Enabling Skills and Competencies Framework (Employers)

Skills to guide employers in creating an inclusive and supportive workplace culture

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ENABLING ACADEMY
by SG Enable

Abbreviations

Abbreviation	Term
CCS	Critical Core Skills
EMP	Enabling Masterplan
FGD	Focus Group Discussions
SFw	Skills Framework
SSG	SkillsFuture Singapore
TSC	Technical Skills and Competencies

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Introduction and Background of the Enabling Skills and Competencies Framework (Employers)

1.1 | Introduction and Background

In order to achieve the Enabling Masterplan (EMP) 2030 target of a 40% employment rate for persons with disabilities, it is **essential to recognise the shared responsibility between persons with disabilities and employers.** While persons with disabilities are encouraged to enhance their skills and abilities, employers also have a pivotal role in:

🤝 fostering inclusive hiring practices, and

🤝 facilitating the inclusion of persons with disabilities in the workforce

While persons with disabilities work to enhance their skills, employers play an instrumental role in **fostering inclusive hiring practices and supporting employees' integration into the workforce**. Employees with disabilities who are well-supported have been shown to contribute productively and meaningfully to their organisations. This is a win-win for both parties.

1.2 | Aims and Audience

The following provides a summary of the intended audience for the Enabling Skills and Competencies Framework (Employers) and how individuals can utilise it

Employers

- To <u>serve as a guide</u> for employers hiring persons with disabilities and enable employers to gain a deeper understanding of <u>different disability profiles</u>

- Enable employers to develop the <u>knowledge and capabilities in the realm of hiring practices</u> and <u>cultivate an inclusive work environment</u> for people with disabilities

Training Partners

- To serve as a guide for <u>curriculum development</u> and assist in <u>designing training programmes</u> that employers need when working with people with disabilities and complex support needs

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Structure of the Enabling Skills and Competencies Framework (Employers)

2.1 | Development of the Framework

Our Enabling Skills and Competencies Framework (Employers) is developed based on the following local training and competencies frameworks:
• SG Enable Enabling Mark scheme
• SkillsFuture (SSG) Skills Frameworks

Further desktop research on competencies essential for employers to improve the hiring and support of persons with disabilities in the workplace played a significant role in shaping the Enabling Skills and Competencies Framework (Employers).

Stakeholders consulted:

