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EXPLORING THE COMMUNICATIVE ECOLOGY OF MIGRANT WORKERS IN HAWKES BAY

A thesis presented in partial fulfilment of the requirements for the degree of

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Abstract

Migrant workers are an important aspect of New Zealand life – whether working in horticulture or business, they bring in new knowledge and skills that help to our country to grow – therefore, we should be assisting in their growth in return.

Numerous studies and news articles reflect the negative experiences of migrant workers, often referring to communication barriers. This study answers the research question of how workplace communication ecology influences migrant workers in Hawkes Bay through narrative qualitative research. From an organisational and intercultural lens, the researcher is able to map the communication processes and tasks facing migrant workers through discourse, technological, and social areas. Once identified, the participants gave deep insights into how the processes throughout these aspects effect their workplace satisfaction through a Likert-style questionnaire.

Workplace communicative ecology appears to effect migrant workers on numerous levels. Themes uncovered in discourse related to employment processes, contracts and policy documents, and the language used within these. Additionally, narratives uncovered specific issues regarding paralinguistics and unique language features, indicating New Zealand employers of migrant workers should be trained on how to adjust these to create better understanding for migrant workers. In the social ecology, migrant workers expressed the importance of connecting in and out of work through activities that enable them to better understand one another. Additionally, migrant worker employers were able to give their insights into the importance of knowing their workers on a social level, understanding their situations and motivation to migrate, so they can better apply resources to increase the satisfaction of these workers. In the technological aspect, it was uncovered that a lack or abundance of technology heavily impacts migrant workers, so finding the right balance for each worker and workplace context is important.

Preface & Acknowledgements

Before you lies the thesis “Exploring the Communicative Ecology of Migrant Workers in Hawkes Bay”, a qualitative study listening to the narratives of seven NESB and ESB migrant workers from across the world. I was engaged in research and writing from January to June 2020, and stumbled upon many obstacles, including the global pandemic COVID-19.

I would like to express sincere appreciation to the academic staff who took me under their wing. Specifically, Angela Feekery (Ang) who continues to educate and inspire me along this journey. I would also like to extend my gratitude to Stephen Croucher and Niki Murray at Massey University – for lending their knowledge throughout the process.

Thank you to my partner, mother, father, grandmothers, and extended family for always encouraging my academic pursuits, and for always believing in me.

Most importantly I would like to thank my participants for their enlightening narratives. I hope this study enables migrant workers in Hawkes Bay to be better understood and supported through their journey in Aotearoa. I would like to extend my thanks to the wider Hawkes Bay migrant communities, and other underrepresented minority groups in Aotearoa. I hope this inspires others to push for better understanding of these groups within our communities.

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1. Introduction

“People come here penniless but not cultureless. They bring us gifts. We can synthesise the best of our traditions with the best of theirs. We can teach and learn from each other” - (Pipher, 2003)

Each year, thousands of people disembark in Aotearoa seeking work – some here for merely a short time, and others taking the first step in what they hope to be a long-lasting move, seeking a better life for themselves and their families.

A leading goal of Government is improving competition and the international focus in the New Zealand economy (New Zealand Immigration, 2015). Migration plays a vital role in both goals, increasing a country’s labour force which then drives the economy and international relationships. The Migrant Settlement and Integration Strategy’s aim is that migrants “Make New Zealand their home, participate fully and contribute to all aspects of New Zealand life” (New Zealand Immigration, 2015, p.5). The strategy outlines five outcomes – Employment, Education and Training, Inclusion, English Language, and Health and Wellbeing. These outcomes are strongly interconnected, and assistance to migrants in one area is likely to impact another positively, and so on.

Although numerous migrant workers have good experiences, there has been increasing reports concerning the negative experiences of migrant workers in Aotearoa. To be able to support this vulnerable group, it is imperative to explore and understand their experiences in a qualitative matter.

Communication has been identified as a primary barrier facing migrant workers in Aotearoa (LewGor, 2017). With the literature review showing a gap in the exploration of communicative ecology and its effects on the experiences of migrant workers, this study explores the workplace communicative ecology across several key industries in Hawkes Bay, and connects this to their job satisfaction. From social, technological, and discourse layers, we hope to uncover the experiences, thoughts, and feelings of migrant workers to better understand their experiences, what works for them, and what does not.

1.1 Research Focus, Scope, Aims, and Questions

This research aims to explore the workplace communication ecology of migrant workers and its connection to job satisfaction, across several key industries in the Hawkes Bay, Aotearoa New Zealand.

Looking through the lens of workplace communicative ecology, the primary research question of this study is: How do migrant workers perceive workplace communication?

The subsidiary questions used to further explore this topic are:

What communication processes and tasks comprise the workplace communication ecology for migrant workers in selected Hawkes Bay industries?.

Is there any link between the discourse, technical and social components of the communication ecology and job satisfaction?

To answer these questions, four research aims have been developed to assist in mapping communication ecology, and understanding its effects on job satisfaction for migrant workers:

This research aims to:

- (1) explore the specific communication process and tasks migrant workers perform as part of their job (such as meetings, client interaction, induction, health and safety procedures and contracts), to understand the communication ecology of key industries that employ migrant workers in HB.
- (2) understand how the communication ecology and communicative acts within workplace contexts affect employee performance and job satisfaction,
- (3) make suggestions through findings for employers and employees to better their practices to result in improved employee performance and job satisfaction (if the need for this emerges).

Numerous studies exploring migrant worker experiences in New Zealand render similar complications for the workers including racism and discrimination; community support; government support; and many more (LewGor, 2017; Bi, 2016; Hoffman & Papoutsaki, 2019). Yuan, Cain & Spoonley (2014) call for further research in this area, stating it as understudied. With communication aspects as a primary factor affecting the lives of migrant worker experiences in Aotearoa, this study hopes to explore this topic further from a communication perspective.

1.2 Research Context

The specific context for this research is four key industries that employ migrant workers in the Hawkes Bay, one of Aotearoa's warmest and driest regions, located on the east coast of the North Island. The main centres of Hawkes Bay consist of Napier, Hastings, and Wairoa, and its climate ideal for horticulture. Hawkes Bay is a significant contributor to Aotearoa's horticulture sector and is the second-largest viticulture area in the country (New Zealand Immigration, 2015).

Hawkes Bay represents 4% of Aotearoa's overall population, with 150,000 people living in the area, making it the ninth most populated region (New Zealand Immigration, 2015). Of these 150,000 people, 15%, or 22,500 are born overseas (New Zealand Immigration, 2015). In 2015/16, 2% (226 people) of New Zealand's Skilled Migrant Category principal applicants (permanent migrants) found employment in Hawkes Bay, with India, the Philippines, and the United Kingdom as top source countries (New Zealand Immigration, 2017).

The most common occupations of these migrants in Hawkes Bay included Registered Nurses (12%), Retail Managers (8%) and Café and Restaurant Managers (6%) (New Zealand Immigration, n.d). There was also an increase in Essential Skills temporary workers from 2015-2016, where the Government approved 438 people for Essential Skills work visa in Hawkes Bay, with similar source countries to that of the Skilled Migrant Category (New Zealand Immigration, n.d). The most common occupations of Essential Skills workers in Hawkes Bay were Chefs (13%), Livestock Farmers (7%) and Retail Managers (6%) (New Zealand Immigration, n.d). policy, the Working Holiday Schemes, and the Family policy (New Zealand Immigration, n.d).

In 2007, the Recognised Seasonal Employer (RSE) scheme came into effect, allowing the horticulture and viticulture industries to recruit workers from overseas for seasonal work when there are not enough local workers (New Zealand Immigration, 2020). The quota for approved RSE places per year was set at 5,000 in 2009, but is now at 14,400 in 2019 (New Zealand Immigration, 2020). Importantly, unless employers can show they have pre-established relationships with workers from other countries, they may only recruit workers under the RSE policy from the following Pacific countries: Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu (New Zealand Immigration, 2020)

It is important to note that the above statistics do not include temporary migrant workers. Many workers temporarily migrate to Hawkes Bay through the Recognised Seasonal Employer

(RSE) scheme (described further in Appendix A). In 2016/17, New Zealand's RSE workers came from Fiji (355), Samoa (1690), Solomon Islands (593), Tonga (1822), and Vanuatu (4171) (Immigration New Zealand, n.d). Although there are no exact statistics on RSE workers in Hawkes Bay, it is estimated that there is a need for 5400 RSE workers in the region in the 2019 season (NZ Herald, 2019). The RSE scheme recruit workers from overseas to work in fruit and vegetable industries where extra work is needed, therefore the horticulture industry is vital to this study (New Zealand Immigration, n.d)

For a broader overview of the broader statistics and policies of migration in NZ, see Appendix A.

1.3 Research Significance

Data produced from this study will be used to extend the conversation around migrants and job satisfaction in New Zealand. Little is known about the communicative ecology of these workers and how it effects their job satisfaction. Through narrative research, this study captured lived experiences of migrant workers and how they perceive their communication ecology and job satisfaction using an intercultural and organisational lens.. Several studies focused on the challenges of migrant workers, and other NZ-based studies of migrant worker experiences (see section 2.7) primarily focus on a singular context. This study looks across a range of contexts to explore similarities and differences.

2. Literature Review

This literature review critically evaluates previous research in the area of communicative ecology relevant to migrant workers in New Zealand. Literature was compiled via the Massey University online library and Google Scholar, using terms including but not limited to: communicative ecology NZ; organisational communication and migrant workers; migrant communicative channels; mapping communicative ecology for migrant workers.

The literature research revealed limited previous research in the area of communicative ecology for migrant workers. Only one study fulfilling the requirements of a) NZ-based b) migrant-based c) addresses communication, appeared throughout the search. Because of this, it is evident that more exploratory research is needed in this area, which this study aims to partially address.

The first part of this chapter explores the literature around communicative ecology as a whole, then understanding how this applies in the workplace. It then explores the literature relevant to culture and communication in the context of migrants in New Zealand.

2.1 Defining Communicative Ecology

Communicative ecology is a concept which integrates three dimensions of interpretation – social, technical, and discursive. It can be defined as a process that involve a mix of media, organised in specific ways, through which people connect with their social network (Foth & Hearn, 2007; Tacchi, Slater & Hearn, 2003). The term derived from Altheid's *ecology of communication* where the concept assisted in understanding the relationships between the three dimensions, within the context of people's social and physical environments (Altheid 1994; 1995).

In broad terms, communicative ecology refers to the context in which the communication process occurs, where the ecology comprises of mediated and unmediated forms of communication (Foth & Hearn, 2007). The technological layer consists of the devices and connecting media that enables communication and interaction, the social layer consists of people and social modes or organising those people, and the discourse layer consists of the specific content that constitutes narratives (Foth & Hearn, 2007). Studies involving communicative ecology might pose questions including: What communication resources are available... how is understanding of these resources achieved... who is communicating, and

why - once the bigger picture is built, the impacts and possibilities of a particular medium, and how communications fit into the other things that people are doing can be determined (Tacchi et al., 2007). Tacchi et al. metaphorically described the use of communicative ecology in ethnographic action research, saying "If you are studying the ecology of a forest or desert, you do not look at one or two animals or plants in isolation. You study how animals, plants, soil, climate and so on are interrelated, and may have impacts on many things simultaneously. The same applies to communications and information: there are many different people, media, activities and relationships involved" (Tacchi et al., 2007, para. 4).

2.1.1 Prior Exploration of Communicative Ecology

A special issue of the Electronic Journal of Communication showed an array of approaches in utilising communicative ecology. Communicative ecology has been looked at from the perspective of the individual and used to compare the ecologies of geo-ethnic communities (Allison, 2007; Wilkin et al., 2007). In the same issue, the social activity of protesting is explored (Peeples & Mitchell, 2007), as well as urban internet access (Powell, 2007), which displays the array of contexts in which the model is utilised. Differing research approaches adopted in communicative ecology studies include participatory action research (Reason & Bradbury, 2001) and network action research (Foth, 2006), but it mostly comprises of ethnographic action research by Tacchi and his colleagues (Tacchi, Hearn & Ninan, 2004; Tacchi, Slater & Hearn., 2003; Tachhi et al., 2007). Methods adopted in these research processes include:

- Participant observation (Reason & Bradbury, 2001; Tacchi, Slater & Hearn., 2003)
- Field notes (Tacchi, Slater & Hearn., 2003)
- In-depth interviews (Reason & Bradbury, 2008; Tacchi, Slater & Hearn., 2003)
- Focus groups and group interviews (Reason & Bradbury, 2008; Tacchi, Slater & Hearn., 2003)
- Media-use diaries and documentation (Reason & Bradbury, 2008; Tacchi, Slater & Hearn., 2003)
- Artefacts (Reason & Bradbury, 2008)
- Discourse (Reason & Bradbury, 2008; Tacchi, Slater & Hearn., 2003)
- Content analysis (Tacchi, Slater & Hearn., 2003)
- Questionnaires and surveys (Reason & Bradbury, 2008; Tacchi, Slater & Hearn., 2003)

- Participant feedback (Tacchi, Slater & Hearn., 2003)

Surprisingly, the use of communicative ecology for migrants in the workplace is an area where research is lacking. In New Zealand, only one study was identified was research by Hoffman & Papoutsaki (2016) which focused on the narrative of Latin American migrant woman in New Zealand, and the role communication networks play in their migrant experiences. The successful aspects of the study primarily involved the data collection methods where interviews and focus groups were a successful way to gather the information-rich data required (Hoffman & Papoutsaki, 2016). Hoffman & Papoutsaki (2016) also adopted the use of visually “mapping” the communicative ecology, as used in this study. Due to the similar nature of the research, this study was used as a foundation to build upon when exploring the communicative ecology of migrant workers in Hawkes Bay.

2.2 Organisational Communication & Load

It has been argued that, without communication, organisations cannot function (De Nobile, 2017). Organisational communication occurs as the sharing of information among members where interactions occur downward, from superior to subordinates, as well as upwards through a variety of channels (De Nobile, 2017). Additionally, organisational communication is experienced through its qualities, including load (Dwyer, 2016). Communication load is a term which refers to the quantity and level of complexity of the information people receive (Dwyer, 2016). Too much information or over-complex messages are referred to as overload, while not having enough information can be referred to as underload, while the right amount is referred to as adequate (Dwyer, 2016; Scott 1999). De Nobile (2017) found that having insufficient information (underload) is strongly associated with increased stressed, where if staff members are not getting the information they need to operate effectively, it will follow with frustration, while overload is also associated with three out of four occupational stressors. With communication as a primary barrier for migrant workers, it is important that messages are simple and clear. If migrant workers are overloaded with information, this may increase stress at work.

This idea of communicated information has yet to be explored with migrant workers in NZ, and this study hopes to fulfil this research gap.

2.3 Impacts of Communication Channels

Although there are no studies directly linking migrant workers and communication channels, several studies identify impacts of communication channels, particularly the value of face-to-face interactions in the workplace. The strengths and weaknesses of workplace communication tools were analysed in a small company located on the West Coast of the US by Turner et al. (2010). After conducting two phases of interviews with company employees in 2008 and 2009, the study explored the inherently collaborate nature of the modern workplaces and aimed to understand the effectiveness of communication tools used. It found that face-to-face is the preferred communication channel, which was deemed not surprising due to the abundance of media selection theories suggesting so. The respondents commented that this allows for relationship building, ideation, and problem-solving (Turner et al., 2010). The study also showed that although respondents use the phone frequently, many seemed to dislike using it for numerous reasons including the cause of interruption for the recipient, as well as the lack of non-verbal feedback (Turner et al., 2010).

In a 2010 study of five Malaysian organisations, it was found that respondents within the workplace preferred face-to-face communication in the way that it can be effective for relationship building with managers and dissemination of work-related information to employees (Ean, 2010). Additionally, Cameron & Webster (2005) concluded that instant messaging is perceived to be much less rich than face-to-face communication in their study across four separate organisations in Canada. Turners et al.'s (2010) study also found evidence of the strengths of email, including a persistent record, non-intrusive, and the ability to delay response. On the other hand, this delayed response can be a weakness.

It is important to note that these studies were conducted in America, Malaysia and Canada, and the topic has not been explored in New Zealand, insights from these studies can be considered as we explore the New Zealand context. This study hopes to be able to fill this gap in the literature, particularly in New Zealand, to understand the experiences reflected from differing communication channels within the social, technological and discourse topics.

2.4 Impacts of Paralinguistics and Unique Language Features

Research suggests that migrants struggle with various accents of native English speakers, where the New Zealand accent has shown to be problematic for a number of reasons. Skilled Migrant Business Advisor Lisa Burdes (2016) outlines the biggest hurdle for anyone new to New Zealand to be interpreting the spoken language. They describe the "different" accent, where vowels sound flat and are "often swallowed", particularly troubling for those who learnt spoken English from teachers with a British or American accent (Burdes, 2016). New Zealanders speak quickly, and rarely pause between words or sentences, and the rising intonation can often make a statement sound like a sentence (Burdes, 2016). Spoken language is identified as more problematic than written language for non-English speaking background (NESB) trainees, coming from an American model of English (Heather & Twaite, 2011).

Another significant challenge Burdes (2016) identifies for new migrants is the frequently-used colloquial language in New Zealand, where migrants are often caught out by unfamiliar phrases like "no worries, mate" and "bring a plate". Kawi & Xu (2009) also confirmed a primary barrier for Internationally Qualified Nurses (IQNs) migrating to New Zealand to be able to communicate effectively is the differences in pronunciation, accents, terminologies and colloquialisms, which can lead to misunderstandings and miscommunication. Particularly, it can be difficult for some IQNs who have learnt very formal English, as New Zealanders can use a lot of informal language at work, including acronyms, slang, and swear words (Kawi & Xu, 2009). In their combined project, Heather & Thwaite (2011) identified kiwi humour and colloquialisms as an issue faced by NESB migrant farmers in training. Burdes (2017) also touches on the hurdle created for migrants in the frequently-used colloquial language, as well as the New Zealand accent, and the way in which we adopt intonation, and speak "too quickly". In fact, a news article in Rotorua called for New Zealanders to slow down when talking to migrants, calling for patience as migrants familiarise themselves with the New Zealand accent.

While Rotorua people are friendly and welcoming, Kiwis, in general, tend to speak with a lot of jargon and often quite fast. Many migrants are trying to familiarise themselves with the Kiwi accent, so please be patient with them and also take the time to listen. It's a two-way thing. (Kirk, 2012).

2.5 Impacts of Formal Discourse

According to the Employment Relations Act 2000, every employee must have a written employment agreement, and every employee must retain a signed copy of their employee's agreement – however, the literature shows this is not always the case (Employment Relations Act, 2000). Poor contracting practices regarding employment agreements for migrant workers in NZ was reported by Bi (2016), where many participants mentioned issued related to employment agreements indicating there were not provided with any documents to sign relating to contracts of tax concerns.

A Labour Inspectorate operation audited 62 labour companies and interviewed nearly 700 workers over three months in 2016, and found 53% of employers failing to meet minimum standards through failing to provide employment contracts, or map the minimum wage, with almost all employing migrant workers (Cook, 2017). Migrant Workers Association spokeswoman Anu Kaloti said that the lack of "whistleblower protection" is a major flaw in the NZ system where "the change has to be that migrant workers are empowered to speak out" (Foneska, (2020).

2.6 Impacts of Cultural Perceptions of Power and Authority

Relative to migrants feeling unable to speak out regarding employment practices, McIntyre (2008) found that migrant workers moving to New Zealand are unable to speak out in other conditions due to the cultural perception of power and authority in the workplace where migrants may feel unable to ask questions for clarity in their workplace tasks. Section 3.5.2 explains this in further detail from a cultural perspective. One participant in McIntyre's study from Kuala Lumpur described their years in Malaysia before migrating to New Zealand, outlining the conditioning to absorb without question (McIntyre, 2008). Similarly, in their observations on migrant farming students adjusting to the NZ farming industry, Heather and Thwaite (2011) noted these students do not ask questions to clarify the meaning of what is being discussed, while may also relate to power distance and authority conditioning as outlined above.

2.7 Current Issues for New Zealand Migrants

Although this study is not driven by identifying negative experiences for migrant workers, it is important to note that this is an area of concern for this group in New Zealand. Though many migrant workers find satisfaction in their experience of employment in Aotearoa, recent studies have shown the vulnerability of this workforce to be of concern. A literature review on temporary migrants in vulnerable employment (based in the UK, US, Canada, Australia and New Zealand) outlined vital factors increasing the vulnerability of migrant workers, including spoken language, working in low-skilled jobs, or being from a low-income country (Yuan, Cain & Spoonley, 2014). Questions have been raised concerning exploitation of international students in Aotearoa within the horticulture sector, where a study found many being paid below the minimum wage, receiving little training, and working in impoverished conditions (Anderson, Jamieson & Naidu, 2012). In 2019, cases in the media have raised a series of concerns around migrant worker exploitation, with cases highlighted by the media including those outlined in Appendix C.

2.8 Summary

Although there is an abundance of separate literature on communicative ecology, the impacts of ecology selection, and migrant worker experiences in New Zealand, there is no research that explores these three underlying topics as a whole. The literature review has uncovered the definition of communicative ecology, where and how it can be utilised, as well as a broad understanding of the impacts of specifically selected communicative ecology aspects. Furthermore, the literature shows general experiences of migrant workers in New Zealand, with an abundance of articles surrounding migrant worker exploitation. However, no study can provide insights into the direct effects of communicative ecology for on migrant worker satisfaction. This study explores the communicative ecology of migrant workers from in a selected range of industries and how it affects their workplace performance and satisfaction.

3. Methodology

This chapter outlines the qualitative narrative methodology adopted in this study. It then describes the interpretive theoretical approach, viewed through a combination of organisational and intercultural lenses. Following this, an in-depth description of the research process is outlined, including data collection, sampling, participants, the interview, and analysis description.

3.1 Narrative Inquiry

Narrative inquiry is a way of understanding lived experiences – a collaboration between researcher and participant in which they seek ways of enriching and transforming experiences for themselves and others (Clandinin, 2013). It highlights the importance of truly hearing the stories of the participants, as this adds contexts and meaning behind the themes generated in the qualitative nature of the research. Clandinin (2013) describes narrative inquiry as almost anything that uses stories as data, narrative or story as a representational form, narrative as content analysis, and narrative as structure. In this study, we use narrative as data, content analysis, and structure.

Dewey's (1938) two criteria of experience – interaction and continuity enacted in situations – is often cited as the philosophical underpinning of narrative inquiry (Clandinin & Connelly, 2000). Further works on the narrative inquiry have branches from that of Dewey, including paradigmatic and narrative knowing (Bruner, 1986), narrative structure and coherence of lives (Carr, 1986). Clandinin & Rosiek (2007) concluded, "framed within this view of experience, the focus of the narrative inquiry is not only on individuals' experience but also on the social, cultural and institutional narratives within each individual's experiences" (p.42). This is the viewpoint in which this study takes – one that understands the power of context in understanding themes behind an individual's narrative, now looking at the institutional communication ecology influences on the experiences of the participants.

The narrative inquiry as its own methodology, has developed important distinctions that have become more well-recognised as guiding what fits within the field of narrative inquiry (Clandinin, 2013). Many narrative inquiries begin with telling stories – a researcher engaged in conversations with participants who tell stories of their experiences (Clandinin, 2013). Alheit (1982) outlines key strategies for conducting effective narrative inquiry. This is treated as a guide in these narrative interviews, where the researcher aims to not only listen to the narratives

in the transcription phase but to also listen in to their own interview techniques to change and develop as the interviews progress. Each strategy will be outlined along with a description of how they were enacted in this study.

