



# Mixed methods evaluation of Phase 2 and the Expansion of Mana in Mahi

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## Executive summary

This report presents findings of a mixed methods evaluation of Mana in Mahi – ‘Strength in Work’ Phase 2 and the Expansion (Mana in Mahi), implemented by the Ministry of Social Development (MSD) from July 2019.

This is part of MSD’s broader evaluation of Mana in Mahi, which has three workstreams: (1) analysis of Integrated Data Infrastructure (IDI) data to assess programme effectiveness, (2) a mixed methods evaluation focusing on engagement with those who are involved in Mana in Mahi; including employees, employers, MSD staff, and support service providers and (3) a Kaupapa Māori evaluation.

The mixed methods evaluation seeks information about the programme’s implementation, employee and employer participation and retention, and employer and employee outcomes. It will also inform MSD’s understanding of employment subsidy products and the decisions employers make regarding the multiple employment subsidy initiatives available.

## The Mana in Mahi programme

Mana in Mahi aims to support people at risk of long-term benefit receipt, who need additional support into sustainable work while gaining an apprenticeship or formal industry qualification. For employers, Mana in Mahi offers:

- a wage subsidy to offset the costs of employing someone who needs additional support, as long as the participant is in an industry-recognised training pathway
- support towards industry training fees, if necessary
- coaching services to employers
- support with pre-employment or on-the-job training.

Employers contracted to the Mana in Mahi programme must commit to supporting participants through a formal industry training qualification and provide them with sustainable on-going work.

People who are employed through Mana in Mahi (referred to as ‘employees’) can receive:

- incentive payments, if they remain in employment and continue their training
- additional educational support funding to help with costs of studying
- confidential online or phone pastoral support, including mentoring and counselling.

The programme was piloted in 2018. Following evaluation of this pilot, Phase 2 of Mana in Mahi was launched in July 2019, and included additional placements, expanded eligibility criteria, an increase in pre-employment funding and the introduction of a range of additional support services. The Expansion was implemented in August 2020 in response to COVID-19, offering expanded settings including extending the programme duration from 12 months to 24 months. In August 2022, Mana in Mahi reduced back to a one-year programme, with the same level of support maintained.





Since the introduction of the Expansion, numbers of Mana in Mahi employees increased substantially:

- In 2020/2021, there was take-up by 2526 employees, against target of 450
- In 2021/22, there was take-up by 1346 employees against target of 450
- In 2022/23, there was take-up by 1002 employees against target of 650.

At the end of February 2023, a total of 5,610<sup>1</sup> individuals had been employed through Mana in Mahi. Around 90% of these individuals were either active in the programme, had completed the programme, or exited the programme early but were not on a benefit. Of the 1,260 active participants, 1,143 were on a training pathway with most working towards NZQA Level 4 qualifications. As at February 2023, 2,940 employers had been contracted to participate in the programme.

## The mixed methods evaluation

This report presents the findings of a mixed methods evaluation of Phase 2 and the Expansion of Mana in Mahi. The evaluation included surveys and interviews with Mana in Mahi employees, employers, MSD staff, pastoral care service providers, and pastoral care services users. The data collection sought to understand each of the groups' experiences of Mana in Mahi and increase MSD's understanding of patterns of participation and retention, implementation, and outcomes.

The mixed methods evaluation has focused on the five key evaluation questions:

1. What are the reasons or drivers behind the high take-up rate after the expansion of Mana in Mahi in Phase 2?
2. How do employers and employees experience Mana in Mahi programme processes?
3. What is the value added by the pastoral care providers to employees and employers?
4. To what extent did the second year of Mana in Mahi provide added value for employees and employers?
5. To what extent are the intended outcomes of Mana in Mahi being achieved?

The evaluation data was collected in two stages. The first stage involved interviews with MSD national office personnel, an online focus group hui with MSD front line staff, to provide contextual information on the Mana in Mahi programme and to seek MSD perspectives on each of the key areas of investigation. The first stage of data collection also included three online surveys of participants in Phase 2 and the Expansion of Mana in Mahi (employees that were currently in the programme as at February 2023, former employees who have exited the programme, and all employers that have participated in the programme). The surveys were intended to collect quantifiable data from the Mana in Mahi participant cohort to understand

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<sup>1</sup> This figure is total placements since the start of the programme (including the pilot phase in 2019), so it slightly higher than the sum of the annual take-up reported above.



participant views and experiences of the key policy settings that were delivered through Phase 2 and the Expansion of Mana in Mahi.

The second stage of data collection involved in-depth interviews with 125 Mana in Mahi participants. These were intended to provide rich experiential data to expand on and (to the extent possible) explain the survey findings. The sample included 51 employers, 57 employees, and 17 people who used pastoral care services. In addition, seven interviews were conducted with ten people from the pastoral care service providers.

## Key findings

### ***KEQ1: What are the reasons or drivers behind the high take-up rate after the expansion of Mana in Mahi in Phase 2?***

Programme take-up is contingent on potential participants being made aware of Mana in Mahi, knowing about what it offers, and being motivated to participate in it.

The most common entry pathway for both employees and employers was through MSD frontline staff such as work brokers and case managers. However, there is some variability in frontline staff familiarity with the programme and its entry criteria, and some evidence that eligible participants may not be being offered the programme.

Overall, Mana in Mahi employees and employers had low knowledge of the programme features prior to starting the programme. Most employees were aware that they would need to undertake work and training at the same time, but many did not know details about what qualification they would be working towards. Employees had limited knowledge of incentive payments prior to starting the programme.

Knowledge of the support services available through Mana in Mahi, such as literacy, numeracy, and pastoral care and MSD's In-Work Support service was low. Employers that reported having an ongoing relationship with their work broker were more likely to have stronger knowledge of their training obligations and the programme components. In addition, employees in the Expansion phase were more likely to have heard about pastoral care before starting Mana in Mahi, and employees in Phase 2 were less likely to have heard about pastoral care at all.

Employee motivations to take up Mana in Mahi mainly focused on the opportunity to have a steady job that could lead to a future career. Most had been on a benefit or had a sporadic work history of low skilled and low paid jobs. An important feature of the programme was that it offers a 'career' rather than a 'job'. For employees with families and children to support, the financial incentives were a critical factor that made them want to enrol in the programme.

The wage subsidy was the main incentive for employers to take up Mana in Mahi. The subsidy enabled employers to recoup some of the costs associated with on-the-job training, and reduced the risk of taking on inexperienced employees who may not remain in the role. The subsidy was particularly appealing to small businesses, many of which would not have taken on an apprentice or trainee otherwise. The stronger financial incentives were also the primary reason why employers chose Mana in Mahi over other employment programmes, such as Flexi-wage or Apprenticeship Boost. Other reasons for employers taking up Mana in Mahi



included: the MSD work broker recommending it as best meeting their needs, the training component of the programme, and the support and incentives for employees to complete training. Employees in the Post-expansion phase were significantly more likely to be motivated by the various Mana in Mahi incentives than people in other phases, but this is likely attributable to the tight employment market during this period.

Ongoing programme uptake amongst employers is encouraged by having a positive experience with Mana in Mahi. Three quarters of employers expressed positive sentiments about the programme. The majority of employers that were interviewed expressed an interest in continuing with Mana in Mahi. Employers wanted to continue with the programme due to a belief in what Mana in Mahi sets out to do, and a desire to help people to build their skills and confidence. However, the majority of those interviewed noted that a big incentive to continue was the subsidies and financial assistance they received from MSD through the programme.

***KEQ2: How do employers and employees experience Mana in Mahi programme processes?***

Employers in the programme are responsible for selecting their own staff. Most of the employers interviewed had recruited their Mana in Mahi employees through an open advertisement for staff. Employers generally did not recruit with the intention of finding employees that met the Mana in Mahi criterion, but checked what MSD support they might be eligible for after selecting their preferred candidate. While MSD does not have a formal 'matching' process, just under half of the employers interviewed had engaged with MSD work brokers to find candidates. Some of these employers reported that the applicants put forward by MSD were not suitable for the role, or not of comparable quality to candidates found through standard advertising channels.

Employers mostly found the ongoing administration processes easy, and were satisfied with their ability to contact their work broker and give feedback to MSD. Larger employers found the administration processes of Mana in Mahi easier than smaller employers, likely due to having dedicated office functions to undertake administrative duties. However, some employees experienced information blockages, with difficulties getting the information they needed from either their employer or MSD. This may be a barrier to programme success. Discussions with MSD frontline staff indicated that some staff were not confident in the accuracy and quality of the information that they were providing to employers and employees, confirming the importance of providing frontline staff with training about the Mana in Mahi programme.

Enrolment and participation in training is an important part of the Mana in Mahi programme process. The interviews found that all employees that had remained with the programme for three months or longer had been enrolled in training, and most employees that had been in the programme for six months or longer had commenced training. The majority of these employees said that their training was going well and was useful. The small portion of employees that said their training was not going well also described difficulties such as balancing work, study and family commitments, rather than having difficulties with the content of the training itself. Training was more difficult for employees who reported receiving inadequate information about the training pathway, and were unprepared for the challenges associated with working and training at the same time. Employees in the Post-expansion





phase were less likely to agree that their training was going well and was useful. It is difficult to interpret this finding, but may be due to this group commencing their training more recently and not yet seeing its benefits.

A synthesis of the findings from the surveys and interviews indicates three design features of Mana in Mahi supported continued participation in training: allowing for part-time work; incentive payments; and education support payments when used for equipment to work or study. Factors that did not demonstrate effectiveness in supporting employees to participate in work and training were: education support payments for literacy and numeracy; pastoral care services; and the longer two-year programme.

Many of the employees that participated in Mana in Mahi had previously been unemployed, or had been in short-term roles without a clear career path. Primarily, the goals achieved to date have involved working towards or completing their chosen training course. Most employees stated that they not had previously set goals for themselves, but through participating in Mana in Mahi some had started to develop career aspirations. The structured nature of Mana in Mahi is useful in assisting employees to achieve their training goals. Having contracted expectations regarding qualifications, set dates for enrolment and commencement of training, a subsidy for wages for employers, and regular incentive payments for employees creates a sense of obligation and reciprocity under which participants feel motivated to meet MSD requirements.

The evaluation investigated the factors that contribute to programme exits and retention. The most common reason for leaving early was having an unhelpful employer. Specific challenges reported by employees in interviews included bullying by other employees or their manager, managers not supporting training, and general personality clashes within the workplace. Employers considered that employee challenges in adapting to the work environment were the primary factor contributing to early exits. Other former employees had exited due to finding an alternative job or programme. There is little that MSD could do to retain these employees, but interviews showed that in nearly all cases the employees had gone into an alternative career pathway that was also likely to provide sustainable employment.

Some former employees left for personal or health reasons. These employees described how mental health and negative life challenges impacted their experience of the programme, resulting in them exiting the programme early. In most cases this was unrelated to their experience of the programme, but demonstrates the important role that pastoral care services could play, if access was enhanced.

***KEQ3: What is the value added by the pastoral care providers to employees and employers?***

The majority of employees either did not perceive that they had challenges related to remaining in work, or they had minor challenges that they were able to resolve without external support. However, around one third of interviewed employees experienced challenges to remaining in work, such as difficulties in their workplace environment or relationship with their manager, and mental health issues such as stress, anxiety, or mild depression. The evaluation also found there to be low awareness amongst employers and employees of the contracted pastoral care services, and low uptake of these services. Awareness of pastoral care differed



by phase, with people in Phase 2 being significantly less likely to be aware of the pastoral care available. This may be related to the staggered roll out of the services.

When the pastoral care services are used, both employers and employees found them helpful, providing practical assistance as well as support to address issues including relationship problems, issues with family and friends, low motivation, or mental health issues. Employees that had used these services stated that the service had helped them to remain in their Mana in Mahi role.

Employees are provided with information about the support services via an email from MSD when they enrol in the programme, and all employees then receive a follow up call from the contract services provider. If employees opt out at this point, there is no further direct contact. However, the evaluation found examples of employees declining the support at first, but subsequently having issues and not knowing where to turn for support. Uptake of the pastoral care services could be increased if additional contact is made to employee participants once they are several months into Mana in Mahi.

***KEQ4: To what extent did the second year of Mana in Mahi provide added value for employees and employers?***

Employees and employers considered the second year of the programme to be beneficial. The second year enables employees to have more time to get used to the job, become familiar with their workplace, and get used to the workload and training. This was particularly important for employees who had never been in work or had been out of work for a substantial amount of time. Employers perceived that the two year programme reduced the risk of employees leaving early, enhancing their return on investment.

However, analysis of the survey and interview data found that there were few statistically significant differences in programme experiences and completion rates of participants in the one- and two-year programmes. One-year programme participants in the Post-expansion phase were more likely to be motivated by Mana in Mahi programme features, and less likely to find the training useful. This may reflect the timing of programme participation, with the majority of these employees entering the programme during a tightened employment market and more recently commencing the training, compared to those in the two-year programme.

Further, the evaluation did not find any statistically significant differences in retention rates between participants in the one- and two-year programmes. This appears to confirm that the current policy settings, in which the programme has been wound back to a one-year programme with the same level of support maintained, should be retained. MSD's concurrent impact analysis using the IDI will provide greater insight into the impact of the second year on participant outcomes. Results will be available mid-2024.

***KEQ5: To what extent are the intended outcomes of Mana in Mahi being achieved?***

The majority of employees considered that Mana in Mahi had made a big difference to their lives. Changes that had been prompted by their participation included being supported to get into or return to work and stay employed in the longer term. This had made a difference to their quality of life and their wellbeing. The ability to study for recognised qualifications had set them up well for the future by offering a career path, not just a job.



This aligns well with the intended policy outcome of supporting people into sustainable employment. Completing an NZQA-approved training pathway is a key enabler to achieving meaningful and sustainable employment. The ability to undertake part-time work, the periodic incentive payments and education support payments are important to support training and therefore the achievement of policy outcomes.

## Implications and policy considerations

Based on the above findings, the following points are provided for consideration by MSD.

1. The wage subsidy for employers, incentive payments for employees, ability to work part-time, and education support payments for equipment are important enablers for participants to join and remain in the programme. These policy settings should be retained.
2. Ensure MSD frontline staff are well informed (through training or communications) about the eligibility criteria, employer responsibilities, and pastoral care, and that they communicate this to participants. This will ensure employers and employees are given accurate information on both their obligations and the supports available.
3. Clarify where frontline and regional office staff should seek support and advice on Mana in Mahi when needed.
4. Encourage MSD frontline staff to offer additional support to small employers to enable them to navigate the administrative requirements of the programme and identify relevant training and qualifications for their employees.
5. Enhance the promotion of pastoral care support services. This may include direct promotion of Te Heke Mai to Mana in Mahi participants, and additional proactive reach outs to employee participants at set times to promote Whītiki Tauā and Puāwaitanga.
6. Consider the evaluation findings about the value of the second year alongside concurrent IDI analysis, to confirm the impact and value of the current one-year policy settings compared to the previous two-year settings.

# 1. Introduction

This report presents the findings of a mixed methods evaluation of Mana in Mahi – ‘Strength in Work’ Phase 2 and the Expansion (Mana in Mahi), implemented by the Ministry of Social Development (MSD) from July 2019.

## 1.1 The Mana in Mahi programme

Mana in Mahi (‘Strength in Work’) is intended to support people at risk of long-term benefit dependency into sustainable and meaningful work. The programme offers those employed through Mana in Mahi a training pathway that includes an industry qualification, including apprenticeships. People who sign up to the programme as employees are eligible for incentive payments totalling up to \$3,000 if they remain in employment and continue their training. Mana in Mahi also offers additional educational support funding of up to \$2,000.

For employers who are willing to hire a person at risk of long-term benefit receipt, Mana in Mahi offers a wage subsidy up to \$16,000 annually (excluding GST). Wage subsidy payments are conditional on the employee enrolling, commencing and remaining in employment and training. The employer can also receive up to \$8,000 (excluding GST) to cover industry training course fees, if these are not covered by other government programmes. Mana in Mahi also offers support with pre-employment or on-the-job training; free coaching, mentoring and counselling services to employees; and coaching services to employers. The support services include:

- The MSD In-Work Support service, which offers employees ongoing support and advice to help participants settle into a job, adjust to working, and remain in work.
- Te Heke Mai, an online and app-based coaching programme that provides wrap-around support for employers and employees starting new jobs. It assists participants to set goals and coaches them towards achieving these goals.
- Whītiki Tauā, a virtual mentoring support service for employees, which provides up to 12 months of support via telephone or video calls. The Whītiki Tauā service was specifically developed for Mana in Mahi participants (although it has subsequently also been made available for people transitioning into work from a benefit). The service is offered to all Mana in Mahi participants when they join the programme. The mentoring is intended to take place across twelve months, although participants can exit sooner.
- Puāwaitanga, a virtual counselling service staffed by registered clinicians including counsellors, social workers, mental health nurses, and psychologists. It is intended as a brief intervention, with participants completing an average of five sessions. Interviews with Puāwaitanga staff indicated that they deal with participants presenting a range of mental health issues.

Employers contracted to the Mana in Mahi programme must commit to supporting participants through a formal industry training qualification and provide them with sustainable on-going work. Employers are expected to ensure that their Mana in Mahi employees are enrolled in training within 91 days of commencing employment, and have begun their training pathway



within the first 182 days of their employment. Employers are also expected to offer support to the employee while they are in work, which can be delivered directly by the employer or the employee can be referred to the MSD contract relationship manager who will arrange the service.

## 1.2 Programme phases

A phased approach was taken to implement Mana in Mahi:

- Phase 1 (an initial prototype) launched in August 2018, and was targeted to 150 young people (aged between 18-24) currently on a main benefit, intending to support them into sustainable work. Phase 1 enabled MSD to test the policy and design settings for the full implementation of Mana in Mahi. A formative and process evaluation of Phase 1<sup>2</sup> provided recommended changes that informed adjustments to the policy setting of the programme in Phase 2.
- Phase 2 of Mana in Mahi was implemented in July 2019. This was a modified programme, based on learnings from the prototype. Key changes included an additional 1,850 placements over four years, expanding the eligibility criteria to include young people aged 18-24 who are at risk of long-term benefit receipt, allowing for part-time work, a slight decrease of the wage subsidy, removing work readiness funding, an increase in pre-employment funding and the introduction of a range of support services such as pastoral care. Changes were implemented incrementally until April 2020.
- The Phase 2 Expansion (referred to as 'the Expansion' throughout this report) was implemented on 5 August 2020 in response to COVID-19. The policy settings were expanded to extend the programme from 12 months to up to 24 months, increase the wage subsidy, cover course fees for employees' training pathway up to \$16,000 over two years, provide additional educational support at up to \$2000 per year for literacy and numeracy training or equipment to work or study from home, and expand the eligibility criteria to anyone at risk of long-term benefit receipt, regardless of age.
- The Post-expansion phase was implemented following the initial disruption from COVID-19, from 5 August 2022. In this phase, Mana and Mahi returned to a one-year programme keeping the existing first-year supports.

Since the introduction of the Expansion, numbers of Mana in Mahi employees increased substantially:

- In 2020/2021, there was take-up by 2526 employees, against target of 450
- In 2021/22, there was take-up by 1346 employees against target of 450
- In 2022/23, there was take-up by 1002 employees against target of 650.

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<sup>2</sup> Allen and Clarke, 2020. *Formative and Process Evaluation of the Mana in Mahi Prototype*. <https://msd.govt.nz/documents/about-msd-and-our-work/publications-resources/evaluation/mana-in-mahi/formative-and-process-evaluation-of-the-mana-in-mahi-prototype-second-evaluation-report.pdf>





At the end of February 2023, a total of 5,610 individuals<sup>3</sup> had been employed through Mana in Mahi. Around 90% of these individuals were either active in the programme, completed the programme, or exited the programme early but were not on a benefit. Of the 1,260 active participants, 1,143 were on a training pathway with most working towards NZQA Level 4 qualifications. As at February 2023, 2,940 employers had been contracted to participate in the programme.

## 1.3 The evaluation

MSD is evaluating Phase 2 and the Expansion of Mana in Mahi. The evaluation is intended to:

- seek information about employee and employer participation and retention in Mana in Mahi, implementation of Mana in Mahi, employee outcomes, and programme impact.
- inform MSD's growing understanding of employment subsidy products and the decisions employers make regarding the multiple employment subsidy initiatives available.
- inform MSD's decisions about the future policy settings, programme design, and scale of Mana in Mahi.

The evaluation has three workstreams: (1) analysis of Integrated Data Infrastructure (IDI) data to assess programme effectiveness, (2) a mixed method evaluation focusing on engagement with those who are involved in Mana in Mahi; including employees, employers, MSD staff, and support service providers and (3) a Kaupapa Māori evaluation.

*Allen + Clarke* has been commissioned by MSD to deliver evaluation workstream 2. The mixed methods workstream involves surveys and qualitative interviews with Mana in Mahi employees, employers, MSD staff, support service providers, and support services users in Phase 2 and the Expansion.

The mixed methods evaluation investigated the following key evaluation questions (KEQs):

1. What are the reasons or drivers behind the high take-up rate after the expansion of Mana in Mahi in Phase 2?
2. How do employers and employees experience Mana in Mahi programme processes?
3. What is the value added by the pastoral care providers to employees and employers?
4. To what extent did the second year of Mana in Mahi provide added value for employees and employers?
5. To what extent are the intended policy outcomes of Mana in Mahi being achieved?

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<sup>3</sup> This figure is total placements since the start of the programme (including the pilot phase in 2019), so it is slightly higher than the sum of the annual take-up reported above.



## 2 Methodology

The evaluation used a mixed methods approach. After context setting interviews, the evaluation used surveys of the employee and employer participant populations to understand the breadth of Mana in Mahi experience. This was followed by a series of interviews to provide depth of evidence regarding participant experience. The methods were sequenced so that the initial findings gathered through each method highlighted areas of interest to explore through the subsequent data collection methods. A summary of the methods used is provided in Table 1, with further details following.

*Table 1: Summary of data collection methods in the evaluation*

Method	Participant group	Contribution to evaluation
Key informant interviews	MSD national office staff	These interviews provided contextual information on the Mana in Mahi programme, and assisted the evaluation team to understand the intent of the policy settings in each phase.
Focus groups	MSD frontline staff	The focus group hui provided data on the role of MSD frontline staff in the delivery of Mana in Mahi, the extent to which frontline staff have knowledge and awareness of the programme and its eligibility criteria, and perspectives on the value of pastoral care services and the second year of the programme.
Surveys	Employers and employees that have participated in Mana in Mahi	The surveys sought to gather data against each of the KEQs from a broadly representative sample of Mana in Mahi participants. The survey data highlighted data gaps and areas of interest which were explored in further detail through the qualitative interview data.
Mana in Mahi participant interviews	Employers and employees that have participated in Mana in Mahi	The interviews sought rich data across the five KEQs to understand participant views and experiences. The data validated the survey findings, and provided data to help tease out and explain the quantitative findings.
	Management and staff (kaimahi) of the pastoral care services; employers and employees who have used of the pastoral care services	This series of interviews specifically focused on gaining a detailed understanding of the pastoral care services, including the challenges that Mana in Mahi participants face, the extent to which support services are helping to address these challenges, and how the services are promoted to Mana in Mahi participants.

An ethics application was lodged with the MSD Ethics Panel, who considered the evaluation approach and methodology and agreed that the project meets appropriate ethical standards.



## 2.1 Key informant interviews

The evaluation commenced with five key informant interviews with a total of eleven personnel from the MSD national office. The interviews provided context on the Mana in Mahi programme and its development over the various phases. Topics discussed included the rationale for changes to the policy settings over time, and the processes associated with Mana in Mahi operationalisation and delivery. This helped the evaluation team to shape the survey instruments and interview guides. The interviews also sought national-level perspectives on the effectiveness of the policy settings in driving programme take-up, views on the value of the second year of Mana in Mahi, and what outcomes national stakeholders had observed through the programme.

The interview sample included representatives of the MSD Industry Partnerships team, policy advisors, the Service Design team, and planning, analysis and communications personnel.

The interviews took between 60 and 90 minutes, and took place using Zoom or Microsoft Teams videoconferencing software. Informed consent was obtained prior to the start of each interview. The interviews were recorded and transcribed.

## 2.2 Focus groups

The evaluation team conducted two online focus group hui with 24 MSD staff in frontline roles. The focus groups enabled the evaluation team to understand the role of frontline staff, including case managers and work brokers, in Mana in Mahi programme delivery, and collected qualitative data on frontline staff members' knowledge of the programme and its criteria, and actions they have taken to promote the programme. Topics explored included entry processes into the programme, perceptions of employer and employee motivations for joining, perceptions of the training requirements, and pastoral care and support. This allowed for triangulation with employer and employee perspectives on these issues, and has informed the findings related to MSD frontline staff members' role in programme take-up (KEQ1), participant experience (KEQ2) and awareness of pastoral care services (KEQ3). Each focus group hui was for 90 minutes, and was conducted in November 2022. Informed consent was obtained from all participants. The focus group hui were conducted over the Microsoft Teams videoconferencing platform. Each focus group hui was attended by two members of the evaluation team (one in the lead facilitator role and one as support facilitator). As with the interviews, the focus groups were recorded and transcribed.

## 2.3 Surveys

The evaluation included online surveys with participants in Mana in Mahi. The surveys allowed for the collection of breadth of data against each of the five KEQs, seeking quantifiable data to understand the views, perceptions and experiences of the Mana in Mahi participant population.

This included a survey of all employers that have participated in the programme. This group is called 'employers' throughout this report. The response rate for the employer survey was 25.9% and a total of 528 valid responses from employers were included in the analysis.



The evaluation also surveyed employees that have participated in Phase 2, the Expansion or the post-expansion phases of the Mana in Mahi. The employee survey was delivered via two separate survey instruments; one for former employees who have now left the programme, and one for those who are currently in the programme (as at February 2023, when the participant data was provided to the evaluation team). Using different survey instruments allowed us to tailor questions to better resonate with participants (for example, using past tense with former participants) and to seek information on specific points such as why former participants had left the programme. The results for comparable questions were aggregated and the findings are reported by programme phase, enabling the evaluation to explore any differences in participant experience of the different policy settings of each phase. The response rate for the current employee group was 29.4% and the response rate for the former employee group was 19.3%. A combined total of 714 employee valid responses were included in the analysis.

A descriptive analysis of the survey responses was undertaken across the three phases (Phase 2, Expansion, Post-expansion) to understand whether the views or experiences of participants varies depending on what phase they participated in. For employers, the descriptive analysis covers the full cohort, as employers may have multiple contracts across the different programme phases.

The evaluation team then conducted subgroup analysis to assess whether there were statistically significant differences in experiences or key outcomes of Mana in Mahi for different groups participating in the programme. The subgroup analyses considered age,<sup>4</sup> gender, ethnicity,<sup>5</sup> phase<sup>6</sup> (employees), key industry type<sup>7</sup> (employees and employers), company size<sup>8</sup> (employers). The report presents the results of the analyses for which statistically significant differences have been found between subgroups. Where the analysis did not find any significant differences between subgroups, these results are not presented.

In comparison to the full Mana in Mahi employee participant population, the survey respondent sample overrepresents employees of NZ European/Pākehā ethnicity, female employees and those in the older age groups. The findings should therefore be treated with some caution, as the views and experiences expressed may not be generalisable to the full employee cohort. The employer survey population broadly matches the wider population in terms of company industry.

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<sup>4</sup> For comparative purposes, age categorisation was: under 24, 25 to 49, and 50 and above. For regressions involving comparison of phase, age was entered as a continuous variable in order to increase statistical power.

<sup>5</sup> The ethnicity categorisation followed the total ethnicity method, comparing Māori/non-Māori and Pacific/non-Pacific.

<sup>6</sup> The phase categorisation included employees who self-reported that they started the programme from July 2019-August 2020 (Phase 2), August 2020-July 2022 (Expansion), August 2022 onwards (Post-expansion).

<sup>7</sup> The industry type categorisation is primary (agriculture and horticulture), secondary (construction, manufacturing, and industrial processing) and tertiary (services) industries.

<sup>8</sup> Number of employees is used as a proxy for company size.



Further details on the survey methodology are provided in Appendix 1, detailed output tables for statistically significant results are provided in Appendix 2, and the survey instruments are provided in Appendix 3.

## **2.4 Interviews**

### **2.4.1 Interviews with Mana in Mahi participants**

The evaluation team conducted qualitative interviews to seek rich data to understand the experiences, views and perceptions of employees and employers that participated in Mana in Mahi. The development of the interview guides was informed by the survey results, which highlighted areas of interest to explore in more detail. This included a more nuanced exploration of the extent to which the Mana in Mahi policy settings motivated participants to take up the programme, what assisted them to remain in the programme, their support needs and the extent to which these are being met by the pastoral care services, and perceptions of the value of the second year of Mana in mahi.

Interviews were held with 125 Mana in Mahi participants. This included 51 interviews with employers, 57 interviews with employees and 17 interviews with pastoral care service users. Participants were interviewed individually, after obtaining informed consent. The interviews followed a semi-structured interview guide based on the areas of investigation for the evaluation. The interviews took between 45 and 75 minutes.

Each interview was carried out by two members of the evaluation team. Transcripts were captured from each interview, and interviewees were invited to view a copy of the transcript, which they could comment on and/or correct prior to returning.

### **2.4.2 Qualitative interviews with pastoral care service providers**

Interviews with staff (kaimahi) from each pastoral care service provider were undertaken to enable a detailed investigation of how the services are promoted to Mana in Mahi participants, what support programme participants are seeking through the services, and how the services meet these needs. The sample included:

- one interview with the management team for Whītiki Tauā and Puāwaitanga
- one interview with the management team for Te Heke Mai
- two interviews with kaimahi from Whītiki Tauā (provides a mentor to kōrero with about challenges in life, such as work, friends, whānau, or just general life questions)
- two interviews with three kaimahi from Puāwaitanga (provides counselling services for those who may have barriers in accessing face-to-face services)
- one interview with two kaimahi from Te Heke Mai (provides coaching and wrap around support for those who are trying to find work or starting a new job).





In addition, a discussion was conducted with an MSD staff member who was responsible for managing the pastoral support contract, with further details on service contracting arrangements provided via email.

### 2.4.3 Qualitative analysis and synthesis

The recordings of the interviews were transcribed and the transcripts were uploaded to NVivo software for coding and analysis. The data was deductively coded against the five key evaluation questions to identify themes and sub-themes, using the constant comparative method.<sup>9</sup> The coding frame is provided in Appendix 3. The raw data was coded using an open coding approach to sort the data into broad thematic categories. As the evaluation team coded the transcripts, each new piece of data was compared to the previously coded data, looking for similarities and differences between the experiences of each participant group. The evaluation team then reviewed the viability of each theme, until agreement was reached on the key insights.

The next stage of the analysis looked at the experience of different subgroups that participated in the interviews, focusing on employee age, gender, ethnicity and industry, and employer size and industry. The data for each subgroup was analysed by theme to identify whether there were any experiences that were unique to that particular group of Mana in Mahi participants.

The findings of the qualitative data analysis were then triangulated against and compared to the survey findings to identify recurring and divergent themes for each of the key areas of investigation. This enabled cross-referencing, integration, and synthesis of information from both the surveys and the interviews to inform the development of findings.

## 2.5 Limitations

There are some limitations related to the use of online surveys. This method did not allow the survey to reach Mana in Mahi participants whose email addresses had changed.<sup>10</sup> Furthermore, online surveys are more likely to be completed by those who are digitally literate and who have access to the internet. Research also shows that Māori and Pacific peoples are less likely to respond to online surveys than other population groups.<sup>11</sup> To partially mitigate this limitation, the survey was offered in te reo Māori<sup>12</sup> and via an administered telephone survey.<sup>13</sup>

The contact lists for the target populations were received from MSD in March 2023, but the survey was not sent until May 2023 due to delays translating the survey into te reo Māori.

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<sup>9</sup> Constantinou, C. S., Georgiou, M., & Perdikiogianni, M. (2017). A comparative method for themes saturation (CoMeTS) in qualitative interviews. *Qualitative Research*, 17(5), 571-588. <https://doi.org/10.1177/1468794116686650>

<sup>10</sup> The survey email invitation 'bounced' for 24 current employees, 74 former employees, and 91 employers. Of 6,187 email invitations, a total of 189 bounced back.

<sup>11</sup> Greaves, L.M., Oldfield, L.D., Von Randow, M., Sibley C.G. & Milne, B.J. (2020) How low can we go? Declining survey response rates to New Zealand electoral roll mail surveys over three decades, *Political Science*, 72:3, 228-244, DOI: 10.1080/00323187.2021.1898995

<sup>12</sup> A total of 50 responses were completed in te reo Māori.

<sup>13</sup> A total of 9 responses were telephone administered.



Some of the individuals on the 'current employee' list may have completed the Mana in Mahi programme during this period, and would have been asked to complete the 'current employee' survey despite now being within the former employee category.

In an error, the survey responses were not 'tagged' to programme phase. The analysis by phase has been based on the date that respondents stated they joined the programme, thereby relying on accurate recall. The evaluation team undertook an audit of a subsample of responses, manually cross-checking the date respondents stated they entered the programme with the date indicated in the data provided by MSD. The dates matched for approximately 90 percent of respondents.

The findings from the qualitative interviews and the surveys provide data only on the perspectives of those that participated in the evaluation. The representativeness of the employee survey is limited by its overrepresentation of people of NZ European/Pakēhā ethnicity, female employees and those in the older age groups. The findings are therefore not necessarily generalisable to the entire Mana in Mahi employee population.

The evaluation relies heavily on self-reported data from employers and employees, which is vulnerable to biases such as social desirability bias.

Those involved in the design and delivery of the programme (MSD personnel and pastoral care service staff), as captured by the qualitative interviews, are likely to have an interest in presenting the programme or their service in a positive way. Whilst their perspective is valuable, and critical for the evaluation, it is not neutral. To partially mitigate this, the evaluation also included those that are participating in the programme, and both employees that are currently participating and former employees who have exited the programme.



## 3 Demographics of evaluation participants

### 3.1 Survey participant demographics

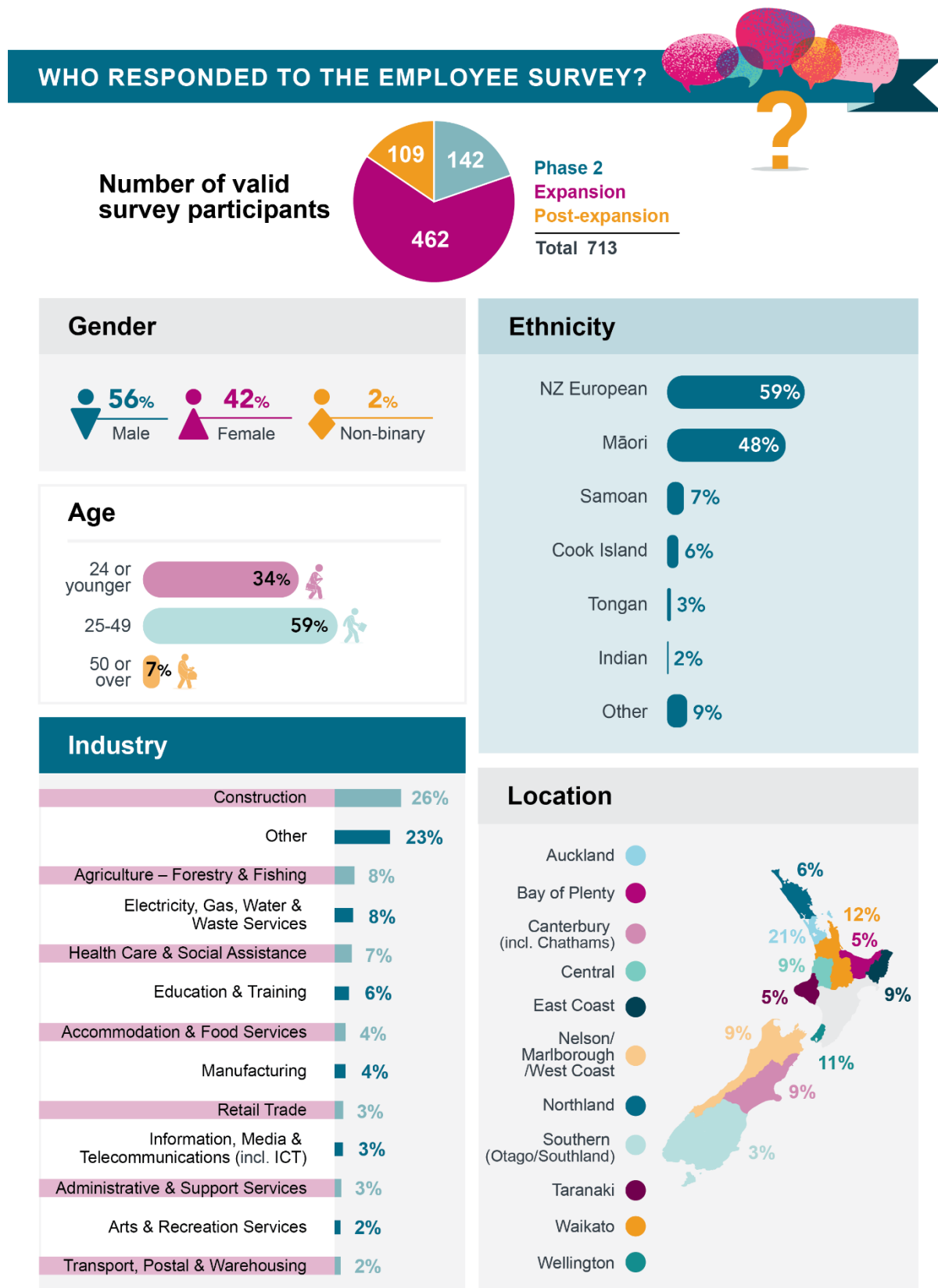
#### 3.1.1 Employees

The demographic details of employees that participated in the survey are shown in Figure 1 (overleaf). Compared to the Mana in Mahi population, the survey sample:

- overrepresents female employees (female employees are 42 percent of the survey sample, compared to 25 percent of the broader sample)
- is 'older' than the broader Mana in Mahi population (the survey sample includes 34 percent of employees who are 24 years of age and younger, compared to 64 percent of the full Mana in Mahi participant population)
- overrepresents people of NZ European and Māori ethnicity (the survey sample is 59 New Zealand European and 48 percent Māori, compared to the full Mana in Mahi participant population is which is 25 percent New Zealand European, 36 percent Māori). Because the survey data was analysed using a 'total ethnicity' approach, participants could identify multiple ethnicities meaning the percentages of people in the ethnicity categories total more than 100 percent.
- is similar in terms of industry in which respondents are employed, with construction being the most common industry for both the survey sample and the full Mana in Mahi participant population.



