# Self-Assessment Tool for Potential Workers



# NDIS Workforce Capability Framework

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# About this tool

This document is a downloadable version of the interactive [Self-Assessment Tool for potential workers](https://workforcecapability.ndiscommission.gov.au/tools-and-resources/disability-support-work-fit).  It is intended to be used by stakeholders who need to access the tool as a Word document on their computer or in print.

This self-assessment tool is for people considering working in the NDIS. It will help you understand the people you might work with and what a role could look like.

This tool is focused on roles that work directly with people with disability. The questions encourage you to reflect on your attitudes, values, and skills to decide if this work is a good fit for you. The results are based on your input and provide you with general guidance only. You can complete the tool as often as you like.

There are three sections:

* The first section looks at your attitudes and values. You will be asked to rate how strongly you agree or disagree with a series of statements.
* The second looks at some potential situations you might face when working in the disability sector. You will be asked to select what action you would take from multiple-choice options and asked how the scenario made you feel.
* The third section invites you to enter information about your lived and work experience that may be relevant to working in the disability sector.

Answer the questions as honestly as you can based on your first reaction. At the end, you will be provided with suggestions on employment or work opportunities to consider and some next steps to take. The tool should take approximately 15 minutes to complete.

# Attitudes and Values

The questions in this section are designed for you to reflect on your attitudes and values. There are no right or wrong answers

### Instructions

* Mark one answer in each row by colouring the circle that corresponds to how much you agree with each statement.
* Make sure you select an answer for each row.
* After you have answered all the questions, add up your score for each column (for example, if you have coloured three boxes in the column named ‘Agree’, your score for that column will be 12).
* Add all the scores across the “Total for each column” row for your “Attitudes and values total”.
* See over page to begin.

| Question | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
| --- | --- | --- | --- | --- | --- |
| 1 | When I’m uncertain about something, I will ask for help | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 2 | I think it’s important to build good relationships with people to get things done | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 3 | I am good at encouraging and supporting people | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 4 | People generally understand what I say | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 5 | I take time to listen to people without interrupting them | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 6 | I approach tasks with a ‘can do’ attitude | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 7 | I am interested in understanding how other people think I can improve my work | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 8 | I respect other people's viewpoints and perspectives | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 9 | If I commit to completing a task, I will complete it | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 10 | I have ways to manage when I feel stressed or overwhelmed and know how to look after myself | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 11 | I can get along with others, even if I don't agree with them | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 12 | I am good at finding solutions to meet different people’s needs | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 13 | People feel comfortable talking to me | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 14 | I’m good at noticing when someone’s mood changes | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 15 | It is interesting to hear about perspectives that are different from my own | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| 16 | I am comfortable having difficult discussions when I need to | ○1 | ○2 | ○3 | ○ 4 | ○ 5 |
| Total for each column |  |  |  |  |  |
| Attitudes and values total |  |

# Work-based Scenarios

The following section contains a series of short scenarios that could occur in the disability sector.

There are four scenarios, and you will be asked two questions for each scenario, about what you would do if you were in the situation.

Please read each scenario and respond to the questions asked.

### Tips for responding

When responding to the scenarios and questions it is best to go with your instinct or first reaction.

## Scenario 1. Rhonda

You have just been appointed as a support worker for Rhonda, who is a person with a physical disability. Her movements can sometimes be a bit jerky, and she can have trouble with her balance and coordination. You are meeting her for the first time.

*“Hi I’m Rhonda. Welcome to my team, I’m looking forward to working with you!”*

### Question 1

Rhonda has just met you with one of her parents present. She says hello. You reach to shake her hand and Rhonda’s movements look like she might be trying to shake your hand as well, but you’re not sure.

