



NISCC: *Social Care Frontline Engagement*

Summary Report

March 2023

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Project Overview

Introduction

The Big Motive team aimed to capture actionable insights from a diverse population of Social Care Workers to inform the design, development, and deployment of two new initiatives for learning and development: the Care in Practice (CIP) Framework and the Health & Safety (H&S) Practice Certificate.

We gathered input from a range of participants through various research methods, and identified barriers and challenges that needed to be addressed during implementation. Our recommendations are based on these insights and will be presented in the following sections.

Strategic Aims

- Gain an understanding of SCWs attitudes, expectations, and motivators towards the social care profession.
- Explore attitudes, expectations, and motivators related to the CIP framework and the H&S Practice Certificate.
- Identify barriers that may impact workforce retention and training.
- Identify challenges that may arise during the implementation of the CIP framework and H&S Practice Certificate.
- Provide recommendations based on the barriers identified.

Methodology

→ Participatory focus groups

We facilitated a series of online sessions, which allowed SCWs to visualize the CIP framework, engage in group discussions, and share the advantages and disadvantages of working in the profession.

→ Individual telephone interviews

We conducted these one-on-one interviews over the phone at the times that best suited the SCWs to explore themes in greater depth.

→ Online survey

Due to a high dropout rate in focus groups, we deployed an online survey to systematically reach saturation on our findings and to validate findings with a wider population of the workforce.

