NGA TANGATA OHO MAIRANGI

Population Change and Its Implications: Auckland

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2016

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Executive Summary

The population of Auckland is increasing. Already home to over one-third of New Zealand's population, sustained economic and employment growth has underlined population growth in the last decade. All projections anticipate ongoing growth. The population of Auckland is both increasingly diverse and mobile, with nearly 40 percent of Aucklanders having been born in another country. The 2013 Census shows a population increase across nearly all ethnic groups compared to 2006 (with the exception of Māori and 'New Zealander' in 2006). The most significant increase is amongst those who self-identify as Asian, who now account for 23 percent of Auckland's population.

In terms of age structure, the region has seen an important increase in the age group between 20 and 29 years, and decreases have been obvious for the age groups 5 to 19 years and 30 to 44 years. From 50 years onwards, all age groups have increased, though Auckland's population is relatively young compared to the national average. With these developments in mind, we report on the findings of three research projects carried out in the greater Auckland area: household interviews; employer surveys; and focus groups with school leavers.

Household interviews with 54 people resident in Auckland revealed three dominant viewpoints towards diversity which we describe as: 'Living with Diversity'; 'Resisting Diversity'; and 'Liberal toward Diversity'. Living with Diversity refers to those who embrace diversity in all its forms and want to live in a diverse community. Those who share this viewpoint actively seek opportunities for engaging with others who are different from themselves. Resisting Diversity is characterised by resistance toward the increasing diversity in Auckland. Those who share this viewpoint appear to feel threatened by the changes they see occurring around them and struggle with what they perceive to be a loss of 'kiwi' values. Liberal toward Diversity is characterised by an understanding and an acceptance that diversity is beneficial for Auckland although this factor shares many features of the 'Living with Diversity' viewpoint, a central

difference is that diversity is not commonly a feature of their own lives. Instead, diversity is somewhat abstract, existing as an idea as opposed to everyday life experiences.

A survey of employers in ICT, education and health revealed that employers in general use similar strategies for recruiting and retaining employees, specifically increased training and professional development and flexible working arrangements. Employers also generally agreed that promoting local regional development, providing labour market research, and coordinating discussions and action plans among key stakeholders in the labour market were ways in which central government could help with recruitment. The large majority of employers reported that their companies employed immigrants who were perceived as bringing more benefits than challenges, especially different perspectives and a better work ethic than those born locally. Employee attitudes and environment/environmental policies were cited by all participants as important current challenges. Employers in general anticipated more challenges in the future.

Focus groups on ethnic diversity were carried out in two Auckland schools. Students generally agreed that there are benefits to living in a diverse region, though outside of school, many claimed that their interactions with different ethnicities and cultures were limited. Students from both schools identified themes of safety and racial ethnic tensions, though in different contexts. The majority of students wanted to stay in Auckland once they left school although many students viewed Australia as an appealing destination due to higher salaries and better job prospects. Many students expressed pride in their local community and intended to remain in the same area into adulthood. When considering the future, students from both schools were concerned about financial issues, especially the high cost of living in Auckland and student loan fees.

Introduction to the NTOM Project:

Household Interviews, Employer Surveys, School Focus Groups

The Nga Tangata Oho Mairangi (NTOM) research programme is funded by the Ministry of Business, Innovation and Employment (MBIE). The programme of research is broad and involves both Massey and Waikato Universities. This report focuses on the Massey contribution which examines how people make sense of the demographic changes occurring within their local region.

Questions relating to migration, mobility and a sense of community were asked across five regions: Auckland and Wellington in the North Island; and Canterbury, West Coast and Southland in the South Island. These are all regions experiencing different kinds of population change: high population growth (Auckland and Christchurch); new patterns of immigration (West Coast and Southland); and steady growth in the context of a predominantly European/ Pākehā (77%) population (Wellington).

In each of these five regions, using an iterative mixed method approach, we completed three projects in order to better understand how people, (household members, employers and school leavers) were responding to the changes happening in their communities (Figure 1). In the first project, which focused on households, a Q sort followed by in-depth interviews with household members was undertaken in order to identify different viewpoints on regional population change. The second project focused on employers, and a survey was used to collect information about the opportunities and challenges faced by those in business. The final project was focus groups with school leavers who were identified as a significant demographic cohort because they face important decisions with respect to labour market engagement and mobility. The focus groups were designed to reveal students' motivations and aspirations, as well as opportunities and obstacles they face.

Figure 1 - Three Inter-Related Stages Of The Auckland-Based Research
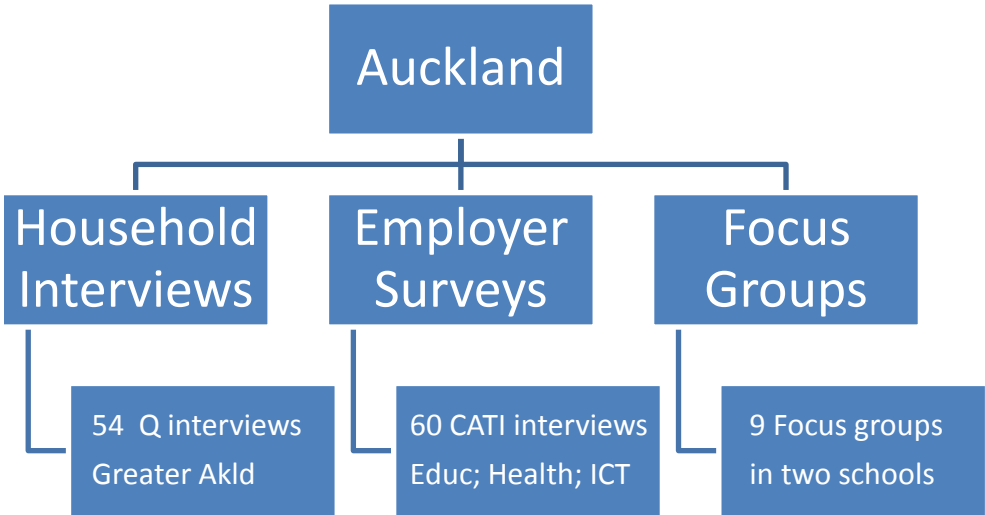
Demographic Trends: Auckland Region

Population Change in Auckland

The Auckland region is one of the smallest regions within New Zealand with a land surface of just 4894 km^2, or 1.8 percent of New Zealand's total land surface. Despite its relatively modest area, however, Auckland is home to over one-third of the nation's population. Results from the 2013 census show that 1,415,550 people (33.47%) live in Auckland (Figure 2).

In 2010, a new local authority was established to administer the region. Auckland Council replaced the separate administrative arrangements that had previously existed for four cities (North Shore, Waitākere, Auckland and Manukau), three districts (Rodney, Papakura and Franklin) and the Auckland Regional Council (McClure, 2012). Auckland Council has 21 local boards which are a key part of Auckland's governance. These local boards are designed to ensure local representation in Auckland Council processes. This new government and governance structure is responsible for managing the growth (population, economic) and diversity of the city.

Auckland has seen significant economic and employment growth recently and sustained population growth, with increasingly rapid growth in the last decade: from 1,158,891 in 2001 to 1,415,550 in 2013. All projections anticipate ongoing growth and Auckland is expected to be the most significant growth node in terms of national demographic trends.

Figure 2 - Auckland Region Population[1] 2001, 2006 And 2013 Censuses
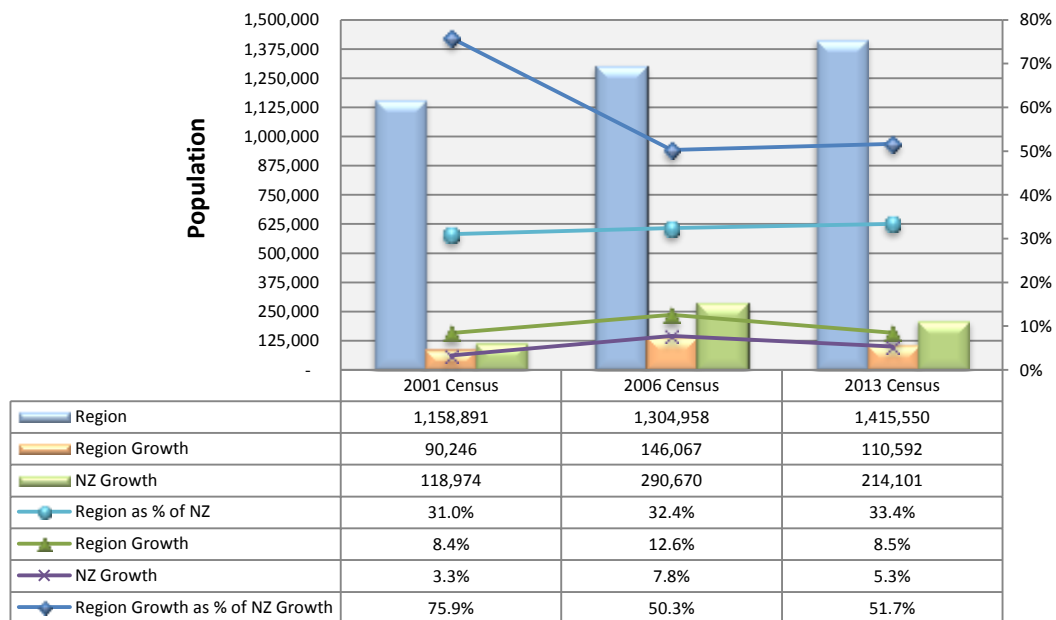
	2001 Census	2006 Census	2013 Census
Region	1,158,891	1,304,958	1,415,550
Region Growth	90,246	146,067	110,592
NZ Growth	118,974	290,670	214,101
Region as % of NZ	31.0%	32.4%	33.4%
Region Growth	8.4%	12.6%	8.5%
NZ Growth	3.3%	7.8%	5.3%
Region Growth as % of NZ Growth	75.9%	50.3%	51.7%

[1] Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx.; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx.

Not only is Auckland larger and more diverse than other cities in New Zealand, its rate of growth significantly exceeds that for the country as a whole. While the population growth experienced in New Zealand in 2001, 2006 and 2013 census years was 3.3 percent, 7.8 percent and 5.3 percent, in Auckland, growth was 8.4 percent, 12.6 percent and 8.5 percent respectively. While the growth rate is not uniform over time (and is likely to reflect the impact of exogenous events such as the global financial crisis in 2008 with flow on to 2013 data), the region's population as a proportion of New Zealand's population in 2013 was 33.4 percent, up from 31 percent in 2001 (see Figure 2).

The significance of Auckland region's population growth is also noteworthy when looking at its population increment. By 2001, the Auckland region had added 90,246 inhabitants, which corresponded to 75.9 percent of New Zealand's total population increase. While this proportion decreased by the 2006 and 2013 censuses, it still

remains very high. In 2013, Auckland's regional population increase accounted for 51.7 percent (110,592 people) of New Zealand's total population growth (214,101 people) (see Figure 2).

In addition to overall changes in population numbers, a number of other demographic change indicators are also apparent in the Auckland region. While the region has a slightly higher percentage of females than males, with 51.4 percent of females and 48.6 percent of males, this is not dissimilar to the national ratio. Figure 3 shows Auckland region´s population pyramid for 2006 and 2013 census years. The base of the pyramid (0-4 year age group) has not changed in this period. However, there was a decrease in the growth rate for the age group 5 to 19 years and an increase in the 20 to 29 years age group. The most significant drop, between 2006 and 2013, occurs for those aged 30 to 44 years of age and probably reflects the significant outflow from the country during the Global Financial Crisis (GFC). All age groups for those aged 50 or more increased between 2006 and 2013. While this reflects the ageing process of Auckland's population, the city's population is still very young compared to other cities/regions in New Zealand, with just 11.5 percent aged 65+ years compared with 14.3 percent nationally (Jackson, 2014).

Figure 3 - Population Pyramid[1] 2006 And 2013 Census
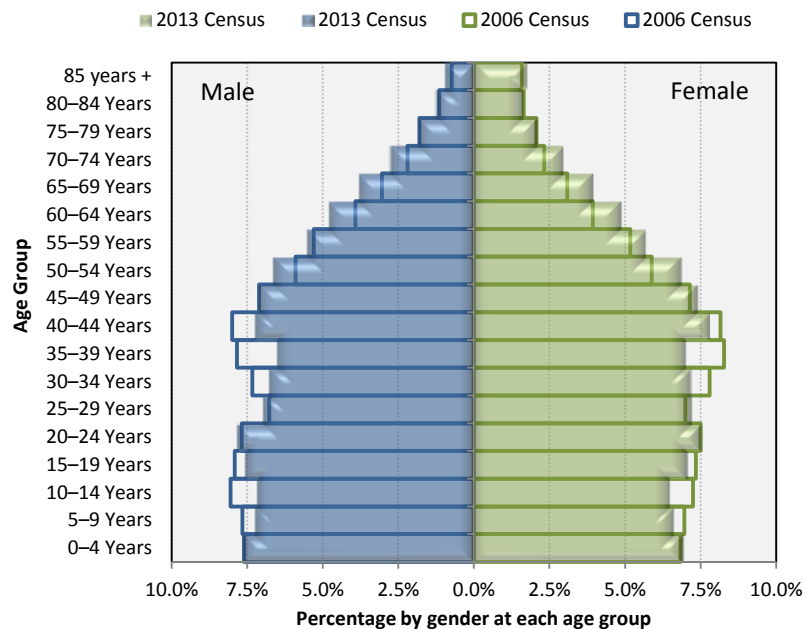
¹ Information based on Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx.

To analyse the net population growth by age group between the intercensal periods 2001-2006 (five years) and 2006-2013 (seven years)[1], Figure 4 presents the Annual Intercensal Population Change by Age Groups and Figure 5 shows the Annual Intercensal Growth Rate by Age Group. The graphs show the average net annual growth and annual growth rate for the years of each period.

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[1] Every five years Statistics New Zealand takes an official count of the population and dwellings in New Zealand. However, due to the Christchurch earthquake on 22 February 2011 the 2011 Census was not held on 8 March 2011 as planned and was rescheduled for 5 March 2013 (for more details see http://www.stats.govt.nz/Census/2011-census.aspx and http://www.stats.govt.nz/Census/2013-census.aspx). As a result of this, the census temporal series of 5 years was disrupted. To allow comparison between the 2001-2006 and 2006-2013 intercensal periods an annual analysis was introduced.

Figure 4 - Annual Intercensal Population Change By Age Group[1]
2001, 2006 and 2013 Censuses
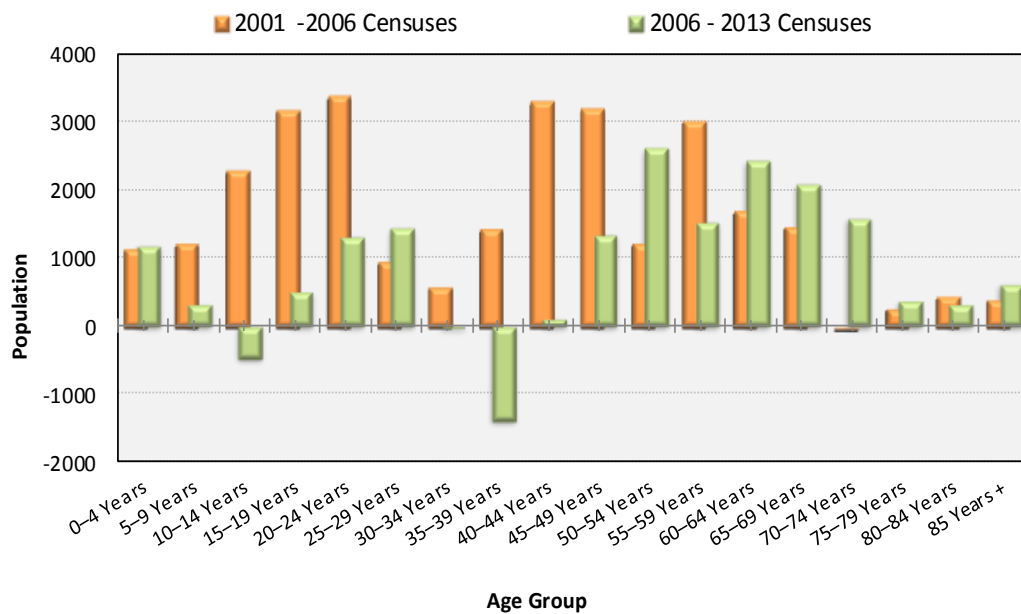
[1]Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx.; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx.

During the 2006-2013 period, the population in the 10-14, 30-34 and 35-39 year age groups had a negative annual growth, with a growth rate of -0.5 percent, -0.03 percent and -1.3 percent, respectively. The annual growth experienced by people in the 15-19, 20-24, 40-44, 45-49, 55-59 and 80-85 in the years between 2006 and 2013 was below that observed in the 2001-2016 intercensal years. By contrast, the population in the 25-29, 50-54, 60 to 79 and 85+ age groups increased above the average annual growth. The people in the 70-75 age group experienced the most significant jump in their annual growth rate, from a negative grow of -0.1 percent to 5.3 percent (see Figure 5).

[1]Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx.; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx.

Cultural Diversity in Auckland

Auckland is an ethnically diverse region where more than 190 ethnic groups coexist (Ministry of Social Development, 2008, p. 3). The ethnic composition for Auckland shows that New Zealand European/Pākehā is the largest ethnic group in the region (59 percent or 789,306 people), followed by Asian (23 percent or 307,230 people), Pasifika (15 percent or 194,958 people), and Māori (11 percent or 142,770 people) (see Table 1 and Figure 6). The Asian population experienced the highest increase after 2001, from 13.8 percent to 18.9 percent in 2006 and then to 23.1 percent in 2013.

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Table 1 - Percentage Of Population By Ethnic Group[1]

2001, 2006 and 2013 Censuses

	European[2]	Māori	Pacific	Asian[3]	MELAA[4]	New Zealander
2001 Census	65.8%	11.6%	14.0%	13.8%	1.2%	
2006 Census	56.5%	14.0%	14.4%	18.9%	1.5%	7.6%
2013 Census	59.3%	13.8%	14.6%	23.1%	1.9%	1.1%

[1]Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx.; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx.
[2]Includes people self-identified as New Zealand European/Pākehā.
[3]The definition of Asian ethnicity used in this report is sourced from Statistics New Zealand and includes "those who identify as Chinese, Indian and other peoples from East, South and Southeast Asia, but no further west or north than Afghanistan"(Parackal et al., 2011, p. 8)
[4]Includes people self-identified as Middle Eastern, Latin American or African.

Figure 6 - Population By Ethnic Group[1] 2001, 2006 And 2013 Censuses

	European[2]	Māori	Pacific	Asian[3]	MELAA[4]	New Zealander
2001 Census	754,749	127,629	154,680	151,602	13,662	
2006 Census	700,158	137,304	177,948	234,279	18,561	99,474
2013 Census	789,306	142,770	194,958	307,230	24,945	14,904

Ethnic Group

[1]Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx.; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx.
[2]Includes people self-identified as New Zealand European/Pākehā.
[3]The definition of Asian ethnicity used in this report is sourced from Statistics New Zealand and includes "those who identify as Chinese, Indian and other peoples from East, South and Southeast Asia, but no further west or north than Afghanistan"(Parackal et al., 2011, p. 8)
[4]Includes people self-identified as Middle Eastern, Latin American or African.

In addition to being the location of the most populated city in New Zealand, it is also (by far) the most diverse. It is home to large Asian and Pasifika communities and with 23 percent of all Auckland residents now self-identifying with an Asian ethnicity, alongside the largest concentration of both Māori and Pasifika in the country, as well as other immigrant and minority ethnic communities, it has a very different ethnic mix to any other city or region. This is underlined by the fact that nearly 40 percent of Aucklanders were born in another country. Māori are a relatively modest 12 percent of the city's population but in absolute terms, this is the largest concentration of Māori in New Zealand.

The geographical spread of diversity throughout Auckland is, in turn, diverse. The following (Figure 7) identifies the ethnic diversity of the overseas-born population in each of the 21 local boards throughout the city. Of particular interest is the higher concentration of Pasifika in Ōtara/Papatoetoe, Mangere/Ōtāhūhū and Manurewa and the concentration of those arriving from Asia in the central areas as well as the eastern and northern suburbs. Immigrants arriving from the United Kingdom are located in a range of areas with particular concentrations on the North Shore, Rodney and Waiheke and Great Barrier Islands. The geographical spread of diversity presents challenges for Auckland's governance because of the different compositional patterns and the varying needs of communities depending on the area concerned.

Figure 7 - Diversity And Auckland's Local Boards
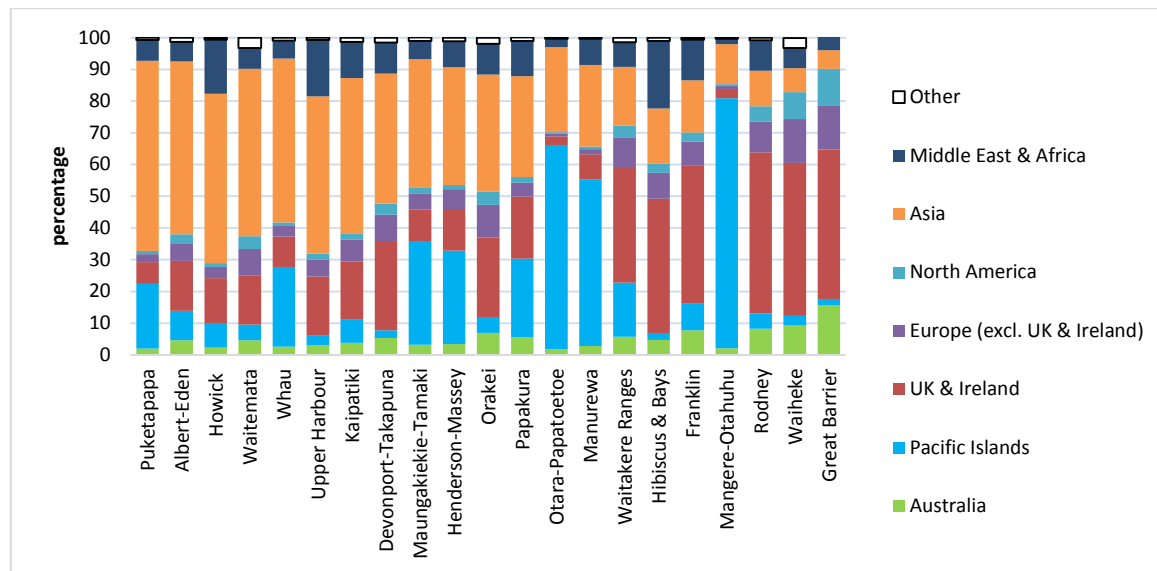
The Asian population in the Auckland region represents the largest community (proportionately as well as absolutely) of the Asian population in New Zealand. While nationally, those who identified themselves as Asian comprise 11.8 percent of the population, in the Auckland region, 23 percent of the population self-identified as Asian. Nearly two-thirds of the national population (65.1 percent or 307,230 people) who identified nationally with one or more Asian ethnic groups usually lived in the Auckland Region (Statistics New Zealand, 2013a, 2013c). In addition, the Asian communities provide the region's fastest growing communities; by 2021, it is projected that 27 percent of the Auckland region's population will identify with an Asian ethnicity (Statistics New Zealand, 2010), a proportion significantly higher when compared with 14.5 percent of expected Asian population at the national level.