3.1.1 Prepare to Hear the Story

Alheit (1982) describes the importance of preparing to hear the story, that the researcher should clear questions and intentions before the initial interview. In this study, the researcher conversed with each participant before the interview to understand their background and an outline of their workplace. This enables the researcher to understand the nature of the narrative that would be uncovered in the interview, and also ensured a variety of participants from different backgrounds working in varied positions.

3.1.2 Willingness to Participate

Alheit (1982) also outlines that "browbeating" and talking someone into participating has an adverse effect on the readiness to tell the story, therefore the researcher should ensure there is an initial willingness for the participant (Alheit, 1982). Additionally, recruiting the right participants, those who genuinely interest the researcher, in order to create high interest is a must (Alheit, 1982). Outlining the negative impacts of feigned interest, the interviews must be engaging for the researcher.

3.1.3 Purpose of Interview

Alheit (1982) additionally outlines that the purpose of the interview must be openly stated; the participant must know what is going to happen to the material they bring into the research process. To collectively succeed in the above terms outlined by Alheit (1982) initial communication with the researcher and the participant must be established well before the intended interview. During this time, a rapport was created, questions answered, and information supplied. In this study, information sheets, consent forms and supporting documents were provided to the potential participant to enable them to gather a complete understanding of the project. The information sheet and supporting documents, as well as back and forth communication, can ensure that the goal is clear to the participant. The consent form outlines the interview process (using notes and voice recording) and is further communicated again in creating rapport, as well as before and during the interview. From an ethics perspective, this cannot be repeated enough; the participants have the right to know every detail of what they are contributing.

3.1.4 Pre-Interview Conversation

Alheit (1982) additionally outlines the importance of the researcher talking about themselves before the interview, who they are, what they do, and why you are so interested in the topic. In preparation for this, the researcher created the following excerpt as an outline in introductions with participants:

Having previously worked with migrants, I have always wondered if work is more difficult for them, coming from a different country. The main thing I always wondered about was communication. Is the communication barrier for migrant workers in Hawkes Bay bigger, or smaller than I think? This thesis aims to answer this question, and to explore the communication ecology for migrant workers in Hawkes Bay - to create a better understanding of their story and perspective. - Researcher

3.1.5 Interruptions Minimised

The next “rule” outlined by Alheit (1982) is understanding that the researcher should not be dominated by a "secret guiding thread" in that could interrupt the interviewee from communicating a vital aspect of their narrative. Alheit (1982) suggests arranging an open-end date with the interviewee, talking about "obvious and everyday" things before the interview, and switching the voice recorder on during this time. All of these strategies are implemented in this study. As touched on above, a semi-structured interview provides the means for an organically developed conversation, while still ensuring principle aspects are being covered.

To mitigate the possibility of interruption, the researcher aimed to first hear the narrative of the participant, before asking further questions. Alheit (1982) touches on this, saying that when the initial narrative has begun, the researcher should remain in the background to limit interruption. Through creating ratified "rules" in the pre-interview conversation, the researcher can outline the desired structure for the interview. In this case, the researcher described that they hope to hear the narrative of their story, how they got to working in Hawkes Bay, and once the narrative is told, then asking further questions particular to the workplace communicative ecology. The researcher provided an outline (see Appendix D) of communicative ecology for both herself and the participant to refer to during the interview. This way, if the participant may get lost or stuck in their narrative, they can refer to the diagram to help stay focused without the need for the researcher to interrupt. In the initial phases of the interview, Alheit (1982) suggests refraining from questions such as "why" and "what for", where the participant may feel the

need to justify themselves in triggering the mechanic of argumentation, smothering the readiness to tell a story. Instead, asking questions such as “How did that happen” and “What happened then?”.

3.1.6 Follow-up Phase

Lastly, Alheit (1982) outlines the importance of postponing concrete questions to a “follow-up phase”. It is only until the participant has finished their “initial story”, and give a clear signal, such as “Well, that’s it really!” that follow up questions should be asked. An open-ended question such as “You have just said something about your childhood in the village, can you remember a few details?” can assist in drawing out more particular narrative memories. In this study, the researcher ensured to listen to these queues, before posing direct questions. Furthermore, the interviewer contacted participants after the interview to provide further details, particularly regarding their employment contract and the nature of employment.

3.2 Qualitative Research

When examining the literature, qualitative research has an array of definitions. Aspers and Corte (2019) examined 89 sources using the term qualitative, concluding the definition to be “an iterative process in which improved understanding to the scientific communication is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied” (p.17)

Researchers often adopt the qualitative approach in studies in which the researchers wished to convey a research story that is meaningful to them and their readers (Levitt, 2020). Although the term qualitative research has evolved to encompass a variety of meanings, Levitt (2020) outlines a set of four central characteristics, summarised below:

1. The qualitative research involved examining natural language and other forms of human expression rather than a data set of numbers used in statistical analysis. A verbal description allows the capture of ambiguous and complex processes and experiences. Additionally, the qualitative methods allow an analysis of the data to go beyond any beliefs or assumptions held during the course of the research process.
2. Qualitative methods adopt a method in which meanings are generated from data analysis. Once the initial awareness of the meaning is developed, this meaning can be re-examined in the light of new data and further realised. This ongoing process allows researchers to gradually develop findings that can relay central themes in the data being analysed.

3. Qualitative researchers pursue to highlight context in their findings. Additionally, this ethic means that findings are presented transparently, emphasising the evolving nature so consumers can apply the findings effectively to their situation.
4. Due to the interpretable nature of the qualitative method, questions can be asked about the researcher's capability to enhance in this task. In response, researchers have a tendency to engage their journalism in a rhetorical style that allows self-reflection in the form of transparency through limitations and perceptions to understand how these considerations might influence the research. In conclusion, researchers ensure to limit the effects of their perception or are up-front about their perspectives so readers can understand the findings as coming from a specific viewpoint.

3.3 Data Collection Methods

Three common methods of qualitative data collection include observation, interviewing, and documentary analysis (Tacchi, Slater & Hearn, 2003). Due to the nature of this study, the desire to create meaning through generated themes, the in-depth interview was chosen as a methodological approach. The focus lies on a one-to-one, individual interviews. Furthermore, a combination of semi-structured and narrative interview techniques is adopted in order to both hear the story of the participant, while ensuring the relevant data is collected.

In a semi-structured interview, there is more of a conversation than a one-way process like a structured interview (Croucher, 2016). It is essential to take this approach as we drawback to our primary research goals which involved creating meaning from themes developed from the conversation (or narrative). Additionally, the semi-structured interview is useful in this research as the interviewer has developed an understanding of the setting or context through the literature review, allowing the majority of the questions to be open-ended in nature (Croucher, 2016). There is a range of considerations when conducting semi-structured narrative interviews, including appearance, location, building rapport, questions, and recording data.

3.3.1 Appearance

Croucher (2016) highlighted appearance, stating the desire to appear professional but not too formal, which could intimidate participants. The interviewer in this study felt the need to incorporate these tactics to allow her participants to feel at ease – achieved through presentation and language used.

3.3.2 Location

Patton (2014) highlights the importance of an agreed-upon location (such as a public park or café) for an interview, in that it makes participants feel more comfortable about the entire process. This was another strategy adopted in this study, as it was important for the participants to feel as relaxed as possible, and to share their most truthful and accurate narrative.

3.3.3 Building Rapport

Patton (2014) and Croucher (2016) highlight the importance of building rapport during the interview process to show participants that there is interest in their stories. The interviewer did this through using non-verbal and verbal strategies to encourage the speaker to keep going, and to show interest in what they're saying.

3.3.4 Questions

Qualitative research places an emphasis on the types of questions asked, stipulating that these should be open-ended and characterised by terms such as “understand”, “explore” and “describe”, rather than quantifiable variables (Patton, 1987). Those researchers who conduct semi-structured interviews combine techniques of structured and unstructured questioning, and typically prepare a flexible interview guide to assist in prompting and guiding the conversation (Croucher, 2016). Appendix E shows the question preparation for interviews in this study.

3.3.5 Recording Data

Croucher (2016) also noted that both in-depth note-taking and audio/voice recordings are essential. The interviewer in this study attempted to take notes while recording, but in an obvious manner that may cause participants might disengage from the conversation. Utilising the semi-structured interview questions, making brief notes and “ticking off” completed topics allowed for the researcher to take notes while still being an engaged listener.

3.4 Theoretical Approach

Different theoretical approaches and paradigms, including social scientific, critical, and interpretive are used in communication research (Croucher, 2016). The interpretive theoretical approach sets the scene for this study, in that we seek to define the individual meanings to specific workplace communication ecology aspects. As both the context itself (i.e. the organisation) and cultural considerations, these approaches are equally important and considered in the research. Phenomenology is the basis for which the themes are generated in this research. During the analysis, the researcher identifies key themes emerging from

participants, which can be coined phenomena. This lens allows us to search for the conscious and subconscious meanings behind each participants narrative. Rationalism and Subjectivity allow the research to be open to findings, rather than to be confined by the literature. Adopting an organisational lens allows understanding of the specific context in which we are studying, while we also note the cultural considerations of the narratives in understanding the findings as a whole. The following section explores the key concepts underpinning the theoretical approach adopted for this study.

3.4.1 Interpretive

The interpretive research, sometimes called humanistic research, emphasises the significance of subjectivity in constructing individual perceptions of reality, in that the interpretive paradigm seeks to describe the specific meaning and social constructs of reality (Croucher, 2016). Due to the nature of this study, searching for meanings behind narratives, the interpretive approach is adopted.

Croucher (2016) further states that for interpretive theorists, rationalism (or the idea that we gain knowledge) and subjectivity (or that belief that they are inseparable from the research context are critical outlooks to adopt. These are two fundamental perspectives that underpin this study and are displayed through the methodology adopted.

3.4.2 Phenomenology

The second broad interpretive theoretical area Croucher (2016) outlines is phenomenology (the systematic explanation and study of conscious and subjective human experience). In short, Hesserl (1970) describes phenomenology as the study of the meanings things have for us in life. The purpose of this theory is to analyse the structure of experiences – in this case we are exploring the relationship between workplace communicative ecology, and job satisfaction of the workers.

Another relative theory Croucher (2016) outlines in phenomenology are symbolic interactionism – emphasising the relationship between symbols, social interaction and social work. He outlines three fundamental principles in guiding symbolic interactionism to understand how people create images of themselves to then socialise within a community

- 1) *meanings*, - people act towards others according to the meanings given to those people. In this study, we understand meanings by exploring workplace interactions and hierarchy. The "social" aspect of communication ecology can help us to understand the meanings in specific circumstances.

2) *language* - the meaning in which people communicate via symbols. In this study, this is achieved through listening to the narratives of the participants, understanding their background, and the language forces in which affect their workplace communication ecology.

3) *thoughts* - the mental conversation people go through to interpret communication. This is achieved in this study through prompted open-ended questions during the interview, the researcher can understand the thoughts participants have in general or in a specific context, to develop a deeper awareness.

It is through meaning, language, thought and interacting with others that we can then define and understand ourselves and the context we are in (Croucher, 2016).

3.4.3 Rationalism

Rationalism means there must be no clear bias on behalf of the researcher - they are open to unravelling new themes that may not have been apparent in the literature review (Croucher, 2016). Through keeping an open mind with no fixed agenda through the research process, the idea of rationalism can be achieved. The current study opens pathways for further research through being transparent about findings and limitations. In this way, the researcher can communicate the need for further research by the gaps in this study.

Croucher describes the term hermeneutics, a theory of textual interpretation that was initially used only for interpreting sacred texts such as the Bible and the Talmud, in which later expanded to include of kinds of texts. The ideal of hermeneutics is described as the very essence of the interpretive theory, where we search for individual meanings and social construction of realities (Croucher, 2016). Gadamer (1973) concludes that with the theory of textual interpretation, the researcher can reveal something about themselves, the social construct in which the study takes place, other observers of the study, and finally shared experiences between the creator and the reader. Through listening to insights from both migrant workers and their managers, we can understand how the communication ecology is intended, perceived and interpreted by the individual.

Through understanding and adopting the interpretive approaches above, the researcher can describe individual meanings through understanding the significance of rationalism to deeply understand the experiences of migrant workers in Hawkes Bay.

3.5 Theoretical Lens

This study adopts the theoretical lenses of both organisational and intercultural communication, where both the context in which the communication occurs and cultural considerations are equally important in understanding the communication ecology and job satisfaction of the participants.

3.5.1 Organisational Communication

The first critical lens applied in this study is an organisational communication perspective. The field of organisational communication originated in the 1930s with studies of business and management structures/organisation, and can be defined as 1) studying communication as something that exists in organisations (Taylor, 1993); or 2) the study of communication as a way to understand, describe, and explain organisational contexts and settings (Deetz, 1994). This study adopts the first way of thinking, posing the question “what is communication and how does it take place in the organisation” (Croucher, 2016). We can answer this question through mapping the communicative ecology in the workplace of migrants in social, technical and discourse areas. Within the field of organisational communication theory, a primary interpretive lens is adopted as outlined above. Secondly, a critical lens is adopted to focus on developing organisations that are “free from control, domination, and inequality; organisations should be places that promote diversity and growth for all members (Deetz, 2001).

3.5.2 Intercultural Communication

A second critical lens use in this study is the intercultural communication perspective, given that we are studying migrant workers from an array of backgrounds. Croucher (2016) defines the term intercultural communication as the study of communication that takes place between unlike individuals (people from different cultures). Croucher outlines the cultural variability in frameworks including Hall (1959, 1966, 1976) and Hofstede (1980) in understanding and explaining differences in the national culture.

Hall's framework of context, time and space divided culture into high context and low context, where high context cultures use multiple contextual elements/aspects that help individuals to understand the rules and norms of society (Hall, 1966). Additionally, Hall (1976) discussed how cultures differ in how they use time – monochronic (where individuals tend to do one thing at a time) and polychronic (where individuals tend to multitask). Finally, Hall (1966) uncovered the relationship between cultures and proxemics, describing how low-context cultures have high territoriality and concern for ownership (Hall, 1966). Through

understandings Halls framework, we can apply this intercultural knowledge when analysing the interviews in this study, to take cultural aspects into account, rather than only focusing on the organisation itself.

Hofstede's Cultural Dimensions (1980) can assist in understanding the narratives across national cultures, and how their cultural identity affects their workplace satisfaction due to the communicative ecology. Hofstede analyses cultural similarities and differences, through understanding individualism and collectivism (the degree of interdependence in a society), masculinity and femininity (where motivation is linked to the desire to be the best (masculine), or liking what you do (feminine), low and high power distance (the extent to which less powerful people accept that power is distributed unequally), uncertainty avoidance (the extent in which member of a culture feel threatened by unknown situations), and long/short term orientation (where some cultures prefer a traditional approach, and others open to modern education) (Hofstede, 1980). Power distance particularly relates to section 2.6 of the literature review, which found some cultures afraid to ask questions to their superiors due to cultural perceptions of power and authority. Through taking both Hall and Hofstede's national culture differences into account throughout the study, we can understand how individual narratives appear from a cultural point of view.

3.6 The Research Process

This section outlines the thought and meaning behind the processes of this research. It outlines the initial drive to fill the gap in the literature, taking ethical considerations into account. It also outlines the information provided to participants, and the data collection methodology.

3.6.1 Research Motivation

Having previously worked alongside migrant workers, the key driving force of the researcher was understanding their perspective in the workplace. Through analysing existing literature, the researcher understood that there was not only a lack of qualitative data in New Zealand but also in her home city of Hawkes Bay. The term communicative ecology came up in the research and was adopted as a basis for the study. The title "Exploring the communicative ecology of migrant workers in Hawkes Bay" was created carefully, with consideration to the definitions behind each aspect.

3.6.2 Ethical Considerations

Several ethical considerations were evaluated for this study, given that migrants as a vulnerable, and potentially over-researched, population.

3.6.2.1 Vulnerability

Non-English-speaking background migrants are considered to be vulnerable, therefore the researcher submitted a full ethics application. To support this group, the researcher ensured to use plain language in communications (consent form and information sheets) and provided additional information in diagrams and other formats for participants to gain understanding. Additionally, the researcher ensured all participants were able to bring a support person or translator (if they wish) to the interview.

3.6.2.2 Autonomy

The first ethics principle outlined by Massey University (2017) is autonomy – the extent in which the research enables potential participants to decide to participate in light of their personal values and beliefs. Massey University (2017) outlines four main components in autonomous decision-making:

1. Agency (the capacity to make decisions in light of personal beliefs). To meet this condition, a minimum participant age of 18 years old was adopted in this study, the legal “adult” age in New Zealand where individuals can legally make their own decisions.
2. Information (on basing the decision) and comprehension (full understanding). To meet this condition, the research provided extensive information regarding the intentions of the study (as described in the above Purpose of Research section 3.6.1). Additionally, the researcher had frequent conversations with each participant leading up to the interview, where they were free to raise any questions of concerns.
3. Absence of pressure, coercion or manipulation (so the decision is that of the potential participant). To meet this condition, the researcher ensured to use no language that indicated pressure in recruiting participants. At the beginning of each interview, the researcher outlined useful phrases for the participant to use if they were not comfortable speaking on a particular subject, include “next please” and “is there anything else you would like to know?”, ensuring they didn’t feel pressured throughout the interview.

3.6.2.3 Avoidance of Harm

Although there was no risks in physical harm in this study, the researcher was aware that narratives may bring up negative experiences for the participant. In light of this, the researcher prepared a list of helpful resources if this situation was uncovered during the study.

3.6.2.4 Beneficence & Justice

The researcher communicated to each participant that they will receive a copy and summary of the findings of the study, in that it may be beneficial to enhancing their experiences working in Hawkes Bay. Additionally, the researcher aims to publish findings to be readily available to employers of migrant workers, where the findings can assist them in enriching the experience of workers.

3.6.2.5 Special Relationships

The researcher insured that no participants were previously known to them in that the relationship could effect the results generated.

3.6.2.6 Research Adequacy

Massey University (2017) outlines that the study must have clear research goals, design, and contribute to the advancement of knowledge. Additionally, the researcher and supervisor must have appropriate qualifications, and should have discussed with colleagues the ethical issues associated with the research. This study has had a clear goal from the research proposal, and this was also communicated to each participant. Significant thought was put into the design of the research, including methodology and analysis. The researcher identified a gap in the literature, indicating originality and contribution to the advancement of knowledge. Both the researcher and supervisor have qualifications related to the research field.

3.6.2.7 Accessing, Using, and Sharing Data

Massey University (2017) outlines the high ethical standards expected in obtaining and sharing data. This includes consent, privacy, and confidentiality. Each participant gave either verbal or written consent and were advised that only the researcher and supervisor were to know their names. The use of pseudonyms was adopted in the study to protect the privacy of each participant and the company they work for. Confidentiality will also be maintained when reporting back to the involved organisations. In the case of gathering insights from James and Mali, permission was sought by both parties to be identified to one another. Additionally, the researcher stored all interviews and transcripts in an encrypted folder in which no other individual had access to, further protecting the privacy of the participants.

3.6.3 Research Providing Information to Participants

An information sheet (one for the manager, and one for the migrant with slightly adapted outlines) was created to outline the purpose and details of the study, along with a consent form as required by the ethics committee. To support this, examples of possible semi-structured interview questions were constructed to assist in the preparing participants. The final supporting document included a table of communicative ecology elements (social, technical, and discourse) as a reference point for both the researcher and the participant during the interview process (see Appendix D).

Once the above was developed, the researcher developed several posters (see Appendix F) to assist in recruiting potential participants. These were then distributed in several ways, with participants reaching out to the researcher with their interest in involvement. Once a rapport was created between the researcher and the participant, it was ensured that understanding of the purpose of the study was in-line, and any other questions from participants were provided. Then, a time and place for the interview to be held was decided between the researcher and the participant.

3.6.4 Data Collection & Interviews

As explained above, this study adopted the interpretive theoretical approach, with considerations to organisational, cultural and phenomenological paradigms. As such, a qualitative data collection method was required.

3.6.4.1 Narrative Interviews

Using the qualitative research method of one-on-one interviews, the data was collected over a number of weeks. With a semi-structured interview guide in place, with supporting questions relevant to answering the research question outlined as probes, when the interviews appear to slow down.

The researcher began each interview with light-hearted conversation, followed by clear instructions of the purpose. It was during these initial conversations that the recording began, purposely in the moments where the body language and tone of the participant appeared relaxed. The researcher then outlined communication ecology, with an easy-to-read document to support this (see Appendix D).

The first three interviews with Kaikoa, Hoani and Atoni were in person, and the interviews to follow with the remaining participants over phone and Skype. It is important to note that the

phone and Skype data was not negatively impacted by the inability to converse in-person. These were conducted following the same structure of an in-person interview – deciding on an appropriate time for both parties to converse.

The researcher, although already providing participants with all documentation, brought copies of these to each interview. Once the participants had signed the confidentiality agreement (or voiced their confirmation for those on Skype), the idea of the narrative interview was then introduced, and the researcher asked participants to tell their story of how they got to where they are today, and their feelings and motivations behind it.

It was after the initial narratives, that the researcher asked each participant to shed light on their workplace communicative ecology. The researcher used open-ended questions and phrases commonly used in qualitative research such as “Can you tell me more about....” And “You mentioned ____, can you describe that to me”. Once the researcher heard the narratives and felt they had enough supporting information following the guide, the interview was wrapped up and further rapport was created with the participants. Each interview lasted slightly over 1 hour, and participants were welcomed to bring a support person. . As the interviews went on, each was transcribed and then notes provided back to the participants to review. This was to ensure no miscommunication occurred, and if so, it could be rectified. Additional information, such as confirmation of employment agreement contents were also communicated via email following the interviews.

It is important to note that some participants were from a non-English-speaking background (NESB) and these participants were welcomed to request a translator, or be accompanied by one. For Hoani and Atoni and their NESB, Kaikoa volunteered to assist in translating, which also enabled the men to feel more relaxed with a close-contact person taking part. These interviews were conducted separately, with Kaikoa sitting alongside to assist with translation when required.

3.6.5 Purposive Sampling

Collis & Hussey (2009) defined a sample as representing a population. In this case of qualitative research, non-probability samples were considered – small in scale, and deliberately selected individuals (Ritchie et al, 2003). O’Learly (2010) states that using non-random samples can credibly represent populations (p. 109) and for this reason, purposive sampling was adopted.

In the call for recruitment, the researcher asked for migrant workers from both English-speaking and non-English speaking backgrounds over the age of 18. While the age restriction was aimed to satisfy ethical needs, the researcher understood from the literature review that a comparison of NESB and Non-NESB may be helpful in analysing the experiences of migrant workers.

3.6.6 Participants

While the researcher had an ambitious aim to interview a total of 20 participant across 4 different contexts in key industries in Hawkes Bay, the limitations placed through the country-wide lock-down due to Covid-19 highly effected the ability to recruit participants. Still retaining an optimistic view, the researcher was able to cover 5 differing contexts with a total of 7 migrant worker participants, and 1 manager providing further insights.

Five different organisations were involved in the study, the first being an orchard management company that manages multiple orchards and personnel across Hawkes Bay, the second being a commercial cleaning company that often employs migrant workers, the third a wine company where an orchard worker and cellar hand were recruited, the fifth a highly respected veterinary clinic. Insights by the CEO (James) and supervisor (Mali) from a family-run orchard were also utilized in the study. It is important to note the differences in practices from the larger organisation that Hoani, Kaikoa and Atoni work in, to the family-run orchard.

