

## And result in non-consideration and self-discounting

■ **Non-consideration:** Not knowing enough to garner interest

■ **Too hard basket:** Don't try to find further information because of perceptions the information is hard to find, unavailable or only available to those selected

■ **Self-discounting:**

- It's something you are selected for rather than apply for
- Not having the right qualifications or experience
- Facelessness reduces ability to connect or find appeal

*"I wouldn't have ever thought to even look at working there."*

*"I just don't know enough about them, what they do or who works there."*

We need to:

- Portray the organisation in a much more human, relatable and approachable way.
- Clearly communicate how to get more information.

IMPLICATION

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## At first impression, people thought that it would be a demanding job with not a lot of work-life balance

Demanding

■ At first thought, most people imagined that working for NZIC would be intense – long hours, lots of responsibility, stressful, on call, shift work, always on the go, with not a lot of work-life balance.

■ On second thought, they realised work-life balance would be important:

- To be able to do their best job
- To make good decisions
- To retain employees

■ Through the lens of well-being, another major source of stress would be not being able to share a lot with your family – hence why internal support and a good culture would be important.

*“I would imagine it being quite stressful to work there with lots of pressure. You’d need to be switched on 24/7.”*

IMPLICATION

To align with today’s ideals around work, we need to emphasise how work-life balance for employees is important to NZIC and how that is facilitated, e.g. Flexibility, childcare.

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# There were mixed perceptions around what the work and environment is like - fuelling non-consideration



VS.



- Those from STEM backgrounds were more likely to think of working at NZIC as exciting
- Strategic, collaborative, big picture
- Best in class technology, uses best practice, technical, analytical
- Stimulating environment
- Intense

*"I would imagine it to be really interesting - seeing and doing things normal people don't get to."*

- Others imagined a boring office job, with cubicles and a dull environment
- Association with government also comes with slow, lagging, hierarchical, bureaucratic

*"I think it would actually be quite mundane. Not what the movies would have you think."*

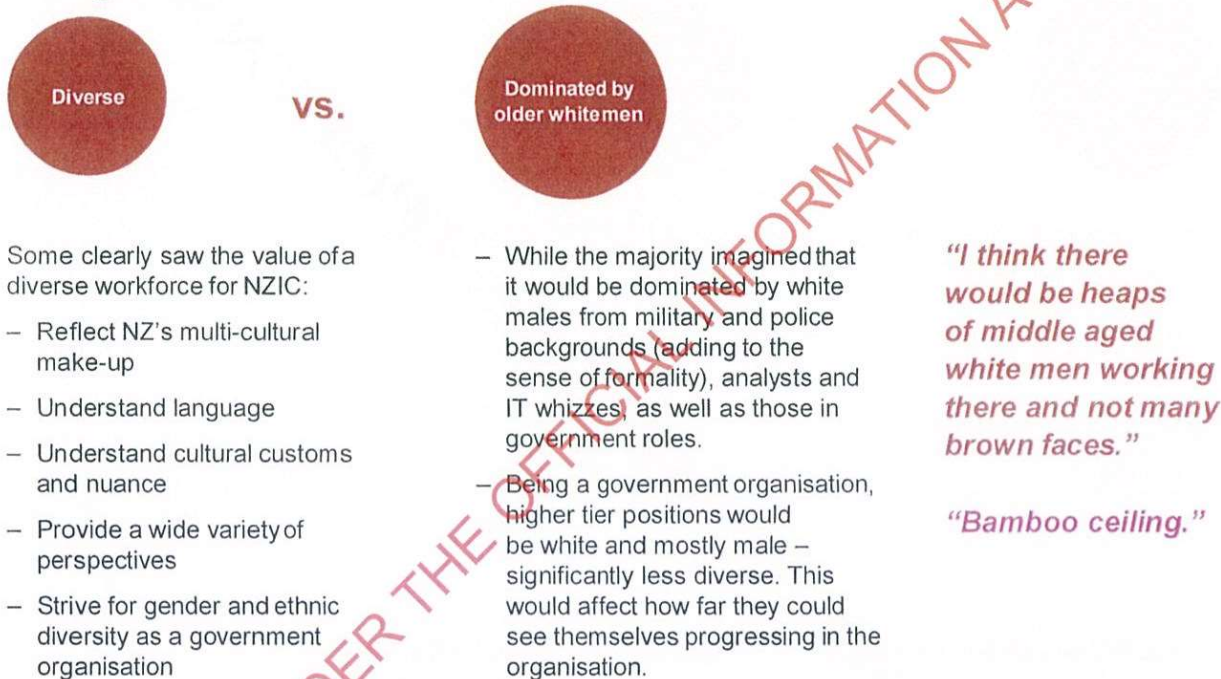
We need to emphasise how working for NZIC is rewarding, engaging and vibrant in terms of both work and culture.

