

“Finding the Workforce to Deliver the NDIS Vision”

Research report

Prepared for:

Disability Care Australia (NDIS Practical Design Fund)

Contact:

Gregory Featherstone, Natalie Cartwright

Prepared by

instinct and reason™

David Donnelly, Fiona Given, Professor Anthony Hogan,
Rob Mercer, Dr Rebecca Phillips and Paul Vittles

Final published report: July 2013

Reference: 1752

global &
marketing
business research
consultancy



instinct and reason

SYDNEY

Level 1, 420 Elizabeth Street,
Surry Hills

NSW, 2010 Australia

+61 (2) 9283 2233 (voice)

+61 (2) 9698 7029 (fax)

CANBERRA

103/11 Trevillian Quay,
Kingston ACT 2604 AUSTRALIA

+61 (4) 10 866 642 (voice)

LONDON

19 Devonshire Street

London W1G 7AH

+44 (0) 203 355 4454 (voice)

+44 (0) 203 355 4354 (fax)

TABLE OF CONTENTS

- 1. EXECUTIVE SUMMARY 2**
 - Knowledge of frontline disability support work 2*
 - Consideration of frontline disability support work by the total sample 4*
 - Consideration of disability support role by each of the five target audiences 4*
 - Factors that would encourage consideration of a support worker role 5*
 - Key qualities and characteristics of disability support workers..... 6*
 - Motivations of current and potential disability support workers 7*
 - Factors that would attract disability support workers 8*
- 2. BACKGROUND AND RESEARCH OBJECTIVES 10**
- 3. METHODOLOGY..... 12**
- 4. ATTITUDES TO WORKING AS A FRONTLINE DISABILITY SUPPORT WORKER ... 16**
 - 4.1 OVERVIEW 16
 - 4.2 LIKELIHOOD OF WORKING AS A DISABILITY SUPPORT WORKER 17
 - 4.3 EXPERIENCE OF PAID CARING ROLES 20
 - 4.4 PAST UNPAID CARING EXPERIENCE 21
 - 4.5 SKILLS AND QUALIFICATIONS 22
 - 4.6 WHAT PEOPLE ARE LOOKING FOR IN THEIR NEXT JOB..... 27
 - 4.7 KNOWLEDGE AND PERCEPTIONS OF DISABILITY SUPPORT WORK 30
 - 4.8 IMAGE OF DISABILITY SUPPORT WORK 31
 - 4.9 WHAT MOTIVATES INTEREST IN FUTURE JOBS OR CAREERS 33
 - 4.10 KEY QUALITIES AND CHARACTERISTICS OF A DISABILITY SUPPORT WORKER 36
 - 4.11 CONCLUSIONS AND IMPLICATIONS 37
- 5. RESULTS FROM THE CHOICE MODEL 38**
 - 5.1 OVERVIEW 38
 - Important caveats around the choice model within the study..... 38*
 - 5.2 SETTING THE BASE CASE 41
 - 5.3 CONSIDERATION OF FRONTLINE SUPPORT ROLE – AT BASE CASE 42
 - 5.4 HOW CAN CONSIDERATION BE INCREASED? 45
 - 5.4.1 *Segment 1 – Current Care Workers..... 47*
 - 5.4.2 *Segment 2 – Potential Switchers..... 53*
 - 5.4.3 *Segment 3 – Young People seeking a non-professional career..... 59*
 - 5.4.4 *Segment 4 – Potential Returners..... 65*
 - 5.4.5 *Segment 5 – Potentials Experienced 71*
- APPENDIX A – SURVEY QUESTIONNAIRE 77**
- APPENDIX B – DISCUSSION GUIDE 89**
- APPENDIX C – LITERATURE REVIEW 94**
- CONTACT DETAILS..... 115**

1. EXECUTIVE SUMMARY

The ability to make frontline disability support work a job of choice for the right potential workers is key to a successful implementation of a national disability insurance scheme. This report addresses the kinds of working conditions and arrangements the sector will be able to use to retain current frontline disability support workers, find new workers from other sectors and attract past support workers back to the sector.

The project involved:

1. a literature review
2. qualitative research among service users
3. 11 group discussions among those currently working in the 'care sector' (aged care, child care, community support, health care or disability care/support specifically)
4. 11 group discussions among potential workers
5. a survey of 2,164 workers (462 current, 1702 potentials)
6. studying 4 potential worker segments (Switchers, Returners, Experienced and Young People)
7. a choice model based on a range of job offers with a range of attributes and levels
8. the creation of an interactive, predictive Decision Support Tool for employers

Knowledge of frontline disability support work

Those surveyed did not consider themselves knowledgeable about disability support work. Although this varied significantly across the five segments, only 23% of the sample as a whole considered themselves knowledgeable, 29% somewhat knowledgeable and 43% not knowledgeable about disability support work.

This was one of the main features of the qualitative research among potential workers. Typically, they had little idea of what a support worker role in the disability sector would involve, what the opportunities might be, and what the rewards might be. In many cases, they had never seriously thought about such a job or career, even many of those working in other parts of the community sector.

Even among those currently working in the 'care sector', only one in three (35%) consider themselves knowledgeable about "disability care work". As we would expect, this number is significantly lower among potential workers. Excluding those who have previously worked in the sector, it is just 15-16%.

There is a clear and strong relationship between knowledge about the sector and perceived likelihood of working in the sector. The relationship is two-way – familiarity tends to breed favourability and, of course, developing an interest in the sector leads people to seek knowledge. There is no doubt that one of the biggest challenges the sector has, in recruiting the workforce needed to deliver the NDIS vision, is to raise awareness of the opportunities and rewards available.

Whilst self-reported knowledge was rated as low by many, this did not stop people having strong views about frontline disability support work. The strongest view was for *“It’s a job that makes a difference in someone else’s life; it’s a real job”*. A third of the sample (32%) gave this statement 10 out of 10 for agreement. This appears to be a major trigger for interest in a disability support worker role and should be a key message when communicating with the jobs market.

Another strong view coming through in the survey was that the sector would attract good people. This assumption could also be leveraged because a friendly working environment is seen as a positive draw card for most workers.

In the qualitative research, there were many expressions of negativity around working in the sector from the current workers, around low status, low pay, high stress, burnout, not having the resources to support service users, lack of support from management, poor organisation, lack of or inadequate equipment, irregular hours, cancelled appointments, no travel time being paid, too much downtime between appointments, risks and dangers in the job, having to deal with challenging behaviours, having to literally get the hands dirty, etc. So even those who are knowledgeable are not all saying it is a wholly attractive job.

However, these same current workers talked in very positive tones about the opportunity to make a difference – and to *make a difference every day!* They outlined motivations in “working with extraordinary people”, helping people set and achieve their goals, helping people to live independently, supporting people in having a better quality of life, good teamwork with their equally committed colleagues, good people around them, a varied job, flexible hours, access to training and development, developing advocacy skills, becoming a resourceful all-rounder in helping other people, etc.

The current workers can think of many rewards, although it is hard for the potential workers with no first-hand experience to grasp these and take them on board. They tend to have some of the negative perceptions, eg low status, low pay, high stress, challenging behaviours, without the positive side of the balance sheet. The sector needs to create a more positive mindset as it raises levels of awareness.

Consideration of frontline disability support work by the total sample

The survey used a Juster scale to measure likelihood of seeking a job in the sector as a support worker over the next 5 years. The question included semantic labels, eg 'probably', and a numerical probability, eg 'a 7 in 10 chance' for each possible answer.

Overall, 14% of the sample are **Strong Prospects** for working as a frontline disability support worker, rating their likelihood of working in the sector as certain, almost sure, very probably or probably. This is the group that will seek out disability support work across Australia and look for this work almost regardless of the conditions of employment on offer.

A further 16% are **Prospects** for the disability support workforce, rating their likelihood of working as disability support workers as a good possibility, a fairly good possibility or a fair possibility. This is the group that will seek out disability support work across Australia but judge its appeal more on the conditions of employment provided.

Another 36% are **Weak Prospects**, rating their likelihood of working in the sector as some possibility, a slight possibility or very slight possibility. These people are open to the possibility but their poor knowledge and negative perceptions of the work prevents them developing a strong interest.

Finally 35% rate themselves as having **No Prospect** of becoming a disability support worker. It would take a significant change in motivation or incentives for them to consider frontline disability support work. Greater knowledge of the role or an enhanced job offer is unlikely to increase the appeal of the role for this group of people.

Clearly being a disability support worker with its particular challenges and all its rewards is not a job for everyone, nor for just anyone.

Consideration of disability support role by each of the five target audiences

The results from each segment surveyed show that:

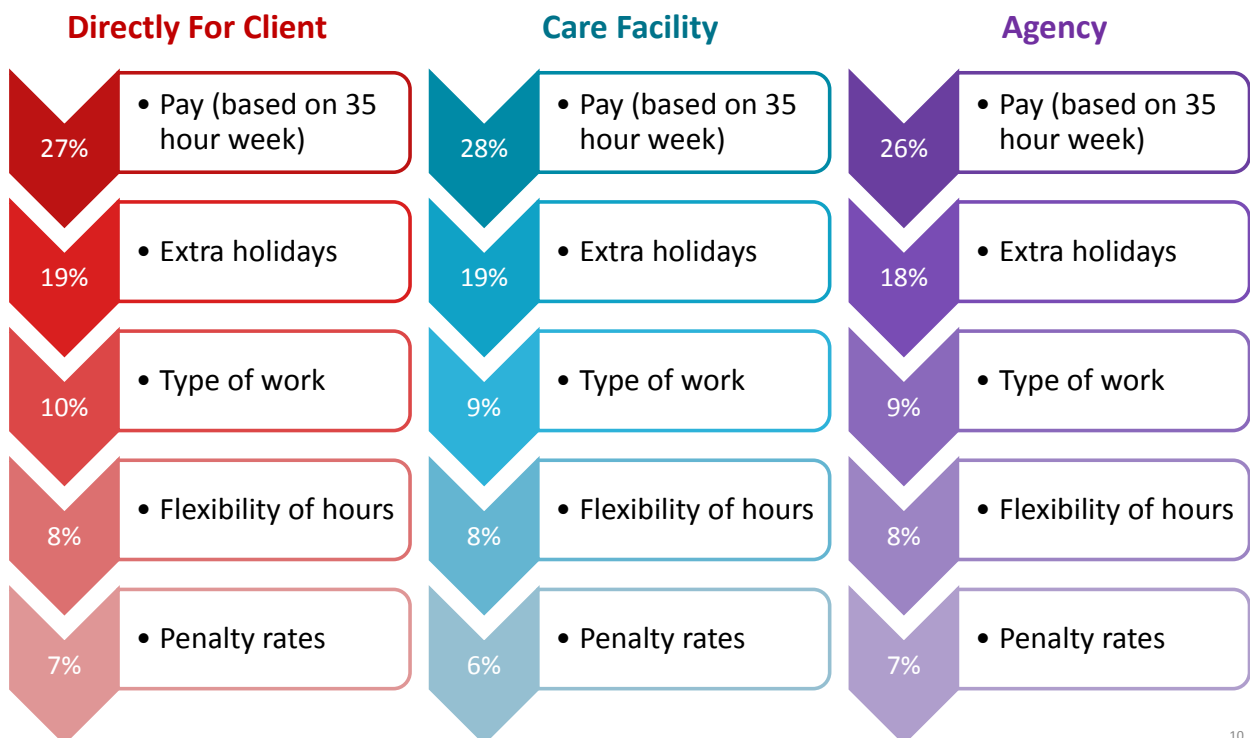
- 19% of the sample of **current care workers** are *Strong Prospects*: rating their likelihood of working in the sector as certain, almost sure, very probably or probably. So good from a retention perspective but could be better.
- 15% of the sample **with relevant past caring experience ('Experienced')** and also **those aged 15-23 seeking a non-professional career ('Young People')** are *Strong Prospects*. Young People are not aware of opportunities so this is a particular challenge.

- 9% of the sample who **are temporarily out of the workforce ('Returners')** are *Strong Prospects*. Many of these have caring experience.
- 9% of the sample currently **working in other sectors ('Switchers')** are *Strong Prospects*. It is more challenging to get people to switch, especially where pay, benefits and conditions are superior but the non-financial rewards can be key.

Factors that would encourage consideration of a support worker role

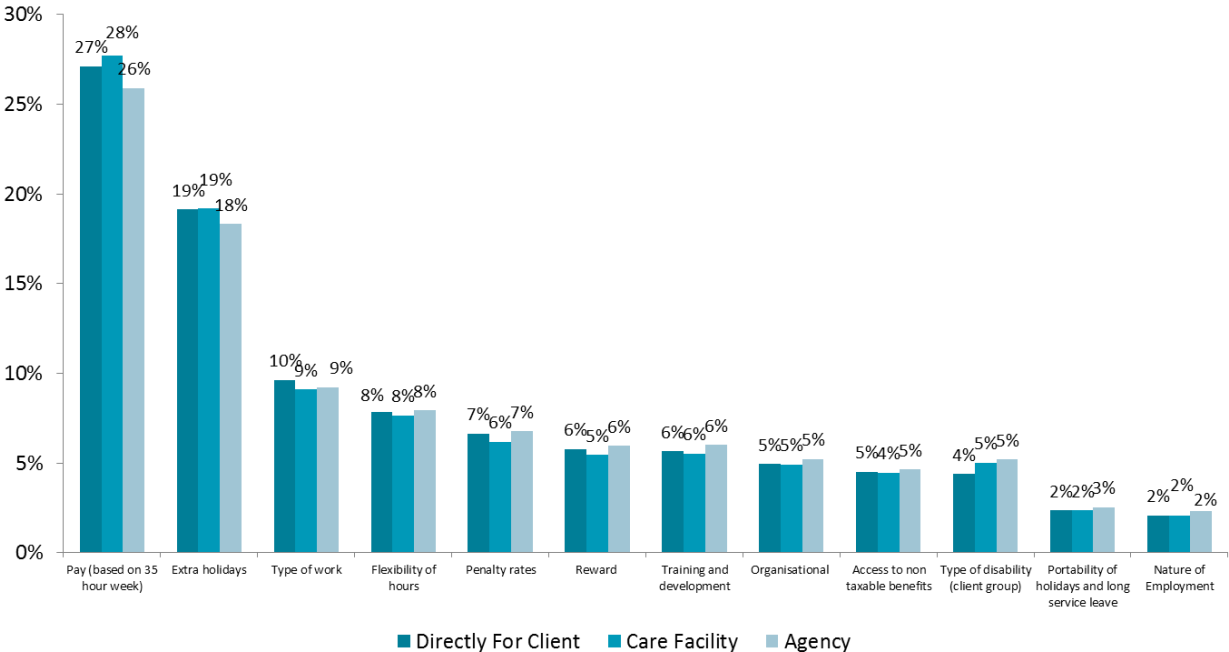
Through the literature review and the qualitative research, all of the key factors were identified and better understood. When the survey questionnaire was designed, these factors were listed in the most appropriate language. Then for the choice model, they were listed as attributes with various levels, eg of pay, holidays, support available, etc.

The research shows that the main five factors that would encourage people to shift into the sector as a frontline disability support worker are almost identical for the three modes of employment possible. The figure shows the proportion each attribute contributes to the choice to consider a frontline disability support role.



Even in a relatively low paid sector, where pay is not the biggest driver in many cases, it is still actually the main factor affecting choices. However, additional holidays is a close second. The high pressure, and sometimes stressful, nature of the job means that breaks are especially important. Type of work (from personal care to social care) and the flexibility of hours also emerge as key factors influencing decisions.

The choice model revealed that there are many levers that have some impact on the appeal of frontline disability support work. The full list of potential levers can be extracted from the choice model and decision support tool generated by this project, producing charts like the example below (**NB: those using the interactive tool will be able to format and size the charts to be able to read the detail more clearly**):



The chart shows again that the key drivers of decisions are pay, additional holidays, type of work and flexibility of hours. However, other factors can be significant for certain groups, eg non-financial reward and recognition, training and development, organisational support, and the nature of the client group they would be working with.

These factors impact on retention as well as recruitment. Indeed, current workers are conditioned to certain factors such as pay. Other factors become more important such as support from colleagues and management, health and wellbeing policies, and better communication all round to work more effectively and more as a team.

Key qualities and characteristics of disability support workers

Also worth emphasising here is the fact that service users highlighted clearly the kinds of people who make a ‘good support worker’ – the qualities, characteristics, personality, skills and motivation. It is not a job for everyone and it does require a matching of the profile not just a scramble for more workers.

We asked service users to describe their support workers, tell us which were 'good' and which 'not so good' and this process teased out the key qualities and characteristics of a good support worker. The list was extensive but the key qualities and characteristics are summarised below:

| Skills | Personality | Motivations |
|---------------------------|--------------------------------|-------------------------------|
| Good listener | Patient | Wants to listen to do the job |
| Knows how to respect | Respectful | Wants mutual respect |
| Develops trust | Values trust | Wants mutual trust |
| Understands people | Insightful | Wants mutual understanding |
| Relationship builder | Likes people | Not money motivated |
| Problem solver | Resourceful | Wants to help achieve goals |
| Well organised | Hard worker & conscientious | Wants to follow-through |
| Well trained | Continuous learner | Continuous development |
| Professional | Professional | Wants to be professional |
| Experienced so can relax | Fun to spend time with | Wants to enjoy the work |
| Consistent quality | Values quality & consistency | Wants to deliver quality |
| Had stress training | Copes with stress | Wants to manage stress |
| Assesses needs | Empathic | Wants to tailor to need/want |
| Advocate | Not self-centred | Wants to follow-up |
| Able to 'have a go' | Down to earth | Wants to 'have a go' |
| Knowledgeable re sector | Bigger picture thinker | Wants to help long-term |
| Broad knowledge of issues | Socially and politically aware | Wants to find other support |

Motivations of current and potential disability support workers

Some perceptions of the work act as barriers to active consideration of frontline disability support work. This included that the job may cause people to 'burn out', implying a belief that the emotional energy required may be difficult for some people to maintain. Other aspects of the working conditions—low wages, shift work, environmental unknowns, challenges and even danger—also acted to reduce interest and need to be addressed.

Those surveyed expressed a strong desire for a job that enables them to feel secure and content (42%) and see this as a motivator when choosing a job. Having a job that is respected was the second strongest motivator, 32% mentioned it. The same proportion also mentioned being motivated to take a job that allows them the opportunity and freedom to express themselves.


These aspects can be present in frontline disability support work and, where they exist, should be promoted as positive aspects of the job.

Factors that would attract disability support workers

Consideration of frontline disability support work varies across the five segments, between 40% and 50% of each segment claiming they would consider a front line disability support worker role at the 'base case' (the 'current norm' settings in the model).

The preferred type of working arrangements varied, with Young People having a strong preference for working with an agency, and those seeking to re-enter the workforce full time preferring to work directly for a client.

| Segment | Working direct for a client % | Working for an agency % | Working for a care facility % | No, I wouldn't consider a job % |
|--|-------------------------------|-------------------------|-------------------------------|---------------------------------|
| Currently in a frontline caring/support role | 15.84 | 15.70 | 12.39 | 56.07 |
| Non-professional workers in other target sectors: 'Switchers' | 10.21 | 12.92 | 9.21 | 67.66 |
| Young People: deciding on a non-professional career, 15-23 years | 12.38 | 23.79 | 11.59 | 52.24 |
| Out of workforce 'Returners', 20-54 years | 20.11 | 16.59 | 13.63 | 49.67 |
| Relevant past employment, aged 17-59 years | 13.52 | 14.13 | 9.46 | 62.88 |

 Preferred working arrangements for each segment

The initial focus will be on attempting to recruit the Strong Prospects. The Strong Prospects report being attracted to work that allows them to do something that has the respect of the community and enables them to make a contribution (36% of Strong Prospects mention this compared with the sample average of 22%). They are also more likely to be attracted to nurturing work than the average (14% versus 9%) and having a job that provides an opportunity to express something of themselves in their work (22% versus 18%).

There are many potential workers who want to work in a job where they can make a difference in people's lives. It is the most important attribute of disability support work and the strongest motivator for many. Many in the sample also expressed a strong desire to 'work with people' and disability support work is very much a people-orientated job. Many in the sample also believed that disability support work provides a way that people could 'contribute back to the wider community'.

The fourth major motivator was that disability support work would be a job that would have ongoing training and skills development. All these attributes of frontline disability support work should be included in communications to potential job seekers.

The findings from this survey suggests that those with past and present caring experience are doing this work because they are inherently attracted to 'caring' roles and work that helps support people with disabilities to live independent, high quality lives, achieving their goals. The frontline disability support role appeals on a number of levels, few of which centre on the remuneration or conditions of employment that such a job may involve.

While this is true, wages and conditions are important not only in providing a living wage, but also as a statement about the status and importance that society attaches to the role of caring for and supporting others. This research certainly supports the widely held proposition within the sector that there needs to be an initiative, and sustained campaign, to raise the status of the sector as well as its profile.

In retaining current disability support workers, pay plays an even lower role in retention although all other conditions feature more prominently in their consideration. Importantly 64% would consider a job at the 'base case' with most preferring to work with an agency. In fact 32% prefer to work with an agency, 18% directly for a client and 15% at a care facility.

Key messages to the labour market about frontline disability support jobs should incorporate the following messages:

- a way to express something of who you are
- a job that incorporates fun, enjoyment and personal reward at the same time
- a job that makes a real difference in people's lives
- a job that gives back to the community
- a job with variety
- a job that allows you to work with great people
- a people-centred job
- a job that provides ongoing training and development.

In essence, **a job that can make a difference to people's lives every day.**

2. BACKGROUND AND RESEARCH OBJECTIVES

2.1 Background

The introduction of a national disability insurance scheme represents the fulfillment of a policy vision that began in the Whitlam era. Its success rests heavily on developing a workforce that can deliver quality care and support where and when it is needed, including being shaped by the needs, expectations and preferences of people with disabilities.

Tapping into the existing workforce and its skills is important, but ***it is essential that new workers (and the right workers) be attracted into the sector to deliver the policy vision.*** In fact, ***developing a large enough workforce in a cost effective manner, is a critical success factor.***

Such a workforce needs to:

- have the knowledge, skills and experience to deal with frontline disability services
- be provided with innovative careers, jobs and workplace arrangements that build and retain a service delivery infrastructure and workforce that meets the needs of people with disabilities
- transition smoothly to the new environment, post-NDIS:
 - supporting current frontline disability service staff
 - engaging past support workers interested in returning to the workforce
 - providing new career and job opportunities for young people, parents seeking to re-enter the workforce, and those who find themselves out of the workforce for any number of reasons
 - ensuring that services are able to be distributed across the nation to address the needs of Indigenous people and others living in rural and remote areas.

Disability Care Australia provides a plan and framework for these national aspirations. The Practical Design Fund (PDF) has helped develop the mechanisms and tools to realise the NDIS vision. This report deals with establishing a frontline disability support workforce across Australia. In particular, this study has identified the aspects of frontline disability support work that attract interest from the wider employment market, and has measured how particular aspects of a support worker role could be leveraged to attract (new) workers to the sector.

2.2 Research objectives

This report addresses the following key considerations:

- the motivations of potential frontline disability support workers in Australia (and New Zealand)
- the factors that would encourage current disability support workers in Australia (and New Zealand) to remain within the workforce
- the factors that would encourage workers from other sectors in Australia (and New Zealand) to shift into the workforce
- Provision of a practical, evidence-based Decision Support Tool – to allow for simulation of job offers for various segments with the potential to attract workers to train and enter the frontline disability support sector.

2.3 Research outcomes

The research outcomes include:

- Estimating the consideration of frontline disability support workers from those:
 - currently in frontline disability support roles
 - in other roles in frontline community care (but not disability)
 - with previous caring or support experience
 - with potential to be new entrants to the disability support sector (young people, those out of the workforce currently as well as people who might change their current role to work as a frontline disability support worker).
- Identifying those factors (and the relative influence of each of those factors) that will attract and retain frontline disability support workers from:
 - current frontline support roles in the disability sector
 - roles in frontline community care (but not disability)
 - other sources, providing new workers entering the disability support sector.
- Developing and providing a Decision Support Tool to optimise job offers to the various potential workforce segments.

3. METHODOLOGY

3.1 Overview

The following diagram provides an overview of the project.

| | Details |
|---|---|
| Stage 1 – Review and stakeholder consultation | <ul style="list-style-type: none"> - Reviewed existing information - Undertook a literature review (see Appendix C) - Agreed on goals and planned the project in detail - Arranged for regular reporting systems |
| Stage 2 – Qualitative research and engagement with service users, frontline workers, and potential workers | <ul style="list-style-type: none"> - Undertook a national program of research and engagement across all States and Territories - Interviewed people with disabilities in 11 locations across Australia, comprising a range of needs and disabilities experienced; and mapped the landscape - Identified what people with disabilities look for in a support worker, and what qualities & characteristics they think good support workers need to have - Facilitated 22 group discussions – 11 among those currently working in disability support, and 11 among those who might consider such a role - Identified workforce needs, motivations, aspirations - Identified aspects of a disability support worker role that trigger interest or act as barriers to people seeking employment in the disability sector |
| Stage 3 – Survey of current and potential frontline workers and choice model | <ul style="list-style-type: none"> - National survey of 2,164 current and potential workers, including a choice model |
| Stage 4 – Analysis, reporting and embedding the findings in the sector | <ul style="list-style-type: none"> - Analysis of survey data - Modelling of employment choices - Building a Decision Support Tool to house the model and data collected in the survey, including demographics and expressed preferences - Reporting |

Figure 1 Project overview

3.2 Sample structure for qualitative research phase

instinct and reason™ undertook extensive and intensive qualitative research across Australia among people with disabilities, with frontline support workers currently working in the sector, and with potential workers for the sector. The following figure provides details.

| State and number of focus groups | Current workers | Potential workers |
|----------------------------------|--------------------|--------------------|
| NSW 4 | 1 Metro 1 Rural | 1 Metro 1 Rural |
| Victoria 4 | 1 Metro 1 Rural | 1 Metro 1 Rural |
| QLD 4 | 1 Metro 1 Rural | 1 Metro 1 Rural |
| SA 2 | 1 Metro | 1 Metro |
| WA 2 | 1 Metro | 1 Metro |
| TAS 2 | 1 Metro | 1 Metro |
| NT 2 | 1 Remote | 1 Remote |
| ACT 2 | 1 Metro | 1 Metro |
| 22 | 11 | 11 |

Figure 2 Focus group specifications

In each of the 11 locations visited by the research team, one group discussion among current workers was arranged and one group discussion among potential workers. Then scheduled around these group discussions were interactions with service users. To ensure a spread by type of user, nature of disability, support needed, experience with support workers, etc, we set up group discussions, one-to-one interviews, paired depth interviews, facility visits and home visits as appropriate.

3.3 Sample structure and size for the survey of workers

The sample breakdown ensured the entire country was adequately surveyed, and New Zealand included as well. In each cell 70% of the sample was metro-based, 20% regionally-based and 10% remotely-based (except in the Australian Capital Territory where all interviews were metro-based and in the Northern Territory where 50% were metropolitan and 50% rural and remote).

In addition to those currently working in the sector, we identified four segments of potential workers based on what had emerged from the literature review and qualitative research, and the answers given in the survey itself. As expected, there was a wide range in terms of hours they want to work, and this was studied more closely in the analysis.

| State | 1. Currently in a frontline support worker role 'Current Care Workers' | 2. Non-professionals considering a career change 'Switchers' | 3. 'Young People' not committed to career or trade 15-23 years | 4. Looking to re-enter the workforce, 'Returners' 20-54 years | 5. Relevant past employment, 'Experienced' 17-59 years |
|---------------------|---|---|---|--|---|
| NSW | 78 | 79 | 65 | 67 | 79 |
| Victoria | 70 | 69 | 61 | 67 | 69 |
| QLD | 64 | 64 | 62 | 65 | 64 |
| SA | 50 | 50 | 31 | 38 | 50 |
| WA | 50 | 50 | 33 | 34 | 50 |
| TAS | 24 | 24 | 16 | 12 | 24 |
| NT | 9 | 10 | 6 | 6 | 10 |
| ACT | 17 | 16 | 5 | 7 | 17 |
| NZ | 100 | 100 | 100 | 101 | 101 |
| Total (2164) | 462 | 462 | 379 | 397 | 464 |

Figure 3 Sample achieved

In addition to geography, the other critical issue was to get an even spread across the various roles needed in the disability sector. As we would expect, it was very difficult to find sufficient numbers in the NT and the ACT for some segments and so the quotas are lower in these jurisdictions.

3.4 Sample source, data collection, and survey platform

In each case, the target segments were sourced from research-only online panels, and the survey was carried out online. Online surveys are the norm these days for most surveys targeting a cross-section of the population. The only group under-represented on online panels are those aged 65+, and this survey was focused on workers aged under 60, so an online data collection methodology was appropriate.

Also, the online methodology was necessary for the workers as the discrete choice modelling experiment needed visual stimuli in the form of potential employment scenarios to work effectively. Telephone interviewing does not enable possible workplace scenarios to be described accurately.

While it was initially thought that telephone calls would be needed to recruit the target populations, this proved not to be the case. Instead online surveys that incorporated the choice model were conducted with 2,164 people.

Data collection began with a pilot test of the survey instrument to ensure all questions were clearly understood by respondents. This identified some potential issues which were rectified before the main sample was collected.

instinct and reason™ collected the data using Confirmat which is the state-of-the-art online data collection program for the social research and market research industry.

The fieldwork was carried out between 26 April and 8 May 2013. The survey was completed before the announcement of the establishment of Disability Care Australia on 14 May 2013.

The population sample data has allowed us to determine what proportion of the target populations would consider joining the frontline disability support workforce under various arrangements.

The data has not been weighted as each segment represents very different worker segments.

4. ATTITUDES TO WORKING AS A FRONTLINE DISABILITY SUPPORT WORKER

4.1 Overview

This section reviews the aggregated findings from the five samples collected. These are five different groups of people. While they are not the same population group and ideally should not be added together for market measurement purposes, the workforce strategy will need to examine the labour market as a whole and set policies that attract a range of workers. This means there is value in presenting these results as the 'population of the potentially interested labour market' and showing the level of consideration of working as a frontline disability support worker. It is also possible to aggregate the potential worker sample and then disaggregate the sample in other ways to examine patterns in the data that provide meaningful and valuable insights.

These five groups are not equal in size as shown in the population estimates.

| Total sample | 1. Currently in a frontline support worker role <i>'Current Care Workers'</i> | 2. Non-professionals considering a career change <i>'Switchers'</i> | 3. <i>'Young People'</i> not committed to career or trade 15-23 years | 4. Looking to re-enter the workforce, <i>'Returners'</i> 20-54 years | 5. Relevant past employment, <i>'Experienced'</i> 17-59 years |
|---------------------|--|--|--|---|--|
| 2164 | 462 | 462 | 379 | 397 | 464 |

Figure 4 The Five segments studied

Subsequent chapters deal with each specific potential target segment and their disposition towards a frontline disability support role.

Of course, there are many fundamental differences between these segments that need to be taken into account when examining them in more detail – differences in gender, age, household composition, income, etc – but this report and the Decision Support Tool provides insight into the knowledge, attitudes and behaviour of each group as a whole market segment.

4.2 Likelihood of working as a disability support worker

The Juster probability scale was used to measure disposition to disability support work. Respondents were asked to indicate their likelihood from categories that included *semantic labels* (eg almost sure, some possibility) and a *numerical probability* (eg 9 in 10 or 3 in 10). From this analysis:

Strong Prospects are defined as those answering 'certain, practically certain' + 'almost sure' + 'very probably' + 'probably', which is between a 70%-100% chance they will seek a disability care role in the next 5 years. When looking at the overall results for the total sample of current and potential workers, it shows that 14% are **Strong Prospects**. This is the group that will seek out disability support work across Australia and look for this work almost regardless of the conditions of employment on offer.

Prospects are defined as those saying 'good possibility' + 'fairly good possibility' + 'fair possibility' or between a 40%-60% chance they will seek a role. One in six of the total sample (16%) are **Prospects** for the disability support workforce. This is the group that will seek out disability support work across Australia but judge its appeal more on the conditions of employment provided.

Weak Prospects answer 'some possibility' + 'slight possibility' + 'very slight possibility', or a 10%-30% chance they will seek a role. One in three of the total sample (36%) are **Weak Prospects**, rating their likelihood of working in the sector as some possibility, a slight possibility or very slight possibility. These people are open to the possibility but their poor knowledge and negative perceptions of the work prevents them developing a strong interest.

Then there are **No Prospects**, answering 'no chance, almost no chance' or just a 1 in 100 chance. One in three of the total sample (35%) rate themselves as having **No Prospect** of becoming a disability care worker. It would take a significant change in motivation for them to consider frontline disability care work. Greater knowledge of the role or an enhanced job offer is unlikely to increase the appeal of the role for this group of people.

Clearly being a disability support worker with its particular challenges and all its rewards is not a job for *everyone*, nor for just *anyone*.

The results in the table below show that apart from Current Care Workers the best segment is likely to be the Experienced – 15% are Strong Prospects with a further 20% Prospects. Next are Young People with 15% Strong Prospects and a further 18% Prospects.

For Potential Returners, the numbers are lower at 9% Strong Prospects and 15% Prospects. For Potential Switchers, they are lower again at 9% Strong Prospects and 11% Prospects – 45% answer ‘no chance or almost no chance’.

| Chance of seeking a role | 1. Currently in a frontline support worker role <i>'Current Care Workers'</i> | 2. Non-professionals considering a career change <i>'Switchers'</i> | 3. <i>'Young People'</i> not committed to career or trade 15-23 years | 4. Looking to re-enter the workforce, <i>'Returners'</i> 20-54 years | 5. Relevant past employment, <i>'Experienced'</i> 17-59 years |
|--------------------------|--|--|--|--|---|
| 70%-100% | 19 | 9 | 15 | 9 | 15 |
| 40-60% | 16 | 11 | 18 | 15 | 20 |
| 10-30% | 33 | 36 | 36 | 38 | 36 |
| 0% | 31 | 45 | 30 | 38 | 28 |

QC1 How likely would you be to seek a disability care worker role in the next 5 years?

Figure 5 Likelihood of seeking a disability care worker role in the next 5 years

It is worth bearing in mind that among Current Care Workers, 31% are in the No Prospects category. This suggests that there are significant numbers working in the sector that are at risk of leaving within the next 5 years or who will not move specifically into Disability Support. However, a closer examination shows this proportion is particularly high among workers aged 60+ (50%) and it is only one in six (17%) among those aged up to 45. There is still an issue of *retention* to consider of course, alongside the *recruitment* challenge.

Within the Potential Workers aggregated sample, one of the sub-groups most likely to be Strong Prospects are those who are *from households where English is not the main language* (27% are Strong Prospects). This issue emerged in the qualitative research. Those who have recently migrated to Australia often have a cultural disposition to caring for others and are more likely to see jobs in the disability support sector as attractive.

It is often suggested that *women* are more likely than *men* to be attracted to frontline disability support roles so it is interesting to note from the potential workers sample that the proportion of Strong Prospects is particularly *high* among *men aged up to 45* (19%, compared with 12% of women aged up to 45 and 8% of women aged over 45).

Interestingly, there is no difference between potential workers who are currently working full-time or part time, in casual employment, looking after the home full-time or a student; but it is just 7% for those who are *currently unemployed and seeking work*.

By income, it is those currently earning \$25K-\$54K that are most likely to be Strong Prospects (17%).

Those potential workers who have previously been in *unpaid* roles within the broader 'care sector' (aged care, childcare, disability, health care or nursing) are more likely to say they will take a role in the disability support sector in the next 5 years (19% are Strong Prospects). Among those who say they have previously held *paid* roles in the broad 'care sector', it is even higher (23%).

By education, the group most likely to be Strong Prospects are, perhaps surprisingly, those with a postgraduate degree (21%).

More likely than the norm to be Strong Prospects are those who have done courses in Community Services (22%) and Aged Care (23%) whilst those who have done courses in Disability Care are most likely to be Strong Prospects (37%). One in four (26%) of those who would consider undertaking a Certificate III Disability Care course are Strong Prospects. The qualitative research supported this finding that those working in the sector and attracted to the sector are more likely to value qualifications and certifications.

It is not the purpose of this study to compare results by State or Territory, and the sample sizes are relatively small in some cases. However, on this crucial question around the likelihood of potential workers seeking a disability support worker role in the next 5 years, the proportion of Strong Prospects is below 10% in the ACT, the NT, South Australia, Tasmania and WA. It is a healthier 12% in NSW, 15% in Queensland, and 16% in Victoria.

4.3 Experience of paid caring roles

While most of the sample had no previous experience in any paid caring role, many have experience caring for family and friends, working in child care or aged care, or in other non-professional health care.

The Strong Prospects for disability support work are much *more* likely to have worked in *paid* caring roles in the past. They are more likely to have worked in disability care (20% compared with the total sample average of 8%); aged care (22% compared with the average of 11%); child care (20% compared with 11%) and looking after someone who was ill (16% compared with 8%). Experience of caring in any form tends to increase the chances of being interested in future support roles.

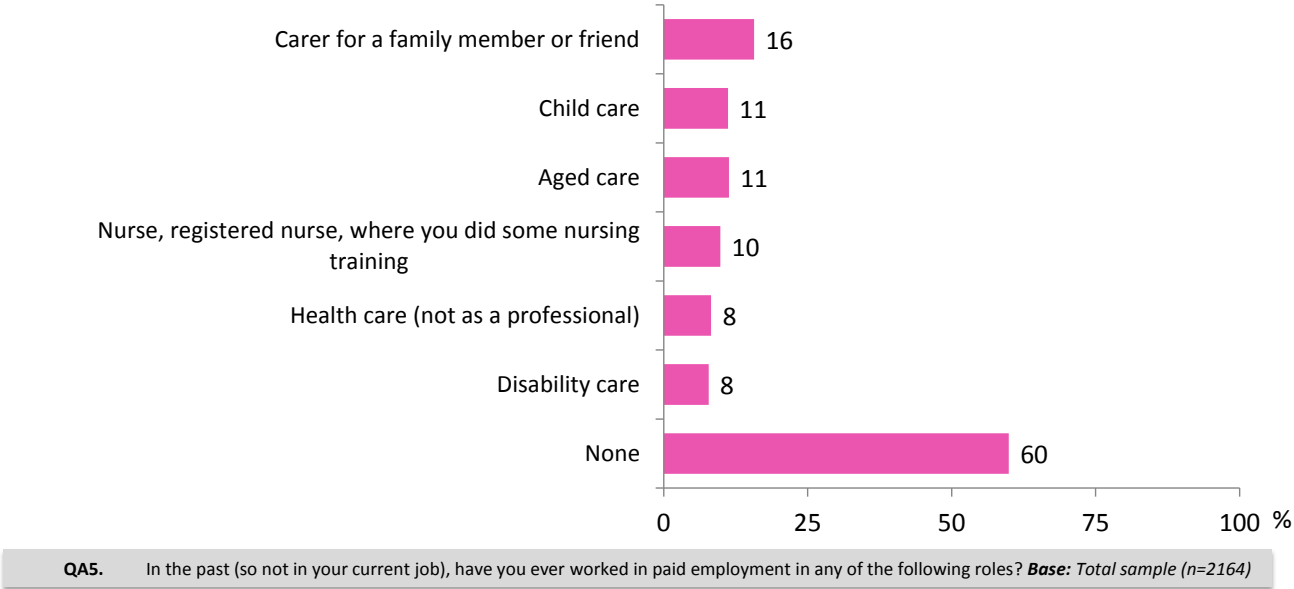


Figure 6 Past experiences in paid caring roles

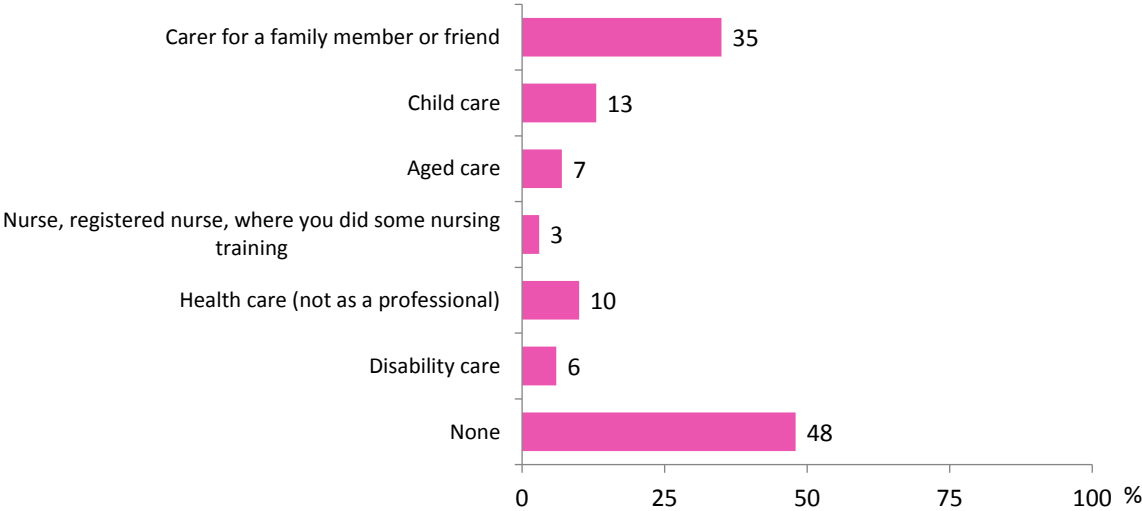
This is consistent with the qualitative research where we found three clear patterns:

1. those who are more knowledgeable about the disability sector generally are more likely to consider a role within the sector
2. those who have direct experience of working in the sector or working in a care or support role are more likely to consider future jobs within the sector
3. those who have cared for a family member or friend are more likely to consider Employed (or volunteer) roles within the sector.