Focus group & interview demographics

Type of Service & Sector

Daycare / Day Opportunities: 3

Charity / Voluntary Sector: 3

Statutory Sector - e.g. HSC Trust: 1

Domiciliary Care: 21

Independent / Private Sector: 12

Charity / Voluntary Sector: 1

Statutory Sector - e.g. HSC Trust: 8

Nursing / Residential Care: 10

Independent / Private Sector: 8

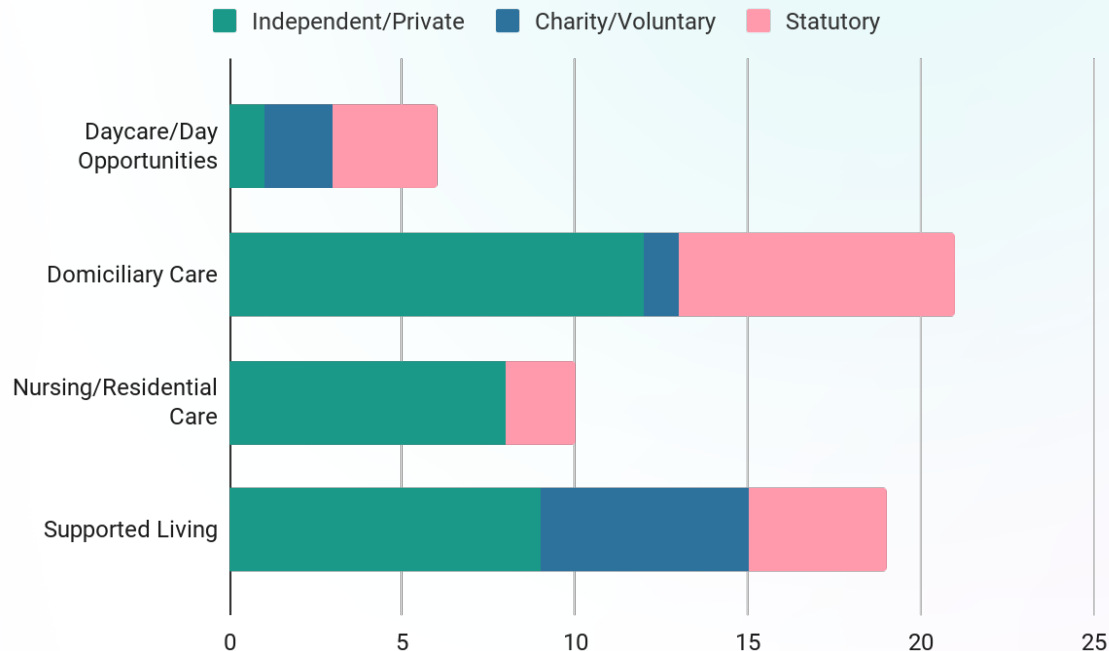
Statutory Sector - e.g. HSC Trust: 2

Supported Living: 19

Independent / Private Sector: 9

Charity / Voluntary Sector: 6

Statutory Sector - e.g. HSC Trust: 4



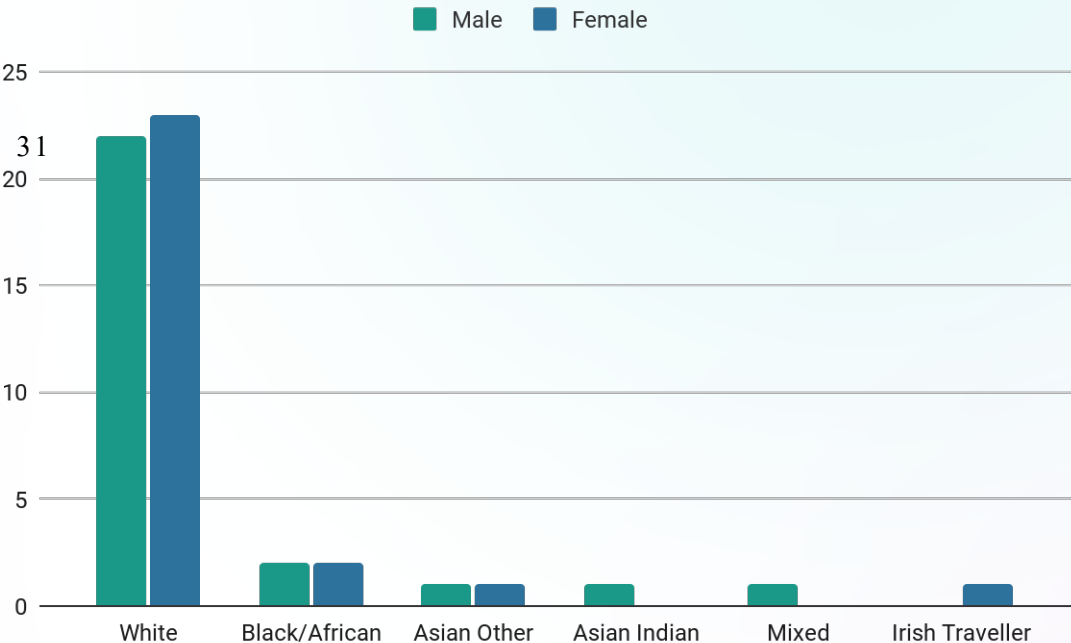
Focus group & interview demographics

Gender

Male: 22
Female: 22

Ethnicity

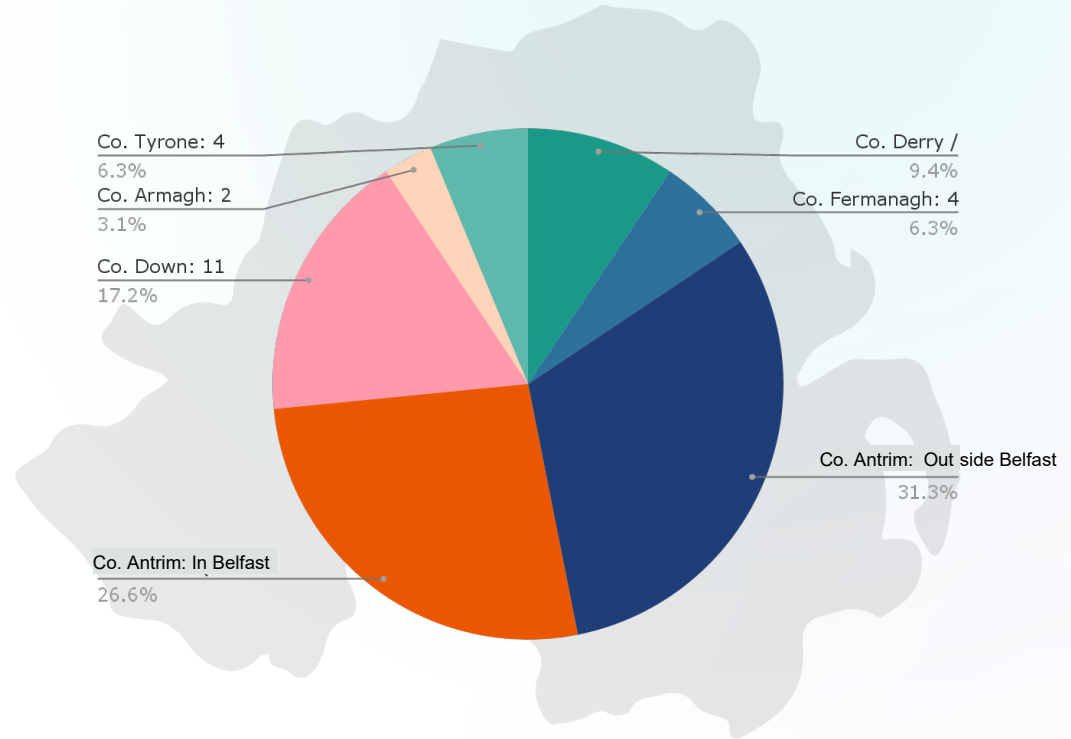
White: 47
Black / African / Caribbean: 4
Asian - Other: 3
Asian - Indian: 1
Mixed / Multiple: 1
Irish Traveller: 1