What would you do?

| **A** | **B** | **C** |
| --- | --- | --- |
| Take Rhonda’s hand, shake it and say, *“Hello Rhonda!”* | Say, *“Hello Rhonda. It’s great to meet you”.* | Turn to Rhonda’s parent and ask them if you should shake Rhonda’s hand. |
|  |  |  |

### Question 2

You have worked with Rhonda several times and are getting along well. Rhonda has said she would like to go out to lunch for your next meeting. During lunch, the waiter accidentally spills food on Rhonda. Rhonda is quite upset and loudly voices her frustration causing other diners to look in your direction.

What would you do?

| **A** | **B** | **C** |
| --- | --- | --- |
| Immediately grab a napkin and start cleaning the food off Rhonda. | Explain that she is drawing attention from other diners and try to get her to calm down. | Say that you understand Rhonda’s concern and ask if she wants help to clean the food from her clothes?  |
|  |  |  |

## Scenario 2. Zee

Zee is a 24 year old with an intellectual disability. You get on well with Zee and have been part of his team of support workers for a while. Zee has previously reported on how much you have been able to help him. Zee's brother helps with coordinating Zee’s support team.

*“Hi. We had arranged for my speech therapist to come today to show you some exercises to help me speak more clearly but there’s been a mix up and they’re not here.”*

### Question 1

As my general support worker, what would you do?

| **A** | **B** | **C** |
| --- | --- | --- |
| Ask Zee what he would like to do today instead and confirm your roster with Zee and his brother so they can make another time with the speech therapist. | Suggest to Zee that you could look after organising his appointments, so his brother doesn’t need to. | Tell Zee and his brother you will follow up with the speech therapist to work out a time. |
|  |  |  |

### Question 2

Zee is now more confident when speaking and has recently found a part time job. He loves his work with animals at the local vet but has mentioned that one of the other workers is sometimes mean to him.

What would you do?

| **A** | **B** | **C** |
| --- | --- | --- |
| Make a time to talk 1:1 with the other worker to point out that their behaviour towards Zee is unacceptable and must stop. | Express sympathy for Zee’s situation but explain that some people are just nasty and he should try to ignore them. | Reassure Zee that it’s not OK for people to be mean to him and suggest you come with him to talk with the other worker about how he feels about what’s happening. |
|  |  |  |

## Scenario 3. Ibrahim

Ibrahim is 20 years old and is partially blind. He wears dark glasses and uses a cane to help himself get around.

*“I asked you to take me to a local restaurant for dinner tonight. Just as we were about to leave, I remembered my favourite band is playing at the pub. I want to call the restaurant to cancel the dinner booking and go to the pub instead.”*

### Question 1

You are Ibrahim’s support worker for the evening.

What would you do?

| **A** | **B** | **C** |
| --- | --- | --- |
| You tell Ibrahim it’s too late to go to the pub so you will still go to dinner and listen to the band’s music at home afterwards. | You talk to Ibrahim about the importance of keeping commitments and insist on keeping his booking at the restaurant. | You say, “*Great idea!”* After he has called to cancel the restaurant booking you ask Ibrahim what he wants to do to get ready to go to the pub. |
|  |  |  |

### Question 2

The waiter at the pub are taking your order. You order your meal then the staff member points to Ibrahim and asks you *“What will he have?”.*

What do you do?

| **A** | **B** | **C** |
| --- | --- | --- |
| You tell the waiter to ask Ibrahim directly. | You know what Ibrahim likes, so you order answer for him. | Ask Ibrahim what he would like and tell the waiter. |
|  |  |  |

## Scenario 4. Olya

Olya is 25 years old and has Down syndrome. You are one of her support workers and you have a strong relationship with Olya.

*“Hi, I’m Olya. One of my goals is to be able to catch public transport so I can go to the shops by myself and buy things.”*

### Question 1

What would be your first response to Olya wanting to go shopping by herself?

| **A** | **B** | **C** |
| --- | --- | --- |
| Say *“Great! What support do you need from me?”* | Say *“It’s probably not a good idea for you to try to do this on your own.”* | Say, *“Sure”,* but don’t offer any further assistance because you don’t think it’s a good idea and things may go wrong. |
|  |  |  |

### Question 2

Olya has decided that she wants to do a practice trip to the shops. She has asked you to come with her. When you get to the bus stop you find out the buses aren’t running today.

