Experiences and Organisational Contributions of
South-Asian Women to Social Enterprises in New Zealand

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ABSTRACT

The South-Asian diaspora has significance in the historic and social context in New Zealand. At present Asians are the third largest ethnic group in New Zealand (Statistics New Zealand, 2013). The social enterprises sector is one of the fastest growing sectors in New Zealand (Dart, 2004; Ministry of Economic Development, 2011).

A growing body of literature emphasises the challenges faced by South-Asian diasporic women who have migrated across the world to acquire improved living conditions for themselves and their families (ILO & ADB, 2011). The experiences of South-Asian diasporic working women and understanding the organisational contributions made by them to social enterprises have remained relatively unexplored in organisational studies literature (Kim, 2011), so literature on this topic is limited and the lack of literature establishes a theoretical gap (Brah, 1993; Parreñas, 2001; Piper & Roces, 2003). The purpose of this research is to address this gap and to explore the experiences and organisational contributions of South-Asian diasporic women working in New Zealand social enterprises.

This qualitative research adopted a subjective approach under an interpretive paradigm with individual women as the unit of analysis. The study addresses the primary research question: 'how do South-Asian working women contribute to social enterprises in New Zealand?' and two sub-questions: 'what challenges (if any) did the South-Asian women face in making these contributions?' and 'how did these women navigate these challenges?' Findings are based on in-depth interviews with South-Asian women employees and their managers from three Auckland-based social enterprises. The study employed the thematic analysis method and revealed six themes for organisational contributions and four themes for experiencing and navigating challenges by South-Asian diasporic women. This study brings a positive and constructive dimension to the study of South-Asian women by highlighting their organisational contributions to New Zealand social enterprises.

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ATTESTATION OF AUTHORSHIP

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which, to a substantial extent, has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

Signed: Mahreen Baloch

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ETHICS APPROVAL

The ethics approval was granted by the Auckland University of Technology Ethics

Committee (AUTEC) on the 10 April 2017, reference number 17/56. The approval

letter is attached in Appendix D.

CHAPTER 1 INTRODUCTION

This chapter introduces the dissertation topic — experiences and contributions of South-Asian diasporic women working in social enterprises in New Zealand. First, there is a brief explanation for selecting 'South-Asian diasporic working women' as a research topic to justify the importance of this study. Then the research gap, research question, aims, and significance of this research are discussed. The last section of this chapter briefly describes the structure of this dissertation.

BACKGROUND

Millions of people in the world have migrated from their home countries. Some migrants voluntarily embark on their migration journey in quest of an improved quality of life. For instance, some migrants gauge and define 'quality of life' in terms of economic opportunities and other avocational interests. Whereas some start their migration journey for an attainment of psychosocial wellbeing and peace, others unwillingly leave their home countries because of political turmoil, persecution or war, in order to seek asylum elsewhere.

According to the UN Department of Economic and Social Affairs (2016) report, 244 million international migrants are living abroad worldwide, that is 3.3 percent of the world's population in 2015. The UN Statistics Divison (2015) confirms that nearly half of the international migrant population specifically belongs to the geographical region of Asia, also home to vast numbers of migrants from other parts of the world.

In the last few decades migrant women have greatly increased their global mobility in pursuit of improved quality of life (Pio & Essers, 2014). Migrant women experience social and cultural environmental changes because migration creates a situation of trade-off between the retention of home and host country values, customs and traditions (Wilson, 2006). Some migrant women and their families try to

reconceptualise and renegotiate their roles and identities in the host society while many do not attempt to renegotiate their roles and identities in their new environment (Parreñas, 2001).

South-Asian diasporic working women have experienced some contextual and functional constraints due to socio-cultural, religious and institutional elements prevailing in their home countries (Pio & Syed, 2013). These challenges and difficulties cause a number of occupational and industrial challenges, including acquiring work, inequality, occupational choices, wage disparity and retaining a work–life balance (Puwar & Raghuram, 2003). Therefore, these women often travel across the globe for better employment opportunities, higher standards of living and a better quality of life (ILO & ADB, 2011).

Overall, a growing body of literature strongly emphasises the challenges faced by South-Asian diasporic women who have migrated across the world to acquire improved living conditions for themselves and their families.

RESEARCH GAP — SOUTH-ASIAN DIASPORA IN NEW ZEALAND

Recent research on South-Asian diasporic working women accentuates their experience of challenges in a broader, global context. These investigations have used socioeconomic and historic perspectives of migration and settlement, particularly in Canada (George & Chaze, 2009), America (Adya, 2008), United Kingdom (McDowell, Anitha, & Pearson, 2012), Australia (Syed & Pio, 2010), Sweden (Pio, 2010) and New Zealand (Pio, 2005a, 2007). The bulk of research highlights South-Asian diasporic working women's challenges in the context of ethnic identity negotiation, employment discrimination, and immigrant entrepreneurship in the New Zealand context (Nayar, Hocking, & Giddings, 2012; Pio, 2005a, 2007).

However, the experiences of South-Asian diasporic working women and understanding the organisational contributions made by them to social enterprises have remained relatively unexplored in organisational studies literature (Brah, 1993; Parreñas, 2001; Piper & Roces, 2003), so knowledge in this area is limited or missing (Badkar, Callister, Krishnan, Didham, & Bedford, 2007; Kim, 2011). This then constitutes and indicates a theoretical gap or weakness in the ethnic minority literature. The social enterprises sector has developed generically, crossing many disciplines, and is one of the fastest growing sectors in New Zealand (Dart, 2004; Ministry of Economic Development, 2011). This study addresses this research gap and seeks to explore the experiences and organisational contributions of South-Asian diasporic women working in New Zealand social enterprises.

The South-Asian diaspora has major significance in the historic and social context in New Zealand. At present, South-Asians are the third largest ethnic group in New Zealand. According to Statistics New Zealand (2013), the Asian population comprises 0.54 million people out of a total New Zealand population of 4,509,700 (Statistics New Zealand, 2015), that is 11.8% of New Zealand's total population. Moreover, it is anticipated that the South-Asian population will increase to 0.81–0.92 million and will make up approximately 16–18% of New Zealand's total population by 2025. It is projected to grow to 1.06–1.26 million, constituting 20.9% of New Zealand's total population by 2038 (New Zealand Statistics, 2013, 2014). In addition to that, 52% of the total Asian population in New Zealand are women (Statistics, 2013).

Furthermore, South-Asia shares a deep-seated history of British colonisation with New Zealand. During the 19th and early 20th century South-Asians, particularly Indians with low or inferior standards of living or quality of life, migrated to British colonies, including New Zealand (Harper & Constantine, 2010). This resulted in the

formation of the South-Asian diaspora from the Indian Ocean to New Zealand (Connew, 2007; Van der Veer, 1995).

In addition, the researcher is of South-Asian origin and shares the same gender, ethnic background and immigrant status in New Zealand with the diasporic women, which can create bias but is also likely to facilitate the researcher in building mutual understanding and the experiences and organisational contributions of South-Asian women to social enterprises in New Zealand. However, this was overcome when the researcher interviewed people that were completely unknown to her or who did not know of her (Suri, 2011; Chenail, 2011).

RESEARCH QUESTION

Based on the identified research gaps in the literature, the primary research question is:

How do South-Asian diasporic working women contribute to social enterprises in New Zealand?

Two sub-questions seek to elaborate this principle research question. These are:

- What challenges (if any) did the South-Asian migrant women face in making these contributions?

- How did the women navigate these challenges?

This research study seeks to bridge the research gap and integrate perspectives on the South-Asian diaspora, working/professional women, and the contributions and experiences of South-Asian diasporic women in social enterprises in New Zealand.

RESEARCH AIMS

The primary aim of this research is to explore and understand the organisational contributions of South-Asian diasporic women working in social enterprises in New

Zealand. This research aims to fill the research gap in the literature on organisational contributions. It will do this by studying the organisational contributions of ethnic minority women at work in New Zealand as this has received limited scholarly attention in the current organisational studies literature.

MAIN CONTRIBUTIONS

In terms of theoretical contribution, this study is likely to make four contributions. First, this study aims to give an understanding and a richer and more holistic picture of the experiences and organisational contributions of South-Asian diasporic working women. Second, the bulk of research has highlighted the challenges and issues that migration brings to such women, less is focused on the positive and constructive dimensions of these women's experiences. It is expected that this study will bring out positive and constructive dimensions of South-Asian women, particularly in the New Zealand context, that have remained so far unexplored in organisational studies literature. Third, this study may inspire and encourage other migrant women to learn lessons from successful South-Asian diasporic working women (Chatterji & Washbrook, 2014; Henry, 2003). Fourth, the present study contributes to the existing knowledge about diasporic women.

In terms of practical significance, this study is likely to make four contributions. First, this study will be valuable for South-Asian migrant women. By considering the experiences of participants in this study presented in the findings, women may be able to evaluate their own work experience and efforts to contribute to their organisations. Second, it is likely to generate insights and policy directions for in-house trainers and migrant settlement services and so enhance workplace diversity management practices. Third, the findings are likely to raise cultural awareness among employers and managers in New Zealand organisations. Fourth, this study is also likely to help

managers and policy makers in framing migrant friendly regulations and support systems.

OUTLINE OF DISSERTATION

The dissertation is organised into the following chapters:

Chapter 2, *Literature Review*, provides a review of three strands of literature relevant to the research question: challenges faced by South-Asian diasporic working women in the global context; South-Asian diaspora working women in New Zealand; and the role and operations of small- and medium-sized social enterprises in New Zealand.

Chapter 3, *Methodology*, describes the research design, process and methods adopted for this research. This chapter begins with clarifying the philosophical position adopted for this study and then describes the research design of this study. This is followed by data collection procedures and strategies used. In the end, the data analysis steps are explained.

Chapter 4, *Findings*, presents the key identified themes that emerged as a result of analysing the collected data.

Chapter 5, *Discussion*, sheds light on the research question. The identified themes are discussed and explained in detail with reference to the existing literature.

Chapter 6, *Conclusion*, clarifies the contribution of this thesis by discussing the theoretical and practical implications and limitations of this research, including recommendations for further research.

CHAPTER 2 LITERATURE REVIEW

This chapter comprises four main sections. The first section begins by discussing relevant definitions and terminology. The second section provides an insight into the South-Asian working women diaspora in New Zealand. The third section discusses the challenges faced by the South-Asian diasporic working women in the global context. The last section provides information about the role and operations of social enterprises in New Zealand. The chapter concludes with a summary of gaps identified in the process of analysing this literature.

TERMINOLOGY AND DEFINITIONS

South-Asia region

The South-Asian region is comprised of eight countries namely: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka (Bloom & Williamson, 1998; SAARC, 2016; United Nations, 2017). It has an estimated population of 1.744 billion people in 2015 (World Bank, 2016b). South-Asia is considered a region according to the criteria outlined by Ghosh (1989). Ghosh defines 'region' as 'a particular geographical area of the world the constituent states of which have shared historical, cultural and economic features and which, in foreign affairs, behave as interrelated units' (p. 07). The South-Asia region holds much social, economic and political significance in the global dynamics. However, the South-Asia region is considered as one of the least economically integrated regions of the world. It faces difficult economic and social development challenges (Boyle, Halfacree, & Robinson, 2014).

In New Zealand, the South-Asia region is considered also in terms of a shared Commonwealth heritage. The New Zealand Foreign Affairs & Trade (2016) refer to the South-Asia region by including only four countries: Bangladesh, India, Pakistan and

Sri-Lanka. This definition is adopted for this study. These countries share the same geographical location and pre-colonial cultural traditions. However, these four countries may have differences in terms of size, economic growth, religion and ethnic-cultural groups. Statistics New Zealand (2009) refers to the South-Asia region by including eight countries: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri-Lanka.

Diaspora

Diaspora means 'scattering of seeds' and has been defined as a scattered population whose origin lies within a smaller geographic locale (Alonso & Oiarzabal, 2010; Ember, Ember, & Skoggard, 2005). People that have been dispersed or spread from their original homeland are considered as diaspora or diasporic people. The notion of diaspora has a historical perspective: the term originates from the dispersion of the Jewish community from their native homeland during the 8th century (Gruen, 2009; Slezkine, 2004). Therefore, the term 'diaspora' is commonly used to explain the concept of displacement of different ethnic communities in the world which includes several categories of people such as expatriates, political refugees, exiles, indentured labours, foreign residents, immigrants, and ethnic, racial minorities (Clifford, 1994).

Safran (1991) comprehensively defines diaspora as 'expatriate minority communities that are dispersed from an original centre to: at least two peripheral places; that maintain a memory, vision, or myth about their original homeland; that believe they are not and perhaps cannot be fully accepted by their host country; that see the ancestral home as a place of eventual return, when the time is right; that are committed to the maintenance or restoration of this homeland; and of which the groups consciousness and solidarity are "importantly defined" by this continuing relationship with the homeland'(pp. 83-84).

Diaspora is a multidimensional term, and is defined by different scholars according to its relevance to different academic disciplines. The term 'diaspora' in Cultural Studies refers to the occurrence of geographical displacement and dislocation of people from their native places. This results in syncretism, hybridity and emergence of new ethnicities among this group (Brah, 1996; Gilroy, 1997). Vertovec (1996) described the concept of diaspora as a 'mode of cultural production'. Diasporas are discussed by anthropologists as a social and cultural phenomenon for creation and recreation of multinational societies (Appadurai, 1996; Brettell, 2013; Chow, 1993; Hannerz, 1996).

Studies in the discipline of Political Science and International Relations discuss diaspora as an outcome of political activism and state persecution (Ragazzi, 2014; Roach, Griffiths, & O'Callaghan, 2014; Shain, 1999; Shain & Sherman, 1998). Literature highlights that political instability triggers migration and economic issues for the unstable state (Gamlen, 2014; King & Melvin, 2000; Reis, 2004; Smith & Stares, 2007).