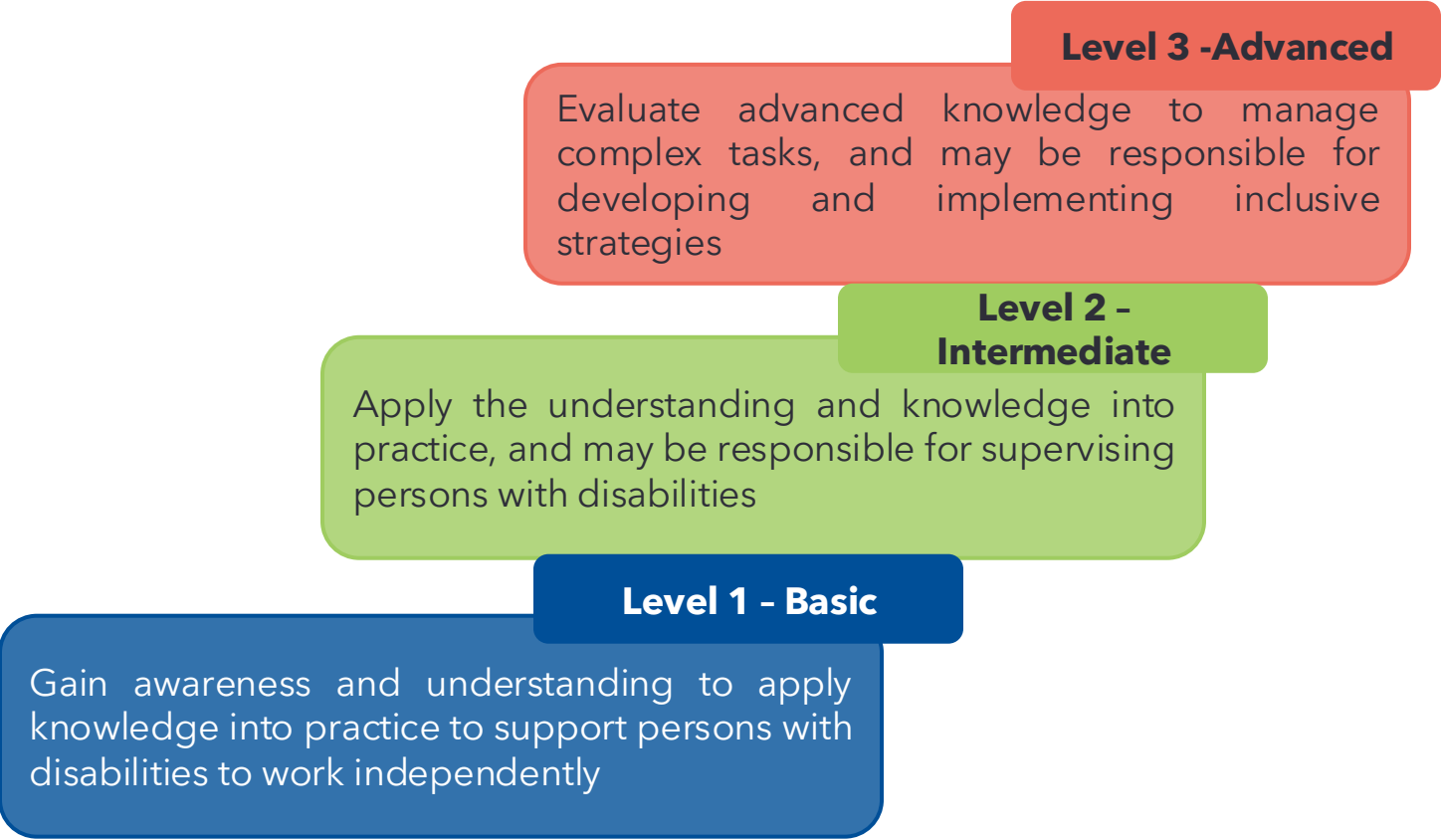| Persons with disabilities | Caregivers | Disability Sector Professionals |
| Social Service Agencies | Ministries | Employers |
| | Training Providers | Institutes of Higher Learning |

Additionally, valuable input and recommendations from the stakeholders participating in a series of Focus Group Discussions played a crucial role in shaping and refining this framework.

2.2 | Progression Level

Our Enabling Skills and Competencies Framework (Employers) **consists of 3 proficiency levels** to allow for flexibility in supporting employers – considering that every organisation might have different levels of inclusivity and accessibility. We utilised the SG Enable Enabling Mark scheme and skills from SSG's Skills Frameworks as references to establish the proficiency levels and definitions. Additionally, we incorporated the Enabling Mark categories to assist in the development of the domains and competency areas, ensuring alignment with the essential competencies required by employers.

Level 3 -Advanced

Evaluate advanced knowledge to manage complex tasks, and may be responsible for developing and implementing inclusive strategies

Level 2 – Intermediate

Apply the understanding and knowledge into practice, and may be responsible for supervising persons with disabilities

Level 1 - Basic

Gain awareness and understanding to apply knowledge into practice to support persons with disabilities to work independently

Note
- These levels correspond to a progressive, cumulative increase in knowledge, complexity, and the extent of supervision. Each competency within the framework is accompanied by detailed descriptions for each level.