From these five workplace contexts, a total of eight migrant workers participated in the study, inclusive of Samoan migrant supervisor Mali. The first wave of interviews included Hoani (NESB), Kaikoa, and Atoni (NESB), all from Santo in Vanuatu who all work on an apple orchard. The next participants were Marie, from Germany, and Bella, from France, both working at a winery. Juliana (NESB), a commercial cleaner from Brazil followed, and finally Lesedi, a veterinarian from South Africa. Profiles of participants are outlined in Chapter 4, alongside the mapping of their communicative ecology.

3.7 Thematic Analysis

Theme identification is one of the most fundamental tasks in qualitative research (Ryan & Bernard, 2003). Guest, MacQueen and Namey (2012) describe the term thematic analysis as moving beyond counting explicit words or phrases and focus on identifying and describing implicit and explicit ideas within that data – i.e., generating themes. Once themes are generated, codes are typically developed to represent the identified themes and linked to the data set for later analysis. Given the interpretive nature of the research, thematic analysis is highly

appropriate, due to the involvement of interpretation in defining the codes and themes (Guest, MacQueen & Namey, 2012). Ryan & Bernard (2003) describe several processing techniques in thematic analysis, from informal folder organisation to formal software to count words or word co-occurrences.

3.7.1 Familiarisation and Theme Identification

Familiarisation with the data is the first step in the thematic analysis of this study. This includes transcribing voice recordings into text, taking notes, and making comparisons between the data sets (interview transcripts). Once the researcher is comfortably familiar (being able to recall conversations as well as the general synopsis of each interview) with the data – note this is the first step on Ryan & Bernard's 2003 processing techniques – identification of possible themes can commence.

3.7.2 Qualitative Coding

Once the transcripts have been organised, qualitative coding commences. This process involves highlighting sections of transcripts, and coding these in short-hand labels, as shown in Appendix G. Codes emerging throughout this study include workplace layout, seasonal worker schemes and family, among others. Once each transcript has been coded, the data is then collated into groups by code, allowing an overview of each code across different transcripts, as shown in Appendix H. The use of Microsoft Excel is useful in the coding stage, as we can order each column, allowing comparison in a multitude of ways. Due to the smaller scale of the research, transcripts were manually coded by the researcher to assist in data familiarisation. Methodology expert Adu (2015) outlined that manual coding should be used when there is a small data set as electronic coding requires the need to familiarise with the software over a period of time.

3.7.3 Generating Themes

Codes are then ordered into similarity, for example, codes such as family and money issues can be labelled as a collective theme "motivation to migrate". Particularly for this study, as we look into the social, technological and discourse aspects of communicative ecology, codes such as texting, software and email can be combined into the "technological" theme, and so on. Then, thematic analysis of the data was undertaken to develop re-occurring themes throughout the narratives, and a discussion of the key findings and implementations for workers and their employers to follow.

3.7.4 Generating Maps

When mapping communicative ecology in her study, Hoffman and Papoutsaki (2016) used visual diagrams to aid in understanding the communicative ecology of each participant. A similar approach is adopted in this study, where social, technological, and discourse elements in the workplace of each participant can be clearly identified, with lines linking the network specific elements operate in. These were created manually using Microsoft PowerPoint, to visually identify communicative ecology elements in an easy-to-read format.

3.8 Measuring Job Satisfaction

An important aspect of this study is measuring job satisfaction, which cannot be measured from the narratives alone. This study adapted Brayfield and Rothes' 1951 Index of Job Satisfaction (IJS), as a way for participants to outlines their experiences. The IJS originally comprised of eighteen questions that varied slightly in their wording. For example, one question "my job is like a hobby to me" and "I enjoy work more than my leisure time" were very similar (Brayfield & Rothe, 1951, pg. 309). To avoid language confusing, particularly for NESB participants, the researcher condensed this to five questions that reflect the aim of the questionnaire. Five questions from the Job Questionnaire were selected, and used in conjunction with the commonly used Likert Scale (Brayfield & Rothes, 1951. Each participant was asked to complete the small Likert-scale styled questionnaire, including the following questions, scoring 0 to 5. Note that 0 indicated negative feelings, while 5, the top score, indicated no complaints from the participant.

1. *There are no conditions concerning my job that could improve*
2. *My job is like a hobby to me*
3. *I never have to force myself to go to work*
4. *I feel real enjoyment in my work*
5. *I am more interested in my job than my friends are*

Utilizing the job satisfaction enables the researcher to compare participant satisfaction at work with their communicative ecology, creating further understanding into the relationship between these components.

3.9 Summary

This chapter has outlined the methodology practices adopted in this research process, and uncovered the research aim in answering the primary question “How does workplace communication ecology influence migrant workers in Hawkes Bay?”. Once the research aim was established the use of a qualitative and narrative approach in interviewing was explained in this particular context. The researcher also noted the theoretical paradigms taken into account. While the interpretive theoretical approach is a general view of the study itself, the importance of organisational, intercultural and phenomenological lens considerations were also outlined in understanding and analysing the interviews. The steps in the research process were presented, from coming up with the topic idea, to publishing findings to participants. Finally, a profile of each participant was developed before outlining coding and other activities involved in the thematic analysis, to bring to light out findings in the following chapter.

4. Participant Profiles and Communication Ecology Mapping

This chapter outlines the primary demographic, communicative ecology, and job satisfaction findings from the data. Chapter 4 outlines the participant profiles and ecologies found, while Chapter 5 discusses the three communication ecology components in more detail.

4.1 Profiling

The seven participants were a diverse group of people. While the three men had family and financial motivations for migration, the three women communicated their desire for new experiences. Lesedi was the only participant who moved to the country with her family, with the motivation to migrate surrounding the desire to be in a stable environment to raise her children. A profile of the seven participants was developed to achieve an overall understanding of their motivations, as shown below in Figure i.

Figure i: Table of Participant Information

Name and Role	Quote	Age	Home Country	Language Experience	Employment Process	Motivation to Migrate
Kaikoa – Apple Thinning / Picking	<i>Back in Vanuatu we really truly have to work work to make a living. But for maybe only \$300 a month. It makes it very difficult. That's why many Vanuatu we come to New Zealand.</i>	31	Santo, Vanuatu	Bislama, French, English	RSE	To provide for family
Hoani – Apple Thinning / Picking	<i>I don't know. Compared to Vanuatu, it's really good. Living, everything. We cannot complain.</i>	28	Santo, Vanuatu	Bislama, French, English	RSE	To provide for family
Atoni – Apple Thinning / Picking	<i>I feel it's like a sacrifice but I am thinking in about the longer term.</i>	36	Santo, Vanuatu	Bislama, French, English	RSE	To provide for family
Bella – Cellar Harvest Hand	<i>I have been travelling for 2 years. I travelled around Australia in the van from like 2018, and came to New Zealand in September last year</i>	24	Nice, France	French, Dutch, English	Migrant worker websites	New experiences
Marie – Vineyard Worker	<i>It feels like a family, that's why I don't want to leave!</i>	26	Bremen, Germany	German, Dutch, English	Job search websites in Germany	New experiences
Juliana – Commercial Cleaner	<i>I didn't have a job when I got here, but I had some interviews. I first got the cleaning job and I was so happy so I said yes straight away!</i>	23	Sao Paulo, Brazil	Portuguese, little English	Job search websites	New experiences
Lesedi – Veterinarian	<i>My husband and I came over here in 2015, and we began to build our life together.</i>	34	Cape Town, South Africa	Afrikaans, English	Job search websites	A safe place to start a family

4.2 Mapping the Communicative Ecology

4.2.1 Kaikoa, Hoani, and Atoni

Kaikoa, Hoani and Atoni all worked for the same company, on different orchards throughout Hawkes Bay. The men spend 7-11 months in Hawkes Bay thinning, picking, and packing apples on various orchards. As this study focuses on the workplace, the pre-employment processes for the RSE workers was not analysed in-depth, as their employment process began in Vanuatu. Hoani and Atoni have worked in Hawkes Bay in previous seasons, while 2020 was Kaikoa's first experience in the region. The three men's communicative ecology have been summarised as a group, as they experience the same communicative ecology – however as noted in the Methodology section 3.3, the interviews were carried out separately.

Figure ii: Kaikoa, Hoani & Atoni Communicative Ecology Map



4.2.1.1 Discourse

The men's primary source of communicative ecology was the discourse aspect, including daily team meetings in the morning, outlining their goals and tasks, and allowing for questions and related interactions. On occasions where it is required, their small orchard teams would come together for a Hawkes Bay employee-wide meeting with whom they described the "big boss". Another significant aspect of their discourse ecology included an 8-hour long induction on their first day. This group induction introduced the Health and Safety Policy, information about relevant laws (such as road and traffic), and information about saving money, however there were no social opportunities throughout the process.

4.2.1.2 Social

The social aspect of their ecology involved their workplace layout – working in the orchard, closely alongside a small team (up to 20 people) with a supervisor involved. They described their interactions on the orchard as friendly and involved, as further analysed in section 5.2. They also described their fondness of group-related activities, such as eating lunch together or cooking food together during a Friday social function.

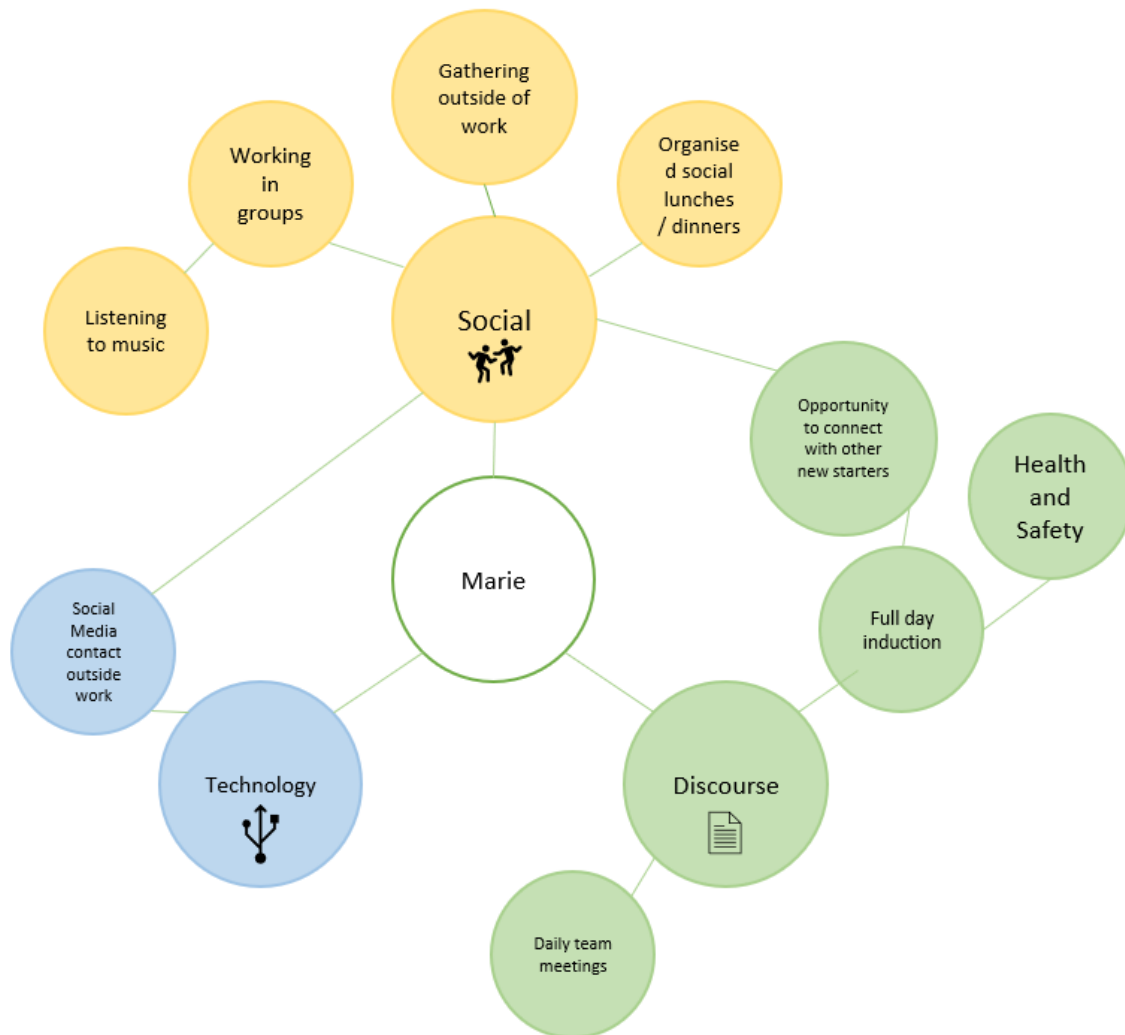
4.2.1.3 Technological

It was interesting to find that the technological aspect of the workplace ecology was not utilised in the workplace – the issues surrounding this, both positive and negative, are also analysed in section 5.3.

4.2.2 Marie

Marie works in a vineyard, picking and pruning grapes for a winery, similar to the Vanuatu men. Unlike the RSE workers, she plans to reside in Hawkes Bay over a long-term period, to enhance her life experience.

Figure iii: Marie Communicative Ecology Map



4.2.2.1 Discourse

Marie discussed a full-day induction, including Health & Safety, workplace culture, and other activities such as icebreakers. Her induction was a social-based induction, with activities to assist in connecting with other employees in the workplace. She too had a meeting every morning, outlining the goals and tasks to be achieved that day.

4.2.2.2 Social

Marie describes her workplace as social, where employees work in groups and partners, which are often changed around to enable employees to get to know one another. She says that listening to music is a major player in her social communication ecology and brings employees together on the orchard every day. Additionally, her and her colleagues make an effort to socially interact outside of work, as well as staff dinners and lunches organised through the employers.

4.2.2.3 Technology

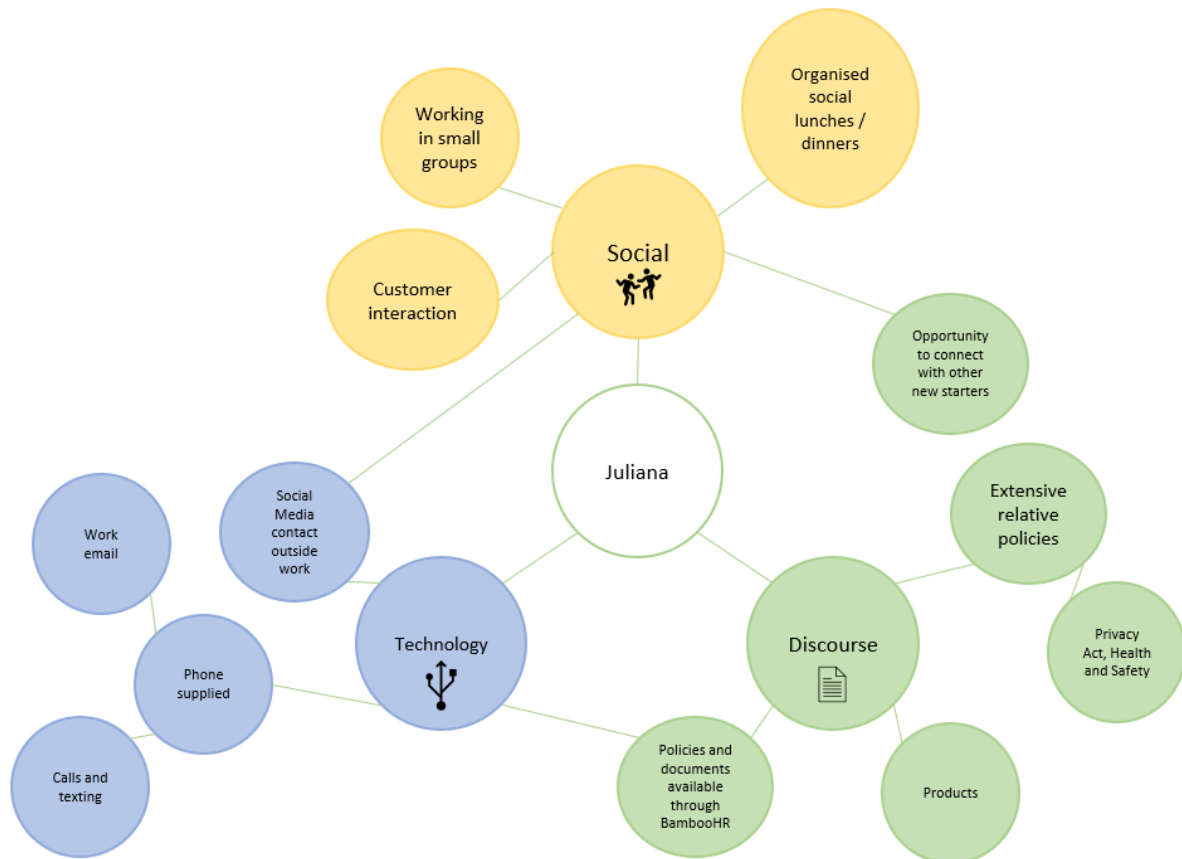
Regarding the technological aspect, Marie outlined the social media contact of her and her team, allowing them to communicate outside work. Her mapped communicative ecology showed an interconnectedness between the three aspects, where discourse and social met in the induction process.

There is a direct link between social and technology (through connecting via social media outside work), and social and discourse (with a full day induction largely based on social activities) elements when mapping Marie's communicative ecology.

4.2.3 Juliana

Juliana is a commercial cleaner, where her primary role is to travel to different organisations to provide them with cleaning services. She usually works in small groups, and for smaller tasks may even work alone.

Figure iv: Juliana Communicative Ecology Map



4.2.3.1 Discourse

Juliana described the use of human resource software BambooHR, which allows access to employee information, as well as policies and documents. Juliana has a unique source of discourse in her ecology. Though there are relevant policies such as Health and Safety, and the Privacy Act, her primary source of discourse is the packaging of the cleaning products she uses. Because English is not her native language, and this is the language in which product labels are written, she describes the strategies used to overcome this, which is analysed in section 5.1.

4.2.3.2 Social

Juliana outlined that her line of work is not particularly social, that she works in small groups of 2-3, and sometimes even alone. She indicated that sometimes there is customer interaction while she is working, when somebody is still working in the office she is cleaning.

4.2.3.3 Technological

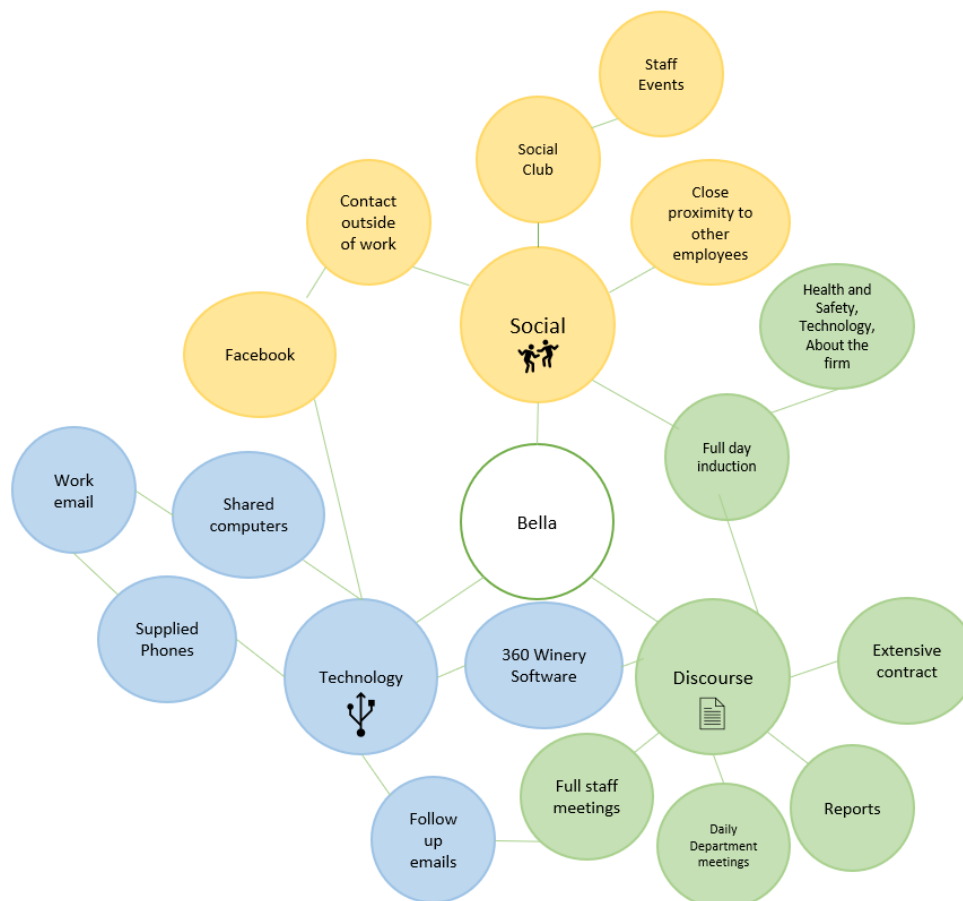
Juliana's communicative ecology map was slightly more complicated to those above, showing higher usage of the technological aspect. The lack of social activities sees an increase in the use of technology. There, again, is a link with social aspects, where the use of technology (social media) enables connectivity on a social level. She also described the supply of phones and work emails, which are utilised daily through calls, texts, and emails.

Once again, the map shows interconnectivity of the differing aspects of communicative ecology. Discourse is connected through technology with adopting the use of BambooHR, and technology is connected to the social aspect using social media, like that of Marie.

4.2.4 Bella

Bella works in the same organisation as Marie. However, the two rarely cross paths as Bella is working in the cellar door office doing administrative work. She maps the most extensive communication ecology of all the participants, which can be attributed to the complex and demanding nature of her role.

Figure v: Bella Communicative Ecology Map



4.2.4.1 Discourse

Bella's discourse involved an induction pack which included Health and Safety procedures, information about the firm and its goals, and assistance with the technological aspect of her work. The primary discourse for Bella is daily team meetings with her department. She is also often called to larger group meetings with the company manager. She described the strategy employed by the company manager in sending out meeting notes, which is further analysed in section 5.1.

4.2.4.2 Technology

Regarding technology, Bella and her co-workers are provided with phones and work emails, allowing for professional contact both in and outside work. She notes the use of a shared computer for her department, where they use 360 Winery. 360 Winery is the primary technology aspect used for Bella; an integrated software package used for all aspects of the wine procedures. For Bella, she utilises this resource for documenting and managing picking, packing, and delivering procedures. She also outlines the frequent use of Facebook, where employees can interact with one another outside work.

