sense of self, purpose and meaning in life.	Guest speaker, group work and mentors	4 hours
3	What job will I do? (Career guidance)	To equip the learner with knowledge regarding different career fields and study fields and to identify their own study interests.	Psychometric tests University open day	1 day (Saturday)
4	How do I care for my body? (Health-related issues)	To equip the learner with knowledge on self-care, optimal health and wellbeing.	Guest speaker and group work	4 hours
5	How do I care for the people I like (Relationships, conflict etc.)	To empower the learner with interpersonal skills to ensure effective interpersonal interaction.	Group work and presentations	4 hours
6	I want to pass! (Study methods)	To equip the learner with knowledge regarding different	Guest lectures and identifying own	4 hours

		study methods and to identify their own effective study method.	presentations	
7	Mandela Day	To expose the learner to a day of selfless service to others in need to gain a sense of others' needs.	Serving in the community	2 hours
8	Don't waste my time (Time management)	To empower the learner with knowledge of effective time management.	Guest lecturer, group work and presentation	4 hours
9	How do I communicate (Communication skills)	To empower the learner with effective skills to enhance communication abilities.	Guest lecturer, group work and presentation	4 hours
10	How do I handle stress (Stress handling)	To identify causes and effects of stress in themselves and affective ways to address stress.	Guest lecturer, group work and presentation	4 hours

Next, the content of the programme was evaluated by the participants. Category 4 presents the results of the findings.

Category 4 – The experience of the content of a CSR initiative

The experience of the CSR initiative was a central focus point for this study. The research endeavoured to understand how such a CSR programme is devised, executed and ultimately experienced by those who formed part of the workshops. The experiences are described by way of using the content and methodology of the programme to guide the focus group questions and the researcher's findings. The findings in this category revolve around two broad themes. First the goals of the programme which include the content generated by the participants, and secondly the experiences with regard to the content of the CSR initiative indicated in table 5:

Table 5

The experience of the content of a CSR initiative

Theme	Sub-theme	Response
Goal of programme	Vision Mission Portfolio	*"...asked them, what they would like to do and accomplish... in terms of areas of discussion or development...."* (Male, 43) *"...they [participants] said if we do this thing, it is like a special group, it is like an association... they came up with their own logo and own constitution... They have elected leaders with certain portfolios..."* (Male, 43)

General content	Empowered	*"If I were to summarize all these topics and share something, I would say that all the topics were relevant that day, that year, till now"* (Male, 21) *"...throughout the year, all of the topics had relevance... me personally, they help me to find myself and to know what I want..."* (Male, 20) *"One time in life I felt like I was struggling alone, like my problems were mine alone and there's no one who struggles more than me. So people [facilitators] who came and gave their backgrounds, how they dealt with stress, time management and their purpose of life, I tend to realize that what I have been through is nothing compared to what other people are experiencing. So it helped me to understand situations around the community, people's lives, how they deal with things, because if I put myself inside someone's shoes and I tell myself, if that person went through that situation, me personally I won't handle it and he handled it and done something about his life."* (Male, 21)
	Increased other-awareness	*"...it helped me to reveal living my true self because first, I wasn't a caring person. I didn't like asking people how they feel or enjoying people telling me I have a problem or something. But now I've changed. Now I'm a person who always thinks about people. Maybe if somebody has a problem I will ask him "are you okay?" He would say "ja, I'm okay". Or get worried about what one of the members of [the association] is doing... so I'm more interested in other people's lives."* (Male, 20) *"It's an honour to be here because you learn a lot. You grow as an individual. You help others and you make friends and good friends... You know that if I were to ask [association friend] an advice, she won't give me an advice that will have negative consequences..."* (Female, 20)
	Increased self-awareness	*"...it has built a better person in me... I am a better me."* (Female, 20)
Specific content		
Topic 1 - Who am I	*Increased self-awareness (self-image,)*	*"I'll refer to the topic 'who am I'. This topic it taught me a lot about myself. I got to know more about myself. I got to know the things that I don't know about myself. It made me aware of my strength and my weaknesses even more on a deeper level."* (Female, 18) *"It helped me to cope, it helped me to identify myself. I like the topic 'who am I?' because I personally think it's the most important thing in life to know who you are, to understand yourself."* (Male, 20)
	Increased self-confidence	*"...your identity carries weight which demands respect. So if you know yourself and understand who you are and understand your value, that makes you, that builds your confidence, it makes you a great person."* (Male, 20) *"...with regards to the self-image, I was the kind that lived according to the society. What is society going to think of me when I'm putting myself as this person?... I realized that the most important person that I need to please is God, not the society because if I'm living according to the society's expectations, most of the things that I'm doing in my life or I'm going to do, then they won't go according to God."* (Male, 21)

"After my matric year, I didn't know what to study because I didn't believe in myself. So like having this topic, it influenced my life in such a way that it gave me the purpose of being here. Why am I here, what do I want and it helped me to... be confident about myself." (Female, 19)

Topic 2 - Why am I here?	*Purpose in life*	*"I'll refer to "why am I here?". At first, I was a shy person. I was an introvert before I get to the Young Achievers Organization. So like I didn't believe in myself. I didn't have passion for anything. I was just living. So like this topic gave me the opportunity to know who am I, where I come from, why am I here"* (Female, 20) *"So...it made me feel proud and free to be, made me free to present myself in every way, try new things and do... try to know why am I here, what I want and coming to the main fact of the purpose in life..."* (Female, 20)
Topic 3 - Madiba day	*Ubuntu*	*"The other topic, Madiba Day. That was a very fun day, because it gave me the opportunity to learn to help others, to know that life is not about me and I have to do something for the society."* (Female, 20) *"I have to bring something to someone's life. So Madiba Day made me get the importance of other people."* (Female, 19)
Topic 4 - Dealing with stress and health-related issues		*"...with regards to handling stress, because now you'll be writing three tests in one week. So that is going to cause stress... So now I remember we talked that there's good stress and there's bad stress"* (Female, 19) *"...taking care of my body, I realize that I need to eat food that will help me to develop better, in a sense whereby my brain will function more. I can't eat chips and fat cakes and want to study because it's going to affect my studies. And I need to drink a lot of water..."* (Female, 20)
Topic 5 - Career Guidance	*Career choice*	*"The topic of career guidance, mostly in public schools, we don't get career guidance... So when I was in my matric, I didn't know what I want, and what I want to study... I think this topic helped most of to know where to go and what to study"* (Female, 20) *"I didn't know what I wanted to do, what I wanted to study up until last year when we had career guidance..."* (Male, 20)
	Career motivation	*"...learn to understand our interest before we go to university. Because from my side, I came to university because I passed my matric... That's [career guidance] what made me study psychology and sociology and end up having, not having interest in it... So career guidance it gave me the idea that if you want something, it doesn't matter how long it will take you to get in that position before you go for it."* (Female, 20) *"You just have to take your time and get to know what you want, what are your interests, before you just go there [university]... you don't have to go there because you passed your matric, because that doesn't fit your personality or your interest."* (Female, 19)
Topic 6 - Communication skills and relationships	*People skills*	*"I have learned more about communication because I didn't know that when you talk to someone, you have to look at that person in his or her eyes. You have to listen, you have to nod your head to show that, so like this programme helped me to understand the importance of communication."* (Female, 20)