Focus group & interview demographics

Location

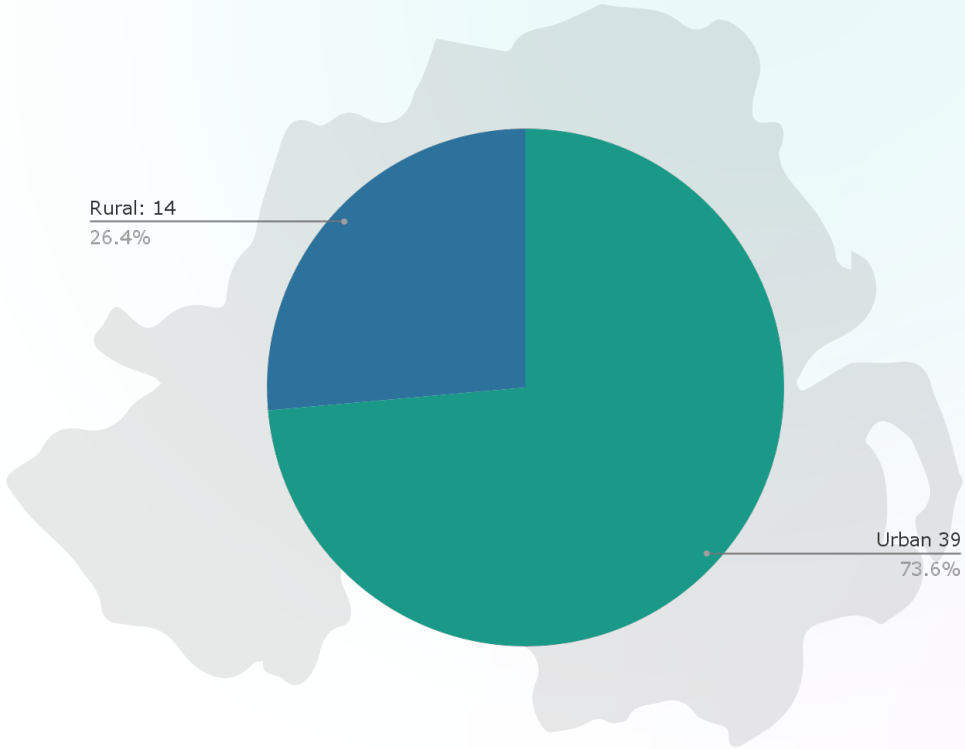
Co. Antrim (In Belfast): 17
Co. Antrim (Outside of Belfast): 20
Co. Armagh: 2
Co. Down: 11
Co. Derry / Londonderry: 6
Co. Fermanagh: 4
Co. Tyrone: 4



Focus group & interview demographics

Urban / Rural

Urban: 39
Rural: 14



Focus group & interview demographics

		Time in the profession (years)					
		0-1	2-5	6-10	11-20	21+	
Age	20-29	0	1	1	0	0	Total: 2 (Part time 1, Full time 1)
	30-39	4	4	4	1	0	Total: 13 (Part time 3, Full time 10)
	40-49	1	5	4	6	1	Total: 17 (Part time 6, Full time 11)
	50-59	3	6	0	3	1	Total: 13 (Part time 6, Full time 7)
	60-69	1	0	2	3	2	Total: 8 (Part time 4, Full time 4)
		Total: 9 (Part time 4, Full time 5)	Total: 16 (Part time 5, Full time 11)	Total: 11 (Part time 4, Full time 7)	Total: 13 (Part time 4, Full time 9)	Total: 4 (Part time 3, Full time 1)	

Focus group & interview engagement

Expressed interest

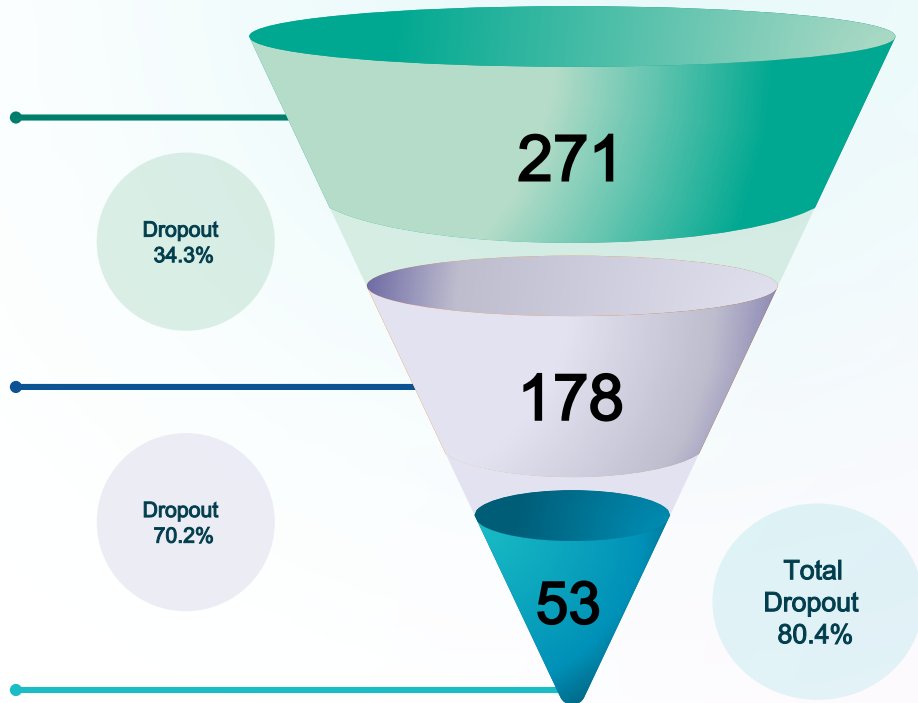
In December, an “expression of interest” form was circulated through NISCC communication channels. **271** people completed the form, indicating their desire to participate in research either via telephone call or focus group.

