



NGA TANGATA OHO MAIRANGI

Population Change and Its Implications: Southland

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Massey University

2017

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Table of Contents

Table of Contents.....	3
List of Figures	5
List of Tables.....	6
Acknowledgements	7
Executive Summary	8
Introduction to the NTOM Project:	
Household Interviews, Employer Surveys, School Focus Groups	10
Demographic Trends: Southland Region	12
Population Change in Southland Region.....	12
Cultural Diversity in Southland	17
Mobility in Southland Region	19
Household Interviews	23
Methodology.....	23
<i>Household Q Methodology Interviews</i>	<i>23</i>
<i>Creating a Q-Sort</i>	<i>23</i>
<i>The Participants.....</i>	<i>25</i>
Key Findings and Discussion	25
<i>Factor One: Enriching the Local.....</i>	<i>26</i>
<i>Factor Two: On the Move</i>	<i>30</i>
<i>Factor Three: Who is the ‘New’ New Zealander?</i>	<i>34</i>
Summary.....	37
Employer Surveys	39
Methodology.....	39
Profile of Employers.....	40
<i>Participant Demographics.....</i>	<i>40</i>
<i>Business Demographics.....</i>	<i>40</i>
Key Findings.....	44
<i>Employee Turnover.....</i>	<i>44</i>
<i>Recruitment and Retention</i>	<i>44</i>
<i>Qualifications.....</i>	<i>53</i>
<i>Diversity in the Workplace</i>	<i>56</i>
<i>Current Challenges</i>	<i>58</i>
Discussion.....	60
School Focus Groups	63
Methodology.....	63
Key Findings.....	64

<i>Diversity</i>	64
<i>Mobility</i>	68
<i>Employment</i>	70
Discussion.....	71
Summary	74
Appendix 1: The Q Sort	76
Appendix 2: The Conditions of Instruction	78
Appendix 3: Computer Assisted Telephone Survey of Employers	80
Appendix 4: Student Focus Group Questions	89
References	90

List of Figures

Figure 1 - Three Inter-Related Stages of the Southland-Based Research	11
Figure 2 – Southland Region Population ¹	13
Figure 3 –Population Pyramid ¹	15
Figure 4 –Annual Intercensal Population Change by Age Group ¹	16
Figure 5 –Annual Intercensal Population Growth Rate by Age Group ¹	16
Figure 6 –Population by Ethnic Group ¹	18
Figure 7 –Annual Intercensal Population Growth by Ethnic Group ¹	18
Figure 8 –Population Overseas-Born by Birthplace ¹	20
Figure 9 –Population Overseas-Born by Birthplace as Percentage of Southland Region’s Population ¹	21
Figure 10 –Annual Population Growth for Overseas-Born by Birthplace ¹	21
Figure 11 –Annual Population Growth Rate for Overseas-Born by Birthplace ¹	22
Figure 12: Q Sort Matrix	24
Figure 13 – Percentage of Participants by Business Sector	40
Figure 14 – Full-Time and Part-Time Employees by Business Sector	42
Figure 15 – Distribution of Employers by Number and Type of Employees	43
Figure 16 – Current Annual Employee Turnover Rate Percentage.....	44
Figure 17 – Employee Turnover in 2013 Compared To 12 Months Ago.....	44
Figure 18 – Ways of Recruiting New Employees	45
Figure 19 – Period Jobs are Typically Advertised before Being Filled.....	46
Figure 20 – Ways to Successfully Recruit or Retain Employees.....	47
Figure 21 – Retention of Staff.....	49
Figure 22 – Ways Local Government Could Help Recruitment.....	50
Figure 23 – Desire Help to Recruit ‘Hard to Fill Positions’ From Local Government	51
Figure 24 – Ways Central Government Could Help Recruitment	52
Figure 25 – Desire Help to Recruit ‘Hard to Fill Positions’ From Central Government.....	53
Figure 26 – Frequency of Methods Used to Facilitate Access to Qualified Staff	54
Figure 27 – Perceptions on Qualifications, Recruitment, Salary and Company’s Growth.....	55
Figure 28 – Recruitment of Employees in the Next 12 Months.....	56
Figure 29 – Employing Immigrants	57
Figure 30 – Reasons for Not Employing Immigrants	57
Figure 31 – Role of Immigrants Currently Employed by Country of Origin	57
Figure 32 – Current and Future Challenges in Southland Region	59

List of Tables

Table 1 - Percentage of Population by Ethnic Group ¹	17
Table 2 – Participants’ Position by Business Sector	41
Table 3 – Years of Business Operations by Business Sector	41
Table 4 – Business Structure by Business Sector	42
Table 5 – Number and Percentage of Full-Time and Part-Time Employees by Business Sector	43

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We acknowledge the ongoing support and encouragement of the remaining members of the NTOM research team: Jacques Poot, Natalie Jackson, Dave Maré and Michael Cameron for their contributions.

Executive Summary

The population of Southland has experienced modest growth since 2001. However, this growth is below the national average and is well below the population of the region in 1991. A key issue facing the region is mine closures and there is ongoing tension between economic development and environmental concerns.

Southland's ethnic diversity is less varied than many other regions in New Zealand. The dominant ethnic groups are New Zealand European/Pākehā, followed by Māori, Asian ethnicities and Pacific Peoples. In terms of international mobility, Southland's percentage of people born overseas is far below the national rate. People born in the United Kingdom and Ireland are the largest group of overseas born residents, though recent immigrants are predominantly Asian. Within this group, the population born in the Philippines has experienced the most significant increase in Southland.

In terms of age structure, the region has seen significant decreases in population growth for those aged between 10 and 19 years and those aged between 30 and 49 years. Within the later age groups, there has also been a marked decrease in the male population compared to the female population; this is a particularly significant trend because the population reduction occurs within reproductive and working age groups. Starting from 50-54 years, the population of all subsequent age groups have increased.

With these population changes and developments in mind, we report on the findings of three research projects carried out in the Southland area: household interviews; employer surveys; and focus groups with school leavers. Household interviews with 26 people resident in Southland revealed three dominant viewpoints about life in the region which we describe as 'Enriching the Local'; 'On the Move'; and 'Who is the New New Zealander?'. 'Enriching the Local' refers to those participants who can be characterised by their commitment to the local community and their belief that new migrants will add to the richness of the region. The viewpoint we called 'On the Move' refers to those participants who were concerned primarily with mobility and their belief that leaving the region to pursue education and employment opportunities was vital. The final viewpoint – 'who is the

New New Zealander?’ – refers to the openness of those participants who recognise that both national and regional identities are changing.

A survey of employers in the Dairying and Education sectors revealed that employers in general use similar strategies for recruiting and retaining employees, particularly increased training and professional development, as well as identifying internal career pathways. Employers generally agreed that providing support for newly arrived immigrants, coordinating discussions and action plans among key stakeholders in the labour market, locally promoting regional employment needs and providing support from economic development agencies were ways in which the central government could help with recruitment. The large majority of employers reported that their companies did not employ immigrants, though those who did perceived them as bringing more benefits than challenges, especially the different perspectives and diversity they brought, as well as a better work ethic. Employers in general perceived a greater number of future challenges than current ones, though loss of young talent, general population movement and balancing supply and demand/rapid growth were cited as important current challenges.

Focus groups with students at a local high school revealed that ethnic diversity was not as prominent a theme in Southland students’ lives as it was for students of other regions (particularly Auckland and Wellington). Despite this, students displayed a reasonably positive viewpoint regarding ethnic diversity in their communities, though they described considerable resistance from older generations. There was a general consensus among the students that they would spend the majority of their adult lives in the Southland region. As with focus groups with students in other regions across New Zealand, family was cited as a key reason for staying in the area. This was partly out of a sense of obligation to stay and help their parents by working for them.

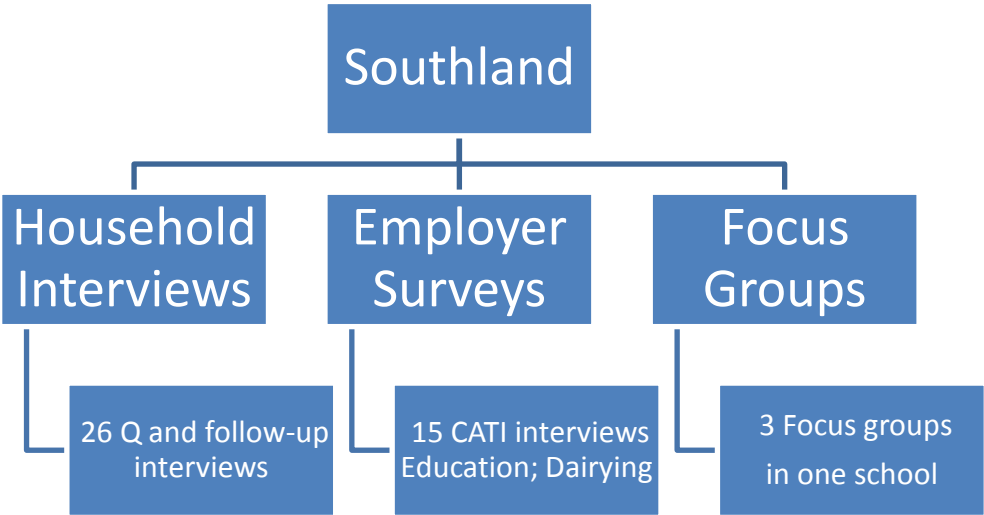
Introduction to the NTOM Project: Household Interviews, Employer Surveys, School Focus Groups

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 Southland-Based Research



Demographic Trends: Southland Region

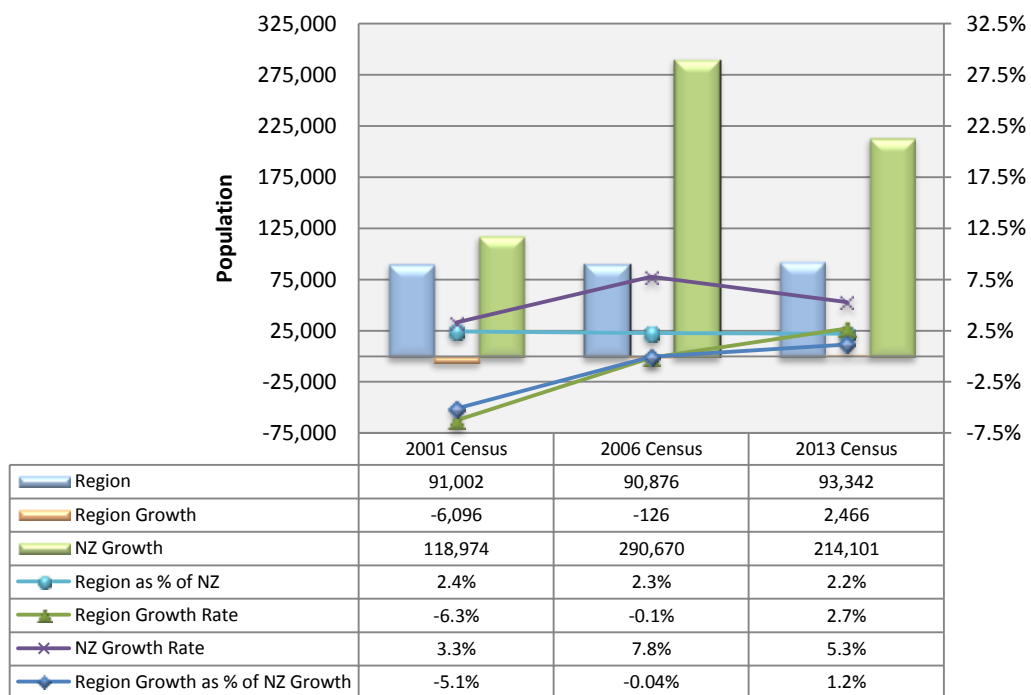
Population Change in Southland Region

Southland is mainland New Zealand's southernmost region. With a land surface of 32,612 Km², which is 12.2 percent of New Zealand's total surface, as of 2013, the region hosts a population of 93,342 inhabitants, equivalent to 2.2 percent of the country's total population (Figure 2). Southland region includes two districts (Southland and Gore) and one city (Invercargill) which are administered by their respective councils. The Southland Regional Council (Environment Southland) handles regional responsibilities (Environment Southland, 2014).

The region's population is unevenly distributed across its territorial authorities; Southland District's area encompasses a total land area of 30,983 Km² (95 percent of the region's total land area), followed by Gore District with 1,252 Km² (3.8 percent the region's total land area) and Invercargill District with 491 Km² (1.5 percent of the region's total land area). By contrast, Southland's population represents only 31.7 percent of the region's population, Gore's 12.9 percent and Invercargill's 55.4 percent (Southland District Council, 2014; Gore District Council, 2014; Invercargill City Council, 2014). Economic activities such as agriculture, fishing, forestry and energy resources like coal and hydropower comprise a resource based industrial economy (Grant, 2013).

Southland region's geographical location has resulted in a relatively homogenous population. The 2013 census showed that Southland region's population has a larger proportion of people who self-identify as European/New Zealand European (89 percent compared to 74 percent nationally) and a smaller proportion of overseas-born people (9.7 percent compared to 23.6 percent for New Zealand as a whole). People born in the UK and Ireland are the largest group of overseas-born people in Southland; they make up 32.3 percent of the total overseas-born population of the region.

Figure 2 – Southland Region Population¹
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>.

Southland's population has experienced modest growth from 91,002 in 2001 to 93,342 in 2013. However, this is well below the 99,951 inhabitants that the region had in 1991. In addition, the region has experienced population growth that is below the national level. While the population growth experienced in New Zealand in the 2001, 2006 and 2013 census years was 3.3 percent, 7.8 percent, and 5.3 percent respectively, the Southland region saw growth/decline of - 6.3 percent, - 0.1 percent and 2.7 percent respectively.

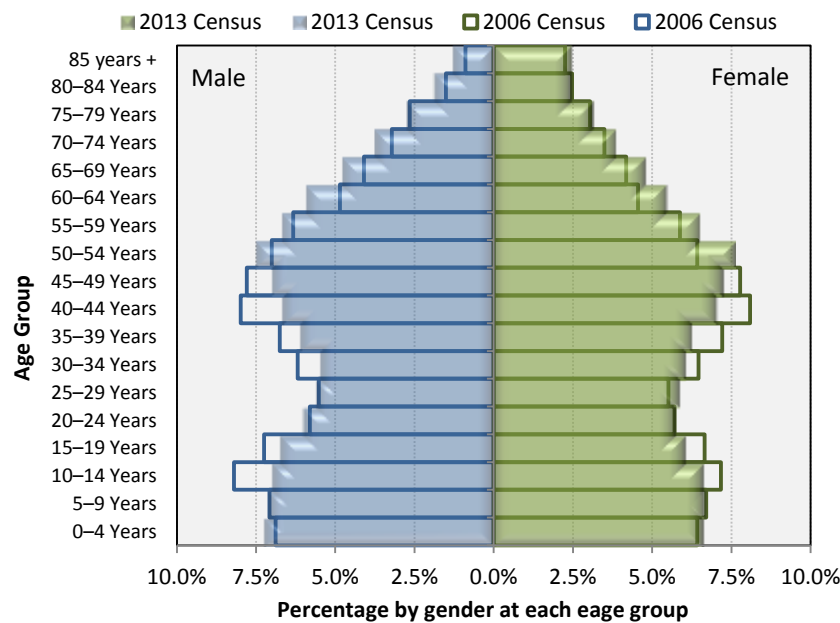
In 2013, Southland had slightly more females than males, with 50.5 percent females and 49.5 percent of males. In 2013, the female population made up 60 percent (1476 people) of the total population increase of the Southland region (2466 people).

Figure 3 shows Southland region's population pyramid for the 2006 and 2013 census years, and Figure 4 presents the changes in age structure. In 2013, the base of the pyramid (0-4

year age group) shows an increase of 405 people compared with 2006. However, there was a significant decrease in the population growth for the age groups 10 to 19 years (-645 people) and an increase in the age groups between 20 to 29 years (+612 people). The most significant drop, between 2006 and 2013, occurs in the age groups 30 and 49 years (-2304); within this age group, the male population decrease (-1290 people) was well above that of the female population decrease (-1020 people). This is particularly significant because the population reduction occurs within reproductive and working age groups.

Starting from 50-54 years, all subsequent age groups increased during the 2006-2013 period. Accounting for a growth of 4593 people, this is well above the total population increase of Southland region (2466 people). A greater growth in the male population is seen in the 75-79 age groups and above - 168 people compared with 24 for females. These trends reflect the ageing process of the Southland region's population; as of 2013, 19.1 percent of the population was aged between 0 and 14, which is lower than the 20.4 percent for New Zealand. In addition, Southland region's older age groups (65+) have increased from 13.8 percent in 2006 to 16 percent in 2013, above the 14.3 percent observed nationally.