What do you do?

| **A** | **B** | **C** |
| --- | --- | --- |
| Immediately get out your phone and call for a taxi. | Ask Olya *“What would you like to do now?”* | Say to Olya *“What a nuisance. How else do you want to get to the shops?”* |
|  |  |  |

## Scenario question answers

Below are the answers to the scenario questions. You should only view these answers after you have attempted all the scenario questions.

### Instructions

* Review your answers to the scenario questions.
* Circle the corresponding answer on the score sheet below, adding your total score for each scenario. For example, for Scenario 1, if you responded C to question 1, and A for question 2, your score would be 2.
* Once you have scored all four scenarios, add up the four scores to find your overall total for the scenarios.

*Note: It is important to score yourself honestly so that you are directed to the correct information. No one will see your results besides you.*

See over page to begin.

### **Scenario** 1. Rhonda

| **Question 1** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| **Score** | 2 | 1 | 0 |

| **Question 2** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| **Score** | 0 | 0 | 2 |

**Score:**

### **Scenario 2.** Zee

| **Question 1** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| **Score** | 2 | 0 | 0 |

| **Question 2** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| **Score** | 0 | 0 | 2 |

**Score:**

### **Scenario** 3. Ibrahim

| **Question 1** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| **Score** | 0 | 0 | 2 |

| **Question 2** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| Score | 2 | 0 | 1 |

 **Score:**

### **Scenario** 4. Olya

| **Question 1** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| **Score** | 2 | 0 | 0 |

| **Question 2** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| **Score** | 0 | 1 | 2 |

**Score:**

**Total score for Scenarios:** \_\_\_\_\_\_

## Total Score

### Combine your total for the attitudes and values questions and the scenarios question for your grand total

**Attitudes and values score:** \_\_\_\_\_\_\_\_

**Scenarios score:** \_\_\_\_\_\_\_\_

**=**

**Grand total:** \_\_\_\_\_\_\_\_

The table below outlines the page you should turn to for each score

| **If you scored…** | **See pages**  |
| --- | --- |
| **80 – 96** | * **16 – 17:** Information about your results
* **21 – 23:** What else you can bring to the disability sector
* **24 – 26:** Information on the scenarios you completed
 |
| **35 – 79** | * **18 - 19:** Information about your results
* **21 – 23:** What else you can bring to the disability sector
* **24 – 26:** Information on the scenarios you completed
 |
| **16 – 34** | * **20:** Information about your results
* **24 – 26:** Information on the scenarios you completed
 |

## Scores between 80 - 96

### Your results

Based on your answers, it looks like you have many of the attitudes, values, and skills that are needed for support work in the disability sector!

Two types of work outlined in the [NDIS Workforce Capability Framework](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0) (the Framework) may suit you: **general support work** and **advanced support work**.

**General support work** can include working with people with disability one-on-one or in groups. You may be supporting a person to get ready for their day, prepare and enjoy their meals, and build skills and confidence to do what they choose - whether that is going shopping, going to work, getting out and about with their friends and in their community or taking part in interests and hobbies. The work is as varied as the needs and interests of the people you support.

**Advanced support work** involves more specialised or intensive support. These roles include advanced support, allied health and health roles. Workers with relevant professional qualifications may develop support plans. Advanced support workers often work as part of a team to implement these plans or could work with people with multiple or more complex needs to find the support they require – whether that means finding the right home and living arrangements or strengthening connections with services in their local communities. Some advanced support roles require previous disability support experience or qualifications.