Actively signed up

52 participants took further action in scheduling themselves in for a Focus Group session, while **60** participants were contacted over the telephone. **66** additional participants were invited to a second round of Focus Groups in March.

Participated

In total, we had success in interviewing **26** participants across 1:1 phone calls and **27** participants across 10 focus groups.



Survey demographics

Number of eligible responses: 148*

Employment status

Full time:	81 (54.7%)
Part time:	61 (41.2%)
Self-employed / zero-hours:	6 (4.1%)
Sector	
Independent / Private Sector:	75 (50.7%)
Statutory Sector - e.g. HSC Trust:	64 (43.2%)
Charity / Voluntary Sector:	7 (4.7%)

Location

Co. Down:	39 (26.4%)
Co. Antrim (In Belfast):	27 (18.2%)
Co. Antrim (Outside of Belfast):	27 (18.2%)
Co. Tyrone:	18 (12.2%)
Co. Armagh:	17 (11.5%)
Co. Donegal / Londonderry:	15 (10.0%)

Time in the profession

Less than 1 year:	19 (12.8%)
1-2 years:	19 (12.8%)
3-5 years:	27 (18.2%)
6-10 years:	34 (23.0%)
11-15 years:	16 (10.8%)
16-20 years:	7 (4.7%)
21+ years:	26 (17.6%)

Time with current employer

Less than 1 year:	25 (16.9%)
1-2 years:	21 (14.2%)
3-5 years:	25 (16.9%)
6-10 years:	25 (16.9%)
11-15 years:	22 (14.9%)
16-20 years:	10 (6.8%)
21+ years:	20 (13.5%)

* 180 responses were received, however, 32 were excluded due to the respondent being a Social Care Manager (16), or having previous involvement in a research session for this project (16)

Key Insights

Career development is not a priority for Social Care Workers in the current environment

Increased workload and stress, tight and unpredictable schedules, financial compensation, cost of fuel and burdens such as cost of living are all barriers to continuous learning and career progression.

"The industry has bigger problems"

"This pathway is like a plaster to the bigger problem - they need to go deeper than that"

"People up high should be on the ground knowing what's happening before they suggest things"

"H&SC workers are in a chaotic situation, they just want to be heard and seen"

"People are getting very overwhelmed -it's affecting their mental health they are having to leave - they can't cope"

41.2% of survey respondents indicated they did not have time to attend L&D opportunities.

Only 9.5% of survey respondents did not want to continue to learn and develop in their role.

Social Care Workers describe a lack of support from management

Management has been described as separate from ground-level workers, leading to a lack of understanding, support, and guidance, making staff feel overwhelmed. Social Care Workers frequently face challenges in obtaining the necessary support to engage in basic training.

This lack of support may stem from factors such as understaffing, inflexible scheduling, inadequate financial assistance, or limited guidance or motivation from management.

"Possibly our managers wouldn't want to see us progressing as they would lose staff in an already understaffed area"

"You're afraid to approach [management] because they have their own agenda"

"I've been motivated to learn for years and it has just never happened, people want to progress but employers don't respond"

"It's [training opportunities] not filtered down from management, you find the management are picking the cream of the training to better themselves"

"There is not enough guidance/support - adjustments weren't made to my rota and I couldn't attend classes"

Social Care Workers did not have a Learning & Development plan*

Social Care Workers frequently face challenges in obtaining the necessary support and guidance to engage in basic training.

Post Registration Training and Learning-
Continuous Learning & Development Standards

"I have no career plan"

"I don't know where to go to to develop my career"

"I have no idea how to pursue a higher level in H&SC, how do I move from the bottom?"

"I have no career goals - no opportunities have presented [themselves]"

"You neglect bettering yourself because you're focused on the residents"

20.9% of survey respondents stated that they had no support in progressing their role.

16.2% of survey respondents stated that they did not know about any learning and development opportunities.

**When discussing learning and development, no Social Care Workers mentioned having a learning and development plan*

There is little clarity on career progression

Social Care Workers often lack awareness about the various development opportunities available. As a consequence, they may miss out on valuable learning experiences and potential career progression.

"There's progression in other industries not in caring"

"It's like most communication, nothings fed down to us, managers wouldn't have a clue how to help us progress"

"The higher up the chain the less interaction you have with your users - so no [desire to progress]. There should be other ways to develop that aren't management"

"I see people 10/15 years in the job who are unhappy and have seen no career movement- that puts me off staying"

Pressures on Social Care Workers resulted in an 80% dropout rate in focus groups

The emotional burden and trauma that Social Care Workers experience not only affect them in their profession, but can also impact their mental health and wellbeing.

This, combined with high and unpredictable work demands, was one of the reasons for the high dropout rate during sessions.

