Career Exploration Guide for Landscape and Urban Farming

Career Exploration Guide

In today's world, the open employment market is becoming increasingly competitive, and for persons with disabilities, finding suitable employment opportunities can be particularly challenging. In response to this, there is a growing need for initiatives that aim to bridge the gap between persons with disabilities and the open job market and enable them to explore potential career opportunities. This objective is also in line with the EMP2030 target employment rate of 40%.

The current Singapore SkillsFuture (SSG) Skills Framework is designed for persons without disabilities, and our 'Career Exploration Guide' has been developed by referencing and adapting the SSG SFw Critical Core Skills (CCS) and aligning them with the Enabling Skills and Competencies Framework (Persons with Disabilities). Furthermore, the 'Career Exploration Guide' also offers a list of potential workplace challenges and corresponding accommodations that can assist individuals with disabilities in their employment.

By doing so, we hope to provide persons with disabilities with a more comprehensive and relevant skills framework to support their **job search and career development**.

Development of the Career Exploration Guide

The 'Career Exploration Guide' was designed to address the disparity in employment rates among persons with disabilities. This guide highlights the key soft skills and possible challenges and accommodations required for typical roles across different sectors, to better align the interests and abilities of persons with disabilities.

The following 35 sectors have been identified to be prevalent and emerging sectors:

• Accountancy	• Aerospace	• Air Transport	• Arts	• Biopharmaceuticals Manufacturing	• Built Environment	• Design
• Early Childhood	• Electronics	• Energy & Chemicals	• Energy & Power	• Engineering Services	• Environmental Services	• Financial Services
• Food Manufacturing	• Food Services	• Healthcare	• Hotel and Accommodation Services	• Human Resources	• Infocomm Technology	• Intellectual Property
• Landscape and Urban Farming	• Logistics	• Marine and Offshore	• Media	• Precision Engineering	• Public Transport	• Retail
• Sea Transport	• Security	• Social Services	• Tourism	• Training and Adult Education	• Wholesale Trade	• Workplace Safety and Health

a. Essential soft skills for work readiness

- ▶ The essential soft skills have been adapted with reference to the SSG SFw Critical Core Skills (CCS)
- ▶ Subsequently, it was aligned and mapped back to the Enabling Skills and Competencies Framework (Persons with Disabilities) specifically designed for individuals with disabilities

b. List of possible challenges and accommodations

- ▶ The list of possible challenges and accommodations was listed down based on the domain of functioning (e.g., mobility)
- ▶ Sector-specific examples were incorporated

Challenges and Accommodations Categories

Challenges (red)
Accommodations (green)

Challenges

Workplace Accessibility

Challenges relating to physical barriers and limitations that hinder the accessibility of the workplace (e.g., Inaccessible entrances, narrow doorways, or lack of ramps)

Accessing and Processing Information and/or Objects

Challenges relating to barriers in obtaining, comprehending or understanding information or interacting with objects in the workplace

Workplace Navigation and Travel

Challenges relating to navigating/travelling to/moving around the workplace (e.g., wayfinding, signage and orientation in the workplace)

Social Interaction

Challenges relating to forming relationships, communicating, and connecting with others (e.g., unable to read nonverbal cues, interpret social norms, expectations, and maintain eye contact)

Environmental Stimuli

Challenges relating to one's working environment causing a sensory overload (e.g., bright lights and noises)

Nature of Job and Tasks

Challenges relating to difficulties specific to the nature of the job or work tasks in effectively performing one's job responsibilities (e.g., physically demanding tasks)

Attentiveness and Concentration

Challenges relating to difficulties in maintaining focus, attention and concentration in the workplace

Accommodations

Workplace Accessibility Accommodations

Modification made to the physical environment of the workplace for individuals with disabilities

Job Task Accommodations

Adjustments made to the specific tasks to enable individuals with disabilities to perform their job effectively

Job Coaching and Scheduling Accommodations

Provide support and guidance to individuals with disabilities in their job roles (e.g., mentorship, modification to work schedule)

Communication Accommodations

Modification to communication methods to ensure effective interaction with individuals with disabilities (e.g., sign language interpreters, captioning)

Sensory Accommodations

Modification to the work environment to minimise sensory distractions or provide sensory support (e.g., noise-cancelling headphones)