Figure 3 –Population Pyramid¹
2006 and 2013 Census



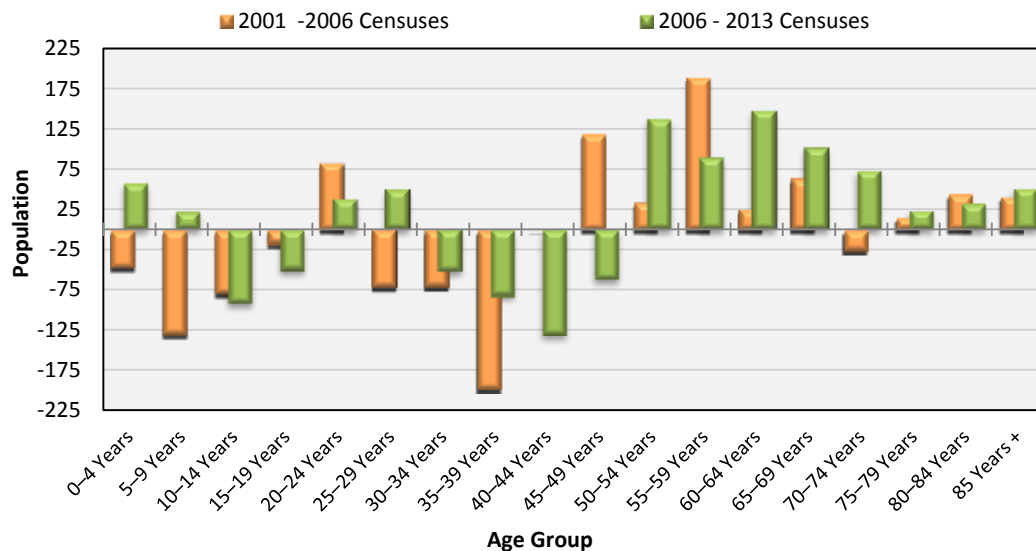
¹ Information based on Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from <http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx>; Statistics New Zealand. (2013c). 2013 Census Regional Summary Tables – Part 1. Retrieved from <http://www.stats.govt.nz/Census/2013-census/data-tables/regional-summary-tables-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 3 presents the Annual Intercensal Population Change by Age Groups and Figure 4 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.

Between 2006 and 2013, the population in the 10-19 and 30-49 year age groups had a negative annual growth, with a growth rate of - 2.1 percent and - 4.9 percent, respectively. The people in the 45-49 age group experienced the most significant drop in their annual growth rate, from 1.8 percent in 2001-2006 to - 0.9 percent in 2006-2013. The people in the 70-74 age group experienced the most significant jump in their annual growth rate, from a growth of - 0.8 percent to 2.4 percent (see Figure 5).

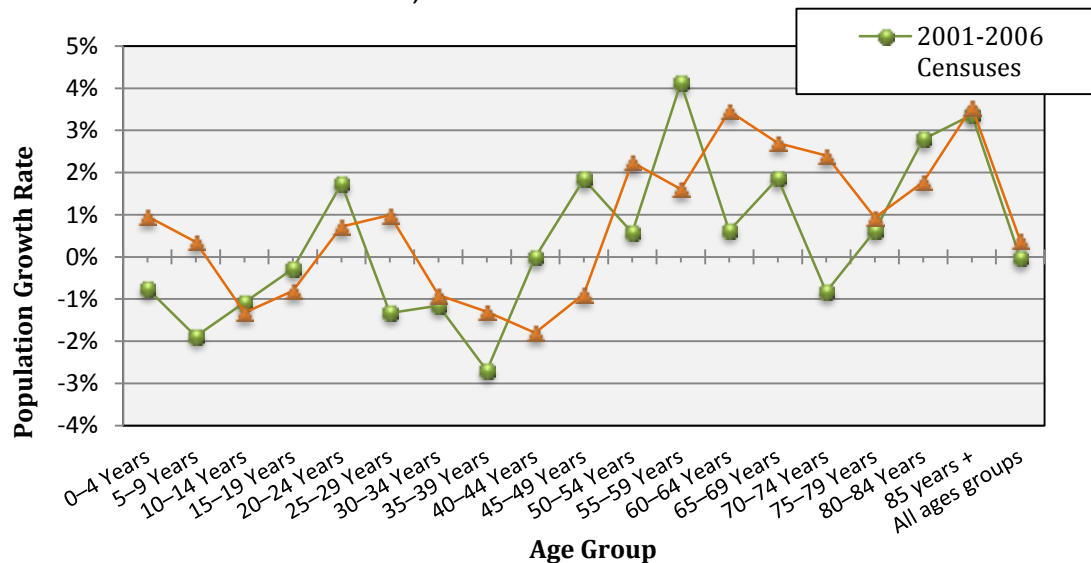
¹ Every five years Statistics New Zealand takes an official count of the population and dwellings in New Zealand. However, due to the Christchurch earthquake on 22 February 2011 the 2011 Census was not held on 8 March 2011 as planned and was rescheduled for 5 March 2013 (for more details see <http://www.stats.govt.nz/Census/2011-census.aspx> 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 Group¹
2001, 2006 and 2013 Censuses



¹Information 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 5 – Annual Intercensal Population Growth Rate by Age Group¹
2001, 2006 and 2013 Censuses



¹Information 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 Southland

In terms of ethnic identification, Southland is dominated by those who self-identify as European; its ethnic composition shows that in 2013, European is the largest ethnic group in the region (89 percent or 79,731 people, up from 78.6 percent in 2006) followed by Māori (13 percent or 11,610 people, up from 11.8 percent in 2006). Other ethnic groups with a growing presence in the Southland region are Asian (3.2 percent or 2841 people, up from 1.3 percent) and Pacific Peoples (2.1 percent or 1917 people up from 1.7 percent in 2006) (see Table 1 and Figure 6).

Table 1 - Percentage of Population by Ethnic Group¹
2001, 2006 and 2013 Censuses

	European ²	Māori	Asian ³	New Zealander	Pacific	MELA ⁴
2001 Census	93.4%	11.3%	1.0%		1.4%	0.1%
2006 Census	78.6%	11.8%	1.3%	15.3%	1.7%	0.2%
2013 Census	89%	13%	3.2%	2.2%	2.1%	0.4%

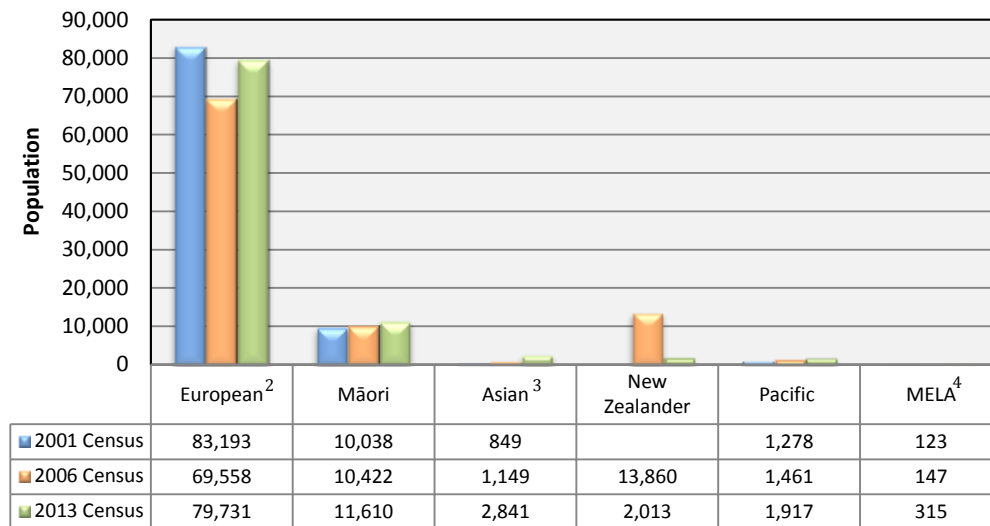
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²Includes people self-identified as New Zealand European/Pākehā.

³The 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)

⁴Includes people self-identified as Middle Eastern, Latin American or African.

Figure 6 –Population by Ethnic Group¹
2001, 2006 and 2013 Censuses



Ethnic Group

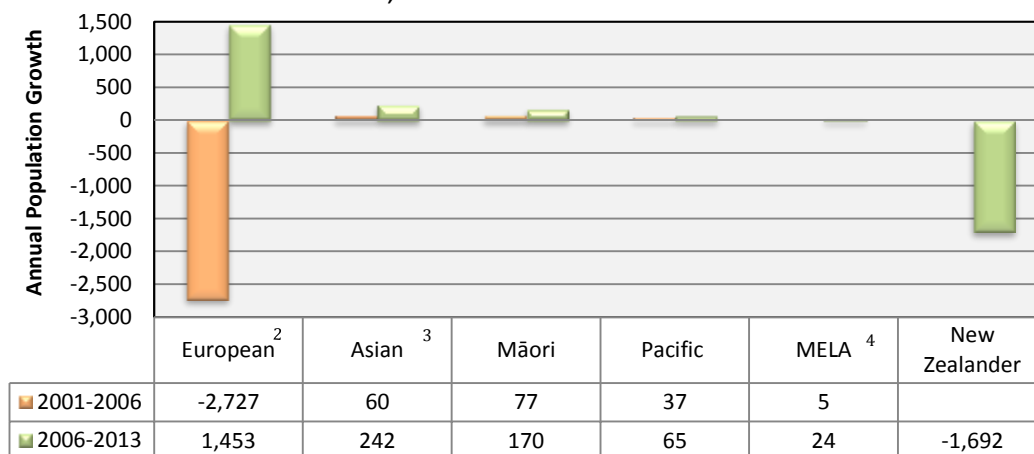
¹Information based on Statistics New Zealand. (2001). 2001 Census Regional Summary Tables. Retrieved from <http://www.stats.govt.nz/Census/2001-census-data/2001-census-regional-summary.aspx>; Statistics New Zealand. (2006). 2006 Census Regional Summary Tables. Retrieved from <http://www.stats.govt.nz/Census/about-2006-census/regional-summary-tables.aspx>; 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>.

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⁴Includes people self-identified as Middle Eastern, Latin American or African.

Figure 7 –Annual Intercensal Population Growth by Ethnic Group¹
2001, 2006 And 2013 Censuses



Ethnic Group

¹Information 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>.

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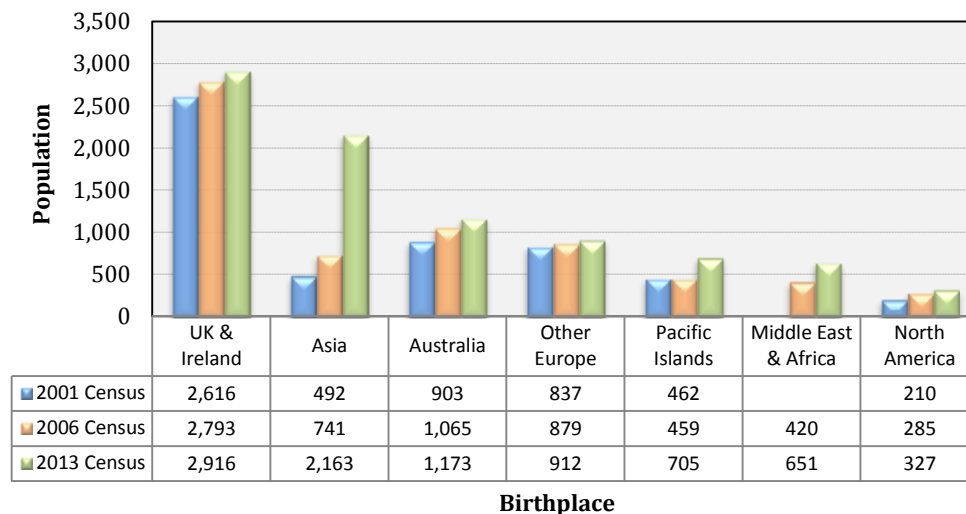
Figure 7 shows the Annual Intercensal Population Growth by Ethnic Group for each year in the 2001-2006 and 2006-2013 periods. In terms of annual growth, the most significant change was experienced by the population who self-identified as European. This group experienced a negative annual growth of 2727 people in the period 2001-2006 and an annual growth of 1453 people in the 2006-2013 intercensal period. One of the reasons behind this change was the introduction of the ethnic category “New Zealander” in 2006 and the media campaign that “encouraged people to write in a New Zealander response in the census”; this led 13,860 people from the Southland region to self-identify as New Zealander. 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 2013 people. By contrast, Asian, Māori and Pacific Peoples as well as Middle Eastern, Latin American or African ethnic groups had a higher annual growth.

Mobility in Southland Region

In 2013, the population who were overseas-born increased from 7.4 percent to 9.4 percent in 2006 up from 6.3 percent in 2001. From the region’s overseas-born population, 32.3 percent (2916) were born in the UK and Ireland, 24 percent (2163 people) in an Asian country and 13 percent (1173 people) in Australia (see Figure 8).

The Southland region's Asia-born population has experienced an increase of 1422 people since 2006, when 741 people or 11 percent of overseas-born Southlanders were from Asia. This is the most significant increase among all overseas-born groups in the Southland region. The most significant increase since 2006 is in the population born in the Philippines (+825 people).

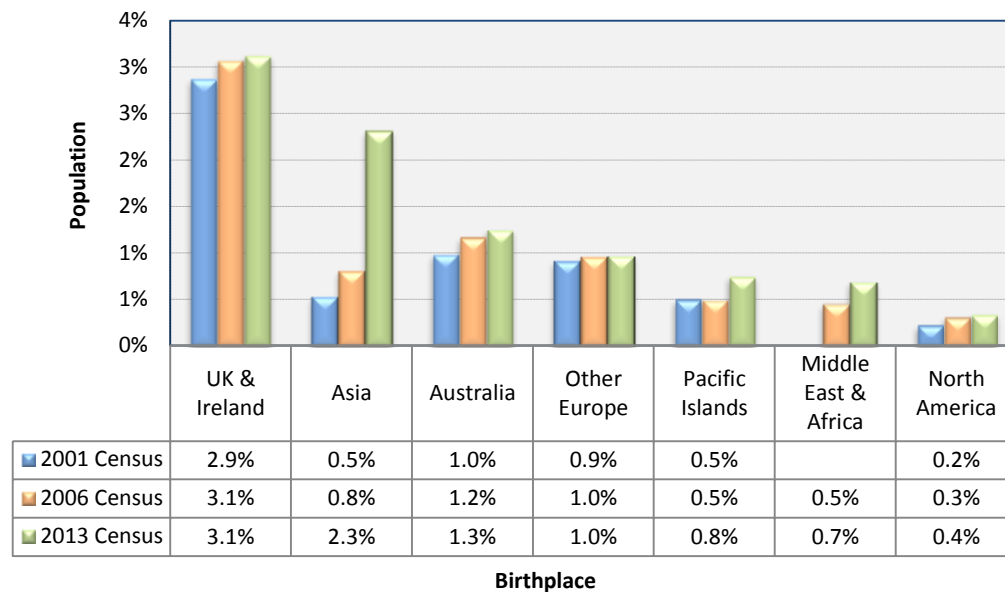
Figure 8 –Population Overseas-Born by Birthplace¹
2001, 2006 and 2013 Censuses



¹Information 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>.

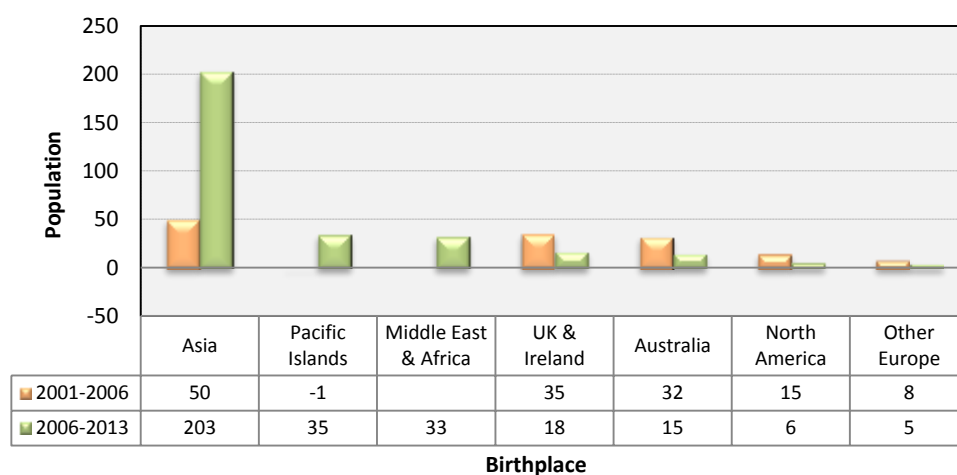
In general, the birthplace of the overseas-born population in the Southland region has experienced little variation between the censuses (see Figure 9). The most significant change was observed in the Asia-born population, which in 2013 went up to 2.3 percent (from 0.8 percent in 2006 and 0.5 percent in 2001). In terms of overseas-born population annual growth in the Southland region, people born in Asian countries are the group that increased the most between 2006-2013, with an annual population growth of 203 and an annual growth rate of 38.4 percent. The people from Middle East, Africa and the Pacific were the second and third group that experienced significant growth (annual growth rate of 11 percent and 10.7 percent respectively), whereas residents born in the UK and Ireland, Australia, North America and other European countries had modest growth (see Figures 10 and 11).