### Where can I find more information?

The Framework describes expected behaviours, based on attitudes, skills, and knowledge. It outlines “what good support work looks like” from the perspective of a person with a disability. An [interactive version of the Framework](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0) is available online as well as a [PDF version](https://workforcecapability.ndiscommission.gov.au/sites/default/files/Resources/2022-05/NDIS-Workforce-Capability-Framework.pdf) of the Framework.

The [NDIS Commission’s website](http://www.ndiscommission.gov.au) provides additional information and resources on working in the sector which can be found by clicking on the “workers” tab.

Many disability sector roles are promoted through private, government and disability specific job boards. Some common examples are listed below:

* [www.seek.com.au](http://www.seek.com.au) and searching for “disability support work”
* [www.gumtree.com.au/jobs](https://www.gumtree.com.au/jobs) and searching for “disability support work”
* [www.au.indeed.com](http://www.au.indeed.com) and searching for “disability services”
* [www.adzuna.com.au](http://www.adzuna.com.au) and searching for “disability services”
* [www.careerone.com.au](http://www.careerone.com.au) and searching for “disability services”
* [www.carecareers.com.au](http://www.carecareers.com.au) and searching for “disability services”
* [www.ethicaljobs.com.au](http://www.ethicaljobs.com.au) and searching for “disability services”

Some specialised roles require professional qualifications and registration with a professional body such as the Australian Health Practitioners Regulatory Agency (AHPRA). It is useful to check qualification and training options relevant to the area of specialisation you are interested in. You may find the following links helpful:

* [AHPRA | Registration information](http://www.ahpra.gov.au/Registration/Registration-Process.aspx)
* [AHPA | Allied health in the disability sector](http://www.ahpa.com.au/key-areas/disability/)
* [Nursing and Midwifery Board](http://www.nursingmidwiferyboard.gov.au/)
* [Australian Psychological Society](http://www.psychology.org.au/)

*If you have difficulty accessing online resources you may be able to ask someone to assist you such as a friend, family member, neighbour, or your local library.*

### Things to consider when applying for jobs

Requirements for roles in the disability sector vary from job to job, and no two jobs are the same. However, some things apply to all disability jobs and it’s important that you understand them, as this tool does not consider your individual circumstances. To do that, explore the Framework, Worker Screening Requirements and other resources listed on this page to find out more about NDIS work, before looking for jobs.

Workers who provide NDIS services are employed in many different ways and by different kinds of employers. Work can be permanent or casual, full-time or part-time. You could work as a sole trader, be employed by a provider or through an online platform provider that matches participants and workers. You should decide what is right for you.

Here are some questions that you might want to ask when deciding if the job is right for you:

* What type of work will I be doing?  What is the scope of my role?
* Would I be working with the same person(s) over time or assigned to different people depending on need?
* Is the job full time or part time?
* Is the job casual or permanent?
* Are the hours fixed or flexible?
* How much contact will I have with my supervisor and my colleagues?
* What professional support and development would I be offered?
* What is the pay?
* What background checks are required (e.g. police check, working with children check, etc.)?
* Where will I be working? Is the location always the same or does it require travel?
* Are there any other requirements I need to meet?
* What are the employer’s values and attitudes towards people with disability and towards staff? Do those values align with mine?

**See page 21 – 23 for “What else you can bring to the disability sector”**

## Scores between 35 - 79

### Your results

Based on your answers, it looks like you could be a good fit for support work in the disability sector!

Two types of work may suit you: general support work and ancillary work. The [NDIS Workforce Capability Framework](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0) (the Framework) describes capabilities for [general support](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_yourImpact_0_0) and [ancillary](https://workforcecapability.ndiscommission.gov.au/framework/level#anc_ourRelationship_0_0) roles.

**General support work** can include working with people with disability one-on-one or in groups. You may be supporting a person to get ready for their day, prepare and enjoy their meals, and build skills and confidence to do what they choose - whether that is going shopping, going to work, getting out and about with their friends and in their community or taking part in interests and hobbies. The work is as varied as the needs and interests of the people you support.