Figure 8 - Annual Intercensal Population Growth By Ethnic Group[1]

2001, 2006 And 2013 Censuses

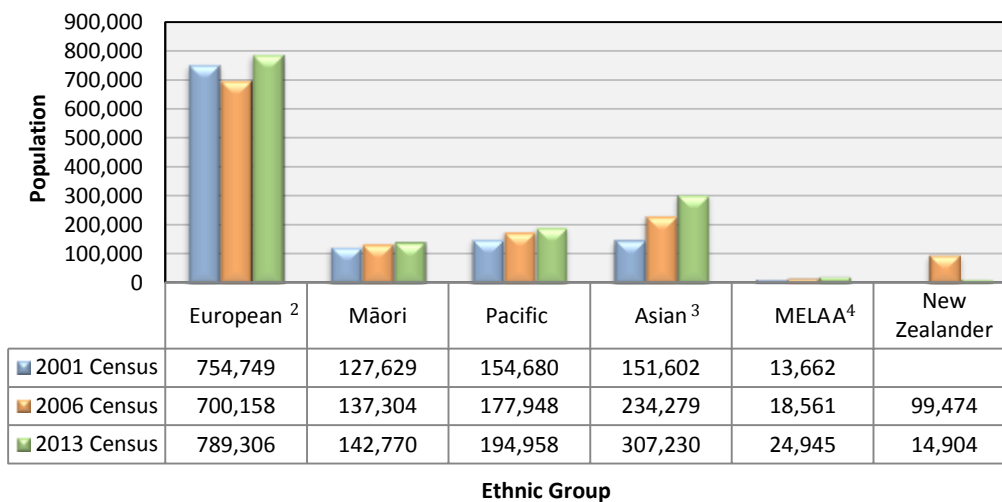|	European[2]	Māori	Pacific	Asian[3]	MELA[4]	New Zealander
■ 2001-2006	-10,918	1,935	4,654	16,535	980	
■ 2006-2013	12,735	781	2,430	10,422	912	-12,081

Ethnic Group

[1]Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx.; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx.
[2]Includes people self-identified as New Zealand European/Pākehā.
[3]The definition of Asian ethnicity used in this report is sourced from Statistics New Zealand and includes "those who identify as Chinese, Indian and other peoples from East, South and Southeast Asia, but no further west or north than Afghanistan"(Parackal et al., 2011, p. 8)
[4]Includes people self-identified as Middle Eastern, Latin American or African.

Figure 8 shows the Annual Intercensal Population Growth by Ethnic Group for the 2001-2006 and 2006-2013 periods. In terms of annual growth, the most significant change was experienced by the population which self-identified as European, which had a negative annual growth of -10,918 people in 2001-06 and then annual growth of 12,735 people in the 2006-2013 intercensal periods. One reason behind this change was the introduction of the category "New Zealander" in 2006 and the media campaign that 'encouraged people to write in a New Zealander response in the census' (Statistics New Zealand, 2013d); this led 99,474 people in the Auckland region to self-identify as "New Zealander" in 2006. While in the 2013 Census, the "New Zealand" ethnic category was maintained, there was no media campaign and the number of "New Zealander" responses dropped to 14,904 people. Compared with the 2001-2006

period, Māori, Pacific Peoples, Asian and Middle Eastern, Latin American or African ethnic groups experienced a smaller annual growth in the 2006-2013 period. This might reflect the overall slowdown of the population growth experienced by the Auckland region and New Zealand during the last intercensal period, especially given the dampening effects of emigration during the GFC.

Mobility in Auckland

Auckland's ethnic diversity is also reflected in the mobility of Auckland region´s population as the 'majority of immigrants arriving to New Zealand opt to settle in the Auckland region' (McClure, 2012). New Zealand gains its immigrants from a range of countries, including various Asian countries (dominated by those immigrants from China and India), the Pacific Islands, the UK and Ireland, the Middle East and Africa, European countries, Australia and North America.

In 2013, nearly 40 percent of the region's population was born overseas, up from 35 percent in 2006 and 30.6 percent in 2001. From the region's overseas-born population, 39 percent (203,277 people) were born in an Asian country, 21 percent (109,674 people) in the Pacific Islands and 17.5 percent (90,432 people) in the UK and Ireland (see Figure 9). The Auckland region´s Asian-born populations has experienced an increase of 37,131 since 2006, when 166,146 people or 36.4 percent of Aucklanders were born in Asia. This is the most significant increase among all overseas-born populations in Auckland.

Amongst Auckland region´s population in 2013, the Asian-born population (as opposed to those claiming an Asian ethnicity) represented 14.4 percent; this is up from 12.7 percent in 2006 and 9.2 percent in 2001. The Pacific Island-born population has experienced little variation in the period discussed here, but the UK and Ireland-born populations have gradually decreased (see Figure 10).

Figure 9 - Population Overseas-Born By Birthplace[1]
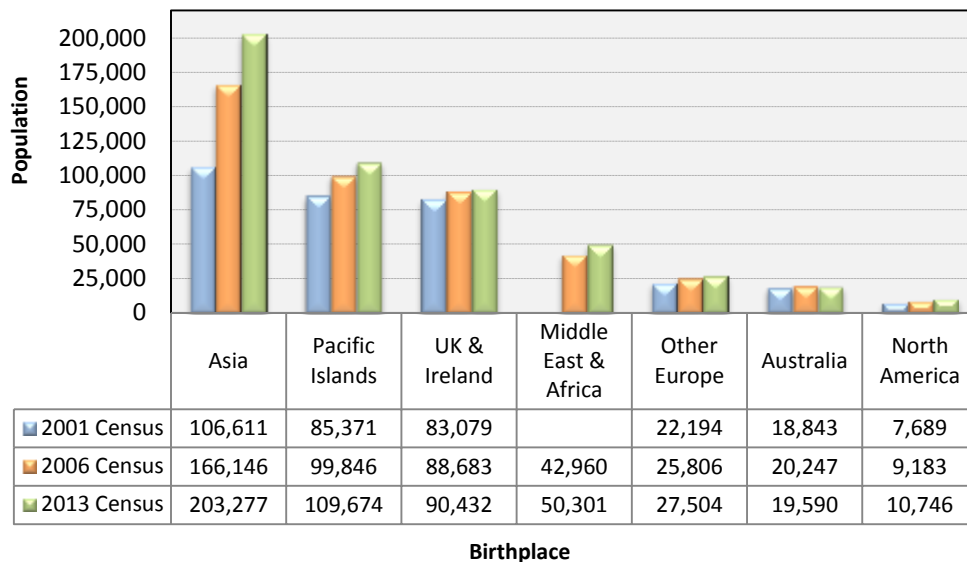
2001, 2006 And 2013 Censuses

	Asia	Pacific Islands	UK & Ireland	Middle East & Africa	Other Europe	Australia	North America
2001 Census	106,611	85,371	83,079		22,194	18,843	7,689
2006 Census	166,146	99,846	88,683	42,960	25,806	20,247	9,183
2013 Census	203,277	109,674	90,432	50,301	27,504	19,590	10,746

Birthplace

[1]Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx.; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx.

Figure 10 - Population Of Overseas-Born By Birthplace As Percentage Of Auckland's Population[1]

2001, 2006 and 2013 Censuses
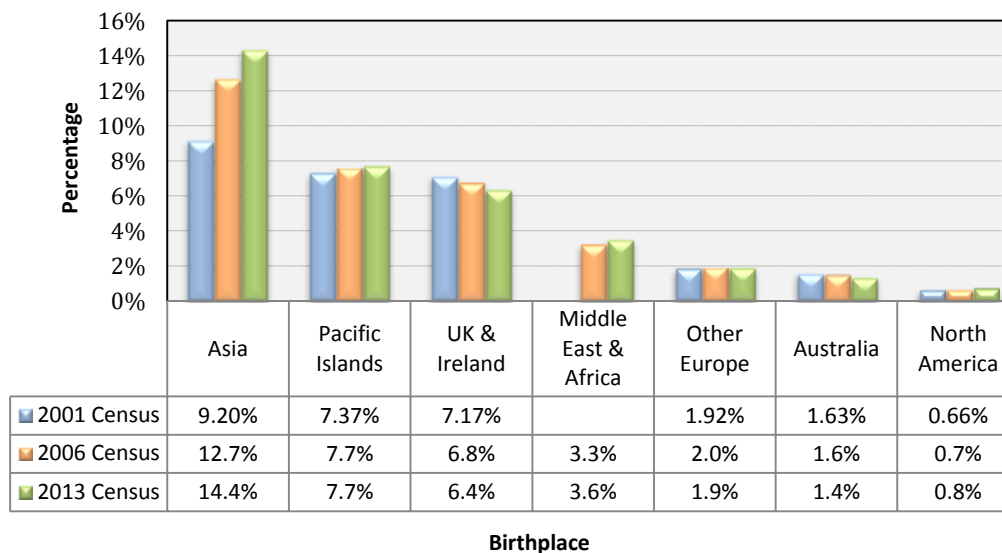
	Asia	Pacific Islands	UK & Ireland	Middle East & Africa	Other Europe	Australia	North America
2001 Census	9.20%	7.37%	7.17%		1.92%	1.63%	0.66%
2006 Census	12.7%	7.7%	6.8%	3.3%	2.0%	1.6%	0.7%
2013 Census	14.4%	7.7%	6.4%	3.6%	1.9%	1.4%	0.8%

Birthplace

[1]Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx.; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx.

In terms of the annual growth of the overseas-born population in the Auckland region, people born in Asian countries are the group that most increased between 2006 and 2013, with an annual population growth of 5304 and an annual growth rate of 4.5 percent. People from the Pacific Islands, the Middle East and Africa were the second and third groups that experienced significant growth (annual growth rate of 3.4 percent each), whereas overseas-born from the UK and Ireland, other European countries and North America had experienced similarly modest growth. By contrast, the Australia-born population had a negative annual growth of -94 people and negative annual growth rate of -0.6 percent (see Figure 11 and 12). Compared with the 2001-2006 period, all overseas-born groups experienced a smaller annual growth during the 2006-2013 period. This might reflect a decrease in immigration and an increase in emigration during the last intercensal period as a consequence of the GFC.

Figure 11 - Annual Population Growth For Overseas-Born By Birthplace[1] 2001, 2006 And 2013 Censuses

	Asia	Pacific Islands	Middle East & Africa	UK & Ireland	Other Europe	North America	Australia
2001-2006 Censuses	11,907	2,895		1,121	722	299	281
2006-2013 Censuses	5,304	1,404	1,049	250	243	223	-94

Birthplace

[1]Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx.; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx

Figure 12 - Annual Population Growth Rate For Overseas-Born By Birthplace[1]
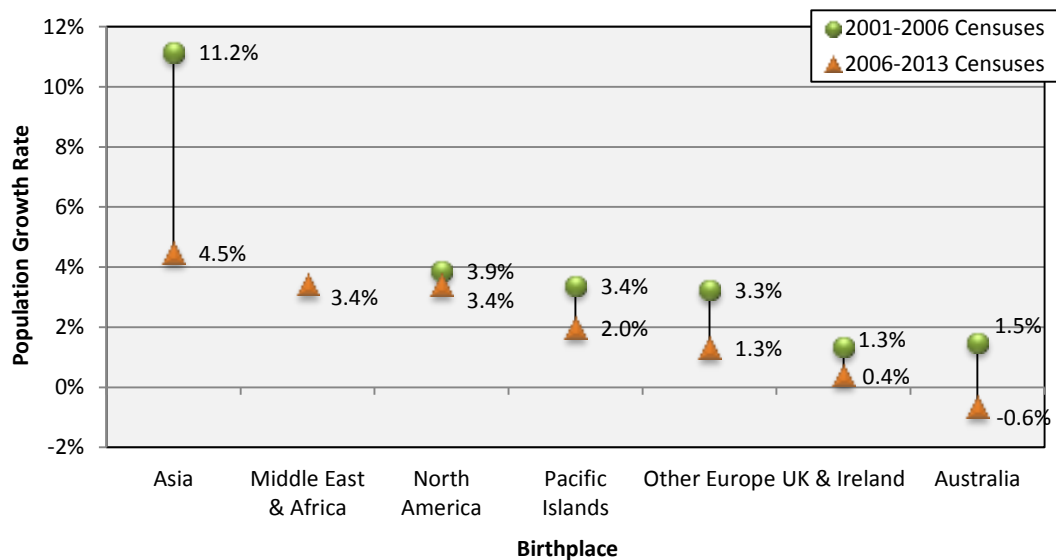
2001, 2006 And 2013 Censuses

[1]Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx.; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-part-1.aspx.
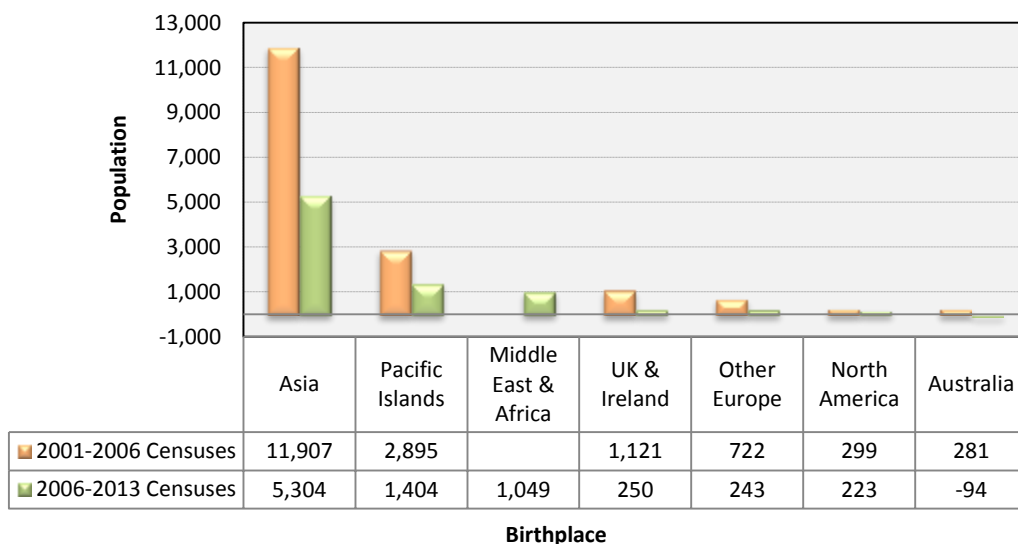
Household Interviews

Methodology

Household Q Methodology Interviews

The interviews of household members who were resident across the greater Auckland region employed both Q Methodology and in-depth interview techniques. The Q Methodology, or by-person factor analysis, offered a method for the systematic study of subjective experiences (van Exel & de Graaf, 2005; Shinebourne & Adams, 2007). It provided a way for the researchers to find out about different viewpoints on population change. The data was collected through a standard Q sorting process where participants were asked to consider statements (printed on cards) and rank order them against those they found "most acceptable" and those they found "most unacceptable". Once participants had completed the Q sort process, they were invited to participate in an in-depth interview about population change. As issues had been brought to light in the Q-sort process, the interviews were able to pick up and develop a number of these ideas and provide complementary information.

Creating a Q-Sort

A Q-sort process involves asking participants to sort a set of statements to best reflect their views about a given topic. In the present study, 35 statements on the possible effects of population change were created. These statements were generated from a range of text-based sources including: national and regional media; regional reports from local body councils; academic writing about population change, diversity and mobility more generally; school newsletters; and the blogosphere. In the first instance, over 350 possible statements about the effects of regional population change were collected. Each of the statements represented the "field of shared knowledge and meaning" on the topic (Watts & Stenner, 2003, p.33).

The final 35 statements were chosen to best represent the breadth of possible effects of a changing population and were clustered around three key themes. The themes included: diversity (more people arriving in a region means that more ethnic, religious, linguistic and cultural diversity is likely); the economy (people moving in or out of a region can have an effect on the local economy and labour market opportunities); and mobility (people move in and out of a region for a range of reasons). The final statements were also chosen to represent three 'levels': the individual or household level; the local community or regional level; and the national level. The matrix below (see Figure 13) provides examples of the statements that represent each category. The full list of 35 statements can be found in Appendix 1.

Figure 13 - Q Sort Matrix

Diversity More ethnically diverse neighbourhoods	**Individual or household** Different foods are available in my community
Economic Changing employment opportunities	**Community or region** Local schools merge or close
Mobility Young people leave for tertiary study	**National** The idea of New Zealander changes

From the Q data, the most prominent viewpoints, or factors, were extracted using Principal Components Analysis and Varimax Rotation. Three dominant factors were generated. The research team worked collaboratively to interpret the resulting factors which involved generating a 'crib sheet' that displayed the array of statements for each factor and also captured the relationships between the three factors. The crib sheet also identified the most salient contributing statements, the statements that differentiated one factor from another, those statements where there was consensus between one factor and another, and those statements that were held most strongly. In addition, the full transcripts from the follow-up interviews were used to help interpret the factors. These transcripts also served as an internal validity check ensuring that factor interpretations were a good fit with the conversations shared with the participants.

The Participants

The participants were selected using a combination of purposive and convenience sampling with the express aim of capturing a range of ethnic backgrounds as well as immigrant, employment and occupational statuses. The selection was not intended to be representative of the general population of households in Auckland.[2] Prospective participants responded to invitations to take part in the research that appeared in human interest stories in regional newspapers, strategically placed advertisements or a personal approach directly from the interviewer.

Q and in-depth interviews were carried out with 54 Auckland residents (26 women and 28 men) from 33 households across Auckland (see Appendix 2 for additional detail). The participants lived in the greater Auckland area stretching from Warkworth in the north, to Ōtara in the south and Henderson in the west. In particular, the participating households were located in South Auckland (4), West Auckland (7), the Eastern Suburbs (2), the Central Business District (1), the North Shore (16), and Rodney District (3).

Of the 54 participants, 26 were born in New Zealand (two of whom specifically identified as Māori). The remaining participants were born in England (8), Korea (4), Indonesia (3), China (2), Iran (2), Philippines (2), South Africa (2) and Portugal (1), Tonga (1), United States of America (1), Chile (1) and Vietnam (1).

The participants ranged in age between their late teens[3] and their eighties; two were teenagers, six were aged in their twenties, seven were aged in their thirties, ten were in their forties, eighteen were aged in their fifties, five were in their sixties and three each were in their seventies and eighties.

With regard to employment status, 26 were in paid employment while the remaining participants were university students (7), retired (2), stay-at-home parents (2), college

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[2] Representativeness, as it is commonly understood, is neither a requirement in Q Methodological studies (see van Exel, de Graaf, & Brouwer, 2007), nor qualitative in-depth interviews (Babbie, 2013).

[3] All of the participants were required to be over the age of 18.

students (2), self-employed (6), officially retired but remaining in some paid employment (3), self-employed whilst semi-retired (2) or currently retraining (1).[4]

The occupations cited were varied and include manufacturing; education and training; rental, hiring and real estate services; professional, scientific and technical services; health care and social assistance; arts and recreation services; public administration and safety; information media and telecommunications; administrative and support services; retail trade; and construction.[5]

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[4] Three participants did not indicate their employment status.

[5] These categorisations are aligned with the Australia and New Zealand Standard Industrial Classification (ANZSIC) 2006 categories.

Key Findings and Discussion

This section describes the three most dominant viewpoints that emerged from the household interviews in Auckland: "Living with Diversity", "Resisting Diversity", and "Liberal toward Diversity".

Factor One: Living with Diversity

Twenty-six participants loaded significantly onto the factor we described as "Living with Diversity". Those who share this viewpoint conceptualise diversity, in all its forms, as fundamentally good for community development in New Zealand.

Those who shared this viewpoint placed the highest value on such statements as:

1. "more ethnically diverse neighbourhoods" (+4), and

8. "living alongside people who are different" (+4)

These were distinguishing statements that set this factor apart from the other two factors. Those who contributed to this factor were also content that:

23. "newcomers [might] bring new ideas" (+3), and

28. "schools [might] acknowledge cultural difference" (+3).

They were also distinguishing factors. An interview with one participant, a United Kingdom-born immigrant who loaded on this factor, expressed her disappointment that her son no longer attended an ethnically diverse school since arriving in New Zealand:

> I was really disappointed that it was mainly white because the school he'd started in in England was people from all around the world – Sikhs, Muslims, and they celebrated Diwali and they celebrated the festivals … so I was really disappointed when he came here and it was predominantly

white … I think it's really important for children to grow up respecting and understanding other cultures" (AK025A)[6]

The responses of those who most strongly shared this viewpoint also valued the everyday aspects and opportunities of living in a diverse society. This was evident in the way they positioned statements such as:

12. "cultural festivals" (+3)

which were viewed as an opportunity to engage with people of different ethnicities and enjoy the food and culture on offer. The interest in attending such events appeared to come from a desire to live in a diverse world and to access experiences beyond their own frames of reference.