Technological Assistance

Use of technology to support individuals with disabilities in their work (e.g., assistive technology, software)

Organisational Culture

Adjustments and initiatives made within the workplace that foster an inclusive and supportive environment for all employees

How to Read the Career Exploration Guide – Essential Soft Skills for Work Readiness

Functional Track: Beverage Service

Job Level: Managerial ⭐⭐

• Barista Supervisor/ Senior Barista	• Bartender Supervisor	• Wine Specialist/ Demi Sommelier	• Head Barista	• Head Bartender	• Head Sommelier/ Sommelier	• Group Beverage Manager

FOOD SERVICES

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Physical, Mental and Emotional Health	Manage Emotions	a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment
Communication and Self-Advocacy	Build Conversation Skills	a. Respond appropriately to tone and body language of others (i.e., facial expression, body posture and hand gestures) in informal and formal conversations at different activities b. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, Whatsapp)
	Communicate One's Needs	a. Express one's requests (e.g., needs and wants); and views (e.g., thoughts and feelings) appropriately at different settings b. Understand the difference between healthy communication and unhealthy communication
Relate with Others	Interact in Groups	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, Whatsapp)
	Demonstrate Service Orientation	a. Demonstrate an understanding of the organisation's service mission and culture of service excellence b. Provide positive experiences for customers including pre- and post-service (i.e., providing timely response to customer complaints/feedback/comments)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
Career Preparation and Development	Demonstrate Appropriate Behaviour and Conduct	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace

Functional Track
Name of the functional track

Job Level
Job roles listed here are based on job level

Essential Soft Skills
The competencies are listed based on job levels to ensure their relevance to specific job levels

How to Read the Career Exploration Guide – Possible Challenges & Accommodations

Mobility - Challenges and Accommodations

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
Workplace Accessibility a. Difficulties with getting around the F&B outlet/kitchen in larger mobility aids (e.g., wheelchairs) **Workplace Navigation and Travel** a. Difficulties with commuting to-and-from work (e.g., inaccessible transportation or long-distance travel to work)	**Job Task Accommodations** a. Allow periodic breaks for toileting and repositioning **Technological Assistance** a. Install devices and programmes that allow alternative access to computers (e.g. Trackballs, key guards, compact keyboard to allow accessibility to the point-of-sale system) b. Provide enhanced motorised wheelchairs (e.g. An elevating wheelchair enables the wheelchair user to extend their reach and retrieve items from higher shelves) c. Use of Assisted Travel Mobile Application (e.g. The "AllGoEasy" free platform helps wheelchair users to plan their journeys and find out if their destination is wheelchair accessible) **Workplace Accessibility Accommodations** a. Provide wheelchair-accessible workstations (e.g. Set up kitchen amenities at a height accessible from a wheelchair) b. Make a slip-stop mat available c. Place utility and equipment controls within easy reach from a seated position (e.g. Handling a cold food holder or blast freezer) d. Provide and/or arrange transportation to work e. Ensure accessibility of premises (e.g. Install ramps, portable ramps, automatic doors, clear and accessible walkway) within the working area (e.g. Kitchen or dining area) f. Provide height-adjustable desks or tables for persons who cannot work comfortably at an existing desk g. Install height-adjustable tables for motorised wheelchairs h. Adjust shelving units to be at wheelchair-accessible height

FOOD SERVICES

Possible Challenges and Accommodations
Brief description of possible work challenges and accommodations that can be taken for the sector

How to Read the Career Exploration Guide – Supporting Resources

Supporting Resources

For Persons with disabilities

For Employers

Assistive Technology Fund (ATF)

SG Enable | Assistive Technology Fund (ATF)

The Assistive Technology Fund (ATF) is a valuable resource for Singaporeans with disabilities, designed to empower and support their journey towards independent living. With subsidies covering up to 90% of costs for essential assistive devices, capped at $40,000, the ATF is committed to enhancing the quality of life for persons with disabilities. Whether it's for acquiring new technology, replacing old equipment, or making necessary upgrades, the ATF stands as a beacon of hope, ensuring that financial constraints do not hinder access to tools that facilitate autonomy in daily activities. If you or someone you know could benefit from this program, consider the ATF as your partner in navigating the path to independence and self-reliance.