**Ancillary work** includes a wide variety of work funded by the NDIS. Driving, gardening and office work are just a few you might be interested in.

### Where can I find more information?

You should explore the NDIS Commission website for more information. The [NDIS Commission’s website](http://www.ndiscommission.gov.au) provides additional information and resources on working in the sector which can be found by clicking on the “workers” tab.

You can also use the [interactive version of the Framework](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0) online or download a [PDF version](https://workforcecapability.ndiscommission.gov.au/sites/default/files/Resources/2022-05/NDIS-Workforce-Capability-Framework.pdf) of the Framework.

*If you have difficulty accessing online resources you may be able to ask someone to assist you such as a friend, family member, neighbour, or your local library.*

You can also look at further modules and resources on the NDIS Commission website, as well as supporting sites such as:

* [www.carecareers.com.au](http://www.carecareers.com.au/)
* [www.careandsupportjobs.gov.au](http://www.careandsupportjobs.gov.au)
* [www.myskills.gov.au/](https://www.myskills.gov.au/) - and searching for “disability”

To look for work in the sector, you can look at sites such as:

* [www.seek.com.au](http://www.seek.com.au) and searching for “disability support work”
* [www.jobsearch.gov.au](http://www.jobsearch.gov.au) and searching for “disability support work”
* [www.ethicaljobs.com.au](http://www.ethicaljobs.com.au) and searching for “disability services”

You could also look at further training and qualifications, as the additional knowledge will be useful, and many NDIS providers hire employees through relationships with training organisations. If you are choosing further training, it’s a good idea to ask the training provider about the type of work it will help you do. For more information you can review [www.myskills.gov.au/](https://www.myskills.gov.au/) - and search for “disability”

### Things to consider when applying for jobs

Requirements for roles in the disability sector vary from job to job, and no two jobs are the same. However, some things apply to all disability jobs and it’s important that you understand them, as this tool does not consider your individual circumstances. To do that, explore the Framework, Worker Screening Requirements and other resources listed on this page to find out more about NDIS work, before looking for jobs.

Workers who provide NDIS services are employed in many different ways and by different kinds of employers. Work can be permanent or casual, full-time or part-time. You could work as a sole trader, be employed by a provider or through an online platform provider that matches participants and workers. You should decide what is right for you.

Here are some questions that you might want to ask when deciding if the job is right for you:

* What type of work will I be doing?  What tasks will I be asked to do?
* Will there be any physically demanding work or manual lifting required?
* Would I be working with the same person(s) over time or assigned to different people depending on need?
* How much contact will I have with my supervisor and my colleagues?
* Is the job full time or part time?
* Is the job casual or permanent?
* Are the hours fixed or flexible?
* Do I need a driver’s licence?
* Do I need my own car?
* What is the pay?
* What background checks are required (e.g. police check, working with children check, etc.)?
* Where will I be working? Is the location always the same or does it require travel?
* Are there any other requirements I need to meet (e.g. current first aid certificate)?
* What are the employer’s values and attitudes towards people with disability and towards staff? Do those values align with mine?

**See page 21 – 23 for “What else you can bring to the disability sector”**

## Scores between 16 - 34

### Your results

Thank you for completing the self-assessment. Hopefully it has given you an idea of what work in the disability sector involves and the kind of skills you need to do it well.

Based on your results, it might be useful to find out more about roles in the disability sector to help you decide if it is the right fit for you.

You can use the [interactive version of the NDIS Workforce Capability Framework](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0) (the Framework) online or download a [PDF version](https://workforcecapability.ndiscommission.gov.au/sites/default/files/Resources/2022-05/NDIS-Workforce-Capability-Framework.pdf) of the Framework to explore more about what work in the disability sector looks like.