4.2.4.3 Social

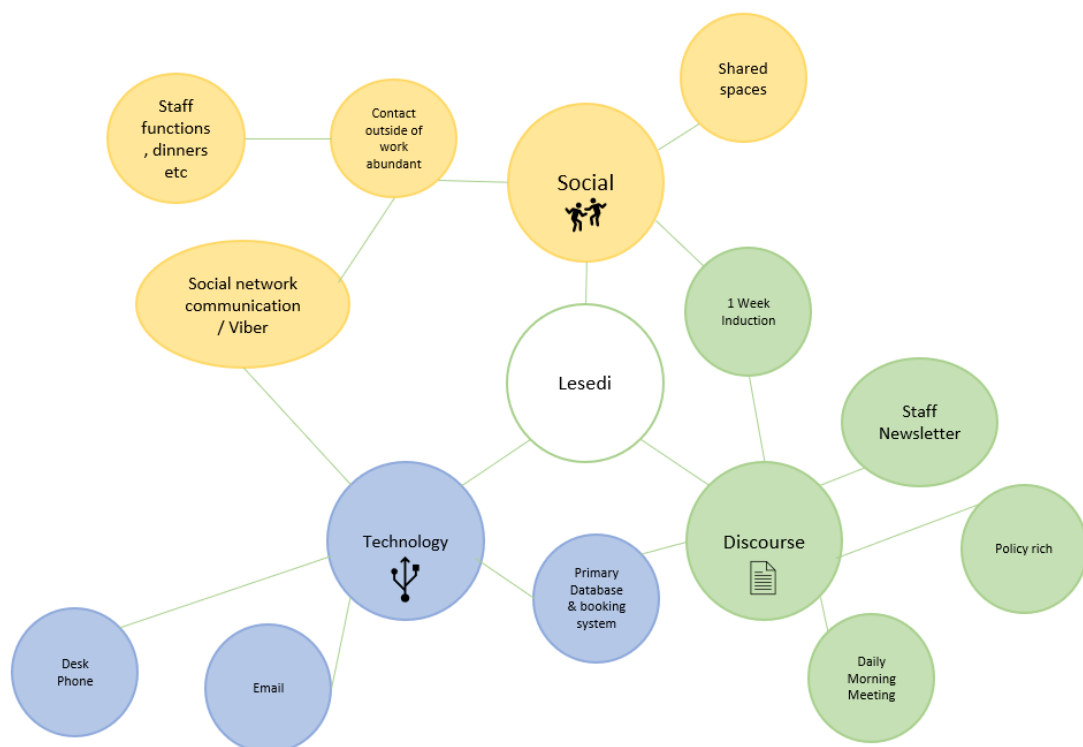
Bella described a more complex social ecology, particularly surrounding proxemics. She uncovers the positive aspects of working in close proximity to other departments and the impact that this has on the social ecology in the workplace. She also outlines the use of Facebook, and a Social Club that organises multiple staff events every year.

Again, Bella's three communicative ecology aspects are all interconnected. Discourse is directly linked to technology, through enhancing providing meeting minutes and summaries through follow-up emails. Discourse is also directly linked with social aspects, through the socially driven group induction, where workers starting at similar times have an opportunity to socialise with one another. Social and technology are directly linked through the use of social media platform Facebook.

4.2.5 Lesedi

Lesedi works as a Vet, where she applied for her role through Seek, as was offered the job instantly. She was aware she was applying for a role in which she would be trained to be the primary carer in the business and embarked on a two-year journey to train her into her current role.

Figure vi: Lesedi Communicative Ecology Map



4.2.5.1 Discourse

Lesedi's first week comprised creating an understanding of the functions of the business, from surface level aspects such as meeting her teammates, understanding the physical workplace and so on, followed by extensive learning of policies. Lesedi described her contract as extensive given the serious nature of her role, and outlined policies including hazards, health and safety, privacy, and consumers rights, stating this was detrimental as laws differ between her home country in which she has been practising her role for years. She often touches on the ease of language, coming from an English-speaking tourist city, with a similar accent to that of New Zealand, though she touches on the use of colloquialisms as a communication barrier in

the workplace. She also outlines how their clinic strategises to refrain from technical jargon for customers, ensuring families have as much information as they need.

4.2.5.2 Technology

Lesedi describes their primary workplace communication as email and phone-based and outlines their “perfect” database in which they can create bookings without the need to further communication. Her workplace uses this database as their primary form of communication, which is also supported by phone calls and emails.

4.2.5.3 Social

Lesedi repeatedly highlights the importance of social communication in her workplace, stating they have many in-person and social media-driven communications outside work in which allows employees to better understand each other and how they work best. This once again displays a connection between technology and social aspects in the communicative ecology.

4.2.6 Summary

This chapter has mapped the communicative ecology of the participants in this study working in five key Hawkes Bay industries. It has given clear insights to the ecology and communication channels each participant engages in, and the similarities and differences across industries. The connection between the workplace communicative ecology and job satisfaction is discussed in Chapter 5.

5. Results and Discussion

Chapter 5 brings together the insights from the individual mapping in Chapter 4, presenting more in-depth understanding of each of the components mapped in Chapter 4. These are then discussed with supporting data, results from the job satisfaction scale and in relation to the literature.

5.1 Discourse

As shown in section 2.5 discourse plays a vital role in the experiences of migrant workers and is a primary element in the analysis of communicative ecology.

Key themes relating to discourse came to light throughout the qualitative research, with notable mentions including contracts, policy documents, IRD forms, timesheets and payment documents, meetings, inductions, reports and interviews.

5.1.1 The Employment Process

Each participant outlined differing employment processes, ranging from the use of employment schemes to migrant worker websites. The three Vanuatu orchard workers migrated to New Zealand through the RSE scheme, in which multiple agents participate. Atoni, Hoani, and Kaikoa all outlined the process, which begins in Vanuatu.

We use to come in the RSE scheme through an agent, yeah RSE scheme.

We have to send a contract, have an interview, they give you the information. An in-person interview in Vanuatu. They said yes you will be a great part to New Zealand – Atoni

Atoni also described the further assistance the scheme offers, including work placement, housing and accommodation, and setting up bank accounts.

Everything is done through the RSE. Work placement, accommodation, helping with bank accounts, paying rent- Atoni

The RSE scheme appeared to give the three men a place to start, a network for advice and assistance, bringing peace of mind through immigration and employment processes.

The RSE are very nice. They are not scary. - Hoani

James, CEO of a reputable family-run Hawkes Bay orchard was able to give direct insight into the pre-employment processes the migrant workers face through the RSE. He explains that his

migrant worker manager goes over to the host country to supply documents, which are checked over by the labour department. Once they arrive into New Zealand, the contracts are already in place for the workers.

Yes, we send the contracts over with Mali, [Samoan orchard supervisor] he goes over there and explains everything to them. They're checked by the labour department. The contract they have is through the NZ immigration driven and it's them implemented in Samoa, then it's up to us from here on.
- James

Marie, from Germany, outlined her simple employment process, communicating her surprise through intonation, raised eyebrows and body language.

I had already applied for the job when I was back home in Germany. It was really easy, I just needed an English CV and then they sent me a contract and said OK when do you want to start... it was through email, they couldn't call but they said they didn't need to- Marie

Working for the same winery in a different department, Bella went through a more vigorous process for her role. This may be due to the nature of the role, with Marie working in the orchard, and Bella on the “front line” as Cellar Harvest Hand.

I sent in my CV and cover letter, and then they called the next day - Bella

It is interesting to note that both women appeared pleasantly surprised with the ease of the employment process in New Zealand.

I applied [for the job] when I was in Auckland. I applied on a backpacker website and they called my mobile phone the next day. - Marie

Brazilian, Juliana, working as a commercial cleaner, also outlined her simple employment process, although she was the only participant to have a face-to-face (Skype in this case) interview directly with the company. While the men from Vanuatu had interviews with the RSE, Juliana has an interview directly with the employer.

I didn't have a job when I got here, but I had some interviews. I first got the cleaning job and I was so happy so I said yes straight away... I did a skype interview, it's a commercial cleaning brand, and they hire employees so I go to lots of different places for different jobs... They said OK you will come to meet us at our offices, and then I went the next day to sign all the paper work. – Juliana

Lesedi is another participant who applied for her role while she was in New Zealand, stating her and her partner had planned to be in the financial position to do so.

We made sure we had enough finances that we didn't need to worry about getting jobs as soon as possible. For me this took a little longer but I was employed as a vet assistant in Napier, and I am now the primary vet in our clinic... - Lesedi

It appears that the varying processes of employment is ideal for the participating migrant workers. For the men from Vanuatu, as two of them are frequent seasonal workers in New Zealand, and the other wishing this for his future. Being able to meet with the RSE in Vanuatu provides security and peace of mind, knowing they have security in employment. The desire to take this process may be due to their motivation to migrate - with all three men supporting families back home, this style of employment provides the highest security in both employment and other aspects of migration such as accommodation and banking. Marie also applied for her role while abroad from New Zealand, again provides security and peace of mind upon arrival to Hawkes Bay. It appears that being able to apply for a job in New Zealand while still in their home country is important to some migrant workers, which is also crucial in sustaining New Zealand's migration goals as outlined in Appendix A.

On the other hand, both Bella and Juliana applied for jobs when they were in New Zealand, which is common among travellers. Bella is a traveller, living in her van. With her motivation to migrant being new experiences, there was not the high amount of pressure that there was on the men in Vanuatu (who are here to provide for their families) to obtain job security, and that she had less stress in securing a job. Juliana sits somewhere in between the men and Bella, wanting to secure a job but with less pressure from family to provide. Applying from Auckland meant she was able to secure a job before traveling to Hawkes Bay. Lesedi outwardly described

her intention of not applying for her role until she was settled into the country, due to the financial situation of her and her partner.

The differing employment processes across participants shows that migrant workers coming to Hawkes Bay cannot be put into one category, and that their desired processes and motivation to migrate play an impact on the types of roles they are applying for. These findings suggest Hawkes Bay employers providing differing employment processes is vital in attracting an array of migrants from all over the globe.

5.1.2 Contracts and Policy Documents

Contracts and policy documents are the primary discourse in the ecology of the seven migrant workers participating. While some workers, such as Lesedi and Bella, have an abundance of documentation, all four orchard and vineyard workers had little engagement with employment documents in their workplace discourse.

For the three men from Vanuatu, all contracts were organised through the RSE, therefore contracts were identified, but not prominent in their workplace discourse. In fact, the only documents the men dealt with while working in Hawkes Bay was confirmation of the number of hours worked that week.

Access to contracts was not possible due to privacy concerns, however participants were able to share insights into key components of contracts and how they engage with them

It was only just the brief at the start. No documents. – Hoani

The lack of formal discourse for migrant workers in New Zealand was identified in literature review section 2.5, however being employed through the RSE scheme means the participants in this study are supplied with all legal and relevant documentation prior to entering New Zealand. The literature review section 2.3 also identified the impacts of communication channels, where face-to-face was the preferred method. This can explain the minimal discourse identified in the mapping for the NESB men from Vanuatu, in that verbal communication is more effective for this group with English language difficulties. James was able to give insight into documents provided to RSE workers, and verbal and written communication channels.

A lot of people who are in our industries... they don't spend time reading books, they want to see things happen with their hands... If we can get it simply across to them, sign this piece of paper, really straight forward. In terms of discourse, we don't give them a lot of it because we know they aren't going to read it... If you write it down, half of them will read it, half of them won't, and to be fair if you get the right communication going on it's better to show and tell them and things... It is what it is." - James

Contrastingly, Bella had a variety of discourse, beginning with the initial contracts, communicated via email.

They seemed really happy and offered me the job on the phone. Right away they sent me my contract... - Bella

Extending the ease of getting a contract (see 5.2), Bella noted the technicality of its contents.

[It] was like really long. Because there's so many different procedures and then like what do you call them "trade secrets" there was more papers than I thought. Like some things we so easy. Like my payment, hours and things was all really easy. There were some parts that were so technical- Bella

Lesedi also outlined her complex contract, due to the nature of her work. This involved hazards, health and safety, privacy, and consumer rights.

My contract is rather extensive it has a lot of separate parts to it... The main thing was understanding NZ law really. - Lesedi

As access to individual employment contracts is limited, Bella outlined the contents which included a description of the company, a privacy policy, emailing and applications, and tax information.

Confirmation of the contents of the contract were confirmed via email following the interview; however, the contents appeared to be different to that originally outlined by Bella in the above paragraph.

Figure vii: Table of Contract Contents - Bella

Position	Resignation	Health and Safety, (refers to use of H&S Act)	Inventions
Location	Incapacity and Abandonment of Employment	Resolution of Employment Relationship Problems	Completeness
Days and Hours of Work	Driving Licence	Confidentiality	Acknowledgement
Payment	Summary Dismissal	Employers Policies and Procedures	Position Description, Title, Reports to, Direct Reports, Internal Relationships, External Relationships
Performance and Payment Review	Disciplinary Procedure	Misrepresentation	Vision
Holidays and Other Leave	Redundancy	Standards of Conduct	Mission
Sick Leave	Employee Protection	Employers Property	Values
Bereavement Leave	Business Interruption	Internet and Email	Key Purpose
Key Purpose	Key Task Area, Key Tasks, Key Performance Indicators	Base Salary	

The perceived versus actual contents of the contract is concerning, particularly with Bella stating she didn't fully understand.

I just didn't know so I just signed it so I could get the job. - Bella

Bella provided an employee contract template found online that was said to be very similar to her own (See Appendix J). The contract uses frequent the technical language, which likely causes migrants to struggle with the content.

The literature review showed a theme in migrant workers being afraid to ask questions, often attributed to authority. Hofstede Insights (n.d) shows France as a high power distance country (68/100) compared to New Zealand (22/100), where power is centralised in companies. This may be a cause of Bella's unwillingness to ask further questions. Section 2.6 and 3.5.2 of both provide support for this claim.

When comparing Bellas contract language to the IRD Tax Code Declaration)with clear instructions in an easy-to-navigate format) (Appendix K), it was clear to see why she specifically mentioned the IRD form was more simple for her to understand than her employee contract.

Then we have things for the Inland Revenue, that's actually like part of the contract. It's got your tax code and everything on it. I had no idea what it was about but the paper was really simple to read and understand. - Bella

This relates to organisational communication and load, outlined section 2.2 It is possible that that the overload in information has created unease for Bella, as it is associated with occupational stressors. Referring to the *inventions* sections of her contract, similar to the excerpt above, Bella outlined the following:

If you invent something at work, then it belongs to them... I hope I don't invent anything too good - Bella

Bella refers to the value and challenge of translation, which can often be an issue across languages, particularly French and English. With the English language having 7 times more words than in French, it is highly probable that translation issues may occur. She suggested having a translator look into the document, allowing it to be translated across different languages, particularly to ensure that specific English words also hold meaning across cultures.

Some things you can't always translate back to French, so it's meaningless to me! Maybe... making it more simple wording for other cultures. English is super difficult. - Bella

While expressions and colloquialisms were mentioned in the literature as a significant challenge for migrant workers, there was no mention of accurate translation issues.

Marie also received her contract in advance online, in which also covered a vast array of topics. Following the interview, she confirmed (via email) the contents of the employment agreement below.

Figure viii: Table of Contract Contents - Marie

The Parties	Fixed Term Employment Agreement	Remuneration and Benefits	Domestic Violence Leave and Flexible Working Arrangements	Medical Examination	Suspension
Position	Entitlement to Work	Payment of Wages	Leave for Other Reasons	Entire Agreement	Force Majeure
Duties	Trial Period	Taking Money from Pay	General Provisions	Severability	Ending Employment
Purpose of Position	Terms	Leave	Health Ans Safety	Disputes	Acknowledgement
Main Tasks and Responsibilities	Place of Work	Public Holidays	Personal Protective Equipment	Termination	Notes for Seasonal Employment Agreement
Explanation of The Tasks	Hours of Work	Annual Leave	Drug Alcohol Testing	Employee Protection Provision	Introduction
Fitness, Physical and Other Requirements	Breaks	Sick Leave	Social Media	Abandoning Employment	Type of Agreement
Process for Completing the Agreement	Points to Note	Legal Advice			
Required Qualifications	Rules, Policies and Procedures	Bereavement Leave	Changes to This Agreement	Ending Employment: Serious Misconduct	Process for Completing the Agreement

For Marie, “*everything was really straight forward the hard part was the flight!*”. This may be attributed to her English language experience, where she learned the language at school, and when travelling to America later in life.

Being here, it [the English language] has gotten a lot better too because not many people know German, so you just have to keep trying. - Marie

Juliana had a different experience with her contract. Although she was able to read it beforehand, she signed this in person with her employers.

They said OK you will come to meet us at our offices, and then I went the next day to sign all the paperwork – Juliana

Juliana easily understood her contract, attributing it to the similar work she has done in the past. In Juliana's line of work, commercial cleaning, it is understandable why there would many components of the contract. She outlines how it is useful to be able to take the time to understand the contract, through utilizing programmes such as Google Translate to help better her understanding. Section 2.3 outlined that written language is often easier for migrant workers (especially those learning from an American model) than verbal language.

Understanding privacy, products, and those sorts of things. When you get to sit down and read it, especially with google translate, you can understand it a lot.

Health and Safety was another vital piece of discourse mentioned throughout the interviews. While the three Vanuatu orchard workers received an eight-hour long Health and Safety induction (touched on later in this chapter), no participant was provided with a personal Health and Safety policy. Orchard CEO James outlined possible reasons for this in section 5.2, which also relates to information load, where it is likely the men are not provided these to mitigate stressors associated with information overload.

Oh yes for the induction they have the health and safety talk, but it is not in our documents and things. If we need those, we can go to ask the office. - Hoani

5.1.3 Accent, Pronunciation and Speed

Meetings are a common source of discourse communication ecology, where participants had varying experiences in the workplace. For the Vanuatu orchard workers with minimal documents (as identified in section 4.2.1), meetings and verbal communication overpowered their discourse communicative ecology. The literature showed verbal communication as the most effect means of understanding in the workplace, and it appears the orchard utilizes this strategy.

So we wake up like 6 and have breakfast and make like a sandwich. We will go to work, and talk with maybe the QC if he is there, or the supervisor. They will say like 15 minutes, what we need to do. We can ask questions and things. - Kaikoa

It is clear that this style of communication (verbal) is due to the nature of hands-on outdoor role. James was able to confirm this is common practice in the horticulture industry.

Well we run a tool box meeting every morning with our teams and Mali will go there, talk through the jobs for the day, the hazards on that particular day. If you tell someone you can't do something over and over they'll eventually stop listening you know? So if we do this every day like this it's better. That's another issue. What we are trying to do is remind them and make sure they're aware. And then in the orchard we have them every morning too, where everyone is going to be etc etc. This all happens every morning. The Samoans are getting used to the fact that every morning they're being talked to. Mali introduces it, then he goes back and checks they're doing it right before we leave them to it. - James

The orchard workers do not have access to computers during their time at work, and while the supervisors communicate in other ways, the only way the workers are communicated is to verbally. During all three separate interviews, the men touched on their perspectives with verbal communication and the issues they have.

When important things are happening, we will have a big group meeting with the big boss. That's when it's harder to understand. Talking quickly, more people. - Kaikoa

The literature review section 2.4 showed accent, pronunciation and speed as a primary barrier for migrant workers in New Zealand. The further along the interview process, it became apparent that all three participants felt this way, and that understanding verbal communication was an issue they faced daily. Additionally, when these participants were facing difficulties, it was up to themselves to alleviate this.

“So then, the others from Vanuatu will take me through slowly so I understand. it doesn't happen often only a few times. It's more about the technical things we don't understand.” - Hoani

It can be said that the employer has made an effort through obtaining a migrant supervisor, it is clear that the three men feel comfortable asking him questions, alongside their other close co-workers. However, the men do confirm that they do not all always work together, and that sometimes the supervisor isn't there to assist in language difficulties. This may cause anxieties with being at work without a support system. James was able to shed light on this situation, stating this is common in the industry.

I see a lot of other businesses going through those situations, and I'm going my god how do these poor guys understand what they're meant to be doing. It's an interesting thing for us. We have one of our gang leaders who isn't quite up there with their English and then they go uhhhh and do half of the job, they aren't sure whether it's exactly right or not. I've had guys who I asked to lay some posts out, thinking they were going to lay them flat on the ground, but then we get there and he's already put them in the ground. Just those fine little points. - James

On numerous occasions, with and without prompt, all three Vanuatu orchard workers described issues with verbal communication, often referring to the monotonous New Zealand accent, and the speed in which their superiors speak during inductions and meetings, particularly referring to males. Hoani stated that if there was one thing he could change to help with communication at work, it would be for others to slow down when they speak. This relates to the unique language features discussed in section 2.4, where Kirk (2012) urged New Zealanders to slow down when talking to migrants.

We didn't understand. He wasn't clear... He speaks not very clear. Like a mumble..... It's all together, the words are all together - Hoani

Contrastingly, Lesedi spoke about her ease with this, due to her country of origin.

I think there is a big difference in your accent with your country of origin and other languages you have grown up with... my partner lived in the UK and picked up an accent, so people struggle talking to him more than me, because my SA accent is so similar to kiwi. - Lesedi

Additionally, Atoni spoke specifically about non-verbal communication, particularly body language, stating that this is a style of communication he is good at understanding. It is possible that this relates to the high-context culture theory of Hall (1996), where high context cultures use multiple contextual elements in communication, rather than low context cultures who rely heavily on the spoken word (see section 3.5.2).

Yes I have to use this all the time. I think that you can know a lot from looking you don't just have to listen. This is how I understand. I will see the supervisor go (come here hand motion) and I know. Maybe if we are moving along the rows of trees, he will tell us with his hands. - Atoni

Marie, also working in the labour-intensive area of horticulture, described similar experiences with daily meetings at work.

We have a supervisor he's a kiwi man I think like a relative of the owners or something. We will have a meeting every morning, the time for working will change depending on the weather. He will say like okay today we are doing this and this. Maybe for like 5 minutes we will talk and ask questions and things. - Marie

Bella's employers had a meeting system in which she perceived as highly successful. When there is a need for a meeting (which may happen numerous times a day for specific events), her and her colleagues will meet face to face, allowing time for questions, with her superior sending out a follow up email outlining important points – this seemed to work to her advantage.

The manager will hold the meeting, and yeah we all kind of gather around the tables and listen. He will always send an email telling is like okay we talked about this, it's good as a reminder... I think both are really good! I think that having the meeting is important because we know like if he is stressed and we will have to work hard, or maybe it's just small. You can't really tell over email with him. Like sometimes it will be something crazy like a contamination and there's a big difference between labels not arriving and contamination. The notes are really good because sometimes if there's lots of information, we can't remember it all from the meeting. Maybe there will be new dates for arrivals or something, and they will have it on the [work] emails - Bella

5.1.3 Importance of Written Communication

Bella describes the benefits of both verbal and written communication, where verbal communication is important in understanding the emotion, importance, and impact behind the meeting, written communication (via email, which is then pinned to a noticeboard) is important for memory retention and reference. This is too supported by the literature (Turner et al., 2010; Heather & Twaite, 2011).

In her communication ecology, Juliana also refers to the importance of written communication in retention and as a reference point.

Oh and with emails that when we had instructions for the app we use. I still use it now like I just look at it when I can't remember something.... When you get to sit down and read it, especially with google translate, you can understand it a lot. - Juliana

Kaikoa outlined that he believes written communication may help in Atoni and Hoani's situations with limited English language experiences, once again reiterating the importance of written communication as a reference.

Sometimes, it's good to have paper for learning. For the Vanuatu that don't have good English, I know paper is good. They can look again and again and ask friends to understand. With the talking, you can't always remember, and then it gets lost. - Kaikoa

Hoani agreed, saying:

Maybe if we had like paper instructions, I could have and look at all the time, we can learn more language and understand better.

This notion of lost verbal communication is a clear concern among all seven participants. It is unfortunate that it appears to be up to the participants to rely on themselves and their colleagues (rather than superiors) to overcome this communication barrier in their ecology. It can be said that if employers were to adopt strategies and training to overcome these barriers, that their employees can have a better understanding, and they may see an increase in productivity, as outlined by Hoani. This aligns with the literature which shows written communication to be less of a barrier for migrant workers than verbal communication.

Well, as we said sometimes it's a barrier. We can always get past it though. If my friends are there, it's easier. I wouldn't say it's big issues, but it can slow us down. You know like productivity. - Hoani

Juliana outlined her workplace written communication, which comprises of an array of cleaning products including important instructions and safety precautions (see Appendix L for an example of a common commercial cleaner).

