Non-Government Organisations (NGO) Study Awards – Exploring the Impact on Social Work Students and Social Service Organisations

Final Report

By

Dr. Polly Yeung, Hannah Mooney, and Dr. Awhina English

School of Social Work, Massey University, Palmerston North

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Executive Summary

This is a summary of the report on the impact of the NGO study award on award recipients and their organisations. Ultimately the research sought to capture the extent to which the NGO Social Work Study Awards helped students to be successful in their study. The research aims are as follows:

Research Aims

1. Assessing the extent to which the NGO study award helps students to be successful in their study;
2. Investigating the extent to which the social work practices of recipients have improved as a result of the study award;
3. Exploring how relationships between MSD, institutions, recipients, organisations and families, whānau have contributed to positive outcomes;
4. Engage with Māori recipients employed at iwi organisations in order to gauge the positive impact the award programme has made for them within Māori communities.

Research Methodology

This project was undertaken using a mixed-method approach; utilising both qualitative and quantitative techniques. Full ethics approval was gained through the Massey University Human Ethics Committee. The team also presented the research plan to the Ministry's research team in Wellington and to the NGO Study awards advisory group.

Research Sample

The qualitative method involved semi-structured interviews with NGO award recipients in three categories:

- NGO past award recipients (N = 8)
- NGO past award recipients who self-identified as Maori (N = 5)
- Managers of organisations who have been involved in supporting award recipients (N = 7)

The quantitative method employed a self-administered questionnaire to assess NGO study award recipients' perception on how the award has contributed to becoming or being a qualified social worker.

The sample consisted of:

- A total of 142 surveys was returned out of 529, with a response rate of 27%
- The majority of respondents identified themselves as female (84%)
- Just over 40% of respondents reported aged between 50 and 59
- Over half of the respondents (52%) identified themselves as NZ European/Pakeha, followed by Maori (37%) and other ethnic groups (10%)

Comparison with NGO study award database and 2013 Census social work sub-group
- The socio-demographic data on gender and ethnicity, particularly NZ European/Pakeha are consistent among the current sample, the NGO study award database and 2013 Census social work sub-group
- Our sample on Asian proportion (3.5%) was very similar to the All NGO study award database (3.7%)
- Maori social work sub-group was lower in the 2013 Census (14.7%) when compared to our current sample (37.3%) and the NGO study award database (40.7%)
- Our current sample had a lower representation in Pacific nations and other ethnicity
- While we were unable to compare age across our sample and the two databases, results clearly indicated that the workforce is ageing with the majority of social workers tended to be aged 45 and over

Research Findings

Based upon the research aims, four key themes came out of the research that align with the research aims. These are:

1. The extent to which the NGO study award helps students to be successful in their study;
2. The extent to which the social work practices of recipients have improved as a result of the study award;
3. The relationships between MSD, institutions, recipients, organisations and families, whānau have contributed to positive outcomes;
4. The impact the award programme has made for Māori recipients employed at iwi organisations and working within Māori communities.

These findings, while they are discussed in more depth in the report; are briefly detailed here.

The extent to which the NGO study award helps students to be successful in their study

As a result of the NGO study award, 88% of recipients report that they were more committed to finishing their training as a result of the award as well as the support surrounding it. This included the additional workshops and communication with the award facilitators. A similar number of research participants were more confident in themselves as a practitioner as a result of the award and were more likely to engage with their studies, as a result of the support of the award (87.4%).

As a result of the NGO student award, research participants were:

- More committed to finishing their training (88%)
- More confident in themselves to become a practitioner (85.2%)
- Had less financial concerns during study and less debt (83.3% & 82.4% respectively)
- More likely to have job satisfaction and enjoyment (averaging 80.3%).

Those participants that viewed the NGO study award as being beneficial to their completion of their studies (88%) were more likely to report higher levels of ability to engage in self-reflection, empathetic reflection and reflective communication ($r = 0.34$, $p < 0.001$). Overall, 99.3% of the respondents indicated that they would recommend the study award to others and similarly 98.6% would recommend the study award continues.

The findings from both qualitative interviews and the quantitative survey show that recipients of the NGO study award report a more positive experience as students than they would have without it. Further benefits they reported from the NGO study award that they state they would not have had without it were:

- Financial stability;
- Employment stability;
- Understanding and support from employer (to study);
- Additional emotional/academic support with study (from NGO award staff);
- More stability with managing the 'juggle' between working, parenting and being a student.
  In the first year I nearly dropped out so many times because it was just so stressful, in the second year, that's what kept me going was that I, there was money, I know it sounds ridiculous to say but there was money attached to it that I had to be accountable to the government for you know basically so there was no way that I ever thought that no this is all too hard & I'm going to drop out and it's an honour **Briana**

The extent to which the social work practices of recipients have improved as a result of the study award

Results from this study indicated that the award has contributed significantly to lifting the level of social work education, knowledge, competence and skills in the recipients and the NGO social work sector. While over 40% of the respondents indicated that they have changed their employment since the award, the majority of the respondents (81%) continue working in the NGO social work sector. While there were no significant differences on SWRB core competence standards, ability in self-reflection, empathetic reflection, reflective communication, current job satisfaction, overall job satisfaction and life satisfaction between those who remained working in the NGO social work sector even after job changes and those who have moved on to the other sectors, participants who continue working in the NGO social work sector still demonstrated a fairly high level of skills competences, reflective ability and job satisfaction.

Award recipients state that the award has impacted on their social work practice by:

- Providing the opportunity to study and work (implementation of theory in practice while studying)
- Support from NGO award staff to negotiate additional study time and resources
- More understanding of SWRB competencies as a result of NGO study award workshops
- Greater confidence in themselves as practitioners

This research clearly shows that the social work practice of award recipients has improved as a result of the NGO study award and their ability to have a 'wrap-around' support system (supporting them financially, emotionally through pastoral care, and additional supports). In many areas of their practice, participants report to feeling more confident in their practice, such as working with Tangata Whenua, in terms of their own resilience, communication skills and theoretical knowledge.

> *I really like it [NGO student award] because it keeps you accountable, you're not just getting money for nothing because each year you have to submit you know your scores and stuff & I think that's absolutely fantastic* **Carol**

Overall, much of the evidence derived from this study shows the improvement of social work practice of the award recipients. Participants in this study indicated that their motivation to become a social worker stemmed from helping individuals to improve the quality of their own lives and wishing to tackle injustice and inequalities in society as the first and second most important motivators, which aligned strongly with current literature (Bar-Zuri, 2004; Duschinsky & Kirk, 2014; Furness, 2007). One can argue that this group of participants did not just 'drift' into social work education without a specific reason or due to a lack of career focus. While the current findings do not imply a causal relationship between the successful outcomes of recipients' practice and the award, it is clear that the award programme has provided the opportunity for study completion and further opportunity to gain relevant qualification which impacted on the social work practice.

The award in return has established a key platform for the notion of commitment to the social work profession. According to Kanungo (1982) and Gifford (2009), commitment to the profession is defined as the measure of

relative outstanding attitudes towards the profession, as expressed by the extent of mental, conceptual, and emotional efforts invested by employees in their professional development. An employee who is highly committed to the profession is committed to his/her job and willing to invest many personal resources in order to promote his/her field. Results from this current study provided strong indicative evidence that the award has made significant contribution to assist recipients developing their professional identify as a social worker. In social work, the building and formation of one's professional identify is important and significant during professional socialisation stages.

Award recipients in this study reported high levels of resilience, reflective ability, job-related satisfaction and life satisfaction are congruent with research studies which show that a solidified and clear professional identity contributes to reduced role ambiguity, role conflict, the tendency to leave the profession (Hidalgo & Moreno, 2009), anxiety (Bauer et al., 2007) and increased in proactive behaviour, personal and professional suitability, and professional satisfaction (Freund, Blit-Cohen, Cohen, & Dehan 2013). Recipients' ability to thrive in their profession was augmented by their successful attainment from the award, which became the crucial capacity to instil their professional competencies in their fields, as demonstrated by their self-confidence, desire to be challenged in their work, and reflections on themselves as positive role models.

More significantly, recipients in this study identified that they were motivated to continue in their social care role because they wanted to make a difference to people's lives and for a 'bigger cause'. While there was no control group involved in this study to make comparison to those who did not have external financial support such as the NGO study award to complete their qualification, there is an encouraging finding that being the award recipients, along with their positive attitude toward social issues and a positive experience with the social work training processes, can potentially contribute to increased commitment to the profession in future social workers.

The relationships between MSD, institutions, recipients, organisations and families, whānau have contributed to positive outcomes

The ongoing relationship-building between Community Investment and the NGO sector has been a key element to build social workers' confidence to feel valued, successful and supported. Findings from this study indicate that the relationship between the award provider, the institution and NGO social work sector is fundamental for the support structures that help social work students/trainees develop essential skills to enhance their resilience, their well-being, their personal effectiveness and their employability.

Building positive relationships: are they working?

Overall, recipients report that the NGO study award strengthens the NGO sector, relationships between social service organisations and academic institutions. It does this through MSD's relationship building that often takes place during workshops around the country; involving a number of recipients and their managers or coordinators. MSD plays a key role in bringing both recipients and managers together and creating the forum to discuss challenges and opportunities for a positive academic experience. The NGO staff also maintain positive relationships with academic institutions that impacts positively on the experience of the student. Award recipients state that often MSD/NGO staff act as advocates and strengthen the support systems around the student so that there is less risk of them failing a paper or withdrawing from the course.

Relationship building relies upon:

- Community workshops involving many recipients and their NGO managers
- MSD maintaining relationships with institutions (advocating, facilitating and at times providing pastoral care)
- Students feeling supported by MSD when negotiating with their employer and in return feel supported by their employer
- Fulfilling and meaningful relationships with employers, supervisors and co-workers in the form of camaraderie and empowering leadership to buffer against emotional demands of their work and enhance energy, dedication and commitment.

While only 56% are inclined to stay at their current organisation even with receiving the award to support their study; over 80% of recipients maintain employment in the NGO sector. There is a sense of loyalty and pride in the sector.

> *I've found Derek in particular very, very good to work with he's been just very practical, I've just found him over the years very, very good to work with and like there's a minimum, a minimum of paperwork and stuff like that with it, it's you know they do, do the mid-year progress you know it's a pretty good structure so I've got nothing but praise for it really* **Manager 5**

The desire for award recipients to bring about social change reinforces the perception of the social workers as a social change agent, providing this profession with a different niche than that of psychology (Marsh, 1988). The award has enabled recipients to receive highly quality social work education in Aotearoa New Zealand to gain a critical understanding that individual problems result from social factors, and that social workers must, as a result, support disadvantaged populations and make changes in the political, economical, and legal

infrastructures and institutions, in an attempt to benefit their clients. Therefore, the role of MSD, institutions and organisations is extremely crucial to make sure the profession continues to reinforce the perception of social workers as social change agents and keep developing training programme whose aim is to provide knowledge and tools for coping with social problems, such as neglect and exploitation of disadvantaged and indigent groups, in order to create a more just society (Payne, 2005). It seems logical to claim that the NGO study award has served as a point of reference for the development of professional commitment and the professional identity of social work students in training processes.

The impact the award programme has made for Māori recipients employed at iwi organisations and working within Māori communities

The research clearly showed that Māori practitioners benefited greatly from the NGO study awards. When asked about benefits of the NGO award, both qualitative and quantitative findings show that Māori recipients were more inclined to reflect upon the benefits for their whānau, hapū and iwi, in addition to personal benefits. Māori and iwi organisations were strategic and supportive of the NGO study award and from an early stage in the award process encouraged their staff to apply and supported them through the process. The NGO study award was particularly beneficial to many Māori and iwi organisations in that it was tool for Māori staff, many of which were experienced long-term practitioners, to gain a qualification while remain working. They could see the benefits to whanau Māori and the impact on Māori communities was inevitable. When analysed by ethnic groups, "have less debt to worry about" was the main focus for NZ/Pākehā (90.7%) while "be more committed to finishing my training" was the most important for Māori (88.7%). For other ethnic groups, "feel more confident in myself as a practitioner" (85.7%) and "have more employment opportunities" (85.7%) were viewed as the most important aspects (see Table 3 for further results).

Overall, the research showed that Māori practitioners are more inclined to be motivated by external influences, such as the NGO/MSD staff, their own whānau or the whānau they are working with and the long term benefit of their qualification for their organisation and community. Therefore, the NGO study award provided them with an external motivating factor, as opposed to being driven by the aim of gaining a personal qualification or higher pay.

What makes the NGO study award different from other support systems? Why do Māori practitioners seem to access this at such a high rate proportionally?

This research shows the following factors:

- Not just a financial reward
- The NGO study award takes a collective approach (involves managers, students, institutes, NGO staff together)
- Pastoral care and relationship building
- Reflects values of the NGO sector

This research shows that Māori recipients are not just driven by the financial rewards but also by having the NGO staff believe in them and motivate them. There is the community, collective approach taken in that the qualification benefits more than just the individual and the additional pastoral care and relationship building reflects Māori values of aroha, manaaki and whanaungatanga. This also reflects NGO sector values in that the award supports grass-roots practitioners, which aligns well with Māori values and beliefs.

> *the reality that I see within our country is that we've got a huge shortage of qualified, trained workers within the social work industry, and what I'm seeing is well quite a few Māori benefitting from this ...I just really encourage it, that it just continues, it's good for the service not even for the individual but for the organisation, I mean even if people move on, I mean sometimes like moving on to more challenging areas, more challenging jobs so I mean the knowledge isn't necessarily being lost however...absolutely it's to continue, I think there's definitely a place for it...***Patrick**

Conclusions

The NGO study award is unlike any other award system for students currently existing in Aotearoa New Zealand (Te Rau Puawai, 2016; Universities New Zealand, 2016). What makes it unique is that it offers a 'wrap around' support to any students who are currently working in the NGO sector and who would like to complete a social work qualification. It is not limited by age or ethnicity but provides a support system that reflects NGO values of inclusion, accessibility and collective support. For this reason, it is particularly successful with Māori students and has a distinct benefit for Māori and Iwi organisations and their communities.

Students have the freedom to study and work; while being supported in a transparent and organised manner by their employer. They are likely to be debt-free by the end of their degrees as well as having gained a qualification that means they can become a registered social worker. The positive results impact upon the individual and their own families, but also the social service organisation, the community they work with and of course the NGO sector, as we have found that over 80% of recipients stay working within that sector; a reflection of their commitment to it.

The NGO study award keeps them accountable, as does their supportive working environment and students/recipients are more inclined to complete their degrees, knowing they are doing it for more than just themselves. The pastoral care, mediation and systematic organisation of the NGO study award staff ensures that the student is able to maintain this stability throughout their studies, making this programme particularly successful.

In summary, the establishment and operation of the NGO study award is a good example of MSD's social investment approach to improve social services via training incentive and support for social workers to gain professional qualifications. A key feature of the study award is that it offers a 'wrap-around' approach to students and the provider through the support of the Ministry and the key personnel from the NGO study award. The NGO study award saw how children, whanau, family and community's lives would be disadvantaged if there were lack of social workers with professional qualifications to provide careful and rigorous planning, help and support in order to break the intergenerational transfer of poverty and life-span challenges. Investing more in helping current workers to gain professional qualification through financial support and mentoring has the potential to radically improve people's lives in the community and to save the taxpayer money down the line. The outcomes of this study provide a strong justification that the NGO study award has been a constructive and valuable initiative, which signifies what the government and MSD spend today, can help everyone out tomorrow. In addition, the professionalization of social workers aligns with the concept of human capital which helps to explain the profitability of protecting children, whanau and families from adverse experiences and fostering development within the context of healthy environments and supportive relationships. Ultimately, government's initiative on the NGO study award has become a key platform in social investment to generate an environment where families, schools and other systems contribute to human capital development by reducing the need for them to depend on welfare in the long run.

Non-Government Organisations (NGO) Study Awards – Exploring the impact on social work students and social service organisations

Background of the report

In 2005 Cabinet provided $5.4 million over four years for 50 Non-Government Organisations (NGO) Social Work Study Awards per year as part of a wider Workforce Programme for Action to strengthen family support services. More awards were granted in subsequent years and the approach changed to utilise the funding to select the maximum number of students possible.

The rationale for setting up the Awards originated because the numbers of social work graduates were declining, reducing the percentage of qualified social workers employed, despite the growth of the social work workforce. According to the Census in 2001, there were an estimated 10,400 unqualified social workers practicing in New Zealand. Pressure on sector working with vulnerable children and their families was expected to increase due to pressure from other sectors such as elder care, the ageing social work workforce and the expansion of early intervention and prevention initiatives affecting recruitment and retention.

The Awards provide funding to support practising NGO social workers, whose work focuses on vulnerable children and their families, to complete social work study that is recognised by the Social Workers Registration Board (SWRB) as meeting the educational requirements for social worker registration. At the outset of the initiative the minimum requirement was a diploma in social work. However, this changed to a degree in social work where study commenced after 1 January 2006 and the programme was adapted to take account of the new requirements.

The objectives of the Awards are to strengthen the capability of the NGO sector to deliver services to children and families by (1) increasing the qualification levels of NGO social workers to enable them to meet the requirements of social worker registration; (2) increasing the qualification level of Social Workers in Schools (SWiS) social workers; and (3) helping promote a culture of training and professional development in NGOs. The long-term aim of the awards is to achieve positive outcomes for children, young people and their whānau by increasing the qualification level, and so the skills and competence of the social service workforce.

As of 2016, the NGO Social Work Study Awards are funded and administered by Community Investment (formally known as Family and Community Services - FaCS), a service of the Ministry of Social Development (MSD) and the intent of these awards remains the same, to help build the capability of people working in community-based social services. Currently up to 85 new awards are offered every year to assist employees of NGOs to undertake part-time study for a degree level qualification in social work. These awards aim to help support employees of NGOs who have previously studied (or who are already studying) and want to complete a social work qualification that meets the educational requirements for social work registration. The Award pays for course fees, backfilling of the social worker's role during placement, and other course-related expenses to enable social workers to study part-time.