		"...helped me to have the ability to communicate with others because I was not a social person who will talk to everyone... I didn't have time to talk to other people unless that person comes to me and say this and that. Now I have the opportunity to talk to everyone and I got the opportunity to know different personalities within the organization" (Female, 18)
	Listening	*"I didn't know how to communicate, but after this, I learned how to communicate with them... I would just listen to them and comfort them if they need."*
		"...it's part of communication, when someone tells you, someone tells you his or her problem, how to communicate with that person. You have to listen to that person and you have to give feedback, like saying 'I'm sorry it happened to you' and stuff like that." (Female, 19)
		"I didn't know how to communicate, but after this, I learned how to communicate with people, giving them ideas. If they need help, then I would just listen to them and comfort them if they need." (Female,20)

The data revealed that the participants of the CSR initiative conceptualised the group from within their own boundaries. With the conceptualisation and formation of the group, the participants decided that the group would have a specific vision and purpose, and that the group would operate under these conditions. The participants delineated the group's goals in the following ways;

Goals of the programme: The participants of the groups had concluded that the goal of the group would be to involve members who have an interest in bettering themselves in academic and personal terms. The group also indicated that they see themselves as an association of like-minded individuals who pursue the same goals within the group. The group created their own distinct brand by creating their own logo, writing an internal constitution and electing internal members with certain responsibilities or portfolios (all initiated by themselves).

The central focus of the research is to analyse and understand what content the CSR programme delivered and how it has been experienced (evaluated) by the individuals contained in the case. The findings reflected the following regarding the content of the CSR initiative;

The CSR initiative's workshops covered various topics, as indicated in table 4. The participants were requested to give feedback regarding the various workshops. The data

showed that the feedback can be categorised as being general, where the participants referred to the initiative overall, and specific feedback, which focused on specific workshop topics. The data from the participant feedback are discussed as follows;

General content: The participants concluded that the topics chosen for the CSR initiative were both relevant and useful to them. They shared that the overall initiative had helped them with various themes of personal development and had useful application in their lives. The participants indicated that they had become better as individuals and had felt more connected to other people in their lives as well. The findings indicate that overall the participants experienced empowerment and growth from the CSR initiative.

Next, the participants provided comments on the specific areas of focus presented during the CSR initiative. An interesting point noted was that the participants did not refer to all the topics as indicated in Table 4; only certain topics were spontaneously highlighted by the participants (also reflected in Table 4) which are discussed next.

Topic 1 – Who am I: The data revealed that participants found profound meaning in this topic. The objective of this workshop indicates that creating of self-awareness was the overall goal for this topic. The participants indicated that they had found a platform to self-discovery and -knowledge. They indicated they this knowledge had made them more aware of who they are, what they want and what their life means to them.

Topic 2 – Why am I here: The participants indicated that this topic also contributed to their self-awareness and self-discovery. The participants stated that knowing oneself and having a purpose in life is a factor that made them feel free to be themselves and to find the meaning of their existence.

Topic 3 – Madiba day: The participants said that the Madiba day topic was one of excitement and significance. Focusing on the principles of Ubuntu and humanity, this is to be of service to others and the community. They indicated that this topic helped them to realise the virtue of society and belonging to one. They stated that contributing to one's society was another important aspect as this assisted them in seeing the value not only of themselves, but also the value of other people in society.

Topic 4 – Stress handling and health-related issues: During the discussion of this topic the participants specified that they realised and made the connection between stress and health. This topic had made them aware of the fact that different kinds of stress exist; with each kind having various impacts. They further elaborated by saying they learned the importance of taking care of their bodies because of its role in development – taking responsibility for caring for oneself.

Topic 5 – Career Guidance: The participants mentioned that the topic of career guidance had a profound impact; this topic was mentioned often in the discussion. The participants shared that they had gained insight into career choice and career motivation. This topic highlighted to them the importance of making informed career decisions and how to obtain that knowledge. They also shared that knowing what career to pursue also helped them in realising that persistence and passion needs to be applied so as to achieve their career goals.

Topic 6 – Communication skills and relationships: The data for this topic combined showed that participants related communication skills to how they treat and manage their relationships with other people. They stated that knowing how to communicate with others and what proper communication entailed, allowed them to be more open to other people and to have the ability to be more comfortable with different people. Finally they shared that they learned that listening is an essential skill to be able to relate to other people, and to form better relationships with others.

After the evaluation of the content of the CSR initiative, the research also endeavoured to understand the methodology of the CSR initiative. The findings are described in category 5.

Category 5 – The experience of the methodology of a CSR initiative
The methodology of the CSR initiative was another central focus point of the study. The experiences are described by way of using the content and methodology of the programme to guide the focus group questions and the researcher's findings. The aims being to understand which methods were used to present and execute the planned workshops and to ascertain whether these methods were successful and had achieved the goals and objectives of the initiative. The findings in this category mainly describe three broad themes – the programme design which provides information regarding how the different topics were presented and planned, programme evaluation which reflects how participants evaluated their experience of

the programme design and lastly, a theme is also dedicated to the recommendations that came to the fore from the participants on how the programme design could be improved or expanded.