Figure 1: Demographics of employee survey participants





### 3.1.2 Employers

The demographic details of employers that participated in the survey are shown in

Figure 2. The survey sample largely aligns with the industries of companies in the broader Mana in Mahi population, and as with the broader population the majority of employers participating in the programme are small companies with less than 20 people.

*Figure 2: Demographics of employer survey participants*



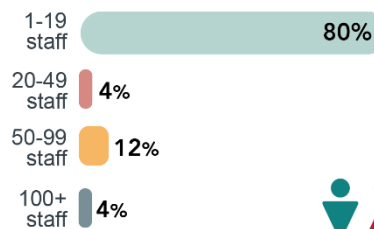
## WHO RESPONDED TO THE EMPLOYER SURVEY?



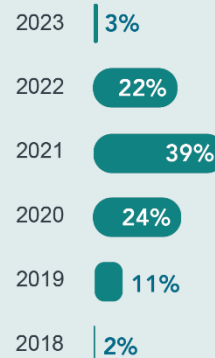
**528** valid responses



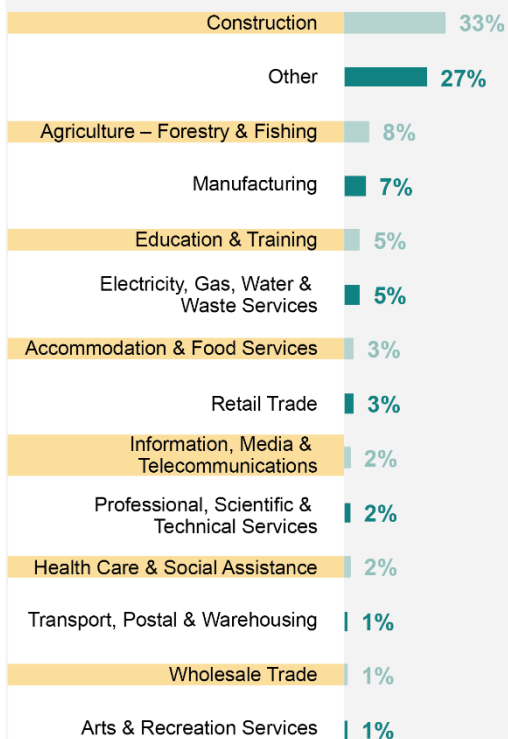
### Number of staff employed



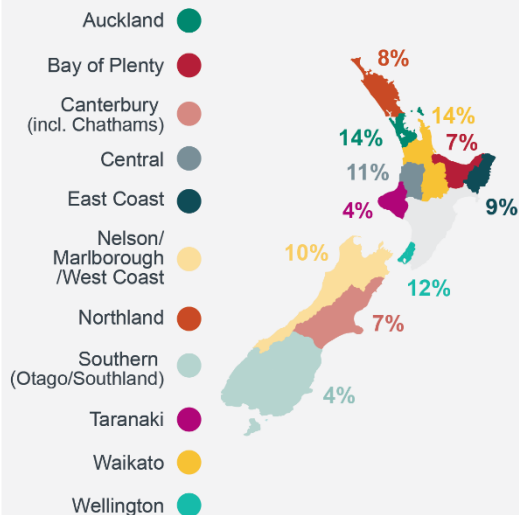
### Year in which employers joined Mana in Mahi



### Employer industries



### Location



## 3.2 Interview participant demographics

### 3.2.1 Employee interview participant demographics

The qualitative interviews were mainly conducted across four sites: Auckland, Christchurch, Northland and Wellington. We also undertook a 'booster' sample of online interviews to



increase the number of participants in subgroups of interest that were underrepresented in the sample from the four sites. The online sample targeted Pasifika employees, younger employees, and former employees that exited the programme early. Table 2 shows the breakdown of participants by site.

*Table 2: Mana in Mahi evaluation interview participants by site*

Data collection site	Employers	Employees	Pastoral care service users (employer)	Pastoral care service users (employee)	TOTAL
Auckland	11	10	3	2	24
Christchurch	10	9	1	2	23
Northland	7	7	-	2	17
Wellington	11	12	1	1	25
Bay of Plenty (online)	4	4	1	3	11
Waikato (online)	5	6	1	-	12
Central (online)	2	3	-	-	5
Southern (online)	1	2	-	-	3
East Coast (online)	-	2	-	-	2
Taranaki (online)	-	2	-	-	3
<b>TOTAL</b>	<b>51</b>	<b>57</b>	<b>7</b>	<b>10</b>	<b>125</b>

The interviews used a purposive sampling technique to ensure that the sample included participants with characteristics of interest (i.e., age, ethnicity). The tables below show the gender, ethnicity, and age profile of the employees that participated in interviews, and indicates where a population group has been oversampled.

*Table 3: Employee interview participants by gender*

Gender	Employees	Pastoral care service users	TOTAL
Male	30	6	36
Female	26	4	30
Non binary/prefer not to say	1	-	1
<b>TOTAL</b>	<b>57</b>	<b>10</b>	<b>67</b>



Table 4: Employee interview participants by ethnicity

Ethnicity	Employees	Pastoral care service users	TOTAL
NZ European/Pākehā	23	4	27
Māori	14	3	17
Pasifika	13	3	16
Other	7	0	7
<b>TOTAL</b>	<b>57</b>	<b>10</b>	<b>67</b>

Table 5: Employee interview participants by age

Age	Employees	Pastoral care service users	TOTAL
24 years and under	34	5	39
25-49	14	3	17
50 years and over	9	2	11
<b>TOTAL</b>	<b>57</b>	<b>10</b>	<b>67</b>

Within the former employee interview sample half of the participants (15 of the 29 participants) exited the programme early and the remaining 14 completed the programme.

### 3.2.2 Employer interview participant demographics

A total of 51 employers participated in the interviews. As shown in Table 5, around half of the interviews were with small employers.

Table 6: Employer interview participants by company size

Size	Employers	Pastoral care service users
1-19 employees	26	4
20-49 employees	11	2
50-99 employees	6	1
100 employees plus	8	-
<b>TOTAL</b>	<b>51</b>	<b>7</b>



Employer industries were grouped based on whether the company was in the primary (such as agriculture or forestry), secondary (such as construction or manufacturing) or tertiary (service) industries.

*Table 7: Employer interview participants by industry*

Size	Employers	Pastoral care service users
Primary	13	-
Secondary	22	5
Tertiary	16	2
<b>TOTAL</b>	<b>51</b>	<b>7</b>

## **Evaluation findings**







## 4 KEQ1: What are the reasons or drivers behind the high take-up rate after the expansion of Mana in Mahi in Phase 2?

This section focuses on the first KEQ, exploring the reasons for high take-up of the programme after the introduction of the Expansion phase. This includes exploring whether the Mana in Mahi policy settings are contributing to the high uptake, understand employer and employee motivations for participating in the programme, how much Mana in Mahi employees and employers know about programme requirements when they enrol, and whether it creates employment for those that employers would otherwise not hire.

### 4.1 Entry pathways into Mana in Mahi

To achieve high programme take-up, employers and employees need to know about Mana in Mahi. The evaluation therefore explored entry pathways into the programme. The findings show that MSD frontline staff are the most common entry pathway for both employers and employees. The widening of the Mana in Mahi eligibility criteria during the Expansion phase meant that MSD frontline staff offered the programme to a broader cohort of employees and employers, driving programme take-up. However, some frontline staff have limited knowledge of Mana in Mahi, and this may mean some eligible people may not have been offered the programme.

Employers also have an important role to play in take-up amongst employees, with around one third of employees being enrolled in the programme by their employer. It is therefore vital that employers have accurate information and knowledge about the programme. However, there is some evidence that employees do not always receive adequate information about the programme from their employers prior to programme entry.

#### 4.1.1 Programme entry through MSD frontline staff

##### ***The most common entry pathway into Mana in Mahi was through MSD frontline staff***

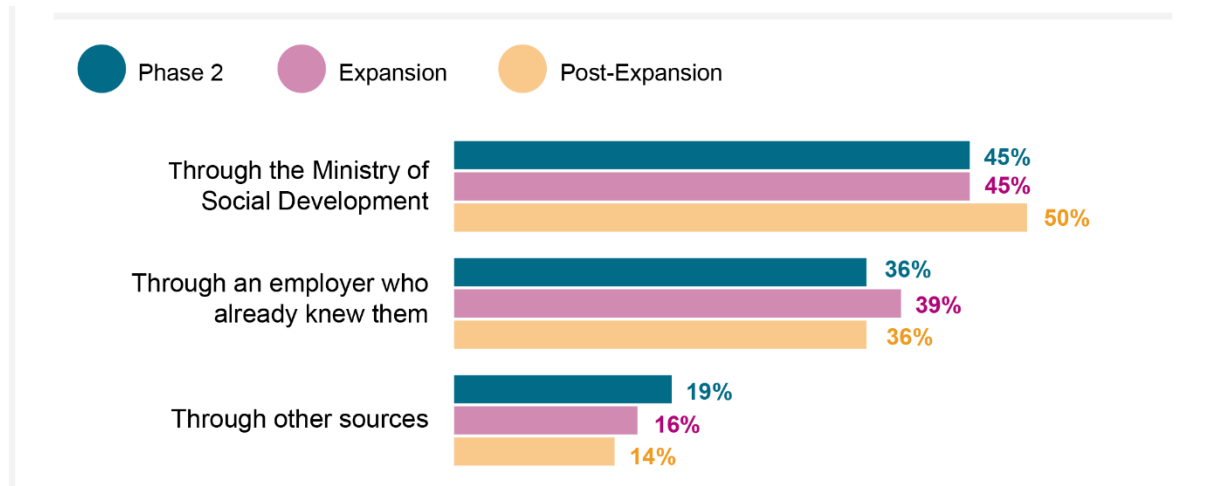
The evaluation data indicates that high take-up of the programme in Phase 2 was primarily driven by MSD frontline staff recommending the programme to employees and employers once the eligibility criteria had changed. Despite some confusion about the application of the criteria amongst some staff (see discussion below), MSD frontline staff stated that the broadening of the criteria in the Expansion phase to include anyone at risk of long-term benefit receipt meant they were able to offer the programme to a wider range of people. This meant that where employers and employees may have previously been offered other products such as Flexi-wage, MSD frontline staff (mainly work brokers and Work and Income case managers) now recommended Mana in Mahi. MSD staff stated that, in particular, extending the eligible age range (to include people 25 years and older) during the Expansion meant they



offered the programme to a broader cohort than in the previous phases, which they perceived as driving high take-up.

This is reflected in the survey of employees, which found that the most common channel through which they heard about the programme was through MSD.

Figure 3: How employee survey respondents survey heard about Mana in Mahi



Employee responses: Phase 2 n=142; Expansion n=462; Post-Expansion n=109

The interviews found that most employees had not been aware of the programme before discussing it with MSD frontline staff. For example, one person looking for an entry level job in a particular industry was told about Mana in Mahi by their work broker.

*“She said, What are you interested in? I said I'd like to study early childhood, but I'm finding it hard to get employed as a student teacher. And she said, ‘have I got the programme for you!’” (Employee)*

Employers that participated in the survey were not specifically asked about how they had entered the programme. However, the interviews with employers found that being told about Mana in Mahi by MSD staff was by far the most common entry pathway for employers, particularly employers with less than twenty employees. Most of these employers had engaged with MSD work brokers<sup>14</sup> to find staff and/or had previously participated in other employment programmes such as Flexi-wage or Apprenticeship Boost, and the work broker had recommended Mana in Mahi.

Around a third of the employers who were interviewed heard about Mana in Mahi at industry events, such as business networking events at which a work broker spoke. This aligns with the views of MSD frontline staff, who emphasised the importance of attending industry-specific events to promote the programme amongst employers.

<sup>14</sup> MSD's work brokers engage with employers to understand their staffing needs. They promote a range of employment products including Mana in Mahi. Brokers work with employers to select the employment product that best meets their needs, and arrange regular follow up contact to find out what is going well and identify any further help employers may need.



*“We look at our industries in our region. We’ve done some roadshows and talked to employers, and attended events in between lockdowns which gave awareness of the product.” (MSD frontline staff)*

*“This evening I’m going to [an employer-hosted event] to talk about Mana in Mahi because we know they’re providing an NZQA recognised training pathway and taking people from zero employment to fully qualified.” (MSD frontline staff)*

The evaluation included interviews with several large employers who described having a formal national office partnership with MSD and regularly employing Mana in Mahi participants in their regional branches or stores. MSD national office representatives emphasised the importance of cultivating and maintaining strategic relationships with employers who may be interested in MSD employment products, including Mana in Mahi.

*“Our role typically is partnering with big employers, training providers, to come up with innovative solutions for their employment needs. A big focus of ours is aligning to the government pipeline of work, especially in the construction space.”<sup>15</sup> (MSD national office representative)*

### **MSD frontline staff are critical for encouraging take-up of the programme amongst employees and employers**

Employers reported mixed experiences in their dealings with the work broker. Some described a proactive engagement approach in which the work broker met with them, and explained Mana in Mahi and how it could fit their circumstances. The face-to-face meetings helped employers to not only understand the programme, but also to feel comfortable contacting their work broker for ongoing support.

*“The process was made really easy by the work broker. I knew nothing about Mana in Mahi, but the introduction I got through the work broker told me all of the information about the programme, the incentives and the support available.” (Employer)*

However, a small number of employers described a perfunctory experience, with contact through MSD being limited to telephone conversations or emails that provided high-level information about Mana in Mahi, but left them unsure of how their business could benefit from participation. This minimal exchange of information was evident in some employers’ limited awareness of the services and training offered to employees in Mana in Mahi.

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<sup>15</sup> The interviewee noted that construction sector had been a recent focus, in line with the workforce development priority articulated in the Construction Sector Industry Transformation Plan 2022-25. This identifies the need to develop a workforce that meet the increasing demand for homes, buildings, and infrastructure. <https://www.constructionaccord.nz/transformation-plan/people/>



*"I feel that the work broker wasn't really able to talk about the full range of what it included, we sort of just by default went into it. It would help to understand: What is it hoping to achieve? Then how does it support the employer? All they gave us was the form to be filled out." (Employer)*

The qualitative interviews with employees also identified a small number of examples in which participants reported being given incorrect or confusing information by MSD frontline staff, particularly Work and Income case managers. One person had been on a Job Seeker benefit and was actively engaging with Work and Income, but was not told about Mana in Mahi. The person then approached an iwi-run community support organisation that connected them with an employer who arranged for them to be enrolled in Mana in Mahi. The employee found it odd that they had not heard about Mana in Mahi until this point in their job seeking journey.

Another employee had contacted Work and Income to seek assistance to find a trades job and with purchasing tools and equipment. They reported being given contradictory information about what they would be eligible for, and after engaging with a different MSD staff member it was suggested that they go through Mana in Mahi. The employee considered that they should have been told about Mana in Mahi in the first place, as this was "exactly the opportunity I was looking for."

### ***There is variability in frontline staff knowledge of MSD employment products and eligibility criteria***

Frontline staff that participated in the online hui acknowledged that there is variability in their level of knowledge and understanding of the eligibility criteria for Mana in Mahi employee participants. A particular area of confusion was how the definition of being 'at risk of long-term benefit receipt' was operationalised. Some staff found this criterion too broad and nebulous, although others stated that they had a clear understanding of who qualifies.

*"The criteria are too broad. With the right conversation, you can pretty much get anyone on it." (MSD frontline staff)*

Other frontline staff were unclear which clients are best suited to Mana in Mahi and/or which subsidised employment products they should recommend to employers. For some staff, lack of knowledge about the different options made it difficult to recommend the product that best fit their clients' needs.

*"We're not promoting Mana in Mahi as well as it should be, not for a minute. You try to pick the programme that best fits your client, but how do you do that when you don't understand the differences between the services so you can fit it right against your client?" (MSD frontline staff)*

Despite the high uptake of Mana in Mahi, these experiences may indicate that eligible clients and employers are not always being offered Mana in Mahi. Take-up of the programme could be even higher if all frontline staff have an accurate understanding of the various employment products the MSD offers and the eligibility criteria for each. There would be value in providing additional communications and/or training to relevant frontline staff to ensure they understand the Mana in Mahi eligibility criteria and are able to recommend the programme as appropriate.



## 4.1.2 Programme entry through an employer

***Employers have an important role in take-up amongst employees, so it is vital that they have accurate information and knowledge about the programme***

As was shown in

Figure 3, the second most common way that employees heard about Mana in Mahi was through an existing relationship with their employer. The interviews with employees revealed that, rather than having a relationship prior to being employed, in most instances the employee had applied for a role and then been told about the programme.

The interviews found that a small number of employees were told about the programme during the recruitment phase, such as while being interviewed or during the contract negotiation period. Mana in Mahi was typically described by employers as a mutually beneficial opportunity. For example, one person's prospective employer framed Mana in Mahi as a programme that would provide financial and training support to the company and the employee, and they met with the work broker together. A minority of employees stated that participation in Mana in Mahi seemed to be almost compulsory for securing the job.

Most employees who heard about Mana in Mahi through their employer were told about the programme once they had been hired or shortly after starting the role. Many of this cohort had previously been on a Jobseeker benefit or were new to the workforce. They were informed about Mana in Mahi by their manager or HR personnel, and were provided with information and/or had a chance to ask questions prior to joining the programme.

*"It was actually an opportunity that was brought up to me by a lady in HR. She was sort of like liaising between the company and MSD, and they came up with Mana in Mahi. I got sent an email about it and I thought 'oh that's great.'"*  
(Employee)

However, some employees were not part of the decision-making about enrolling them in the programme and were told by their employer that they were already enrolled.

This aligns with the information gathered through interviews with employers. While some (mainly larger) employers approached the recruitment process with the intention of finding someone suitable for Mana in Mahi, these were in the minority. Most employers (particularly small and medium businesses) prioritised identifying a candidate that was right for the role, and then looked into what programmes or assistance might be available. If their preferred candidate was suitable for Mana in Mahi, employers would then discuss the programme with them, or in some cases enrol the person directly and then let them know.

***Some employees were provided little information from their employer about what Mana in Mahi would entail***

Although all employers interviewed considered that they had provided their employee with adequate information about the programme, this does not reflect the experience of all employees. A relatively high number (about one third of employees who heard about the



programme through their employers) said that they were told little about what Mana in Mahi would entail and had to offer.

*“I had started a new job at the time. Then the manager just turned around a meeting with me one day and then out of nowhere said ‘you’re going on Mana in Mahi’.” (Employee)*

*“The big bosses upstairs sorted it out for us. We didn’t really know what was happening until it was pretty much a done deal.” (Employee)*

The implications of employees having limited knowledge prior to starting the programme are discussed in section 5.3.1.

## 4.2 Knowledge and understanding about Mana in Mahi prior to joining

Both employers and employees had limited knowledge of the details of Mana in Mahi features prior to joining the programme. Employees generally knew they would need to do training, but many lacked details of what qualification they would be working towards, and what the training would involve. The time commitment required to balance work and study was unanticipated by these employees, causing stress which led to negative experiences in the programme, and a small number of early exits. These findings indicate that full knowledge of what the programme offers was not a key factor in employee decisions on entering the programme, but was associated with more negative experiences once in the programme.

Employers were mostly aware of the wage subsidies, and knew that they had to support their employees to enrol and commence training, but some smaller employers struggled to determine how this should be applied in their industry. The limited knowledge that employers had around pastoral care and other services meant they were not always prepared when their employees needed support.

For both employers and employees, those who entered the programme through MSD and had ongoing contact with frontline staff were more likely to have knowledge of the programme features. This reinforces the importance of ensuring frontline staff have accurate knowledge of the programme and can communicate this to potential participants.

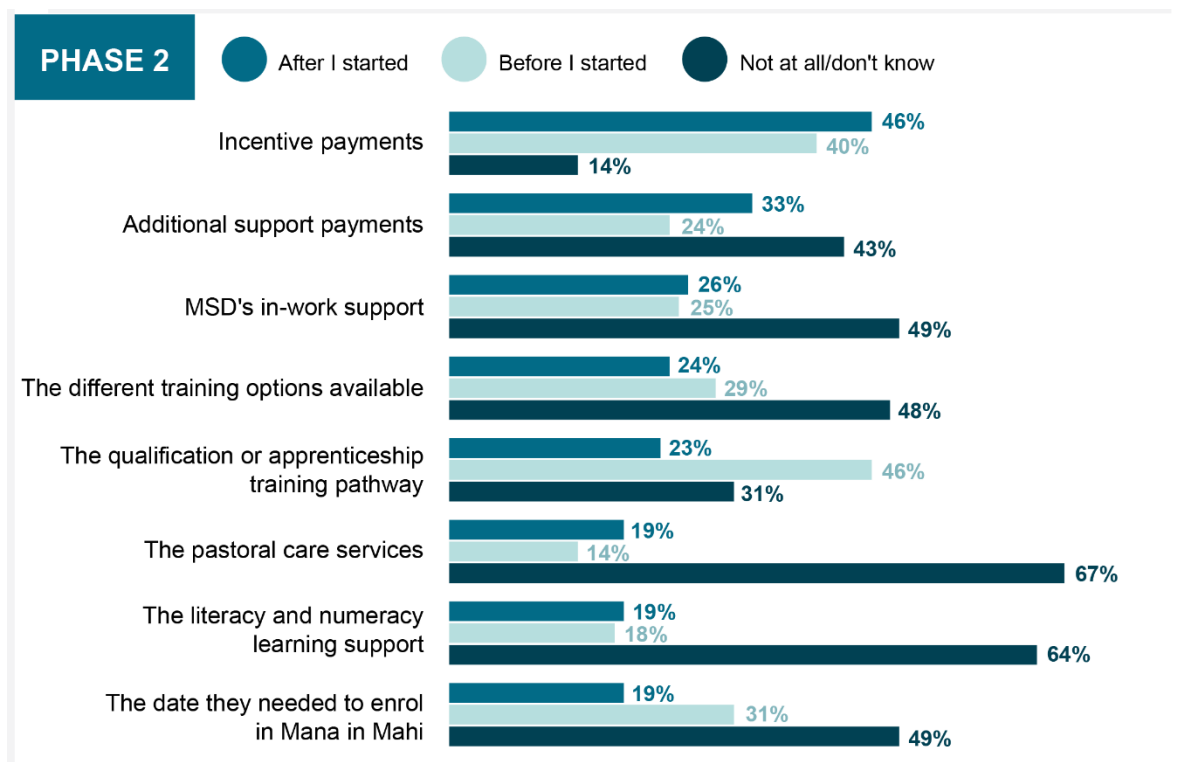
### 4.2.1 Employee knowledge of Mana in Mahi

The survey results show that, overall, Mana in Mahi employees had low knowledge of the Mana in Mahi policy settings prior to starting the programme (see Figure 4 –Figure 6 overleaf).



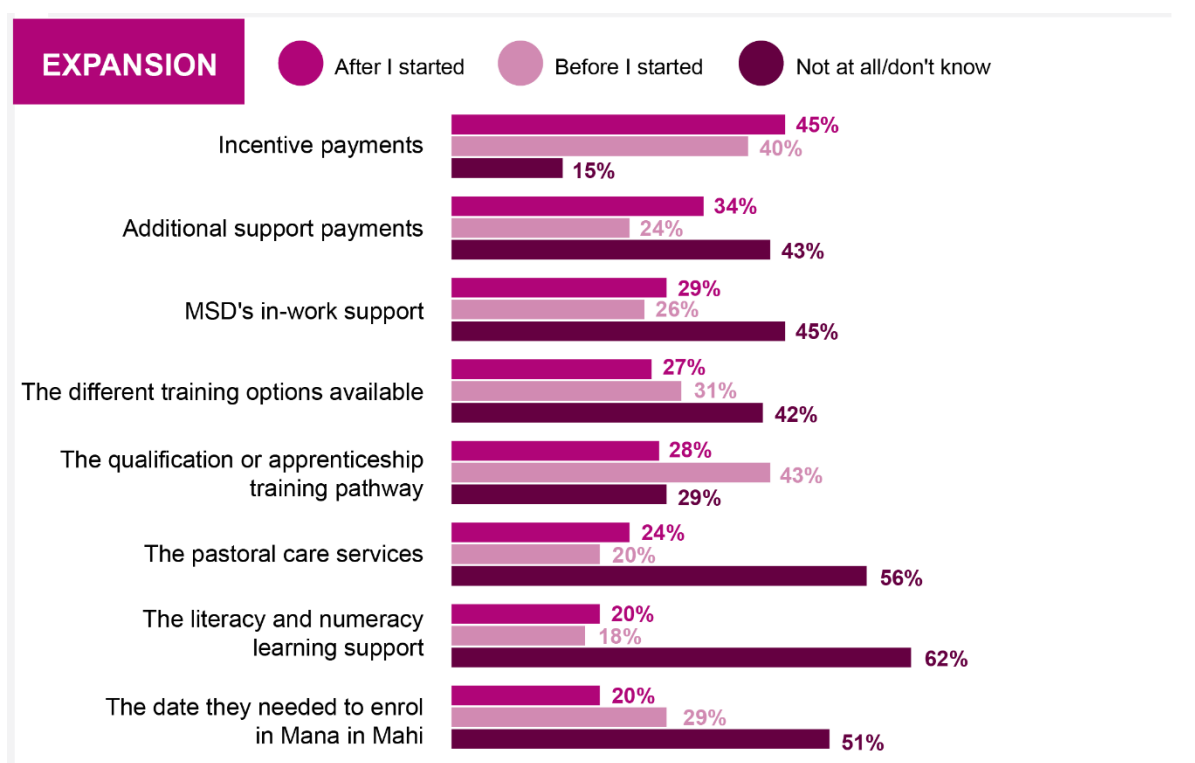


Figure 4: Phase 2 participants' knowledge about the features of Mana in Mahi



Employee responses: Phase 2 n=140

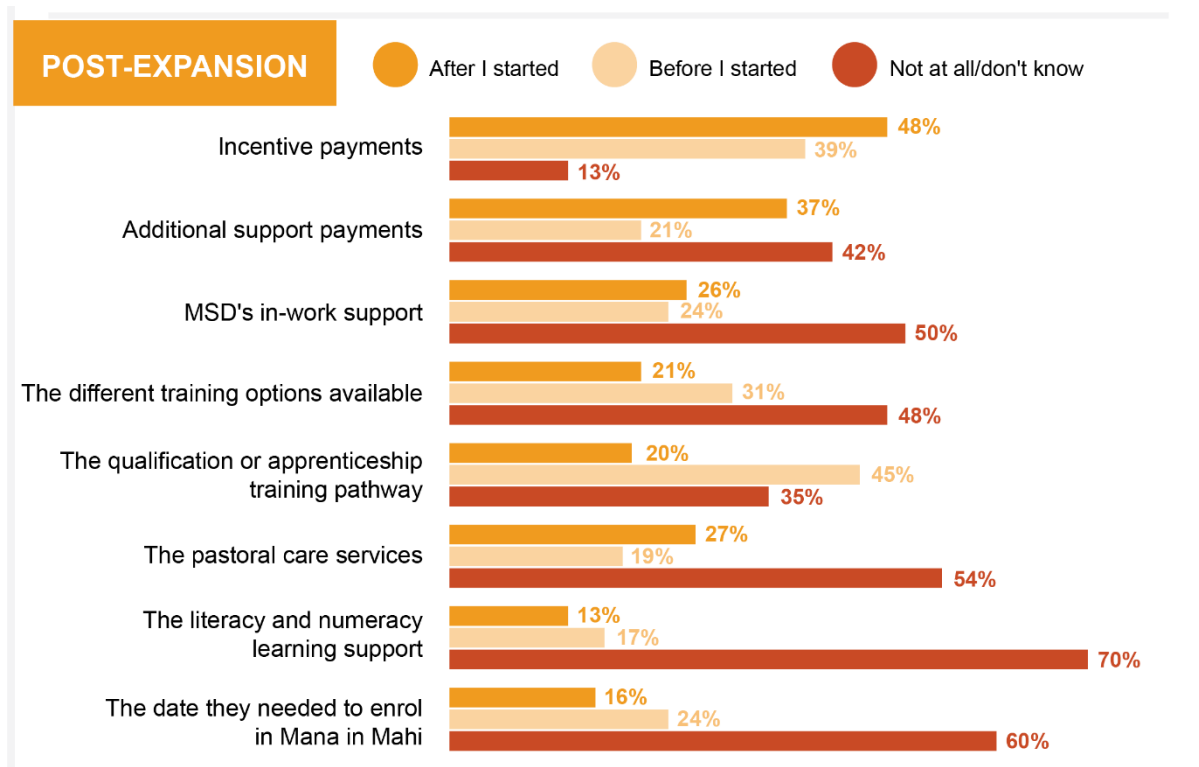
Figure 5: Expansion participants' knowledge about the features of Mana in Mahi



Employee responses: Expansion n=450



Figure 6: Post-expansion participants' knowledge about the features of Mana in Mahi



Employee responses: Post-expansion n=105

This was reflected in the qualitative interviews, with a large portion of employees stating they had very little awareness of the different features of Mana in Mahi before they started. Some felt confused by what it aimed to achieve and how they would benefit from it, having only been told “the basics” by MSD or their employer.

### ***Employees had little knowledge of the details of training expectations prior to starting the programme***

Interviews with employees found that before they started most people knew they would be provided with some type of training as part of the programme, and that they would need to undertake work and training at the same time. However, many did not know details about what qualification they would be working towards (or even that they would get a formal qualification), or what they would need to do to achieve the qualification. This limited knowledge of the details likely explains the low rates of prior knowledge of the ‘qualification or apprenticeship training pathway’ reported in the survey.

Once employees began their role, most had discussions with their employers about training pathways, and received more detailed information on what training opportunities were available to them.

*“My company did talk to me about it being an apprenticeship, but I pretty much knew nothing [about] what training I’d be doing before I started. I reached out to one of the managers at my workplace and that’s when I learnt more about it. He told me what course I’d be doing and what certification I’d get and all that.” (Employee)*



Nearly all the employees that had remained in the programme for three months or more felt confident that they had adequate knowledge of their Mana in Mahi training pathway and the qualification options available to them.

However, about a third of the employees interviewed who had left the programme stated that they did not feel adequately prepared to undertake at least 30 hours work per week, in parallel with completing a qualification. The time commitment required to balance work and study was unanticipated by these employees, and for some caused stress which led to negative experiences in the programme, and a small number of early exits. This emphasises the importance of being clear upfront with potential participants regarding the training requirements. This is discussed further in section 5.3.

***Employees were aware of incentive payments, but not why, when or how much they would receive***

Most employees recalled being told that they would receive periodic incentive payments and (for those in the Expansion phase) could access funding for equipment to work or study. However, prior to starting the programme, most were either not told or did not recall the details of when they would receive the payments or how much they would receive. A few of these employees expressed a basic understanding of the purpose of these payments, being aware that it was to encourage them to stay in the job.

*“All I knew of it was that they paid a portion of my wages and that I received some payments to help with work starting, as an incentive for me and my boss sort of thing. That's all I thought it was.” (Employee)*

The limited knowledge of incentive payments prior to starting the programme did not substantially impact on employees' experiences within Mana in Mahi. The majority of employees stated that they saw the incentive payments and additional support payments as a “bonus” that was not critical to their decision to participate in the programme; the opportunity to achieve a qualification and secure job was more important (see section 4.3).

***Knowledge of support services increased over the Mana in Mahi phases, but overall lack of awareness meant some employees who needed support did not access it***

Knowledge of the support services available through Mana in Mahi, such as literacy, numeracy, pastoral care, and MSD's internal In-Work Support service was low amongst employees, both prior to and after starting the programme.

Chi-square tests showed that there was a statistically significant difference in knowledge of pastoral care services between phases. Employees in Phase 2 were less likely to have heard about pastoral care at all than in the other two phases.<sup>16</sup> This is likely due to the staggered roll out of the pastoral care services. Puāwaitanga and Te Heke Mai were available from the Phase 2 start date, but Whītiki Tauā was implemented part way through Phase 2 in February 2020.

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<sup>16</sup> These analyses were limited to the “before I started”, “after I started” and “not at all” responses, i.e. people who responded “I don't know” were excluded from the comparison.



While the survey data suggested that few employees knew about the various pastoral support services before they started, about half of the employees interviewed did recall seeing some information (often receiving an email and/or phone call) about the services that were available. However, most considered that the information provided was relatively high level and lacking in detail of how to access the services.

*“We weren’t really given too much information on that. We were kind of just told the basics. I think I was told about the mentorship.” (Employee)*

*“These services were briefly mentioned once at the beginning but the recruitment process was so rushed that nothing was done very comprehensively.” (Employee)*

Unlike knowledge of training pathways and incentive payments, knowledge of pastoral care did not increase much once participants had started in the programme, with most interviewees’ knowledge of the services remaining minimal. Most employees did not perceive this to be a problem, as they did not consider that they needed additional pastoral care or support. However, some of the employees who had a very basic or no understanding of the support services said their experience of the job and programme would have been enhanced had they known about and accessed the support services.

*“I’ve learned since that there was supposed to be some kind of support, which is disheartening because as it turned out I could have really, really done with it at the time.” (Employee)*

The implications of limited employee awareness and use of the support services is discussed in more detail in section 6.

### **Correlation of MSD entry pathway and knowledge of programme features**

The survey data was analysed to see if there was any difference in knowledge about the features of Mana in Mahi between age groups, gender, ethnicity, and the Mana in Mahi phase in which employees participated. Apart from knowledge of pastoral care (reported above) chi-square tests did not find any statistically significant differences between subgroups regarding knowledge of programme features.

However, analysis of the qualitative interview data indicates that there are differences in knowledge of the programme depending on entry pathway. Employees that entered the programme through MSD typically reported higher knowledge of the programme components. For example, one employee said someone from Work and Income visited their workplace and told them about study options, payments, and pastoral care services, and subsequently emailed them supplementary information about the mentoring. Another employee said their work broker took the time to sit with them and explain the programme, which they believed gave them the courage to start in the job and programme.

*“She [the work broker] was really good at sitting there and going, okay, this is what you will need to do, and this is how we will support you. It seemed scary at first but she was really patient... If I didn’t have her honestly I don’t think I would have even been able to do it.” (Employee)*



On the other hand, employees that entered Mana in Mahi via their employer reported a lack of knowledge about the programme. Several interviewees stated that their employer hadn't told them they were part of Mana in Mahi and they only found out through incidents such as receiving a call about incentive payments. The majority knew that they were in the programme, but they did not learn about the full range of services on offer, or their responsibilities.

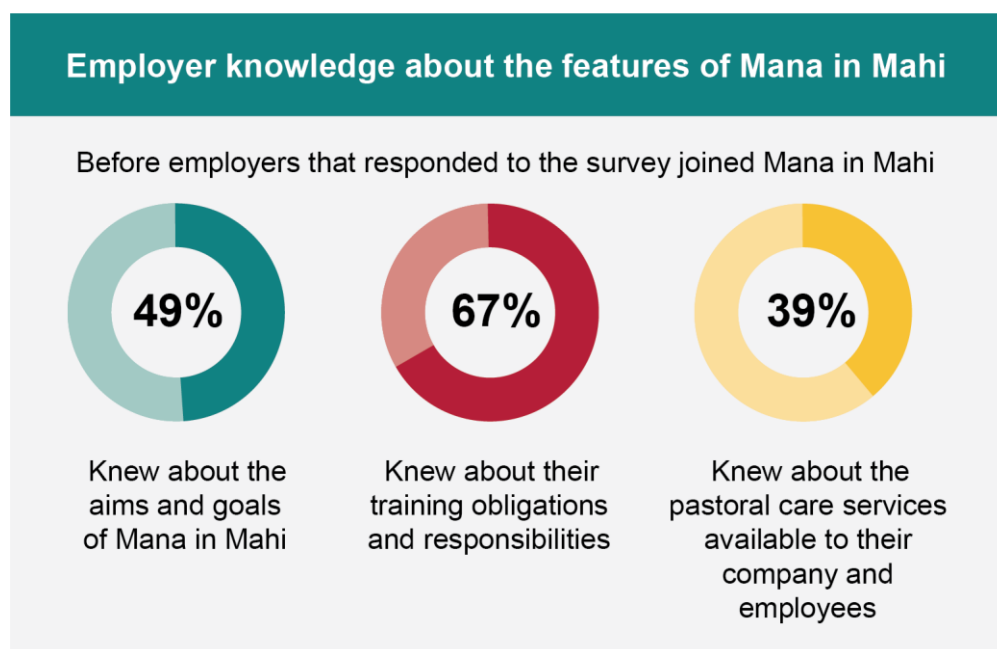
As noted above, and discussed further in section 5.3.1, employees who did not have detailed information about the programme were more likely to have a negative experience. This highlights the importance of ensuring that both MSD staff and employers provide Mana in Mahi participants with clear information about what the programme will entail.

The findings in relation to employee knowledge of Mana in Mahi suggest that, while having full knowledge of the programme prior to starting it did not influence decisions regarding whether to participate, employees who did not have clear expectations of the programme generally had a more negative experience once in it.

## 4.2.2 Employer knowledge of Mana in Mahi

The survey asked employers what they knew about the programme before they joined. The results are shown in Figure 7.

*Figure 7: Percentage of employers that agreed or strongly agreed they knew about Mana in Mahi features before they joined the programme*



Employer responses n=539

### ***The Mana in Mahi goals made participation in the programme attractive to some employers***

This aligns with the information gathered through the qualitative interviews with employers. Just over half of the employers who were interviewed stated that they felt confident that they knew about the goals of the programme, and were able to discuss policy aims including



creating sustainable employment, provide a training pathway, and to support employers to take on people who may otherwise have been on a benefit (or at risk of being on a benefit long term). For many, these aims were a key reason that attracted them to the programme.

*“As I understand it, it’s about helping people to get into the workforce, getting them trained up, getting them into a career. We really liked the sound of it because as a company, we’re focused on bringing people into the industry, providing jobs for young ones.” (Employer)*

The other half of employers who were interviewed typically had a general idea that the programme was targeted at helping people into work, but stated that they did not know the details of the overall government aims for the programme. These employers had often been primarily interested in the programme due to the wage subsidy and most considered that they did not need broader understanding of the programme goals.

***While most employers knew about their training obligations and responsibilities before joining Mana in Mahi, some employers had inadequate knowledge about relevant training for their industry***

The survey and interviews found that most employers stated that they knew they needed to provide a training pathways for employees, and were aware of enrolment and training start dates that needed to be met.