An internal review was conducted in 2008 by Hall for the Centre for Social Research and Evaluation (Te Pokapu Rangahau Arotaki Hapori). The review used a qualitative research approach to interview 39 people to determine whether the Awards initiative was meeting the needs of both the social worker and the NGO recipients. The findings were based on 21 social workers, 11 NGO managers and three educators from organisations providing education to social workers. Four key Community Investment staff were also interviewed. Results derived from the 2008 review indicated that the Awards were succeeding in motivating NGO social workers to engage in a level of education required for registration who would not normally do so and there were early indications that the success rate of these students was higher than expected during the first three years.

To date, 752 students have commenced study and accessed funding through the Awards – 449 of these students have now graduated with a recognised qualification in social work. One hundred and eight-two students remained active within the programme during 2014 (i.e. yet to qualify) and 144 have withdrawn before qualifying, most often because the student has moved to "non-qualifying" employment. Of the 593 students who have so far exited this programme, 75.8% have exited with a qualification in social work recognised by SWRB – of those students who have exited early; many carry on with, and successfully complete their study. Close to 50% of all study awards go to persons who identify as Māori. By way of comparison, based on reports published by the Ministry of Education, the overall completion rate in New Zealand for level 7 (Bachelor) qualifications for those students studying part-time is 47%. This data suggests that a student who has the additional support of the NGO Social Work Study Award programme, including the active support of their employer and Community Investment, is more than 50% more likely to successfully complete a social work qualification at Bachelor level (level 7) than for the "average" student studying part-time in New Zealand.

Since the internal review conducted in 2008, no other formal and extensive study or evaluation has been carried out. This would be to further examine the impact of the Awards on current and past recipients in terms of social work practice and competency, career motivation, professional values, perceived professional efficacy, which are supposed to influence positive client outcomes or to make a difference on working with clients.

In 2013 staff members at the School of Social Work, Massey University and representatives from Community Investment of MSD began a collaborative research project that focused on the NGO study award in order to investigate the impact of these awards on the recipients, the families they work with and social services in general. It was anticipated that this research would lead to a greater understanding of the factors involved in successfully completing a social work degree.

Research Aims

The aims for this research project were focused on:

1. Assessing the extent to which the NGO study award helps students to be successful in their study;
2. Investigating the extent to which the social work practices of recipients have improved as a result of the study award;
3. Exploring how relationships between MSD, institutions, recipients, organisations and families, whānau have contributed to positive outcomes;
4. Engage with Māori recipients employed at iwi organisations in order to gauge the positive impact the award programme has made for them within Māori communities.

Massey University Human Ethics Approval was gained in 2013; data collection began in early 2014 and was completed in August 2015. This report describes the outcomes of the study and its analyses.

Methods of analysis

This project was undertaken using a mixed-method approach; utilising both qualitative and quantitative techniques. Full ethics approval was gained through the Massey University Human Ethics Committee. The team also presented the research plan to the Ministry's research team in Wellington and to the NGO Study awards advisory group at a separate organised meeting.

Phase 1 – Qualitative Approach

The qualitative methods involved semi-structured interviews with NGO award recipients in three categories: NGO past award recipients (N = 8), NGO past award recipients that self-identified as Māori (N = 5) and Managers (N = 7) of organisations who have been involved in supporting award recipients. These interviews took approximately one hour, involved seven open-ended questions (Appendix 1) and were located predominantly around the Wellington/Manawatu area.

Data Collection and Analysis

The interviews took place between June 2014 and August 2014. Interviews were conducted at a place and time of mutual convenience. Participants were asked to provide written consent, including consent for the interview to be recorded, before the interview commenced. Interviews were digitally recorded and transcribed by a contracted transcriber. Participants were then sent the transcription to check, make any changes they considered necessary, and sign off as correct. The use of pseudonyms was implemented to report findings from the participants' interviews. Transcripts of the interviews were analysed using content and thematic analyses. The research team included Māori researchers and culturally appropriate research techniques were followed in order to collect the qualitative and quantitative data.

Phase 2 – Quantitative Approach

Sampling and procedure

This part of the study employed a cross-sectional design with a self-administered questionnaire to assess NGO study awards recipients' perceptions on how the award has contributed to becoming or being a qualified social worker. Between May and August 2015, a sample of 529 NGO study award recipients, (including those who have successfully completed their qualifications and those who have been receiving the awards since 2014) received the survey package which contained a support letter from Mr. Derek Howell, Business Manager of the NGO study award, Community Investment of MSD, an information sheet describing the purpose of the study, the questionnaire and a postage-paid envelope. Data collection tools contained no identifying information and therefor kept the individual identities anonymous.

Instruments

A questionnaire was developed for this part of the study to measure recipients' perceptions on the importance of the NGO study award and their self-perceived competency on becoming or being a qualified social worker. The questionnaire was based on multiple sources, including the qualitative interviews from Phase 1 of the study, and a review of existing literature and measurements. The content of the questionnaire was checked for face and content validity by three independent persons.

Socio-demographic detail

This section focused on socio-demographic background, which included the recipients' current status with the NGO study awards, year of receiving the award, current qualification, years of practicing as a social worker prior to receiving the award, areas of social work practice, employment status, gender, age, and ethnicity.

Motivation to become a social worker

This scale consists of 13 items asking recipients to rate what attracts or motivates them towards social work as a career using a 5-point Likert scale ranging from '1 = least important', to '5 = most important'. A comment box was also made available for further comments on other reasons that did not cover from the existing items. Cronbach's alpha of the 13 items was 0.76.

Contribution from the NGO study award

This scale includes 17 items asking recipients to rate "as a result of the NGO study award, I am/was more likely to…" in terms of their level of agreement using a 5-point Likert scale ranging from '1 = strongly disagree', to '5 = strongly agree'. A comment box was also made available for further comments that did not cover from the existing items. Cronbach's alpha of the 17 items was 0.89.

Self-perceived SWRB core competence

This 11 items scale was based on the SWRB core competence to ask recipients their perspectives on how competent they feel in their current practice. A 5-point Likert scale was used, ranging from '1 = not at all competent', to '5 = very competent' for recipient's own assessment. Cronbach's alpha of the 11 items was 0.90.

Reflective ability

This scale was assessed by a 23 items scale developed by Aukes and colleagues (2007) encompassing self-reflection, empathetic reflection and reflective communication. An example item is 'I can see an experience from different standpoints'. A 5-point Likert scale was utilised, ranging from '1 = strongly dissatisfied', to '5 = strongly satisfied' on their reflective ability. Higher the scores represent stronger reflective ability across all three domains. Cronbach's alpha of the 23 items was 0.82.

Supervisor support

The perceptions of supervisory support scale (PSS) consist of 19 items developed by Fukui and colleagues (2014) to cover the critical components of supervision. Exploratory factor analysis extracted three factors:

"emotional support", "support for client goal achievement" and "educational/professional development support". A 5-point Likert scale was used to measure the amount of support recipients received in supervision, ranging from '1 = not at all', to '5 = almost always'. Cronbach's alpha of the 19 items was 0.95.

Supervision contract and length
Recipients were asked to indicate the overall average frequency of their supervision contact (such as daily, weekly, fortnightly...etc) and average length of supervision session (such as 0-30 minutes, 30-59 minutes, 60-89 minutes…etc).

Discussion content of formal supervision
Recipients were asked to indicate the kind of tasks/activities they engage with their line manager or supervisor. They can choose more than one activity. Examples of activities include: 'review of each of your cases', 'advice and guidance on more difficult cases', 'your performance against targets'.

Performance evaluation
Recipients were asked to indicate how well they think their line manager rates their performance in the present job by choosing 'not very highly', 'quite highly' or 'very highly'. They were also asked to indicate whether they think it was a fair assessment by choosing 'yes, fair assessment', 'no, line manager under-rate you – your performance is better' or 'no, line manager over-rates you – your performance is not so good'.

Co-worker support
The Social Support scale designed by O'Driscoll (2000) was used to measure co-worker support. This scale obtains responses on a point Likert type scale ranging from '6 = all the time', to '1 = never'. An example item is, "indicate how often your co-workers provide you with clear and helpful feedback". Other items are: sympathetic understanding and advice; helpful information and advice; and practice assistance. Cronbach's alpha of the 4 items was 0.95.

Job-related factors satisfaction
This scale was adapted by Hussein, Moriarty, Stevens, Sharpe and Manthorpe (2014) which consists of 14 items to measure their satisfaction of their jobs. Examples of the items are: 'accessibility of your line manager when necessary', 'professional support and guidance from line manager', 'coping with your workload', using a 5-point Likert scale ranging from '1 = very dissatisfied', to '5 = very satisfied'. Cronbach's alpha of the 14 items was 0.85.

Resilience
The shortened version of the Resilience Scale (S-RS) assesses personality characteristics of the ability to adapt to and overcome adversity (Wagnild and Young, 1993; Neill and Dias, 2001). The scale in the current study consists of 14 items. An example of an item in this scale is 'I am determined'. Items are assessed on a 7-point Likert scale ranging from '1=strongly disagree' to '7=strongly agree', with higher scores representing greater

resilience to stress. Summed item responses are averaged. Mean scores range from 1 to 7; a higher mean indicates greater overall perceived resilience. Cronbach's alpha of the 14 items was 0.88.

Job opportunity

This is a single item scale to measure the perceived ease of gaining a better job perspective after receiving the NGO study award to complete your degree (e.g., How easy would it be for you to find another job with another employer that is as good or better than your current job?). Response options of 5-point Likert scale ranging from very difficult to very easy. The item was adopted from Mueller, Boyer, Price and Iverson (1994).

Job satisfaction

This section consists of three items. Two items "most days I am enthusiastic about my job" and "I find real enjoyment in my job" were adapted from Brief Job Satisfaction Measure II by Judge, Locke, Durham and Kluger (1998). The last item "taking everything into consideration, I am very satisfied with my job" derived from the Job Satisfaction Scale (Warr, Cook & Wall, 1979). A 5-point Likert scale was used to measure the level of agreement ranging from '1 = strongly disagree', to '5 = strongly agree'. Cronbach's alpha of the 3 items was 0.88.

Life satisfaction

Life satisfaction was measured by using two questions from Quinn and Staines (1979). The first question was "Taking all things together, how happy would you say you are with your life?" The second question was "In general, how satisfying do you find the ways you're spending your life these days?" Response options were '1 = not too happy', to '3 = very happy'. Cronbach's alpha of the 2 items was 0.80.

Overall experience of NGO study award

Two items were developed for the purpose of this study. These two items asked recipients whether they would "recommend the study awards to others" and whether they would "recommend the study award continues". Responses options were either 'Yes' or 'No'.

The impact of the NGO study award on your social work practice experiences

A comment box was made available for respondents to provide any further comments.

Data analysis

All data were analysed using IBM SPSS Statistics 23. Descriptive statistics were used to present results from each scale on the survey for the entire group. Cross tabulations were used to results from sub-groups of survey respondents on some of the survey items. Spearman's correlation analyses were used to examine the relationships between recipients' perceptions on how the award has contributed to their qualification completion and other variables (SWRB competencies, reflective ability, supervisory support, resilience and job satisfaction). A Mann-Whitney U Test was used to examine difference between past and current recipients on SWRB competencies. Further Mann-Whitney U Tests were used to test for differences between Maori and non-

Maori recipients on SWRB competencies and prospects on job opportunities. Qualitative comments were analysed using content and thematic analysis.

Findings

Phase 1 – Qualitative Interviews

The Experience of the Award Recipients

This section explores the themes identified amongst the 13 past award recipients. Of the 13, five identified as Māori, four identified as New Zealand European, three identified as Pākehā and one as Tauiwi. One participant was male. One recipient identified as being between 18 and 29 years old. Three were between 30 and 39. Five were between 40 and 49 and one participant was over 60 years old. There was a large variation between the participants in regards to when they had received the awards – the majority had received the awards around 2011, 2012 and 2013 (N=8). Years of social work experience before receiving the award ranged from one year to 20 years.

Qualitative interviews were planned in order to explore in-depth experiences of receiving the award. The results have been separated out to address the first two research aims: 1) How does the NGO study award support the recipient to succeed in study? and 2) How has it improved the recipients social work practice? Many mentioned the positive relationships they developed with those who run the NGO study awards and this is explored. Finally, recipients also responded to whether or not they think the awards should continue and why. To elucidate findings, *italics* indicates a direct quote or phrase from participant responses. Pseudonym was used for each participant.

How does the NGO study award support the students to succeed in study?

Financial Benefit

All of the NGO past recipients acknowledged the financial benefit of the programme. This was particularly helpful for those in the older age category who were concerned with mortgages and supporting their family, especially when they are considering re-training as a mature student. The award therefore opened up the opportunity to study, to re-train and for some - to consider post-graduate study as there was minimal debt incurring.

> *the financial relief was really awesome it just meant that I just needed to fulfil my end of the bargain* **Patrick (Māori)**

> *So I don't have a huge student debt to worry about… and that was a priority for me because I was a mature adult going into study, I didn't really want to have to be burdened with a nice big fat loan… to have to pay back so um I feel that that is a huge reward for me* **Aroha (Māori)**

> *I don't have a student loan, a huge student loan so I could take on a student loan to do postgrad* **Kirsten**

For some this was the difference between being able to study or not studying at all.

I had to actually borrow more money to live as well to get me through, so I mean I, I probably point blank I wouldn't have done it if I didn't have the study award **Briana**

There was also acknowledgement that the study award catered for those dedicated to working for their NGO and therefore receiving an NGO income, not on par with a government job.

one thing about working for an NGO is that you're not going to get a statutory salary once you come out of it, even if you do hold a degree, it doesn't necessarily impact your earnings so um you know I'm never going to be really rich but now I don't also have a student loan to pay back on top of that which is really cool **Jacqui**

Connected to the financial benefit was the "decrease in stress and pressure" which in turn connected to the "increased ability to pass the study".

it meant that I could just concentrate…Concentrate on completing **Patrick (Māori)**

but personally just the financial benefits and lack of stress from that was the key thing **Amelia**

Well really it allowed me, it took the stress off me which let me concentrate on my actual studies without having to worry, because it does come back to the financial side because that's, plus it's organisation support **Briana**

The recipients also felt a "sense of accountability" for the award which also encouraged them to complete their papers and be successful in their study.

I suppose, there was, you know you were accountable, you had to be accountable for the fact that you were doing stuff, some of that was quite motivational at times…that was quite motivating, itself, like what are your results, how are you doing, and you know what's happening, and you get the occasional email to check in **Charleen**

I really like it because it keeps you accountable, you're not just getting money for nothing because each year you have to submit you know your scores and stuff & I think that's absolutely fantastic **Carol**

in the first year I nearly dropped out so many times because it was just so stressful, in the second year, that's what kept me going was that I, there was money, I know it sounds ridiculous to say but there was money attached to it that I had to be accountable to the government for you know basically so there was no way that I ever thought that no this is all too hard & I'm going to drop out and it's an honour **Briana**

you're still accountable for holding good grades… so long as your passing like they were fine but it was nice to have a little bit more of the encouragement to strive… Yeah, cos at the end of that first semester, and then the end of the second you have to provide your grades and it's like oh, so what would I like to see on paper **Kirsten**

The support for the organisation was beneficial by the recipients in numerous ways. The extra support to the organisation was also of benefit to the recipients. With the award, the workplace was in a better position to support their staff which further solidified the recipient's ability to concentrate on learning and passing their papers. They were able to work in with their organisation in a win-win scenario for all involved; a) the organisation, b) the student recipient and c) the clients and community.

I mean NGOs they're strapped for being able to support professional development so it took that worry off them **Patrick (Māori)**

A placement inside the organisation was helpful for both the student and the organisation and a placement outside of the organisation (with the organisation having the ability to backfill the student) consolidated key learning, increased networking and understanding of other social work roles. This enhanced the learning of the student that they could then apply in their NGO role. Overall what the award creates for the organisation and the recipient is the ability to be more flexible**.**

The first placement in my third year, in my third year I pretty much stayed within the organisation but just became a full time student... and that backfill the NGO covers that period or timeframe... So that enabled me to actually just completely focus on the casework... being a student, being able to learn, being able to actually dedicate all my time to that one role ... **Aroha (Māori)**

I think it enables you particularly to have that external placement; I think that was really quite beneficial as well to be able to for the organisation to be able to release me to go and do something externally I think is really important, getting different perspectives **Amy**

So the final placement, the payment for that was really useful, because it released me, it allowed my job to be backfilled um at the organisation, but it didn't impact on my family financially, so that was a really supportive way of helping me finish the um degree. **Maggie**

going to Child Youth and Family and bringing back what I learnt on placement for [NGO] and my own practice so I know it kind of actually when you're working with my client at Child Youth and Family I'm informed of what your role is and what we can expect as a community agency from you and vice versa, I can understand their workload and that kind of stuff so that's huge **Kirsten**

In general, the organisation was also deemed to be in a better position to "compete for contracts" as they had qualified social workers.

The impact on our organisation was that we were able to carry on, because at the time the government was bringing out, as you had to have a diploma to be able to practice being a social worker but that only lasted for so long and then you had to have a degree to carry on practicing as a social worker **Ripeka (Māori)**

you know (manager) was certainly a manager that you know that was visionary I mean she was she certainly could see the benefit of you know higher education, you know and certainly not only for us as colleagues but also for the organisation as they moved into that real contractual realm **Peti (Māori)**

The social work role was strengthened with the workplace, sometimes traditionally dominated by other professions ie. nursing. The recipients who reflected on this strengthening believed that it was a positive impact as it brought a more social work philosophy and value base to the agency reflected in internal professional development and practice.

we're both on the senior management team trying to impact from a social work perspective on lots of different ways, so we're trying to look at as policies come through, because they can be quite, if you read them quite nurse clinically worded, trying to get different languaging in there and some of the social work principles and values **Amy**

The recipients also felt more valued and supported by their organisation, because their organisation endorsed them to apply for the award, study and supported them along the way, which impacted positively on their connection, commitment and reciprocity back to the organisation.