The only things was learning the names of products and things... We will bring our kit with us. Mine, I have put writing on tape on the labels, so I understand the things - Juliana

This once again outlines the strategies used to overcome the language communication barrier.

5.1.4 Expressions and Colloquialisms

Bella and Lesedi both specifically mention the use of local colloquialisms as a barrier in their workplace ecology. Bella makes light of this as a learning curve and an opportunity to immerse herself more into local culture. She outlines that the context in which the conversation happens assists her in understanding, another example that communication occurs not only at the verbal level, but that the context plays a vital role.

I was supposed to bring the 'chilly bin' upstairs last week and I didn't know what the chilly bin was I have learnt like cooler or wine cooler. One of the guys said it and it was so quick I couldn't even remember what he meant. I had to send him a text after being like oh what's that thing again so I could know the word. - Bella

Again, this excerpt shows the extend in which Bella went to understand what was being asked of her. Not only did she use contexts to assist in understanding, again she outlined the use of follow up written communication to reassure her what has been asked.

Lesedi had a similar experience; however, this was more with workplace customers and the “local language” used. She states that communicating with colleagues is much easier, as they tend to use “universal” language. This aligns with the literature, where a primary barrier for migrants in New Zealand is interpreting the spoken language – particularly surrounding swallowed vowels, and intonation (Burdes, 2017).

There were some certain local terms that take me a while to understand. I think when it comes to verbal communication, the main thing is with day to day conversation with customers. That's when more colloquialisms, even Hawkes Bay language comes through. When I am in what we call “work mode” with my colleagues, we use a lot more technical language that is universal. – Lesedi

5.1.5 Summary

Clear themes relating to discourse in answering the research questions have emerged from the seven participants in their differing industries. The theme that occurred the most throughout the six narratives was participants outlining their individual strategies that have been adopted to overcome barriers in communicative ecology. All six participants mentioned this theme, a total of 34 different un-prompted mentions occurred throughout the interviews. Additionally, the second most frequent theme, emerging 12 times through the narratives without prompt included articulation, and local colloquialisms, occurring 4 times. Less frequent themes emerging included policy documents; timesheets and payments; employee agreements; meetings; inductions; visual communication; and instructions.

While the willingness of participants to overcome workplace communication barriers is through self-teaching and similar strategies is commendable, Kaikoa also outlined that he believes this effects productivity. It appears that more initiative could be made on the part of the employer, where it appears in all situations participants were made to overcome issues by themselves, such as Juliana labelling her own cleaning products, or with Hoani and Atoni relying on their team mates to understand instructions given, when their supervisor or Kaikoa cannot be around. Although the participants outlined that having copies of policy documents allowed them to study and use these as a reference point, it appears that not all participants fully understand the contents of their documents. It was suggested that plain English and translation issues should be investigated on the part of the employer, to allow employees the best chance in understanding and comprehension.

5.2 Social

Social aspects of employment play a large role in the lives of migrant workers, particularly in creating connections with locals and other migrant workers and is a typical aspect of work in New Zealand. Themes emerging in the analysis of social workplace communication ecology included: organised activities, workplace layout, cultural separation, colleagues, and networks. While all participants undergo some sort of social activity in their workplace, not all mentioned planned social activities.

5.2.1 Social Activities Enhancing Performance and Satisfaction

Bella and Lesedi were the participants who mentioned the most social activity in their communicative ecology. For Bella, not only does her employers facilitate arranged social activities, but the physical layout of the establishments assists in enhancing social aspects in the workplace. Lesedi communicated more emphasis on the importance of social communication in and outside the workplace, giving examples of the importance of this in workplace performance and satisfaction. Although the social aspect of communication ecology is explained in the literature review, this has not been previously explored within the workplace context.

Well when I first started, we didn't really have any social things for a while. And then I had my first dinner and I noticed such a difference at work. We were able to laugh together, have jokes and things like that. After having lots of social activities, we have learned more about how we work. So for me I like to do things one at a time, I don't like overlapping tasks, I have to finish before we start. Because of that, my colleagues know what kind of work load I like. They know I need reflection time from one job before I move onto the next. But then there are others here who like a big workload that overlaps, they can handle that I can't, so now we can have a more productive workplace understanding each other better. - Lesedi

So, we have everything on site, except for things like labelling and things that get delivered to us. So we have the cellar, the restaurant, and the events areas. Attached to that it looks like maybe a house, but it is where the offices are. We have senior management and they all have their own rooms upstairs, and then we are the only one's downstairs because we need access to everything I think. Then we have showers and bathrooms and the kitchen... No, everyone is always moving around and visiting each others' offices. It's very relaxed. - Bella

The excerpts highlight the positive impact both organised activities and social layout have on employees, allowing connections, as Marie states “it's cool to like know more people there”.

Marie also outlined the way social activities were intertwined into the induction process, meaning employees going through similar processes were able to bond.

The induction was actually so much fun. It was a whole day. We do it in groups so there were 5 other people in my group. They were from cellar and front of house and then 3 interns. We went and met all the departments and had like a smoko. Then we went through how I was saying like the health and safety, we all practices on the app on the computer, and then we did like quizzes about wine and the company that was so fun. The best part was we all got to help make a bottle of wine all together and make a label and stuff it was just so much fun. - Marie

It may be due to the nature of casual and fixed term employment that there are no employer initiatives for social and team building activities on the orchards the Vanuatu men work on.

Team building? No, we don't do that so much. We will still learn about each other. When the new person starts, we will just help him. You're our friend now. Have a break with him. If he goes slow, we will help him. - Hoani

However, Kaikoa outlined that the social aspect of his ecology naturally develops, as he works alongside his co-workers going up and down the rows of trees.

We all talk, maybe all together if it's good. Sometimes it's quiet but sometimes there's like funny things happening. Maybe we will go back to work and play music if someone has a speaker - Kaikoa

Atoni also spoke about this, working in the same orchard environment.

It is really easy. Some people will have like music in their ears, but my friends and I will have joking and laughing and singing. Kaikoa is a good singer. - Atoni

Kaikoa also described an employee initiative of cooking together on Fridays.

Yes, but we all talk to each other. I have 20 boys in my group. Sometimes as a team, we will cook together on a Friday. It's fun. We will talk and laugh. - Kaikoa

This allows the group to further experience working together in a different context and allows the development of social aspects and connections. Kaikoa appeared to be very fond of the social aspect of his work, adding: “Yesterday, we all ate together at smoko. It's so cool yeah.”.

James was able to give insights into the social interaction strategies that are commonly adopted for RSE workers. It is clear that social interactions are particularly important for RSE workers, and this is too perceived by their management.

Normally we would do a Christmas function, an end of harvest function, a going home function. They do a dance and sing us a song and we do one too. That's the way it is. I've been to Samoa maybe 12 times now, so I understand what's important., They ask you to dance, you dance. It's weird to us, men dancing with men, but that's just the way it is. A few of my guys find it difficult but it is what it is, they work alongside them all year and they want to respect their culture. They do Christmas carols for us, they sing to us which is quite cool. It's what we do and we encourage it as much as we can. We want them to feel comfortable. - James

Marie touched on reoccurring social events, such as BBQs, “Friday drinks” and such, organised by her place of work. The social layout of her workplace means even the vineyard workers have access to a larger range of workplace facilities, as all aspects of the winery operation happen on the same sight, whereas the Vanuatu workers spent the majority of the time on the orchard (with even their bathroom facilities restricted to portoloo on the orchard).

Maybe we will stay around for ‘staffies’ if it's a Friday. Sometimes we have Friday BBQ so it's like extra-long lunch with people from the office and things. Just whoever can be there. If we are celebrating it will be like catering, maybe subway or something, it's so cool! - Marie

She also described similar working situations to that of the Vanuatu orchard workers, listening to music with co-workers on the vineyard, and talking amongst one another. She also noted that they tend to work in pairs along the vines, but that these pairs change every day, allowing the workers to interact across a wider range.

For me I have a speaker so sometimes we will listen to music, or maybe we will talk too, it just depends.... we work in partner on like opposites of the rows... it's different every day so we can all get a chance to know each other. - Marie

In a country with low hierarchical separation, it is not surprising that Hoani described the social aspect of being “friendly” with superiors. This shows his awareness of hierarchy across cultures, and that he understands New Zealand is a low power distance culture, where workers of all levels are made equal.

Maybe in a different country, but in NZ we are friendly with our manager and those things. We just feel at home eh. It's laid back. So friendly. We're friendly, you're friendly. It works. I like it. - Hoani

Marie continued to touch on the more social aspects of her ecology, describing a similar hierarchy situation to that of Hoani above, noting her understanding of power distance in New Zealand (see section 3.5.2)

Yeah. They do really care for us and things like that. They will do lunches and dinners for us everyone is so nice, even in the office they don't like look down to us or anything it feels like a family, that's why I don't want to leave! - Marie

Juliana described quite a different social ecology in her workplace. Given the nature of her role as a cleaner, it is not surprising the narrative involving social activities was limited.

No like we will only work for maybe 3 hours in one place maximum. So we eat before or after. Maybe I have 3 jobs on Monday, so I will eat and rest in between. - Juliana

She is the only participant to report having extremely limited social interaction during her work. This is not only due to the nature of her work (working alone or in small groups travelling to different offices), but the social layout too. Juliana is the only participant whose place of work changes daily, being a cleaner. For a migrant in this type of employment, this highly limits social interactions with other employees.

Okay so we don't really have an office because we are usually in other people's offices haha. We have our small one in Onekawa with the carpark and vans. There will be reception there may be like 9-5 so it's ok. We have a drop box for the van keys and things, they have a good system. - Juliana

She also describes regular changes in the social surroundings depends on the type of job. Sometimes she may be working alongside a team, however she describes her distaste when she works alone on a job.

It just depends really. We have an office in Whakatu that we go to, and that needs 3 of us because they want it to be done in 1 hour. But maybe other places only 1 person will go. Yes. I don't really like it when it's just me it's more boring. - Juliana

5.2.2 Separation at Work

An underlying tone when listening to the narratives of all three Vanuatu men was the cultural separation that sometimes appears in their workplace.

Yes. We are all together all the time. It's hard to join in English conversations sometimes, if my friends are not at work that day too. Maybe half the time we are at lunch together, we will all talk. If we are at work, it's kind of in groups 2 groups us and the kiwi. - Atoni

Although English language proficiency is pointed to be reasoning behind this, we understand all employees in immediate contact with the workers can communicate and bond through

different means, such as music and cooking. James was able to shed light on why there is segregation between workers.

They don't work with Europeans; the cultural mix is too hard at times. But we do have local Samoans and imported RSE working together at times. They're local kiwis, but they're originally from Samoa. It's easier for communication with them. The primary reason is the language barrier. People feel uncomfortable. Really there are some who absolutely love mixing and it really works, but then there are others who just freak out you know? So it's really up to us to manage it so it's best to just keep it separate.
– James

Office layout relates to separation and inclusion at work and has a major impact on the social aspects of communication, as mentioned by Bella in section 4.2.4. Bella outlined the layout at her office, where employees work in Not only does this assist in connecting employees from differing ranks and departments, but it allows for a more at-ease work environment. Juliana, working in small group or alone, helps to overcome the notion of limited social interaction through technology, allowing her and her colleagues to connect on a social level although there is a physical distance – these technological initiatives are outlined in the section 5.3.

Juliana has different verbal communication experiences to the other migrant workers. Many of the other works face verbal communication difficulties in a discourse setting, particularly meetings. Juliana's workplace ecology does not include meetings; however, she has similar verbal communication experiences in a social setting. Although she is often working in unoccupied spaces (therefore verbal communication with non-colleagues is limited), she stated that there are communication difficulties during conversation if there may be an occupant in the workspace she is cleaning.

This is a communication challenge... they are talking I will not understand if they are too fast or unclear. It's just too quick to know what you are saying, and lots of words sound the same in English. - Juliana

There are several components to Juliana's statement, the first being the speed in which words are spoken. Secondly, the tone of voice, or "mumble" as other participants referred, and lastly, confusion of English words.

5.2.3 The Importance of a Supervisor for NESB migrants

Following Mali's narrative, it is clear that migrant workers rely heavily on their supervisors, not only as a source of information and translation, but companionship and guidance. Mali describes working closely with the migrant workers he supervises, highlighting the importance of his role. In his narrative, Mali outlined the difficulties of his position, and that at times he considers leaving his role; however, he knows that he is important to these workers in enabling them to succeed.

I'm thinking of the boys. Who is going to look after them? It makes me think "I can't do this". I've got to look after them. I need to help them feed their families and pay rent – Mali

As suggested in the quote above, Mali communicates the importance of his role, in that it is not only to support his migrant workers in their roles, but outside of work too. When he began his role as a supervisor, he called a first-ever meeting with the entire team of 100 migrant workers. He stated to James that he felt it was important for the group to be together, and to learn more about each other's backgrounds.

It was really hard actually; I didn't realise my people were out here like this. A lot of prejudice going on at school, at the doctors. And I was like shit, my job just got a whole lot bigger. I said to James, I've taken on a whole new level. You told me to become a leader – I think these families are struggling – Mali

Mali also describes his relationship with James, where he states that James "saw something in me". It appears that early in their 16-year relationship, that James played the role that Mali does now as a migrant worker supervisor. Listening to Mali's narrative, it is clear there is an importance of knowing migrant workers on a personal level, knowing their struggles, their motivations, and their goals.

When James picked me up [hired me], he's not just my boss. He's my brother. He's taught me a lot of things... Put me through all my courses at EIT [Eastern Institute of Technology], basically fed me all the knowledge I know. – Mali

The pair (James and Mali) take this approach with their migrant workers, going over to Samoa every year, taking the time to get to know the families and lives of each and every worker. Without understanding their experiences, they cannot help them where it is needed.

When James and I went to Samoa two years ago we went to the back country. They're hard working men. We had never actually saw where they lived. We are looking around like "man, is this really how they live? We have to do something better". Then I look at James and he's crying, if I'm crying and he's crying, we must feel something... It makes us think "we are going to look after these people. – Mali

He also touched on the importance of the supervisor's motivations as a leader. He states that he wanted to be a police officer, to be able to help his community, however an injury stopped his training at Police College. He says that in this role, he can still help people, but that not all migrant worker supervisors are in their roles for the right reasons. From his experiences, it is clear that supervisor selection plays a crucial role for migrant workers in Hawkes Bay.

He has previous leaders... I know it's bad saying things about my own people, but some of them, the older guys, they're not good hearted. I remember they're poor at communicating. And the corruption is really bad. When money and power is given, you know? - Mali

Mali makes it clear that these migrant workers depend in him for a source of translation and understanding, honesty, guidance and knowledge. He ended his narrative stating the importance of this "guardianship role", where James "saw something" in him, which led him down the path his is on today.

I thought I was going to end up like everyone else, outside KFC with a sign... Now look at me - Mali

It is clear that the men from Vanuatu, working in the large-scale orchard, are not understood as deeply as in the family-run orchard Mali and James operate. It is likely that if the men from Vanuatu were experiencing the same amount of care provided by Mali, that their satisfaction will increase.

5.2.4 Summary

It appears that social connections across roles, departments and hierarchies are important to migrant workers. Although there is cultural segregation for the men from Vanuatu, no negative connotation appears to be connected to this. It is possible that these social interactions are a major contributor to the satisfaction of workers. For those migrant workers in highly social environments, their reported satisfaction appears to be higher than that of Juliana, with limited social interaction in the workplace. All participants made clear positive comments throughout their narrative when involving social aspects, such as the Vanuatu men cooking together, and Marie's positive response to organised social events. Mali was able to provide insights into the importance of the supervisor role, and how this effects ever individual migrant worker. It appears that if other orchards were to adopt similar practices that Mali and James do in social interactions, that their workers have an opportunity to increase their workplace satisfaction.

5.3 Technology

All seven participants reported an array of technology experiences throughout their workplace ecology. The Vanuatu men described the lack of technology used both inside and outside of the workplace. Marie, working in a similar context describing the use of social media technology outside work to stay connected. Bella, Lesedi, and Juliana have reported higher frequencies in the use of technology, both in and out of work. Technology in the form of phones and computers, workplace portals, human resource management and social media were reported, describing an array of technology experiences, and the impact these communication tools make.

5.3.1 Lack of Technology

Hoani begins by describing the lack of technology for all three of the Vanuatu orchard workers.

No. We don't have technology. We get to see each other every day. Anything can wait for work, then we will talk about it. - Hoani

Atoni talks about the specific effect the lack of technology has for him, both positive and negative. Because the migrant workers are not trained in technology and programs, it makes sense this isn't present in their role.

Sometimes it's good like really simple and easy. We don't have to worry about having computers. We just go to work. - Atoni

Although this is positive and allows them to have a simple and easy to understand workplace communicative ecology, it does create barriers in communication Atoni explains that although it seldom happens, particularly in the 2020 season (where it did occur more frequently in past years), the migrant workers will still prepare for work, make the 15 minute drive, and will possibly be told to go home, while being unpaid. This was raised by all three Vanuatu workers.

Sometimes it is raining, we will go to work, and they will say no please go home today we cannot work. - Hoani

Understanding the lack of technology in the ecology of the Vanuatu migrant workers has exposed the underlying theme of uncertainty. This can be attributed to communication load, as outlined in the literature review, where and overload or underload of information can result in frustration explained in section 2.2.

5.3.2 Technology Increasing Satisfaction

Marie, in her similar role, describes a similar situation, however she describes texting as a means for overcoming barriers that the Vanuatu men face. This also relates to information load and satisfaction.

I think it's good it's really simple because we just work the same hours every week, they will just send us a text if it's a different time or maybe they need cover" - Marie

She also outlines a Facebook Messenger "group chat" with her colleagues and supervisor, which is the primary communication tools, as she reports some co-workers being limited to communication through the internet, rather than a local phone number.

Yeah, or like Facebook messenger. We have group chats and if someone is sick, they can ask for help to cover their hours. - Marie

Additionally, she also touches on the improvements her workplace is looking to make in communication through technology.

It's good! I think they are going to look at posting them on the Facebook group too because we can't always remember the technical things. Last time it happened, our grapes did not grow fast enough, so they did a restructure of what we needed to pick. Not everyone could remember, and we didn't have offices or things. So, I think now they are going to try to get the things in writing so we know. - Marie

This shows an example of employers and employees working together to create initiatives to overcome communication barriers.

Juliana describes a similar experience, with limited social interactions with other employees at work, they are able to connect via a Facebook page set up by employers. She describes the formal and informal channels used, with “really important” information shared via work email, on a phone provided by the employers, and the ability to interact informally via Facebook.

We have a Facebook group page with all the employees. We will get send things there. Like maybe a customer was not satisfied, and they will post it on the group to tell us. If it is really important, they will email us. Oh. That's another thing. They will give us a phone and set up with a work email, and this app called Bamboo. That's where everything is stored. So my contract is on bamboo and all the other things. - Juliana

The human resource tool BambooHR (see Appendix M) Juliana mentions, where Juliana and other employees can find useful information, as well as to store documents such as employment agreements for ease of access. She also describes the reports that BambooHR provides, using visual (rather than written) techniques that are easy for her and other migrant workers to understand.

Like all the employees and things with all their information. Even like address and things like that. We can see reports like satisfaction when customers give feedback. Well reports are all just numbers and graphs with colours so anyone can read them. The documents, like I said I can look at them and translate what I need to so that's fine also. - Juliana

She summarises the technology in the workplace below, where they appear to utilize social media and other platforms to counteract the socially deficient nature of the role.

So important documents will be on email. Same with rosters, payslips and other small announcements. This will mostly get posted to FB too so they know everyone can see. FB is more things like funny and asking questions. Maybe someone is sick. Maybe they have a question about like NZ or something. It's good because email is important things, and FB is like a support group haha. The phone we have bamboo on which is good. And then we just call and text and email on it really. Maybe the building code didn't work, so I will need to make calls. Really anything on the phone. - Juliana

Bella describes a deeper use of technology in her narrative, describing similar formal and informal purposes to Juliana above. She describes a work provided phone for each employee, as well as computers spread over departments – in her department this is a shared desktop computer where they receive emails and announcements, as well as using their primary software, 360 Winery (see Appendix N).

We all have our own ones in my department... a shared computer for the department... We have an app that we can use on the phone and computer, it's like the inventory kind of things. We might have a pick list we need to get, and we get all the numbers from the app. So maybe there will be an order for a supermarket. We will get notified on the app, pick the items, give them a scan on the barcode and then someone will organize them into boxes for delivery. - Bella

She describes 360 Winery training in their induction, and that there are instructions for the software in their induction pack. This once again ties back to the use of reference for migrant workers, who may find it more difficult to retain verbal instructions and information as shown

in the literature. It appears Bella is experiencing the appropriate amount of information load, where she can understand the aspects of her work without being overwhelmed.

Yeah, it's in our induction package and when you're training you will do it maybe like 5 times or however long until you understand like practicing.... And then we have information's on like emails and how the account is set up with passwords and things, maybe you will be given a device like a phone or tablet so that's on there too – Bella

Similarly, Lesedi has high dependence on technology in her role, too utilizing a primary database.

Okay well we mostly communicate using email and databases. We have a booking system that we all have access to on our laptops. Maybe I will get an email from a customer for a booking, there is no need to communicate this verbally, I simply find a time for them in the system. This also has other information like the history of the animal, and everything else we need to know. Before the appointment, we will make sure we have read up on all the history and the possibilities of what might come that day... without that system we wouldn't have anything. Access to this type of information is the most important part of the job. - Lesedi

As both Juliana and Marie touched on, Bella and Lesedi also describe the use of social media in the communicative ecology of the workplace.

We have a group chat and a page that everyone is on from all the departments. It's good because you can like add each other and talk and things if you don't really do much at work. - Bella

Again, it has been mentioned how social media can play a pivotal role in connecting employees on a personal level, where there may not be the opportunity to do so in the workplace.

We have like a group chat on Viber that we all use to communicate outside of work. We sometimes talk about work on here but it's mainly for social things or just to chat... being able to connect outside of work through technology helps so much, I remember when we weren't able to do this, especially in South Africa – Lesedi

5.3.3 Technological Difficulties

Juliana mentioned difficulties communicating via telephone, due to the “crackle” but reassured that this is common, and that a follow up text usually comes with this. With other migrant workers employed, this may be a strategy they have adopted amongst themselves to overcome this issue – similar to the Vanuatu migrants overcoming issues outlined in section 5.1 and 5.2. The literature showed issues when talking over the phone in the workplace, due to interruptions, and the lack of verbal feedback (Turner et al., 2010).

Sometimes I don't understand on the phone because it's so crackly and things. But I can always text after and say like “ok you said this no?” Yes. There are lots of travellers and immigrants working with us so writing down is really good. - Juliana

5.3.4 Summary

The technological aspect of communicative ecology can have a major impact on migrant workers in a number of ways. Foremost, the lack of social tools used by the workplace of the Vanuatu migrant workers creates a clear disconnect, which has developed uncertainty in certain situations. Although Marie is working in a similar environment, her use of technology aspects (texting) can allow her and her fellow employees to overcome this uncertainty, utilizing the communication tool. Technology appears to aid in effecting information load for migrant workers, where they are able to access the information they need. Additionally, the technical aspect of communication ecology has a major impact on satisfaction in the workplace. With Juliana explaining the negative impact minimum technology-driven social contact has on her work satisfaction. When comparing to Bella and Lesedi, with a large array of technology tools in their communication ecology, she has a positive outlook on connecting with their co-workers in a range of technology-driven social means.