*“I knew that Mana in Mahi is for those that are looking for a career progression, looking for a new professional career. We knew we had to get him into training. They have to study for an apprenticeship and get qualified at the same time.” (Employer)*

However, the survey found that nearly one third of employers disagreed or strongly disagreed that they knew about these obligations before they joined the programme. This is a surprising result, given the contract that employers sign with MSD states that the agreement is conditional on the employee engaging in a training pathway. The contract also states that employers must ensure that employees are enrolled in training within 91 days and have commenced training within 182 days.

The qualitative interviews provided an opportunity to explore this in more detail. All employers who were interviewed knew that they had to offer some form of training to their employees, and were aware that the contract included specific dates they must meet. However, some employers struggled to apply the requirements to their specific circumstances. They did not have a clear idea about what qualification options were available to their employees, or which training entities offered appropriate qualifications.

*“We knew it would get our employee into training. But with certificates and stuff, we didn’t know what we should look into. We were a new business and I’m like, ‘what certificates would be beneficial for us to organise?’ We didn’t know what we should do for training.” (Employer)*

This resulted in stress for both employers and employees. A small number of interviewed employees stated that they had to do their own research regarding qualifications and training,





or had to prompt and remind their employer that they needed to enrol. The evaluation did not find any examples of interviewed employees who had been in the programme for more than three months that did not enrol in training. However, several employees reported frustration that their employer appeared to lack knowledge or commitment to finding appropriate training for them. In a small number of instances this had contributed to early exits from the programme (generally combined with other frustrations in the employer-employee relationship, as discussed in section 5.5).

The interview data indicates that employers who are new to subsidised employment programmes and/or smaller companies that do not often take on apprentices or trainees were more likely to report struggling with meeting their training obligations. Large employers tend to have established training pathways. Employers that had been through the programme with more than one employee had over time developed a better understanding of the training requirements and options that are relevant to their industry.

*“The second time round I had a little bit more experience in the business world and knew about the industry training. So I knew the tick boxes to go through.” (Employer)*

This suggests that smaller employers and those new to Mana in Mahi need additional assistance in identifying relevant training pathways for their employees.

### ***Few employers knew about pastoral care and support services***

The employer contract articulates an obligation for employers to offer support to the employee. If the employee wishes to take up this support, the employer may deliver the support themselves or arrange this through the MSD relationship manager. The fact that only half the employer survey respondents knew about the support services is unexpected, given this is clearly stated in the contract.

The interview data confirms that knowledge of the pastoral care services is low amongst employers. Nearly all employers who were interviewed stated that they have offered support to their employees, and some are aware of the MSD In-Work Support service. Most employers do not have awareness of the external pastoral care services, or the literacy and numeracy support. Further details about the impact of limited awareness of the support services is provided in section 6.

### ***Employers had strong knowledge of financial subsidies, which contributed to programme take-up***

While the survey did not specifically ask employers whether they knew about the financial incentives they were eligible for as part of the programme, the interviews found that this was the component of Mana in Mahi that employers knew most about prior to participating in the programme.

All employers interviewed knew that they would receive a wage subsidy, and most were also aware that they may be able to get assistance with training course fees. The high level of knowledge of the financial incentives is unsurprising, as the wage subsidy was a key motivating factor for employers to join the programme, and the regular payments were a



tangible benefit of participation. The role of financial incentives in attraction and retention of employers and employees is discussed in section 4.3.3.

***Work brokers are a key mechanism for building employer knowledge about the programme***

Interview data shows that employers with an ongoing relationship with their MSD work broker were more likely to have stronger knowledge of their training obligations and the programme components (regardless of company size or how many employees they had taken through the programme).

The experiences that employers in the interview sample had with work brokers was mixed, with about one third of employers reporting good communication with their work brokers who told them about the incentives, their obligations, and support available. Ongoing engagement with a local representative allowed employers to work through training options, ask questions, and confirm that they were meeting their obligations. This set them up well for meeting their Mana in Mahi contractual requirements.

*“I’ve got a good broker and we communicate all the time. I could call her up and just check ‘hey, we’re thinking of this course, does that tick the boxes?’ And she let me know that we were on the right track.” (Employer)*

However, the quality of engagement and information provided by work brokers varied, with many employers stating that they had a conversation at the start of the process but did not receive adequate information and/or did not have ongoing contact with a local MSD representative. This made employers feel uncertain about what the programme was trying to achieve, what it could offer them and their employees, and how to meet their obligations.

*“We had an initial conversation with the work broker but that was it. I felt uncertain about the expectations for employers and didn’t know where to get more information. The website didn’t have much detail.” (Employer)*

The extent to which work brokers continued to engage with employers once they had signed up to the programme appeared inconsistent, without any clear patterns related to MSD region or employer characteristics. More frequent follow up contact between MSD frontline staff and employers may be beneficial for increasing employer understanding of their obligations and responsibilities under Mana in Mahi.



## 4.3 Motivations for joining

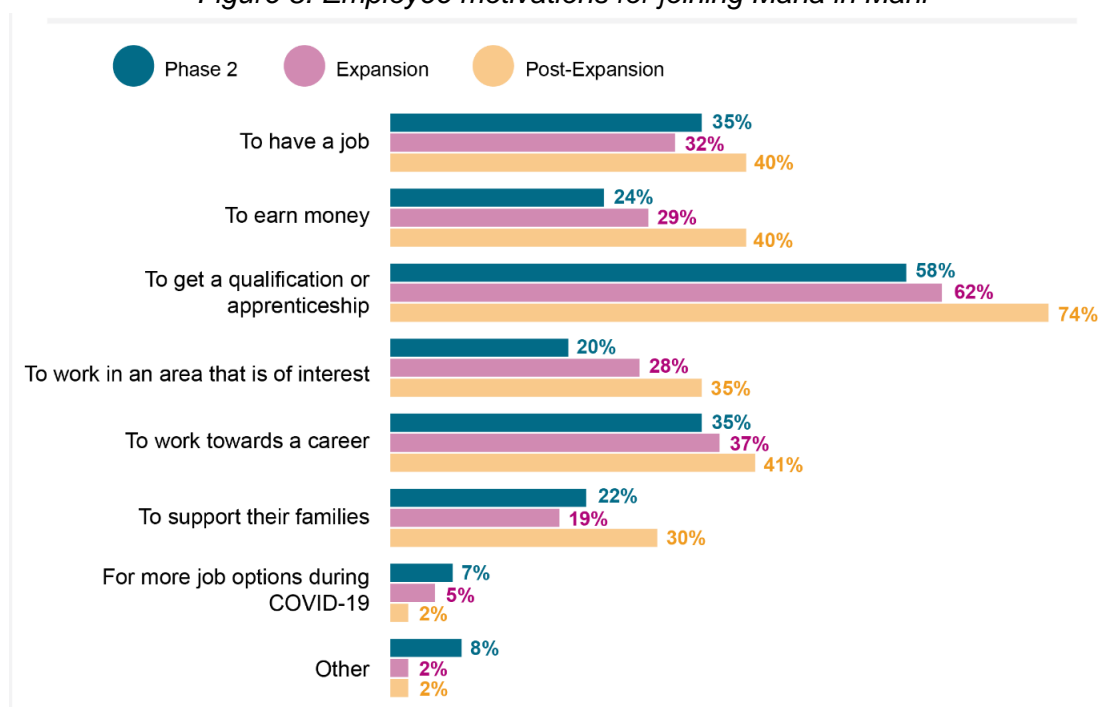
The findings show that the Mana in Mahi policy objective of providing people with sustainable employment was a strong incentive that motivated employees to participate in the programme. Despite having limited knowledge of the programme settings, including exactly which qualification they would gain, employees were attracted to Mana in Mahi because it offered a career rather than just a job. This aspect of the programme should be promoted to potential participants who are considering joining the programme.

The financial incentives for employers are a vital component of the Mana in Mahi policy settings. The wage subsidy was a key motivation for employers to join the programme. They emphasised how the wage subsidy offered financial security and allowed them to take on employees with little or no work history; employees that they would generally feel hesitant about hiring. The subsidy was particularly appealing to small businesses, many of whom stated that they would not have taken on an apprentice or trainee if it had not been for the wage subsidy. This confirms the importance of retaining the wage subsidy as part of the Mana in Mahi policy settings.

### 4.3.1 Employee and employer motivations

The survey asked employees what their motivation was for joining Mana in Mahi. As shown in Figure 8, the opportunity to get a qualification was a key programme feature that encouraged employees to take up Mana in Mahi.

Figure 8: Employee motivations for joining Mana in Mahi



Employee responses: Phase 2 n=142; Expansion n=461; Post-expansion n=109

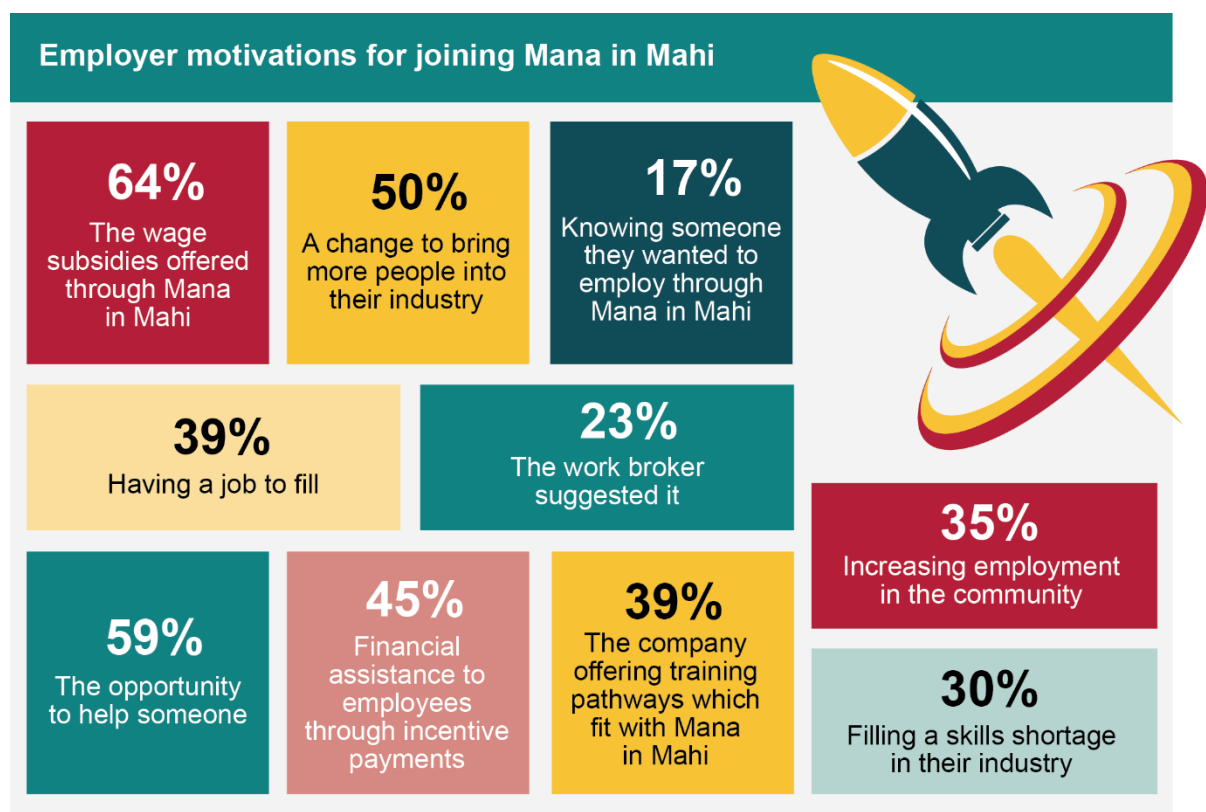
Note: Total per motivations sums to more than 100% because respondents could endorse multiple motivations

According to Kruskal-Wallis tests, employees in the Post-expansion phase were statistically significantly more likely to be motivated by getting a qualification, earning money, supporting their families and working in an area of interest to them than employees in the other two phases. This may be because the Post-expansion phase coincided with the post-COVID economic slowdown and rising unemployment rates, leading to stronger motivations to participate in employment programmes like Mana in Mahi.

The regression analyses did not find any statistically significant differences regarding motivations for joining Mana in Mahi between phases, or by the age, gender, or ethnicity of employees.

For employers, survey results show that the wage subsidy was the main incentive to join Mana in Mahi.

Figure 9: Employer motivations for joining Mana in Mahi



Employer responses n=404

Note: Total per motivations sums to more than 100% because respondents could endorse multiple motivations

### 4.3.2 Qualifications

***The opportunity to achieve sustainable employment strongly motivates employees to take up Mana in Mahi***

For most employees the key motivation to join Mana in Mahi was the desire to have a pathway to meaningful employment, often in a particular industry. Many of the employees that were interviewed had either been on a benefit or had a sporadic work history of low skilled and low



paid jobs. They were looking to get a qualification, gain financial security, and learn as much as possible.

While not all employees were aware of the specific qualification they would achieve from the programme (as was discussed in section 4.2), they usually knew that it offered training and the chance to build a career pathway, which was attractive to them. Many were not aware of the broader package of supports and incentives that Mana in Mahi offered, and in some cases were only vaguely aware that they were in the programme. For the majority of employees, getting a financially rewarding role that offered career progression was the primary motivation, and Mana in Mahi offered a means to do this.

*“I didn’t even know about Mana in Mahi when I was looking for work. I just wanted to be an electrician and I just wanted to get cracking so I could become qualified, earn better money and not be living week-to-week.”*  
(Employee)

This aligns with information from MSD national office and frontline staff, who agreed that the primary motivation for employees to enter Mana in Mahi is to gain a qualification or apprenticeship that can lead to a long-term career. They saw this as an important feature of the programme, in that it offers a ‘career’ rather than a ‘job’.

### 4.3.3 Financial incentives

#### ***Financial incentives are a key motivator for employers to join the programme***

The evaluation findings indicate the financial incentives for employers are a vital component of the Mana in Mahi policy settings. The wage subsidy was a key reason that employers thought the programme worked well. Nearly all employers interviewed emphasised how the wage subsidy offered financial security and allowed them to take on employees with little or no work history; employees that they would generally feel hesitant about hiring.

Some employers also said that prior to signing up to Mana in Mahi, they were reluctant to take on apprentices as they had previously employed people who had resigned in the later stages of training which was a significant financial loss. However, with Mana in Mahi they were able to confidently employ and train staff without worrying about the impact on their business should they choose to leave.

*“The wage subsidy did give me that confidence to take on a trainee. We’re a small business and it hurts if we put time into training up someone and they leave. Because we were getting support with wages, we felt comfortable taking that risk.”* (Employer)

About a third of the employers interviewed stated that the wage subsidy allowed them to put additional resources into supporting their employees to train and develop.

*“We’re receiving a subsidy to help them train. So we decided to put towards some of that money to pay for them to attend an industry conference and have some paid study days. The subsidy takes that financial pressure off and allows us to put time back into the staff.”* (Employer)



A small number of employers and employees raised concerns about employers taking advantage of the wage subsidies. Several employers considered that the monthly reporting to claim the subsidy would be relatively easy to complete fraudulently, and expressed surprise that wage subsidy claims did not appear to be audited. MSD frontline staff that participated in the hui stated that they were vigilant about keeping a look out for employer fraud, but did not perceive this to be a widespread issue.

A particular concern was around hiring people primarily for financial gain, without the intent of supporting them in a career pathway and/or dismissing them once the subsidy ended. The evaluation identified a small number of examples in which the employer discussed the wage subsidy as their main or only motivation for participating in the scheme. These employers had nonetheless met their contractual obligations to enrol their Mana in Mahi employee in training. The evaluation did not find any instances of employers dismissing employees when the subsidy ended.

However, a few employees reported a perception that their employer was principally seeking financial gain from employing them, and that employers were not invested in developing their career or supporting them to do well. Based on the interviews it appears that the provision of in-work support from these employers was minimal, and often coupled with other employer-employee relationship issues. While this does not constitute fraud, it does not align with the intent of the programme to support employees into sustainable work.

***The incentive payments were considered a “bonus” by the majority of employees that were interviewed for this evaluation***

As was discussed in section 4.2.1, only about 40 percent of employees knew about the incentive payments before they signed up to the programme, and for most these were not the main reason for joining. Instead, the opportunity to gain a qualification and meaningful employment were the main drawcards. The incentive payment does work well to support employees to remain on the programme and continue with their employment and training. There are two key mechanisms through which is occurring. Firstly, the structure of the incentive payments, coming at regular intervals, provides motivation for employees. A high proportion of employees that were interviewed stated that the incentive payments had provided encouragement to continue in their training and skill development.

*“That incentive every few months, that really did help me to like, ‘Okay, don’t give up at this point.’ It was like a carrot, dangling the carrot, but it kept me. I’d go, ‘If I stop now the incentive’s gone,’ or, ‘Don’t you stop.’ It really did help build me slowly but surely.” (Employee)*

The other second way in which the incentive payments assisted employees to remain in Mana in Mahi was through providing a means to purchase equipment that they needed for their work or studies. This was particularly important for employees in secondary industries such as construction or hairdressing, which required them to invest in a set of tools to perform the job.

*“They definitely helped out because in our industry you’ve got to spend money to make money on tools and whatnot. Those incentives are quite a big help just to get the ball rolling on tools, get the basics. Just definitely took the pressure off.” (Employee)*





*"I don't think I would have been able to support myself either without that little bit just to help me with my funding for books and whatever else that I had to do. It definitely helped in that sense." (Employee)*

Less tangibly, the interviews with employees also indicated that the incentive payments were part of the suite of Mana in Mahi components that create a sense of reciprocity for employees. Employees noted that they felt grateful for the financial support from MSD, which prompted them to work toward achieving their qualification and show that they were *"meeting their part of the bargain"* (employee).

The incentive payments were not a strong enough incentive to prevent employees leaving if there were other issues (such as employee-employer relations or health concerns). However, where employees were struggling with motivation, the findings indicate that the incentive payments fulfil their intended function to motivate participants to continue in the programme.

***The financial incentives made participation in Mana in Mahi financially viable for employees aged 25-49 years***

Most employees viewed the incentive payments as a 'bonus', that was less important than the opportunity to gain a qualification. However, employee interviewees that were aged 25-49 were more likely than other age groups to state that the financial incentives were the main motivator for joining Mana in Mahi.

This was because people within this age group often had children and/or partners to support, and often reported higher living costs (for example, needing to meet the costs of renting a family home, rather than a room in a flat). These employees stated that the incentive payments were a drawcard because they reduced some of their stress in affording the costs associated with working. They discussed how in previous jobs they had struggled with costs such as travelling to their workplace or childcare while they were at work. Knowing that they would receive regular additional payments provided confidence that they could meet these costs.

*"The money definitely helped a lot. It did take that weight off having to work and pay for day care. Especially as an apprentice, apprentices don't always get paid that much. I would have thought twice about joining if we didn't get that extra money." (Employee)*

*"The incentive payments were a huge drawcard. They have helped to keep me in fulltime employment rather than the solo parent benefit." (Employee)*

***The education support payments and pastoral care services were not stated as an incentive for employee participation***

The education support payments, introduced during the Expansion, were not identified by any of the interviewees from this phase as a motivation for joining the programme. Similarly, none of the employees interviewed raised the pastoral care and support as an incentive to join the programme, which makes sense in the context of low awareness of these services.



### 4.3.4 Motivations that are not related to the policy settings

#### ***Employers were also motivated by the opportunity to help people establish their careers and support their families***

As was shown in Figure 9, survey respondents indicated that they valued the opportunity to help someone and saw the programme as a chance to bring more people into their industry. This was also a key theme of the interviews, in which many employers stated that they were motivated to join by the opportunity to help people establish their careers and learn skills. Employers described the reward of supporting someone who was struggling to find employment, and seeing them learn new skills, gain qualifications and become financially independent.

It is important to note that most of these employers stated that, while this was motivating and rewarding, they would not have been able to offer the position without the financial support of the Mana in Mahi wage subsidy.

*“While the extra [financial] help to employers is beneficial, it is empowering to employ someone who has previously been on the benefit. It is also rewarding to see them achieve qualifications, and learn and progress.”*  
(Employer)

*“I look at my role here as giving people the opportunity to be more than just a hairdresser. I’m always saying to people, “get that certificate, enter that competition.” Mana in Mahi has given me the opportunity to make that come alive and teach my staff about things like that.”* (Employer)

The qualitative data analysis also found that participants of Māori and Pacific ethnicity were more likely than other ethnicities to report that they were motivated to support their families.

*“It was exciting for me because I saw it as a chance to earn money to support my whānau. Not just any old job but one that would give us a better future.”*  
(Employee)

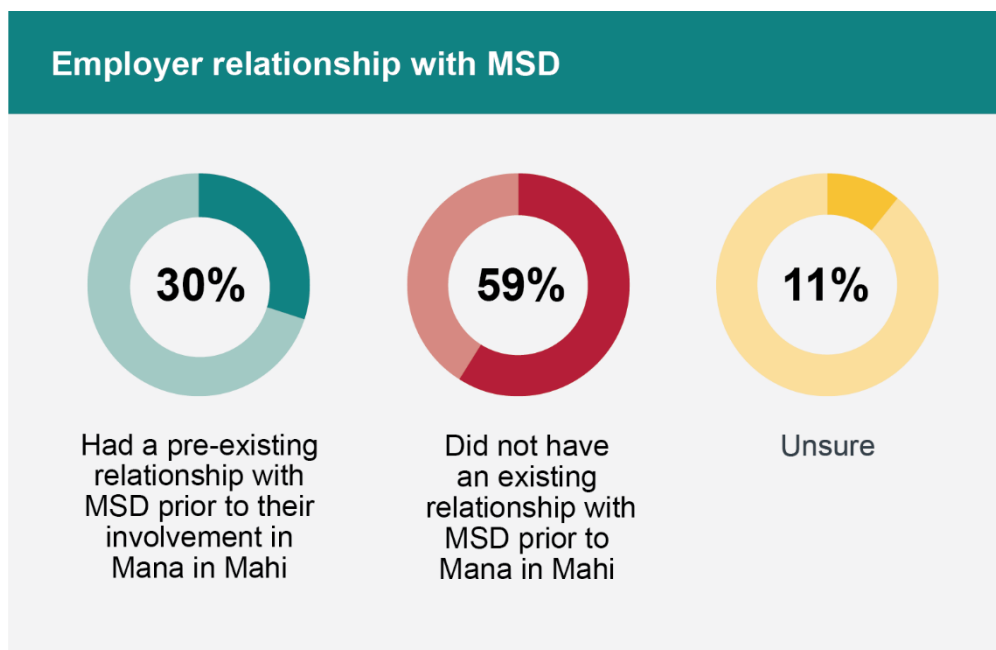
### 4.4 Reasons for choosing Mana in Mahi over other employment programmes

Employers choose Mana in Mahi over other subsidised employment programmes due to the more generous financial incentives and because it provides employees with training and incentives to remain in the role.

The survey findings showed that about a third of employers had an established relationship with MSD before their involvement with Mana in Mahi. Interviews with employers found that this relationship was primarily through other employment assistance programmes and/or through engaging with work brokers to find staff.



Figure 10: Percentage of employers that had a pre-existing relationship with MSD

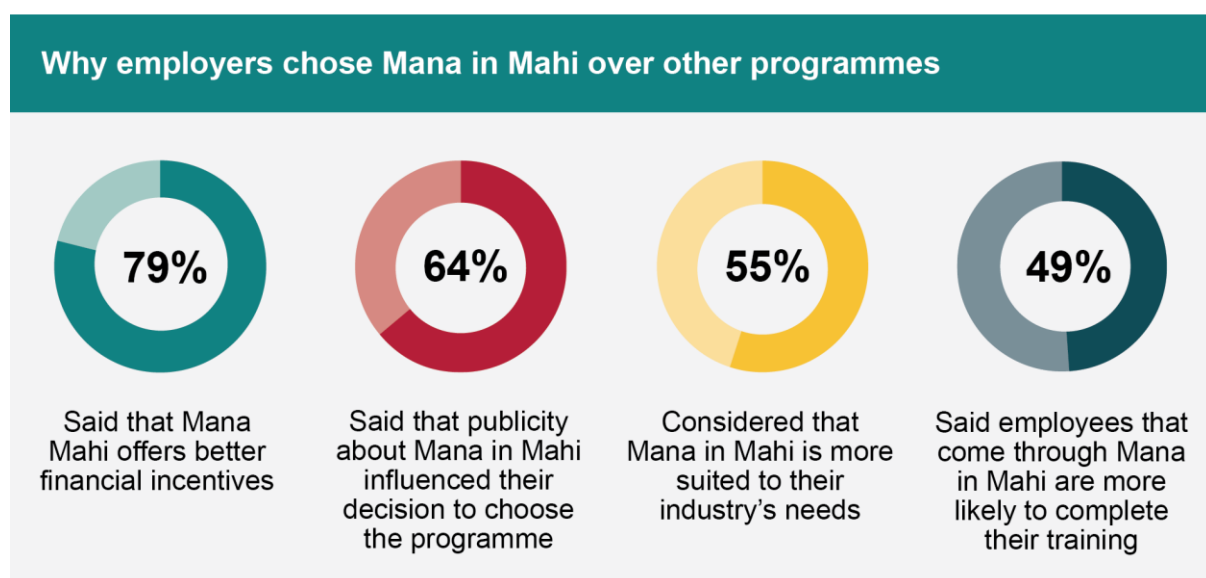


Employer responses n=566

**Employers chose Mana in Mahi over other products due to better financial incentives and alignment with industry needs**

Around one third of the survey participants and a similar proportion of employer interviewees had used other subsidised employment programmes, such as Flexi-wage or Apprenticeship Boost. The survey asked employers who had used other products to compare Mana in Mahi with other employment programmes.

Figure 11: Employer perceptions of Mana in Mahi compared to other employment products



Employer responses= 162 to 170



As shown in Figure 11, most employers agreed or strongly agreed that Mana in Mahi offers better financial incentives than other products. Interviews with employers noted that the wage contribution is more generous than other programmes, but also the financial contribution towards course fees for employees' training pathway (where needed) is a substantial advantage over other products.

*"Mana in Mahi provided better business support such as funding for staff training. Our last employee came through the Flexi-wage scheme but was limited to a very small training fund which was really no help at all."*  
(Employer)

*"We've used Apprenticeship Boost. We like Mana in Mahi because it's well paid, more than the booster side of things. The booster programme was half the Mana in Mahi subsidy."* (Employer)

Another key reason that employers chose Mana in Mahi over other programmes was because the MSD work broker that they were engaging with recommended it as best meeting their needs. This appears to have driven the high number of survey responses regarding publicity of the programme; very few employers had seen media or other publicity about Mana in Mahi, but stated that the work broker publicised the programme during discussions. Work broker recommendations about the advantages of the programme were mainly related to its financial offerings.

While the financial incentives were the main reason for choosing Mana in Mahi over other programmes, about half of the employers interviewed also indicated that they were attracted to Mana in Mahi due to the training component of the programme, and the support and incentives for employees to complete training. These employers considered that Mana in Mahi was an overall better product for them because it provides a complete package: a wage subsidy that reduced employer costs of hiring an inexperienced person, coupled with a focus on training and incentives to remain in the role.

*"We have used other programmes but I prefer Mana in Mahi because you're not just taking someone on and getting help with their wages; you're putting them through training, and there's incentives for the employee to keep turning up to work."* (Employer)

*"The Mahi in Mahi programme is far superior in my opinion, because it feels more like a wraparound support. Mana in Mahi supports employers and employees equally, whereas the Flexi-wage is probably more just a subsidy."*  
(Employer)

These findings confirm the importance of retaining the wage subsidy component of Mana in Mahi, but also promoting the fact that it offers a broader suite of incentives and supports compared to other employment products.



### **Mana in Mahi complements other subsidised employment products, which suit different employment needs**

Employers that had used other programmes noted that Mana in Mahi was a valuable offering, but not suitable for all their employment needs. In particular, employers emphasised that Mana in Mahi is useful for positions which include a qualifications pathway, but for roles that do not require formal training, other products such as Flexi-wage are more suitable.

*“In terms of the type of support that I get from MSD, it depends on the type of job that I’m looking for. We recently employed an admin person and they definitely did not want to become an advisor. So there’s no point in ‘Hey, put him down to do the training’. So we’d go for other products like Flexi-wage.”*  
(Employer)

Employers appreciated the ability to draw on a range of employment products, depending on the role and the employee. It is important that a range of products continue to be offered to employers.

## **4.5 Employment of people who would not otherwise have jobs**

Mana in Mahi gives employers the confidence to employ people that they would not otherwise have considered. They view the policy settings that provide for a wage subsidy and employee support as minimising the risk of employees leaving early.

The evaluation identified a small number of people who stated that they were already employed when they entered Mana in Mahi, which would not align with the intent of employing people who may not otherwise have jobs (or not sustainable jobs).

Based on self-reported data, nearly all of the employees that were interviewed met the criteria of being at risk of long-term benefit receipt. Many had been on a Jobseeker or other benefit, had recently completed entry level job skills courses, or were returning to work after time off for childrearing. Most had not been able to secure jobs through standard channels, prior to entering Mana in Mahi.

Similarly, most employers interviewed noted that they would have been unlikely to have hired their Mana in Mahi employee, had it not been for the wage subsidy. Employers discussed the support to train and pay someone as balancing out the risk of the employee leaving soon after investing in them. The policy settings that incentivised employees to stay in the programme (providing at least a year of support, a training pathway, and regular incentive payments) gave business owners confidence that their employees would be likely to stay for at least a year and would actively develop skills within that time.



*“If you employ somebody who ends up leaving it wastes a lot of money and time. If we didn’t have that Mana in Mahi support in place we’d be reluctant to take on somebody because of the costs. Mana in Mahi has given me confidence that they’re more likely to stick around.” (Employer)*

Other employers stated that the wage subsidy had prompted them to take on employees that they were aware would need additional training or support.

*“We wouldn’t normally have employed a person with his background. But we saw the passion that he had for farming and we thought we would give him a go. Because we were getting support with his wages we could take that chance.” (Employer)*

While some employers would have employed their staff members regardless of whether Mana in Mahi was available, for most employees Mana in Mahi is achieving its aim of increasing employment for those who are at risk of long-term benefit receipt, and creating jobs for those who would otherwise struggle to secure employment.

***A small number of employees reported entering Mana in Mahi while already employed, which does not align with the programme’s policy intent***

Two employees stated that they had enrolled in the programme after being in their job for some time. One employee had been working in the hairdressing industry for about six months when their employer suggested enrolling in Mana in Mahi, which was framed as a way to get into formal training. Another stated that they had been at their workplace for seven years in a range of roles before they joined Mana in Mahi. The employee reported that a new manager had come into the workplace and had introduced Mana in Mahi as a new workplace initiative that was offered to several employees all of whom were already employed.

While it was not possible to verify the employees’ statements, if these participants were already employed, their participation in Mana in Mahi would not meet the criteria of being at risk of long-term benefit receipt as they were already in stable employment.

## 4.6 Employer intention to remain in Mana in Mahi

Employer experiences in Mana in Mahi are a predictor of whether employers are likely to remain with the programme and/or take on other employees. The evaluation findings show that the majority of employers have had a positive experience in Mana in Mahi, and expressed an interest in continuing to employ people through the programme.

The survey data shows that three quarters of employers (74 percent) had a positive experience with Mana in Mahi while 17 percent did not. The rest of the employer survey respondents indicated their experience was neutral.

Multiple regression analyses indicates that medium and large employers are more likely to express more positive sentiments about Mana in Mahi. The interviews with employers found





that in small companies the owner or manager was responsible for all Mana in Mahi administration, employee training and upskilling, and providing support for the employee(s). Some employers reported that this was new to them, and not their area of expertise. This indicates that smaller companies require additional support from MSD to ensure positive experiences of Mana in Mahi. There were no statistically significant differences between employer industries.

The interview data and open-text survey responses indicated that employers' negative experiences were mostly related to employees who were not well suited to the industry or type of work they offered; or employees who they considered had a lack of enthusiasm or motivation. These concerns included timeliness, absenteeism, and perceptions that assigned tasks were unappealing or 'below them'. Some employers felt the incentives offered to employees through Mana in Mahi meant that some employees were less motivated to engage fully in employment compared to staff hired through a more traditional pathway.

*"My biggest problem is that people don't actually want to work. I've brought people on and the minute it gets too hard, they quit but they still received the payments from the programme so it doesn't affect them. Meanwhile we're short staffed." (Employer)*

Employers reported that most work-readiness issues were resolved as employees became more used to the role, and that the small portion of employees for whom the concerns could not be resolved often resigned within a few months.

### ***Most employers that were interviewed expressed an interest in continuing with Mana in Mahi***

Those with Mana in Mahi employees currently working for them were keen to continue to support them through to completion and were happy to take on new Mana in Mahi employees.

*"I just started another one. In fact, I signed off the application yesterday and sent it back to them." (Employer)*

*"Absolutely. I believe in the programme. I think that it's really, really good. I think it's really good for small companies to be able to try and take onto these apprentices. I do want to do it again." (Employer)*

Employers wanted to continue with the programme for various reasons, including a belief in what Mana in Mahi sets out to do, and a desire to help young people build their skills and confidence. However, the majority of those interviewed noted that a big incentive to continue was the subsidies and financial assistance they received from MSD through the programme.





## 5 KEQ2: How do employers and employees experience Mana in Mahi programme processes?

This section explores employee and employer experiences while participating in Mana in Mahi. It covers process issues including how employees are brought into Mana in Mahi, how employers and employees experience Mana in Mahi administration requirements and how they access support from MSD. The section also investigates the experience of the training process, including motivations, enablers and hindrances for staying in training. The section then discusses what goals participants have achieved in Mana in Mahi, and then looks at reasons for early exits from the programme and how these could be prevented.

### 5.1 Process of bringing employees into Mana in Mahi

Employers mostly relied on their standard recruitment processes to identify people to employ through Mana in Mahi. While some employers had engaged with MSD work brokers to identify candidates, some employers expressed concerns about the quality and work-readiness of those put forward through this channel. An ongoing relationship between MSD work brokers and employers enabled the provision of candidates that better fit job requirements, due to work broker knowledge of the context and needs of the employer.

***Most employers used their standard recruitment and screening processes, with a few relying on recommendations from trusted contacts***

The interviews with employers and employees explored how those employed through Mana in Mahi are brought into the role. Most of the employers interviewed had recruited their Mana in Mahi employees through an open advertisement for staff. These employers typically had a standard recruitment process, which involved screening applications and interviewing a shortlist of candidates, and performing referee checks. As discussed in section 4.1.2, apart from large organisations, employers generally did not recruit with the intention of finding employees that met the Mana in Mahi criteria but checked what MSD support they might be eligible for after selecting their preferred candidate.

*“Each time a new apprentice has come on board, I’ve contacted the MSD work broker about criteria and whether they were eligible for Mana in Mahi and the tool payments and different things. We employ people and then check if they are eligible.” (Employer)*

While these employers were not specifically targeting the Mana in Mahi programme, most stated that they would have been unlikely to hire inexperienced people or those that had been on a benefit, had some form of MSD support not been available.



A small number of employers had directly employed family members or friends without advertising, or via other sources such as identifying candidates through work-readiness courses. Employers that found candidates through these sources were often very small businesses, and undertook less formal due diligence such as interviews and referee checks, preferring to rely on work trials or word-of-mouth.

*“We knew someone local, and I said to him ‘We’ll give you work in the business for a couple of weeks. Let’s see if you like [trade] and then if you do, you can start your apprenticeship’. So he was really keen, loved painting. So we signed him up to Mana in Mahi.” (Employer)*

*“I got a phone call from [work-readiness training provider] and they said ‘we’ve got this guy’ and he turns up every day, he’s all keen and got a good attitude. I trusted them, so we went for it.” (Employer)*

***MSD work brokers’ role in providing potential candidates had mixed success, with candidates more likely to be accepted when the work broker had an ongoing relationship with the employer***

Just under half of the employers interviewed had found their employees through MSD work brokers. During the hui with MSD frontline staff, those in work broker roles emphasised that they do not undertake a formal process of ‘matching’ potential employees to Mana in Mahi roles, or screening candidates for suitability. Instead, their role is to engage with employers to discuss their needs, and link suitable Work and Income job seekers to these opportunities.

The employer survey found that 52 percent of respondents agreed that MSD had matched the right people to Mana in Mahi roles. However, as MSD does not have a formal matching role, respondents may have been reflecting on the suitability of candidates put forward. The experience of employer interviewees was mixed, and emphasises the importance of employer-work broker relationships. Those who had an ongoing relationship with their work broker generally considered that the work broker knew their business well and generally put forward quality candidates for consideration.

*“[Work broker] has got a good feel what I’m looking for, what my expectations are. She’s just rung me today and she’s found somebody that she thinks is worthwhile looking into. I’ve got trust in her.” (Employer)*

In other cases, the candidates put forward by the work broker were considered unsuitable. Employers in this situation typically reported a perception that the applicants put forward by MSD were not of similar quality to candidates found through standard advertising channels.

*“We haven’t found any candidates through MSD. Well, they’ve brought a few candidates in every now and again when they have someone that they think that might work out or might be suitable here, when we’ve been advertising for some roles. But the candidates MSD are bringing in, they just haven’t been up to scratch.” (Employer)*

Employers that receive candidates through work brokers are expected to undertake standard employment due diligence processes, such as interviews and referee checks. This is



happening in most cases, with employers stating that once they have received potential candidates from MSD they will undertake a formal process of shortlisting, interviewing and referee checking.

*“MSD will ring me and say we’ve got this person. He will qualify for Mana in Mahi. Are you interested in taking him on? Then I interview them and talk to them. I talk to them about the benefits of going on Mana in Mahi. I check their references. If it all looks good, I’ll offer them the job.” (Employer)*

### **Some employers considered more could be done to improve employees work-readiness prior to employment**

A small number of employers had an expectation that MSD should have had a greater role ensuring employees are work-ready, and were surprised by the amount of training and support their Mana in Mahi employees required.

*“They’re not prepared for work. Work and Income don’t prepare them. They prepare the CV for them, they present that to the company and then you’ve employed them. There’s no getting the individual prepared to work, that actually falls to the company. It takes a huge amount of resource and time to work with them.” (Employer)*

It should be noted that Mana in Mahi is primarily targeted to employees at the entry level or new to work. Skill levels are therefore likely to initially be low, but Mana in Mahi intends for these to grow throughout participation and training in the programme. Few employers that were interviewed were aware that the Mana in Mahi programme included funding to support pre-employment or on the job training to help employees be work-ready. Only two of the employers interviewed had accessed this support. While they both reported that it had been useful, this feature of the programme could be promoted more widely to employers.