"You should work in a social care role for a week and see if you turn up"

"Even mandatory meetings, people don't turn up - this is a typical dropout"

"Why bother, no -one is going to listen"

"Nature of care is very intense, not having adequate staffing levels, working long (12h) shifts - you burn out"

"I can't remember the last shift I did without having extra calls, there's lots of people getting very overwhelmed"

Key Recommendations

Recommendation 1

Expand the scope of the L&D workstream to take unmet needs into consideration

In order for the L&D Programme to be successful, there needs to be acceptance that the fundamental needs of Social Care Workers are not being addressed, for example: pay, workload, unpredictable schedules, etc.

Actions

- Work directly with the employers to understand how learning can be prioritised and facilitated within Social Care Worker schedules.
- Acknowledge, address and potentially work around these barriers in order to meet the needs of Social Care Workers in the context of their wider challenges.

Clarify the role of the manager within the CIP Framework

There is a need for further training to be delivered to management to help them understand how to prioritise and encourage basic learning and development.

Actions

- Create structures for holding management accountable for ensuring Social Care Workers can develop, and recognising when they are doing a good job.
- Establish framework champions to advocate for training and development opportunities within organisations.
- Review existing mechanisms of ensuring Social Care Workers are receiving basic training, and update if required.

Develop a centralised information hub for training opportunities

Allow Social Care Workers to access and explore options without relying on information from their employer.

Actions

Training:

- Design and offer a diverse range of training types, such as in-person, online, and on-the-job learning, to cater to different preferences and needs.
- Ensure that Social Care Workers have access to all necessary information related to their roles and responsibilities for each level, as well as any certifications or qualifications they may need.

Progression:

- Work with employers to make sure the career development framework matches the reality of demand, and that training is matched with real opportunities for advancement and development within organisations.

Offer more holistic training and preparation for new Social Care Workers

More information and training is needed for new Social Care Workers to help them better understand and cope with the job's emotional and physical demands. Processes should ensure that all new workers receive sufficient basic training.

Actions

- Provide information and training to educate new Social Care Workers on their vital role and the realities of its challenges / complexities.
- Strengthen support networks and foster a sense of community and camaraderie among Social Care Workers through peer-to-peer mentorship programs.
- Make sure the learning opportunities include information on the management of one's own wellbeing.

Further Insights & Recommendations

Insight

Social Care Workers perceive their role more as a vocation than a profession.

Vocational (and often personal) drivers have an influence on career ambitions and progression.

Some Social Care Workers wish to progress while maintaining direct caring responsibilities. Others wish to progress to strictly management roles.

Recommendations

- Test L&D programs against both vocational and professional drivers to measure impact and ensure benefit to both mindsets.
- Recognise that a portion of Social Care Workers have unique drivers, and develop routes for progression that consider and address their vocational mindsets and priorities.

Insight

Social Care Workers need to relate to the potential pathways

The CIP framework is still perceived as being cryptic and not all encompassing. Even though Social Care Workers acknowledge that there is no one size fits all, some still don't feel represented in it.

Recommendations

- Create a digital, modular framework that can be customised according to a Social Care Worker's personal ambitions and journey.
- Specify the increased responsibilities and expectations associated with each stage of career progression, ensuring Social Care Workers understand how their roles will evolve.

Insight

Many Social Care Workers viewed experience on the job as having equal or greater value than formal training

Social Care Workers want to be recognised for their skills, and formal training is not always seen as the right form of recognition.

Recommendations

- Consider a way to incorporate an assessment of this type of learning into formal training and development opportunities.
- Create mechanisms to validate and acknowledge previous experience and the diverse backgrounds of employees. Consider how these can contribute to their current roles and professional development.

The benefits of undertaking training are not clear

Social Care Workers may be unaware of the advantages associated with participating in training programs, such as skill development, increased job satisfaction, and potential for career advancement. This lack of clarity may lead to lower motivation to engage in training opportunities and missed chances for personal and professional growth.

Recommendations

- Clearly articulate and promote the advantages of training, such as pay increases, increased responsibilities, specialisms, and enhanced care for service users.
- Emphasise the value of training for Social Care Workers' personal growth, skill enhancement, and overall job satisfaction.
- Offer structured career progression opportunities tied to training completion, making it easier for Social Care Workers to envision their career growth within the organisation.
- Showcase examples of Social Care Workers who have benefitted from training, including their achievements, career advancements, and improvements in service user care.
- Ensure that Social Care Workers have access to guidance and resources throughout their training journey to help them understand the direct benefits and relevance of the training to their roles and responsibilities.

Insight

Whilst many individuals are motivated to learn and develop, they are often denied these opportunities.

This has resulted in some Social Care Workers becoming demotivated, jaded, and sceptical.

Some Social Care Workers felt like they were not even receiving the basic training

Recommendations

- Provide training for employers on the importance of L&D, how to encourage employees and how to manage schedules to ensure requests for learning & development are accommodated where possible.
- Provide a mechanism for registrants to register their learning & development requests with NISCC directly.
- Identify sectors that fall below basic training requirements.