5.4 Links Between Communicative Ecology and Job Satisfaction

The following graphs appear to show a link between communication ecology and job satisfaction. The reported job satisfaction and the reported communicative ecology aspects were outlined, shown in Figure ix. These are derived from the Likert-styled questionnaire, and frequency in which communicative ecology aspects appears in participant mapping. The Questionnaire graph ix shows the 0-5 rating of the five questionnaire components (which are

summarised in code of the theme of the question, e.g. enjoyment and interest), where this is summarised in the Totals graph in Figure xi as an overall rating of job satisfaction out of 25.

Figure ix: Ecology vs Satisfaction Table

	Ecology Frequency	Total Satisfaction
Kaikoa	7	17
Hoani	7	16
Atoni	7	17
Bella	12	24
Marie	6	18
Juliana	9	12
Lesedi	17	25

Figure x then visually displays table ix, showing the relationship between the communication ecology frequency (derived from participant maps) and total satisfaction. An in-depth overview of the questionnaire can be found in Appendix I.

Figure x: Participant Reported

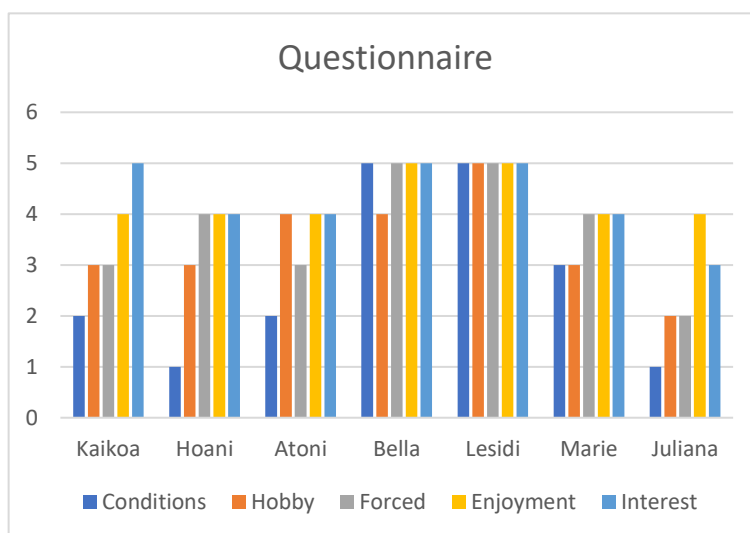


Figure xi: Participant Reported

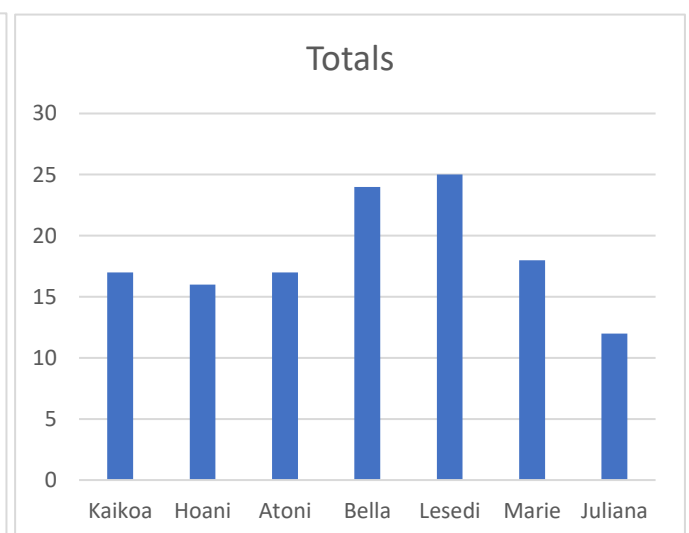
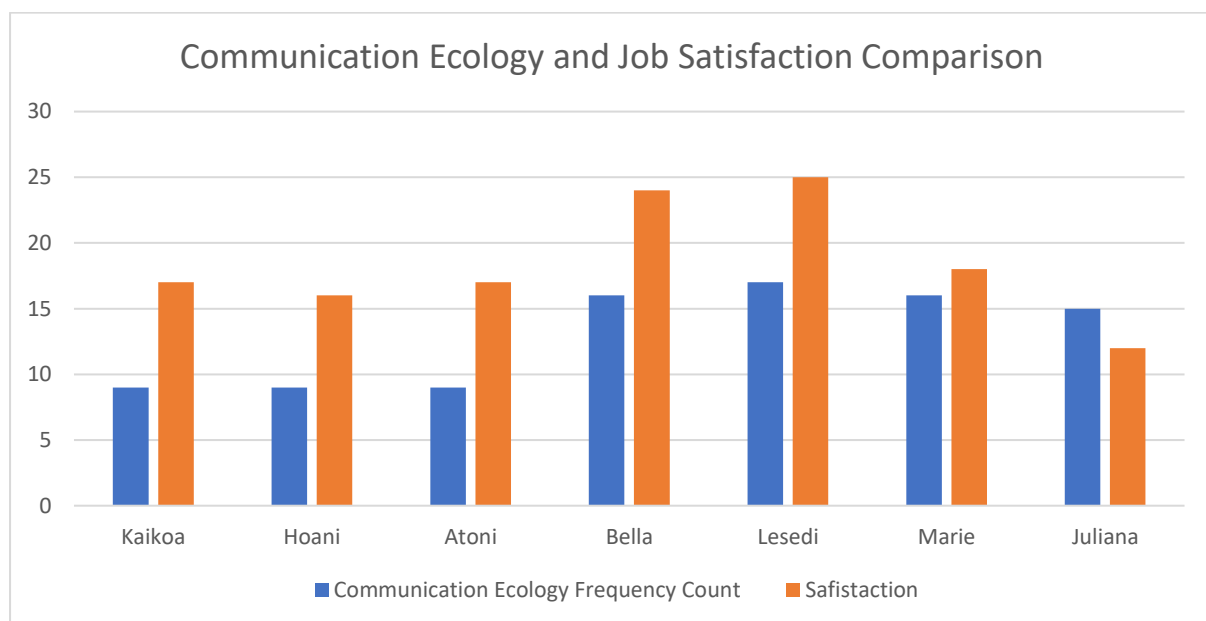


Figure xii shows Bella and Lesedi's high job satisfaction rating positively correlating to the reported communicative ecology frequency, derived from the mapped ecology in the above section. It is clear that the other participants, Kaikoa, Hoani, Atoni, Marie and Juliana have a

smaller ecology in their workplaces, and also report a lower satisfaction. Although the chart shows no definite relationship between the two, findings in this study support the possibility of a relationship between communicative ecology and job satisfaction. It appears that lack of social interactions (described in section 5.2.2) for Juliana impacts her overall satisfaction, as well as verbal communication barriers due to linguistics and unique language features, described in section 5.1. For Kaikoa, Hoani and Atoni, their minimal communication ecology is directly linked to information load as outlined in 2.2.

Figure xii: Ecology vs Satisfaction



In section 5.1 James outlined the reasons migrant workers are not provided with an array of information. The three Vanuatu men raised concerns regarding verbal communication, where it is possible written communications strategies (such as meeting notes) may assist in understanding as Rochelle described her and her colleagues do through text (see section 5.1), and Bella described her employers do with providing meeting minutes (see section 5.1). Marie reports a similar communication ecology in her workplace as the Vanuatu workers, however social aspects of her communicative ecology (described in section 5.2.1) appear to enhance her satisfaction at work.

5.4.1 Summary of Analysis

The goal of this analysis was to break down the findings found in the prior section and to identify themes within the technological, discourse, and social aspects of communication ecology. A theme found in the discourse component of communication ecology includes the employment process, and how varied ways of migration to New Zealand cater for a variety of people. Contracts and policy documents were also discussed across participants, where it was found that understanding the ideal communication load for migrant workers is important. Issues regarding accent, pronunciation, expressions, and other unique language features were mentioned in both the discourse and social ecologies, where migrant workers struggle to understand in meetings and social interactions. A variety of technological aspects were described, and it appears the use of technology in (such as databases) and out (such as social, or being able to connect with employers casually) of work enhances the satisfaction of migrant workers. These findings have resulted in the following conclusions, in which recommended implications are outlined in the following chapter.

6. Conclusion

This research explored the workplace communicative ecology to understand how migrant workers perceive workplace communication and its connection to job satisfaction across key industries in Hawkes Bay.

First, the subsidiary research question “what communication processes and tasks comprise the workplace communication ecology for migrant workers?” was answered through listening to narratives to form a map of communication ecology processes in the discourse, social and technological areas. Once these processes and tasks were identified, the researcher was able to explore stories and narratives behind each of the three aspects, to understand how they affect satisfaction (as reported) at work for each participant. Workplace communication ecology appears to affect migrant workers in their performance and satisfaction at work in a number of ways. Themes in discourse relate to employment processes, contracts and policy documents, paralinguistic and unique language features, and highlights the importance of written communication. Social themes relate to separation at work, and social activities enhancing performance and satisfaction, while technological themes analysed the impacts of a lack or abundance of technology. Implications and specific recommendations for employers are outlined in the below section 6.1.

6.1 Implications

The points summarise the key findings in this study and outline key recommendations to help employers create an effective communication ecology to enhance migrant worker satisfaction.

6.1.1 Discourse

Differing pre-employment process is successful in attracting an array of migrants from across the world, and their motivation to migrate highly effects this. There is a gap between perceived information and actual information surrounding the contents of employment agreements. Using step-by-step and similar strategies (as in the IRD Tax Code Declaration) creates ease of understanding for migrants.

Translation across languages is also an issue, as the meaning of English words cannot be easily translated into other languages. Translated documents do not appear to be supplied to migrant workers as standard practice.

Verbal language, particularly accents, intonation, speed of talking and the use of colloquialisms are a major barrier for migrant workers. Migrant workers often work with each other or alone to mitigate verbal and written communication barriers. They also state this affects their productivity.

To overcome this challenge, having access to written communication is an asset, as migrant workers are able to refer to this for future understanding, without the pressure of verbal communication such as in meetings. For example. providing minutes or key points of meetings and other verbal communication enhances migrant workers performance and satisfaction.

It is important for NESB migrant workers who struggle with key communitive tasks to have a supervisor with a similar migrant or ethnic background present. if possible, at all times.

6.1.2 Social

Outside of work social interactions highly effect the performance and satisfaction of migrant workers. In the horticulture industry, migrant workers are often separated from local workers, due to language barriers; however, there appears to be no negative connotation towards this. The findings of this study suggest limited social interaction in the workplace negatively effects of satisfaction for migrant workers.

It is important for migrant worker employers to understand the lives of their migrant workers, so that they can understand where to target specific help and assistance. Understanding their workers also heightens the drive to help the minority group in Hawkes Bay, which can help in decreasing exploitation on behalf of employers and supervisors.

6.1.3 Technology

Limited use of technology in work can be advantageous for NESB migrants. However, the lack of technology in assisting in out-of-work communication can have negative impacts for migrant workers. Phone calls alone are not an effective means of communication for migrant workers with lower English language competence, and follow-up written instructions were seen as a valuable resource.

Technology-driven social connections create satisfaction for migrant workers. Utilizing technology allows for appropriate information load, where migrant workers can access the information they need.

6.2 Limitations

Although a variety of efforts were made to ensure genuine, in-depth understanding, limitations were faced during this research. Firstly, the researcher initially aimed to include a larger sample size; however lock down restrictions due to Covid-19 meant not only that in-person interviews were unable to be conducted, but that potential participants were going through negative experiences in employment. Another limitation in the study was the language in which the interviews were carried out. Although the common language among participants was English, and they were able to bring a translator, it is still possible misunderstandings occurred. To mitigate this, participants were provided with a summary of their interview, which was checked over before the analysis phase. Despite these limitations, this study was able to provide a deeper understanding into the how communication affects migrant workers in Hawkes Bay.

6.3 Recommendations for Future Research

There is a multitude of statistics on migrant worker experiences in New Zealand, however there is a need for more qualitative data to develop a deeper understanding of why these experiences are being reported. Although this study has begun to address the gap in knowledge regarding communicative ecology and migrant worker satisfaction, similar studies across wider New Zealand need to be addressed. Future research should focus on looking at each industry separately to create a deeper understanding of strategies in a specific context. It is also recommended future research looks at language and discourse used in contracts for migrant workers, and the training that employers and employees receive in terms of communicating with migrant workers.

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8. Appendices

8.1 Table of Appendices

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Appendix A Background to Migration in Aotearoa, New Zealand

To understand the communication experiences of migrant workers in Hawkes Bay, it is useful to first understand the broader policies of migration in NZ and some of the identified challenges migrants may face.

Aotearoa's population reached an estimation 4, 272, 000 in October 2016, and the same year migration gains were estimated to be over 60, 000 people (Statistics New Zealand, n.d). These 60,000 migrants come from every corner of the globe, but the primary source countries are India, China, Philippines, United Kingdom, and South Africa (Statistics New Zealand, 2017).

There are two ways to migrate into Aotearoa, where the key difference is for permanent, or temporary migration. Permanent residence provides a person with the right to live in Aotearoa, and to gain access to all the work, business, education, property, and health privileges available to citizens (New Zealand Immigration, 2017). Those wishing to migrate permanently to New Zealand must enter through one of the three residence streams of the New Zealand Residence Programme (NZRP): Skilled/Business Stream; Family Stream; and International/Humanitarian Stream (New Zealand Immigration, 2017). The temporary work policy allows people to enter New Zealand for a variety of work-related purposes. Work visas allow employers to recruit temporary workers from overseas to fill skill shortages while still protecting employment opportunities for local workers (New Zealand Immigration, 2017).

Several policies govern migrant work opportunities, with the three primary work policies being the Essential Skills. RSE workers can temporarily migrate to New Zealand if they meet health and character requirements and provide evidence of arrangement to leave the country at the end of their stay (New Zealand Immigration, 2020). They can stay in the country for seven months during any 11 months (there are exceptions for those from Tuvalu and Kiribati due to distance and the cost of travel) (New Zealand Immigration, 2020).

Businesses were asked in a 2019 questionnaire to identify where they had employed workers from in the last 12 months. It was identified this was official RSE's employed from the local community (93%), Pacific seasonal workers through the RSE scheme (91%), Working Holiday Scheme (80%), Work and Income (79%), Non-Pacific workers through the RSE scheme (16%) and "other" (14%) as shown in Appendix B (Ministry of Business, Innovation & Employment, 2019).

The surge in public and media attention concerning cases of migrant worker exploitation has instigated several changes to government policy and government agency practice (Bi, 2016). In 2013, The Ministry of Business, Innovation and Employment (MBIE) began a programme of research on vulnerable temporary migrants studying at those in the hospitality industry and the Canterbury construction industry (Searle, McLeod & Stitchbury, 2015). Following the findings of the report, several initiatives to protect migrant workers in Canterbury, including making Aotearoa a 'no placement fee' country, meaning there is no charge for workers placed from the Philippines (Searle, McLeod, & Sitichbury, 2015). In 2015, the Budget increased funding for labour inspectors, and the employment Standards Legislation Bill included messages to strengthen the enforcement of employment standards by labour inspectors, including a new framework for information sharing across government agencies (Bi, 2016). Tougher sanctions for cases of exploitation heard at the Employment Court have been put in place, where maximum penalties of \$50, 000 for individuals, and more for companies, were put in place (Bi, 2016).

Furthermore, in cases of extreme or persistent labour exploitation, individuals potentially could be banned from being a manager (Ministry of Business, Innovation and Employment, 2015). Alongside these changes, the Immigration Amendment Act 2015 introduced fines up to \$100,000 or a jail term of up to seven years (New Zealand Immigration, 2015). A final issue commonly raised surrounding compliance is the lack of monitoring and enforcement capability due to low finding and investment (Anderson, Naidu & Jamieson, 2012). In 2013, there were 35 labour inspectors, which has increased to 55 in 2016 (Fenton, 2013). While the increase is positive, the number is still below the International Labour Organisation's recommendations for developed countries of one labour inspector per 10,000 workers, where currently Aotearoa is operating at approximately one inspector per 43,000 workers (International Labour Office, 2006; Statistics New Zealand, 2016). Contrastingly, in 2013, the RSE scheme had eight labour inspectors per 8,000-9,000 workers, however, workers still experience difficulties (Bi, 2016; Department of Labour, 2009).

Appendix B 2019 RSE Employer Survey (Ministry of Business, Innovation & Employment, 2019)

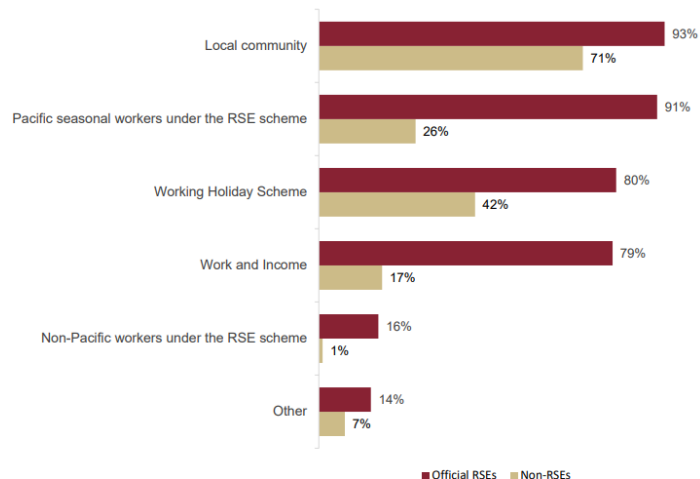
All respondents were asked to identify from which sources they had employed workers in the last 12 months.

The key findings are as follows:

- By definition, almost all 'official RSEs' employed Pacific seasonal workers under the RSE Scheme (91%).
- In addition, significant percentages of 'official RSEs' also employed workers from the local community (93%), workers on the WHS (80%), and workers from Work and Income (79%).
- While 71% of 'non-RSEs' employed workers from the community and 42% employed workers on the WHS, 26% employed Pacific seasonal workers under the RSE Scheme.



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Q4. How many of the following different types of workers did you employ or manage during the last 12 months?
Official RSEs n=102, Non-RSEs n=86.



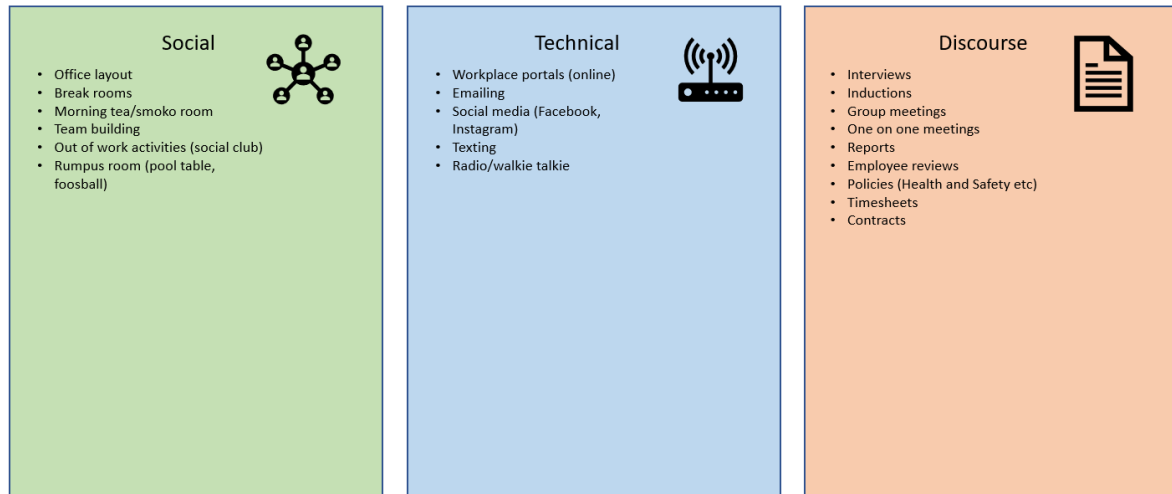
Appendix C: Media Concerns Regarding Migrant Worker Exploitation

- More needs to be done to stop migrant exploitation, NZ Herald (Lynch, 2020).
- Concerns over migrant exploitation ahead of trade expo in Dubai, Newshub (Fleming, 2020).
- Is New Zealand exploiting migrants or giving them a chance? Stuff (Stuff, 2019).
- Migrant exploitation review: Govt “chasing its tail”, Newsroom (Foneska, 2019).
- Migrant workers exploited by other migrants in New Zealand, Stuff (Sharpe, 2019).
- Holiday park and owner fined for gross worker exploitation, Scoop (Scoop, 2019).
- Workers felt like they were living in a ‘prison’, Human Resources Director (Hilton, 2019).
- Employer exploitation workers via a sham business is fined again, Stuff (Cropp, 2020).
- Death of a migrant: Under the table workers building Auckland’s multi-million-dollar homes, Stuff (Christian, 2019).
- Shameful exploitation of vulnerable migrant workers, Stuff (Cropp, 2020).
- Migrant worker turned away from NZ call centre job because of his visa, Stuff (Nadkarni, 2020).
- Super Liquor franchisee Nekita Enterprises ‘exploited staff’, Stuff (Ensor, 2020).
- Top Christchurch restaurant Coriander’s faces worker exploitation charges, Stuff (Broughton, 2020).
- Migrant worker speaks out against exploitation at rural Reporoa holiday park, Stuff (Shand, 2019).
- Chorus blacklists sub-contracting companies after scathing report into migrant exploitation, Stuff (Foxcraft, 2019).

Appendix D: Communicative Ecology Outline Provided to Participants

Communication Ecology

- **Communicative (or communication) ecology** is a conceptual model used in the field of media and communications research.
- This model analyses and represents the relationships between **social interactions, discourse, and communication media and technologies**.
- Communication ecology can be defined as “the context in which communication processes occur”.



Appendix E: Semi-Structured Interview Guide

Interview Guide & Tick List - Migrants

Opening:

- Hellos and how are you?'s
- Introduction to who I am and the purpose of the interview
- Explaining the interview guide and my "tick list"
- Asking if they have any questions
- Letting them know they can stop, ask questions, or any thing else during the interview
- Explain the recording and what will be done with it

Asking them to narrate their story:

- Where they're from
- Why they migrated to NZ
- Who they came here with
- What the process was like
- How long they've been here
- How long they plan on being here

Getting more into the communication ecology:

- Verbal communication
 - English language
 - Reoccurring meetings
 - 1 on 1s
 - Manager relationships
 - Boss relationships
 - Senior staff relationships
 - Employee relationships
 - Confidence with certain relationships

- How they find the above – troubling, easy
- Non-verbal communication
 - Documents
 - Contracts
 - H&S
 - Other
 - Emails
 - Texts
 - Social Media

Tick List

- Assistance from NESB or other organisation
 - Their ease of understanding the different comms acts outlined above
 - What they struggle with the most
 - What can be improved on in the workplace
 - What advice they would give to themselves before moving
 - The biggest struggle in communication
 - What they weren't prepared for in communication
-
- *There are no conditions concerning my job that could improve*
 - *My job is like a hobby to me*
 - *I never have to force myself to go to work*
 - *I feel real enjoyment in my work*
 - *I am more interested in my job than my friends are*

Interview tips:

1. Start with a broad question “tell me about your experiences in the workplace” this will make the interviewee feel valued and at ease because you have listened to them
2. Use probes to build on the respondents previous answer “you said you have morning meetings ever day – can you tell me more about these meetings?”
3. Repeat until you have all questions answered

4. Then conclude through clarification from past literature “many studies say that migrant workers benefit from having assistance in the workplace (language, the NZ life etc) – is this something you have experienced in the workplace?”