Figure 9 –Population Overseas-Born by Birthplace as Percentage of Southland Region's Population¹
2001, 2006 and 2013 Censuses



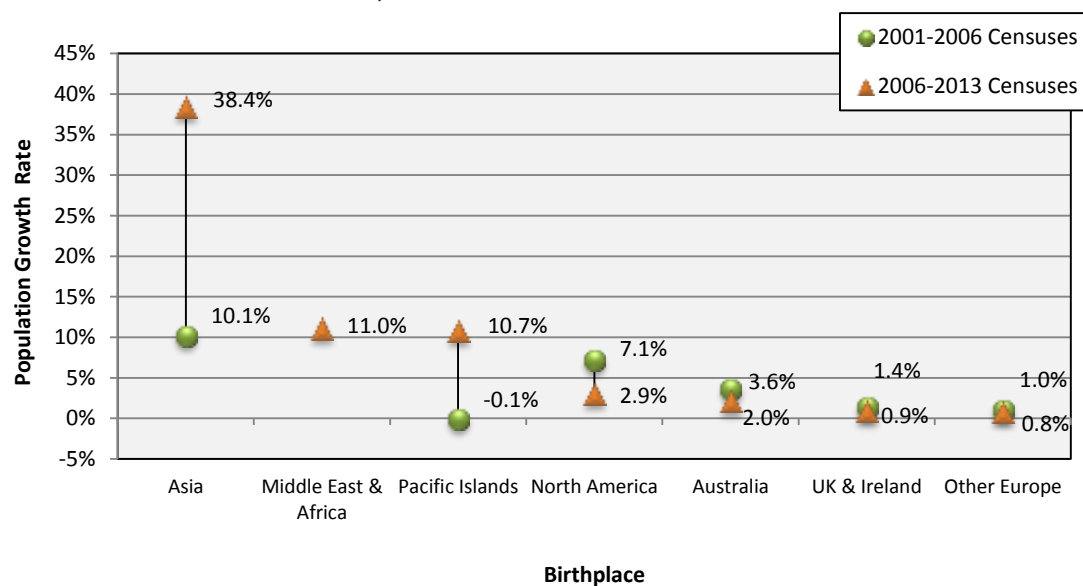
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Figure 10 –Annual Population Growth for Overseas-Born by Birthplace¹
2001, 2006 and 2013 Censuses



¹Information 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 11 –Annual Population Growth Rate for Overseas-Born by Birthplace¹
2001, 2006 and 2013 Censuses



¹Information 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 with household members who were resident in Southland and the surrounding areas 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 participants' subjective experience (van Exel & de Graaf, 2005; Shinebourne & Adams, 2007). It provided a way for the researchers to find out about residents' 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 more ethnic, religious, language, 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 are influenced to 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 12) provides examples of the statements that represented each category. The full list of 35 statements can be found in Appendix 1.

Figure 12: 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 Southland.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 personal communication with a local community development agency.

Q and in-depth interviews were carried out with 26 Southland residents (15 women and 11 men) from 16 households across Southland. The participants lived primarily in the most densely populated parts of Southland: Invercargill (15) and Gore (7). Two participants lived in Te Anau and two participants lived in Otautau.

Of the 26 participants, 15 were born in New Zealand. The remaining participants were born in England (8); Samoa (1); Argentina (1); and Turkey (1). The participants ranged in age³ between their early twenties and their late sixties. With regard to employment status, 19 were in paid employment while the remaining participants were retired (2), stay at home parents (2), or tertiary students (3). The occupations cited were varied and include education and training; professional, scientific and technical services; health care and social assistance; public administration and safety; administrative and support services; retail; and construction.⁴

Key Findings and Discussion

This section describes the three most dominant viewpoints that emerged from the household interviews in Southland: 'Enriching the Local', 'On the Move', and 'Who is the 'New' New Zealander?'.

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 aged 18 or over.

⁴ These categorisations are aligned with the Australia and New Zealand Standard Industrial Classification (ANZSIC) 2006 categories.

Factor One: Enriching the Local

Nine of the 26 participants (two men and seven women) loaded significantly onto the factor we have called 'Enriching the Local'. In sum, those who share this viewpoint can be characterised by their commitment to the local community and an understanding that they and their families contribute to this community. They are concerned about people leaving the area but are also welcoming of newcomers and the diversity new arrivals can bring.

Those who share this viewpoint are typically very open to new arrivals in the community, irrespective of where they arrive from. Moreover, they feel that new arrivals should be helped to settle into the community. This is evident in the highly positive rankings that contributors gave statements such as:

23. Newcomers bring new ideas (+4⁵ compared with +2 and +3);

8. Living alongside people who are different (+2 compared with +1 and 0); and

17. Newcomers are helped to settle (+3)⁶

Overall, especially when compared with others who participated from Southland, there was a greater openness to the prospect of living in a diverse community among those who contributed to this factor. For some, the prospect was very different from where they had grown up while others sought to reclaim the diversity they had experienced overseas.

"I like cultural diversity principally with an understanding of other cultures and vice versa" (SL003B)

"One of the things I really miss from England ... is the lack of cultural diversity. I grew up in a very culturally diverse environment. I miss interacting with people who have got different views, different backgrounds ... I know there are more migrants throughout Southland in the rural communities but we don't really get to mix with

⁵ The number in brackets refers to the strength of viewpoint held by participants about each statement. "Completely unacceptable" is indicated by a -4 score while "completely acceptable" is signified by +4. A score of zero shows that contributing participants were neutral about a given statement.

⁶ This statement statistically distinguished this factor from the other two factors.

those people ... I really miss the conversations and the opportunities to mix and mingle and talk with people from different backgrounds” (SL003A)

Some of the participants specifically appreciated the personal benefits that diversity brought such as different foods being available in the community and cultural festivals, ranking both of these statements higher than those who contributed to the other two factors or viewpoints.

4. Different foods being available in my community (+4 compared with +2 and +1);
and

12. Cultural festivals (+3 compared with 0 and +1)

Appreciation for different and diverse ways of life was also reflected in the interviews. Food was often a common feature, as was cooking.

“We’ve got a Fijian Indian working with us and we eat all our yummys every week and with an Indian Fijian, she cooks a curry ... now our community wants to know how you cook curry the way she did because [pause] taro and taro leaves and pigs’ heads and raw fish and you chuck a good curry in there ... and we want to know how you do it” (SL016B)

“When we first came here it was very hard to get anything other than just conservative English and Scottish food. That was ten years ago and now you can get almost anything here ... they’ve started to open Asian food shops, spice shops. Up the road they’ve got an Asian supermarket and they’re opening another one in town. They’ve got noodle and kebab shops ... they’re quite popular ... even the Pak ‘n’ Save supermarket now has an aisle of Asian foodstuffs that they didn’t used to have” (SL005A)

When explaining the reasons why they had ranked the statements in the way they had, some participants were embarrassed that they had privileged seemingly “shallow” cultural festivals and food over more serious issues such as income inequalities. However, what quickly became apparent in the interviews was that cultural festivals and diverse foods were

seen as a vehicle for creating and strengthening ties in an increasingly diverse community. Rather than being shallow, these things offered opportunities for learning about and experiencing other cultures. For some, a diverse range of food and cultural festivals also offered opportunities to teach their children about diversity and inclusion.

That said, the interviews certainly revealed concerns about the potential exploitation of newly arrived migrants. This was evident in the low ranking (meaning it was unacceptable to them) given to the statement referencing underpaying low-skilled newcomers.

33. Low-skilled newcomers paid below the minimum wage (-3)

It was also evident in the interview held immediately after the Q-Sort activity as the following attests.

“[being sardonic] we have to get people from overseas to do all that crud work” (SL016B)

“The Filipinos, I know first-hand what happens. They are cheap labour and that’s why the cocky’s were getting them in and they’d live in cheap conditions that Kiwis wouldn’t live in ... they should be paid the same as everybody else” (SL005B)

“There are Filipino workers and [when] they leave, they are responsible to get a replacement person, not the employer. So the employer ends up without any recruitment costs because the onus is put on the Filipino. They can’t leave until they’ve replaced themselves with a worker” (SL005A)

The interviews also revealed a potential tension around increasing ethnic diversity for this group of participants, specifically around Māori. The ranking of the 35 statements revealed that, for this group, acknowledging Māori interests was important. The following statement was ranked as one of the most unacceptable possible outcomes of the population distribution in Southland changing.

24. Māori interests are ignored (-4 compared with -2 and -2)

One participant explained in detail his concern that Māori interests might be ignored and the importance of recognising the Treaty of Waitangi and acknowledging the privileged place of Māori as tangata whenua.

“If they’re [the government] willing to ignore Māori rights, they’re willing to ignore any ethnicity’s rights. I believe that Māori have a special place in New Zealand and that, with the Treaty, they might not like it but they need to ensure that their viewpoint and the safety of their people are embedded in everything that we do ... acknowledge that we have wronged Māori people and if we as a people are willing to forget their rights then we are willing to forget any ethnicity’s rights, even our own rights” (SL016B).

Concern about a potential failure to acknowledge Māori and respect the bicultural foundation of Aotearoa New Zealand was not placed at the feet of migrant newcomers. In fact, a number of participants discussed the positive efforts made by migrants and the level of understanding demonstrated by many new arrivals when arriving in Southland, as illustrated in the quote below.

“I find they [overseas-born staff at her place of work] embrace the culture way more ... it’s quite amazing how they learn the language ... and then they start teaching us. It’s really interesting. I think it’s great. They just really embraced it ... just throw themselves in wholeheartedly. It’s great” (SL016A)

In addition to openness towards diversity in the community, this viewpoint is also characterised by a belief that people leaving the area to seek opportunities elsewhere is not good for the community more widely. Those who shared this viewpoint typically ranked the following statements as unacceptable or neutral. Although these rankings are fairly neutral, they are significant when compared with the positive ranking of the statements from the other two viewpoints.

10. Young people leave to find work (-1 compared with +3 and +2)

13. Young people leave for tertiary education (0 compared with +4 and +2)

26. People leave for Australia (-1 compared with +2 and +1)

For those who share this viewpoint, the emphasis is placed on enriching the local community and the possibility that residents might leave to go elsewhere is thought to have negative implications for Southland. Participants were concerned about: the implications for local industry and the economy (and the impact of a struggling local industry); the impact of increasingly mobile migrants who come into the area temporarily for work but do not stay and settle; and the implications for a sense of community when large numbers of people leave the area. These sentiments are captured in the following quotes.

“[Company name] closed and there are some big plans or big employment opportunities that they had, they were closed and it makes the people think they [should] leave, they want to leave their region” (SL004A)

“What seems to happen is migrants are here for a while and then they leave. What happens then is you’ve got new people coming in and then they start to keep leaving so in an area you don’t have young people who are actually getting ahead and actually putting their roots down and staying and building the community here. That has been a big shift in Southland, we’ve noticed since we’ve lived here” (SL005A)

“The young people should be nurtured [to stay] to grow a community, to endeavour to get them as a part of the community because this is how you keep the community going ... In Gore at the moment you’re getting a lot of influx of outsiders, especially some of the other groups ... but the young people should be able to make a survivable income and have a quality of life *within* the local areas ... I think a lot of people leave because they want to see something other than what they have experienced” (SL012A)

Factor Two: On the Move

The second factor or viewpoint that emerged in Southland we have called ‘On the Move’. Those who shared this viewpoint had little in common with those who shared the first

viewpoint – enriching the local.⁷ Eight of the 26 participants (4 men and 4 women) contributed to this factor.⁸ In contrast to those participants discussed above who were concerned about the flow of people, especially young people, out of Southland, those who shared this viewpoint thought being able to move out of the area to take advantage of economic and social opportunities was important and a good thing for individuals. This is evident in the high rankings given to a range of statements focused on resident mobility; the following two statements were ranked as most acceptable of all 35 statements.

13. Young people leave for tertiary education (+4 compared with 0 and +2)

15. People leave because they have lost their job (+4 compared with -2 and -2)

Although not ranked highest, those who shared this viewpoint also ranked the following statements higher (i.e. more acceptable to them) than those who shared the other two viewpoints.

2. Older people relocate to get closer to health-care facilities (+3 compared with -1 and -1)

10. Young people leave to find work (+3 compared with -1 and +2)

13. Young people leave for tertiary education (+3 compared with 0 and +2)

26. People leave for Australia (+2 compared with -1 and +1)

The commonality among these statements is mobility and being able to leave the area to pursue one's own interests and follow opportunities was considered unacceptable. Interestingly, not all of the statements focus on employment but also traverse health, education and social opportunities.

The interviews provided an opportunity for participants to explain why they felt the way they did. Perhaps unsurprisingly, many talked about the limited employment opportunities available in Southland, especially in light of recent closures.

⁷ The correlation between Factors One and Two was 0.4650.

⁸ Of the 35 statements included in the Q Set, 14 distinguished this factor from the other two factors. Six of these were statistically significant at $P < .01$ while the others were significant at $P < .05$.

“I think changing employment opportunities [are concerning] ... we have to adapt with it ... The smelter won't be here in time ... So I think Southlanders need to actually adapt” (SL001B)

Given this limited economic environment, being able to leave the area was considered vital and an inexorable reality.

“You get to a point where okay, there's been a huge amount of people lost their job and there's only so many jobs, you're going to have to get up and go somewhere, especially if you have family. You can't sit around and wait for work to fall into your lap” (SL006B)

“If there's no work what else can you do? You need work to live” (SL010B)

“They leave to go to other job opportunities in other regions and for me that makes sense ... if the job isn't here that you're looking for, then go somewhere else. Go to Australia, go to Christchurch, do whatever you need to do to make sure that you're okay financially” (SL007A)

A minority of participants also shared their own plans to move away from the area in order to better support themselves and their families financially and to take advantage of a multiplicity of opportunities available elsewhere. The following quotes are illustrative.

“Personally I'm not going to be here [in the future]. We've got our own plans of where we want to be in five years' time and that doesn't include living here. Am I wrong in thinking that? The town and the province have done well for me but it's ages and stages. You can't just stay here out of history, you've got to stay here out of other factors as well” (SL001B)

“I can imagine [people] going to Australia to make bigger money. Working in general over there is very good money and honestly, me and my husband have talked – kids are older now – we've talked about going over for five years, make some good money, pay the house off and come back. So you do what you've got to do to make sure your family's okay really” (SL007A)

Some participants also felt that it was very natural for young people to want to move away from home and forge a life elsewhere. Alongside this was a recognition and acknowledgement that Southland had provided a nurturing environment from which to take such a step.

“When the kids are eighteen or twenty, they leave and don’t come back. But in some ways I think well, that’s what Invercargill has offered them, it’s offered them a nurturing process ... Is that the end of the world? To me it’s not” (SL001B)

Certainly, mobility was the primary element that united those who shared this viewpoint. However, in addition to concerns around mobility and local people being able to leave the area as necessary, some thoughts about inward migration also emerged in the way contributing participants ranked the collection of 35 statements. Although the following statements are ranked fairly neutrally (typically between +1 and -1), those who shared this viewpoint ranked a range of statements about migrants and migration more broadly lower (i.e. more unacceptable) than the other two viewpoints.⁹

12. Cultural festivals (0 compared with +3 and +1)

16. Visible signage of non-English language (-1 compared with 0 and +2)

17. Newcomers are helped to settle (+1 compared with +3 and +2)

19. New Zealand residency is a stepping stone (-1 compared with +1 and 0)

27. Migrants are valued for their economic contribution (+1 compared with +3 and +3)

28. Schools acknowledge cultural differences (0 compared with +2 and +4)

29. Number of newcomers increase (0 compared with +1 and +1)

When compared with other participants’ viewpoints, these rankings are suggestive of less openness to migrants’ presence in the area. Although the interviews revealed some ambivalence about the arrival of migrants, participants’ concerns often centred on the

⁹ Statements 19 and 28 statistically distinguished Factor Two from Factors One and Three.

labour market and perceptions of equity. Some participants expressed concern that migrants were being offered jobs that locally born people were available and willing to perform.

“It’s not the fact I know they’re coming in to get jobs, but it’s the bosses that are bringing them in cheaper than they’re willing to pay the Kiwi counterparts” (SL005B)

“I do think there’s an issue with the migrant workers coming to New Zealand into the dairy farming because I think, I don’t have any facts or anything, just based on other conversations I’ve had, but I think good Kiwi workers are out there but I think they miss out because the Filipinos and other migrants as well, they come from everywhere but I think they come and they accept a lower wage and will accept lesser working conditions compared to what they’ve got back home. So I think they are exploited a wee bit and I think there’s Kiwi workers out there that are unemployed because they won’t accept the lower wage and the lower working conditions” (SL011A)

The quotes also capture concerns about equitable outcomes with respect to remuneration. In some cases, this was expressed as concern for migrants who they felt were being exploited.

“I feel for the migrants ... a lot of them that are going onto farms and ... they’re being taken advantage of ... putting them in houses that are mouldy on the inside but the workers aren’t doing anything about it because who do they go and talk to? ... That’s really sad because we’re taking advantage of these people that are picking up work that New Zealanders don’t want to do” (SL007A)

Factor Three: Who is the ‘New’ New Zealander?