IMPLICATION

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# And there are mixed perceptions about how diverse NZIC is, but these perceptions are unlikely to deter an eager candidate



### Ethnicity & Gender note:

Many women and minorities are adept at navigating a multi-cultural society where Western, male-dominant values are often the norm. At the same time, they are highly conscious of changing times and enthused to be a part of progress.

### IMPLICATION

Demonstrating diversity in people and an open and inclusive culture encourages and reassures both confident and less confident potential candidates.



# Perceptual barriers were of more concern than actual barriers

## Must address

### Limited knowledge:

- Of organisation
- Little knowledge of breadth of roles available
- Little knowledge of benefits

### Self-discounting:

- Eliteness, formal, out of reach
- Vetting of self and family members
- Ensure people know a bad egg in the family is often not an issue

### Work-life balance perceptions:

- Not family-friendly, inability to work from home; perceptions of inflexibility

## Of concern

### Top functional barriers:

- Not being able to talk about my job with friends and family – especially for younger people due to their job creating part of their social cache.
- Not being able to talk about job with their loved one (due to potential support needed).
- Perceptions of limited career progression
- Ensure people know how this job can open doors later on and how others have gone on to other jobs
- Wellington – Mixed. If with family, less likely to want to move

## Not of concern

- It's not as much of a concern not being able to discuss their job with wider family, friends or community
- Not talking about work on social media/ not using social media at work
- Big brother perception not a strong sentiment of this with most people. However if reputation did become more negative, status of the job and attractiveness of the organisation would decrease.

Interestingly, there were no real differences across ethnic groups.

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Overall, people were impressed by the range of benefits available.

We have to address perceptions that clash with key motivations and dial up the positive associations

IMPLICATION



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# Transforming negative perceptions





# Transforming negative perceptions

Secretive, elite,  
formal  
White and male

Demanding

**Belonging**  
Openness,  
inclusiveness, trust

**Work-life  
balance**

Show that it is everyday  
relatable people that work  
there.

Demonstrate diversity at  
all levels and an open and  
inclusive culture.

Show how NZIC aligns with  
today's ideals around work-  
life balance and flexibility.

Most were impressed at the  
benefits and perks available  
to NZIC employees.

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**While not a top of mind motivation when job-seeking, belonging is the area where we have the most opportunity – and work to do – to counter self-discounting**



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Belonging also impacts realisation of other motivations.

A place where one is not fully included, respected or treated equally impacts on how much potential one can see for self-growth, career progression and ultimately salary.

It also impacts on well-being and full sense of work-life balance.



**IMPLICATION**

In terms of their proposition, NZIC has much to offer to counter negative perceptions while appealing to motivations of giving back, self-growth, career progression, salary and work-life balance.

Belonging, however, is a more complex equation which requires us to use our understanding of culture to diagnose and discover opportunities to connect.

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# Career journeys through a cultural lens



**We know that we need to speak to values and motivations.**

**Next, we need to understand where and how to best reach and resonate with people of a broad range of backgrounds along their career pathways.**

**To do this meaningfully, we have to unpick how interdependent and independent cultural tendencies influence career pathways, and what this means for strengthening and communicating “humanised connection.”**

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# People happen upon career ideas and seek jobs through many of the same channels

## Formal:

- High school – teachers, counsellors, careers advisors, career days
- University – career expos, lecturers, tutors, mentors
- Foundational courses (foreign students)
- Professional mentors
- Community events

A formative time for creating ideas around careers that last well into the future

Another formative time when people are in the mindset of wanting to achieve and thinking about their future

E.g. Markets, Pasifika festivals, cultural events, Pā wars

## Informal:

- Family – immediate and extended
- Marae, mosque, church
- Friends
- Community role models, mentors
- Bosses / colleagues
- Sports mates

Some churches have their own career expos

For those that are mid-career, they will use all of the channels outside of the university touch points. Further to this, many mid-career also go back to university as mature students which could be an opportunity of engagement for NZIC.