*If you have difficulty accessing online resources you may be able to ask someone to assist you such as a friend, family member, neighbour, or your local library.*

### Working in the disability sector

Working in the disability sector or the broader care sector can be a rewarding and challenging experience. It is important to understand the nature of the work and the people you may be supporting. To gain a better understanding, you can review some of the pages below:

* [NDIS Worker Orientation Module](https://www.ndiscommission.gov.au/workers/worker-training-modules-and-resources/worker-orientation-module) : This module is an interactive, online course that explains the NDIS and the obligations of workers from the perspective of NDIS participants. It is a part of the induction process for workers and provides realistic insights into the sector and support work. Additional online modules include:
	+ [Supporting effective communication](https://www.ndiscommission.gov.au/workers/worker-training-modules-and-resources/supporting-effective-communication)
	+ [New worker – NDIS Induction Module](https://www.ndiscommission.gov.au/workers/worker-training-modules-and-resources/new-worker-ndis-induction-module)

### Additional opportunities

Here are some links that may be useful to help you to find a job that matches your skills and interests.

* www.[joboutlook.gov.au -](https://joboutlook.gov.au/) Job Outlook is an Australian Government tool that can help you make decisions about study, training, jobs, and career.
* [www.explorecareers.com.au](http://www.explorecareers.com.au) - Explore Careers is a free quiz that will help you discover Australian industries and careers that may be a good fit for you.
* [www.workforceaustralia.gov.au/individuals/](http://www.workforceaustralia.gov.au/individuals/) A government-funded website to support job search.

**See page 24 – 26 for Information on the scenarios you completed**

## What else could you bring to the disability sector?

### Some of your previous experience could be valuable to work in the disability sector. See below for how your experience could be useful in supporting participants.

### Disability

### Prior experience working with people with disability can be very useful.

### If you have lived experience of disability, this puts you in a better place than most others to understand the needs, wants, and perspectives of people with disabilities. We suggest you:

* Look for service providers who actively promote employment opportunities for people with disability
* Include terms like “peer worker” in your job search

### Aboriginal and/or Torres Strait Islander

Your personal or work experience with people of Aboriginal and/or Torres Strait Islander identity could be very useful in understanding and responding to an Aboriginal and/or Torres Strait Islander person’s needs for NDIS services and supports. This experience is highly valued in the disability sector and is often specifically sought after by employers. We suggest you:

* Select the **additional capabilities** checkbox then the ‘Be responsive to my Aboriginal and/or Torres Strait Islander Identity’ capability in [the Framework](http://www.workforcecapability.ndiscommission.gov.au/framework/) to see the requirements
* Include terms such as “Aboriginal”, “Torres Strait Islander” or “First Australians” in your job searches
* Find NDIS providers who specialise in providing services and supports to Aboriginal and/or Torres Strait Islander participants and contact them to get more information about the roles they offer

### Culturally and linguistically diverse

Your personal or work experience with people of culturally and linguistically diverse backgrounds could be very useful in understanding and responding to a person’s needs for NDIS services and supports. Understanding of other cultures is highly valued in the disability sector and often sought after by employers. We suggest you:

* Select the **additional capabilities** checkbox, then the ‘Be responsive to my culturally and linguistically diverse identity’ capability in [the Framework](http://www.workforcecapability.ndiscommission.gov.au/framework/) to see the requirements
* Find NDIS providers who specialise in providing services and supports to culturally and/or linguistically diverse participants and contact them to get more information about the roles they offer
* Include terms such as “CALD” and “culturally and linguistically diverse” in your job searches

### LGBTIQA+

Your personal or work experience with people who identify as LGBTIQA+ could be very useful when supporting a person with a disability to explore and express their desired identity and build the connections they choose. To further understand how your experience could assist you to have additional impact, we suggest you:

* Select the **additional capabilities** checkbox, then the ‘Be responsive to my LGBTIQA+ identity’ capability in [the Framework](http://www.workforcecapability.ndiscommission.gov.au/framework/) to see the requirements
* Include terms such as “rainbow” or “LGBTIQA+” in your job searches

### Community Services

Your prior experience in community services can be highly valuable background for working as a support worker. The ability and perspective to put the person at the centre, and taking an enabling and empowering approach is a key part of providing a person with a disability the support they need to make their own decisions about their own lives.