Compared with these positive aspects, for those who share this viewpoint, social disparities that might occur within a diverse society, or result *from* a diverse society, were deemed intolerable. The statements:

20. "gap between the 'rich' and 'poor' increases" (-4) and

24. "Māori interests are ignored" (-4)

were the two statements that were considered most unacceptable to those who shared this viewpoint. Indeed, the positioning of both of these statements was a distinguishing feature of this factor. In contrast, both Factor Two (Resistant toward Diversity) and Factor Three (Liberal toward Diversity) positioned the statement regarding Māori interests fairly neutrally (+1 and -1 respectively).

Concerns about a fair and just society were also evident in the expression of concern about the gap between the wealthy and the poor increasing. Those who shared this viewpoint also expressed concerns (as did the other two factors) that:

33. "low-skilled newcomers [might be] paid below the minimum wage" (-3).

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[6] Each participant was attributed a unique identifying code to ensure their confidentiality.

This statement was rated as unacceptable.[7]

Those Aucklanders who shared this viewpoint also expressed concern that

7. "newcomers [might feel] isolated" (-3), or that

21. "unemployment in the community increases" (-3).

Concerns about a fair and just society were expressed in the follow-up interviews where participants clearly stated that the community, not local or central government, were responsible for assisting new arrivals to settle in New Zealand.

There are different things they [immigrants] can get involved in but I think it's a more community response that's needed … we have a responsibility to new settlers to help them settle … we need to have a long-term vision (AK002A)

In summary, this is a viewpoint or an approach to diversity that embraces the current diversity of Auckland, recognises and acknowledges the privileged place of Māori as tangata whenua, and takes advantage of opportunities for engaging with those who are culturally different from themselves. For this group, diversity is not an abstract or theoretical idea. Rather, those who share this viewpoint wish to live in a diverse world and embrace diversity in all its forms.

The two key distinguishing features of this viewpoint are, first, that this is a viewpoint that embraces and *embodies* diversity; these participants want to be 'in community' with others, sharing meaningful relationships, being open to others' world views and being reflexive about their own ways of being in the world. This is quite different from simply wanting to be a part of a community. This stance is orientated toward a dialogical engagement with others who might be different from oneself. As Cunliffe and Eriksen (2011, p.1435) point out when speaking of dialogism,

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[7] The statement "low-skilled newcomers paid below the minimum wage" was included in the concourse of statements because, prior to the research commencing, a number of cases had been reported to the media of newly arrived low-skilled migrants being paid below minimum wage. In some cases, but not all, it was found to be co-ethnic exploitation (see Yuan, Cain, & Spoonley, 2014).

Dialogism . . . embodies relationally-responsive living conversation and the understanding that conversations are never final; the need for ongoing dialogue; to be careful in bringing different views, values and meanings into the open; of respecting differences and shaping new meanings and possibilities for action from those differences.

And second, this factor describes a viewpoint that expresses deep concern about social inequality and a desire for an equal and just society.

Factor Two: Resistant toward Diversity

Six participants loaded significantly on the factor we described as "Resistant toward Diversity". Factor Two was not correlated with Factor One. Those who share this viewpoint conceptualise diversity, at the community level, as something that should be resisted. There are three distinguishing features of this factor.

First, concern is expressed about regional diversity that results in languages other than English being spoken in Auckland. Those who share this viewpoint are concerned that immigrants arrive to settle in New Zealand who are not able to speak English proficiently. Indeed, three of the 17 distinguishing statements for this factor directly relate to English language proficiency.[8] These include:

5. "not everyone speaks English well" (-3)

14. "non-English speaking children in schools" (-3); and

16. "visible signage of non-English language" (-3).

The participants ranked each of these statements as unacceptable. The following quote, from a participant who loaded onto this factor, expressed her belief that being able to speak English is important for newly arrived immigrants and she voiced her concern that there might be shops in Auckland where English is not able to be spoken.

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[8] Thirteen of the 17 distinguishing statements were significant at P<.01. The remaining four were significant at P<.05.

> Some of the shops that I've been into and you want to find something and they can't speak a word of English. I think that's wrong. If you're opening up a shop you should be able to speak the language … how do the Asians get in? Not that I'm discriminating against them but just the fact that you go into some of their shops and they can't speak a word of English. How do they get in? (AK015A)

Although not related to English language proficiency, the statement:

> 22. "expression of many religious beliefs" (-2)

also distinguished this factor from the other two factors. For this group, this statement was declared unacceptable (-2) whereas Factor One and Factor Three both rated the statement as acceptable to them (+2).

Second, those who share this viewpoint are concerned that their neighbourhoods and communities might change as a consequence of diversity. The following statement distinguished this factor from the other two viewpoints:

> 9. "Changing employment opportunities" (-1)

The contributing participants' attitudes towards mobility also distinguished them from the other two factors. They were not concerned that people of working age might:

> 15. "… leave [Auckland] because they have lost their job" (0), or that

> 13. "young people [might] leave [Auckland] for tertiary education" (0).

Both of these statements were rated neutrally (0), which indicates that these sentiments were not particularly relevant to the participants and they were not concerned, one way or the other, that people might leave the area or stay.[9] These two statements distinguished this viewpoint from the others because they were **not** concerned about movement away from the region. For this group of participants, outward mobility was simply deemed a necessary response to a changing labour

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[9] They considered it acceptable (+3) that "older people [might] relocate to get closer to health-care facilities".

market environment and the changing needs of one's family. For example, as a young immigrant arriving from China, participant AK021C was accustomed to moving in order to pursue her educational needs. Currently enrolled in a doctoral programme of study as an international student, she is at ease with the idea that she might need to move again or that she might be able to enter the labour market and remain in Auckland.

Overall, this group were concerned that their perception of their local communities might change. Although they found it (just) acceptable that:

28. "schools acknowledge cultural difference" (+1),

they were most concerned that:

30. "newcomers increase requirements for healthcare, housing and welfare" (-4),

and that:

1. "more ethnically diverse neighbourhoods" (-1)

could result.

The accompanying interviews revealed concerns that 'Kiwi values' (as they understood them) were being undermined as a consequence of the increasing diversity in Auckland. Taken together, this paints a picture of anxiety that is characterised by a concern at the presence or impacts of diversity and a fear that their way of life is being radically changed. The following is an excerpt from an interview with participant AK017B who identified what he would experience as problematic:

> Should we ever be flooded with, I'm sorry I have to say this, Islamic radicals. See in the UK, the Islamic radicals there are pushing out the Islamic radicalisation type boat causing all sorts of issues and I'd hate to see that sort of thing happening ... I've got no problems with that [religion]. I believe in tolerance. If people want to practice their religious beliefs, fine.

Where I think the tolerance has got to be closely monitored is where we get the radical element (AK017B)

Third, for those who shared this viewpoint, central and local government had an important role to play in managing, monitoring and, ultimately, regulating immigration. Central government is also relied on to manage the additional strain placed on public services: transport; housing; healthcare and other services.

One aspect of this viewpoint that is difficult to interpret is the neutrality around the statement:

7. "newcomers are often isolated" (0)

Neutrality would suggest a laissez-faire attitude to the predicament of isolation by those who share this viewpoint compared with other factors which rated the statement as unacceptable (-3 and -4 for Factors 1 and 3 respectively).

This stance could coincide with a belief that newcomers to the community are ultimately responsible for securing their own social networks and maintaining their own well-being and integration. It might also indicate a taken-for-granted ordinariness about the idea that people are likely to be isolated from others when they first arrive in a new place.

One disruption to the view that Factor 2 only captured discomfort about the changing nature of the local community, and a general resistance toward new arrivals, particularly new arrivals from non-English speaking countries concerned:

33. "low-skilled newcomers paid below the minimum wage" (-4)

which was rated as **the** most unacceptable of all of the statements (-4). This view could relate to the idea that low skill/low pay immigrants take work from locals and or contribute to lower wage ceilings through competition – a view which could be consistent with a resistance to newcomers. But it could equally reflect social concern for the fate of newcomers.

In addition, the factor captured a positive view of:

27. "immigrants are valued for their economic contribution" (+2) and

25. "businesses recruit skilled workers from overseas" (+2)

These acceptances would seem to suggest that while ethnic diversity in general is unwelcome, the economic contributions that new arrivals might make to Auckland through their engagement with the labour market are welcome.

In summary, this factor, or viewpoint, is characterised by resistance towards diversity in Auckland. Concerns are expressed about the loss of "kiwi" values, and ethnic and religious diversity, or the presence of values that are different from one's own, are experienced as threatening. For those who share this viewpoint, central and local government have an important role to play in regulating and managing the number of immigrants arriving in Auckland who contribute to an increasingly diverse Auckland.

The views expressed in this factor are largely negative toward immigrants and the increasing diversity of Auckland. If this was the most dominant of the three viewpoints, this could raise some concerns about the extent to which social cohesion and a well-integrated society is attainable in Auckland. However, it should be noted that Factor Two was not the most dominant viewpoint held. In fact, just six of the 54 participants could be classified as expressing this position. So it was certainly not the most prominent.[10] Nor was the factor closely correlated with Factor One or Two.[11] That said, although the viewpoint was not commonly held, those who held it, did so with some conviction.

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[10] This is not to suggest that more of the participants shared this viewpoint. It only suggests that six held this viewpoint most strongly.

[11] The correlation score between Factors One and Two was 0.3986 and the correlation between Factors Two and Three was 0.4031.

Factor Three: Liberal toward Diversity

Eleven participants loaded significantly onto the third factor, which we called "Liberal toward Diversity". There is a strong correlation between Factors One and Three (0.7858) and, at first glance, the two viewpoints share many similarities. However, teasing apart the results also revealed differences between the two viewpoints.

Both Factor One and Factor Three conceptualise diversity as beneficial for Auckland as a community and as a region. The Factor Three viewpoint is captured by the following quote from a 34-year-old Information Technology worker who migrated from the United Kingdom two years ago:

> A mix of people is good. Everyone has different things to offer and I think it is good to mix things up where possible (AK028B)

However, the key distinction between Factor One and Factor Three is that while the former is encapsulated by a "personal" stance whereby those who loaded most strongly on this factor actively engage with a diverse Auckland, those who load most strongly on Factor Three have "externally" oriented ideas about diversity that do not necessarily mean that they see this diversity as integral or related to their own life experiences. This tendency is captured by the statements that are considered most acceptable:

> 17. "newcomers are helped to settle" (+4), and

> 23. "newcomers bring new ideas" (+4)

Despite being so strongly correlated with Factor One, these statements do not share the personalised feel of Factor One. Instead, understandings of diversity are externally oriented and the people who share this viewpoint are not personally located within diverse worlds (nor, for some, do they want to be). In the interviews, support for this claim came as much from what was not said as it is from what was said. For example, over the course of the interview, a male participant discussed, at length, the increasing diversity of his community (and indeed the country as a whole), his belief (and regret)

that people from overseas might be exploited in New Zealand, the inequities that result, and his desire that immigrants might contribute socially, culturally and economically to the local community.

> The whole community, country is becoming more cosmopolitan … a real mixture of nationalities … the National Government, all they're interested in is money and to hell with how they [immigrants] get there, they're ruthless … yes, they're [immigrants] being exploited in the process. They're being paid peanuts and manipulated … I think exploitation is rife in this country … [I want] a return to a fairer society, a return to more equity between groups … A lot of it's about new ideas and thoughts that are generated that improve the community and the country, not necessarily economically but just bringing new ideas and new thoughts and stirring it all round (AK031B)

The participant's concern for the well-being of new arrivals is clear. However, the comments are limited to an objective expression of concern rather than a subjective expression of lived diversity.

In line with Factor Two, the participants' views loading on Factor Three also saw central and local government as having an important role to play but for very different reasons. While the former considered local and central government important for managing (and limiting) the number of immigrants arriving in New Zealand, those who contributed most strongly to Factor Three thought that local and central government's role should be providing the resources and support to enable new immigrants to successfully settle and integrate into Auckland. This is strongly reflected in the supporting interviews and is demonstrated by the following enthusiastic quote from a Warkworth business person who discusses what he believes to be the exceptional work around settlement and integration carried out under the "auspices of Auckland Council".

Everybody's got a voice. We go out and find the Māoris who don't have access to certain things or the new immigrants, the Chinese, whoever they are. You've all got a voice … Under the auspices of the Auckland Council, particularly the Boards … That is one guy that knows what's happening globally. Fantastic. Wellsford – really ripping into it. Motivated. Just needed someone to be a catalyst 'cause what's happened is this. We see divisions. The Māoris are doing these things, the Pākehās are doing their things at Wellsford, some are coming together in the community garden … But this community is they brought everybody together. Go and find the people that can't speak English, go and find everybody. They've got a voice. They've got an input. We need them (AK009B)

Notions of social cohesion and opportunities to bridge differences between groups are represented in these words. The conviction behind his words is perhaps understandable when bearing in mind that the statement:

7. "newcomers are often isolated" (-4)

was rated as the most unacceptable to those who shared this viewpoint. Again, the clarification of these nuances is further facilitated by the in-depth interviews. For example, this participant acknowledges the seeming "inevitability" of the isolation of newcomers but seeks to have someone "out there" resolve the problem.

Newcomers do feel isolated. Communities need to look after each other but who's going to do it? (AK009B)

There is a sense that residents looking after each other is the right, or moral, thing to do for a community of people who are faced with making home in a strange land. This is evident in the way that the highest value was placed on the statement

17. "newcomers are helped to settle (+4)

But it is a belief that is also made more explicit in the interviews.

It's imperative [that newcomers are helped to settle]. If we're going to have immigration laws … then we need all those resources to help our immigrant peoples to be able to establish themselves … if we're going to have policies … then we need to back that up with resources that are accessible for our immigrants, especially our new immigrants who may not be joining family (AK001A)

However, this stance also appears as the rational thing to do as far as these participants are concerned; if newcomers are helped to settle into Auckland, they will contribute more readily to the economic and social fabric of the city.

Much has been written of immigrants as "good citizens" and the requirement that immigrants embrace the common values of the host society whilst simultaneously embracing neo-liberal understandings of personal responsibility and self-sufficiency. Anderson (2012, p.1), based in the UK, comments:

Naturalising immigrants are required to be Good Citizens … The language of tolerance squares the circle of inculcating common values while at the same time asserting respect for diversity and encouraging individualism and self-sufficiency.

Closer to home, Butcher (2008, p.9) notes that a "good" immigrant citizen might be one who follows the law and behaves politely but does so without:

… upsetting the majority culture's sense of itself, its world view, and its notion of what it means to be in New Zealand and to be a 'New Zealander', by integrating into a 'New Zealand' way of life, and adopting 'New Zealand' values and customs.

When considering the interview transcripts, it is clear that elements of neo-liberalism underpins the discourse of many who share this viewpoint. For those who contribute to this factor, diversity is conceived as a somewhat abstract idea or theoretical proposition as opposed to a reality that might intersect with their own life. Like the preceding viewpoint, central and local government have an important role to play in

managing immigration. However, while Factor Two was primarily concerned with managing (and limiting) migration, those who shared this viewpoint were more concerned with ensuring that new arrivals were assisted to settle in Auckland to ensure successful social and economic integration.

Although not directly related to issues of diversity, concerns around mobility also distinguished Factor Three from both Factor One and Factor Two. Each of four statements pertaining to mobility were rated as unacceptable to those who shared this viewpoint. They found it marginally unacceptable that:

10. "young people [might] leave to find work" (-1),

2. "older people relocate to get closer to health care facilities" (-1) or that

26. "people leave for Australia" (-1)

However, the prospect that:

13. "young people leave for tertiary education" (-2) or

15. "people leave because they have lost their jobs" (-3)

was considered especially problematic. The supporting interviews provided a degree of insight into the reasons why this was viewed in this way. Losing local people, especially young local people, to other regions was viewed as unfortunate because it left gaps in the local work force.

That said, it was also viewed as somewhat inevitable. As one participant stated:

> You've got to face reality. You haven't got Massey University in Warkworth (AK009B)

The flip side was an awareness that it was also possible for young people to return to the region. The same participant, a married business person living north of Auckland continued:

So what we're seeing is our children, the community's children leaving here, going away, getting training and then coming back to create values, enrich this community … How can you get experience if you don't have a job? How do you get a job without experience? So we see a migration … (AK009B)

For some participants who loaded most strongly on this viewpoint, this was perhaps because mobility was already a key part of their own narratives; they were either immigrants who had arrived in New Zealand from overseas or they had moved within New Zealand, largely to follow opportunities within the labour market. For others, such as a Korea-born professional immigrant who arrived in New Zealand 18 years ago (AK003B), there was a little of both. Since arriving in Auckland, he has moved to follow employment opportunities but also to move his family closer to church and shopping facilities. For this participant (and his family), mobility is an ordinary part of their lives.

Summary

Better understanding Auckland residents' viewpoints about an increasingly diverse population is vital for creating a socially cohesive city. These three viewpoints (Living with Diversity, Resistance Toward Diversity and Liberal Toward Diversity) reveal some tensions about what diversity might mean both for individuals and Auckland's neighbourhoods and communities. However, very few participants were actively resistant towards ethnic diversity in Auckland. And perhaps more importantly, the greatest number of participants by far were enthusiastic about and embraced the social, cultural and economic opportunities of a diverse city. This bodes well for Auckland's future development.

Employer Surveys

Methodology

The second project, the employer survey, involved Computer Assisted Telephone Interviews (CATI) with a range of employers in Auckland (see Babbie, 2011 for a discussion of CATI validity and reliability). The surveys were sequenced to follow the household interviews. The survey was divided into discrete parts and included sections on: business characteristics; employee turnover; recruitment and retention of employees; diversity in the workplace; and the region-specific challenges that employers felt they faced both now and in the future (see Appendix 3). Together, the survey sought to better understand the industry-specific and region-specific issues faced by employers. In particular, we sought to collect data on labour demand-side factors, including: employer perceptions of, attitudes towards, and strategies relating to (population and cultural) diversity; labour or skill shortages; and employee mobility or retention (including the role of migration in these processes), as well as the implications for employers of diverse communities and population churn. The CATI survey included a mix of closed questions (in order to permit rapid preliminary analysis) and open-ended questions (to allow for qualitatively different understandings to emerge). The quantitative data was analysed using SPSS while the qualitative data was analysed thematically to identify points of commonality and departure in the employers' talk.

The survey was administered by Research First (see www.researchfirst.co.nz) across the five regions of interest. In total, 168 employers participated in this stage of the research, 60 of whom (36%) were located in Auckland. The Auckland-based employers were involved in one of the following three industries: Information and Communication Technology (26 employers), Education (21 employers) and Health (13 employers).

Profile of Employers

Participant Demographics

Sixty participants were interviewed from the Auckland Region; 38 percent (23) were male and 62 percent (37) were female. The participants ranged in age from 18 to 65 although most were aged between 35 and 64 years; 17 were between 35 and 44 years, 18 were aged between 45 and 54 years and 12 were aged between 55 and 64 years.

Business Demographics

The majority of participants' business were in the ICT sector (26 participants or 43 percent), followed by Education (21 participants or 35 percent) and Health sectors (13 participants or 22 percent). Figure 14 presents the percentage of participants by business sector.

Figure 14 - Percentage Of Participants By Business Sector
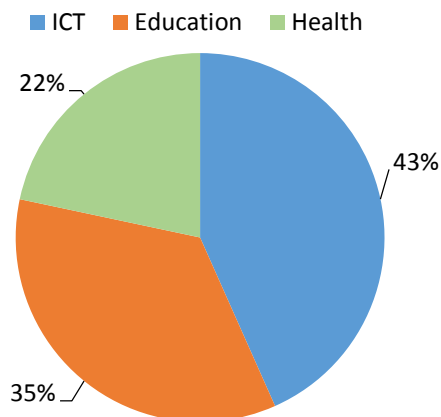
The participants interviewed were selected also from a variety of positions within each business sector. These included: Owner or Director; Human Resources Director or Manager; General Manager, Chief Executive Officer or Managing Director; Operations

Manager; Sales/Marketing Director or Manager; and Administration Manager. Most participants were Owners or Directors (18 or 30 percent), followed by HR Directors or Managers (13 or 22 percent) and General Managers (10 or 17 percent). Table 2 presents participants' positions in their companies by business sector.

Table 2 – Participants' Position By Business Sector

Participants' position	Education			Health			ICT			Total	
	No	Column %	Row %	No	Column %	Row %	No	Column %	Row %	No	Column %
Owner/ Director	3	14%	17%	1	8%	6%	14	54%	78%	18	30%
HR Director/ Manager	6	29%	46%	3	23%	23%	4	15%	31%	13	22%
General Manager	2	10%	20%	6	46%	60%	2	8%	20%	10	17%
CEO/ Managing Director	6	29%	75%				2	8%	25%	8	13%
Operations Manager	2	10%	40%	1	8%	20%	2	8%	40%	5	8%
Administrator	1	5%	33%	1	8%	33%	1	4%	33%	3	5%
Sales/ Marketing Director/ Manager	1	5%	50%	1	8%	50%	0			2	3%
Administration Manager							1	4%	100%	1	2%
Total	21	100%	35%	13	100%	22%	26	100%	43%	60	100%

The number of years a company has been operating in their respective business sector indicates whether a business is new, young or has operated for a while. Consolidated companies represented the majority of the sample. Over half of the participating companies had been in operation for more than 15 years, one quarter had been in operation for between 10 and 15 years, and a further 15 percent had been in operation for between 5 and 10 years. Table 3 presents further details on the years of business operation by business sector.