## **5.2 Mana in Mahi administration and support processes**

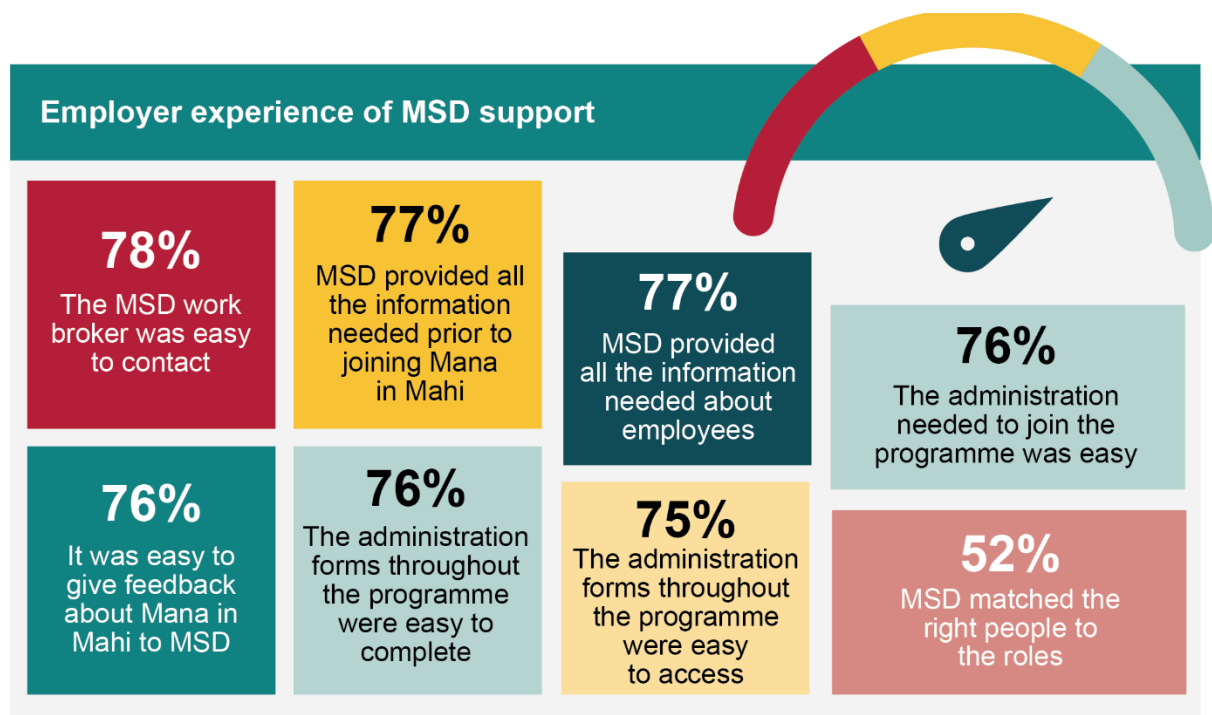
Large employers find it easier to complete Mana in Mahi administrative processes and requirements due to having dedicated administrative capacity with their organisation. Smaller employers found the process easier when they had a dedicated local MSD contact who they could reach out to when needing assistance.

While most employees did not have any issues with programme administrative processes, about 20 percent experienced some information blockages when trying get information about Mana in Mahi, or support regarding delayed payments. For some, this can make it difficult to navigate the programme, access supports or training, and achieve what is intended. Some MSD frontline staff indicated that they are not confident in the accuracy and quality of the information that they are providing to employers and employees, which may exacerbate employee frustrations in not being able to access information.

***Employers were mostly satisfied with the administrative requirements to join Mana in Mahi, and the ongoing support from MSD***

The survey findings indicate that employers mostly found the Mana in Mahi administration processes easy, and were satisfied with their ability to contact their work broker and give feedback to MSD.

*Figure 12: Percentage of employer survey respondents who agreed or strongly agreed with statements regarding MSD support and administrative processes associated with Mana in Mahi*



Employer responses n=411 to 481

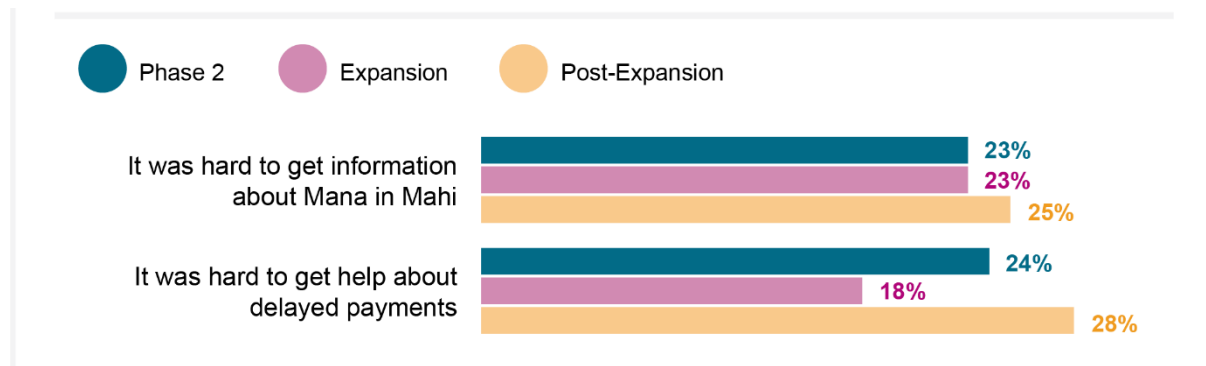
The regression analyses of the survey data indicates that larger companies are more likely to find the administration processes of Mana in Mahi easy, compared to medium-sized or small businesses. Interviews indicated that this was because larger organisations often had more experience with subsidised employment programmes and/or had dedicated administrative staff. Small-and medium-sized employers that had ongoing engagement with an MSD work broker generally found the administrative processes easier to navigate, as they could reach out for help when needed. This underscores the importance of the work broker having ongoing engagement with employers participating in Mana in Mahi. There were no statistically significant differences in perceptions of Mana in Mahi administration between employer industries.



***Some employees experienced blockages accessing information or support, which may be exacerbated by limited knowledge of the programme by some MSD staff***

The survey found that around 20-25 percent of employees found it difficult to obtain information about Mana in Mahi, and a similar proportion found it hard to get information regarding delayed payments.

*Figure 13: Percentage of employee survey respondents who agreed or strongly agreed with the following statements regarding getting help or information*



*Employee responses: Phase 2 n= 138; Expansion n=431; Post-expansion n=101*

The interviews and open text survey responses confirmed that some employees experienced information blockages, with difficulties getting the information they needed from either their employer or MSD.

*“It has been a little bit of a struggle finalising things and getting correct information from the correct people” (Employee)*

*“The first two incentive payments were way past due, the third one is overdue as well and [I] don’t know how to contact anyone to speak to them about it.” (Employee)*

This may be a barrier to success, as it can make it difficult for participants to navigate the programme, access supports or training, and achieve what is intended.

The focus group hui with MSD frontline staff indicated that some staff were not confident in the accuracy and quality of the information that they were providing to employers and employees. Some frontline staff stated that they felt like they were “playing it by ear” and could not answer some of the questions employers and potential employee participants had about the programme. Issues included lack of clarity regarding where to seek advice and support within the MSD national office. MSD frontline staff reported that the responsibility for providing advice on Mana in Mahi had been devolved from a national advisory team to regional Mana in Mahi champions. However, frontline staff noted that if regional champions do not have the requested information, it is not clear where to go for advice. Some staff also raised the risk that institutional knowledge would be lost if regional champions moved on to other roles.



*“For the last 40 months, we’ve had a small team of national advisors that [were] responsible for training regional champions, disseminating out communications, and advising all the staff. They’ve been our go-to if we had any questions or if the situation wasn’t clear. They have been disbanded.”*  
(MSD frontline staff)

*“They’ve deferred expertise out to regional champions. Our regional champions don’t have a place to go to sort of ask those questions and will also run to the risk that the regional champions move on to other roles, other duties or exit MSD. What goes with them is knowledge.”* (MSD frontline staff)

Frontline staff considered more training would have been beneficial to assist them in communicating the changes in policy settings to employers, and to ensure that they were providing accurate and timely information to employees.

## 5.3 Participation in and support for training pathways

### 5.3.1 Employee preparedness for training

Employees are generally aware that they will need to participate in training as part of the Mana in Mahi programme. However, they are provided with varying levels of detail before they commence the programme. Some employees did not have a clear sense of how much time would be required for the training or what support they could access to help them complete the training. While many employees were able to undertake the training without any issues, some experienced stress as they had been unprepared for the workload and the challenges of balancing work and training.

The industries with more established training pathways or apprenticeships, such as construction, agriculture and hairdressing, were able to provide employees with a clearer idea of what to expect during training. Employees in these industries felt better prepared for the training and there were fewer early exits amongst this group.

***Some employees were not provided adequate information to prepare them for the experience of working and training at the same time, leading to stress and early exits***

As was noted in section 4.2.2, despite contractual obligations for employers to inform their employees about the training pathway, this is not occurring consistently. Employees that were interviewed usually knew that they had to participate in training, but just under half stated that the information they were given was inadequate to prepare them for the experience of working and training at the same time. This perception was more common in employees that had exited the programme early. There were no statistically significant differences in employee knowledge or preparedness for training by phase.





Common information gaps included not being given an accurate sense of how much time would be required to undertake the training, not knowing what supports would be available to assist them, and in some cases why they were required to complete training and/or the benefits of doing so.

For most of these employees, the lack of information did not have a substantial impact on their experience in Mana in Mahi. While it “would have been nice to know more”, they simply got on with the training and in most cases were progressing well. Other employees, particularly former employees, had not anticipated how difficult it would be to undertake work and training in tandem. This had caused stress as employees felt uninformed, and therefore unprepared, for the workload commitment.

*“This year’s being quite rough, the study load’s being really high and it’s not sustainable. I was struggling with working the four days and studying. I didn’t expect it to be this hard, to be honest.” (Employee)*

*“I don’t feel like they were honest about how hard it would be. Sure, they [employer] said I’d be getting training, but I didn’t know it would be night classes and fulltime work. In the end it was too much.” (Employee)*

Employees that said their employer did not give them adequate information about the training also often stated that they did not know about the support services and had struggled to get the support they needed from their employer. The combination of struggling to balance work and training, and inability to access support, was a contributing factor to early exits. This reinforces the importance of being clear upfront with potential participants regarding the training requirements, and providing information and access to the supports available through the programme.

***Employees in primary and secondary industries, and those who entered the programme through MSD had more accurate expectations of training***

Regression analyses did not find any differences in the experience of subgroups related to being informed about training, including by phase. The interviews indicate that employees in primary industries (such as agriculture) and secondary industries (such as construction or hairdressing) were more likely to state that their manager or employer had provided them with clear and timely information about their training. These industries typically use an apprenticeship model, which has a clear qualification pathway.

Employees in tertiary industries (such as hospitality or finance) were less likely to agree that their employer had talked to them about the training pathway. This may be because the training pathway was less well defined for these industries; several employers from the tertiary sector described having to learn about what training pathway was suitable for their employee, and some described feeling like they were “playing it by ear” and learning as they went.

The interviews also found that employees that entered the programme through a referral through MSD had higher levels of awareness of what the training component of the programme would entail, the approximate time commitment they would be required to dedicate to training, and the benefits of gaining a qualification. Employees that heard about the programme from their employer were less likely to report being given comprehensive and





relevant information about their training. This emphasises the importance of direct contact and information pathways between the employee and MSD, as there is variability in the quality of information about training being provided by employers.

### 5.3.2 Experiences while training

Employees mostly reported positive experiences with their training. This included former employees, who considered their Mana in Mahi training was useful in subsequent employment. However, employees in the Post-expansion phase were less likely to agree that training was useful compared with those in the Expansion phase, which may be due to having more recently started the training and being yet to see its applicability to their work and/or taking time to adjust to the training.

The Mana in Mahi policy settings that allow for part time work has helped employees to balance work and training. The provision of periodic incentive payments fulfil their intended function of motivating employees to continue. The education support payments for equipment to work or study were important, particularly for Māori, Pasifika and older employees who were less likely to have access to IT equipment than others.

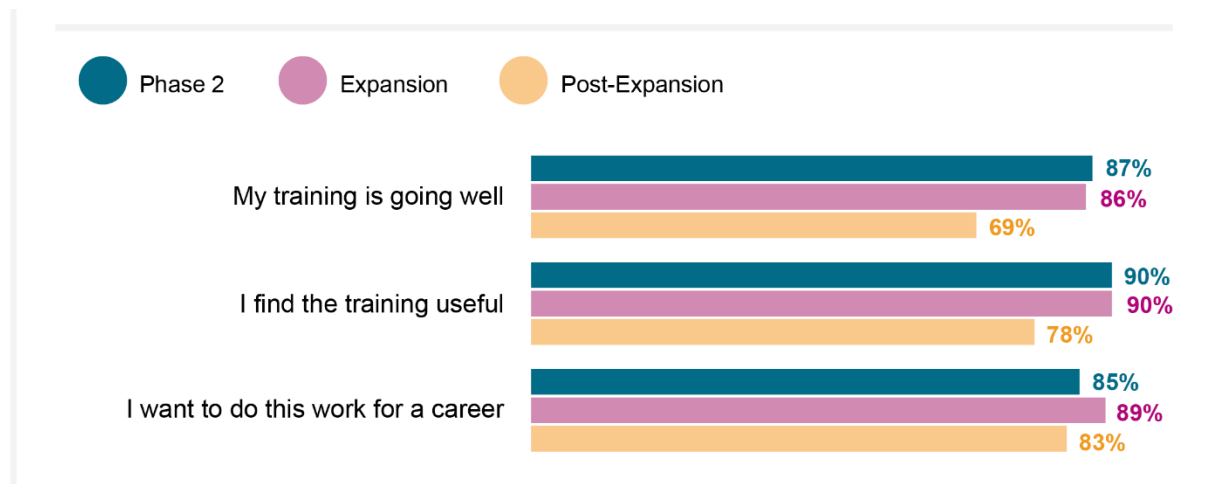
On the other hand, the evaluation findings indicate that low awareness of the education support payments for literacy and numeracy and the pastoral care services are not being well utilised by employees, and there is potential to better promote these services to support employees in their training.

#### ***The training is valued by most employees, who find it relevant and useful***

Both the surveys and interviews indicate that the training is valued by employees. The majority of employees across all phases agreed or strongly agreed that their training is going well, and they are finding it useful. However, there was a significant difference in perceptions across the phases. One-way ANOVAs found that employees in the Post-expansion phase reported lower levels of agreement that their training is useful and going well; this was a moderate to large difference. Potential reasons for this are discussed below.



Figure 14: Percentage of employee survey respondents who agreed or strongly agreed with statements about their training



Employee responses: Phase 2 n=90; Expansion n=304; Post-expansion n=94

During interviews, employees commonly described the training that they had received as relevant, interesting and applicable to their work. While it was challenging to balance work and study, the majority said that they were grateful for the opportunity, and considered it would help them in their career.

*"It was good to receive all the training, that really got me ahead! I want the same for more young people thinking of joining the trades." (Employee)*

*"I've nearly completed my certificate in [topic] and I reckon it'll really help in the future, like it's given me a real career path." (Employee).*

Most former employees, including some that had exited early, considered that the training they had received through Mana in Mahi had left them well-placed to progress their careers in other roles.

*"I didn't finish [the training] because of my health issues, but once I was ready to get back into work I could talk about what I'd learnt during the interview [for my next job]. I think that helped me get the job." (Employee)*

The small portion of employees that said their training was not going well and/or was not useful mainly discussed challenges with undertaking the training (such as difficulties balancing work, study and family commitments) rather than the content of the training itself.

### **Participants in the Post-expansion phase were less likely to find training useful**

The survey regression analysis looked into whether there were any differences in how the different groups participating in Mana in Mahi found the training. The results show that phase was a significant predictor of perceived usefulness of training. Employees in the Post-expansion phase were less likely to agree that training was useful compared with those in the Expansion phase.

This difference was explored in the interviews. It is difficult to conclusively determine why those in the Post-expansion phase are less likely to find the training useful. Employees in the Post-



expansion phase had entered Mana in Mahi more recently (post-August 2022). These employees had recently commenced the training, and tended to express enthusiasm for what they were learning. However, due to their more recent enrolment in training, these employees may not have yet observed the applicability of what they were learning to their jobs.

There were no other significant differences based on age, gender or ethnicity.

***The policy settings to allow for part time work, incentive payments, and funding for equipment support continued participation in training***

The evaluation explored the extent to which the Mana in Mahi policy settings supported employees' continued participation in training. The findings show that the Phase 2 change in policy settings to allow for **part-time work** has supported employees to successfully participate in training. Employees that worked part-time while training were more likely to report a positive experience. The qualitative interview data shows an association between part time work and completion of training.

Nearly all of the employees we spoke to described **the incentive payments** as being a key motivator for their continued participation in training. The majority described how the incentive payments relieved financial pressure within their training pathway. For example, some mentioned how the payments were important for some apprentices who typically don't receive a large salary. Others described how the regular incentive payments kept them motivated.

The **education support payments**, when used for **equipment to work or study**, were important in assisting a small number of employees to undertake their training. This payment had been used to purchase equipment such as laptops which had enabled flexibility to work on assignments and complete online coursework. This was particularly important for Māori and Pasifika and older employees that participated in the interviews, reflecting the 'digital divide' in which these groups are less likely to have access to IT equipment than others.

On the other hand, the **education support payments for literacy and numeracy** have not demonstrated effectiveness in supporting employees to participate in work and training. There was low awareness of this service amongst employees, with only about 35% of employees that responded to the survey being aware of the literacy and numeracy support. Interviews with employers also identified their low awareness of these services, despite the demonstrated need amongst some employees:

*"He needed lots of help with writing and book learning. He was calling on us constantly, needing help with paperwork and all that sort of stuff. We supported him to see if he needed to get tested, tried different areas of staff and things and that just didn't work unfortunately." (Employer)*

Similarly, the **pastoral care services** are not being well utilised by employees, also primarily due to a lack of awareness of these services. When used, the coaching and mentoring services were reported to be useful for supporting employee motivation. However, as discussed in section 6, there has been limited uptake of the pastoral support and there is potential to better promote these services to support employees in their training.

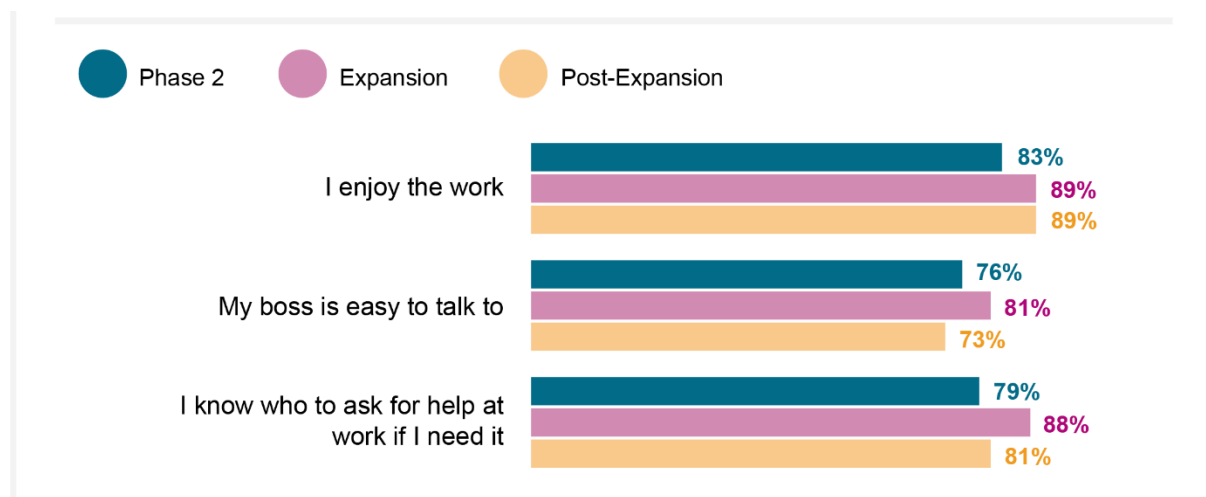


The majority of training pathways in Mana in Mahi take more than one year to complete. However, the longer time available to study via the **two-year programme** does not appear to be associated with differences in employee motivation or experiences of training. While those in the two-year programme typically stated that they appreciated the extra time to receive support while they undertake their training, neither the survey analysis nor the interview data found any differences that suggested participants in the two-year programme are more likely to complete the qualification. This is being explored further as part of the concurrent impact analysis that MSD is undertaking using data from the IDI.

Aside from the Mana in Mahi policy settings, employees identified having a **supportive working environment** as being fundamental to their continued participation in training. The survey asked employees what helped them to work and study at the same time. For both groups, the top enabler was their employer.

The survey found that most employees consider their work environment to be positive and supportive. As shown in Figure 15, most employees enjoyed their work, knew who to ask for help, and found their boss easy to talk to.

Figure 15: Percentage of employee survey respondent who agreed or strongly agreed with statement related to perceptions of their job



Employee responses: Phase 2 n= 90; Expansion n=304; Post-expansion n=94

Employees described being offered support such as encouragement, reduced work hours, assistance with bookwork, and in some cases offering paid work time to undertake course-related activities.

*“My company director was 100% supportive of my training. He was to be paying me to study which is pretty amazing. I was getting paid and I was studying during my work hours. So, very supportive.” (Employee)*

This in turn led employees to appreciate the time and effort their employer was putting in to teaching them and motivated them to complete their qualification.

*“Yeah, because it was just us two, I got lots of one-on-one support. I didn’t want to disappoint him because he was helping me so much...I really appreciated his help”. (Employee)*



A few of the employers that were interviewed noted that the **wage subsidy** had enabled them to support their employee's training; as some of the wage costs were covered by Mana in Mahi, these employers were motivated to allocate the 'saved' funding to activities such as paid study time.

The other key enabler to successful participation in training is being **prepared and knowing what to expect**. As discussed above, when employees were not well informed about what the training would involve, they were more likely to struggle and in some cases exit the programme. Conversely, employees that held detailed discussions about the training with their work broker and/or employer reported realistic expectations and were more likely to remain in the training.

## 5.4 Achievement of goals

Employees have set and achieved goals related to their career, such as completing their chosen training course. The structured nature of the Mana in Mahi programme is useful in assisting employees to achieve their training goals. This includes setting contracted expectations for employers regarding supporting enrolment in a qualification and commencement of training. Providing regular incentive payments to employees creates a sense of obligation and reciprocity under which participants feel motivated to meet Mana in Mahi requirements.

### ***Employees are achieving goals related to career development***

Mana in Mahi is targeted at people at risk of long-term benefit receipt. Most employees that participated in Mana in Mahi had previously been unemployed, or had been in short-term roles without a clear career path. For many of these employees, simply being in work, enjoying the role, and seeing themselves as remaining in the industry was an achievement.

*"Honestly, I am just so stoked to have stuck with the job! I'd never been able to hold down any other [job] for more than a few months. I'm proud and my whānau is proud." (Employee)*

Primarily, the goals achieved to date have involved working towards or completing their chosen training course. Some employees had a career goal that pre-dated Mana in Mahi, and stated that the programme had made it possible for them to get qualified and to do it faster than if they had to fund it themselves. Most employees stated that they not had previously set goals for themselves, but through participating in Mana in Mahi some had started to develop career aspirations.

*"Yeah, I didn't really know what I wanted to do before [Mana in Mahi]. Now I've got plans. The current goal is I want to be finished my apprenticeship next year." (Employee)*

Employers also expressed pride and a sense of achievement when their employees completed their formal training.



*“We’ve got some who’ve completed the training, a really, really exciting phase. We feel so proud of them when they complete it, because you know that it raises the question of would they have been able to achieve that otherwise?” (Employer)*

Of the employees we spoke to who were currently completing a training programme through Mana in Mahi, many described a desire to continue work in their respective industries once they had gained their qualification. For example, one employee described how she is working towards a teaching qualification and plans to continue onto post-graduate study.

*“I want to stay in this industry. And I’m definitely looking at going on to do my master’s part time. I know from the [workplace] I’m moving to, those girls that study with university, they just don’t get the kind of support that I’m getting.” (Employee)*

### ***The structured Mana in Mahi training pathway supports the achievement of goals***

Interviews with employees and employers in relation to goal setting indicate that the structured nature of the Mana in Mahi programme is useful in assisting employees to achieve their training goals. Having contracted expectations regarding qualifications, set dates for enrolment and commencement of training, a subsidy for wages for employers, and regular incentive payments for employees creates a sense of obligation and reciprocity under which participants feel motivated to meet MSD requirements.

*“On a monthly basis you’ve got to go back and ‘these employees turned up. They’re going to be doing the training.’ So, it’s not just a gift. There is a requirement to do it. For that reason, I think it’s good from all aspects.” (Employer)*

*“With Mana in Mahi I probably pushed myself a little bit more. I counted myself very lucky to be able to get that help and especially the money. Because I was getting help from [MSD] I didn’t want to abuse that power, I suppose.” (Employee)*

While most employees and employers had not taken advantage of the full suite of pastoral services offered, those that had considered the holistic support available had helped them to achieve their goals.

*“They need an environment where success is encouraged and supported. And I think that’s where Work and Income making Mana in Mahi available has really helped with that. They get training, mentoring, financial support... it’s the whole package.” (Employer)*



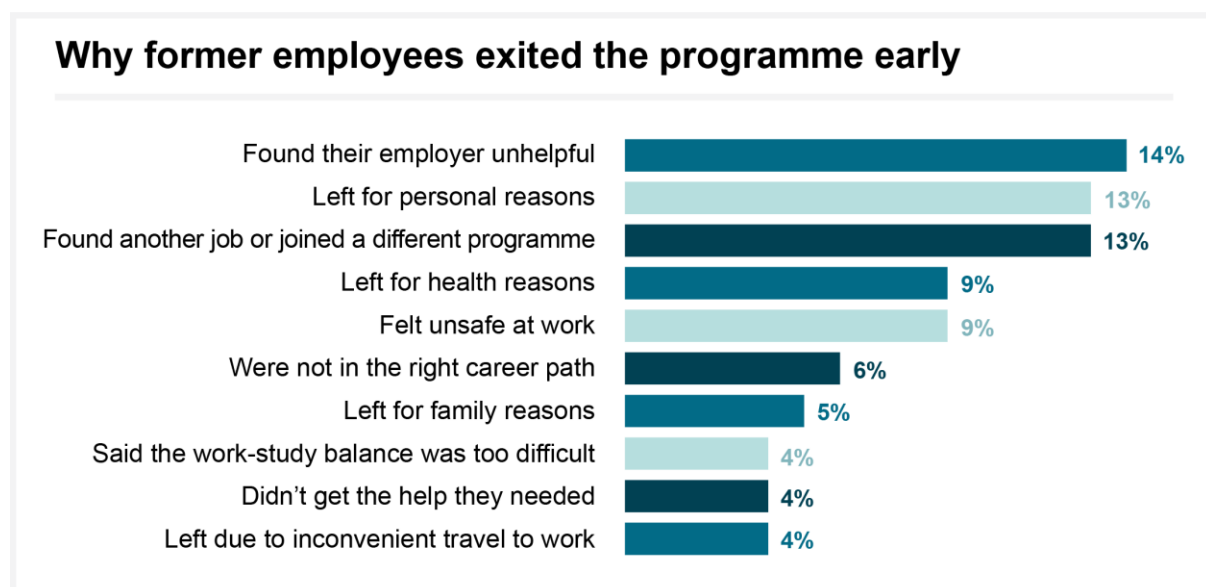
## 5.5 Reasons for early exits

The most common reasons for early exits from the programme were related to the workplace environment, including bullying by other employees or their manager, managers not supporting training, and general personality clashes within the workplace. Other reasons for leaving early included finding an alternative job or programme, with employees in this situation often being able to draw on the training and experience they had received through Mana in Mahi. Some employees left due to mental health and life challenges that negatively impacted their experience of the programme. Most of these former employees intended to return to work and training once they are able to. These experiences reinforce the importance of ensuring employees are able to access the pastoral care services that are provided through Mana in Mahi.

The survey results found that about 28 percent of the former employee respondents said they left Mana in Mahi early, 50 percent said they finished their time in the programme, and the remaining 22 percent weren't sure. The evaluation also included interviews with 15 former employees who had left early.

The 28 percent of survey respondents who stated that they left the programme early were asked what had prompted them to leave Mana in Mahi. The results are displayed in Figure 16.

*Figure 16: Reasons former employees who exited early left Mana in Mahi*



*Former employees who did not complete programme n=246*

As shown in Figure 16, the most common reason for leaving early was having an unhelpful employer. This aligns with the qualitative interviews, in which about half of the employees that exited early said they left due to a “toxic work environment”. This encompasses several of the survey response categories, including an unhelpful employer, feeling unsafe, and not getting





the help they needed. Challenges reported by employees included bullying by other employees or their manager, managers not supporting training, and general personality clashes within the workplace.

*“My employer made me buy all my own supplies and kept the money. They pretty much isolated me and gaslit me the whole time I was there, it was so toxic! So I left after four months. I know it’s not what MSD want to hear but I think it’s really important I share that for some of us, it didn’t work.”*  
(Employee)

Employees who exited due to an unsupportive work environment were asked whether MSD could have done anything differently that would have helped them to stay. The most common response was that more stringent screening and regular audits or spot checks of employers could have been undertaken. While this may not be feasible, it does reinforce the importance of regional frontline staff keeping an ongoing relationship with employers and offering support if relationships appear to be deteriorating.

The second most common reason for leaving early was that former employees had exited due to finding an alternative job or programme. The qualitative interviews also found that this was a commonly given reason for leaving; often in conjunction with other reasons; the ‘pull’ factor of a new job was often combined with ‘push’ factors such as not enjoying their role or not getting on with their manager. Some of the former employees in this situation had moved to another role in the same industry, and were able to draw on their Mana in Mahi training and experience in their new role. Others said that the experience of Mana in Mahi had made them realise that the industry was not for them, and wanted a new career. There is little that MSD could do to retain these employees, but further discussion showed that in nearly all cases the employees had gone into an alternative career pathway that was also likely to provide sustainable employment.

The evaluation interviews also included former employees who had left for personal or health reasons. When asked about the challenges of Mana in Mahi, these employees described how mental health and negative life challenges impacted their experience of the programme, resulting in them exiting the programme early. In most cases this was unrelated to their experience of the programme. Interviewees noted that ‘life happened’; they had family pressures, physical or mental ailments and though they would have liked to have continue with their training, that simply wasn’t feasible at the time. Despite this, most interviewees also noted that they intend to return to work and study once they are able to.

*“I injured myself pretty bad and ended up in and out of surgery for a few months and during one of the surgeries they discovered I had cancer, so I had to be treated for that. It was just a really rough time.”* (Employee)

*“I didn’t end up finishing. I ended up having to leave just before I finished. That was just due to mental health issues back then. I’m getting treatment and doing better now, and hope to start up again early next year.”* (Employee)

These experiences reinforce the importance of ensuring employees are able to access the pastoral care services that are provided through Mana in Mahi. As will be discussed in section



6, there is a blockage between the documented support needs of participants and access to these services, and the blockage needs to be addressed to enhance employee retention.

## 6 KEQ3: What value is added by the pastoral care and support services to employers and employees?

This section discusses the support needs of Mana in Mahi participants, and knowledge and uptake of the four support services available through the programme: MSD In-Work Support, Te Heke Mai, Whītiki Tauā, and Puāwaitanga.

### 6.1 Support needs of Mana in Mahi participants

Most of the Mana in Mahi participant cohort did not require additional support. Employers relied on their professional networks for any support needs, and employees typically turned to whānau, friends or their employer.

However, a small portion of employees experienced challenges that were a barrier to remaining in the programme. The most common support needs for employees were advice on how to deal with interpersonal relationships at work, and support for mental health issues. With low levels of awareness of the availability of pastoral care services, these issues remaining unresolved in some cases and resulted in early exits from Mana in Mahi.

***Most employees and employers did not require support, or had minor challenges that they were able to resolve within their existing networks***

The interviews with employees found that the majority either did not perceive that they had challenges related to remaining in work, or they had minor challenges that they were able to resolve without external support. These typically related to adjusting to work and training routines, and the initial unfamiliarity with a new workplace and industry.

*“I’d been out of work for a while, and it took time to get used to the study, the work, the new location, the new everything, environment. It got better once I’d been there a few months and made some friends at work.” (Employee)*

These employees stated that they drew on support from family, friends and/or their employer to talk through any challenges they faced.

Similarly, employers interviewed for the evaluation typically did not raise any issues that they had experienced themselves. Most had support networks within the business community that they called upon if needed.



*“I didn’t really have any need for support, not besides the normal challenges of running a business. I didn’t feel like I needed any support for myself. I get help and support often from industry associations.” (Employer)*

***Some employees experienced relationship issues within the workplace, negatively impacting on their experience of Mana in Mahi***

Workplace issues typically involved conflict with the manager or a supervisor including perceived unfair treatment, such as being given menial tasks unrelated to their role; limited or no feedback on performance; or bullying behaviour. These workplace conflicts had a profound effect on employees that experienced them, with interviewees reporting impacts on their self-esteem and confidence, and in some cases exacerbation of mental health issues.

Most employees that had experienced workplace conflicts had not been able to resolve these. As discussed below, few had been aware of or thought to contact the pastoral care services, and several discussed feeling isolated and unsure where to turn for support. Ongoing workplace conflict was stated to be a key reason for early exit.

The prevalence of reported challenges in the workplace was higher amongst younger employees (those aged 24 year and under) that participated in the qualitative interviews than for those in older age brackets. While it is hard to conclusively determine why this is, older employees that were interviewed often described being able to draw on techniques that had worked for them in past roles to manage conflict, or were more able to draw on external support from family and friends.

***There was a relatively high prevalence of self-reported mental health issues amongst employees***

Employees reported experiencing issues such as stress, anxiety, or mild depression. In most cases these issues pre-existed joining the Mana in Mahi programme, but had been exacerbated by the challenges of adjusting to in-work routines, balancing work and study, or workplace conflict.

*“I’ve always had underlying anxiety, but I didn’t expect to be so busy with working, studying, family and trying to keep a social life. I actually fell very ill working there, just mentally struggled.” (Employee)*

While most current employees had been able to resolve mental health challenges (mainly through support from their employer or family/whānau support networks), these challenges remained unresolved for many former employees. As discussed in section 5.5, ongoing and unresolved mental health issues were a catalyst for early exits amongst some former employees.

Some employers also reported experiences with Mana in Mahi employees who were dealing with mental health issues that interfered with their work performance due to absenteeism, disruptive behaviour in the workplace, or lack of confidence to perform job tasks. A small number of employers stated that they had been aware of their employee’s condition when they had hired them, but most said that the issues had become apparent over time.



Employers were broadly sympathetic to the mental health challenges of their employees, with some noting that their employee's background or family circumstances had contributed to the difficulties they were facing. Most employers who had employees with mental health issues had attempted to get support for their employees. However, in some cases the situation became untenable, and the employee did not complete the Mana in Mahi programme.

*"He's just had obviously had a really difficult upbringing. And that's reflected on a lot of the choices he's made in life. The employee has been good on the job. He just struggled to manage his personal life, his mental health. That's what's getting in the way." (Employer)*

Several employers reflected that, had the employee not come to them through the Mana in Mahi programme, they would have let them go earlier or not put as much effort into retaining the staff member.

## 6.2 Uptake of pastoral care and support services

Knowledge of the pastoral care and support services is low, with fewer than half of all employers and employees being aware that the services are available. This has led to low use of the services overall. Amongst evaluation participants that had heard of the services, MSD's In-Work Support had the highest uptake, with few employers or employees accessing the three externally contracted services.

Employees in Phase 2 and the Expansion phase were significantly more likely to access pastoral care than those in the Post-expansion phase. This may be due to increased stress experienced during the COVID-19 pandemic, which began in the final few months of Phase 2.

While the services are promoted to Mana in Mahi participants, this typically happens on entry, when employees receive a lot of information about the programme and/or have not yet begun to experience challenges. Uptake of the services could be enhanced if additional promotion was undertaken periodically at set points during the programme.

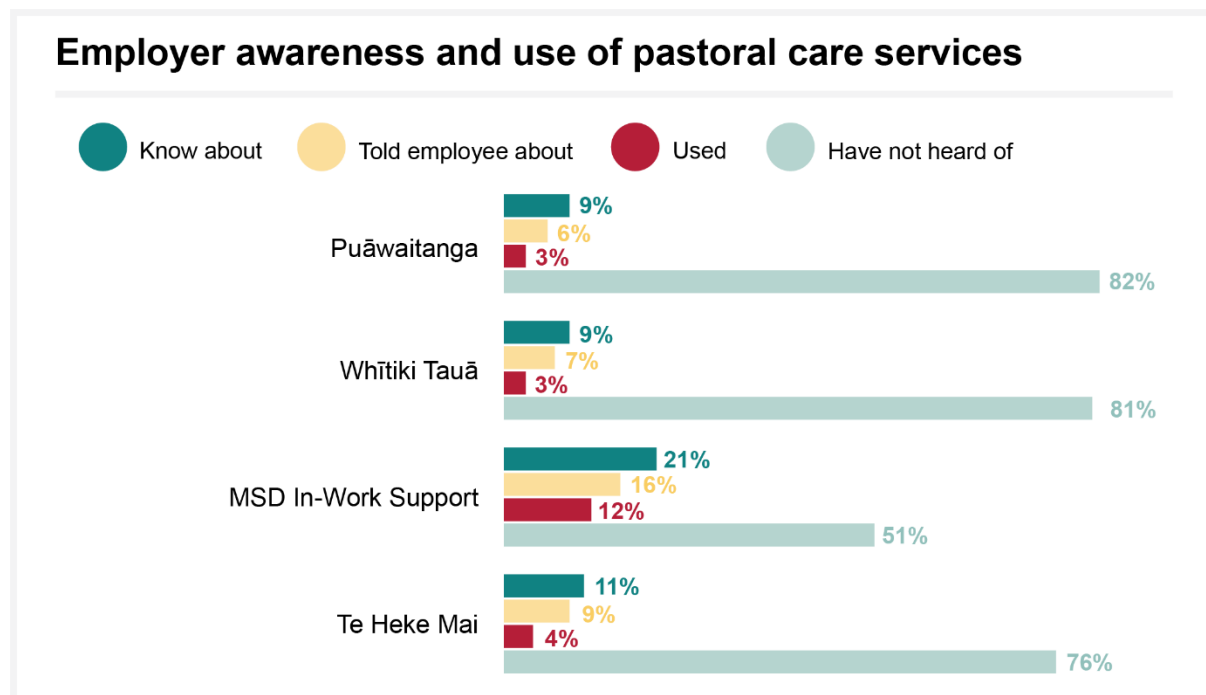
### 6.2.1 Awareness of the services

***Despite the need for support services, the survey indicated that employers and employees had low awareness of the pastoral care and support services available***

Most employers (75-80 percent of survey respondents) were unaware of the three external pastoral care services. There was higher awareness of MSD In-Work Support, with about half of respondents aware of this service – however, the interview data indicates that some employers may be confusing the formal In-Work Support service with other MSD supports, such as engagement with their local work broker. While a small percentage of employers indicated that they have used Whītiki Tauā and Puāwaitanga, these services are only available to employees, and these survey respondents may have been confusing the service with Te Heke Mai (which offers coaching to employers).