*“It was [Mel] at the foundational course. She planted the seed and supported us through the application process.” – Chinese*

*“I’ve had people that I’ve worked with that have been great sounding boards for my career.”*

*“Both family and friends have helped me find and get into jobs. They know me and what I like, and they know I wouldn’t let them down.”*

**We need to invest into channels at formative times expecting future, rather than immediate, pay-off.**

**Cultivate the seed – provide support through the application and hiring process.**

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## The online experience is essential to driving engagement

### Where they look:

- Seek
- Trademe jobs
- Facebook jobs
- Government job website
- Recruitment agencies
- Employer website

Employer websites are the first port of call in furthering interest in a job across all potential candidates, from graduates through to mid-career.

Likewise, the NZIC website is the first place interested candidates will go for more information.

The online experience is a reflection of your organisation so first impressions are crucial. We must engage them with our style of content and tone as well as through ease and functionality of the site.

Many of those looking will also be highly skilled and/or have high expectations of what we look like and what we offer. We need to make sure we meet their expectations.

Websites and digital channels have features we can leverage to maximise engagement and appear to be more "in reach":

- Easy navigation – Complexity leads to abandonment and seeming "out of reach"
- Use quality images and video – Meet the high expectations people have of websites today
- Language style that connects – Professional but not out of reach
- Frequently Asked Questions page, e.g. Will they train me?, Will I have to move to Wellington?
- Providing avenues to keep and get in touch: Register your interest/Keep me updated, recruitment drive notifications
- Pages 64-67 list ways we can bring NZIC to life in ways that convey diversity, approachability and vibrancy through online channels

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## But how one's pathway unfolds and the breadth of careers one imagines is available to is strongly influenced by social environment

Socio-economic culture sets these interdependent cultures apart when it comes to walking one's career path.

### *Freedom to choose but often less experienced support*

#### **Self-limiting**

For Māori and Pacific Island, possibilities of what careers they could follow are often influenced by their whānau and community environment. Self-driven Pacific Islanders share the opinion that their friends and family often settle or limit their options because they may not see many alternatives around them.

#### **Open pathway**

When it comes to career, Māori & Pacific Island families want their children to "do what makes you happy". Although education is recognised as valuable, choosing work over further education is also considered a legitimate and practical choice.

#### **Less experienced support**

Pacific Island and Māori parents and family may not have been to university (or been much involved in their children's education, deferring to teachers who they trust know best) and may therefore be unable to advise in this capacity, even though they are supportive. Individuals who take the less trodden path often speak of a role model who inspired them to have their own goals and stick to them.

### *Less freedom to choose but often more experienced support*

#### **Set pathway**

In contrast, the career pathways of Middle Eastern and Asian cultures are often set. There is a lot of family pressure to go to university and follow an acceptable, "high status" career. There is never any doubt that they will not "succeed".

#### **Experienced support**

Middle Eastern and Asian families are more likely to be able to provide their children with the environment, support, confidence, experience and networks to be able to succeed in university environments and career choice. That access (e.g. University professors, student networks, career offices) gives them an advantageous support network.

However, those new to the country also lack their traditional support system and may not be as familiar with New Zealand systems. And they still face bias as they develop their career.

*"If dad was alive, I'd be a doctor." - Indian*

*"The most important thing my whānau emphasised was for me to be happy in the mahi I do – and that it's not just about money." - Māori*



## IMPLICATION

- Invest into optimising the NZIC website for recruitment.
- Expect long-term return on investment for targeting candidates at high school and other formative times.
- Counter self-doubt and self-discounting and boost confidence along the career pathway:
  - At every touchpoint, demonstrate that diversity of background, pathways, ways of thinking, experiences, values and models of leadership are valued and accommodated for.
  - Use a tone and approach that is encouraging, non-intimidating, and committed.
- Emphasise that support is available:
  - Take an encouraging “we’ll support you to prove yourself” stance rather than a “prove yourself” angle to counter discounting.
  - Provide support right through application process and hiring process.