Table 3 – Years Of Business Operations By Business Sector

| Years of Business Operation	Education			Health			ICT			Total	
	No	Column %	Row %	No	Column %	Row %	No	Column %	Row %	No	Column %
Over one year up to two years				1	8%	100%				1	2%
Over two years up to five years	2	10%	50%				2	8%	50%	4	7%
Over five years up to ten years	3	14%	33%				6	23%	67%	9	15%
Over ten years up to fifth teen years	7	33%	47%	3	23%	20%	5	19%	33%	15	25%
More than fifth teen years	9	43%	29%	9	69%	29%	13	50%	42%	31	52%
Total	21	100%	35%	13	100%	22%	26	100%	43%	60	100%

Along with the number of years that the business had been operating, the structure of the business is another relevant characteristic that reflects business diversity in the Auckland region. The variety of businesses surveyed in this sample included: private limited companies, New Zealand publicly listed limited liability companies, family businesses, not-for-profit organisations, partnerships and overseas publicly listed limited liability companies. The majority of companies were private limited companies; in both the total sample (35 or 58 percent) and within each business sector sample. Table 4 shows the distribution of the business structures by business sector.

Table 4– Business Structure By Business Sector

| Business structure	Education			Health			ICT			Total	
	No	Column %	Row %	No	Column %	Row %	No	Column %	Row %	No	Column %
Private limited company	11	52%	31%	5	38%	14%	19	73%	54%	35	58%
New Zealand publicly listed limited liability company	1	5%	17%	1	8%	17%	4	15%	67%	6	10%
Family business	3	14%	60%	1	8%	20%	1	4%	20%	5	8%
Not for profit organisation	6	29%	75%	2	15%	25%				8	13%
Partnership				2	15%	67%	1	4%	33%	3	5%
Overseas publicly listed limited liability company				2	15%	67%	1	4%	33%	3	5%
Total	21	100%	35%	13	100%	22%	26	100%	43%	60	100%

Different forms of employment, namely full-time or part-time and the number of employees in each form of employment were also recorded. Almost all businesses surveyed in this study had full-time employees (59 out of 60), and 73 percent (44 out 60) had part-time employees. Figure 15 presents further details on the number of employers that had full-time and part-time employees by business sector.

Figure 15 - Full Time And Part Time Employees By Business Sector
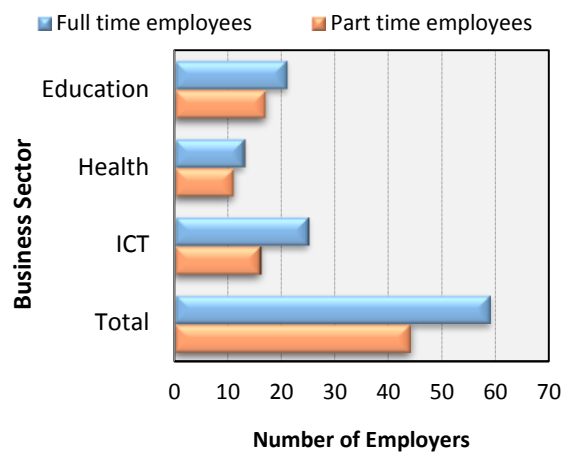
Only four out of 59 employers had two or fewer full-time employees (see Figure 16 below), whereas 11 employers had two or fewer part-time employees: 16 participants had between 10 and 19 full-time employees while only one employer had the same number of part-time and full-time employees. Seven employers had more than 100 full-time and part-time employees.

Figure 16 - Distribution Of Employers By Number And Type Of Employees
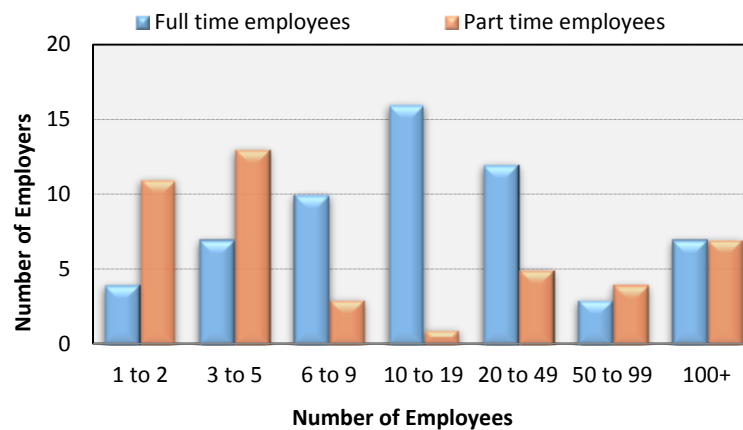
Education was the sector that had more full-time employees in medium to large companies (ten to 100+ employees) and more part-time employees in smaller companies (one to nine employees). In the Health and the ICT sectors, small and medium to large companies had a similar proportion of full-time employees. Table 5 shows the number and proportion of full-time and part-time employees by business sector.

Table 5– Number And Percentage Of Full time And Part time Employees By Business Sector

	Education				Health				ICT				Total			
	Full time		Part time		Full time		Part time		Full time		Part time		Full time		Part time	
Column	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1 to 2			1	6%	2	15%	1	9%	2	8%	9	56%	4	7%	11	25%
3 to 5	1	5%	5	29%	1	8%	2	18%	5	20%	6	38%	7	12%	13	30%
6 to 9	3	14%	2	12%	3	23%	1	9%	4	16%			10	17%	3	7%
10 to 19	5	24%	1	6%	2	15%			9	36%			16	27%	1	2%
20 to 49	7	33%	3	18%	2	15%	1	9%	3	12%	1	6%	12	20%	5	11%
50 to 99	2	10%	2	12%			2	18%	1	4%	0	0%	3	5%	4	9%
100+	3	14%	3	18%	3	23%	4	36%	1	4%	0	0%	7	12%	7	16%
Total	21	100%	17	100%	13	100%	11	100%	25	100%	16	100%	59	100%	44	100%

Key Findings

Employee turnover

Participants were asked about their business' employee turnover in 2013 compared with 12 months prior. The majority of employers (49 out of 60) had an annual employee turnover of 10 percent or less in 2013. Only 22 percent of employers reported that employee turnover was higher than 12 months earlier (see Figures 17 and 18).

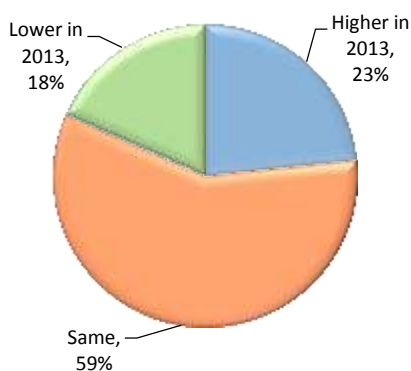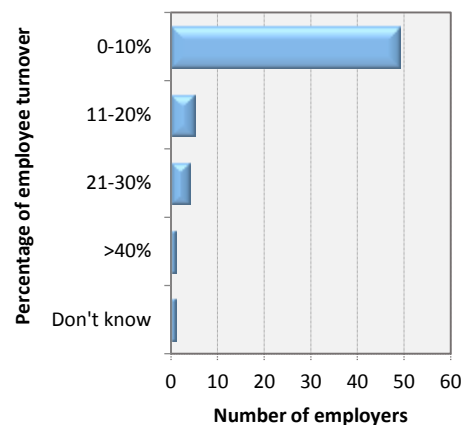Figure 17 - Current Annual Employee Turnover Rate Percentage

Figure 18 – Employee Turnover In 2013 Compared To 12 Months Ago

Recruitment and Retention

Employers were asked about the methods they use to recruit employees. Sixty-seven percent reported using websites like Seek and/or TradeMe Jobs, followed by personal referrals, which was mentioned by 45 percent of participants. Print media and local recruitment agencies were the third and fourth most preferred way of recruiting new employers; 22 and 15 percent of participants reported using these methods

respectively. Other ways of recruiting new staff included the use of the company website, internal recruitment, internships, training institutions, the Chamber of Commerce, a governing association, social media and employee referral programmes (see Figure 19). Different business sectors had slight differences in the ways they recruit staff. The use of websites like TradeMe Jobs or Seek was more frequent in the Education and ICT sector, whereas personal referrals were more common in the Health sector. Internships were only mentioned in the Education sector.

Figure 19 - Ways Of Recruiting New Employees
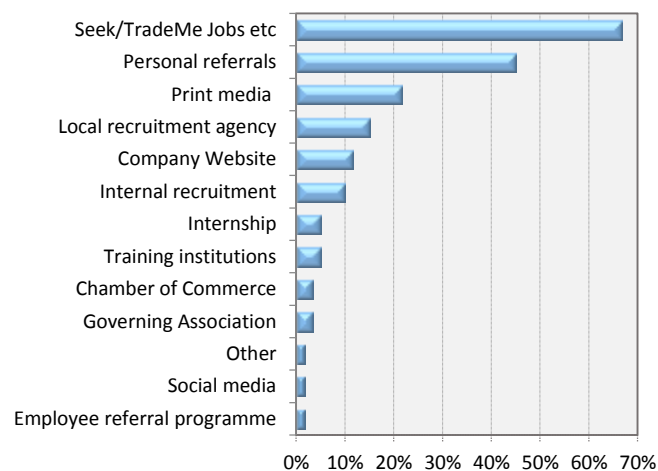
Regarding the period of time jobs were typically advertised before being filled, over 40 percent of participants agreed that it was more than 2 weeks and up to 1 month, whereas 20 percent mentioned that they advertised for 1-2 months (see Figure 20). There were some differences when looking at particular business sectors. For instance, in Education, 52 percent of participants mentioned that it could take more than two weeks and up to one month to fill a position, whereas in Health and ICT the proportions were 31 and 38 percent respectively. Positions advertised in the Health sector seemed to be filled quickly; whereas in ICT, only eight percent of respondents mentioned that this was the case. In Education, on the other hand, the minimum period of time jobs were typically advertised before being filled was over one week and up to two weeks (19 percent).

Figure 20 - Period Of Time Jobs Are Typically Advertised Before Being Filled
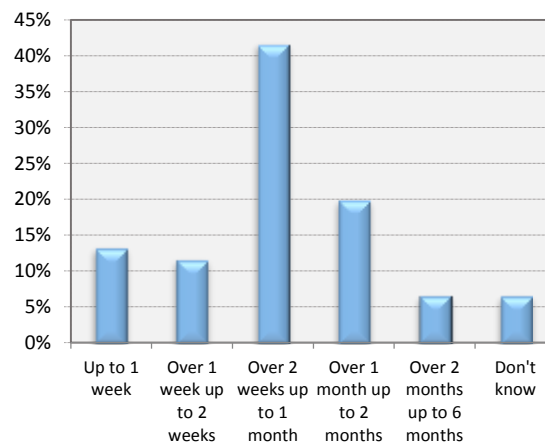
We asked employers whether they advertise for staff overseas. Surprisingly, only 10 percent (six participants) answered this question in the affirmative. The main countries that employers advertised in were the United Kingdom, Australia, the United States, South Africa and China. That said, positions were not always filled internationally and employers recruited their staff locally, nationally and overseas (the United Kingdom, the United States, Australia, South Africa and India). Some employers mentioned that they have not been successful recruiting staff overseas (see Figure 21).

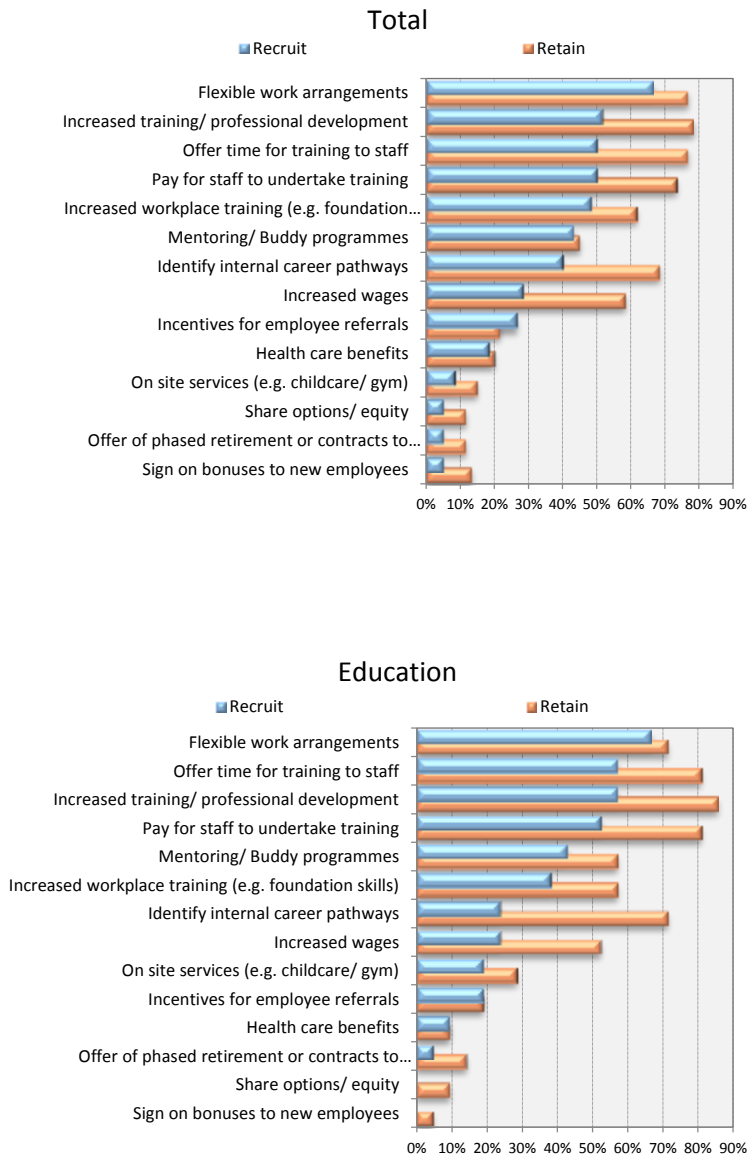Figure 21 - Geographical Areas Where Staff Is Recruited From
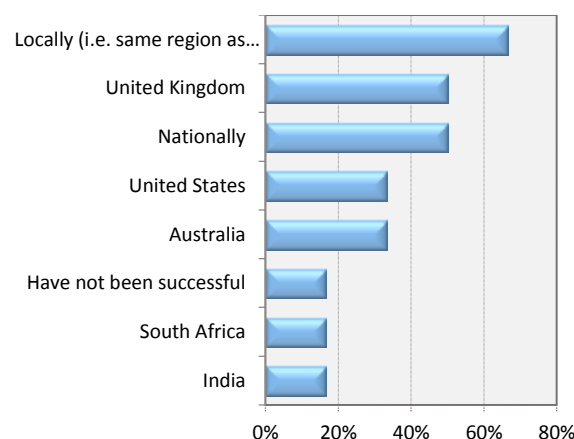
The strategies of employers to successfully recruit or retain staff were diverse. Flexible working arrangements were identified as the most successful strategy for recruiting employees (67 percent of responses), whereas increased training/professional development was the most frequent strategy for retention purposes (78 percent of responses). With the exception of incentives for employee referrals, more employers invested in strategies that were concerned with retention than the recruitment of employees. For instance, only 28 percent of employers increased wages to recruit staff, compared with 58 percent who used wages to retain employees. It is relevant to observe that some strategies make more sense in the context of retaining than recruiting; these might be the case for increased training/professional development and time and pay for training.
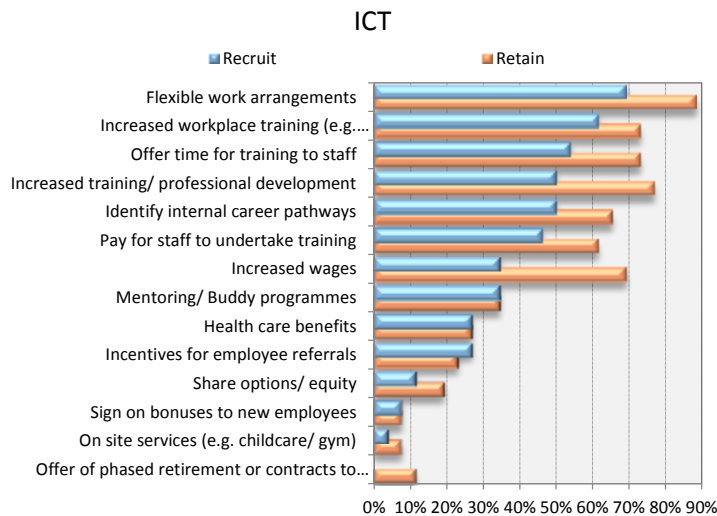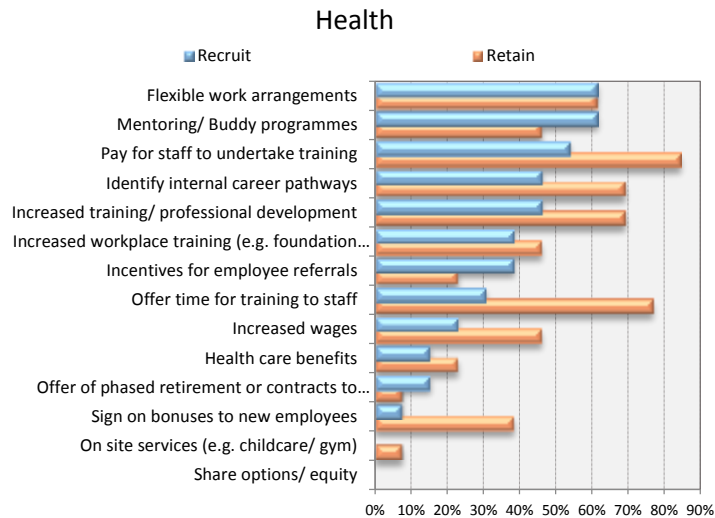
There were some differences between business sectors; flexible working arrangements was the most frequent strategy for recruiting staff in ICT (69 percent), Education (67 percent), and Health (62 percent). Only ICT employers mentioned flexible working arrangements as the most successful way to retain employees (88 percent), unlike employers from the Education and the Health sectors, who mentioned increased training/professional development (86 percent) and pay for staff to undertake training (85 percent) respectively (see Figure 22). Another difference among sectors was the use of mentoring/buddy programmes as incentives, which appeared to be more common in the Health than the Education and the ICT sectors.

For recruiting and retaining employees, incentives that included flexible working hours, training and professional development were more common than monetary incentives such as increased wages or bonuses. Nevertheless, 69 percent of employers from the ICT sector mentioned increased wages as a way of retaining employees. Other strategies to recruit and retain employees mentioned by participants were incentives for employee referrals (27 percent and 22 percent) and health care benefits (18 percent and 20 percent). In addition to this, some employers offered on site services (for example, childcare, gym) (8 percent and 15 percent), share

options/equity, offer of phased retirement or contracts to employees and sign on bonuses to new employees (5 and 12 percent respectively) (see Figure 22).

Figure 22 - Ways To Successfully Recruit Or Retain Employees

Total

Recruit   Retain

- Flexible work arrangements
- Increased training/ professional development
- Offer time for training to staff
- Pay for staff to undertake training
- Increased workplace training (e.g. foundation…
- Mentoring/ Buddy programmes
- Identify internal career pathways
- Increased wages
- Incentives for employee referrals
- Health care benefits
- On site services (e.g. childcare/ gym)
- Share options/ equity
- Offer of phased retirement or contracts to…
- Sign on bonuses to new employees

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Education

Recruit   Retain

- Flexible work arrangements
- Offer time for training to staff
- Increased training/ professional development
- Pay for staff to undertake training
- Mentoring/ Buddy programmes
- Increased workplace training (e.g. foundation skills)
- Identify internal career pathways
- Increased wages
- On site services (e.g. childcare/ gym)
- Incentives for employee referrals
- Health care benefits
- Offer of phased retirement or contracts to…
- Share options/ equity
- Sign on bonuses to new employees

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Health

ICT

Although the majority of employers could not think of additional ways of recruiting employees, a few mentioned alternative methods such as word of mouth, employment agencies, company perks (car park, car, phone, bonuses, etc.), personal contacts, cold calls, internships, internal transfer, networking in the industry and on campus recruitment. In terms of retaining employees, a few participants mentioned several additional methods. These included growth within the organisation, employee satisfaction/contentment/happiness, annual conferencing/social events within the company and company benefits. Bonuses for qualification achievements, paid trips overseas, flexible working, arrangements and incentive bonuses were also mentioned.

When asked how easy or difficult it was keeping staff in the organisation and the region, the majority of participants responded that it was easy or very easy; only a few employers mentioned that this was difficult or very difficult. There were no significant differences reported by employers by industry sector on keeping staff in the organisation. However, there were some differences regarding the retention of staff within the region. In Education, 86 percent of employers reported that it was easy or very easy to keep staff in the region, compared to 69 percent in Health and 77 percent in ICT (see Figure 23)

Figure 23 - Retention Of Staff
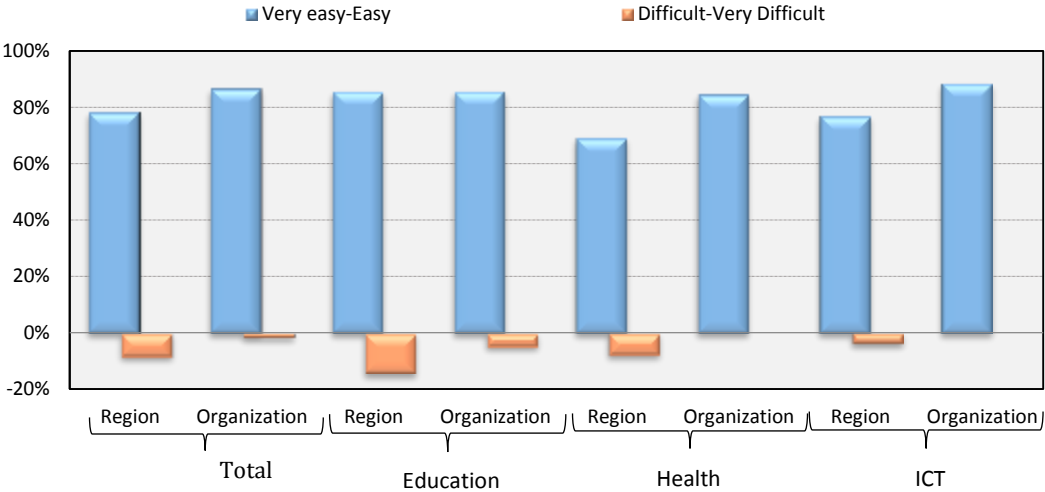
Using a five-point agreement/disagreement scale (strongly agree, agree, agree nor disagree, disagree and strongly disagree) employers were asked about a variety of methods that local government could help recruitment. More participants agreed or strongly agreed (than disagreed or strongly disagreed) with a variety of ways to help recruitment. These included promoting regional development locally (62 compared to 15 percent) and providing labour market research (62 compared to 15 percent). Other methods that participants more strongly agreed with were coordinating discussion and action plans among key stakeholders in the labour market (58 compared to 8 percent), providing support for newly arrived immigrants (53 compared to 25 percent), and

providing support from economic development agencies (42 compared to 23 percent) (see Figure 24).