We called the final factor that emerged in Southland ‘Who is the New New Zealander?’ Four of the 26 participants (3 women and one man) contributed significantly to this factor.¹⁰

¹⁰ Of the 35 statements included in the Q Set, 7 statistically distinguish this factor from the other two factors, three of which were statistically significant at $P < .01$. The other four were statistically significant at $P < .05$.

There were many similarities between this factor (or viewpoint) and Factors One and Two.¹¹ That said, there was a key difference that set this viewpoint apart from the other two and it primarily concerned one statement:

35. The idea of 'New Zealander' changes (+4 compared with +1 and 0)

Those who contributed to this viewpoint ranked this statement as most acceptable to them. Importantly, this statement statistically distinguished this factor from the other two factors. The ranking of other statements in the Q Set suggest that openness to a changing national identity had much to do with their thoughts about an increasingly ethnic diverse region and their belief that a multicultural society enhanced New Zealand, including Southland.

For example, although not a statistically distinguishing statement, the other highest ranking (i.e. most acceptable) statement by those participants who shared this viewpoint was:

28. Schools acknowledge cultural difference (+4 compared with +2 and 0)

Other statements of note include the following:

16. Visible signage of non-English language (+2 compared with 0 and -1)

31. Newcomers' children achieve elite status in schools (+3 compared with -2 and 0)

The comparatively high ranking of these statements suggests that those who share this viewpoint are comfortable with an increasingly visible presence of migrants in the community and the inevitability that everyday life might change, including at local schools. Those who shared this viewpoint typically felt that New Zealanders ought to embrace diversity more, as illustrated in the following.

"New Zealanders should be encouraged to learn a different language or just be around people of different cultures just to educate them a bit more because people do things differently and it's just good to learn different ways of doing things"
(SL006B)

¹¹ The correlation between Factors Three and One was 0.6667 and the correlation between Factors Three and Two was 0.5340.

The positive ranking of the following statements further reinforces contributors' beliefs that newcomers introduce new ways of thinking to a community and that they should be valued.

23. Newcomers bring new ideas (+3 compared with +4 and +2)

27. Migrants are valued for their economic contribution (+3 compared with +3 and +1)

The rankings of the following statements also shows that contributors are aware that migrating to a new country can be lonely and that migrants should be supported to settle into the community on arrival.

7. Newcomers are often isolated (-4 compared with -2 and -2)

17. Newcomers are helped to settle (+2 compared with +3 and +1)

The interviews provided an opportunity for participants to explain why they ranked the statements in the way they had. As noted, the responses overall often focused on migration and the extent to which new arrivals shaped national identity. However, the way these ideas were articulated took very different forms. The first was a positive understanding of multiculturalism and the benefits that migration brings. While some hinted at a sense of inevitability, this was framed positively and an increasingly multicultural New Zealand society was embraced and recognised as generating multiple opportunities. The positive impact of a changing New Zealand (and New Zealanders) is captured below.

"I guess it's just changing with the times. Growing. The person that wants that one thing that's going to build a community or grow a community, if people are bringing new ideas in and stuff that's going to change New Zealand for the better, then definitely" (SL006A)

"I think [New Zealand] has to [change]. I think by the time we get to 2050 New Zealand's ethnic make-up is going to be hugely different ... If you look at Southland's demographics from ten years ago or twenty years ago, in terms of ethnic make-up we have say ten, fifteen percent Māori and the rest tick the European box. Now you've probably got closer to ten percent would be ticking a box that said Asian, the

number of dairy workers that come here plus other ones ... It's good for New Zealand" (SL008B)

The second way that people talked about possible changes to New Zealand's national identity was around a unified understanding of national identity that was in keeping with 'One New Zealand' or 'we are all New Zealanders' rhetoric.

"I think it's already changed so much. I think it would be really good and I don't think this will ever happen but everybody that lived in New Zealand thought they were a New Zealander ... I guess for me, I wish we were all just one and there wasn't this kind of gap ... I think if we could look at having the idea of New Zealander changing, I hope it would change for the better, not for the worse" (SL009A)

"I had no problem with a Filipino that's been here and got New Zealand citizenship calling themselves a New Zealander. [The Census is] stereotyping everybody into this little list of people, what ethnicity you are. Oh well, you're a Pākehā-European, you're a Māori, you're a Chinese. Where's New Zealander? They're putting everyone into different groups" (Partner of SL009A)

A small number of participants also referenced Māori, the Treaty of Waitangi and a desire to move beyond bi-cultural New Zealand.

"It's good for New Zealand. People refer to New Zealand as a multicultural society but really we've been bicultural. There's been European and Māori cultures only, now it's becoming multicultural" (SL008B)

Overall, this group appear to be grappling with a new New Zealand that is considerably different from the one they might have been raised in.

Summary

This section has presented three dominant viewpoints that emerged during interviews with household members resident in Southland. On the one hand, the three viewpoints (Enriching the Local, On the Move, and Who is the New New Zealander?) paint very different pictures

of Southland. While 'Enriching the Local' is characterised by a focus on the local community, 'On the Move' privileged mobility and the capacity to move in and out of the region in order to better respond to one's economic or social needs. And in light of increasing ethnic diversity in the region, 'Who is the New New Zealander?' is characterised by openness to new understandings of what it might mean to be a New Zealander.

On the other hand, however, there were also similarities between the three viewpoints. Southland residents are undoubtedly concerned about poor economic growth in the region and are open to opportunities that might boost a sluggish economy and labour market. While some respond with increased mobility, others respond through embracing the opportunities brought by a new migrant economy and work force. A strong social conscience, expressed as concern for the rights of new arrivals, appears to also be a thread between each of the three viewpoints.

Employer Surveys

Methodology

The second project, the employer survey, involved Computer Assisted Telephone Interviews (CATI) with a range of employers in Southland (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 (Auckland, Wellington, Christchurch, West Coast and Southland). In total, 168 employers participated in the research, 15 of whom (9%) were located in Southland. The Southland-based employers were involved in one of the following two industries: Education (6 employers) and Dairying (9 employers).

Profile of Employers

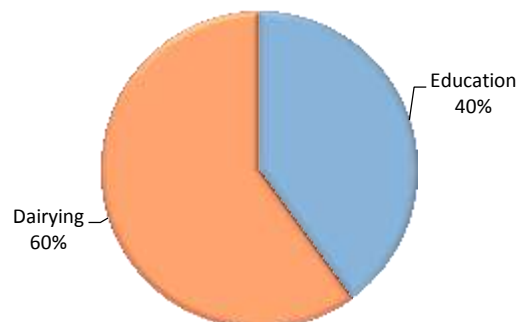
Participant Demographics

Fifteen participants were interviewed from Southland; 60 percent (9) were male and 40 percent (6) were female. The participants ranged in age from 25 to 64 although most were aged between 45 and 64 years old; two were between 35-44 years, five between 45-54 years and five between 55-64 years.¹²

Business Demographics

The majority of participants' businesses were in the dairying sector (60 percent or 9 participants). Figure 13 presents the percentage of participants by business sector.

Figure 13 – Percentage of Participants by Business Sector



The participants interviewed were also selected from a variety of positions within each sector. These included Owner or Director (67% or 10 participants, 8 from the dairying sector), Chief Executive Officer (CEO) or Managing Director (20% or 3 participants from the education sector), Administrator (1) and Share Milker (1). Table 2 presents participants' positions in their companies by business sector.

¹² Three participants did not disclose their age.

Table 2 – Participants’ Position by Business Sector

Participants’ position	Education			Dairying			Total	
	No	Column %	Row %	No	Column %	Row %	No	Column %
Owner/ Director	2	33%	20%	8	89%	80%	10	67%
CEO/ Managing Director	3	50%	100%				3	20%
Administrator	1	17%	100%	1			1	7%
Share Milker					11%	100%	1	7%
Total	6	100%	40%	9	100%	60%	15	100%

Most businesses in this sample had been operating for more than fifteen years (7 out of 15), whereas only one company (in Education) had been operating for fewer than two years. Table 3 presents further details on years of business operation by business sector.

Table 3 – Years of Business Operations by Business Sector

Years of Business Operation	Education			Dairying			Total	
	No	Column %	Row %	No	Column %	Row%	No	Column %
Over one year up to two years	1	17%	100%				1	7%
Over two years up to five years				2	22%	100%	2	13%
Over five years up to ten years	1	17%	50%	1	11%	50%	2	13%
Over ten years up to fifteen years	1	17%	33%	2	19%	66%	3	20%
More than fifteen years	3	50%	43%	4	44%	57%	7	47%
Total	6	100%	35%	9	100%	43%	15	100%

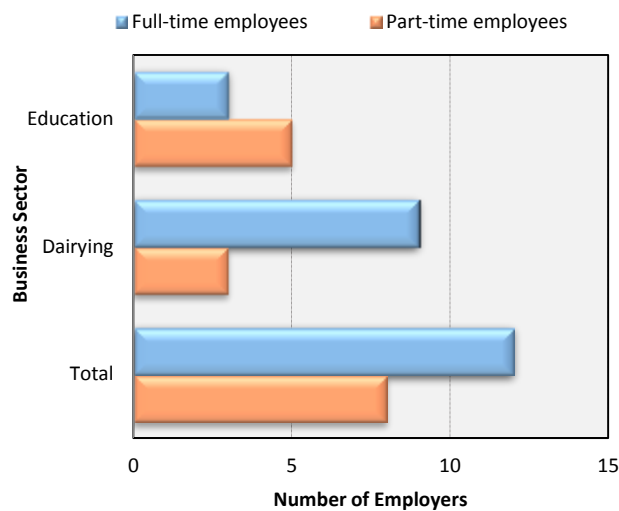
Along with the number of years that the business had been operating, the structure of the business is a relevant characteristic that reflects business diversity in Southland. The variety of businesses surveyed in this sample included private limited companies, New Zealand publicly listed limited liability companies, family business companies, not-for-profit organisations and partnership companies. Table 4 shows the distribution of the business structures by business sector.

Table 4 – Business Structure by Business Sector

Business structure	Education			Dairying			Total	
	No	Column %	Row %	No	Column %	Row %	No	Column %
Private limited company	1	17%	25%	3	33%	75%	4	27%
New Zealand publicly listed limited liability company				1	11%		1	7%
Family business	1	17%	25%	3	33%	75%	4	27%
Not for profit organisation	2	33%					2	13%
Partnership	2	33%	50%	2	22%	50%	4	27%
Total	6	100%	40%	9	100%	60%	15	100%

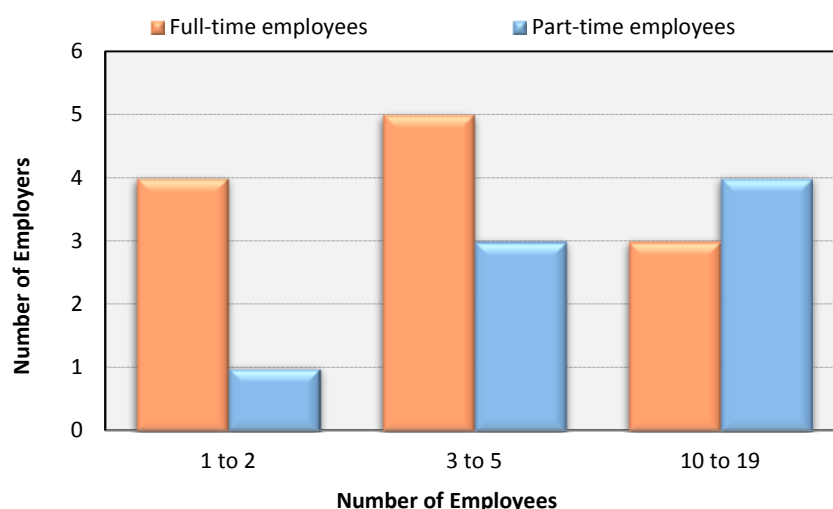
Almost all businesses surveyed had full-time employees (12 out of 15) and more than half (8 out of 15) had part-time employees. All businesses in Dairying and half in Education had full-time employees. A lower proportion of businesses in Dairying (3 out of 9) had part-time employees, whereas in Education, it was higher (5 out of 6). Figure 14 presents further details on the number of employers that had full and part-time employees by business sector.

Figure 14 – Full-Time and Part-Time Employees by Business Sector



Four employers had two or fewer full-time employees and only one employer had two or fewer part-time employees (see Figure 15 below). The number of employers that had 3 to 5 employees was higher, in both full-time (five employees) and part-time (three employees) positions.

Figure 15 – Distribution of Employers by Number and Type of Employees



The range of full-time and part-time employees in both the education and dairying sectors was between 1 and 19 employees. Education was the sector that had more full-time and part-time employees in medium sized companies (10 to 19 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				Dairying				Total			
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time	
Employees	No	%	No	%	No	%	No	%	No	%	No	%
1 to 2					4	44%	1	33%	4	33%	1	13%
3 to 5	1	33%	1	20%	4	44%	2	67%	5	42%	3	38%
6 to 9												
10 to 19	2	67%	4	80%	1	11%			3	25%	4	50%
Total	3	100%	5	100%	9	100%	3	100%	12	100%	8	100%

Key Findings

Employee Turnover

Participants were asked about their business' employee turnover in 2013 compared with 12 months prior. The majority of employers (11 out of 15) had an annual employee turnover of 10 percent or less in 2013. Most of the employers (11) reported the same employee turnover as the previous 12 months while two employers agreed that this was higher and two that it was lower (see Figures 16 and 17).

Figure 16 – Current Annual Employee Turnover Rate Percentage

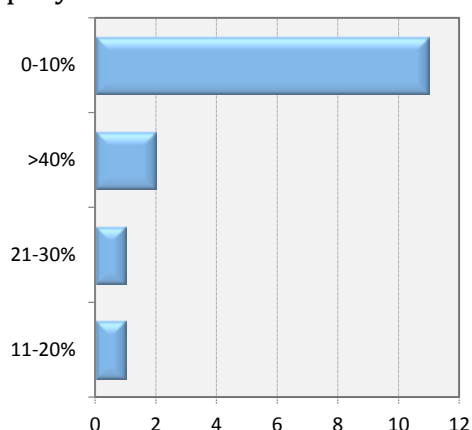
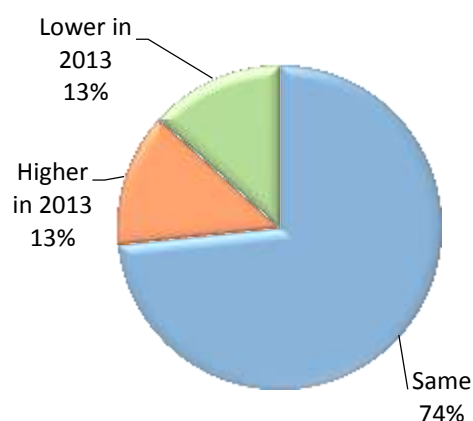


Figure 17 – Employee Turnover in 2013 Compared To 12 Months Ago

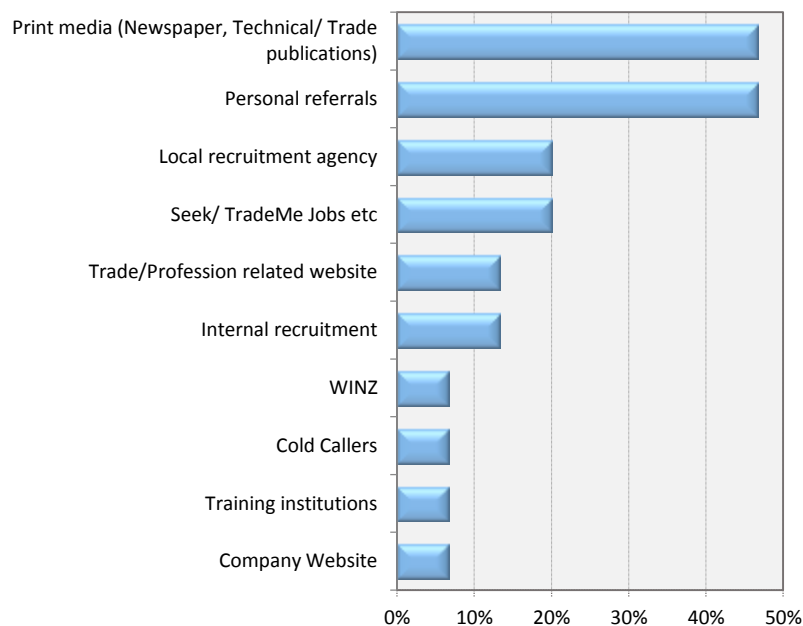


Recruitment and Retention

Participants were asked about the methods they use to recruit employees (Figure 18). Nearly half (47%) used print media (newspaper, technical/trade publications) and personal networks. Twenty percent used local recruitment agencies and websites such as Seek and/or TradeMe Jobs to recruit staff. Other recruitment practices included trade/profession related websites and internal recruitment. WINZ, cold callers, training institutions and company websites were used least with just one participant reporting they used each of these recruitment strategies. Employers from the education sector were more likely to use

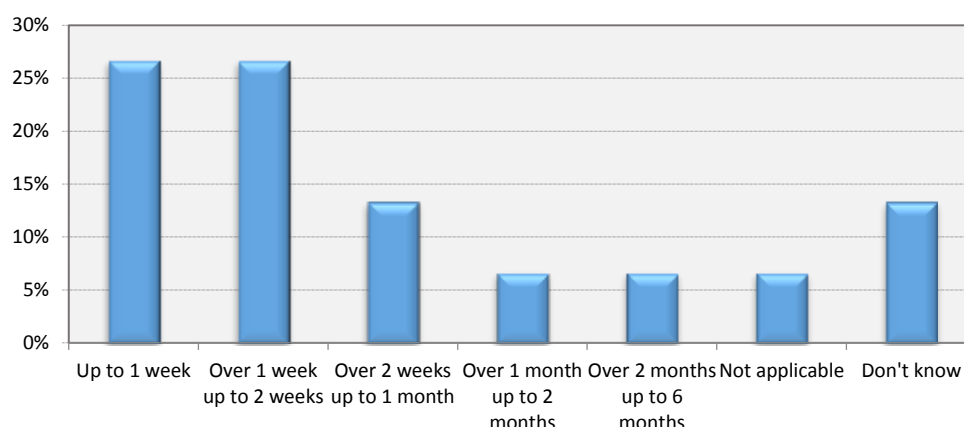
personal referrals, whereas employers for the dairying sector were more likely to use print media.