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# Regardless of how one lands a job, it's not uncommon for ethnic minorities to experience conscious and unconscious bias in the workplace

## ■ Performance bias

Underestimating performance based on gender or ethnicity.

As a result, women and minorities have to accomplish more to prove that they're as competent as men or NZ Europeans.

*"In my system, you really have to prove yourself."*

## ■ Affinity bias

The tendency to gravitate toward people like ourselves in appearance, beliefs, and background. We may avoid or even dislike people who are different from us.

*"You're always on the backfoot."*

*"Because English isn't my first language I don't always get all the jokes or I can't find the right words."*

## ■ Casual racism or sexism

Off-hand comments that rely on negative stereotypes or prejudice, and exclusion of people from social situations on the basis of race or gender.

*"Little comments, assumptions, some think we are ungrateful."*

## ■ Ceiling

The ability to only go so far in an organisation; systemic organisational and cultural barriers that exclude women and minorities from attaining higher executive positions.

*"Bamboo ceiling."*

*"Sometimes it's just so blatantly obvious."*

## ■ Intersectionality

The interconnected nature of social categorisations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

*"You are on the backfoot from the get go – as a woman, Pacific, Tongan."*

## ■ Resentment

Resentment of affirmative action in organisations.

*"[A Pākehā colleague was saying to my superior], 'I'm a white guy but they want diversity, making it easier for those ethnicities to come in. I worked my arse off to come in here'... I didn't say anything because I didn't want to cause an argument... [My superior] didn't say anything, didn't carry on the conversation. He didn't buy into it so that was good."*

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# Leadership is culturally nuanced too

## ■ Being assertive vs. humble

Interdependent traits of humility and putting others first may not be appreciated at independent-oriented workplaces where assertiveness and confidence are rewarded.

In fact, many interdependent cultures display strong leadership in other environments, such as with extended family responsibilities, (e.g. caring for extended family, funerals, etc) at church, at school, in sports, in the community – but may not connect these strengths to their place at work.

## ■ Collective vs. competitive

Interdependent leadership is based on building relationships and valuing people, and understanding their needs.

Additionally taking a collective approach to achievement by acknowledging each others' work and lifting each other up.

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*“Chinese are more subservient, I see this especially in females. I have some leadership traits so it doesn't affect me as much.”*

*“Without respect and trust, what I want to do as a leader means nothing.”*

*“We naturally have that leadership role from our family responsibilities.”*



## Experiences where there has been a lack of transparency about decisions have been construed as a lack of trust based on ethnicity

*"My husband tried twice to get into the police force. He did all the tests and after the second time, they told him not to apply again. They didn't say anything about why... we thought it is probably because we are from overseas."*

*"When I pass those tests, they shouldn't have a problem trusting me."*

*"[I applied for the territorials] but they never got back to me. Can only think it was because of my [other country] passport or they lost the paperwork."*





## Experiencing these slights on a regular basis is frustrating

And while everyone has coping strategies, it can take a toll. But you can only do so much.



### Front-foot it

*"You have to front foot it by acting confident, bringing out your Kiwi side, being strong, having your own coping strategies."*



### Self-talk

*"I'm just as good as the other person going for the role."*

*"Don't be afraid to talk about yourself."*



### Be positive

*"Just power through it. Shrug it off – don't dwell on it or it will get you down."*



### Take the initiative

*"It had to come from me to say hello and for them to accept me."*

*"I always made sure people felt welcome when they started because I didn't want them to feel how I did."*



### Don't rock the boat

*"If it's a good job I wouldn't want to ruin my income or livelihood."*

*"You would never dare ask for [a prayer room]."*



### Only rock the boat sometimes

If one recognises bias, there's a tension between teaching people and calling people out.

*"You can't help but voice your opinion and be loud... but you have to find a balance."*

Being too much of an advocate can make people offended.

*"You might be called a drama queen... or get funny looks."*

And always having to be the advocate can be a cognitive and emotional burden.