Table 6

The experience of the methodology of a CSR initiative

Theme	Sub-theme	Response
Programme design	Facilitative	*"...I believe in a participatory approach, it's not top-down, it must come from within"* (Female, 42) *"...it must be interactive, it mustn't be a lecture...group discussions, role-play... regard them as adult learners." "* (Female, 42) *"So it was driven from the bottom-up, and that is the philosophy of the participative approach... I believe in a participatory approach, it's not top-down, it must come from within..."* (Female, 42)
	Group discussions and role-play	*"It mustn't be a lecture... so, group-discussions, role-play etc..." "* (Female, 42) *"So basically the approach to have, group work and group facilitators are needed just to make sure that we get through the topics and there is a constant flow of information and energy."* (Male, 43)
	Mentorship	*"They were like wow, that was amazing and one of your [facilitators] started to act as a mentor to one of the boys, and he really kept regular contact... still assisting and helping and that mentorship role is very good"* (Female, 43) *"Since they are very young adults we wanted to have students involved who can also speak their language... the more informal the better, the less theory the better... learn in a fun way would be key to impart knowledge and skills and it worked well looking back... a kind if peer guided facilitative process."* (Male, 43)
Programme evaluation	Narrative/Story telling	*"...the method used to tell the stories or to present the stories, it was a great way for me because some of us we were able to relate our situations together with that kind of method."* (Male, 21) *"we heard some wonderful stories about people telling us where they come from, how did they reach the point where they are. So before you judge yourself, how you handle stress and someone tells you I went through this and that and did this, you would reflect on yourself"* (Male, 20)
	Participatory (collage) Participatory (mirrors)	*"...they gave us a chart and you had to explain yourself with pictures that who are you. So I remember pictures, like trying to find yourself and you see pictures, someone pasted a picture and it relates to him or her in a way. So it was fun to see other people what they like and how do they see themselves without telling me"* (Male, 20 *"...came with mirrors and just that technique you have to be able to reflect on who you are and to really look in the mirror and see yourself and see deep in yourself and who you are and figure yourself out by just a piece of mirror"* (Male,20)

The data in this category showed that the methodology for the CSR initiatives was selected to embrace the philosophy of teaching and imparting skills with participation, facilitation and peer guidance. The facilitators that served as the presenters of the topics planned their methods of delivery to fit with the above philosophy, and to fit with the specific topic being presented. The findings revealed the following regarding the methodology;

Programme design – The data for the programme design focused on how the CSR was designed and planned to be executed. The data revealed that the initiative had its primary focus in a bottom-up philosophy. The conception for the initiative was to get participation and involve the participants wholly, and not merely present a set of topics in a lecture fashion. The programme used group discussions and role-plays to engage the participants in the topics, and used facilitators and mentors to guide and support the participants through the topics on the day.

Programme evaluation: The participants of the CSR initiative were requested to evaluate how they experienced the methods used to present the topics of the initiative. The data showed that they found great value in these methods, reporting that the methods such as story-telling enabled them to relate to the topics on a personal level. Furthermore, the participants shared that the practical activities in the initiative were especially useful, since it assisted them in seeing how the topic was relative to their lives, and it helped them to see how other people were experiencing the topic of the day.

Category 6 – Recommendations

The data in this category reflects the recommendations that have been captured from all of the relevant parties in the CSR initiative.

Table 7

Recommendations

Theme	Sub-theme	Response
Suggestions	Career guidance	*"...with regards to career guidance, if you get students who are studying different modules or courses, then you'll have a better understanding... a better understanding which modules you are going to do when you're studying..."* (Female, 20)
	Subject choices	*"Aptitude tests... Because it's best to get those tests before you choose your subjects"* (Female, 19)

Media	*"...create DVDs like debates with different [participants] and learn from all those topics and activities"* (Female, 20)
Practical	*"Make it more practical."* (Male, 20)
Guest speaker	*"...maybe invite people who have been in a certain situation so that, that person can tell us more because they will have experience"* (Female, 20)

In addition, the participants were also asked to provide some of their recommendations they had regarding the content of the CSR initiative. From the data it seemed that the participants' recommendations were focused on the career guidance and subject choice topics. They indicated that having people who are experienced with school and university subject choices can assist them in understanding their choices better, both in school and when going to university. They also suggest that aptitude testing must be employed earlier in the school career to make the correct subject and career choices sooner in their lives.

The participants of the CSR initiative were also asked to provide their recommendations on the methodology on how the initiative was presented. The data indicated that the participants recommended expansions on the current methodology. They recommend, for instance, that guest speakers be invited who have experience in every topic. They also recommended that the topics can be presented using more practical methods. The participants also recommend the use of digital media in the presentations of the topics seeing that it can be helpful in the learning process.

Discussion

The overall objective of the study was to explore and understand the concept *corporate social responsibility* (CSR), as viewed from the perspective of the profession of Industrial and Organisational Psychology (IOP). The results indicated that the field and practice of IOP has a definite and suited integration with the concept *CSR*. This study found that the IOP professionals, students and the participants of an IOP-related CSR initiative mostly found valuable and practical significance in such a programme.

The results made it clear that the participants of the programme experienced the initiative as relevant, useful and enjoyable. The feedback from the participants was generally positive seeing that the participants indicated that some of the topics that were presented during the initiative were useful in terms of teaching them specific life skills they needed, and other topics were helpful in general life situations and personal worth. The participants reported that the workshops gave them opportunities for growth and personal development, which complemented the specific skills they had been taught by means of the initiative. Recommendations were made for similar future programmes. In order to address the specific objective in this study, interviews and focus groups were utilised to ascertain the specific relevant knowledge. The findings of the research are subsequently presented next with reference to the specific objectives stated in the study:

The *first objective* was to determine how the concept *Corporate Social Responsibility* is theorised within the available literature. From the literature it became clear that the concept has a multi-dimensional description in terms of its roots and definitions (Moura-Leite & Padgett, 2011). The concept also has relevance and impact in various disciplines and fields of research and business, and various reasoning defending its application and execution (Carrol & Shabana 2010; Okpara & Idowu, 2013; Ackers, 2015). Writings in the literature also show that CSR can be embedded in the business model of organisation, or be added as a peripheral to the organisations operations (Aguinis & Glavas, 2013). The different conceptualisations and foundations of CSR are united in the literature, references being made to the modern business world where organisations are being pressured not only to be competitive, but also responsible in their operations (Aguilera et al., 2007).

In South Africa specifically, aside from the legal obligation for publically traded organisations to invest in CSR, many organisations in the country are voluntarily subscribing to the idea to garner positive image and be socially responsibly in their business (McDonald & Liebenberg, 2006; Patel & Mushonga, 2014; Ackers & Eccles, 2015).

The *second objective* of the study was to explore the linkage between CSR and IOP taking into consideration the existing literature. It was found that the relationship between the two domains of practice is still emerging and in its infancy (Rupp, Skarlicki & Shao, 2013). In addition, it is highlighted that the exploration of CSR from psychology in general is still

emerging and is also indicated as an area of interest to broaden the scope of both domains. Jenkins (2006) points out that there has been a noticeable increase in the number of organisations that have started investing in CSR, especially smaller enterprises. Medium to small organisations are also starting to realise the value of CSR and how they are positioned to increase the lives in the communities around them. Organisations all around the world and varying in sizes have started pursuing the image of the socially responsible organisation (Jenkins, 2006).