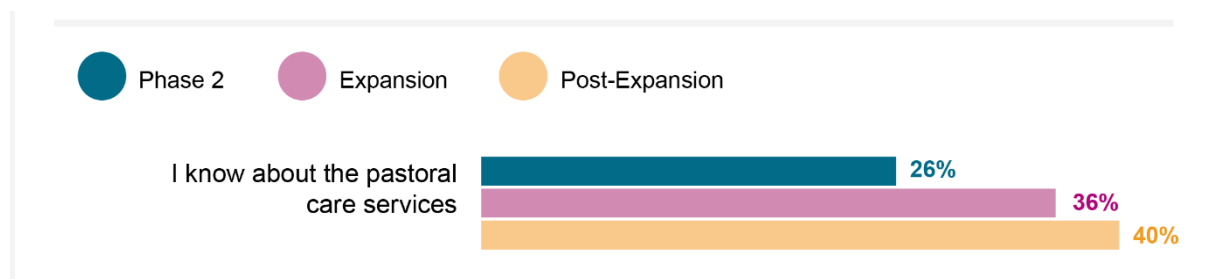
Figure 17: Employer awareness of pastoral care services



Employer respondents n=424–431

Less than 40 percent of employees that responded to the survey were aware of the pastoral care services.

Figure 18: Employee awareness of pastoral care services



Employee respondents: Phase 2 n=138; Expansion n=440; Post-expansion n=96

Awareness of the pastoral care services differed by phase, with employees participating in Phase 2 significantly less likely to be aware of the pastoral care available through Mana in Mahi. As was noted in section 4.2.1, the staggered roll out of the pastoral care services may have contributed to lower awareness amongst Phase 2 participants, with the full suite of services in place by February 2020.

The regression analysis also found that older employees tended to have a better awareness of the pastoral care offered by Mana in Mahi than employees aged 24 years and younger. Interview data indicates that this may be due to the way in which the services are promoted. Interviewees in the older age brackets were more likely to recall receiving an email and/or telephone call, and stated that they were happy to receive information this way; whereas younger interviewees reported that they did not often use these communication mechanisms.

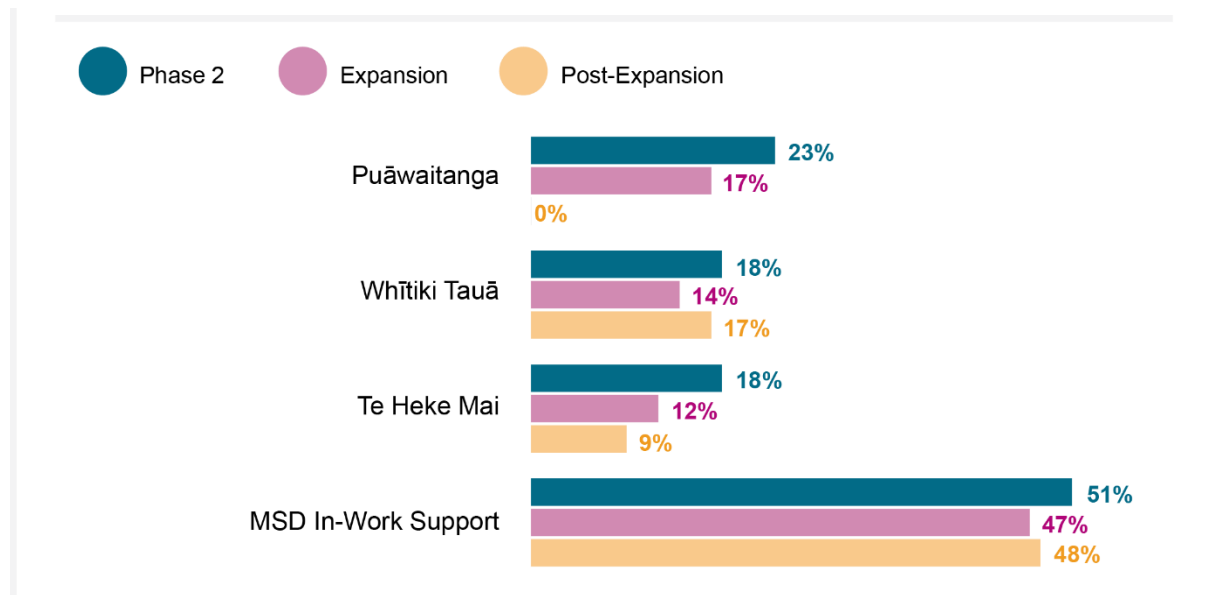


## 6.2.2 Use of pastoral care services

***The most commonly-used service was MSD's In-Work Support service; few employees or employers had used the three externally-contracted services***

Employee survey respondents who stated they were aware of the services were asked whether they had used them. The results show that about half of the respondents across all phases had used the MSD In-Work Support service.

Figure 19: Employee use of pastoral care services



Employee responses: Phase 2 n= 35; Expansion n=150; Post-expansion n=34

***The pastoral care services were more likely to be used during the COVID-19 pandemic, and by Māori***

Analysis of the survey data found that employees in Phase 2 and the Expansion phase were significantly more likely to access pastoral care than those in the Post-expansion phase. The COVID-19 pandemic began during the final few months of Phase 2, and the Expansion was launched in response to the pandemic. Interviewees that participated in these phases noted that this was a particularly stressful and difficult time, and a small number of employees indicated that they had taken up the mentoring or counselling services in response to this stress. This may explain the higher uptake amongst participants in these phases, with demand from Post-expansion participants being lower, as the peak of the pandemic had passed.

*“It was tough during the lockdowns. I was worried about my job but also my family and just there was a lot of uncertainty. I got the phone call [about the pastoral support] and thought ‘yeah, I’ll give that a go’.” (Employee)*

The analysis also found that employees of Māori ethnicity were more likely to use the pastoral care services. Analysis of the qualitative data from Māori employees did not identify an obvious rationale as to why Māori have higher use of the services. However, Māori interviewees that had used the services (particularly Whītiki Tauā) reported that service providers were respectful of their culture and that they had found the support helpful.





There were no statistically significant differences between other subgroups' use of pastoral care services.

### 6.2.3 Barriers to uptake of pastoral care services

The evaluation has identified three key barriers that may be hindering uptake of the services, and suggestions that may enhance service promotion.

#### ***Some MSD frontline staff and employers lacked knowledge of the pastoral care services***

MSD frontline staff that participated in the evaluation stated that they did not have strong knowledge of the role of the external pastoral care providers. Several participants believed that MSD's In-Work Support team provided all necessary support, and were unclear about the role of the three external services. Staff had mixed views about the value of the pastoral care services.

*"I have never heard anything about pastoral care." (MSD frontline staff)*

*"It would be nice if the pastoral care was better promoted to employees, especially those who are first time in a workplace. If they need some support on how to handle such new environment to them, that would be very helpful." (MSD frontline staff)*

Given nearly all employees that participated in the interviews had received information about Mana in Mahi from an MSD work broker or their employer, it is vital that MSD frontline staff have up-to-date knowledge of the services available, their role, and how they can be accessed, so that they are able to promote the services to employers and employees. This suggests that additional training and communications may be required for MSD frontline staff.

#### ***Employees were hesitant to take up the services because they lacked time, did not think they would be helpful, or considered that others needed the support more than they did***

Of the interviewed employees who knew about the services, about one third had not taken them up due to a perception that they could not spare the time to engage, and did not consider that their manager would support them to do this in work time.

*"I didn't take up the counselling or any of the other things. I was too busy doing the studies and everything. Just carried on." (Employee)*

Other employees were sceptical that the services would be helpful for their specific situation. Several had a view that the services were primarily for counselling and were unaware that they could also seek mentoring and coaching assistance.

*"I just thought that it was just going to be a waste of time. I would have just been talking about my feelings. I needed support to be able to have my children be able to be looked after and so I could have time to sit down and study, and I don't think they could have helped with that." (Employee)*





The other barrier that employees raised was that some considered their challenges as minor, and that someone else is likely to need the service more than they do. Employees of Pacific ethnicity were more likely than others to report this perception.

*“I think I was told about the mentorship but I turned that down because I don’t think I needed it. I’d much rather it go to someone who needs it than me.”*  
(Employee)

These findings reinforce the importance of ensuring that communication and awareness raising activities focus on ensuring employees know about the services, how they may be able to assist them, and that they are available for anyone who wants support, no matter how seemingly minor the issues may be.

***Te Heke Mai is not targeted to Mana in Mahi participants, and Whītiki Tauā/Puāwaitanga is promoted only when participants first enrol in Mana in Mahi***

Te Heke Mai is not specifically promoted to Mana in Mahi employers or employees. Interviews with MSD personnel noted that the service is promoted by MSD frontline staff to clients who are receiving a benefit or looking for employment and that some Mana in Mahi employees may be referred through this channel. Te Heke Mai representatives stated that they also promote the service directly to employers through the MSD industry partnerships team and by attending industry events. Te Heke Mai representatives stated that they are “always keen on ways to get more referrals” and would be eager to discuss promoting the service directly to Mana in Mahi participants.

The promotion of Whītiki Tauā (and subsequent referrals to Puāwaitanga) primarily occurs at the start of employees’ Mana in Mahi journey. Interviews with MSD and Whītiki Tauā/Puāwaitanga representatives noted that the initial communication with participants is via an email from MSD which informs employees of the pastoral care support services that are available and that, unless the employee opts out, they will be contacted by the service provider.

The Whītiki Tauā/Puāwaitanga service provider receives a monthly list of all employee participants that have signed up to Mana in Mahi, excluding those who actively opt out of being contacted by the services. The service provider then sends an email and a text to let the employees know that their details have been sent through. Service kaimahi call the person and talk them through the service offering and gauge interest in participation. The discussion with employees at this early stage primarily focuses on Whītiki Tauā<sup>17</sup>. At this point, if the person declines the service, the file is closed. Service representatives stated that about 10 percent of people take up the service, which is slightly lower than the level of use indicated by survey respondents (see Figure 19).

This all occurs within the first few weeks of the employee’s participation in Mana in Mahi. If the employee declines at this point, there is no subsequent engagement from the service

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<sup>17</sup> According to the service provider, Puāwaitanga is not actively promoted to Mana in Mahi participants during the introductory conversation, but may be referred by Whītiki Tauā mentors once in the mentoring service. MSD clients can also self-refer to Puāwaitanga, and two of the employee interview sample had accessed the service through self-referral.



provider. Interviews with the Whītiki Tauā/Puāwaitanga service provider indicated that they are concerned they may be missing people who decline the services at the start, and then later find that a need arises for support.

*“I do wonder whether we're missing a group of people who maybe get into the work and maybe three months down the track like ‘this is way harder than I thought it was going to be’ or ‘I'm not managing this as well as I thought I was going to be able to do’. And we're kind of in and gone by then.” (Service provider)*

This was echoed by a small number of employees, who stated that they had declined the service initially and later found that they needed support when challenges arose.

*“I opted out of the ongoing support. You shouldn't allow the option to opt out of that support because of course everybody starts off absolutely fantastic. And it's not till you get six months and that the true colours start to show. But I'd already opted out of that.” (Employee)*

The uptake of the services could be enhanced by direct promotion of Te Heke Mai to Mana in Mahi participants. Promotion of Whītiki Tauā and Puāwaitanga could incorporate additional proactive reach outs to employee participants at set times in the Mana in Mahi programme, for example at the three- and six-month time points.

## 6.3 Perceptions of service effectiveness

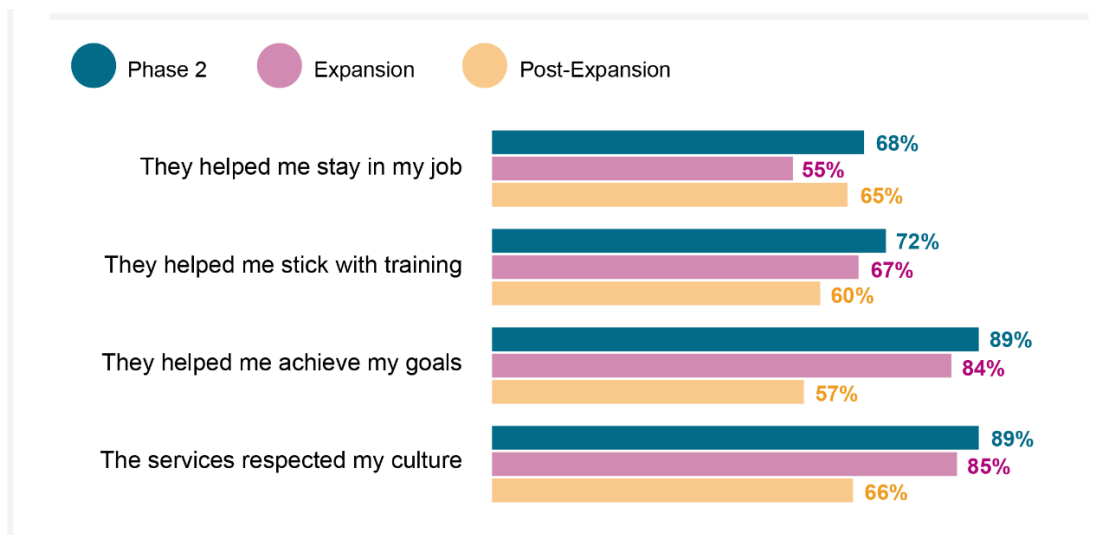
The findings indicate that when employees access the pastoral care services, they are mostly effective in assisting them to work through challenges, which can assist in retention within Mana in Mahi. The services are well-designed and complementary, each offering a different type of support that suits the range of needs identified in section 6.1. The services were characterised by those who had used them as flexible and able to tailor the offering to meet participant availability, support requirements and cultural needs.

### ***Employees that had used the pastoral care services generally found them helpful***

Generally, employees that had used the pastoral care services found them helpful and responsive. While employees in the Post-expansion had slightly lower levels of agreement regarding the value of pastoral care, the differences were not statistically significant.



Figure 20: Percentage of employee survey respondents who agreed or strongly agreed with statements regarding the value of the pastoral care services



Employee responses: Phase 2 n= 25; Expansion n=80; Post-expansion n=20

**MSD In-Work Support was well regarded by employers and employees for providing practical skills to assist them to remain employed**

The In-Work Support service appealed to employers because they saw it as offering practical advice to their employees to assist with work-readiness, budgeting, and balancing work and training.

*“The staff member had issues with money. I said, ‘Have you been to a budgeter, maybe you need to go there. Ring the Work and Income [In-Work Support] team and find out what they’ve got available to help you.’”*  
(Employer)

While the survey data shows that In-Work Support was the support service that employers most commonly reported using themselves, this service is only available to employees. The interviews with employers identified that they were more likely referring to support they had received through frontline staff, such as their local work broker.

All interviewed employees who had used In-Work Support reported positive experiences with the team, receiving assistance for issues such as access to financial support and advice on adjusting to the job.

*“I had the In-Work Support team. They were helpful as. There was one time where I needed new boots for work but was a bit poor and they sorted that out for me.”* (Employee)

*“The In-Work Support was helpful because that was what I used to get me through my qualification. Just like them constantly checking in on me was really helpful... That let me know that they were always there to help me if I needed.”* (Employee)



Employees that used this service liked the ability to use it as and when needed, without the expectation to commit to an ongoing programme of mentoring. The higher uptake than other services, and positive user experience of this service indicates that In-Work Support is a valuable part of the Mana in Mahi service offering.

***Te Heke Mai was valued by employers to help them support employees to become work-ready***

Employers described success stories in which Te Heke Mai had assisted them to get their employees work-ready. For example, one employer stated that their Mana in Mahi employee had initially struggled to adapt to work routines, often coming in late and/or appearing tired. The employer had been made aware of the Te Heke Mai service through an industry event, and contacted the service and suggested their employee do the same. The employer stated that the Te Heke Mai personnel had provided them with techniques to help their employee set goals around timekeeping, and encourage them to celebrate small wins. While the employee was “still not always perfect at timekeeping” the employer considered that they had improved after applying the goal setting techniques learned through the service. Another employer sought assistance around how to have difficult conversations with their employee regarding performance and how to give constructive feedback. Te Heke Mai had provided techniques to frame these conversations.

While most employers found the Te Heke Mai coaching and mentoring services useful, two of the nine employers interviewed that used this service indicated that it had not been able to assist them with their issues. An employer who sought techniques to motivate their Mana in Mahi employee, reported that these had been unsuccessful and the employee had left after a short time. Another employer identified Te Heke Mai staff turnover as a challenge.

*“The Te Heke Mai people were nice but there wasn't much continuity as the people we dealt with kept leaving. I couldn't get any traction on the problem I was dealing with.” (Employer)*

These findings suggest that there is potential for Te Heke Mai to be specifically promoted to Mana in Mahi employers to support them when issues arise.

The two Mana in Mahi employees that stated that they had engaged with Te Heke Mai found the service helpful in supporting them to remain in the role. One person was a solo parent who sought advice to help balance family and work commitments. The other had sought help with motivation in relation to completing their qualification. The regular check ins and focus on setting then working towards specific goals had been helpful to them.

***Whītiki Tauā provided culturally responsive mentoring that helped employees navigate work and life challenges***

During interviews with Whītiki Tauā personnel, kaimahi emphasised that although the overall intent of the service is to support people to remain in work and training, it is delivered with a focus on holistic wellbeing.



*“We take a view that if someone is well in themselves, there will be less reason to need to leave work because they're struggling.” (Whītiki Tauā kaimahi)*

Whītiki Tauā staff members noted that they support participants with work-related issues, such as developing communication strategies to raise issues with their manager, or study techniques to support training success. More broadly, they mentor participants through issues including relationship problems, issues with family and friends, low motivation, or minor mental health issues.

*“There is a lot of conversation around work and around how an apprenticeship might be going. But outside of that, sometimes it's around family and friends, sometimes it's around mental health, it's very normal for us to see people struggling with anxiety.” (Whītiki Tauā kaimahi)*

About half of the pastoral care service users interviewed for the evaluation had engaged with Whītiki Tauā. The majority found the service helpful, empathetic, and responsive, and almost all stated that they had been given useful advice that had supported them to stay in Mana in Mahi. For example, one person described how the mentor worked with them to help formulate ways to better communicate with their manager, and role played scenarios to help them prepare for real life conversations. Others noted that the regular check ins gave them a chance to develop goals and troubleshoot any barriers to achieving them, or to discuss personal or relationship issues.

*“I have someone I can talk to at a time each week about how I'm coping emotionally or how my personal life goes. It's just really good resource that came through Mana in Mahi.” (Employee)*

The interview participants typically did not directly attribute their success in work or study to their engagement with Whītiki Tauā, but characterised the conversations as part of the support system that kept them motivated to remain with Mana in Mahi.

Māori and Pacific employees who used Whītiki Tauā were particularly impressed that mentors came from a range of cultural backgrounds. This was an important feature of the service that made it feel approachable for Māori and Pacific interview participants, and made them more likely to trust that the service would be able to help them.

*“I was matched with a Māori mentor, who could speak te reo. That was huge for me, it made me feel like they'd get where I was coming from.” (Employee)*

Two of the pastoral care service users interviewed considered that the service had not been helpful to them. Both were former employees, one of whom had completed the programme and one who had exited early. For one person, the mentoring service had not been able to help with their low motivation and they left their role. The other person had stopped the mentoring sessions after a few months as they felt the service was not providing useful advice or support:



*“It was just sort of conversation, ‘How’s your week been? What have you been doing?’ I was just like, ‘Oh, you know.’ We’d just talk about being busy at work or what I’d done in the weekend rather than getting mentored.”*  
(Employee)

While the interview sample is small and it is difficult to draw firm conclusions, most employees who engaged with Whītiki Tauā found it supported them in their Mana in Mahi role.

***The support offered by Puāwaitanga helped some employees to deal with their mental health challenges, but others required more intensive intervention***

Only five of the employee interviewees had engaged with Puāwaitanga. This aligns with information provided by Puāwaitanga personnel, who stated that referral to the service is through Whītiki Tauā, when mentors identify that someone they are working with requires clinical support. As such, the service has fewer Mana in Mahi participants than Whītiki Tauā.

Puāwaitanga staff discussed how their focus is on supporting service users to find ways of being able to manage and move through challenges. Interview participants were mixed on how useful they found the service. Three of the five stated that the service had helped them to deal with their issues.

*“It was really good to talk about the situation in detail with someone neutral. And go a little bit into depth about why things might feel a certain way. The counsellor provided some coping skills.”* (Employee)

The other two employees that had used this service stated that, although the service had been supportive, it had not assisted them to resolve their challenges. These participants both indicated that their mental health challenges had required more intensive intervention than could be provided through a virtual counselling service.

*“I did reach out for counselling.” [Interviewer: Was that helpful?] “For me personally, no. At the time it didn’t really help me. I think I just got into like a shutdown mode back then and had just isolated myself from everything, there wasn’t really much they could do for me over the phone.”* (Employee)

None of the five interview participants that used this service had used it for specifically work-related issues. Puāwaitanga staff indicated that the service was not specifically designed for Mana in Mahi clients, and as such focuses on a range of mental health supports.



## 7 KEQ4: To what extent does second year of Mana in Mahi provide added value for employers and employees?

This section explores participant perceptions of the differences between the Mana in Mahi policy settings that offered one year of support (during Phase 2 and the Post-expansion phase) and two years of support (during the Expansion). It investigates whether the second year of Mana in Mahi provides added value for Mana in Mahi employees and/or employers, and if so, in what ways.

### 7.1 Perceived benefits of the two-year programme compared to the one-year programme

Most employees and employers stated a preference for two years of support in the Mana in Mahi programme. They considered that one year was not sufficient time to enable them to gain experience to a level at which they could confidently transition away from the supportive environment of Mana in Mahi.

Employees viewed the two year programme as giving them more time to get used to the job. Employers stated that the two years of support meant that employees were more likely to remain in the role, thus offering a better return on their investment in the employee.

The second year was described as a motivator for continuing in training. The second year of financial incentives was important to encourage continued participation. However, while employees in the one year programme would have appreciated the longer period of support during their training, the majority had continued to pursue their qualification once the one year of Mana in Mahi support finished.

#### ***Employers and employees prefer the two year programme to the one year programme***

Mana in Mahi offered one year of support to participants in Phase 2 and the Post-expansion phase. These participants were asked in the survey about how they felt regarding the timeframe of the programme. The results show that over 58 percent of these employees considered one year to be too short, and 31 percent considered one year to be enough. The remainder were neutral.

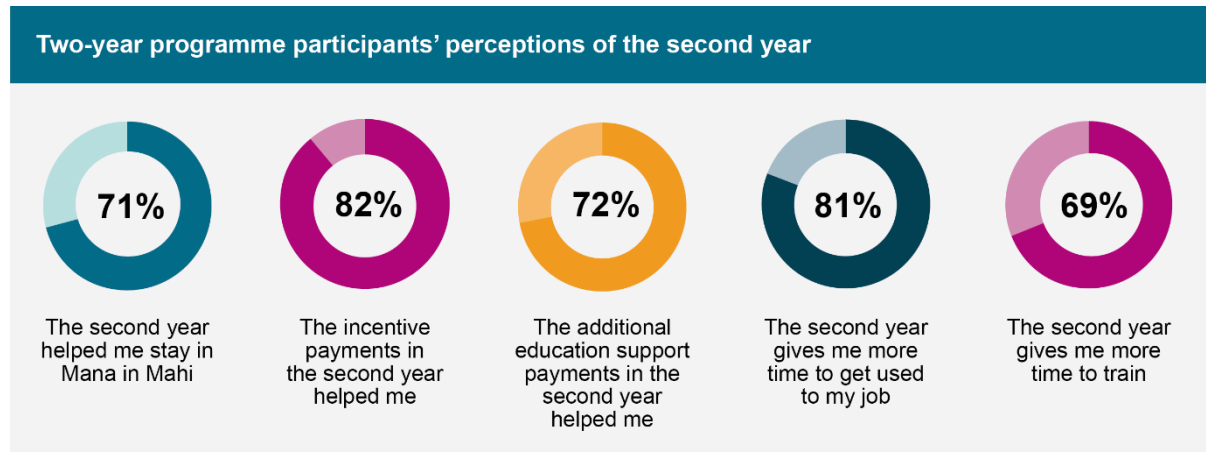
Employees that participated in the two-year programme (i.e., the Expansion phase) also preferred a longer programme, with 61 percent of these employees stating that one year would be too short.





Survey respondents were asked to indicate why they considered two years was preferable for Mana in Mahi. Employees in the Expansion phase (two-year programme) were asked about the extent to which they agreed that various aspects of the second year were valuable. The results are shown in Figure 21.

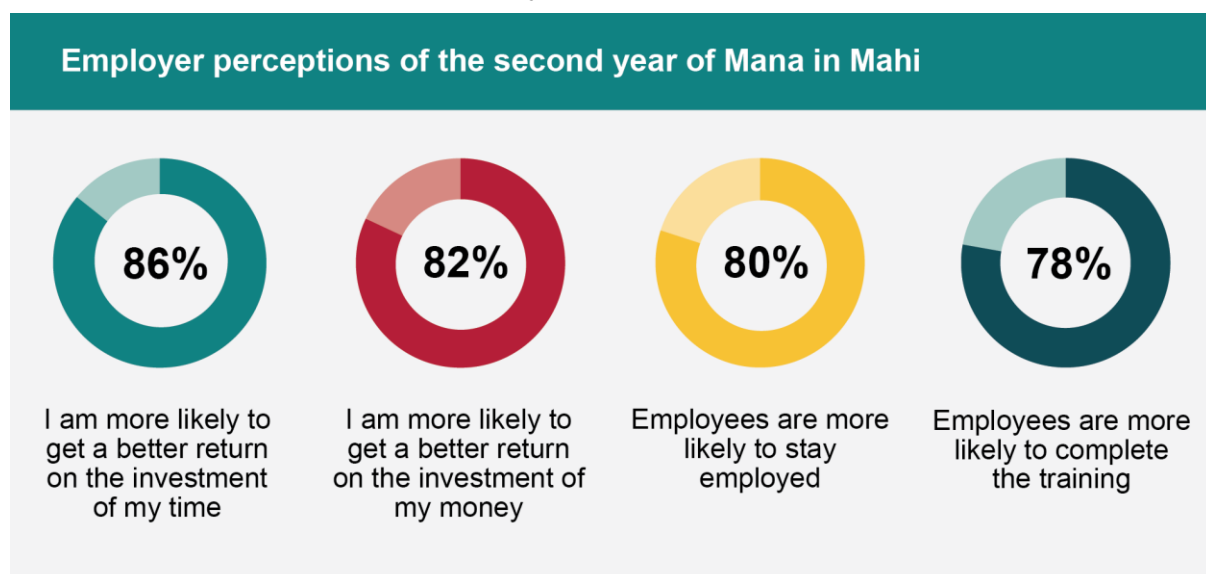
*Figure 21: Percentage of employee survey respondents who participated in the two-year programme who agree or strongly agree with statements about the second year of Mana in Mahi*



Employee respondents n=128 to 149

Employers were also asked about the extent to which they agree with statements regarding the value of the second year, as displayed in Figure 22.

*Figure 22: Percentage of employers that agree or strongly agree with statements about the second year of Mana in Mahi*



Employer respondents n=301 to 440

The reasons for employee and employer preferences for a two-year programme were explored in more detail during the qualitative interviews.



### ***The second year enables employees to have more time to get used to the job***

About half of the employees interviewed considered that the additional time available in the second year of Mana in Mahi was important as it allowed them to adjust to the work environment. A substantial amount of feedback referenced how difficult it would be – or had been for those who participated in the 12-month programme – to become familiar with their workplace, get used to the workload and training, and set oneself up for success after completing Mana in Mahi. Adding a second year to the programme enabled many employees to take time to really understand their industry.

*“It was really important, because the second year was when I finally felt comfortable with working and work routines. You can spend more time working in the industry to know it better.” (Employee)*

*“More time would have been good. I needed extra time to get used to the workplace and the extra year would have helped.” (Employee)*

The desire for time to get used to the role was particularly prevalent amongst the employees who had never been in work or had been out of work for a substantial time period (more than one year). Some employees in these situations noted that much of the first year was taken up with simply becoming accustomed to being in full-time work and adjusting to the new routines. It was therefore not until the second year that they could really start to focus all of their energy on developing the skills to be good at the job.

*“I had been a full-time mum for five years and the first 6 months to a year it was just getting used to being back at work. The second year is when I actually got good at the job.” (Employee)*

These employees felt that the additional time to refine their understanding of the role and the industry was helpful for their development. Further, the security that came with having support available through the programme was a valuable assurance for them.

Most employers considered the second year had a positive impact on the long-term development of their employees by allowing for a less pressured start to their employment.

*“The rangatahi need lots of uplifting and support. They're not real awesome at their job quickly, so the two years allowed us to have time to integrate them slowly and upskill them at a pace that's good for them.” (Employer)*

### ***Employees and employers considered that a longer timeframe of Mana in Mahi supports while training was beneficial, but most employees continued with their training once support was no longer available***

A high proportion of both employers and employees stated that the one-year programme was insufficient in length to provide adequate support to employees as they undertake the necessary training. Many employers noted that there was a lot of training required in their industry and the employees brought in through Mana in Mahi were very inexperienced. Most employers felt that twelve months was simply not long enough to properly train staff, and felt



it was unrealistic to expect them to have reached professional standards or truly embedded the lessons and skills to take forward long-term.

*“Second year is key. I guess the first year is more of a trial period before you let them loose on tools and you know, actually have any sort of responsibilities. It takes a lot longer than one year to become a qualified builder...” (Employer)*

The training that employees undertake through the programme is at NZQA level 4 or higher, and completing the training or apprenticeships takes longer than one year. Interviewed employees who were still in their role, but had completed the one year of Mana in Mahi support, had typically carried on with their training programme. Most had not experienced difficulty continuing with training, with motivation coming from their achievements to date and seeing tangible progress towards their goals. Others noted that their motivation to carry on with training had reduced after the incentive payments were no longer provided, but most had nonetheless persevered with their course.

***Employers perceived that the two year programme reduced the risk of employees leaving early, enhancing their return on investment***

As has been discussed in section 4.3.3, some employers had experienced financial and/or time loss when apprentices or trainees had resigned in the later stages of training. Several employers that had been in this situation stated that the two-year programme made them more enthusiastic to join or continue with the programme, as they felt that additional support from Mana in Mahi enhanced the chances of an employee successfully completing the training and remaining employed. This gave employers confidence that it was worthwhile investing time and resources in employee development, as they felt assured that they would see a return on their investment.

This aligned with the experience of some MSD frontline staff, who considered that the second year was a drawcard for employers.

*“Employers were jumping on it, they absolutely loved it.” (MSD frontline staff)*

However, employers emphasised that, although the two years of support was part of what made Mana in Mahi attractive, the wage subsidy was more important than programme length in giving them confidence to hire an apprentice or trainee.

***The second year of financial incentives was valued by employers and particularly employees***

A small number of employers specifically noted that a second year of Mana in Mahi meant a second year of subsidies for the business. Some saw this as an incentive to continue the programme, whilst employers who were already committed to Mana in Mahi viewed it as a welcome addition.

The additional year of incentive payments was particularly important to employees. Some employees interviewed stated that the extra year of payment incentives was helpful in setting them up for their futures after completing the Mana in Mahi programme. The second year of



payments often enabled them to purchase equipment and tools they would need to continue working after completing the programme.

*“... there was a payment incentive as well which was really helpful because I was able to get set up to be able to do graphic design.” (Employee)*

*“In my experience it was fabulous having two years. I used the money that was granted to me towards my tools and things... and that has really set me up because they're very expensive.” (Employee)*

Others indicated that the second year of incentive payments had been important in keeping them motivated to remain in their role.

## 7.2 Difference in participant experiences in the one- and two-year programme

While employees and employers felt the second year was beneficial, there were no clear patterns regarding difference in participant experience of the programme.

The evaluation did find some statistically significant differences between participants in the one year programme (Phase 2 and Post-expansion) and the two year programme (the Expansion phase). However, these are more likely to be explained by contextual factors. One year programme participants in the Post-expansion were more strongly motivated to enter the programme, which may be due to increasing unemployment post-COVID-19. There were no statistically significant differences in programme completion rates.

### ***Comparative analysis between the groups that participated in the one- and two-year programmes did not yield any clear patterns regarding participant experience in Mana in Mahi***

Regression and variance analyses of survey data found that there were no statistically significant differences between participants in the one- and two-year programmes regarding their knowledge of the programme features, or understanding of training requirements. This was mirrored in the qualitative data, which found that other factors (such as entry pathway) had a much stronger influence on employee knowledge and understanding than programme length.

However, there were statistically significant differences between employees in the Post-expansion phase (one year) and Phase 2 (two-year) settings regarding motivations. People in the one year Post-expansion phase were significantly more likely to be motivated by earning money, getting a qualification, working in an area of interest and supporting their families than those in the two-year Expansion group. The interview data suggests that this is associated with the context in which these participants entered the programme. Mana in Mahi reverted to one year of support after the peak of the COVID-19 pandemic had subsided. These



participants entered the programme at a time when unemployment rates and the cost of living were rising, and may have been more motivated due to these contextual factors.

The analysis also found that employees in the one-year Post-expansion phase were less likely to find the Mana in Mahi training useful than two-year participants. As discussed in section 5.3.2, this may be due to many of these employees having commenced training recently and not yet seeing the benefits or applicability of the training.

The evaluation also looked at retention rates between participants in the one- and two-year programmes. The proportion of former employees who exited the programme early was slightly higher amongst participants in the one-year programme (30 percent exited early), compared to participants in the two-year programme (22 percent exited early). However, the difference between the groups is not statistically significant. Differences in retention between programme phase are being explored in more detail through MSD's concurrent impact analysis using the IDI. Results will be available mid-2024.

Similarly, the qualitative interviews did not find any difference in patterns regarding experience or completion rates between the one- and two-year programme participants. The aspects more strongly associated with retention appear to be having a supportive employer and work environment, personal motivation, and access to support structures.

Overall, the findings do not indicate any substantial difference in terms of programme experience or completion between participants in the one- and two-year programmes.

## 8 KEQ5: To what extent have the intended outcomes of Mana in Mahi been achieved?

The structured format of the Mana in Mahi programme supports its intended outcome of creating sustainable employment. The programme offers support to participants to take the first steps on a career pathway by helping them to secure a job, and having set requirements regarding training and qualifications.

The expectation to complete an NZQA accredited qualification is an important mechanism that supports employees into sustainable employment. The policy settings that assist individuals to remain in training (part-time work, incentive payments and financial assistance for equipment to work or study) promote the achievement of this intended outcome.

### ***Employees that participated Mana in Mahi gain the skills and experience needed achieve sustainable employment***

The intended policy outcome, as articulated by Mana in Mahi design documents and Cabinet Papers, is to provide apprenticeships and an industry training pathway, leading to sustainable employment. This is intended to be achieved by supporting participants to gain the skills and



experience needed to become competitive in the labour market, develop a meaningful career, and achieve sustainable employment.

This evaluation is limited in its ability to provide definitive data on the extent to which these outcomes have been achieved, given limitations of the generalisability of the data. This is being explored in more detail in MSD's concurrent impact evaluation of Mana in Mahi, which is using linked data from the IDI to explore long term outcomes for participants. However, evidence gathered through this mixed-methods evaluation shows that most employees that participated in the programme considered that Mana in Mahi had made them well-placed to achieve sustainable employment.

Most of the employees interviewed considered that Mana in Mahi had made a big difference to their lives. The programme had given them an opportunity to gain qualifications and work in a field of interest. They could see the opportunity to have a long-term career they enjoyed.

*"Getting an opportunity to go to work, I guess in helping me into a career path. I want to stay in this job, yeah, probably for quite some time."*  
(Employee)

*"It's made a big difference for me because I'm qualified and I can get paid for something I love doing."* (Employee)

### ***The structured, supportive format of Mana in Mahi supported employees to take the first steps to develop a long term career***

The stable and structured nature of the programme motivated employees to get into or return to work and stay employed in the longer term. There were many employees who had not been working for a long time and were unsure on how to take the first step or were overwhelmed by the idea of change in their routine or lives. These employees suggested that Mana in Mahi had made it possible for them to set things in motion by providing guidance and support to get a job, as well as financial incentives which made it affordable to enter training.

*"It got me back into work. Like, it had been a while since I've been in a formal work situation. And I was nervous about going back into the workplace for a lot [of], you know, different reasons. And it was really supportive. I've almost achieved my main goal, which is to get qualified to teach."* (Employee)

A point repeatedly raised was that starting an apprenticeship or taking those first steps was the hardest part, and that Mana in Mahi had helped to overcome that hurdle. About half of the employees interviewed stated that they would have been unlikely to embark on an apprenticeship or formal training without the Mana in Mahi support. Being part of Mana in Mahi meant they now had a career path and set goals they wanted to achieve.

This aligned with the views of employers, most of whom considered that the Mana in Mahi programme had been a positive influence on the lives of their employees by providing stable employment with a career path. They stated that many employees had low self-esteem and have benefitted hugely from participating in the programme, both in terms of developing job skills and building their self-confidence.





*“... they've got into employment because of the programme... we've got some awesome real confidence inspired. And they get to then also be inspirations for other rangatahi Māori in this area.” (Employer)*

Having the security of support and training in place for a set period provided a sense of stability. Some employers felt this enhanced the way they could manage their employees as there were defined requirements and obligations and a fixed period throughout which to work with these individuals to upskill them.