> *so she knew by investing in her kaimahi, um you know there would be an investment back in you know some reciprocity back to the organisation, and she was right you know the majority of us stayed and gave back you know more years* **Peti (Māori)**

How has the NGO award and study improved the recipient's social work practice?

All of the recipients talked about the impact on their practice. The ability to study and work at the same time meant they were able to continuously integrate their learning into their work and reflect on their social work practice in their learning.

> *I think it's worthwhile not just for the individual studying but for the organisations to get qualified and quality social work practice* **Kirsten**

> *professionally I guess it enabled me to work, at the same time it enabled me to learn* **Aroha (Māori)**

> *I think working in the field and studying has been hugely rewarding and giving you a deeper perception of the practice I would say it's give me firmer roots in my practice earlier on, rather than you know completing a degree and then maybe 5 years on you've got that foundation, I think it's building that foundation right as you're going because you have to be in it* **Kirsten**

Whilst this benefited them individually, it also impacted positively on the organisation and the clients. The recipients believed they were providing better, more accountability in their practice and the organisation and clients can feel more confident in what is being offered.

> *I guess, I mean you'd have to talk to them more but I can assume that it makes them feel more confident about the practice that I'm delivering so they probably it means that my manager has less to worry about, I'm not such a renegade any more, just doing whatever feels right, I have more of a knowing. I still work out of that feeling thing a lot* **Jacqui**

The journey and the completion of study role modelled to clients, colleagues, family members and whānau that you can juggle these successfully and complete a qualification.

> *I didn't realise it but I was the first person in my own family to get um a degree... cos considering I was the child, because I'm one of 9, and I was the child that didn't go on and do tertiary education ... ...I think it was a positive role model when I look at, I'm not thinking te ao Maori, but if you look at whanau ora and how you can be a positive role model for your moko* **Charleen**

> *for my family it um, it's opened up their eyes to opportunities as well to developing themselves and who they could be, and it's told my children that it's never, you're never too old to relearn or do some other things differently.* **Maggie**

From the recipients' perspectives, gaining a professional qualification meant the maintenance of employment and more work opportunities and further study, professional/career development.

> *being free, free and able to um I think move between organisations, government organisations, um community organisations knowing full well that you er um were qualified to be able to do that* **Ripeka (Māori)**

well it's kept me in employment for 15 years! **Ripeka (Māori)**

I sort of felt, felt like an opportunity arose to look at moving off the operational floor but moving into more of an educational role around social services or social work and it came, I needed a challenge even after 18 years in various industry, moving into the educational role **Patrick (Māori)**

I'm doing my post grad, I've just finished the post grad and I want to go into my masters **Ana (Māori)**

the fact that I was able to complete my qualification, I'm looking at doing my registration at the moment, gives you security in terms of if I was wanting to look elsewhere or a different employment, I think that it's good to have that as well, it opens up the options for me in the future. **Amy**

The social work qualification assisted the recipients to build their competency. This was seen as particularly important for the clients receiving services.

it was more around the safe practice of it, my safety needs and the guidelines of the social workers code of practice... I wouldn't have known about, if I never went to further study I probably would have just stayed as a community support person... just doing the best that I can **Ana (Māori)**

I think that's really important working with vulnerable families, that people do have kind of gone through the study because I think that it's a lot of self-evaluation and boundaries, I think you practice a lot better when you're qualified and I think that there's probably some really well-meaning people out there working with people that perhaps, how do I say it I think that if people haven't done that self-exploration it can be well intentioned but it can be a bit dangerous the way that they practice, yeah, so I think it's a positive thing for as many people working with families to have undergone some kind of training. **Amy**

I have a commitment to the field of social work, I bothered to get a degree, and I studied **Jacqui**

it makes your practice stronger, it gives it more depth, you bring more knowledge to it, you can start thinking more systemically than um just what is here and now **Maggie**

I'd like to think that I'd be able to contribute a more enlightened way of dealing with things from that social work perspective and not just a personal, do you know what I mean? Because there's very definite different thinking **Carol**

The recipients also felt more confident in their practice abilities and felt more respected by other professionals from different backgrounds.

I suppose it gives you a better rapport with the other organisations as well, you know the government, I'm talking about Child Youth and Family and justice **Ripeka (Māori)**

the competence and confidence to negotiate with you know statutory government [organisations]... might be from a little NGO but I've done the same study and the same qualifications as you... because we do sort of get that from the government agencies, oh you know you're an NGO... that's right but I've got the same qualifications as you **Ana (Māori)**

I think also in the mental health field it's important to have a qualification behind you to kind of be valid, especially in those kind of MDT settings, so I think that was something that was always kind of missing when you're interacting with the DHB or different organisations it's important to have that, that qualification **Amy**

I suppose for me this truly enabled me I think, I believe that my place of standing is as a bi-cultural practitioner... and the integrated practice model is a huge one for me. **Charleen**

it's given me the skills of research, because I need to research lots of stuff for my role and my position, it's given me credibility in my role, it's given me confidence in my role… it's just there's so much that I wouldn't have known was possible without this support, without the study grant **Maggie**

Relationship with NGO Study Award Team

All of the recipients reported a positive relationship with the NGO staff, namely Barry Maher and Derek Howell. Some had a lot of engagement with them and others needed this less so. Generally the ones who had a lot of engagement had experienced home and study difficulties, or concerns with their tertiary provider or employer/organisation. They were satisfied and thankful with the assistance, advice and flexibility they received from Barry and Derek. Many reflected on the road show approach they took in order to understand the award process. Others were thankful for the ongoing connection via email, phone or letter.

they support you right through the whole thing… so like while I was going through it Barry would ring up and say have you done your report yet, you know…And that's the good thing about it, you don't just apply and you're left there **Ana (Māori)**

for me personally I never just saw it as a funding stream even though I mean it gave relief around not having to worry, but it was never just about that, it was also about the relationship that developed with Barry and Derek… I mean they were certainly committed you know, certainly they didn't want any student to fail, absolutely not, they were committed, absolutely committed, committed to students achieving and that's what I felt as a student recipient **Peti (Māori)**

they're really nice people and very approachable and I always kind of felt a little bit funny phoning somebody who worked for the Ministry of Social Development all the way down in Wellington; I kind of picture them sitting in the Beehive, I know they're not…they're always really helpful, they're the ones that suggested I should look into studying at Te Wananga, based on what I did for a job and how it would fit like and it would mean that I could get my degree quicker as well **Jacqui**

there was some quite distressing times for me at home, in my home life, and so I remember ringing Barry saying, one day, I'm looking at chucking it in, you know I just can't do this anymore this is what's going on in my home life Barry and I'm just not coping. So he talked me through that, and he said look, how about you cut down to one paper next semester and just see how that goes, see what happens from there but don't chuck it in, you're doing OK you know, so he was really useful like that **Maggie**

Derek's been on the end of the phone, so when I changed organisations um to do that handover process and if I've ever had any questions um they've always been there to answer it, or email him or something like that, so um that's always been there, he's there if you need him so. **Kirsten**

Maintain and Sustain the Continuity of the Award

The recipients were very keen for the award to continue, even in knowing that they will not continue to benefit individually from it. They can see how it has helped them in their journey and how good it will also be for others and the social work sector.

the reality that I see within our country is that we've got a huge shortage of qualified, trained workers within the social work industry, and what I'm seeing is well quite a few Maori benefitting from this …I just really encourage it, that it just continues, it's good for the service not even for the individual but for the organisation, I mean even if people move on, I mean sometimes like moving on to, to, to more

challenging areas, more challenging jobs so I mean the knowledge isn't necessarily being lost however…absolutely it's to continue, I think there's definitely a place for it… **Patrick (Māori)**

I would love to say to the Minister you know you really need to support this one um because yeah it's just so good, it's accessible **Ana (Māori)**

Don't bloody get rid of it because it's made such a huge difference to me, now if it's made a huge difference to me it must have made a huge difference, in different ways to a lot of people I believe and we probably don't hear enough stories back from people. Maybe another thing that could come from the government is, I don't know, a success story book or something, I mean I would love to add something to that, to let other people actually know people's own stories **Briana**

while it's generous it also matches quite nicely what they're trying to do in terms of professionalising the profession **Jacqui**

Well I think it's really valuable, I really hope when I saw this that they're not thinking of finishing it because I think it is both that personal stress on a social worker that they might not be that bothered with, but I think the stress on NGOs to be able to have trained staff and support them, and get that paid, that I think is really valuable plus it can give experiences and broaden the knowledge of the trainee **Amelia**

Recipients highlighted that without the award they would have struggled to complete the qualification or continued to struggle without it (knowing how beneficial it is to become qualified as a social worker).

I would have really struggled **Patrick (Māori)**

I think without doubt I probably would be still on a benefit, still struggling… I think perhaps the NGO study award you know may, may have been a vehicle…an inspirational, motivational…vehicle to get people like myself on the way to… higher education **Ana (Māori)**

I may not have [studied or completed], I may have started to, there may have been good intention, but when I'd been approved for award that was, well there was no turning back now, this has been done, this is the opportunity, you need to go forward and do this. **Charleen**

And I would not have been able to do it…I actually would not have even considered it had I not had that study award; I would have just, I don't know what I would have done. I mean I would have made different choices because I would have had different options, but I'm glad that that was in my you know selection of options was to apply for an NGO study award **Jacqui**

Of notable importance was that the award covered the whole degree and wasn't just a one of payment (like most other scholarships). This added a level of security for the student recipient.

the good thing about it was, was over the period of study, it wasn't just year to year based, so I could do some real solid planning **Patrick (Māori)**

They were all very thankful for the opportunity and now encourage others to apply. This has probably had an impact on the volume of applications and competition for the award.

The Experiences of the Managers

Seven Managers, both past and current, were also interviewed about the NGO study award programme. They were invited to participate as they had supported their staff to apply for an NGO study award; this involves a joint application and ongoing involvement supporting the student. Many of the themes echoed those of the recipients. Again the results have been separated out to address the first two research aims: 1) How does the NGO study award support the recipient to succeed in study? and 2) How has it improved the recipient's social work practice? In addition there is an emphasis here on how the NGO study award impacts on and benefits the organisation and the clients. The relationship between the organisation and the NGO award staff are also explored and any issues with the programme or feedback offered are presented.

How does the NGO study award support the student to succeed in study?

Managers reported that the award meant that there was less stress and worry on the student and therefore they were able to concentrate more on study completion. This resulted in a greater success rate and created a *pathway* to becoming qualified.

> *we've had 100% success rate as far as I know except for one um who left the organisation half way... I love NGO study awards!* **Manager 4**

> *if the scholarships weren't there, there wouldn't be that pathway* **Manager 5**

The financial support was notable.

> *when you don't have that worry and concern about the monetary side of your degree and you know your work and all that, that's got to be positive... [for] social work practice* **Manager 1**

> *it's not a worry financially for herself and she knows that we've got back up at work so therefore that should hopefully support her better to enable her to finish her studies* **Manager 2**

How has it improved the recipients' social work practice?

Connected to the financial support and reduced stress was that the recipients were able to dual work and study with success. This combination created a lot of opportunities within the workplace where the recipients are a) applying the theory to practice in an integrated way, on a daily basis; b) recipients are able to have space to put on the 'student hat', reflect on their work from a student perspective at a distance and connect with other students, and c) employers were able to maintain consistency with their staff.

The Managers believed that the ongoing link between theory and practice resulted in the social workers developing an increased confidence and competency in their practice. This was of extra benefit to the organisation and the clients.

> *because we know that she's bringing back knowledge and her expertise back to our organisation* **Manager 2**

> *The improvement in their professionalism...I think it's that reflection action stuff particularly, the worldview yeah realising that what they, not the baggage that they bring but how their perceptions can shape how they see somebody else's situation.* **Manager 4**

that's what the study awards do, they enable you to take someone who has a rich experience or demonstrates values akin to what our agency values are and then we can support them achieve a proper social work qualification that then really, really grows their work and I think grows their confidence… People speak of the quality of their work. **Manager 5**

you see people grow in their confidence, in their ability to articulate things **Manager 7**

Whilst the process of study increased confidence and competency of their staff it is also the overall outcome of having qualified social workers working for their organisation that is of great benefit. They see those who have succeeded in the degree as having a level of competency in practice that is not as present in non-qualified staff.

What is the impact on the organisation?

Having qualified social work staff enabled the Managers to encourage their staff to work towards registration.

I think that the social work degree is just infinitely valuable…to the type of work we do with young people because of the high and complex needs that is in this area for a lot of our young people. Especially now with the vulnerable childrens' bill having been passed there is a definite shift that everyone should have a qualification that people should be able to show that they've got the skills to work…we're lucky that we've got a lot of qualified social workers **Manager 2**

I think for us as an agency, to be able to say clearly our team are qualified; our team are able to be registered **Manager 5**

Having qualified and therefore registered staff impacted directly on the organisations contractual obligations and ability to access funding.

having qualified people meant we were more contestable for contracts … and we had to have a plan to demonstrate if they weren't registered that we had a plan to get them registered, as an agency we couldn't have afforded to have supported them in that. **Manager3**

for small rural communities that we operate in, it's really, really difficult to access qualified, academically qualified people, so often and, and contractually that's what you're supposed to do but if there's nobody to employ, that's already got a qualification you have to make sure that anybody that you bring on board is willing to pursue studies, otherwise you're going to be a, a wrap over the knuckles from your funder, but also given the current environment where it's likely that social workers are going to have to be registered **Manager 4**

All of these things increased the credibility of the organisation to funders and to clients. It also modelled to the clients that achieving in education was attainable.

more importantly what message that sends to the whānau, to clients that are accessing the service you know, you know that time has been invested for them you know to achieve a qualification, as an organisation that they're cared enough to do that **Manager 6**

I think even like for the whanau that we work with, knowing that they've got kaimahi studying or it just gives them an opportunity to see qualifications as something that's attainable **Manager 4**

Most had positive experiences of staff retention once the recipient had achieved their qualification and were glad to support local people to work with local clients. However, they also recognised the increased opportunities available to their staff member once qualified and acknowledged that some had gone on to do Postgraduate study and/or to work elsewhere.

but I think they, yeah knowing that they, that they can leave and have different avenues to work in I think that must, feel you know, more job satisfaction, because they're not stuck here because nobody else wants them or they haven't got a key that opens the door, but they're here because they want to be here. They're so much more purposeful... and for those that have been with us for a while it just gives them a whole new lease of professional life **Manager 4**

Other advantages mentioned were the influence of the new learning on the organisation i.e. input into a new supervision policy using new knowledge gained from the training institution, and how relationships can be built and fostered between agencies as connections are made when the recipient completes their placement in another agency.

Financial support was really appreciated by these Managers who were required to backfill positions when the recipient went on placement and for other resources required (attendance at contact courses, travel). Particularly due to the financial constraints experienced by Non-Government Organisations (NGO). There was acknowledgement here that the recipients were not necessarily earning a big income working with their NGO so not always in a position to cover extra costs either.

NGOs aren't rich, they don't have a lot of spare cash and in order to be able to support their workers that are studying there needs to be just a little something to ease that burden for them as well **Manager 2**

I think the main benefit is that you've got flexibility to bring in someone and backfill or at least cover positions so it takes the stress off the employee, and business can continue as usual which is really important **Manager 2**

even if we can't offer them great salaries we try to do really well supporting them through their studies with reduced case loads and time, time off to do placements **Manager 4**

it means you can just be really flexible and supportive. We try to be anyway, but I think it gives you more of an ability to do that...I think the fact that you've got the scholarship there means that they can approve a lot more, yeah because something else is contributing towards it. **Manager 7**

The relationship between the organisation and the NGO award team?

The level of relationship development between organisation/Managers and the NGO team varied with some having a lot of contact and some not needing much at all. For most, the process was clearly understood and easy to follow and that if they had questions, these were answered.

I mean they contact us a few times a year, if we have question they're there so because it's such an easy process there isn't that need for a lot of contact because actually it works and it happens, so that's great. **Manager 2**

from my recollection there wasn't much face-to-face interaction, it was mainly filled in the supporting documentation and then when the awards were granted I just did my part of the administrative bit and that worked well **Manager 3**

I've found Derek in particular very, very good to work with he's been just very practical, I've just found him over the years very, very good to work with and like there's a minimum, a minimum of paperwork and stuff like that with it, it's you know they do, do the mid-year progress you know it's a pretty good structure so I've got nothing but praise for it really **Manager 5**

maintaining those relationships with the likes of Barry and Derek was really, really important
Manager 6

Reflections and feedback about the award in general

Connected to the relationship between the organisation and the NGO award team, a number of the managers reflected on experiencing some confusion when certain applicants they supported were turned down for the award. They believed that the applicant ticked a lot of the boxes.

…with xxxx who we applied for last year we were really surprised because he's male and he's a Pacific Islander, we thought they might be really good, it might help him, but no, and I got a feeling that xxxx followed-up with MSD … but it obviously didn't change anything… xxxx only ended up doing 1 paper this year anyway; just to see how that goes. **Manager 1**

this year we had 3 applicants and 2 received the study award, so the only negative response was the one who didn't thought that it was because I hadn't offered her the same level of support because something in the letter that she received she read into it that she didn't receive the study award because the organisation didn't offer her enough support. I didn't read the letter quite in the same way because I offered across the board exactly the same support **Manager 4**

The managers also saw the implications first hand of what it meant for the applicant when they could not access the support.

we had another person who wasn't approved for it and it really surprised me because she works at xxxx, so I think out of any of us she would have been probably the one that would have the most relevant, so I'm not sure, she applied a couple of times but hasn't got it so I don't know whether there's a kind of quota per organisation, they say that there isn't but I was really surprised that we'd had it and she didn't get it. Because it's been a real struggle for her, she's in her last year and she's been working kind of evenings, weekends at xxxx doing placement, doing noho and she doesn't have that scholarship to kind of support her, yeah I really feel for her, you can see the difference I guess in somebody that doesn't have it. So she's had to kind of work all day at [placement] and then go straight there and to xxxx to work, you know a placement at xxx has just been really, she's done it but you can see how much it benefits when you don't have to. **Manager 7**

The Managers did acknowledge however that there seemed to be a lot more competition for the award and would like to see it continue and more awards offered in order to continue to build the social work workforce to the correct capacity. In particular they referred to Social Workers in Schools (SWiS) and the Māori and Pacifika workforce.

there seem to be so many people applying now for the NGO **Manager 1**

I mean the fact that it needs to carry on…you know if that pool can be increased you know not only to awhi the study but certainly around you know further down the track around registration even though it's not mandatory at the moment it feels like it's getting close… **Manager 6**

I know xxxx did some work on the workforce demands for social work, we had some material was it last year or the year before and it seems like the 90 places, you could most probably double it. I mean there are things like social workers in schools there are a large number of people in those roles who don't have qualifications **Manager 3**

I just see this as quite a little, this is a really good pathway that's enabling it, but we need a far bigger workforce than we've got at the moment, far more competent... you see the people that have a solid degree, the difference that makes... but the challenge when you're getting people from America or Europe is really the cultural competency **Manager 5**

Key Summary of Qualitative findings

- As the stories of award recipients unfolded it was apparent that the NGO study award impacted on all research participants in similar ways and was life-changing for them all. Some reflected on how they benefited from the award personally and others focused on the benefits for the families they work with.