How Do People Change their Lives? The Role of the Narrative Interview and the Biographical Trajectory for Social Work and Pastoral Care in the United States

1. First ask a general question about the story of the interviewees life
2. Add various follow-up questions related to a specific theme – asking them to revisit certain parts of their biography and to reflect on them in a more abstract way. This can last up to 2 hours.

Interview Guide – Managers

1. Introduction to the research purpose, ensuring they understand all aspects

I am exploring the communication ecology (activities) that migrant workers face in their daily working life in Hawkes Bay. **The primary research question this study aims to answer is “How does workplace communication ecology influence migrant workers performance and satisfaction in engaging with work-related communication processes in 4 key industries in Hawkes Bay?”**

2. Find out about the manager – how long they have been in the role for, what inspired them to be where they are today
3. Defining communication ecology – what communication activities do you have in your workplace?
4. How does your workplace go about employing migrant workers? Is this a different process to NZ citizen workers? (i.e induction process)
5. What kind of roles do migrant workers fill in the organisation?
6. What are the things that you notice about your migrant workers characteristics and engagement? (((((Studies have shown that they can sometimes recluse, have difficulty with language, relationships)))))) – don’t say that until they’ve answers
7. What is the relationship like between migrant and non-migrant workers? (((process to support relationship building, welcome morning tea, buddy system, celebrations or

activities that recognise the cultural differences – Ramadan, mass, prayer space, kai at meetings - sharing))))

8. What processes do you put in place to ensure language and business practice aren't a barrier? ((((((this could draw on manager relationships, having a support person or organisation))))))
9. Could you tell me about any difficult or smooth communication situations with your migrant workers?
10. Can you tell me about migrant worker engagement/contribution in meetings?
11. What kind of documents do migrant workers engage with to do their job?– that aren't confidential – are any of these documents adapted for migrant workers (((((in plain English, proved in migrants languages)))))) (((((request to see))))))
12. How do you personally feel about the process in place to support migrant workers and communication with them – is there anything you would change? Anything you think is great and a benchmark for other organisations? Initiatives in the pipeline?
13. Any other information you think may be helpful to me

Appendix F: Poster Used in Recruitment

*Images were modified to match the context of where each poster was distributed.



Are you a migrant worker living in Hawkes Bay?

Are you over 18 years

We want to hear your story!

We are looking for participants from English and non-English speaking backgrounds to be a part of a study!

We want to hear your stories about migrating to New Zealand, and to understand the different communication activities you engage in at your workplace.

This could be:

- Meetings
- Inductions
- Documents (Health and Safety etc)

This study will be a 1-2 hour fully confidential interview at a local café.

If this is an opportunity you do not want to miss, or you want to find out more about the study, please contact Sharni Wakeman via email, phone call, or text

021 159 8112 – hbmigrantstudy@gmail.com

Appendix G: Transcript Coding Example

Talking slow!	English Language Difficulties
No it's good.	
Sometimes the boss, he doesn't talk clear, he tries to explain everything and then run always. We don't understand.	NZ Accent
It's like, what did the boss say? haha haha.	NZ Accent
Like in New Zealand, the man will talk to low and slow. It's all together, the words are all together.	NZ Accent
Sometimes, like stop, take it slow, one by one. If they have pictures, it makes it so easy!	
Maybe ever morning, we will do ah QC what is it, quality control. Or maybe quality manager will tell us things. I don't know how they communicate, but we just go every morning Face to face. Will like update for the day. Do this, do this. All that things.	Verbal Communication
No no, nothing like this social media.	Social
Only the supervisor, I can just give him a call. He can then tell the project manager. We will never really text. We don't talk to the bosses. The team leader or supervisor will help and pass on the information's. Maybe for payment and things.	Hierarchy Verbal Communication
No we don't have technology. We get to see each other every day. Anything can wait for work, then we will	Technology - Lack
No, only the QC will come and tell us how to do. Where we can do things. We write down the hours, the number of trees. Maybe if we are slow, he will be like hello speed up. Or maybe oh you forgot this one. It's ok though. You are not in like trouble or anything. He will say it throughout the day, it's not like every week or month review.	Verbal Communication Performance
Yes we will just write them down with the supervisor every day. We all have NZ bank account, the money can	Discourse
Yes, they will only give to us on a piece of paper every week. Not on email or anything, just a paper so we have to look after it. Then we know it will be in the bank tomorrow.	Discourse
Maybe in a different country, but in NZ we are friendly with our manager and those things.	Perception
We just feel at home eh. It's laid back. So friendly. We're friendly, you're friendly. It works. I like it.	
I don't know. Compared to Vanuatu, it's really good. Living, everything. We cannot complain.	Perception
We have good team mates. We have RSE. I think it's just English communication. Small things you know. I think it's like the talking and talking, sometimes we don't know.	English Language Verbal Communication
Maybe if we had like paper instructions, I could have and look at all the time, we can learn more language and understand better.	Discourse Verbal Communication
I just feel at home, yeah.	Perception
Well, as we said sometimes it's a barrier. We can always get past it though. If my friends are there, it's easier. I wouldn't say it's big issues, but it can slow us down. You know like productivity.	English Language Difficulties

Appendix H: Code Grouping

Meetings	So we wake up like 6 and have breakfast and make like a sandwich. We will go to work, and talk with maybe the QC if he is there, or the supervisor. They will say like 15 minutes, what we need to do. We can ask questions and things. Maybe these guys won't understand, I will help after. Then we will work for hours, we will communicate all the time though. If you have a partner on the tree, you will communicate lots like slow, quick and things. The supervisor will always talk, make sure it's ok. We all talk, maybe all together if it's good. Maybe like the Kiwis will talk together and we will talk to us. Then we have smoko for 15 minutes, we sit and talk. Sometimes it's quiet but sometimes there's like funny things happening. Maybe we will go back to work and play music if someone has a speaker. The afternoon is more quite, I think because we are tired. We have another smoko which is the same. When we are finished, we will write down our timing, and number of trees. Maybe it was good or bad, the supervisor will tell us but it's OK. Sometimes you can't control it you aren't in trouble. That's it really. Maybe when important things are happening, we will have a big group meeting with the big boss. That's when it's harder to understand. Talking quickly, more people. We will usually have a friend there that's like OK it means this.
Meetings	No no performance reviews or anything. Maybe like something has happen, maybe some grapes were spoiled or something we will have a meeting.
Meetings	Yeah just with the supervisor and the team if we need to have one
Meetings	Okay so we arrive at 7.30 in the morning, and we have a meeting in this area by the car park and we just wait for everyone. We will get in the vans and drive to where we need to be on the yard. We know what rows we are to be on so we just go. We have a break at 10.30 maybe to use the bathroom, eat some food. Then we work until 1pm and then we have lunch, and working again until 3.30. It's so good to finish early. Maybe we will stay around for staffies if it's a Friday. Sometimes we have Friday BBQ so it's like extra long lunch with people from the office and things. Just whoever can be there. If we are celebrating it will be like catering, maybe subway or something, it's so cool! And yeah I think that's the usual day. We will go back in the vans to the offices to go home.
Meetings	
Meetings	Not really for documents. The supervisor will have the graphs and things of what rows we need to be on. He just has that and if we need to see we can ask, but we don't really need to.
Meetings	The manager will hold the meeting, and yeah we all kind of gather around the tables and listen. He will always send an email telling us like okay we talked about this, and it's good as a reminder.
Meetings	No we don't need to use things like they do in the offices, we use more like verbal communications. We have a supervisor he's a kiwi man I think like a relative of the owners or something. We will have a meeting every morning, the time for working will change depending on the weather. He will say like okay today we are doing this and this. Maybe for like 5 minutes we will talk and ask questions and things.
Meetings	No, only the QC will come and tell us how to do. Where we can do things. We write down the hours, the number of trees. Maybe if we are slow, he will be like hello speed up. Or maybe oh you forgo this one. It's ok though. You are not in like trouble or anything. He will say it throughout the day, it's not like every week or month review.
Meetings	Yeah, a team meeting every morning before we start.
Meetings	They will tell us about the yesterday. Maybe we missed some trees or maybe we were slow. And then they will say OK today we are going to do this. It will be for maybe 15 minutes.
Meetings	So we wake up like 6 and have breakfast and make like a sandwich. We will go to work, and talk with maybe the QC if he is there, or the supervisor. They will say like 15 minutes, what we need to do. We can ask questions and things. Maybe these guys won't understand, I will help after. Then we will work for hours, we will communicate all the time though. If you have a partner on the tree, you will communicate lots like slow, quick and things. The supervisor will always talk, make sure it's ok. We all talk, maybe all together if it's good. Maybe like the Kiwis will talk together and we will talk to us. Then we have smoko for 15 minutes, we sit and talk. Sometimes it's quiet but sometimes there's like funny things happening. Maybe we will go back to work and play music if someone has a speaker. The afternoon is more quite, I think because we are tired. We have another smoko which is the same. When we are finished, we will write down our timing, and number of trees. Maybe it was good or bad, the supervisor will tell us but it's OK. Sometimes you can't control it you aren't in trouble. That's it really. Maybe when important things are happening, we will have a big group meeting with the big boss. That's when it's harder to understand. Talking quickly, more people. We will usually have a friend there that's like OK it means this.

Appendix I: Participant Workplace Satisfaction Questionnaire

Participant	Questions	strongly disagree	disagree	undecided	agree	strongly agree
Point Count		1.00	2.00	3.00	4.00	5.00
Jason	there are no conditions concerning my job that could improve		2.00			
	my job is like a hobby to me				4.00	
	I never have to force myself to go to work			3.00		
	I feel real enjoyment in my work				4.00	
	I am more interested in my job than my friends are					5.00
Bohick	there are no conditions concerning my job that could improve	1.00				
	my job is like a hobby to me				4.00	
	I never have to force myself to go to work				4.00	
	I feel real enjoyment in my work				4.00	
	I am more interested in my job than my friends are				4.00	
Gabrielle	there are no conditions concerning my job that could improve		2.00			
	my job is like a hobby to me				4.00	
	I never have to force myself to go to work			3.00		
	I feel real enjoyment in my work				4.00	
	I am more interested in my job than my friends are				4.00	
Natalia	there are no conditions concerning my job that could improve					5.00
	my job is like a hobby to me				4.00	
	I never have to force myself to go to work					
	I feel real enjoyment in my work					
	I am more interested in my job than my friends are					5.00
Sophia	there are no conditions concerning my job that could improve			3.00		
	my job is like a hobby to me				4.00	
	I never have to force myself to go to work				4.00	
	I feel real enjoyment in my work				4.00	
	I am more interested in my job than my friends are				4.00	
Rochelle	there are no conditions concerning my job that could improve	1.00				
	my job is like a hobby to me		2.00			
	I never have to force myself to go to work		2.00			
	I feel real enjoyment in my work				4.00	
	I am more interested in my job than my friends are			3.00		
Lisa	there are no conditions concerning my job that could improve					5.00
	my job is like a hobby to me					5.00
	I never have to force myself to go to work					5.00
	I feel real enjoyment in my work					5.00
	I am more interested in my job than my friends are					5.00

Appendix J: Example Employment Contracts

Retrieved from Employers Assistance Ltd (n.d)

Individual Employment Agreement

DATE :

BETWEEN :JK Ltd (The Employer)

AND : (The Employee)

1. Term of agreement

1.1 The term of employment commences on ____/____/____

1.2 Probationary Period (if using, delete 90 Day Trial Period below)

1.2.0

The Employee acknowledges that there will be a three month period of assessment at the commencement of this employment, known as the Probationary Period.

1.2.1

During the Probationary period the Employee's performance will be reviewed in weeks 2, 4, 6, 8 and 10 or ____ (such other times as may be required). The Employer will provide the Employee with reasonable training and support to assist the Employee in achieving the expected performance requirements.

1.2.2

In the event of performance below expectation or misconduct during this probationary period, the Employer shall instigate a formal investigation process. (in accordance with the procedure set out below) and the Employer may issue a formal warning about the consequence of continued performance or misconduct.

1.2.3

If the Employee receives two formal warnings within the probationary period, and their performance or conduct fails to meet the required standard, the Employer shall be entitled (after following the formal investigation procedure) to terminate the Employee's employment by giving one weeks notice in writing, or payment in lieu of notice. The Employer shall be entitled to terminate (after following the formal investigation procedure) without notice if the Employee commits an act of serious misconduct.

1.2.4

The Employer may extend the probationary period for a further period of one month in the event that the Employee receives a second formal warning within the 3 month probationary period, or in the event that the Employee is absent from work for periods which together exceed two weeks.

1.3 90 Day Trial Period (if using, delete Probationary Period above)

The parties agree that this employment is subject to a 90 Day Trial Period, pursuant to section 57A and B of the Employment Relations Act 2000, starting when the Employee commences work. The Employee acknowledges that during this 90 Day Trial Period, the Employer may dismiss the Employee by giving one week of notice (or pay in lieu of notice) prior to the end of the 90 Day Trial Period and in the event of dismissal, that the Employee is not entitled to bring a personal grievance or other legal proceedings in respect of that dismissal.

2. Title and Duties

2.1 The Employee's title and duties are described in the Job Description in Schedule 2 of this agreement.

2.2 The Employee agrees to fulfill other duties that, although not specified, may be required by the Employer from time to time, provided that such requirements are lawful and safe.

2.3 The Employer may, after consultation with the Employee, amend duties from time to time. One week of notice in writing will be given by the Employer to the Employee of any alteration to the Employee's duties, following consultation in good faith.

3. Places of Work

3.1 Places of Work

and anywhere the Employer might reasonably request.

3.2 The Employee agrees to work at other branches throughout New Zealand (on a temporary basis) as required or anywhere the Employer might reasonably request.

3.3 The Employee agrees to work at other branches throughout New Zealand (on a temporary basis) as required.

3.4 The Employee agrees to work throughout New Zealand and overseas as required to perform the duties contained in the job description.

4. Times and Hours of Work

4.1 The Employee's normal hours of work shall be:

Days: * _____ (Days of Work)
Hours: * _____ (Hours of Work)

4.2 It may be necessary, to meet the needs of the business, to adjust opening hours, or the working hours of work of the Employee. Before making any changes, the Employer will consult with affected Employees in good faith. If the Employer concludes that the hours need to be adjusted, the Employer will give one weeks notice in writing of the changes.

4.3 It is recognised there are times where the hours of work are flexible and the Employee may be required to make themselves available for work outside normal work hours.

4.4 Where an Employee works over and above 40 hours, the Employee will be paid a rate of * _____ (specify rate) as overtime payment for actual hours worked in excess of 40 hours.

4.5 Where economic or other conditions are such that existing hours of work cannot be sustained by the Employer, the Employer will provide the Employees with information and an opportunity to comment on any proposal to reduce hours by consulting in good faith with the Employees to seek mutually acceptable arrangements to overcome the problem. Where the problem cannot be resolved by consultation in good faith, the Employer may reduce the hours of work after seven days of notice in writing has been given to the Employee.

4.6 Pursuant to section 69ZE of the Employment Relations Act 2000, the Employee agrees that rest breaks and meal intervals will be taken as follows:

Ten minute Rest Breaks: _____

Meal Intervals: _____

The Employee agrees that the above agreed times may be varied where it is not practicable to stop work and in those circumstances the break or interval shall be taken as soon afterwards as reasonably practicable.

4.7 The Employee will accurately complete time sheets recording working hours for each day of work, and will submit those time sheets to the Employer by _____ each week, or immediately upon request.

4.8 The Employee will comply with the Employer's request to record hours of work.

4.9 Where the Employer is obliged to temporarily cease operation by reason of emergency (excluding closure under paragraph 5.1) or extreme weather conditions, the Employee will receive payment for the hours the Employee would have worked during the first day any such cessation. Thereafter the Employer shall not be obliged to pay the Employees wages, but the Employee can elect to be paid out annual holiday entitlement to cover the remainder period of the closure.

4.10 The Employee agrees that, in the event work is 'rained off' for the day (by reason of any weather condition that makes continuation of work unsafe, or impracticable), the Employer shall be entitled to end the working day early, providing always that the Employer shall pay the Employee (on condition that the Employee attended for work) for time actually worked, or three hours whichever is the greater for the day in question.

4.11 If the Employer is required by law not to open the shop for trading on Easter Sunday, the parties agree

that Easter Sunday is excluded from the Employee's working days, (even if the Employee usually works on Sunday). The Employee will not therefore be entitled for payment for Easter Sunday.

4.12 Where an Employee works over and above 40 hours, the Employee is allowed time off in lieu equivalent to the number of days the Employee actually worked in excess of 40 hours. Such time off may be taken only in consultation with the Employee's line manager, and within one month of the entitlement arising. There shall be no obligation on the Employer to pay for time off in lieu that has accrued, but is untaken at the end of the employment relationship.

5. Pandemic / Infectious Disease

5.1 The Employee agrees that if the premises / business is closed due to a Ministry of Health Directive or other Government initiative, intended to isolate or control an infectious disease, the Employee will not be entitled to wages or salary for the period of the enforced closure. The Employer will consider requests to be paid accrued annual holidays, or annual holidays in advance, having regard to the length of likely close down, the impact of the closedown on the business, and on the individual, but is not under an obligation to agree to a request, or to agree to a request in full.

5.2 If the Employee or the Employee's spouse or dependant has contracted an infectious disease the Employee will be entitled to use sick leave entitlement, and in the event that the Employee has no accrued sick leave, or has exhausted sick leave, the Employee may request accrued annual holidays, or annual holidays in advance.

5.3 If the Employee has been in contact with an infectious disease, and in accordance with Ministry of Health guidance, the Employer directs the Employee to stay away from work until it is known whether the Employee is infected or carrying the infectious disease, the Employee will be entitled to his / her wages / salary during the period of absence until either the Employee is cleared as fit to work, or until the Employee becomes ill and at that point the Employee will be required to use sick leave entitlement.

5.4 If the Employee is required to take time away from work to care for a dependant who is unable to attend school / day care because they have been in contact with an infectious disease, or the school or day care facility is closed, the Employee will not be entitled to be paid wages / salary, or use sick leave entitlement but may request to be paid accrued annual holidays, or annual holidays in advance.

5.5 The Employee agrees to comply with any directive from the Employer (or on behalf of the Employer) to attend a health facility, at the Employer's cost, for testing to determine whether the Employee has contracted, or is a carrier of an infectious disease.

5.6 The Employee agrees to comply with any reasonable directive issued by the Employer (or on behalf of the Employer) designed to isolate the Employee or other Employees from the risk of infection (for example, change of work place, wearing of protective equipment, use of antibacterial products).

6. Remuneration Details

6.1 All wages or salary shall be paid _____ by direct credit to the Employee's bank account, no later than " _____".

6.2 Details of the Employee's wage / salary calculations can be found in the attached schedule 3 to this employment agreement headed Remuneration Details.

6.3 Where employment ends for any reason the Employee shall receive their final pay on the first pay day after termination.

6.4 The remuneration will be reviewed annually on or about the anniversary date of the commencement of the Employee's employment. In no event will the Employer be obliged to increase the remuneration as a result of such review.

6.5 The Employee authorises the Employer to make a deduction from the Employee's pay for: loss or damage to the Employer's, or a customer's premises, plant, stock or equipment, where such loss or damage has been caused by the Employee's misuse of machinery / equipment, failing to follow instruction, or reckless actions, or for any time the Employee is absent from work without authorisation or good reason, or for time lost through the Employee's fault.

6.6 In the event of an overpayment of wages to the Employee, the Employee authorises the Employer to deduct the overpayment from any subsequent payment due to the Employee, provided the Employee is given written notification of the Employer's intention to recover the overpayment and the amount to be deducted.

6.7 The Employee authorises the Employer to make a deduction from payments due to the Employee, in respect of monies owing to the Employer (for example the Employee's purchase account or tool account).

6.8 Upon termination of employment (for what ever reason) the Employee authorises the Employer to deduct from the Employee's final pay (including holiday pay) whatever monies the Employer may be owed under the employment relationship (or otherwise) including annual holidays or sick leave taken in advance.

6.9 The Employee agrees that the Employer is not required to deduct union fees from the Employees pay.

6.10 Payment for periods of annual holidays will be made during the period of annual holidays on the usual pay day and not in advance of the annual holidays commencing, unless the Employer has specifically agreed to pay before the holidays commence.

7. Expenses

7.1 The Employer shall reimburse the Employee for all authorised reasonable travel, accommodation and other expenses that the Employee properly incurs in the exercise of duties. In respect of travel costs involving the Employee's car, the Employer shall use the current IRD scale of motor vehicle rates. The Employer requires claims for such expenses to be supported by receipts.

7.2 Entertainment expenses may only be incurred with the prior approval of the Manager and where it is for the legitimate entertainment of company clients. Full supporting documentation shall be supplied by Employees stating the name of the client, the nature of the entertainment and the reasons for the expenditure.

8. Jury Service

8.1 Where an Employee is obliged to undertake jury service or is subpoenaed to appear before the court as a witness, the difference between the fees or witness expenses (excluding reimbursing payments) paid by the court and the Employee's normal daily pay shall be made up by the Employer provided:

- That the Employee produces the court expenses voucher to the Employer;
- That the Employee returns to work immediately on any day they are not actually serving on a jury or required as a witness;
- Such payments shall be made up to a maximum of 5 days in respect of each separate period of jury service.

9. Holidays and leave

9.1 To avoid doubt, the holiday and leave entitlements provided under this agreement incorporate the requirements of the Holidays Act 2003, and are not in addition to the entitlements provided by the Act.

10. Annual Holidays

10.1 Employees are entitled to 4 weeks paid annual holidays per annum calculated in accordance with the provisions of the Act on completion of one years' service with the Employer.

10.2 Annual Holidays shall be taken at a time to be agreed by the Employer and the Employee and, failing agreement, as directed by the Employer. The Employee must give at least "_____ weeks of notice that he or she wishes to take annual holidays. The Employer will endeavour to accommodate requested holiday dates, but may not be able to do so. Holiday requests will be considered in the order in which they are received and requests may be refused because other Employees will be absent, to ensure that holidays are available to cover close down periods, to ensure that the Employee is able to benefit from a proper break from the employment, or to meet the operational requirements of the business. The Employer may direct that the Employee take annual holidays, where the parties have been unable to agree when holidays should be taken, but shall provide not less than 14 days of notice of the requirement to take holidays.


10.3 The Employer may operate a closedown at _____ during which the Employees are required to discontinue work, and are required to take all or some of their annual holidays. If the Employer decides to operate a closedown at this time, the Employer will provide at least 14 days notice in writing before the closedown begins.

10.4 Payout of annual holidays can only be made for up to 1 week from entitlement years that begin after 1 April 2011.

11. Public Holidays

Appendix K: IRD Tax Declaration Form

Retrieved from Inland Revenue (2019).



Inland Revenue
Te Tari Taake

Tax code declaration

IR330
April 2019

Use this form if you're receiving salary or wages as an employee.
If you're a contractor or use a WT tax code, you'll need to use the *Tax rate notification for contractors (IR330C)* form.

Once completed:

Employee Give this form to your employer.
If you receive a payment such as a benefit or superannuation, return this form to Work and Income.

Employer Do not send this form to Inland Revenue. You must keep this completed IR330 with your business records for seven years following the last wage payment you make to the employee.
When an employee gives you this form you must change their tax code, even if you have received different advice in the past.