Insight

There is a clear desire for the CIP Framework amongst the workforce, however, further clarity is required.

The structure and transparency is welcomed by many, and may result in increased motivation.

The addition of further detail surrounding entry criteria and types of training will result in a more self-explanatory framework.

Recommendations

- Development of the CIP framework and H&S certification
- Add definition for Social Care Workers by identifying and categorising different types of training
- Consider structuring training categories so that they are relatable to care worker requirements and ambitions (i.e. essential - developing skills - advancing professionally)
- Provide a clear structure to help Social Care Workers understand the different types of training available to them and how undertaking them may influence development in their roles
- Identify the variance of training between care providers and sectors and define compliance structures that apply to all.

Findings Summary

Learning and career progression

Many care workers feel supported to access learning opportunities within their employment and expressed their hope to progress in their role through the available training. However, others expressed feeling unsupported in accessing and completing learning, with some expressing distrust in the communication of opportunities.

Time and money were described as the biggest barriers to engaging with learning opportunities, including having to pay for qualifications and not having enough free time or not getting paid for learning time.

There is also a lack of understanding and guidance about how to progress in their career, and some care workers also expressed a lack of interest in progressing in the workforce due to the stress and pressures already present in their current role.

Additionally, the lack of space to grow was a common concern, with some care workers observing others staying in the same role for many years due to the low opportunities to progress. A few Social Care Workers had the opportunity to go into management, but did not adapt well to the paperwork and went back to hands on work.

"There are certain things that change for the client, for example, peg feeding, which means you need trained in that. I asked management but they said I'd have to pay for it myself, and do it in my own time."

Learning and career development: Findings

1

Learning opportunities are accessible & motivating to some

4

Many SCWs feel that learning opportunities are inaccessible

7

Many SCWs feel that career progression is unobtainable

2

Key drivers for learning are to look after service users and meet requirements

5

Many SCWs feel unsupported in learning opportunities

3

Many SCWs don't know how to progress in their career

6

Many SCWs feel that career progression is undesirable

The CIP Framework

Many care workers felt that having a clear understanding of potential career pathways would motivate them in their progression. They felt that seeing a pathway would guide them in their career and help them better care for service users. However, some participants expressed that the framework was insufficient in addressing the broader problems within the profession and that individuals could, in fact, use it to progress into different careers.

Accessing the framework was seen by some Social Care Workers as a way to feel valued in their roles and to gain knowledge that could protect them when on duty. However, participants emphasized that employers would need to be supportive of the framework and provide the necessary support when engaging with it. Many participants questioned aspects of the framework and stated that greater guidance and understanding of potential progression would be necessary.

The participants felt that the framework would be particularly beneficial to those beginning their careers in social care work, as it would provide motivation and clarity about potential goals.

"I got my induction but I don't know what happens after all the induction stuff. It would be good motivation for people to see that their progressing up the ladder."

The CIP Framework: Findings

1

SCWs feel motivated for role & career progression with the framework

3

SCWs feel that greater support is needed for the framework

5

SCWs feel that the timing of the framework's delivery is important

2

SCWs feel that the framework would help them feel valued & protected

4

SCWs want to know how the framework could impact their careers and development

6

SCWs are concerned that the framework could negatively impact the workforce

The Social Care Profession

When asked about why they entered this career, some Social Care Workers told us they chose the profession with a desire to make a difference in someone's life. A few of them had prior experience caring for friends or family. A few might have picked the role as preparation for other career paths.

And when asked about why they have stayed, some participants described they have considered leaving due to inadequate management and job stress, but have stayed for the rapport and bond they have built with service users. They expressed concerns about less experienced, younger staff being unable to develop such relationships.

In general, the workforce was described as understaffed, with many participants working excess shifts to cover for the insufficiency. This had led to a reduction in the quality of care for the service users, and participants felt overworked and underappreciated for the work they did.

Pay is a significant issue, with many participants feeling that the stress and responsibility did not reflect their wage. Low pay also contributes massively to fostering an impression that this is under-skilled, undervalued work.

Finally, many participants felt unsupported by management, with a disconnect between management and workers on the ground. Management was described as detached and unresponsive, and there was a lack of support for staff during incidents.

"I think there is a lack of support when there are incidents; for example when you get hit, you're just supposed to deal with it."

The Social Care Profession: Findings

1

SCWs enter the profession wanting to help others

4

SCWs want to see changes in their sector

7

SCWs feel that management are disconnected

2

Some SCWs want to leave the profession

5

SCWs feel overworked and under pressure

3

SCWs have concerns about the future of the workforce

6

SCWs feel underappreciated

The H&S Certificate

Many care workers believed that obtaining a Health and Safety (H&S) Practice Certificate would increase flexibility in employment and save the need for repeated training. They felt that having the certificate would give them the freedom to explore different types of work more easily and help them find a job that fits their needs. They also felt that having the certificate would make them feel credible, recognised, and trusted in their abilities and role.

However, some participants felt that making the certificate mandatory could act as a barrier for individuals who have low confidence in education, deterring them from entering the role. Others stated that service pressures and confidence in education could be a barrier to completing the certificate in a timely manner. Other participants also felt that obtaining the certificate would detract from their previous experience and qualifications.