- Recipients reflected that the financial benefits made a huge impact on them personally and also on their organisation. Participants were able to be released from their employment to complete their placement without leaving their job unfilled and ensuring their employment would be secure on their return. This led to other benefits for their practice, for the organisation and clients.

- Both NGO study award recipients and their managers perceive the MSD team (Barry and Derek) to be fundamental to the success of their study experience. The phone calls from MSD bridged the gap between communities and the Ministry in Wellington; giving the sense that they are truly committed to supporting their learning journey. That constant support made a difference for some recipients as to whether they chose to continue with studies when times were difficult.

- Managers reflected that not only did the award benefit the social work practitioner in terms of 'growing their work' but also having a qualified staff was infinitely valuable to the organisation as a whole. It was noticeable that Maori social workers as well as iwi/Maori organisations greatly benefited which ultimately benefited Maori clients and communities.

- The sustainability of the award was a concern for many recipients and managers of organisations. The impact of the award on Maori clients and communities was identified as a key factor that has benefited from the award and therefore, the award was seen as a direct and practical way for NGOs to improve their support for Maori families.

Phase 2 – Survey Results

In this section, results will be presented in relation to each item on the survey with a brief commentary followed.

Sample description

Among the 529 NGO Study Awards Recipients who received the survey packages, a total of 142 surveys (a response rate of 27%) were successfully completed and returned back to School of Social Work, Massey University by the end of August 2015. To ensure an accurate picture of the reality, it was necessary to use statistical calculations of quantitative research to take into account of margin of error, reliability level and response rate. The margin of error is recommended to be raised not above 10%. The accepted level of margin is between 4% and 8% at the 95% confidence level (Field, 2013). The margin of error in this study reported at 8% at the 95% confidence level. Table 1 indicated that the majority of the participants derived from female (83.8%) and over 70% of the respondents aged between 40 and 59. The majority of the respondents identified themselves as NZ European/Pakeha (52.4%), followed by Maori (37.1%) and other ethnic groups (9.8%) including for example: Pacific nations, Chinese, Indian, Africa, Australian, Filipino, German…etc. Overall, 75% of the respondents were past recipients and have completed the required qualification. Over 60% of the respondents reported already had five years or less in social work experience before applying and/or receiving the award. The majority of the respondents (81%) were employed at NGO settings at the time of the survey conducted and over half of the respondents (55.6%) have changed jobs since receiving the award. Table 1 provides a description of the NGO study award recipients participated in the study.

Table 1. A description of the NGO study award recipients participated in the study (N = 142)

Items	N (%)
Gender	
Male	23 (16.2)
Female	119 (83.8)
Age	
20-29	3 (2.1)
30-39	25 (17.6)
40-49	44 (31.0)
50-59	57 (40.1)
60-69	13 (9.2)
Ethnicity	
NZ European/Pakeha	75 (52.4)
Māori	53 (37.3)
Pacific nations	4 (2.8)
Asians	5 (3.5)
Other ethnicity	5 (3.5)
Status	
Past Recipients	107 (75.4)
Current Recipients	35 (24.6)
Years of Receiving Awards	
2005-2010	69 (54.3)
2011-2014	58 (45.7)
Achievement	
Completed SW qualifications	107 (75.4)
Still completing	35 (24.6)
Years of Experiences before the Awards	
5 years of less	88 (61.9)
5 to 10 years	34 (23.9)
More than 10 years	20 (14.1)
Current Employment	
NGO setting	115 (81.0)
Statutory	14 (9.9)
Other	13 (9.2)
Change of Employment Since Receiving the Award	
Yes	61 (43.0)
No	79 (55.6)

*N will vary due to missing data.

Current sample compared with existing data and census

Compared to the existing All NGO study award database and 2013 Census on social work sub-group, Table 2 indicates that the proportion of gender spread from our current sample was similar to the other two databases with the field of social work tends to be dominated by females. While we were unable to make exact comparison on age groups between our sample, the All NGO study award database and 2013 Census, the average age of social workers reported in 2013 Census was 45.2 years old. The majority of participants who received NGO study award in our sample were between the age group of 50 and 59 compared to the age group of 40 to 49 from the whole database of NGO study award. As per the 2013 Census, over 50% of the social work sub-group identified themselves within the age group of 45 to 64. These results indicated that the majority of the workforce is getting older and ageing.

In terms of ethnicity, the proportion of respondents from our survey who identified themselves as NZ European/Pakeha (52.4%) was slightly higher than the All NGO study award database (39.9%) but very close to the 2013 Census (55.7%). Both our sample and the All NGO study award database had a higher proportion of Maori (37.3% and 40.7% respectively) than the 2013 Census (14.7%). Our sample seemed to have a lower representation in Pacific nations (2.8%) when compared with the other two databases (10.2% and 8.2% respectively). Asian representation was consistent among our sample (3.5%) and the All NGO study award database (3.7%). For other ethnicity, our sample proportion was lower than the All NGO study award and the 2013 Census and this may due to recruitment bias and/or these groups of people who may have been more transient in terms of their residential status.

Table 2. Gender, Age and Ethnicity by survey respondents and data comparison with All NGO Study Award and 2013 Census

Items	Current Sample N (%)	All NGO Study Award N (%)	2013 Census Social Work Sub-group N (%)^
Gender			
Male	23 (16.2)	203 (23.7)	4869 (26.5)
Female	119 (83.8)	654 (76.3)	13464 (73.5)
Age			
20-29	3 (2.1)	116 (13.5)	15-24yrs 1191 (6.5)
30-39	25 (17.6)	245 (28.6)	25-44yrs 6708 (36.6)
40-49	44 (31.0)	297 (34.7)	45-64yrs 9363 (51.1)
50-59	57 (40.1)	182 (21.2)	65yrs & over 1074 (5.9)
60-69	13 (9.2)	17 (2.0)	--
Ethnicity			
NZ European/Pakeha	75 (52.4)	342 (39.9)	10,218 (55.7)
Māori	53 (37.3)	349 (40.7)	2,700 (14.7)
Pacific nations	4 (2.8)	87 (10.2)	1,494 (8.2)
Asians	5 (3.5)	32 (3.7)	3,918 (21.4)*
Other ethnicity	5 (3.5)	47 (5.5)	

[#]*N will vary due to missing data.*
*Represents other ethnicities including Asians when compared with the current sample
^2013 Census had a different age group category

Motivation to become a social worker

"Helping individuals to improve the quality of their own lives" was reported as the highest motivational factor (96.5%) to become a social worker, followed by 'wish to tackle injustice and inequalities in society" (90.1%) for the whole group and also across the three different ethnic groups. Table 3 illustrates the motivation to become a social worker among all participants and across the three ethnic groups.

Table 3. Motivation to become a social worker

	Fairly to Most Important N (%)			
Items	Total (N = 142)	NZ/Pakeha (N = 75)	Maori (N = 53)	Others (N = 14)
Helping individuals to improve the quality of their own lives	137 (96.5)	73 (97.3)	51 (96.2)	14 (100.0)
Wish to tackle injustice and inequalities in society	128 (90.1)	69 (92.0)	47 (88.7)	13 (92.9)
Personal ability to get on with people	120 (84.5)	63 (84.0)	46 (86.8)	12 (85.7)
Interesting, stimulating work	120 (84.5)	68 (90.7)	42 (79.2)	11 (78.6)
Variety of work day-to-day	112 (78.9)	63 (84.0)	42 (79.2)	8 (57.1)
High job satisfaction	107 (75.4)	60 (80.0)	41 (77.4)	7 (50.0)
Working in a team	92 (64.8)	45 (60.0)	36 (67.9)	12 (85.7)
Being able to exercise individual responsibility for making my own decision	89 (62.7)	47 (62.7)	32 (60.4)	8 (57.1)
Especially suitable career for someone with life experiences like mine	83 (58.5)	39 (52.0)	35 66.0)	10 (71.4)
Good career prospects	58 (40.9)	29 (64.4)	22 (41.5)	7 (50.0)
Opportunities for flexible working patterns	54 (38.1)	32 (42.7)	16 (30.2)	7 (50.0)
Encouragement from family or friends	43 (30.3)	13 (17.3)	23 (43.4)	7 (50.0)
Well paid jobs	27 (19.0)	11 (14.7)	11 (20.8)	5 (35.7)

N will vary due to missing data.

Contribution from the NGO study award

As a result of the NGO study award, overall over 85% of the respondents reported that they were more likely to make "more committed to finishing their training" (88%), followed by "engage with my studies, learn and develop my knowledge" (87.4%), "feel more confident in myself as a practitioner" (85.2%), and "feel supported by the people who run the award" (85.2%). "Have less financial concerns" (83.3%) and "have less debt to worry about" (82.4%) were also reported as important being the NGO study award recipients. Only 55% of the respondents said they would "feel inclined to stay at their current organisation". When analysed by ethnic groups, "have less debt to worry about" was the main focus for NZ/Pakeha (90.7%) while "be more committed to finishing my training" was the most important for Maori (88.7%). For other ethnic groups, "feel more confident in myself as a practitioner" (85.7%) and "have more employment opportunities" (85.7%) were viewed as the most important aspects (see Table 4 for further results).

Table 4. Contribution from the NGO study award

Items	Quite to Strongly Agree N (%)			
	Total (N = 142)	NZ/Pakeha (N = 75)	Maori (N = 53)	Other (N = 14)
Be more committed to finishing my training	125 (88.0)	67 (89.3)	47 (88.7)	10 (71.4)
Engage with my studies, learn and develop my knowledge	124 (87.4)	66 (88.0)	46 (86.8)	11 (78.6)
Feel more confident in myself as a practitioner	121 (85.2)	64 (85.3)	44 (83.0)	12 (85.7)
Feel supported by the people who run the award	121 (85.2)	65 (86.7)	44 (83.0)	11 (78.6)
Have less financial concerns	119 (83.3)	67 (89.3)	42 (79.2)	10 (71.4)
Have less debt to worry about	117 (82.4)	68 (90.7)	39 (73.6)	10 (71.4)
Have more employment opportunities	112 (78.8)	58 (77.3)	41 (77.4)	12 (85.7)
Attend contact course/lectures or tutorials	107 (75.3)	57 (76.0)	40 (75.5)	10 (71.4)
Be able to move into a new social work role	105 (73.9)	56 (74.7)	37 (69.8)	11 (78.6)
Feel supported by my organisation	100 (70.4)	54 (72.0)	36 (67.9)	10 (71.4)
Feel more valued by my organisation	95 (66.9)	50 (66.7)	33 (62.3)	11 (78.6)
Gain more appropriate support from my organisation	88 (62.0)	42 (56.0)	35 (66.1)	10 (71.4)
Help my organisation secure funding	87 (61.3)	45 (60.0)	31 (58.5)	11 (78.6)
Gain better marks	86 (60.6)	43 (57.3)	34 (64.2)	8 (57.1)
Have a better whanau/work/study balance	81 (57.0)	35 (46.7)	36 (67.9)	9 (64.3)
Feel more inclined to stay at my current organisation	79 (55.6)	39 (52.0)	31 (58.5)	9 (64.3)
Have better communication with my Manager	64 (45.1)	29 (38.7)	24 (45.3)	10 (71.4)

N will vary due to missing data.

Self-perceived SWRB core competence

Overall, 91.5% of the respondents felt quite competent in their overall social work practice; however, NZ/Pakeha scored the lowest among the other two groups. It is not a surprise that Maori reported very high competent "to practice social work with Maori" (96.2) when compared with NZ/Pakeha (69.3%). It is interesting to note that while respondents felt they were quite competent to work respectfully to address diversity and difference (94.3%), particularly among NZ/Pakeha (97.3%), NZ/Pakeha only scored 61.3% in their competence "to practice social work with different ethnic and cultural groups in Aotearoa NZ" (see Table 5 for further results).

Table 5. Self-perceived SWRB core competence

SWRB competence	Fairly to Very Competent N (%)			
	Total (N = 142)	NZ/Pakeha (N = 75)	Maori (N = 53)	Other (N = 14)
To work respectfully and inclusively with diversity and difference in practice	134 (94.3)	73 (97.3)	47 (88.7)	14 (100.0)
To practice within legal and ethical boundaries of the social work profession	132 (93.0)	71 (94.7)	48 (90.6)	13 (93.9)
Represents the social work profession with integrity and professionalism	129 (90.9)	70 (93.3)	47 (88.7)	12 (85.7)
To promote the principles of human rights and social and economic justice	126 (88.8)	67 (89.3)	47 (88.7)	12 (85.7)
To promote empowerment of people and communities to enable positive change	125 (88.0)	65 (86.7)	46 (86.8)	14 (100.0)
To engage in practice which promotes social change	117 (82.4)	59 (78.7)	46 (86.8)	12 (85.7)
To understand and articulate social work theories, indigenous practice knowledge	115 (81.0)	63 (84.0)	41 (77.4)	11 (78.6)
To apply critical thinking to inform and communicate professional judgement	115 (81.0)	61 (81.3)	43 (81.1)	11 (78.6)
To practice social work with Maori	115 (81.0)	52 (69.3)	51 (96.2)	11 (78.6)
To practice social work with different ethnic and cultural groups in Aotearoa NZ	102 (71.8)	46 (61.3)	43 (81.1)	12 (85.7)
Overall practice competence	130 (91.5)	66 (88.0)	51 (96.2)	13 (92.9)

*N will vary due to missing data.

Respondents were also asked to write down any comments of their own reflections on their level of competence. A total of 37 Maori current recipients wrote comments to address their own SWRB core competence standards. The following are some examples of their comments:

SWRB 1 – To practice social work Maori

> *As a Maori practitioner Social Work provides the opportunity to work alongside people from different cultures and backgrounds.*

> *I believe that if approach Maori Whanau in an appropriate sense, I spend time on marae with kaumatua and have the support of my iwi and hapu within my area, and seem to be active.*

> *Because I am Maori myself I have never felt incompetent when working with Maori, but I am aware that there is always room for improvement.*

Although I am Maori I am able to engage well. However due to my lack of Te Reo I sometimes feel whakama about this. But I am open about this and Whanau still welcome me into their homes.

I don't assume that Whanau are totally immersed in Maori. I work with Kaumatua, respectfully enquire about their Whakapapa. Ensure they are included in all korero.

You never can know enough about Te Ao Maori nor be sure that you know it all. Humbleness and education is a powerful tool.

Competence has been achieved by integrated the principles of Nga Takepu that were incorporated into all of the papers and other activities of the degree

SWRB 2 – To practice social work with different ethnic and cultural groups in Aotearoa NZ

Always room to improve but am open to learning from others and seeing difference as worthy of celebrating

I have a high level of respect for all cultures, regardless of their backgrounds I am not judgemental. My neutral grounds allows me to do my work with a certain level of competence

We work with victims of domestic violence and abuse which requires me to work in a culturally appropriate manner. If I cannot connect with the victim then I will refer them to another cultural service. Using the Maori practices of tika, pono and aroha which transcends all cultures.

SWRB 3 – To work respectfully and inclusively with diversity and difference in practice

I have an open mind that embraces uniqueness of diversity with others to engage well in a respectful way, so that I can understand the differences of others

Advocate the diversity of all cultures. Promote the treaty of Waitangi as a living document.

I think I can work respectfully with all people I've marked myself low on this, because my practice experience hasn't given me experience with very many ethnicities, only Maori, Pakaha, Passifika and Nepalese.

I sometimes get so passionate (in a self-indulgent way) that I forget to keep calm and listen instead of talking incessantly. I'm getting better.

SWRB 4 – To promote the principles of human rights and social and economic justice

My teaching from the old people is one of creating safe spaces. Make whanau feel at home and comfortable to share and know this information will be kept within.

To promote and advocate for human rights and the values of all people and create ahurutanga, safe spaces, manamotukake

Implement, stand and role model all individuals are treated fairly, the right to freedom of expression. Equality and free from discrimination.

It's all about social and economic justice and informing and providing and providing clients with advocacy for them to reach their goals. I've had lots of practical experiences with this.

SWRB 5 – To engage in practice which promotes social change

Social change can be very hard to advocate for when those you work with are 2nd/3rd generation beneficiaries and that's all they know. But it is a challenge worth advocating for all who deserve equity and fairness.

From micro level to macro level, this is why I chose social work. Always room for improvement.

I do not work alone, my organisation supports me as a practitioner, and I walk alongside Whanau for better outcomes.

I have fostered the potential in biculturalism for ethical and social work practice. When I have engaged with other cultural or minority groups where my skills / experience / expertise has been limited I have accessed appropriate agencies / networks for guidance and support. In most cases language and culture primarily posed barriers. My collaboration / relationships with different speaking language speaking people and appropriate agencies / resources enabled me to work effectively to make progress / outcomes. Regular engagements / regular meetings with my support of networks i.e. Pacific and Asian community groups, Skakti, Pa Harakeke, Government / non government Community / Maori providers. These engagements of networks has enabled a better understanding of some of the historical issues that have taken place within a certain sector of the community and the influence on social work practice for example Domestic Violence in ethnic communities and the difficulties faced by victims without Residential Status.