Political instability, conflict and persecution forcibly displaced nearly 65.3 million people in 2015 (UNHCR, 2016). From a transnational perspective diasporas are referred to as a practice of social organisation or as a specific form of transnational community (Butler, 2001; Faist, 2000; Van Hear, 1998). Formation of transnational community, particularly ethnic diaspora, is gradually increasing due to globalisation, ease of international mobility, technological advancement and global competition. Cohen (2008) in his book *Global Diasporas* provides an inclusive definition of diaspora by including victims, trade workers, imperial and national migrations. Similarly, Nicholas Van Hear (1998) in his book *New Diasporas* provides a detailed description of different involuntary mass exodus (migration crises) in the world to explain the causes

and consequences of the formation of diasporas and provide a general understanding of diaspora creation in the world.

Therefore, academics from a variety of disciplines have defined the term 'diaspora'. Some scholars include only the first generation migrants in defining 'diaspora' because their experiences of physical migration by departing from their home country and settling into a host country are expected to be considerably different from the following generations (Kritz, 2015). First generation migrants also face more difficulties in settling and integrating into the host country's culture as compared to subsequent generations (Berry, 2008; Portes & Rumbaut, 2005; Rubin & Rubin, 2014; Zimmermann, Zimmermann, & Constant, 2007). Other scholars in diasporic studies have included migrants beyond the first generation and have extended their definition of diaspora up to several migrant generations (Cutcher, 2015; Herzig, 2006; Robinson, 2006; Wei, 2016).

The South-Asian diaspora refers to people who are from the South-Asia region. It is important to note that South-Asians are classified into two categories: first, people born in South-Asian countries; second, people with one or more South-Asian ethnic identities. This includes both permanent residents and the host country's citizens of South-Asian descent (Ngai, 2006).

Studies of South-Asian diasporic youth suggests that second and third generation migrants hold a noticeable position in their host countries due to their exceptional capabilities to integrate into host countries. Crispin Bates (2001) research in the American context highlights that the descendants of the second and third generation are likely to develop strong South-Asian pan-ethnicity due to their shared culture, sense of solidarity and lifestyle.

In contrast, other studies of South-Asian diasporic youth (between 12 and 24 years) in the United States by Sunaina Maira (2002) and in the UK by Gill Cressey (2004) claim that most of this segment of youth, despite their upbringing and education in the United States and in the UK, experience severe marginalisation in both their home and host countries and are trapped in a transitional situation. These succeeding generations may not have experienced the difficulties and pain of migration and settlement, however their experiences may still be encompassed in the term 'diaspora' (Hirji, 2009; Vertovec, 1997).

Social Enterprise

Social enterprise is a broad concept that encompasses different historical, geographical, political, social, cultural and economic perspectives (Bacq & Janssen, 2011). Social enterprise involves the practice of market-oriented approaches to achieve social purposes and goals (Dart, Clow, & Armstrong, 2010). Over time, social enterprise has gained much attention from governments and policy-makers, as well as scholars and academics, as an instrument to resolve various socioeconomic problems and developmental challenges faced by nations (Diochon & Anderson, 2011).

Literature pertaining to social enterprise role and operations suggests its role as a mechanism to redevelop deprived regions and to obtain market stability (Teasdale, 2012). First, it is considered a means of international development by working to reduce poverty and other socioeconomic issues (Peredo & Chrisman, 2006). Second, it is an alternative source of public welfare facilities and services (Peredo & McLean, 2006). Third, it is a means to eradicate the negative outcomes of capitalism, for example, in promoting social welfare over profit generation and capital accumulation (Amin & Roberts, 2008).

The most commonly accepted definition of a social enterprise by scholars is an organisation that makes profit by efficiently utilising resources and technology but then reinvests that profit in resolving social problems (Battilana, Lee, Walker, & Dorsey, 2012). International publications highlight that the United Kingdom has the most advanced institutional support structure for social enterprises in the world (Nicholls, 2010). The UK Cabinet Office (2016) definition of a social enterprise incorporates different organisational perspectives: 'A social enterprise is a business having a social objective, investing profits into the business rather than paying out to shareholders and generating the majority of income through trade'(p. 9). The New Zealand Department of Internal Affairs (2013) defines social enterprise as an organisation that has a social, cultural, or environmental mission; a significant portion of the revenue of such enterprise is derived from trade; and the majority of its earnings are reinvested in the fulfilment of the primary mission.

In recent years, social enterprise as a discipline has evolved to address complex social issues (Goldstein, Hazy, & Silberstang, 2010). A definition of social enterprise adopted by Social Traders and Queensland University of Technology, aligns with the New Zealand perspective:

> A social enterprise is led by an economic, social, cultural or environmental mission consistent with a public or community benefit; they trade to fulfil their mission, derive a substantial portion of their income from trade, and reinvest the majority of their profit/surplus in the fulfilment of their mission. (p. 7).

Social enterprises in New Zealand have different legal structures. These include a charitable trust, a limited company, a cooperative company, or an incorporated society. These enterprises are mostly engaged in poverty relief, advancement of education, and other purposes beneficial to the community. At present there are 27,854 charities in New Zealand (Ministry of Internal Affairs, 2017). It is important to mention

that New Zealand's enterprises are mainly small and medium-sized (New Zealand
Government, 2013). The New Zealand Ministry of Economic Development (2011)
defines small and medium-sized enterprises as those that are generally managed and
operated by a single owner and are comprised of 19 or fewer full-time employees. A
number of South-Asian diasporic women are rendering their services to different social
enterprises worldwide, that has high economic and social benefits (Rangaswamy, 2005).

SOUTH-ASIAN DIASPORIC WORKING WOMEN IN NEW ZEALAND

The South-Asian diaspora has a number of deep-rooted historical factors that
explain its presence in New Zealand. These include economic, social and political
factors during British colonialism in the 19th century that resulted in formation of South-
Asian diaspora due to migration to the Pacific region (Bandyopadhyay, 2007; Pio,
2008). The bulk of literature on South-Asians, particularly Indians, in New Zealand
provides an insight into their migration and settlement experiences due to different
legislations (Bedford, Ho, & Bedford, 2010; Friesen & Kearns, 2008; Leckie, 2007).

Like other immigrant countries, New Zealand also experienced significant
modifications in its population in terms of ethnic makeup during the late 20th century
(Boyle et al., 2014; Castles & Miller, 2009). In the past, the primary source of
immigrants in New Zealand had been the UK. However, major shifts in the immigration
policies, particularly the New Zealand Immigration Act 1987, have encouraged a
substantial number of immigrants from other parts of the world, including Asia
(Pernice, Trlin, Henderson, North, & Skinner, 2009; Qian, 2008).

As mentioned in Chapter 1, according to Statistics New Zealand (2013), the
Asian ethnic group is the third-largest ethnic group in New Zealand. The Asian
population has almost doubled in size since 2001. There was also a gradual increase in

the median age of this group between 2001 and 2013. It must be noted that the Asian women are older than their male counterparts. The median age for Asian women is 31.9 years, and 29.3 years for Asian men (Statistics New Zealand, 2014). Despite that more women are ageing in Asian ethnic group in New Zealand population, Asian women continue to render their services to various important sectors of the New Zealand economy. The Statistics New Zealand (2013) illustrates that the South-Asian ethnic group population has been gradually increasing in recent years. The New Zealand 2013 census data indicates that the South-Asian population comprises a variety of ethnic groups: 1623 Bangladeshis; 155,178 Indians; 3261 Pakistanis, and 12,000 Sri Lankans ethnic group has approximately 12,000 people. It has been roughly estimated that the total population of South-Asians in New Zealand is approximately 172,065 people.

The McLeod, Henderson, and Bryant (2010) research study, based on a longitudinal immigration survey and secondary data from government sources, has found that skilled migrants continue to stay in New Zealand after gaining residence mainly due to the factors associated with lifestyle, opportunities, family, security and study. By comparing the South-Asian economic and social indicators with the New Zealand statistics, there is no doubt that New Zealand, as a developed nation, provides many South-Asians the opportunities they are looking for. Eventually, this has resulted as an increase of ethnic diversity in the New Zealand population.

For the purpose of current research, the researcher has adopted a definition of South-Asian diaspora in New Zealand from New Zealand Government (2013). This includes all those people of Bangladeshi, Indian, Pakistani and Sri Lankan descent settled in New Zealand and their offspring, which may have unique migration experiences, attributes, and acculturation but collectively have similarities as a South-Asian diaspora.

Literature on South-Asian diasporic working women in New Zealand particularly explores ethnic identity negotiation, employment discrimination and immigrant entrepreneurship challenges. For example, Dobson (2013) study explores ethnic identity negotiation issues and the challenges experienced by Muslim women at work in New Zealand. These women negotiate religious faith, ethnic and cultural diversity factors. Whereas Pio (2005a) explores identity negotiation experiences of Indian migrant working women. The study identifies three interesting themes of job market entrance, survival in job market, and ethnic identity effects on work practices.

Meares (2010) study of diasporic working women in New Zealand discusses South-African skilled migrants, rather than South-Asian women. Meares highlights different geographical and ethnic diaspora of South-African skilled migrant women and identified de-skilling, feminisation, re-domestication and compromised careers as key themes which are fairly similar to the themes identified in South-Asian diasporic working women in New Zealand literature.

Another qualitative study by Pio (2007) emphasises Indian diasporic women's 'lived-in' and 'lived-through' experiences but from an ethnic entrepreneurial viewpoint. This study proposed a four-staged model based on patterns of perceived discrimination in the job market, low self-confidence and low self-motivation, feelings of being devalued, and absence of access to government resources.

The Nayar et al. (2012) study on work and gender in New Zealand particularly focuses on negotiating ethnic and cultural differences at work. This study also focuses on lived-in experiences and hardships faced by South-Asian, particularly Indian, diasporic working women in New Zealand. These Indian diasporic working women get involved in various occupations to settle themselves and their families. Another study by Nayar (2009) explains that Indian diasporic women prefer a workplace where they

may work in 'Indian ways' as well as 'New Zealand ways' as a means to work with 'the best of both worlds'.

In the same way, Gilbertson (2010) study investigates Gujarati Indians residing in Wellington and Fuchs, Linkenbach, and Malik (2010) examine the same segment but in Christchurch. These studies describe the identity negotiation process between two ethnic cultures (Kiwi and Indian) by accepting and rejecting different factors of ethnicity and culture. South-Asian culture is an amalgamation of languages, beliefs, spiritual value and, traditions (Gopinath, 2005). These cultural factors reflect in the day-to-day practices and activities of these migrants.

Overall, a growing body of literature strongly emphasises issues and challenges faced by South-Asian diasporic women at work across the world to acquire improved living for themselves and their families. However, the organisational contributions and experiences of these diasporic working women have remained relatively unexplored in organisational studies literature. Furthermore, no research has been done so far on diasporic South-Asian women working in New Zealand social enterprises. Hence, this section of critical review advocates the research gap in the existing literature.

CHALLENGES FACED BY SOUTH-ASIAN DIASPORIC WORKING WOMEN IN A GLOBAL CONTEXT

South-Asian diasporic working women have experienced some contextual and functional constraints due to inconsistencies in socio-cultural, religious and institutional elements prevailing in their home countries (Pio & Syed, 2013). These inconsistencies cause a number of occupational and industrial challenges including acquiring work, inequality, occupational choices, wage disparity and retaining a work–life balance for these working women in their source countries. Therefore, these diasporic working

women from South-Asia travel across the globe for better employment opportunities, higher standards of living and a better quality of life (ILO & ADB, 2011).

Recent international studies accentuate difficulties and challenges faced by South-Asian diasporic working women. These investigations have used the socioeconomic and historic perspectives of migration and settlement issues particularly in the context of Canada (George & Chaze, 2009), America (Adya, 2008), United Kingdom (Arifeen & Gatrell, 2013; McDowell et al., 2012), Australia (Syed & Pio, 2010) and Sweden (Pio, 2010). Arifeen and Gatrell (2013) empirical study focuses particularly on Pakistani ethnic minority working women in the UK. This research underlined a comprehensive view of the historical and socio-cultural aspects of the issues and challenges faced by these women at work by using an intersectional approach to recognise various identities within a social group. These British Pakistani diasporic women faced various hardships while pursuing their careers in the United Kingdom.

A study of South-Asian diasporic women at work in an American context was conducted by Adya (2008). This empirical study compared work experiences and perceptions between South-Asian and American professional women in the American Information Technology industry. This qualitative research compares various social, cultural, and personal individual factors that influence the career experiences and perceptions of these two segments of women in the US. The study reveals that there is a difference in perception about gendered professional segmentation and discrimination in the workplace by both groups. South-Asian diasporic IT professionals have positive viewpoints and perceptions as compared to their counterparts. Most women from South-Asia did not identify 'gendered career' in their workplace. Whereas American IT professionals perceived greater stereotyping and discrimination due to difference in social, cultural and personal individual factors.

Pio, Syed, and Haq (2013) highlight the impact of gender identities on the personal and professional lives of working women in India by identifying the intersectionality of a range of ethnic and demographic factors that contribute as root causes of discrimination against women at work in India. These women have been disregarded and ignored in regard to access to work, and educational and professional development. Consequently, the capabilities of these women remain under-utilised, devalued, and mostly unrecognised by society.

Research on South-Asian migrant women in the Canadian context by George and Chaze (2009) and Choudhry (2001) takes a slightly different approach. These studies do not focus on South-Asian diasporic women at work but explore their perceptions and experiences of settlement as new migrants in Canada. These women experienced isolation and loneliness, family conflict, economic dependence, and settling in and coping difficulties. The participants experienced loss because they had to change their traditional values and experienced a lack of social support.