Figure 24 - Ways The Local Government Could Help Recruitment
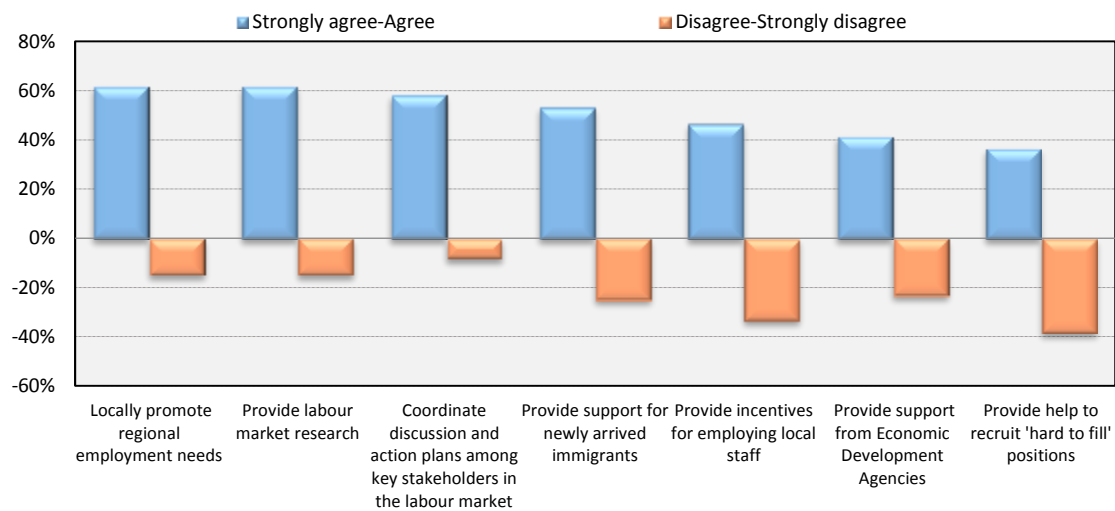
There were some differences among industry sectors; employers from Education showed a greater level of support for the local promotion of employment needs; compared with Health and ICT. Employers from Education had a different view on the incentives for employing local staff and help in terms of recruiting "hard to fill positions" too. Only 19 percent of participants agreed or strongly agreed with providing incentives for employing local staff compared with 62 percent in Health and ICT.

Employers from ICT showed lower levels of support for labour market research, support for newly arrived immigrants, and support from economic development agencies as well as coordinating discussion and action plans among key stakeholders in the labour market.

Employers that agreed or strongly agreed with the statement "provide help to recruit hard to fill positions'' (22 participants, five from Education, five from Health and 12 from ICT) provided details about the kind of help they would like from local government (see Figure 25). Although a number of respondents did not know how to

reply (32 percent or seven participants), employers from ICT mentioned they would like database information to enable employee matching (five participants) and training through tertiary institutions (three participants). Other mentions included health care/assistance support, coordinating/facilitating, assistance with cost/monetary incentives, target unemployment, any help available, accommodation and flexible immigration.

Figure 25 - Desire Help To Recruit "Hard To Fill Positions" From Local Government
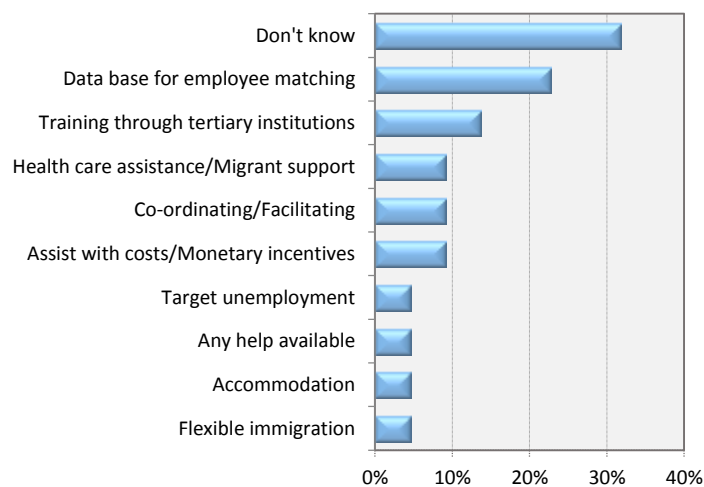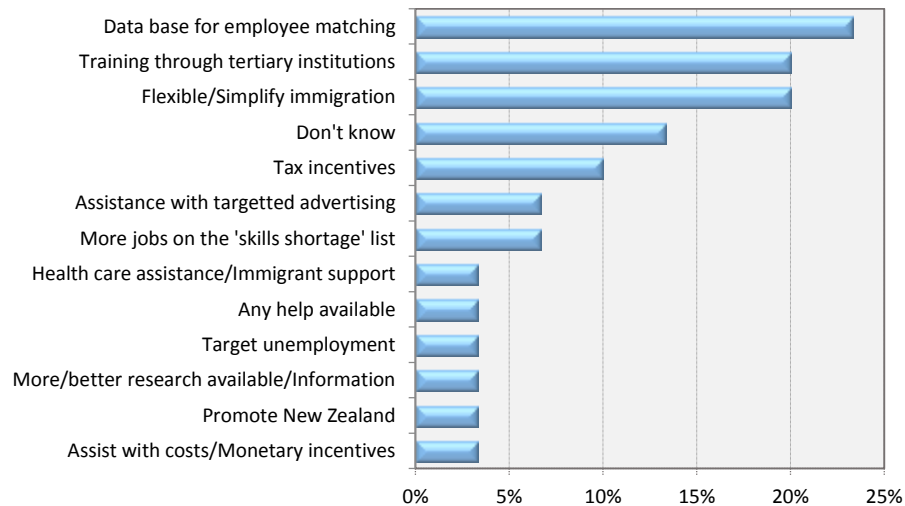

Participants were also asked about the ways in which central government could help recruitment using the same five-point agreement/disagreement scale already mentioned. Most participants agreed or strongly agreed that these included liaising with businesses to determine which roles should be in the "highly skilled immigrant" list (78 percent compared with 5 percent) and promoting New Zealand as a place to work overseas (68 percent compared with 7 percent). More participants agreed than disagreed with incentives for sourcing staff locally (53 percent compared with 27 percent), help to recruit "hard to fill" positions (50 percent compared with 20 percent), incentives for sourcing staff nationally (48 percent compared with 27 percent) and speeding up visas for immigrants (40 percent compared with 38 percent) (see Figure 26).

Figure 26 - Ways Central Government Could Help Recruitment
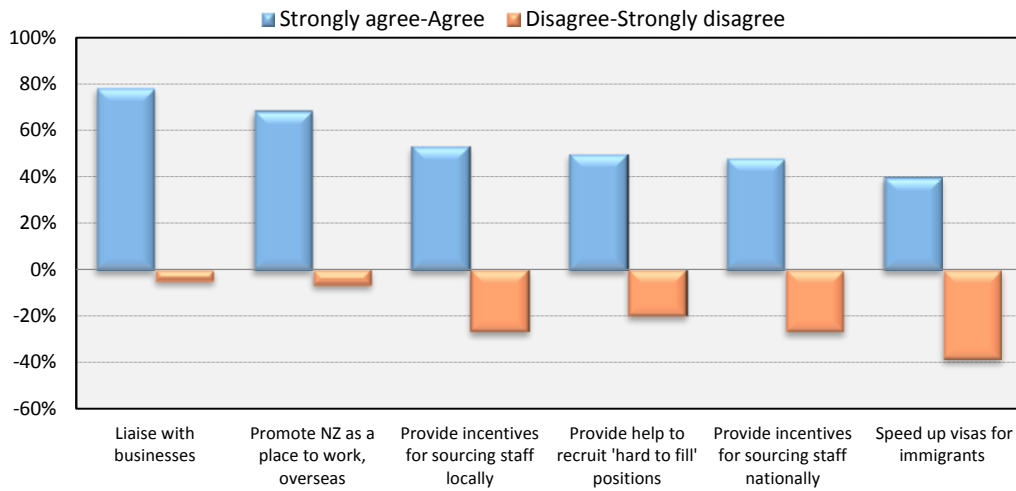
Employers that agreed or strongly agreed with the statement regarding help to recruit "hard to fill" positions provided details about the kind of help they would like from central government. The most frequent kind of help participants mentioned they would like to see is a database for employee matching, training through tertiary institutions and by simplifying immigration and tax incentives. Others mentioned assistance with targeted advertising and more jobs on the "skills shortage" list. The following were also mentioned: health care assistance/immigrant support; any help available; target unemployment; more/better research available/information; promoting New Zealand; and assistance with costs/monetary incentives.

Figure 27 - Desire Help To Recruit "Hard To Fill Positions" From Central Government


Qualifications

Participants were interviewed about the methods used to access qualified staff. Using a five-point frequency scale (always, often, sometimes, seldom and never), participants were asked to report on how often they used particular methods to facilitate access to qualified staff. Most employers reported that they seldom or never used any methods (see Figure 28). Nevertheless, some employers mentioned that they often or always increase professional development and employee up-skilling. Other employers said that they increase salaries, change existing employment roles or use short-term contracts.

Figure 28 - Frequency Of Methods Used To Facilitate Access To Qualified Staff
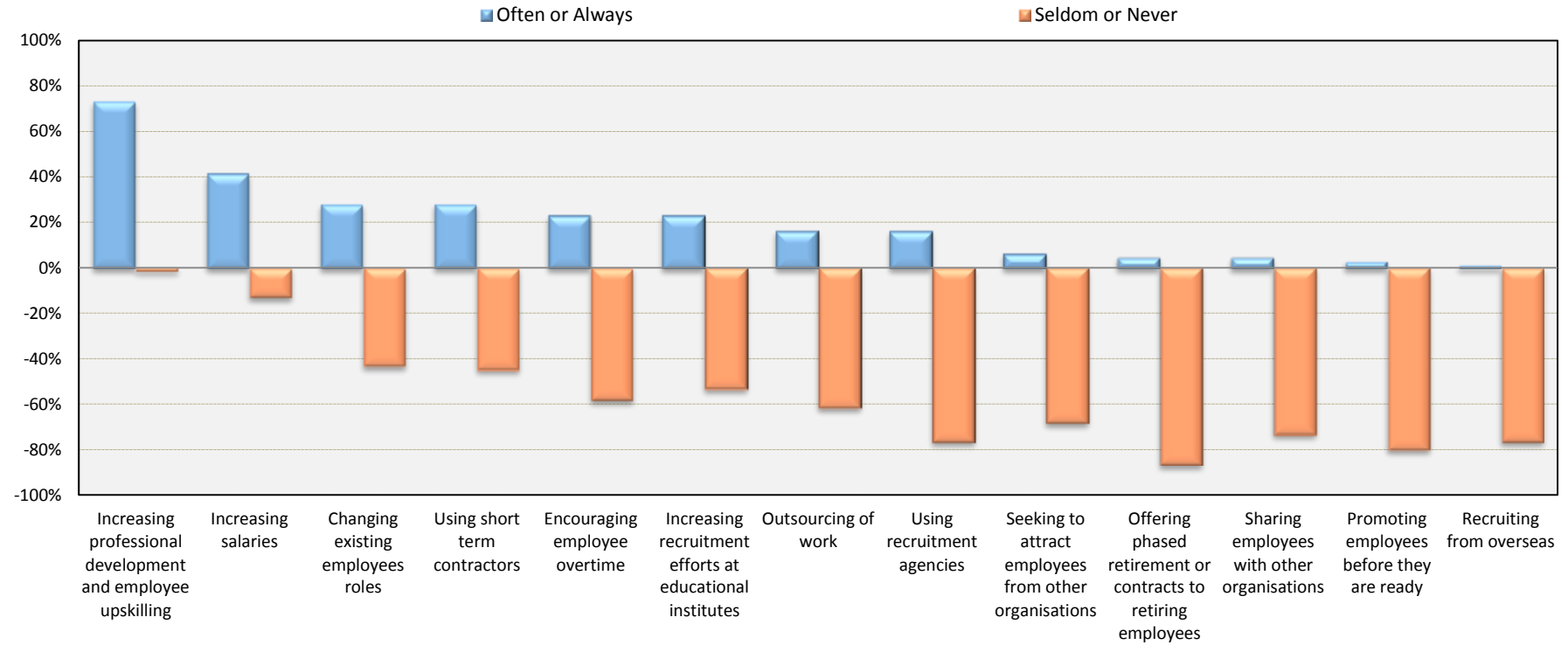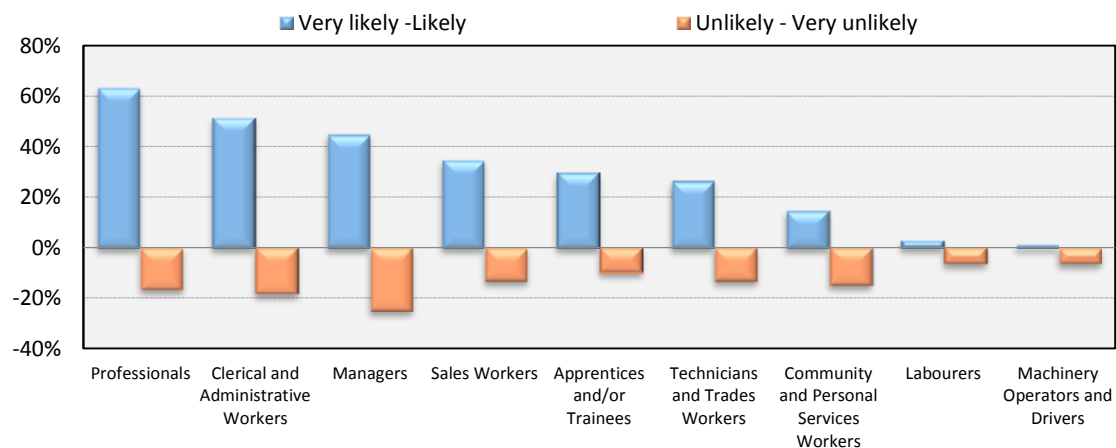
Participants were asked about a variety of topics, including qualifications, recruitment, salary and the company's growth, using the five-point agreement/disagreement scale. More participants disagreed or strongly disagreed with the statements, as shown in Figure 29. Other participants agreed that salary expectations of qualified potential employees are a barrier to filling roles (48 percent in Education, 39 percent in Health and 42 percent in ICT). In addition to this, participants also agreed that it is easy to recruit for specific qualifications (54 percent in Health) and that the availability of qualified staff is a barrier to their company achieving growth (35 percent). Furthermore, some participants agreed that the greatest challenge facing their company is the lack of suitable qualified employees (32 percent), that New Zealand tertiary institutions are not training people with the qualifications their company needs and that they will need to rely increasingly on immigration for labour supply (22 percent).

Figure 29 - Perceptions On Qualifications, Recruitment, Salary and Company's Growth
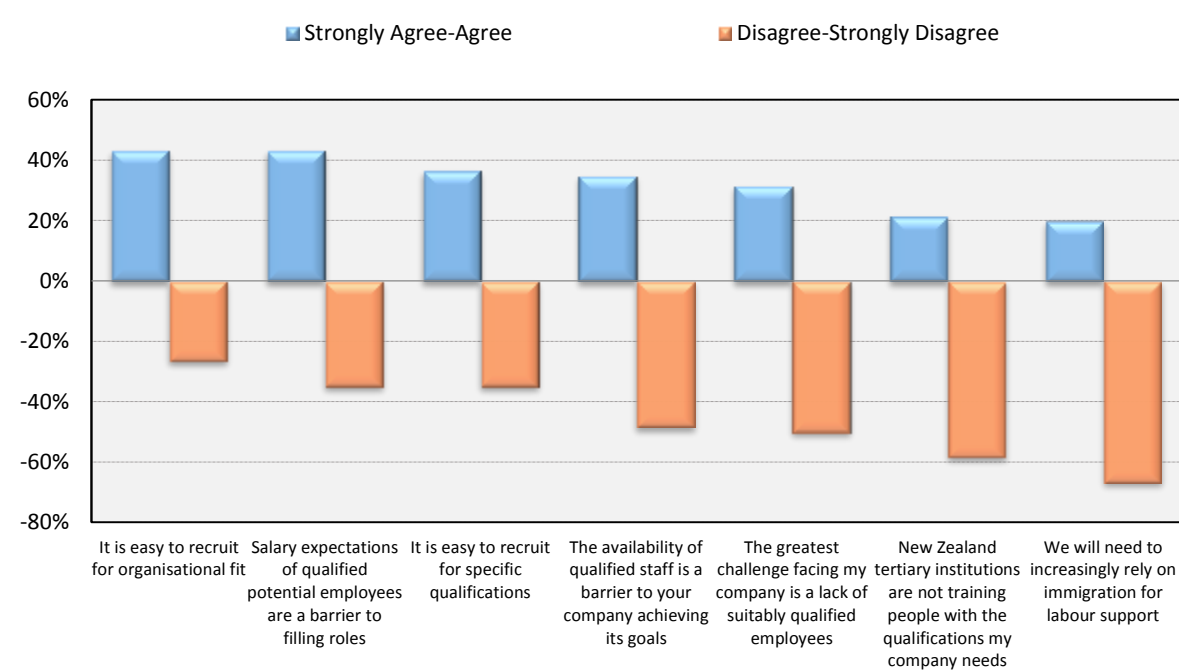
Regarding the prospect of recruiting new staff, using a five-point likelihood/unlikelihood scale (very likely, likely, neutral, unlikely and very unlikely), participants were asked how likely they were to recruit employees in the next 12 months. The majority of employers reported that they are likely or very likely to recruit a broad range of employees (see Figure 30). The most frequent employees mentioned were professionals (67 percent in Education, 85 percent in Health and 50 percent in ICT) and clerical and administrative workers (67 percent in Education, 69 percent in Health and 31 percent in ICT). These were followed by managers (58 percent in Education, 62 percent in Health and 27 percent in ICT) and sales workers (29 percent in Education, 8 percent in Health and 54 percent in ICT). Lastly, participants mentioned apprentices and/or trainees (43 percent in Education), technicians and trade workers (46 percent in ICT) and community and personal services (31 percent in Health).

Figure 30 - Recruitment Of Employees In The Next 12 Months

Diversity in the Workplace

Participants were asked about diversity in the workplace and whether they had considered employing immigrants. For the purpose of this study, immigrants were defined as those who have come to New Zealand within the last five years. The majority of employers reported employing immigrants (see Figure 31). ICT employers

were less likely to employ immigrants (58 percent) compared with employers from the Education and the Health sectors (76 and 77 percent respectively).

The main reason provided by the third of employers who did not employ immigrants (see Figure 32) was that they had not considered looking overseas and that overseas candidates do not have adequate qualifications. In addition to this, employers mentioned that they can find suitably qualified New Zealand workers, that immigrants were culturally unprepared and that no immigrant applicant had applied for a position. Other reasons mentioned by participants from ICT were past experience, no vacancies being available and some language barriers.

Figure 31 - Employing Immigrants

Figure 32 - Reasons For Not Employing Immigrants
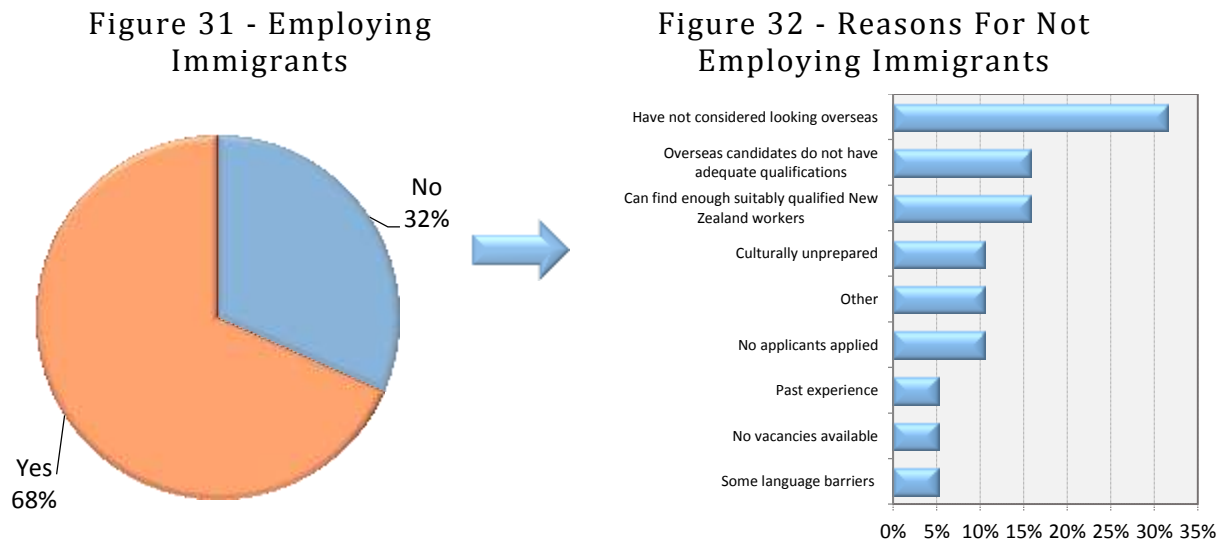
Immigrants were employed in a variety of roles that included professionals (47 percent) and clerical and administrative roles (25 percent). Other roles included technicians and trades workers (13 percent) and managers (13 percent). These were followed by apprentices and/or trainees (10 percent) sales workers (8 percent) and community and personal service workers (8 percent) (see Figure 34).