Figure 18 – Ways of Recruiting New Employees



Regarding the period of time jobs were typically advertised before being filled, 27 percent of participants noted that it took up to one week, and a further 27 percent reported it took between one and two weeks. Two participants said that it took over two weeks and up to one month to fill a position (see Figure 19). There was some difference between business sectors. In the dairying sector, four out of nine employers reported that positions might only take up to one week before being filled. Employers from the education sector, however, reported that it could take longer to fill vacancies – possibly up to six months.

Figure 19 – Period Jobs are Typically Advertised before Being Filled



We asked employers whether they advertise for staff overseas and if so, in which countries or regions do they advertise. Surprisingly, only one participant answered this question in the affirmative. The main countries or regions that this employer advertised in were India, European Union, Korea, the Philippines, China, South Africa, the United States, Australia, and the United Kingdom. However, this employer also reported that he recruited staff locally.

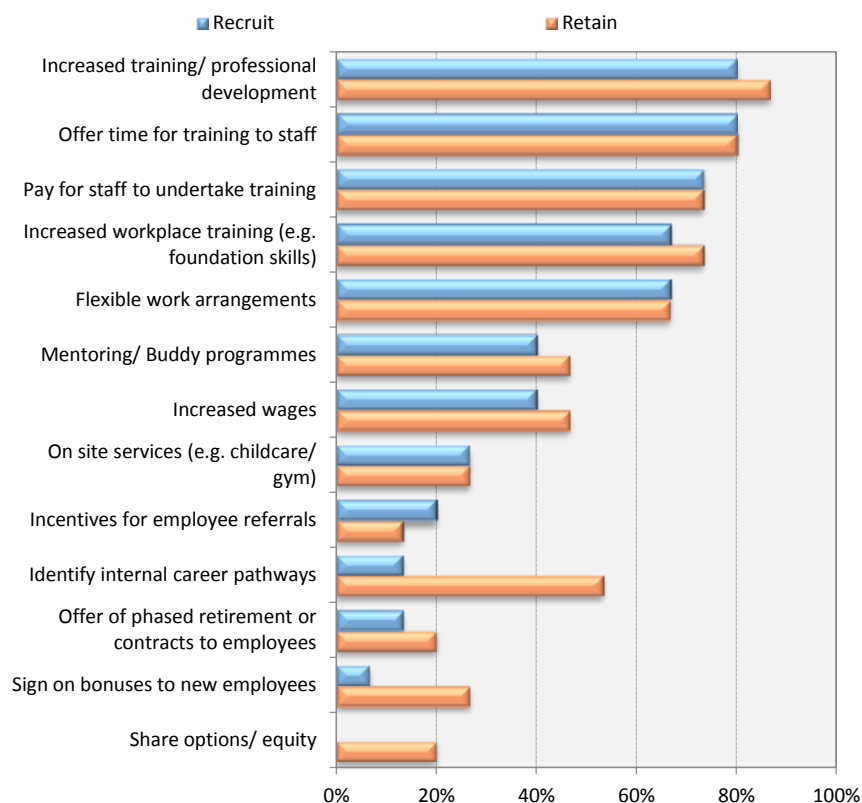
The strategies of employers to successfully recruit and retain staff were diverse. The most successful strategy, for both staff recruitment and retention, was to increase training/professional development and offer time for training to staff. This was mentioned by more than 80 percent of participants (see Figure 20). Paying for staff to undertake training, increasing workplace training and flexible working arrangements were also relevant strategies for recruiting and retaining staff (mentioned by over 65 percent of participants). Identifying internal career pathways was a strategy used by 53 percent of employers to retain staff, but only by 13 percent of employers to recruit staff. It is relevant to observe that some strategies make more sense in the context of staff retention than recruitment.

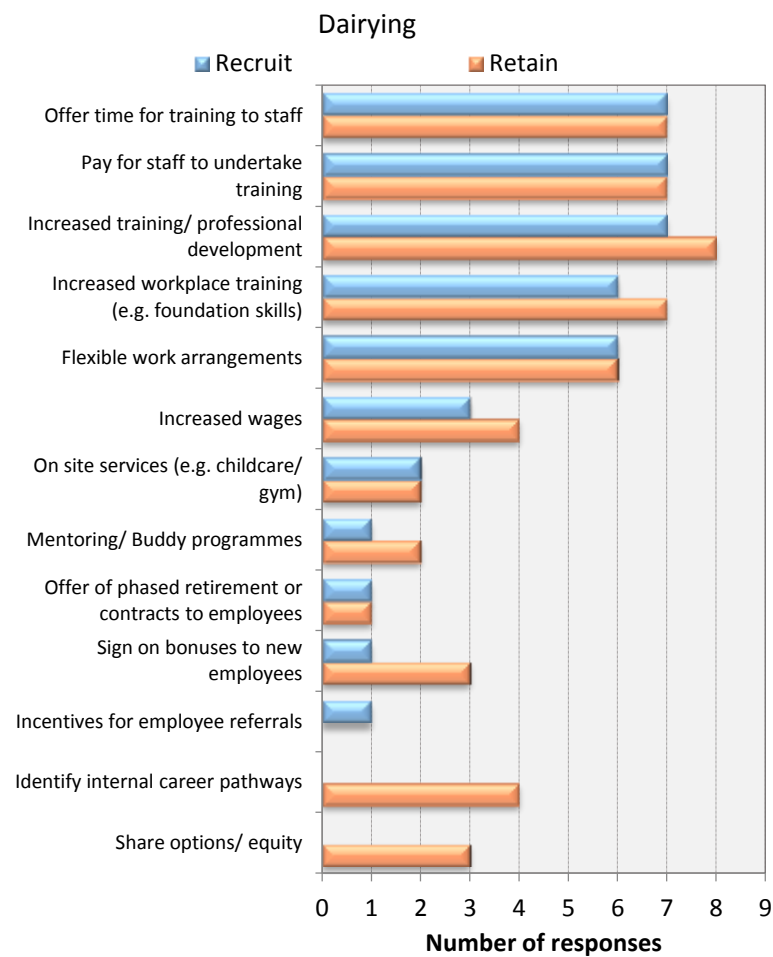
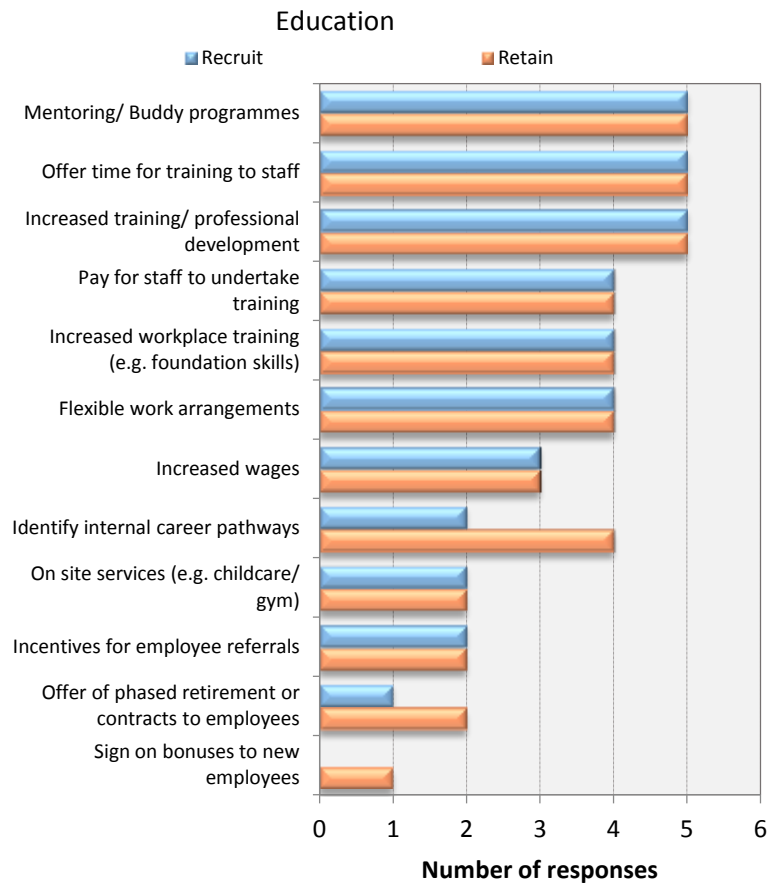
In the education sector, there were not significant differences between the strategies used for recruiting and retaining staff. The only exception was in identifying internal career pathways, which was a strategy more frequently used for retaining than recruiting employees. In the dairying sector, there were differences in the strategies used by

employers to recruit and retain staff, although the top strategies in both cases were related to training followed by flexible working arrangements and increased wages (see Figure 20).

A significant difference between the education and dairying sector was in the use of the mentoring/buddy programmes as incentives. This strategy was important for recruiting and retaining staff in the education sector. By contrast, in the dairying sector, only one participant mentioned it as recruiting strategy and two as a strategy for retaining staff. Other differences between sectors included sign-on bonuses to new employees (more frequent in the dairying than the education sector) and share options/equity (only in the dairying sector).

Figure 20 – Ways to Successfully Recruit or Retain Employees

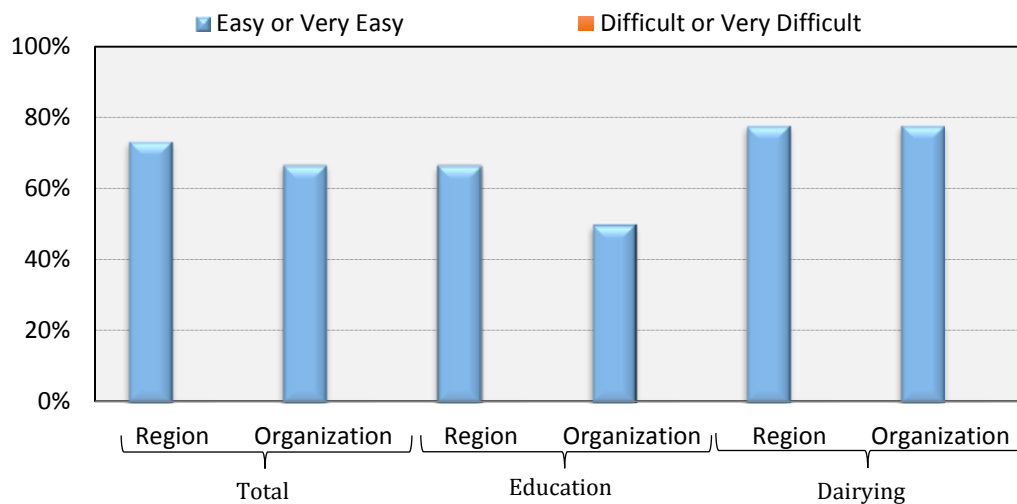




Although the majority of employers could not think of additional strategies for recruiting and retaining staff, two participants from the dairy sector mentioned word-of-mouth while another mentioned internships. One participant from the education sector also reported cold calls. Additional strategies for retaining staff included growth within the organisation, flexible working arrangements and annual conferencing/social events with the company.

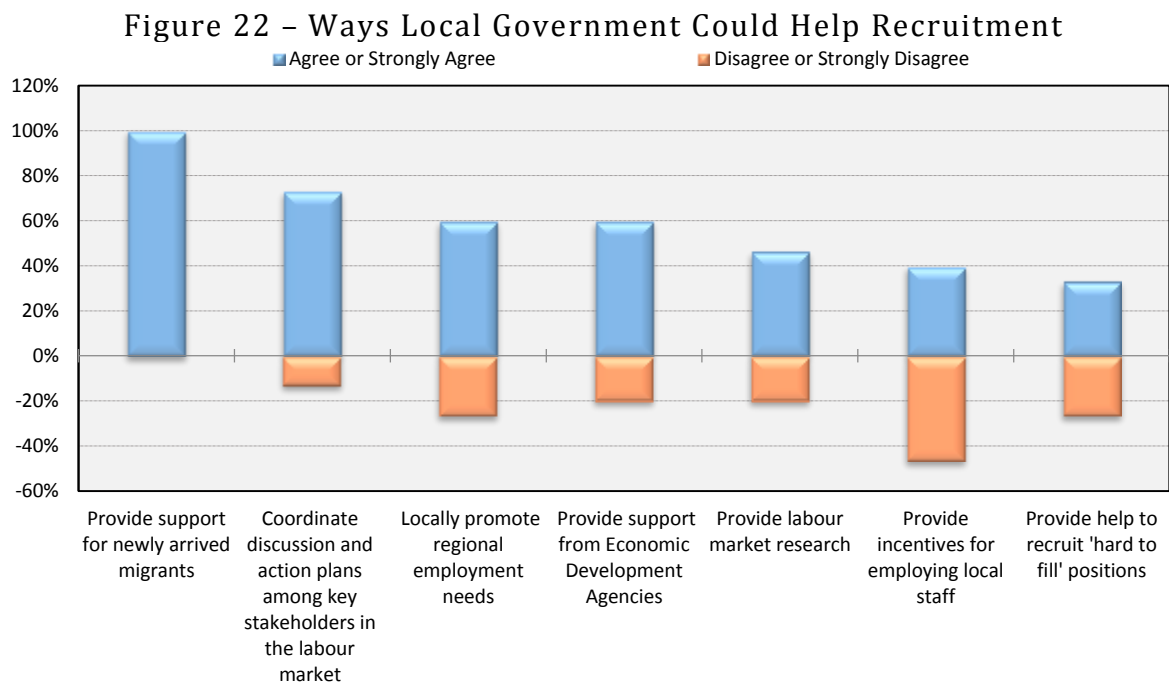
When asked how easy or difficult it was keeping staff both in the organisation and the region, a large majority of participants reported it was easy or very easy. This was especially the case for those employers in the Dairy sector. None of the participants reported that it was difficult to retain staff in the organisation (see Figure 21).

Figure 21 – Retention of Staff



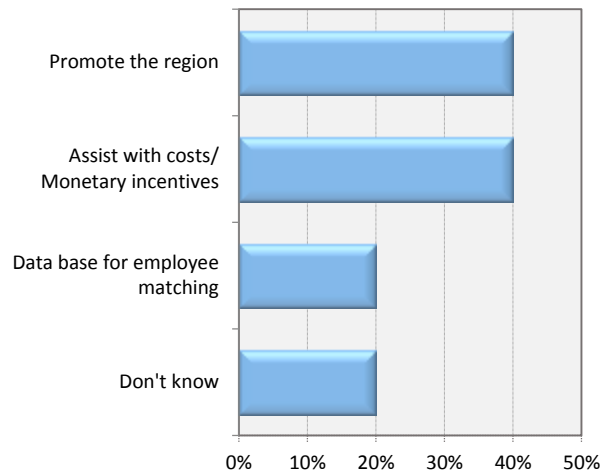
Using a five-point agreement/disagreement scale (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree) employers were asked about a variety of things that local government could do to help recruitment. The majority of participants agreed that local government could co-ordinate discussion and action plans among key stakeholders in the labour market (73 percent of participants supported this idea), providing support for newly arrived immigrants, promote regional development locally and provide support from economic development agencies. There was also some support for local government to provide labour market research, provide incentives for employing local staff and provide practical help to recruit “hard to fill positions”.

There was some difference between industry sectors; employers from Education showed a greater interest in incentives for employing local staff. In fact, six participants from Dairying disagreed with this proposed initiative. All employers from Education agreed with the prospect of local promotion of regional employment needs, whereas only three employers from the dairying sector supported this measure. Employers from Education were also more likely to agree with providing support from economic development agencies.



Employers that agreed or strongly agreed with the statement “provide help to recruit hard to fill positions” provided details about the kind of help they would like from local government (see Figure 23). Participants’ responses included promoting the region and assistance with costs/monetary incentives and a database for employee matching.