Ethnic identity negotiation challenge faced by South-Asian diasporic women is also described in ethnic minority literature. South-Asian diasporic women negotiate with their multiple and often conflicting cultural identities (Bhatia & Ram, 2004). Studies by Huang, Teo, and Yeoh (2000) and Syed and Pio (2010) explored the multilevel nature of ethnic identity negotiation challenges in terms of gender and ethnicity, both at an individual and a structural level, and the impact this has on the work experiences of South-Asian diasporic women in Australia. These studies argue for a reconceptualisation of intersectionality between race, gender and class as a simultaneous process of identity formation through institutional and social practices.

A few studies have identified the challenges in relation to parenting practices in ethnic minority communities (Deepak, 2005; Inman, Howard, Beaumont, & Walker,

2007; Rahman & Witenstein, 2014; Tajima & Harachi, 2010). For example, the Inman et al. (2007) study investigates the impact of migration on ethnic identity retention and the ability of South-Asian diasporic parents in the USA, to stimulate ethnic identity in their children. The authors interviewed sixteen first-generation Asian-Indian parents and explored the major challenges the participants faced in the process of ethnic identity retention, including limited domestic and public support, contradictory western beliefs, cultural differences, and limited cultural awareness. Inman et al.'s research indicates that these parents utilise and implement particular strategies when conveying an ethnic identity to the subsequent generation.

Study on parenting issues faced by South-Asian diasporic mothers in the Canadian context by Maiter and George (2003) explains that these mothers have certain parenting goals and approaches for bringing up their children in their new country. These parenting approaches focus on character formation and identity formation. These South-Asian migrant mothers face major difficulties in achieving these goals in parenting practices and eventually have to negotiate their values and cultural norms from their home countries. Foner (1997) study endorses the above concept that new immigrant parenting practices are derived from cultural and social meanings from both their home and host countries.

Another significant challenge faced by South-Asian diasporic women is endurance of domestic violence and patriarchal beliefs. Studies of South-Asian immigrant women in the USA and Canada by Abraham (1998) and Ahmad, Riaz, Barata, and Stewart (2004) highlight that women with higher qualifications and employment status are less likely to experience domestic violence and more likely to reject patriarchal norms and beliefs than immigrant women who depend financially on their husbands. In contrast, other studies show that, generally, males retain control of

finances irrespective of women's working status in South-Asian families. Therefore, the patriarchal societal factor still exists regardless of women gaining financial independence and South Asian families being exposed to international practices (Abraham, 2000; Das Dasgupta, 2000).

A number of studies have also found that South-Asian diasporic women face a number of mental health issues due to post-immigration stressors. Evidence for the mental health issues faced by these women is provided by Ahmad et al. (2005); Dyck (2006); Samuel (2009); and Vallianatos and Raine (2008). The participants in these studies identified a lack of social support, economic uncertainties, mechanical lifestyle, limited information and access to health services, intergenerational conflicts, ethnic discrimination, depression, and coping environmental and dietary changes as mental stressors for these migrant women.

Furthermore, George and Ramkissoon (1998) found that most South-Asian immigrant women initially face two types of challenges: first, adjustment and settling issues into a new country; second, a double workload (domestic work and salaried work) because they are liable to do household chores, looking after their children and elderly family members as well as working in paid employment.

Remittances have a significant positive impact on the growth of an economy (Cooray, 2012). International statistics confirm that migrant workers' remittances are a significant and stable source of external finance in South-Asia (Kelegama, 2011; Ratha, Mohapatra, & Silwal, 2011). India, Pakistan and Bangladesh come in the top ten remittance recipient countries of the world, with a total remittance injection of approximately 108.1 billion US dollars in 2015 (World Bank, 2016a). Therefore, migrant workers are substantially significant for all the countries of South-Asia (Rana & Tasneem, 2016). In spite of the challenges faced by these South-Asian diasporic

women, they continue to make economic and social contributions to their home countries through international remittances that help to reduce the level of poverty in South-Asia (The World Bank, 2005, 2016a).

This section reports on and compares the various challenges faced by South-Asian diasporic women in their host countries that have been identified in the literature. These challenges are psychosocial, understanding new systems, cultural adjustment, parenting practices, discrimination, and financial/economic issues.

SOCIAL ENTERPRISES IN NEW ZEALAND

Social enterprise is recognised as an economic backbone of a country (Day, 2000). Several major social and economic benefits are associated with social enterprises, for example, they are account for more than 50 percent of employment opportunities and almost 35 percent of Gross Domestic Product (GDP) of almost all developing economies. In addition to that, they provide goods and services to all levels of society (Katua, 2014). Social enterprises are also a means of integrating women, unemployed youth and disabled people into the workforce to generate economic and nationwide community benefits (The World Bank, 2017).

The function of a social enterprise varies for every country depending on its economic system. The New Zealand perspective on social enterprises focus on addressing social, cultural, or environmental issues through reinvestment of its earnings; and aim to support a number of government goals including the development of a productive and competitive economy (Kaplan, 2013). The American perspective on social enterprises is fairly broad as compared to other countries of the world (Defourny & Nyssens, 2010; Ehrenreich, 2014). Due to the capitalist economic system prevailing in the US, a social enterprise is viewed as a business that is customer-oriented; has an individualistic approach; and generates revenue from social activities (Kerlin, 2006). On the other

hand, from the European perspective, social enterprises focus more on the need to create community welfare and generate social benefits. These enterprises are considered as part of the 'social economy'. Therefore, they do not support the notion of revenue generation. These enterprises are considered as a means to create employment opportunities (Teasdale, 2012).

In New Zealand, the concept of social enterprises is identical to other developed economies such as the US and the Europe (Kerlin, 2006). In general, New Zealand social enterprises are an important contributor within the small and medium-sized enterprises (SME) sector. SMEs employ 19 or fewer full-time workers (New Zealand Ministry of Economic Development, 2011; New Zealand Government, 2016). SMEs account for 97 per cent of all enterprises in New Zealand (Kaplan, 2013; New Zealand Government, 2013). These small and medium-sized enterprises play a significant role in the growth of the New Zealand economy because they employ 32% of the overall New Zealand workforce, contribute 39% of the GDP, and have also created 59 per cent of new employment opportunities (New Zealand Ministry of Economic Development, 2009). It is worth mentioning that 99.5 per cent of all business ventures including social enterprise in New Zealand have fewer than 100 employees, but still these small and medium-sized enterprises account for nearly 67 per cent of the total value-added product of the economy (New Zealand Ministry of Economic Development, 2009).

The New Zealand Government is making progress in acknowledging the contributions of social enterprises to the New Zealand economy. The New Zealand Ministry of Social Development report on social enterprises, compiled by O'Brien, Sanders, and Tennant (2009), accepts that the motive behind the state's interest in supporting New Zealand social enterprises is to facilitate a number of government

political, social and economic aims and objectives, including poverty elimination, and the expansion of a productive and strong economy (McNeill & Silseth, 2015).

The concept of social enterprise in New Zealand is not new (Tennant, 2007). However, no research study has been done so far to explore the experiences of ethnic minority migrant employees working in social enterprises, particularly South-Asian women. Therefore, it is important to address this research gap because the growth of the New Zealand economy heavily relies on these enterprises. According to a survey of New Zealand social enterprises conducted by the New Zealand Government (2013), the majority of social enterprises and their beneficiaries are located in Auckland, which is the largest city and financial hub of New Zealand. In addition to that, a large number of the South-Asian diasporic population lives in Auckland (Statistics New Zealand, 2013). Therefore, this review is an effort to justify and validate the research project aim of filling in the gap identified in the organisational and ethnic minority literature.

Summary

This chapter opens with an explanation of the different terms used in this research study. Later, the literature on South-Asian working women diaspora in New Zealand has been reviewed. Following this, different challenges faced by South-Asian diasporic working women in a global context have been identified, synthesised and deliberated. In the final section of the chapter, the role of social enterprises in the New Zealand economy has been discussed to justify studying the role of South-Asian women working in the social enterprise sector. The research gap identified in the literature has been used to help shape the research question of this study.

The next chapter explains the research design used in this study to explore the research question that provides direction to this research.

CHAPTER 3 METHODOLOGY

This chapter aims to outline the methodology adopted to explore the research question of this dissertation along with a justification of the methodology undertaken for this research study. The chapter comprises five sections. The first section provides an explanation of the philosophical background and adopted methodology for this research. The second section gives a detailed description of the data collection technique used for this study. The third section includes the data analysis method and elaborates the systematic thematic analysis process. The fourth section deliberates on the validity and credibility of collected data. The last section provides an explanation of the ethical considerations for this research study. However, the strengths, weaknesses and limitations of the study are considered in the discussion chapter of this dissertation.

PHILOSOPHICAL BACKGROUND

The interpretivist research paradigm supports the idea of the existence of multiple truths in this world that are subjective in nature (Bryman & Bell, 2015). The philosophical position underpinning this study is Interpretivism. Therefore, the most appropriate ontological and epistemological approach for this research is relative realism and subjectivism. Based on the above explanation the interpretivist research paradigm is most appropriate for the study.

The researcher explores these truths and draws meaning from different experiences of the participants (Denzin & Lincoln, 2011). An interpretivist researcher identifies multiple truths that exist in this social world that are exclusive in nature (Creswell, 2014). The interpretive approach in organisational or sociological studies has also gained the attention of scholars when seeking to understand certain phenomena and experiences such as socially or culturally influenced behaviours, perceptions or

individual-level practices within organisations (Prasad & Prasad, 2002; Schwartz-Shea & Yanow, 2013; Yanow & Schwartz-Shea, 2015).

Interpretive studies aim to find people who have experienced phenomena or events that facilitate the research process. Life experiences based on individual perception and interpretation bring depth to the research; and interpretivist scholars give meaning to these individual experiences and present them as findings (Denzin, 2002; Maxwell, 2012). I took the positon of an interpretivist researcher to explore the primary research question and sub-questions of this study.

As mentioned in the first chapter, the focus of this research study is to examine the research question: 'how do South-Asian diasporic women contribute to New Zealand social enterprises?' This research also aims to investigate the different challenges South-Asian diasporic women face in making these contributions and how they navigate these challenges. As organisational contributions and experiences are subjective in nature, depending on individual's career paths and personal life experiences, the foundation of this research complements an interpretivist research paradigm and the subjectivist epistemological approach.

Qualitative Research Design

This section provides an overview of research design and methodology used in this research. Research design provides a pathway towards conducting effective research (Taylor, Bogdan, & DeVault, 2015). Research methodology is an approach to a systematic and logically organised inquiry within a particular paradigm and epistemology (Gray, 2014); and explains how the object should be examined and investigated in a stipulated manner (Mackey & Gass, 2015; Maxwell, 2012). It outlines a plan to answer the research question and that explains the means used to collect and analyse data (Creswell & Poth, 2017).

Some of the main approaches to research methodology are qualitative (inductive reasoning) and quantitative (deductive reasoning) research methodology (Davies & Hughes, 2014). The quantitative research approach deals with quantifying the facts; it focuses on collecting data in the form of numbers (Creswell, 2014). Whereas the qualitative research approach aims to articulate and interpret ideas, concepts and perceptions, and to identify meaning (Glesne & Peshkin, 1992; Mertens, 2014). Some widely discussed qualitative research methodologies are interpretive research, experimental research, grounded theory, heuristic inquiry, phenomenological research and action research.

Interpretive studies attempt to explore individuals' experiences and identify personal viewpoints and perceptions of those experiences (Grant & Giddings, 2002). Besides that, research questions that start with 'how' and 'why' generally outline interpretive research studies (Berg, Lune, & Lune, 2004; Ritchie, Lewis, Nicholls, & Ormston, 2014). Interpretive studies generally focus on exploring meaning by identifying different aspects of the issue (Collis & Hussey, 2014; Myers, 2013).

Usually interpretive studies follow an inductive reasoning process to address a qualitative study question (Creswell, 2014; Williams, 2000). Inductive reasoning is generally referred to as a systematic practice to conduct qualitative research in which multiple beliefs, perceptions, ideas and experiences are analysed to draw certain conclusions (Sarantakos, 2013; Simon, 1996). Additionally, an inductive reasoning process is most commonly used to address the issues and topics that have been ignored or under-researched in the literature (Eriksson & Kovalainen, 2015; Padgett, 2016) such as South-Asian diasporic women in New Zealand.

As mentioned in the previous section, the present study undertakes qualitative research design and the nature of the research is interpretive; it aims to give voice to

South-Asian diasporic women's lived-in experiences and organisational contributions by using in-depth interviews (Taylor et al., 2015) and open-ended questions (Pope, Ziebland, & Mays, 2000) as depicted in Figure 1 below.