Enabling Employment Credit (EEC)

Ministry of Manpower | Enabling Employment Credit (EEC)

The Enabling Employment Credit (EEC) is a government initiative designed to encourage employers to hire Persons with Disabilities (PwDs). Firms employing PwDs who have been out of work for at least 6 months will receive enhanced support. This is in addition to the existing wage offset for all PwD employees earning below $4,000/month. With the EEC, employers can become champions of diversity and inclusion, contributing to a workforce that recognizes the talents and potential of about 10,000 PwDs annually. This credit serves as a resource for employers to not only enrich their teams but also to make a positive impact on the community by supporting the employment of PwDs.

Target Audience
Available supporting resources for different stakeholder groups: Persons with Disabilities and Employers

Link to the Resource
Click on the link to find out more about the resource

Description
Description to understand what the initiative/resource is about

Summary of Sector and Functional Tracks

LANDSCAPE AND URBAN FARMING

a. Landscape Design
b. Landscape Implementation
c. Horticulture and Turf Maintenance
d. Arboriculture
e. Nursery

Note:

1. We understand that besides the challenges already stated, the following barriers could potentially hinder persons with disabilities despite accommodations:

a. Lack of an inclusive workplace culture
b. Lack of awareness on how to interact with or manage persons with disabilities
c. Lack of knowledge on how to conduct job redesign - Employers can refer to the Enabling Skills and Competencies Framework (Employers) for guidance on the relevant skills to mitigate them.

2. The implementation of accommodations and the presence of essential soft skills required is not a key assurance of employment for persons with disabilities

Functional Track: Landscape Design

Job Level: Managerial⭐⭐

• Landscape Designer	• Landscape Architect	• Principal Landscape Designer	• Principal Landscape Architect

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Communication and Self-Advocacy	**Build Conversation Skills**	a. Respond appropriately to tone and body language of others (i.e., facial expression, body posture and hand gestures) in informal and formal conversations at different activities b. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, WhatsApp)
	Communicate One's Needs	a. Express one's requests (e.g., needs and wants); and views (e.g., thoughts and feelings) appropriately at different settings b. Understand the difference between healthy communication and unhealthy communication
Relate with Others	**Interact in Groups**	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	Work and Collaborate in teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
Physical, Mental and Emotional Health	**Manage Emotions**	a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment

LANDSCAPE AND URBAN FARMING

Functional Track: Landscape Design

- Managing Director

LANDSCAPE AND URBAN FARMING

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Communication and Self-Advocacy	**Build Conversation Skills**	a. Engage different stakeholders in informal and formal conversations at different activities (i.e., social exchanges vs. work-related discussions)
	Practise Negotiation	a. Utilise negotiation strategies in various situations and contexts b. Employ non-verbal communication strategies (e.g., direct eye contact, indicating understanding) c. Adapt initial negotiation pitch when necessary d. Engage in workplace negotiations
	Communicate One's Needs	a. Identify the appropriate channel and the appropriate person(s) at work, to communicate one's requests and views at different activities (e.g., channels could include relevant personnel online / physical form, helpdesk)
Relate with Others	**Interact in Groups**	a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
	Demonstrate Service Orientation	a. Demonstrate an understanding of the organisation's service mission and culture of service excellence b. Provide positive experiences for customers including pre- and post-service (i.e., providing timely response to customer complaints/feedback/comments)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)

Functional Track: Landscape Implementation

LANDSCAPE AND URBAN FARMING

Job Level: Managerial ⭐⭐

- Landscape Project Coordinator
- Landscape Project Manager

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Pursue Career Progression	a. Cultivate professional etiquette, conveying a professional image and acquire essential business etiquette b. Confidence and knowledge on how to hold career development conversations with supervisors
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
Adaptability	**Develop Problem-solving Skills**	a. Discuss possible causes and solutions to problems encountered at different settings b. Generate solutions to solve problems at different activities, independently or with help from others
	Cope with Challenging Situations	a. Maintain a positive and confident outlook even various challenging situations b. Recognise symptoms of stress/burnout early and take concrete measures to prevent them from happening (e.g., disconnecting from work)
Communication and Self-Advocacy	**Build Conversation Skills**	a. Respond appropriately to tone and body language of others (i.e., facial expression, body posture and hand gestures) in informal and formal conversations at different activities b. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, WhatsApp)
	Communicate One's Needs	a. Express one's requests (e.g., needs and wants); and views (e.g., thoughts and feelings) appropriately at different settings b. Understand the difference between healthy communication and unhealthy communication