- In other words, <u>individuals who require an advanced proficiency level competency will inherently possess the knowledge and abilities encompassed within the proficiency levels of intermediate and basic.</u>

2.3 | Overview of Competency Domains

Our Enabling Skills and Competencies Framework (Employers) has **5 domains** and is designed to complement any existing frameworks for employers and training partners in the disability sector. Each domain contains competency areas essential for employers looking to hire and support persons with disabilities in the workplace.

The framework emphasises the necessary knowledge, skills, and capabilities for employers to:

- Improve hiring practices
- Create an inclusive and supportive workplace culture
- Accommodate persons with disabilities in the workplace

Domains	Definition
Education on Disability Profiles	This domain will cover areas such as the **understanding of various disability profiles** (e.g., their needs, concerns) and general accommodations that would be useful for them (e.g., Assistive Technology)
Inclusive Workplace Culture	This domain will cover skills related to creating an **inclusive and supportive workplace culture** that values diversity and promotes diversity and inclusion, providing equal opportunities for career advancement
Recruitment and Onboarding Practices	This domain will cover skills necessary to ensure that **recruitment and onboarding practices are inclusive and accessible** to persons with disabilities
Employment Practices and Accommodations	This domain will cover skills related to **creating a physically and digitally accessible workplace,** as well as **inclusive employment practices** that meet the needs of persons with disabilities
Community Engagement and Advocacy	This domain will cover skills related to **collaboration with disability organisations** and **advocating for disability inclusion within the community.**

# 2.4 | How to Read the Enabling Skills and Competencies Framework (Employers)

As illustrated in the example below, the competencies essential for employers at each level are accompanied by proficiency levels, providing a description of their respective competencies

Domain 1: Education on Disability Profiles

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Engage Caregivers and Employees with Disabilities	Family and caregiver engagement	a) Identify family or caregiver concerns and priorities b) Respond appropriately to concerns of families or caregivers about their loved one c) Know the resources available to support families and caregivers	a) Facilitate mutual exchange of resources, information and feedback about employees with disabilities through regular interactions with families and caregivers b) Apply communication techniques and strategies to build relationships with families and caregivers	a) Establish communication channels between supervisors, HR and families and caregivers b) Develop and implement effective strategies for communicating with the family members and caregivers of employees with disabilities

Proficiency Levels
It's important to note that the level of usage and adoption may differ depending on the unique circumstances of individuals with disabilities in each setting.

Competencies Description of competencies at each level
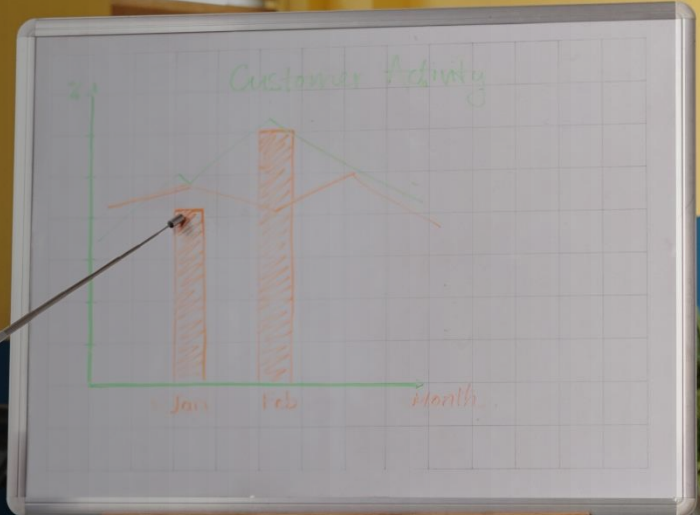
Domains and Competencies