Epistemology:
Subjectivism

Methodology:
Qualitative Research

Philosophical Paradigm:
Interpretivism

Inquiry Aim:
Understanding/Reconstruction

Unit of Analysis:
Individuals

Data-Collection Technique:
In-depth Interviewing

Data-Analysis Method:
Thematic Analysis
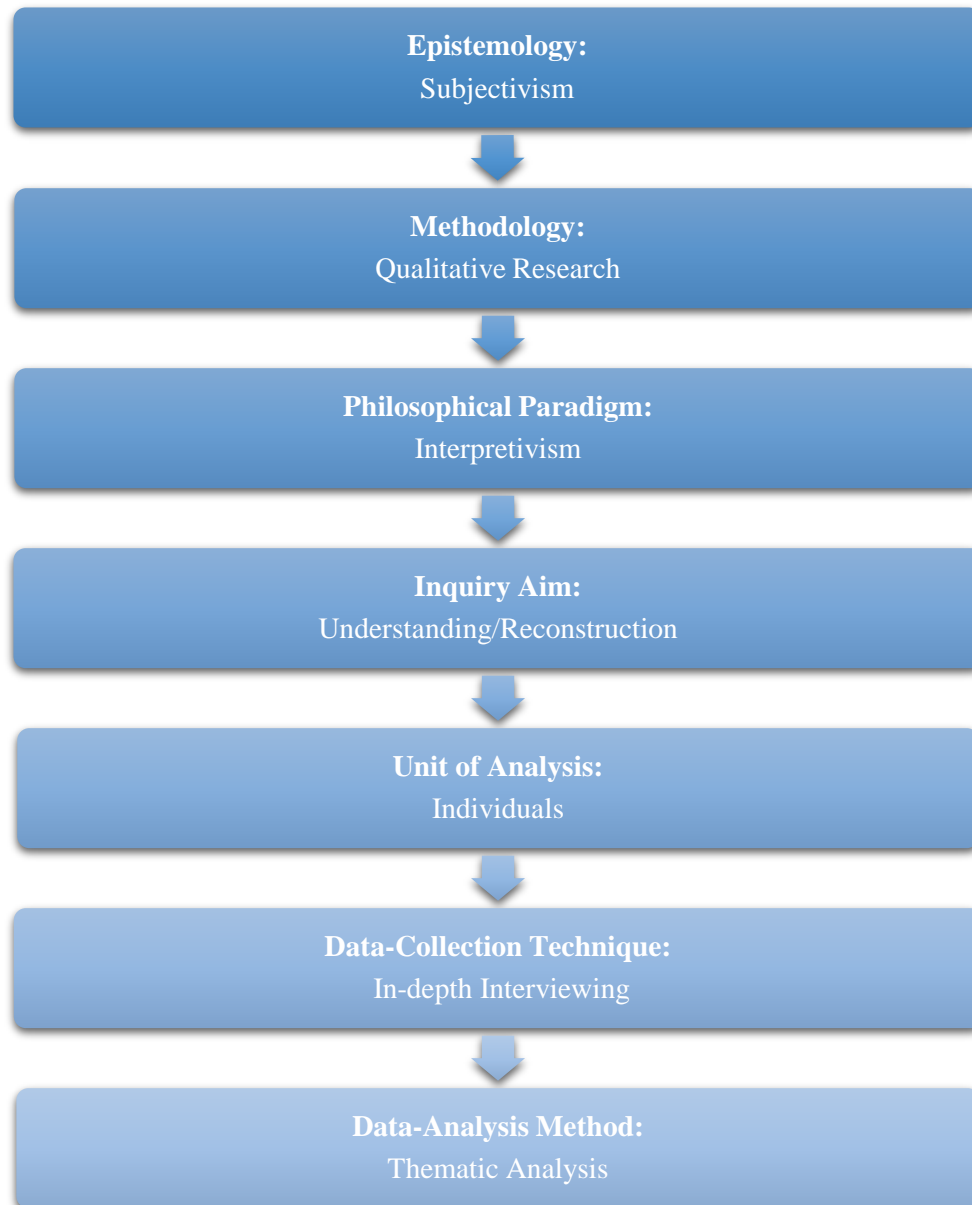
Figure 1: Research Design for this study

Similarly, recent scholarship in the area of migrant experiences has utilised a qualitative research approach (Adya, 2008; Inman et al., 2007; Pio, 2005a). The unit of analysis of this research is individual women. Therefore, the qualitative research approach is most suitable for this research, which is conducted through close interaction

within a 'field' of participants and builds an understanding between the researcher and the participants (Crotty, 1998; Thorne, 2016).

A number of studies in the disciplines of social sciences and management sciences have adopted qualitative methodology (Klenke, 2016; O'Connor et al., 2016; Tesch, 2013). Due to the realistic, naturalistic nature of inquiry that emphasises an individual's behaviour and gives meaning to genuine lived experiences in natural circumstances, a qualitative research approach gives the best advantage in analysing results (Sandelowski, 2000; Smythe, 2012). Furthermore, qualitative research has a capacity to measure social processes in greater depth and provide deeper understanding of a phenomenon (Denzin & Lincoln, 2008). Qualitative research also focuses on providing a broader and comprehensive examination of a phenomena (Berg et al., 2004; Willig, 2013).

It is worth noticing that in the current study, qualitative research is used to explore and mutually construct the truth based on the individual experiences and to highlight individual perception of organisational contributions. Therefore, in order to mutually explore and acquire knowledge from the participants about their contributions to New Zealand's social enterprises, it was necessary to have direct interaction with them (Denzin & Lincoln, 2011; Merriam & Tisdell, 2015).

DATA COLLECTION

In-depth interview methods have long been the dominant data gathering technique in the field of qualitative research that gives a vision of the potential research into reality (Merriam & Tisdell, 2015). I have used in-depth interviews to collect the primary data for this research. Scholars have identified that in-depth interviews aim to collect information from a small group of participants to examine and understand their

perceptions, experiences and expectations on phenomena or events (Boyce & Neale, 2006; Keeley & Browne, 2011).

In-depth interviews capture detailed evidence to understand the participant's perceptions (Myers, 2013; Norman & Yvonna, 2005). They are less structured, and more flexible in nature than other methods and examine a problem from several perspectives and give potential solutions to an investigator (Padgett, 2016; Ritchie & Lewis, 2005). In-depth interviews are more focused than unstructured interviews and give control to the investigator in getting the facts from the participants (Marshall & Rossman, 2014; Patton, 2005; Saldaña, 2015).

In contrast, unstructured interviews require more time to conduct, often lasting several hours due to limited predetermined interview questions, and it can be difficult to manage responses and analyse findings (Corbin & Morse, 2003; Rubin & Rubin, 2011). Besides that, participants' responses cannot be generalised because of the small sample size. The technique involves practise and expertise to collect detailed responses from participants (Qu & Dumay, 2011). Conversely, structured interviews are comparatively quick to conduct. However, structured interviews control and limit the participant's responses for the study (Kvale & Brinkmann, 2009). Therefore, they are likely to yield limited depth of information (Doody & Noonan, 2013). Thus, the in-depth interviewing technique is more suitable for this research to study participants' contributions at their workplaces.

I have collected secondary data source through taking field notes during interviews to support the validity and credibility of the data collected. These notes were written to facilitate in formulating follow-up questions during data collection process (Tharenou, Donohue, & Cooper, 2007). For the purpose of verification and clarification,

I have sent transcripts to the participants to review their responses and incorporate their feedback.

Participants selection criteria

I have used two sampling techniques to identify participants for this study. Faugier and Sargeant (1997) defined *Snowball sampling* as a non-probability sampling technique in which researchers recruit participants from among their acquaintances. This technique is useful for researchers because it requires less planning to identify and recruit participants (Suri, 2011). I share the same gender, ethnic background and immigrant status in New Zealand as the research participants. This is likely to facilitate the researcher in building mutual understanding and to construct meaning from the experiences and organisational contributions of South-Asian women to social enterprises in New Zealand.

Similarly, M. Q. Patton (2002) defined *criterion sampling* as selecting participants that meet some predetermined standards. This sampling method is appropriate, along with the above-mentioned sampling approach, because the present research centres on South-Asian diasporic working women in New Zealand social enterprises and that involves selecting participants that have those particular attributes. These sampling approaches used the following criteria to select up to 10 participants for the research (Palinkas et al., 2015).

The criteria for selecting employee participants for this exploratory research were the following:

- be migrant women from any of the South-Asian countries — Bangladesh, India, Pakistan and Sri-Lanka — as defined by the New Zealand Foreign Affairs & Trade (2016);

- hold resident status in New Zealand;

- be employed in social enterprises located in Auckland because this city has the
  highest South-Asian female population density in New Zealand and most
  businesses are located in Auckland (Ho, 2015; Statistics New Zealand, 2014,
  2016).

The criteria for selecting manager participants for this exploratory research were
the following:

- be manager of an Auckland-based social enterprise;

- supervise a pool of South-Asian diasporic women employees working in their
  organisation.

I designed two sets of interview questions separately for each set of research
participants (attached in Appendix A). The first set of questions was intended to explore
in detail the employee participant's lived experiences, challenges and perceptions as a
migrant woman in relation to their distinct organisational contributions. Similarly, the
second set was intended to identify managers' viewpoints of their respective employees'
organisational contributions, preserving research objectivity, and validation of their
employees' responses.

Interview procedure

This research study involved two sets of participants, managers and employees,
of three social enterprises. I conducted six in-depth face-to-face interviews with three
South-Asian diasporic women working in three different social enterprises located in
Auckland, New Zealand. Later, I conducted in-depth interviews with their managers to
validate the employee participants' responses for ensuring research objectivity.
Therefore, the interview process involved four steps as discussed below:

Step one

I made an initial contact with the participants through sending an invitation email to the managers of three social enterprises located in Auckland, New Zealand that were completely unknown to me. The email sent to managers had an attached invitation email for their employees, along with two separate sets of documents that included information sheets for managers and employees (please see attached in below Appendix B: Participants Information Sheets for Managers and Employees), and Consent Forms (please see attached in Appendix C: Consent Forms for Managers and Employees).

Step two

I requested managers to disseminate the invitation email along with the attached documents to all their staff members on my behalf. The employees who were interested and met the research criteria responded to me directly, bypassing their managers. Therefore, the managers were unaware of the staff member(s) that responded to the email.

Step three

I mentioned in the employee information sheet that it was not obligatory for employee participants to inform their managers about their participation in this research. First, the interviews with the employees were held in a mutually decided public space, which was not their home or their workplace, to address the issues of coercion and participant's confidentiality and comfort. These ethical issues are elaborated in the ethical consideration section of this chapter.

Step four

Later, I interviewed their managers to gather more information on the employees' organisational contributions, personal and work related challenges and lived experiences with similar open-ended questions to maintain the research objectivity.

The duration of these in-depth interviews was between 30–90 minutes. The interviews were audio-recorded. Later I transcribed these interviews to identify common themes, patterns within data which are discussed in the data analysis section.

DATA ANALYSIS METHOD

I used a six-phased thematic analysis method suggested by Braun and Clarke (2006) (please see Table 1: Phases of Thematic Analysis) to find, analyse and interpret emerging themes within data. This method allowed me to infuse richness and appropriately shape the gathered data. Besides that, it also helped me to identify various interconnected factors associated to the research question (Boyatzis, 1998; Joffe, 2011).

Table 1: Phases of Thematic Analysis

Phases	*Description of the process*
Familiarising yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
Generate initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
Reviewing themes:	Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic 'map' of the analysis.
Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Adapted from Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3*(2), 77–101(p. 87).

Before starting data analysis process I made some important decisions pertaining to the definition, nature and explanation of themes:

Defining themes

I defined themes that describe repeated important meaningful aspects related to the research question and give a sequential layered response within the collected data.

Deep explanation of the data and latent themes

I identified emerging themes by thoroughly determining and understanding the meaning of words in the transcribed data and by giving a fuller and richer description of the collected data.

Inductive thematic analysis

I adopted an inductive approach to identify and present themes within the collected data for this research. 'Inductive approach' refers to the derivation of broad philosophies from specific observations (Elo & Kyngäs, 2008; Thomas, 2006). In contrast, 'deductive approach' refers to drawing specific theories and conclusions from general observations (Finfgeld-Connett, 2014; Kemparaj & Chavan, 2013).

Thematic analysis

Thematic analysis is a multidirectional procedure (Aronson, 1995; Fereday & Muir-Cochrane, 2006). Therefore, after completing interview transcription, I followed an iterative process to identify themes within collected data by moving back and forth within the data throughout the research analysis process. Commonly, thematic analysis comprises the six following steps. The first step involves becoming familiar with the data by reading and re-reading the transcripts. I repetitively read transcripts for an initial coding to get familiar and to take a complete picture of the data (Bird, 2005).

The second step elaborates on the creation of initial codes by extracting key concepts from the data. I identified all initial codes within all three data sets by using Flick (2006) coding strategy to reveal data driven themes that seemed significant in relation to the research question. The two examples of initial codes mentioned below are from a manager participant's transcript highlighting women employee participants supporting their social enterprise's goals, and from an employee participant's transcript about getting support from her manager.

> *As we are a social change organisation, so she is involved in all facets of our organisation's philosophy so whatever she does helps us grow and achieve our organisational goals and mission.* [P-2(B)]

> *Whenever I face any difficult stressful situation, my boss always supports me. She publicly admires my efforts and she always stood beside me. She always appreciates my initiatives and considers my suggestions which really lifts my confidence level to move ahead.* [P-1(A)]

The third step explains identification of different themes by categorising the initial codes. In this research, I have clustered all previously identified codes with similar meaning into a number of categories. This iterative phase revealed the recurrent patterns within data sets and it was difficult for me to the codes into the most suitable categories.

The fourth step refines all identified categories and emerging themes. I re-examined all datasets to refine the categories and subsequent emerging themes that support the research question. Scholars have identified that, in this phase, the researcher's thoughts repeatedly shift from one stage to another stage (Guest, MacQueen, & Namey, 2012; Vaismoradi, Turunen, & Bondas, 2013).

The fifth step defines and labels the identified themes by using appropriate pairs of words that have a deep comprehensive meaning. In the sixth step, I documented the

identified themes from the datasets in a systematic manner. For instance, I labelled the themes based on the above-mentioned initial codes as executing the enterprise's goals, and managerial support. All identified themes are presented in the next chapter of this dissertation. The next section explains the validity and credibility of this study.