### Customer Service or Hospitality

### Your background in customer service or hospitality related roles could be highly valuable experience for working as a support worker. A focus on the customer, and taking a patient and flexible approach to understanding and responding to what people want are key requirements for working in the disability sector. People with a customer-centric mindset often thrive in disability work. The flexible nature of the work is also seen as a benefit to those transitioning from customer service or hospitality roles.

### Management or team leadership

Many providers in the disability sector need people in roles such as team leader, supervisor and coach. Your management experience could make you suitable for this kind of role. To find roles that make use of this experience, we suggest you:

* Understand the capabilities expected of managers in the disability sector by accessing [the Framework](http://www.workforcecapability.ndiscommission.gov.au/framework/) and selecting the 'Supervision and Frontline Management' type of work.
* Consider how the delivery of disability services might require a different approach to supervision and management- for example where supports are delivered by an individual worker in a participant’s home
* Include terms such as ‘Team Leader’, ‘Supervisor’ ‘Coach’ or ‘Manager’ in your search terms when looking for jobs

### Health or Allied Health

Health or allied health expertise is highly sought after in the disability sector. The more complex care, use of specialist devices or specialist support that you could provide could increase the quality of life of people with a disability. To find roles that make use of this experience, we suggest you:

* Access [the Framework](https://workforcecapability.ndiscommission.gov.au/framework/level/#gen_ourRelationship_0_0) and select the additional specialised capabilities checkbox relevant to your health or allied health expertise
* Include terms like “disability” and “NDIS” when searching for roles using your specific qualification

### Other relevant skills and experience

Many other kinds of qualifications and experience can be highly valuable when supporting people with a disability. People with disability have the same diverse interests and hobbies as anyone else, so a keen interest, qualifications or experience in fields such as visual arts, music, dance, physical education, sport, horticulture, or others can be used in supporting people with disability achieve their life goals and may open new opportunities for them to explore in living their life in the way that they choose.

**See page 24 – 26 for Information on the scenarios you completed**

## About the scenarios you completed in the self-assessment

The scenarios included in the self-assessment reflect real-life situations a person with disability and their support workers may experience. They provide you with insights about the nature of the work and some of the situations that can occur, as well as prompt you to think about what you would do and how you would feel in these situations.

See below to re-read each scenario and find out why some responses are more appropriate than others, based on the relevant capabilities from the NDIS Workforce Capability Framework.

### Rhonda

*You have just been appointed as a support worker for Rhonda, who is a person with a physical disability. Her movements can sometimes be a bit jerky and she can have trouble with her balance and coordination. You are meeting her for the first time.*

*“Hi I’m Rhonda. Welcome to my team, I’m looking forward to working with you!”*

*Rhonda has just met you with one of her parents present. She says hello. You reach to shake her hand and Rhonda’s movements look like she might be trying to shake your hand as well, but you’re not sure. What would you do?*

This scenario is about adaptability and dealing with uncertainty. For more guidance on this, see the Framework:

* [**Our relationship**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0)**;** Uphold my rights; communicate effectively; build trusted relationships
* [**Your impact**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_yourImpact_0_0)**;** Show self-awareness
* [**Be present**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_bePresent_0_0)**;** Observe and respond flexibly to my changing needs
* [**Check in**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_checkIn_0_0)**;** Review quality of support and service

In the scenario, when you were meeting Rhonda for the first time, it was important to pay close attention to Rhonda’s actions and intent. In this case, the best response would be to shake her hand, as this was her intention. It would also be OK to ask her if you can shake her hand if you’re not sure.