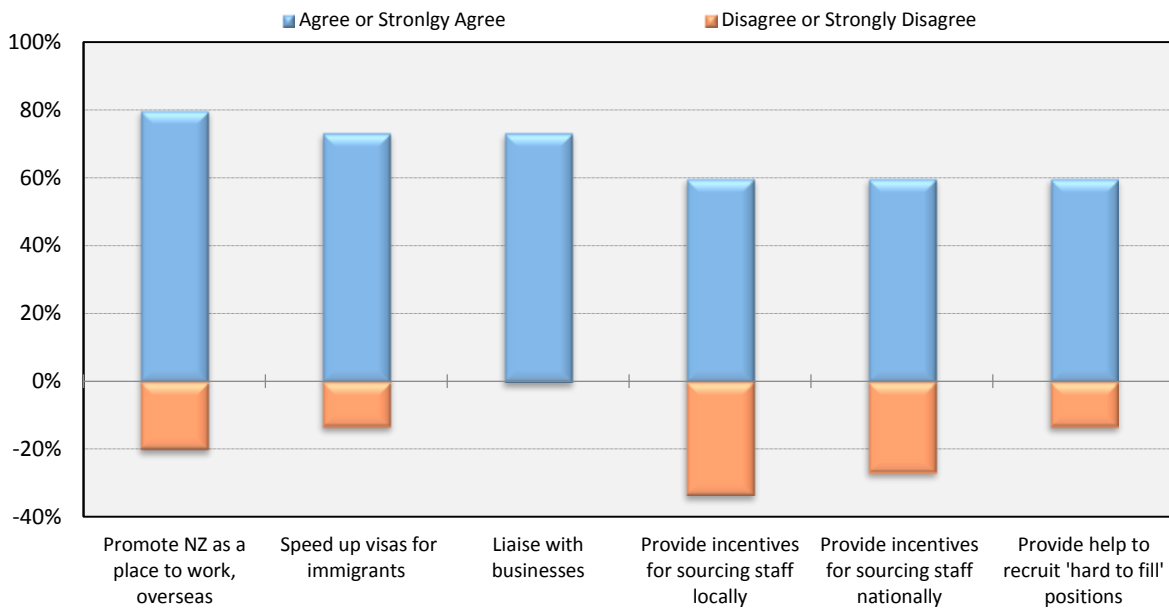
Figure 23 – Desire Help to Recruit ‘Hard to Fill Positions’ From Local Government



Participants were also asked about the ways in which central government could help recruitment, using the same five-point agreement/disagreement scale. A large number of participants agreed with promoting New Zealand as a place to work overseas (80 percent of participants) and the need to speed up visas for immigrants. There were also more participants that agreed with liaising more closely with the business sector to determine which roles should be in the ‘highly skilled immigrant’ list for immigrants, incentives for sourcing staff locally, incentives for sourcing staff nationally and help to recruit “hard to fill” positions (see Figure 24).

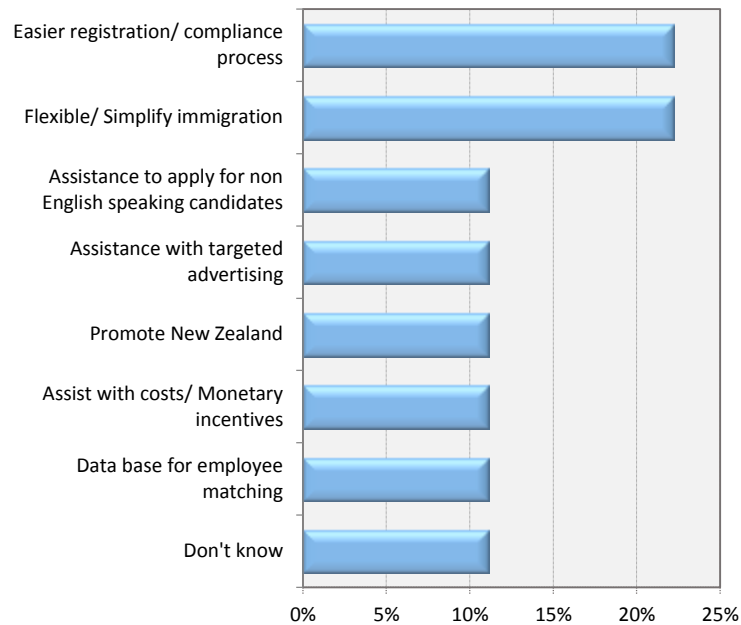
There was some differences between employers in industry sectors, notably in relation to liaising with business to determine which roles should be in the ‘highly skilled immigrant’ list for immigrants; eight out of nine participants from the dairying sector supported this initiative, whereas only three out of six participants from the education sector did so. More participants from the dairying than the education sector also supported promoting New Zealand as a place to work overseas. Concerning the help to recruit “hard to fill positions”, there were no employers from the education sector that disagreed with this initiative, whereas two employers from the dairying sector disagreed with it.

Figure 24 – Ways Central Government Could Help Recruitment



Employers that agreed or strongly agreed with the statement regarding help to recruit “hard to fill” positions gave further details about the kind of help they would like from central government. The most frequent kind of help participants mentioned they would like was flexibility, or simplifying immigration requirements and easier registration or compliance processes. Employers from the dairying sector also mentioned assistance with costs/monetary incentives and assistance to apply for non-English speaking candidates. Employers from the education sector also mentioned a database for employee matching, assistance with targeted advertising and the international promotion of New Zealand as a destination.

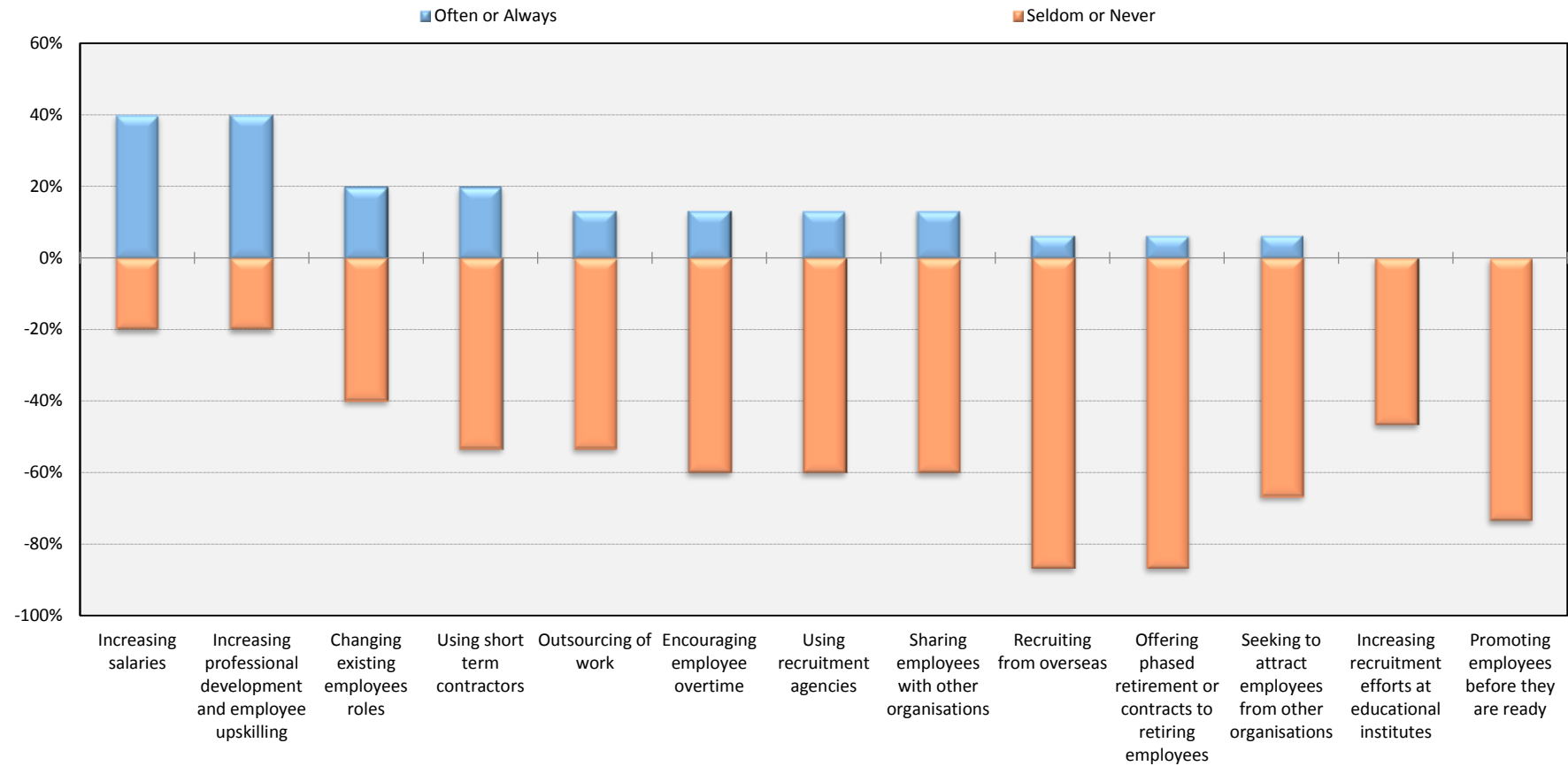
Figure 25 – Desire Help to Recruit ‘Hard to Fill Positions’ From Central Government



Qualifications

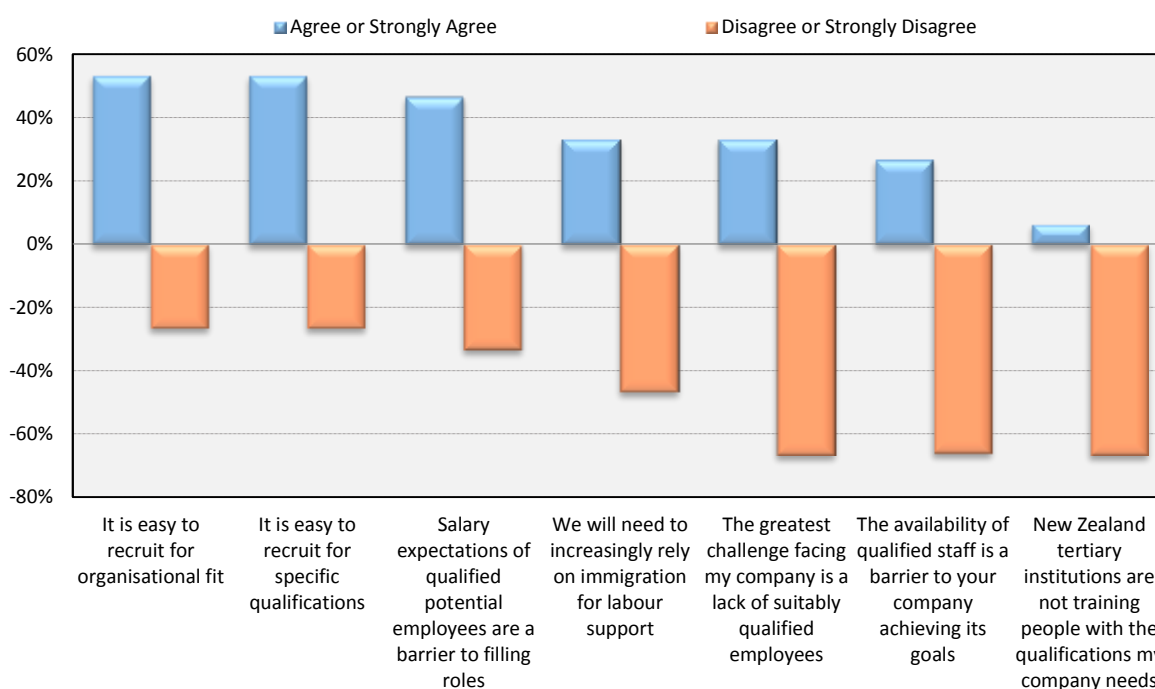
Using a five-point frequency scale (always, often, sometimes, seldom and never), participants were asked to report on how often they used particular methods to facilitate access to qualified staff. Some employers responded that they always or often increased salaries, provided professional development, and employee up-skilling (see Figure 26). Other initiatives frequently used by a small number of employers included changing existing employees' roles and using short term contracts.

Figure 26 – Frequency of Methods Used to Facilitate Access to Qualified Staff



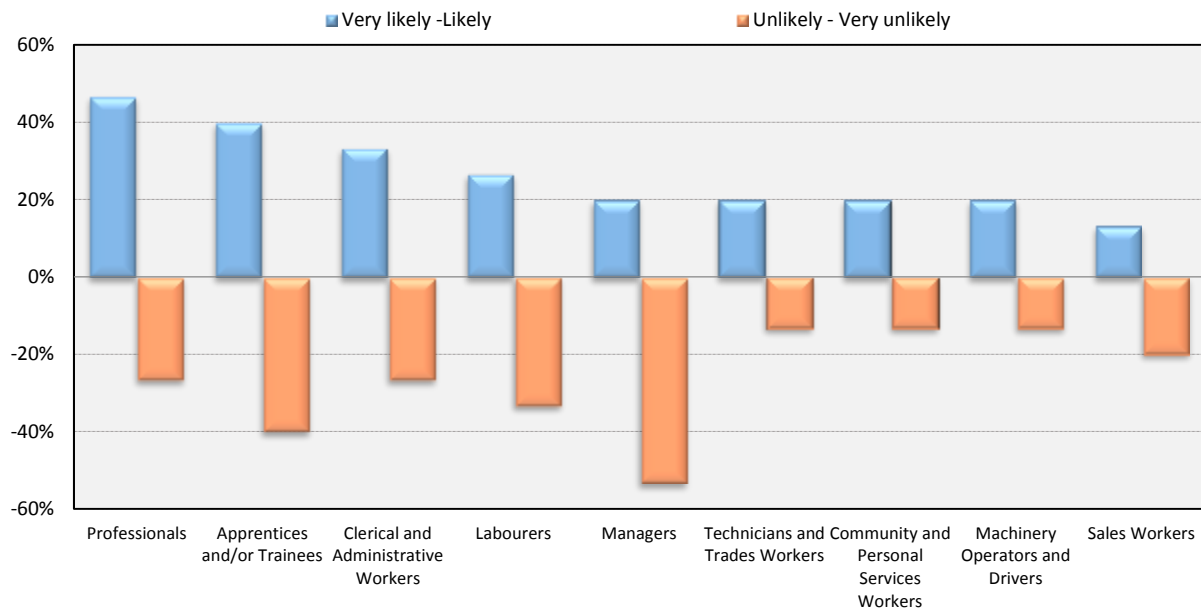
Participants were also asked about their perceptions on a range of topics related to recruiting and retaining qualified staff using the same five-point agreement/disagreement scale (see Figure 27). More participants agreed than disagreed that it is 'easy to recruit for organisation fit', that it is 'easy to recruit for specific qualifications' and that 'salary expectations of qualified potential employees are a barrier to filling roles'. More participants disagreed than agreed that 'the greatest challenge facing their company is a lack of suitably qualified employees', that 'the availability of qualified staff is a barrier to their company achieving its goals', and that 'New Zealand training institutions are not training people with the qualifications their company needs'.

Figure 27 – Perceptions on Qualifications, Recruitment, Salary and Company's Growth



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 (see Figure 28). Slightly more employers reported that they were likely and very likely to recruit a broad range of employees with the greatest emphasis on recruiting professionals, apprentices and/or trainees, and clerical and administrative workers.

Figure 28 – 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. Only one employer from the education sector and three employers from the dairying sector reported employing immigrants (see Figure 29). The main reason given by those in the education sector for not employing immigrants was that they could find enough suitably qualified New Zealand workers. Other reasons included that overseas applicants had not applied for positions, and that overseas candidates did not have adequate qualifications. The reasons given by those in the dairying sector were that no immigrant applicants had applied, they had not considered looking overseas, they could find enough suitably qualified New Zealand workers and past experiences with immigrant employees (see Figure 30).