VALIDITY AND CREDIBILITY

Validity and credibility in qualitative research has been conceptualised in a myriad of ways (Golafshani, 2003; Marshall & Rossman, 2016; Onwuegbuzie & Leech, 2007). I confirmed credibility by using different techniques and processes within the data collection and analysis stages that have been utilised by leading qualitative researchers. One of the techniques to provide validity to the research is through member check (Morse, 1994). For interpretive studies, truth is co-created by the researcher and subject and the researcher considers an intersubjective perspective based on individual's unconscious principles, beliefs and experiences to explore the truth (Crotty, 1998). Therefore, the member checking process could be ambiguous in interpretive studies because subjects may provide different viewpoints about a problem or their perspectives may change (Angen, 2000). In contrast, scholars encourage member checking in interpretive studies to avoid miscommunication between researcher and participants (Carlson, 2010; Creswell, 2014; Doyle, 2007). I sought clarification and explanation of the responses of my participants at the end of the interviews to help maintain the trustworthiness of this study.

Validation was also provided by cross-verification of the gathered responses of the employee participants from their managers and through discussing my written notes with participants. I used several data sources, which also increased credibility. I did not find any inaccuracy, inconsistency or contradiction in the responses from the employee

participants. The managers fully endorse the information pertaining to their employees'
organisational achievements and challenges in taking initiative.

It is worth noting that qualitative research findings are subjective in nature
(Dzurec & Abraham, 1993; Sobh & Perry, 2006). For that reason, they should be valued
as a substantial contribution to the body of knowledge (Bashir, Afzal, & Azeem, 2008;
Dechêne, Stahl, Hansen, & Wänke, 2010). The next section explains the ethical
considerations for this study.

ETHICAL CONSIDERATION

Ethics approval is required by researchers before commencing a research study
to ensure the physical and psychological safety of the participants involved in the
research process and to avoid potential risk of harm to the participants (Miller, Birch,
Mauthner, & Jessop, 2012). I was sensitive towards society and culture while
conducting this research, which included an obligation to follow the principles of the
Treaty of Waitangi (Te Tiriti O Waitangi) as this research took place in New Zealand
and involved participants from New Zealand.

Ethical considerations for this research study were based on the AUTEC research policy
that primarily focuses on the principles of partnership, protection and participation. I
completed all formalities to seek ethical approval from the Auckland University of
Technology Ethics Committee (AUTEC). Approval against the application number,
17/56 was granted on the 20 April 2017 (please see attached Appendix –D AUTEC
Approval). I provided two document sets that included participant information sheets
and consent forms, attached in Appendix B: Participant Information Sheets for
Managers and Employees and Appendix C: Consent Forms for Managers and
Employees, to all potential participants prior to the interviews to help them when

deciding to participate in this study. All participants filled the consent forms at the time of interview, which was a written proof of their voluntary participation.

Research protocol was revised to ensure employee participants did not feel coerced to participate by their managers and to assure the voluntariness of their participation. Additionally, all interviews were conducted in a mutually agreed public place. Besides that, all participants were given an opportunity to withdraw from the study at any time. Furthermore, I took several measures to manage the privacy and confidentiality of participants involved in this research by using pseudonyms for both (manager and employee) participants and their organisations and by transcribing all the interviews myself.

Summary

This chapter discussed the philosophical positioning of this research study. The data collection technique adopted for this study (along with its strengths and weaknesses), participation selection criteria, question development, and interviewing procedure for this study were also discussed. Later, the data analysis method was considered in detail. The chapter concluded with a brief explanation of ethical considerations for this research.

Key findings of the dissertation surfaced as themes, along with illustrative quotes, are presented in the next chapter, chapter 4.

CHAPTER 4 FINDINGS

This chapter presents findings from six in-depth face-to-face interviews with two sets of participants that include managers and employees from three social enterprises located in Auckland, New Zealand. This chapter aims to provide an insight into the experiences and organisational contributions of South-Asian diasporic women to New Zealand's social enterprises. The primary research question for this study is: 'How do South-Asian diasporic working women contribute to social enterprises in New Zealand?' The chapter is organised in two sections. The first section presents six themes that illustrate the organisational contributions of South-Asian diasporic working women in New Zealand social enterprises. The second section presents four themes on my first and second supporting sub-questions: 'What challenges (if any) did the South-Asian migrant women face in making these contributions?' and 'How did the women navigate these challenges?' Pseudonyms are used for participants. For example, employee participants are referred to as P-1(A), P-2(A), and P-3(A). Manager participants are referred to as P-1(B), P-2(B), and P-3(B). Table 2 and Table 3 below show characteristics of employee and manager participants.

Table 2: Employee Participants Characteristics

Employees	Nature of service
P-1(A)	Mental health
P-2(A)	Disability support
P-3(A)	Education

Table 3: Manager Participants Characteristics

Managers	Nature of service
P-1(B)	Mental health
P-2(B)	Disability support
P-3(B)	Education

ORGANISATIONAL CONTRIBUTIONS OF SOUTH-ASIAN DIASPORIC WOMEN

Six themes identified different organisational contributions of South-Asian diasporic women. These themes, along with illustrative quotes, are presented in the remaining part of this section. Table 4. summarises the organisational contributions of South-Asian diasporic women to New Zealand social enterprises.

Table 4: Organisational contributions of South-Asian diasporic women

Organisational Contributions of South-Asian diasporic women
Executing enterprise's goals
Improving organisational social impact
Bringing innovative ideas
Building networks
High employee productivity and efficiency
Growing the customer base

Theme 1: Executing enterprise's goals

The first theme labelled as executing the enterprise's core goals identifies that all the employee participants support and promote their organisation's goals, either institutional goals related to achieving an organisation's purpose or operational goals related to organisational functions and processes to achieve its purpose (Rustad, Le Billon, & Lujala, 2017; Schein, 2010; Borzaga & Solari, 2001; Chell, Nicolopoulou, & Karataş-Özkan, 2010; Zahra, Gedajlovic, Neubaum, & Shulman, 2009). These social

enterprises aim to work collectively for the betterment of New Zealand communities.

First social enterprise provides progressive mental health services that enhance the

wellbeing of New Zealand's diverse communities. Second social enterprise aims to

create a social change initiative and provide accessibility for New Zealand communities

of people with disabilities. Third social enterprise provides overseas opportunities for

personal and professional development, information and resources for New Zealand

educationalists and students. For instance, P-2(A) states that:

> *Generally whatever initiatives I suggest, supports our organisational objectives and strategic plans. All these projects on which I am working supports our organisational mission and philosophy that focuses on resolving social problems.* [P-2(A)]

Manager participant P-2(B) verifies that the job activities, initiatives and efforts of P-

2(A) harmonise with the core values and aims of their enterprise to improve human,

social and environmental wellbeing as illustrated in the quote below:

> *As we are a social change organisation, so she is involved in all facets of our organisation's philosophy so whatever she does helps us grow and achieve our organisational goals and mission.* [P-2(B)]

Theme 2: Improving organisational social impact

The second theme is improving organisational social impact on New Zealand

communities. Social impact is a concept that explains social enterprises have an impact

on society through the services they provide and their practices that address societal

issues (Austin, Stevenson, & Wei- Skillern, 2006; Polonsky & Grau, 2011). All three

employee participants were involved in a number of activities that had a strong social

impact. These women participants were raising social and cultural awareness in New

Zealand and educating different communities. P-1(A) conducts different cultural

awareness training programmes for New Zealand healthcare professionals. P-1(A) states that:

> *I conduct cultural awareness workshops for the Kiwi healthcare professionals, social workers and counsellors and I also give training sessions to orient new staff and provide them best practice guidelines to deal with mental ill patients from different ethnic background.* [P-1(A)]

These sessions help these healthcare professionals understand the cultural norms and values of patients from different ethnic backgrounds. Besides that, she conducts community support group sessions for families of mental health patients. In continuation of that, her manager P-1(B) said that:

> *She as a community support worker is involved in supporting government policies and plans to help our communities to improve and recover from mental illnesses. It reduces their isolation, which is the main issue for the people who are in our service. It helps them to be able to gain their confidence and recover from their mental illness and disabilities and she is helping them to get back to normal life. I think that is also reducing the burden on the New Zealand Government because the mental health issue are the third biggest medical issue in New Zealand.* [P-1(B)]

Similarly, P-2(A) contributes in making New Zealand more accessible for people with access needs. She provides guidance to help improve business organisations' physical structures so they are more accessible for disabled people. She supports people with access needs in developing leadership skills and provides assistance to find the career paths and employment opportunities for them so that people with access needs are included in the New Zealand labour force.

P-3(A) is creating social and cultural awareness among New Zealand educators and students. She provides education resources and literary material for learning different skills, conveying knowledge, and improving the understanding of the languages and cultures of Asian countries.

All employee participants, working in different New Zealand economic sectors, are actively involved in increasing positive social impact on different New Zealand communities.

Theme 3: Bringing innovative ideas

The third theme, bringing innovative ideas, explains that all employee participants involved in this study generate innovative and creative ideas to maximise organisational social impact on the different communities they serve. This leads to the success of a social enterprise which is measured by the amount of positive impact they can make through business (Battilana & Lee, 2014). For instance, P-1(A) proposed the idea of establishing a database of community contacts for the organisation. P-1(A) offers some unique skills which eventually gave her social enterprise an edge over other social enterprises working in the New Zealand healthcare sector as illustrated below:

> *I proposed an idea for starting 'South-Asian family group' training session especially for South-Asian families, another group that I have initiated and run is 'Siblings' where we educate family members and siblings how to interact with their loved ones having mentally disability and also I and my other colleague are the only South-Asian mental health first-aid trainers in New Zealand.* [P-1(A)]

Manager participant P-1(B) highlights that P-1(A) introduced different support groups for patients' families and their siblings:

> *She always thinking about improvement of (company name) and the services we provide to the communities. She and (another employee name) are the only South-Asian mental health first aid trainer in the New Zealand, which gives us an advantage over others.* [P-1(B)]

P-2(A) recently started her career and is in the learning phase. Therefore, she provides limited suggestions according to her abilities and work experience. P-3(A) suggested arranging thematic educational trips for teachers and schools. These have had positive outcomes for the attendees. Manager participant P-3(B) endorses P-3(A)'s

claim, agreeing that she has brought new perspectives and significant solutions that effective in terms of convenience, cost and time.

Theme 4: Building networks

The fourth theme, building networks, refers to building relationships with people inside and outside the organisation that support the organisation to grow and succeed (Green & Haines, 2015; Laforet, 2013; Lechner & Dowling, 2003). All participants are involved in building strong and effective social networks with stakeholders and potential customers for their enterprises. P-3(A) mentioned that:

> *I on behalf of my Foundation, coordinated with the New Zealand Ministry of Foreign Affairs and Trade and so you know I had to go through a lot of consultation with the Japanese government and New Zealand–China Council and things like that to make opportunities for Kiwi educators and students and also now they have offered eight young social entrepreneurs and business leaders from Southeast Asia to visit New Zealand and learn about our social businesses and communities.* [P-3(A)]

Manager participant P-3(B) endorsed the response of P-3(A) as illustrated in the quote below.

> *She has taken a number of initiatives including doing networking with the Asian as well as with members of other ethnic communities and government organisations. The communication side of things are quite important, so she is managing communication section of our foundation to collaborate with schools and different government departments.* [P-3(B)]

P-1(A) and P-3(A) are involved in coordinating and collaborating with the public or private organisations to create new opportunities for the communities they are engaged with. Building social networks eventually results in expanding business activities and facilitates in achieving an enterprise's goals and objectives.

Theme 5: High employee productivity and efficiency

The fifth theme, high employee productivity and efficiency, is defined as the

contribution of an employee toward an organisational core objective in relation to

resources utilised (Bain, 1982); and could be measured in terms of qualitative or

quantitative factors (Cherian & Jacob, 2013; Frost & Brockmann, 2014). All the

employee participants have additional duties and effectively manage different

responsibilities in their organisations apart from those in their job description. For

example, P-1(A) is responsible for conducting orientation sessions and training courses

for newly appointed staff members, New Zealand health professionals, psychologists,

social workers, and families of mental health patients as illustrated in the quote below.

> *Apart from my job, I do referral's need assessments and evaluation. I have two*
> *secondments in my career as acting service manager. I am creating a most*
> *comprehensive database of community leaders and community organisations*
> *from different ethnic backgrounds and we meet three times in a year at our head*
> *office and we discuss mental health needs for example maternal mental health*
> *has become a major issue in New Zealand within all communities.* [P-1(A)]

Manager participant P-1(B) acknowledges that P-1(A) has been given additional roles

twice in her career due to her high performance as captured in the quote.

> *Approximately like she did that shift work and working in residential sites for*
> *around two years and then once there was a vacancy in an Asian service you*
> *know we need her service and expertise and her experience as well to work with*
> *our 'tangata whenua' who lives in the community and yes she looked after the*
> *project on Asian patients. So she was appointed twice as an acting manager too.*
> *She is running two support groups on top of that and she is the expert of this*
> *role which she is currently doing. So every time we have got a new staff coming*
> *in our organisation, she would be my first choice to help them to orientate newly*
> *employed staff members and for people from DHBs.* [P-1(B)]

Similarly, P-2(A) works on three different programmes. Besides that, she looks

after office administration and the marketing section of her enterprise. In the same way,

P-3(A) manages a variety of duties other than her job role. Her manager P-3(B)

mentioned that she works on different education programmes their enterprise offers. She evaluates and monitors effectiveness of the teaching resources and material their enterprise provides to New Zealand schools. Her manager confirms that the entire team has a high trust in her expertise and abilities.