When Rhonda has food spilled over her in the restaurant, it was important to focus on how Rhonda feels and what she needed from you. In this case, the correct response was to indicate to Rhonda that you understood her distress and to ask if she needed your help.

Checking in about what a participant wants you to do before you do it is always important.

### Zee

*Zee is a 24 year old with an intellectual disability. You get on well with Zee and have been part of his team of support workers for a while. Zee has previously reported on how much you have been able to help him. Zee's brother helps with coordinating Zee’s support team.*

*“Hi. We had arranged for my speech therapist to come today to show you some exercises to help me speak more clearly but there’s been a mix up and they’re not here.”*

This scenario is about problem solving and flexibility in ways that respect the person’s right to make their own choices. For more guidance on this, see the Framework:

* [**Our relationship**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0)**:** Uphold my rights; communicate effectively; build trusted relationships; work collaboratively
* [**Your impact**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_yourImpact_0_0)**:** Show self-awareness
* [**Support Me**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_supportMe_0_0)**:** Support me to make my own choices
* [**Be Present**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_bePresent_0_0)**:** Observe and respond flexibly to my changing needs

In this scenario, it was important not to take control away from Zee and his brother. That is why the best option was to ask Zee what he wants to do instead and provide the information Zee and his brother need to reschedule the speech therapist.

*Zee is now more confident when speaking and has recently found a part time job. He loves his work with animals at the local vet but has mentioned that one of the other workers is sometimes mean to him.*

When Zee tells you about his problem at work, it was important to find ways to support Zee rather than take over. It is also important not to leave discrimination or bullying unchallenged. For these reasons, the best response was to offer to go with Zee when he talks with his co-worker.

### Ibrahim

*Ibrahim is 20 years old and is partially blind. He wears dark glasses and uses a cane to help himself get around.*

 *“I asked you to take me to a local restaurant for dinner tonight. Just as we were about to leave, I remembered my favourite band is playing at the pub tonight. I want to call the restaurant to cancel the dinner booking and go to the pub instead”*

This scenario is about respecting and supporting participant decisions and choices. For more guidance on this, see the Framework:

* [**Our relationship**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0)**:** Uphold my rights; build trusted relationships
* [**Support me**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_supportMe_0_0)**:** Understand what a good life means to me; support me to make my own choices; build my capacity to participate
* [**Be present**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_bePresent_0_0)**:** Observe and respond flexibly to my changing needs; manage health and safety; *Engage and motivate me*

When Ibrahim decided he wanted to go to the pub, the best solution was to support Ibrahim’s choice to cancel the restaurant booking and go to the pub instead.

When the waiter asked you what Ibrahim would have, the best response was to not speak for Ibrahim but to tell the waiter to ask him directly.

### Olya

*Olya is 25 years old and has an intellectual disability. You are one of her support workers and have a strong relationship with Olya. Olya tells you that one of her goals is to be able to go to shopping by herself, which includes taking public transport and making purchases by herself.*

This is another scenario about how to support participant choice. For more guidance on this, see the Framework:

* [**Our relationship**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_ourRelationship_0_0): Uphold my rights; build trusted relationships, work collaboratively
* [**Your impact**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_yourImpact_0_0): Show self-awareness
* [**Support me**](https://workforcecapability.ndiscommission.gov.au/framework/level#gen_supportMe_0_0)**:** Understand what a good life means to me; support me to make my own choices; build my capacity to participate

In this scenario, when Olya first tells you about wanting to catch public transport to go shopping on her own, it was important for you to encourage her and ask what practical support she would need to do that.

When you discovered the buses were not running, it was important to stay focused on what Olya wanted to do, which was to be able to take public transport on her own. Calling for a taxi without asking Olya shows that you are making decisions for her. The best response was to ask Olya how else she wanted to get to the shops as it gave Olya the chance to practice deciding what to do if this situation happened when she is on her own.