4.4 Past unpaid caring experience

Around half (48%) of the sample as a whole had no caring experience at all at the time they were surveyed, leaving 52% of the sample having cared for someone, either *paid* or *unpaid*. A significant proportion (35%) have cared for a family member or friend in an unpaid role and many others in unpaid non-professional roles in child care (13%), health care (10%), aged care (7%), or – the lowest proportion – disability care (6%).

Again the Strong Prospects for disability support work are much more likely to have worked in unpaid caring roles in the past. They are more likely to have worked in disability care (16% compared with the sample average of 6%), aged care (15% compared with the average of 7%), child care (24% compared with 13%), as well as looking after someone who was ill (41% compared with 35%). Finally, they are also more likely to have worked as nurses (15% compared with 10%).



QA6. In the past (so not in your current job), have you ever worked in any unpaid employment in any of the following roles? **Base:** Total sample (n=2164)

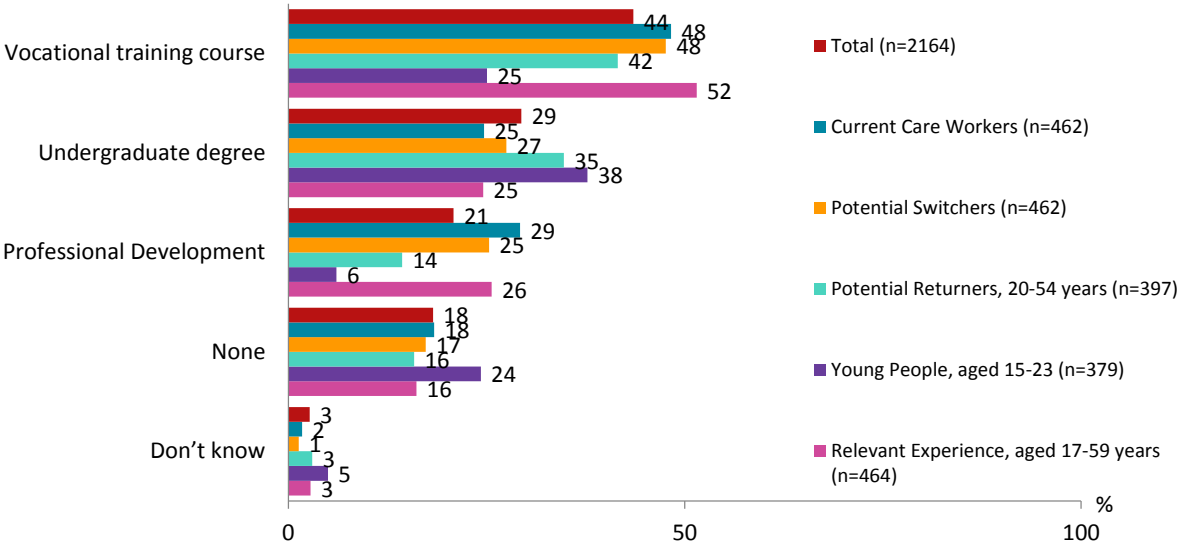
Figure 7 Past experiences in unpaid caring roles

As highlighted on the previous page, past experience in unpaid caring roles tends to make someone have a greater disposition towards future care or support roles – paid or unpaid.

4.5 Skills and qualifications

The overall sample is characterised by a strong education and learning background with 44% having undertaken some form of vocational training. Another 29% of the sample have completed an undergraduate degree and 21% some form of professional development.

Only 18% of the sample had undertaken no education or learning courses at the time of the survey.



QB1. What type of education and learning courses have you undertaken in your career so far?
Base: Total sample (n=2164)

Figure 8 Types of education and learning courses undertaken

This is consistent with the qualitative research where we found a lot of interest in skills, training, qualifications, certification, etc. It is felt to be appropriate for this sector and good for advancement and recognition, although we also heard many stories from current workers feeling that skills are not always valued and qualifications or courses taken do not always lead to advancement.

A broad range of vocational courses have been undertaken as illustrated in the following table.

Table 1 Types of vocational courses undertaken

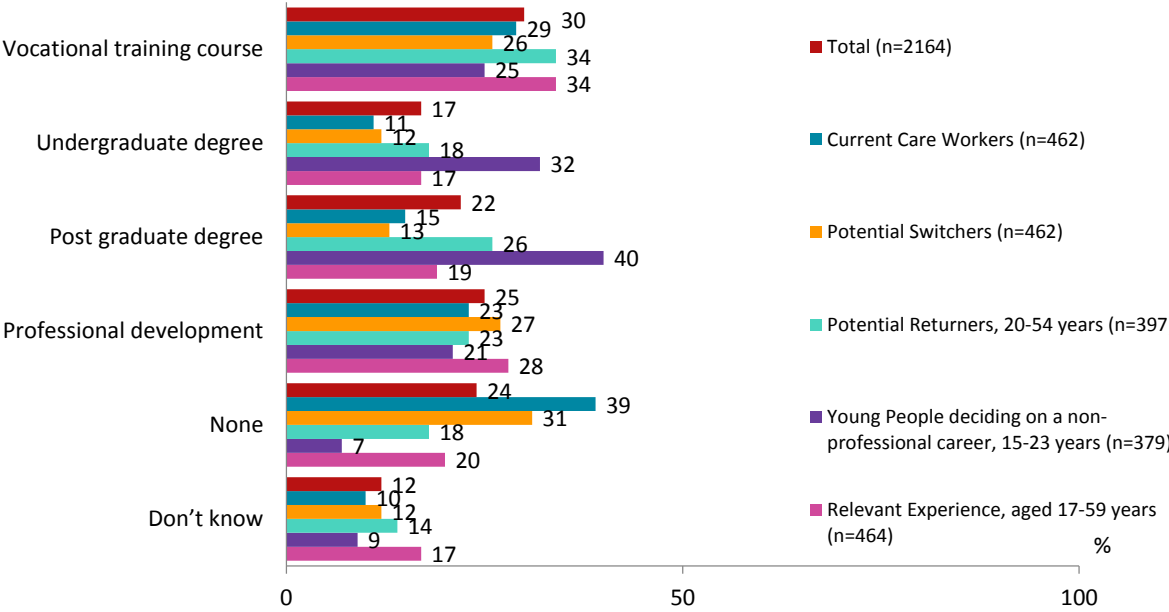
| Vocational Courses | Total | Currently in a frontline care role | Non-professional workers in other target sectors | Young people deciding on a non-professional career, 15-23 | Temporarily out of workforce, Returners 20-54 | People with past experience aged 17-59 |
|---------------------------------|-------|------------------------------------|--|---|---|--|
| n= | 942 | 223 | 220 | 95 | 165 | 239 |
| | % | % | % | % | % | % |
| First Aid | 51 | 61 | 50 | 40 | 36 | 58 |
| Occupational Health and Safety | 26 | 33 | 25 | 19 | 19 | 28 |
| Training and Assessment | 21 | 23 | 29 | 15 | 15 | 21 |
| Community Services | 18 | 22 | 14 | 12 | 10 | 25 |
| Aged care | 16 | 28 | 9 | 7 | 5 | 23 |
| Disability Care | 14 | 24 | 6 | 7 | 3 | 23 |
| Nursing | 12 | 18 | 9 | 5 | 3 | 16 |
| Retail and Wholesale Management | 12 | 13 | 12 | 13 | 13 | 9 |
| Counselling | 9 | 13 | 7 | 5 | 4 | 13 |
| Financial Services | 9 | 9 | 11 | 5 | 11 | 8 |
| Human Resource Management | 8 | 11 | 9 | 4 | 5 | 9 |
| Transport and Logistics | 7 | 6 | 10 | 4 | 8 | 5 |
| Competitive Manufacturing | 2 | 3 | 4 | 1 | 2 | 0 |

QB3. Which of the following types of vocational training courses have you undertaken?
Base: Undertaken vocational training (n=942)

The types of vocational courses undertaken across the sample vary greatly and reflect the nature of the sample which targeted current and past ‘care workers’ in some instances. However it also shows that the sample has been drawn from people previously trained in retail, counselling, financial services, human resource management, transport and logistics, and manufacturing.

This is consistent with the qualitative research that found many workers were interested in disability support work despite having careers in other areas. This was anecdotally reported as being common amongst men who had been made redundant, or retired, and felt a strong desire to contribute back to the community as well as to people with careers that provided no opportunities for this.

The sample also indicates a high interest in further education and training as shown in the figure below.



QB2. What types of education and learning courses would you consider undertaking in the next five to ten years?
Base: Total sample (n=2164)

Figure 9 Types of education and learning courses interested in undertaking

Although being well credentialed, the sample reports a strong interest in further training and development. Three in ten (30%) were interested in vocational training and 25% in professional development. Only 24% reported no interest in further education and learning, with a further 12% unsure.

Many Young People want to be doing undergraduate degrees and postgraduate degrees, but not necessarily for future academic study and many would be interested in working in disability support worker roles at least until they have completed their studies and possibly beyond.

The kinds of vocational courses that current and potential workers are interested in are outlined in the table below. First Aid and OH&S feature prominently, along with Training and Assessment and Counselling. In many sectors, there has been a huge growth in recent years in interest in training, development, mentoring, coaching and all forms of personal and professional development. To some extent, that is being mirrored here. However, the qualitative research suggests that there is a correlation between interest in these types of disciplines and working in the disability sector or the broader community sector at least.

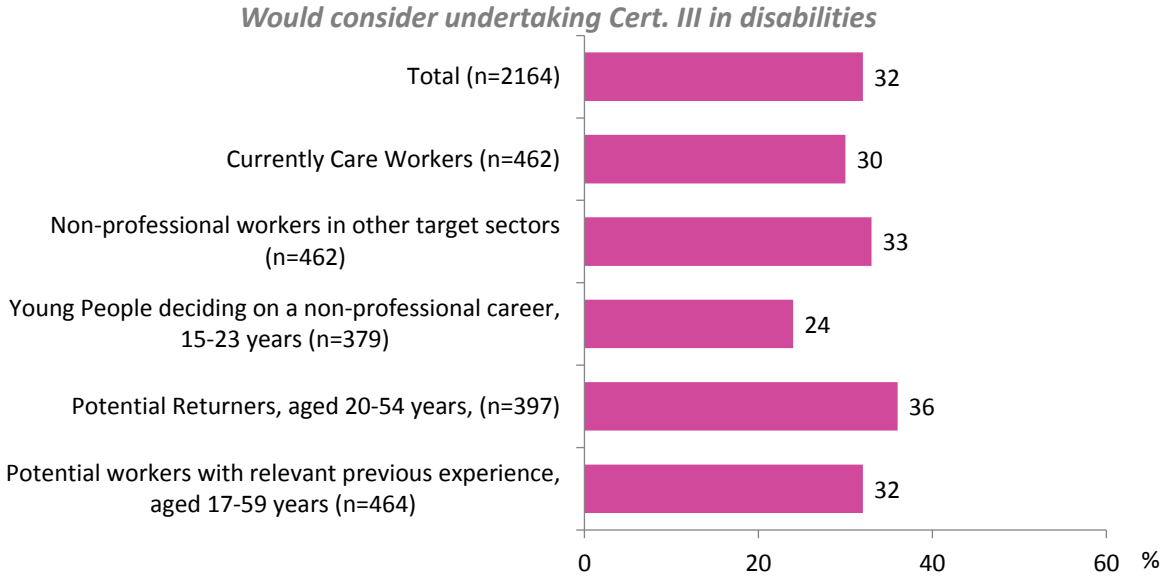
Table 2 Types of vocational courses interested in

| Vocational Courses | Total | Currently in a frontline support role | Non-professional workers in other target sectors | Young People deciding on a non-professional career, 15-23 | Temporarily out of workforce, Returners, 20-54 | People with relevant previous experience aged 17-59 |
|---------------------------------|-------|---------------------------------------|--|---|--|---|
| n= | 639 | 133 | 120 | 94 | 133 | 159 |
| | % | % | % | % | % | % |
| First Aid | 38 | 34 | 38 | 38 | 42 | 36 |
| Community Services | 29 | 38 | 21 | 18 | 25 | 38 |
| Training and Assessment | 28 | 23 | 35 | 22 | 26 | 31 |
| Counselling | 26 | 23 | 19 | 19 | 29 | 37 |
| Occupational Health and Safety | 24 | 26 | 21 | 29 | 21 | 25 |
| Human Resource Management | 22 | 17 | 20 | 27 | 24 | 23 |
| Disability Care | 20 | 34 | 11 | 12 | 13 | 27 |
| Aged care | 20 | 31 | 12 | 12 | 16 | 26 |
| Retail and Wholesale Management | 17 | 14 | 18 | 20 | 17 | 18 |
| Financial Services | 16 | 12 | 21 | 14 | 19 | 15 |
| Nursing | 15 | 20 | 8 | 17 | 8 | 22 |
| Transport and Logistics | 12 | 11 | 8 | 13 | 16 | 11 |
| Competitive Manufacturing | 6 | 2 | 6 | 12 | 6 | 6 |

QB4. Which of the following types of vocational training courses would you consider undertaking?
Base: Considering vocational training (n=639)

There is interest in undertaking vocational courses in Community Services, ranging from 18% to 38% by potential worker segment. Interest in Disability Care specifically is at a slightly lower level – 11% to 27%.

The sample was specifically asked if they would consider undertaking a Certificate III in Disability and 32% indicated a willingness and desire to complete this qualification. Interest was greatest from those out of the workforce but seeking to re-enter (36%).



QB5. Would you consider undertaking a certificate three in disabilities? It is a training course that takes about two weeks to complete.
Base: Total sample (n=2164)

Figure 10 Consideration of undertaking a Certificate III in Disability

The Strong Prospects for disability support worker roles are much more interested in undertaking a Certificate III in Disability (68% compared with the sample average of 32%). Prospects are also more likely to be interested with 63% of them saying they would consider undertaking this qualification.

4.6 What people are looking for in their next job

As expected, a better than average wage is a key goal for many in their next job – 70% agree (based on a 7-10 agreement score – see table below).

However the sample also expressed a strong desire for flexible working arrangements that allows work to fit better with their lives and other responsibilities. For many, a balanced work and personal life is essential.

Almost as important to the sample was the desire to ‘achieve something for myself’ and to ‘give something back to the community’. This is where a frontline disability support role allows a worker to experience challenge in their work but also the satisfaction derived from helping people and the community.

The results suggest that a disability support worker job would not be selected exclusively on its level of remuneration.

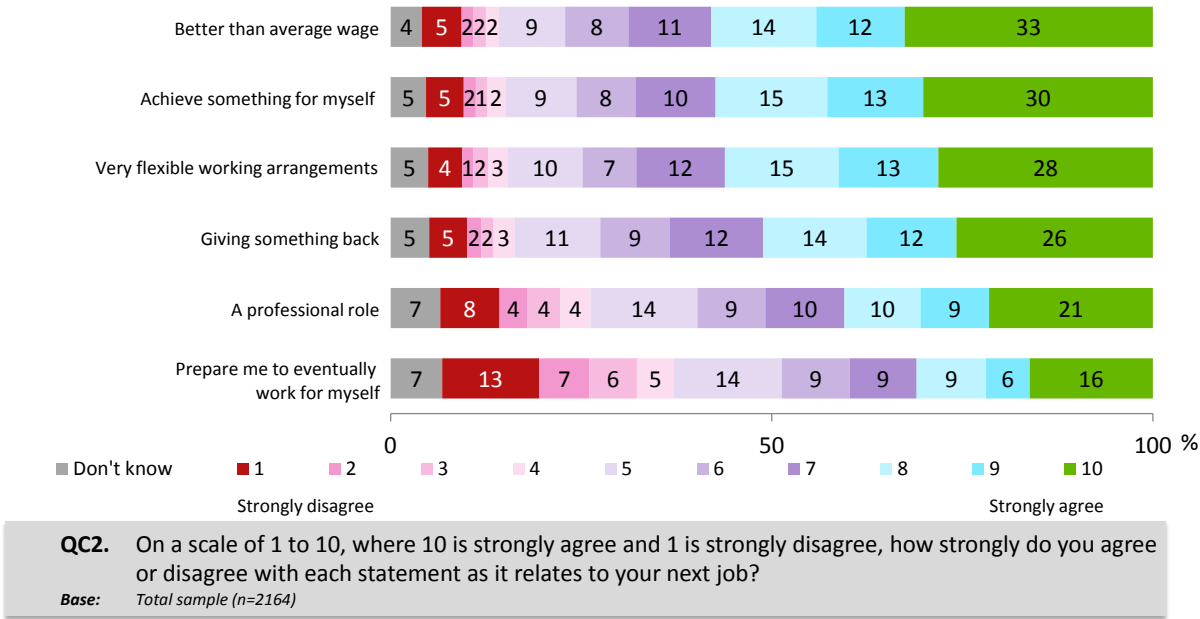


Figure 11 Hopes for the next job

The following table shows how hopes for the next job vary across the five target segments.

Table 3 Outcomes from the next job

| Desires for next job | Total | Currently in a frontline care role | Non-professional workers in other target sectors | Young People deciding on a non-professional career, 15-23 years | Temporarily out of workforce, Potential Returners, 20-54 years | People with relevant previous experience aged 17-59 years |
|--|-------|------------------------------------|--|---|--|---|
| n= | 2164 | 462 | 462 | 379 | 397 | 464 |
| | mean | mean | mean | mean | mean | mean |
| Better than average wage | 7.61 | 7.03 | 7.89 | 7.91 | 7.67 | 7.59 |
| Achieve something for myself | 7.56 | 6.99 | 7.72 | 7.81 | 7.77 | 7.54 |
| Very flexible working arrangements | 7.52 | 7.28 | 7.71 | 7.26 | 7.59 | 7.72 |
| Giving something back | 7.31 | 7.23 | 7.38 | 7.25 | 7.31 | 7.35 |
| A professional role | 6.59 | 5.85 | 6.62 | 7.29 | 6.89 | 6.39 |
| Prepare me to eventually work for myself | 5.75 | 4.76 | 5.76 | 6.67 | 6.30 | 5.44 |

■ Denotes significantly higher than total at 95% confidence ■ Denotes significantly lower than total at 95% confidence

QC2. On a scale of 1 to 10, where 10 is strongly agree and 1 is strongly disagree, how strongly do you agree or disagree with each statement as it relates to your next job?
Base: Total sample (n=2164)

Being able to give something back to the community in the next job is not something only desired by the *Strong Prospects*. In fact, both *Prospects* and *Weak Prospects* want this even more from their next job than do the *Strong Prospects*. It is the same story for flexible working arrangements with *Strong Prospects* less likely to want this than the *Prospects*, suggesting that flexible arrangements may trigger interest to the second tier of considerers and may be a critical acquisition tool for extra workers for the sector.

However *Strong Prospects* are less likely to cite a better than average wage in their next job although it is still an aspiration (mean score of 7.35 compared with the sample average of 7.61).

When it came to desired working hours, there was a large proportion of the sample who answered this question as not sure (25%). One in six (17%) wanted 4 hours or less, whilst one in five (21%) wanted 5-6 hours per day. One in four (25%) wanted 'full-time hours', i.e. 7+ hours per day with a further one in eight (12%) answering 'whatever hours are available'.

Table 4 Daily working hours desired as a disability support worker

| Hours/day work wanted | Total | Currently in a frontline support role | Non-professional workers in other target sectors | Young People deciding on a non-professional career, 15-23 years | Temporarily out of workforce, Potential Returners, 20-54 years | People with relevant previous experience, aged 17-59 years |
|------------------------------|-------|---------------------------------------|--|---|--|--|
| n= | 2164 | 462 | 462 | 379 | 397 | 464 |
| | % | % | % | % | % | % |
| 10 hours or more | 4 | 5 | 3 | 4 | 3 | 5 |
| 9 hours | 2 | 2 | 2 | 3 | 3 | 2 |
| 8 hours | 13 | 13 | 13 | 13 | 10 | 14 |
| 7 hours | 6 | 6 | 5 | 11 | 6 | 6 |
| 6 hours | 11 | 10 | 10 | 8 | 12 | 13 |
| 5 hours | 10 | 9 | 10 | 9 | 9 | 10 |
| 4 hours | 10 | 14 | 10 | 6 | 10 | 12 |
| 3 hours | 4 | 4 | 4 | 3 | 3 | 4 |
| 2 hours | 3 | 4 | 4 | 2 | 3 | 3 |
| Whatever hours are available | 12 | 10 | 8 | 22 | 11 | 10 |
| Don't know/unsure | 25 | 23 | 32 | 18 | 30 | 22 |

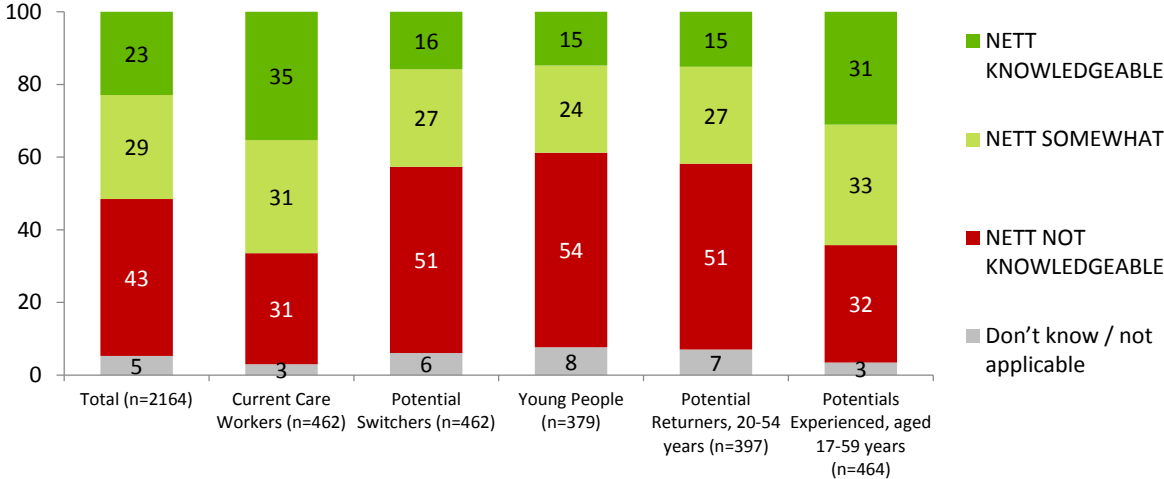
There is a good spread across each of the segments, emphasising the need to have flexible options, and to define flexible hours as a strength of the sector.

The Strong Prospects are not looking for fewer hours of work per day (2-4 hours per day is wanted by only 8% of Strong Prospects while 17% is the sample average). In contrast, 51% of Strong Prospects want 5-8 hours of work per day (but only 40% for the sample average).

The research reveals that a higher proportion than the norm of Strong Prospects are men aged under 45 and, apart from those who are students, many if not most are seeking full-time work.

4.7 Knowledge and perceptions of disability support work

The sample did not consider themselves knowledgeable about disability support work, although this varies in the five segments. Overall, only 23% considered themselves knowledgeable, 29% somewhat knowledgeable and 43% not knowledgeable of disability support work.



QD1. How do you rate your knowledge of disability care work?
Base: Total sample (n=2164)

Figure 12 Self rating of knowledge about disability care work

The Potentials Experienced and Current Care Workers have the highest levels of self-reported knowledge, but even some in these segments are unsure about their level of knowledge (32% and 31% respectively rating themselves as not knowledgeable).

The Strong Prospects for disability support work are distinct in the sample in their level of perceived knowledge about the work. Whereas only 23% of the sample overall rate their knowledge of disability support work as good or very high, 63% of the Strong Prospects rate their knowledge as good or very high.

There is a clear relationship between knowledge and interest in working in the sector. This is why a concerted effort to raise awareness and enhance knowledge is essential.

4.8 Image of disability support work

Whilst self-reported knowledge was rated as low by many, this did not stop people having strong views. The strongest view was that *“it’s a job that makes a difference in someone else’s life; it’s a real job”*. A massive 32% of the sample gave this statement 10 out of 10 for agreement. This appears to be a major trigger for interest in a disability support worker role and would be a key message when communicating with the jobs market.

Another strong view was that the sector will attract really good people. This assumption could also be leveraged because a friendly working environment is seen as a positive draw card for most workers. This was strongly reiterated in the focus group discussions.

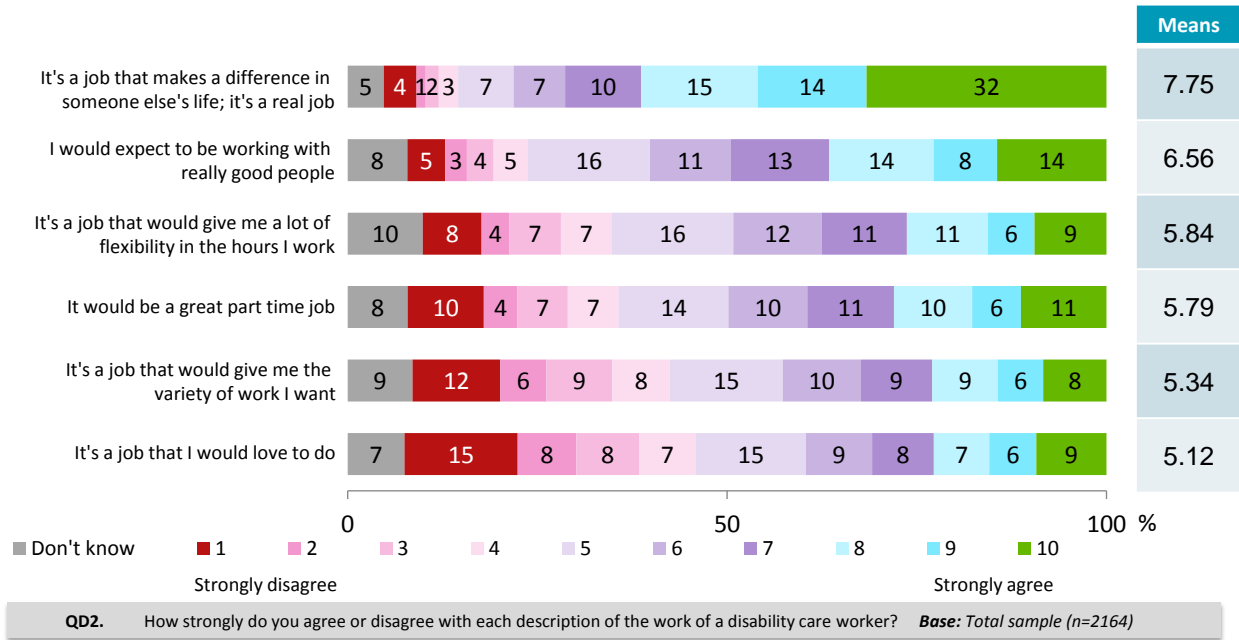


Figure 13 Perceptions of disability care job conditions

Other studies identified in the literature review found that some perceptions act as barriers to active consideration of frontline disability support work. This includes that the job may cause people to ‘burn out’, implying a belief that the emotional energy required may be difficult for some people to maintain.

This was verified in the qualitative research where many who came to the group discussions saw the emotional input as potentially too much of a drain. Other aspects of the working conditions—low wages, shift work, environmental unknowns, challenges and even danger—also acted to reduce interest and need to be addressed.

The table below shows the high level of agreement with the statement 'It's a job that would burn you out quickly' (47% agreeing, i.e. giving a 7-10 score). However for 'the wages are too low for the job to interest me', there are more mixed views (35% agree, 29% disagree, 26% neutral).

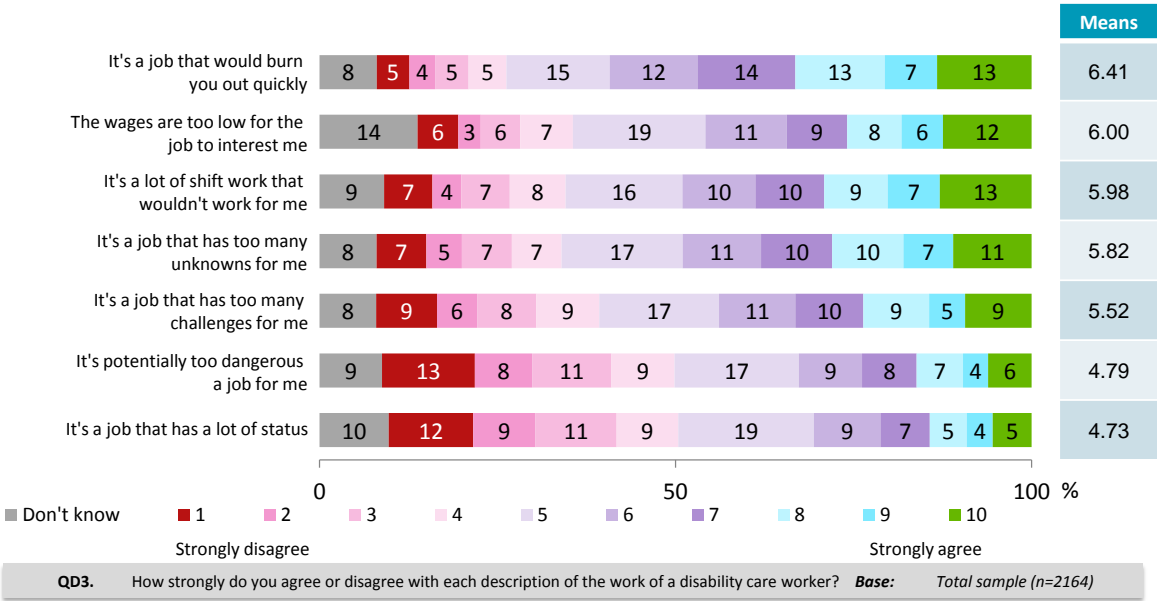


Figure 14 Perceptions of disability care work

The Strong Prospects are more likely to see frontline disability support work as having status (mean 5.78 compared to the sample average of 4.73), they are less likely to see shift work as a problem, and are the least likely to see the wages as being too low (5.44 compared to the sample average of 6).

4.9 What motivates interest in future jobs or careers

The survey prompted respondents on perceptions that were identified in the focus groups as being some of the aspects of disability support work that would motivate people. Those surveyed expressed a strong desire for a job that enables them to feel secure and content (42%) and saw this as a motivator when choosing a job.

Having a job that is respected was the second strongest motivator, 32% mentioned it. The same proportion also mentioned being motivated to take a job that allows them the opportunity and freedom to express themselves.

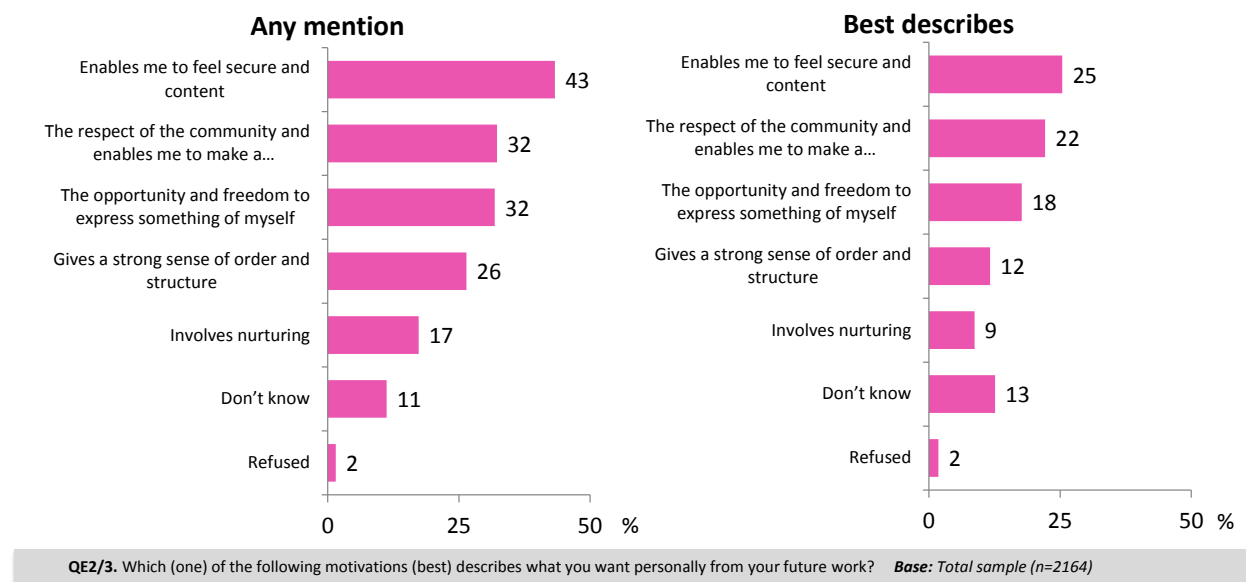


Figure 15 Motivations for future work

The Strong Prospects report being attracted to work that allows them to do something that has the respect of the community and enables them to make a contribution (36% of Strong Prospects mention this compared with the sample average of 22%). They are also more likely to be attracted to nurturing work than the average (14% versus 9%) and having a job that provides an opportunity to express something of themselves in their work (22% versus 18%).

As was found in the focus group discussions, there are many potential workers surveyed who wanted to work in a job where they could 'make a difference in people's lives' (71% agree). It is the most important attribute of disability support work and the strongest motivator.

Many in the sample also expressed a strong desire to 'work with people' and disability support work is a people-orientated job (66% agree). Many in the sample also stated that disability care work provides a way that people can contribute back to the wider community (63% agree).

The fourth major motivator is that disability support work would be a job that would have ongoing training and skills development (51% agree). All these attributes of frontline disability support work should be included in communications to potential job seekers.

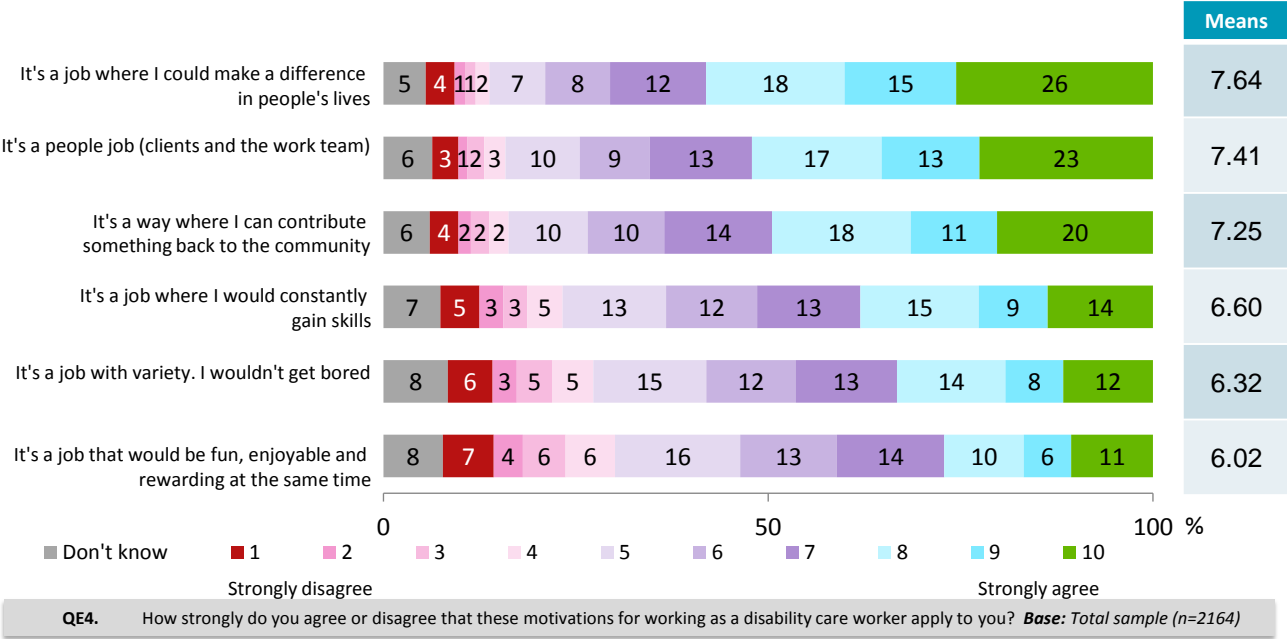


Figure 16 Motivations for wanting to work as a disability care worker

Prospects, as opposed to Strong Prospects, were the most interested group in having a job where they could make a difference in people's lives (8.1 versus 7.64 sample average). It is this aspect that is likely to be driving their consideration of a frontline disability support job. They were also the group most likely to be interested in being able to do a job where they could give something back to the community (7.84 versus 7.61 sample average).

Strong Prospects are drawn to a job that could be fun, enjoyable and rewarding all at the same time (7.29 versus 6.02 sample average). Most other groups saw this as almost unattainable.

Both Prospects and Strong Prospects are differentiated from the others (the less interested) by having a much greater interest in a job with variety, having a people-centred job and a job where they constantly gain skills.

Those currently working in a frontline disability support role or who have done so in the past are more likely to be motivated by all aspects of disability support work. This is significant as awareness of roles in the sector is low, and exposure tends to lead to greater favourability and interest.

Table 5 Motivations for wanting to work as a disability care worker – mean scores

| Attitudes to disability support work | Total | Currently in a frontline support role | Non-professional workers in other target sectors | Young People deciding on a non-professional career, 15-23 | Temporarily out of workforce, Potential Returners, 20-54 years | People with relevant previous experience aged 17-59 years |
|--|-------|---------------------------------------|--|---|--|---|
| n= | 2164 | 462 | 462 | 379 | 397 | 464 |
| | mean | mean | mean | mean | mean | mean |
| It's a job that makes a difference in someone else's life; it's a real job | 7.75 | 7.94 | 7.73 | 7.45 | 7.38 | 8.10 |
| I would expect to be working with really good people | 6.56 | 6.76 | 6.49 | 6.15 | 6.31 | 6.96 |
| It's a job that would give me a lot of flexibility in the hours I work | 5.84 | 6.12 | 5.65 | 5.64 | 5.51 | 6.18 |
| It would be a great part time job | 5.79 | 6.35 | 5.45 | 5.52 | 5.27 | 6.23 |
| It's a job that would give me the variety of work I want | 5.34 | 5.80 | 5.05 | 5.00 | 4.96 | 5.78 |
| It's a job that I would love to do | 5.12 | 5.78 | 4.49 | 4.86 | 4.64 | 5.71 |

 Denotes significantly higher than total at 95% confidence Denotes significantly lower than total at 95% confidence

QD2. On a scale of 1 to 10, where 10 is strongly agree and 1 is strongly disagree, how strongly do you agree or disagree with each description of the work of a disability care worker?
Base: Total sample (n=2164)

4.10 Key qualities and characteristics of a disability support worker

In the qualitative research, we asked service users to describe their support workers, tell us which were 'good' and which 'not so good' and this process teased out the key qualities and characteristics of a good support worker. The list was extensive but the key qualities and characteristics are clearly:

| Skills | Personality | Motivations |
|---------------------------|--------------------------------|-------------------------------|
| Good listener | Patient | Wants to listen to do the job |
| Knows how to respect | Respectful | Wants mutual respect |
| Develops trust | Values trust | Wants mutual trust |
| Understands people | Insightful | Wants mutual understanding |
| Relationship builder | Likes people | Not money motivated |
| Problem solver | Resourceful | Wants to help achieve goals |
| Well organised | Hard worker & conscientious | Wants to follow-through |
| Well trained | Continuous learner | Continuous development |
| Professional | Professional | Wants to be professional |
| Experienced so can relax | Fun to spend time with | Wants to enjoy the work |
| Consistent quality | Values quality & consistency | Wants to deliver quality |
| Had stress training | Copes with stress | Wants to manage stress |
| Assesses needs | Empathic | Wants to tailor to need/want |
| Advocate | Not self-centred | Wants to follow-up |
| Able to 'have a go' | Down to earth | Wants to 'have a go' |
| Knowledgeable re sector | Bigger picture thinker | Wants to help long-term |
| Broad knowledge of issues | Socially and politically aware | Wants to find other support |

4.11 Conclusions and implications

The evidence from this survey suggests that those with past and present 'caring' experience are doing this work because they are inherently attracted to disability 'care' or support work. The frontline disability support role appeals on a number of levels, few of which centre on the remuneration or conditions of employment that such a job may involve.