*“With Mana in Mahi I've got a plan. We've got twelve months to make sure we're doing certain things to educate [trainees], to give them confidence... so that when we come off Mana in Mahi we're already set up and ready to go with them as fully qualified members of our team.” (Employer)*

### **Participation in an NZQA training pathway is a key mechanism for achieving sustainable employment**

Participation in an NZQA-approved training pathway is an important component of the programme that contributes to the intended outcome of sustainable employment. Employees who were interviewed stated that their training had enabled them to pursue a career path, either in their Mana in Mahi role or by using the skills and qualification to secure a new position. Most employees felt that the ability to study for recognised qualifications had set them up well for the future.

*“I'm really grateful because it's enabled me to do the qualifications, and that's got me where I am now.” (Employee)*

While most former employees who did not complete their Mana in Mahi training had been employed in a new role, these were less likely to have a career pathway. Only two of the fifteen early exiters who were interviewed reported being on a government benefit, but the majority were in roles that did not require a qualification and/or did not appear to have a sustainable career pathway. This suggests that programme retention and completion of training are important for achieving the intended policy outcomes.

The evaluation has identified that training completion is supported by upfront awareness of the training requirements and a supportive work environment. Training completion is also supported by Mana in Mahi policy settings that allow for part-time work, periodic incentive payments, and education support payments, when used for equipment to work or study. These features of the programme should be retained to support the achievement of policy outcomes.

### **A minority of participants did not consider the programme helped them to achieve employment outcomes; mostly those who did not have a supportive work environment**

A minority of employee interviewees did not consider that Mana in Mahi had created any change in their lives. For these employees, their placements were not a good fit, or they did not consider that they had been well supported by their employer, and had exited early. A few employees stated that the training they were promised had not been delivered by the employer.





*“To be honest, I don’t think it made any difference. I didn’t get the training I was meant to get and didn’t stay there long enough for the payments. So nah, didn’t really do anything for me.” (Employee)*

There were also some employees who felt the impact was not significant to their wider lives beyond the benefits of the incentive payment helping them to support themselves or worry less about finances. These employees did not express any notable difference to their lives in terms of developing a career path.

*“The only difference it made was the payments helping me to afford rent.” (Employee)*

*“It seems geared towards young people with little work experience, support, nor direction. I’m a very driven person and felt like the support offered was too basic and I’d already formed career goals.” (Employee)*

A minority of employees engaged with during the evaluation reported these experiences. Most employees considered that Mana in Mahi had made an important difference in their lives, setting them up well for a sustainable career path.



## 9 Conclusion

This section sets out the overall conclusions in relation to the key evaluation questions and outlines potential actions for MSD's consideration.

### **KEQ1: What are the reasons or drivers behind the high take-up rate after the expansion of Mana in Mahi in Phase 2?**

The evaluation findings indicate that the high take-up of Mana in Mahi is at least partially due to the policy settings in Phase 2 and the Expansion.

*For employers, the wage subsidy is the most important driver of programme uptake*

The policy settings of Mana in Mahi have encouraged employers to take up the programme. The wage subsidy is functioning effectively to attract employers to participate in Mana in Mahi. There was widespread knowledge amongst employers about the wage subsidy component of the programme, which was integral to most employers' decision to participate. The increased wage subsidy in the Expansion phase made the programme more attractive. The evidence indicates this policy setting is functioning as intended, giving employers the confidence to hire employees with limited or no experience, and offsetting the additional costs associated with supporting their Mana in Mahi employees. These findings confirm the importance of retaining the wage subsidy as part of the Mana in Mahi policy settings.

Employers chose Mana in Mahi over other subsidised employment products as it offers a more holistic package of supports. As well as the higher wage subsidy than other programmes, the training component, with its support and incentives for employees to complete training, was an important advantage over other employment products. Employers selected Mana in Mahi for longer-term roles in which a qualification was required because it provides a complete package: a wage subsidy that reduced employer costs of hiring an inexperienced person, coupled with a focus on training and incentives for the employee to remain in the role. These supports motivated employers to employ people whom they would otherwise be reluctant to hire.

*The widened eligibility criteria enabled MSD frontline staff to recommend the programme to a broader range of participants*

The high take-up rate for the programme appears to be primarily driven by the expansion of the eligibility criteria. This enabled MSD frontline staff and employers to recommend the programme to a wider pool of potential participants, including those in older age groups and those who were not on a main benefit.

Employee motivations for their initial participation are mostly unrelated to the policy settings; the majority simply wanted to get a steady job and build a career pathway. Very few employees were aware of the features of the programme that were intended to incentivise employee uptake of Mana in Mahi, with most having limited knowledge of the financial incentives, training pathways or support services. A small number of employees did not initially know that they were in the programme when they began their role. This suggests that high uptake was not driven by employee demand, but by MSD staff and employers being able to place more people in the programme due to the expanded criteria.



In addition, the Phase 2 adjustment of the policy settings, which allowed for part-time work, made the programme more accessible to employees with family commitments, and reduced barriers to working and studying at the same time.

*The evaluation found that there is variability in MSD frontline staff members' knowledge of the eligibility criteria and in employer knowledge of their obligations to employees.*

MSD frontline staff and employers are a key conduit to programme uptake, and it is vital that these groups accurately understand the Mana in Mahi programme features. Discussion with MSD frontline personnel identified some gaps in understanding, particularly in relation to the eligibility criteria and the role and function of the pastoral care services. Some frontline staff were also unsure where to seek advice and support within the MSD national office, and considered that further training would be beneficial. This may have impacted programme uptake, as the evaluation findings indicate that some people who were eligible for the programme were not offered it. This reinforces the importance of ensuring the MSD staff have accurate knowledge of the programme features and its eligibility criteria.

Based on the above findings, the following points are provided for consideration by MSD:

1. The wage subsidy for employers, incentive payments for employees, ability to work part-time, and education support payments for equipment are important enablers for participants to join and remain in the programme. These policy settings should be retained.
2. Ensure MSD frontline staff are well informed (through training or communications) about the eligibility criteria, employer responsibilities, and pastoral care, and that they communicate this to participants. This will ensure employers and employees are given accurate information on both their obligations and the supports available.
3. Clarify where frontline and regional office staff should seek support and advice on Mana in Mahi when needed.

### ***KEQ2: How do employers and employees experience Mana in Mahi programme processes?***

*Larger employers found Mana in Mahi programme processes easier to navigate, with smaller employers needing more support*

Most employers that participated in the evaluation had a positive experience with Mana in Mahi. The process was particularly straightforward for larger employers. These organisations were able to draw on their established recruitment processes and organisational systems to support employees, and had dedicated back office functions to comply with the administration requirements. These employers needed minimal support from MSD.

Smaller employers experienced some challenges; they were often inexperienced in employing and supporting trainees, and unfamiliar with subsidised employment programmes. This meant that some struggled to find suitable training pathways for their employees, and to communicate the supports available to employees. These findings highlight the critical role of frontline MSD staff such as work brokers. The evaluation found that small employers' positive experiences



within the programme were associated with having an ongoing relationship with work brokers who are well informed about Mana in Mahi. This enables employers to understand how the programme requirements apply to their specific circumstances, provides assistance to find suitable candidates, and supports employers to provide clear and accurate information to employees, setting them up with realistic expectations about the programme.

*Employee participation in training is enhanced by clear understanding of the training requirements and drawing on the available supports*

Participation in training is a core component of the Mana in Mahi programme. A high proportion of employees did not know about the training requirements until after they had started in the programme. Many did not know about the policy settings that are intended to support them through training, including pastoral care services or literacy and numeracy support, at all.

The limited knowledge of programme requirements regarding participation in a training pathway impacted on the experience of some employees. About a third of the employees that participated in the interviews indicated that they had been unprepared for the workload associated with working and training at the same time, causing stress. Limited awareness of the pastoral and educational supports amongst employers and employees meant that these were not 'top of mind' when challenges arose, and the challenges associated with balancing work and training contributed to some early exits. This reinforces the importance of providing potential participants with clear information regarding the training requirements.

The evaluation found that employers and employees in the primary and secondary sectors, such as construction, agriculture and hairdressing are more likely to have a clear understanding of the training pathways in their industry. This is because these industries have a history of offering structured apprenticeships. Employers from tertiary sectors (such as hospitality) tend to have less defined training pathways, and may need to be targeted for additional support from MSD.

*The structured format of the programme and its incentives sets employees up well for success*

Many of the employees that participated in Mana in Mahi had previously been unemployed, or had been in short-term roles without a clear career path. The structured nature of Mana in Mahi is useful in assisting employees to achieve their training goals. Having contracted expectations regarding qualifications, set dates for enrolment and commencement of training, a subsidy for wages for employers, and regular incentive payments for employees creates a sense of obligation and reciprocity under which participants feel motivated to meet MSD requirements.

Once in the programme, the financial incentive payments were an important factor related to employees' retention in training and employment. The regular payment schedule acted as a 'carrot' that encouraged ongoing participation in the training and were highlighted by some employees as central to their continued motivation. The education support payments that were used to purchase equipment such as laptops were an enabler to participation, particularly for Māori and Pacific people and older employees, as the equipment meant they could complete the required assignment and study tasks.



Employers' retention and continued participation in the programme was strongly incentivised by the wage subsidy payments. Other than financial incentives, employers were motivated to continue in the programme when their Mana in Mahi employee developed relevant skills and remained with the business. While most employers reported having a positive experience that motivated them to continue with the programme, the evaluation found that some employers were surprised about the level of support their employees required, particularly in relation to work-readiness. This reinforces the importance of ensuring employers are aware of the educational and pastoral care services available to support their employees to succeed.

Based on the above findings, the following point is provided for consideration by MSD:

4. Encourage MSD frontline staff to offer additional support to small employers to enable them to navigate the administrative requirements of the programme and identify relevant training and qualifications for their employees.

### ***KEQ 3: What is the value added by the pastoral care providers to employees and employers?***

*The design of the pastoral care services are well placed to meet the needs of Mana in Mahi participants, but awareness and uptake of the services is low*

The evaluation findings have confirmed that there is a need for pastoral support amongst Mana in Mahi employees. While most employees adapted to the work environment without needing additional support, around one third of employees experienced challenges that made it difficult to remain in work. In particular, this included relationship issues within the workplace: employees who reported having a good relationship with their manager, and feeling supported in their work and training, were far more likely to remain in the programme to completion. Conversely, those who had experienced a negative work environment (such as bullying) were more likely to leave the programme early. Employees who reported these issues needed support to navigate the challenges, and would have benefited from mentoring and coaching to help them adjust to the workplace. Others experienced mental health issues such as stress, anxiety, or mild depression that made it difficult for them to remain in work, and may have been helped by counselling.

Despite the need for support, the evaluation found that there is low awareness of the contracted pastoral care services amongst employers and employees, and consequently there is low uptake of the services. The low uptake is unfortunate, given that when employees are connecting to the services they are reported to be respectful, empathetic and helpful. Employees found the MSD In-Work Support service useful for practical assistance to access financial assistance and balancing work and training, while Whītiki Tauā offered support to address issues including relationship problems, issues with family and friends, low motivation, or minor mental health issues. Puāwaitanga offered clinically-based counselling services and was used by a minority of participants, but was generally helpful.



*Promotion of the pastoral care services could be enhanced by offering the support periodically throughout the programme*

The evaluation findings indicate there is the need for support, and appropriate supports are available, but limited promotion of the services is a barrier to uptake. Promotion of the support services primarily occurs at the start of employees' Mana in Mahi journey, and if the service is declined at this point there is no follow up. The uptake of the pastoral care services could be enhanced by incorporating additional proactive reach outs to employee participants at set times in the Mana in Mahi programme, for example at the three- and six-month time points.

Based on the above findings, MSD could consider:

5. Enhancing the promotion of pastoral care support services. This may include direct promotion of Te Heke Mai to Mana in Mahi participants, and additional proactive reach outs to employee participants at set times to promote Whīiki Tauā and Puāwaitanga.

#### **KEQ4: To what extent does the second year of Mana in Mahi provide added value for employees and employers?**

The second year of the Mana in Mahi programme is valued by employers and employees. The evaluation found that they considered that it contributed to employee success by offering additional time to complete the necessary training, enabled them to adjust to the work environment, and provided an additional year of financial support.

However, while the extra year was considered beneficial by employers and employees, this was not supported by a comparative analysis between the groups that participated in the one- and two-year programmes. There were significant differences between participants in the Expansion phase (two year) programme regarding motivations for joining. However, the interviews found that this is likely attributable to wider patterns of rising unemployment after the COVID-19 pandemic.

The evaluation also looked at retention rates between participants in the one- and two-year programmes. While the proportion of former employees that exited the programme early was slightly higher amongst participants in the one-year programme, the difference between the groups is not statistically significant. Overall, these findings indicate that to date there is limited evidence of additional value generated by the two-year programme.

Based on the above findings, the evaluators recommend that MSD:

6. Consider the evaluation findings about the value of the second year alongside concurrent IDI analysis, to confirm the impact and value of the current one-year policy settings compared to the previous two-year settings.

**KEQ 5: To what extent have the expected outcomes of Mana in Mahi been achieved?**

Reported outcomes from programme participants indicate that employees considered that Mana in Mahi had made a substantial difference to their lives. The structured programme of supports had motivated them to secure meaningful work, which most saw themselves remaining in for the long term. While a minority of employees considered the programme had made little difference, most felt the ability to gain a recognised qualification had set them up well for stable, sustainable employment.

This aligns with the intended policy outcome of industry training pathways that lead to sustainable employment. The evaluation found that most employees who completed the programme had retained stable employment that had a clear career pathway. The training pathway to a recognised qualification is an important mechanism for achieving the intended policy outcomes. Sustained participation in training supported by Mana in Mahi policy settings that allow for part-time work, periodic incentive payments, and education support payments, when used for equipment to work or study. These features of the programme should be retained to support the achievement of policy outcomes.





# Appendix 1: Detailed survey and interview methodology

## Survey creation and testing

The questionnaires for the employer and employee groups were designed based on the key evaluation questions that were identified in the evaluation plan. The questionnaires were refined in collaboration with the MSD project team.

English and te reo Māori versions of the surveys were scripted into the Qualtrics online platform. The surveys were pre-tested with *Allen + Clarke* and MSD staff before being piloted with a small sample of current employees, former employees and employers (about 30 individuals in total) in April 2023. The employees who participated in the pilot testing received a \$20 voucher to acknowledge their time and efforts. The pilot testing confirmed that the questionnaires were relevant, flowed well, and that the duration of survey was approximately 15 minutes. The evaluation team made some minor amendments to the wording of some questions in response to feedback received through the internal and external testing process.

## Participant recruitment

The surveys' target populations were employees and employers who have participated in Mana in Mahi since Phase 2 began. After the pilot testing process was complete, the evaluation team distributed an email invitation to participate, with the link to the survey.

The survey was sent to all employees who started the programme since 1 August 2019. Employees that started the programme before this date were not included in the sample.<sup>18</sup>

For employers, the survey was sent to those who signed contracts to participate in Mana in Mahi after 1 August 2019. As employers may have multiple contracts, some may have also participated in the programme during the pilot phase (from August 2018) and then re-entered the programme during Phase 2 or the Phase 2 Expansion.

The surveys were open for six weeks from 19 May to 4 July 2023. Participants could choose to complete the survey in English or te reo Māori, and were offered the option to undertake the survey via telephone. Three reminder emails were sent at one week intervals to those who had not responded. A prize draw incentive was used in the aim of facilitating a high response rate for employees. The value of the incentive was increased throughout the survey data collection period to enhance response rates. The 'landing page' of the survey sought informed consent to participate.

Between 19 June and 4 July 2023, the evaluation team ran two extra samples of current and former employees in the survey data collection process, due to the identification of a sampling error. When cleaning the list of emails supplied by MSD, there were a large number of individuals with more than one email address. The evaluation team mistakenly included only

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<sup>18</sup> The dataset excluded in error 37 employees who enrolled in Mana in Mahi in July 2019 as Phase 2 was being rolled out.



those with a single email entry in the initial sampling of the current employees and former employees, removing those with multiple email addresses. There were 1,179 individuals in this missing group. To remedy this error, the survey link was sent to the missing sample, and the data collection period was extended for two weeks.

## Response rates

The response rate for the **current employee** group was 29.4% and the response rate for the **former employee** group was 19.3%. After the datasets were merged, a cleaning process was undertaken (removing outliers, inconsistent responses, meaningless responses, and incomplete responses<sup>19</sup>), leaving a total of 714 valid responses were included in the analysis. This included 48 responses in te reo Māori.

The response rate for the **employer** survey was 25.9%. After data cleaning there were 528 valid responses from employers. One valid response in te reo Māori was included in the data analysis.

The response rates are comparable to responses rate for voluntary surveys of this kind, which typically achieve between rates of 10 to 40 percent, depending on influencing factors such as the nature of the survey, the target audience, the survey length, and the incentive offered.

All three samples have reached the sampling requirements for statistical significance at the 95% Confidence Interval. This means that the results are unlikely to change with an increased sample size, or a higher response rate.

## Survey data analysis techniques

Analysis of the survey responses was undertaken using SPSS Statistics 26. For the first stage of data analysis, findings are presented as descriptive statistics across the three phases.

In the second stage of analysis, subgroup analyses were conducted based on different identifying variables. The subgroup analyses considered age,<sup>20</sup> gender, ethnicity,<sup>21</sup> phase<sup>22</sup> (employees), key industry type<sup>23</sup> (employees and employers), company size<sup>24</sup> (employers).

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<sup>19</sup> The cleaning process removed data that is likely to contaminate the quality of analysis, potentially creating misleading or contradictory findings. As per standard data cleaning protocols, the evaluation team checked the metadata of the survey and removed responses that had completed less than 40% of the survey questions, spent less than 180 seconds on the survey, and responses that included obvious anomalies such as the same answers (e.g., all 5s) to scale questions.

<sup>20</sup> For comparative purposes, age categorisation was: under 24, 25 to 49, and 50 and above. For regressions involving comparison of phase, age was entered as a continuous variable in order to increase statistical power.

<sup>21</sup> The ethnicity categorisation followed the total ethnicity method, comparing Māori/non-Māori and Pacific/non-Pacific.

<sup>22</sup> The phase categorisation included employees who self-reported that they started the programme from July 2019-July 2020 (Phase 2), August 2020-July 2022 (Expansion), August 2022 onwards (Post-expansion).

<sup>23</sup> The industry type categorisation is primary (agriculture and horticulture), secondary (construction, manufacturing, and industrial processing) and tertiary (services) industries.

<sup>24</sup> Number of employees is used as a proxy for company size.



These analyses were conducted in addition to providing descriptive analyses as they enabled us to assess whether there were significant differences in experiences or key outcomes of Mana in Mahi for these different groups.

Calculated scale scores were used to gauge the grouped multi-item outcome variables or experience variables (i.e., the Likert scale questions) and thus formed the basis of subgroup comparison. Scores for the Likert scale questions were reversed so that higher scores were indicative of higher levels of agreement. We used summed scores, rather than factor analysis, to reduce dimensions and calculate factor scores for the regression. This was because each survey had more than five scales and most of the scales were short form (less than five items), thus we deemed the use of summed score more appropriate to reflect the overall opinion from respondents while considering the specificity of the evaluation and survey contexts.

In addition to these comparative subgroup analyses, regressions were used to assess whether differences in outcomes or experiences across subgroups remained after controlling for potential confounds. For example, adding both gender and age into a regression analysis allows you to measure whether there are differences in experiences for younger versus older employees, after controlling for any differences in outcomes related to gender. If age remains a significant predictor in these models, this suggests that there was an association between age and that outcome, above and beyond any influence of gender.

Multiple regression analysis was conducted against important outcome or experience variables (such as experiences of Mana in Mahi, and perceived usefulness of Mana in Mahi training, perceived value of the second year) for all subgroups that had an adequate statistical power to run regression analyses. The sum of question scores of a scale was used in the regression modelling as a dependent variable. All above-mentioned demographic variables (i.e., the grouping variables) were entered as independent variables in a single step.

*t* statistics and *p* value ( $p < .05$ )<sup>25</sup> for significant relationship/influence are reported. Collinearity issues were checked and controlled throughout the process. *t*-tests or variance analyses were conducted for subgroups with a smaller sample size (e.g., the usefulness of the pastoral care services was only answered by a small number of respondents and is suitable to use *t*-test or variance analysis to compare subgroup difference).

For categorical dependent variables (in this evaluation, this relates to 'awareness of pastoral care services'), logistic regression analysis was conducted for all the responses across the groups, and significant differences ( $p < .05$ ) are reported.

A description of the key analysis techniques is as follows:

- **Binary logistic regression:** This is a statistical method that helps to understand how one or more factors relate to a binary outcome. In other words, it is used when we want to understand how certain variables (in this case, different subgroups) are associated with two different outcomes. For example, in this report the analysis looked at whether

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<sup>25</sup> The *p* value stands for probability. It can be roughly interpreted as the likelihood that any observed difference between groups is due to chance. When the *p* value is less than .05, this means that the difference is significant in the statistical sense. *t* value (or *F*, or Wald) is the calculated difference represented in units of standard error.



different subgroups were more or less likely to be “aware” or “not aware” of the pastoral care services.

- **Regression analysis:** This is a way to understand how one or more factors might be related to a particular outcome, while controlling for potential confounds (i.e., things that might bias a relationship). It looks at connections between two or more factors to understand how changes in one factor can lead to changes in another. For example, in this report the analysis explored the connection between company size and employer’s overall experience with Mana in Mahi, while controlling for all other subgroups included in the regressions.
- **Variance analysis:** This is a systematic process to compare and analyse the differences (i.e., ‘variances’) between values from two or more groups. For example, the evaluation team analysed the difference of the perceived value of pastoral care between groups in different phases of Mana in Mahi.



## Appendix 2: Regression and variance analyses

### Employee knowledge of programme features

These analyses report differences in knowledge of programme features by phase. Respondent phase was entered as one factor, with the timing of when information was provided (“Before I started”, “After I started”, and “Not at all”) being the second factor in the analysis. A separate chi-square test was run for each feature of Mana in Mahi.

Note: people who responded “I don’t know” were excluded from these comparisons. Non-responses were removed from analyses through pairwise deletion i.e. individuals were removed from analyses of variables where they had missing data, but were included where responses had been provided to relevant variables.

#### *Chi-square tests (variance analysis)*

Feature of Mana in Mahi	<i>n</i>	$\chi^2$	<i>p</i>
Incentive payments	661	0.91	.923
Additional support payments	598	1.06	.900
MSD In-Work Support	589	0.59	.965
The pastoral care services	586	9.95	.041
The literacy and numeracy learning support	565	1.83	.767
The qualification or apprenticeship training pathway	611	5.10	.277
The different training options available	583	4.91	.296
The date they needed to enrol in Mana in Mahi	557	1.32	.857

The results show there was a significant difference in knowledge of pastoral care services between phases. Employees in Phase 2 were less likely to have heard about pastoral care at all than in the other two phases. Participants in the Expansion phase were more likely to have heard about it before starting than the other phases, and people in Post-expansion phase more likely to have heard about it after starting. There were no other significant differences in knowledge of programme features across phases.

### Employee motivations to enter Mana in Mahi

These analyses report differences in motivations for joining the initiative by phase.

Note: for these analyses, a non-response to each item was considered a “no” response, i.e. it was assumed that the given factor was not a primary motivation for that respondent. The Kruskal-Wallis test was used to assess differences, which assumes an ordinal underlying nature of the data between “yes” and “no” dichotomous responses. As a sensitivity test for this assumption, chi-squared tests of independence were also conducted and are reported on below. The results produced by the chi-square tests of independence were very similar to the



results from the Kruskal-Wallis test because the latter utilise a distribution that approximates a chi square distribution.

The Kruskal-Wallis outputs were considered more reliable in this context given that the Kruskal-Wallis is a more powerful test of differences; the Kruskal-Wallis results were therefore used as the basis of the results reported in the main body of the report.

#### *Kruskal-Wallis tests (variance analysis)*

Motivations	<i>n</i>	$\chi^2$	<i>p</i>
To have a job	712	2.63	.269
To earn money	712	8.17	.017
To get a qualification or apprenticeship	712	8.00	.018
To work in an area that is of interest to them	712	6.54	.038
To work towards a career	712	1.26	.533
To support their families	712	7.21	.027
For more job options during COVID-19	712	3.59	.166
Other	712	15.80	<.001

Dwass-Steel-Critchlow-Fligner pairwise post-hoc comparisons indicated that:

- people in Post-expansion phase were significantly more likely to be motivated by earning money than people in Phase 2. There were no other significant differences between phases.
- people in the Post-expansion group were significantly more likely to be motivated by getting a qualification than those in the other two phases. There was no significant difference between Phase 2 and Expansion phases.
- people in the Post-expansion group were significantly more likely to be motivated by working in an area of interest to them than Phase 2 participants. There were no other significant differences between phases.
- people in Post-expansion group were significantly more likely to be motivated by supporting their families than those in the Expansion group. There were no other significant differences between phases.

#### *Chi-square tests of independence (variance analysis)*

Motivations	<i>n</i>	$\chi^2$	<i>p</i>
To have a job	712	2.63	.268
To earn money	712	8.18	.017
To get a qualification or apprenticeship	712	8.02	.018



To work in an area that is of interest to them	712	6.55	.038
To work towards a career	712	1.26	.533
To support their families	712	7.22	.027
For more job options during COVID-19	712	3.59	.166
Other	712	15.90	<.001

### Employee experiences of training

These analyses test for significant differences in agreement with each statement across phases.

Note: given that the responses to these items were provided on a 5-point Likert scale, the data were visually assessed to identify whether distributions approximated normality or should be treated as ordinal distributions. Visual inspection indicated a relatively normal distribution indicating that one-way ANOVAs were suitable for the data. As a sensitivity test for this assumption, Kruskal-Wallis tests are also provided below, which provided the same results in terms of significance as the one-way ANOVAs.

#### One-way ANOVA (variance analysis)

Experiences	<i>F</i> ( <i>df</i> )	<i>p</i>	<i>d</i> (Phase 2 - Expansion)	<i>d</i> (Phase 2 - Post-Expansion)	<i>d</i> (Expansion - Post-Expansion)
Training going well	7.28 (2, 162)	<.001	-0.01	0.49**	0.47***
Training useful	6.08 (2, 169)	.003	0.00	0.38**	0.38**
Easy to talk to boss	1.03 (2, 169)	.359			
Know who to ask for help	0.95 (2, 167)	.391			
Enjoy my work	0.70 (2, 173)	.496			
Want for career	0.42 (2, 169)	.658			

There was a significant difference in perceptions of **how well training was going** across phases. Post-hoc Games-Howell comparisons indicated that people in the Post-expansion phase reported lower levels of agreement with this statement; this was a moderate to large difference.

There was a significant difference in perceptions of the **usefulness of training** across phases. Post-hoc Games-Howell comparisons indicated that people in the Post-expansion phase reported lower levels of agreement with this statement; this was a moderate difference.

There were no other significant differences.





### Kruskal-Wallis tests (variance analysis)

Experiences	n	$\chi^2$	p
Training going well	481	15.1	<.001
Training useful	485	13.0	.001
Easy to talk to boss	487	1.52	.468
Know who to ask for help	487	0.96	.619
Enjoy my work	488	1.41	.495
Want for career	486	1.17	.556

### Employee perceptions of the usefulness of training

This linear regression analysis tests for whether phase is a predictor of the usefulness of training, after controlling for other subgroups.

Note: for this analysis, the dependent variable ("usefulness of training") was derived by summing the "training going well" and "training useful" variables. As these two items were responded to on 5-point Likert scales, it was assumed that the derived variable distribution approximated normality to a sufficient level for linear regression modelling. McDonald's omega = 0.87 for this derived variable, suggesting good internal reliability.

The linear regression used an ordinary least squares (OLS) model, with usefulness of training as the dependent variable, and age (ordinal), industry type (primary, secondary, tertiary), phase (Phase 2, Expansion, Post-Expansion), Pasifika (Pasifika, Non-Pasifika), Māori (Māori, Non-Māori), and gender (male, female, non-binary) as the predictor variables.

The overall regression model was significant ( $F(9,440) = 2.86$ ,  $p = .003$ ,  $R^2 = .055$ ).

#### Regression analysis

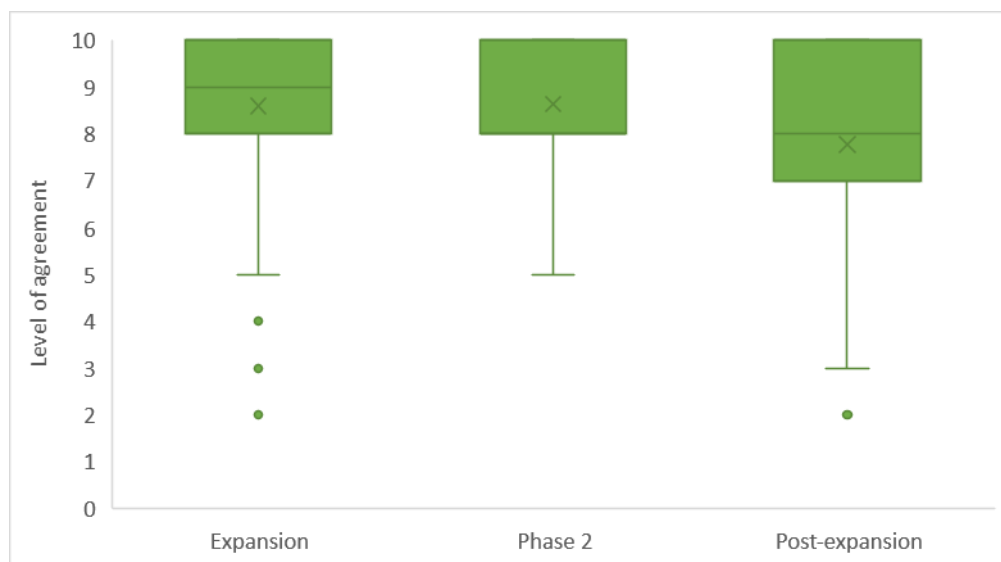
Predictor	<i>b</i>	<i>p</i>
Age	-0.01	.104
<i>Industry type</i>		
Secondary – Tertiary	-0.12	.492
Primary – Tertiary	0.10	.732
<i>Phase</i>		
Phase 2 – Expansion	0.01	.978
Post-expansion – Expansion	-0.83	< .001
<i>Pasifika</i>		
Pasifika – Non-Pasifika	0.29	.185
<i>Māori</i>		
Māori – Non-Māori	0.16	.313



Predictor	<i>b</i>	<i>p</i>
<i>Gender</i>		
Female – Male	0.21	.190
Non-binary – Male	0.94	.314

These results show that phase was a significant predictor of perceived usefulness of training, after controlling for industry type, ethnicity, age and gender. People in the Post-expansion phase were less likely to agree that training was useful compared with those in the Expansion phase. This is displayed in the box chart overleaf. There were no other significant sub group differences.

*Figure 23: Differences in perceived usefulness of training between participants in the Mana in Mahi phases*



### Employer experiences with programme administration

This OLS linear regression analysis tests for whether employer industry is a predictor of the ease of Mana in Mahi administrative processes. The dependent variable is a summed score of perceived ease of the administration process by employers. Two independent variables were entered in the regression model: “industry type” is a categorical variable consisting of primary, secondary, and tertiary divisions of industries; “company size” is a categorical variable that has three categories – large, medium and small companies based on the total number of employees reported.

1.5% of variance in perceived ease of administration was explained by this model ( $R^2 = .015$ ).

Because the purpose of running regression analyses for this evaluation is not to build a fit model, but to test whether an independent variable is associated with a dependent variable, the determinant coefficient of the regression models tends to be small.

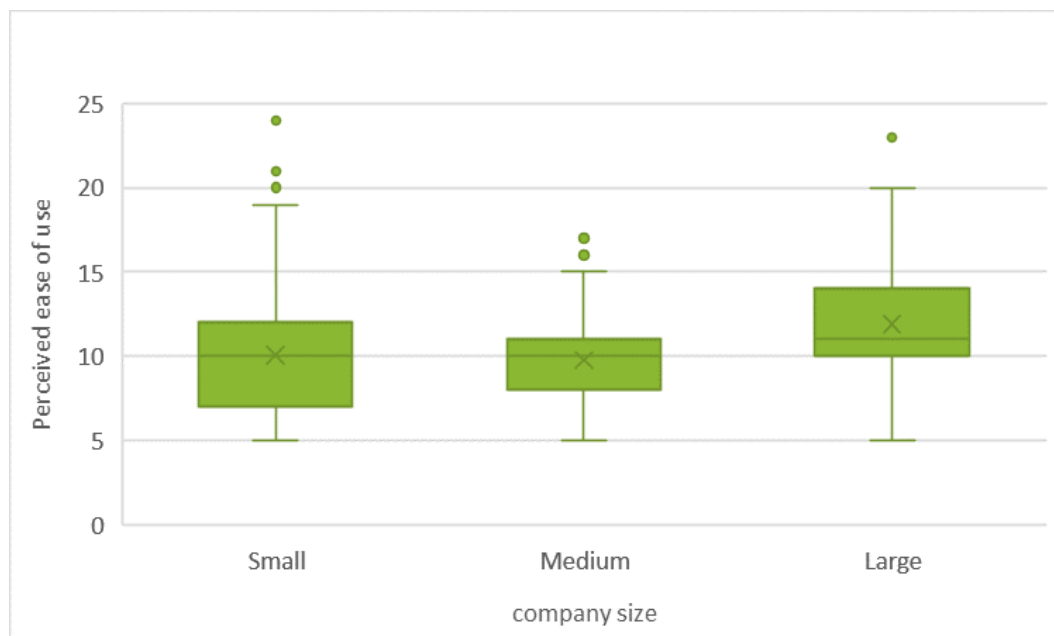


### Linear regression

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.696	0.779		11.159	0.000
	Company size	0.710	0.279	0.120	2.542	0.011
	Industry type	0.247	0.272	0.043	0.906	0.365

The regression analysis indicates that larger companies are more likely to find the administration processes of Mana in Mahi easy, compared to medium or small businesses ( $t = 2.54, p < .05$ ). This is displayed in the box chart below. There were no significant differences by employer industry.

Figure 24: Difference in employer perceptions of ease of administration by company size



### Employer experiences of Mana in Mahi

This OLS regression analysis tests for whether employer industry is a predictor of positive experiences in the Mana in Mahi programme. The dependent variable is a summed score of items on perceived experience of Mana in Mahi by employers. Two independent variables were entered the regression model. One is company size, a categorical variable of three categories: "large-sized", "medium-sized" and "small-sized" firms. The other is industry type, which categorised the industries participants reported as primary, secondary and tertiary industries.



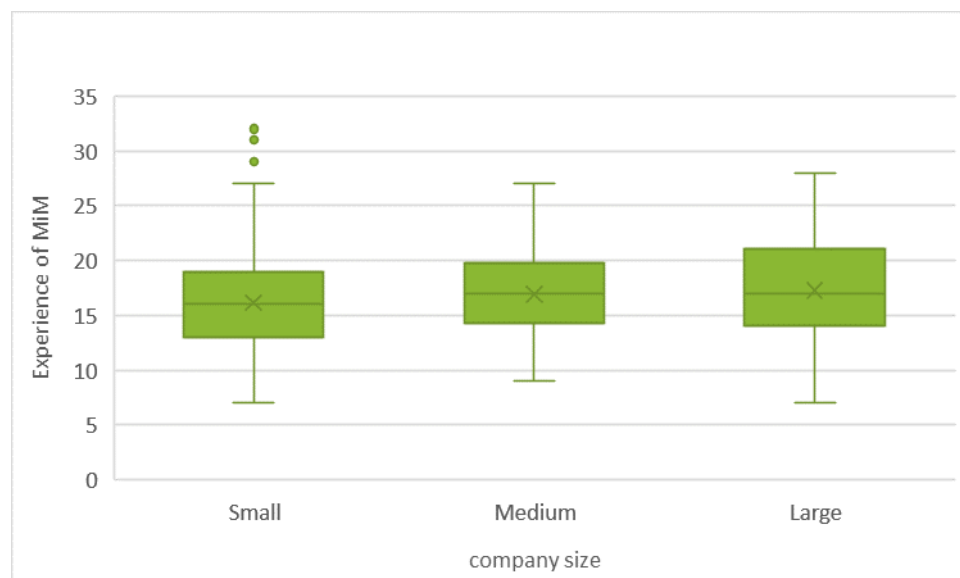
As the effect of company size on perceived experience of Mana in Mahi was near-significant ( $p < .10$ ), the determinant coefficient of this model was therefore small ( $R^2 = .006$ ).

#### Regression analysis

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.673	0.927		16.904	0.000
	Company size	0.579	0.335	0.078	1.726	0.085
	Industry type	-0.033	0.325	-0.005	-0.103	0.918

Multiple regression analysis indicates that medium and large employers are more likely to express more positive sentiments about Mana in Mahi ( $t = 1.73$ ,  $p < 0.10$ ). This is displayed in the box plot. There were no statistically significant differences between employer industries.

Figure 25: Differences in employers' experience of Mana in Mahi by company size



#### Employee awareness of pastoral care

This binomial/logit regression analysis tests for whether phase is a predictor of awareness of pastoral care, after controlling for other subgroups.

Note: non-responses were excluded from the analysis as missing data.

The regression used a binomial/logit model, with awareness of pastoral care (yes, no) as the dependent variable, and age (ordinal), industry type (primary, secondary, tertiary), phase



(Phase 2, Expansion, Post-Expansion), Pasifika (Pasifika, Non-Pasifika), Māori (Māori, Non-Māori), and gender (male, female, non-binary) as the predictor variables.

The overall regression model was approaching significance ( $\chi^2(9) = 14.8$ ,  $p = .096$ , McFadden's Pseudo  $R^2 = .019$ ).

#### *Regression analysis*

Predictor	OR	p
Age	1.02	.046
<i>Industry type</i>		
Secondary – Tertiary	1.06	.773
Primary – Tertiary	1.27	.455
<i>Phase</i>		
Phase 2 – Expansion	0.60	.023
Post-expansion – Expansion	1.07	.794
<i>Pasifika</i>		
Pasifika – Non-Pasifika	1.07	.784
<i>Māori</i>		
Māori – Non-Māori	0.91	.589
<i>Gender</i>		
Female – Male	0.87	.469
Non-binary – Male	0.00	.974

The results show that age was significantly related to awareness of pastoral care, in that older people were more likely to be aware of pastoral care.

Awareness differed by phase; people in Phase 2 were significantly less likely to be aware of pastoral care available.