Theme 6: Growing the customer base

The sixth theme is growing the customer base. The customer-base is a concept associated with the clients to whom an organisation sells its goods and services (Ganesh, Arnold, & Reynolds, 2000; Rob & Fishman, 2005; Rowley, 2005). All three employee participants are actively involved in increasing the number of clientele for their social enterprises through providing quality services to their associated customers. This is captured in the following quote of P-1(A):

> *So almost all of my patients and clients have fully recovered from mental illness, so because of that, we are getting lots of referrals and now number of patient referrals from DHBs increased to more than three times due to our quality services.* [P-1(A)]

P-1(A) provides quality services to her mental health patients and this has resulted in the number of clients and referrals received from the New Zealand Health Ministry increasing three fold. Her manager, P-1(B) commented in support:

> *Yes, from the effort she has made, the number of referrals definitely increased because we were struggling when we first started and it has been less than a year or two the number of referrals have increased three times.* [P-1(B)]

Similarly, P-2(A) provided valuable guidance and cost effective solutions to different business organisations for changing their practices and physical structures to be more accessible for disabled clients and customers. She provides employment guidance to people with access needs. Her manager P-2(B) endorsed the fact that now more businesses are approaching them for accreditation and more disabled people are

finding employment because of the work done by P-2(A). Likewise, P-3(A) provides useful teaching resources and has provided different learning opportunities and activities for Kiwi educators and students. Her manager P-3(B) explained that now large number of schools and educators participate in their activities and utilise their services and facilities. An increase in client base leads to improvement in funding and grants from different sources for these social enterprises.

EXPERIENCING AND NAVIGATING CHALLENGES BY SOUTH-ASIAN

DIASPORIC WOMEN

This section presents four themes to answer two sub-questions: 'What challenges do South-Asian diasporic women face?' and 'How do they navigate these challenges?' First two themes, 'personal barrier' and 'organisational barrier', illustrate the kinds of challenges that the women participants faced while making organisational contributions. The remaining two themes, 'internal support factors' and 'external support factors', highlight how the women participants navigated these challenges. Each theme is supported by an illustrative quote from an employee participant. Specific examples of challenges faced by South-Asian diasporic women are illustrated in Figure 2.

Figure 2: Specific examples of challenges faced by South-Asian diasporic women

Theme 1: **Personal Barriers**
- *Limited Communication Skills*
- *Entry to the job market*
- *Acculturative stress*
- *Work-life balance*

Theme 2: **Organisational Barriers**
- *Limited organisational resources*
- *Understanding and meeting work standards*
- *Dealing with difficult clients*
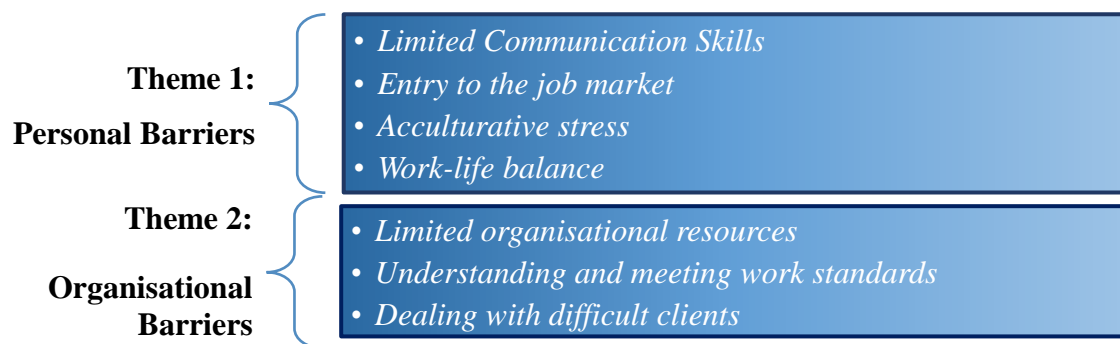
Theme 1: Personal Barriers

All the employee participants faced different challenges at a personal level in making organisational contributions. These difficulties were associated with individual factors such as gender role and expectations, social status, personal attitudes and capabilities. For example, P-1(A) migrated with her family to New Zealand and had limited command of the English language as English is her second language. She joined her organisation as a fresh starter, with an overseas qualification but with no past work experience. Hence all these factors supplement the difficulties and issues in entering

New Zealand's competitive job market with limited competencies. Moreover, P-1(A), as a migrant woman from a conservative society, faced challenges in relation to cultural differences, adaptability and negotiating her deep-rooted cultural and religious values with New Zealand culture as mentioned by P-1(A) in the quote below:

> *Our organisation have Pōwhiri after every three months to welcome new staff members so I asked our HR manager that I am not going to do it, I am okay to do it with females but not with males and it was a really big challenge for me.* [P-1(A)]

Furthermore, P-1(A) struggled with managing the expectations of her social role as a mother and a wife. All these above discussed challenges created hurdles in making organisational contributions to her social enterprise.

Entering the job market is the second example of challenge faced by employee participants. For example, P-2(A) highlighted that she faced challenges in finding a job due to her access needs as captured in the quote below.

> *Well finding a job was very challenging for me but I think it was more about me being disabled than being an ethnic minority woman. I mean I did applied for some work in a very male dominated companies and I think like my name stopped me for getting those roles although I was perfectly qualified and completely fulfilled their selection criteria. So it's very hard to get into this work industry.* [P-2(A)]

However, P-2(A) faced no difficulties in relation to her communication skills or work–life balance. Both employee participants P-1(A) and P-2(A) did not negotiate their cultural and religious principles and acknowledged that they did not face any sort of coercion from their managers or colleagues to adopt New Zealand cultural norms that contradict their religious values; rather they were encouraged by management to practise their culture and customs.

There is evidence that limited communication skills was a challenge in the responses gathered from P-3(A) and P-3(B). P-3(A) worked hard to acquire the

advanced interpersonal and communication skills that were required for her new job. However, P-3(A) did not face any challenges of cultural adjustment. Although P-3(A) points out that she struggled in managing her work–life balance. Manager participant P-3(B) verified her claim in the quote below.

> *And she did have troubles and issues at home and in her private life because she is a mother and wife, so working from home was great for her. So it's been a process that we worked through so that she can work here three days a week and other days from home because the child and day-care, it worked very well for her and because of travelling in Auckland from one place to another.*
> [P-3(B)]

Theme 2: Organisational Barriers

All employee participants mentioned examples of challenges faced at an organisational level in performing their assigned duties. Limited availability of resources is the first challenge that I identified in the responses of all employee participants. These employee participants faced difficulties in performing tasks due to limited availability of resources. Their managers' responses highlight that most New Zealand social enterprises face budget constraints due to insufficient revenue generated by social enterprises and limited sources of funding and grants they receive from donors and government. P-3(A) mentioned that:

> *I think one of the challenges and problems I faced is that, we are a non-Government and non-profit organisation and we rely on a mix of government, philanthropic and corporate funding which is quite limited. So we come across the challenges for generating funds and do activities for our foundation.*
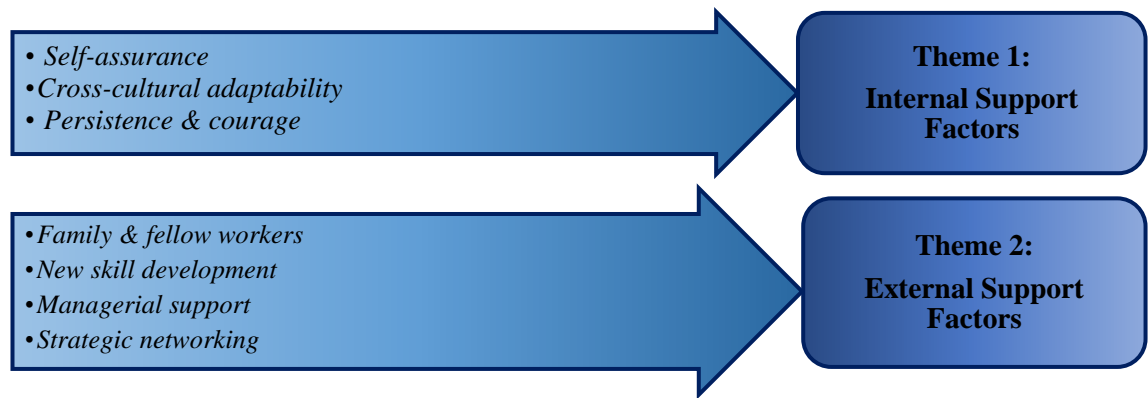> [P-3(A)]

I identified dealing with difficult clients as a second important example of challenge under the organisational barrier theme. All employee participants experienced problems in dealing with difficult customers. For example, P-1(A) expressed her concern with handling difficult mental health patients and their families as illustrated in the quote below.

…. some of my patients were very difficult to handle because they never listen to me because they don't understand what I am saying and then we were also not supposed to be harsh on them because of their mental health, sometimes it was quite challenging for me to tackle these patients and their families too. [P-1(A)]

Manager participant P-1(B) validated P-1(A)'s response and described that, at times, it is quite challenging for P-1(A) to handle difficult mental patients. Whereas, P-2(A) faced difficulties in shifting attitudes and practices of businesses and business managers in relation to accessibility for their customers and employees. Her manager P-2(B) confirmed that sometimes business employers are reluctant to make alterations to their business infrastructures and policies to aid accessibility. Equally, P-3(A) highlighted that she once faced some political issues and difficulties in developing maps of some Asian countries as a teaching material for Kiwi schools. These difficulties involved risks for their social enterprise.

Understanding and meeting work standards is the last example of a challenge under the organisational barrier theme. For example, P-1(A) and P-2(A) pointed out that understanding work requirements and delivering the desired quality of work to their social enterprises was challenging for them. However, manager participants P-1(B) and P-2(B) indicated that their management provide training to all newly appointed staff; P-1(A) and P-2(A) swiftly learned their job requirements, and provided quality services in accordance to their organisational expectations.

South-Asian diasporic women in New Zealand as discussed earlier face a number of challenges in making various organisational contributions to New Zealand social enterprises. The next two themes labelled as 'internal support factors' and 'external support factors', highlight how the women participants navigated these challenges. Specific examples of support factors for navigating challenges are illustrated in Figure 3.

Figure 3: Supporting factors for navigating challenges

- *Self-assurance*
- *Cross-cultural adaptability*
- *Persistence & courage*

Theme 1:
Internal Support Factors

- *Family & fellow workers*
- *New skill development*
- *Managerial support*
- *Strategic networking*

Theme 2:
External Support Factors

Theme 3: Internal Support Factors

I identified three examples of internal support factors in the data that are at a personal level and are related to the employee participants' self-capabilities. All three employee participants deal with previously discussed challenges through having self-assurance: being mindful of their own potential and abilities (Bandura, 2006; Luhmann, 2000). The employee participants trusted their personal potential and capabilities to navigate hurdles they encountered in making their organisational contributions. P-1(A) mentioned in the quote below captures that she continued working hard for self-improvement to increase her capabilities:

> *I worked really hard to learn and to become a successful support workers, I mean I am utilising my full potential to complete my targets and goals given by my managers.* [P-1(A)]

Similarly, P-2(A) emphasised self-identification of individual strengths and weaknesses. P-2(A) mentioned that besides her administrative role, she practised communication and interpersonal skills to develop the enterprise's marketing strategies. P-3(A) had the self-assurance to develop a new organisational role for herself.

As discussed earlier, P-1(A) and P-2(A) faced acculturative stress challenges but managed to adopt their host country's culture through cultural diversity appreciation (Matsumoto & Hwang, 2013); and active engagement in social communication

processes to avoid workplace isolation (Beaton, Bombardier, Guillemin, & Ferraz, 2000). In a diasporic social context, people from different backgrounds converge by modifying their social identities and religious expression to maintain or build community in their new place of residence (Dobson, 2013). However, cross-cultural adaptation is a self-directed individual behaviour (Ang & Van Dyne, 2015; Froese & Peltokorpi, 2013). Therefore, it cannot be verified from their managers for the purpose of employee participants' privacy and confidentiality.

All three employee participants exhibit common personality characteristics of persistence and courage in navigating challenges. For example, P-1(A) successfully dealt with her personal and work-related issues through persistence and courage and helped various mental health patients to fully recover and lead a normal independent life. Her manager P-1(B) also verified that she bravely managed all her work-related issues through persistence and patience. Similarly, P-2(A), despite her own access needs and limited work experience, navigated her challenges through perseverance and courage. Manager participant P-2(B) acknowledged that P-2(A) has expertise in maneuvering difficult situations in handling clients with patience and determination. P-3(A) mentioned the difficulties she faced in getting approval for her new job role, and in obtaining resource material and maps for schools, and how she successfully navigated these challenges with patience and persistence. P-3(A) response illustrated in the quote below.

> *I guess if you remain persistent then you will get a career or the things you want in life. Sometimes you have to go through the process more than once so; I think it's all about being patient and persistent.* [P-3(A)]

Theme 4: External Support Factors

All three employee participants sought support and guidance from their immediate family members and colleagues to navigate the challenges they faced while making organisational contributions. For instance, P-1(A) sought support and guidance from her husband in finding work and managing their domestic responsibilities. P-1(A) stated that:

…my husband helped me in writing my CV and finding this job; he used to look after our kids when I was at my nightshifts, he trusted me to do solo shifts at night when I was working at residences. [P-1(A)]

P-1(A) highlighted that her colleagues supported her when she needed them to. Similarly, P-3(A) sought support from her spouse for writing the job description of her new role. P-3(A) mentioned that, when she faced difficulties in managing her work–life balance, her colleagues supported her idea to work part-time from her home so she may easily maintain a work-life balance and simultaneously manage different social roles. P-2(A) gathered emotional and physical support from her parents and sister and sought guidance from her colleagues.