In South Africa, the legal scope of profession does not specifically delineate the responsibility of the IOP to engage in CSR activities. However, it is written that the functions of the IOP practitioner include actions outside the industrial setting, such as serving communities and people (Colman, 2015). The noteworthy ideology to consider is that the IOP practitioner will have the duty to further the interests of the organisations, and the IOP is equipped to advance the social and ethical endeavours of the organisation, which may typically include CSR activities (Barnard & Fourie, 2007; van Vuuren, 2010). In the profession of IOP, a multitude of association bodies also exist which undertake to promote the values of social investment, to which the IOP practitioner can subscribe and in so doing, advance their CSR interests.

The *third objective* of this study focused on the needs of the participants of an IOP-related CSR initiative. The data revealed that the needs analysis process was initially driven by the community high school, when they identified the very first needs of the participants for specific development and thus approached the project leader for assistance. These identified needs from the school were broad and not directed at specific needs, such as participants who needed guidance, development and general life skills training. Interviews with the participants revealed that they had their own idea of which needs they would like to see addressed. The project leader approached the training institution with the needs of the participants. This led to a CSR project being registered at the training institution, and a coordinator was assigned to the initiative. Since the project was embedded in the Industrial Psychology programme, the project leader and coordinator employed various techniques to refine the IOP-related specific needs for this population. These techniques included group discussions, suggestion boxes and topic discussions. Specific topics were then developed based on the mentioned needs of the population. This process of generating a programme for

the needs assessment utilised the assistance of the programme's coordinator and the various facilitators (post graduate IOP students) involved. As can be seen in this study, literature also seems clear that the needs assessment process within CSR can by dynamic and creative. Moir (2001) writes that the needs assessment process is primarily driven by what the organisation identifies as a need within the community reach. Within this process it is important to understand the needs of all stakeholders involved, and how this inter-relationship will be formed during the process, seeing that the CSR design must reflect the needs of the society (Moir, 2001).

Similarly, in the current study, various stakeholders were involved, apart from the learners. Firstly the local school reached out to the project leader, where after the project leader linked up with the tertiary institutions' IOP department where a coordinator initiated the programme and involved the IOP postgraduate students. Wang and Burris (1997) also explain the advantages of linking needs assessment with community participation. When the community involved participate in the process of needs identification, the effectiveness and applicability of the initiative is increased. It also assists the project designers in gaining perspective from the views and lives of the participants (Wand & Burris, 1997) – as was the case in this study.

Emanating from the afore-mentioned process the *fourth objective* of the study was to describe the content and methodology of an IOP-related CSR initiative. The data revealed two categories, namely the development process of the CSR initiative, and the approval process followed to realise the initiative. The data in the current study revealed that even the participants themselves had a role to play in the development of the *content* of the initiative. These participants had taken the enterprise to establish themselves as an institution, taking responsibility for their own internal structure as a group of people, with their own vision, mission and portfolios. The project leader also has a keen interest and experience in community-related work and utilised that skillset to be integrated with the initiative. The data revealed that the coordinator and facilitators gained access to the participant group due to their interest in IOP – the same fact being true for the training institution and the related role-players in the current study. Humphrey (2013) indicates that communities are often unaware of the beneficial contributions training institutions can have in communities, especially excluded or disadvantaged communities. The benefits of the training institutions include offerings such as service learning, CPD offering, education, widening access and

volunteering are all facets that are available to use in community engagement initiatives (Humphrey, 2013). Training institutions are increasingly involved and active role-players in community engagement (Olowu, 2012). Vickers and McCarthy (2004) write universities are in a prime position to impart relevant knowledge into communities, especially considering they primarily are institutions of teaching and education. Furthermore, universities are able to engage with communities to provide service-learning which enables students to also play a part with community engagement and an inter-relationship of benefits is established for the community, students and universities (Vickers & McCarthy, 2004). Training institutions that participate in community engagement do so by voluntarily offering research, technical knowledge and support to their surrounding communities and providing tools and resources to the communities they serve (Shiel, Leal Filho, do Paço, & Brandli, 2016).

As found by Shiel et al. (2016), this study's contributors to the initiative had done so completely voluntarily. The students who acted as facilitators had the added benefit of service training and learning added to their voluntary participation. The process followed garnered support and approval from the participants and the training institution. Thereafter the initiative was devised for execution. In order to develop the content for the CST programme the needs assessment was utilised which revealed specific themes for this specific group. The themes included firstly, self-image relating to the learners' sense of self-acceptance and a clearer self-image. According to Switzer, Simmons, Dew, Regalski, and Wang (1995) the topic relating to self-image development is often found in CSR initiatives among learners when addressing life skills. Switzer et al. (1995) found that school-based programmes which focused on self-image led to participants experiencing positive growth in self-esteem, commitment to school and community, and improvement in problematic behaviour. The second topic dealt with purpose in life, namely to enable the learner to obtain a sense of self, purpose and meaning in life. Pittman, Irby, Tolman, Yohalem, and Ferber (2003) state that moral, spiritual and individual sense of self and purpose in life is an area of development recognised for all adolescents and young adults, as these skills are essential for goal attainment and needs fulfilment. The next topic the participants identified in the CSR programme related to addressing health-related issues such as HIV and AIDS, basic wellness and health and taking care of one's body which is considered to be of integral import in such development programmes, addressing health-related issues among young adults is a major concern globally (Jackson et al., 2007). Roth, Brooks-Gunn, Murray, and Foster (1998) also

indicate that community youth development programmes incorporating health-related issues training show better positive outcomes for participants. Other topics included in the programme in this study related to effective interpersonal communication, enabling the participants to increase their communication skills. Eccles and Gootman (2002) indicate that conflict and relationship management training is an effective tool for decreasing aggressive behaviour and conflict incidences.