#### **Employee use of pastoral care**

This linear regression analysis tests for any significant relationship between phase and use of pastoral supports, after controlling for other subgroups.

Note: this analysis was limited to those who responded "Yes" to being aware of supports.

The dependent variable used in this analysis was "use of pastoral care", measured by the number of different supports respondents reported accessing; higher numbers = more supports accessed.

The linear regression used an ordinary least squares (OLS) model, with use of pastoral care as the dependent variable, and age (ordinal), industry type (primary, secondary, tertiary),



phase (Phase 2, Expansion, Post-Expansion), Pasifika (Pasifika, Non-Pasifika), Māori (Māori, Non-Māori), and gender (male, female) as the predictor variables. Non-binary people were excluded from analysis due to insufficient numbers. Heteroskedasticity was checked for using the Breusch-Pagan test. The result was non-significant ( $p > .05$ ), indicating that this was not an issue for this analysis and the linear regression was appropriate.

The overall regression model was significant ( $F(8,202) = 2.85$ ,  $p = .005$ ,  $R^2 = .101$ ).

#### *Regression analysis*

Predictor	<i>b</i>	<i>p</i>
Age	0.01	.053
<i>Industry type</i>		
Secondary – Tertiary	-0.04	.780
Primary – Tertiary	0.01	.972
<i>Phase</i>		
Phase 2 – Expansion	0.13	.484
Post-expansion – Expansion	-0.38	.041
<i>Pasifika</i>		
Pasifika – Non-Pasifika	0.20	.265
<i>Māori</i>		
Māori – Non-Māori	0.40	.003
<i>Gender</i>		
Female – Male	0.22	.114

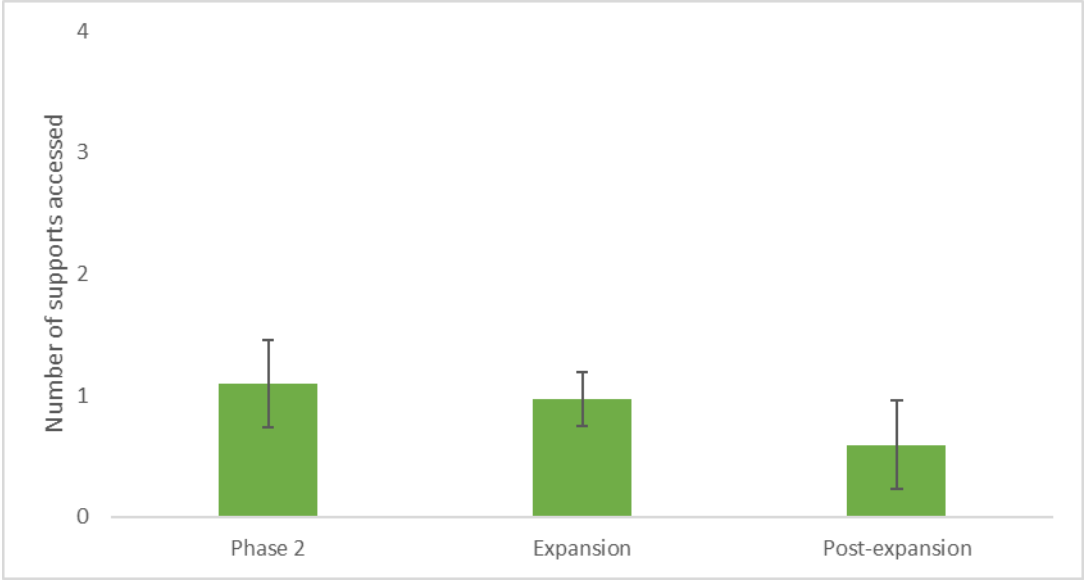
The results show that phase was significantly predictive of accessing supports, such that people in the Post-expansion phase were significantly less likely to access pastoral care than those in the Expansion phase. This is displayed in the box chart overleaf.

Respondents who identified as Māori were significantly more likely to access pastoral care than non-Māori.

There were no other significant sub-group differences.



Figure 26: Difference in likelihood of accessing pastoral care between participants in the Mana in Mahi phases





# Appendix 3: Evaluation tools

## Current employee survey

KIA ORA! WELCOME TO THE MANA IN MAHI SURVEY

WHAT IS MANA IN MAHI?

Mana in Mahi is a programme offered by the Ministry of Social Development (MSD) that aims to support people into sustainable employment and involves on-the-job training so you can work towards a qualification or apprenticeship. More information about Mana in Mahi can be found here: <https://www.workandincome.govt.nz/products/a-z-benefits/mana-in-mahi.html>

WHY ME?

You are invited to participate in this voluntary survey because you are part of the Mana in Mahi programme. Your participation will help us understand how well the programme is working for participants, and what could be improved. The survey should take about 10 minutes to complete.

WHO IS RUNNING THE SURVEY?

Allen + Clarke has been contracted by MSD to evaluate Mana in Mahi. Allen + Clarke is an independent policy, evaluation and research company.

WHY SHOULD I COMPLETE THE SURVEY?

Your input is valued. Completing this survey will help us to understand what works well in Mana in Mahi and what can be improved. We understand that your time is valuable, so everyone who completes the survey will enter a chance to win a \$200 'Prezzy Card' voucher. Instructions on how to enter the draw are at the end of the survey.

CONFIDENTIALITY

The survey link will be sent by MSD, but the survey answers will only be seen by a small research team at Allen + Clarke. By clicking on the link provided you are giving consent for your responses to be used for this research.

Your answers will not be linked to your name in any way and will not affect your relationship with your employer or with MSD. Your responses will not be linked to you. Your employer will not know that you participated in this survey, so please feel free to answer all questions honestly.

All data collected for this survey will be stored securely by Allen + Clarke and will not be shared with anyone outside the research team. The Ministry of Social Development will only see the combined results and not individual survey responses. This data will be deleted at the completion of the evaluation.



You may also choose to withdraw from the study by sending an email to [mim@allenandclarke.co.nz](mailto:mim@allenandclarke.co.nz) without any consequence.

Your contact details are not connected with your answers to the survey questions. Your contact details for the prize draw will be deleted after the draw. We will inform you if you won or lost the draw and will confirm with you through email when your contact details are deleted.

#### COMPLETING THE SURVEY

We want to learn from your experience. Completing this survey is voluntary but we would greatly appreciate your help.

Please use the 'Prev', 'Next' and 'Done' buttons to move through the survey - do not use your browser buttons. You can save your responses by clicking the 'next' button, which will save your place. You can continue later by clicking the same link from this email.

#### ANY QUESTIONS?

If you have any questions or problems completing the survey, please contact [mim@allenandclarke.co.nz](mailto:mim@allenandclarke.co.nz).

#### CONSENT

- ☐ I have read and understood the above information
- ☐ I consent to participate in this evaluation
- 

Q1a. In what year did you start your Mana in Mahi job?

- ☐ 2018
- ☐ 2019
- ☐ 2020
- ☐ 2021
- ☐ 2022
- ☐ 2023

Q1b. In what month did you start your Mana in Mahi job?

- ☐ January
- ☐ February
- ☐ March
- ☐ April
- ☐ May



- ☐ June
- ☐ July
- ☐ August
- ☐ September
- ☐ October
- ☐ November
- ☐ December
- ☐ I don't know

Q2. What industry is your Mana in Mahi job in? Please select one option

- ☐ Agriculture – Forestry and Fishing
- ☐ Accommodation and Food Services
- ☐ Administrative and Support Services
- ☐ Arts and Recreation Services
- ☐ Construction
- ☐ Education and Training
- ☐ Electricity, Gas, Water and Waste Services
- ☐ Financial and Insurance Services
- ☐ Health Care and Social Assistance
- ☐ Information, Media and Telecommunications (including ICT)
- ☐ Manufacturing
- ☐ Mining
- ☐ Professional, Scientific and Technical Services
- ☐ Public Administration and Safety



- ☐ Rental, Hiring and Real Estate Services
- ☐ Retail Trade
- ☐ Transport, Postal and Warehousing
- ☐ Wholesale Trade
- ☐ Other, please specify: \_\_\_\_\_

Q3. Mana in Mahi involves on the job training so you can work towards a qualification or an apprenticeship. At what stage of training are you at? Please select one option.

- ☐ I haven't started my training yet
- ☐ I have been in training for less than a year
- ☐ I have been in training for more than a year
- ☐ I don't know

Q4. At what level is your training/qualification? Please select one option.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ Unsure

Q5. How did you find out about your qualification/apprenticeship and/or about Mana in Mahi? Please select one option.



- ☐ The Ministry of Social Development (MSD)/Work and Income (WINZ)
- ☐ An employer who already knew you
- ☐ A service provider (e.g. Lifewise, Whānau Ora)
- ☐ A friend or a family member
- ☐ Internet search (e.g. Google)
- ☐ Other, please specify: (Please do not use any personally identifying information in your comments) \_\_\_\_\_

Q6. Why did you decide to join Mana in Mahi? Please select as many options as you wish.

To have a job

To earn money

To get a qualification or an apprenticeship

To work in an area that interests me

To work towards a career

To support my family

For more job options during COVID-19

Other, please specify: (Please do not use any personally identifying information in your comments) \_\_\_\_\_

Q7. What sector is/was your most recent qualification in? Please select one option.

- ☐ Agriculture – Forestry and Fishing
- ☐ Accommodation and Food Services
- ☐ Administrative and Support Services
- ☐ Arts and Recreation Services
- ☐ Construction
- ☐ Education and Training
- ☐ Electricity, Gas, Water and Waste Services



- ☐ Financial and Insurance Services
- ☐ Health Care and Social Assistance
- ☐ Information, Media and Telecommunications (including ICT)
- ☐ Manufacturing
- ☐ Mining
- ☐ Professional, Scientific and Technical Services
- ☐ Public Administration and Safety
- ☐ Rental, Hiring and Real Estate Services
- ☐ Retail Trade
- ☐ Transport, Postal and Warehousing
- ☐ Wholesale Trade
- ☐ Other, please specify: \_\_\_\_\_

Q8. To what extent do you agree or disagree with the following statements? Please select one option

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
My training is going well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find the training useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My boss is easy to talk to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who to ask for help at work if I need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



I enjoy my work

☐ ☐ ☐ ☐ ☐ ☐

I want to do this work for a career

☐ ☐ ☐ ☐ ☐ ☐

Q9. We would like to know what you were told about Mana in Mahi. Please select one option.

I was told about...

	Before I started	After I started	Not at all	I don't know
Incentive payments (money I would get to stay in Mana in Mahi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional educational support payments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MSD's in-house support service (In-Work support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pastoral care (counselling and coaching) services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The literacy and numeracy learning support available to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My qualification or apprenticeship training pathway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The different training options available to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The date that I need to enrol in my training programme so I don't miss incentive payments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. Are you aware of the pastoral care or coaching, mentoring or counselling support services available to you through Mana in Mahi? Please select one answer

☐ Yes

☐ No

☐ N/A





Display This Question:

If Q10. Are you aware of the pastoral care or coaching, mentoring or counselling support services a... = Yes

Q11. Have you used the following services? Please select one option for each service

	Yes	No	I don't know	N/A
In-Work Support from MSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te Heke Mai (coaching and support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whītiki Tauā (mentoring to kōrero about challenges in life)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puāwaitanga (phone and web-based counselling services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Q11. Have you used the following services? Please select one option for each service = In-Work Support from MSD [ Yes ]

Or Q11. Have you used the following services? Please select one option for each service = Te Heke Mai (coaching and support) [ Yes ]

Or Q11. Have you used the following services? Please select one option for each service = Whītiki Tauā (mentoring to kōrero about challenges in life) [ Yes ]

Or Q11. Have you used the following services? Please select one option for each service = Puāwaitanga (phone and web-based counselling services) [ Yes ]



Q12. We want to know what you thought of the pastoral care (support services). Please select one option for each statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
They helped me stay in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They helped me stick with training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They helped me achieve my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The services respected my culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They did not listen to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They did not help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They did not get back to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13. What helps you to work and study at the same time? Please select as many options as applicable

My employer or boss

MSD/ WINZ staff

Inspirational role models

The counselling, mentoring, coaching and support services (pastoral care)

The financial support

My family

My partner

Other, please specify: (Please do not use any personally identifying information in your comments) \_\_\_\_\_

Q14. Please tell us some of the things you've found hard about working and studying at the same time? (Please do not use any personally identifying information in your comments)

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Q15. We want to understand your views about how well Mana in Mahi worked for you. To what extent do you agree with the following statements? Please select one option

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It was hard to get information about Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My employer told me about the training I needed to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was hard to get help about delayed payments from MSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My culture was respected in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was hard to enter Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was hard to get the support I needed to stay in Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. Mana in Mahi was once offered as a two-year programme instead of a one-year programme (which it currently is). Did you join when Mana in Mahi was a two-year programme?

- ☐ Yes
- ☐ No
- ☐ I don't know

Q17. To what extent do you agree with the following statements about the second year of Mana in Mahi? Please select one option

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
The second year gives more time to train	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The second year gives me more time to get used to my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The incentive payments in the second year helped me/will help me

☐ ☐ ☐ ☐ ☐ ☐

The additional educational support payments in the second year helped me/will help me

☐ ☐ ☐ ☐ ☐ ☐

The second year motivated me to join or stay in Mana in Mahi

☐ ☐ ☐ ☐ ☐ ☐

I think one year is enough

☐ ☐ ☐ ☐ ☐ ☐

I think that one year is too short

☐ ☐ ☐ ☐ ☐ ☐

#### Display This Question:

If Q16. Mana in Mahi was once offered as a two-year programme instead of a one-year programme (whic... = No

Or Q16. Mana in Mahi was once offered as a two-year programme instead of a one-year programme (whic... = I don't know

Q18. To what extent do you agree with the following statements about the length of Mana in Mahi? Please select one option.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	I don't know	N/A
I don't care about the time span of Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think one year is enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that one year is too short	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19. Do you have any final comments about your experience in Mana in Mahi? (Please do not use any personally identifying information in your comments)

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Q20. What year were you born? Please select the year you were born

Q21. What is your gender? Please select one option

- ☐ Male
- ☐ Female
- ☐ Non-binary
- ☐ Prefer not to say

Q22. Which ethnic group do you belong to? Select all that apply to you. Please select as many options as applicable

New Zealand European

Māori

Samoan

Cook Islander

Cook Island Māori

Tongan

Niuean

Fijian

Tokelauan

Rotuman

Tuvaluan

I-Kiribati

Chinese

Indian

Other, e.g. Dutch, Japanese, etc. Please state:

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Q23. Where do you live? Please select one region



- ☐ Northland
- ☐ Auckland
- ☐ Bay of Plenty
- ☐ Waikato
- ☐ Taranaki
- ☐ East Coast
- ☐ Central
- ☐ Wellington
- ☐ Nelson/Marlborough/West Coast
- ☐ Canterbury (including Chatham Islands)
- ☐ Southern (Otago/Southland)



## Former employee survey

### KIA ORA! WELCOME TO THE MANA IN MAHI SURVEY

#### WHAT IS MANA IN MAHI?

Mana in Mahi is a programme offered by the Ministry of Social Development (MSD) that aims to support people into sustainable employment and involves on-the-job training so you can work towards a qualification or apprenticeship. More information about Mana in Mahi can be found here: <https://www.workandincome.govt.nz/products/a-z-benefits/mana-in-mahi.html>

#### WHY ME?

You are invited to participate in this voluntary survey because you were part of the Mana in Mahi programme. Your participation will help us understand how well the programme is working for participants, and what could be improved. The survey should take about 10 minutes to complete.

#### WHO IS RUNNING THE SURVEY?

Allen + Clarke has been contracted by MSD to evaluate Mana in Mahi. Allen + Clarke is an independent policy, evaluation and research company.

#### WHY SHOULD I COMPLETE THE SURVEY?

Your input is valued. Completing this survey will help us to understand what works well in Mana in Mahi and what can be improved. We understand that your time is valuable, so everyone who completes the survey will enter a chance to win a \$200 'Prezzy Card' voucher. Instructions on how to enter the draw are at the end of the survey.

#### CONFIDENTIALITY

The survey link will be sent by MSD, but the survey answers will only be seen by a small research team at Allen + Clarke. By clicking on the link provided you are giving consent for your responses to be used for this research.

Your answers will not be linked to your name in any way and will not affect your relationship with your employer or with MSD. Your responses will not be linked to you. Your employer will not know that you participated in this survey, so please feel free to answer all questions honestly.

All data collected for this survey will be stored securely by Allen + Clarke and will not be shared with anyone outside the research team. The Ministry of Social Development will only see the combined results and not individual survey responses. This data will be deleted at the completion of the evaluation. You may also choose to withdraw from the study by sending an email to [mim@allenandclarke.co.nz](mailto:mim@allenandclarke.co.nz) without any consequence.

Your contact details are not connected with your answers to the survey questions. Your contact details for the prize draw will be deleted after the draw. We will inform you if you won or lost the draw and will confirm with you through email when your contact details are deleted.

#### COMPLETING THE SURVEY

We want to learn from your experience. Completing this survey is voluntary but we would greatly appreciate your help.

Please use the 'Prev', 'Next' and 'Done' buttons to move through the survey - do not use your browser buttons. You can save your responses by clicking the 'next' button, which will save your place. You can continue later by clicking the same link from this email.





### ANY QUESTIONS?

If you have any questions or problems completing the survey, please contact [mim@allenandclarke.co.nz](mailto:mim@allenandclarke.co.nz).

### CONSENT

I have read and understood the above information

I consent to participate in this evaluation

Q1a. In what year did you start your Mana in Mahi job?



☐ 2018

☐ 2019

☐ 2020

☐ 2021

☐ 2022

☐ 2023

Q1b. In what month did you start your Mana in Mahi job?

☐ January

☐ February

☐ March

☐ April

☐ May

☐ June

☐ July

☐ August

☐ September

☐ October

☐ November

☐ December

☐ I don't know

Q2a. In what year did you leave your Mana in Mahi job? Please estimate to the best of your ability if you are unsure.

☐ 2018

☐ 2019



☐ 2020

☐ 2021

☐ 2022

☐ 2023

Q2b. In what month did you leave your job? Please estimate to the best of your ability if you are unsure.

☐ January

☐ February

☐ March

☐ April

☐ May

☐ June

☐ July

☐ August

☐ September

☐ October

☐ November

☐ December

Q3. What industry were you involved in? Please select one option.

☐ Agriculture – Forestry and Fishing

☐ Accommodation and Food Services

☐ Administrative and Support Services

☐ Arts and Recreation Services

☐ Construction



- ☐ Education and Training
- ☐ Electricity, Gas, Water and Waste Services
- ☐ Financial and Insurance Services
- ☐ Health Care and Social Assistance
- ☐ Information, Media and Telecommunications (including ICT)
- ☐ Manufacturing
- ☐ Mining
- ☐ Professional, Scientific and Technical Services
- ☐ Public Administration and Safety
- ☐ Rental, Hiring and Real Estate Services
- ☐ Retail Trade
- ☐ Transport, Postal and Warehousing
- ☐ Wholesale Trade
- ☐ Other, please specify:

Why did you decide to join Mana in Mahi? Please select as many options as you wish.

To have a job

To earn money

To get a qualification or an apprenticeship

To work in an area that interests me

To work towards a career

To support my family

For more job options during COVID-19

Other, please specify: (Please do not use any personally identifying information in your comments) \_\_\_\_\_



Q5. How did you first find out about the qualification/apprenticeship and/or about Mana in Mahi? Please select one option.

- ☐ The Ministry of Social Development (MSD)/Work and Income (WINZ)
- ☐ An employer who already knew you
- ☐ A service provider (e.g. Lifewise, Whānau Ora)
- ☐ A friend or a family member
- ☐ Internet search (e.g. Google)
- ☐ Other, please specify: (Please do not use any personally identifying information in your comments) \_\_\_\_\_

Q6. Did you start your training/qualification? Please select one option.

- ☐ Yes
- ☐ No
- ☐ Unsure

*Display This Question:*

*If Q6. Did you start your training/qualification? Please select one option = Yes*

Q7. What level was your training/qualification? Please select one option.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ Unsure



Q8. Mana in Mahi is a programme which gives support around training and payments for staying in work. Did you finish your time in Mana in Mahi? Please select one option.

- ☐ Yes
- ☐ No, I left early
- ☐ I don't know

*Display This Question:*

*If Q8. Mana in Mahi is a programme which gives support around training and payments for staying in... = No, I left early*

Q9a. Please tell us why you left Mana in Mahi. Please select as many options as you wish.

- ☐ I found another job or another programme
- ☐ I felt unsafe at work
- ☐ I found MSD staff unhelpful
- ☐ I found my former employer unhelpful
- ☐ I wasn't able to enrol in training
- ☐ I found it difficult to get information about Mana in Mahi
- ☐ I did not get the help I needed in general
- ☐ I did not want the career path my job was in
- ☐ Working and studying at the same time was too hard
- ☐ I was not paid on time
- ☐ The travel to my work was too hard or expensive
- ☐ I left for health reasons
- ☐ I left for family reasons
- ☐ I left for personal reasons
- ☐ Other, please specify: (Please do not use any personally identifying information in your comments) \_\_\_\_\_

*Display This Question:*

*If Q9a. Please tell us why you left Mana in Mahi Please select as many options as you wish = I left for personal reasons*



If you left your employment because you felt unsafe, there are some free resources you can access:

- Puāwaitanga provides free counselling to MSD clients. To find out more you can visit their website <https://whakarongorau.nz/puawaitanga> or call 0800 782 999 any time between 9:30am and 6pm Monday to Friday
- Employment New Zealand can provide free resources and support for a range of employment related issues. To find out more you can visit their website <https://www.employment.govt.nz> or call 0800 20 90 20 between Monday to Friday 8.00am to 5.30pm

Q9b. Is there anything else you would like to tell us about your experience with Mana in Mahi?  
(Please do not use any personally identifying information in your comments)

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Display This Question:

If Q8. Mana in Mahi is a programme which gives support around training and payments for staying in... = Yes

Q10. To what extent do you agree or disagree with the following statements? Please select one option

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
My training went well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the training useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My boss/manager was easy to talk to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew who to ask for help at work if I need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My training is helping my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Q11. We would like to know what you were told about Mana in Mahi. Please select one option.  
I was told about...

	Before I started	After I started	Not at all	I don't know
Incentive payments (money I would get to stay in Mana in Mahi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional educational support payments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MSD's in-house support service (In-Work support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pastoral care (counselling and coaching)/ support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The literacy and numeracy learning support available to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My qualification or apprenticeship training pathway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The different training options available to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The date that I need to enrol in my training programme so I don't miss incentive payments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12. Were you aware of the pastoral care (coaching, mentoring or counselling support services) available to you through Mana in Mahi? Please select one answer.

- ☐ Yes
- ☐ No
- ☐ I don't know



Display This Question:

If Q12. Were you aware of the pastoral care (coaching, mentoring or counselling support services) a... = Yes

Q13. Have you used the following services? Please select one option for each service.

	Yes	No	I don't know	N/A
In-Work Support from MSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te Heke Mai (coaching and support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whītiki Tauā (mentoring to kōrero about challenges in life)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puāwaitanga (phone and web-based counselling services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Q13. Have you used the following services? Please select one option for each service = In-Work Support from MSD [ Yes ]

Or Q13. Have you used the following services? Please select one option for each service = Te Heke Mai (coaching and support) [ Yes ]

Or Q13. Have you used the following services? Please select one option for each service = Whītiki Tauā (mentoring to kōrero about challenges in life) [ Yes ]

Or Q13. Have you used the following services? Please select one option for each service = Puāwaitanga (phone and web-based counselling services) [ Yes ]

Q14. We want to know what you thought of the pastoral care (support services). Please select one option for each statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
They helped me stay in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They helped me stick with training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They helped me achieve my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The services respected my culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They did not listen to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They did not help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They did not get back to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Display This Question:*

*If Q8. Mana in Mahi is a programme which gives support around training and payments for staying in... = Yes*

Q15. What helps you to work and study at the same time? Please select as many options as applicable.

My employer or boss

MSD/ WINZ staff

Inspirational role models

The counselling, mentoring, coaching and support services (pastoral care)

The financial support

My family

My partner

Other, please specify: (Please do not use any personally identifying information in your comments) \_\_\_\_\_

Q16. Please tell us some of the things you've found hard about working and studying at the same time? (Please do not use any personally identifying information in your comments)

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Q17. We want to understand your views about how well Mana in Mahi worked for you. To what extent do you agree with the following statements? Please select one option.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It was hard to get information about Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My employer told me about the training I needed to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was hard to get help about delayed payments from MSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My culture was respected in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was hard to join Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was hard to get the support I needed to stay in Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18. Mana in Mahi was once offered as a two-year programme instead of a one-year programme (which it currently is). Did you join when Mana in Mahi was a two-year programme?

- ☐ Yes
- ☐ No
- ☐ I don't know

*Display This Question:*

*If Q18. Mana in Mahi was once offered as a two-year programme instead of a one-year programme (whic... = Yes*

Q19. To what extent do you agree with the following statements about the second year of Mana in Mahi? Please select one option.



	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	I don't know	N/A
The second year gives more time to train	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The second year gives me more time to get used to my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think one year is enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The incentive payments in the second year helped me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The additional educational support payments in the second year helped me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The second year motivated me to join or stay in Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that one year is too short	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Q18. Mana in Mahi was once offered as a two-year programme instead of a one-year programme (whic... = No

Or Q18. Mana in Mahi was once offered as a two-year programme instead of a one-year programme (whic... = I don't know

Q20. To what extent do you agree with the following statements about the length of Mana in Mahi?  
Please select one option.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	I don't know	N/A
I don't care about the time span of Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think one year is enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that one year is too short	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q21. Do you have any final comments about your experience in Mana in Mahi? (Please do not use any personally identifying information in your comments)

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Q22. What year were you born?

Q23. What is your gender? Please select one option.

- ☐ Male
- ☐ Female
- ☐ Non-binary
- ☐ Prefer not to say

Q24. Which ethnic group do you belong to? Select all that apply to you.

New Zealand European

Māori

Samoan

Cook Islander

Cook Island Māori

Tongan

Niuean

Fijian

Tokelauan

Rotuman

Tuvaluan

I-Kiribati

Chinese

Indian

Other, e.g. Dutch, Japanese, etc. Please state:

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Q25. Where do you live? Please select one region.

- ☐ Northland
- ☐ Auckland
- ☐ Bay of Plenty
- ☐ Waikato
- ☐ Taranaki
- ☐ East Coast
- ☐ Central
- ☐ Wellington
- ☐ Nelson/Marlborough/West Coast
- ☐ Canterbury (including Chatham Islands)
- ☐ Southern (Otago/Southland)





## Employer survey

### KIA ORA! WELCOME TO THE MANA IN MAHI SURVEY

#### WHAT IS MANA IN MAHI?

Mana in Mahi is a programme offered by the Ministry of Social Development (MSD) that aims to support people into sustainable employment and involves on-the-job training so you can work towards a qualification or apprenticeship. More information about Mana in Mahi can be found here: <https://www.workandincome.govt.nz/products/a-z-benefits/mana-in-mahi.html>

#### WHY ME?

You are invited to participate in this voluntary survey because you were part of the Mana in Mahi programme. Your participation will help us understand how well the programme is working for participants, and what could be improved. The survey should take about 10 minutes to complete.

#### WHO IS RUNNING THE SURVEY?

Allen + Clarke has been contracted by MSD to evaluate Mana in Mahi. Allen + Clarke is an independent policy, evaluation and research company.

#### WHY SHOULD I COMPLETE THE SURVEY?

Your input is valued. Completing this survey will help us to understand what works well in Mana in Mahi and what can be improved.

#### CONFIDENTIALITY

The survey link will be sent by MSD, but the survey answers will only be seen by a small research team at Allen + Clarke. By clicking on the link provided you are giving consent for your responses to be used for this research.

Your answers will not be linked to your name in any way and will not affect your relationship with MSD. Your responses will not be linked to you. MSD will not know that you participated in this survey, so please feel free to answer all questions honestly.

All data collected for this survey will be stored securely by Allen + Clarke and will not be shared with anyone outside the research team. MSD will only see the combined results and not individual survey responses. This data will be deleted at the completion of the evaluation. You may also choose to withdraw from the study by sending an email to [mim@allenandclarke.co.nz](mailto:mim@allenandclarke.co.nz) without any consequence.

#### COMPLETING THE SURVEY

We want to learn from your experience. Completing this survey is voluntary but we would greatly appreciate your help.

Please use the 'Prev', 'Next' and 'Done' buttons to move through the survey - do not use your browser buttons. You can save your responses by clicking the 'next' button, which will save your place. You can continue later by clicking the same link from this email.

#### ANY QUESTIONS?

If you have any questions or problems completing the survey, please contact [mim@allenandclarke.co.nz](mailto:mim@allenandclarke.co.nz).

#### CONSENT



☐ I have read and understood the above information

☐ I consent to participate in this evaluation

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Q1. Please select the industry that most accurately describes your company. Please select one option.

☐ Agriculture - Forestry and Fishing

☐ Accommodation and Food Services

☐ Administrative and Support Services

☐ Arts and Recreation Services

☐ Communication Services

☐ Construction

☐ Cultural and Recreational Services

☐ Education and Training

☐ Electricity, Gas and Waste Services

☐ Financial and Insurance Services

☐ Health Care and Social Assistance

☐ Information Media and Telecommunications (including ICT)

☐ Manufacturing

☐ Mining

☐ Professional, Scientific and Technical Services

☐ Public Administration and Safety

☐ Rental, Hiring and Real Estate Services

☐ Retail Trade

☐ Transport, Postal and Warehousing

☐ Wholesale Trade



☐ Other, please specify: \_\_\_\_\_

Q2. How many staff do you employ? Please select one option

- ☐ 1-19 staff
- ☐ 20-49 staff
- ☐ 50-99 staff
- ☐ 100+ staff

Q3. Where is your company based? Please select all that apply.

Northland

Auckland

Bay of Plenty

Waikato

Taranaki

East Coast

Central North Island

Wellington

Nelson/Marlborough/West Coast

Canterbury (including Chatham Islands)

Southern (including Alexandra, Queenstown, Balclutha, Mosgiel, Dunedin, Gore, Invercargill, Oamaru, and Timaru)

Q4a. In what year did your company first get involved with Mana in Mahi? Please estimate to the best of your ability if you are unsure.

- ☐ 2016
- ☐ 2017
- ☐ 2018
- ☐ 2019
- ☐ 2020
- ☐ 2021



☐ 2022

☐ 2023

Q4b. In what month did your company first get involved with Mana in Mahi? Please estimate to the best of your ability.

☐ January

☐ February

☐ March

☐ April

☐ May

☐ June

☐ July

☐ August

☐ September

☐ October

☐ November

☐ December

☐ Unsure

Q5. Did your company have an established relationship with MSD before its involvement with Mana in Mahi? Please select one option.

☐ Yes

☐ No

☐ Unsure



Q6. Why did your company enrol in Mana in Mahi? Please select all that apply.

Mana in Mahi enabled me to bring more people into my industry

Mana in Mahi fills a skills shortage in my industry

My company offers training pathways which fit with Mana in Mahi

Mana in Mahi can increase employment in my community

I had a job to fill

The work broker suggested it

I didn't know it was Mana in Mahi at first

My company benefits from the wage subsidies offered through Mana in Mahi

Mana in Mahi helps my employees financially through incentive payments

I knew of a person I wanted to employ through Mana in Mahi

Mana in Mahi provided me with an opportunity to help someone

Other, please specify: (Please do not use any personally identifying information in your comments) \_\_\_\_\_

Q7. Approximately how many people have you employed through Mana in Mahi over the past 3 years? Please select one option.

☐ Under 10

☐ 10-25

☐ 26-50

☐ Over 50

Q8. Are you still involved in Mana in Mahi as an employer? Please select one option

☐ Yes

☐ No

☐ Unsure

*Display This Question:*

*If Q8. Are you still involved in Mana in Mahi as an employer? Please select one option = No*

Q9. We would like to understand your experiences with the programme and will ask you a few more questions. Please tell us why you are no longer involved with Mana in Mahi and feel free to



describe any challenges you faced. (Please do not use any personally identifying information in your comments)

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Q10. Have you used similar subsidised employment programmes (such as Flexi-wage or Apprenticeship Boost) before? Please select one option.

- ☐ Yes
- ☐ No
- ☐ Unsure

*Display This Question:*

*If Q10. Have you used similar subsidised employment programmes before e.g. Flexi-wage? Please select... = Yes*

Q11a. Do you agree with the following statements comparing Mana in Mahi with other employment programmes (such as Flexi-wage or Apprenticeship Boost or any others your company may have been involved with)? Please select one option

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	I don't know
Mana in Mahi offered better financial incentives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mana in Mahi is better suited for the needs of my industry over other employment products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees who came through Mana in Mahi were more likely to complete their training and benefit my company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The publicity about Mana in Mahi (over other programmes) influenced my decision to be involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mana in Mahi is better suited for some employees over others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Display This Question:

If Q10. Have you used similar subsidised employment programmes before e.g. Flexi-wage? Please select... = Yes

Q11b. Is there anything else you want to say about why you chose Mana in Mahi over other employment programmes? (Please do not use any personally identifying information in your comments)

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Display This Question:

If Q8. Are you still involved in Mana in Mahi as an employer? Please select one option = Yes

Q12. What are the specific characteristics you look for in a potential Mana in Mahi candidate, which could be different from what you look for in candidates who come through other programmes? (Please do not use any personally identifying information in your comments)

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Q13. To what extent do you agree or disagree with the following statements about Mana in Mahi?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I knew about the aims and goals of Mana in Mahi before I joined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew about the training obligations and responsibilities on my part before I joined Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew about the Pastoral Care support services available to my company and my employees before I joined Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt comfortable discussing the available training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



pathways with my employees					
I feel supported to provide information to my employees about Mana in Mahi training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had strong positive experiences employing people through Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had strong negative experiences employing people through Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14. To what extent do you agree or disagree with the following statements about the Ministry of Social Development (MSD)?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
MSD provided all the information I needed about Mana in Mahi before I joined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MSD matched the right people through Mana in Mahi to roles in my company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MSD provided all the information I needed about the employees referred through Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The local MSD contact (work broker) was easy to contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy to give feedback about Mana in Mahi to MSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration forms needed to join Mana in Mahi were easy to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





The administration forms I needed to complete throughout the programme were easy to access

☐ ☐ ☐ ☐ ☐ ☐

The administration forms I needed to complete throughout the programme were easy to complete

☐ ☐ ☐ ☐ ☐ ☐

Q15. We would like to know your views on the utility of the pastoral care (support services) that are provided for the participants of Mana in Mahi. Please select the most appropriate option for each of the providers outlined below.

	I know about them	I have told my employees about them	I have used them	I have not heard about them	N/A
Te Heke Mai (coaching and support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MSD In-Work Support for employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whītiki Tauā (mentoring for employees to kōrero with about challenges in life)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puāwaitanga (phone and web-based counselling services for employees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



*Display This Question:*

*If Q15. We would like to know your views on the utility of the Pastoral Care (support services) tha... = Te Heke Mai (coaching and support) [ I have told my employees about them ]*

*Or Q15. We would like to know your views on the utility of the Pastoral Care (support services) tha... = Te Heke Mai (coaching and support) [ I have used them ]*

Q16a. To what extent do you agree or disagree with the following statements about Te Heke Mai (coaching and support for employers)?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
I found this service responsive and helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the flexibility of this service helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Display This Question:*

*If Q15. We would like to know your views on the utility of the Pastoral Care (support services) tha... = MSD In-Work Support for employees [ I have told my employees about them ]*

*Or Q15. We would like to know your views on the utility of the Pastoral Care (support services) tha... = MSD In-Work Support for employees [ I have used them ]*

Q16b. To what extent do you agree or disagree with the following statements about MSD In-Work Support?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
I have received positive feedback from my employees about this service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received negative feedback from my employees about this service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Display This Question:*

*If Q15. We would like to know your views on the utility of the Pastoral Care (support services) tha... = Whītikī Tauā (mentoring for employees to kōrero with about challenges in life) [ I have told my employees about them ]*

*Or Q15. We would like to know your views on the utility of the Pastoral Care (support services) tha... = Whītikī Tauā (mentoring for employees to kōrero with about challenges in life) [ I have used them ]*



Q16c. To what extent do you agree or disagree with the following statements about Whītiki Tauā (mentoring for employees to kōrero with about challenges in life)?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
I have received positive feedback from my employees about this service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received negative feedback from my employees about this service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Q15. We would like to know your views on the utility of the Pastoral Care (support services) tha... = Puāwaitanga (phone and web-based counselling services for employees) [ I have told my employees about them ]

Or Q15. We would like to know your views on the utility of the Pastoral Care (support services) tha... = Puāwaitanga (phone and web-based counselling services for employees) [ I have used them ]

Q16d. To what extent do you agree or disagree with the following statements about Puāwaitanga (phone and web-based counselling services for employees)?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
I have received positive feedback from my employees about this service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received negative feedback from my employees about this service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q17. How often have you supported Mana in Mahi employees for the following?

	Never	Rarely	Sometimes	Frequently	N/A
Getting information about Mana in Mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing their Mana in Mahi entitlements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding their training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up with their course work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal issues which may interfere with their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their general performance and upskilling at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18. What are the main challenges you faced as an employer in Mana in Mahi? (Please do not use any personally identifying information in your comments)

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Q19. What are the main challenges employees experienced while in Mana in Mahi? (Please do not use any personally identifying information in your comments)

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Q20. What do you think contributes to an employee dropping out from Mana in Mahi? (Please do not use any personally identifying information in your comments)

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Display This Question:

If Q4a. In what year did your company first get involved with Mana in Mahi? Please estimate to the b... = 2019

Or Q4a. In what year did your company first get involved with Mana in Mahi? Please estimate to the b... = 2020

Or Q4a. In what year did your company first get involved with Mana in Mahi? Please estimate to the b... = 2021

Or Q4a. In what year did your company first get involved with Mana in Mahi? Please estimate to the b... = 2022

Or Q4a. In what year did your company first get involved with Mana in Mahi? Please estimate to the b... = 2023

Or Q4a. In what year did your company first get involved with Mana in Mahi? Please estimate to the b... = 2018

Q21. Mana in Mahi was once offered as a two-year programme instead of a one-year programme (which it currently is). We want to know your thoughts on the value of having a second year. Do you agree with the following statements about the value of having a second year of support and training as part of Mana in Mahi?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
I am likely to get a better return on the investment of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am likely to get a better return on the investment of my money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are more likely to complete their training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are more likely to stay employed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see no value in a second year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was or am currently involved in the one-year programme and I think two years would be better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22. Do you have any final comments to make about your experience as an employer with Mana in Mahi? (Please do not use any personally identifying information in your comments)

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## MSD Staff hui focus group guide

**Purpose:** The two online hui with regional staff in diverse roles and locations is designed to understand staff perspectives and experiences from their involvement in the Mana in Mahi program.