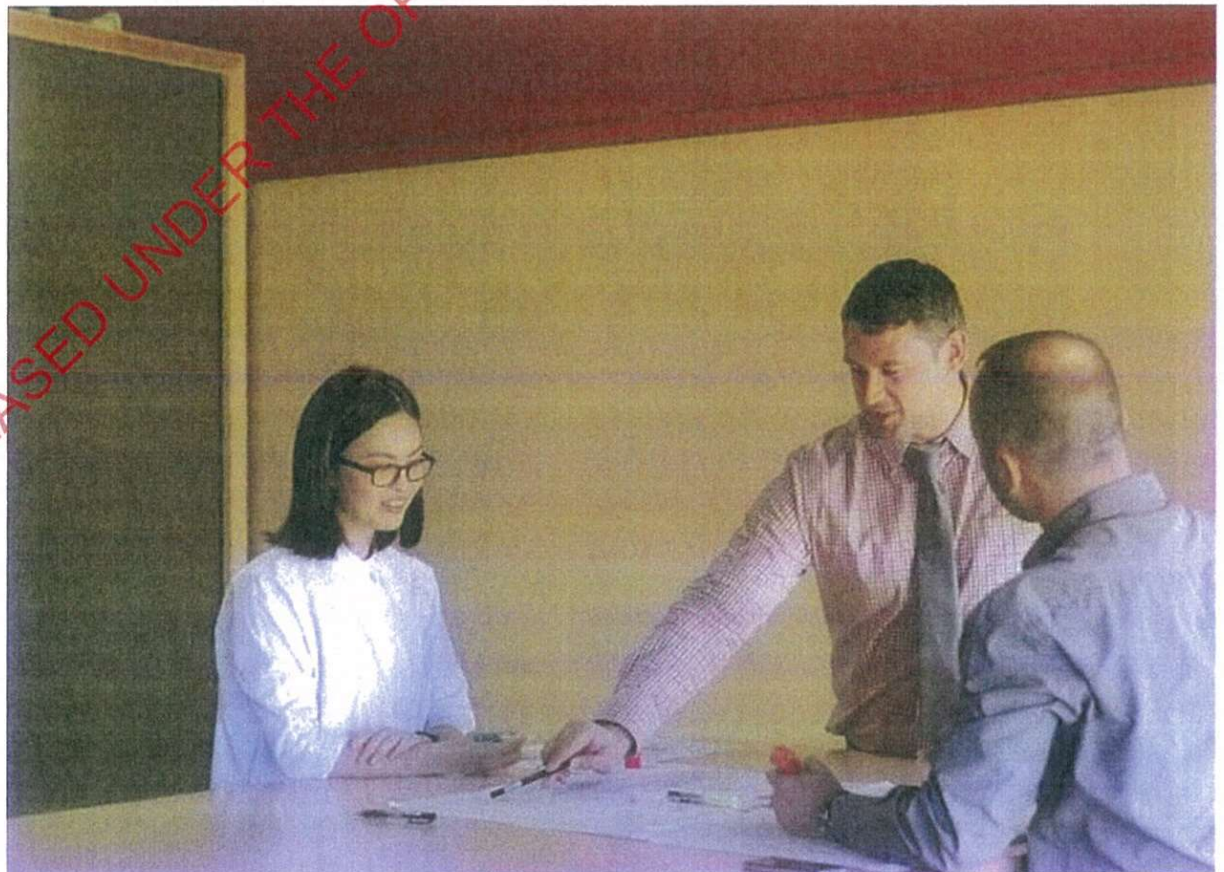
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## Women felt that ethnicity was a larger barrier than gender

People assumed that majority of companies in 2019 in New Zealand would be gender inclusive.

Being such a prominent topic now, blatant sexism is easily recognised.

When it comes to social activities in particular, women recognise there are boys clubs where women, intentionally or not, get left out of social activities. Depending on context, this is tolerated and not too bothersome to an extent – as long as the professional opportunities and progression are kept equal.