SWRB 6 – To understand and articulate social work theories, indigenous practice knowledge

Te Whare tapa wha is a common model I have used in Social Work analysis. Signs of Safety training with local CYF's office has been useful in identifying potential risks to vulnerable children. Other training such as strength based practice has ensure that children's journeys through services are well though out and capture positives and provide praise where appropriate. Task centred analysis ensures that case management is timely and efficient.

I utilise Maori models of practice which sometimes take off in a different direction to social work theories but they end up encompassing these theories.

Yes, I call on my knowledge everything has whakapapa – everything has history.

I feel like I'm accomplished with bi-cultural practice but am always do more work with other cultures. I utilise internal and exdternal supervision often to reflect on theories and my practice.

Support the effectiveness processes of indigenous, Maori models accepting and openness and empathy.

SWRB 7 – To apply critical thinking to inform and communicate professional judgement

I am pretty good at critical thinking and gathering multiple forms of knowledge to assist clients.

Working towards this. I feel strong on professional judgement and have a strong team ethic where we do not work in isolation.

I can analyse a situation or process to the point of change. I use critical thinking and practice to inform my decision making practice.

Having access to a diverse range of theories, both Maori and non Maori allows me to quickly bring on models of practice that illicit academic professional, critical thinking such as the use of Bronfenbrenners ecosystem of Nga Takepu (Pohatu) Whare Tape Whau (Durie).

Refer to research based knowledge when necessary; look for gaps in processes; referrals to other agencies when required or needed; gather information from other agencies involved with client.

This is something I'm still learning to use (critical thinking) I am careful not to be over-confident in my practice and I love regular professional development to develop fresh perspectives.

SWRB 8 – To promote empowerment of people and communities to enable positive change

Whanau ora is a framework that has been supported by the Maori party. The Kaupapa Maori service that I had been employed with encapsulated this framework by ensuring that Whanau were captured within planning and service delivery. As a Kaimatu I ensured that Whaiora and their Whanau were @ all times at the helm of their client journey. Their aspirations became their goals with me walking along side them. All outcomes achieved are about achieving 'Mauri Ora'. It is common place that if the parents are doing fine then the children will benefit. Holistic approaches to 'case management' has ensured that whanaui have a sense of tino rangatiratanga, i.e. helping whaiopra with budgeting, cheap meal preparation. Conference I have been involved with a transportable Health Clinic where services are taken to the people rather than people make unnecessary or unaffordable trips.

Community development is my secret passion - I believe it is the best kind of social work intervention because I have used it a lot and it works.

Provide opportunities of conflict resolution. Ownership and responsibility. Honesty and acceptance

Clients are actively involved in creating plans based around their wants and needs. Clients are more than willing to put ideas on paper. I do a lot of whiteboard work which is successful. Clients can see the visuals of what they are saying.

SWRB 9 – To practice within legal and ethical boundaries of the social work profession

As a training social worker there code are our foundations and guide to help us maintain our ethics.

I have an obligation to all work, SWRB code of conduct to uphold integrity and confidentiality and work ethics within my social work practice.

Within a Kaupapa Maori organisation the Whanau are included, however there are times when this is not appropriate for the client and I have struggled with this in the past.

This is maintained through membership of ANZASW and competency and registration with SWRB. As a Kaimahi and manager I adher to and promote all codes of conduct and expectations of a leader and role model.

SWRB 10 – Represent the social work profession with integrity and professionalism

Peer supervision. On-going clinical and cultural supervision.

I know and understand my limits within Social Work practice. I put time aside for self care i.e. Walking, family, time management, work life balance. I seek advice from peer support. Attend external supervision. Seek cultural advice and guidance from Kuia Kaumatua.

Participating in an Indigenous Social Work Hui as well as attendance at the SWRB conference in 2013 has deepened my understanding of the profession. As a member of ANZASW I am also completing my registration and am excited about on-going CPD.22

Identifying when supervision is necessary, self contact of behaviour and how to present in a professional manner.

Have been engaged in professional supervision for over 12 years now so very familiar with the importance of self care and seeking advice where necessary.

A total of 54 respondents who identified themselves as New Zealand European/Pakeha provided comments on their reflections on their level of SWRB core competence standards. The following are some examples of their comments:

SWRB 1 – To practice social work with Maori

> *I find it difficult to engage with Maori in culturally appropriate ways because each person I work with who identified as Maori identifies differently. There is no 1 way to do it.*

> *As I worked with Iwi Social Services it cemented my work, be confident in my knowing, understanding of Tikanga Waiata, Karakia.*

> *During my study I tried to expose myself and learn about many theories that underpin working with Maori. In my work since then, I have continued to come into contact with new approaches and ideas.*

> *My knowledge, understanding and competence of working alongside Maori has grown extensively throughout the process of the BSW process. This is an area which has been the greatest learning curve for me.*

> *In the process of a 3 year degree of Te Tohu Paetihi Nga Poutoko Whakararu Oranga has enabled me insight and perspective of Te Ao Maori and culturally appropriate ways of being and doing that I can offer to Whanau I awhi.*

> *I feel I could engage with a Maori family using the Maori practice model our organisation has developed (Te Aho Takiraru). However, in my current role I have not had a lot of opportunities to do this, i.e. Many of our foster parents are non-Maori and clients I have worked with have been Pakeha.*

> *I have been educated in many different ways to work alongside Maori in an appropriate way. These included University papers, within the workplace and Open Whananga Maori Ora papers. However at times I can still feel out of my depth and confused as different groups of Maori do things differently.*

> *I have an increased awareness of the systemic (historical and current) issues which have influenced Maori hauora.*

> *I continue to struggle with the feeling of not being good enough to work with Maori. I know I can do it; it's about my confidence.*

SWRB 2 – To practice social work with different ethnic and cultural groups in Aotearoa NZ

> *The area where I live has very few ethnicities other than Maori and Pakeha. After BSW subject material on working with Pasifika people I think I could work in an appropriate way with them.*

> *Gaining an understanding of ethic and cultural groups - being able to discuss within a safe open forum.*

> *My eyes have been opened to the diverse opportunities and rich resources available in supporting individuals and Whanau, not only mainstream avenues, for best praxis and outcomes.*

> *Again the study I have done gives me some confidence to engage respectfully with families of different ethnic / cultural background. However, I have not worked with many families who are from other ethnic / cultural backgrounds as yet.*

> *I am becoming increasingly aware of the benefits to all in a Society which is inclusive and shares knowledge.*

SWRB 3 – To work respectfully and inclusively with diversity and difference in practice

I became a social worker because I make respectful and effective relationships with people from all walks of life. It is a personal strength.

I work with a wide range of clients on a vast array of issues and areas of growth. I feel this is key to any success with clients and I strive to do my best at this, always.

I have a deeper appreciation of uniqueness and difference due to knowing who I am. This has been instrumental for participation and engagement with others. Being respectful and genuine goes a long way in establishing a rapport to effect strong relations for positive outcomes.

On-going study and experience at my workplaces mean I feel reasonably confident when working with a diverse range of people. I feel that effective communication is vital in my work and constantly reflect on how I can improve in this area.

My role in older person's service at PMH hospital involved working with stroke patients and their families. It necessitated respectful and very effective, yet differing ways of communication - verbal, nonverbal, use of picture cards. Also empathetic sensitive manner when negotiating the wishes of the patient and those of family.

SWRB 4 – To promote the principles of human rights and social and economic justice

My current role with Mental Health clients places me at the forefront of the challenging issues they face when trying to have a voice and have their rights respected and upheld. Many require advocacy to enable them to challenge unfair stigmatising and discriminatory attitudes and practices. This can include in matters related to their finances, attempts to secure employment and housing issues - WINZ.

I build a rapport with families that is based on respect and trust. I understand my own world view and belief system so I can respect those that are different to me. I am not the expert, my families are the experts in their own worlds so I value and validate their journals and give support where support is needed and wanted.

I have become more critically aware. In respect of the widespread racism in New Zealand, before my study I wasn't consciously aware of white privilege. I try to share my knowledge learnt, some are not too happy about the change in me, that's OK - we are all different with our worldviews, but we are also all equal and deserving of respect of these beliefs and values of which I feel capable of doing so.

I have needed a lot of the conditioning that had kept a particular cultural narrative in place. I am far more open and curious to other viewpoints and the experiences of people.

My practice reflects my personal commitment to the pursuit of social change within the communities of Mangere and Otahuhu. My practice is clearly aligned with this philosophy I believe in and feel I actively promote Te Tiriti o Waitangi as the founding principles of my practice.

SWRB 5 – To engage in practice which promotes social change

I advocate at grassroots level for clients who struggle to have a voice and I have presented at trainings using education as a means to promote changes.

In my work with older people whom often feel they 'don't want to be a bother' I am a constant advocate in 'their rights to know' what supports and resources are available to them whether before socialisation

for wellbeing or financial assistance for empowerment i.e. getting a medical alarm for independence and to be safe at home. This is on-going.

Education is key to informing others and skilling them to push for social change for those clients we work alongside - the aged, disabled. Our practice must always promote their right to equal and fair participation in society, petitioning for changes to policies and ways of doing which maintain or widen the gap between the 'haves' and 'have nots'

I am aware of this, but when working with heavy caseloads it is hard to muster the energy to pursue and promote issues. I do promote issues of fairness and just society to friends and colleagues

SWRB 6 – To understand and articulate social work theories, indigenous practice knowledge

I love professional development, neuroscience, child trauma theories, models of practice such as Te Whare Tapu Wha. Holistic approach. I am always aware I can do things better, professional development improves decision making and outcomes.

I am aware of and use a range of theories and practice models in my work - the most important being strength based and narrative. Working with families also means I am using attachment theories.

I am constantly reflecting on my practice through keeping a journal, and I am confident to incorporate theories into my practice.

Study exposed to more theory and models of wellbeing able to integrate these into assessments and to support practice in working with others.

SWRB 7 – To apply critical thinking to inform and communicate professional judgement

This is reflective in how I view my role in supervision and through my openness to reflective practice always looking for new ways to understand others and share my knowledge with others. Also exposure in placements supported me to experience different forms of supervision and other models of practice in different organisational contexts.

A lot of this happens during supervision still, but also this critical thinking is occurring in action. I am far better at challenging on the spot when needed than I was previously. I find it easier and easier to link the complex information and have developed some new strategies to help, but I mainly use the key skills I learnt during study.

With time and consulting with my supervisor I have become more competent at critical thinking and pulling together the appropriate information and knowledge to inform my practice.

SWRB 8 – To promote empowerment of people and communities to enable positive change

The social work component of my role is very broad and I have the autonomy to empower clients over a long period of time. It's a wonderful thing to watch young parents grown in confidence and esteem to feel empowered. However, sometimes there is a fine line to walk especially when children are involved and therefore I know when it is appropriate to take people's hands and lead.

I am persistent with people and always encourage them to participate and be key players during decision-making. But a lot of people feel very powerless at the moment within society due to poverty and inequality.

We each have within ourselves great potentiality and no one knows ourselves better than we know ourselves. The people we support are the ones who are in the driver seat in determining their own path, we have the road code to assist them in their endeavours to effect positive change, should they wish to participate. Mutual respect in relationship is paramount, after all I wouldn't want someone

telling me what to do, would you? I believe also in the 'collaborative network' of working all together and may align it to 'it takes a village to raise a child'.

SWRB 9 – To practice within legal and ethical boundaries of the social work profession

Legal boundaries are easier to articulate and practice within, however some ethics are cut and dry, others can fall into grey areas and need more thought. Transparency and honesty are the main values and having conversation about ethics enhances practice. Workplace codes of ethics are a no brainer either.

I feel my ethical compass is still developing. I am quite good at dealing with boundary issues but the very unique ethical issues which arise still can be a struggle at times. Supervision is a key support and is still the first point of call with these issues.

I am very aware of how I conduct myself with families and colleagues. When I think there may be a conflict of interest or some ethical consideration I seek advice from my Practice Manager/ supervisor to ensure I do not breach the code of conduct and ethics.

I am confident that my practice is ethical and safe. Supervision both internally and externally are excellent ways to ensure I use best practice at all times.

SWRB 10 – Represents the social work profession with integrity and professionalism

Am at a stage in life where I am very comfortable in my own skin, am self-aware and confident in my abilities. I know my strengths and weaknesses and stress levels. Have the maturity to reach out when and if needed.

Over the last year my awareness of self has increased greatly and this has helped me to access the right supports from others when needed. I still underrate my practice, but am developing my confidence in my own practice.

Supervision is one of many resources that informs my practice and enables self-care. I am readily adaptable to many different scenarios and very aware of being able to hand over if not the appropriate person to assist / support the people we work with and for. I am in a privileged position.

Supervision keeps me professional and practicing in an appropriate manner. I use ANZASW branch meetings and other peer supervision ensures a competent level of practice.

Never work in isolation - supervision / de briefing process. Well supported in my work. I feel I have a good level of self-awareness and practice appropriate self-care.

Overall, 12 respondents from the other ethnic groups have made some reflections on their level of SWRB core competence standards. The following are some examples of their comments:

SWRB 1 – To practice social work with Maori

I'm very comfortable working with Maori and Pasifika families. I'm always open to learning more hence why I rated myself 4.

The practice side of Maori approaches wasn't too strong but the lesson on application of whare tapu wha was helpful. Also the broader social / political context was well covered.

I choose to work at Kaupapa Maori NGO as I prefer a holistic approach which Kaupapa Maori supports.

I have attended a presentation in 2012 by the Resettlement Services, ChCh. Prior to this presentation I had not heard (of) this service and became aware that I am not confident to work with some community

groups i.e. European or Asian as my client group have generally been NZ European, Maori or Pacific Peoples. As a Pacific person I actively liaise with Pacific Trust Canterbury Mental Health teams should I need advice. I have asked ChCh Resettlement Service to speak to my team as our client group in changing to include Asian, European and middle Eastern clients, which they will present to us in August.

SWRB 2 – To practice social work with different ethnic and cultural groups in Aotearoa NZ

I am aware of my own values and beliefs and am mindful of not imposing these on others especially when working with clients who hold different religious beliefs from me. I endeavour to practice in respectful and inclusive manner with my clients.

I am currently working with different cultural groups and have my passion to learn more from them. It was a good level of competence for me to keep learning from these groups.

I am engaging with various ethnic group in my every day practice due to the nature of my clients. Therefore the study I had enhanced my competence and I feel lucky to be in this field of practice.

New Zealand is a very diverse country in terms of culture ethnic group and so forth. Each culture have their own policies, values, traditional, etc. Moreover as social workers we must be able to work with these differences as well as be appreciative of our diverse country. Most importantly we as Social Worker need to be competent when it comes to dealing with different ethnic, culture and families. Social workers use appropriate methodological approaches, skills and techniques that reflect the workers understanding of the role of culture in the helping process.

SWRB 3 – To work respectfully and inclusively with diversity and difference in practice

Social Worker treats each person in a caring and respectful fashion, mindful of individual, differences and cultural and effort diversity. Social Worker promotes clients socially responsible self-determination. Social workers seek to enhance client and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to - the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a responsible manner consistent with the values, ethical principles and ethical standards of the profession.

I proactively inform clients of their consumer rights and of the mental health advocacy and peer support service particularly as some clients have stated feeling like second rate citizens when needing hospital attention, clients have stated that they do not like advising staff they are in Opioid treatment because of this, as clients feel they are treated differently once staff know they are in Opioid treatment.

My communication with a range of people was enhanced and I can engage easily and effectively while I am on my everyday practice with client and different service providers.

SWRB 4 – To promote the principles of human rights and social and economic justice

People of different cultures come into our services. I've had to ensure their autonomy is left intact to assist with their changes (wellbeing).

Always respect clients in terms of their choices, rights, values and create an understanding according to what they believe suit their needs. I am currently practicing these values as required.

Being able to treat all with respect by being non-judgemental and realise that they have a story of why they find themselves in certain circumstances. My job is to support them through everything.

Like everything else, the profession of social worker evolves and changes, therefore Social Workers need to always be open to new information and knowledge that dealt with the issues and areas that affect their profession. It could include changes to the Code of Ethics, new laws passed by parliament

in terms of Social Work or simple things such as appropriate ways of dealing with clients which may have come out of a client evaluation form etc. Always remembered social worker not there to judge, we there to help and support.

SWRB 5 – To engage in practice which promotes social change

I use supervisors regularly, to reflect on my practice, client issues and social work theories and reflect on how I would do a situation differently and why I would choose to do it this way.

Definitely that with my client, I am engaged to promote their social change by empowering them and improving their resettlement with positive outcomes.

Social workers promote policies and practices that demonstrate respect for programs and institution that demonstrate cultural competence and promote policies that safeguard the rights of and confirm equity and social justice for all people.

SWRB 6 – To understand and articulate social work theories, indigenous practice knowledge

Currently explore theories models, frameworks and cultural knowledge that make sense to a particular group, client, family organisation or community. I respect all these values.

Critical thinking helps me to look at a client's situation from an objective perspective and also helps me to avoid making assumptions or jumping to conclusions and then to develop a collaborative plan of action with the client.

My work involves more professional development and this helps to keep updating my practice by researching and use theories which contribute to facilitate my practice with my clients.

Cultural competence requires explicit knowledge of traditional theories and principles concerning such areas as human behaviour, life cycle development, problem-solving skills, prevention and rehabilitation. Social Workers need the critical skill of asking the right questions, being comfortable with discussing cultural differences, and asking clients about what works for them and what is comfortable for them in these discussions. Furthermore, culturally competent social workers need to know the limitations and strengths of current theories, processes and practice models, and which has specific applicability and relevance to the service needs of culturally diverse client group.

SWRB 7 – To apply critical thinking to inform and communicate professional judgement

Extensive of knowledge to learn more on IT system, database, new technology, to professionally communicate to services, people, clients and groups. I am learning new technology for personal development and for best practice.