In addition, effective communication training also produces increased warmth, connectedness and supportive relationships (Eccles & Gootman, 2002). The topic list also addressed career guidance and study methods in the CSR initiative. The third topic of career guidance is similarly linked to the ideals of Pittman et al. (2003) where it is indicated that young adults seek career guidance, reportedly because these young adults need to know what to study to make a difference in their career paths. Concerning study methods, Ramdass and Zimmerman (2008) found that training students in various methods of studying or learning, increases student self-efficacy, self-regulation, motivation and confidence. The participants further indicated that they would like to include the topic of dealing with stress, relating to identification, and management of stress. Eccles and Gootman (2002) indicate that these types of interventions result in reduced report of stress-related symptoms and increased ability to recognise stress symptoms. The topics focusing on time management are also indicated to be of value to the participants. Time management skills training has been shown to be positively related to self-regulation, control of time resources, and negatively to stress (Claessens, van Eerde, Rutte, & Roe, 2007). Last but not least, the participants indicated that they would like to give back to the community in an unselfish manner. For this purpose they decided to take part in the South African initiative Mandela day (which they referred to as Madiba day). Mandela day is a commemorative day in South Africa held to not only celebrate the life of Nelson Mandela, but also to urge the nation to be of service to the community and assist those less fortunate and in so doing, make the world a better place (Mandeladay, 2016). The participants engaged in selfless acts of service in their surrounding community which spontaneously linked with the concept of Ubuntu. According to Lutz (2010) Ubuntu is an ethical and philosophical principle that essentially entails to "be humane and kind" whereby service to others and showing care for other people.

Referring to the *methodology* employed to present the CSR initiative, different approaches were followed to present the content of the programme such as group discussions, role plays, mentors, guest lecturer and practical activities. The project leader of the initiative indicated that the philosophy of the initiative was to be driven from the bottom-up and not merely by a lecture to the participants, but rather a collaborative training effort. The application of different learning techniques was employed to cater for different learning styles.

Kolb and Kolb (2005) point out that the use of experiential learning – learning through experiences – is an effective tool when engaging participants in the learning process. Similarly, the methodology of the CSR initiative involved the participants in every activity related to learning. The participants were also encouraged to engage in the different learning techniques so as to best exploit their individual learning styles. Kolb and Kolb (2005) indicate that the incorporation and consideration of individual learning styles, increase the likelihood of integrating new knowledge with the existing learning framework. The use of different styles and learning techniques, together with the use of structured learning, has been indicated to increase the flexibility and movement pace of learning for participants. The use of experiential learning is ideal for younger learners conversely, since the learning process is perceived to be involved and inclusionary of individual needs (Peterson, DeCato & Kolb, 2015). The initiative followed a specific schedule that contained the different topics for the workshops. This schedule was used to guide the role-players of the initiative to address all the identified needs, in accordance with the planned philosophy and approach towards learning.

The *fifth objective* of the study was to understand how the participants experienced and evaluated the programme. In general it was reported that the participants found value in the topics, but they indicated that they found some topics such as the workshops on self-awareness, self-image and career guidance to be more relevant and useful than others (such as the community service and health workshops). The participants indicated that the workshops on communication, interpersonal relationships, and study methods were extremely valuable in terms of imparting specific skills and value for their lives and future paths. Karcher (2005) and Karcher (2009) similarly found that participation in peer-guided and mentored workshops increased academic proficiency, self-awareness and self-esteem for students in community services. The participation in such services has also been found to be of benefit on both sides of the relationship, where mentors, counsellors and schools have

garnered the positive influence of such initiatives (Karcher, 2005; Karcher, 2009). Regarding the content, participants specifically felt that the initiative had brought them a sense of personal growth and development, and that the programme had provided them with opportunities to share, learn and grow. In general terms, the data showed that participants felt empowered and that their proficiency in general life skills had increased. These findings are similar to those of other studies that found participants, students and communities benefitting significantly from social investment by training institutions (Chile & Black, 2015).

The effects of peer-guided mentorship and learning is conversely supported in the findings of Pryce et al. (2015) where it was revealed that the peer mentors (student-facilitators) as well as the reciprocal individuals reported personal growth, development and better understanding of peer relationships and increased effectiveness of imparting knowledge and skills. Pryce et al. (2015) also report that the presence of peers and facilitative guidance in outreach programmes increased the effectiveness of the initiatives in terms of effectiveness and delivery.

Furthermore, the feedback on specific topics revealed that the topics achieved the goal of imparting specific and relevant skills. The participants shared recommendations on the content and methodology of the initiatives, for instance that they would find even more practical application advantageous, as this allows for more interaction and experience. Kolb and Kolb (2005) support this recommendation by describing how learning by experience is a superb tool for teaching and learning. The participants further indicated that the use of digital media can be helpful to record and share their experiences. The participants reported that this can be a way for them to save what they have done and share it with others. Buckingham (2007) maintains that the use of digital media in the internet age is a way to extend the literacy of students. Using digital literacy is a way of expanding and increasing the reach of educational tools and also the impact of learning, since it provides benefits to those who use the internet or digital media as educational tools (Buckingham, 2007). The participants also made recommendations on specific topics, such as recommending that the career guidance topic be expanded by inviting current students from different learning domains to act as guest speakers. Another recommendation was the use of aptitude tests to facilitate and expand on the subject choices workshops (open day and career guidance topics).

Limitations and recommendations

In the course of the study, a few limitations came to the fore, along with some relevant recommendations. The first limitation would be the small sample size, due to the fact that the population of the study was exclusively limited to the participants of the specific CSR initiative, and the people involved in the development, planning and execution of the initiative. This caused the population to be limited in size and therefore may not be able to be generalised to other settings. In order to report on the *last objective* of this study (recommendations for future research), a first recommendation would be to conduct similar investigations at other training institutions that also offer IOP-related CSR initiatives in the country. Another limitation pertaining to sample and data collection was the difficulty to conduct data collection. The participants are from previously disadvantages backgrounds which created logistical difficulties with the post-group data collection. A recommendation in this regard may be to liaise with the project leader to conduct data analysis after the specific workshops, which will ease the logistics for the researcher and research participants.

The participants were also limited in terms of language, of which English was the only suitable language to accommodate all the participants. However, English seemed to be satisfactory in all stages of the research. Recommendations can be made that, should participants feel they can better communicate experiences in their native tongue, translators be made available. In terms of literature, it was realised that the data available focusing on IOP and CSR as interlinked terms is scant; this is also true for the South African context specifically. The previous research and data is focused on CSR as a business term and research conducted mainly looked into financial returns, or conversely the ethical and moral returns on the CSR investment practices of organisations. A recommendation for future research can be that more research be conducted, guided by and focused on the psychological paradigm or humanities in general. This recommendation in terms of South African applications can be that training institutions or organisations can monitor and research the impact of their CSR initiatives and report on it when executed from their psychology or related departments.