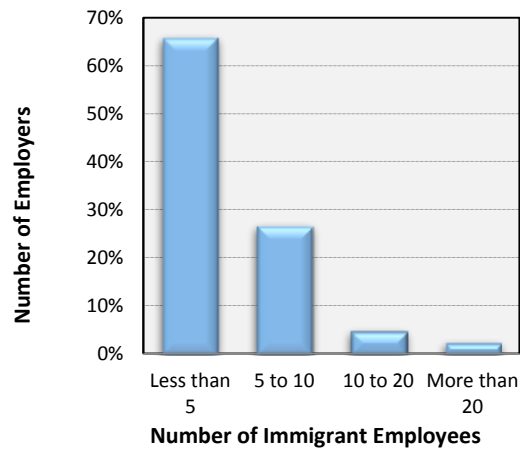Figure 33 - Number Of Immigrant Employees Currently Employed

Figure 34: Roles Of Immigrant Employees Currently Employed
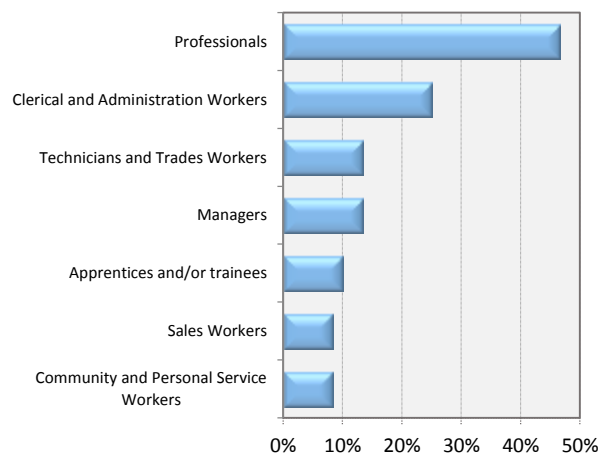
Being interested in the country of origin of immigrant employees, we asked what countries immigrant workers were from and in which roles they were employed. Figure 35 shows the roles of immigrant workers by their country of origin. Immigrant employees were from a variety of countries and regions including Australia, the United States, the United Kingdom, India, China, the European Union, South Africa, Korea and the Philippines. Employers reported that immigrants employed as community and personal services workers were from a broader range of countries; notable were

immigrants from China and Korea. Professional immigrants were also from diverse areas, although the majority were from India, China, the United Kingdom and South Africa. Immigrants employed as managers were mostly from India, the United Kingdom and the United States (three employers, respectively). Clerical and administrative workers were largely from India and South Africa, whereas apprentices and/or trainees were from China and other countries. Most technicians and trade workers were from China, the United Kingdom and other countries. Lastly, sales workers were largely from China and other countries.

Figure 35 – Roles Of Immigrant Employees Currently Employed By Country Of Origin

Community and Personal Services Workers

Managers

Professionals

Clerical and Administrative Workers

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Apprentices and/or Trainees

A bar chart showing percentages by country. United Kingdom approximately 17%, India approximately 17%, Philippines approximately 17%, China approximately 33%, Other approximately 67%.

Technicians and Trades Workers

A bar chart showing percentages by country. Australia approximately 12%, European Union approximately 13%, South Africa approximately 13%, India approximately 13%, United Kingdom approximately 25%, China approximately 25%, Other approximately 38%.

Sales Workers

A bar chart showing percentages by country. South Africa approximately 20%, India approximately 20%, China approximately 40%, Other approximately 40%.

Participants were interviewed about the challenges and benefits they encountered regarding employing immigrants in their workplace (see Figures 36 and 37). Language barriers were the main challenge, mentioned by 46 percent of respondents, followed by visa issues, as noted by 17 percent of employers (see Figure 36). Cultural issues were mentioned by a small group of respondents. Other challenges included different work practices, communication issues, settlement issues, difficulties for verifying qualifications and higher turnover. Notably, 22 percent of respondents reported no challenges at all and seven percent could not think of any.

Regarding the benefits of employing immigrants, 44 percent of employers mentioned a different perspective/diversity, followed by a better work ethic (see Figure 37). Other benefits included highly educated/trained workers and foreign-language speakers being able to help with customer communication as well as making international linkages easier. These were followed by employees being more "well-rounded" individuals, new and/or innovative ideas and practices, immigrant workers bringing more widespread industry knowledge, and immigrant workers bringing international contacts with them. This might suggest that employers perceive more benefits than challenges regarding employing immigrants in their workplace.

Figure 36 - Challenges Of Employing Immigrants

## Figure 37 - Benefits Of Employing Immigrants
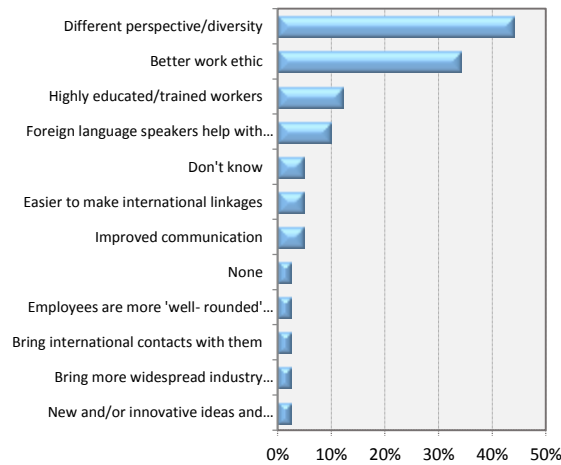
Current Challenges

Employers were asked about their perceptions of current and future challenges in their community and the solutions to these challenges (see Figure 38 and 39). Challenges in the present included transportation issues, employee attitudes and environment/environmental policies. On the other hand, future challenges included retaining/recruiting staff, expansion/sustainability of the company and general population movement, along with social challenges, internal issues, increased wages and health and safety issues.

Participants perceived a variety of challenges in both the present and future, although with different emphases. Challenges that participants found more prominent in the present than they will be in the future included unemployment/difficulty in finding work, increasing costs with lower profitability and accessing quality/affordable education/child care. Other challenges that participants perceived as more salient currently than in the future were the loss of young talent and clients becoming more demanding, and lastly, balancing supply and demand/rapid growth. Conversely, challenges that participants mentioned that they thought would be more prominent in the future than they are in the present included reduced funding from government and housing affordability. Participants also mentioned the lack of skills and the cost of

living/economic climate and competition and communication internet structure/access/costs.
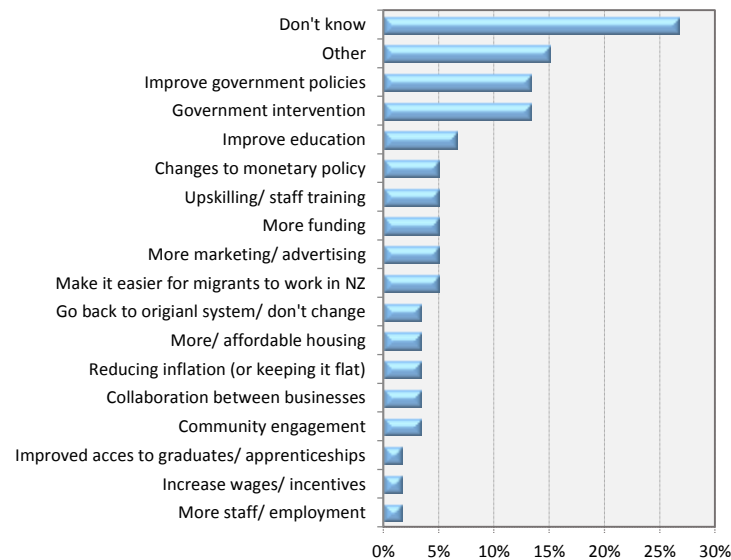
The data presented on current and future challenges suggests that employers tend to perceive more challenges in the future than in the present. Future challenges included health and safety issues, increased wages, internal issues, social challenges, general population movement, expansion/sustainability of the company and retaining/recruiting staff, whereas current challenges included transportation issues, employee attitudes and environment/environmental policies.

Figure 38 - Current And Future Challenges In Auckland Region
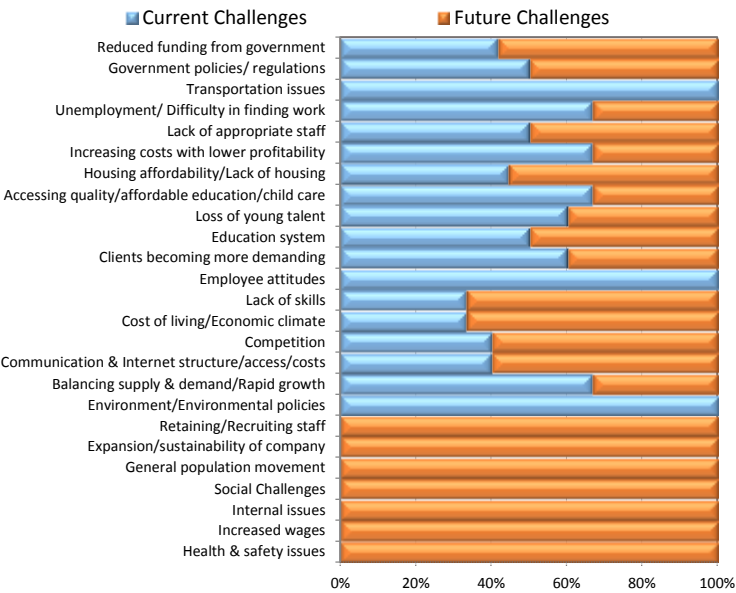
Participants were finally asked about solutions to the current and future challenges they mentioned (see Figure 39). The majority of employers responded that they did not know of any solution. Some participants mentioned improved government policies and government intervention, and improved education. A small number of participants mentioned making it easier for immigrants to work in New Zealand, more marketing/advertising and funding, up-skilling/staff training and changes to monetary policy.

Discussion

The majority of employers in Auckland had an annual employee turnover of 10 percent or less in 2013. This trend is similar to the previous year. The majority of employers reported using websites such as Seek and/or TradeMe Jobs, followed by personal referrals for the recruitment of new employees and jobs are typically filled within two weeks to one month from being advertised. Somewhat surprisingly, advertising jobs overseas was not common practice among the employers surveyed.

In terms of the strategies employers used for recruiting new employees, flexible work arrangements were the most successful, whereas increased training and professional development was the most successful for retaining staff. There was, however, some variation across sectors. Only employers in ICT mentioned flexible work arrangements being the most successful way to retain employees, whereas for Health and Education, it was increased training/professional development. We found that increased wages was a more common strategy for retaining employees than for recruiting them, particularly in the ICT sector. Nevertheless, as with recruitment, flexible work

73

arrangements and increased training were still much more significant strategies for retaining employees. The majority of employers responded that they encountered little difficulty keeping staff in the organisation and region. Although not very significant, of all industry sectors, Health employers had the most difficulty keeping staff in the region.

Regarding questions around the ways in which the central government could help with recruitment, far more employers across all sectors agreed or strongly agreed than disagreed with a variety of means. The three ways that demonstrated the highest levels of agreement included locally promoting regional development, providing labour market research, and coordinating discussions and action plans among key stakeholders in the labour market. There were, however, some differences across industry sectors. For instance, Education showed a much greater level of support for the local promotion of employee needs compared to ICT and Health. Meanwhile, ICT showed lower levels of support for labour market research, support for newly arrived immigrants, support from economic development agencies and coordinating discussions and action plans among key stakeholders in the labour market than the other two sectors.

There was general agreement across all sectors that liaising with businesses, promoting the region and New Zealand as a place to work overseas and assistance with recruiting hard-to-fill positions were also ways that central government could help with recruitment. In terms of the ways in which government could assist with recruiting hard-to-fill positions, the most common responses were creating a database for employee matching and training through tertiary institutions, followed by simplifying immigration procedures and tax incentives.

When it came to the methods used to access qualified staff, most employers reported that they seldom or never used any methods. The significant exception to this, however, was through increasing professional development and employee upskilling. More employers disagreed with statements around qualifications, recruitment, salary and company growth, especially that their companies will need to rely increasingly on

immigration for labour support. They also showed strong disagreement with statements about New Zealand tertiary institutions not training people with the qualifications they need and there being a lack of suitably qualified employees. Corresponding to this, there was more agreement than disagreement around the relative ease of recruiting for both specific qualifications and organizational fit. In terms of projected recruitment in the next twelve months, employers expressed high levels of agreement for recruiting a broad range of employees, especially professionals, clerical and administrative workers, and managers (though slightly less so overall, and more likely in Health and Education).

The large majority of employers reported that their companies employed immigrants although the majority reported there being less than five in their company. While immigrants are employed in a variety of roles, professionals are by far the most common, followed by clerical and administrative workers. Like other roles, these professionals were from a wide range of countries, although the highest percentages were from India and China. When it came to managers, immigrant employees were primarily from India, followed by the United States and the United Kingdom. The majority of community and personal service workers were from China and Korea.

When it came to challenges regarding employing immigrants, language barriers were the most cited. However, a significant number of employers claimed there were no challenges with employing immigrants. The major benefits for employing immigrants were the different perspectives and diversity they brought, as well as a perceived better work ethic. Overall, the findings around diversity in the workplace paint a largely positive picture.

The surveys showed that employers tend to perceive more challenges in the future than the present. That said, a number of issues were perceived as being roughly equally challenging in the present as in the future, including loss of young talent and clients becoming more demanding. Employee attitudes were cited by all participants as a current but not future challenge, as were environment/environmental policies. On the other hand, all employers perceived future but not current challenges around six

issues, namely: retaining/recruiting staff; social challenges; expansion/sustainability of the company; general population movement; internal movement; increased wages; and health and safety issues. These, along with perceived challenges around a lack of skills and cost of living/economic climate show that Auckland is a region with high levels of perceived future challenges. The large majority of employers claimed they 'don't know' the solution to current and future challenges.

School Focus Groups

The third stage of the research focused on Year 12 and 13 school leavers' viewpoints about and experiences of population change. We were particularly interested in better understanding how those who were about to leave school and enter the next stage of their life made sense of the changes occurring in their city and how they felt these changes might impact their lives.

Two schools were invited and agreed to take part. These schools were identified as significant schools in the Auckland region and each represented a distinct geographical area and socio-economic level. The first school was a large, decile ten, co-educational secondary school located on Auckland's North Shore. Over half (53 percent) of the school's students identify as New Zealand European/Pākehā. The remaining students identify as Māori (5 percent), Chinese (9 percent), Korean (9 percent), African (7 percent), South East Asian (4 percent), Indian (3 percent), Japanese (1 percent) and Pasifika (1 percent). A further seven percent of students identify with another unspecified ethnicity.

The second participating school is a decile 1, co-educational composite school (Years 1 – 13) located in South Auckland. In terms of student body it is about half the size of the other participating school and comprises a very different ethnic makeup. Students identify with the following ethnic groups: Tongan (28 percent), Samoan (22 percent), Māori (16 percent), Cook Island Māori (13 percent), and Asian (4 percent). A small number of students also identify as Niuean, Fijian and Tokelauan.

Methodology

In the case of the decile 10 school, the head of the Social Sciences department managed the recruitment process. All Year 13 Geography students were invited to participate in the research. Of those who expressed an interest, teachers selected five groups of between 6 and 8 students to take part. In the case of the decile 1 school, the

school's Deputy Director recruited 24 students whom she felt would be appropriate to take part. She sorted them into groups of six based on their intentions upon leaving school. The focus groups were carried out during class time over three days in June 2014. Each participating student was given a single use movie voucher in appreciation of their time and contribution.

Each focus group began with the researcher briefly outlining the research and asking participants to introduce themselves with their name, where they were born and their plans after leaving school. Once the introductions were complete, the students were asked to reflect on diversity in Auckland and what it meant to them. A series of introductory and follow up questions were used to keep the conversation on track (see Appendix 4). The questions were framed around broad themes including diversity, change over time, opportunities, and challenges and obstacles. The overall tenor of each focus group was conversational, encouraging students to expand on their reflections as appropriate. The focus groups were audio-recorded, transcribed and later analysed around three dominant themes: diversity; mobility; and employment. The results for each school are presented separately.

Key Findings – Decile 10 school

Diversity

Overall, the majority of students participating from the decile 10 school viewed diversity as a positive element of life in Auckland. One student commented:

> *"I think our generation have actually just grown up with it. We're eighteen, seventeen years old and we've had that diversity in our whole life so we've grown up with it so we don't know anything different. I look around the school and if I'm specifically looking to notice people, apart from my race, I can see so many but when I'm just looking, walking around, I don't notice them 'cause it's just been part of life. So I think that interaction's already there, it's just going to continue to grow".*

However, it was acknowledged that many of their parents and certainly their grandparents were not as welcoming of diversity in their communities.

"I think that old North Shore people are a little bit threatened by culture 'cause North Shore is like a safe place. It's just seen as a shell and then all of New Zealand is around us, like we're quite safe. So I feel like someone being free with their culture is almost intimidating for some families 'cause they're like well, quieten down 'cause this is meant to be like we're on the North Shore so you can't do that around here".

A number of students described the racially charged viewpoints and stereotypes of their parents or older relatives.

"My parents, I'm not going to lie but they hate certain races because of their history with them, like from business and stuff".

"It's like people saying that Asians are bad drivers and that kind of thing. Mum and Dad always talk about how sometimes they're bad drivers".

In the classroom environment, however, many students felt that their interactions with different ethnic groups had increased their acceptance of others. They also identified the cultural relativity which arose from such interactions, as the following illustrate.

"You learn to respect everyone, no matter what colour they are, where they're from, what their background is ... you're like less judgmental of people when you first meet them".

"You get to learn why different people are the way they are, like 'cause of their cultures and their background. You get an insight into another world 'cause in New Zealand it's quite you know little".

While it was agreed that overall, the North Shore was a diverse region, a consensus emerged that certain suburbs had a 'majority ethnicity'. For example, East Coast Bays, and in particular Browns Bay, was described as being heavily populated with South

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Africans, while Albany and Northcote were identified as "Asian areas". In contrast, Takapuna, Milford and Castor Bay were suburbs thought to be predominantly European/Pākehā.

The students also discussed some of the differences between the North Shore area compared to other parts of Auckland. Comments made were sometimes at odds with a broadly positive understanding of diversity. For example, one student commented:

> "*I think we're more judgmental because we're kind of protected. I think it's pretty like safe up here, like things wouldn't happen on the Shore that would potentially happen out West or down South*".

A distinction between the North Shore and other parts of Auckland is apparently recognised by people from other areas as well, according to a number of these students.

> "*I think ... the North Shore has that label to it. I don't know how to explain it but like – at work I get it all the time, oh, you're from the North Shore, North Shore girl*".

Despite the noted diversity in the North Shore, there was an agreement that there was not a lot of interaction between ethnic groups in the school or the community more broadly. In some focus groups comprising students who identified as New Zealand European/Pākehā, a belief emerged that some of the ethnic minorities within the school created their own communities.

> "*I'm not being racist but you see a lot of Koreans and Chinese people in the school and a lot of the parents, they know each other as well so maybe they move here because they're friends with someone that was in New Zealand already and they feel like they know the group more because of the parents as well. I used to hang out with the Asian group and they're really knitted together and they tell each other everything and you just see how close they are and there's no boundaries as to what they say in the group because they all get it. I think that's why they all bunch up together. More of a community*".

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From the perspectives of those born locally, the main barrier for integration between local-born students and exchange or foreign students was cited as English language skills. Poor English language proficiency was also cited as a problem within the classroom.

"Yeah, if they speak better English I feel like they're more willing to mingle".

"I feel the classes are getting a lot bigger and the teachers are focusing more on the internationals, like with English and stuff like that. Just trying to get what they're trying to teach to them".

In stark contrast to the broadly positive views from students towards people from different ethnicities and cultures, was an understanding that racism existed and appears to be normalised within the school environment.

"Especially in this school, there will be a lot of racism going around so obviously you will hear that kind of stuff, names being called out in corridors or whatever so it's really hard to ignore. It's just in the school setting you'll see it everywhere and it's kind of normal now".

A student who identified as Korean described both positive and negative experiences that speak to his (and his father's) ethnic identity.

"I've had a lot of experiences where elderly Kiwi people go out of their way to tell me that they think we people make New Zealand interesting and I appreciate that and I think that kind of shows … that, I don't know, they're really appreciative now. More so than before, a few years ago".

"Indirect racism … yeah, prejudice and stuff. My Dad, sometimes people … kind of be racist to him by, not outwardly racist but like kind of ignore him 'cause he's an Asian, kind of Asian not from New Zealand and stuff like that and he's not that great at English. They kind of like, not look down but like think of him as an easy target or whatever".

There was very little mention of Māori and Pacific students amongst participants in these focus groups. This undoubtedly reflects the small number of Māori and Pasifika at the school. However, several students also mentioned a lack of diversity in relation to Māori cultural practices at their school, drawing comparisons between their current experiences and their earlier experiences at primary school, both in Auckland and elsewhere.

> *"When I was younger we embraced the Māori heritage a lot more, like we'd sing and stuff but now we barely do anything".*

> *"At primary school there was always kapa haka and doing poi's, singing the Māori songs at assembly and stuff".*

> *"Yeah, in Whangamata we all sang Māori songs and did everything Māori and stuff and then we came here and there was nothing Māori".*

There was a consensus amongst the participating students that the Auckland region would become increasingly more diverse in the foreseeable future. However, there were differing views regarding the effect increased diversity would have on the North Shore. While some felt that diversity would provide opportunities for greater understanding of ethnic difference and would contribute to social cohesion, others were concerned that newly arrived migrants would fail to integrate into Auckland life.

> *"I think diversity in the future will increase and [people will] interact more because for example, our parents, they went to school in New Zealand and it was very much just white, European children and they didn't interact with other cultures as much and then there's us and we've got quite a few other ethnicities and in the future there is going to be more and more so they'll learn from an early age to interact with each other which can build into later life".*

> *"I think it's equally as likely that they'll bunch even more 'cause when you first move you're forced to interact with New Zealanders 'cause there's not much people who know the same language around you but then once you come and*

there's like all these Asians, I feel like you're just going to go straight to them, like not even bother learning English".