All three employee participants acknowledged their professional skill deficiencies and acquired different skills to navigate these challenges; that helped them to perform their duties well. For example, P-1(A) and P-3(A) mentioned that they improved their communication skills through different sources, including online training courses. P-2(A) attended a training course on leadership skills offered by her organisation. Their managers confirmed that these employees sought different opportunities for self-improvement and skills advancement.

These employee participants mentioned managerial support as an important external support factor for them. Without provided guidance and shared knowledge they

would not have made any meaningful contribution to their enterprise. These employee

participants mentioned that their managers enabled them to discover rational solutions

for the problems they faced and allowed them to bring constructive ideas for the

progression of their enterprise. For example, P-1(A) stated in the quote below that she

receives encouragement from her supervisor that improves her self-confidence level:

> *Whenever I face any difficult stressful situation, my boss always supports me.*
> *She publicly admires my efforts and she always stood beside me. She always*
> *appreciates my initiatives and considers my suggestions which really lifts my*
> *confidence level to move ahead.* [P-1(A)]

Similarly, P-2(A) stated that her manager provided guidance for building

networks with potential clients and mentors her to improve her skills. P-3(A) received

guidance and advice from her manager P-3(B) in developing and finalising teaching

resources and in collaborating with Asian countries' government officials. P-3(B)

supported the idea of creating a new job role and working part-time when P-3(A) faced

difficulties in managing personal responsibilities.

As discussed earlier, employee participants faced difficulties in interacting with

difficult customers and in operating with limited organisational resources. Therefore,

they needed to build strategic networks to provide practical solutions and add value to

their organisations. For example, P-1(A) works for people with mental health issues.

She organises different training sessions for healthcare professionals. Her manager P-

1(B) explained that P-1(A) built new relationships with various organisations that

support their enterprise's social cause. This facilitated promoting the different services

their organisation offers to the communities they serve. As a result, the number of

referrals tripled. Similarly, P-2(A) stated that manager participant P-2(B) appreciates

her tactics and efforts in coordinating and collaborating with the right people in

different businesses and in managing difficult clients. This resulted in improving the

social enterprise's customer base as illustrated in the quote below.

> *The first thing I did to increase number of organisations get accredited was through networking. I select the right organisation, the right person, and the right occasion to approach them. Because we want to mingle with organisation's employers and managers who are interested in what we offer them and what we have to say.* [P-2(A)]

P-3(A) also focused on building strategic networks to resolve issues her

organisation faced. Manager participant P-3(B) explained that P-3(A) collaborated with

people in a logical and systematic manner, within and outside their social enterprise to

navigate personal and organisational level challenges.

Summary

This chapter presents findings in two sections. The first section presented six

themes to address the primary research question of 'How do South-Asian diasporic

working women contribute to social enterprises in New Zealand?' These themes were:

increasing organisational social impact; executing the enterprise's major goals; building

networks; growing customer base; high employee productivity and efficiency; and

bringing innovative ideas were identified as organisational contributions of South-Asian

diasporic women in New Zealand. Section two presented four themes that address the

first and second sub-questions of this research study: 'What challenges (if any) did the

South-Asian migrant women face in making these contributions?' and 'How did the

women navigate these challenges?' The first two themes, personal and organisational

barriers, explain challenges faced by the women employee participants at personal and

organisational levels. The third and fourth themes, titled as internal and external support

factors, illustrate how the women participants navigated these challenges. These women

sought support from a combination of internal and external support factors such as self-

actualisation, cross-cultural adaptability, persistence and courage, seeking support from family and co-workers, new skill development, managerial support, and strategic networking.

The next chapter, chapter 5, discusses the key findings of the dissertation and their contributions to what is known about South-Asian working women in New Zealand. It also explains implications of the findings and the limitation of the research.

CHAPTER 5 DISCUSSION

The purpose of this research was to explore the experiences and organisational contributions of South-Asian diasporic women working in New Zealand social enterprises. In particular, the study was exploratory in nature. The primary question guiding this study was: 'How do South-Asian diasporic women contribute to the New Zealand social enterprises?' This question was supported by two sub-questions which sought to elaborate this principal research question: 'What challenges do they face in making these contributions?' and 'How these challenges are navigated?' Chapter 5 discusses the key findings of this dissertation presented in the previous chapter and analyses their contribution to the literature. The chapter has two main sections. The first section presents the implications of the findings and the second section discusses limitations of the research and avenues for further research.

In this dissertation, diaspora is defined as displacement of different ethnic communities in the world such as refugees, foreign residents, immigrants, and ethnic, racial minorities (Clifford, 1994). The South-Asian diaspora refers to people who are from the South-Asia region. The findings provided in the previous chapter show that South-Asian diasporic working women in New Zealand can be high performing employees in terms of bringing innovative ideas to the workplace that simplify many organisational operations, holding additional organisational responsibilities, and building networks for their enterprises. Their organisational contributions have resulted in high growth in customer base and improved organisational social impact, which is an enterprise's major goals. The employee participants faced a number of challenges at personal and organisational levels in making these organisational contributions. Some of these experienced challenges and navigation of challenges are similar to South-Asian migrant working women (Arifeen & Gatrell, 2013; Bhachu & Westwood, 2004; Dwyer,

2000; Hussain, 2005) and migrant working women in general in all parts of the world (Badets & Howatson-Leo, 1999; Lee, 1999; Lutz, 2016; Man, 2004; Piper & Roces, 2003).

However, these South-Asian diasporic women overcame these challenges with a combination of internal and external support factors such as self-assurance, persistence and courage. They also sought support from their family, colleagues and managers.

IMPLICATIONS FOR WIDER LITERATURE

The findings have two theoretical implications for the wider ethnic minority literature. First, the study is unique in exploring the organisational contributions of diasporic women to social enterprises in New Zealand context because limited attention has been paid so far to this area. Existing literature strongly focuses on settlement issues and ethnic identity negotiation challenges faced by South-Asian diasporic women at work across the world (Adya, 2008; Choudhry, 2001; George & Chaze, 2009; Hickey, 2008; McDowell et al., 2012; Pio & Syed, 2013). In New Zealand, scholars have explored the negotiation of ethnic and cultural differences at work (Dobson, 2013; Nayar et al., 2012). Other researchers have focused on the employment discrimination and immigrant entrepreneurship challenges South-Asian migrant women at work encounter (Pio, 2005a, 2007). In contrast, the findings of this dissertation bring additional information about the unique challenges faced at a personal and organisational level. These include limited communication skills, dealing with difficult clients, and limited organisational resources. However, this study supports the identification of three key challenges: balancing work–family responsibilities, entry and survival in the job market as reported in Crewe and Kothari (1998) and Pio (2005a, 2005b). Therefore, given the void in the literature, the study contributes to building a

holistic and richer understanding of the experiences and organisational contributions of South-Asian diasporic women at work in New Zealand.

The study also provides empirical evidence of the navigation of personal and organisational level challenges and reinforces findings on internal and external support factors, such as persistence, family support, and new skills development, as discussed by Pio (2005b) in her study of the learning process of Indian migrant women in New Zealand. Similarly, cross-cultural adaptability as an internal support factor mentioned by the women involved in this study echoes some of the findings in Berry (2003, p. 23) model of acculturation. He termed cross-cultural adaptability as integration for immigrant group simultaneously adapting to the host country's culture and practising the home country's culture.

Second, the findings bring a positive and constructive dimension of South-Asian women by highlighting their organisational contributions to New Zealand social enterprises and indicate the potential and abilities of these women. Current findings offer a new and positive perspective on South-Asian women at work different to that which prevails in the existing studies, which emphasise the challenges and gender related issues this cohort faces such as violence, social injustice and deprivation (Adya, 2008; Choudhry, 2001; Huang et al., 2000; Nayar et al., 2012).

The study also has four practical implications for managers and regulatory authorities. First, by considering the experiences of employee participants in this study, women would be able to evaluate their own work experience and efforts to contribute to their organisations.

Second, this study could inspire and encourage other migrant women to learn lessons of persistence and determination from successful South-Asian diasporic

working women; and may help to lessen a sense of discrimination and marginalisation among migrants (Meares, 2010; Pio, 2007).

Third, the findings on experiencing challenges in making organisational contributions provide employers and in-house trainers with insights into how employees' skill-development programmes should be developed in order to improve communication skills and maintain work–life balance. This could enhance migrant employees' work performance and improve workplace diversity management practices.

Fourth, the research findings could provide insights and policy directions to the government in addressing limited resource issues in New Zealand social enterprises. They could also provide guidance in framing migrant friendly regulations and support systems by setting up programmes for first generation migrants. These programmes could address issues of cross-cultural adaptation and occupational counselling.

LIMITATIONS

This research has two limitations. First, it is geographically confined to the New Zealand social enterprises, particularly to Auckland-based enterprises, due to limited time and resources for a dissertation. Thus, the findings cannot be generalised to the entire population of South-Asian diasporic working women in New Zealand or globally. Second, this research involved a limited number of participants and, therefore, cannot be generalised to represent migrant women from all South-Asian countries. However, this is an exploratory research study and further studies can be conducted on a larger scale interviewing migrant women from other South-Asian countries.

Future research may explore the primary research question of this study from a different viewpoint to extend our knowledge of organisational contributions of South-Asian diasporic women in New Zealand. The research could be extended to other geographical locations of the world. The study findings suggest avenues of future

research that can potentially answer: are these organisational contributions, faced challenges and navigation approaches relevant only to a developed country like New Zealand? Or are these organisational contributions made by these diasporic women different in other developed countries or in developing countries. Future research could examine the extent to which personal and organisational barriers are the same for a large sample size of South-Asian diasporic women working in social enterprises. Also, scholars could look for different support factors in navigating challenges.

In conclusion, this research focuses on exploring the experiences and organisational contributions of South-Asian diasporic women working in New Zealand social enterprises. Chapter 1 introduced the dissertation topic and provided an explanation of selecting the research topic. The research gap, research question, aims, and significance of this research were deliberated. I conducted a literature review to gain understanding of the research topic within the existing literature. Three strands of literature relevant to the aim and research question of this study were discussed in chapter 2. The chapter highlighted gaps identified in the process of analysing this literature. Chapter 3 outlined the research design adopted to explore the research question and included a justification of the methodology undertaken for this research study. This chapter includes an extended discussion of the adopted data analysis method. Chapter 4 presented the findings based on a systematic thematic analysis process conducted for this research study. Chapter 5 discussed the themes identified in chapter 4 in relation to the literature presented in chapter 2. This study surfaces the way South-Asian diasporic women are progressing in their career. Most of the literature on South-Asian diasporic women focuses on challenges and issues related to marginalisation. However, this study gives a fuller understanding, and a richer and more holistic picture of the experiences and organisational contributions of South-Asian diasporic working women.

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APPENDICES

APPENDIX A: INDICATIVE QUESTIONS FOR INTERVIEWS

For Managers:

1. Can you please share some of the changes or initiatives that have been made by South-Asian women employed in your organisation?

2. What have been the outcomes of such changes and initiatives they have implemented in your organisation?

3. What challenges and issues (if any) have these women faced while making this/these contributions?

4. How have they navigated and dealt with the challenges in making these contributions?

5. What supports/acknowledgements have you and/or the organisation provided to the employee(s) in making this contribution?

For South-Asian migrant women:

1. What changes or initiatives have you suggested or implemented in your organisation?

2. What have been the outcomes of such changes and initiatives you have implemented in your organisation?

3. What challenges and issues (if any) have you faced while making these contributions?

4. How have you navigated and dealt with the challenges in making these contributions?

5. What supports/acknowledgements have you sought or received in making these contributions?

APPENDIX B: PARTICIPANTS INFORMATION SHEETS FOR MANAGERS AND EMPLOYEES

Participant Information Sheet – Managers

Date Information Sheet Produced:

27 March 2017

Project Title:

"Experiences and organisational contributions of South-Asian women to social enterprises in New Zealand*"*

An Invitation:

Greetings! My name is Mahreen Baloch, I am a student at AUT completing my Master's degree through the Human Resource Management and Employment Relations discipline. I would like to invite you to participate in my research study which contributes towards the completion of my dissertation as part of my Master's degree. Your participation in this study is voluntary and you may withdraw at any time, prior to the completion of data collection (30 April 2016).

What is the purpose of this research?

The purpose of this research is to fulfil the academic requirements of the Master of Business qualification. This study will also potentially be valuable for the participants to evaluate their work experiences and to contribute to the literature. This study aims to generate new insights and policy directions to enhance workplace diversity management practices and help managers and policy makers in framing migrant friendly regulations and support systems. The findings of this research will be presented in the form of a dissertation and maybe used in future for possible publications in academic journals and conference proceedings.

How was I identified and why am I being invited to participate in this research?

You have been identified personally by myself, or by a third-party, as eligible to participate in this research. You have been selected as a possible candidate as you have been recognised as meeting the selection criteria (manager of an Auckland-based social enterprise with a pool of South-Asian diasporic women employees working in your organisation).

How do I agree to participate in this research?

The participants have to sign a Consent Form, which is provided through email, if they choose to participate in this research. Your participation in this research is voluntary (it is your choice) and whether or not you choose to participate will neither advantage nor disadvantage you. You are able to withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

What will happen in this research?

This research project involves six in-depth face-to-face interviews conducted by myself as the researcher, with three South-Asian diasporic women working in any three small and medium-

sized social enterprises located in Auckland, New Zealand. Interviews will also be conducted with their managers to collect relevant data for this research.