3.1 | Education on Disability Profiles (1/2)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Understand Disability Profiles	Understand the different disability profiles	a) Identify and understand the different disability profiles (e.g. physical, sensory, autism, intellectual disability) and their needs b) Understand the rights of persons with disabilities c) Understand how a person's wellbeing and support needs may span across different disability profiles d) Understand the needs, challenges and concerns of persons with disabilities and their families at different life stages e) Understand how the skills or functional abilities of persons with disabilities may regress with age	a) Guide other employers to adapt practices to be sensitive and safely respond to persons with disabilities b) Gather information to understand behaviours, strengths, challenges, interests, triggers, preferences, situations and contexts to best accommodate the support needs of persons with disabilities c) Work with persons with disabilities' network of support to best accommodate the support needs of persons with disabilities d) Demonstrate understanding of the concept of inclusiveness (e.g. universal design) e) Adapt practices, environments and systems to better support the needs of persons with disabilities	a) Champion inclusive practices, environments and systems that create a supportive organisation for persons with disabilities' wellbeing b) Build, implement and review organisation policies that are sensitive to persons with disabilities' behaviours, strengths, challenges, interests, triggers, preferences, situations and contexts c) Encourage changes and improvements in organisational policies to respond to emerging trends in the field of disability d) Ensure best practices in organisation policies to empower persons with disabilities and facilitate inclusion

3.1 | Education on Disability Profiles (2/2)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Engage Caregivers and Employees with Disabilities	Engagement with Employees with Disabilities	a) Demonstrate an understanding of different types of disabilities and their impact on work activities and performance b) Identify and apply disability-specific etiquette skills when communicating (e.g., etiquette skills specific to persons with a hearing impairment) c) Know the basic differences in communication styles d) Recognise the potential triggers or causes of challenging behaviours	a) Use a range of disability-specific etiquette skills when communicating with persons with disabilities (e.g., making eye contact, focusing on the ability and not the disability of the person) b) Address concerns and priorities of employees with disabilities c) Apply strategies to manage employees with disabilities (including mental conditions) meltdowns	a) Develop strategies to better manage challenging behaviours displayed by employees with disabilities b) Use positive behaviour support strategies to manage challenging behaviours displayed by employees with disabilities
	Family and Caregiver Engagement	a) Identify family or caregiver concerns and priorities b) Respond appropriately to concerns of families or caregivers about their loved one c) Know the resources available to support families and caregivers	a) Facilitate mutual exchange of resources, information and feedback about employees with disabilities through regular interactions with families and caregivers b) Apply communication techniques and strategies to build relationships with families and caregivers	a) Establish communication channels between supervisors, HR and families and caregivers b) Develop and implement effective strategies for communicating with the family members and caregivers of employees with disabilities

3.2 | Inclusive Workplace Culture (1/5)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Commitment to Disability Inclusion	Commitment to Disability Inclusion	a) Know the 8 principles of the human rights approach to disability (e.g., respect for inherent dignity, non-discrimination, full participation in society, respect for difference, equality of opportunity, accessibility, gender equality and respect for evolving capacities of children with disabilities, etc.)	a) Understand the diverse experiences of persons with disabilities to raise awareness and mitigate bias b) Collaborate with social services agencies to learn more about the experiences of persons with disabilities c) Help the organisation understand the business case for Diversity and Inclusion (D&I) (e.g., facilitate training and educational initiatives)	a) Integrate disability inclusion as a priority and commitment in various areas of the organisation (e.g., visible articulation of commitment to diversity inclusion) b) Advocate for diverse perspectives that reflect the diversity of the organisation c) Develop frameworks to ensure employment practices are merit-based