Practical implications

The study primarily endeavoured to contribute to the field of research in Industrial and Organisational Psychology by exploring the knowledge regarding social contributions and community engagement and expanding on it. This study also explored how bringing such initiatives to the attention of training institutions could be beneficial. The motivation to bring such a project to the attention of a training institution is that it can expand and grow the initiative, by reaching more individuals who can offer assistance and also expand the operational scope of the project. The project was hence recognised by the training institution, and after approval was granted, it officially became part of the institution's CSR initiatives. The participants of the study were afforded the opportunity of sharing what they had experienced, learned and felt during such a CSR initiative. The participants were also given the opportunity of sharing their recommendations on how to better the initiatives for themselves and future participants in the initiatives. This could assist the project leader, coordinator, training institution, and conversely the students (facilitators) to better position themselves to understand and address the needs of the disadvantaged communities – who are the target group for these types of CSR initiatives. Using this data can also assist the profession and field of IOP to better understand and integrate the functions of CSR into their practise and training.

Conclusion

It has been found that training institutions play an integral part in community engagement and social investment. This is true because universities have plenty to offer in terms of resources such as expertise, training, facilities, and knowledge (Chile & Black, 2015; Olowu, 2012; Shiel, Leal Filho, Do Paço, & Brandli, 2016). The same results are reflected in the current study, where the training institution offered those resources with great success, advanced by focusing the resources offered to a single domain of practice and expertise (IOP) which created a dynamic which demonstrated to be fruitful for all parties. The literature indicated that organisations expect that the IOP practitioner be part of that organisation's strategic success (Barnard, 2007). This study therefore focused on the IOP when engaged in an organisation's CSR, and the results indicate a seemingly good fit between the two practices.

Conclusively, the study shows that Industrial and Organisational Psychologists have the skills to operationalize CSR triumphantly.

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CHAPTER 3

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

Conclusions, limitations, and recommendations

In this chapter the conclusions of the study are presented. The conclusions are aligned with the general objectives of the study. In addition, this chapter discusses the limitations of the study and makes recommendations for research and practice.

3.1. Conclusions

The general objective of the study was to explore and understand the concept of corporate social responsibility (CSR), when viewed from the paradigm of Industrial and Organisational Psychology (IOP). The following figure illustrates a summarised version of the categories and the themes related to each of the categories revealed from the data in the study:

Figure 2: Illustration of research categories and themes

Next, the findings will be discussed in brief, reflecting the specific objectives of the study.

Specific objective 1: To conceptualise Corporate Social Responsibility from the literature.
The primary aim of this objective was to determine what the existing literature indicates regarding the concept of CSR. A proper literature review was conducted from various sources, ranging from business publications to psychological publications. In this objective it became clear that the concept is difficult to pin down into a singular working definition (Aguinis & Glavas, 2012). Conversely, Dalhsrud (2008) attempted to create an amalgamated definition from 37 other definitions to solve this conundrum of the variable definition. The definition provided is "a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a

voluntary basis" (Commission of the European Communities, 2001, as cited in Dahlsrud, 2008, p. 7). Given the fact that the definition is difficult to underpin into a specific context, such a definition was created for this specific study. The definition for the specific study is "activities that organisations engage in, forming part of their business operations, which expands favourable outcomes into the communities in which they operate". The literature further revealed that the concept of CSR also has a multitude of other facets that contribute to its operations. For instance the case made to engage in CSR can be ethical, moral of business oriented. Furthermore the nature of CSR as a concept can be embedded into organisational strategy or added peripherally. The concept of CSR has been a focus of investigation from numerous domains, but the literature indicated that such investigation from psychology as a framework in general, and more specifically IOP, is still emerging and needs more attention (Rupp, Skarlicki & Shao, 2013).

Specific objective 2: To describe what the literature indicates about the industrial psychologist's involvement in Corporate Social Responsibility.

The focus of the second objective was to determine what linkage could be identified in the literature that unites IOPS with CSR. As indicated by Rupp, Skarlicki and Shao (2013) this particular literature is scant, however Ackers (2015) wrote that the IOP practitioner possesses the skills and competencies should organisations seek people who can operationalize CSR activities. This assertion makes indications that a credible link can be established between the domains of IOP and CSR. Similarly in the South African context, research found that the South African organisation has the expectation that the IOP be part of the organisation's long-term sustainability, which could typically involve social investments and activities (Barnard & Fourie, 2007). Aguinis and Glavas (2013) also comment on the necessity to expand this investigation of IOP and CSR as related topics.

Specific objective 3: To describe what specific development and growth needs exist for a specific population of young adults in a community.

The third specific objective in this study focused on a specific population of participants who were the targeted group of a training institution's CSR initiatives. In this case, the CSR initiative was IOP-related as the role-players and topics were closely related to the domain of IOP. The third specific objective focused on how the needs of the participants were identified. Mathie and Cunningham (2003) write that in contrast to needs-based assessment for social investment, similar success can be accomplished using an asset based assessment,

where the focus is placed on the social capital available. This initiative used the views, suggestions and discussions of the participants, in conjunction with the role-players of the initiative to create the initiative's final forms. This point made by Mathie and Cunningham (2003) reflects that needs assessment in community engagement should be complimentary, focusing on the needs of the participants, but also the assets of the contributors, which is why the needs assessment process involved the training institution and the role-players of the initiative. This means integrative views for determining needs of target populations in CSR is an essential part of the success story.

Specific objective 4: To describe the content and methodology of an IOP-related Corporate Social Responsibility programme for a specific population of young adults in a community. The focus of this objective was to explore and understand the way in which the IOP-related CSR initiative can be described in terms of the content and methodology of the final programme. In this study it was discovered that a philosophy of participation, involvement and peer-guided learning was the drive for the development. The project leader wanted to empower the participants with knowledge and skills and not subject them to mere one-sided lectures. The participants of the programme also took the ideals of participation into their planning, as they created their own concept of who they are and what they wish to be branded as. The content was similarly devised to reflect the principles and philosophy. The content of the CSR initiative in brief was the following:

TOPIC	OBJECTIVE
Self-image	• Empowering learner with a sense of self-acceptance and clearer self-image
Purpose in life	• Enabling the learner to obtain a sense of self, purpose and meaning in life
Career guidance	• Equip the learner with knowledge regarding different career fields, study fields and to identify their own study interests.
Health related issues	• Equip the learner with knowledge on self-care, optimal health and wellbeing
Relationships & conflict	• Empowering the learner with interpersonal skills to ensure effective interpersonal interaction.
Study methods	• Equip the learner with knowledge regarding different study methods and to identify their own effective study method.
Mandela day	• Exposing the learner to a day of selfless service to others in need to gain a sense of other's needs.
Time management	• Empowering the learner with knowledge on effective time management.
Communication skills	• Empowering the learner with effective skills to enhance communication abilities.
Stress handling	• Enable the identification of causes and effects of stress in themselves and affective ways to address stress.