While this is true, the qualitative phase showed that wages and conditions are important not only in providing a living wage, but also as a statement about the status and importance that society attaches to the role of caring for others.

Key messages about frontline disability caring jobs should incorporate the following messages:

- a way to express something of who you are
- a job that incorporates fun, enjoyment and personal reward at the same time
- a job that makes a real difference in people's lives
- a job that gives back to the community
- a job with variety
- a job that allows you to work with great people
- a people-centred job
- a job that provides ongoing training and development.

In essence, **a job that can make a difference to people's lives every day.**

5. RESULTS FROM THE CHOICE MODEL

5.1 Overview

The following section provides the key findings of the choice model or 'market experiment' which was a key component of this workforce capacity and capability project. This section looks at the results across the five segments and describes how people make choices about seeking employment as a frontline disability support worker. It also reports on the overall market and what factors of disability support work appeal. It summarises these factors across the five segments and highlights where there are differences.

The subsequent chapters deal with each segment exclusively.

Important caveats around the choice model within the study

There are four important considerations when interpreting the results of this study, namely:

1. This study involved a discrete choice model that explored a range of aspects of a frontline disability care worker job offer that may influence people to consider such a role. Such a model chooses a particular point in the process of selecting a job. It cannot encompass every choice along the way from considering a range of job offers through to the ultimate decision to accept a specific job and start work.
2. The point this model focuses on is at the start of a job selection process. That is; *would job seekers consider a role as a frontline disability care worker?* Not would they take such a job.
3. The study explores five disparate target audiences. They have been interviewed across the nation from every State and Territory allowing sub-analysis by jurisdiction. They should be examined separately and an interactive decision support system has been built to allow simulations for various job bundles by segment.
4. Finally, in order to allow respondents to complete the choice model in an informed manner they were provided with definitions of each of the attributes. Hence consideration of a frontline disability carer role is inflated due to extra knowledge.

The process of discrete choice modelling allows people to consider a range of job scenarios in the disability support sector (with differing attributes of the job offer and different employment arrangements) and to decide whether the offer would be one they would consider, or not. The respondent is not asked to rate each attribute—they don't get to choose what is on offer, they just get to respond to it.

This is how people make choices in real life—weighing up the pros and cons and trading-off to come to a conclusion about how they should behave. This study has tried to emulate that job selection process. It reflects a point on the decision making journey—it is not able to explain the entire process. It covers the early stage of job consideration: when thinking about a new job, is there enough in the role of a disability support worker that would interest me to start looking for real job opportunities. The next stage would be looking at a *specific* job offer from an *actual* employer.

As such, the model predicts what needs to be done to ensure enough people look for work in the frontline disability support sector. It also assumes a level of knowledge and understanding which does not exist in the real labour market place. As people responded to the hypothetical disability sector job offers, they were informed about the attributes. Hence the choice model reflects a level of awareness that *overstates* the real world knowledge and awareness. As a result, there is some inbuilt overstatement in the level of consideration, but the process reflects what service providers and the Government need to do. From a communications perspective, raising community awareness will be needed to properly position the role of a disability support worker and this study provides information about the knowledge gaps and misperceptions that need to be addressed.

People were shown three different ways they could work as a disability care worker. These were:

- working directly for a client
- working for an agency
- working at a disability care facility.

The discrete choice model used the following key attributes of disability care work which were identified through the literature review and the focus group discussions, and subject to peer review within the project team.

1. Pay (based on 35 hour work)
2. Penalty rates
3. Access to non taxable benefits
4. Portability of holidays and long service leave
5. Nature of employment (Job security)
6. Type of disability you work with
7. Type of work
8. Training and development
9. Flexibility of hours
10. Reward & recognition
11. Organisational & Management support
12. Extra holidays

Each of these attributes of a disability support worker role had a series of levels that were developed and tested. The concept behind the model requires a hierarchy of levels for each attribute, eg descending or ascending levels of pay, and/or clearly differentiated options that are realistic (albeit aspirational) potential components of a job offer. They are detailed in the following table.

Table 6 Attributes and levels

| Key Choice Factor | Levels | | | | | |
|--|--|---|--|--|---|---------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 Pay (based on 35 hour week) | \$35,000 \$19 per hour | \$40,000 \$22 per hour | \$45,000 \$24.75 per hour | \$50,000 \$27.50 per hour | \$55,000 \$30.25per hour | \$60,000 \$33 per hour |
| 2 Penalty rates | 0% of time | 10% of time \$X extra per year | 15% of time \$X extra per year | 20% of time \$X extra per year | | |
| 3 Access to non taxable benefits | No ability | Tax benefits adds \$5,000 to annual income | Tax benefit adds \$2,500 to annual income | | | |
| 4 Portability of holidays and long service leave | Not able to take entitlement job-to-job | Able to take entitlement job-to-job after 2 years | Able to take entitlement job-to-job immediately | | | |
| 5 Nature of Employment | Permanent full time | Permanent part time | Fixed term contract full time | Fixed term contract part time | Casual employment | |
| 6 Type of disability (client group) | Physical | Sensory (vision & hearing) | Mental illness | Intellectual | Neurological (MS, Cerebral palsy) | All client groups/mix |
| 7 Type of work | Everything including high level personal hygiene | Everything excluding high level personal hygiene | Only domestic and social assistance | Only domestic assistance | Only social assistance | |
| 8 Training and development | No training provided | Basic skill training on-the-job | Training plus support for self-financed qualifications | Funding provided for training and qualifications | Continuous development | |
| 9. Flexibility of hours | No Flexibility | Able to negotiate change to contracted hours | Able to change hours in discussion with manager | Able to decide on hours worked each week | Able to decide on hours worked each day | |
| 10 Reward & recognition | None | Feedback on performance | Awards for high performing staff | Promotion opportunities | Performance – related bonuses | |
| 11 Organisational & management support | Informal support from colleagues | Formal support from the team | Support from managers | Support from counsellors | No Support | |
| 12 Extra holidays | No holidays | Standard holidays | One extra weeks holidays per year | Two extra weeks holidays per year | | |

The three work options, twelve attributes and six levels result in a matrix with thousands of different possibilities. Through a process of experimental design, these possibilities were shown to the 2,164 respondents. This produced the data for the choice modelling.

5.2 Setting the base case

Of the thousands of possible ways that a frontline disability support worker job could be configured, one combination is selected as the 'base case'. This combination reflects the approximate way that most disability support jobs are currently configured—the 'average disability care job' or 'typical support worker role', if you like. It is recognised that there are some frontline jobs in the disability sector that look nothing like the base case, but a reference point has to be selected from which impact resulting from changed settings can be measured.

To deal with the wide variations, this project has delivered an interactive Decision Support Tool (DST) that any service provider or industry stakeholder can use to predict the level of likely consideration of a particular job offer, given any of the variables tested. For each permutation, in addition to likely consideration, a report can be run to provide the relative importance of each of the attributes in deciding to consider a role as a frontline disability support worker.

The base case in the Decision Support Tool that has been created for the disability sector is detailed in the following figure.

Table 7 The base case

| Key Choice Factor | Directly For Client | Agency | Care Facility | None |
|--|--|--|--|-------------|
| 1 Pay (based on 35 hour week) | \$40,000 \$22 per hour | \$40,000 \$22 per hour | \$40,000 \$22 per hour | |
| 2 Penalty rates | 0% of time | 0% of time | 0% of time | |
| 3 Access to non taxable benefits | No ability | No ability | No ability | |
| 4 Portability of holidays and long service leave | Not able to take entitlement job-to-job | Not able to take entitlement job-to-job | Not able to take entitlement job-to-job | |
| 5 Nature of Employment | Casual employment | Casual employment | Casual employment | |
| 6 Type of disability (client group) | All client groups/mix | All client groups/mix | All client groups/mix | |
| 7 Type of work | Everything including high level personal hygiene | Everything including high level personal hygiene | Everything including high level personal hygiene | |
| 8 Training and development | No training provided | No training provided | No training provided | |
| 9. Flexibility of hours | No Flexibility | No Flexibility | No Flexibility | |
| 10 Reward & recognition | None | None | None | |
| 11 Organisational & management support | No support | No support | No support | |
| 12 Extra holidays | No holidays | No holidays | No holidays | |

5.3 Consideration of frontline support role – at base case

For the overall sample at the base case (an estimate of the current frontline disability support role job offer), the study shows that 12.6% would consider taking a role directly with a client, 16.8% would choose an agency role and 11.4% would choose a role at a care facility. Overall, 40.8% of the sample would consider a frontline disability care role. With the samples and sample sizes we are working with, the prediction is not meant to be accurate to the precision of a decimal point so we usually round to the nearest whole percentage in reporting on the results, but the model is programmed to generate predictive statistics to one decimal point.

Table 8 Base case with predicted consideration of a disability care job

| Key Choice Factor | Directly For Client | Agency | Care Facility | None |
|--|--|--|--|------|
| 1 Pay (based on 35 hour week) | \$40,000 \$22 per hour | \$40,000 \$22 per hour | \$40,000 \$22 per hour | |
| 2 Penalty rates | 0% of time | 0% of time | 0% of time | |
| 3 Access to non taxable benefits | No ability | No ability | No ability | |
| 4 Portability of holidays and long service leave | Not able to take entitlement job-to-job | Not able to take entitlement job-to-job | Not able to take entitlement job-to-job | |
| 5 Nature of Employment | Casual employment | Casual employment | Casual employment | |
| 6 Type of disability (client group) | All client groups/mix | All client groups/mix | All client groups/mix | |
| 7 Type of work | Everything including high level personal hygiene | Everything including high level personal hygiene | Everything including high level personal hygiene | |
| 8 Training and development | No training provided | No training provided | No training provided | |
| 9. Flexibility of hours | No Flexibility | No Flexibility | No Flexibility | |
| 10 Reward & recognition | None | None | None | |
| 11 Organisational & management support | No support | No support | No support | |
| 12 Extra holidays | No holidays | No holidays | No holidays | |

Base: total sample (n=2164)

12.6%

16.8%

11.4%

59.2%

The drivers of choice are slightly different for each of the three ways in which a person could work as a frontline disability support worker (direct with a client, through an agency or at a care facility). Nevertheless, their *relative* demand is similar across the three employment arrangements. It seems some people have a preference for a more independent personal arrangement, others want an agency as a go-between and others like the structure that working in an 'institution' might bring. This suggests that all three employment modes may be needed to play a role in delivering a national disability insurance scheme.

Pay has been shown to be the most important factor, as is to be expected, yet it is not completely dominant.

Extra holidays and the type of work also play a critical role in whether or not a frontline disability support role is considered. Some casual work or short-term contracts may not have any holiday entitlement, although most will have the standard holiday entitlement of four weeks (equivalent). To attract and keep workers, some employers might consider offering an additional one or two weeks of holiday. This was a very appealing offer to many.

The type of work undertaken is also a crucial factor for many. Frontline disability support roles vary greatly. It could be one that involves every aspect of care including high level personal hygiene (help with going to the toilet or having a shower), assistance with domestic duties (cleaning, ironing, cooking), assistance with personal tasks (paying bills, going shopping), or assistance with social activities (day trips, going to the movies). The study found that what a worker is required to do is very important in the appeal of the role and a variety of roles will be needed because some people will reject certain tasks.

Having flexible work hours is also an important consideration for many. Jobs that can be more flexible in terms of the specific hours worked and provide opportunities for workers to choose the number and timing of the hours they work is an appealing element. This is another aspect that could be used by individual employers to attract the right people. A proportion of outside normal working hours paid at penalty rates is also appealing, as well as the 'unsocial' hours having a downside. It means an increase in the annual salary and is shown to be a key factor in attracting workers.

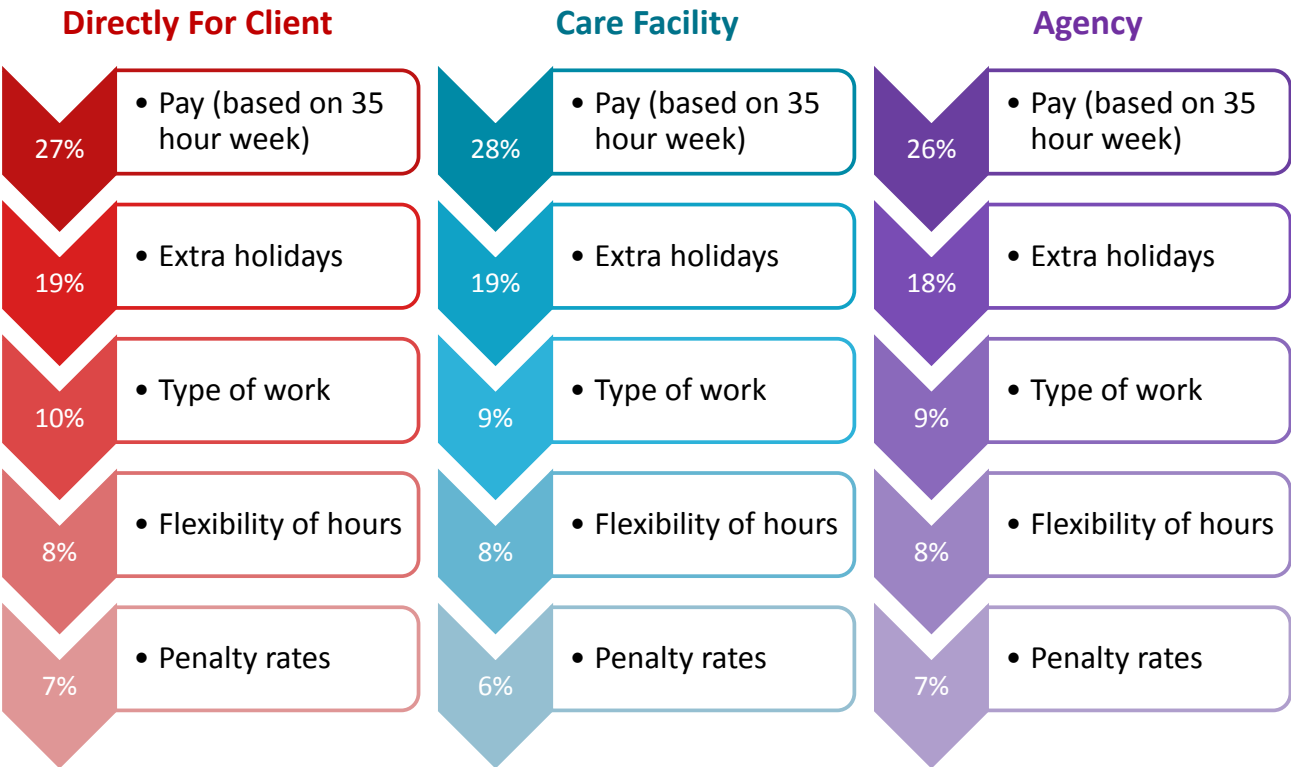


Figure 17 (previous page) Top 5 drivers of choice by the various employment arrangements

The following chart provides some of the key insights from this study. It highlights the *relative* role that each of these attributes plays in the decision to consider a frontline disability support role for the three ways that people could find employment in the sector.

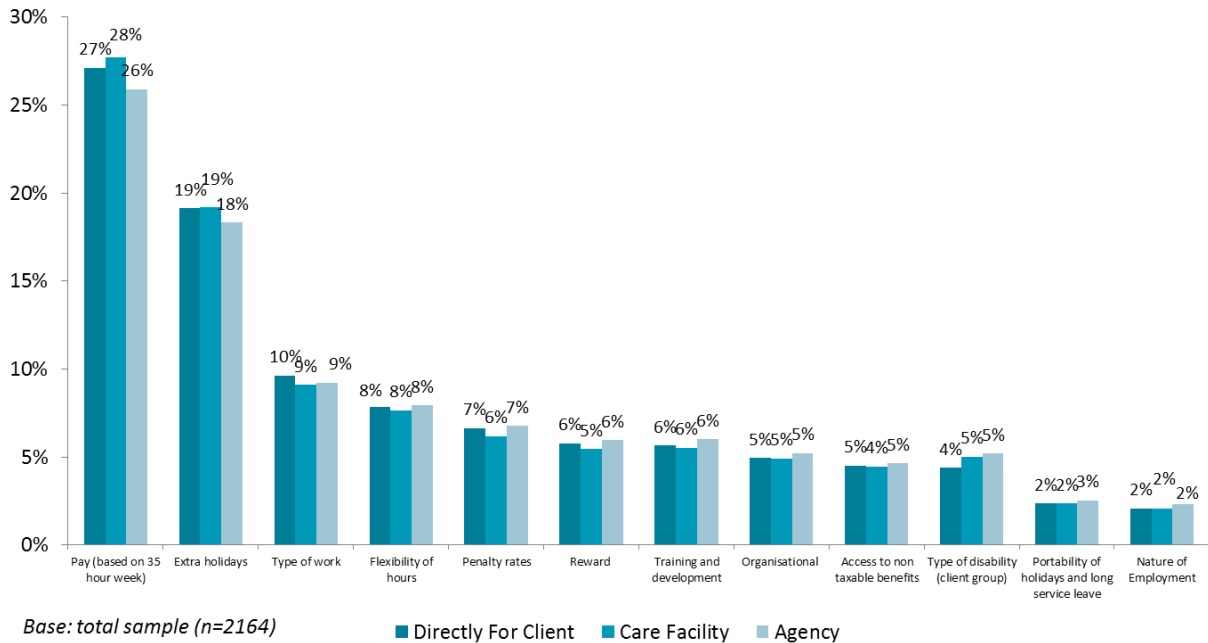


Figure 18 All drivers of choice by various employment arrangements

It shows that pay and extra holidays are the two main factors accounting for about 26-28% and 18-19% of the choice respectively. Combined, they represent the two most effective ways to attract more workers to frontline disability support roles.

However virtually every other attribute tested can play some role in attracting people to the sector. By offering workers choice in the type of tasks they perform, up to 10% more of the potential market will consider working in the sector. Similarly by negotiating the number of hours to be worked and when those hours are worked, another 8% of potential workers can be attracted into the sector.

Similarly, penalty rates, reward and recognition, on-going training and development, the right organisational support, and other non-tangible benefits all increase the appeal of a job as a frontline disability support worker.

5.4 How can consideration be increased?


The following five sections provide detailed charts that describe how demand for frontline disability care work can be affected by each of the levels tested in the choice model.

[Please bear in mind that the Decision Support Tool that has been made available to the sector can also generate these charts and the user can then format and size the charts as appropriate to be able to read them clearly. They have been imported into this report and in some cases the accompanying text is smaller than desirable to be able to fit the chart on the page]

Each chart shows how much more interest could be expected from within the segment with full knowledge of the role and its accompanying package.

They reflect the specific predicted level of consideration given still at the base case but for each segment. The following table shows how consideration varies by each segment.

| Segment | Working direct for a client % | Working for an agency % | Working for a care facility % | No, I wouldn't consider a job % |
|--|----------------------------------|----------------------------|----------------------------------|------------------------------------|
| Currently in a frontline caring/support role | 15.84 | 15.70 | 12.39 | 56.07 |
| Non-professional workers in other target sectors: 'Switchers' | 10.21 | 12.92 | 9.21 | 67.66 |
| Young People: deciding on a non-professional career, 15-23 years | 12.38 | 23.79 | 11.59 | 52.24 |
| Out of workforce 'Returners', 20-54 years | 20.11 | 16.59 | 13.63 | 49.67 |
| Relevant past employment, aged 17-59 years | 13.52 | 14.13 | 9.46 | 62.88 |

 Preferred working arrangements for each segment

Consideration of a frontline disability support role is highest among Potential Returners. More than half of this group would consider a front line disability support worker role – most working directly for a client.

Consideration of a frontline support role is lowest among those currently working in other jobs/sectors, but 32% still claim to be open to considering a disability support role, hence the label 'Potential Switchers'.

The next five sections outline, for each attribute tested, the likely impact on consideration from changes in the offer. The results show that consideration can be positively affected by even modest enhancements in the disability support role job offer.

5.4.1 Segment 1 – Current Care Workers

The following charts show how each attribute can contribute to increased consideration of a frontline disability role depending on the level of that attribute for segment 1.

How will current care workers react to increased pay?

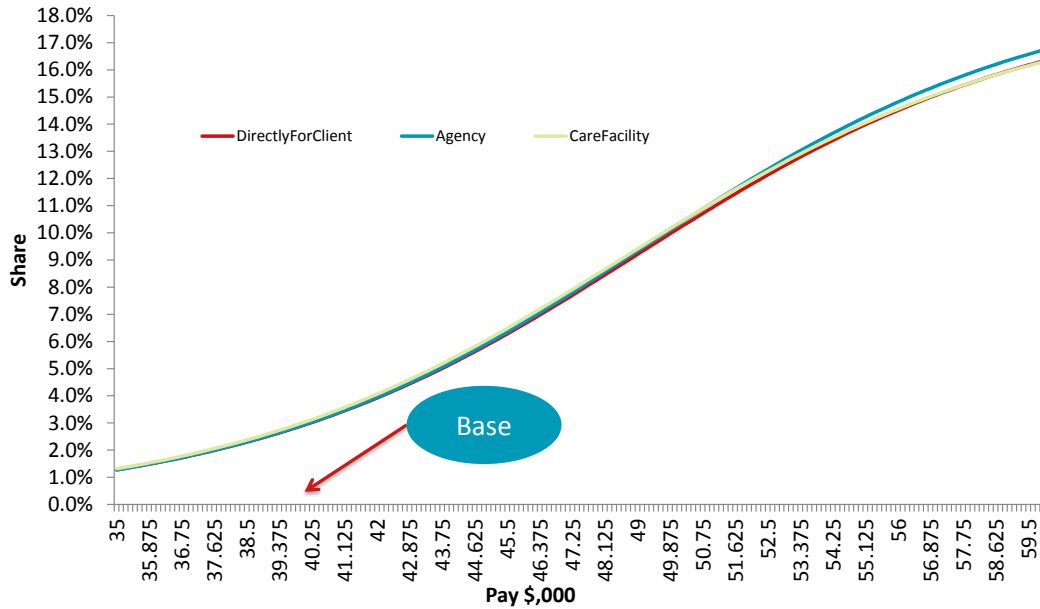


Figure 19 Impact on consideration of wage increases – segment 1

How will the current care workers react to access to penalty rates?

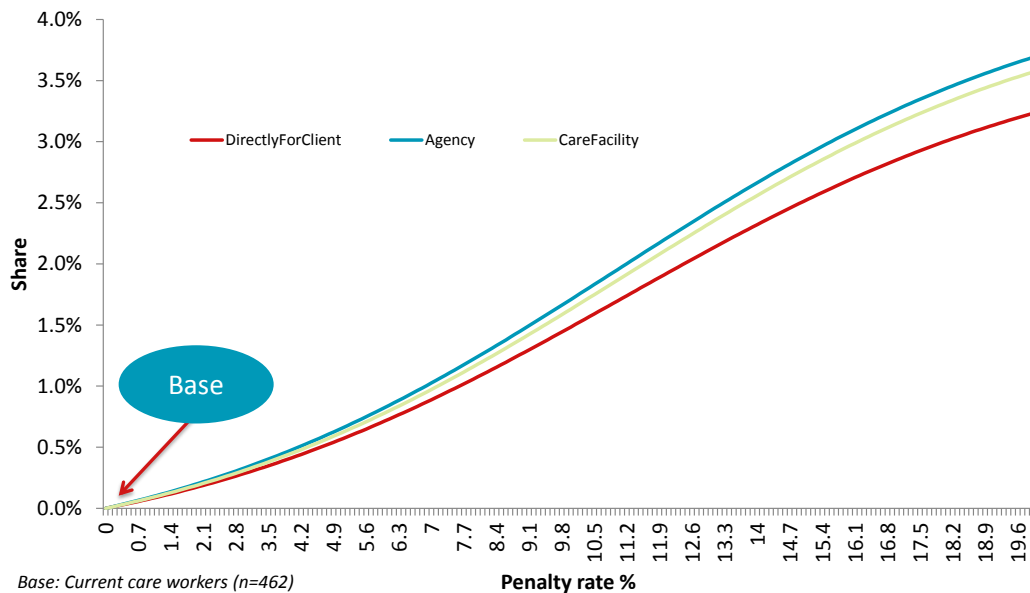


Figure 20 Impact on consideration of penalty rates – segment 1

How will the current care workers react to access to non-taxable benefits?

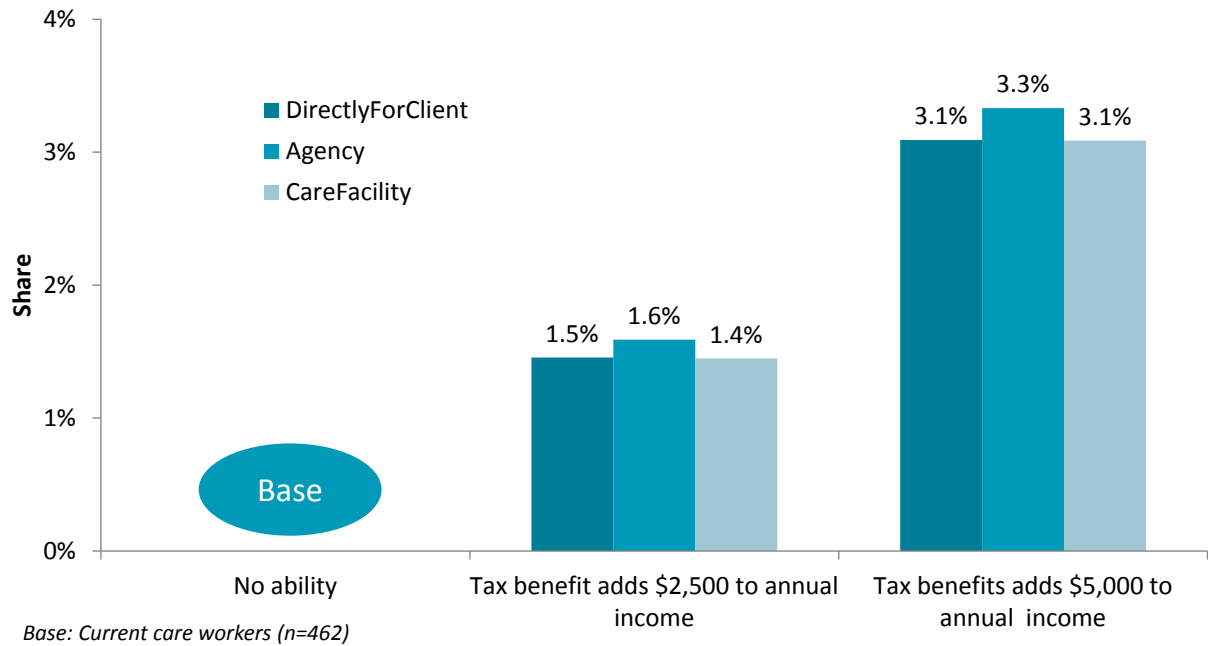


Figure 21 Impact on consideration of access to non-taxable benefits – segment 1

How will the current care workers react to portability of leave?

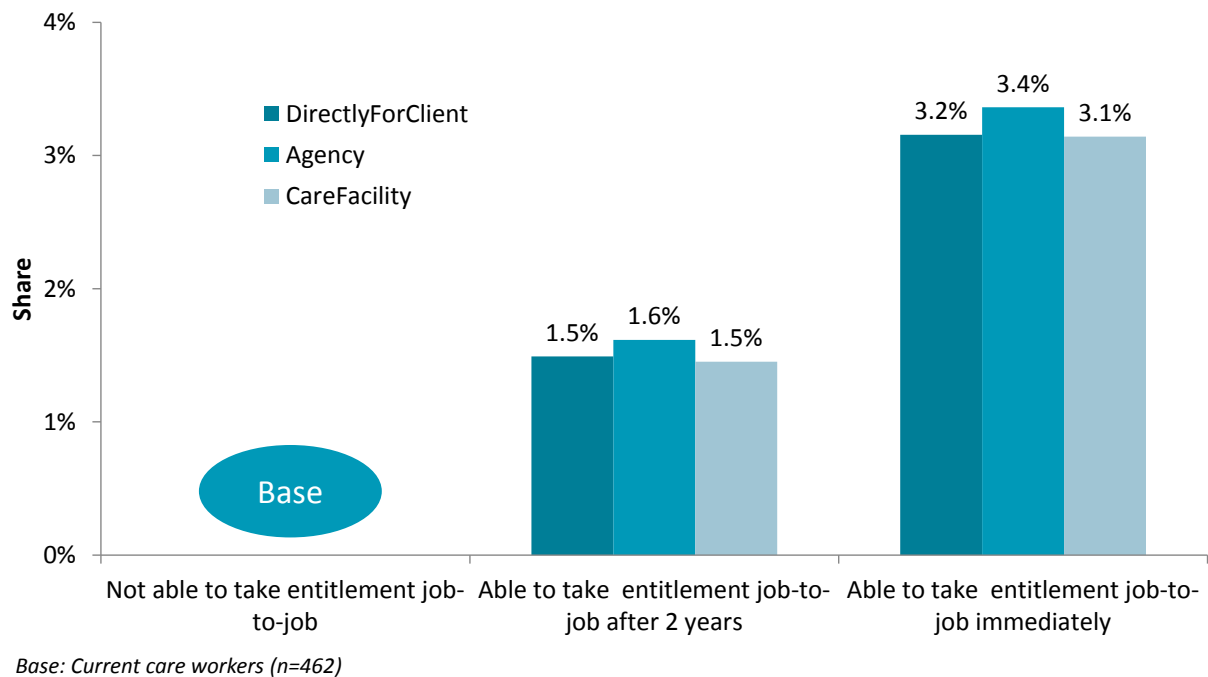
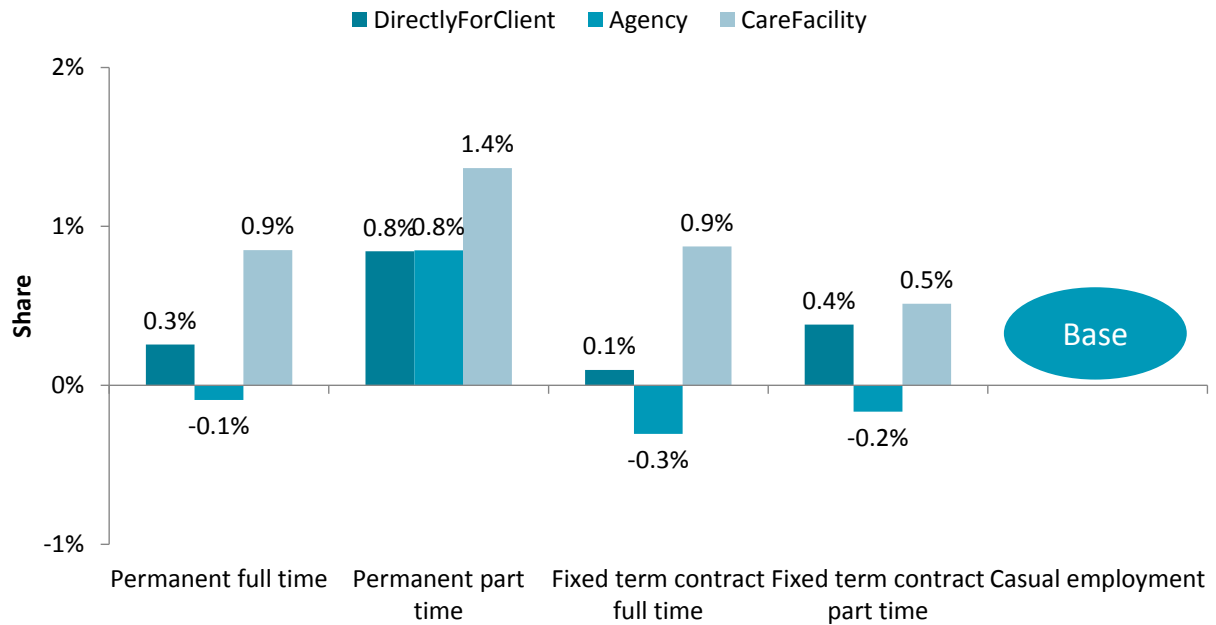


Figure 22 Impact on consideration of access to leave portability – segment 1

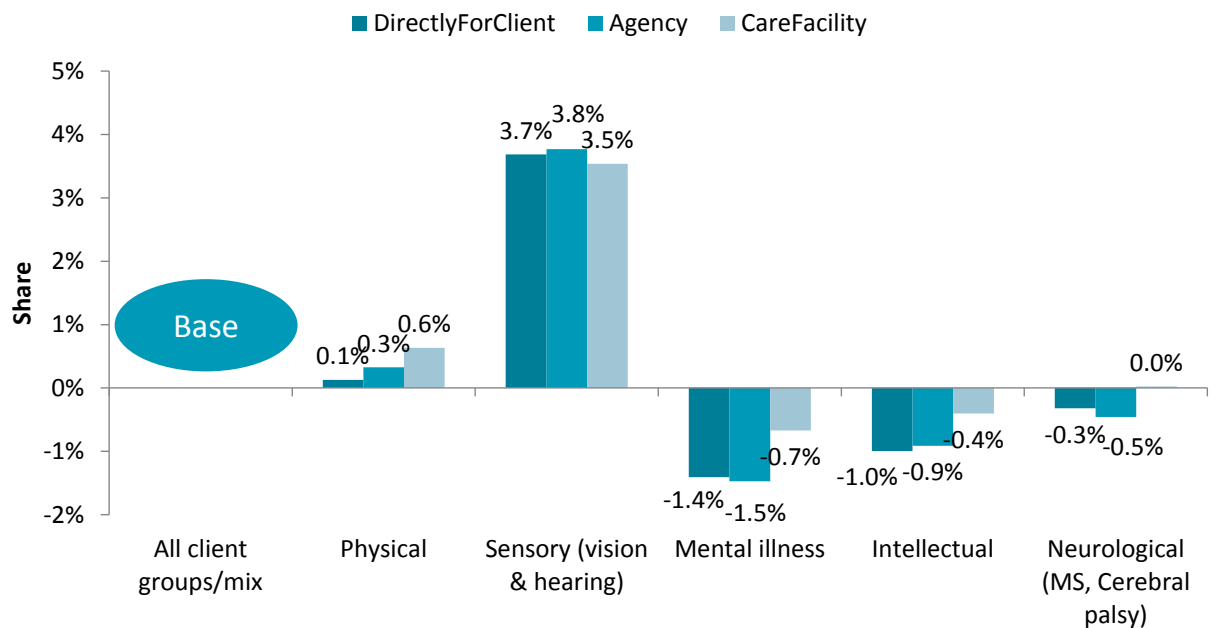
How will the current care workers react to the nature of employment?



Base: Current care workers (n=462)

Figure 23 Impact on consideration of the nature of the employment – segment 1

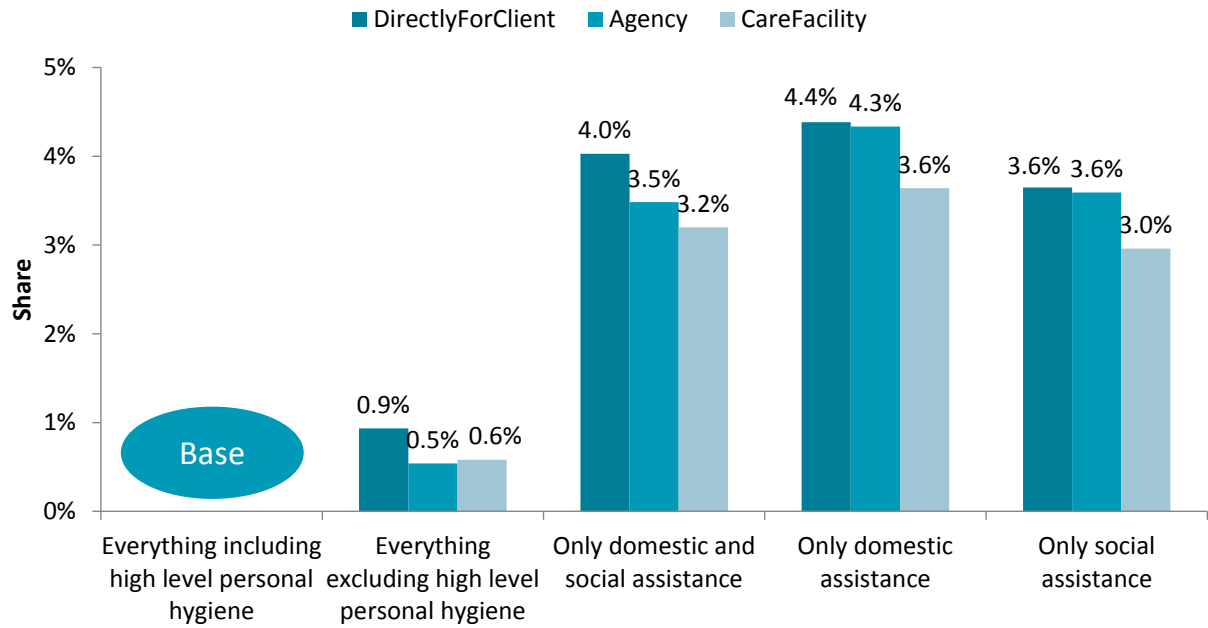
How will the current care workers react to working across the various forms of disability challenges?



Base: Current care workers (n=462)

Figure 24 Impact on consideration by the type of disability challenge – segment 1

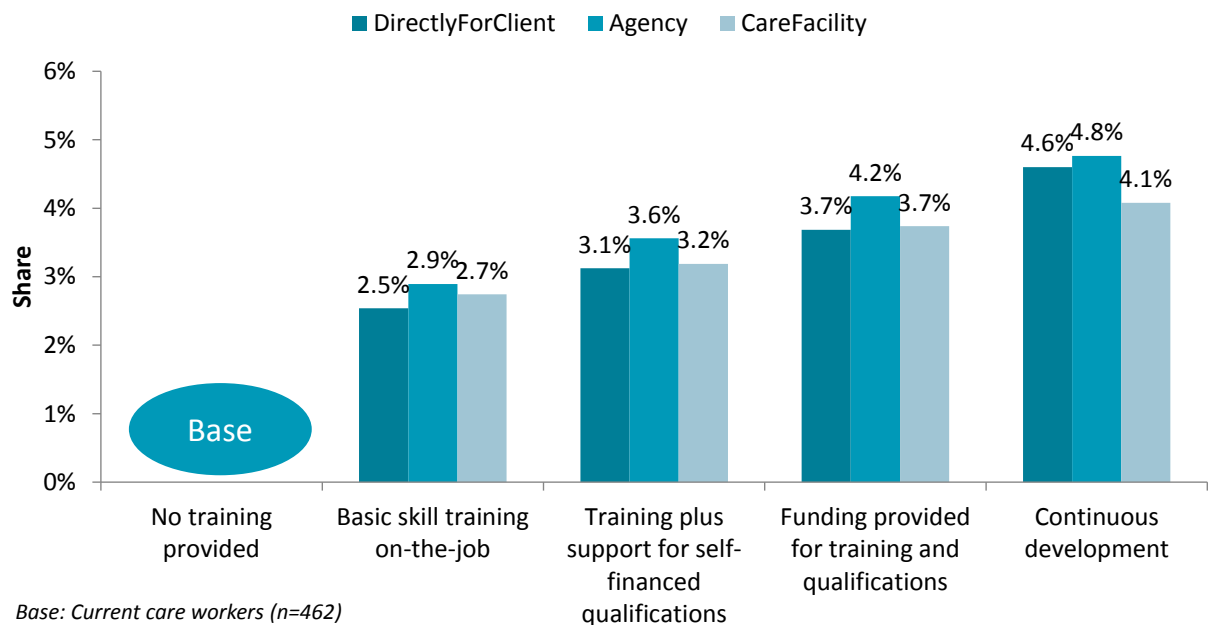
How will the current care workers react to the type of disability work required?