You as a manager of a social enterprise will be requested to circulate an invitation email with an attached Participant Information Sheet and Consent Form to all your staff members on behalf of the researcher to participate in this research. The employees who are interested and meet the research criteria will contact me directly and will be interviewed for a duration of 60-90 minutes, to understand their experiences and organisational contributions. Later, you will be interviewed where you will be asked open-ended questions relating to their organisational contributions and experiences to maintain the research objectivity. The interview will be held in a mutually decided public space which will not be your home/workplace.

The data will be audio-recorded and transcribed. The transcribed data will be analyzed to identify the collective themes and will be submitted in the form of a dissertation. You will have an opportunity to review and alter the transcript of the interview. All data will be kept in a safe location and may be used for additional post-thesis purposes relating to this study. I will be the only person to have access to the recorded interview. The anonymous transcript may be shared with my Project supervisors, Professor Edwina Pio and Dr. Smita Singh for guidance in the data analysis process. All data collected will be stored securely at AUT.

What are the discomforts and risks?

The probability of discomfort and risks that might occur during the interview are minimal for you as a participant, because you are involved in this research only for the purpose of circulating an invitation email to all your staff members and you will be interviewed regarding the organisational contributions made by your South-Asian employees to maintain the research objectivity. Please feel free to answer in your own time and to a comfort level which suits you. You may stop the interview at any time, or ask to move on from any question. I do not believe any questions will take you outside of your comfort zone. You have been given an opportunity to withdraw from this research at anytime as your participation is completely voluntary. Moreover, you also have an opportunity to review and alter the transcript of your interview.

How will these discomforts and risks be alleviated?

If you face any discomfort and risks due to the interview, you can access an appropriate counselling or necessary support service depending on the nature of your discomfort. The AUT Health, Counselling and Wellbeing is able to offer three free sessions of confidential counselling support for adult participants in an AUT research project. These sessions are only available for issues that have arisen directly as a result of participation in the research, and are not for other general counselling needs. To access these services, you will need to:

- drop into our centres at WB219 or AS104 or phone 921 9992 City Campus or 921 9998 North Shore campus to make an appointment. Appointments for South Campus can be made by calling 921 9992.

- let the receptionist know that you are a research participant, and provide the title of my research and my name and contact details as given in this Participant Information Sheet.

- You can find out more information about AUT counsellors and counselling on http://www.aut.ac.nz/being-a-student/current-postgraduates/your-health-and-wellbeing/counselling.

What are the benefits?

The benefit of participating in this research is to give you an opportunity to provide data which has the potential to increase the knowledge base and literature on South-Asian diasporic women working in social enterprises of New Zealand that has remained unexplored in organisational studies literature. It will also assist me as it contributes towards the completion of my dissertation as part of the AUT Master of Business program.

How will my privacy be protected?

This research will maintain complete privacy and limited confidentiality in accordance with the AUT ethics agreement. As mentioned above, the details of the interview will remain confidential. The privacy and confidentiality of participants will be managed by using pseudonyms for both participants (managers/workers and their employees) and their organisations involved in this research. You have the option to obtain a copy of the transcript resulting from this interview, by selecting the appropriate option in the 'Consent Form'.

What are the costs of participating in this research?

There are no financial costs of participation. The interview could take 60-90 minutes of your time. Travelling time to the interview location and getting comfortable may extend that time.

What opportunity do I have to consider this invitation?

Participants have seven days to consider their participation in this research. You may accept or decline this invitation prior to this time frame. If you choose to participate, please sign the Consent Form attached in received email. Please feel free to contact me if you need any further information.

Will I receive feedback on the results of this research?

You will be given the option of receiving a copy of the summary of findings on completion of this research project. You also may choose to receive a copy of the transcript once the interview has been transcribed. These may be obtained by selecting the appropriate option on the 'Consent Form'.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Professor Edwina Pio, edwina.pio@aut.ac.nz , +64 9 921 9999 ext: 5130. Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, Kate O'Connor, *ethics@aut.ac.nz*, 921 9999 ext. 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Project Supervisor Contact Details:

Prof. Edwina Pio edwina.pio@aut.ac.nz

Dr. Smita Singh smita.singh@aut.ac.nz

Researcher Contact Details:

Mahreen Baloch

Student 3rd semester Masters of Business

Email: mahreenbaloch2@gmail.com Phone: 0274591909

Approved by the Auckland University of Technology Ethics Committee on 10 April 2017, AUTEC Reference number 17/56.

Participant Information Sheet – Employees

Date Information Sheet Produced:

27 March 2017

Project Title:

"Experiences and organisational contributions of South-Asian women to social enterprises in New Zealand*"*

An Invitation:

Greetings! My name is Mahreen Baloch, I am a student at AUT completing my Master's degree through the Human Resource Management and Employment Relations discipline. I would like to invite you to participate in my research study which contributes towards the completion of my dissertation as part of my Master's degree. Your participation in this study is voluntary and you may withdraw at any time, prior to the completion of data collection (till 30 April 2016).

What is the purpose of this research?

The purpose of this research is to fulfil the academic requirements of the Master of Business qualification. This study will also potentially be valuable for the participants to evaluate their work experiences and to contribute to the literature. This study aims to generate new insights and policy directions to enhance workplace diversity management practices and help managers and policy makers in framing migrant friendly regulations and support systems. The findings of this research will be presented in the form of a dissertation and maybe used in future for possible publications in academic journals and conference proceedings.

How was I identified and why am I being invited to participate in this research?

You have been identified personally by myself, or by a third-party, as eligible to participate in this research. You have been selected as a possible candidate as you have been recognised as meeting the selection criteria (a migrant woman from one of the South-Asian countries (Bangladesh, India, Pakistan and Sri-Lanka); hold resident status in New Zealand; and work at an Auckland based social enterprise). You are an appropriate person to participate in this research because you can provide an information about the contributions you have made as a South-Asian diasporic woman working at a social enterprise.

How do I agree to participate in this research?

The participants have to sign a Consent Form, which is provided through email, if they choose to participate in this research. Your participation in this research is voluntary (it is your choice) and whether or not you choose to participate will neither advantage nor disadvantage you. You are able to withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

What will happen in this research?

This research project involves six in-depth face-to-face interviews conducted by myself as the researcher, with three South-Asian diasporic women working in any three small and medium-sized social enterprises located in Auckland, New Zealand. Interviews will also be conducted with their managers to collect relevant data for this research.

Your manager has been approached first who has forwarded an invitation email along with this Participant Information Sheet and Consent Form to all the staff members on behalf of the researcher to participate in this research. If you are interested to participate in this research and meet the above mentioned research criteria, please contact me directly on the contact details given at the end of this Participant Information Sheet. The interview will be held in a mutually decided public space which will not be you home/workplace, for a duration of 60-90 minutes. It is not obligatory to inform your manager about your participation in this research. Later, your manager will be interviewed and will be asked open-ended questions relating to your organisational contributions and work experiences to maintain the research objectivity.

The data will be audio-recorded and transcribed. The transcribed data will be analyzed to identify the collective themes and will be submitted in the form of a dissertation. You will have an opportunity to review and alter the transcript of the interview. All data will be kept in a safe location and may be used for additional post-thesis purposes relating to this study. I will be the only person to have access to the recorded interview. The anonymous transcript may be shared with my Project supervisors, Professor Edwina Pio and Dr. Smita Singh for guidance in the data analysis process. All data collected will be stored securely at AUT.

What are the discomforts and risks?

There is limited confidentiality in this research as you are working in a small social organisation. There is also a probability of discomfort and risks for you as a participant because it might be disturbing and uncomfortable for you as a participant to talk about your bittersweet life journey experiences, challenges and issues you have faced as a migrant in making these organisational contributions. In that case, I will be very careful and sensitive towards your sentiments and will ask appropriate questions during the interview that will not cause any discomfort. Please feel free to answer in your own time and to a comfort level which suits you. You may stop the interview at any time, or ask to move on from any question. I do not believe any questions will take you outside of your comfort zone. You have been given an opportunity to withdraw from this research at anytime as your participation is completely voluntary. Moreover, you also have an opportunity to review and alter the transcript of your interview.

How will these discomforts and risks be alleviated?

If you face any discomfort and risks due to the interview, you can access an appropriate counselling or necessary support service depending on the nature of your discomfort.

The AUT Health, Counselling and Wellbeing is able to offer three free sessions of confidential counselling support for adult participants in an AUT research project. These sessions are only available for issues that have arisen directly as a result of participation in the research, and are not for other general counselling needs. To access these services, you will need to:

- drop into our centres at WB219 or AS104 or phone 921 9992 City Campus or 921 9998 North Shore campus to make an appointment. Appointments for South Campus can be made by calling 921 9992.

- let the receptionist know that you are a research participant, and provide the title of my research and my name and contact details as given in this Participant Information Sheet.

- You can find out more information about AUT counsellors and counselling on http://www.aut.ac.nz/being-a-student/current-postgraduates/your-health-and-wellbeing/counselling.

What are the benefits?

The benefit of participating in this research is to give you an opportunity to evaluate your own work experience, an efforts made to contribute to your social enterprise. You participation will also provide data which has the potential to increase the knowledge base and literature on South-Asian diasporic women working in social enterprises of New Zealand that has remained

unexplored in organisational studies literature. It will also assist me as it contributes towards the completion of my dissertation as part of the AUT Master of Business program.

How will my privacy be protected?

This research will maintain complete privacy and limited confidentiality in accordance with the AUT ethics agreement. As mentioned above, the details of the interview will remain confidential. The privacy and confidentiality of participants will be managed by using pseudonyms for both participants (managers/workers and their employees) and their organisations involved in this research. You have the option to obtain a copy of the transcript resulting from this interview, by selecting the appropriate option in the 'Consent Form'.

What are the costs of participating in this research?

There are no financial costs of participation in this research. The interview could take 60-90 minutes of your time. Travelling time to the interview location and getting comfortable may extend that time.

What opportunity do I have to consider this invitation?

Participants have seven days to consider their participation in this research. You may accept or decline this invitation prior to this time frame. If you choose to participate, please sign the Consent Form attached in received email. Please feel free to contact me if you need any further information.

Will I receive feedback on the results of this research?

You will be given the option of receiving a copy of the summary of findings on completion of this research study. You also may choose to receive a copy of the transcript once the interview has been transcribed. These may be obtained by selecting the appropriate option on the 'Consent Form'.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Prof. Edwina Pio, edwina.pio@aut.ac.nz, +64 9 921 9999 ext: 5130. Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, Kate O'Connor, *ethics@aut.ac.nz*, 921 9999 ext. 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Project Supervisor Contact Details:

Prof. Edwina Pio edwina.pio@aut.ac.nz

Dr. Smita Singh smita.singh@aut.ac.nz

Researcher Contact Details:

Mahreen Baloch

Student 3rd semester Masters of Business

Email: mahreenbaloch2@gmail.com Phone: 0274591909

Approved by the Auckland University of Technology Ethics Committee on 10 April 2017,

AUTEC Reference number 17/56.

APPENDIX C: CONSENT FORMS FOR MANAGERS AND EMPLOYEES

Consent Form – Managers

Project title: "Experiences and organisational contributions of South-Asian women to social enterprises in New Zealand"

Project Supervisor: Professor Edwina Pio & Dr. Smita Singh

Researcher: Mahreen Baloch

○   I have read and understood the information provided about this research project in the Information Sheet dated _____.

○   I have had an opportunity to ask questions and to have them answered.

○   I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.

○   I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.

○   I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.

○   I agree to take part in this research.

○   I wish to receive a summary of the research findings (please tick one): Yes○   No○

○   I wish to review my interview transcript (please tick one): Yes○ No○

Participant's Signature: ....…………………………………………………………

Participant's Name: ....…………………………………………………

Participant's Contact Details (if appropriate):

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Date:

Approved by the Auckland University of Technology Ethics Committee on 10 April 2017 AUTEC Reference number 17/56

Note: The Participant should retain a copy of this form.

Consent Form - Employees

Project title: "Experiences and organisational contributions of South-Asian women to social enterprises in New Zealand"

Project Supervisor: Professor Edwina Pio & Dr. Smita Singh

Researcher: Mahreen Baloch

○   I have read and understood the information provided about this research project in the Information Sheet dated _____.

○   I have had an opportunity to ask questions and to have them answered.

○   I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.

○   I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.

○   I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.

○   I agree to take part in this research.

○   I wish to receive a summary of the research findings (please tick one): Yes○   No○

○   I wish to review my interview transcript (please tick one): Yes○ No○

Participant's Signature: ....…...…………………………………………………

Participant's Name: ....…...…………………………………………………

Participant's Contact Details (if appropriate):

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Date:

Approved by the Auckland University of Technology Ethics Committee on 10 April 2017
AUTEC Reference number 17/56

Note: The Participant should retain a copy of this form.

APPENDIX D: AUTEC ETHICS APPROVAL

AUTEC Secretariat

Auckland University of Technology
D-88, WU406 Level 4 WU Building City Campus
T: +64 9 921 9999 ext. 8316
E: ethics@aut.ac.nz
www.aut.ac.nz/researchethics

AUT

10 April 2017

Edwina Pio
Faculty of Business Economics and Law

Dear Edwina

Re Ethics Application: **17/56 Experiences and organisational contributions of South Asian women to social enterprises in New Zealand**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 10 April 2020.

As part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through http://www.aut.ac.nz/researchethics. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 10 April 2020;

- A brief report on the status of the project using form EA3, which is available online through http://www.aut.ac.nz/researchethics. This report is to be submitted either when the approval expires on 10 April 2020 or on completion of the project.

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to obtain this.

To enable us to provide you with efficient service, please use the application number and study title in all correspondence with us. If you have any enquiries about this application, or anything else, please do contact us at ethics@aut.ac.nz.

All the very best with your research,

Kate O'Connor
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: mahreen.baloch@aut.ac.nz; smisin98@aut.ac.nz