3.2 | Inclusive Workplace Culture (2/5)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Workplace Disability Inclusion and Champions	Biases Management	a) Understand and identify different types of biases in oneself and in others (e.g. unconscious bias, ableism) b) Recognise one's own stereotypes and assumptions about persons with disabilities c) Identify processes that perpetuate biasness at an individual, group and organisational level (e.g. recruiting and hiring processes)	a) Create and/or encourage opportunities for healthy interactions with persons with disabilities to track improvement on managing one's bias and behaviour towards persons with disabilities b) Foster a respectful and supportive workplace culture by addressing bullying and harassment	a) Advocate for change in processes that perpetuate biases at a group and organisational level b) Implement strategies to mitigate different types of biases (e.g., reflect on counter-stereotypical examples)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Workplace Disability Inclusion and Champions	Workplace Inclusion Champions	a) Understand the importance of having champions/committees focused on implementing diversity or inclusion efforts b) Contribute to a diverse and inclusive workplace culture, and participate in diversity and inclusion activities organised by the organisation	a) Develop clear channels of communication with employees on the progress of the disability inclusion champions/committees b) Work with leadership to commit to an accessible and inclusive workplace, which includes ensuring that the disability inclusion champions or committees demonstrate inclusion principles (e.g. guiding principles) c) Advocate for diverse perspectives that reflect the diversity of the organisation d) Provide guidance on disability disclosure (including mental health) and confidentiality to create a safe and supportive environment	a) Set the collective diversity and inclusion narrative within the organisation and direct the development of these strategies b) Design and implement diversity and inclusion programmes and initiatives to create greater awareness and buy-in of diversity and inclusion in the organisation

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Career Development of Employees with Disabilities	Goals and Career Development Plans with Employees with Disabilities	a) Set goals and career development plans with employees with disabilities b) Maintain fairness and equity in performance evaluation processes for all employees, including those with disabilities (e.g., not to inflate the performance scores of employees with disabilities)	a) Conduct performance appraisal based on job descriptions and agreed performance targets b) Offer training and development opportunities for employees with disabilities based on their career development goals c) Equip managers and supervisors with the necessary skills to conduct objective appraisals d) Ensure advancement opportunities are available to all employees with disabilities e) Grant rewards and recognition based on merit and performance	a) Develop a clear and objective performance management process to ensure all employees are fairly considered for all opportunities b) Establish desirable behaviours that promote inclusion in performance assessment c) Develop and implement a career and development plan for employees with disabilities

3.2 | Inclusive Workplace Culture (5/5)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Career Development of Employees with Disabilities	Job Coaching/ Mentoring for Employees with Disabilities	a) Understand the roles and responsibilities of a job coach/mentor in supported employment b) Provide ongoing feedback to employees with disabilities in appropriate ways c) Encourage employees with disabilities by highlighting their strengths and achievements d) Provide emotional and moral support to employees with disabilities e) Tailor coaching or mentoring techniques to employees with disabilities to maximise their potential for success	a) Apply appropriate employment and job development theories in assisting employees with disabilities in their career planning (e.g., development of client profile, job site training) b) Work together with employees with disabilities to establish learning objectives and develop a plan to attain those objectives c) Build trust and rapport with employees with disabilities d) Provide learning opportunities and other formal or informal support in a form and style that suit employees with disabilities and the workplace requirements e) Provide opportunities for employees with disabilities to learn and practise new knowledge and skills	a) Equip others working with employees with disabilities on mentoring and coaching skills b) Establish mentoring programmes c) Advocate for employees with disabilities on areas such as accommodations and career progression d) Create a safe learning environment by minimising the probability, stigma and effects of possible failure e) Create a culture of learning among team members f) Create opportunities to leverage team members' strengths to support one another's learning and development