Overall, care workers emphasised the need for flexibility and support to help care workers access and complete the certification.

"It would make you feel like your skills are recognised. there's stigma around Social Care Workers, a feeling that we are unskilled"

The H&S Certificate Findings

1

The certificate would save
time and energy

3

The certificate may act as a
barrier to role entry

2

The certificate would help
SCWs feel valued

4

The certificate is perceived as
undesirable or unattainable
by some

Appendices

Appendix A

Further Research Findings:
Attitudes, Expectations and Motivations

Report

Further Research Findings: Attitudes, Expectations and Motivations

Learning and career progression Attitudes

3

Staff feel that
learning
opportunities are
inaccessible

On the contrary, many individuals expressed barriers to learning opportunities. Paying for qualifications, not having enough time and not getting paid for learning time, were prominent themes.

- "I'm on level 2 and I couldn't progress to level 3 because it'd cost me over a £1000"
- "[...] like being told there's no staff- we need you in work and cancelling your training."
- There's never time for training. I'd have to do it on my days off or AL. We work really long shifts."

16

Learning and career progression Attitudes

4

Staff feel
unsupported in
learning
opportunities

Many participants expressed accessing and completing some participants expressed opportunities.

- "You're setting people support"
- "My manager told me I wanted to last year but"
- "the way training is given seem more stressed so"
- "there's certain things feeding which means y management but they and do it in my own time"

17

Learning and career progression Attitudes

6

Staff feel that
career
progression is
unobtainable

A lack of opportunities to progress in the workforce was discussed by many participants. Participants described observing others staying in the same role for e.g. 10/15 years because of low opportunities to progress.

- "feels like management level is only accessible through a social care degree"
- "There's progression in other industries not in caring"
- "When I first started you had opp of being a senior in your position. That would be a band higher. That's not the case now - you're never going to go higher than band 3"

19

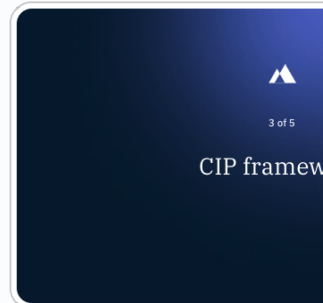
The CIP Framework Expectations

2

Staff feel that the
framework would
help them feel
valued &
protected

Some participants expressed that accessing the framework would help them to feel valued in their roles. Others also described how gaining access to knowledge could protect them when on duty.

- "Continuous training could protect you from making mistakes"
- "You don't have to have academics. If you have training, it gives you more confidence - makes you feel more valued"
- "Professionalising the profession is the way forward."
- "I think employers would welcome the pathway. It protects them as much as the individual"



20

The CIP Framework Expectations

3

Staff feel that
greater support is
needed for the
framework

Participants described the supportive of the framework. Participants also described the framework would be a Champion.

- "There would need to be"
- "Need to have tutors in network within each of find things tough"
- "It would be good to have you- show you what you"
- "I want to continue to be terms of management"

Appendix B

Research Discussion Guides

Document

Research interviews discussion guide

CLIENT	NISCC
DATE	December 2022
PROJECT	J774 CIP Framework and H&S Practice Certificate: Discovery of Front-Line Social Care Worker Attitudes, Needs, and Expectations.
PURPOSE	Discussion Guide - 1-1 interviews

Three different discussion guides are included below:

- Individuals in the profession (more than 2 years)
- Individuals who have left the profession
- Individuals who are 'new' to the profession (less than 2 years)

Introduction

- Hi there, this is X calling from Big Motive in relation to you signing up to the Social Care Council Research study. Is now a good time for this research call?
- Thanks for talking to us today, the session will last about 30-40 minutes.
- This session is part of a reform project being undertaken by the Northern Ireland Social Care Council ("The Social Care Council"), who are currently investigating ways to structure and develop a career pathway for social care workers, in addition to a professional development framework and a qualifications-based register.
- We're facilitating these interviews to understand more about your experiences with career pathways and professional development in your employment. In this session we hope to get your thoughts and hopes, as Social Care workers, on what this pathway could look like, and help improve the experience of being a Social Care worker in Northern Ireland.
- This discussion is confidential, and your name won't be used publicly. You're representing yourself, in your role as a Social Care worker in NI so please don't be afraid to speak your mind.
- Before we start there are a few things to let you know:
 - Your participation is voluntary
 - You can ask any questions at any time
 - Notes will be taken of the session and recorded anonymously

Appendix C

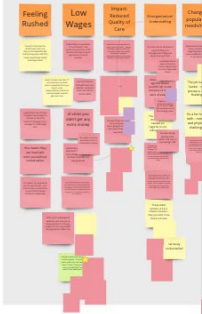
Research interviews and analysis (Miro board)