**Muslims find New Zealanders friendly, respectful, curious and happy to accommodate religious customs once they know about them. However, they would be extremely reticent to impose this suggestion themselves.**

- Supporting religion but not othering it, e.g. a Private room rather than Prayer room
- Being knowledgeable about Muslim religious holidays/events like Eid and Ramadan and factoring this into the work routine around that time
- Being knowledgeable about Muslim customs, e.g. opposite genders not touching
- Food and not drinking – particularly for social work occasions

**There is more awareness of issues for Pacific Island, Māori, Asian and women than there is for Muslims. Since the Christchurch mosque attack, there has been a heightened awareness that New Zealanders need to learn more about respecting Muslim customs to foster a stronger sense of welcome and togetherness.**

**Overall, informal and formal support systems help to cope with bias, suggesting NZIC convey they have mentoring and a variety of support systems available for people too**

While being cognisant of tensions:

- Othering vs. including
- Inclusivity can't be too forced or tickbox; forcing it is token so not really doing what you are intending to
- Diversity-washing and tick-box initiatives vs. genuine inclusivity and diversity

*"Our social club is just people of all sorts."  
- Staff member*



**Currently some NZIC staff feel there is bias and tension that detract from a feeling a sense of belonging**

GCSB and NZSIS staff:

9(ba)(i) [Redacted]

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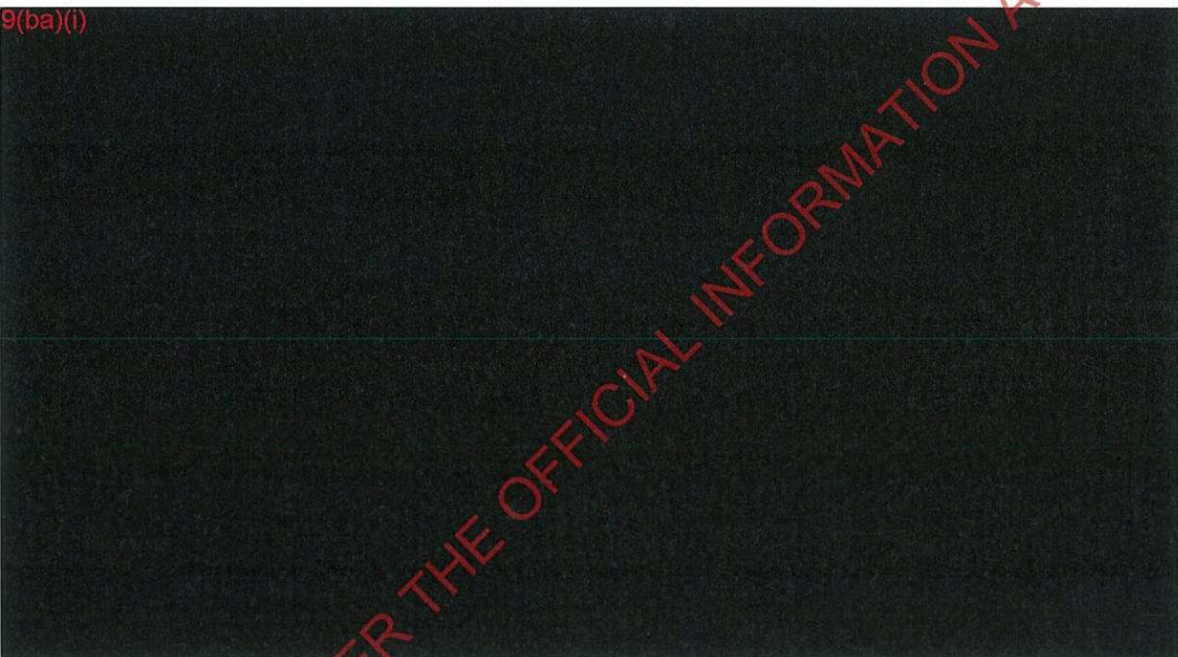
9(ba)(i) [Redacted]

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## In an organisation like NZIC it is imperative to build trust amongst everyone

9(ba)(i)



The need to 'belong from day one' is critical in a work environment such as NZIC's, where employees feel psychological safety is paramount and key to efficiency and high performance.

It is felt that the internal culture is changing for the better and it's reassuring that the CEO is behind it. It is recognised that inclusiveness is a focus but there is still a way to go.