Base: Current care workers (n=462)

Figure 25 Impact on consideration by the type of disability work required – segment 1

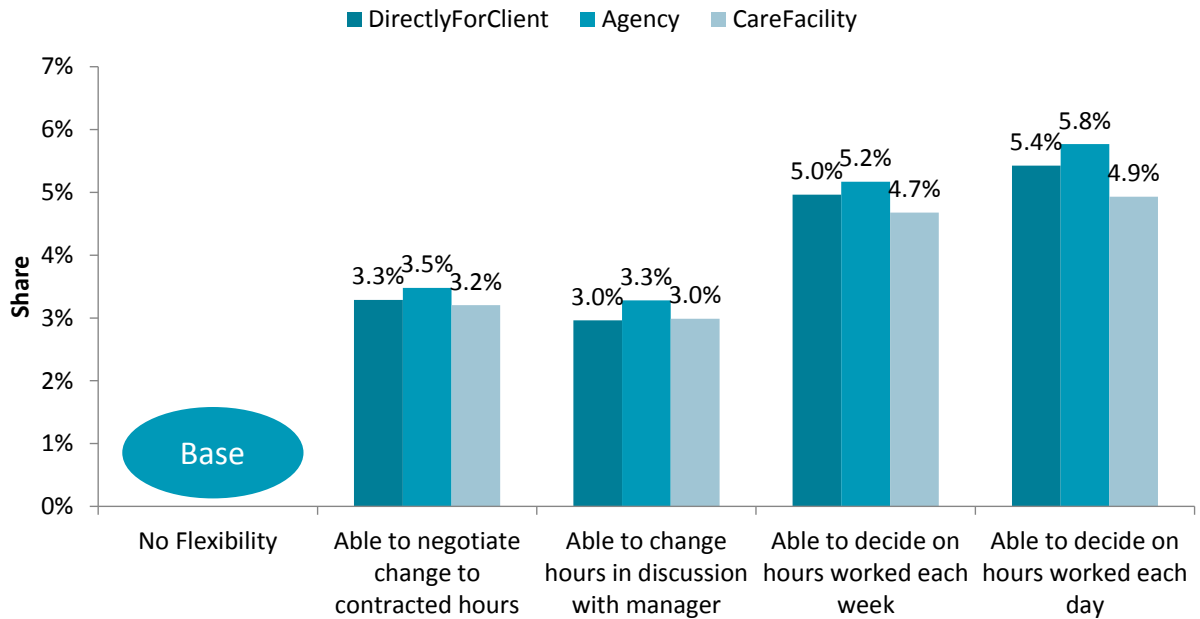
How will the current care workers react to training and development opportunities?



Base: Current care workers (n=462)

Figure 26 Impact on consideration by access to training and development – segment 1

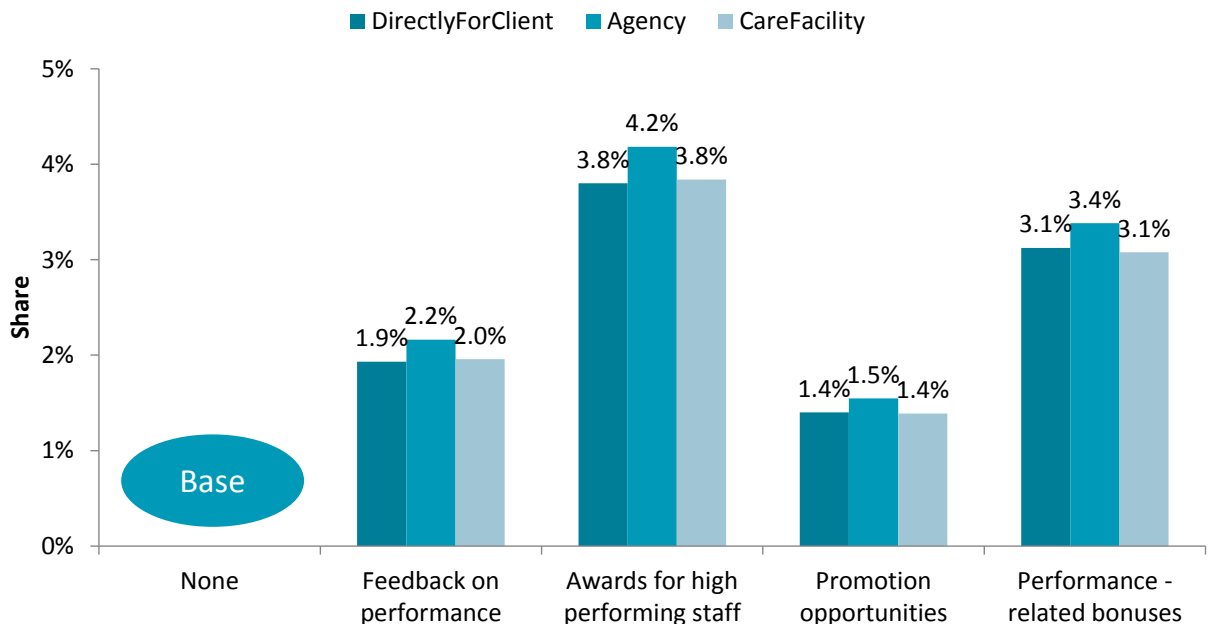
How will the current care workers react on access to flexible hours?



Base: Current care workers (n=462)

Figure 27 Impact on consideration by the access to flexible hours – segment 1

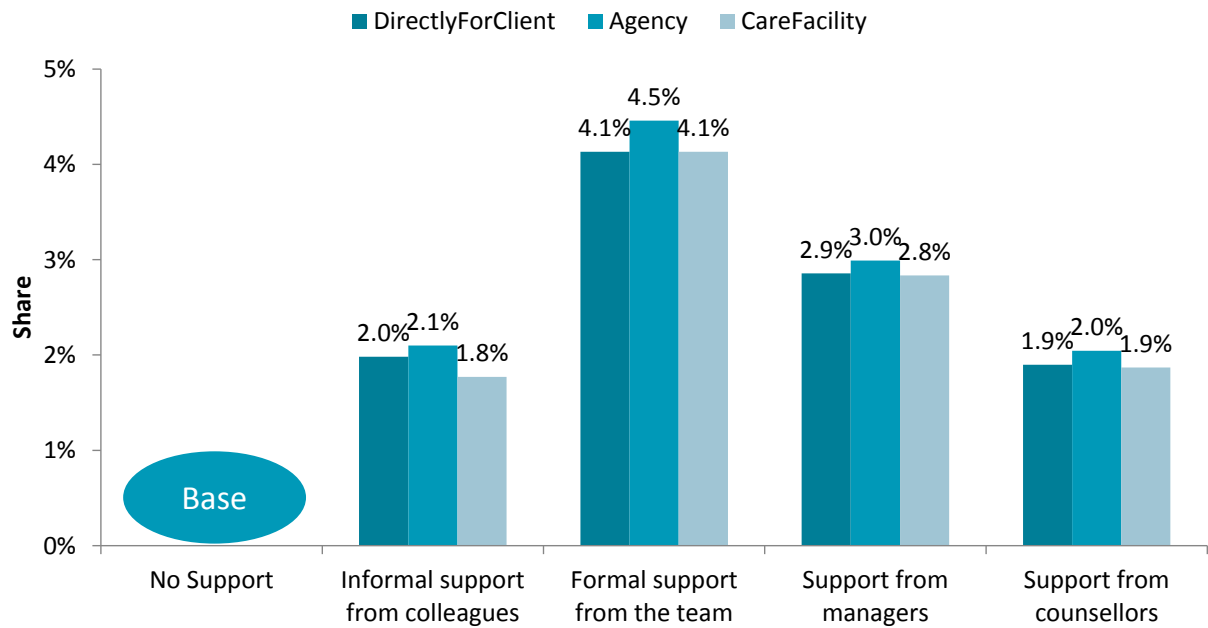
How will the current care workers react on access to reward and recognition?



Base: Current care workers (n=462)

Figure 28 Impact on consideration by access to rewards and recognition – segment 1

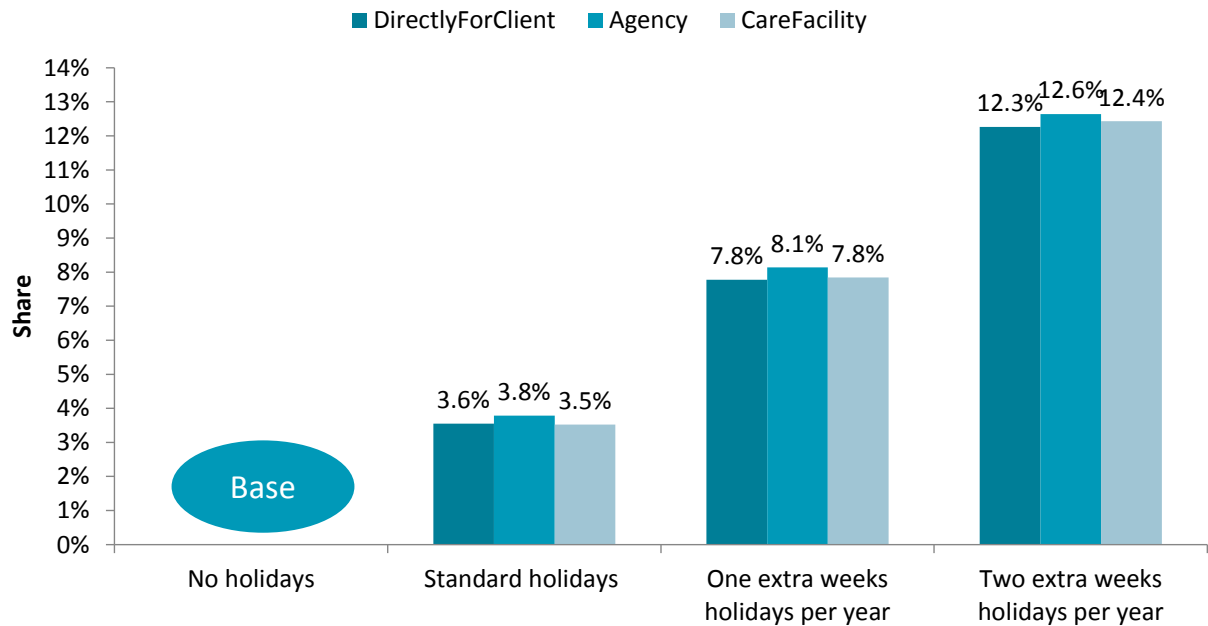
How will the current care workers react to organisational and management support?



Base: Current care workers (n=462)

Figure 29 Impact on consideration by organisational and management support – segment 1

How will the current care workers react to extra holidays?



Base: Current care workers (n=462)

Figure 30 Impact on consideration by the availability of extra holidays – segment 1

5.4.2 Segment 2 – Potential Switchers

The following charts show how each attribute can contribute to increased consideration of a frontline disability role depending on the level of that attribute for segment 2.

How will the Potential Switchers react to increased pay?

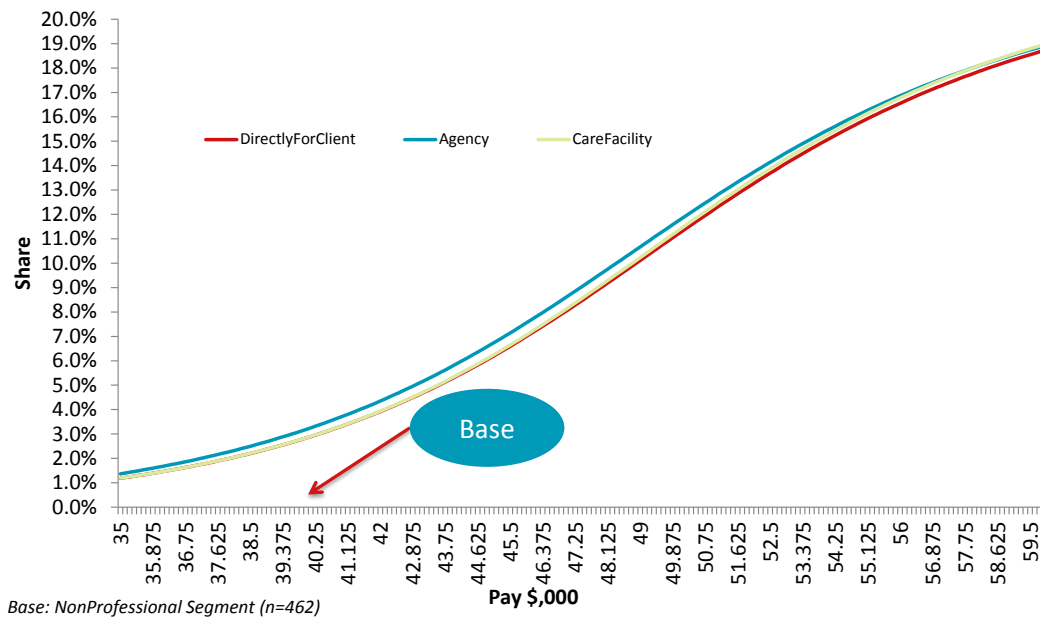


Figure 31 Impact on consideration of wage increases – segment 2

How will the Potential Switchers segment react to access to penalty rates?

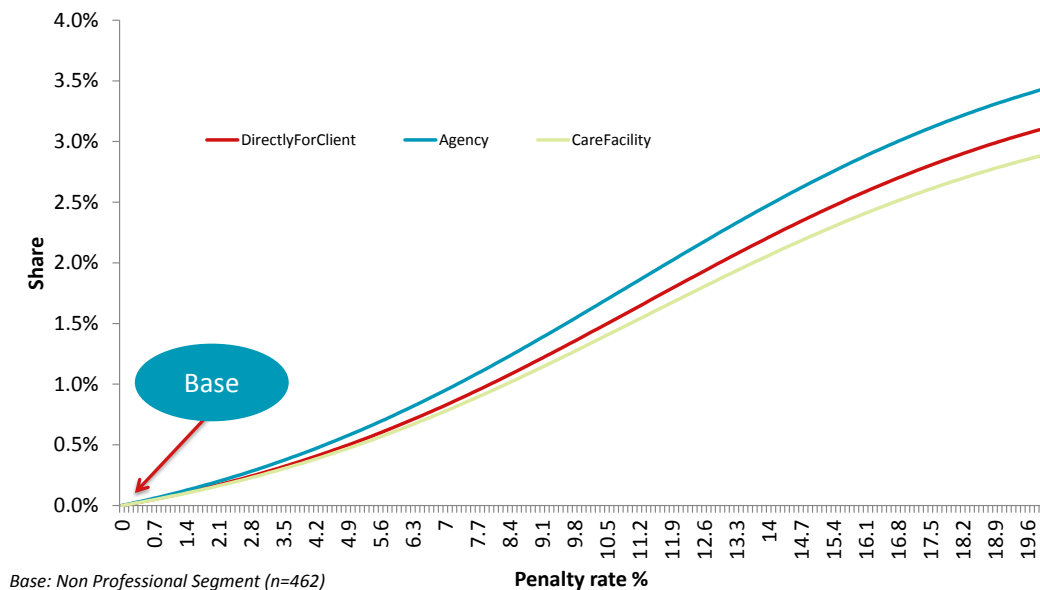


Figure 32 Impact on consideration of penalty rates – segment 2

How will the Potential Switchers segment react to access to non-taxable benefits?

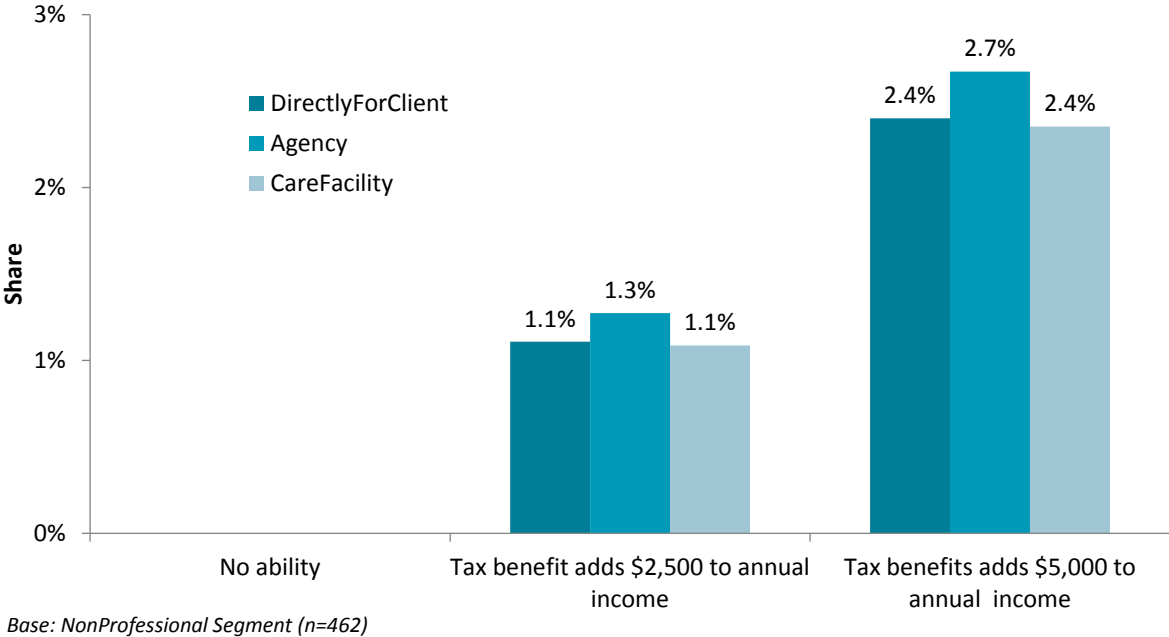


Figure 33 Impact on consideration of access to non-taxable benefits – segment 2

How will the Potential Switchers segment react to portability of holiday and long service leave?

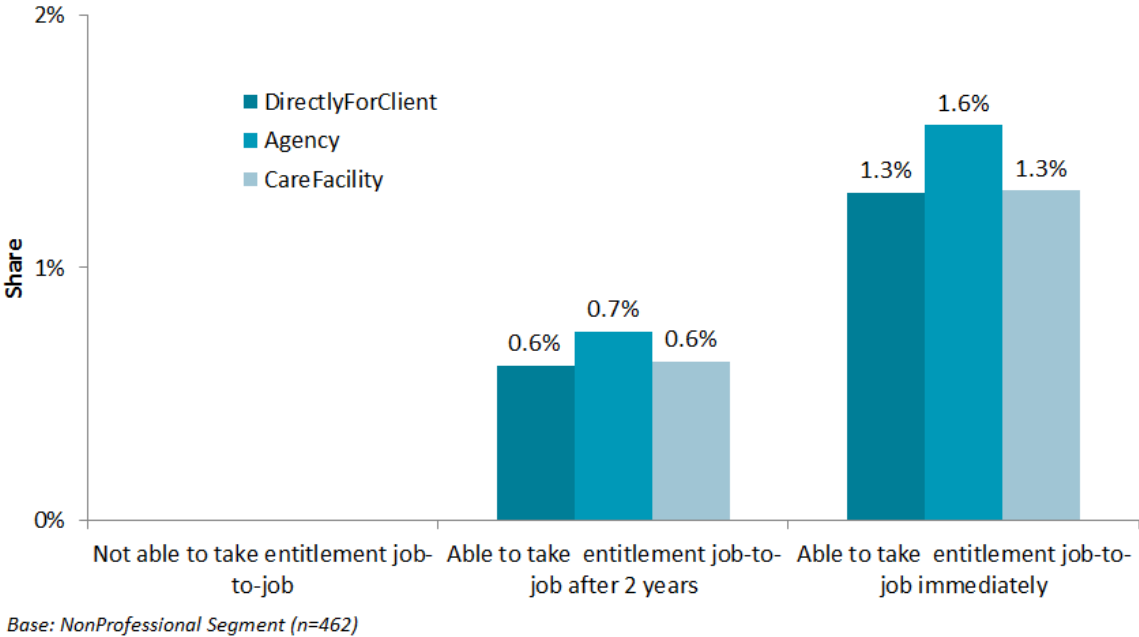
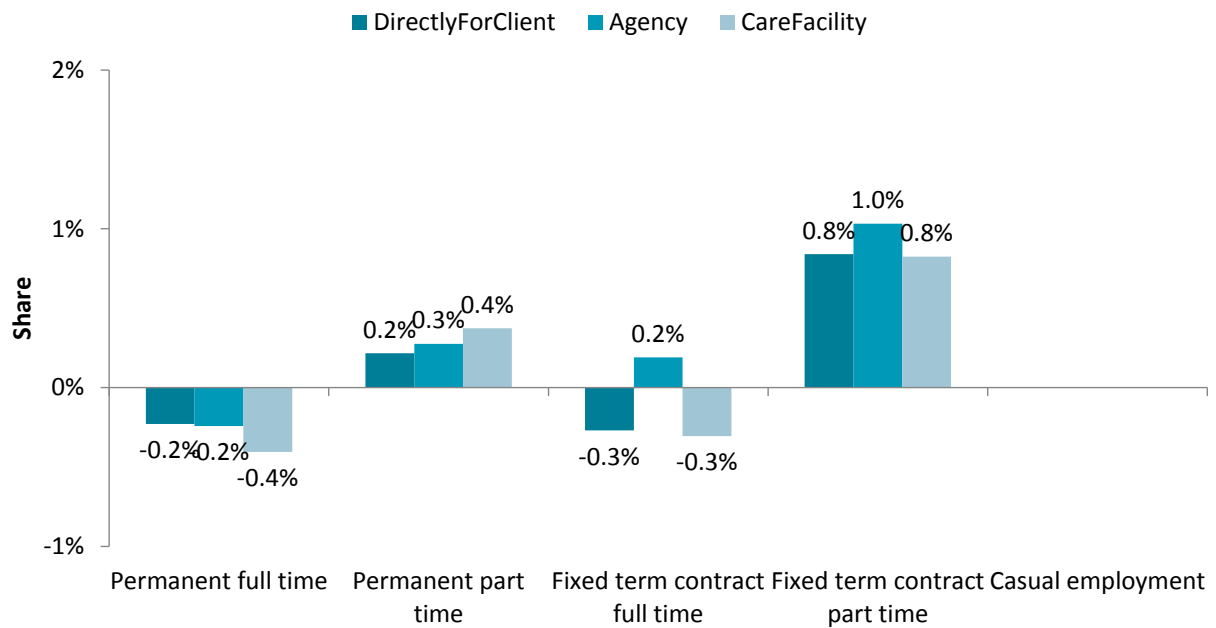


Figure 34 Impact on consideration of access to leave portability – segment 2

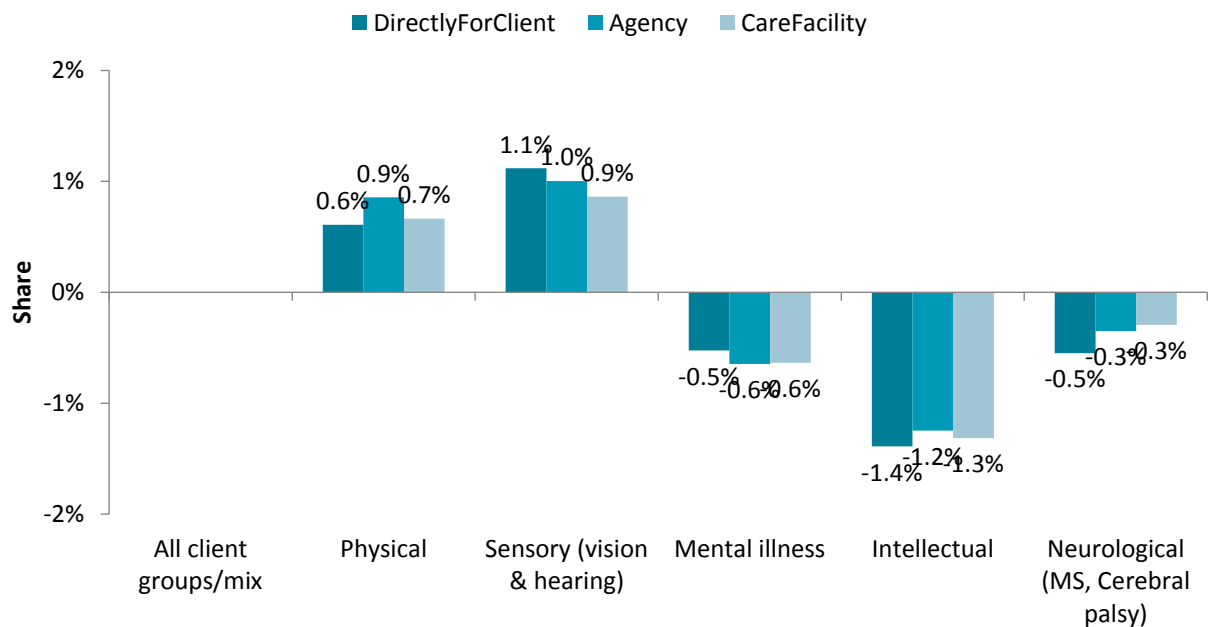
How will the Potential Switchers segment react to the nature of employment?



Base: NonProfessional Segment (n=462)

Figure 35 Impact on consideration of the nature of the employment – segment 2

How will the Potential Switchers segment react to working across the various forms of disability challenges?



Base: NonProfessional Segment (n=462)

Figure 36 Impact on consideration by the type of disability challenge – segment 2

How will the Potential Switchers segment react to the type of disability work required?

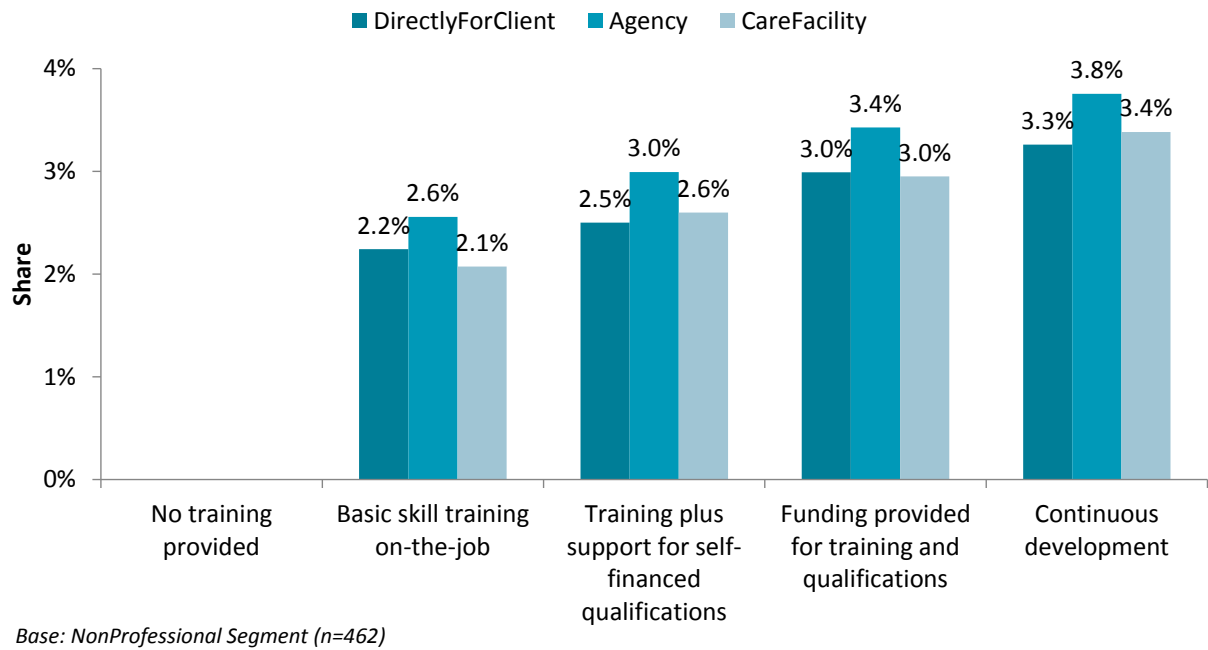


Figure 37 Impact on consideration by the type of disability work required – segment 2

How will the Potential Switchers segment react to training and development opportunities?

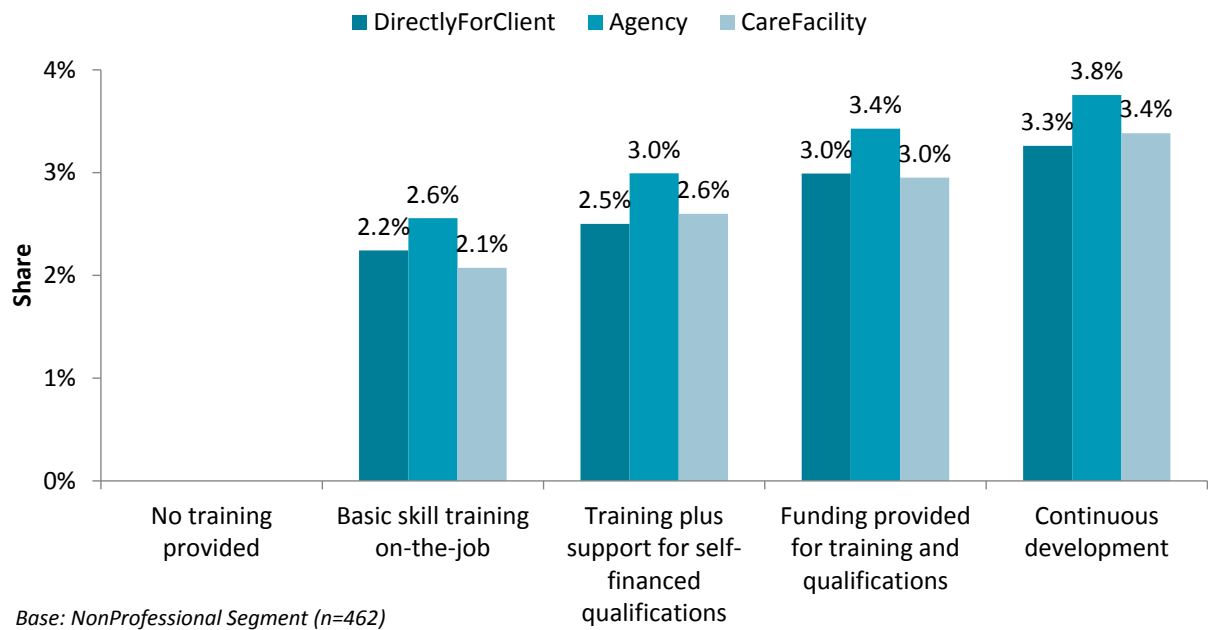
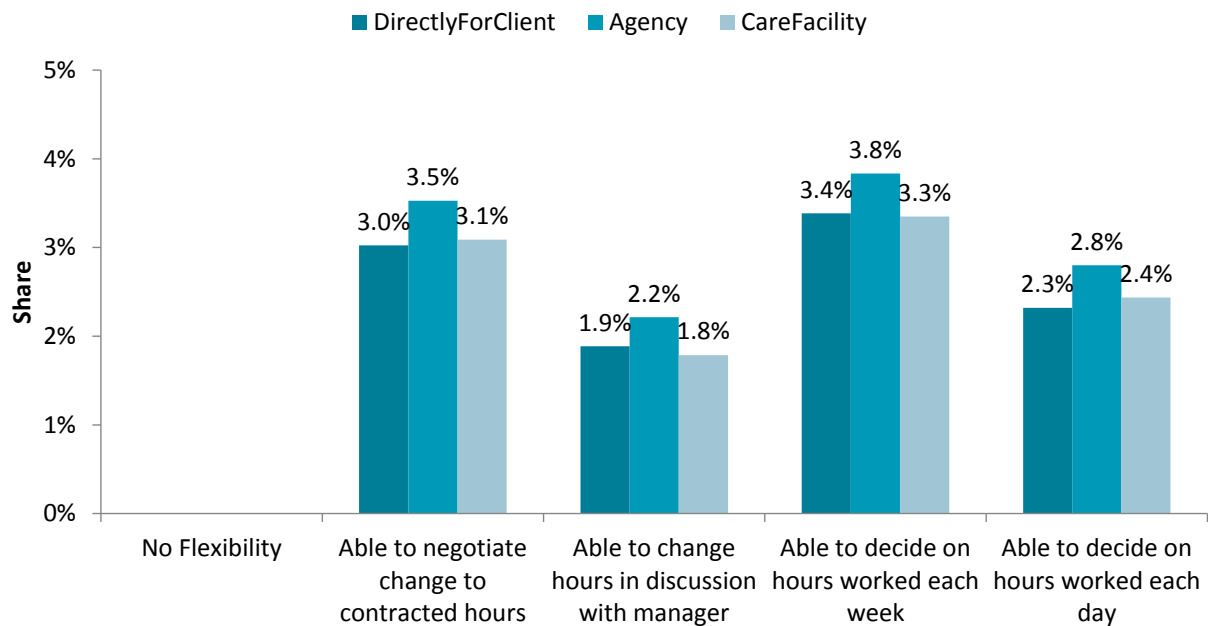


Figure 38 Impact on consideration by access to training and development – segment 2

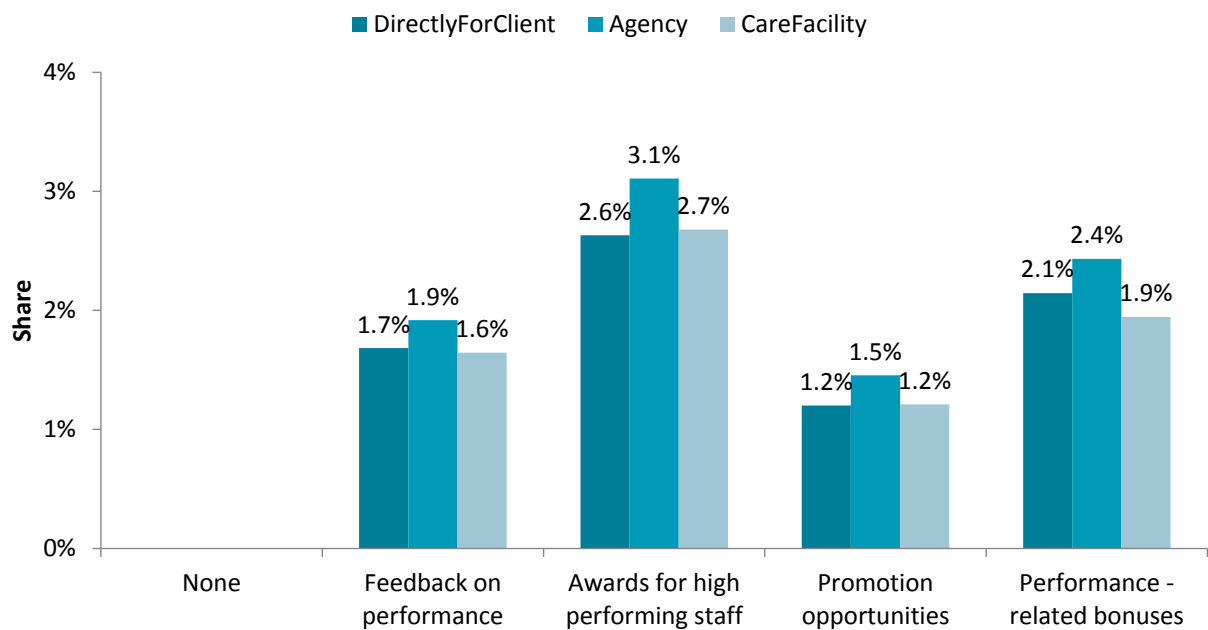
How will the Potential Switchers segment react to access to flexible hours?



Base: NonProfessional Segment (n=462)

Figure 39 Impact on consideration by the access to flexible hours – segment 2

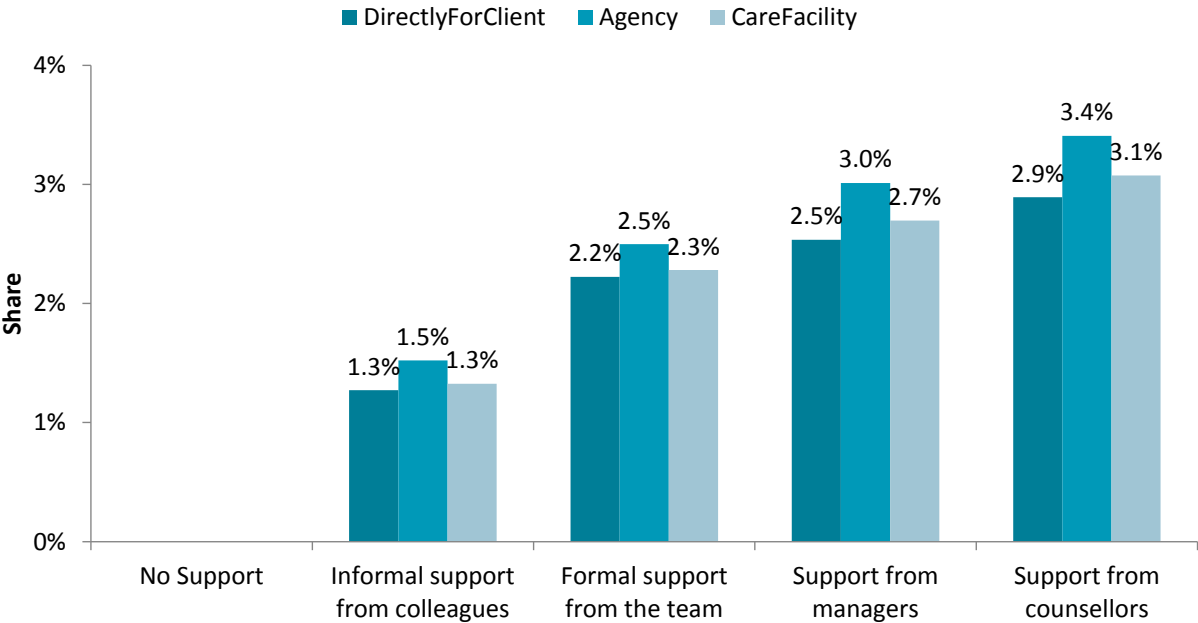
How will the Potential Switchers segment react to access to reward and recognition?



Base: NonProfessional Segment (n=462)

Figure 40 Impact on consideration by access to rewards and recognition – segment 2

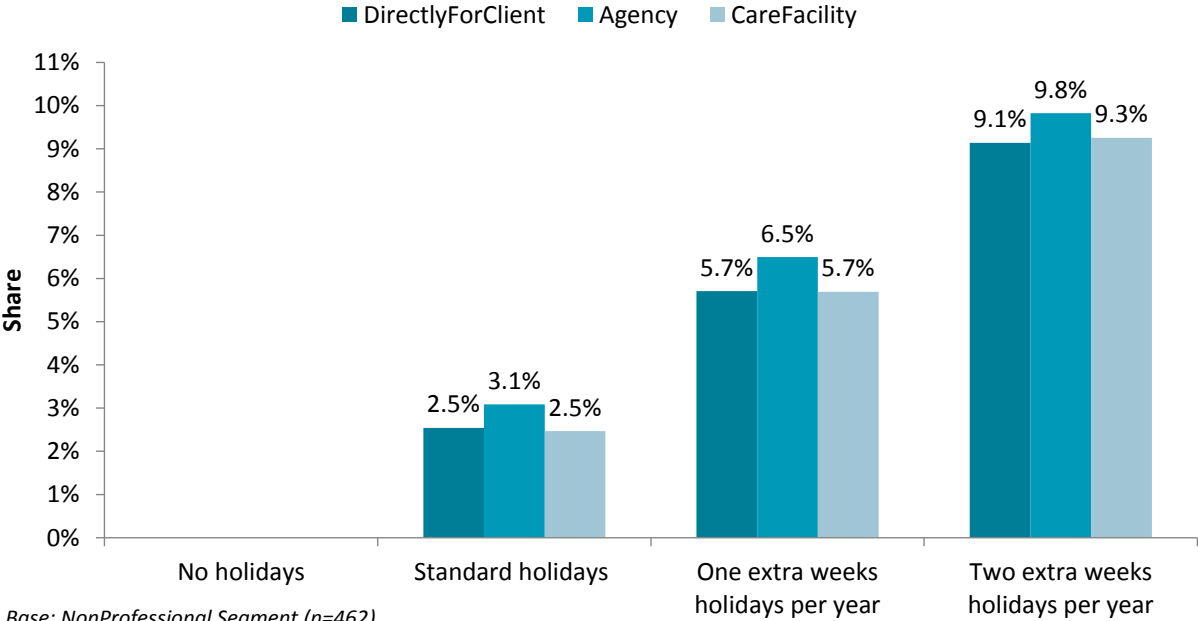
How will the Potential Switchers segment react to organisational and management support?



Base: NonProfessional Segment (n=462)

Figure 41 Impact on consideration by access to organisational and management support – segment 2

How will the Potential Switchers segment react to extra holidays?