1 Your details

First name/s (in full) Family name

IRD number (8 digit numbers start in the second box. 1 2 3 4 5 6 7 8)

2 Your tax code

You must complete a separate *Tax code declaration (IR330)* for each source of income
Choose only ONE tax code Refer to the flowchart on page 2 and then enter a tax code here.

If you're a casual agricultural worker, shearer, shearing shed-hand, recognised seasonal worker, election day worker or have a tailored tax code refer to "Other tax code options" at the bottom of page 2, choose your tax code and enter it in the tax code circle.

Tax code

3 Declaration

Signature

Day Month Year 2 0

Give this completed form to your employer. If you don't complete Questions 1, 2 and 3, your employer must deduct tax from your pay at the non-notified rate of 45 cents (plus earners' levy).

Privacy

Meeting your tax obligations means giving us accurate information so we can assess your liabilities or your entitlements under the Acts we administer. We may charge penalties if you don't.

We may also exchange information about you with:

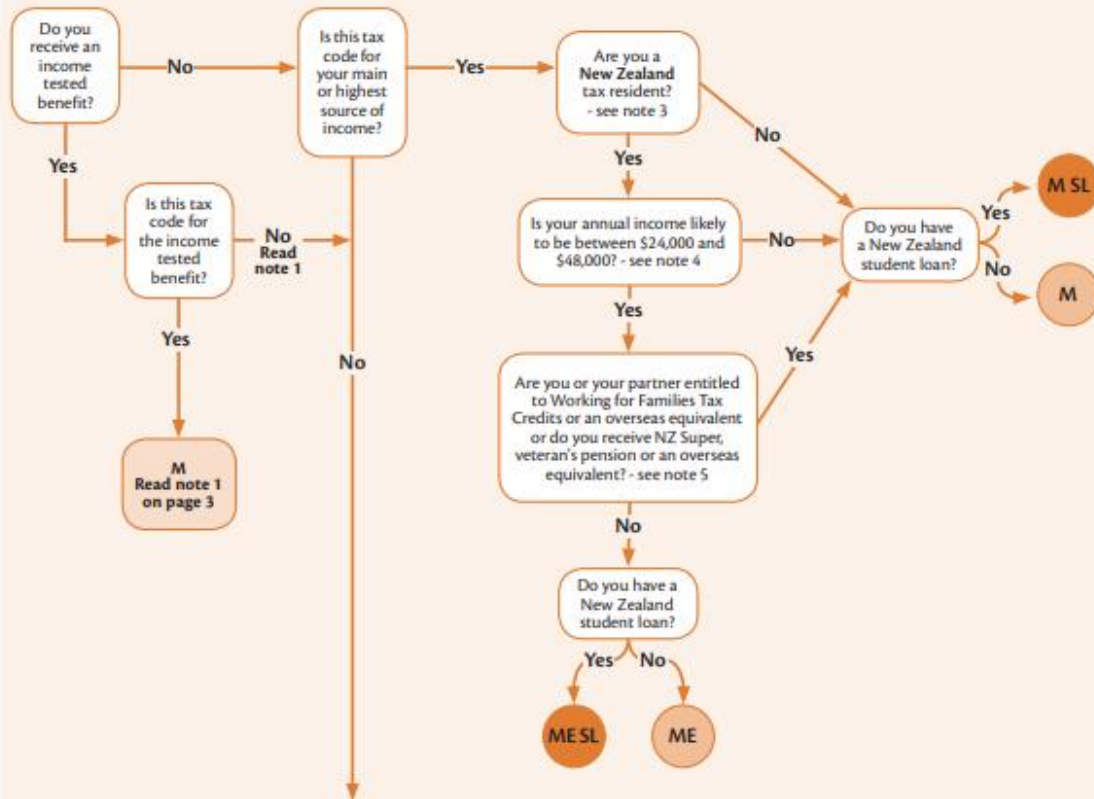
- some government agencies
- another country, if we have an information supply agreement with them
- Statistics New Zealand (for statistical purposes only).

If you ask to see the personal information we hold about you, we'll show you and correct any errors, unless we have a lawful reason not to. Contact us on 0800 377 774 for more information. For full details of our privacy policy go to www.ird.govt.nz (keyword: privacy).

RESET FORM

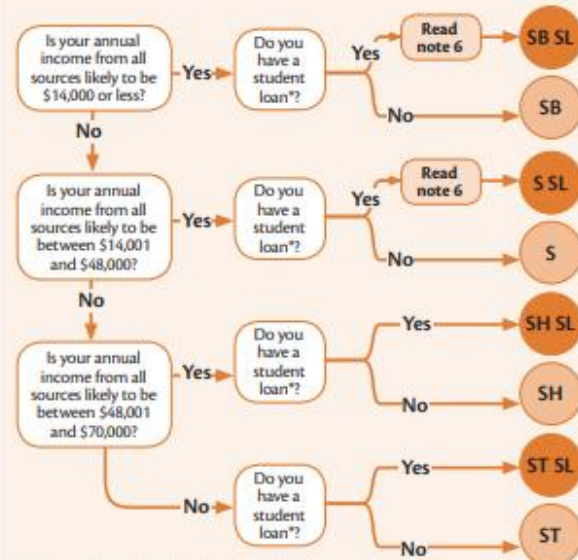
Salary and wages – main or highest source of income

Choose your tax code here if you receive salary or wages. See secondary income and other tax code options below for secondary jobs or income from other sources



Secondary income

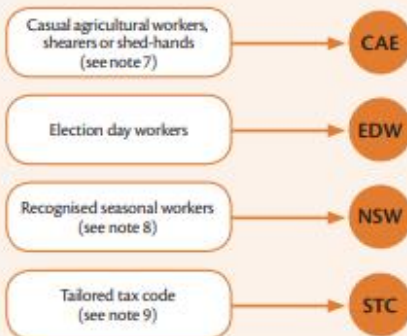
Use this flow chart for your secondary income source



* Relates to New Zealand student loans only

Other tax code options:

Use the tax code shown if you receive any of the following types of income or you have a tailored tax code



2

When you've worked out your tax code, enter it in the tax code circle at Question 2 on page 1.

Important: You may need to change your tax code if your circumstances change during the year. For example:

- you take out a student loan or pay it off
- start or stop being eligible to use ME or ME SL (see note 5 below)
- you have a second job and your income decreases or increases, changing the code you should be using.

Notes to help you complete this form

1. If you receive a **benefit from Work and Income** (other than a student allowance, NZ Super or Veteran's Pension) you must use the "M" tax code for this income. You must use the **secondary income** section on page 2 to work out your tax code for any other taxable income.
If you choose a secondary tax code of "S" or "S SL" and you'll earn more from your secondary job than your benefit, you may pay more tax than you're required to for that job. You can apply for a **tailored tax code** so that the right amount of tax is deducted - see note 9 for more information about tailored tax codes.
2. **Source of income** means income such as salary, wages, weekly accident compensation payments, NZ Super, Veteran's weekly compensation, Veteran's Pension or student allowance.
3. You are a New Zealand tax resident in any of these situations:
 - You've been in New Zealand for more than 183 days in any 12-month period and haven't become a non-resident.
 - You have a permanent place of abode in New Zealand.
 - You're away from New Zealand in the service of the New Zealand Government.
4. Your **annual income** is your total income (before tax is deducted) from all sources, from 1 April to 31 March, excluding losses carried forward from a previous year.
5. If you or your partner are entitled to receive Working for Families Tax Credits (WFFTC) or an overseas equivalent, or if you receive NZ Super, Veteran's Pension or an overseas equivalent of any of these, your tax code is "M" (or "M SL" if you have a student loan). You're not eligible to use "ME" or "ME SL".
For more information about WFFTC go to www.ird.govt.nz
6. You may be eligible for a repayment deduction exemption on your salary and wage income if you:
 - have a student loan
 - are studying full-time in New Zealand
 - expect to earn below the annual repayment threshold from all sources
 - earn above the pay-period repayment threshold.If you have a student loan and you choose "SB SL" or "S SL" for your tax code, you may pay more towards your student loan than you need to. If you earn under the pay period repayment threshold from your main job, you can apply for a special deduction rate to reduce your student loan repayment deductions on your secondary earnings.
For more information about repayment deduction exemptions and special deduction rates go to www.ird.govt.nz/studentloans
If you already have a repayment deduction exemption or special deduction rate for your student loan but your circumstances have changed, you'll need to update your details so we can check you're still eligible. You can do this at www.ird.govt.nz or by calling 0800 227 774.
7. **Casual agricultural workers** are people engaged in casual seasonal work on a day-to-day basis, for up to three months. This includes shearers and shearing shed-hands.
8. If you are a recognised seasonal worker or hold a work visa as foreign crew of a vessel fishing New Zealand waters, you will use the "NSW" code. **Recognised seasonal workers** must be employed by a registered employer under the Recognised Seasonal Employers' Scheme and are employed in the horticulture or viticulture industries. You must have a Recognised Seasonal Employer Limited Visa/Permit. See www.immigration.govt.nz (search keyword: seasonal).
9. If you have a current **tailored tax code** certificate, enter "STC" as your tax code on page 1 and show your original tailored tax code certificate to your employer.
A tailored tax code is a tax deduction rate worked out to suit your individual circumstances. You may want one if the regular tax codes will result in you not paying enough tax or paying too much. For more information go to www.ird.govt.nz or contact us on 0800 227 774. You can apply for a tailored tax code in myIR or complete a *Tailored tax code application (IR23BS)* form. Go to www.ird.govt.nz (search keyword: IR23BS).
10. If you need help choosing your tax code go to www.ird.govt.nz or contact us on 0800 227 774.

Appendix L: Commercial Cleaner Packaging Example

Retrieved from Haro (n.d).



CLEANING INSTRUCTIONS FOR HARO DISANO FLOORS

1. Simply use a broom or vacuum cleaner to remove dust and dry dirt.
2. Then use a microfibre mop to clean sticky spots or tougher dirt. Add ½ teaspoon of "**Clean & Green Natural**" to 1 litre of COLD water and wring out the mop head well so the microfibre pad is ONLY DAMP. DO NOT use a SOAKING WET mop. Then simply damp-mop the floor. You should get approximately 40x cleans per bottle. *Clean & Green Natural* is environmentally friendly and adds a protective film to your floor.
3. Every now and again (say once a month) give your floor a more intensive clean and for this we recommend "**Clean & Green Active**". Apply this in the same way as the *Natural* cleaner. Afterwards, mop again with *Clean & Green Natural* which adds that protective layer to your floor.
4. To maintain your timber floor, we recommend that once a year you apply **Clean & Green Aqua Shield**. This will give your floor a new lease of life, be more durable and also better protected against moisture penetrating from above. Simply mop onto your floor and leave to dry for 2 hours before walking on it. Please note that these products are applied 'neat' i.e. not diluted in water. It is best to clean your floor with **Clean & Green Active** just prior to this protection treatment.

PLEASE TAKE NOTE – For Disano floors:

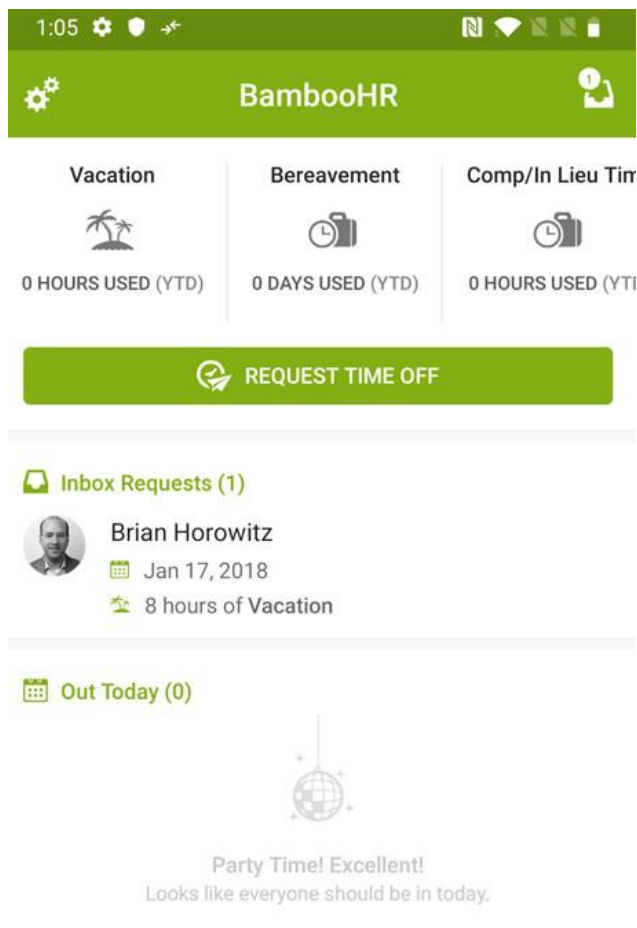
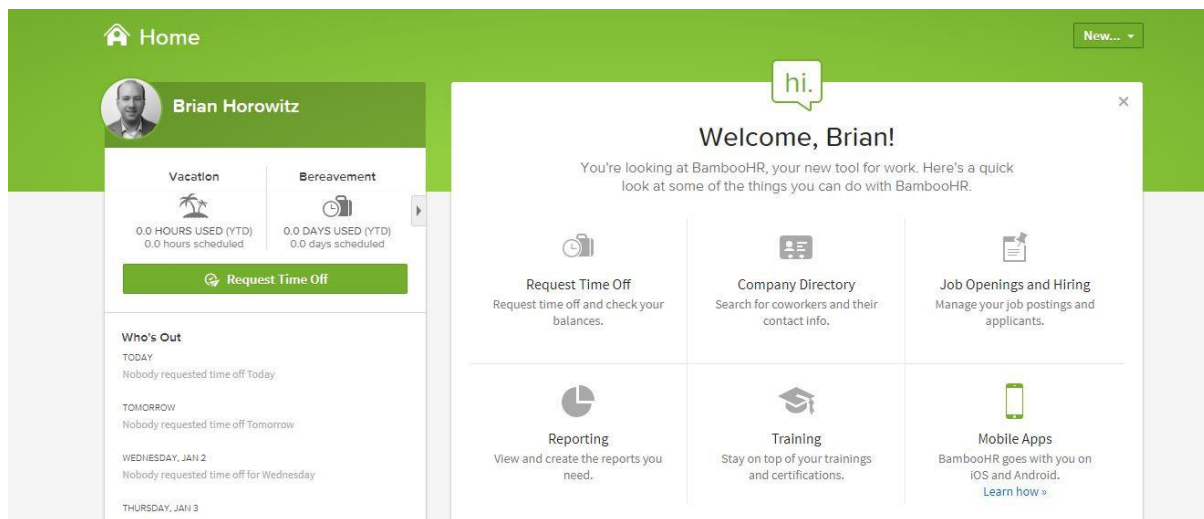
- DO NOT USE HOT/WARM WATER (COLD WATER ONLY)
- DO NOT USE A WET MOP (JUST DAMP)
- DO NOT USE A STEAM CLEANER – steam is not good for wooden floors, it expands the grain/fibers and allows dirt and moisture to penetrate and stay put.
- AVOID LETTING WATER STAND ON YOUR FLOOR - pets' water bowls or plant pots could hide water underneath
- Always mop in the direction of the grain
- Do not drag heavy furniture along the floor
- Use felt pads under furniture eg bar stools, chairs, tables, and the like.
- Use mats for entry points – small stones caught up under shoe soles could scratch your floor.

For more information or to purchase products go to: www.haro.co.nz



Appendix M: BambooHR

Retrieved from Marvin (2019).



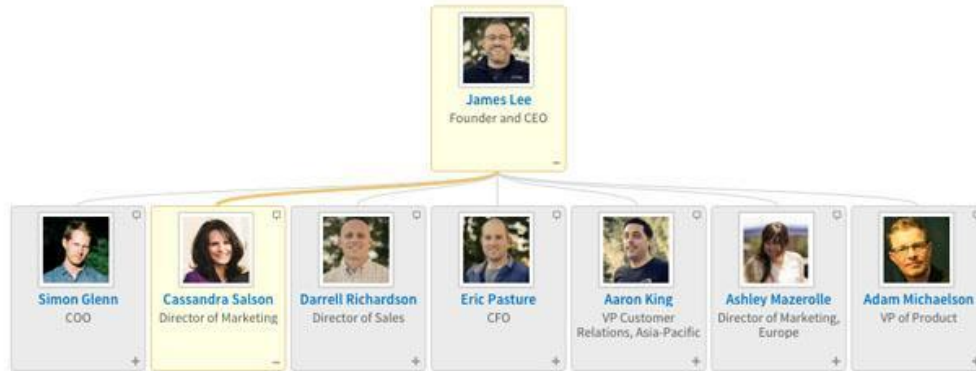
Employees (109)

James Lee (Founder and CEO)

Levels 1



Zoom



Add a New Report

Report Name *

2019 BC Report

Choose Fields

Search Fields

Browse Fields

US Health Insurance - FSA Eligible - Eligibilit...
US Health Insurance - FSA Eligible - Employe...
US Health Insurance - FSA Eligible - Compan...
Dental Insurance - Status
Dental Insurance - Effective date

Selected

Full-Time Student

401(k) - Status
401(k) - Employee pays
401(k) - Company pays

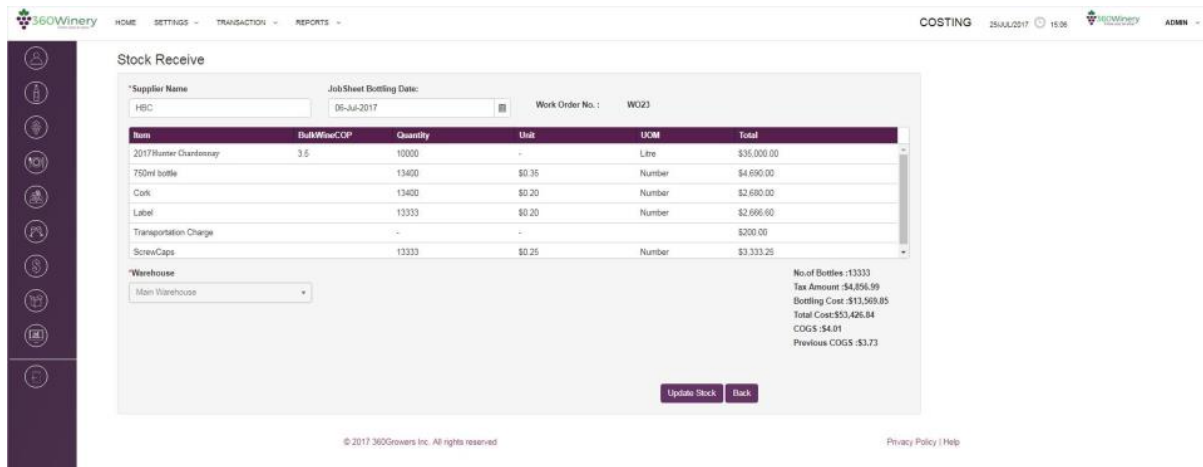
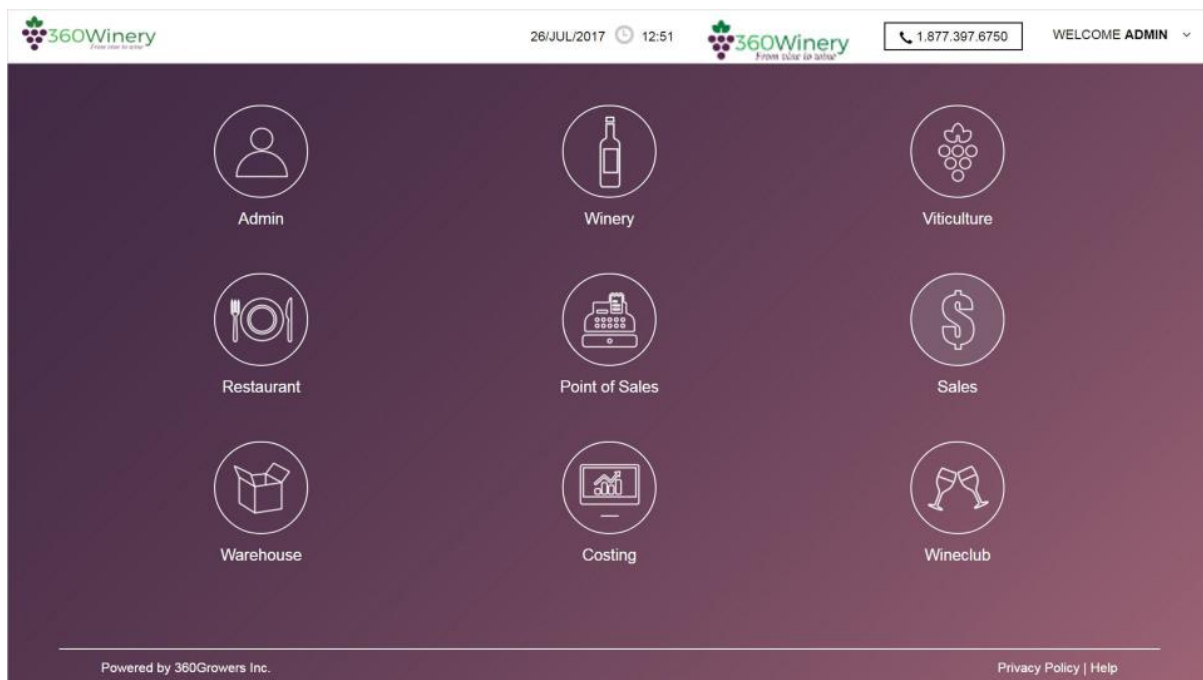
Save


Cancel

Powered by 














































Appendix N: 360 Winery

Retrieved from Capterra (n.d).





HOME SETTINGS TRANSACTIONS REPORTS



Manage Shipment

Manage Shipment

Batch Shipping Label

Manifest Shipment

Sales Type :
All

Shipment Status :
Due For Shipment

Invoice No. :
Invoice Number

Invoice Date From :
Invoice Date From

Invoice Date To :
Invoice Date To

Edit Address

	Invoice No.	Invoice Date	Shipment Date	Customer	Postal Code	Suburb	Status
<input type="checkbox"/>	10179	17 Jul 2017	17 Jul 2017	Sam Philip	1421	Strawberry Hills	Due For Shipment
<input type="checkbox"/>	L-10104	14 Jul 2017	14 Jul 2017	Sam Mathew	M1P 2A2	Scarborough	Due For Shipment
<input type="checkbox"/>	L-10103	14 Jul 2017	14 Jul 2017	Sam Mathew	M1P 2A2	Scarborough	Due For Shipment
<input type="checkbox"/>	10175	13 Jul 2017	13 Jul 2017	John Jacob	1231	Sydney South	Due For Shipment
<input type="checkbox"/>	10174	13 Jul 2017	13 Jul 2017	John Jacob	1231	Sydney South	Due For Shipment
<input type="checkbox"/>	10173	13 Jul 2017	13 Jul 2017	John Jacob	1231	Sydney South	Due For Shipment
<input type="checkbox"/>	L-10102	11 Jul 2017	11 Jul 2017	Sam Mathew	M1P 2A2	Scarborough	Due For Shipment
<input type="checkbox"/>	10167	10 Jul 2017	11 Jul 2017	Sarah Pailin	555	Lorne	Due For Shipment
<input type="checkbox"/>	10163	06 Jul 2017	07 Jul 2017	Sarah Pailin	555	Lorne	Due For Shipment
<input type="checkbox"/>	L-10086	06 Jul 2017	06 Jul 2017	Sam Mathew	M1P 2A2	Scarborough	Due For Shipment

1

2

3

4

5

6

7

8

9

10

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11

12

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