3.3 | Recruitment and Onboarding Practices (1/4)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Hiring Strategies and Goals	Inclusive Hiring Strategies and Goals	a) Know the employment law and grants available for employees with disabilities b) Know the 5 principles of fair employment practices (e.g. recruit based on merit, respect employees, fair opportunities, reward fairly and comply with labour law) c) Understand the employment rights of persons with disabilities (e.g. Employment Act, Employment Claims Act, etc.)	a) Identify key focus areas to improve readiness for inclusive hiring (e.g., recruitment and hiring, diversity and inclusion, accessibility and accommodation) b) Oversee and ensure adoption of fair and merit-based employment practices (e.g., skills, experience or ability to perform the job) c) Create a hiring policy that encourages the inclusion of disability among selection factors (e.g., hiring manager documents reasons for the non-selection of any pre-qualified candidates with disclosed disabilities)	a) Develop a system of accountability through clear and measurable inclusive hiring targets and steps to achieve the target (e.g., tailoring a fair compensation and benefit package when hiring persons with disabilities)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Recruitment Processes	Inclusive Outreach	a) Identify organisations for partnerships to build the candidate pool in the recruitment process b) Awareness of various recruitment strategies to attract and recruit qualified persons with disabilites (e.g., inclusive employer networking groups, career fairs targeting persons with disabilities)	a) Ensure consistency in diversity and inclusivity messaging for partners, potential hires, new hires and existing employees b) Ensure that job advertisements are non-discriminatory c) Provide accessibility in application process and use targeted recruitment and social networking sites to reach persons with disabilities	a) Develop effective recruitment strategies and procedures to better hire persons with disabilities b) Cultivate partnerships with a variety of recruitment sources
	Pre-Employment Programmes for Persons with disabilities	a) Identify the different types of pre-employment programmes (e.g., job shadowing, mentorship, internship) b) Understand the value of pre-employment programmes and tailor them for different employees with disabilities c) Identify and tap on appropriate community resources and/or funding schemes d) Identify and adapt best practices for programme development	a) Define pre-employment programme outcomes and methods to achieve them b) Coordinate needs assessment with other disability sector professionals c) Conduct needs assessment for persons with disabilities	a) Design and implement pre-employment programmes to connect employees with disabilities with organisations to provide work responsibilities and develop work readiness skills

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Recruitment Processes	Interview Techniques	a) Know and apply different interview techniques when interviewing persons with disabilities (e.g. provide accommodation, allowing ample time for a response, etc) b) Use a range of disability-specific etiquette skills when communicating with persons with disabilities (e.g. making eye contact, focusing on the ability and not the disability of the person) c) Identify suitable platforms to conduct interviews to cater to the needs of persons with disabilities (e.g. video conferencing with accessibility features, phone, in-person interviews)	a) Demonstrate flexibility and adapt interviewing approach to accommodate specific needs and communication style of persons with disabilities (e.g. keep language simple) b) Adapt to the diverse needs of persons with disabilities (e.g. modify the interview structure or format) c) Establish rapport with persons with disabilities to share accurate information	a) Develop frameworks on accommodations for persons with disabilities to ensure equal opportunities b) Develop and implement alternative forms of assessments/ interviews for job applicants with disabilities (e.g., skills-based assessment, videos to showcase abilities)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Onboarding Processes	Inclusive Onboarding Processes for Persons with disabilities	a) Understand what entails an inclusive onboarding process b) Understand how to factor in disability considerations in the on-boarding process (e.g. procedures when requesting for workplace accommodations)	a) Communicate clearly the company's diversity and inclusiveness policies b) Ensure that onboarding materials are inclusive (e.g. materials within the welcome packet are of accessible font size and colour) c) Organise regular 1:1 meetings with persons with disabilities during the first 6 months to gather feedback and make adjustments as needed d) Organise programmes to equip existing organisational staff with the necessary knowledge and skills (e.g. disability etiquette) to welcome and integrate a new employee with disability	a) Develop and implement initiatives to enable existing employees to participate in the onboarding process (e.g., gather ideas on how to welcome new employees with disabilities) b) Develop programmes to help employees with disabilities better adapt to the workplace (e.g., assign them an onboarding partner for the first few months to help them adjust to the job)