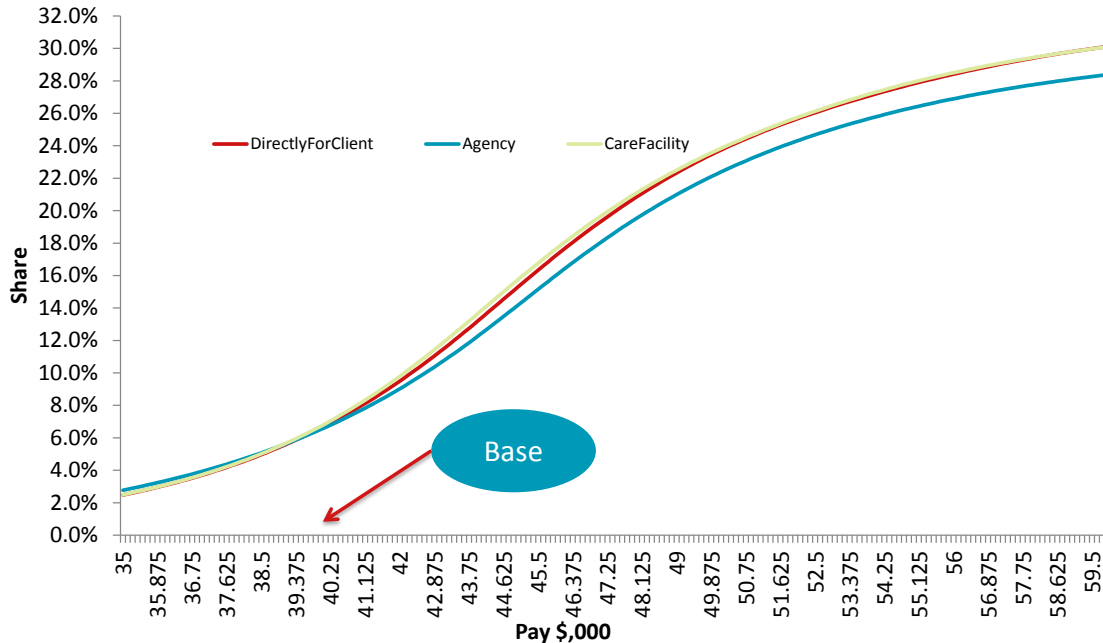
Base: NonProfessional Segment (n=462)

Figure 42 Impact on consideration by the availability of extra holidays – segment 2

5.4.3 Segment 3 – Young People seeking a non-professional career

The following charts show how each attribute can contribute to increased consideration of a frontline disability role depending on the level of that attribute for segment 3.

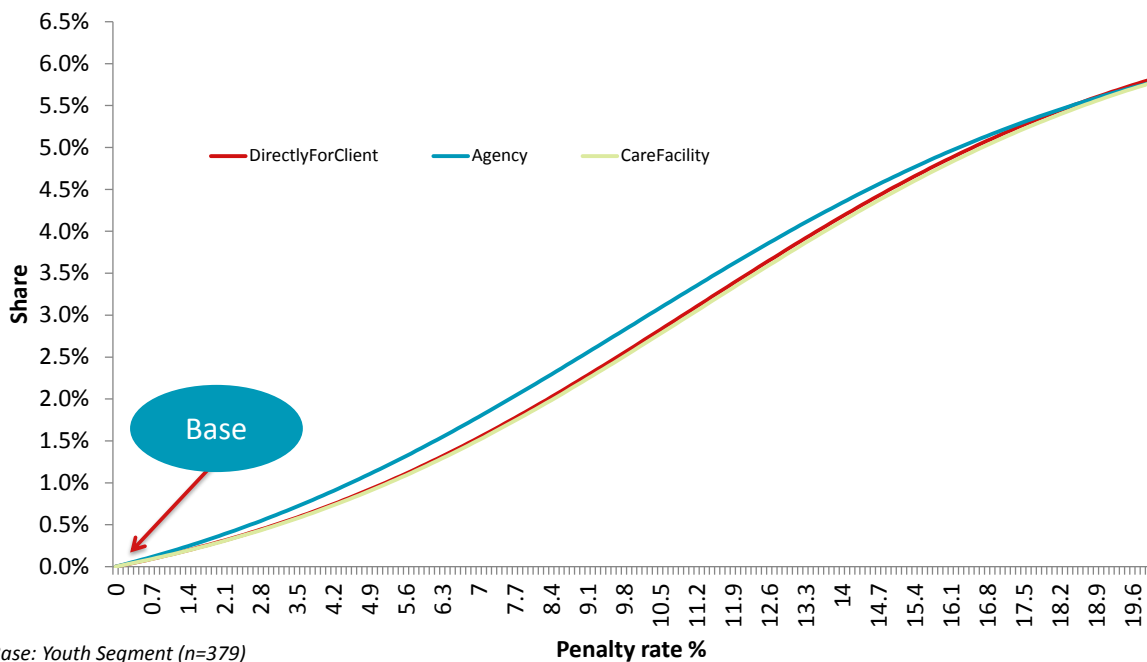
How will the Young People segment react to increased pay?



Base: Youth Segment (n=379)

Figure 43 Impact on consideration of wage increases – segment 3

How will the Young People segment react to access to penalty rates?



Base: Youth Segment (n=379)

Figure 44 Impact on consideration of penalty rates – segment 3

How will the Young People segment react to access to non-taxable benefits?

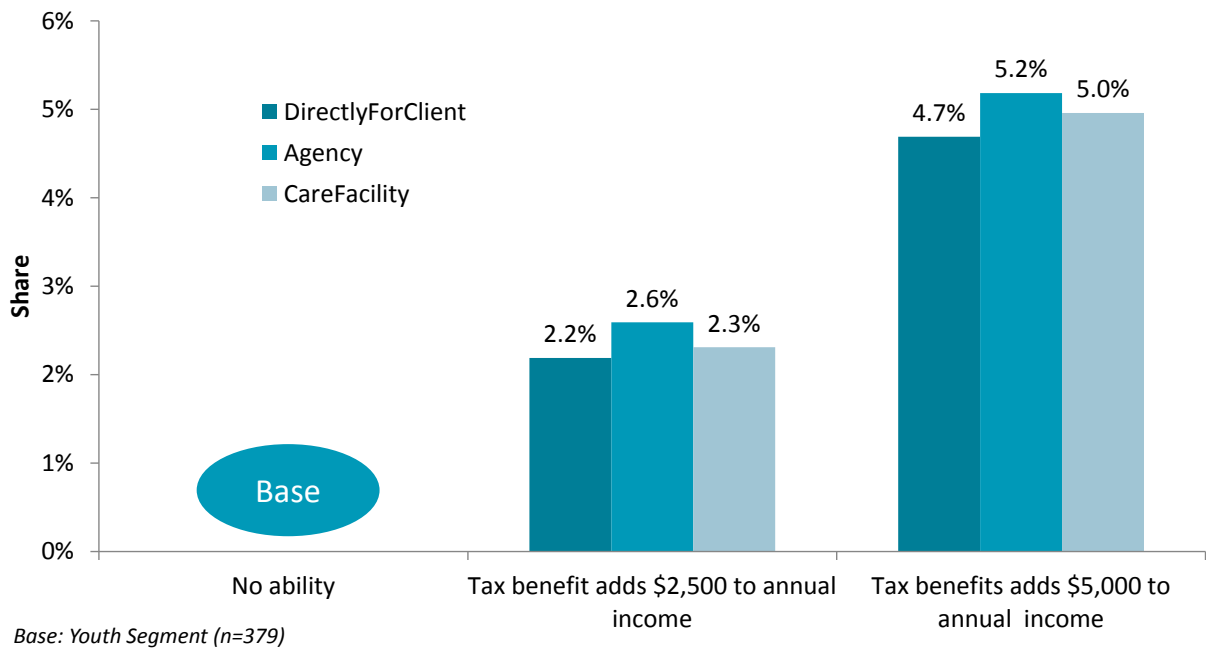


Figure 45 Impact on consideration of access to non-taxable benefits – segment 3

How will the Young People segment react to portability of holiday and long service leave?

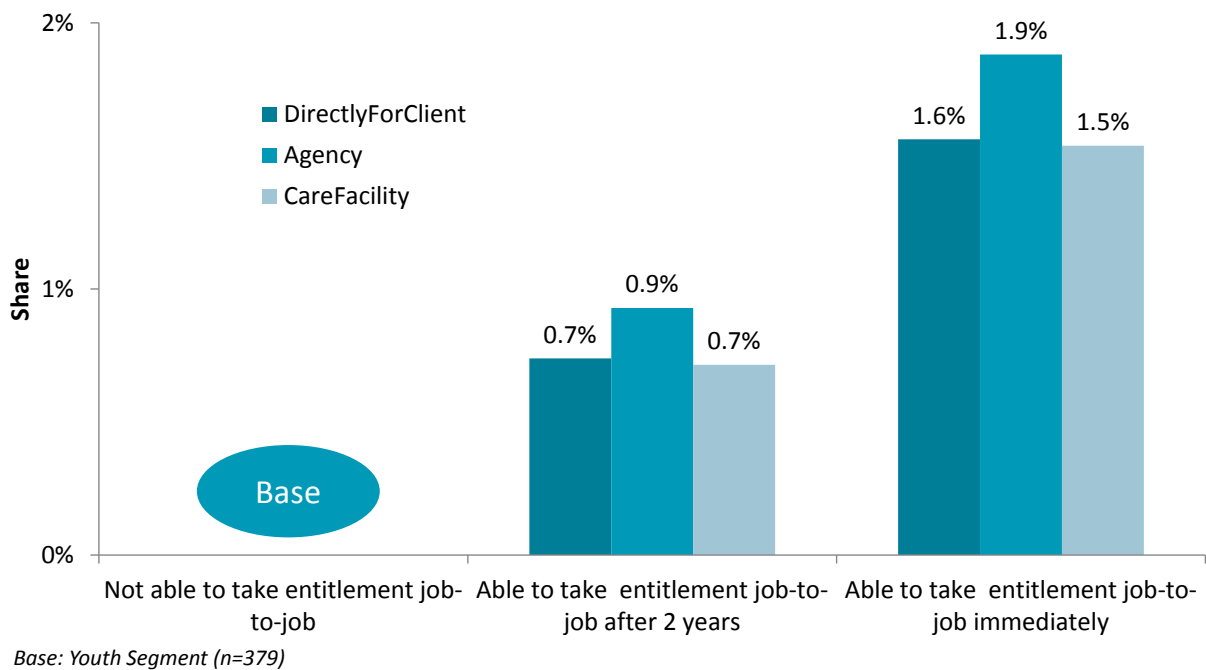
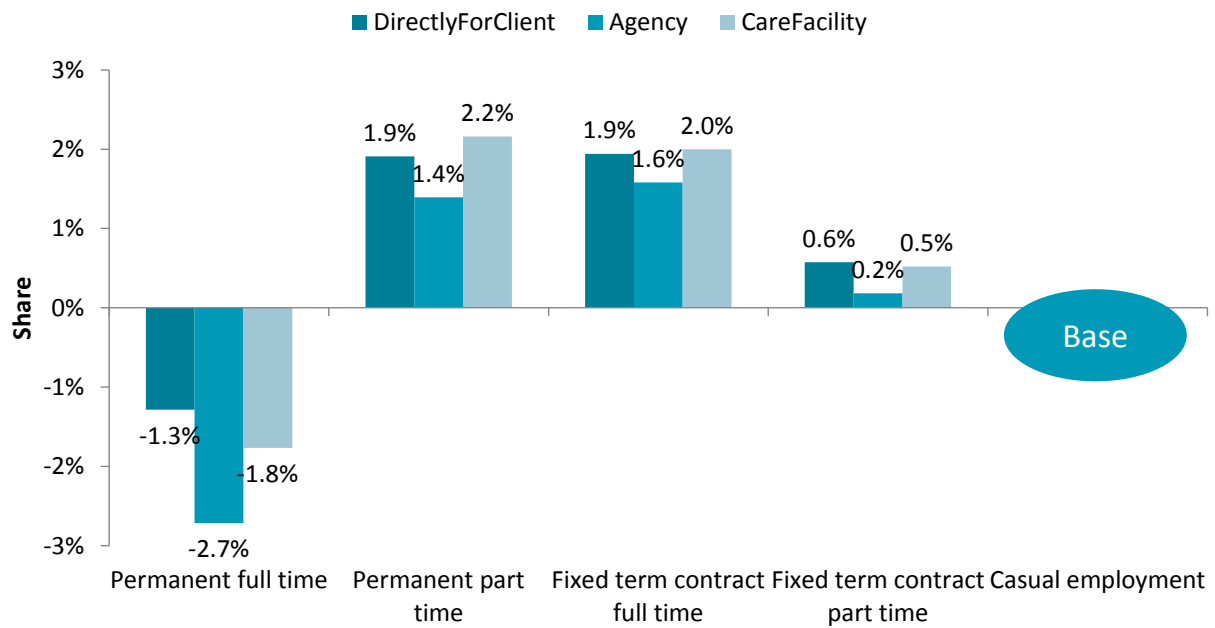


Figure 46 Impact on consideration of access to leave portability – segment 3

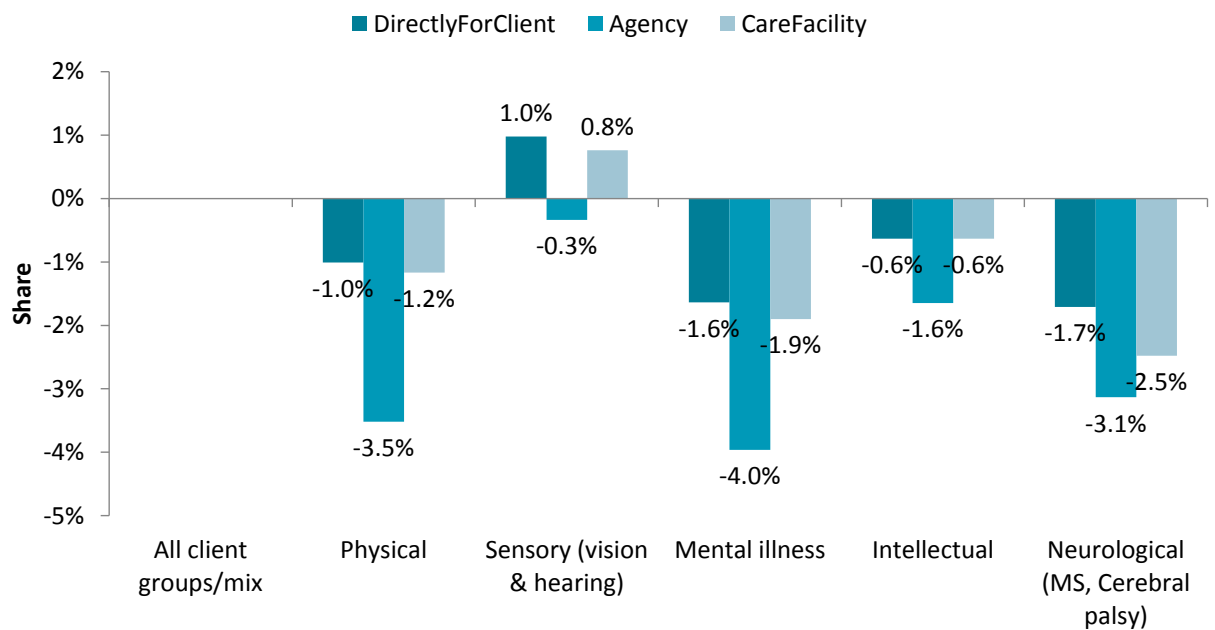
How will the Young People segment react to the nature of employment?



Base: Youth Segment (n=379)

Figure 47 Impact on consideration of the nature of the employment – segment 3

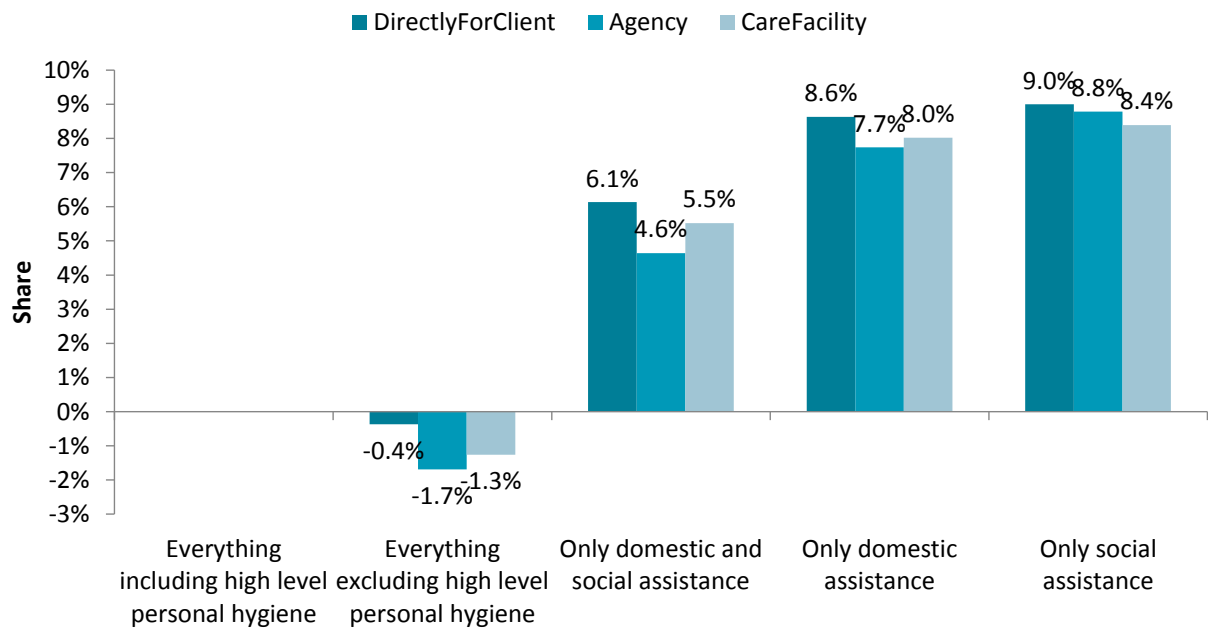
How will the Young People segment react to working across the various forms of disability challenges?



Base: Youth Segment (n=379)

Figure 48 Impact on consideration by the type of disability challenge – segment 3

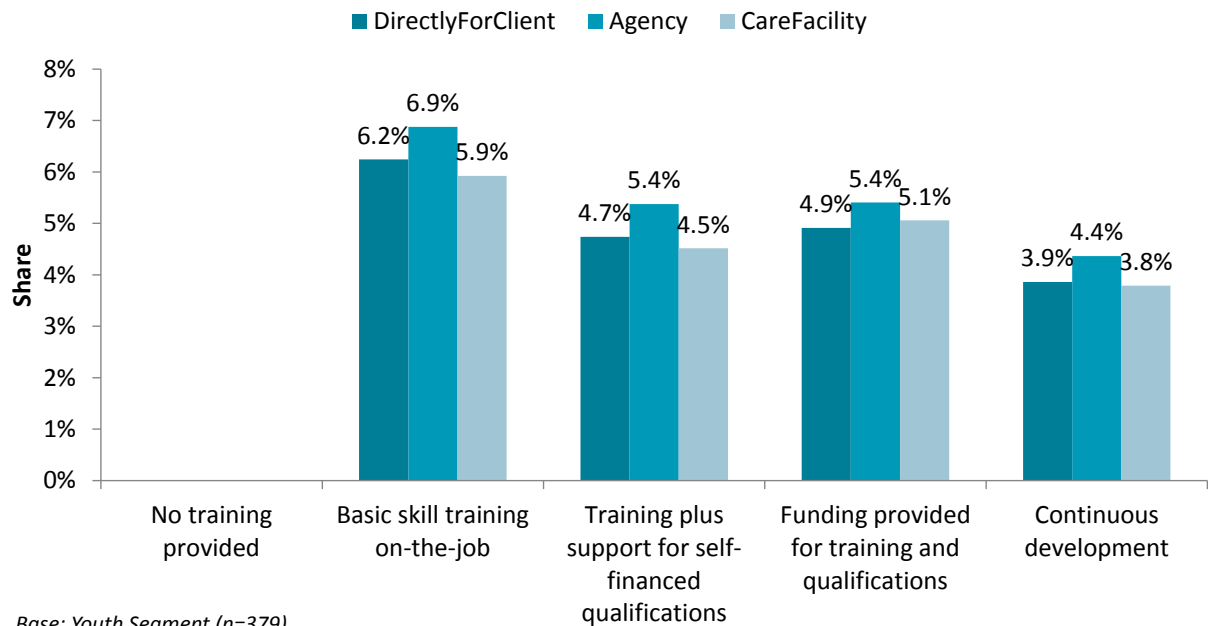
How will the Young People segment react to the type of disability work required?



Base: Youth Segment (n=379)

Figure 49 Impact on consideration by the type of disability work required – segment 3

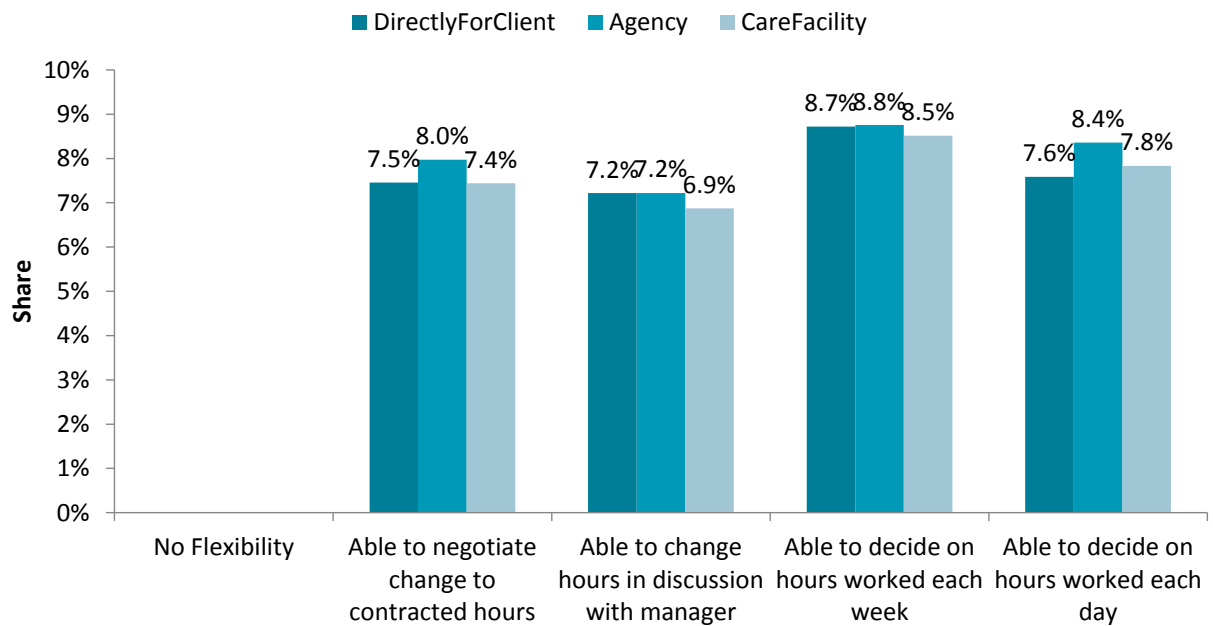
How will the Young People segment react to training and development opportunities?



Base: Youth Segment (n=379)

Figure 50 Impact on consideration by access to training and development – segment 3

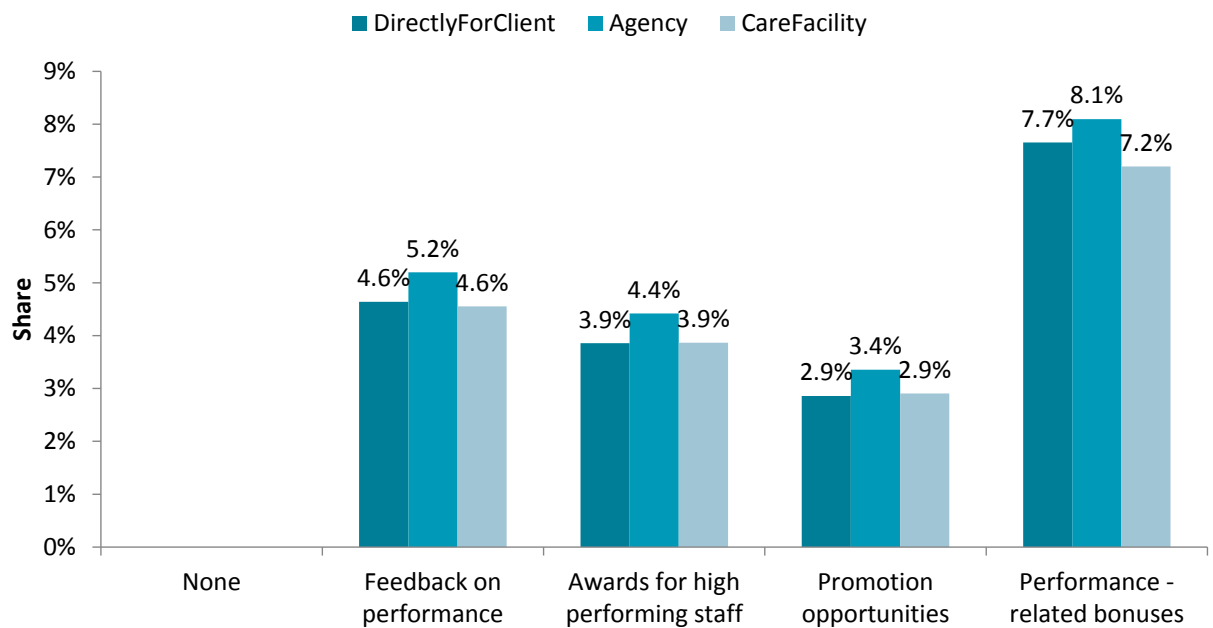
How will the Young People segment react to access to flexible hours benefits?



Base: Youth Segment (n=379)

Figure 51 Impact on consideration by the access to flexible hours – segment 3

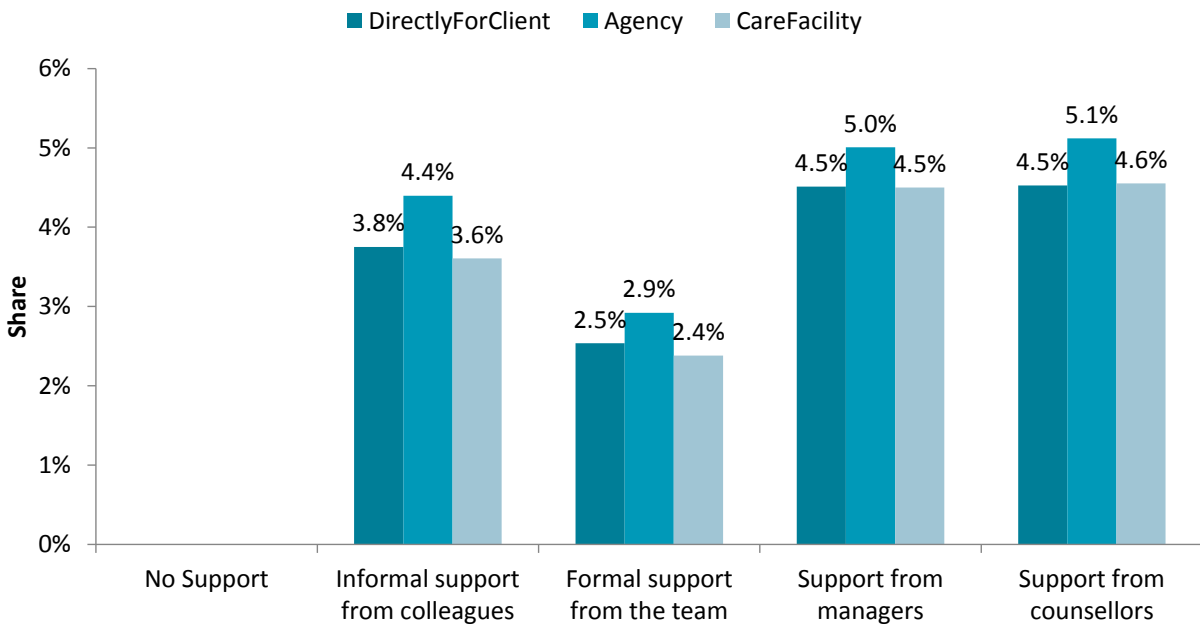
How will the Young People segment react to access to reward and recognition?



Base: Youth Segment (n=379)

Figure 52 Impact on consideration by access to rewards and recognition – segment 3

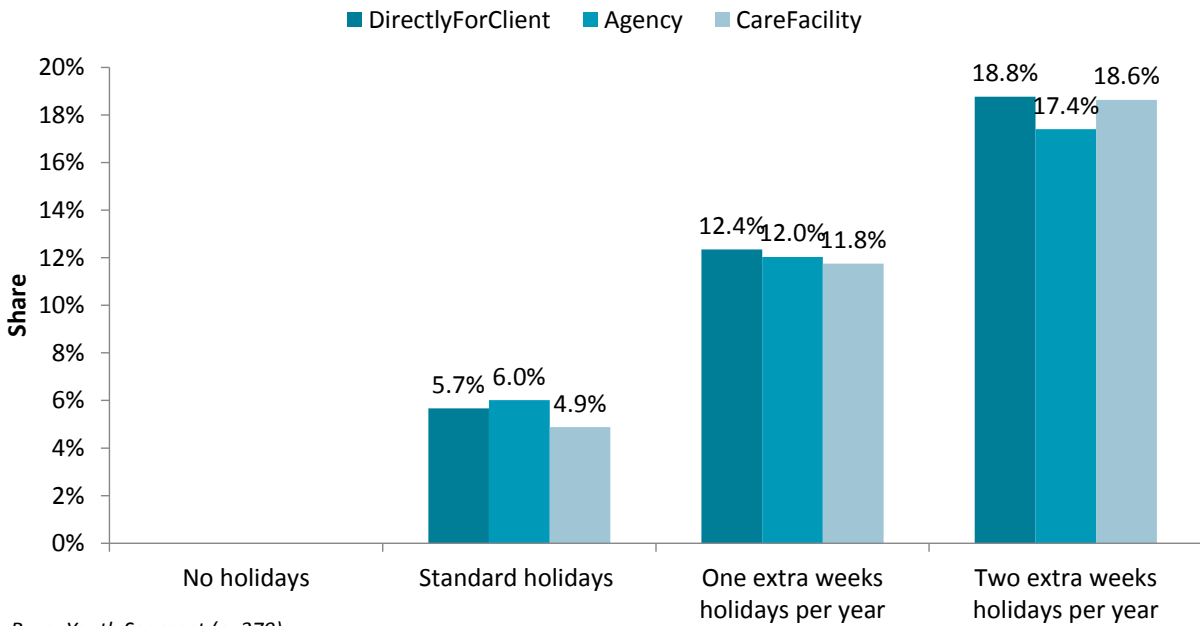
How will the Young People segment react to organisational and management support?



Base: Youth Segment (n=379)

Figure 54 Impact on consideration by access to organisational and management support – segment 3

How will the Young People segment react to extra holidays?



Base: Youth Segment (n=379)

Figure 55 Impact on consideration by the availability of extra holidays – segment 3

5.4.4 Segment 4 – Potential Returners

The following charts show how each attribute can contribute to increased consideration of a frontline disability role depending on the level of that attribute for segment 4.

How will the Potential Returners segment react to increased pay?

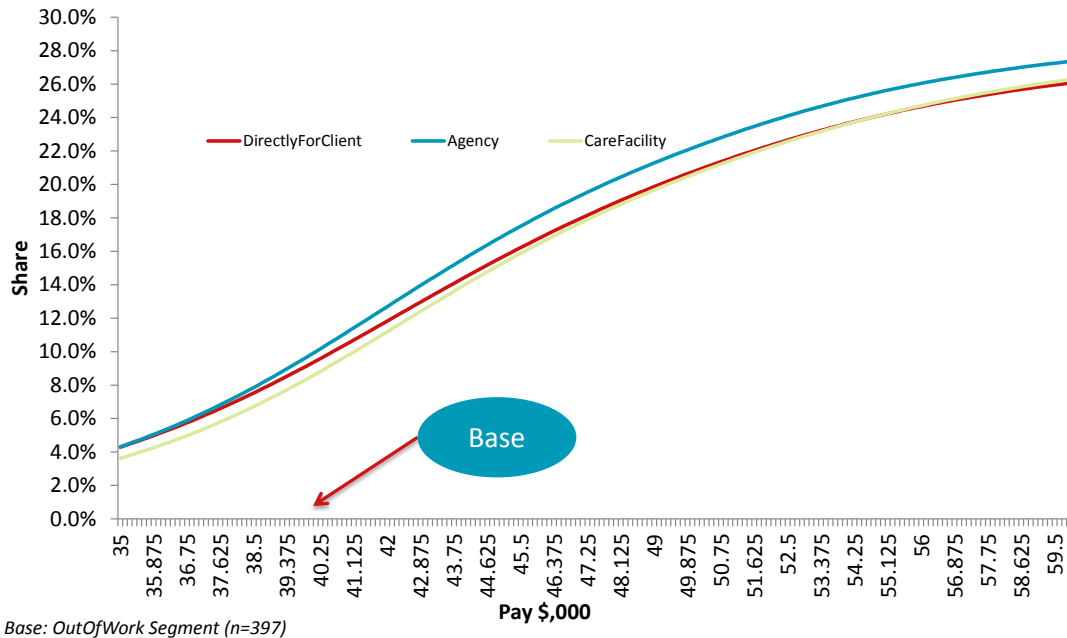


Figure 55 Impact on consideration of wage increases – segment 4

How will the Potential Returners segment react to access to penalty rates?

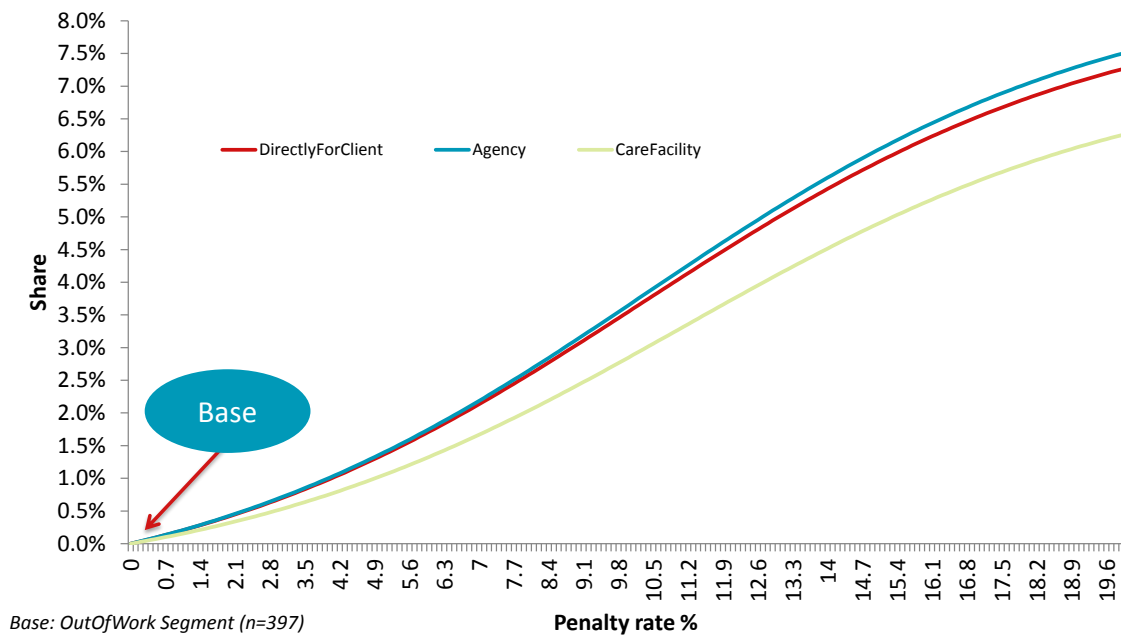


Figure 56 Impact on consideration of penalty rates – segment 4

How will the Potential Returners segment react to access to non-taxable benefits?

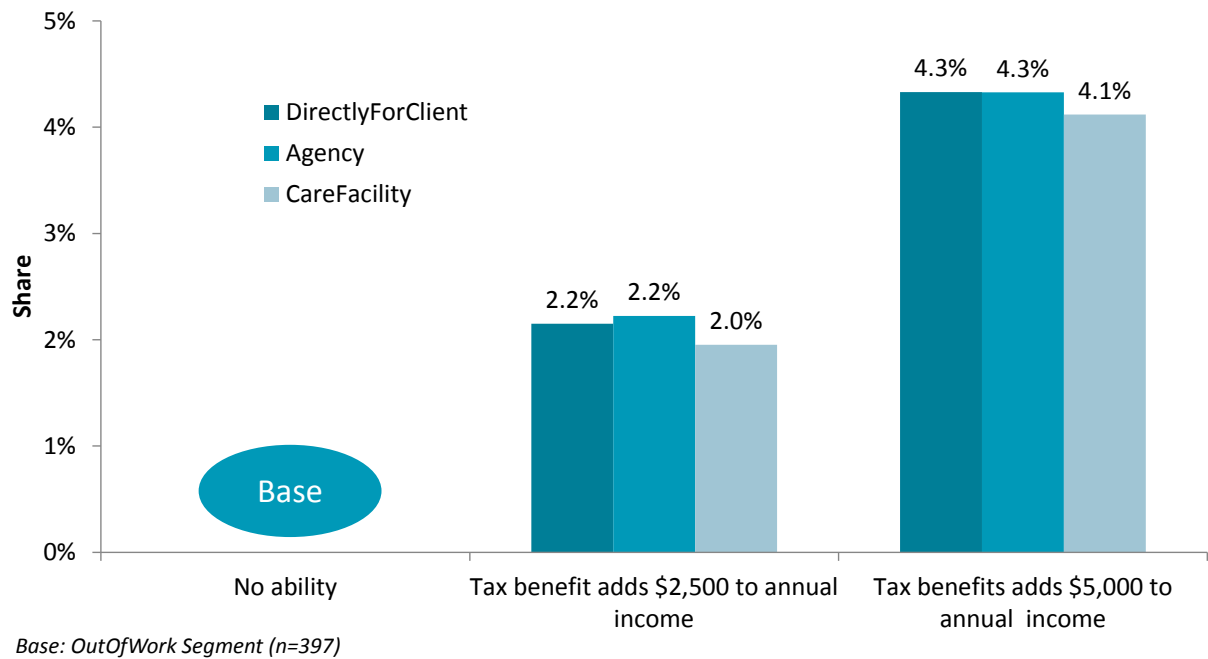


Figure 57 Impact on consideration of access to non-taxable benefits – segment 4

How will the Potential Returners segment react to portability of holiday and long service leave?