Despite broad acceptance of Auckland's diversity, some students expressed frustration with the behaviours and motivations of some migrants.

"If they're going to move to New Zealand, cool, but they should get involved more I reckon. They should definitely stop being so secluded".

"It's like the difference of people who come here for a lifestyle opposed to those coming here for investment or whatever. Some people come here to … take advantage of whatever opportunities they have, like financially whereas some are more coming here for the lifestyle and stuff like that".

People moving to New Zealand looking for investment opportunities was a topic that arose in each of the focus groups. The impact foreign investors were having on the housing market was of particular concern to many of the students. Frustrations were expressed that so many foreign buyers were investing in the housing market as this was seen to be taking housing opportunities away from "New Zealanders". Concern about newcomers' understanding of the Treaty of Waitangi underpinned some participants' viewpoints.

"Yeah, so if they don't understand, like the Treaty of Waitangi, if they don't understand what that is, if you're an Asian coming off the plane and buying up all this, that's land that belongs to New Zealanders, so I feel like you should, similar to the Declaration of Independence, you should be able to recite that. You should also know what the Treaty of Waitangi is".

For others, however, the potential for economic growth that migrants bring could not be overlooked.

"We can't really say no to people bringing in money to the economy. It's just going to make our economy better but then it's just going to have a toll on people who live here".

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Mobility

Nearly all of the participating students did not want to move elsewhere in New Zealand on a long term basis. Indeed, most of the students going on to study at university intended to stay living at home for at least their first year. They cited the high cost of living and rents in particular as the primary reason for making this choice. Those who did want to study outside of Auckland typically wanted to experience the freedom that they felt they could not attain living in the same city as their families.

When considering life after university, many of the students expressed a desire to travel and work overseas, and all but two expressed an intention to eventually return and settle in Auckland. In addition to being close to family and friends, the decision to return to Auckland stemmed from the perception of Auckland as a hub of activity and opportunity.

> *"It's just a better known place. Everything centres around Auckland. It's just better... and there's not really much going on other than Auckland."*

> *"It's just got everything you need. You can think of other cities that haven't got as much as Auckland does. You could go anywhere you want in Auckland and you would be able to find something that appeals to you. You've got the beach on one side, rural on the other side, you've got two harbours, you've got the super city, you've got the North Shore city … There's so much to do. I'd be bored somewhere else".*

Most of the students intended to remain not just in Auckland but on Auckland's North Shore. The primary reasons included living close to their families, and the level of safety they felt the North Shore suburbs offered.

> *"You never feel unsafe on the Shore".*

> *"There's not much violence compared to other places ... We do have gangs but not so bad".*

When asked explicitly about the prospect of living overseas, some students discussed a sense of freedom they feel exists in New Zealand. The meaning of 'freedom' was broad and included the freedom to follow a career path of their choosing.

"I feel like there's more space for us to develop who we are instead of being forced into being a doctor because of your parents. You're able to develop your creative side more and know yourself better rather than living somewhere else because it's really commercial in other countries and TV is also an impact as well I think in other countries. We just have more accessibility to creative things and people allow us to be creative and develop who we are".

Despite a desire to return to Auckland, and in particular the North Shore, it was noted on several occasions that this may not be feasible for many people due to the high cost of living, namely the cost of houses.

"The prices of houses are fluctuating too rapidly so by the time we can afford to we won't be able to buy houses, we'll have to move far away … which means we'll go overseas".

"House prices are just going to destroy people, families. My Mum, she's just Mum living with me and my brother and she's finding it tough to even provide for us 'cause me and my brother aren't working at the moment 'cause it's so hard to find a job and we're probably going to have to move soon just so she can afford to keep living".

Employment

As previously mentioned, most of the students interviewed expressed an intention to live in Auckland in the foreseeable future. Employment opportunities were one of the main reasons the students gave for wanting to stay and work in Auckland. However, several students also mentioned that Auckland's position as a "supercity" meant it was more progressive than other regions in New Zealand.

"Everyone's focused so much on Auckland, they haven't focused on other cities and how they could improve them. If Mount Maunganui had a big CBD a lot of people would live down there I reckon, but it's 'cause there's so much in Auckland … Like they say, we're a super city".

Ethnic diversity was also seen as a positive influence on Auckland's economic and employment opportunities.

"I think Auckland is just a bit further ahead because I think Auckland is more the gateway city to the diversity in New Zealand".

Co-ethnic networks were also considered to be a potential feature of perceived economic opportunities within Auckland.

"Within the Korean community … if we need to get a job done, if there's a new business … they [my parents] try to give them a chance … like we own a shop and we used to go to Gilmores and stuff but then even though it's a bit more pricey there's another shop that's opened up that supplies food … it's a new business so we try to help them out. It doesn't matter what ethnicity it is … cause we're immigrants, if an immigrant is trying to open up a new business we definitely try to help them out more. So I think in that sense it creates more opportunity".

Key Findings – Decile 1 School

Diversity

All of the students from the decile 1 school agreed that the area in which they lived, and the broader South Auckland area, is ethnically diverse. How they understood this diversity depended on the individuals concerned. Some students felt that the diversity was limited to Māori and Pasifika while others described a greater mix of ethnicities in their neighbourhood.

"There is a little diversity in Auckland, but there are only the major cultures like Samoan, Tongan and probably Māori. There's only a little bit of diversity in [this area]".

"In terms of Polynesian culture it is diverse, but for a sense of other cultures I reckon there's not that much".

"I've got a pretty diverse street. I have Indian, Asians, Cook Islands, Tongan, Samoans on the street".

Diversity was very important to many of the students in a personal sense. Several of them felt that diversity was an important part of their lives, and described practical benefits by being exposed to ethnic diversity.

"In life you don't just meet that one person … There are so many different cultures you come across in your life, you got to know how to approach them 'cause you never know when you need their help and stuff".

"You don't just meet that one common culture … You've got to learn how to connect with them. Boundaries and stuff".

However, just because they were surrounded by diversity did not mean that all of the students embraced it. Many expressed a preference for socialising with people who shared their ethnic identity as well as a preference for learning about their own cultural background. Being in close proximity to people who share the same ethnicity also brought a sense of belonging.

"Diversity is not really a big thing for me. I more like to stay with my own culture and learn about it rather than any other. But it's interesting to know things about other cultures, but I'd rather learn about my own".

"That whole diversity thing. It doesn't feel that much different from home. 'Cause it's good to see the brothers and sisters outside like when you're walking outside your house. And it makes you belong- like you feel like you belong to the community".

Most of the students who participated in the focus groups stated that they liked living in South Auckland, and many of them felt very proud to call South Auckland their home. The students described a sense of community in their locval area, and which gave them a sense of belonging they did not feel elsewhere in Auckland. For many students this was contrasted with areas that they felt were dominated by other ethnicities, namely New Zealand European/Pākehā.

> *"Comparing Botany Downs to [this area], it's a big difference. They're more like flash and rich and white people and [this area] is all like poor, not to offend anybody. You can see the comparison and differences between both places".*

> *"There's other Pacific Islanders as well within the community so if you were to go into a different community where there's less Pacific Islanders, you'll probably be looked at as ... dirty ... an outsider, you won't feel comfortable. You won't feel like oh, there's opportunities there for you 'cos you're an Islander and there's other ethnicities within the community".*

> *"I used to live on the North Shore ... it's different. Not being racist but there's more white people there and you kind of get that racist look sometimes. Out here it's more black. [In this area], you feel like you're a part of the community".*

Students also made comparisons between their school in South Auckland and schools elsewhere. Comparisons related to educational performance as well as access to resources including high tech equipment.

> *"You can even see it in our schools too. Quite low decile and they don't really have the high tech kind of stuff. Resources. Whereas schools in town and stuff, they probably have more resources".*

> *It's like if we were at a school in town that would be way different 'cause they have different standards and stuff. I feel like it's like they're too high for us".*

> *"They probably look at us and think we're dumb".*

"In our school, in our year group we interact with each other. We're pretty close in our year group. There's different cultures, but I think outside of school you kind of feel intimidated 'cause it's not in your comfort zone".

Beyond the school environment, the students also discussed their awareness of racial tensions in the broader Auckland region, and felt that many of those tensions were directed at themselves and other ethnic minorities.

"I think there's quite a lot of stereotypes to our cultures, where all Islanders are mean and they're going to beat you up and take your lunch and then the white ones are like scared and they don't want to interact with us. I've heard stereotypes about Indians, more like wanting your money or cheap … there's all these stereotypes that go round. They're dodgy".

They also admitted to contributing to some of those racial tensions through the assumptions they made about other ethnic minorities. This was especially the case when considering the high numbers of Indian immigrants which they felt contributed to a lack of available part-time jobs for students in the area.

"Not being racist here but Indians have jobs and I'm finding it really hard to get a job into anywhere".

"When I walk into McDonalds I see Indians, get to be served by Indians, all I see is Indians".

"That's what they [Indians] like to work for, is just for a visa … They [business owners] should want someone who's going to be there for a long period of time, not someone you're going to have to wait around for. If you're on a working visa then it's going to expire, then you'll need more workers but then they won't hire people like me".

"When you ask to speak to the manager, they're Indian too. Quite a lot of jobs … not being racist again but I find that they hire their own culture".

Despite having a sense of unfair treatment with respect to employment opportunities, the students expressed a desire to connect more with other immigrants, namely those from Asian (especially Indian) ethnicities. They could see the value in supporting newly arrived migrants to better fit into the community.

"It's important to help them fit in … say getting a better bonding with the people around them so they don't have to be shy".

Attending festivals was another way they liked to do this. Cultural festivals provided an opportunity to learn something about someone else's culture and also provided a platform to perform and celebrate their own.

"You see a lot of different ethnicities there at the cultural festivals. You get to see their side of the cultures, how they like show how they are [in their] cultures. It's pretty cool".

"Polyfest just brings you back to your roots, it makes you feel important 'cause just for that week alone you're celebrating your culture and not only through talking and stuff, you get to perform and some of us New Zealand born don't get the opportunity to perform or to present our culture that much so it gives them that sense of belonging".

Reflections on the gang presence in South Auckland was something that came up in the conversation quite unexpectedly. A number of students stated that they were proud to live in South Auckland but were concerned about the negative influence of local gangs on the community and their school.

"What I dislike is the gangs around here. They're most intimidating to our community and they just cause mayhem most times … fights, street fights".

"Innocent people get caught up and then they get hurt".

"There was a major fight … three or four years ago. It was up on the road … Our whole school got involved. All the seniors. We were only juniors at that time

and all the seniors got involved 'cause I think [there was] rivalry between the school and [name of another local school]".

"Not us but we kind of witness it and it's sad to see. It happens at the shops and 'cause we have a junior school not far from us and they're going home, they start to see and then it can be a negative influence on them".

"It's pretty unsafe … 'cause of all the druggies and people that just walk around at night".

"They do stupid things. They like to climb over your fence and run through your house. This other night they came and stole my dog".

Despite the repeated discussion, complaints and concerns about gang-related activity in the area, nearly all of the students stated that they felt safe living in their neighbourhood, and that the gangs did not typically threaten them. However, they did not expect to feel safe if they moved outside of their neighbourhood. They also understood that others might not feel as safe is they visited the area.

"Personally I feel safe here despite all the gang stuff. Just because I was born and grew up in this place I feel like I know this place and I feel safe in it. I can go for runs, nice walks and not feel unsafe".

"So like how we're used to be in [area], say if we go to [neighbouring area] we don't know that area, we'll feel threatened because when we see the people there, that's probably the same for others coming to [this area] and they'll feel threatened".

Mobility

The students were divided regarding whether they wanted to stay or leave their communities when they left school. Of those students who wanted to leave, some wanted to do so because they could not see any opportunities for themselves if they stayed.

"I just want to get out of here ... 'cause there's actually nothing here. Well, there's your family and stuff, but no jobs and stuff in [this area]".

"I want to get out of here. There's nothing here for me".

"I can always go back to [this area] and visit and that, see what I have accomplished. I don't know, I can't explain it".

Other students also wanted to leave but simply wanted a change.

"Because you lived here for so long you're like sick of it and you just want a new kind of scene and stuff".

"I think that the new environment will change your outlook on life. That's what my brother says 'cause he studies in Blenheim and he said the different people there, they're more different than his friends here. They're more independent and stuff and you can learn off that, from a different area than your normal, here, [this area], Auckland and stuff. So you're more independent if you're in a different environment".

Diversity was an important consideration for those students who were considering leaving South Auckland.

"I wouldn't mind a mix, a different variety of cultures but I would be uncomfortable if it was just whites. Like the schools again, how we feel inferior to them. It's really important for me to have a variety of people so I don't feel uncomfortable".

Some students were ambivalent about where they might live, committed neither to leaving nor staying. However, for many of these students a stronger narrative underpinned their ambivalence – a commitment to family. While some were prepared to remain with their family in the area, areas were prepared to move elsewhere as long as they were still with their family. These students often expressed a deep sense of responsibility to care for their families and in some cases to provide for them financially.

"I see myself just living at home. Home is where family is, it's here, in Australia and back in the Islands. Having a job in New Zealand or Australia. I wouldn't mind anywhere as long as it's around my family 'cause that's where I'd like to be, rather than on my own in America or something 'cause that would just be depressing".

"And it lets me support my parents who ... hard work earn it back".

"I'd do it for my family. Don't want to let them down. Help them out so they can stop working and then just stay here. And then I'll work for them".

"Well, it's pretty much family, if they're happy about it. Whatever makes them happy, that's where I'll go".

"I'll probably travel to Australia to work. It's better money to support the family".

Although the students' expressions of commitment, responsibility and belonging were most concerned with family, they also expressed a strong sense of commitment to their wider community.

"I don't want to move, this here is like home for me".

"You just don't want to leave where you've been brought up and got that bond".

"I reckon the rest of my life I'll be staying in [this area] 'cause somehow, as weird as it sounds, I'm sort of connected not only to community but the school and it has done a lot to me. So I just want to give back, not only to the school but to the community as well. So I'll achieve what I can achieve, then I'll probably move back to Samoa".

Several other students also mentioned their intentions to return to the islands where they or their parents were born. Again, they expressed a feeling of responsibility both to the countries and to the family who remained there.

"While studying I'll be living at home, staying with my parents; I'm going to take care of them first. So I'll probably stay here and then, my parents want to move back to Samoa so when they want to move, I'll move with them".

"I'm going to study here and then if I get it I want to be a midwife in Samoa … Because they don't have any midwives, or they don't have that many".

Somewhat relatedly, one student also mentioned a desire to return to his parents' home country as he wanted to experience the authenticity of Samoan culture that he did not get in New Zealand.

"I wanna go see it, and experience that 'cause the people here depend on money and the lifestyle changes 'cause they become more adapted to the way Pākehā live and they can drift away from their roots and their culture".

Not all students wanted to return permanently however; some wanted to visit the islands but then return to New Zealand to live.

"I want to go travel to Samoa and back … but not to live. I'll stay here … It's where I've grown up and family stays here, friends".

"I want to go back and see it but my family is here and it's too hard to leave them".

Employment

There was a consensus amongst the students that it was necessary for them to attend university and gain a tertiary qualification as this would provide them with more employment opportunities. This was encouraged by many of their families as well.

"Yeah, I feel like having a degree's the only way you can get somewhere".

"Most of the jobs right now, you need higher qualifications, especially a secure job … You can't just walk in there out of high school only NCEA level one. You have to have a degree".

"My Dad's always talking about you have to get higher education. It's not like back in the days when you can just walk fresh out of school and you'll get a job. Kind of getting strict on your qualifications now".

For many of these students, this was a daunting prospect due to the financial pressures associated with attending university.

"To get degrees alone, it's only starting, it's nearly forty grand … and then you're going to have to get a student loan, but then I guess it pays off in the end 'cause you're going to get a degree to get a job".

Several students were enticed by the perceived opportunities to be found overseas and viewed relocating elsewhere, especially Australia which was viewed by one participant as "more advanced", as a way to secure stable employment.

"I see myself living overseas and having a job overseas, just because there's more resources over there, there's more jobs that they can offer".

"If the dollar is still stronger I'll find family work there and send money back here. You get heaps. That's what I'd go there for, money, 'cause that's how you can survive nowadays unless you're like live off the land and stuff".

Although some of the students did not have clearly defined career paths, many of them shared a strong ambition to be successful in whichever field they entered. They discussed the lack of role models within their communities, and their desire for this to change.

"It would be good if you see Islanders where you wish to go because they've done something with their lives".

For some students, this served as motivation to create a better life, not only for themselves but also as a source of inspiration for the younger generation in their community.

"I'll be proud to say we came from nothing, almost nothing, and we've made something out of that".

"I'm proud to live in [this area] and I have to get somewhere so I can say that all your stereotypes, it doesn't mean anything … That's really what I want to do, is to get somewhere and to come back and hopefully tell them, especially at this school, 'don't believe the stereotypes you hear'. Like I came from this school and I got somewhere in life and now, it's the same for you".

"[I want] To prove that our area, we are not shaped by it. We find our own way. We don't live by the stereotypes, we try to prove them wrong".

"You never forget how hard it is to live out these ways, it kind of pushes you to find a better life".

"It motivates us, it gives you that motivation that we need, seeing our people trying their hardest to survive just to earn a good living. It pushes most students to their limits within school and it just makes you try and achieve more 'cause for me personally, coming from Samoa, I've seen first-hand how hard not having a proper education can be. So it inspires me and it pushes me to try harder just so that I can actually make my parents, grandparents and all my family proud".

Discussion

The students from both of these schools agreed that ethnic diversity was a significant feature of Auckland. How they experienced this diversity, however, was different for the two groups of students. The decile 10 school students located on Auckland's North Shore had a lot of exposure to European/Pākehā, South African and Asian ethnic groups while students from the South Auckland-based decile 1 school were more exposed to those of Māori, Pasifika and Indian ethnicities.

Students from both these schools generally agreed that diversity was a positive part of life in their communities. Most of the students also discussed how exposure to diversity was an excellent learning experience for them as engaging with other people's cultural backgrounds made them less inclined to be judgemental or racist. This attitude was also shared to varying degrees by students from Southland, West Coast, Christchurch and Wellington (areas where the Nga Tangata Oho Mairangi team have also carried out research).

Interestingly, despite the significant diversity of these Auckland communities, students from both schools felt that they had limited interaction with people from different ethnicities outside of school. The exception to this was students from the South Auckland school who discussed their attendance at cultural festivals such as Polyfest or the Diwali Festival of Lights.

Though these communities were both diverse, the students described the community dynamics associated with diversity very differently. While the North Shore-based students discussed the generational differences which existed (highlighting that parents and grandparents, for example, were more resistant to ethnic diversity in the community), the South Auckland-based students made no mention of this. Similarly, the North Shore students emphasised the responsibility of immigrants to learn about New Zealand culture prior to arriving in the country and to make efforts to immerse themselves within their communities. Again, however, this was not discussed at all by the South Auckland students. One possible reason, however unsatisfactory, is that the latter group of students might be the children or grandchildren of immigrants from the Pacific. This is an unsatisfactory explanation however because many of the North Shore-based students are also likely to be the children of immigrants, if not immigrants themselves.

The students also had different perspectives on the increasing diversity in their local communities. North Shore students were concerned with the economic effects, specifically that an increase in foreign investment might further impact the rising cost of house prices in Auckland. While there was some acknowledgement of this amongst

the South Auckland students, their concerns were mostly limited to more immediate effects. For instance, a lack of unskilled part-time jobs being available as these were being seen as going to predominantly Indian immigrants.

Students from both schools identified themes of community safety, although in different contexts. Students from the north of Auckland discussed their perceptions of the North Shore as being a safe place both for the local people who grew up there, and for immigrants who moved there (and this also was felt to be a motivating factor for many immigrant families to settle in the area). Indeed, students repeatedly mentioned the safety of their suburbs and area as one of the most positive attributes of the North Shore. Safety also emerged strongly in the South Auckland students' discourse, although safety in specific suburbs was emphasised rather than the wider South Auckland area. The students described feeling safe in their specific area because it was their hometown and they were familiar with the area and its inhabitants. They did state, however, that they would feel less safe in other South Auckland suburbs where they did not know the people and there may be rival or unfriendly gang members present. The negative impact of gang violence on their lives was not an issue raised by students living in Auckland's northern suburbs.

One issue that was discussed by both groups of students was ethnic or racial tensions in the community. The North Shore students, most of whom identified as New Zealand European/Pākehā, described racism being predominantly directed toward peoples of Asian ethnicities (Asian ethnicities being the dominant immigrant population in the North Shore area[12]). Some students also discussed the increased attention international students were given in class, potentially to the detriment of their own learning. In contrast, the students from South Auckland, most of whom identified as Māori or Pasifika, discussed being the recipient of racism – racially charged attacks were directed at them and other people of Māori or Pasifika ethnicity by New Zealand European/Pākehā.

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[12] Statistics New Zealand. 2006.
http://www.stats.govt.nz/Census/2006CensusHomePage/QuickStats/AboutAPlace/SnapShot.aspx?tab=Culturaldiversity&id=2000005

The majority of students from both schools wanted to stay in Auckland if they were intending to remain in New Zealand. Students from both schools also viewed Australia as an appealing option as they believed there were more jobs available that were also better paying than the same positions in New Zealand. A key difference, however, was that a commitment to family was a key feature of the South Auckland students' rationale for staying in Auckland. Familial discourse was not a feature of the North Shore students' talk.

Both groups of students expressed pride in their local community and most of them intended to remain in the same areas as adults. Though some specific examples were given (proximity of beaches, safety), the overarching reason across both groups seemed to be the comfort and sense of community that the familiar environment provided them.

When considering the future, both groups of students were concerned about financial issues; most significant was the daunting cost of living in Auckland and in the near future, the cost of student loan fees. The majority of students from both schools stated that they intended to remain at home in the foreseeable future, and certainly while they were still studying, as they could not afford to rent a property.