Functional Track: Landscape Implementation

Job Level: Executive⭐⭐⭐

- Managing Director

LANDSCAPE AND URBAN FARMING

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers)
	Work and Collaborate in teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gap and competencies and developing them to be work ready
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
Digital Literacy	**Avoid Phishing Scams**	a. Know what to do if one accidently provided personal/banking details b. Know how to identify and prevent organisation assets from cyber attack
	Understand the Internet and Social Media	a. Demonstrate caution when interacting with others online b. Seek help when someone makes one feel uncomfortable or distressed online c. Demonstrate social media etiquette (e.g., think before posting, respect others, avoid vulgarities and insulting words)
	Use Technology Responsibly	a. Evaluate and choose the best strategies for managing screen time b. Avoid undesirable and unsafe online content
	Avoid Fake News Online	a. Evaluate the sources and play a part to stop the spread of false information b. Verify information with other sources when unsure of its credibility

Functional Track: Horticulture and Turf Maintenance

• Landscape Worker (Nursery Work, Arboriculture)	• Landscape Technician

LANDSCAPE AND URBAN FARMING

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Communication and Self-Advocacy	**Build Conversation Skills**	a. Initiate informal conversation during participation at different settings b. Ask questions to seek clarity about task expectations during different activities c. Use appropriate pace, tone, volume and body language to communicate at different settings d. Listen for key information during different activities e. Observe how body language is used by others at different activities to convey meaning f. Observe turn-taking in conversations at different settings
	Communicate One's Needs	a. Identify different types of communication (including verbal and non-verbal communication) b. Practise basic requests which could be made at different settings (e.g., communicate if one is unwell, request to repeat instructions, ask to be provided with additional time to complete tasks)
Relate with Others	**Interact in Groups**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')
	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict
Career Preparation and Development	**Set Goals and Fulfil Responsibilities**	a. Develop an action plan to complete a task according to expectations, within the given resources and time
Adaptability	**Cope with Challenging Situations**	a. Practise a range of strategies to cope with difficult tasks or changing situations in different settings (i.e., by seeking advice and help from co-workers and supervisors, getting more information, asking for more time to complete a difficult task) b. Practise strategies to manage negative emotions and stress (e.g., self-help tools such as online progressive muscle relaxation techniques)

Functional Track: Horticulture and Turf Maintenance

• Landscape Worker (Nursery Work, Arboriculture)	• Landscape Technician

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Digital Literacy	**Use Technology Responsibly**	a. Use strategies to regulate use of electronic devices (e.g., monitor screen time) b. Know when and where to get help in managing usage of electronic devices c. Recognise online content that is undesirable or unsafe (e.g., dark web, pornography sites)
	Use the Phone/Other Electronic Devices	a. Know how to read up on news and search for information online
	Avoid Phishing Scams	a. Know the different avenues (e.g., Anti-Scam helpline) for scam-related advice and to report scams b. Know how to prevent the scams (e.g., hoaxes and phishing scams) c. Identification of the common phishing scams and how to spot them (e.g., impersonation scams - do not click on any attachment linked in a message)
	Understand the Internet and Social Media	a. Develop and practise a plan to stay safe when using the Internet, cell phones and social media b. Take appropriate steps to protect one's digital footprint c. Know how to create posts to connect and chat with friends d. Adopt different approaches for different social media platforms (e.g., Facebook, Instagram, Twitter etc.)
	Avoid Fake News Online	a. Avoid falsehoods and fake news by referring to credible sources (e.g., official government websites, reputable news agencies)

LANDSCAPE AND URBAN FARMING

Functional Track: Horticulture and Turf Maintenance

Job Level: Managerial⭐⭐

• Landscape Supervisor / Landscape Assistant Supervisor / Landscape Team Leader	• Landscape Manager