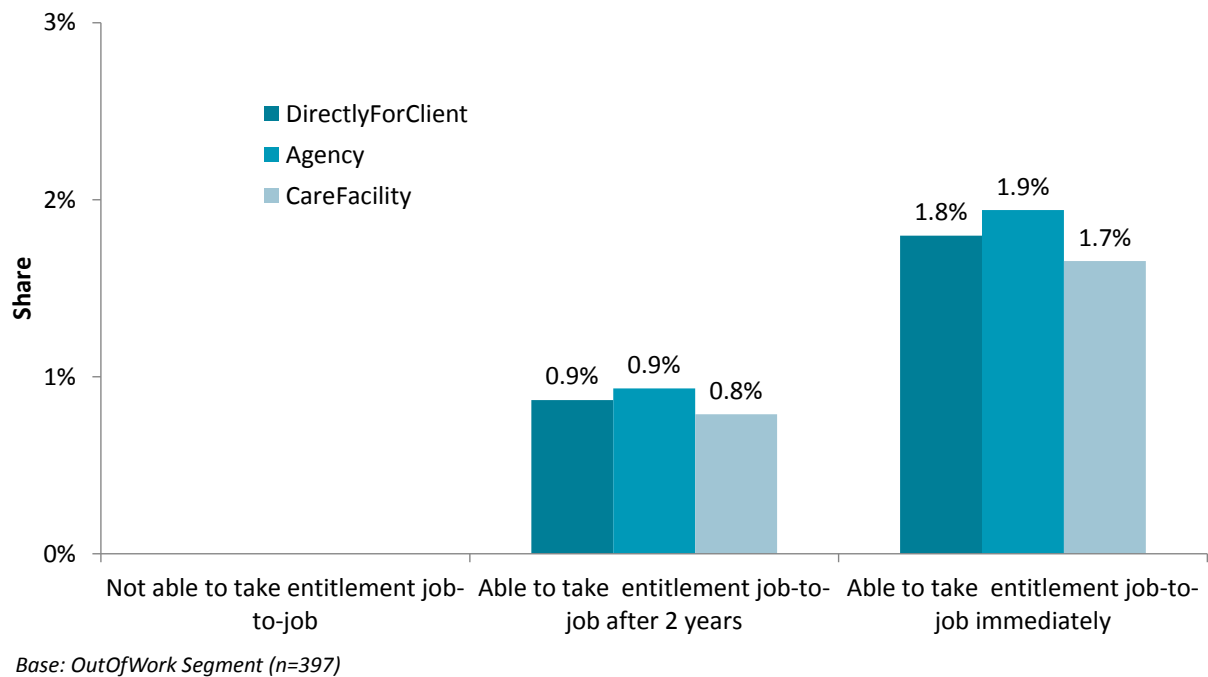
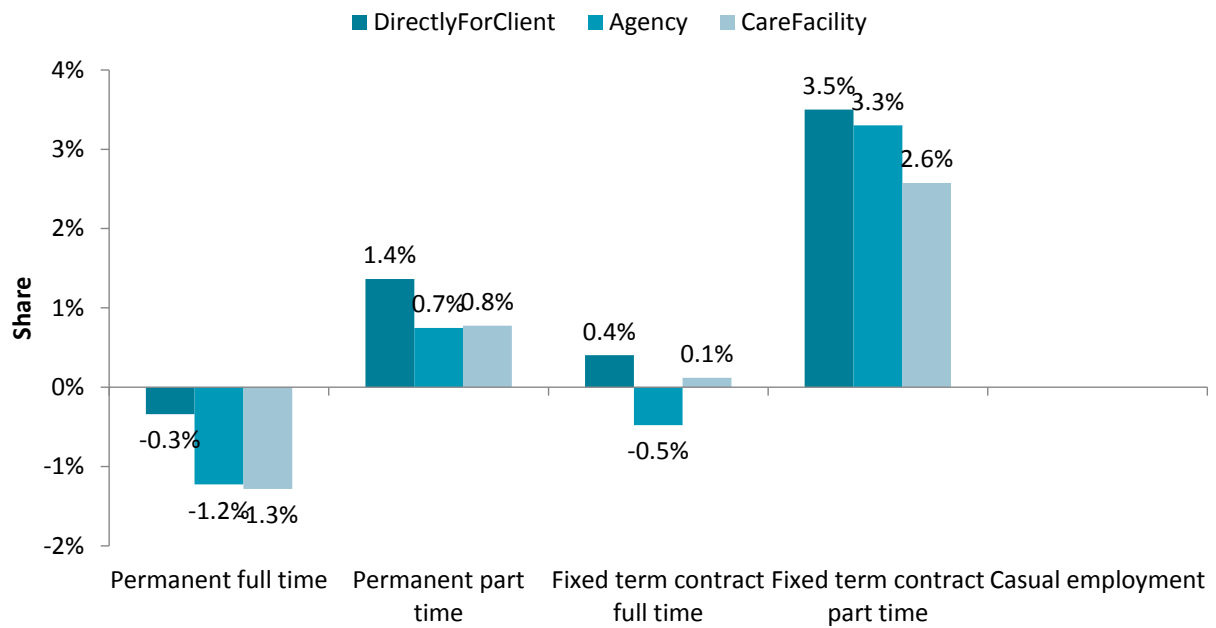


Figure 58 Impact on consideration of access to leave portability – segment 4

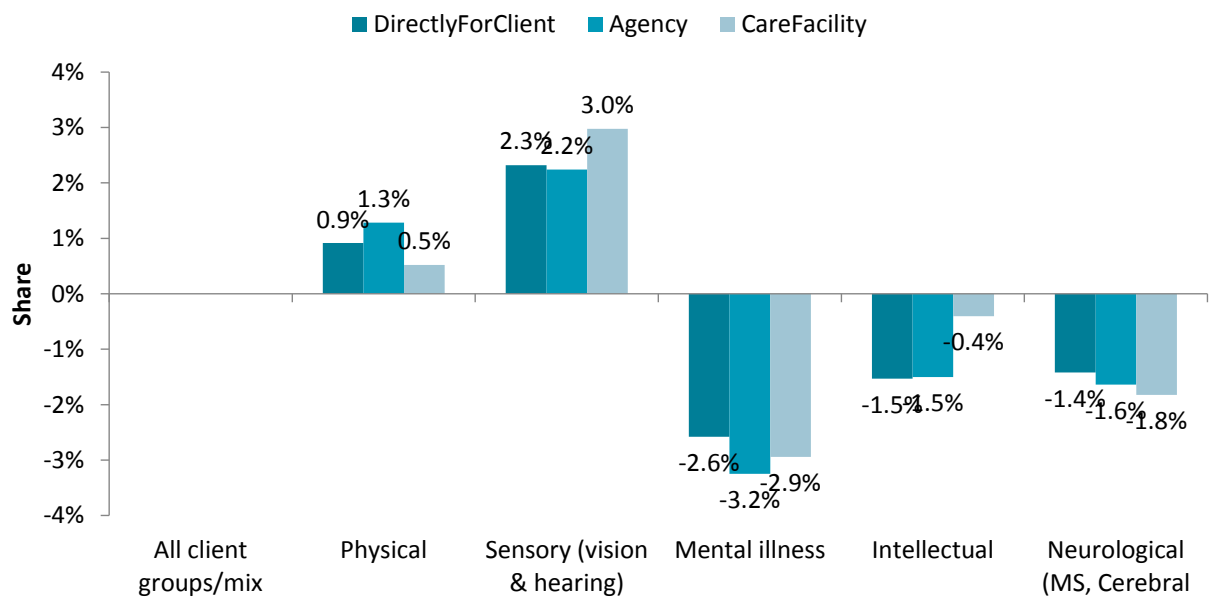
How will the Potential Returners segment react to the nature of employment?



Base: OutOfWork Segment (n=397)

Figure 59 Impact on consideration of the nature of the employment – segment 4

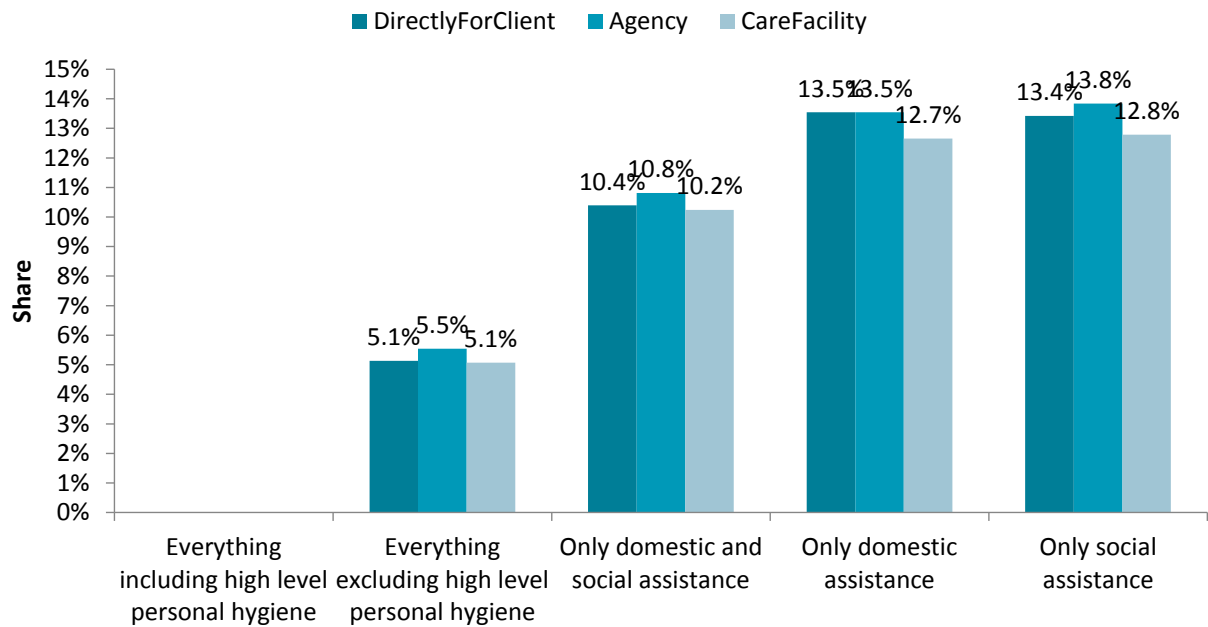
How will the Potential Returners segment react to working across the various forms of disability challenges?



Base: OutOfWork Segment (n=397)

Figure 60 Impact on consideration by the type of disability challenge – segment 4

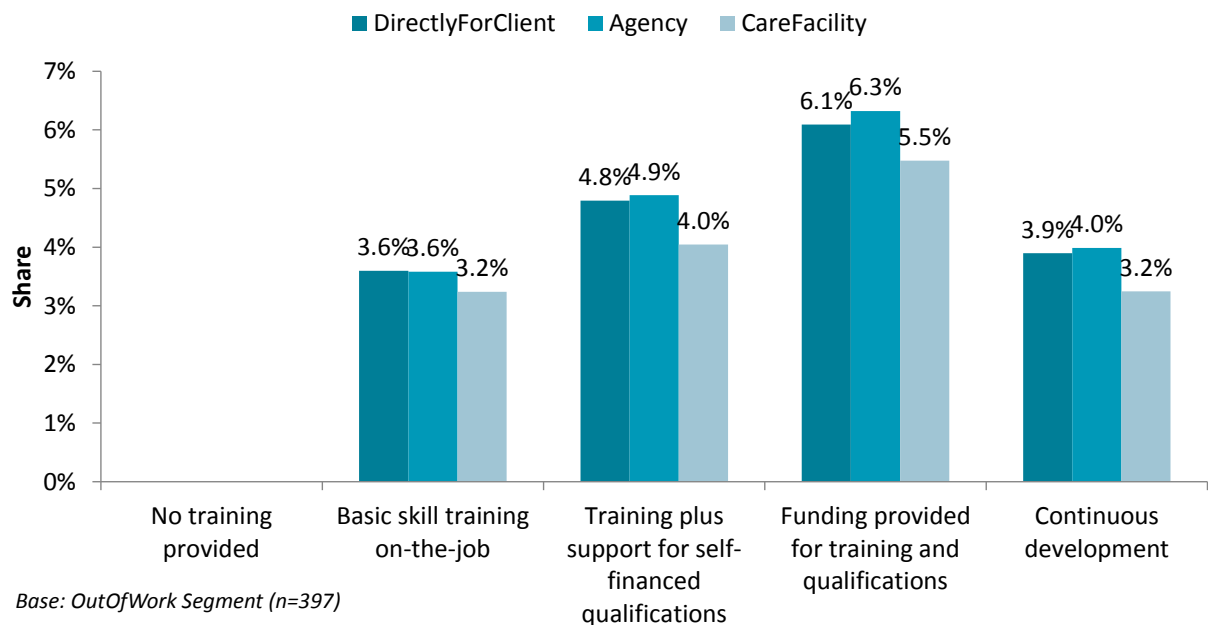
How will the Potential Returners segment react to the type of disability work required?



Base: OutOfWork Segment (n=397)

Figure 61 Impact on consideration by the type of disability work required – segment 4

How will the Potential Returners segment react to training and development opportunities?



Base: OutOfWork Segment (n=397)

Figure 62 Impact on consideration by access to training and development – segment 4

How will the Potential Returners segment react to access to flexible hours benefits?

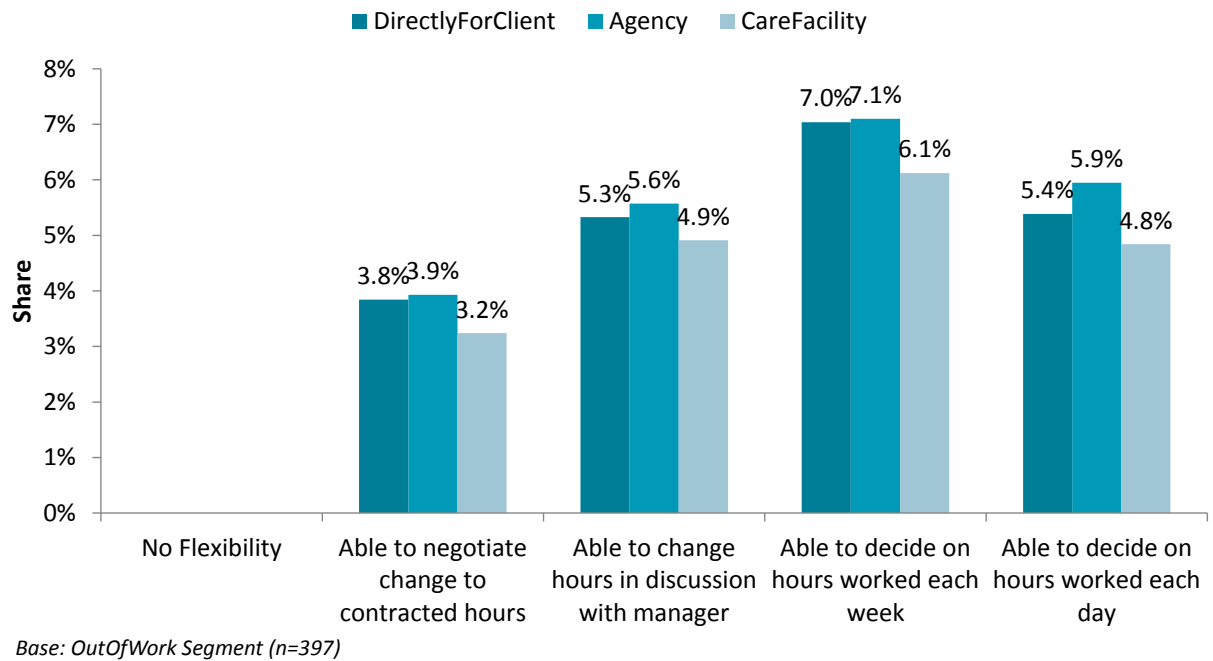


Figure 63 Impact on consideration by the access to flexible hours – segment 4

How will the Potential Returners segment react to access to reward and recognition?

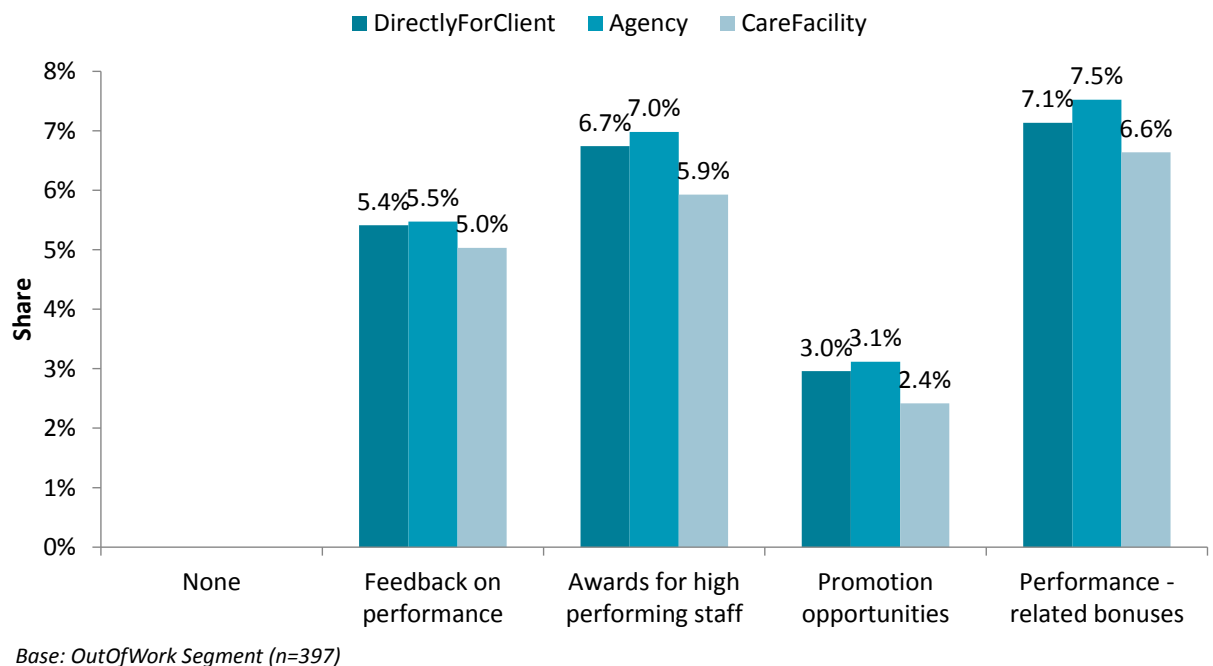
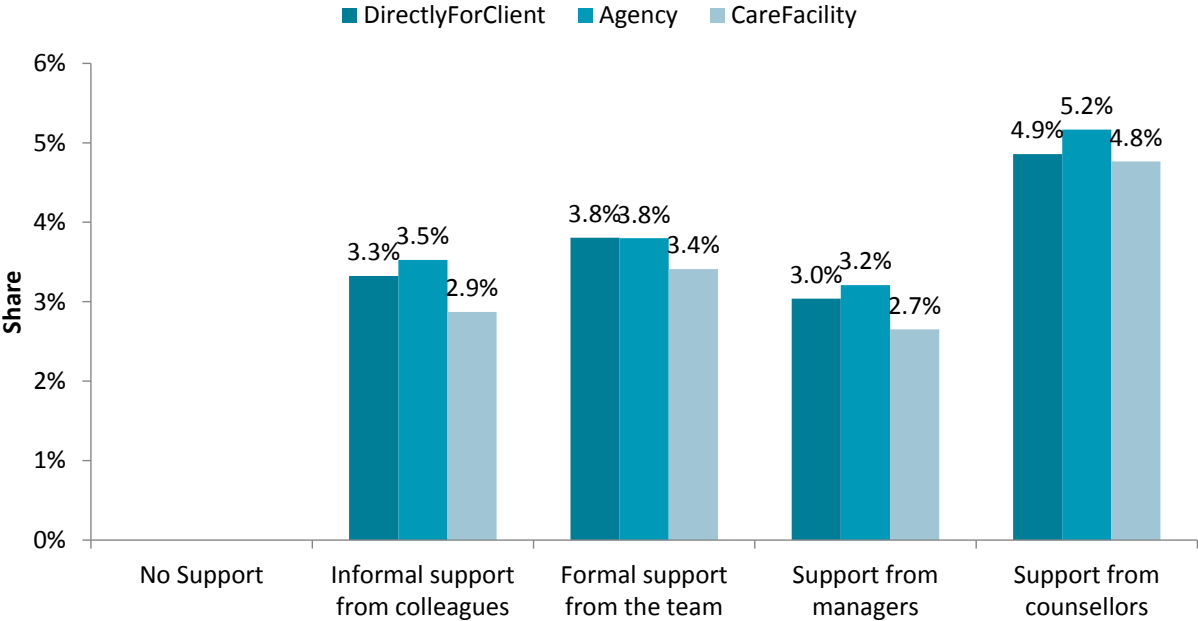


Figure 64 Impact on consideration by access to rewards and recognition – segment 4

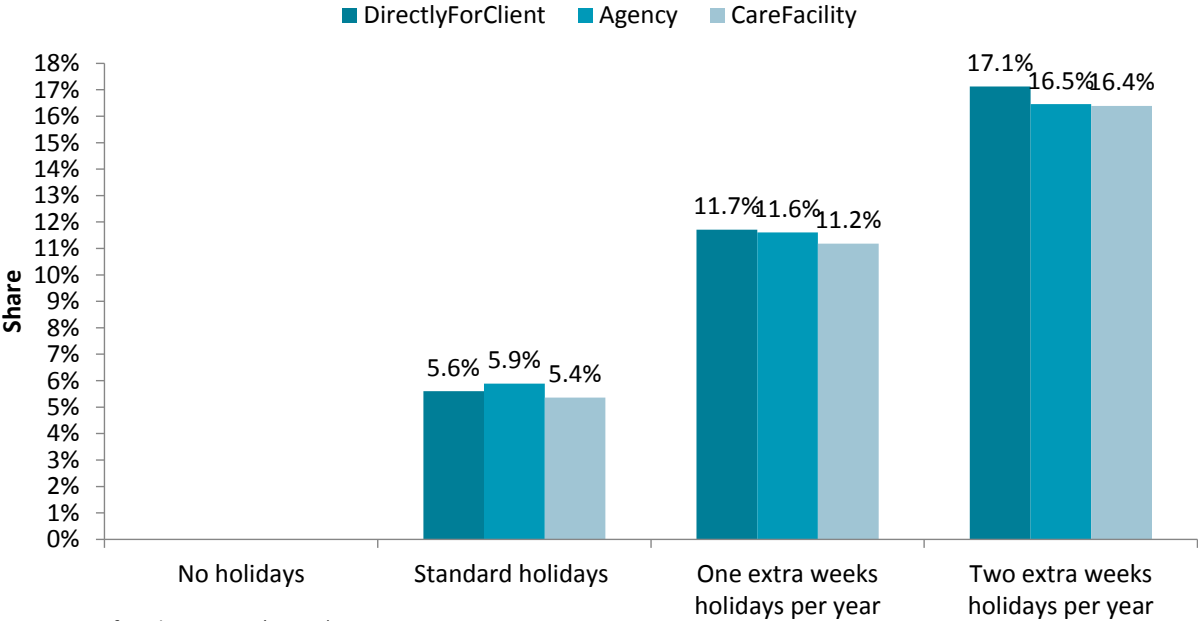
How will the Potential Returners segment react to organisational and management support?



Base: OutOfWork Segment (n=397)

Figure 66 Impact on consideration by access to organisational and management support – segment 4

How will the Potential Returners segment react to extra holidays?



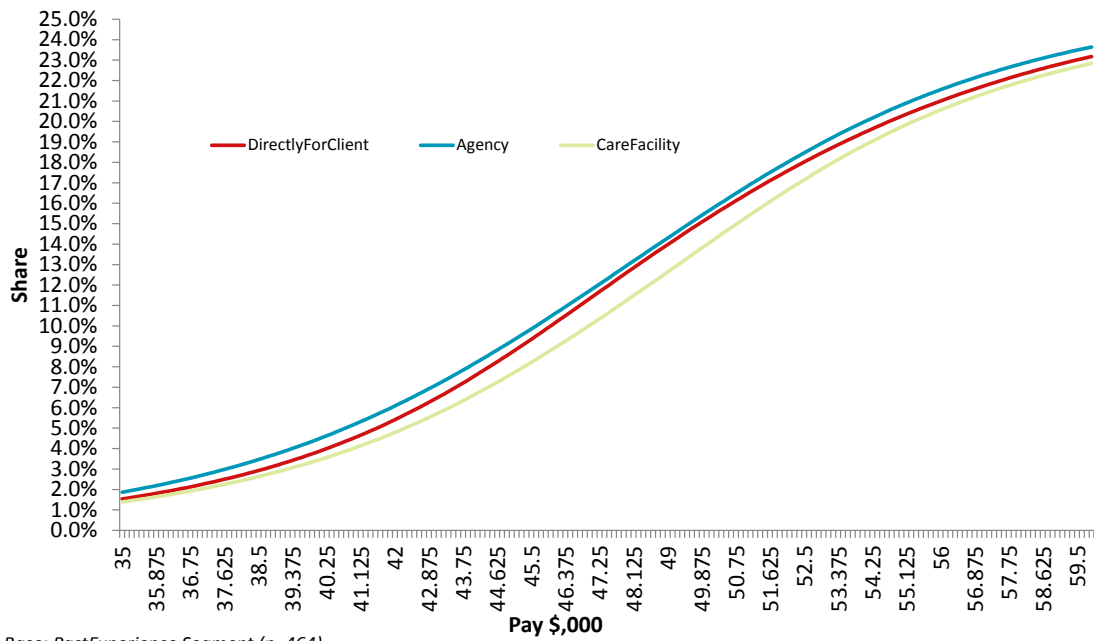
Base: OutOfWork Segment (n=397)

Figure 67 Impact on consideration by the availability of extra holidays – segment 4

5.4.5 Segment 5 – Potentials Experienced

The following charts show how each attribute can contribute to increased consideration of a frontline disability role depending on the level of that attribute for segment 5.

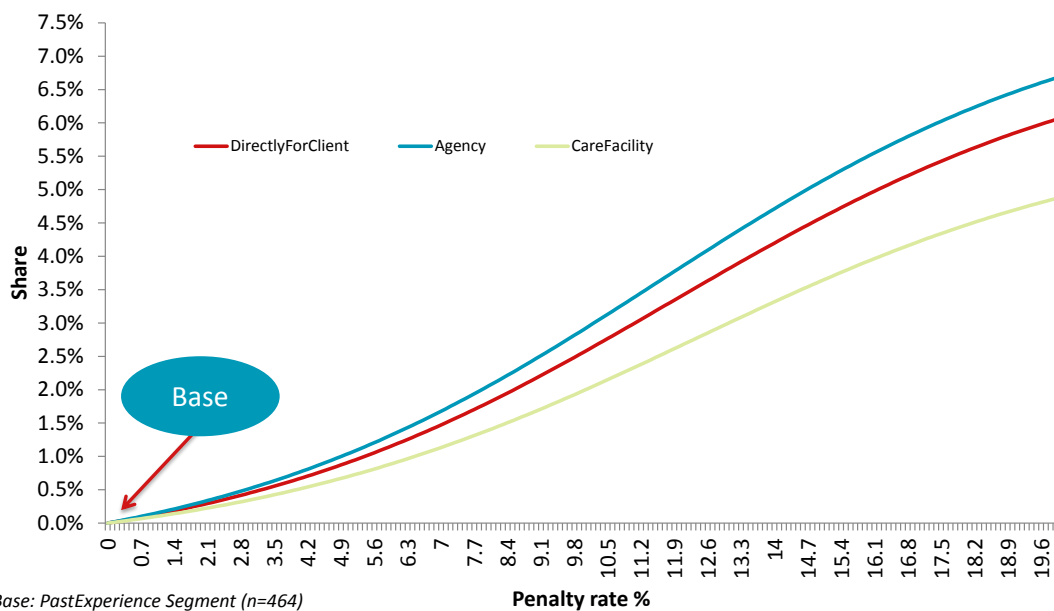
How will the Potentials Experienced segment react to increased pay?



Base: PastExperience Segment (n=464)

Figure 67 Impact on consideration of wage increases – segment 5

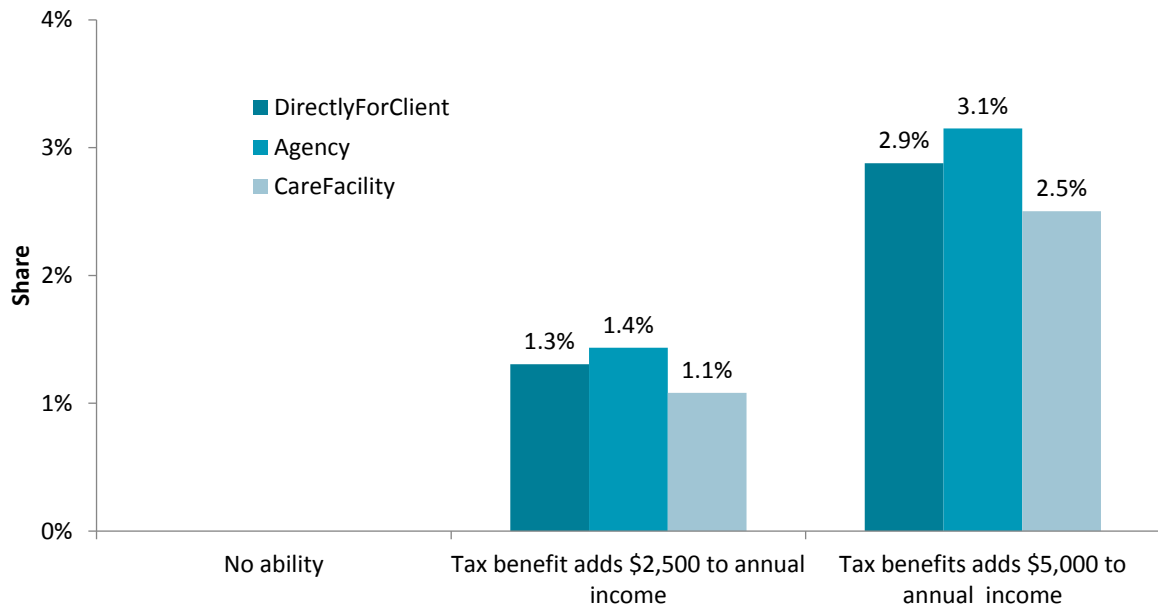
How will the Potentials Experienced segment react to access to penalty rates?



Base: PastExperience Segment (n=464)

Figure 68 Impact on consideration of penalty rates – segment 5

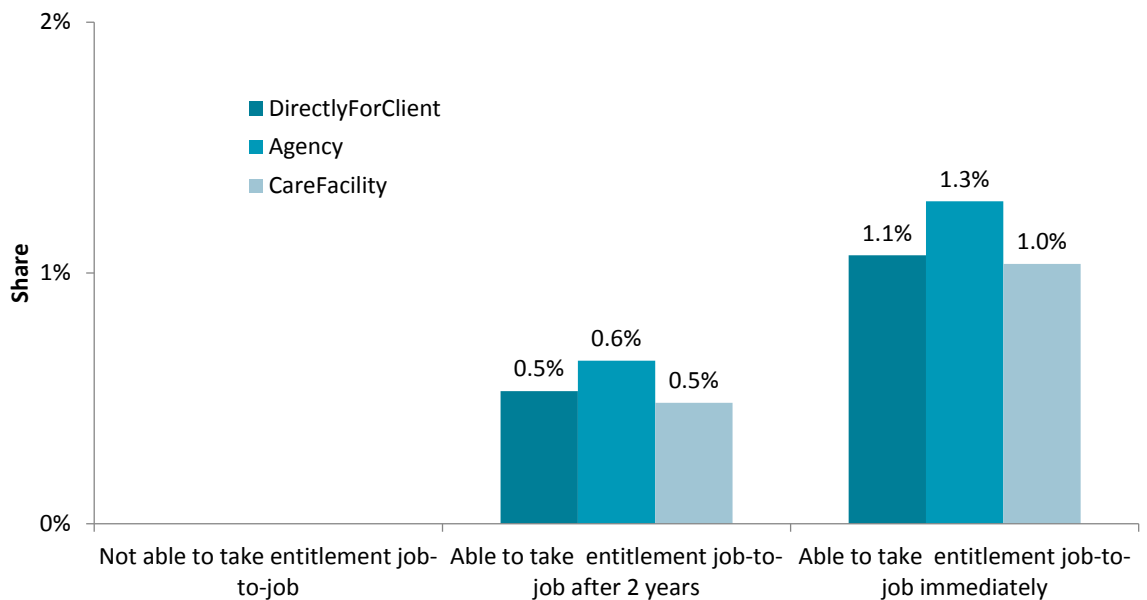
How will the Potentials Experienced segment react to access to non-taxable benefits?



Base: PastExperience Segment (n=464)

Figure 69 Impact on consideration of access to non-taxable benefits – segment 5

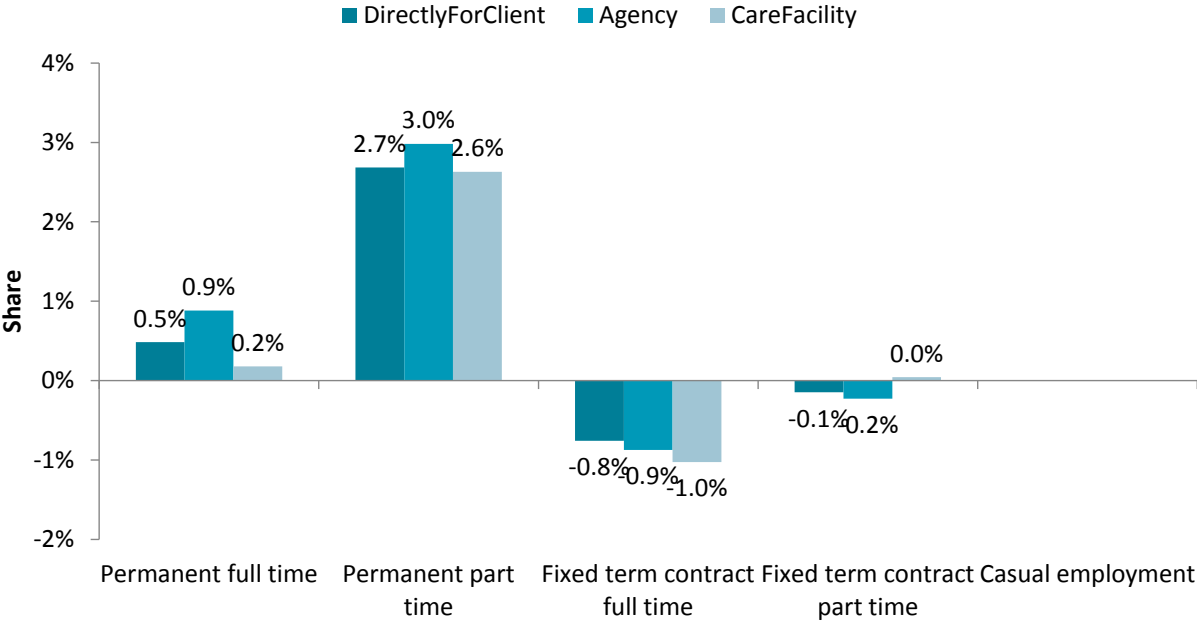
How will the Potentials Experienced segment react to portability of holiday and long service leave?



Base: PastExperience Segment (n=464)

Figure 70 Impact on consideration of access to leave portability – segment 5

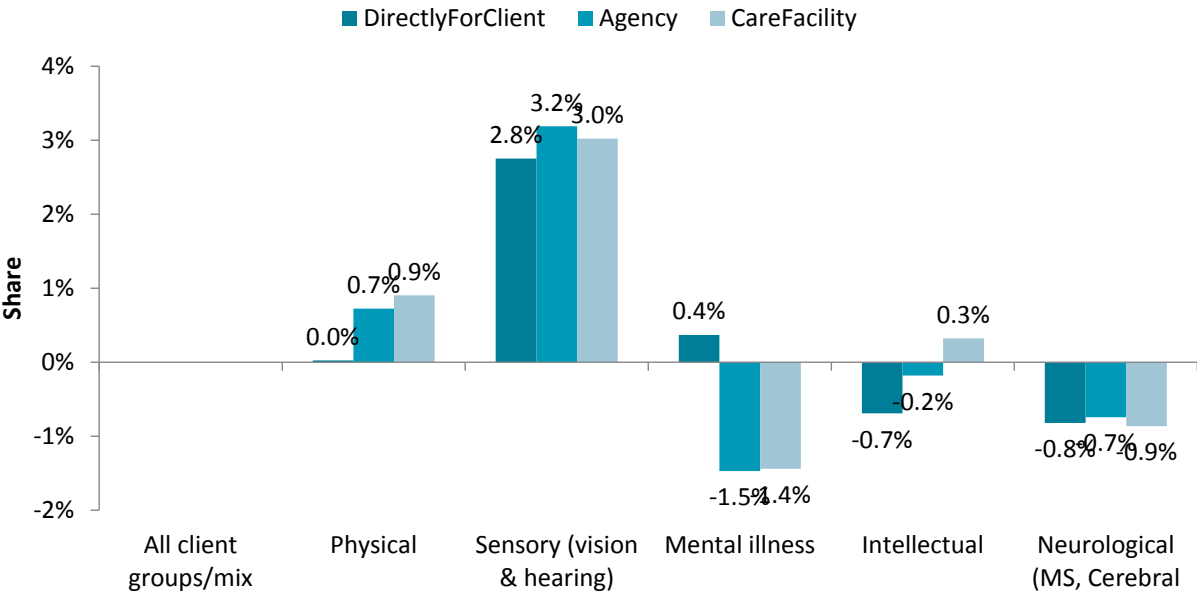
How will the Potentials Experienced segment react to the nature of employment?



Base: PastExperience Segment (n=464)

Figure 71 Impact on consideration of the nature of the employment – segment 5

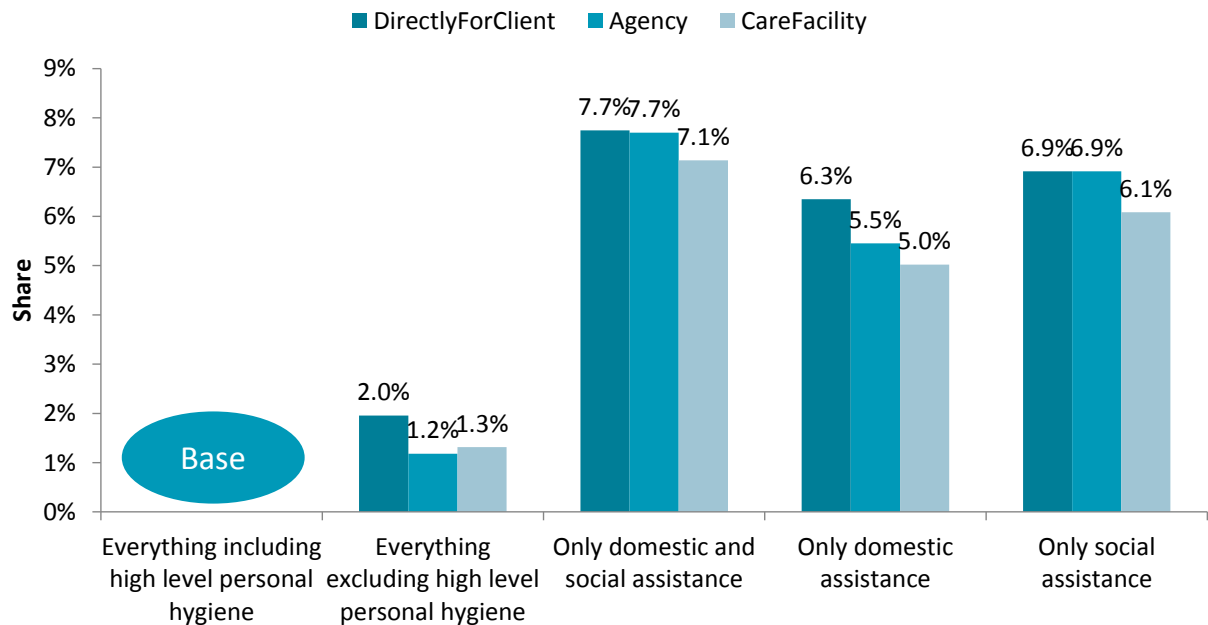
How will the Potentials Experienced segment react to working across the various forms of disability challenges?



Base: PastExperience Segment (n=464)

Figure 72 Impact on consideration by the type of disability challenge – segment 5

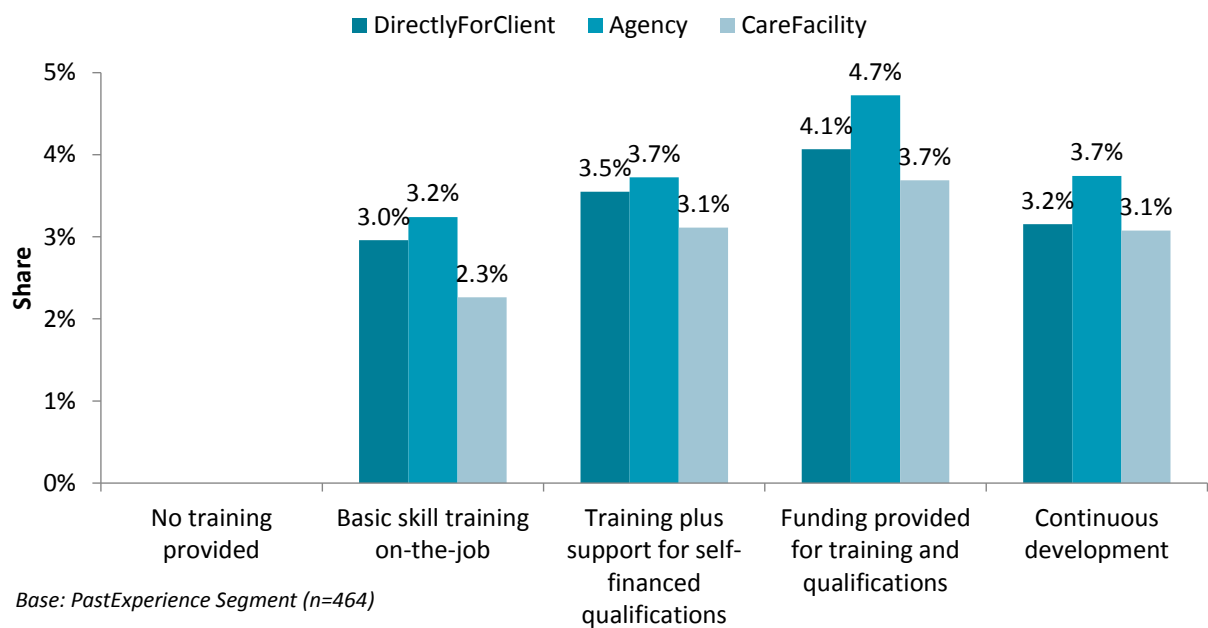
How will the Potentials Experienced segment react to the type of disability work required?