Figure 29 – Employing Immigrants

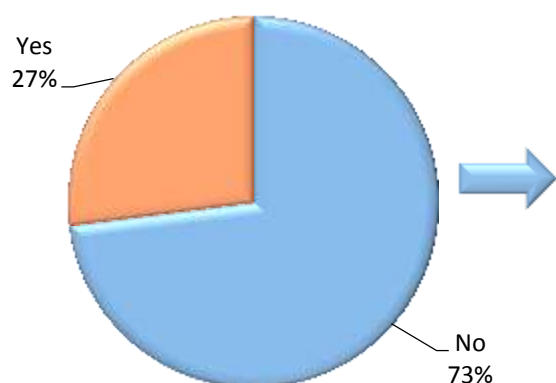
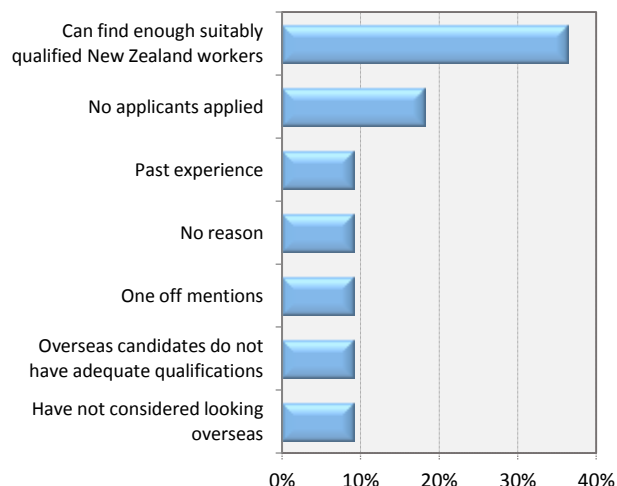
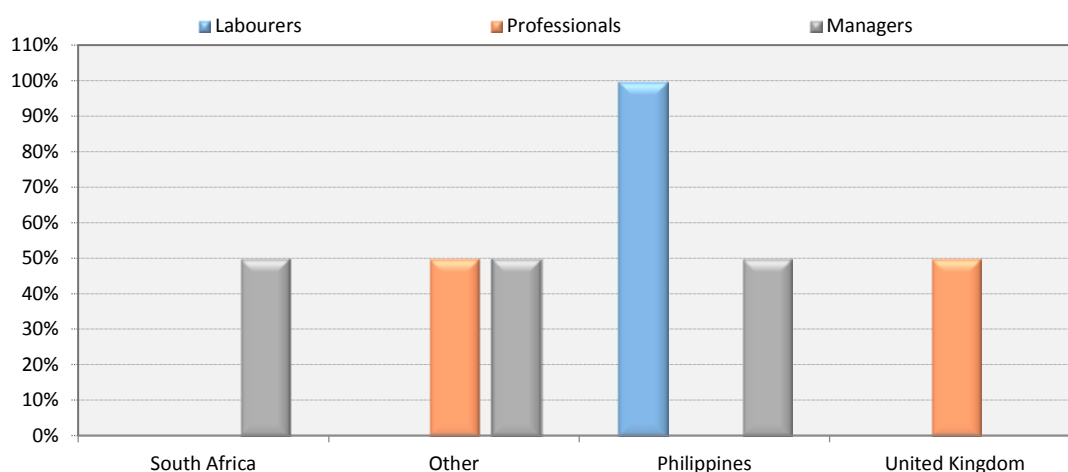


Figure 30 – Reasons for Not Employing Immigrants



The four participants who employed immigrants reported that their immigrant staff were from the Philippines (employed as labourers and managers), the United Kingdom (employed as professionals), South Africa (employed as managers) and a range of other countries (employed variously as managers and professionals) (see Figure 31).

Figure 31 – Role of Immigrants Currently Employed by Country of Origin



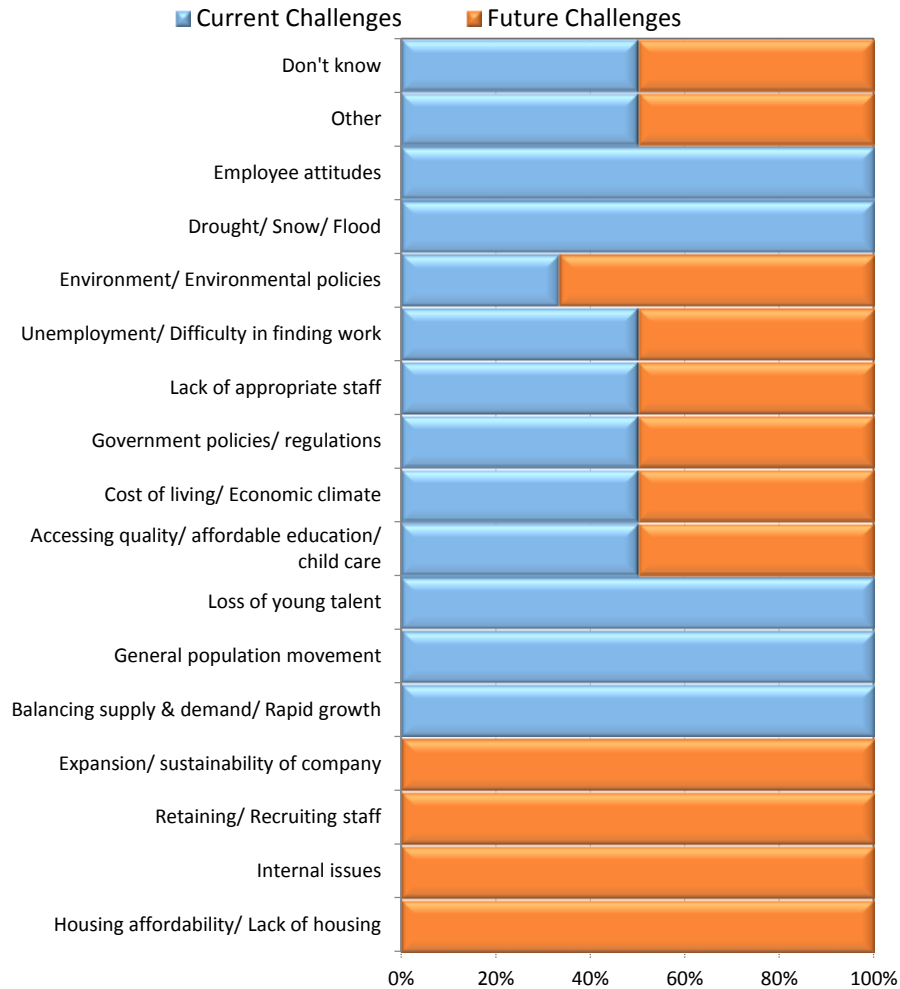
Participants were asked about the challenges and benefits they encountered regarding employing immigrants in their workplace. Three of the four employers mentioned that a considerable percentage of their staff (from a quarter of their workers through to all) did not speak English as their first language. With this in mind it is not unsurprising that language barriers were cited as the main issue. This was followed by communication issues (other than language barriers). Regarding the benefits of employing immigrants, one employer mentioned the different perspective/diversity that immigrants can bring and two employers mentioned a better work ethic demonstrated by immigrant workers.

Current Challenges

Employers were asked about their perceptions on current and future challenges in their community (see Figure 32) and the solutions to those challenges. Current challenges included employees' attitudes and the weather (drought, snow and floods). Employers from the education sector in particular mentioned the loss of young talent from the area, general population movement and balancing supply and demand/rapid growth in the region. Regarding future challenges, employers mentioned expansion and/or sustainability of their company, housing affordability or lack of suitable housing, and retaining/recruiting staff.

Some participants saw several challenges as both current and possibilities in the future. These were accessing quality/affordable education/child care, cost of living/economic climate, government policies/regulations, lack of appropriate staff and unemployment/difficulty in finding work. Each of these was mentioned by one employer respectively. One participant perceived environment/environmental policies as a challenge in both the present and future, though more prominent in the future.

Figure 32 – Current and Future Challenges in Southland Region



Finally, participants were asked about solutions to the current and future challenges they mentioned. Employers from the dairying sector mentioned improving education, making it easier for immigrants to work in New Zealand, more marketing/advertising, incentives for young talent to stay in the region and community engagement. Employers from the education sector mentioned government intervention, improving government policies and internal changes.

Discussion

Consistent with the four other regions included in this project (Auckland, Wellington, Christchurch and the West Coast), the majority of employers in Southland had an annual employee turnover of 10 percent or less in 2013 – a trend similar to the previous year. Unlike the three regions with urban centres but like the West Coast, the majority of employers reported primarily using personal referrals and print media for the recruitment of new employees, followed by websites such as Seek and/or TradeMe Jobs. Whereas in the urban regions jobs are typically filled within two weeks to one month of being advertised, in Southland advertised jobs are typically filled within one week. Somewhat surprisingly, advertising jobs overseas was not common practice among the employers surveyed across the five regions.

In terms of the strategies employers used for recruiting and retaining employees, increased training and professional development was the most successful. Identifying internal career pathways was also a significant factor for retaining staff, even more than increased wages. The most significant difference between the Dairy and Education sectors when it comes to retaining employees was in respect to mentoring/buddy programs. These were much more important in the Education sector. Like the three urban regions and unlike the West Coast, the large majority of employers claimed there was little difficulty in keeping staff in the organisation and region. This was even more so for Dairying, suggesting an overall stable situation for this sector.

Regarding questions around the ways in which the central government could help with recruitment, the majority of employers agreed that providing support for newly arrived immigrants, coordinating discussions and action plans among key stakeholders in the labour market, locally promoting regional employment needs and providing support from economic development agencies was important. As in the West Coast, there was greater disagreement with providing incentives for employing local staff. In terms of the ways in which the government could best assist with recruiting hard to fill positions, the most frequent responses were through promoting the region and

assisting with monetary incentives. With regard to the ways that central government could assist with overall recruitment, the majority of participants agreed it was through promoting New Zealand as a place to work overseas, followed by speeding up visas for immigrants and liaising with businesses – interesting given the employers typically did not recruit staff from overseas.

When it came to the methods used to access qualified staff, most employers reported that they seldom or never used any of the suggested options. The exception to this, however, was through increasing salaries, and offering professional development and employee upskilling. There was greater disagreement among employers that their companies will need to rely increasingly on immigration for labour support in the future. There was relatively strong disagreement that New Zealand tertiary institutions were not training people with the qualifications their companies need and many felt there was a lack of suitably qualified prospective employees. Corresponding to this, there was more agreement than disagreement around the relative ease of recruiting for both specific qualifications and organisational fit. In terms of projected recruitment in the next 12 months, professionals, apprentices and/or trainees and clerical and administrative workers and were the most likely positions to be filled.

In contrast to the regions with urban centres and like the West Coast, the large majority of employers in Southland reported that their companies do not employ immigrants. The primary reasons given for this was that there are enough suitably qualified Zealand workers available and that no overseas applicants applied for positions. Where immigrants were employed, they were primarily from the UK, South Africa and the Philippines, the latter employed primarily as labourers in the dairy industry. Language and cultural barriers were cited as the main challenges with employing immigrants, while benefits were the different perspectives and diversity immigrants brought, as well as a perceived better work ethic.

The surveys show that employers expect more challenges in the future than they experience in the present. Future challenges included issues associated with housing including housing affordability and a lack of available or suitable housing,

retaining/recruiting staff, and potential expansion or sustainability of the company. Current challenges included loss of young talent from the area, population movement overall and balancing supply and demand/rapid growth. A number of issues were expected to be as challenging in the present as in the future, including government policies/regulations, unemployment/difficulty finding work, lack of appropriate staff, general population movement, access quality/affordable education/child care and the cost of living/economic climate. In terms of solutions to both future and current challenges, employers from both the dairying and education sectors mentioned government intervention and improving government policies.

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 region and how they felt these changes might impact them.

Two schools from the Southland region were invited to take part and one school agreed. The participating school is a decile six, co-ed secondary school and had a school roll of 535 students at the time this research was conducted. In terms of ethnic diversity the school is largely New Zealand European/Pākehā (81 percent). A further 15 percent and one percent of students identify as Māori and Pasifika respectively. A further three percent of students identified with another unspecified ethnic group.

Methodology

Recruitment of participants was managed primarily by the school's careers advisor after first making contact with the school rector. Students were invited to take part and those who expressed an interest met with the researcher to hear more about what taking part involved. Once fully informed and in agreement, students were sorted in groups of five or six. Three focus groups were completed over a single morning in May 2014. They were carried out in a board room, near the reception building at the school, during class time. 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 ethnic diversity in Southland 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.

Key Findings

The following section is divided into three key sections. The first section describes participants' experiences of and opinions about ethnic diversity in the Southland region. The second section is focused on mobility and is primarily concerned with students' intentions to either stay or leave the area and their reasons for doing so. The final section considers employment and reflects on participants' plans and prospects for the future as well as their views on employment in the region more broadly.

Diversity

Ethnic diversity was not described by the students as a major consideration in their life in Southland. Given the vast majority of the region's population (and most of the students who participated in the focus groups) identified as Pākehā/New Zealand European this is perhaps unsurprising. That said, participants recognised that ethnic diversity was increasing in the area and students acknowledged an increasing presence of people identifying with other ethnic groups including Filipino, Chinese, Indian, Tongan and African. Students' comments, however, often referenced a single family and, for the most part, their talk offered little detail, with one exception. A number of students talked about (and got quite animated about) the new kinds of food options that were available to them since the arrival of families from overseas. Turkish kebabs, Indian curries and Chinese food earned particular praise as the following excerpt from an interview attests:

Student 1: "There's some mean Chinese foods down the road"

Student 2: "And Indian"

Student 3: "And Turkish kebabs"

Although these new foods were enthusiastically received by the students, there did not seem to be a great deal of interaction between the European majority and those who identified with ethnic minority groups. For example, despite the burgeoning Filipino community in Southland, students reported that there were very few interactions between them. Indeed, many students claimed that the Filipino community was not fully integrated into Southland life and felt that they were somewhat segregated. The following quotes illustrate the lack of interaction between participating European students and the wider Filipino community.

"You don't really see them in Gore, like in the town"

"They live out by their farms ... lots of dairy workers live on their farms"

"I have a Filipino living next door to me ... she's been there for ages, ten years. But we never really talk"

The students' observation that many Filipino workers were absent from life in the centre of town reflected the comments made by a participant in the Household Interviews who had arrived from the Philippines. She described her frustration at how isolated she was and how difficult it was to go to the city when she had no vehicle and no accessible public transport system.

Despite the relative homogeneity of Southland and comments made about the lack of interaction, the students also stated there was no animosity toward recently arrived ethnic minorities. They also reported that in terms of everyday life at school, migrant students were welcomed and well integrated into both school and extracurricular activities with no discrimination.

"One Tongan is on our rugby team so he's just kind of like one of the boys"

"I'd say we're pretty welcoming to them [newly arrived migrants]"

"They [newly arrived migrants] fit in pretty well"

With regard to the recent influx of workers and their families from the Philippines, students were positive and viewed Filipinos as good for Southland. Filipinos were variously described as “nice people” and were repeatedly referred to as “hard workers”, a quality that was highly valued among the students.

The students also said they were open to further increases in the number of immigrants in the resident population and also explained that the arrival of new immigrants was simply “just another person”.

“I guess you don’t take that much notice though if you see them, you’ll just go, oh yeah. Cause it’s just another person in Gore”

“It’s not ‘Oh my God that’s a Filipino!’”

The above quotes illustrate students’ acceptance of new arrivals but these kinds of comments were not heard in larger urban centres such as Auckland. While students in Auckland were more likely to openly discuss the socio-cultural benefits of increased ethnic diversity, Southland students were more inclined to adopt a rather matter-of-fact stance. These sentiments are also expressed in the following quotes.

“We’d probably notice the change, might talk about it but it’s like, well, they’re here, they’re probably not going to leave”

“Just play what you’ve got in your hand. Like, you can’t send them back”

Rather than embracing ethnic diversity, collectively these comments perhaps better reflect acceptance of the status quo with regard to ethnic diversity in the region. Interestingly, the students pointed out that their acceptance of people who identified with different ethnicities from them was not necessarily shared by all members of the community. When considering the impact of an increase in ethnic minorities to the region, students noted that older people (and in particular their parents and grandparents) might have a different view from them.

“I think some of them [older people] would see it as just people interfering with how we do things. Maybe people are a little bit stuck in their ways, like view it as people trying to come to our town and change it, like our nice, wee town”

“Especially my grandparents, they wouldn’t like it, they don’t like change”

“I reckon you look at my grandparents’ generation ... even my Dad’s generation. They’re all quite stuck in their ways and the way they did things back in their day and they still – my Granddad, he doesn’t like change. People in their generation don’t like change and are still not willing to adapt to it ‘cause that’s just how they were brought up. That’s their way of life”

In each of these comments, the common thread is opposition to change. Many of the students we spoke with were descendants of Southland’s first settlers and a changing way of life was understood by many of the older generation to be problematic. When talking about their parents and grandparents there was a good deal of laughter and it was clear that the students did not agree with the older generation’s viewpoint.

While most of the conversation around ethnic diversity focused on immigrants arriving from overseas, there was also some conversation about Māori in the area. Again, students reported that there was little interaction between European students and Māori. Students explained that the majority of Māori who lived in their particular town in Southland lived in one particular suburb. This was largely attributed to the employment opportunities and affordable housing available there but they raised concerns about the lack of safety in the area.

“It’s the freezing work workers and there’s lots of cheap housing”

“It smells disgusting and you don’t want to walk the streets at night time ‘cause it’s got a bad reputation ... [name of gang] yeah, it’s really scary ... and there’s dog attacks. Yeah she got bitten by a dog a few weeks ago”

Mobility

All but three of the students who participated in these focus groups were born in the South Island, primarily Invercargill and Christchurch. The remaining three students were born in Tauranga (2) and Australia (1). More than three-quarters of the students had moved to the area at some stage during their lives.

Nearly half of the students interviewed had plans to leave the area after finishing high school in order to attend Otago University. There were two key reasons given for wanting to attend Otago University; the first was that it was the closest tertiary education provider (notwithstanding Southern Institute of Technology) and the second was that it provided an opportunity to experience a different way of life. The following quotes illustrate students' desire for a new experience at university.

"The reason why I want to leave is to get away from home. But I'll come back but I just want the experience of living away for a while, I reckon. 'Cause this is where we've always been, so [university] is somewhere different"

"Most of us have lived here for ages and it's a small town so you want to get going ... go somewhere where not everyone knows each other"

Other students were not as concerned about going to university but were also seeking out opportunities to broaden their horizons and experience a change in routine.