LANDSCAPE AND URBAN FARMING

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Communication and Self-Advocacy	**Build Conversation Skills**	a. Engage different people in informal and formal conversations at different activities (i.e., social exchanges vs. work-related discussions)
	Practise Negotiation	a. Utilise negotiation strategies in various situations and contexts b. Employ non-verbal communication strategies (e.g., direct eye contact, indicating understanding) c. Adapt initial negotiation pitch when necessary d. Engage in workplace negotiations
	Communicate One's Needs	a. Identify the appropriate channel and the appropriate person(s) at different settings, to communicate one's requests and views at different activities (e.g., channels could include relevant personnel online / physical form, helpdesk)
Physical, Mental and Emotional Health	**Manage emotions**	a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment
Digital Literacy	**Avoid Phishing Scams**	a. Know what to do if one accidently provided personal/banking details b. Know how to identify and prevent organisation assets from cyber attack
	Understand the Internet and Social Media	a. Demonstrate caution when interacting with others online b. Seek help when someone makes one feel uncomfortable or distressed online c. Demonstrate social media etiquette (e.g., think before posting, respect others, avoid vulgarities and insulting words)
	Avoid Fake News Online	a. Evaluate the sources and play a part to stop the spread of false information b. Verify information with other sources when unsure of its credibility
	Use Technology Responsibly	a. Evaluate and choose the best strategies for managing screen time b. Avoid undesirable and unsafe online content

Functional Track: Horticulture and Turf Maintenance

Job Level: Managerial⭐⭐

• Landscape Supervisor / Landscape Assistant Supervisor / Landscape Team Leader	• Landscape Manager

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Establish and maintain positive social relationships with different people at different settings (i.e., co-workers, supervisors)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
	Manage Conflicts	a. Conducting conflict resolution planning b. Evaluating effectiveness of conflict resolution strategies c. Adapting from previous conflict resolution strategies for various contexts
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Pursue Career Progression	a. Cultivate professional etiquette, conveying a professional image and acquire essential business etiquette b. Confidence and knowledge on how to hold career development conversations with supervisors
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
Adaptability	**Develop Problem-solving Skills**	a. Evaluate possible solutions to problems by comparing the pros and cons b. Demonstrate resilience in overcoming problems c. Reflect on the effectiveness of the solutions to the problems as part of improving one's problem-solving process
	Cope with Challenging Situations	a. Maintain a positive and confident outlook even when faced with various challenging situations b. Recognise symptoms of stress/burnout early and take concrete measures to prevent them from happening (e.g., disconnecting from work)

Functional Track: Horticulture and Turf Maintenance

- Managing Director

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
Digital Literacy	**Avoid Phishing Scams**	a. Know what to do if one accidently provided personal/banking details b. Know how to identify and prevent organisation assets from cyber attack
	Understand the Internet and Social Media	a. Demonstrate caution when interacting with others online b. Seek help when someone makes one feel uncomfortable or distressed online c. Demonstrate social media etiquette (e.g., think before posting, respect others, avoid vulgarities and insulting words)
	Use Technology Responsibly	a. Evaluate and choose the best strategies for managing screen time b. Avoid undesirable and unsafe online content
	Avoid Fake News Online	a. Evaluate the sources and play a part to stop the spread of false information b. Verify information with other sources when unsure of its credibility

LANDSCAPE AND URBAN FARMING

Functional Track: Arboriculture

• Landscape Worker (Nursery Work, Arboriculture)	• Arboriculture Technician

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Communication and Self-Advocacy	**Build Conversation Skills**	a. Initiate informal conversation during participation at different settings b. Ask questions to seek clarity about task expectations during different activities c. Use appropriate pace, tone, volume and body language to communicate at different settings d. Listen for key information during different activities e. Observe how body language is used by others at different activities to convey meaning f. Observe turn-taking in conversations at different settings
	Communicate One's Needs	a. Identify different types of communication (including verbal and non-verbal communication) b. Practise basic requests which could be made at different settings (e.g., communicate if one is unwell, request to repeat instructions, ask to be provided with additional time to complete tasks)
Relate with Others	**Interact in Groups**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')
	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict
Career Preparation and Development	**Set Goals and Fulfil Responsibilities**	a. Develop an action plan to complete a task according to expectations, within the given resources and time
Adaptability	**Cope with Challenging Situations**	a. Practise a range of strategies to cope with difficult tasks or changing situations in different settings (i.e., by seeking advice and help from co-workers and supervisors, getting more information, asking for more time to complete a difficult task) b. Practise strategies to manage negative emotions and stress (e.g., self-help tools such as online progressive muscle relaxation techniques)