**IMPLICATION**

- NZIC needs to back up its promises of inclusivity by addressing the shortcomings in its own internal culture.
- Responsibility for this does not lie with specific groups or women but every person in the organisation, at all levels.
- Support should be provided for minorities and women who would like it.
- It is also about being cognisant of any differences in culture and any potential subconscious bias when interviewing for prospective staff.

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# Bringing it together: Humanised connection

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# Humanised connection needs to communicate four key ideas

**1**  
We are  
everyday  
people

**2**  
Diversity is  
a power

**3**  
We support  
and develop

**4**  
We do great  
things  
together

In a tone that is encouraging,  
rewarding, committed

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# 1

## We are everyday people

From secretive, elite and formal to accessible, in reach and relatable



### Demonstrate with:

- A presence in your community
- Visuals and stories of different types of people – ages, ethnicities, genders, religions and so on
- Staff stories – bios, what we do in the weekend



### An optimised online experience:

- Easy navigation – Complexity leads to abandonment and seeming “out of reach”
- Language style that connects – Professional but not out of reach
- Frequently Asked Questions page, e.g. Will they train me?, Will I have to move to Wellington?
- Providing avenues to keep and get in touch: Register your interest/Keep me updated, recruitment drive notifications



### Show the pathway:

- Put the idea within reach by showing people how to get there. How do I get there? How have other people gotten there?
- **Show diversity of pathways** – all different traditional and non-traditional paths of getting there
- What experience or qualifications are required?
- And where can this go?
- Be clear about what “life experience” means. For example, you don’t have to have been overseas or have a degree but provide examples.



## 2

Diversity  
is a powerFrom ivory towers to  
diversity as a force

Clearly communicate that we embrace and celebrate our diversity



Visuals and stories of different types of people  
– ages, ethnicities, genders, religions, etc.



Similar faces – brown, Chinese, Indian, Muslim, women, etc.

- In communications
- At recruitment drives
- On the interview panel
- In leadership roles
- When I meet the team



Use my language. E.g. Talk about whānau, not always family



Ensure commitment to diversity, inclusiveness and equality is clear on the website:

- Values and mission are written down
- Policies around no tolerance of sexism, racism or other discrimination
- Pay is fair and equal among all. Transparency and clear communication around promotions and salary based on skills and capabilities



Ensure it is clear how you value diversity and people understand how they can add value to the organisation:

- Diverse experiences and perspectives
- Diverse pathways – all different traditional and non-traditional paths of getting there
- Diverse models and fields of leadership, e.g. Community, church, school, family
- Breadth of roles available
- Cultivate a more inclusive culture internally



Cultural training:

- E.g. Te reo classes, Islam
- Unconscious bias training
- Knowledge of interdependent and dependent cultures

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# 3

## We support and develop

### From self-doubt to self-belief



#### Emphasise learning and growth on the job:

- Show that training is on the job



#### Talk about self-transformation:

- Tell stories of how people have grown in confidence and developed professionally



#### Emphasise a culture of learning and respect:

- Respect for all types of experience (important for not losing face)
- Safe and open learning environment – trying new things, asking questions, experimenting, failing and learning from mistakes
- Teaching and learning from colleagues



#### Show internal support systems available



#### Provide support throughout the hiring process:

- The hiring manager plays a very important role in humanising the experience. Leading communication, for example, demonstrates passion and genuine interest for the person (vs. having to chase them up, which creates anxiety)
- Transparency about steps and timings



#### Provide support throughout the application process

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# 4

## We do great things together

### Together, we do incredibly rewarding things



We have a shared purpose and shared values

We have strong teams

We have a supportive culture

We have trust and respect for each other

We learn from each other

We are creative and think outside of the box

We do unique things

Our work is extremely rewarding and different

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**An EVP for NZIC**



# NZIC's EVP needs to deliver in several ways



- - Giving back
- Self-growth
- Career progression
- Belonging
- Work-life balance
- Salary



- - Family
- Respect
- Helping others
- Identity
- Collectivism
- Integrity



- - Encouraging
- Rewarding
- Committed



- - We are everyday people
- Diversity is a power
- We support and develop
- We do great things together

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**EVP**

**At NZIC, everyday  
Kiwis do great things  
together to protect  
New Zealand and  
New Zealanders**

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**Tohaina ō painga ki te ao**

***Share your gifts with the world***

**Ngā mihi**

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