The content described in the illustration above was chosen and developed to ensure the IOP field of science was utilised and respected, and to ensure the knowledge and skills skill imparted were of worth and value. Woods and Zuber-Skerrit (2013) write of participatory action learning – relying on participation of the individual -when developing community engagement enterprises, stating that such methods are best when addressing the challenges presented by teaching in communities. Considering how the participants can be engaged and involved when developing the initiatives, also when imparting the desired knowledge and skills was a key element of the success in this case study.

Specific objective 5: To describe the experiences of the population after the Corporate Social Responsibility programme.

One of the most important goals of this study was to gain insight into how the targeted group for the initiative experienced and evaluated their involvement. The participant feedback was positive and expressed a sense of gratefulness and passion. The participants shared their personal stories and how they have integrated what they have learned. The initiative appears to have added value to the participants, but more importantly to have had an impact on the personal development on them. The goals of such initiatives are to impart knowledge and skills, and to teach the participants how to be empowered in their lives. The experiences, thoughts and feedback shared by the participants instilled to the researcher that the initiative had been successful on a professional and personal level for all role-players. Attree, French, Milton, Povall, Whitehead and Popay (2011) found similar evidence in their investigation of the experience of community engagement programmes. They also found that participants shared feelings of improved physical and psychological health, self-confidence, self-esteem, and a sense of empowerment from engaging in CSR initiatives (Attree et al., 2011). Although the research of Attree (2011) also reported negative impacts, those reports were focused on physical health interventions. This particular case was a great report of success, for both the concept of CSR and the operationalization of IOP in that capacity.

3.2. <u>Limitations</u>

In the course of the study some limitations came to the fore. The most notable was the population of interest for the study. This sample size is not only small, but may not be representative for the entire area of interest in general. This is because the case study focused on a particular group of only one training institution in only one of the country's provinces. Although the target population served great purpose to understand CSR from the IOP perspective, further investigation from more training institutions from different provinces may better illuminate the transferability of the findings. The population was however investigated in full and a very clear picture of the population was obtained from all of the perspective from the various role-players, which is of critical import when conducting a case study (Yin, 2003; Leedy & Ormond, 2013). Another notable limitation occurred during data collection, when it became apparent that logistical difficulties are ever-present when working with disadvantage communities. The researcher had to be very flexible when creating the schedule for data collection. This was however eased by the fact that when the participants did meet for their association duties, the research was able to gain access and use the time for collecting data.

3.3. <u>Recommendations</u>

Recommendations for the organisation (IOP profession) and future training of IOP students

When thinking about IOP as a profession, the idea comes to mind that the IOP has a duty to ensure optimal functioning of the individuals, organisations and society they serve. One can argue that one way of achieving this is by expanding the favourable outcomes of the organisation into the community; especially my means of CSR investments. Psychology concerns itself with the welfare of people, and IOP conversely on how people are treated in and by the organisation (Aguilera et al., 2007). The research revealed that the domain if IOP and CSR are a good fit for one another. The fields complement each other and the IOP practitioner has a wide array of skills to deliver in the application of an organisation's CSR endeavours. However, evidence was found that the IOP practitioners and students in this particular case experienced that they would benefit from more induction, exposure and

training into CSR. The participants shared that they need to be introduced to the concepts of CSR sooner, and also have some inclusion into these types of programmes to ready themselves for the execution of CSR. Similarly, organisations should make use of the IOP's knowledge and skills in a more adequate manner, clearly defining how the IOP can be a role-player in the social investment practices of the organisation.

Lastly, the participants recommended that the domain of CSR should be incorporated and supported by the legislation guiding the profession. The fact that the scope of practice does not indicate when, where and how the IOP can apply their skills in CSR, was an area of concern discovered in this study. This research study also undertook to gather information about how the IOP students and professionals gauged their competence, knowledge, skills and relevance in CSR. The research indicated that these IOP practitioners were fully supportive of the idea that the IOP practitioner has a valid and reliable role to play in CSR. As mentioned, the contemporary organisation expects of its professionals to play part in strategic sustainability, and the IOP has certain undertakings which support that notion. This study found that the IOP had a significant role in the success of this particular CSR programme, probably due to the fact that the initiative was designed to capitalise on the knowledge, skills and abilities of the IOP. This finding can hold true when CSR programmes are devised to focus on the skills being offered by the role-players in the CSR initiative. Morgeson, Aguinis, Waldman and Siegel (2013) write that the domains of human resources have a very big part to play in terms of involvement and offerings into the domain of CSR. Furthermore, the exploration of CSR from a specific domain contributes heavily into understanding micro-foundations of CSR. The research uncovered that the IOP practitioners had a host of ideas and recommendations concerning the future training of IOP students, the results can be illustrated below in figure 3:
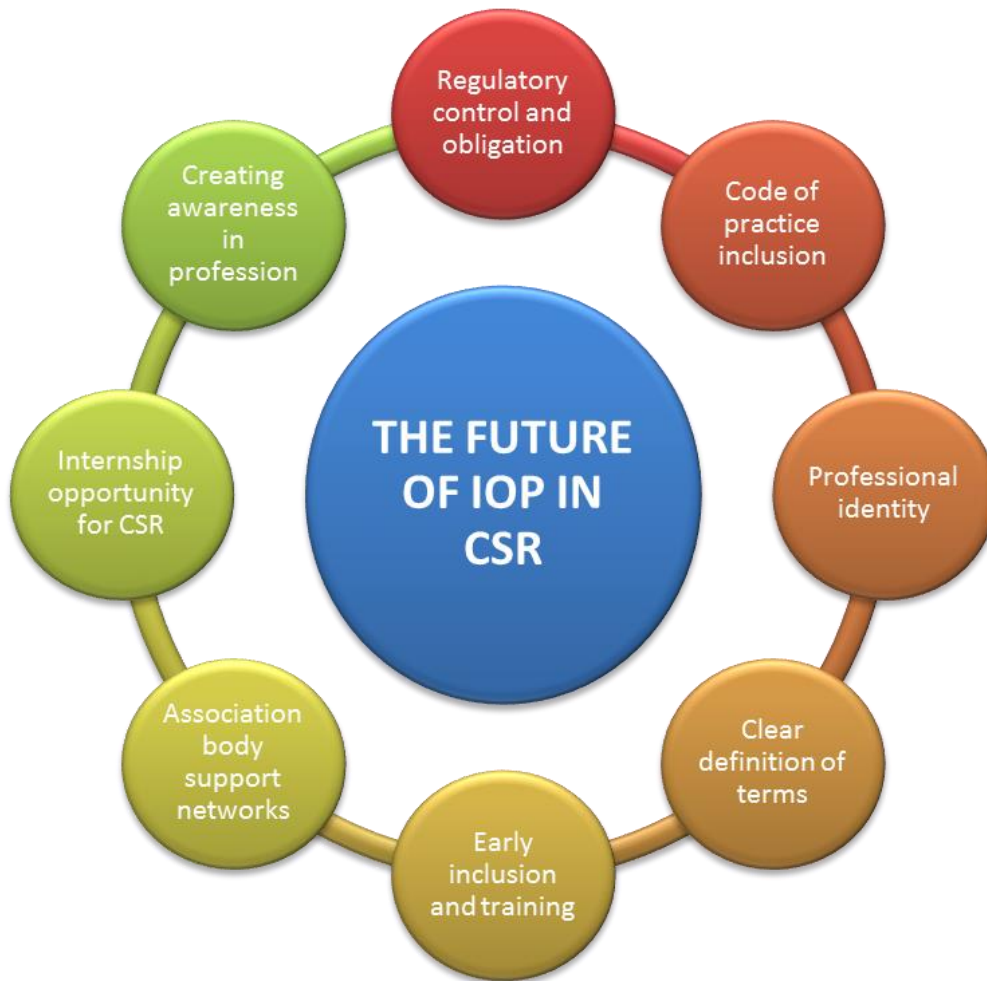
Figure 3 – Professional recommendations regarding future training