Miro Board

Research interviews and analysis

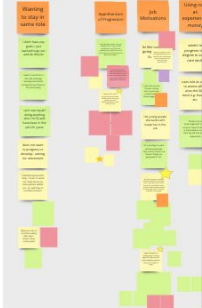
Theme 1 - Motivation

- Increasing responsibilities and workload do not reflect



Theme 4

- Variation of career aspirations but a welcoming p



Theme 7

Appendix D

Focus group presentation / discussion guide
(Miro board)

Miro Board

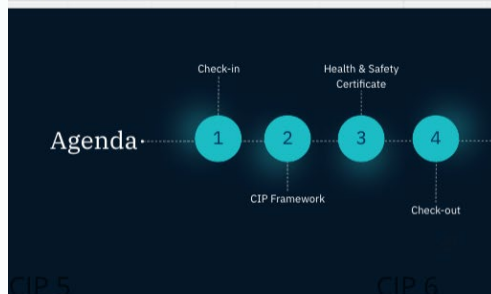
Focus group presentation / discussion guide

Discovery of Front-Line Social Carer Attitudes, Needs, and Expectations Towards New Career Development Opportunities

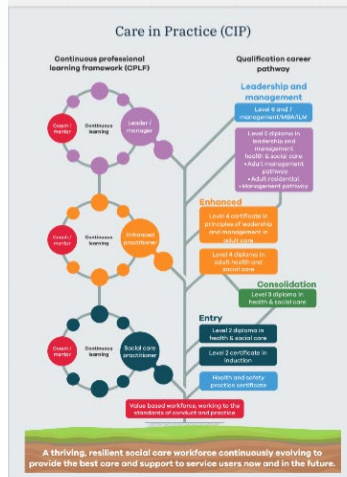
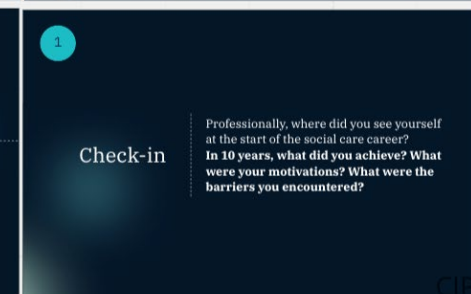
Northern Ireland Social Care Council

Focus Group
March 2023

Copy of Agenda



Copy of Check-in



Appendix E

Survey

Survey

Survey Questions

Survey Results [Summary Statistics, Representative Quotes, and Raw Data]

141	How would you feel about your job title changing to "Social Care Practitioner", instead of the task-focus titles that currently exist (e.g. Domiciliary Care Worker, Residential Care Worker etc.)		
142		Number	Percent
143	Response	93	62
144	I like this idea	12	8
145	I do not like this idea	43	29
146	I don't have any preference		
147	Would you like to do the new entry level qualification?		
148		77	5
149	Yes	71	4
150	No		
151	What impact might the potential new entry level qualification have on new people coming into social care? (Select all that apply)		
152		Number	Percent
153	Response	105	
154	It could help them to feel recognised and valued	105	
155	It could improve the care and support they provide to service users	78	
156	It could encourage more people to become a social carer worker	34	
157	It could discourage some people from becoming a social care worker	5	
158	None of these		
159	Which pathways on the framework would you like to use? (Select all that apply)		
160		Number	Percent
161	Response	77	
162	The Continuous Professional Learning Framework	78	
163	The Qualification Career Pathway	12	
164	None of these	21	
165	I don't know		
166	Please explain your response.		
167			
168	Representative quotes:	"I'm 57 years old and I would like to continue training so I can provide the best service possible "	A recognised qualification would open other job opportunities and probably give greater understanding of my current
169	Would this framework motivate you to progress in your career?		
170		Number	Percent
171	Response	106	
172	Yes	42	

Appendix F

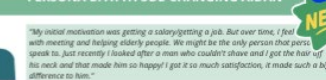
Updated Personas



WORK LIFE BALANCE: On a scale of 1-5, to what extent do they have a good work life balance & have time for themselves / friends / family?

SELF IDENTITY: On a scale of 1-5, how important is their work sector to their sense of self identity?

AUTONOMY: On a scale of 1-5, how important is autonomy in their work?



WORK-LIFE BALANCE:
On a scale of 1-10, to what extent do they have a good work-life balance & have time for themselves / friends / family?

SELF-IDENTITY:
On a scale of 1-10, how important is their work tied to their sense of self-identity?

AUTONOMY:
On a scale of 1-10, how important is autonomy in their work?

Updated Personas

"I love working with people on the ground, and feeling like I am giving something back. After a while, it feels like you are visiting a family member. But I would also love to progress and get a higher position like management because I know how the staff feel and how we can make improvements."

WORK-LIFE BALANCE: On a scale of 1-10, to what extent do they have a good work-life balance & have time for themselves / friends / family?

"I am new to this, and have only been in the social care worker role for six months. After leaving my previous job I wanted to go back to work and do something meaningful. I am keen on continuing to learn new skills so I am able to do my job well."

WORK LIFE BALANCE:
On a scale of 1-10, to what extent do they have a good work-life balance & have time for themselves / friends / family?

BIGMOTIVE

Thank you.