Base: PastExperience Segment (n=464)

Figure 73 Impact on consideration by the type of disability work required – segment 5

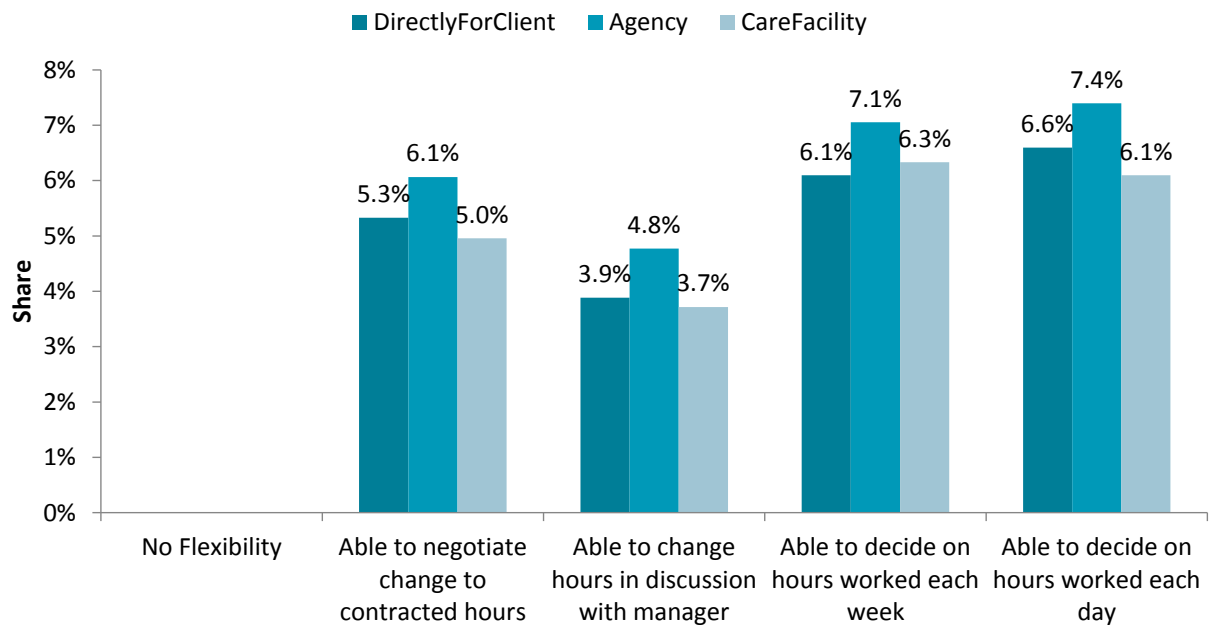
How will the Potentials Experienced segment react to training and development opportunities?



Base: PastExperience Segment (n=464)

Figure 62 Impact on consideration by access to training and development – segment 5

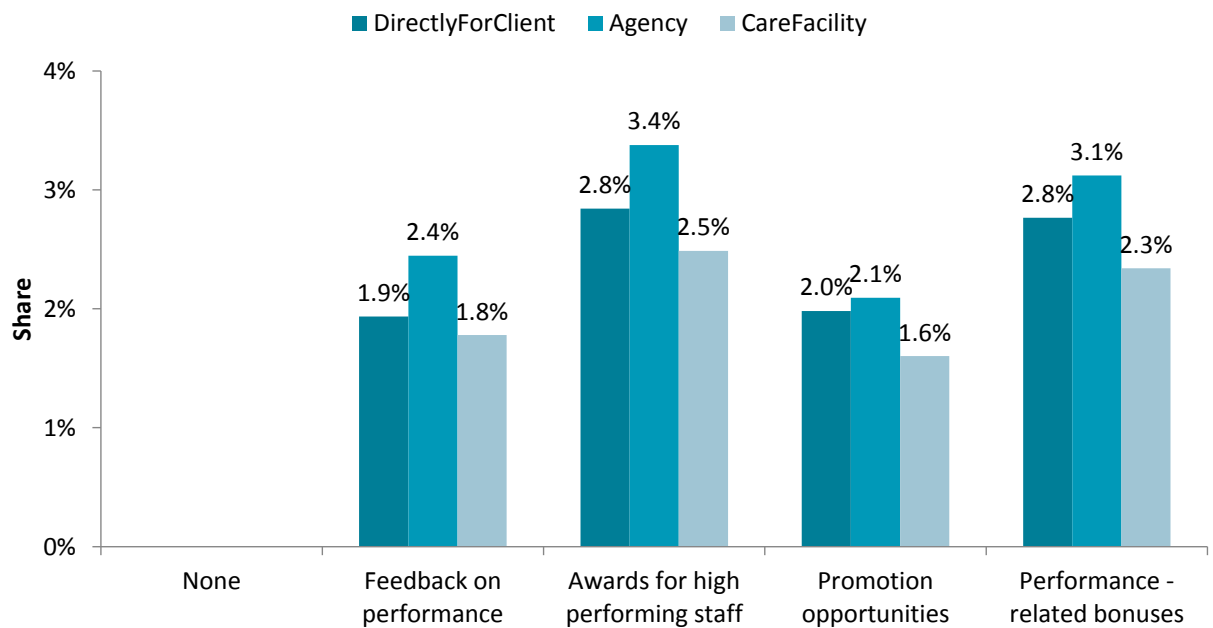
How will the Potentials Experienced segment react to access to flexible hours?



Base: PastExperience Segment (n=464)

Figure 75 Impact on consideration by the access to flexible hours – segment 5

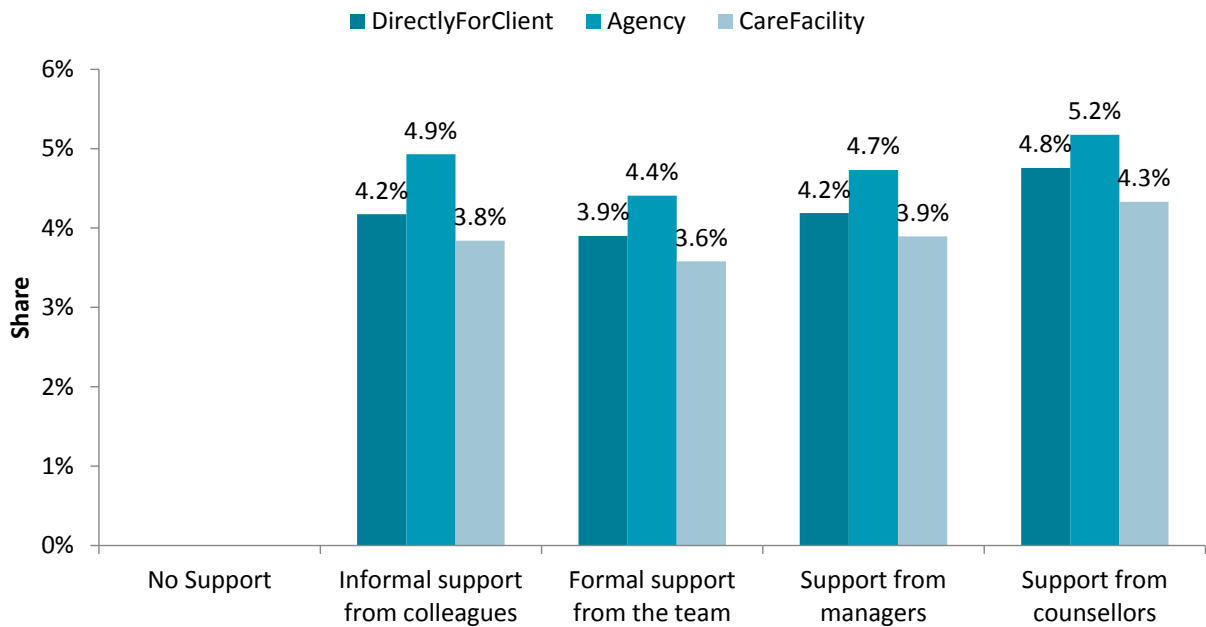
How will the Potentials Experienced segment react to access to reward and recognition?



Base: PastExperience Segment (n=464)

Figure 76 Impact on consideration by access to rewards and recognition – segment 5

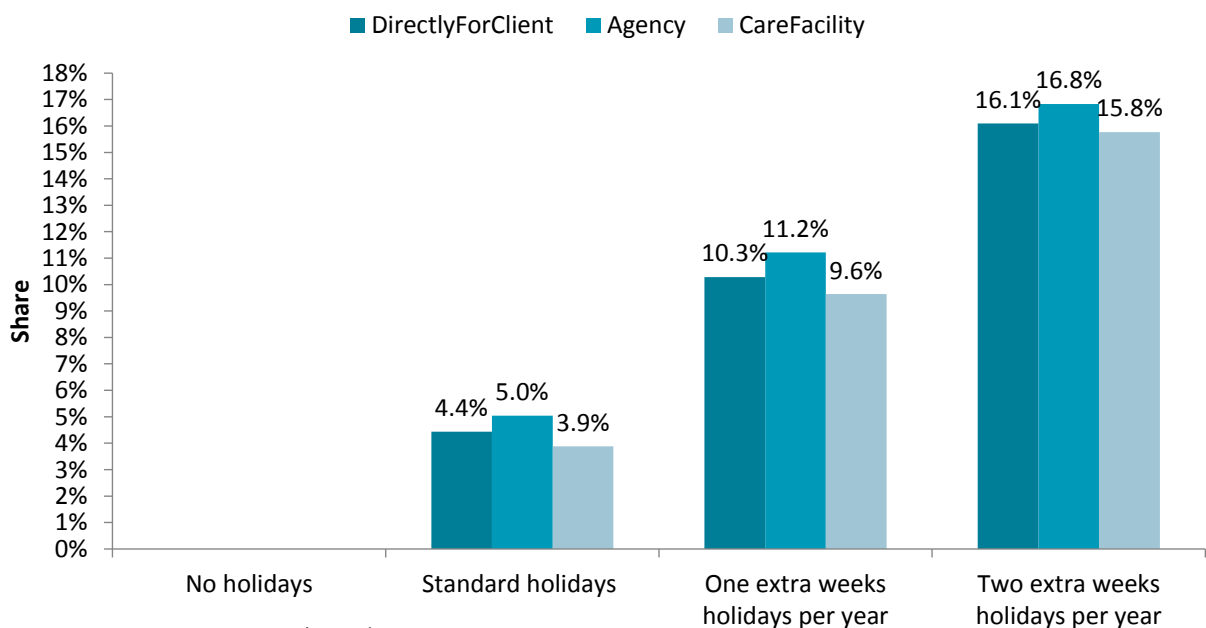
How will the Potentials Experienced segment react to organisational and management support?



Base: PastExperience Segment (n=464)

Figure 78 Impact on consideration by access to organisational and management support – segment 5

How will the Potentials Experienced segment react to extra holidays?



Base: PastExperience Segment (n=464)

Figure 79 Impact on consideration by the availability of extra holidays – segment 5

APPENDIX A – SURVEY QUESTIONNAIRE

J1752 – A Disability Care Workforce Study

Introduction

Thank you for agreeing to participate in this survey.

It should only take around 15 minutes to complete.

All instinct and reason™ research is conducted under the Market and Social Research Privacy Principles, which ensures confidentiality of your information. The results will be aggregated; your individual information will not be able to be identified.

When you are completing the survey, please ensure that you read all instructions carefully for each question before selecting your answer.

At the end of the survey, please ensure that you click 'submit' to ensure your responses are collected.

If you have any questions or comments regarding this survey, please email ewu@instinctandreason.com

Please click 'continue' to start the survey.

QUOTAS to be applied

| State | A. Currently in a frontline disability support roles | B. Non-professional workers in other targeted industries | C. Young people deciding on a non-professional career 17-20 years | D. Temporarily out of workforce 20-45 years | E. People with past caring experience 17-59 years |
|----------------------|--|--|---|---|--|
| NSW | 40 | 40 | 40 | 40 | 40 |
| VIC | 40 | 40 | 40 | 40 | 40 |
| QLD | 40 | 40 | 40 | 40 | 40 |
| SA | 40 | 40 | 40 | 40 | 40 |
| WA | 40 | 40 | 40 | 40 | 40 |
| TAS | 40 | 40 | 40 | 40 | 40 |
| NT | 40 | 40 | 40 | 40 | 40 |
| ACT | 40 | 40 | 40 | 40 | 40 |
| NZ | 100 | 100 | 100 | 100 | 100 |
| Total (2,100) | 420 | 420 | 420 | 420 | 420 |
| | A7 codes 1-6 | A4 Codes 1,2,3 plus A8 codes 1 – 8,11 | A1 Code 1 and A8 code 2 | A1 Code 2 plus A4 codes 4,6,7,8 | A1 codes 1,2 3 plus A5 Codes 1-6) and/or A6 codes 1-6 |

Section A - Screeners

[ASK ALL]

A1. Are you aged:

| | S/R | |
|-------------------|-----------------|-----------|
| 17-20 | O ₁ | |
| 20-45 | O ₂ | |
| 46-59 | O ₃ | |
| 60 plus | O ₄ | |
| Prefer not to say | O ₉₉ | TERMINATE |

[ASK ALL]

A2. Are you:

| | S/R | |
|--------|----------------|--------------|
| Male | O ₁ | CHECK QUOTAS |
| Female | O ₂ | CHECK QUOTAS |

[ASK ALL]

A3. Where do you currently live?

| | S/R | |
|-----------------|-----------------|--------------|
| NSW | O ₁ | CHECK QUOTAS |
| VIC | O ₂ | CHECK QUOTAS |
| QLD | O ₃ | CHECK QUOTAS |
| SA | O ₄ | CHECK QUOTAS |
| WA | O ₅ | CHECK QUOTAS |
| TAS | O ₆ | CHECK QUOTAS |
| NT | O ₇ | CHECK QUOTAS |
| ACT | O ₈ | CHECK QUOTAS |
| NZ | O ₉ | CHECK QUOTAS |
| Other | O ₁₀ | TERMINATE |
| Other (specify) | O ₉₈ | TERMINATE |

[ASK ALL]

A4. Are you currently....?

| | S/R | |
|---|----------------|--|
| Working in full time employment | O ₁ | |
| Working in part time employment | O ₂ | |
| Working casually | O ₃ | |
| Home duties | O ₄ | |
| Semi-retired | O ₅ | |
| Unemployed looking for work | O ₆ | |
| Unemployed not currently looking for work | O ₇ | |
| Student | O ₈ | |
| Don't know/unsure/refused | O ₉ | |

[ASK ALL]

A5. In the past (so not your current job), have you ever worked in paid employment in any of the following roles? *Please tick all that apply*

A6. Have you ever worked in un-paid employment in any of the following roles? *Please tick all that apply*

A7. Are you currently working (paid or un-paid) in any of the following roles? *Please tick all that apply*

| | A5 | A6 | A7 |
|---|--|--|--|
| | M/R | M/R | M/R |
| Disability care worker role | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| Aged care worker role | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| Child care worker role | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₃ |
| Health care (not as a professional just looking after some-one who was ill) | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₄ |
| Nurse, registered nurse, where you did some nursing training | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₅ |
| Carer for a family member or friend | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₆ |
| None of these roles | <input type="checkbox"/> ₇ | <input type="checkbox"/> ₇ | <input type="checkbox"/> ₇ |
| TERMINATE -Don't know/can't remember | <input type="checkbox"/> ₈ | <input type="checkbox"/> ₈ | <input type="checkbox"/> ₈ |
| Refused | <input type="checkbox"/> ₉₉ | <input type="checkbox"/> ₉₉ | <input type="checkbox"/> ₉₉ |

[ASK ALL]

A8. About what is your personal annual income before tax?

| | S/R | |
|----------------------------|-----------------|------------------|
| \$0-\$14,999 | O ₁ | CHECK QUOTAS |
| \$15,000 - \$25,000 a year | O ₂ | CHECK QUOTAS |
| \$25,000-39,999 | O ₃ | CHECK QUOTAS |
| \$40,000 - 54,999 | O ₄ | CHECK QUOTAS |
| \$55,000 - 69,999 | O ₅ | CHECK QUOTAS |
| \$70,000-84,999 | O ₆ | CHECK QUOTAS |
| \$85,000 - 99,999 | O ₇ | CHECK QUOTAS |
| More than \$100,000 | O ₈ | CHECK QUOTAS |
| Refused | O ₉₈ | TERMINATE |

[ASK ALL]

A9. What is your present occupation and position?

| | S/R | |
|---|----------------|------------------|
| Manager or administrative | O ₁ | Terminate |
| Professional (e.g. doctor, architect, solicitor etc.) | O ₂ | Terminate |
| Para-professional (e.g. police, nurse, technician) | O ₃ | |
| Tradesperson (e.g. plumber, carpenter, electrician) | O ₄ | |
| Clerical/secretarial | O ₅ | |
| Sales rep/store salesperson/personal services (e.g. waiter) | O ₆ | |
| Machine operator/driver | O ₇ | |
| Labourer/storeperson/unskilled | O ₈ | |
| Unemployed | O ₉ | |

| | | |
|------------------------------|-----------------|--|
| Home duties/student | O ₁₀ | |
| Small business owner/partner | O ₁₁ | |
| Retired | O ₁₂ | |
| Other (please specify) | O ₉₈ | |
| Prefer not to say | O ₉₉ | |

[ASK ALL]

A10. What kind of occupation are you seeking with your next job, if any?

| | | |
|---|-----------------|--|
| | S/R | |
| Not seeking to change occupation | O ₁ | |
| Para-professional (e.g. police, nurse, technician) | O ₂ | |
| Tradesperson (e.g. plumber, carpenter, electrician) | O ₃ | |
| Clerical/secretarial/white collar role | O ₄ | |
| Sales rep/store salesperson/personal services | O ₅ | |
| Machine operator/driver | O ₆ | |
| Labourer/storeperson/unskilled | O ₇ | |
| Unemployed | O ₈ | |
| Home duties/student | O ₉ | |
| Small business owner/partner | O ₁₀ | |
| Retired | O ₁₁ | |
| Don't know/unsure/refused | O ₉₈ | |

[ASK ALL]

A11. How many jobs with full time hours have you had in your working career to date?

A12. How many jobs with part time hours have you had in your career to date?

A13. How many contract or casual jobs have you had in your career to date?

| | | | |
|--------------------|-----------------|-----------------|-----------------|
| | A11 | A12 | A13 |
| | S/R | S/R | S/R |
| None | O ₁ | O ₁ | O ₁ |
| One | O ₂ | O ₂ | O ₂ |
| Two | O ₃ | O ₃ | O ₃ |
| Three | O ₄ | O ₄ | O ₄ |
| Four | O ₅ | O ₅ | O ₅ |
| Five | O ₆ | O ₆ | O ₆ |
| Six to ten | O ₇ | O ₇ | O ₇ |
| More than ten | O ₈ | O ₈ | O ₈ |
| Refused/Don't know | O ₉₈ | O ₉₈ | O ₉₈ |

Section B – Current level of work experience and training levels

[ASK ALL]

B1 What type of education and learning courses have you undertaken in your career so far? *Please tick all that apply*

B2 What types of education and learning courses would you consider undertaking in the next five to ten years? *Please tick all that apply*

| | B1 | B2 |
|--|--|--|
| ROTATE CODES 01 TO 03 | M/R | M/R |
| Vocational training course (like trades or skills based courses) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| Undergraduate degree | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| Post graduate degree | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₃ |
| Professional Development | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₄ |
| None | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₅ |
| Don't know | <input type="checkbox"/> ₇ | <input type="checkbox"/> ₇ |
| Refused | <input type="checkbox"/> ₉₉ | <input type="checkbox"/> ₉₉ |

[ASK CODE 01 at B1 OR B2]

B3. Which of the following types of vocational training courses have you undertaken? *Please tick all that apply*

B4. Which of the following types of vocational training courses would you consider undertaking? *Please tick all that apply*

| | B3 | B4 | |
|---------------------------------|--|--|--|
| | M/R | M/R | |
| Counselling | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ | |
| Disability Care | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ | |
| Human Resource Management | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₃ | |
| Occupational Health and Safety | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₄ | |
| Aged care | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₅ | |
| Competitive Manufacturing | <input type="checkbox"/> ₆ | <input type="checkbox"/> ₆ | |
| Financial Services | <input type="checkbox"/> ₇ | <input type="checkbox"/> ₇ | |
| Retail and Wholesale Management | <input type="checkbox"/> ₈ | <input type="checkbox"/> ₈ | |
| Training and Assessment | <input type="checkbox"/> ₉ | <input type="checkbox"/> ₉ | |
| Transport and Logistics | <input type="checkbox"/> ₁₀ | <input type="checkbox"/> ₁₀ | |
| Nursing | <input type="checkbox"/> ₁₁ | <input type="checkbox"/> ₁₁ | |
| First Aid | <input type="checkbox"/> ₁₂ | <input type="checkbox"/> ₁₂ | |
| Community Services | <input type="checkbox"/> ₁₃ | <input type="checkbox"/> ₁₃ | |
| Occupational Health and Safety | <input type="checkbox"/> ₁₉ | <input type="checkbox"/> ₁₉ | |
| Please specify _____ Other | <input type="checkbox"/> ₂₀ | <input type="checkbox"/> ₂₀ | |
| Don't know | <input type="checkbox"/> ₉₈ | <input type="checkbox"/> ₉₈ | |
| Refused | <input type="checkbox"/> ₉₉ | <input type="checkbox"/> ₉₉ | |

[ASK ALL]

B5. Would you consider undertaking a certificate three in disabilities? It is a training course that takes about two weeks to complete. *Please tick one only*

| | | |
|-------------------|----------------|--|
| | S/R | |
| Yes | O ₁ | |
| No | O ₂ | |
| Don't know/unsure | O ₃ | |
| Refused | O ₄ | |

[ASK ALL]

B6. What other training course/s would you consider in the next five years? *Please type in your response in the box below.*

Section C – Consideration of disability care work

[ASK ALL]

C1. How likely would you be to seek a disability care worker role in the next five years? *Please choose one circle only*

| | | |
|--|-----------------|-----------------|
| | [DO NOT ROTATE] | S/R |
| Certain, practically certain (99 chances in 100) | | O ₁₀ |
| Almost sure (9 in 10 chances) | | O ₉ |
| Very probably (8 in 10) | | O ₈ |
| Probably (7 in 10) | | O ₇ |
| Good possibility (6 in 10) | | O ₆ |
| Fairly good possibility (5 in 10) | | O ₅ |
| Fair possibility (4 in 10) | | O ₄ |
| Some possibility (3 in 10) | | O ₃ |
| Slight possibility (2 in 10) | | O ₂ |
| Very slight possibility (1 in 10) | | O ₁ |
| No chance, almost no chance (1 in 100) | | O ₀ |

[ASK ALL]

C2. On a scale of 1 to 10, where 10 is strongly agree and 1 is strongly disagree, how strongly do you agree or disagree with each statement as it relates to your next job? *Please tick only one circle in each row*

| [ROTATE CODES a- f] | Strongly disagree | | | | | | | | | Strongly agree | NOT SURE |
|---|-------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|
| a. My next job I want to be one where I feel I am giving something back | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ |
| b. In my next job I want to achieve something for myself | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ |
| c. I want my next job to | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ |

| | | | | | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|
| provide me with a better than average wage | | | | | | | | | | | |
| d. I want my next job to be a professional role | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ |
| e. I want a job that would prepare me to eventually work for myself | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ |
| f. I want my next job to have very flexible working arrangements | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ |

[ASK ALL]

C3. If you were thinking about a job as a disability care worker, how many hours a day would you want to work? *Please choose one circle only*

| | |
|------------------------------|-----------------|
| [DO NOT ROTATE] | S/R |
| Whatever hours are available | O ₁₀ |
| 10 hours or | O ₉ |
| 9 hours | O ₈ |
| 8 hours | O ₇ |
| 7 hours | O ₆ |
| 6 hours | O ₅ |
| 5 hours | O ₄ |
| 4 hours | O ₃ |
| 3 hours | O ₂ |
| 2 hours | O ₁ |
| Don't know/unsure | O ₉₈ |

[ASK ALL]

C4a. As a disability care worker you often need to travel to your client's home. There are times when the appointments don't connect and there is down time that you are not paid for. How does this affect your interest in being a disability care worker if it is 1 hour a day? *Please choose one circle only*

C4b. How does this affect your interest in being a disability care worker if it is 2 hours a day? *Please choose one circle only*

C4c. How does this affect your interest in being a disability care worker if it is 3 hours a day? *Please choose one circle only*

| | | | |
|---------------------------------|-----------------|-----------------|-----------------|
| | C4a | C4b | C4c |
| [DO NOT ROTATE] | S/R | S/R | S/R |
| It reduces my interest a lot | O ₃ | O ₃ | O ₃ |
| It reduces my interest a little | O ₂ | O ₂ | O ₂ |
| It doesn't reduce my interest | O ₁ | O ₁ | O ₁ |
| Don't know/unsure | O ₉₈ | O ₉₈ | O ₉₈ |

Section D Knowledge and perception of disability care work

[ASK ALL]

D1. How do you rate your knowledge of disability care work?

Please choose one only

| | | |
|------------------------------|----------------|--|
| DO NOT ROTATE | S/R | |
| Very high level of knowledge | O ₅ | |
| Good level of knowledgeable | O ₄ | |
| Somewhat knowledgeable | O ₃ | |
| Not really knowledgeable | O ₂ | |
| Not at all knowledgeable | O ₁ | |
| Don't know / not applicable | O ₉ | |

[ASK ALL]

D2. On a scale of 1 to 10, where 10 is strongly agree and 1 is strongly disagree, how strongly do you agree or disagree with each description of the work of a disability care worker *Please tick only one circle in each row*

| [ROTATE CODES a- f] | Strongly disagree | | | | | | | | | | Strongly agree | NOT SURE |
|---|-------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|----------|
| a. It's a job that I would love to do | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ | |
| b. It's a job that makes a difference in someone else's life; it's a real job | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ | |
| c. I would expect to be working with really good people | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ | |
| d. It's a job that would give me a lot of flexibility in the hours I work | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ | |
| e. It would be a great part time job | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ | |
| f. It's a job that would give me the variety of work I want | O ₁ | O ₂ | O ₃ | O ₄ | O ₅ | O ₆ | O ₇ | O ₈ | O ₉ | O ₁₀ | O ₉₉ | |

[ASK ALL]

D3. On a scale of 1 to 10, where 10 is strongly agree and 1 is strongly disagree, how strongly do you agree or disagree with each description of the work of a disability care worker? *Please tick only one circle in each row*

| [ROTATE CODES a- f] | Strongly disagree | | | | | | | | | Strongly agree | NOT SURE |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|
| a. It's a job that has a lot of status | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ | <input type="radio"/> O ₈ | <input type="radio"/> O ₉ | <input type="radio"/> O ₁₀ | <input type="radio"/> O ₉₉ |
| b. It's a job that has too many challenges for me | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ | <input type="radio"/> O ₈ | <input type="radio"/> O ₉ | <input type="radio"/> O ₁₀ | <input type="radio"/> O ₉₉ |
| c. It's potentially too dangerous a job for me | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ | <input type="radio"/> O ₈ | <input type="radio"/> O ₉ | <input type="radio"/> O ₁₀ | <input type="radio"/> O ₉₉ |
| d. It's a lot of shift work that wouldn't work for me | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ | <input type="radio"/> O ₈ | <input type="radio"/> O ₉ | <input type="radio"/> O ₁₀ | <input type="radio"/> O ₉₉ |
| e. The wages are too low for the job to interest me | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ | <input type="radio"/> O ₈ | <input type="radio"/> O ₉ | <input type="radio"/> O ₁₀ | <input type="radio"/> O ₉₉ |
| f. It's a job that would burn you out quickly | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ | <input type="radio"/> O ₈ | <input type="radio"/> O ₉ | <input type="radio"/> O ₁₀ | <input type="radio"/> O ₉₉ |
| g. It's a job that has too many unknowns for me | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ | <input type="radio"/> O ₄ | <input type="radio"/> O ₅ | <input type="radio"/> O ₆ | <input type="radio"/> O ₇ | <input type="radio"/> O ₈ | <input type="radio"/> O ₉ | <input type="radio"/> O ₁₀ | <input type="radio"/> O ₉₉ |

Section E – Attitudes and motivations

[ASK ALL]

E1. Tick yes or no for each of the following statements as they apply to you: *Please choose one circle on each row*

| ROTATE CODES [1-10] | | YES | NO | N/A |
|---------------------|---|--------------------------------------|--------------------------------------|--------------------------------------|
| 1 | I usually put the needs of others above my own | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| 2 | I am always the person my friends turn to when they need help | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| 3 | I don't mind listening to people if they need to talk | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| 4 | If someone's in trouble, I will drop everything to help them | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| 5 | Making other people feel good makes me feel good | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| 6 | I would like a job where I work closely with other people | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| 7 | People describe me as helpful | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| 8 | I stay calm in difficult situations | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| 9 | Crying people don't make me panic | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |
| 10 | I like to make a difference | <input type="radio"/> O ₁ | <input type="radio"/> O ₂ | <input type="radio"/> O ₃ |

[NOTE: A SCORE OF 5+ YESs MAKES A CARING PERSONALTY]

[ASK ALL]

E2. Which **one** of the following **motivations** best describes what you want personally from your future work? I am looking for a job...? *Please tick only the one that **most** applies*

E3 Which of the following **motivations** describes what you want personally from your future work? I am looking for a job....? *Please tick all that apply to you*

| | E2 | E3 |
|--|--|--|
| ROTATE CODES 1 TO 5 | S/R | M/R |
| That involves nurturing | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₁ |
| Where I have the opportunity and freedom to express something of myself | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| That involves the respect of the community and enables me to make a contribution | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₃ |
| That enables me to feel secure and content | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₄ |
| That gives a strong sense of order and structure | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₅ |
| Don't know | <input type="checkbox"/> ₇ | <input type="checkbox"/> ₇ |
| Refused | <input type="checkbox"/> ₉₉ | <input type="checkbox"/> ₉₉ |

[ASK ALL]

E4. On a scale of 1 to 10, where 10 is strongly agree and 1 is strongly disagree, how strongly do you personally agree or disagree that these motivations for working as a disability care worker apply to you? *Please tick only one circle in each row*

| [ROTATE CODES a- f] | Strongly disagree | | | | | | | | | Strongly agree | NOT SURE |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|
| a. It's a job where I could make a difference in people's lives | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ | <input type="radio"/> ₁₀ | <input type="radio"/> ₉₉ |
| b. It's a way where I can contribute something back to the community | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ | <input type="radio"/> ₁₀ | <input type="radio"/> ₉₉ |
| c. It's a job that would be fun, enjoyable and rewarding at the same time | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ | <input type="radio"/> ₁₀ | <input type="radio"/> ₉₉ |
| d. It's a people job (clients and the work team) | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ | <input type="radio"/> ₁₀ | <input type="radio"/> ₉₉ |
| e. It's a job where I would constantly gain skills | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ | <input type="radio"/> ₁₀ | <input type="radio"/> ₉₉ |
| f. It's a job with variety. I wouldn't get bored. | <input type="radio"/> ₁ | <input type="radio"/> ₂ | <input type="radio"/> ₃ | <input type="radio"/> ₄ | <input type="radio"/> ₅ | <input type="radio"/> ₆ | <input type="radio"/> ₇ | <input type="radio"/> ₈ | <input type="radio"/> ₉ | <input type="radio"/> ₁₀ | <input type="radio"/> ₉₉ |

Section F – Hypothetical disability care work opportunities

Insert choice model questions

Section Z - Demographics

[ASK ALL]

Finally a few questions about you to make sure we've got a good mix of people in our survey

Z1. What is the highest level of education you have completed?

| | |
|----------------------------------|-----------------|
| | |
| No formal schooling | O ₁ |
| Primary school | O ₂ |
| Some secondary school | O ₃ |
| Completed secondary school | O ₄ |
| Trade or technical qualification | O ₅ |
| University diploma or degree | O ₆ |
| Prefer not to say | O ₉₉ |

Z2. Which of these best describes your household?

| | |
|---|-----------------|
| | S/R |
| Single under 30 years | O ₁ |
| Single 30 years and over | O ₂ |
| Share accommodation | O ₃ |
| Couple without children | O ₄ |
| Family with most children under 16 years | O ₅ |
| Family with most children 16 years and over | O ₆ |
| Other (please specify) | O ₉₈ |
| Prefer not to say | O ₉₉ |

Z3. What is the main language spoken in your household?

| | |
|----------------------------|----------------|
| | S/R |
| English | O ₁ |
| Italian | O ₂ |
| Spanish | O ₃ |
| Chinese/Mandarin/Cantonese | O ₄ |
| Arabic | O ₅ |
| Portuguese | O ₆ |
| Greek | O ₇ |
| German | O ₈ |

| | | |
|--|-----------------|---------------------------------------|
| | Vietnamese | <input type="radio"/> O ₉ |
| | Filipino | <input type="radio"/> O ₁₀ |
| | Serbian | <input type="radio"/> O ₁₁ |
| | Russian | <input type="radio"/> O ₁₂ |
| | Korean | <input type="radio"/> O ₁₃ |
| | Dari | <input type="radio"/> O ₁₄ |
| | Persian | <input type="radio"/> O ₁₅ |
| | Hazaragi | <input type="radio"/> O ₁₆ |
| | Turkish | <input type="radio"/> O ₁₇ |
| | Other (specify) | <input type="radio"/> O ₉₈ |

Z3. What is your year of birth?

Thank you very much for your time today.

APPENDIX B – DISCUSSION GUIDE

J1752 – New Workforce

Discussion Guide: Workers

Focus groups/ interviews – duration 2 hours

Research objectives

The overall objectives of the research are: (1) to identify how to position and market the disability care role and its delivery model so that there is a stream of talented, trained and dedicated frontline disability care workers; and (2) to provide guidance on how to create a career and workplace that attracts these workers without the need to rely exclusively on financial reward. This study will identify the key attributes that attract and retain frontline disability workers to allow optimal employment settings that rely on more than simply higher wages. The research will explore:

- The knowledge needs of current and potential frontline workers and how these information needs can be optimally addressed
- How to make the disability services sector a more attractive proposition as a potential source of rewarding work with career opportunities
- The current and potential frontline workers' decision-making processes so as to optimise their choice in selecting a role in the disability sector
- How current and potential frontline workers see job conditions being effectively provided under Individualised Service Plans (e.g. participation in development and design of ISP)
- How technological innovation can be used to enhance their work experiences and outcomes
- How the delivery of worker support services can be best addressed, taking into account place e.g. rural/remote/Aboriginality
- Role of wages in the choice of role
- Role of geographical location
- Identifying the non tangible benefits of working in the disability sector and how best to leverage them
- Challenges/barriers and opportunities/triggers in attracting and retaining existing service delivery staff to deliver the funded individualised service plans
- What other working conditions in the disability sector might appeal?

1. Introduction and warm up (15 minutes)

- Introduce instinct and reason™ - independent research company

- Explain how a group discussion works – discussion NOT an interview!
- No right or wrong answers, just honest opinions
- Everyone to have a say – just not all at once!
- The session is being audio recorded – research purposes only
- Client watching behind mirror/ CCTV [delete as appropriate this will only happen in capital cities]
- Confidentiality of research process/reporting – research is carried out under the Market and Social Research Society Guidelines
- Mobile phones off please
- Today we are going to talk about being a disability care worker. The 'goals' of the National Disability Insurance scheme are (1) to provide adequate support and (2) to give greater choice and control to people living with disabilities. In order to do this the right disability care workers and enough of them are needed. Today, we want to get your opinions about what it is that makes or might make being a disability care worker an attractive job or career.
- Participant introductions:
 - name, age, life stage and a snap shot of your work experience to date
 - what has been your *best* experience with a job?
 - what about your worst experience in a job?
 - have you ever worked with people with disabilities or known someone living with disabilities?
 - what did you think about this as a job?
 - is it something you would ever consider?
 - what would trigger your interest?

2. What makes for a rewarding and satisfying job? (15 mins)

[I'd like to start today by coming up with your personal criteria of what makes for a rewarding and satisfying job?]

- [I'll get you do to this on your own for a few minutes – so no talking] How would you describe the ideal job for you?
- Make as long a list as you can and include the intangibles of the job as well as the obvious.
- [Now discuss as a group and create a list on the board]
- Let's go around the room and tell me what is top of your list? [When the top factors are up on the board go to their second, third etc.]
 - Have we covered everything that matters?
 - [Check on (1) previous work experience (2) because they enjoy working with people, (3) they find a job rewarding [in what ways],

(4) they get job satisfaction [in what ways] (5) they like helping others (6) they see their job as doing something worthwhile (7) they learn new skills [what kind of skills] (7) a job that gives them independence, autonomy, responsibility (8) a good job can be great when workers reach a certain age [how come it changes; what age/s imply different outcomes from work?]

3. The roles and goals of disability care workers (15 mins)

[Now we are going to focus of the job of a disability care worker?]

- How would you describe the role of a disability care worker? [If not mentioned probe on: helper, enabler, companion, facilitator, monitor, advocate, someone who enables us to develop independent living skills; any other?]
- What is the goal of a disability care worker from your point of view?
 - Can everyone come up with your main goal for a disability care worker? What are they?
 - What about a secondary goal? Other goals?

4. Perceptions of the working conditions of a disability care worker (10 mins)

- How would you describe the working conditions of a disability care worker? [Probe fully]
- What would your family and friends think about you working as a disability care worker? Would they encourage or discourage you?
- What's good about the job? What's difficult or challenging about it?
- Are there technological ways to diminish the downsides to the job?
- [For current care workers only ask] How do you see job conditions being provided under Individualised Service Plans? Will this be an advantage? In what ways? How could it be improved?

5. What is the appeal of being a disability care worker? (15 mins)

Now I'd just want you to think about being a disability care worker for a moment.

- What aspects of this job are appealing?
- Make as long a list as you can and include the intangibles of the job as well as the obvious.
 - [Check on: (1) being able to work with clients one on one (2) financials i.e. wages, training, job benefits (3) flexibility in scheduling work (4) opportunities for career growth (5) working conditions and portability of these working conditions (6) being able

to care for family and friends (7) the variety of work (8) the development of a relationship with the client (9) being valued (10) working with health and other professionals (11) the challenging type of work (12) having time to do the job well (14) job security and (13) being autonomous – no boss - working out by myself what needs to be done.]

- What worker support services are needed? Which ones are essential? Which ones are nice to have?
- How could the delivery of worker support services be best handled?
- How could it be done in rural/remote/ places?
- What extra is needed with Indigenous worker support? How could this be best handled?

6. The job of a disability care worker (15 mins)

[Now I'd like to talk about what you believe the job of being a disability care worker is all about]

- In your own words, just tell me what underlying motivations and other factors would make someone a 'high quality' disability care worker as compared to someone for whom 'it's just a job'? [Make another list on the board]
 - [Probe on – (1) previous work experience, (2) because they enjoy working with people living with disabilities, (3) they find the job rewarding, (4) they get job satisfaction (5) they like helping others (6) they see it as doing something worthwhile (7) they learn new skills (7) it's a job with independence, autonomy, responsibility (8) it's a good job for a certain age [what age?]
 - Are there any other factors that make a great disability care worker?
 - **I'd like to go and check back on the list we made earlier about what makes for a rewarding and satisfying job for us?**
 - How does the disability care worker role fare in your opinion for an attractive job for you?
 - What works?
 - What doesn't?
- On a scale how would you describe your interest in being a disability care worker? [Get participants to indicate 'very interested', 'interested', 'depends' or 'disinterested' and record on their sheet of paper]
- What would your interest depend on? What factors might increase or decrease your interest?

7. How would you go about becoming a disability care worker (10 mins)

- How would you go about becoming a disability care worker? [for those in regional areas ask] Is this different/more difficult/easier in regional areas? In what ways?
- What would you look for or ask when you are thinking about becoming a disability care worker? [Make a list on the board of questions?]
- What do you need to know?
- Would you be prepared to undergo any training in being a disability care worker? What kind of training do you think you would need? How much training would be too much? Too little? What would be adequate?
- What would trigger your interest in exploring the possibility of working as a disability care worker?

8. What role does wages play for you? (10 mins)

- What are your perceptions of the pay levels for disability care workers?
- How are you personally affected by the wages/salary level?
- In what way does it affect the job or your attitudes to the job?
- The average disability care worker gets paid about \$21 per hour.
- What is your opinion about the wages they are paid?
- How do you think disability care workers would be affected by changes to pay & benefits? If less pay? What about more pay? Additional benefits? Is there anything else that could make their job more appealing/satisfying?