3.4 | Employment Practices and Accommodations (1/4)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Physical Workplace and Workspace Accessibility	Establish an Accessible Physical Workplace	a) Know the 7 principles of Universal Design for ensuring an accessible physical workplace b) Assess the overall accessibility of the physical workplace and workspace (e.g., distance from nearest public transport, accessibility of lifts, whether the workspace is clear of clutter and barrier free)	a) Apply the Universal Design Principles to identify accessibility gaps of the physical workplace/workspace b) Understand and provide the basic accessibility features	a) Implement accessible Universal Design Principles for new construction or renovation projects b) Develop and implement policies and procedures for providing reasonable accommodation
	Emergency Response Plans for Employees with Disabilities	a) Know the various emergency response needs for employees with disabilities (e.g. buddy systems, visual emergency alarms and signals) b) Know where the areas of refuge are in your office building (locations where people can wait for emergency assistance when evacuation may not be safe or possible) c) Assist employees with disabilities to an area of refuge	a) Assess employees with disabilities' emergency response needs and implement the necessary accommodations (e.g., buddy systems, visual emergency alarms and signals) b) Ensure that staff are fully trained to execute emergency response plans with persons with disabilities	a) Evaluate employees with disabilities emergency response plans regularly through practice/drills and engagements with persons with disabilities b) Conduct risk assessments to identify potential emergency scenarios

3.4 | Employment Practices and Accommodations (2/4)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Job Redesign and Accommodation	Accommodations for Persons with disabilities	a) Understand the importance of having suitable job accommodations for persons with disabilities b) Understand and apply the concept and process of providing suitable accommodation c) Recognise the importance of flexible work arrangements for employees with disabilities (e.g., remote work, flexible hours, part-time schedules, and job sharing)	a) Establish interactive and open dialogue between the employee with disabilities and organisation on the reasonable accommodations needed and evaluate whether implemented accommodations are effective b) Adopt and implement various accommodations to benefit both the organisation and employees with disabilities c) Support employees with disabilities more appropriately by providing them with accommodation and accessibility tailored to their disability profiles	a) Evaluate what is considered reasonable accommodations in the context of the organisation (e.g. centralised funds for provision of accommodations) b) Facilitate an accommodation process and integrate it into existing organisation policies c) Implement workplace adjustments that enable persons with disabilities (including mental health conditions) to perform their job functions better

3.4 | Employment Practices and Accommodations (3/4)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Job Redesign and Accommodation	Redesign of Job Scope	a) Know the various available employment support avenues/resources (e.g., Open Door Programme, Enabling Employment Credit) b) Understand the job redesign process (e.g., reassignment of roles and responsibilities, changes to work process, changes in work arrangements) c) Redesign job roles and responsibilities prior to hiring persons with disabilities	a) Effectively apply the principles of job analysis, job redesign, job carving and job sharing for persons with disabilities b) Apply and refine the job redesign process (e.g. reassignment of roles and responsibilities, changes to work process, changes in work arrangements) c) Analyse the job role and determine the purpose and essential functions for persons with disabilities	a) Drive the organisation's job redesign efforts on a larger scale to cater for a diverse range of disability profiles b) Design and implement tailored plans for employees with disabilities, using employment support schemes c) Develop alternative employment models (e.g., microjobs) for employees with disabilities

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Assistive Technology (AT) and e-Accessibility	Assistive Technology and e-Accessibility	a) Understand the basics of assistive technology and e-Accessibility (accessible content) and their core benefits when implemented b) Recognise types of assistive technology (e.g., wheelchair) and key features of e-Accessibility (e.g., adjustable fonts, high contrast colours) c) Understand how to apply Web Content Accessibility Guidelines standards to ensure web accessibility	a) Ensure that assistive technology is accommodated for/e-accessible content is provided on a day-to-day basis (e.g., workspace is free from clutter for large mobility aids to be used, work documents to be done in an e-accessible manner) b) Assess the current state of work processes or content accessibility for employees and identify assistive technology or e-Accessibility gaps c) Utilise the different financial aid that can help to finance assistive technology or e-Accessibility tools d) Conduct user testing and incorporate feedback to improve usability of the product e) Deliver comprehensive training sessions on the proper use and functionalities of the provided assistive technologies, ensuring employees with disabilities understand their features and capabilities	a) Evaluate key considerations for adopting assistive technology or accessible content on both an individual- and organisation-level (e.g., level of technology needed, costs, scale of implementation) b) Develop e-accessible assets (e.g., websites, documents) within the organisation based on international e-Accessibility guidelines (e.g., Web Content Accessibility Guidelines) c) Develop the organisation's physical accessibility capabilities to accommodate assistive technology in the workplace (e.g., usage of large mobility assistive technology, height-adjustable tables) d) Develop a customised framework to identify and adopt suitable assistive technologies for the accommodation of individual needs (e.g., guiding questions to identify AT/e-Accessibility needs)