"Yeah it's a pretty small town, not a lot happens in [Southland] so everyone wants to get out and try something or go to a bigger city or go overseas"

"[Southland's] like the same thing every single day. It's the same whereas in a city it changes every day"

A smaller number of students were uncertain about their future plans, so were going to stay in the area and work for a year or so. Others also intended to remain in the area but had clear plans to go into farming. For these students there often appeared to be a family commitment which encouraged some of them to stay in the region, at least temporarily. Indeed, some students mentioned that their families' wishes strongly

influenced their future plans and it would seem from the following quotes that for a minority of students there was distinct familial pressure to stay in the region. This was especially the case for those with family-owned/managed farms.

“I would like to move away but Dad kind of wants me to stay and I think I’ll work for him for a year”

“My parents aren’t really that keen for me to go”

Despite most students’ desire to leave the region, there was a general consensus that they would return to the area to “settle down”. Many students described the area as their home town and felt a strong connection with the region overall.

“I think most of us have lived here pretty much all our lives, and it’s kind of where your roots are”

“It’s what you know best, kind of thing. You feel at home and you always come back and everything will still be the same”

“Your family’s here. A lot of your friends ... all of us, when we leave we’re not all going to be at the same uni, we’re not going to get to hang out or see much of each other and then in the holidays you’re going to come back and just get together and stuff and when you’re finished you come back”

“It’s your hometown, you’ve got to come back”

Interestingly, these students did not express a burning desire to ‘escape’ the region. These students’ views are quite different from the views expressed by many of the other students participating in focus groups from Auckland, Wellington, Christchurch and the West Coast. In these regions it was not uncommon for students to talk about leaving the area as soon as possible – and many of them made no commitment to returning. In contrast, Southland students seemed to feel a strong connection to the region and this sense of connection shaped their future intentions. Their general appreciation of the area and belief that it had all that was required also appeared to be a strong pull.

"Yeah I don't think [name of town] is a bad place to live"

"It's not very big but there's heaps of stuff around us I guess"

"It's not far from everywhere else either ... Dunedin's only two hours, Invercargill's half an hour"

"It's just got what it needs"

Employment

Employment opportunities in the wider Southland region were described by students as being largely limited to the farming industry and, in particular, dairy farming. For some, this was a positive factor. Those who were interested in a career in farming stated they could find a job in the area with ease, and that there would always be work available for them.

"I just want to do something agricultural. I don't want to go to uni. You can get a job on a farm just like that. There's just jobs going begging everywhere but it depends what you're interested in"

However, for others, the region was considered limiting as there was not a wide selection of employment choices outside of farming. This meant moving outside the area was necessary, as outlined in more detail in the previous section.

"For someone in commerce there's not a lot of job opportunities around here, so you want to go somewhere bigger"

This was true even for those students who did not want to attend university but were interested in gaining a trade, or owning their own business. Due to the small size of the local population, however, there are relatively few tradespeople required, meaning it is often difficult to acquire an apprenticeship in the first instance and, later, to establish a new business.

“Some people might start their own business ‘cause it’s local and people get behind them but there’s not really too much of that ‘cause you can’t have two of them [the same business]”

Those students who were interested in attending university and gaining a qualification in an area not related to agriculture or a trade were in a quandary, as even if they wanted to return, they were aware that it might be unlikely for them to find work.

“If there was a need for computer science, IT stuff, I’d probably come back just because my family’s here. But there’s probably not going to be, so I probably wouldn’t come back ... it’s job opportunities that would bring me back”

There were at least two exceptions to this; one student was intending to study nursing and return to work in the hospital in Gore, and another planned to become a teacher and also return to work in the local area.

The students stated that having a good reputation as a hard worker was extremely important for finding work in Southland. Some students argued this was even more important than having the appropriate qualifications.

“Mum’s always on the case about going to get a job, work hard and get my name out there as a hard worker and that way ... people see a familiar name and ‘yeah, I’ll give you a job’, just without even hesitating ‘cause you’ve got a reputation for being a hard worker and that makes up for it. If you don’t know what you’re doing at least you’re a hard worker and willing to learn”

“Well, they kind of care about your schooling but not to an extent like if you apply for a job on a farm and you don’t have level three they’ll be like ‘oh well, as long as you’re a hard worker and reliable’, they will employ you”

Discussion

Ethnic diversity was not a significant part of the life of these Southland students. There was little contact or interaction between students who identified with different

ethnicities. Indeed, despite the burgeoning Filipino community in Southland, students had little communication and awareness of the presence of the Filipino community. That said, most of the students viewed this recent population change as positive for the wider community, especially given the reputation of Filipinos as being hard workers.

Reflecting several of the other focus groups carried out across New Zealand, these students thought that older generations of Southlanders were less positive about ethnic diversity in their region. They felt that their parents and grandparents were largely resistant to any form of significant change and, therefore, would consider new people with new beliefs and practices as a potential threat to their familiar way of life.

Overall, the students themselves appeared to be reasonably accepting of ethnic diversity. Unlike most of the other focus groups, irrespective of where they were carried out, these students did not discuss ethnic tensions in any detail. Given the relative homogeneity of Southland's population, this is perhaps understandable.

Southland students also did not identify several of the other issues pertaining to ethnic diversity which arose in other regions. For example, the economic benefits associated with an increased migration population (mentioned by students in Auckland and Christchurch) was not discussed. Similarly, in Wellington and Christchurch students talked about the struggles immigrants face when settling in New Zealand but these concerns were not raised by the Southland students.

Most of the students expected to spend the majority of their adult lives in Southland, even though many students wanted to leave temporarily. A smaller number had no desire to leave the area as they were interested in pursuing careers in farming which they could readily do within the region. Family was cited as one of the primary reasons for these students remaining committed to the region – a tendency shared with students from other regions across New Zealand.

Unlike students in the larger cities of Auckland, Wellington and Christchurch who discussed the importance of academic grades to enter into university programs or to

qualify for scholarships, some students in Southland considered building their reputation as a hard worker as more important than receiving good grades in high school. This was largely because of their career choice but it also reflected Southland's values with regard to work ethic and community.

For those students who did not want a career in agriculture (primarily dairy farming), employment opportunities were somewhat of an issue. They felt that there were not enough jobs available for the local population and there were very few specialised areas for students to return to once qualified. This raised concern for some students who felt they would be unable to return and settle in the region upon completing their studies, despite their desire to do so.

Summary

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

Interviews with household members revealed three dominant viewpoints towards population change, including increasing ethnic diversity in Southland. The majority of residents shared the belief that ethnic diversity enriched the local community and was intrinsically valuable for the region more broadly. Others were not particularly concerned about ethnic diversity or population change but were more concerned with the capacity of local Southlanders being free to move in order to follow education and employment opportunities. The final viewpoint was primarily interested in the changing nature of what it means to be a New Zealander. These participants were open to New Zealand's national identity changing in response to new social conditions.

The survey of Southland-based employers revealed that relatively few of them employed immigrants or sought to fill available positions with overseas-based candidates. Recruiting and retaining staff was not a serious concern for employers and positions were often filled in a matter of weeks. Word of mouth appears to be an important recruitment strategy for employers which is in line with the comments made by students, some of whom are about to start looking for work. In terms of retaining staff, retraining and/or professional development appears to be more common than the offer of more money. Despite few issues around staff recruitment and retention, many employers expected this to be a future challenge and raised concerns about outward migration from the region. Overall, the survey of employers painted a fairly positive picture of the regional labour market.

Interviews with groups of students who were about to leave school and begin their adult lives reveals that young people are largely unaware of increasing ethnic diversity in their community but also view a changing population as fairly positive for the

region. Students were strongly committed to Southland and although many wanted to leave in order to attend tertiary education and gain new experiences, most also wanted to return and settle in Southland. The pull of family was a key reason for this. Despite this desire, concerns were also raised about employment prospects in the region – especially from those who were gaining a university qualification and who might return over-qualified for the kind of work available.

Southland undoubtedly has its challenges as it responds to a changing ethnic mix of residents. Not only is it important that locally born residents understand the economic and social benefits that migrants bring, it is also important that new arrivals are supported to settle and integrate well into the wider community. Additional challenges include the outward migration of residents, especially young people, potentially leading to overall population decline. A sense of community and a deep connection to the wider Southland region is evident, however, and is likely to underpin future understandings of citizenship.

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?

- | | |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> 0-5% | <input type="checkbox"/> 26-30% |
| <input type="checkbox"/> 6-10% | <input type="checkbox"/> 31-35% |
| <input type="checkbox"/> 11-15% | <input type="checkbox"/> 36-40% |
| <input type="checkbox"/> 16-20% | <input type="checkbox"/> >40% |
| <input type="checkbox"/> 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)*

- | | |
|---|--|
| <input type="checkbox"/> Print media (Newspaper, Technical/ Trade publications) | <input type="checkbox"/> Employee referral programme |
| <input type="checkbox"/> Seek/ TradeMe Jobs etc | <input type="checkbox"/> Personal referrals |
| <input type="checkbox"/> Company Website | <input type="checkbox"/> Social media (e.g. Facebook, LinkedIn, Twitter etc) |
| <input type="checkbox"/> Local recruitment agency | <input type="checkbox"/> Seconding employees |
| <input type="checkbox"/> Overseas recruitment agency | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Internal recruitment | |
| <input type="checkbox"/> Other (specify): _____ | |

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?

- | | |
|---|---|
| <input type="checkbox"/> Australia | <input type="checkbox"/> European Union |
| <input type="checkbox"/> United States | <input type="checkbox"/> South Africa |
| <input type="checkbox"/> United Kingdom | <input type="checkbox"/> Korea |
| <input type="checkbox"/> India | <input type="checkbox"/> Philippines |
| <input type="checkbox"/> China | |
| <input type="checkbox"/> Other (specify): _____ | |

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

- | | |
|---|---|
| <input type="checkbox"/> Locally (i.e. same region as employer) | <input type="checkbox"/> China |
| <input type="checkbox"/> Nationally | <input type="checkbox"/> European Union |
| <input type="checkbox"/> Australia | <input type="checkbox"/> South Africa |
| <input type="checkbox"/> United States | <input type="checkbox"/> Korea |
| <input type="checkbox"/> United Kingdom | <input type="checkbox"/> Philippines |
| <input type="checkbox"/> India | |
| <input type="checkbox"/> Other (specify): _____ | |

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

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, <u>local</u> 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, <u>central</u> 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 1	Often 2	Sometimes 3	Seldom 4	Never 5
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 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
The greatest challenge facing my company is a lack of suitably qualified employees	1	2	3	4	5
New Zealand tertiary institutions are <u>not</u> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technicians and Trades Workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community and Personal Service Workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clerical and Administration Workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sales Workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Machine Operators and Drivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labourers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprentices and/or trainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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*

- | | |
|---|--|
| <input type="checkbox"/> Language barriers | <input type="checkbox"/> No local professional contacts |
| <input type="checkbox"/> Racism of other staff members towards migrant workers | <input type="checkbox"/> Higher turnover |
| <input type="checkbox"/> Cultural Issues (e.g. religious practices, food) | <input type="checkbox"/> Different work practices |
| <input type="checkbox"/> Clients may find it difficult to work with migrants | <input type="checkbox"/> Communication issues (other than language barriers) |
| <input type="checkbox"/> Lower quality output | <input type="checkbox"/> Difficult to verify qualifications |
| <input type="checkbox"/> Different set of skills than the local market utilises | <input type="checkbox"/> None |
| <input type="checkbox"/> Unreliable workers | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Other (specify): _____ | |

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

- | | |
|---|--|
| <input type="checkbox"/> Different perspective/ diversity | <input type="checkbox"/> Easier to make international linkages |
| <input type="checkbox"/> Better work ethic | <input type="checkbox"/> Foreign language speakers help with communication |
| <input type="checkbox"/> Employees are more 'well- rounded' individuals | <input type="checkbox"/> Bring international contacts with them |
| <input type="checkbox"/> More up-to-date industry knowledge | <input type="checkbox"/> Bring more widespread industry knowledge |
| <input type="checkbox"/> Improved tolerance | <input type="checkbox"/> None |
| <input type="checkbox"/> Improved communication | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Highly educated/ trained workers | |
| <input type="checkbox"/> New and/or innovative ideas and practices | |
| <input type="checkbox"/> Other (specify): _____ | |

Section F: Current Challenges

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

- | | |
|---|---|
| <input type="checkbox"/> Lack of appropriate staff | <input type="checkbox"/> Price of NZ dollar |
| <input type="checkbox"/> Increased wages | <input type="checkbox"/> Closure of schools |
| <input type="checkbox"/> Loss of young talent | <input type="checkbox"/> Decreased export prices |
| <input type="checkbox"/> Aged population | <input type="checkbox"/> Fonterra contamination issues |
| <input type="checkbox"/> Christchurch rebuild | <input type="checkbox"/> Greenhouse Emissions Taxes |
| <input type="checkbox"/> Increasing costs with lower profitability | <input type="checkbox"/> Drought/ Snow/ Flood |
| <input type="checkbox"/> General population movement | <input type="checkbox"/> NZ 'clean, green image' deteriorating |
| <input type="checkbox"/> Overseas investors repatriating money home | <input type="checkbox"/> Closure of mines/ no new mines opening |
| <input type="checkbox"/> Health & safety issues | <input type="checkbox"/> Housing affordability |
| <input type="checkbox"/> Reduced funding from government | |
| <input type="checkbox"/> Other (specify): _____ | |

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

- | | |
|---|---|
| <input type="checkbox"/> Lack of appropriate staff | <input type="checkbox"/> Price of NZ dollar |
| <input type="checkbox"/> Increased wages | <input type="checkbox"/> Charter schools |
| <input type="checkbox"/> Loss of young talent | <input type="checkbox"/> Closure of schools |
| <input type="checkbox"/> Aged population | <input type="checkbox"/> Decreased export prices |
| <input type="checkbox"/> Christchurch rebuild | <input type="checkbox"/> Fonterra contamination issues |
| <input type="checkbox"/> Increasing costs with lower profitability | <input type="checkbox"/> Greenhouse Emissions Taxes |
| <input type="checkbox"/> General population movement | <input type="checkbox"/> Drought/ Snow/ Flood |
| <input type="checkbox"/> Overseas investors repatriating money home | <input type="checkbox"/> NZ 'clean, green image' deteriorating |
| <input type="checkbox"/> Health & safety issues | <input type="checkbox"/> Closure of mines/ no new mines opening |
| <input type="checkbox"/> Reduced funding from government | <input type="checkbox"/> Housing affordability |
| <input type="checkbox"/> Other (specify): _____ | |

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

- | | |
|--|---|
| <input type="checkbox"/> Government intervention | <input type="checkbox"/> Changes to monetary policy |
| <input type="checkbox"/> Incentives for young talent to stay in region | <input type="checkbox"/> No charter schools |
| <input type="checkbox"/> Make it easier for migrants to work in NZ | <input type="checkbox"/> Reduce taxes on dairy farmers |
| <input type="checkbox"/> Reducing inflation (or keeping it flat) | <input type="checkbox"/> Don't allow foreign ownership of dairy farms |
| <input type="checkbox"/> Changes to overseas investment laws | <input type="checkbox"/> Allow more mine development |
| <input type="checkbox"/> Government control of NZ dollar | |
| <input type="checkbox"/> Other (specify): _____ | |

Demographics: About Your Company

32. Which best describes your position?

- | | |
|---|---|
| <input type="checkbox"/> Owner/ Director | <input type="checkbox"/> Operations Manager |
| <input type="checkbox"/> CEO/ Managing Director | <input type="checkbox"/> Sales/ Marketing Director/ Manager |
| <input type="checkbox"/> HR Director/ Manager | |
| <input type="checkbox"/> Other (specify): _____ | |

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

- | | |
|--|---|
| <input type="checkbox"/> Less than a year | <input type="checkbox"/> Over five years up to ten years |
| <input type="checkbox"/> Over one year up to two years | <input type="checkbox"/> Over ten years up to fifteen years |
| <input type="checkbox"/> Over two years up to five years | <input type="checkbox"/> More than fifteen years |

34. What is the structure of the business?

- | | |
|---|---|
| <input type="checkbox"/> Partnership | <input type="checkbox"/> Overseas publicly listed limited liability company |
| <input type="checkbox"/> Family business | <input type="checkbox"/> Private limited company |
| <input type="checkbox"/> NZ publicly listed limited liability company | <input type="checkbox"/> Not for profit organisation |

35. How many employees does your company employ?

	Full time	Part time
None	<input type="checkbox"/>	<input type="checkbox"/>
1 to 2	<input type="checkbox"/>	<input type="checkbox"/>
3 to 5	<input type="checkbox"/>	<input type="checkbox"/>
6 to 9	<input type="checkbox"/>	<input type="checkbox"/>
10 to 19	<input type="checkbox"/>	<input type="checkbox"/>
20 to 49	<input type="checkbox"/>	<input type="checkbox"/>
50 to 99	<input type="checkbox"/>	<input type="checkbox"/>
100+	<input type="checkbox"/>	<input type="checkbox"/>

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: Student 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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