I promote empowerment thru working collaboratively with clients in the initial phases of decision making and by allowing them to take the lead role in actioning their decisions.

Research is done every time to make sure I address surely and professionally the issue I meet in my everyday practice especially that I work with a variety of different ethnic groups.

SWRB 8 – To promote empowerment of people and communities to enable positive change

I am currently working with clients and their families to promote positive changes, motivation skills, full of support for each other to reflect active participation, fair decision making and full recovery.

As a registered social worker and member of ANZASW I am aware of adhering to SWRB Code of Conduct, workplace code of conduct and professional ethics and ensure a professional presentation to my practice.

By empowering my client to make their own decision and encouraging them to participate actively in their respective communities is a high priority on my list and I feel fully competent in my exercise of my profession.

Empowerment involves facilitating the clients' connection with their own power, in turn, being empowered communication skills in response to direct and indirect communication styles of diverse clients. Understand the interaction of the cultural systems of the social worker, and the broader immediate community. Effectively use the clients natural support system in resolving problem - for example, religions and spiritual leader, families as our Samoan cultural (Matai) is the leader of the family and always us, (Samoan) social worker if we have problem with family not forthcoming we approach their leader (matai) he will help to bring family together in discussion of issues etc.

SWRB 9 – To practice within legal and ethical boundaries of the social work profession

I regularly refer to the ANZASW code of ethics in regards to my practice and to support decision making and when advocating for clients.

Social worker only works where system of accountability are in place in respect of the agency, clients, and the social work profession. Social worker works within agency procedures and accountability mechanisms. Social worker needs to contribute to organisational review and is accountable through supervision and or peer review. Develops and maintains system for obtaining client / community feedback. Social worker demonstrates knowledge of the social work role in agency including. Accountability, Ethical responsibilities, Rights and obligations as an employee/employer. Recording system. So on.

SWRB 10 – Represents the social work profession with integrity and professionalism

When unsure, seeking cultural or info from ANZASW or SWRB websites - other best practice websites / resources.

Self care is an important part of our organisation and they ensure that everyone is being cared for or is looking after themselves. I know the limits of my own practice which I have learnt over the last 10 years of social work.

Integrity dictates my profession but also I take care of myself buy taking regular supervision and consulting my colleagues in any issue I feel need to elaborate what I cannot understand.

Meeting standards related to values needs to be reflected in observable behaviour and standards relating to specific knowledge and skills require public demonstration and attestation. Social workers should seek to develop an understanding of their own personal cultural values and beliefs as on way appreciating the important of multicultural identities in the lives of people. As it say 'take care of yourself first, before you take care of someone else'. Understand yourself first, before you understand the other person.

Reflective Ability

Overall, respondents in this study demonstrated high level of self-reflection, empathetic reflection and reflective communication. Table 6 illustrates results from reflective ability among respondents.

Table 6. Reflective ability among respondents

	Fairly + Strongly Satisfied N (%)			
Self-reflection	**Total (N = 142)**	**NZ/Pakeha (N = 75)**	**Maori (N = 53)**	**Other (N = 14)**
I am aware of the emotions that influence my thinking	134 (93.7)	71 (94.7)	45 (85.0)	13 (92.9)
I take a closer look at my own habits of thinking	130 (90.9)	70 (93.3)	45 (85.0)	14 (100.0)
I can see an experience from different standpoints	130 (91.0)	72 (96.0)	47 (88.7)	10 (71.4)
I am aware of the emotions that influence my behaviour	130 (91.0)	72 (86.0)	48 (90.6)	13 (92.9)
I am aware of the cultural influences on my opinions	128 (89.5)	67 (89.3)	46 (86.8)	14 (100.0)
I want to understand myself	124 (86.7)	66 (88.0)	46 (86.8)	11 (78.6)
I want to know why I do what I do	123 (86.1)	68 (90.7)	43 (81.1)	11 (78.6)
I find it important to know what certain rules and guidelines are based on	120 (84.0)	62 (82.7)	43 (81.1)	14 (100.0)
I am able to view my own behaviour from a distance	119 (83.2)	61 (81.3)	43 (81.1)	14 (100.0)
I test my own judgements against those of others	105 (73.5)	55 (73.3)	39 (73.6)	10 71.4)
Empathetic reflection				
I can empathize with someone else's situation	135 (94.4)	74 (98.7)	48 (90.6)	12 (85.7)
I am aware of the possible emotional impacts of information on others	131 (91.7)	67 (89.3)	45 (84.9)	13 (92.9)
I am aware of my own limitations	126 (88.2)	67 (89.3)	45 (84.9)	13 (92.9)
I am able to understand people with a different cultural/religious background	103 (72.1)	53 (70.7)	37 (69.8)	12 (85.7)
I reject different ways of thinking	25 (30.8)	12 (16.0)	14 (26.4)	1 (7.1)
Sometimes others say that I do overestimate myself	23 (16.1)	8 (10.7)	11 (20.8)	4 (28.6)
Reflective communication				
I am open to discussion about my opinion	134 (93.7)	70 (93.3)	50 (94.3)	13 (92.4)
I take responsibility for what I say	132 (92.3)	70 (93.3)	48 90.6)	13 (92.4)
I am accountable for what I say	131 (91.6)	72 (96.0)	45 (84.9)	13 (92.9)
I sometimes find myself having difficulty in illustrating an ethical standpoint	46 (32.2)	19 (25.3)	23 (43.4)	4 (28.6)
I sometimes find myself having difficulty in thinking of alternative solutions	43 (30.1)	21 (28.0)	21 (39.6)	1 (7.1)
I do not welcome remarks about my personal functioning	34 (23.8)	17 (22.7)	13 (24.5)	4 (28.6)
I do not like to have standpoints discussed	24 (16.8)	9 (12.0)	13 (24.5)	2 (14.2)

N will vary due to missing data.

Supervisor support

In general, respondents in this study considered the importance of have supervisor support revolved around providing emotional support, particularly in relation to "feel more effective/competent as a worker" (81.2%). In terms of support for client goal achievement, respondents indicated that the role of supervisor support enabled them to "leave supervision with ideas/suggestions to assist a specific client to achieve a goal" (77%).

Interestingly, all four items in educational/professional development support did not score more than 70%, with "discuss productivity" received the lowest score (46.9%). Maori respondents obtained less than 60% in eight items when compared with six items with NZ/Pakeha. Other ethnic groups seemed to score better with no items under 60% to indicate the prevalence of receiving support (see Table 7 for further results).

Table 7. Supervisor support

	Often to Almost Always N (%)			
Emotional support	**Total (N = 142)**	**NZ/Pakeha (N = 75)**	**Maori (N = 53)**	**Other (N = 14)**
Feel more effective/competent as a worker?	116 (81.2)	62 (82.7)	40 (75.5)	13 (92.9)
Feel more positively about your job?	104 (72.8)	55 (83.3)	35 (66.0)	13 (92.9)
Think supervision improved your relationship with your supervisor?	103 (72.1)	41 (54.7)	32 (60.4)	9 (64.3)
Feel as if you are part of the team?	102 (71.4)	51 (68.0)	37 (69.8)	13 (92.9)
Feel that your work was acknowledged?	101 (70.7)	56 (74.7)	33 (62.3)	11 (73.3)
Feel your stress was reduced?	97 (67.9)	56 (74.7)	30 (56.6)	10 (71.4)
Look forward to supervision?	93 (65.1)	51 (68.0)	29 (57.7)	12 (85.7)
Leave supervision feeling energized?	92 (64.4)	50 (66.7)	60 (56.6)	11 (73.3)
Think supervision improved your relationships with team members?	83 (58.1)	41 (54.7)	32 (60.4)	9 (64.3)
Feel more positively about your agency?	74 (51.8)	36 (48.0)	27 (50.9)	10 (71.4)
Support for client goal achievement				
Leave supervision with ideas/suggestions to assist a specific client to achieve a goal?	110 (77.0)	63 (84.0)	36 (67.9)	11 (73.3)
Gain new perspective on client?	102 (71.4)	56 (74.7)	34 (64.2)	12 (85.7)
Achieve better alignment between client's goal and your goal for client?	99 (69.3)	54 (72.0)	34 64.2)	11 (73.3)
Gain greater clarity on a client's goal?	94 (65.8)	50 (92.0)	33 (62.3)	11 (73.3)
Reprioritise your efforts toward a client's goal?	92 (64.4)	51 (68.0)	31 (58.5)	10 (71.4)
Educational/professional development support				
Get feedback on your performance?	95 (66.5)	50 (66.7)	33 (62.3)	11 (73.3)
Discuss your career development?	76 (53.2)	35 (46.7)	29 (54.7)	11 (73.3)
Receive coaching or training on job skills?	74 (51.8)	34 (45.3)	30 (56.6)	9 (64.3)
Discuss productivity?	67 (46.9)	26 (34.7)	31 (58.5)	10 (71.4)

N will vary due to missing data.

Supervision contract and length

Over 60% of the respondents received monthly supervision (n = 63, 44.1%), followed by fortnightly (n = 40, 28.0%), weekly (n = 26, 18.2%), other (n = 12, 8.4%) and daily (n = 1, 0.7%).

Most of the supervision contacts or session ranged from 30-59 minutes (n = 63, 44.1%), followed by 60-89 minutes (n = 58, 40.6%), 90-120 minutes (n = 9, 6.3%), 0-30 minutes (n = 6, 4.2%) and other (n = 5, 3.5%).

Discussion content of formal supervision

The main discussion content during formal supervision revolved around "advice and guidance on more difficult cases" (79.7%), followed by "personal support, encouragement and appreciation" (69.2%), "discussion of your training needs" (64.3%) and "review of each of your cases" (61.5%). Table 8 reports discussion content from supervision.

Table 8. Discussion of Supervision

	Yes N (%)
Advice and guidance on more difficult cases	114 (79.7)
Personal support, encouragement and appreciation	99 (69.2)
Discussion of your training needs	92 (64.3)
Review of each of your cases	88 (61.5)
Suggestions for developing reflection and self-awareness	83 (58.0)
Closing cases	68 (47.6)
Helping in applying theoretical approaches or explanations to your practice	68 (47.6)
Agency policies	66 (46.2)
Your performance against targets	58 (40.6)
Other (for example):	25 (17.5)
Agency strategy, long terms goals	
Future direction	
Staff management	
Specific area of interest	

*N will vary due to missing data & participants can choose more than one task

Performance evaluation

Nearly 90% of the respondents felt that their line managers rated reasonably high in their present jobs (88.9%). Only 5.6% felt they were not very highly rated by their managers. Nearly 80% of the respondents felt it was a fair assessment of their performance (79.7%) while 13.3% felt that their line manager under-rated them and that their performances were better.

Co-worker support

In general, over 75% of the respondents have found co-workers to be supportive in providing feedback, helpful information, sympathetic advice and assistance. Other ethnic groups and Maori indicated more support received from their co-workers when compared with NZ/Pakeha. Table 9 illustrates results from co-worker support.

Table 9. Co-worker support

	Most to All the Time N (%)			
	Total (N = 142)	NZ/Pakeha (N = 75)	Maori (N = 53)	Other (N = 14)
Clear and helpful feedback	114 (79.8)	57 (76.0)	44 (83.0)	12 (85.7)
Helpful information and advice	114 (79.8)	57 (76.0)	44 (83.0)	12 (85.7)
Sympathetic understanding and advice	113 (79.1)	57 (76.0)	43 (81.1)	12 (85.7)
Practice assistance	108 (75.6)	55 (73.3)	41 (77.4)	11 (78.6)

N will vary due to missing data.

Job-related factors satisfaction

Over 70% of the respondents were mostly satisfied with their jobs to help them seeing the value into practice with "opportunity to put your own social work values into practice" (81.2%) and "ability to transmit your social work values to workers from other professions" (73.5%) but only 62.3% felt satisfied their current jobs helped widening their knowledge of areas of social work practice. Just over 70% of the respondents indicated that they were mostly satisfied with support from their colleagues (71.4%). While 72.1% of the respondents felt mostly satisfied that they were encouraged to take part in learning and development activities, less than 50% of them felt satisfied that they had access to post-qualifying education (49.0%) or their conditions of employment such as pay, pension, and promotions (44.8%). Just only 50% of the respondents indicated their satisfaction that their "line manager is a qualified social worker" (51.8%). Table 10 reports job-related satisfaction.

Table 10. Job-related satisfaction

	Quite + Very Satisfied N (%)			
Supportive line-manager	Total (N = 142)	NZ/Pakeha (N = 75)	Maori (N = 53)	Other (N = 14)
Accessibility of your line manager when necessary	97 (67.9)	53 (70.7)	30 (56.6)	13 (92.9)
Professional support and guidance from line manager	95 (66.5)	53 (70.7)	30 (56.6)	11 (78.6)
Supportive team				
Professional support and guidance from colleagues	102 (71.4)	51 (68.0)	42 (79.2)	8 (57.1)
Team working	92 (64.4)	44 (58.7)	37 (59.8)	10 (71.4)
Manageable workload				
The amount of contact time with service users or carers	91 (63.7)	41 (54.7)	38 (71.7)	11 (78.6)
Coping with your workload	80 (56.0)	43 (57.3)	36 (67.9)	8 (57.1)
Value into practice				
Opportunity to put your own social work values into practice	116 (81.2)	59 (78.7)	44 (83.0)	12 (85.7)
Ability to transmit your social work values to workers from other professions	105 (73.5)	54 (72.0)	41 (77.4)	9 (64.3)
Widening your knowledge of areas of social work practice	89 (62.3)	46 (61.3)	31 (58.5)	11 (78.6)
Pay and prosperity				
Access to post-qualifying education	70 (49.0)	35 (46.7)	29 (54.7)	5 (35.7)
Your conditions of employment (pay, pension, annual leave, promotion, etc)	64 (44.8)	32 (42.7)	25 (47.2)	7 (50.0)
Job engagement				
Staff are encouraged to take part in learning and development activities	103 (72.1)	50 (66.7)	42 (79.2)	10 (71.4)
Working in partnership with service users to take their wishes into account	99 (69.3)	55 (73.3)	35 (66.0)	8 (57.1)
Stable job structure				
Line manager is a qualified social worker	74 (51.8)	42 (56.0)	24 (45.3)	7 (50.0)

N will vary due to missing data.

Resilience

The summed mean score derived from the resilience scale was 5.8 (SD = 0.63) and this indicated that resilience among the respondents are reasonably high.

Job opportunity

Just over 50% of the respondents indicated that it would be quite easy for them to find another job with another employer that is as good as or better than their current jobs (51.8%) while 20% reported that it would be quite difficult. For NZ/Pakeha, 40% (N = 30) reported to be fairly easy to find another job; Maori reported 64.2% (N = 34) and other reported 71.4% (N = 10).

Job satisfaction

Over 80% of the respondents reported that they "find real enjoyment in my job" (82.6%), followed by "most days I am enthusiastic about my job" (79.8%) and "taking everything into consideration, I am very satisfied with my job" (78.4%). Maori seemed to score slightly lower in the job satisfaction items when compared with NZ/Pakeha and other ethnic groups (see Table 11 for further results).

Table 11. Job satisfaction

	Very to Strongly Agree N (%)			
	Total (N = 142)	**NZ/Pakeha (N = 75)**	**Maori (N = 53)**	**Other (N = 14)**
I find real enjoyment in my job	118 (82.6)	62 (82.7)	42 (79.2)	13 (92.9)
Most days I am enthusiastic about my job	114 (79.8)	62 (82.7)	39 (73.6)	12 (85.7)
Taking everything into consideration, I am very satisfied with my job	112 (78.4)	60 (80.0)	39 (73.6)	12 (85.7)

*N will vary due to missing data.

Life satisfaction

In terms of life satisfaction, 65.7% of the respondents reported they were very happy with their lives while 56.6% reported they were very satisfied the ways they are spending their lives these days.

Overall experience of NGO study award

Overall, 99.3% of the respondents indicated that they would recommend the study award to others and similarly 98.6% would recommend the study award continues.

Additional Analyses on Group Differences

Relationship between contribution from the NGO study award and SWRB competencies

The relationship between the NGO Study Award and SWRB competencies was investigated using Spearman's correlation coefficient. Out of the 11 competencies, there were two significant correlations found. The first relationship was between the contribution from NGO Study Award and "To promote the principles of human rights and social and economic justice" ($r = 0.23$, $p < 0.05$), indicating that the more the recipients viewed the benefits of the award has helped them to achieve their qualification, they were more likely to feel competent in prompting human rights and social and economic justice in their practice. The other significant correlation was between the contribution from NGO Study Award and "Overall practice competence" ($r = 0.17$, $p < 0.05$), with high levels of perceived agreement on the positive impact of the award toward qualification completion associated with higher level of self-perceived competence in overall practice.

Relationship between contribution from the NGO study award and Reflective Ability

A significant relationship was found between contribution from NGO Study Award and Reflective Ability ($r = 0.34$, $p < 0.001$), indicating that the more the recipients viewed the benefits of the award has helped them to achieve their qualification, the more satisfied they were with their reflective ability (including self-reflection, empathetic reflection and reflective communication) developed for their practice.

Relationship between contribution from the NGO study award and Supervisory Support

There were three significant relationships found. Recipients who considered highly on how the award has helped their qualification completion reported to have more emotional support in their supervisions ($r = 0.33$, $p < 0.001$), have more support to help clients achieve goals ($r = 0.21$, $p < 0.05$) and have more educational/professional development support ($r = 0.18$, $p < 0.05$).

Relationship between contribution from the NGO study award and Resilience

A significant relationship was found between recipients who have considered highly on how the award has helped their qualification completion were more likely to have developed higher level of resilience to cope with stress and difficult situations ($r = 0.27$, $p < 0.05$) in their practice.

Relationship between contribution from the NGO study award and Job Satisfaction

A significant relationship was found between award recipients who have considered highly on how the award has helped their qualification completion were more likely to associate with job satisfaction ($r = 0.21$, $p < 0.05$).