Although many of the students shared similar goals - gain a university qualification, find a job, travel - their motivations were influenced and restrained by different forces. The South Auckland-based students had commitments to their families that did not exist in the same way for those students living in the north of Auckland. The South Auckland students spoke of a need to prove themselves, to create a better life for their families, and to become role models for the younger generations who were still in school in the hope that they would choose to make something of their lives also. Meanwhile, the students located on Auckland's North Shore did not refer to the same external pressures.

Summary

This report has presented the results of three research projects carried out in the wider Auckland region: interviews of household members about population change; a survey of employers in ICT, Health and Education; and focus groups with school leavers about their understandings of population change and their hopes for the future.

Interviews with household members revealed three dominant viewpoints towards increasing ethnic diversity in Auckland. The majority of residents share the belief that diversity brings an intrinsic social good for neighbourhoods and communities and the city more broadly. While some residents' lives are directly impacted by Auckland's changing population, others are less so. Nonetheless, these residents embrace the cultural variability, economic opportunity and vibrant sense of community that new forms of migration bring. A minority of residents express great concern about the impact of a changing population. Economic, social and cultural challenges appear to be at the centre of their concern.

The survey of Auckland-based employers revealed that the large majority employed immigrants, although the numbers were often small. For the most part, immigrants were employed in professional roles, followed by clerical and administrative work. Employees came from a wide range of countries, although the highest percentages overall were from India and China. The majority of immigrants employed in management positions were primarily from India, followed by the United States and the United Kingdom, and community and personal service workers had typically arrived from China and Korea. Language barriers continue to be a challenge for some employers, however, a significant number of employers claimed there were no challenges when employing immigrants. Indeed, employers discussed a range of perceived benefits including the different perspectives and diversity immigrants bring as well as a perceived better work ethic. Overall, the survey of employers painted a largely positive picture of diversity in the workplace.

Interviews with groups of students who are about to leave school and begin their adult lives reveals that young people are largely comfortable with ethnic diversity in the community and see diversity as a positive part of their lives. Indeed exposure to other ethnic groups was thought to provide a learning moment that could broaden their horizons and help to mitigate racism and discrimination. Students from both the south and north of Auckland shared this viewpoint. There were other commonalities and differences between the students from each area. For example, both groups of students expressed concern about their future prospects and some considered moving to secure stable and better paying work. However, while those students from Auckland's North Shore were primarily concerned with their financial security and stability, those students from South Auckland were more likely to be concerned with familial security and stability.

Undoubtedly, Auckland has its challenges as it responds to a rapidly changing and growing population. As New Zealand's largest city and the preferred residency of newly arrived migrants, the city's demographic profile is constantly changing and, equally, what it means to be a member of this city continues to change. Increasing ethnic diversity and population growth ensure understandings of citizenship - what it means to fully participate and belong in this city and what it means to be a New Zealander in the broadest possible sense - continue to be important questions for the city and its residents.

Appendix 1: The Q Sort

1. More ethnically diverse neighbourhoods

2. Older people relocate to get closer to health-care facilities

3. Reduced sense of safety

4. Different foods are available in my community

5. Not everyone speaks English well

6. Auckland grows faster than elsewhere

7. Newcomers are often isolated

8. Living alongside people who are different

9. Changing employment opportunities

10. Young people leave to find work

11. Local schools merge or close

12. Cultural festivals

13. Young people leave for tertiary education

14. Non-English speaking children in schools

15. People leave because they have lost their job

16. Visible signage of non-English language

17. Newcomers are helped to settle

18. Restricted housing options

19. New Zealand residency is a stepping stone

20. Gap between the 'rich' and the 'poor' increases

21. Unemployment in the community increases

22. Expression of many religious beliefs

23. Newcomers bring new ideas

24. Māori interests are ignored

25. Businesses recruit skilled workers from overseas

26. People leave for Australia

27. Migrants are valued for their economic contribution

28. Schools acknowledge cultural differences

29. Numbers of newcomers increase

30. Newcomers increase requirements for healthcare, housing and welfare

31. Newcomer children achieve elite status in schools

32. Government sets migration targets

33. Low-skilled newcomers paid below the minimum wage

34. Economic strain in some regional areas

35. The idea of 'New Zealander' changes

Appendix 2: The Conditions of Instruction

- Populations change when people move in or out of an area; or when the families in an area change; or when opportunities for employment, access to services, shopping or other activities change; or even when the climates changes. These kinds of changes can have a big effect on how we feel about belonging in our local communities. And these changes can affect us as individuals, families, neighbourhoods and wider communities.

- The cards in the pack contain 35 statements about the possible effects of these kinds of change. Some of the statements are things that might be happening in your region right now while other statements are things that could happen in the future. So it's possible that you might not have experienced all of these effects yourself.

- We would like your opinions about how acceptable or unacceptable these effects are to you.

- **Please sort the provided statements, placing one card in each of the boxes, to best demonstrate that which is unacceptable to you and that which is acceptable to you.**

Please sort the 35 statements to best reflect that which is 'unacceptable to you' and that which is 'acceptable to you'.

Completely Unacceptable to you				Neutral (neither unacceptable nor acceptable)				Completely acceptable to you
1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25	
		26	27	28	29	30		
			31	32	33			
				34				
				35				

Appendix 3: Computer Assisted Telephone Survey of Employers

Questionnaire Number: [＿＿＿＿＿＿]

[INTERVIEWER: Ask to speak with the person who is responsible for dealing with recruitment in the organisation]

Good <<Time of day>>. My name is <<name>> from Research First, a market research company based in Christchurch. Today we are conducting a survey on behalf of Massey University.

This survey will take approximately 20 minutes to complete. Is now a convenient time to talk? *(INTERVIEWER: If not, make an appointment to call back, thank and terminate).*

Please note: This research is being carried out on behalf of Massey University. It has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. Research First, together with the Massey University research team, are responsible for the ethical conduct of this research. If you have any concerns about this research that you wish to raise with someone other than Research First or the University-based research team, please let me know and I will provide you with those contact details.

[INTERVIEWER NOTE CONTACT DETAILS]: John O'Neill, Director (Research Ethics), telephone: 06 350 5249, email: humanethics@massey.ac.nz

If proceeding: Please remember that:
· There are no right or wrong answers to these questions.
· You can withdraw from the research at any time.
· The survey results will be treated in confidence, and no-one will be able to identify you from the research.
· This call may be recorded for training and auditing purposes.

Interviewer: Please note region:

☐ Auckland ☐ Wellington ☐ Christchurch ☐ Southland ☐ West Coast

Section A: Business Characteristics

1. What sector does your business operate in? *Interviewer: If none of the following, thank & close*

☐ Dairying (Southland)
☐ ICT (Akl, Wgton, Chch)
☐ Construction (Chch)
☐ Tourism (West Coast)
☐ Extraction (West Coast)
☐ Education (Akl, Wgton, Southland)
☐ Health (Akl, Wgton, Chch)

Section B: Employee Turnover

2. What is your current employee turnover percentage?

☐ 0-5% ☐ 26-30%
☐ 6-10% ☐ 31-35%
☐ 11-15% ☐ 36-40%
☐ 16-20% ☐ >40%
☐ 21-25%

3. Compared to 12 months ago, how would you describe your employee turnover in 2013?

☐ Higher in 2013
☐ Same
☐ Lower in 2013

Section C: Recruit/ Retention

4. How do you generally recruit new employees? *(tick as many as apply)*

- ❏ Print media (Newspaper, Technical/ Trade publications)
- ❏ Seek/ TradeMe Jobs etc
- ❏ Company Website
- ❏ Local recruitment agency
- ❏ Overseas recruitment agency
- ❏ Internal recruitment
- ❏ Other (specify): _____

- ❏ Employee referral programme
- ❏ Personal referrals
- ❏ Social media (e.g. Facebook, LinkedIn, Twitter etc)
- ❏ Seconding employees
- ❏ Internship

5. How long are jobs typically advertising for before being filled?

- ❏ Up to one week
- ❏ Over one week up to two weeks
- ❏ Over two weeks up to one month
- ❏ Over one month up to two months
- ❏ Over two months up to six months
- ❏ More than 6 months
- ❏ Not successfully filled (and have stopped advertising)
- ❏ Don't know

6. Do you actively advertise overseas?

- ❏ Yes
- ❏ No (go to Q9)

If Yes: 7. Where?

- ❏ Australia
- ❏ United States
- ❏ United Kingdom
- ❏ India
- ❏ China
- ❏ Other (specify): _____

- ❏ European Union
- ❏ South Africa
- ❏ Korea
- ❏ Philippines

8. Where do you tend to recruit your staff from?

- ❏ Locally (i.e. same region as employer)
- ❏ Nationally
- ❏ Australia
- ❏ United States
- ❏ United Kingdom
- ❏ India
- ❏ Other (specify): _____

- ❏ China
- ❏ European Union
- ❏ South Africa
- ❏ Korea
- ❏ Philippines

9. What of the following have you used to successfully recruit or retain employees? *Read out options and clarify whether used for recruiting, retaining or both?*

	Recruiting	Retaining
Increased wages	❏	❏
Incentives for employee referrals	❏	❏
Sign on bonuses to new employees	❏	❏
Flexible work arrangements	❏	❏
On site services (e.g. childcare/ gym)	❏	❏
Offer of phased retirement or contracts to employees	❏	❏
Health care benefits	❏	❏
Share options/ equity	❏	❏
Increased training/ professional development	❏	❏
Increased workplace training (e.g. foundation skills)	❏	❏
Pay for staff to undertake training	❏	❏
Offer time for training to staff	❏	❏
Mentoring/ Buddy programmes	❏	❏
Identify internal career pathways	❏	❏

10. What other methods have you used to recruit new employees?

11. What other methods have you used to retain current employees?

12. Please rate the following factor regarding retention of staff on a scale of 1 to 5, where 1 = very difficult and 5 = very easy:

	Very difficult	Difficult	Neutral	Easy	Very easy
Keeping staff in your region	1	2	3	4	5
Keeping staff in your organisation	1	2	3	4	5

Please rate your agreement with the following statements on a scale of 1 to 5, where 1 = strongly disagree and 5 = strongly agree:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
13. To help in recruitment, local government should...					
Provide incentives for employing local staff	1	2	3	4	5
Provide help to recruit 'hard to fill' positions	1	2	3	4	5
Locally promote regional employment needs	1	2	3	4	5
Provide support from Economic Development Agencies	1	2	3	4	5
Provide support for newly arrived migrants (including services and events)	1	2	3	4	5
Provide labour market research	1	2	3	4	5
Coordinate discussion and action plans among key stakeholders in the labour market (e.g. education providers, community organisations etc)	1	2	3	4	5

14. INTERVIEWER: ASK ONLY IF RATED 'AGREE' OR 'STRONGLY AGREE' TO 'PROVIDE HELP TO RECRUIT HARD TO FILL POSITIONS'

Please specify what kind of help you would like:

Please rate your agreement with the following statements on a scale of 1 to 5, where 1 = strongly disagree and 5 = strongly agree:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
15. To help in recruitment, central government should...					
Speed up visas for immigrants	1	2	3	4	5
Provide help to recruit 'hard to fill' positions	1	2	3	4	5
Liaise with businesses to determine which roles should be on the 'highly skilled' list for immigrants	1	2	3	4	5
Provide incentives for sourcing staff locally	1	2	3	4	5
Provide incentives for sourcing staff nationally	1	2	3	4	5
Promote NZ as a place to work, overseas	1	2	3	4	5

16. INTERVIEWER: ASK ONLY IF RATED 'AGREE' OR 'STRONGLY AGREE' TO 'PROVIDE HELP TO RECRUIT HARD TO FILL POSITIONS'

Please specify what kind of help you would like:

Section D: Qualifications

I would now like to talk about the qualification levels of your staff, can you please tell me...

17. How much do you agree or disagree that the availability of qualified staff is a barrier to your company achieving its goals?

- ❑ Strongly disagree
- ❑ Disagree
- ❑ Neutral
- ❑ Agree
- ❑ Strongly agree

18. Please rate how often you would use the following methods to facilitate access to qualified staff on a scale of 1 to 5, where 1 = always, 2 = often, 3 = sometimes, 4 = seldom and 5 = never:

	Always	Often	Sometimes	Seldom	Never
Outsourcing of work	1	2	3	4	5
Using short term contractors	1	2	3	4	5
Encouraging employee overtime	1	2	3	4	5
Recruiting from overseas	1	2	3	4	5
Changing existing employees roles	1	2	3	4	5
Offering phased retirement or contracts to retiring employees	1	2	3	4	5
Increasing professional development and employee upskilling	1	2	3	4	5
Increasing salaries	1	2	3	4	5
Increasing recruitment efforts at educational institutes	1	2	3	4	5
Using recruitment agencies	1	2	3	4	5
Seeking to attract employees from other organisations	1	2	3	4	5
Sharing employees with other organisations	1	2	3	4	5
Promoting employees before they are ready	1	2	3	4	5

19. Please rate your agreement with the following statements on a scale of 1 to 5, where 1 = strongly disagree, 3 = neutral, and 5 = strongly agree:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The greatest challenge facing my company is a lack of suitably qualified employees	1	2	3	4	5
New Zealand tertiary institutions are not training people with the qualifications my company needs	1	2	3	4	5
Salary expectations of qualified potential employees are a barrier to filling roles	1	2	3	4	5
It is easy to recruit for organisational fit	1	2	3	4	5
It is easy to recruit for specific qualifications	1	2	3	4	5
We will need to increasingly rely on immigration for labour support	1	2	3	4	5

20. How likely do you think that your company will be able to recruit employees for the following positions in the next 12 months...? *Interviewer: N/A is only for the positions that are not appropriate to the company being discussed.*

	Very unlikely	Unlikely	Neutral	Likely	Very likely	Don't know	n/a
Managers	1	2	3	4	5	6	n/a
Professionals	1	2	3	4	5	6	n/a
Technicians and Trades Workers	1	2	3	4	5	6	n/a
Community and Personal Services Workers	1	2	3	4	5	6	n/a
Clerical and Administrative Workers	1	2	3	4	5	6	n/a
Sales Workers	1	2	3	4	5	6	n/a
Machinery Operators and Drivers	1	2	3	4	5	6	n/a
Labourers	1	2	3	4	5	6	n/a
Apprentices and/ or trainees	1	2	3	4	5	6	n/a

Section E: Diversity in the Workplace

Thinking now about diversity in the workplace.

Please note that when we talk about migrants, we are talking about those who have come to New Zealand within the last five years.

21. To the best of your knowledge, do you currently employ migrants in your workplace?

❏ Yes (go to Q23)
❏ No

22. If no, please tell us why not? *Interviewer: Record response verbatim; then go to next section*

Interviewer: Please provide coded response to above verbatim statement here...

❏ Can find enough suitably qualified New Zealand workers
❏ Too expensive to recruit from overseas
❏ Overseas candidates do not have adequate qualifications
❏ Have not considered looking overseas
❏ Other (specify): _____

Interviewer: Q22 completed   ❏ Go to next section

23. *Ask only if said YES in Q21:* How many migrant employees do you currently employ?

❏ Less than 5
❏ 5 - 10
❏ 10 - 20
❏ More than 20

24. Which of the following roles do you have migrants employed in?

25. What countries are those migrant workers from? *Interviewer: Ask for each role selected at Q24*

	Roles migrant workers employed in	Australia	United States	United Kingdom	India	China	European Union	South Africa	Korea	Philippines	Other
Managers	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Professionals	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Technicians and Trades Workers	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Community and Personal Service Workers	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Clerical and Administration Workers	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Sales Workers	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Machine Operators and Drivers	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Labourers	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Apprentices and/or trainees	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏

26: What proportion of the migrant workers in your business do not speak English as their first language?

- ❏ Less than 25%
- ❏ 25 – 50%
- ❏ 50 – 75%
- ❏ 75 – 100%
- ❏ Don't know

Thinking about employing migrants in your workplace...

27. What sort of challenges have you encountered? *Interviewer: Do not prompt*

- ❏ Language barriers
- ❏ Racism of other staff members towards migrant workers
- ❏ Cultural Issues (e.g. religious practices, food)
- ❏ Clients may find it difficult to work with migrants
- ❏ Lower quality output
- ❏ Different set of skills than the local market utilises
- ❏ Unreliable workers
- ❏ Other (specify): _____

- ❏ No local professional contacts
- ❏ Higher turnover
- ❏ Different work practices
- ❏ Communication issues (other than language barriers)
- ❏ Difficult to verify qualifications
- ❏ None
- ❏ Don't know

28. What sort of everyday benefits have you encountered? *Interviewer: Do not prompt*

- ❏ Different perspective/ diversity
- ❏ Better work ethic
- ❏ Employees are more 'well- rounded' individuals
- ❏ More up-to-date industry knowledge
- ❏ Improved tolerance
- ❏ Improved communication
- ❏ Highly educated/ trained workers
- ❏ New and/or innovative ideas and practices
- ❏ Other (specify): _____

- ❏ Easier to make international linkages
- ❏ Foreign language speakers help with communication
- ❏ Bring international contacts with them
- ❏ Bring more widespread industry knowledge
- ❏ None
- ❏ Don't know

Section F: Current Challenges

29. What are the most important challenges taking place in your community right now? *Interviewer: Do not prompt*

- ❏ Lack of appropriate staff
- ❏ Increased wages
- ❏ Loss of young talent
- ❏ Aged population
- ❏ Christchurch rebuild
- ❏ Increasing costs with lower profitability
- ❏ General population movement
- ❏ Overseas investors repatriating money home
- ❏ Health & safety issues
- ❏ Reduced funding from government
- ❏ Other (specify): _____

- ❏ Price of NZ dollar
- ❏ Closure of schools
- ❏ Decreased export prices
- ❏ Fonterra contamination issues
- ❏ Greenhouse Emissions Taxes
- ❏ Drought/ Snow/ Flood
- ❏ NZ 'clean, green image' deteriorating
- ❏ Closure of mines/ no new mines opening
- ❏ Housing affordability

30. What challenges do you see arising in the future? *Interviewer: Do not prompt*

- ❏ Lack of appropriate staff
- ❏ Increased wages
- ❏ Loss of young talent
- ❏ Aged population
- ❏ Christchurch rebuild
- ❏ Increasing costs with lower profitability
- ❏ General population movement
- ❏ Overseas investors repatriating money home
- ❏ Health & safety issues
- ❏ Reduced funding from government
- ❏ Other (specify): _____

- ❏ Price of NZ dollar
- ❏ Charter schools
- ❏ Closure of schools
- ❏ Decreased export prices
- ❏ Fonterra contamination issues
- ❏ Greenhouse Emissions Taxes
- ❏ Drought/ Snow/ Flood
- ❏ NZ 'clean, green image' deteriorating
- ❏ Closure of mines/ no new mines opening
- ❏ Housing affordability

31. What do you think is/ are the solution(s) to these challenges? *Interviewer: Do not prompt*

- ❏ Government intervention
- ❏ Incentives for young talent to stay in region
- ❏ Make it easier for migrants to work in NZ
- ❏ Reducing inflation (or keeping it flat)
- ❏ Changes to overseas investment laws
- ❏ Government control of NZ dollar
- ❏ Other (specify): _____

- ❏ Changes to monetary policy
- ❏ No charter schools
- ❏ Reduce taxes on dairy farmers
- ❏ Don't allow foreign ownership of dairy farms
- ❏ Allow more mine development

Demographics: About Your Company

32. Which best describes your position?

- ❏ Owner/ Director
- ❏ CEO/ Managing Director
- ❏ HR Director/ Manager
- ❏ Other (specify): _____

- ❏ Operations Manager
- ❏ Sales/ Marketing Director/ Manager

33. How many years has your business been operating for?

- ❏ Less than a year
- ❏ Over one year up to two years
- ❏ Over two years up to five years

- ❏ Over five years up to ten years
- ❏ Over ten years up to fifteen years
- ❏ More than fifteen years

34. What is the structure of the business?

- ❏ Partnership
- ❏ Family business
- ❏ NZ publicly listed limited liability company

- ❏ Overseas publicly listed limited liability company
- ❏ Priave limited company
- ❏ Not for profit organisation

35. How many employees does your company employ?

	Full time	Part time
None	❏	❏
1 to 2	❏	❏
3 to 5	❏	❏
6 to 9	❏	❏
10 to 19	❏	❏
20 to 49	❏	❏
50 to 99	❏	❏
100+	❏	❏

39. What was your business turnover last year?

❏ $250,000 or under
❏ $250,001 - $500,000
❏ $500,001 - $1,000,000
❏ $1,000,001 - $5,000,000
❏ $5,000,001 - $10,000,000
❏ $10,000,001 or more
❏ Declined

Demographics: About You

40. Gender *Interviewer: Do not ask*

❏ Male
❏ Female

41. Age

❏ 18 - 24
❏ 25 - 34
❏ 35 - 44
❏ 45 - 54
❏ 55 - 64
❏ 65+

First Name: [_____]   Contact Phone: [_____]

Thank you for taking the time to answer this survey.

As noted, all information you have provided is confidential.

Interviewer: [_____]   Date: [_____]

Appendix 4: Focus Group Questions

Opening Question

As some of us may not know each other, please give some information about yourself and perhaps tell us what prompted you to accept our invitation to this focus group.

Introductory Questions

How would you describe your neighbourhood where you live in terms of diversity?

Has that diversity changed in your life time?

Is interaction common across and between groups in your neighbourhood?

Can you provide examples?

Follow up Questions

Let's turn now to your experiences of any effects that changes in the population in your neighbourhood create for you, your family or your community.

1. Have there been any **opportunities** for you or your family? [prompts if required: employment, schooling, health, recreational, cultural activities, food …]
   a. How have they affected you, your family or your community?
2. Have there been any **obstacles** or **difficulties**? [prompts if required: employment, schooling, health, recreational, cultural activities, food …]
   a. How have they affected you, your family or your community?
3. In what ways do you think that diversity in your community has affected, or is likely to affect, your future plans? [Prompts if required: employment, further education, what your parents/caregivers might do, travel …]

Concluding Question

Is there anything else you would like to share with us about your experiences regarding diversity in this community?

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