Specific objective 6: Recommendations for future research

This study revealed that there are some recommendations to be made for future research which concludes the final objective for this study. These recommendations include expanding the scope of participants, or the scope of the case study. Other training institutions from different provinces can be included to inflate the scope and applicability of this study. Also, using IOP as the perspective, different types or department's CSR practices can be investigated to investigate whether the IOP role is one that is consistent and steadfast in the CSR domain. Another recommendation is to explore the role of the IOP student and how they experience involvement and training in a CSR initiative. This research can reveal how in-service training can be improved and how the profession of IOP can be supported and developed by investment in CSR.

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ADDENDUM A

INFORMED CONSENT BOOKLET

Understanding corporate social responsibility through an industrial-organisational psychology perspective: A case study

Research information, consent and biographical information

booklet

Name of participant: _____

Booklet number: _____

This informed consent form is for the participants of a community engagement programme, who we are inviting to participate in research for a Master's study. Please read/listen carefully the following information:

1. Background information;

Thank you for attending the information session! You are hereby warmly invited to take part in this study. I am currently a master's student, working on my research paper. The research is about corporate social responsibility and the linking to industrial psychology.

You do not have to decide today whether or not you will participate in the research. Before you decide, you can discuss details in order to ensure that you feel comfortable with the research.

Please feel free to ask any questions as we discuss this document!

2. Purpose of research

Corporate social responsibility (CSR) refers to the idea that organisations must be responsible in their dealing with society. I am studying industrial psychology, and a big part of that is business oriented, and people oriented. We want to find how CSR and industrial psychology fir together, how we can use industrial psychology in organisations who want to be socially responsible. We believe that you can help us by telling us what your experiences were when you were part of the workshops of the Young Achievers club, because those workshops are part of CSR activities. The workshops were planned and presented mostly by industrial psychology students, and that's why we want to investigate the issues. We want to learn what you thought of the programmes, and what your experience was when they were presented. We also want to know what you can recommend or propose for the future of the CSR programmes (the workshops) and what you think is important.

3. Participant selection

You are being invited to take part in this research because we feel that your experience as a participant and member of the Young Achievers group can contribute much to our understanding and knowledge of corporate social responsibility. We believe you insights can help us understand how the participants experience the process and workshops, so we can better understand how industrial psychology plays part.

4. Type of research intervention

This research will involve your **<u>voluntary and anonymous</u>** participation in a group discussion that will take about 60-90 minutes. The time it takes depends on the level of discussion, questions etc. You will take part in a discussion with 5-8 other persons with similar experiences. This discussion will be guided by another researcher or myself. The group discussion will start with making sure that you are comfortable and understand the goals of the focus group. We can also answer questions about the research that you might have. We will not ask you to share personal details, practices or stories that you are not comfortable sharing.

The discussion will take place in the venue communicated and no one else, but the people who take part in the discussion or facilitators will be present during this discussion. The entire discussion will be tape-recorded with the permission signed, but no-one will be identified by name in the research report. The recordings will be kept in a safe location and it won't be made available to anyone separated from the research team. The information recorded is confidential, and no one else except the researchers [Dean Vermeulen, Lene Jorgensen] will have access to the tapes.

5. Risks and benefits

There is a risk that you may share some personal or confidential information during the group discussion, or that you may feel uncomfortable talking about some of the topics. However, we do not wish for this to happen. You do not have to answer any question or take part in the discussion if you feel the question(s) are too personal or if talking about them makes you uncomfortable. There will be no direct benefit to you, but your participation is likely to help us find out more about how corporate social responsibility can help community members.

6. Reimbursements

You will not be provided any incentive to take part in the research. However, we will give you refreshments at the venue and ensure comfortable conditions.

7. Voluntary participation

Your participation in this research is entirely **<u>voluntary</u>**. It is your choice whether to participate or not. Your choice will have no negative consequences and you don't have to explain yourself. You may change your mind later and stop participating even if you agreed earlier. Should you agree to participate, please sign the certificate of consent form, and fill in the biographical information form at the end of this document. The purpose of this information is….

CERTIFICATE OF CONSENT

For undertaking by the participant:

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Print Name of Participant   _____

Signature of Participant   _____

Date   _____
(day/month/year)

===

For undertaking by the researcher:

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print Name of researcher   _____

Signature of researcher   _____

Date   _____

(day/month/year)

Statement by the researcher/person taking consent:
I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

BIOGRAPHICAL

INFORMATION

These questions below concern your biographical background information. Please answer all your questions. Write your answers in the appropriate space or mark your answer with an "**X**" (where applicable):

Background Information

Today's date: _____ (year / month / day)

1. Gender   Male [1]   Female [2]

2. Year of birth [ ]

3. Ethnicity

[1] White	[2] Black	[3] Coloured	[4] Indian
[5] Other, please specify:			

4. Language

[1] Afrikaans	[2] English	[3] Sepedi
[4] Sesotho	[5] Setswana	[6] siSwati
[7] Tshivenda	[8] isiNdebele	[9] isiXhosa
[10] isiZulu	[11] Xitsonga	[12] Other
[12] Other, please specify:		

5. Year of participation in the YAA.

_____

(e.g. from 2013-2015)