3.5 | Community Engagement and Advocacy (1/3)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Advocate for Disability Inclusivity	Advocate for Disability Inclusiveness in the Community and to Other Stakeholders	a) Share perspectives, interests and needs on disability inclusion to various stakeholders (e.g., colleagues, managers) b) Participate in open and constructive discussions of differences, such as others' perspectives, interests and needs c) Demonstrate support for inclusive practices and initiatives (e.g., CSR programmes, training on disability awareness) d) Understand and identify potential ways in which various disability profiles may be impacted by a particular organisation policy, programme, or service	a) Partner with other stakeholders to organise programmes to empower persons with disabilities (e.g., leadership development programme, mentorship programme) b) Revise established policies, practices, procedures and programs based on feedback from persons with disabilities	a) Lead conversations on disability inclusiveness b) Create channels for persons with disabilities to provide feedback on products, services, practices and policies

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Advocate for Disability Inclusivity	Inclusive Reporting	a) Know the 5 global disability inclusion key performance indicators (KPIs) (i.e., workforce representation, goals, training, employee resource groups and digital accessibility) b) Know that organisations starting out on their inclusive reporting journeys may be faced with low levels of disability performance, but progress should be prioritised over perfection	a) Apply disability inclusion KPIs to assess the organisation's current performance b) Collect and review data on inclusion metrics and identify data gaps	a) Set disability inclusion goals based on the 5 KPIs b) Publish regular reports on the organisation's disability inclusion measures for greater transparency and to track progress on goals set previously c) Develop and use Diversity & Inclusion (D&I) KPIs to track the organisation's progress with D&I

3.5 | Community Engagement and Advocacy (3/3)

Competency Area	Sub-Competency Area	Basic	Intermediate	Advanced
Collaborate with Ecosystem Partners	Collaborate with Stakeholders	a) Recognise the role of various stakeholders in the ecosystem (e.g., government agencies, social service agencies, job coaches) b) Identify strategies to liaise and develop professional relationships	a) Outline the measures needed to achieve the desired goal of establishing the rights and inclusion of persons with disabilities b) Know and apply conflict resolution techniques to address disagreements with stakeholders (e.g., employees with disabilities, job coaches, social service agencies) c) Understand various communications styles and adopt appropriate styles to engage with different stakeholders (e.g., employees with disabilities, job coaches, social service agencies) d) Maintain effective communication channels to facilitate information exchange and partnerships with stakeholders (e.g., employees with disabilities, job coaches, social service agencies)	a) Create networking opportunities to build relations and engage current and potential stakeholders b) Develop communication strategies to maintain and strengthen successful relationships with key stakeholders c) Establish performance indicators to measure if the established goals and objectives have been met d) Develop goals, objectives and expectations for stakeholder partnerships

4

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4 | Acknowledgements

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HWA (Formerly Handicaps Welfare Association)

iC2 PrepHouse Limited

Lighthouse School

Metta Welfare Association

Metta School

MINDS

MINDS Fernvale Gardens School

MINDS Lee Kong Chian Gardens School

MINDS Towner Gardens School

MINDS Woodlands Gardens School

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Pathlight School

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Singapore Anglican Community Services

Singapore Association of the Visually Handicapped

Singapore Red Cross Society

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5
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The Enabling Skills and Competencies Framework (Employers) was created with references to the following sources:

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