9. Is a disability care worker a job or a career? (10 mins)

- Do you think it's a job or a career?
- In what way is it a career?
- In what way is it a job?
 - Is it a long term job?
 - What factors of the job might lead you to stay longer?
 - [Probe on: (1) financial (2) Job security (3) portability of conditions (4) Scheduling (5) Acknowledgement (6) Manageable workload (7) Training (8) Relationships (9) Support (10) Wellbeing (11) Satisfaction with the job (12) Proximity to home, (13) any Others.

10. Final thoughts and wrap up (5 mins)

- Any final thoughts on anything we have been discussing that would make you interested in being a disability care worker?
- Messages to take back to the project team?

Give out incentives and thank and close

APPENDIX C – LITERATURE REVIEW

**Practical Design Fund
Literature Review**

**Prepared by Dr Rebecca Phillips
February 2013**

Introduction

The introduction of a national disability insurance scheme is likely to result in a rapid increase in demand for support workers which may also lead to staff shortages (Productivity Commission, 2011). Addressing this risk requires a significant expansion of the disability sector workforce by enhancing methods used to attract and retain frontline staff (Productivity Commission, 2011).

Frontline support workers work in a range of settings (in-home, accommodation services, day programs or respite settings) to provide day-to-day support for people with a disability (Precision Consultancy, 2011). The roles of the support worker include being a helper/enabler, a companion, a facilitator, a monitor and an advocate, as well as supporting clients to develop independent living skills (Moran, Enderby & Nancarrow, 2011; Precision Consultancy, 2011). Quality support workers are crucial for the quality of life of people with a disability (Precision Consultancy, 2011). However, there is a lack of understanding of what it is about the work that attracts people to the sector (National Disability Services, 2008). Further hindering the recruitment of the workforce is the negative perception that the general public has of the sector (National Disability Services, 2008; VCOSS, 2007). The New South Wales National Disability Services has attempted to address this issue by recently launching the Care Careers website (www.carecareers.com.au) to improve attraction, recruitment and retention within the sector.

To expand the disability support workforce we first need an understanding of what attracts people to work in this sector. This will enable employers to understand the important attributes to consider when advertising and employing staff, as well as retaining staff. The literature review described in this report will explore the attributes that attract people to the disability sector, as well as the conditions of employment that may drive staff retention.

Aim

The aim of the literature review was to identify information related to the following questions:

- What attracts people to want to work in the disability sector?
- What tangibles and intangibles are important?
- What are the contemporary drivers of desired jobs and job satisfaction?
- What levers could be used to attract the quality workforce that is needed?
- What do people living with disabilities want from their support workers? **Method**

A search of electronic databases, government websites and disability sector websites was undertaken to locate information relevant to the aim of this review (see Table 1 and Table 2). Key people and organisations working in the disability field were also contacted to identify further information that may not have been located in the internet search. Information was included in the review if it described:

- the attributes that attract people to work in the disability sector
- the tangibles and intangibles that are important for support workers
- the drivers of job satisfaction
- predictors of support workers leaving their job
- reasons support workers want to leave their job
- factors that drive retention
- what people living with disabilities want from support workers.

Literature was excluded if it was not in English. Information was extracted from articles under headings of the inclusion criteria described above.

Table 1 Databases and websites searched

| Electronic databases | Government and disability sector websites |
|--|---|
| <ul style="list-style-type: none"> - MEDLINE - Web of Knowledge - PsycINFO - Health Source Nursing/Academic Edition - ProQuest Psychology Journals - ProQuest Social Sciences Journals - Science Direct - Google Scholar | <ul style="list-style-type: none"> - Care Careers (www.carecareers.com.au) - Health Workforce Australia (www.hwa.gov.au) - National Disability Insurance Scheme (www.ndis.gov.au) - National Disability Services (www.nds.org.au) - Australian Institute of Health and Welfare (www.aihw.gov.au) - Department of Health and Ageing (www.health.gov.au) - Department of Families, Housing, Community Services and Indigenous Affairs (www.fahcsia.gov.au/our-responsibilities/disability-and-carers/publications-articles) - Productivity Commission (www.pc.gov.au) - Disability Policy and Research Working Group (www.dprwg.gov.au) - National Institute for Labour Studies (www.flinders.edu.au/sabs/nils/) |

Table 2 Terms used to search electronic databases

| Search terms |
|---|
| carer* or "support worker*" or "personal care worker*" or "healthcare assistant*" or "personal care attendant*" or "patient care assistant*" or "home care aid*" or "care assistant*" |
| AND |
| Disability OR community OR health |
| AND |
| Career* OR employment OR job* OR workforce |

Findings

The literature collected was related to:

- the attributes that attract people to work in the disability sector
- the tangibles and intangibles that are important for support workers
- the drivers of job satisfaction
- predictors of support workers leaving their job
- reasons support workers want to leave their jobs
- factors that drive retention
- what people living with disabilities want from support workers.

Each of these topics is discussed in detail below.

1.1 ATTRIBUTES THAT ATTRACT PEOPLE TO WORK IN THE DISABILITY SECTOR

The public typically has a negative image of being a support worker—characterised by someone with few skills who receives low wages for unpleasant work with few opportunities for career advancement (Ashley, Butler & Fishwick, 2010; Stone, 2004). For example, one support workers said that "*there is an unspoken prejudice that we do not have the brains to learn anything new*" (Ashley, Butler & Fishwick 2010, p403). These perspectives provide a hurdle for attracting workers to the sector and it is therefore important to understand the attributes that do attract people. Theories of motivation separate the intrinsic and extrinsic factors that

motivate a person to join a particular profession (Sims-Gould et al., 2010). The intrinsic and extrinsic factors that motivate people to become support workers are listed below.

Intrinsic

- Previous experience helping a relative or friend (Sims-Gould et al., 2010)
- Enjoy working with people (Sims-Gould et al., 2010)
- Want to feel rewarded (Ashley, Butler & Fishwick, 2010)
- Job satisfaction (deSavorgnani, Haring & Davis, 1992)
- To help others and do something worthwhile (Ashley, Butler & Fishwick, 2010; Productivity Commission, 2011). For example, support workers have said:

"I go to work every day because I know that my clients need me for who else would help them if they live alone and are waiting for me" (Ashley, Butler & Fishwick, 2010, p402)

"I love my job very much because sometimes I am the only person my clients see every day. They count on me being there every day" (Ashley, Butler & Fishwick, 2010, p402)

- The potential for learning and training (Productivity Commission, 2011)
- Independence, autonomy and responsibility (Productivity Commission, 2011)
- Age—for example, data suggests a trend for people to enter the disability sector at later ages (Windsor & Associates, 2011)

Extrinsic

- Being able to work with clients one-on-one unlike in a nursing home (Ashley, Butler & Fishwick, 2010; deSavorgnani, Haring & Davis, 1992; Gabriel, 2004). For example, one support worker said:

"Doing home care within the patient's 'comfort zone' is so much more relaxing and rewarding [than caring for someone in nursing home]" (Ashley, Butler & Fishwick, 2010, p401-402)

- Financial considerations (for example, wages, affordable and timely training, training bursaries and the provision of benefits) (deSavorgnani, Haring & Davis, 1992; Sims-Gould et al., 2010)
- Flexibility in scheduling (deSavorgnani, Haring & Davis, 1992; Howes, 2008; Sims-Gould et al., 2010)
- Opportunities for career growth (deSavorgnani, Haring & Davis, 1992)

- Working conditions (deSavorgnani, Haring & Davis, 1992)
- Variety of work (Ashley, Butler & Fishwick, 2010; Productivity Commission, 2011)

An Australian study (Rimfire Resources, 2010a) surveyed support workers about a number of the above factors. Participants reported that the most important factor was the opportunity to contribute to the wellbeing of others (64%), followed by working in an exciting and challenging role (53%), a flexible work environment (46%), job security (32%), 'good salary package' (17%) and 'identified as an employer of choice' (12%) (Rimfire Resources, 2010a).

1.2 THE TANGIBLES AND INTANGIBLES THAT ARE IMPORTANT FOR WORKERS

A workplace can offer both tangible and intangible benefits to attract and retain workers. In the literature considered in this review, support workers identified the below tangibles and intangibles as being important.

Tangibles

Compensation

- Adequate wages (Davidson, 2001; Dawson & Surpin, 2000; Doyle & Timonen, 2009; Egan, 2002; Stone, 2004)
- Access to health insurance (Stone, 2004)

Schedules

- Flexible scheduling (Davidson, 2001; Walter, 1996)
- Balanced and safe workloads that do not overwork employees (Dawson & Surpin, 2000)
- A guaranteed number of work hours each week (Schmidt & Kennedy, 1998)
- Scheduled time off to enjoy their lives away from work (Egan, 2002)

Skill and career development

- Opportunities for career advancement (Davidson, 2001; Dawson & Surpin, 2000; Egan, 2002; Schmidt & Kennedy, 1998)
- Opportunities for training and professional development at little or no cost (Dawson & Surpin, 2000; Schmidt & Kennedy, 1998; Walter, 1996)
- Adequate supervision (Schmidt & Kennedy, 1998)
- Affiliation with a professional organisation (Walter, 1996)

Intangibles

Relationship with client

- Positive relations with clients (Egan, 2002)
- Friendship (Doyle & Timonen, 2009)
- A mutually rewarding relationship (Doyle & Timonen, 2009). For example, support workers who are migrants have the opportunity to improve their English language skills (Doyle & Timonen, 2009) and support workers may learn different languages or cooking skills from their clients (Gabriel, 2004)

Feeling valued

- Recognition and acknowledgment from client and employer (Bennett, Ross & Sunderland, 1996; Doyle & Timonen, 2009; Stone, 2004). For example, clients are appreciative of the care provided (Bennett, Ross & Sunderland, 1996)
- Respect from client and employer (Bennett, Ross & Sunderland, 1996)
- A sense of belonging (Egan, 2002).

Professional interactions

- Support from management (Bennett, Ross & Sunderland, 1996)
- Feeling part of the health care team (Bennett, Ross & Sunderland, 1996)
- Being satisfied with the supervision received (Schudrich et al., 2012)
- Positive relations with co-workers and managers (Egan, 2002)

The type of work

- Challenging (Egan, 2002)
- Allocated sufficient time to do the work well (Egan, 2002)
- Autonomous (Egan, 2002)

1.3 THE DRIVERS OF JOB SATISFACTION

A large number of factors that drive the job satisfaction of support workers were documented in the literature, clustering around the themes of compensation, workload, support, skills development, commitment to work, feeling valued, doing something worthwhile, interpersonal relationships and autonomy. Below are listed the aspects of each of these themes which drive satisfaction.

1. Compensation

- Remuneration (Doyle & Timonen, 2009; Chou et al., 2011)
- Level of pay (Fleming & Taylor, 2007)
- Financial rewards (Stone, 2004).
- Workers are less satisfied if paid per visit (Zeytinoglu et al., 2009)

2. *Workload*

- Level of stress (Fleming & Taylor, 2007)
- The impact that the job has on social and family life (Fleming & Taylor, 2007)
- Flexibility of the hours (Butler, Wardamasky & Brennan-Ing, 2012). Although some workers are less satisfied with casual hours, split shifts, involuntary hours and being on call (Zeytinoglu et al., 2009)
- Travelling time (Chou et al., 2011)

3. *Support*

- Ongoing feedback from supervisor (Stone, 2004)
- Good organisational support (Ryan et al., 2004)
- Peer mentoring (Noelker et al., 2009)
- Regularity of feedback and performance reviews (Rimfire Resources, 2010b)
- Supportive leadership practices (extent to which a supervisor communicates effectively, shows personal concern or caring and maintains high professional standards) (Buelow, Winburn & Hutcherson, 1999)
- Mission implementation (how strongly staff felt the mission influenced the hiring process, orientation, in-services and everyday management) (Buelow, Winburn & Hutcherson, 1999)

4. *Skill development*

- Completing training, e.g. Enhanced Care Assistant Training (ECAT) (Coogle et al., 2012). The ECAT is a geriatric case management training program to develop the skills of personal care attendants. Intrinsic job satisfaction increased for participants aged 18-39 years but declined among middle-aged participants and no change was observed among participants aged 52 years and over.
- Better training programs (Noelker et al., 2009)
- Client-centred in service training style (discussions of type of clients and how to effectively handle common challenges) (Buelow, Winburn & Hutcherson, 1999)

5. *Commitment to work*

- Well-developed career plans and goals (Coogle, Parham & Rachel, 2011)
- Feeling personally responsible for their work (Stone, 2004)
- Opportunities for career advancement (Rimfire Resources, 2010b)
- Security of employment (Zeytinoglu et al., 2009)

6. *Feeling valued*

- Recognition (Doyle & Timonen, 2009)
- Self-esteem (Dillard & Feather, 1991)
- Acknowledgment (Doyle & Timonen, 2009)
- Work is valued by the organisation and clients (Fleming & Taylor, 2007)
- Feeling appreciated by clients (Butler, Wardamasky & Brennan-Ing, 2012)

7. *Doing something worthwhile*

- Personal satisfaction of helping clients to be able to remain in their homes (Butler, Wardamasky & Brennan-Ing, 2012)
- Perception of doing something worthwhile (Fleming & Taylor, 2007)
- Feelings of contributing to and improving the status and quality of life of clients (Ryan et al., 2004)

8. *Interpersonal relationships*

- Quality of the interpersonal relations at work and work conditions (Coogle, Parham & Rachel, 2011)
- Relationship and interactions with the client (Ball et al., 2009; Stone, 2004)
- Friendships developed with clients (Keller, 2000; Ryan et al., 2004)

9. *Autonomy*

- Having control over scheduling and how care is provided (Stone, 2004).
- Day-to-day autonomy (responsibility, choices and flexibility) (Butler, Wardamasky & Brennan-Ing, 2012; Ryan et al., 2004)

1.4 REASONS SUPPORT WORKERS WANT TO LEAVE THEIR JOB

In the literature reviewed the reasons support workers want to leave their job could be grouped into eleven themes. The factors associated with each of these themes are listed below.

1. *Financial*

- Low wages (Ashley, Butler & Fishwick 2010; Butler, Wardamasky & Brennan-Ing, 2012; Carson, Maher & King, 2007; Hsieh & Su, 2007; Keefe et al., 2011; Keller, 2000; Rimfire Resources, 2010a; Zeytinoglu et al., 2009). The Award wage is reported to be 10-25% less than Government Award rates for similar positions (Carson, Maher & King, 2007)

- Lack of benefits (Ashley, Butler & Fishwick 2010)
 - Intensive and costly training courses (Doyle & Timonen, 2009)
 - Mileage not reimbursed (Butler et al. 2010; Butler, Wardamasky & Brennan-Ing, 2012)
2. *Job security*
- Currently in casual or fixed-term contract employment (Howe et al., 2012). Employers often are unable to offer permanent contracts as funding arrangements often run for less than a year (Carson, Maher & King, 2007)
 - Job insecurity (Keefe et al., 2011)
3. *Scheduling*
- Irregular and unstable work (Doyle & Timonen, 2009)
 - Time not allocated to spend time talking to clients (McCann, Ryan & McKenna, 2005)
 - Want to work fewer hours (Howe et al., 2012)
 - Want better shifts or hours (Fleming & Taylor, 2007; National Disability Services Victoria, 2011; Productivity Commission, 2011)
4. *Lack of acknowledgment*
- Lack of respect and recognition (Ashley, Butler & Fishwick 2010)
 - Feeling undervalued (Keefe et al., 2011)
5. *Workload*
- Too much or too little work (Keefe et al., 2011)
 - Excessive paperwork (Keller, 2000)
 - Continuous travel (Keller, 2000)
 - High susceptibility to injuries resulting from all types of overexertion (Keller, 2000)
 - Extended periods of isolation with client (Keller, 2000; Manthorpe, Moriarty & Cornes, 2011)
 - Heavy workloads (Hsieh & Su, 2007; Fleming & Taylor, 2007)
 - Long working hours (Hsieh & Su, 2007)
6. *Lack of training and career paths*
- Little opportunity for advancement (Keller, 2000). This is a result of the size and flat structure of many organisations; lack of permanent employees; lack of core funding; and an inability to transfer between sectors within the community services and health industry (VCOSS, 2007)

- Lack of national training standards creates difficulty in transferring skills between employers (Keefe et al., 2011)
- Desire to gain further experience (Rimfire Resources, 2010a)

7. *Poor interpersonal relationships*

- Low peer cohesion (Keller, 2000)
- Problems with client and their family members (Butler et al. 2010)

8. *Lack of support*

- Lack of management support (Fleming & Taylor, 2007)
- Unclear instructions from employer (Manthorpe, Moriarty & Cornes, 2011)
- Little emotional support through supervision or mentoring (Manthorpe, Moriarty & Cornes, 2011)

9. *Poor emotional wellbeing*

- Emotional exhaustion (Butler et al. 2010)
- Stressful (Hsieh & Su, 2007; Keefe et al., 2011; Keller, 2000; Productivity Commission, 2011)
- Difficulty coping with client deaths (Butler et al. 2010)

10. *Dissatisfaction with work*

- Feel that job is not worthwhile (Butler et al. 2010)
- Desire to work in a different type of work or seeking a career change (Rimfire Resources, 2010a)
- Want to find more satisfying work (Productivity Commission, 2011)
- Want to work outside the sector (Productivity Commission, 2011)
- Seeking new challenges or experiences (Carson, Maher & King, 2007)

11. *Personal reasons*

- Health (Butler et al. 2010; Butler, Wardamasky & Brennan-Ing, 2012; Productivity Commission, 2011)
- Retirement (Butler et al. 2010; Butler, Wardamasky & Brennan-Ing, 2012; Productivity Commission, 2011)
- Family needs (Butler et al. 2010; Butler, Wardamasky & Brennan-Ing, 2012; National Disability Services Victoria, 2011; Productivity Commission, 2011)
- Relocation (National Disability Services Victoria, 2011; Productivity Commission, 2011)
- Want to work closer to home (National Disability Services Victoria, 2011)

1.5 PREDICTORS OF SUPPORT WORKERS LEAVING THEIR JOB

The previous section outlined why support workers may want to leave their job. In this section factors which predict whether support workers will in fact leave their jobs are presented.

The reason that people leave their job can be divided into three categories: individual (for example, personal characteristics), organisational (for example, training, career advancement, supervision, autonomy) and administrative (for example, salary and job stressors) (Strolin-Goltzman et al., 2009; Webb & Carpenter, 2012). The predictors identified in the review of support workers leaving their job have been grouped below under the individual, organisational and administrative categories.

Individual predictors:

- Low sense of personal accomplishment is a contributor to frequency of burnout (Bennett, Ross & Sunderland, 1996)
- Low job satisfaction (Karantzas, 2012; Rosen et al., 2011)
- Poor emotional well-being (Butler, Wardamasky & Brennan-Ing, 2012; Rosen et al., 2011)
- Low level of job commitment (Karantzas, 2012)
- Family conflicts (Mittal, Rosen & Leana, 2009)
- Younger employees are more likely to leave than older employees (Butler et al. 2010; Butler, Wardamasky & Brennan-Ing, 2012; Kiyak, Namazi & Kahana, 1997)
- Low household income (Butler, Wardamasky & Brennan-Ing, 2012)
- Has been employed in the job for a short time (Kiyak, Namazi & Kahana, 1997)

Organisational predictors:

- Lack of supervisor support (Karantzas, 2012)
- Lack of respect (Mittal, Rosen & Leana, 2009)
- Inadequate management (Mittal, Rosen & Leana, 2009)
- Work conflicts (Mittal, Rosen & Leana, 2009).
- Difficulty of the work (Mittal, Rosen & Leana, 2009)

Administrative predictors:

- Work stressors (Karantzas, 2012)
- Lack of health insurance (Butler et al. 2010)
- Job openings elsewhere (Mittal, Rosen & Leana, 2009)
- No health insurance in compensation package (Butler, Wardamasky & Brennan-Ing, 2012)

1.6 FACTORS THAT DRIVE RETENTION

It is frequently assumed in the literature that worker turnover is the obverse of worker retention (Mittal, Rosen & Leana, 2009). However, Mittal et al. (2009) proposed that each is a qualitatively different phenomenon with different precursors, similar to the distinction between trust and mistrust. This suggests that addressing the above predictors of leaving one's job may not be sufficient to retain staff; the drivers of retention may in fact be different. Six factors that drive retention were identified when reviewing the literature and each of these factors is outlined in further detail below.

1. *Employment conditions*

- Permanent employment (Howe et al., 2012)
- Being satisfied with the number of hours worked, some people would like more and other's would like less (Howe et al., 2012; Morris, 2009)
- Adequate remuneration and benefits that reward tenure and skill enhancement (Faul et al., 2010; Hsieh & Su, 2007; Morris, 2009; Nugent, 2007; Rimfire Resources, 2010a; Seavey, 2011; Willis-Shattuck et al., 2008)
- Reimbursement of travel costs (Morris, 2009)
- Scheduling that supports stable hours (Seavey, 2011)
- Flexibility in scheduling (Mittal, Rosen & Leana, 2009; Nugent 2007)
- Need guaranteed hours (Fleming & Taylor, 2007; Rimfire Resources, 2010a)

2. *Opportunities for career development and training*

- The possibility to specialise or be promoted (Seavey, 2011; Willis-Shattuck et al., 2008)
- Continuing education/training (KPMG, 2006; Rimfire Resources, 2010a; Willis-Shattuck et al., 2008)
- Improved orientation and training based on core competencies (Seavey, 2011)

3. *Interpersonal relationships*

- Positive relationships with management and co-workers (Dill, Keefe & McGrath, 2012; Willis-Shattuck et al., 2008)
- Positive relationships with clients (Ball et al., 2009; Mittal, Rosen & Leana, 2009)

4. *Feeling valued*

- Personal recognition or appreciation from managers, colleagues or the community (Willis-Shattuck et al., 2008)
- Feeling needed (Mittal, Rosen & Leana, 2009)
- Able to advocate for patients (Mittal, Rosen & Leana, 2009)
- Work as part of a team that values and incorporates support workers in decision making about clients (KPMG, 2006)

5. *A supportive organisation*

- Support from skilled supervisors and co-workers (KPMG, 2006; Seavey, 2011)
- Effective communication and information sharing from supervisors and management (KPMG, 2006; Rimfire Resources, 2010a)
- Mentors (KPMG, 2006)
- Clear objectives in relation to the values of the organisation (KPMG, 2006)
- Referral of staff to local supports for assistance with social, medical and personal emergencies that may impact on their employment (KPMG, 2006)
- High standards for performance (KPMG, 2006)

6. *Enjoying the work*

- Intrinsic satisfaction (Faul et al., 2010)
- Workers value their work (Nugent, 2007)
- A personal interest in caring for the elderly (Hsieh & Su, 2007)
- The ability to contribute to the well-being of others (Rimfire Resources, 2010b)
- Giving back to the community (Rimfire Resources, 2010b) (Rimfire Resources, 2010b)

1.7 WHAT DO PEOPLE LIVING WITH DISABILITIES WANT FROM SUPPORT WORKERS?

The provision of self-directed services, as proposed, allows people with a disability to have a level of personal choice and control over the services they receive (Heller et al., 2012).

Therefore, when planning what the disability workforce will look like, it is important to consider what services users want from the workforce. When reviewing the literature eight themes emerged in relation to what people living with disabilities want from their support workers and each of these is described further below.

1. *Choice and control*

- Having direct choice and control over the care they receive (Pita, Ellison & Farkas, 2001; Prince, Manley & Whiteneck, 1995; Stanley, 2007)
- Flexibility and choice in hiring support workers, including the ability to hire family and friends (Mahoney et al., 2002; Prince, Manley & Whiteneck, 1995)
- Ability to set workers' wages (Heller et al., 2012)
- Control over tasks that support worker completes. Agency staff are often restricted to only helping with tasks specified on the care plan, even if the care plan does not meet the needs of the client (Byrne et al., 2011)

2. *Staffing*

- To work with only a small number of support workers (Ware et al., 2003). People reported that they prefer to have the same carer (McCann, Ryan & McKenna, 2005) but others said that they just want to have consistently good workers (Byrne et al., 2011)
- Continuity of staff involved in initial screening and assessment; devising and arranging care services; service provision; and review (Ware et al., 2003)
- Staff should have personal identification when they arrive at the house (Ware et al., 2003)

3. *Timing*

- Arrive on time (Ware et al., 2003). For example, care workers arrive too early to put people to bed (Ware et al., 2003)
- Control over timing and pattern of care (Manthorpe et al., 2010). Some clients and families need to adjust their own lives to fit in with visits from support workers (Byrne et al., 2011)

4. *Co-ordination*

- Good coordination among services (Noble & Douglas, 2004)
- Flexibility in provision of services (Power, 2008)
- More information and involvement in decision making (Noble & Douglas, 2004)

5. *Quality*

- Consistently good workers (Byrne et al., 2011)
- High standard of care (Hare et al., 2006)
- New care workers should shadow existing workers (Ware et al., 2003). If this does not happen users have to explain how to do things (Ware et al., 2003)

6. *Interpersonal interactions*

- Friendly support workers who have positive traits, skills and attributes (Byrne et al., 2011; Ware et al., 2003)
- Good relationships with workers (Noble & Douglas, 2004)
- Want time to talk with the support worker (McCann, Ryan & McKenna, 2005).
- Supportive interactions (Power, 2008)
- Employ support worker that they have a common interest with (Manthorpe et al., 2010)

7. *Type of support required*

- Transportation (Pita, Ellison & Farkas, 2001)
- Emotional support (Pita, Ellison & Farkas, 2001)
- Help with negotiating social service agencies (Pita, Ellison & Farkas, 2001)
- Hands-on assistance with household needs (Pita, Ellison & Farkas, 2001)

8. *Family, friends or agency staff*

- Allowing people to reimburse family or friends who are caregivers (Heller et al., 2012; Matthias & Benjamin, 2008)

A study by Heller et al. (2012) reported that people with disabilities are most satisfied with their support worker when they hired siblings, followed by other family members and then agency staff. However, not all people with disabilities wish to employ relatives because it can be difficult if something goes wrong and they may not be as skilled as agency staff (Manthorpe, Moriarty & Cornes, 2011). Agency staff also appeared more likely to encourage choice making of clients (Heller et al., 2012).

Conclusion

The findings of this review have highlighted attributes that attract people to work in the disability sector, as well as factors that drive staff turnover and retention. Considering these attributes and factors, alongside the perspectives of people with disabilities, when recruiting staff and implementing initiatives to improve retention rates, will assist in developing the quality workforce that is needed. Key areas to focus on when developing the workforce include:

- Promoting a positive image of working in the disability sector
- Job security
- Adequate compensation
- Guaranteed hours

- A workload that meets the expectation and abilities of workers
- Skill and career development
- Developing positive relationships with clients, co-workers, supervisors and management
- Ensuring workers feel valued
- Support from supervisors and management.

References

- Ashley, A., Butler, S.S. & Fishwick, N. (2010). Home care aides' voices from the field: job experiences of personal support specialists. *Home Healthcare Nurse*, 28, 399-405.
- Ball, M.M., Lepore, M.L., Perkins, M.M., Hollingsworth, C. & Sweatman, M. (2009). "They are the reason I come to work": the meaning of resident-staff relationships in assisted living. *Journal of Aging Studies*, 23, 37-47.
- Bennett, L., Ross, M.W. & Sunderland, R. (1996). The relationship between recognition, rewards and burnout in AIDS caring. *AIDS CARE: Psychological and Socio-medical aspects of AIDS/HIV*, 8, 145-154.
- Buelow, J.R., Winburn, K. & Hutcherson, J. (1999). Job satisfaction of home care assistants related to managerial practices. *Home Health Care Services Quarterly*, 17, 59-71.
- Butler, S.S., Simpson, N., Brennan, M. & Turner, W. (2010). Why do they leave? Factors associated with job termination among personal assistant workers in home care. *Journal of Gerontological Social Work*, 53, 665-681.
- Butler, S.S. Wardamasky, S. & Brennan-Ing, M. (2012). Older women caring for older women: the rewards and challenges of the home care aide job. *Journal of Women and Aging*, 24, 194-215.
- Byrne, K., Sims-Gould, J., Frazee, K. & Martin-Matthews, A. (2011). "I'm satisfied ... but": clients' and families' contingent responses about home care. *Home Health Care Services Quarterly*, 30, 161-177.
- Carson, E., Maher, C. & King, P. (2007). *Careers at the coal-face? Community services in South Australia: workforce development: full report*. Adelaide: University of South Australia Social Policy Research Group.
- Chou, Y., Fu, L., Kroeger, T. & Ru-yan, C. (2011). Job satisfaction and quality of life among home care workers: a comparison of home care workers who are and who are not informal carers. *International Psychogeriatrics*, 23, 814-825.
- Coogle, C.L., Parham, I.A., Jablonski, R. & Rachel, J.A. (2007). Enhanced Care Assistant Training to address the workforce crisis in home care: changes related to job satisfaction and career commitment. *Care Management Journals*, 8, 71-81.

- Cogle, C.L., Parham, I.A. & Rachel, C.A. (2011). Job satisfaction and career commitment among Alzheimer's care providers: addressing turnover and improving staff empowerment. *American Journal of Alzheimer's Disease and Other Dementia's*, 26, 521-527.
- Coote Practice. (2007). *A disability workforce strategy for the ACT disability sector*. Australia: Coote Practice.
- Davidson, D. (2001). When it comes to workforce shortages, the future is now. *AHA News*, 37, 6.
- Dawson, S.L. & Surpin, R. (2000). The home health aide: scarce resource in a competitive marketplace. *Care Management Journals*, 2, 226-231.
- de Savorgnani, A.A., Haring, R.C. & Davis, H. (1992). A survey of home care aides: a personal and professional profile. *CARING Magazine*, 11, 28-32.
- Dill, J.S., Morgan, J.C. & Konrad, T.R. (2010). Strengthening the long-term care workforce: the influence of the WIN A STEP UP workplace intervention on the turnover of direct care workers. *Journal of Applied Gerontology*, 29, 196-214.
- Dill, D.M., Keefe, J.M. & McGrath, D.S. (2012). The influence of intrinsic and extrinsic job values on turnover intention among continuing care assistants in Nova Scotia. *Home Health Care Services Quarterly*, 31, 111-129.
- Dillard, B.G. & Feather, B.L. (1991). The association between attitudes and job satisfaction: a study of in-home care aides. *Educational Gerontology*, 17, 209-218.
- Doyle, M. & Timonen, V. (2009). The different faces of care work: understanding the experiences of the multi-cultural care workforce. *Ageing and Society*. 29, 337-350.
- Edvardsson, D., Fetherstonhaugh, D., McAuliffe, L., Nay, R. & Chenco, C. (2011). Job satisfaction amongst aged care staff: exploring the influence of person-centered care provision. *International Psychogeriatrics*, 23, 1205-1212.
- Egan, J. (2002). Riding the wave: what health care can learn from other industries. *Clinical Leadership and Management Review*, 16, 408-411.
- Faul, A.C., Schapmire, T.J., D'Ambrosio, J., Feaster, D., Oak, C.S. & Farley, A. (2010). Promoting sustainability in frontline home care aides: understanding factors affecting job retention in the home care workforce. *Home Health Care Management Practice*, 22, 408-416.
- Fleming, G. & Taylor, B.J. (2007). Battle on the home care front: perceptions of home care workers of factors influencing staff retention in Northern Ireland. *Health and Social Care in the Community*, 15, 67-76.
- Gabriel, B.A. (2004). Home care aides reaping personal rewards. *CARING*, 23, 42-43.
- Hare, R., Rogers, H., Lester, H., McManus, R.J. & Mant, J. (2006). What do stroke patients and their carers want from community services? *Family Practice*. 23, 131-136.
- Harms, R. (2009). Workforce deployment: a critical organizational competency. *Healthcare Management Forum*, 22, 6-14.

- Heller, T., Arnold, C.K., van Heumen, L., McBride, E.L. & Factor, A. (2012). Self-directed support: impact of hiring practices on adults with intellectual and developmental disabilities and families. *American Journal on Intellectual and Developmental Disabilities, 117*, 464-477.
- Howe, A.L., King, D.S., Ellis, J.M., Wells, Y.D., Wei, Z. & Teshuva, K.A. (2012). Stabilising the aged care workforce: an analysis of worker retention and intention. *Australian Health Review, 36*, 83-91.
- Howes, C. (2008). Love, money, or flexibility: what motivates people to work in consumer-directed home care? *The Gerontologist, 48*, 46-59.
- Hsieh, P. & Su, H. (2007). Retention and attrition of certified care assistants in the long-term care industry from the Taipei area: an interview survey. *International Journal of Nursing Studies, 44*, 93-104.
- Industry Skills Council. (2010). *An examination of workforce capacity issues in the disability services workforce: increasing workforce capacity: final report*. Sydney: Industry Skills Council.
- Karantzas, G.C., Mellor, D., McCabe, M.P., Davison, T.E., Beaton, P. & Mrkic, D. (2012). Intentions to quit work among care staff working in the aged care sector. *The Gerontologist, 52*, 506-516.
- Keefe, J.M., Knight, L., Martin-Matthews, A. & Legare, J. (2011). Key issues in human resource planning for home support workers in Canada. *Work, 40*, 21-28.
- Keller, P. (2000). Pre-employment intentions of home care aides. *CARING Magazine, 19*, 26-31.
- Kiyak, H.A., Namazi, K.H. & Kahana, E.F. (1997). Job commitment and turnover among women working in facilities serving older persons. *Research on Aging, 19*, 223-246.
- KPMG. (2006). *National Disability Administrators investigation into disability workforce capacity issues: research report*. Australia: KPMG.
- McCann, S., Ryan, A.A. & McKenna, H. (2005). The challenges associated with providing community care for people with complex needs in rural areas: a qualitative investigation. *Health and Social Care in the Community, 13*, 462-469.
- Mahoney, K.J., Desmond, S.M., Simon-Rusinowitz, L., Loughlin, D.M. & Squillace, M.R. (2002). Consumer preferences for a cash option versus traditional services: telephone survey results from New Jersey elders and adults. *Journal of Disability Policy Studies, 13*, 74-86.
- Manthorpe, J., Martineau, S., Moriarty, J., Hussein, S. & Stevens, M. (2010). Support workers in social care in England: a scoping study. *Health and Social Care in the Community, 18*, 316-324.
- Manthorpe, J., Moriarty, J. & Cornes, M. (2011). Keeping it in the family? People with learning disabilities and families employing their own care and support workers: findings from a scoping review of the literature. *Journal of Intellectual Disabilities, 15*, 195-207.
- Matthias, R.E. & Benjamin, A.E. (2008). Paying friends, family members, or strangers to be home-based personal assistants: how satisfied are consumers? *Journal of Disability Policy Studies, 18*, 205-218.

- Mittal, V., Rosen, J. & Leana, C. (2009). A dual-driver model of retention and turnover in the direct care workforce. *The Gerontologist, 49*, 623-634.
- Moran, A., Enderby, P. & Nancarrow, S. (2011). Defining and identifying common elements of and contextual influences on the roles of support workers in health and social care: a thematic analysis of the literature. *Journal of Evaluation in Clinical Practice, 17*, 1191-1199.
- Morris, L. (2009). Quits and job changes among home care workers in Maine: the role of wages, hours and benefits. *The Gerontologist, 49*, 635-650.
- National Disability Services (2008). *National Workforce Project: Literature Review*. Queensland: National Disability Services.
- National Disability Services Victoria. (2011). *Workforce strategy: Victorian Disability Services Transition Plan: National Disability Services Victoria*. Melbourne: National Disability Services Victoria.
- Noble, L.M. & Douglas, B.C. (2004). What users and relatives want from mental health services. *Current Opinion in Psychiatry, 17*, 289-296.
- Noelker, L.S., Ejaz, F.K., Menne, H.L. & Bagaka's, J.G. (2009). Factors affecting frontline workers' satisfaction with supervision. *Journal of Aging and Health, 21*, 85-101.
- Nugent, L.S. (2007). Can't they get anything better? Home support workers call for change. *Home Health Care Services Quarterly, 26*, 21-39.
- Pita, D.D., Ellison, M.L. & Farkas, M. (2001). Exploring personal assistance services for people with psychiatric disabilities: need, policy and practice. *Journal of Disability Policy Studies, 12*, 2-9.
- Power, A. (2008). 'It's the system working for the system': carers' experiences of learning disability services in Ireland. *Health and Social Care in the Community, 17*, 92-98.
- Precision Consultancy. (2011). *Workforce gap analysis project: towards a sustainable workforce supporting people with a disability: final report*. Melbourne: Precision Consultancy.
- Prince, J.M., Manley, S. & Whiteneck, G.G. (1995). Self-managed versus agency-provided personal assistance care for individuals with high level tetraplegia. *Archives of Physical Medicine and Rehabilitation, 76*, 919-923.
- Productivity Commission. (2011). *Disability Care and Support*. Report no. 54, Canberra.
- Rimfire Resources. (2010a). *National Disability Services Victoria: Disability Services Workforce Data Project: Public Report*. Melbourne: Rimfire Resources.
- Rimfire Resources. (2010b). *National Disability Services Workforce Data Project: Executive summary: Employee review*. Melbourne: Rimfire Resources.
- Rosen, J., Stiehl, E.M., Mittal, V. & Leana, C.R. (2011). Stayers, leavers and switchers among certified nursing assistants in nursing homes: a longitudinal investigation of turnover intent, staff retention and turnover. *The Gerontologist, 51*, 597-609.

- Ryan, T., Nolan, M., Enderby, P. & Reid, D. (2004). 'Part of the family': sources of job satisfaction amongst a group of community-based dementia care workers. *Health and Social Care in the Community*, 12, 111-118.
- Schmidt, K. & Kennedy, E. (1998). Reduce home care aide turnover: give aides real jobs. *CARING Magazine*, 17, 56-57.
- Schudrich, W., Auerbach, C., Liu, J., Fernandes, G., McGowan, B. & Claiborne, N. (2012). Factors impacting intention to leave in social workers and child care workers employed at voluntary agencies. *Children and Youth Services Review*, 34, 84-90.
- Seavey, D. (2011). Caregivers on the frontline: building a better direct-care workforce. *Journal of the American Society on Aging*, 34, 27-35.
- Sims-Gould, J., Byrne, K., Craven, C., Martin-Matthews, A. & Keefe, J. (2010). Why I became a home support worker: recruitment in the home health sector. *Home Health Care Services Quarterly*, 29, 171-194.
- Stanley, N. (2007). Young people's and carers' perspectives on the mental health needs of looked-after adolescents. *Child and Family Social Work*, 12, 258-267.
- Stone, R.I. (2004). The direct care worker: the third rail of home care policy. *Annual Review of Public Health*, 25, 521-537.
- Strolin-Goltzman, J., Lawrence, C., Auerbach, C., Caringi, J., Claiborne, N., Lawson, H., McCarthy, M., McGowan, B., Sherman, R. & Shim, M. (2009). Design teams: a promising organizational intervention for improving turnover rates in the child welfare workforce. *Child Welfare*, 88, 149-168.
- Victorian Council of Social Service (VCOSS). (2007). *Recruitment and retention in the community sector: a snapshot of current concerns, future trends and workforce strategies*. Melbourne: VCOSS.
- Walter, B.M. (1996). Home care aide retention: building team spirit to avoid employee walkouts. *Home Healthcare Nurse*, 14, 609-613.
- Ware, T., Matosevic, T., Hardy, B., Knapp, M., Kendall, J. & Forder, J. (2003). Commissioning care services for older people in England: the view from care managers, users and carers. *Ageing and Society*, 23, 411-428.
- Webb, C.M. & Carpenter, J. (2012). What can be done to promote the retention of social workers? A systematic review of interventions. *British Journal of Social Work*, 42, 1235-1255.
- Willis-Shattuck, M., Bidwell, P., Thomas, S., Wyness, L., Blaauw, D. & Ditlopo, P. (2008). Motivation and retention of health workers in developing countries: a systematic review. *BMC Health Services Research*, 8, 247.
- Windsor & Associates. (2011). *Discussion paper to inform development of the workforce strategy for the NDS Transition Plan*. Canberra: National Disability Services.
- Zeytinoglu, I.U., Denton, M., Davies, S. & Plenderleith, J.M. (2009). Casualized employment and turnover intention: home care workers in Ontario, Canada. *Health Policy*, 91, 258-268.

CONTACT DETAILS

For further information please contact:

instinct and reason™

ABN 17 101 283 845

ACN 101 283 845

L 1, 420 Elizabeth Street

Surry Hills NSW 2010 Australia

www.instinctandreason.com

Paul Vittles

e: pvittles@instinctandreason.com

m: 0416 138162

p: +61 (2) 9283 2233

f: +61 (2) 9698 7029

or

David Donnelly

e: ddonnelly@instinctandreason.com

m: 0405 203057

p: +61 (2) 9283 2233

f: +61 (2) 9698 7029