Differences between past and current recipients on SWRB competencies

A Mann-Whitney U Test revealed eight significant differences in the SWRB competencies between past and current recipients. These differences are "To promote the principles of human rights and social and economic justice", "To understand and articulate social work theories, indigenous practice knowledge", "To apply critical thinking to inform and communicate professional judgement", "To promote empowerment of people and communities to enable positive change", "To practice within legal and ethical boundaries of the social work

profession", "Represents the social work profession with integrity and professionalism" and "Overall practice competence". Results from Table 12 indicated that past award recipients were more competent in those SWRB competencies than current recipients.

Table12. Differences between past recipients (N = 107) and current recipients (N = 35) on SWRB competencies using Mann-Whitney U test.

Competencies	Past Recipients Mean Rank (Median)	Current Recipients Mean Rank (Median)	Z	p-value
Promote human rights & social & economic justice	74.66 (4.00)	59.93 (4.00)	-2.05	0.04
Understand and articulate social work theories, indigenous practice knowledge	74.55 (4.00)	58.34 (4.00)	-2.35	0.02
Apply critical thinking to inform and communicate professional judgement	73.78 (4.00)	58.77 (4.00)	-2.12	0.03
Promote empowerment of people and communities to enable positive change	73.68 (4.00)	58.65 (4.00)	-2.10	0.04
Practice within legal and ethical boundaries of the social work profession	73.97 (4.00)	60.10 (4.00)	-1.98	0.04
Represents the social work profession with integrity and professionalism	75.16 (4.00)	56.53 (4.00)	-2.64	0.01
Overall practice competence	75.11 (4.00)	56.67 (4.00)	-2.67	0.01

Differences between Maori and non-Maori recipient on SWRB competencies

A Mann-Whitney U Test revealed two significant differences in the SWRB competencies between Maori and non-Maori recipients. The first difference was "To practice social work with Maori" with Maori ($Md = 4.00$, n = 53) and non-Maori ($Md = 4.00$, n = 89), $U = 1275$, $z = -4.99$, $p = 0.00$, $r = 0.42$. The second difference was "To practice social work with different ethnic and cultural group in Aotearoa New Zealand" with Maori ($Md = 4.00$, n = 53) and non-Maori ($Md = 4.00$, n = 89), $U = 1833$, $z = -2.24$, $p = 0.03$, $r = 0.19$. These results indicated that Maori recipients were more competent in those two SWRB competencies when compared with non-Maori recipients.

Difference between Maori and non-Maori recipients on job opportunities

A Mann-Whitney U Test revealed a significant difference in the job opportunity prospect of Maori ($Md = 4.00$, n = 53) and non-Maori ($Md = 3.00$, n = 89), $U = 1673$, $z = -2.73$, $p = 0.01$, $r = 0.23$. This indicated that Maori recipients considered that it would be quite easy for them to find another job with another employer that is as good as or better than their current job.

The impact of the award on social work practice experiences – Qualitative comments

A conventional content and thematic analysis approach was employed to analyse the qualitative data. This approach identified four themes that existed within the qualitative responses. The data was analysed by taking into consideration the culture of the recipients and is categorised as Pākehā, Māori and other. Table 13 illustrate the categories and themes and how many comments were made by the each group.

Table 13. Qualitative comments on the impact of the NGO study awards

Categories and Themes	Total	# of Comments Made (%)		
		NZ/Pakeha	Maori	Other
Gratitude towards the awards	153	79 (51.6)	53 (34.6)	21 (13.7)
Growth as a practitioner	36	19 (52.8)	14 (38.9)	3 (8.3)
Personal benefits	70	69 (98.6)	0 (0.0)	1 (1.4)
Whanau/families (clients) benefit	85	0 (0.0)	84 (98.8)	1 (1.2)

The following narratives provide an overview from respondents' perspectives on the impact of the NGO study awards on them.

Gratitude

When asked about the impact of the NGO study award there is an overwhelming sense of gratitude among the recipients. This gratitude extended to their appreciation for having access to a qualification and specialist training that they would otherwise struggle to afford. They also note that in most situations their organisation is supportive of their studies and some of the difficulties juggling work, study and balancing family life is alleviated. They reflected that the studies have enhanced their skills and knowledge about the social work profession to the extent that they noticed a positive impact on their own whānau as well as families that they work with in the community. There were noticeable impacts of the award on their social work role and ability to work effectively:

> *Being able to be a recipient of the study award helped me to feel I was valued in my community NGO role. It also allowed me to complete my placement in a timely fashion giving me a clearer picture of a full time social work position. Many thanks.*

> *I believe it grows a person in many aspects. It is not just a social work qualification. I believe this award changes people and changes the lives of everyone that comes into contact with the recipient. Big thanks from me to you.*

Growth as a Practitioner

There was an overall sense that recipients had grown personally and professionally throughout their studies and many reflected that it was as a result of the NGO study award. Many participants felt that they had grown in terms of their knowledge, both theoretical and practical, and that this had a positive impact on the overall social service organisation they work for, as well as for the families they work with.

Personal Benefits

Many recipients found that the NGO study award impacted on their lives financially in a way that made studying possible for them. The weight of financial pressure on their experiences being students was limiting and with the NGO study award they were able to relax and focus on learning:

> *The NGO study award was central to my ability to complete my qualification. The financial support, the encouragement, the acknowledgment from agency as being a student as well as a practicing S/W'er. I think there were huge benefits to my agency as well - a more informed, critical thinking, reflective social worker.*

> *The NGO award was of huge benefit for me. It was great getting paid while on placement. This is vital when I already had a student loan from my psychology degree. I have had 4 scholarships since I left high school and this scholarship was by far the best. It was a practical scholarship, it brings real life and education together.*

> *I can honestly say that I would not of been able to continue my BSW if I had not been granted the NGO study award due to financial implications and having to work and study simultaneously. I would not of been able to even consider doing my 4th year placement. It is brilliant having the support of my work place and to be able to work within the Social Services and study, as I am able to put my learning into practice. Having the NGO study award keeps me focussed , determined and supported to complete my degree.*

> *I am very grateful for the award - for the quality of the course - for the financial support and for the way in which it enabled me organisation to support me (i.e. I did not feel I was being a burden on my employer while I was studying.)*

> *The NGO Study Award has relieved some financial burden from our family. Cost of travel to contact courses etc and text books are covered. Not something we could afford otherwise.*

Whanau, Family and Client benefits

Participants found that for many the benefits of the NGO study award on their clients were the main highlight and factor they were grateful for. Many declared that their key motivator was to improve their ability to work with families and whanau that they already were engaging with. The award improved their skills and ultimately the services of the entire organisation. While they said that there were personal benefits, they reflected that the client benefits were even more important to them on a personal and professional level.

Key Summary of Quantitative findings

- The majority of the recipients have been motivated to become social workers because of the mission and vision to help others to improve their quality of life, and their understanding of the importance of tackling injustice and inequalities. They have found the NGO study awards to be extremely rewarding and essential to help them to be more committed to finishing their training, to learn and develop their social work knowledge in order to become a confident practitioner. Having less financial concerns and less debt are also considered as two of the huge benefits in their personal and professional journey.

- In general, recipients of the NGO study awards are fairly competent in their social work core practice. They are also open and modest about their areas of improvement. Māori recipients are particularly conscious of their ability and competence in working with their own whanau, hapu and iwi. New Zealand European/Pakeha recipients are noted to need to continue working on their opportunity and ability to practice social work with Māori.

- Recipients in general have demonstrated a strong reflective ability, a reasonably high level of resilience, a good level of job satisfaction, with over 90% felt that their line managers rated their performance reasonably high in their present jobs.

- Most respondents have expressed the importance of having supervisor support in their current practice and many of them have used supervision to seek advice and guidance on more difficult cases, personal support, discussion of training needs and review cases. The support of co-workers has also been found to be important in recipients' practice in order to receive feedback, helpful information, sympathetic advice and assistance.

- The survey reported an overwhelming support from the recipients that they would recommend the study award to others and also they would want the award to continue.

- The open-ended comments for the impact of the award have significantly highlighted recipients' gratitude towards the award and the people who organise it. Many reported that the award has helped them to grow as a competent practitioner. NZ European/Pakeha recipients identified significant personal benefits from the award while Māori considered the award has contributed to whanau/families (clients) benefit.

- When analysing group differences, five significant relationships were found between how award recipients' self-perceived positive impact of the award to qualification completion associated with higher levels of (1) perceived competence in SWRB competencies (i.e., promoting principles of human rights and social and economic justices, and overall practice); (2) reflective ability (including self-reflection, empathetic reflection and reflective communication); (3) supervisory support; (4) resilience, and (5) job satisfaction. These results have provided an indicative implication that the award has made significant contribution to recipients' qualification completion by enhancing their ability and effort to work toward their overall social work competence, which in turn has helped their reflective abilities to be developed and become more resilient to stress in their profession. The impact of the award has also influenced how the recipients considered the importance of having supervisory support in their job in order to receive job satisfaction. These findings suggest that the study award may be a key protective quality during their qualifying journey and also for professionally qualified social workers in order to help them to thrive and develop positively.

- Overall, past award recipients have shown more proficiency in SWRB competencies compared with the current recipients. No significant differences were found on reflective ability, supervisory support, co-work

support, job-related satisfaction, resilience, line manager assessment on job performance, prospect on job opportunities, overall job satisfaction and life satisfaction.

- Maori recipients in general were reported to be more competent in their practice with Maori and with difference ethnic and cultural groups compared with non-Maori. They also reported to considered themselves quite easy to find another job with another employer that would be as good as or better than their current job. No significant differences were detected in other areas. Evidences here suggest that Maori award recipients were fairly confident with their own practice to address diversity and were also very optimistic of their future job prospects.

Key Conclusions

The overall purpose of this study was to explore the impact of the NGO study awards on social work students and social service organisations. It was particularly interested to address three specific objectives: (1) to assess how the award has helped social work students to be successful in their study; (2) to investigate the extent to which the social work practices of recipients have improved as a result of the study award; (3) to explore how relationships between MSD, institutions, recipients, organisations and families, whanau have contributed to positive outcomes: and (4) to engage with Maori recipients employed at iwi organisations in order to gauge the positive impact the award programme has made for them within Maori communities. A brief conclusion is made below to address each of the specific objectives.

Aim 1: To assess how the award has helped social work students to be successful in their study

Findings from both qualitative and quantitative outcomes have indicated the award's contribution to student success was through reducing the financial burden on the social work students and also for their organisations. Overall, there was a consistent message that the award enabled recipients to complete their studies and improve their social work practice without causing undue stress or financial pressure on the recipient and their family. In addition, the increased prevalence of social work qualification, particularly at degree levels, has enabled non-government organisation to increase the calibre of their employees due to the higher intellectual capacity acquired. Accompanying the successful qualification completion, these qualified social workers (who are eligible for registration) are expected to demonstrate skills, for example, critical analysis and appraisal skills for collating dispersed and diverse information, making complex and crucial decision, managing risks while being able to present judgements logically and cogently. These qualified staff would also be the leaders of the future within social care and social work, promoting its value and competence base, and ensuring its contribution is developed and safeguard for the benefit of children, families, disabled and older people. With the financial burden lessen for the award recipients; there was some strong indication from the recipients that this would allow them to pursue further continuing professional education.

Aim 2: To investigate the extent to which the social work practices of recipients have improved as a result of the study award.

Results derived from this study indicated that the award has contributed significant impacts on lifting the level of social work education, knowledge, competence and skills in the recipients and the NGO social work sector. While over 40% of the respondents indicated that they have changed their employment since the award, the majority of the respondents (81%) continue working in the NGO social work sector. These respondents have indicated a fairly strong competence in their social work practice and their desire to continue to commit working with family, whanau and clients to their best of ability. Respondents in this study have demonstrated reasonably high developed emotional and social competencies, which may indicate they are more resilient to stress. More specifically, these qualities along with reflective ability and aspects of empathy could be key protective qualities in the social service context. Being valued at the work place, receiving support and assistance from leaders, supervisors or employers, is considered to be helpful to influence job satisfaction on social worker's desire to stay. These qualities are likely to enhance well-being and protect social work students and practitioners against professional burnout. Overall, the success of the award to social work practice does not happen in isolation. The

ongoing relationship-building between Community Investment and the NGO sector has been a key element to build social workers' confidence to feel valued, successful and supported. Findings from this study will inform how the award provider, the institution and NGO social work sector can enhance support structures and help social work students/trainees develop essential skills to enhance their resilience, their well-being, their personal effectiveness and their employability.

Aim 3: Exploring how relationships between MSD, institutions, recipients, organisations and families, whanau have contributed to positive outcomes

Overall, recipients report that the NGO study award strengthens the NGO sector, relationships between social service organisations and academic institutions. It does this through MSD's relationship building that often takes place during workshops around the country; involving a number of recipients and their managers or coordinators. MSD plays a key role in bringing both recipients and managers together and creating the forum to discuss challenges and opportunities for a positive academic experience. The NGO staff also maintain positive relationships with academic institutions that impacts positively on the experience of the student. Award recipients state that often MSD/NGO staff act as advocates and strengthen the support systems around the student so that there is less risk of them failing a paper or withdrawing from the course. Findings from this study indicate that the relationship between the award provider, the institution and NGO social work sector is fundamental for the support structures that help social work students/trainees develop essential skills to enhance their resilience, their well-being, their personal effectiveness and their employability.

Aim 4: To Engage with Maori recipients employed at iwi organisations in order to gauge the positive impact the award programme has made for them within Maori communities.

Maori award recipients report a variety of benefits, not only to themselves but of a reciprocal nature between themselves and their organisations; their clients, whanau and communities they work with and to their own whanau and future generations. The NGO award is attractive to Maori community workers because it is particularly relevant for experienced long-term practitioners, many of whom have been hired because of their particular skills and knowledge as opposed to their qualifications, as was the case for Maori social workers in the 1980s onwards. Maori and iwi organsiations were quick to encourage staff to apply and to work together in groups to support each other through training. The values of the NGO study award align well with notions of manaakitanga, kanohi kitea and kotahitanga.

The NGO study award has helped Maori practitioners to feel validated in their knowledge and given many of them the confidence in their practice levels and capabilities. With this confidence they are more inclined to undertake post graduate studies and to have the freedom to try new and more challenging roles such as management positions. Recipients state that the award process has built their capacity to practice social worker with Maori whanau; to be more rigorous in their practices and to follow the social work guidelines of the ANZSW code of ethics as well as the SWRB competencies.

There was little difference in the qualitative comments – gratitude was apparent across all comments. While Pakeha recipients tended to reflect on their personal benefits of the award (such as financial benefits, stress release and their own practices improving), Maori recipients were more inclined to reflect on the benefits to the families, whanau and communities they work with. It is clear that the award has made significant contribution to Maori social work students to become qualified. There are, however, some areas that warrant attention on

providing on-going support to expand Maori social worker workforce and make it sustainable. According to the survey results, Maori respondents received less supervisory support than NZ/Pakeha respondents. In particular, Maori respondents did not seem to think that they gained enough assistance from their supervision in order to address emotional support (e.g., feel positive about the job; feel stress level was reduced) and support for client goal achievement (e.g., gain greater clarify on a client's goal; reprioritise efforts towards a client's goals). These results may reflect on how they perceived some of the job-related satisfaction as just over 50% of them expressed a high level of satisfaction in terms of accessing their line manager when necessary or receiving professional support from line manager. They also indicated that less than 50% of their line manager is a qualified social worker, which may impact on their professional learning, engagement and supervision. Given the impact of the award has been identified as a key factor to benefit Maori clients and communities, it is important to ensure that more Maori social work students will be supported during their study journey and more opportunities on continuing professional qualification in post-qualifying period will be made available to enhance more Maori social workers to enter and sustain in leadership and mentoring roles

Limitation of the Study

A few limitations of the present study have to be taken into account. Limitations to this study include small sample sizes in both phases; hence, results cannot be generalised to all those who were involved with NGO study awards whether they were past and current recipients and/or managers from organisations. Although the margin of error reported in the survey was within the accepted level, at 8% it was at the top level of the margin. One of the main reasons for small sample sizes from both phases was due to past recipients have left their initial residential and/or organisational addresses, particularly those in the early years of NGO study awards. The use of self-reported data in a cross-sectional study also limits our ability to make inferences regarding cause and effect among variables. Although the study findings may not encompass all aspects that have successfully supported award recipients to qualification completion, the findings are indicative of the potential benefits and contribution of how the awards could provide a strong platform for unqualified social workers to develop the confidence and competence to fulfil their professional commitment in social work. The desire for the award recipients to bring about social change as reported in this study reinforces the perception of the social worker as a social change agent, providing this profession with a different niche than that of psychology as suggested by other social work academics whose interests were in enhancing social work professional capacity (Carpenter, Shardlow, Patsios, & Wood, 2015; Collins, 2016; Marsh, 1988). Future studies with a larger sample size, additional factors and also the use of a longitudinal design might be useful to determine a true reflection of the award impact on social work practice and professional development.

Acknowledgments

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Appendix 1 – Interview Questions

NGO STUDY AWARDS RESEARCH

Research Title: Non-Government Organisation (NGO) Study Awards - Exploring the Impact on Social Work Students and Social Service Organisations

Māori Recipient Questions

Tēnā koutou katoa, he nui te mihi nei ki a koutou

1. No hea koe - How did you come to be involved in social work and the NGO study award programme?
2. What are some of the benefits the NGO study award has had on your experience of being a student? *(Can you think of some of the practical ways the organisers of the NGO study award connected and supported you during your studies?)*
3. What are some of the positive outcomes of the award on your professional social work practice?
4. In what ways do you think the award/qualification has impacted upon your organisation and your relationship with your workplace?
5. Can you describe the impact this award has made on yourself and your whānau?
6. Are you aware of the relationship between MSD and your academic institution and whether this was supportive to you in your studies?
7. Are there any other benefits of the NGO study award that you can see for whānau Māori and communities that you work with?