### Hui notes:

- Hui to be attended by two Allen + Clarke evaluators who will act as facilitators, and one Allen + Clarke support person who will monitor the chat function, manage attendee contribution and assist with facilitation as needed.
- The hui will be recorded, with permission from attendees sought as part of the consent process.
- We will give participants the option of answering out loud or in the chat function.

Time	Topic	Format												
9:30-9:40	<p>Introductions</p> <ul style="list-style-type: none"><li>• A+C introductions</li><li>• <i>To save time, please introduce yourself in the chat section (name and role)</i></li><li>• Housekeeping notes</li><li>• <i>The <b>purpose</b> of this hui is to understand your perspectives and experiences from your involvement in the Mana in Mahi Programme. Thank you to those of you who e-mailed the consent form attached to the invite. This hui will be recorded (including the breakout sessions) and any information you provide us will be kept confidential. While your input is confidential, if at any stage you do not wish to comment on an aspect of a question or share specific information in a public setting, you e-mail me with this information for a confidential disclosure.</i></li><li>• <i>We encourage you to keep your video on, and raise your hand to participate at any stage.</i></li><li>• <i>We will also monitor the chat section throughout the hui</i></li><li>• Opening karakia</li></ul>	Plenary												
	<table><tr><th>Reo Māori</th><th>Rough translation to Eng</th></tr><tr><td>He waka herenga</td><td><i>Tie up the waka/be still</i></td></tr><tr><td>He whitiwhiti whakaaro</td><td><i>Think</i></td></tr><tr><td>He whitiwhiti kōrero</td><td><i>Talk</i></td></tr><tr><td>Ka u te maramatanga</td><td><i>Understand</i></td></tr><tr><td>Tihei mauri ora!</td><td><i>The breath of life!</i></td></tr></table>		Reo Māori	Rough translation to Eng	He waka herenga	<i>Tie up the waka/be still</i>	He whitiwhiti whakaaro	<i>Think</i>	He whitiwhiti kōrero	<i>Talk</i>	Ka u te maramatanga	<i>Understand</i>	Tihei mauri ora!	<i>The breath of life!</i>
	Reo Māori		Rough translation to Eng											
He waka herenga	<i>Tie up the waka/be still</i>													
He whitiwhiti whakaaro	<i>Think</i>													
He whitiwhiti kōrero	<i>Talk</i>													
Ka u te maramatanga	<i>Understand</i>													
Tihei mauri ora!	<i>The breath of life!</i>													



9:40-10:50 am	<p>A+C Staff will facilitate a group SWOT/R analysis in breakout rooms</p> <p>Participants will be asked to discuss their thoughts as well as to Some prompter questions will be:</p> <ol style="list-style-type: none"> <li>1. <i>Now I would like to go around the room and ask you to briefly introduce yourself – your role, your region and <b>what are some of the key successes</b> of MiM that you have observed or experienced in your role?</i></li> </ol> <p><i>[facilitated group discussion]</i></p> <ol style="list-style-type: none"> <li>2. <i>Similarly, what are some of the challenges related to MiM you have observed or experienced in your role?</i> <ul style="list-style-type: none"> <li>○ <i>Prompts – delayed payments, IT/CRM systems, reporting and information management systems</i></li> <li>○ <i>Any difficult requests/questions?</i></li> </ul> </li> </ol> <p><i>[facilitated group discussion]</i></p> <ol style="list-style-type: none"> <li>3. <i>Now I would like to discuss some of the <b>operational aspects</b> such as referral pathways:</i></li> </ol> <p><i>[facilitated group discussion]</i></p> <ul style="list-style-type: none"> <li>○ <i>Can you please tell me how an employee is referred to MiM?</i></li> <li>○ <i>How do employers join the programme?</i></li> <li>○ <i>In your opinion, what do you think <b>motivates participants</b> to join MiM over other employment programs? – both for employees and employers?</i></li> <li>○ <i>What sets MiM apart from other employment products? How do they compare?</i></li> <li>○ <i>Do you think participants fully understand what is involved in MiM before they join?</i></li> <li>○ <i>Also, do you think there are specific regional elements which may contribute to the uptake of MiM?</i></li> <li>○ <i>What do you think the value of the second year of MiM was?</i></li> </ul> <ol style="list-style-type: none"> <li>4. <i>Now I would like to discuss some of the <b>pastoral care</b> services with you:</i> <ul style="list-style-type: none"> <li>○ <i>Please tell me what you know of the three pastoral care services?</i></li> <li>○ <i>Do you think they are effective?</i></li> <li>○ <i>Why do you think there is a low uptake of these services?</i></li> </ul> </li> <li>5. <i>If you could make one change to MiM, what change would you make? prompts i.e. support services, pastoral care services, eligibility criteria, targeting, communication, timeliness etc.</i></li> </ol>	Breakout group of 2
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	<b>One word exercise</b> <i>Please type one word/max one sentence in the chat for the Strengths, Weaknesses, Opportunities, Threats/Risks associated with MiM as a programme using this format:</i> S: W: O: T: R:																					
10:40-11am	A+C team provides a summary of the breakout session and asks for any other comments.	Plenary																				
11am	<div>Wrap up, thank you and closing karakia</div> <table><tr><th>Reo-Māori</th><th>Translation-to-English</th></tr><tr><td><u>Pou-Hihiri</u></td><td>May clarity be yours</td></tr><tr><td><u>Pou-Rarama</u></td><td>May understanding be yours</td></tr><tr><td><u>Pou-o-te-Whakaaro</u></td><td>Through reflection</td></tr><tr><td><u>Pou-o-te-Tangata</u></td><td>Through personal endeavour</td></tr><tr><td><u>Pou-o-te-Aroha</u></td><td>Through respect</td></tr><tr><td><u>Te-Pou-e-here-nei-i-ā-tatou</u></td><td>The virtues which bind us as one</td></tr><tr><td><u>Mauri-ora-ki-ā-tatou</u></td><td>May we be filled with wellbeing</td></tr><tr><td><u>Haumie-ē</u></td><td>For one another</td></tr><tr><td><u>Hui-ē-Tāiki-ē</u></td><td>Bind us together</td></tr></table>	Reo-Māori	Translation-to-English	<u>Pou-Hihiri</u>	May clarity be yours	<u>Pou-Rarama</u>	May understanding be yours	<u>Pou-o-te-Whakaaro</u>	Through reflection	<u>Pou-o-te-Tangata</u>	Through personal endeavour	<u>Pou-o-te-Aroha</u>	Through respect	<u>Te-Pou-e-here-nei-i-ā-tatou</u>	The virtues which bind us as one	<u>Mauri-ora-ki-ā-tatou</u>	May we be filled with wellbeing	<u>Haumie-ē</u>	For one another	<u>Hui-ē-Tāiki-ē</u>	Bind us together	Plenary
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## Interview guide: Mana in Mahi employees (former)

[This checklist is to be completed in advance]

*Employee name:*

*Date and time of interview:*

*Consent process complete?*

*Permission to record?*

*Has a copy of the interview transcript been requested?*

### Karakia

*Ask the participant if they would like to open with a karakia.*

*If yes, ask if they have a preferred one that they would like to use/lead, and if not, offer to lead using the karakia below.*

*Note that when a karakia is used to open a meeting, karakia is also usually used to close.*

### Karakia – opening

Reo Māori	Rough translation to English
He waka Herenga	<i>Tie up the waka/be still</i>
He whitiwhiti whakaaro	<i>Think</i>
He whitiwhiti kōrero	<i>Talk</i>
Ka u te maramatanga	<i>Understand</i>
Tihei mauri ora!	<i>The breath of life!</i>

### Mihi and Whanaungatanga

Welcome participant to the interview. Thank them for agreeing to help us with the Mana in Mahi evaluation. Note that the interview will take no more than one hour of their time.

*Introductions: name/pepeha, who we work for and our position/role in the project, details of professional background as appropriate. Try to make a personal connection with the participant.*

### Introduction

The evaluation is intended to find out about how Mana in Mahi is working. We are especially keen to learn about your experience of participating in Mana in Mahi and your thoughts on the experience you had. We want to hear the good and the bad, and are keen to hear your honest opinions.



## Consent (if process not completed in advance)

We emailed you a combined Information Sheet/Consent Form earlier: just checking to see if you have had time to read it?

- *If they have not read it, we need to ask them to read it, or we need to read it to them, prior to commencing the interview.*
- *Then ask if they have any questions about the evaluation.*
- *If they have not returned the completed Consent Form, ask them to agree that the session can be audio recorded, then activate the recording (best practise is for this 'verbal' agreement' to be audio recorded), then ask them to verbally agree (nods are insufficient) with each of the Consent 'statements' (asked one at a time).*
- *The Interviewer and Support Analyst then complete and sign/countersign the Consent Form, noting that this has been completed on behalf of (interviewee name).*

We have asked your permission to record this interview. We will securely store the recording on an Allen + Clarke server with only access granted to the project team only, and it will be deleted along with other project records after the report has been published. The transcript will be shared with MSD but it will have your personal information removed so they will have no way to identify you from the transcript.

*If consent is given to participate but NOT to make an audio recording, it is ok to proceed with the interview, but please make extra time for the Support Analyst to clarify and check that their notes reflect what the interviewee has said.*

## Referrals and understanding of Mana in Mahi

*Thank you [name] for agreeing to participate in this interview. Let's start with some questions about how you first joined Mana in Mahi [Check participant knowledge of what Mana in Mahi is, and describe programme if needed - Mana in Mahi involves on the job training so you can work towards a qualification or an apprenticeship, and payments intend to help people stay in employment and continue training].*

1. Can you tell me about how you got involved with Mana in Mahi? *[Prompt if needed: MSD work broker, through employer, own enquiries] [Probe if employer: How did you know your employer (worked for them, family friend, etc) When did you start Mana in Mahi? When did you finish?]*
2. **Before you started** Mana in Mahi, what did you know about it? *[Probe: the extra payments you were eligible for, training or apprenticeship options, when training should start and finish, support such as mentoring and coaching, support with your writing and maths] Did you have a talk with someone from Work and Income or your employer about this?*
3. Was any of this important to you in choosing to start in Mana in Mahi? Why or why not?



4. How well did you understand what you needed to do as part of Mana in Mahi (your responsibilities) when you joined?
5. Was there anything that you found out later about Mana in Mahi which no one told you about at the start? If yes, what was this? When did you find out? *[Probe for impacts of not knowing]*

## Employment

*Let's talk about the job that you got through Mana in Mahi and your training.*

6. Please tell me about your Mana in Mahi workplace. What was it like there? *[Probe: How were your colleagues, employer, atmosphere, the day to day work? Did you feel like you could be yourself at work? Anything you would have liked to change?]*
7. Did your Mana in Mahi employer talk to you about training and qualifications you could do? *[Probe: Knowledge of when to enrol, understanding of the training]*
8. Can you tell me about any training you did as part of your Mana in Mahi role. *[Probe: How soon did you start training? How did you find the training? How useful was what you learned?]*
9. How did you find balancing work and training? What was difficult? What helped? *[Probe for support from employer in work and training]*
10. Did you finish your training? If yes: What qualification or certificate did you gain? Has the training you completed while in Mana in Mahi been useful in your life now? In what ways?

## Support and pastoral care services

*Mana in Mahi offers a few different support services including apps to support with coaching, counselling, and mentoring and Work and Income in work support to help people transition from a benefit to employment. We are interested in whether you used any of the support services available through Mana in Mahi.*

11. Were you told about any of the support, counselling, coaching and mentoring services available through Mana in Mahi? *[Explain what these are: MSD in-work support team, Puāwaitanga (phone and web-based counselling), Whīiki Tauā (mentoring), Te Heke Mai (coaching)].* If yes, how did you hear about these? Do you remember getting an email from MSD about things that might help in your new job?
12. Did you use any of the coaching and mentoring services? If yes, can you tell me about that? *[Probe: Which service, how they found out about it, why they decided to use it, how they found the support provided]*
13. Was there any other help or support that would have been good around starting and staying in your job?
14. Do you have any ideas about how MSD could help more people know about the support services?

## After Mana in Mahi



15. Did you finish your time Mana in Mahi, or did you leave before the time was up? *[Double check – did they stay until the end of the one/two year programme of support?]*
16. *[If left early]* Can you tell me why you left? Was there anything that could have been done differently that might have helped you to stay? *[Probe: A different job, different industry, better support, a different employer, something else?]*
- Thinking about the support services we talked about before, do you think using these might have helped you to stay? Why/why not?
  - What are you up to now? *[Probe: Are you working? Can you tell me about your job? Have you continued or completed training?]*
  - Was there anything else that could have helped you to stay in the programme? What was that?
17. *[If completed]* What are you up to now? *[Probe: Are you working? With the same employer or a different one? Can you tell me about your job?]*

### Programme experience

18. What difference (if any) did Mana in Mahi (this programme) make for you? *[Probe: Has it made any difference in work or training or aspirations, other job opportunities, how you feel about working or training, plans for the future]*
19. Is there anything about Mana in Mahi you would change?
20. Is there anything else you would like to tell us today about your experience with Mana in Mahi?

Thank you very much for your time.

Explain next steps for the evaluation. Remind interviewee that contact details are on the information sheet if they have any further thoughts or questions about the evaluation. Give the koha.

### Closing karakia:

Reo Māori	Translation to English
<i>Pou Hohiri</i>	<i>May clarity be yours</i>
<i>Pou Rarama</i>	<i>May understanding be yours</i>
<i>Pou o te Whakaaro</i>	<i>Through reflection</i>
<i>Pou o te Tangata</i>	<i>Through personal endeavour</i>
<i>Pou o te Aroha</i>	<i>Through respect</i>
<i>Te Pou e here nei i ā tatou</i>	<i>The virtues which bind us as one</i>
<i>Mauri ora ki ā tatou</i>	<i>May we be filled with wellbeing</i>
<i>Haume ē!</i>	<i>For one another</i>
<i>Hui ē! Tāiki ē!</i>	<i>Bind us together!</i>



## Interview guide: Mana in Mahi employees (current)

[This checklist is to be completed in advance]

*Employee name:*

*Date and time of interview:*

*Consent process complete?*

*Permission to record?*

*Has a copy of the interview transcript been requested?*

### Karakia

*Ask the participant if they would like to open with a karakia.*

*If yes, ask if they have a preferred one that they would like to use/lead, and if not, offer to lead using the karakia below.*

*Note that when a karakia is used to open a meeting, karakia is also usually used to close.*

### Karakia – opening

Reo Māori	Rough translation to English
He waka Herenga	<i>Tie up the waka/be still</i>
He whitiwhiti whakaaro	<i>Think</i>
He whitiwhiti kōrero	<i>Talk</i>
Ka u te maramatanga	<i>Understand</i>
Tihei mauri ora!	<i>The breath of life!</i>

### Mihi and whanaungatanga

Welcome participant to the interview. Thank them for agreeing to help us with the Mana in Mahi evaluation. Note that the interview will take no more than one hour of their time.

*Introductions: Name/pepeha, who we work for and our position/role in the project, details of professional background as appropriate. Try to make a personal connection with the participant.*

### Introduction

The evaluation is intended to find out about how Mana in Mahi is working. We are especially keen to learn about your experience of participating in Mana in Mahi and your thoughts on the experience you have had so far. We want to hear the good and the bad, and are keen to hear your honest opinions.



## Consent (if process not completed in advance)

We emailed you a combined Information Sheet/Consent Form earlier: just checking to see if you have had time to read it?

*If they have not read it, we need to ask them to read it, or we need to read it to them, prior to commencing the interview.*

*Then ask if they have any questions about the evaluation.*

*If they have not returned the completed Consent Form, ask them to agree that the session can be audio recorded, then activate the recording (best practise is for this 'verbal' agreement to be audio recorded), then ask them to verbally agree (nods are insufficient) with each of the Consent 'statements' (asked one at a time).*

*The Interviewer and Support Analyst then complete and sign/countersign the Consent Form, noting that this has been completed on behalf of (interviewee name).*

To make sure we accurately represent what you have told us in this interview, we have asked your permission to record this interview. As with any written record of this interview, we will securely store the recording on an Allen + Clarke server with only access granted to the project team only, and it will be deleted along with other project records after the report has been published. The transcript will be shared with MSD but it will have your personal information removed so they will have no way to identify you from the transcript.

*If consent is given to participate but NOT to make an audio recording, it is okay to proceed with the interview, but please make extra time for the Support Analyst to clarify and check that their notes reflect what the interviewee has said.*

## Uptake of Mana in Mahi

*Thank you [name] for agreeing to participate in this interview. Let's start with some questions about how you first joined Mana in Mahi [Check participant knowledge of what Mana in Mahi is, and describe programme if needed - Mana in Mahi involves on the job training so you can work towards a qualification or an apprenticeship, and provides payments to help you stay in employment and continue training].*

1. Can you tell me about how you got involved with Mana in Mahi? *[Prompt if needed: MSD work broker, through employer, own enquiries] [Probe if employer: How did you know your employer (worked for them, family friend, etc)?]*
2. Why did you decide to join Mana in Mahi?
3. **Before you started** Mana in Mahi, what did you know about it? *[Probe: the extra payments you were eligible for, training or apprenticeship options, when training should start and finish, support such as mentoring and coaching, support with your writing and maths] Did you have a talk with someone from Work and Income or your employer about this?*
4. Was any of this important to you in choosing to start in Mana in Mahi? Why or why not?





5. How well did you understand what you needed to do as part of Mana in Mahi (your responsibilities) when you joined?
6. Was there anything that you found out later about Mana in Mahi which no one told you about at the start? If yes, what was this? When did you find out? *[Probe for impacts of not knowing]*

## Employment

*Let's talk about the job that you got through Mana in Mahi.*

7. Please tell me about your Mana in Mahi workplace. What's it like there? *[Probe: How are your colleagues, employer, atmosphere, the day to day work? Do you feel like you can be yourself at work? Anything you'd like to change?]*
8. Did your Mana in Mahi employer talk to you about training and qualifications you could do? *[Probe: Knowledge of when to enrol, understanding of the training]*
9. Can you tell me about the training you are doing as part of your Mana in Mahi job. *[Probe: How soon did you start training? If any delays in training – why? How are you finding the training? How useful is it for your job?]*
10. How have you found balancing work and training? What is difficult? What has helped? *[Probe for support from employer in work and training]*

## Goals, challenges and motivations

*Next we have some questions about your goals, challenges and motivations.*

11. Can you tell me some of the work-related goals you had or currently have. How are you going towards achieved these goals? What has helped you to achieve them/stopped you from achieving them?
12. Have you had any challenges or problems during your time in Mana in Mahi? If yes, can you tell me about how you overcame them?
13. Can you tell me about what helps you to stay in Mana in Mahi? *[Prompt if needed: financial incentives, pastoral care services, support from employer]*

## Support and pastoral care services

*Mana in Mahi offers a few different support services including apps to support with coaching, counselling, and mentoring and Work and Income in work support to help people transition from a benefit to employment. We are interested in whether you used any of the support services available through Mana in Mahi.*

14. Have you heard of the support, coaching, counselling, and mentoring services available through Mana in Mahi? *Explain what these are: MSD In-Work Support team, Puāwaitanga (phone and web-based counselling), Whīiki Tauā (mentoring), Te Heke Mai (coaching)]. Do you remember getting an email from MSD about things that might help in your new job?*
15. Have you used any of the coaching and mentoring services? If yes, can you tell me about that? *[Probe: Which service, how they found out about it, why they decided to use it, how they found the support provided]*



16. Are there other types of help or support that would be useful around starting and staying in your job?
17. Do you have any ideas about how MSD could help more people know about the support services?

### Second year of Mana in Mahi

*[For participants in the two year programme]*

18. How important is the second year of support from Mana in Mahi? What parts of the second year are helpful?
19. What difference (if any) does a second year make? *[Prompt if needed: time for training, complete qualification, second year incentive payments]*
20. Were there any difficulties in doing a second year of Mana in Mahi?

*[For participants in the one year programme]*

21. How do you feel about the length of the programme? What difference (if any) do you think it would make if the programme was longer or shorter?

### Programme experience

*Finally, a couple of question about your overall experience in Mana in Mahi*

22. What difference (if any) has Mana in Mahi (this programme) made for you?
23. Is there anything about Mana in Mahi you would change?
24. Is there anything else you would like to tell us today about your experience with Mana in Mahi?

Thank you very much for your time.

### Closing karakia:

Reo Māori	Translation to English
<i>Pou Hohiri</i>	<i>May clarity be yours</i>
<i>Pou Rarama</i>	<i>May understanding be yours</i>
<i>Pou o te Whakaaro</i>	<i>Through reflection</i>
<i>Pou o te Tangata</i>	<i>Through personal endeavour</i>
<i>Pou o te Aroha</i>	<i>Through respect</i>
<i>Te Pou e here nei i ā tatou</i>	<i>The virtues which bind us as one</i>
<i>Mauri ora ki ā tatou</i>	<i>May we be filled with wellbeing</i>
<i>Haumi ē!</i>	<i>For one another</i>
<i>Hui ē! Tāiki ē!</i>	<i>Bind us together!</i>





## Interview guide: Mana in Mahi employers

[This checklist is to be completed in advance]

*Employer and company name:*

*Date and time of interview:*

*Consent process complete?*

*Permission to record?*

*Has a copy of the interview transcript been requested?*

### Karakia

*Ask the participant if they would like to open with a karakia.*

*If yes, ask if they have a preferred one that they would like to use/lead, and if not, offer to lead using the karakia below.*

*Note that when a karakia is used to open a meeting, karakia is also usually used to close.*

### Karakia – opening

Reo Māori	Rough translation to English
He waka herenga	<i>Tie up the waka/be still</i>
He whitiwhiti whakaaro	<i>Think</i>
He whitiwhiti kōrero	<i>Talk</i>
Ka u te maramatanga	<i>Understand</i>
Tihei mauri ora!	<i>The breath of life!</i>

### Mihi and Whanaungatanga

Welcome participant to the interview. Thank them for agreeing to help us with the Mana in Mahi evaluation.

Introductions: *name/pepeha, who we work for and our position/role in the project, details of professional background as appropriate. Try to make a personal connection with the participant.*



## Introduction

The evaluation is intended to find out about how the Mana in Mahi programme is working. We are especially keen to learn about your experience of participating in the programme as an employer.

## Consent (if process not completed in advance)

We emailed you a combined Information Sheet/Consent Form earlier: just checking to see if you have had time to read it?

*If they have not read it, we need to ask them to read it, or we need to read it to them, prior to commencing the interview.*

*Then ask if they have any questions about the evaluation.*

*If they have not returned the completed Consent Form, ask them to agree that the session can be audio recorded, then activate the recording (best practise is for this 'verbal' agreement to be audio recorded), then ask them to verbally agree (nods are insufficient) with each of the Consent 'statements' (asked one at a time).*

*The Interviewer and Support Analyst then complete and sign/countersign the Consent Form, noting that this has been completed on behalf of (interviewee name).*

To make sure we accurately represent what you have told us in this interview, we have asked your permission to record this interview. As with any written record of this interview, we will securely store the recording on an Allen + Clarke server with only access granted to the project team only, and it will be deleted along with other project records after the report has been published.

*If consent is given to participate but NOT to make an audio recording, it is ok to proceed with the interview, but please make extra time for the Support Analyst to clarify and check that their notes reflect what the interviewee has said.*

## Communication and understanding about Mana in Mahi

*Thank you [name] for agreeing to participate in this interview. We'd like to start with a few questions about your experience of joining Mana in Mahi.*

1. Can you tell me a little about your company? [Probe: main industry, number of employees] What is your role in [company]?
2. Can you tell me about how you got involved with Mana in Mahi? [Probe: When did you join, how did you find out about it, had you previously used Mana in Mahi or other MSD employment support programmes?]
3. What was the main drawcard/incentive for your company to join Mana in Mahi? Why was that?
4. **Before you started** Mana in Mahi, what did you know about the programme? [Probe: Aims and goals, wage subsidies, training obligations and responsibilities,



*pastoral care, coaching, mentoring services, pre-employment literacy and numeracy support]*

5. How much did you know about your employer responsibilities under Mana in Mahi before you signed up? *[If did not know much about responsibilities]* When did you find out about your responsibilities? Were there any impacts of not knowing about responsibilities?
6. How did you find out information about your responsibilities? How useful was the information? Is there anything MSD could do to help employers know more about their responsibilities in Mana in Mahi?
7. Have you used other subsidised employment products from MSD, such as Flexi-wage or apprenticeship boost? *[If yes, probe: how does Mana in Mahi compare to other products?]*

### **Employing people through Mana in Mahi**

8. How are employees brought into Mana in Mahi in your company? *[Probe: through a Work and Income work broker; someone already working for you who you referred to Mana in Mahi (if yes, subtly check - did they recruit someone with MiM in mind? Or did they already have someone employed and then decide to apply for MiM?)]*
9. What 'due diligence' or checks do you conduct on employees you are considering for Mana in Mahi? Is this the same process as for other employees?
10. How well have the people you have employed through Mana in Mahi been suited to the role? *[Probe: attitude, skills, experience]*

### **Experience as a Mana in Mahi employer**

11. Can you tell me about your experience as a Mana in Mahi employer. What has worked well? What hasn't? Is there anything that MSD could do to help?
12. Can you tell me about how you support your Mana in Mahi employees in their training. *[Probe: When do you start talking to employees about training? What training pathways do you discuss? When do you employees enrol in training? When do they start training? If any delays in training – why? How do you support employees to balance work and study.]* Is there anything MSD could do to help?
13. In what other ways do you support your Mana in Mahi employees? How confident do you feel in supporting your Mana in Mahi employees? Is there anything else MSD could do to help with that?

### **Support and pastoral care services**

*We are interested in whether you or your employees have used any of the support services available through Mana in Mahi [(MSD In-Work support, Te Heke Mai (coaching), Puāwaitanga (phone and web-based counselling), Whītiki Tauā (mentoring), literacy and numeracy support)]*

14. Are you familiar with the support services available through Mana in Mahi for employers and employees? *[If yes, probe: What do they know about the support services? How did they find out about them? Are they aware of how the services for employees are structured? (Subtly check – do they know how much support the*



*employee will receive inside/outside of work, probe for any concerns regarding whether any time will be taken out of the employee's work time)]*

15. *[If aware of services] Have you used Te Heke Mai? [If yes, probe: How they found out about it, why they decided to use it, how did they find the support provided]*

16. *[If aware of services] Have you told your employees about the support services available through Mana in Mahi?*

If yes, have you had any feedback from your employees about the support services?

If no, there any particular reason you have not told your employees about the support services? *[Probe for awareness of how services work, any concerns about taking up work time]*

17. Do you have any ideas about what MSD could do to increase awareness of these support services?

18. Are there any other types of support services that would be useful to you or your employees?

## **Second year of Mana in Mahi**

19. How do you feel about the length of the programme? What difference (if any) do you think it would make if the programme was longer or shorter?

*[For employers of participants in the two year programme]*

20. How important is the second year of Mana in Mahi? What parts of the second year were helpful?

21. What difference (if any) does a second year make? *[Probe: differences in employees staying, training, employee motivation, capability, attitude]. Was there any difference in the amount or type of support that employees needed in the second year?*

1. How important was the second year of Mana in Mahi in your decision to join and/or continue with the programme?

## **Programme experience**

2. Are you planning to continue with the Mana in Mahi programme? Why or why not? *[Probe: With the same employee, or bring in others?]*

3. What difference do you think Mana in Mahi has made in the lives of employees?

4. What difference has Mana in Mahi made for your company?

5. Is there anything else you would like to tell us today?

Thank you very much for your time.

- Explain next steps for the evaluation.



- Remind interviewee that contact details are on the information sheet if they have any further thoughts or questions about the evaluation.

### **Closing karakia:**

<b>Reo Māori</b>	<b>Translation to English</b>
<i>Pou Hohiri</i>	<i>May clarity be yours</i>
<i>Pou Rarama</i>	<i>May understanding be yours</i>
<i>Pou o te Whakaaro</i>	<i>Through reflection</i>
<i>Pou o te Tangata</i>	<i>Through personal endeavour</i>
<i>Pou o te Aroha</i>	<i>Through respect</i>
<i>Te Pou e here nei i ā tatou</i>	<i>The virtues which bind us as one</i>
<i>Mauri ora ki ā tatou</i>	<i>May we be filled with wellbeing</i>
<i>Haumi ē!</i>	<i>For one another</i>
<i>Hui ē! Tāiki ē!</i>	<i>Bind us together!</i>



## Interview guide: Pastoral care service users

[This checklist is to be completed in advance]

*Interviewee name:*

*Date and time of interview:*

*Consent process complete?*

*Permission to record?*

*Has a copy of the interview transcript been requested?*

### Karakia

*Ask the participant if they would like to open with a karakia.*

*If yes, ask if they have a preferred one that they would like to use/lead, and if not, offer to lead using the karakia below.*

*Note that when a karakia is used to open a meeting, karakia is also usually used to close.*

### Karakia – opening

Reo Māori	Rough translation to English
He waka Herenga	<i>Tie up the waka/be still</i>
He whitiwhiti whakaaro	<i>Think</i>
He whitiwhiti kōrero	<i>Talk</i>
Ka u te maramatanga	<i>Understand</i>
Tihei mauri ora!	<i>The breath of life!</i>

### Mihi and whanaungatanga

Welcome participant to the interview. Thank them for agreeing to help us with the Mana in Mahi evaluation. Note that the interview will take no more than one hour of their time.

*Introductions: Name/pepeha, who we work for and our position/role in the project, details of professional background as appropriate. Try to make a personal connection with the participant.*

### Introduction

The evaluation is intended to find out about how Mana in Mahi is working. You recently completed a survey about Mana in Mahi, and told us that you have used the support services. We'd like to hear a bit more about your experience with the support services. We want to hear the good and the bad, and are keen to hear your honest opinions.



## Consent (if process not completed in advance)

We emailed you a combined Information Sheet/Consent Form earlier: just checking to see if you have had time to read it?

*If they have not read it, we need to ask them to read it, or we need to read it to them, prior to commencing the interview.*

*Then ask if they have any questions about the evaluation.*

*If they have not returned the completed Consent Form, ask them to agree that the session can be audio recorded, then activate the recording (best practise is for this 'verbal' agreement to be audio recorded), then ask them to verbally agree (nods are insufficient) with each of the Consent 'statements' (asked one at a time).*

*The Interviewer and Support Analyst then complete and sign/countersign the Consent Form, noting that this has been completed on behalf of (interviewee name).*

To make sure we accurately represent what you have told us in this interview, we have asked your permission to record this interview. As with any written record of this interview, we will securely store the recording on an Allen + Clarke server with only access granted to the project team only, and it will be deleted along with other project records after the report has been published. The transcript will be shared with MSD but it will have your personal information removed so they will have no way to identify you from the transcript.

*If consent is given to participate but NOT to make an audio recording, it is okay to proceed with the interview, but please make extra time for the Support Analyst to clarify and check that their notes reflect what the interviewee has said.*

**Note to interviewers: the interview may discuss sensitive topics. Proceed carefully and If the interviewee appears distressed, stop the interview. Establish if the interviewee is comfortable to continue – if in doubt, do not proceed. Connect interviewee to support services if needed.**

*Mana in Mahi offers a few different support services including apps to support with coaching, counselling, and mentoring and Work and Income in work support to help people transition from a benefit to employment.*

1. You told us in your survey response that you used [service name and description]. How did you hear about this service? *[Probe: What information did they see? Who told them about the service?]*

2. Can you tell me about your experience with [service name]?

*[Ask follow-up questions based on interviewee's response. Very gently probe if needed: Why they decided to use it, what issues or challenges they were facing (work or training issues, staying in work, being new to work, etc), what support the service offered, how useful this was].*

3. What was good about the support you received from [service name]? What wasn't so good? Do you have any suggestions for how they could improve?



4. What difference (if any) has the support from [service name] made for you in your work?
5. Have you used any of the other support services? (*MSD In-Work Support team, Puāwaitanga (phone and web-based counselling), Whīiki Tauā (mentoring), Te Heke Mai (coaching)*). If yes, can you tell me about your experience with [service name]?

*[Ask follow up questions and gently probe as for questions 2-4 above]*

6. Are there other types of help or support that would be useful around starting and staying in your job? What type of support would help?
7. Is there anything else you would like to tell us today about your experience with the support services?

Thank you very much for your time.

- Explain next steps for the evaluation.
- Remind interviewee that contact details are on the information sheet if they have any further thoughts or questions about the evaluation.
- Give the koha.

**Closing karakia:**

Reo Māori	Translation to English
<i>Pou Hohiri</i>	<i>May clarity be yours</i>
<i>Pou Rarama</i>	<i>May understanding be yours</i>
<i>Pou o te Whakaaro</i>	<i>Through reflection</i>
<i>Pou o te Tangata</i>	<i>Through personal endeavour</i>
<i>Pou o te Aroha</i>	<i>Through respect</i>
<i>Te Pou e here nei i ā tatou</i>	<i>The virtues which bind us as one</i>
<i>Mauri ora ki ā tatou</i>	<i>May we be filled with wellbeing</i>
<i>Haumi ē!</i>	<i>For one another</i>
<i>Hui ē! Tāiki ē!</i>	<i>Bind us together!</i>





## Interview guide: Mana in Mahi pastoral care service providers

[This top section is to be completed in advance]

*Interviewee name/Provider name:*

*Date and time of interview:*

*Consent process complete?*

*Permission to record?*

*Has a copy of the interview transcript been requested?*

### Karakia

*Ask the participant if they would like to open with a karakia.*

*If yes, ask if they have a preferred one that they would like to use/lead, and if not, offer to lead using the karakia below.*

*Note that when a karakia is used to open a meeting, karakia is also usually used to close.*

### Karakia – opening

Reo Māori	Rough translation to English
He waka herenga	<i>Tie up the waka/be still</i>
He whitiwhiti whakaaro	<i>Think</i>
He whitiwhiti kōrero	<i>Talk</i>
Ka u te maramatanga	<i>Understand</i>
Tihei mauri ora!	<i>The breath of life!</i>

### Mihi and Whanaungatanga

Welcome participant to the interview. Thank them for agreeing to help us with the Mana in Mahi evaluation.

Introductions: *Name/pepeha, who we work for and our position/role in the project, details of professional background as appropriate. Try to make a personal connection with the participant.*



## Introduction

The evaluation is intended to find out about how Mana in Mahi works and how pastoral support fits with this. We are especially keen to learn about your experience of participating in the programme as a pastoral care provider.

## Consent (if process not completed in advance)

We emailed you a combined Information Sheet/Consent Form earlier: just checking to see if you have had time to read it?

*If they have not read it, we need to ask them to read it, or we need to read it to them, prior to commencing the interview.*

*Then ask if they have any questions about the evaluation.*

*If they have not returned the completed Consent Form, ask them to agree that the session can be audio recorded, then activate the recording (best practise is for this 'verbal' agreement to be audio recorded), then ask them to verbally agree (nods are insufficient) with each of the Consent 'statements' (asked one at a time).*

*The Interviewer and Support Analyst then complete and sign/countersign the Consent Form, noting that this has been completed on behalf of (interviewee name).*

To make sure we accurately represent what you have told us in this interview, we have asked your permission to record this interview. As with any written record of this interview, we will securely store the recording on an Allen + Clarke server with only access granted to the project team only, and it will be deleted along with other project records ten years after project completion.

*If consent is given to participate but NOT to make an audio recording, it is ok to proceed with the interview, but please make extra time for the note-taker to clarify and check that their notes reflect what the interviewee has said.*

*Thank you for agreeing to participate in an interview.*

1. Can you tell me a little about your organisation and the pastoral care services you provide?
2. When you take on a potential client, do you record they are from Mana in Mahi? How do you know when a client is in Mana in Mahi or not?

*[Note: If pastoral care service provider does not offer services to Mana in Mahi clients, or does not record if clients are from Mana in Mahi, adapt interview questions to seek information on the services they provide for people who are transitioning to work/training]*

3. How do you promote your service? Do you do anything different to promote your services to Mana in Mahi participants, compared to other potential clients?
  - Has the promotion or referral process changed over time? *[Prompt if needed: were there any changes during the COVID-19 pandemic?]*



- If there was a change in the service promotion or referral process, how did this impact the number of Mana in Mahi clients seeking help from the service?
4. Do you think Work and Income could do more to promote your service? If yes, what could they do?
  5. What are the typical kinds of issues or challenges that Mana in Mahi clients face? How have you helped Mana in Mahi clients to address these challenges?
  6. Can you tell me about how your service supports (or could support) Mana in Mahi clients with **work or training** issues? *[Probe: What work or training issues do Mana in Mahi clients face? In what ways does/could your service help?]*
  7. Can you tell me about how your service supports (or could support) Mana in Mahi clients who are **new to work**? *[Probe: What issues do clients who are new to work face? In what ways does/could your service help?]*
  8. Can you tell me about how your service supports (or could support) Mana in Mahi clients to **stay in work**? *[Probe: What do Mana in Mahi clients say makes it difficult to stay in work? In what ways does/could your service help?]*
  9. In your experience, what type of support do Mana in Mahi clients find most useful? What is not so useful?
  10. What/are there any differences in the needs of Mana in Mahi clients compared to others?
  11. What would help your service to better meet the needs of Mana in Mahi clients?
  12. Do you have any suggestions that would help your service to better work with Mana in Mahi clients? *[Probe: Referrals, promotion and awareness, how they can support clients that are new to work and training, with work-readiness, staying in employment]*
  13. Is there anything else you would like to tell us today?

### Closing karakia:

Reo Māori	Translation to English
<i>Pou Hohiri</i>	<i>May clarity be yours</i>
<i>Pou Rarama</i>	<i>May understanding be yours</i>
<i>Pou o te Whakaaro</i>	<i>Through reflection</i>
<i>Pou o te Tangata</i>	<i>Through personal endeavour</i>
<i>Pou o te Aroha</i>	<i>Through respect</i>
<i>Te Pou e here nei i ā tatou</i>	<i>The virtues which bind us as one</i>
<i>Mauri ora ki ā tatou</i>	<i>May we be filled with wellbeing</i>
<i>Haume ē!</i>	<i>For one another</i>
<i>Hui ē! Tāiki ē!</i>	<i>Bind us together!</i>



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