Individual/ Focus Group Questions

1. What brought you to the social work role?
2. How did you come to be involved in the NGO study award programme?
3. What are some of the benefits the NGO study award has had on your experience of being a student? *(Can you think of some of the practical ways the organisers of the NGO study award connected and supported you during your studies?)*
4. What are some of the positive outcomes of the award on your professional social work practice?
5. In what ways do you think the award/qualification has impacted upon your organisation and your relationship with your workplace?
6. Can you describe the impact this award has made on yourself and your family?
7. Are you aware of the relationship between MSD and your academic institution and whether this was supportive to you in your studies?
8. Are there any other benefits of the NGO study award that you can see for the families and communities that you work with?

Manager Interview Questions

1. How did you first become involved in the NGO study award programme?

2. In what ways have you interacted with MSD as a result of being involved in the study award?

3. Can you describe some of the ways the NGO study award has impacted upon your relationship with the award recipient?

4. What are some of the positive outcomes the award has had on the professional social work practice of the recipient?

5. In what ways do you think the award/qualification has impacted upon your organisation?

6. Are you aware of the relationship between MSD and your academic institution and whether this was supportive to the studies of your employee?

7. Are there any other benefits of the NGO study award that you can see for the families and communities that your organisation works with?

Appendix 2 – NGO Study Award Survey

Non-Government Organisation (NGO) Study Awards – Exploring the impact on social work students and social service organisations

Tēnā koe e te Rangatira!

The overall purpose of this research is to explore the impact of the NGO Social Work Study Awards on social services in general. This survey will also produce some key findings on how the awards have contributed to the recipient's social work practice competency.

The reason you have received this package, which contains this information sheet, a support letter from Derek Howell, Business Manager of Community Investment (previously known as Family and Community Services FACS) at Ministry of Social Development and questionnaire is because you are either a current award recipient or you were a past award recipient and have successfully completed the social work qualification. We would like to invite you to complete an anonymous survey. The survey will take about 20 to 25 minutes to complete. Your involvement in this study is completely voluntary.

Completion and return of the survey with the reply-paid envelop provided implies consent. You have the right to decline to answer any particular question.

There are no right or wrong answers and there is no need for you to put your name on the survey.

If you have any questions about this research, please contact any one of us at the School of Social Work, Massey University, Palmerston North:

Dr. Polly Yeung   Tel: 06-950 6514
                       Email: p.yeung@massey.ac.nz
Mrs Hannah Mooney   Tel: 06-951 6511
                       Email: h.a.mooney@massey.ac.nz
Dr. Awhina Hollis-English   Tel: 06-951 6503
                       Email: a.english@massey.ac.nz
Dr. Kieran O'Donoghue Tel: 06-951 6517
                       Email: k.b.odonoghue@massey.ac.nz

Information about You

We would like to know some information about you. Please answer the following questions that appear below.

1. **Status of NGO Study Award Recipient**

   ☐ Current Recipient ☐ Past Recipient

2. **In what year did you first receive the NGO Study Award (e.g., 2010)**

   _____

3. **Which qualification did you or are you completing (with the support of the NGO Study Award)?**

   ☐ Diploma of Social Work ☐ Bachelor of Social Work

   ☐ Master of Professional Social Work ☐ Master of Applied Social Work

   ☐ Other: Please specify: _____

4. **Have you completed your social work qualification?**

   ☐ Yes

   ☐ No → How many more years do you need to complete the qualification?

   ☐ 1 year or less

   ☐ 2 to 3 years

   ☐ 3 to 5 five years

   ☐ More than 5 years

5. **How long did you practice as a social worker or in a similar field before applying and successfully receiving the NGO Study Award?**

   ☐ 1 year or less

   ☐ 2 to 5 years

   ☐ 5 to 10 years

   ☐ More than 10 years

6. **The area(s) of social work practice that you work in or have worked in (you can tick more than one box):**

☐ Health   ☐ Mental Health   ☐ Statutory

☐ Children & Family   ☐ Adults   ☐ Youth

☐ NGO   ☐ Iwi Social Services   ☐ Kaupapa Māori

☐ Management   ☐ Private Practice Training ☐ Education

☐ Other, please specify:

_____

7. **Where is your current employment?**

☐ NGO   ☐ Statutory

☐ Other, please
specify:_____

8. **Have you changed your social work job since receiving the NGO Study Award?**

☐ No

☐ Yes, please state your reasons
_____

9. **Gender:**

☐ Female   ☐ Male   ☐ Trans

10. **Age:**

☐ 20-29   ☐ 30-39   ☐ 40-49

☐ 50-59   ☐ 60-69   ☐ 70+

11.   Ethnic origin (you can tick more than one box):

☐ Māori ☐ NZ European/Pakeha ☐ Pacific nations

☐ Chinese ☐ Indian ☐ African

☐ Other, please
specify_____

12.   What attracts or motivates you towards social work as a career?
Please rate each of the following statements by circling the number that best describes your level of importance (on the scale where 1 = Least important and 5 = Most important).

	Least important				Most important
Good career prospects	1	2	3	4	5
Well paid jobs	1	2	3	4	5
Opportunities for flexible working patterns (part-time, career breaks, etc.)	1	2	3	4	5
Personal ability to get on with people	1	2	3	4	5
Working in a team	1	2	3	4	5
Wish to tackle injustice and inequalities in society	1	2	3	4	5
Helping individuals to improve the quality of their own lives	1	2	3	4	5
Especially suitable career for someone with life experiences like mine	1	2	3	4	5
High job satisfaction	1	2	3	4	5
Variety of work day-to-day	1	2	3	4	5
Interesting, stimulating work	1	2	3	4	5
Being able to exercise individual responsibility for making my own decisions	1	2	3	4	5
Encouragement from family or friends	1	2	3	4	5

Other reasons, please specify:

13.   Why did you seek a social work qualification?

14.   Why have you stayed in the social work profession?

15.   What do you enjoy about working as a social worker?

16.   As a result of the NGO study award, I am/was more likely to…

(Please rate by circling the number that best describes your level of agreement on the scale where 1 = Strongly disagree and 5 = Strongly agree)

	Strongly disagree				Strongly agree
Attend contact courses/lectures or tutorials	1	2	3	4	5
Have less financial concerns	1	2	3	4	5
Have a better whānau/work/study balance	1	2	3	4	5
Feel supported by my organisation	1	2	3	4	5
Feel more inclined to stay at my current organisation	1	2	3	4	5
Gain better marks	1	2	3	4	5
Have better communication with my Manager	1	2	3	4	5
Have less debt to worry about	1	2	3	4	5
Have more employment opportunities	1	2	3	4	5
Be able to move into a new social work role	1	2	3	4	5
Help my organisation secure funding	1	2	3	4	5
Engage with my studies, learn and develop my knowledge	1	2	3	4	5
Feel more confident in myself as a practitioner	1	2	3	4	5
Feel more valued by my organisation	1	2	3	4	5
Gain more appropriate support from my organisation	1	2	3	4	5
Be more committed to finishing my training	1	2	3	4	5
Feel supported by the people who run the award	1	2	3	4	5

17.   Any further comment from Question 16:

18.   The Social Work Registration Board (SWRB) Core Competence Standards

With the help of the NGO Study Award to complete your social work qualification, we are interested in your perspective on how competent you feel in the following practice areas based on the SWRB Core Competence Standards (please note: you don't need to be a registered social worker to complete these).

Please rate by circling the number that best describes your level of competence (on the scale where 1 = Not at all competent and 5 = Very competent). Under each of the competencies, you can write down any reflections on your practice (optional).

To practice social work with Māori
(e.g., Engages with Māori in culturally appropriate ways and in an inclusive manner)

Your reflection on your level of competence:

	Not at all competent Very competent
	1 2 3 4 5

To practice social work with different ethnic and cultural groups in Aotearoa NZ
(e.g., recognises and supports diversity among groups and individuals)

Your reflection on your level of competence:

	Not at all competent Very competent
	1 2 3 4 5

To work respectfully and inclusively with diversity and difference in practice
(e.g., can respectfully and effectively communicate and engage with a diverse range of people)

Your reflection on your level of competence:

	Not at all competent			Very competent
	1	2	3	4	5

To promote the principles of human rights and social and economic justice
(e.g., respects and upholds the rights, dignity, values and autonomy of people and creates an environment of respect and understanding)

Your reflection on your level of competence:

	Not at all competent			Very competent
	1	2	3	4	5

To engage in practice which promotes social change
(e.g., advocates the need for social change to provide equity and fairness for all)

Your reflection on your level of competence:

	Not at all competent			Very competent
	1	2	3	4	5

6

To understand and articulate social work theories, indigenous practice knowledge
(e.g., critically reflects on practice and utilises relevant theories and methods of practice)

Your reflection on your level of competence:

	Not at all competent		Very competent
	1 2 3 4 5		

To apply critical thinking to inform and communicate professional judgement
(e.g., can distinguish, appraise and integrate multiple sources of knowledge, including new information and communication technology, research based knowledge and practice wisdom)

Your reflection on your level of competence:

	Not at all competent		Very competent
	1 2 3 4 5		

To promote empowerment of people and communities to enable positive change
(e.g., facilitates and promotes clients' active participation in decision making)

Your reflection on your level of competence:

	Not at all competent		Very competent
	1 2 3 4 5		

To practice within legal and ethical boundaries of the social work profession
(e.g., adheres to the SWRB Code of Conduct, any workplace code of conduct and the professional Code of Ethics)

Your reflection on your level of competence:

	Not at all competent				Very competent
	1	2	3	4	5

Represents the social work profession with integrity and professionalism
(e.g., knows the limits of their own practice and experience, practices appropriate self-care and seeks advice where necessary)

Your reflection on your level of competence:

	Not at all competent				Very competent
	1	2	3	4	5

Overall Practice Competence

Your reflection on your overall level of practice competence:

	Not at all competent				Very competent
	1	2	3	4	5

19.   Reflective Ability

With the knowledge you have gained from your social work qualification and practice experiences in the field, please rate each of the following statements concerning how you view your reflective ability by circling the number that best describes your level of satisfaction (on the scale where 1 = Strong dissatisfied and 5 = Strongly satisfied).

	Strongly Dissatisfied				Strongly Satisfied
I take a closer look at my own habits of thinking	1	2	3	4	5
I want to know why I do what I do	1	2	3	4	5
I find it important to know what certain rules and guidelines are based on	1	2	3	4	5
I want to understand myself	1	2	3	4	5
I am aware of the emotions that influence my thinking	1	2	3	4	5
I am aware of the emotions that influence my behaviour	1	2	3	4	5
I am able to view my own behaviour from a distance	1	2	3	4	5
I test my own judgments against those of others	1	2	3	4	5
I can see an experience from different standpoints	1	2	3	4	5
I am aware of the cultural influences on my opinions	1	2	3	4	5
I am aware of the possible emotional impacts of information on others	1	2	3	4	5
I can empathise with someone else's situation	1	2	3	4	5
I am aware of my own limitations	1	2	3	4	5
I reject different ways of thinking	1	2	3	4	5
Sometimes others say that I do overestimate myself	1	2	3	4	5
I am able to understand people with a different cultural/religious background	1	2	3	4	5
I do not like to have standpoints discussed	1	2	3	4	5
I sometimes find myself having difficulty in illustrating an ethical standpoint	1	2	3	4	5
I am accountable for what I say	1	2	3	4	5
I take responsibility for what I say	1	2	3	4	5
I am open to discussion about my opinion	1	2	3	4	5
I sometimes find myself having difficulty in thinking of alternative solutions	1	2	3	4	5
I do not welcome remarks about my personal functioning	1	2	3	4	5

20. Supervisor Support Scale

Working in the field as a qualified or trainee social worker, we are interested to know the amount of support you have received in supervision in the following areas. Please rate each of the items by circling the number that best describes your level of support received (on the scale where 1 = not at all and 5 = almost always).

	Not at all			Almost Always
Feel more positively about my job	1	2	3	4	5
Feel as if you are part of the team	1	2	3	4	5
Feel that your work was acknowledged	1	2	3	4	5
Leave supervision feeling energized	1	2	3	4	5
Feel more effective/competent as a worker	1	2	3	4	5
Look forward to supervision	1	2	3	4	5
Feel more positively about your agency	1	2	3	4	5
Think supervision improved your relationships with team members	1	2	3	4	5
Think supervision improved your relationship with your supervisor	1	2	3	4	5
Feel your stress was reduced	1	2	3	4	5
Achieve better alignment between client's goal and your goal for client	1	2	3	4	5
Gain new perspective on client	1	2	3	4	5
Reprioritise your efforts toward a client's goal	1	2	3	4	5
Gain greater clarity on a client's goal	1	2	3	4	5
Leave supervision with ideas/suggestions to assist a specific client to achieve a goal	1	2	3	4	5
Get feedback on your performance	1	2	3	4	5
Discuss your career development	1	2	3	4	5
Receive coaching or training on job skills	1	2	3	4	5
Discuss productivity	1	2	3	4	5

21. Please tick the box that best describes the overall average frequency of your supervision contact:

☐ Daily   ☐ Weekly   ☐ Fortnightly

☐ Monthly

☐ Other: (please specify)

_____

22. **Please tick the box that best describes the average length of your supervision contacts or sessions:**

☐ 0-30 minutes ☐ 30-59 minutes ☐ 60-89 minutes

☐ 90-120 minutes

☐ Other: (please specify)

_____

23. **What do formal supervision meetings with your line manager or supervisor usually cover? (you can tick more than one box):**

☐ Review of each of your cases

☐ Advice and guidance on more difficult cases

☐ Closing cases

☐ Discussion of your training needs

☐ Personal support, encouragement and appreciation

☐ Suggestions for developing reflection and self-awareness

☐ Helping in applying theoretical approaches or explanations to your practice

☐ Agency policies

☐ Your performance against targets

☐ Other: please specify

_____

24. **How well do you think your line manager rates your performance so far in this present job?**

☐ Not very highly ☐ Quite highly ☐ Very highly

25. **And do you consider this a fair assessment of your performance so far in this present job?**

☐ Yes, a fair assessment

☐ No, line manager under-rates you – your performance is better

☐ No, line manager over-rates you – your performance is not so good

26. Co-Worker Support Scale

We are also interested to know how often you have received support from your colleagues in your line of work in the following areas. Please rate by circling the number that best describes your level of support received (on the scale where 1 = Never and 6 = All the time).

	Never					All the time
Clear and helpful feedback	1	2	3	4	5	6
Sympathetic understanding and advice	1	2	3	4	5	6
Helpful information and advice	1	2	3	4	5	6
Practice assistance	1	2	3	4	5	6

27. Job-related Factors Satisfaction

How satisfied are you with the following aspects of your current job? Please rate by circling the number that best describes your level of satisfaction (on the scale where 1 = Very dissatisfied and 5 = Very satisfied).

	Very dissatisfied				Very satisfied
Accessibility of your line manager when necessary	1	2	3	4	5
Professional support and guidance from line manager	1	2	3	4	5
Professional support and guidance from colleagues	1	2	3	4	5
The amount of contact time with service users or carers	1	2	3	4	5
Widening your knowledge of areas of social work practice	1	2	3	4	5
Coping with your workload	1	2	3	4	5
Team working	1	2	3	4	5
Opportunity to put your own social work values into practice	1	2	3	4	5
Ability to transmit your social work values to workers from other professions	1	2	3	4	5
Line manager is a qualified social worker	1	2	3	4	5
Your conditions of employment (pay, pension, annual leave, promotion, etc)	1	2	3	4	5
Access to post-qualifying education	1	2	3	4	5
Working in partnership with service users to take their wishes into account	1	2	3	4	5
Staff are encouraged to take part in learning and development activities	1	2	3	4	5

28.   Resilience

While working as a social worker is a rewarding experience, it is also a challenging profession. We are interested in your ability to cope with stress and difficult situations. Please rate by circling the number indicating how much you agree or disagree with each statement (on the scale where 1 = Strongly disagree and 7 = Strongly agree).

	Strongly Disagree						Strongly Agree
When I make plans I follow through with them.	1	2	3	4	5	6	7
I usually manage one way or another	1	2	3	4	5	6	7
I feel proud that I have accomplished things in my life	1	2	3	4	5	6	7
I usually take things in my stride	1	2	3	4	5	6	7
I am friends with myself	1	2	3	4	5	6	7
I feel that I can handle many things at a time	1	2	3	4	5	6	7
I am determined	1	2	3	4	5	6	7
I have self-discipline	1	2	3	4	5	6	7
I keep interested in things	1	2	3	4	5	6	7
I can usually find something to laugh about	1	2	3	4	5	6	7
My belief in myself gets me through hard times	1	2	3	4	5	6	7
I can usually look at a situation in a number of ways	1	2	3	4	5	6	7
When I am in a difficult situation, I can usually find my way out of it	1	2	3	4	5	6	7
I have enough energy to do what I have to do	1	2	3	4	5	6	7

29.   Job Opportunities

The following question is to measure your perceived ease of gaining a better job perspective after receiving the NGO Study Award to complete your degree. Please rate by circling the number that best describes your level of ease (on the scale where 1 = Very difficult and 5 = Very easy).

	Very Difficult				Very Easy
How easy would it be for you to find another job with another employer that is as good as or better than your current job?	1	2	3	4	5

30. Job Satisfaction

The following questions are to measure your current job satisfaction. Please rate by circling the number that best describes your level of agreement (on the scale where 1 = Strongly disagree and 5 = Strongly agree).

	Strongly Disagree				Strongly Agree
Most days I am enthusiastic about my job	1	2	3	4	5
I find real enjoyment in my job	1	2	3	4	5
Taking everything into consideration, I am very satisfied with my job	1	2	3	4	5

31. Life Satisfaction

The following questions are to measure your overall level of satisfaction with your lives (on the scale where 1 = not too happy and 3 = very happy).

	Not too happy		Very happy
Taking all things together, how happy would you say you are with your life?	1	2	3
In general, how satisfying do you find the ways you are spending your life these days?	1	2	3

32. Overall NGO Study Award Experience

I would recommend the study award to others (please circle)	Yes	No
I would recommend the study award continues (please circle)	Yes	No

33. Any other comments about the impact of the NGO Study Awards on your social work practice experiences

Thank you for completing our survey. Nga mihi nui ki a koe.