LANDSCAPE AND URBAN FARMING

Functional Track: Arboriculture

• Landscape Worker (Nursery Work, Arboriculture)	• Arboriculture Technician

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Digital Literacy	**Use Technology Responsibly**	a. Use strategies to regulate use of electronic devices (e.g., monitor screen time) b. Know when and where to get help in managing usage of electronic devices c. Recognise online content that is undesirable or unsafe (e.g., dark web, pornography sites)
	Avoid Phishing Scams	a. Know the different avenues (e.g., Anti-Scam helpline) for scam-related advice and to report scams b. Know how to prevent the scams (e.g., hoaxes and phishing scams) c. Identification of the common phishing scams and how to spot them (e.g., impersonation scams - do not click on any attachment linked in a message)
	Understand the Internet and Social Media	a. Develop and practise a plan to stay safe when using the Internet, cell phones and social media b. Take appropriate steps to protect one's digital footprint c. Know how to create posts to connect and chat with friends d. Adopt different approaches for different social media platforms (e.g., Facebook, Instagram, Twitter etc.)
	Use the Phone/Other Electronic Devices	a. Know how to read up on news and search for information online
	Avoid Fake News Online	a. Avoid falsehoods and fake news by referring to credible sources (e.g., official government websites, reputable news agencies)

LANDSCAPE AND URBAN FARMING

Functional Track: Arboriculture

Job Level: Managerial⭐⭐

• Arboriculture Supervisor / Arboriculture Team Leader	• Arborist / Arboricultural Consultant

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Establish and maintain positive social relationships with different people at different settings (i.e., co-workers, supervisors)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Pursue Career Progression	a. Cultivate professional etiquette, conveying a professional image and acquire essential business etiquette b. Confidence and knowledge on how to hold career development conversations with supervisors
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
Adaptability	**Develop Problem-solving Skills**	a. Discuss possible causes and solutions to problems encountered at different settings b. Generate solutions to solve problems at different activities, independently or with help from others
	Cope with Challenging Situations	a. Maintain a positive and confident outlook even when faced with various challenging situations b. Recognise symptoms of stress/burnout early and take concrete measures to prevent them from happening (e.g., disconnecting from work)

LANDSCAPE AND URBAN FARMING

Functional Track: Arboriculture

• Arboriculture Supervisor / Arboriculture Team Leader	• Arborist / Arboricultural Consultant

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Digital Literacy	Avoid Phishing Scams	a. Know what to do if one accidently provided personal/banking details b. Know how to identify and prevent organisation assets from cyber attack
	Understand the Internet and Social Media	a. Demonstrate caution when interacting with others online b. Seek help when someone makes one feel uncomfortable or distressed online c. Demonstrate social media etiquette (e.g., think before posting, respect others, avoid vulgarities and insulting words)
	Avoid Fake News Online	a. Evaluate the sources and play a part to stop the spread of false information b. Verify information with other sources when unsure of its credibility
	Use Technology Responsibly	a. Evaluate and choose the best strategies for managing screen time b. Avoid undesirable and unsafe online content

LANDSCAPE AND URBAN FARMING

Functional Track: Arboriculture

Job Level: Executive⭐⭐⭐

- Managing Director

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Establish and maintain positive social relationships with different people at different settings (i.e., co-workers, supervisors)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
Digital Literacy	**Avoid Phishing Scams**	a. Know what to do if one accidently provided personal/ banking details b. Know how to identify and prevent organisation assets from cyber attack
	Understand the Internet and Social Media	a. Demonstrate caution when interacting with others online b. Seek help when someone makes one feel uncomfortable or distressed online c. Demonstrate social media etiquette (e.g., think before posting, respect others, avoid vulgarities and insulting words)
	Avoid Fake News Online	a. Evaluate the sources and play a part to stop the spread of false information b. Verify information with other sources when unsure of its credibility
	Use Technology Responsibly	a. Evaluate and choose the best strategies for managing screen time b. Avoid undesirable and unsafe online content

Functional Track: Nursery

• Landscape Worker (Nursery Work, Arboriculture)	• Nursery Technician

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Communication and Self-Advocacy	**Build Conversation Skills**	a. Initiate informal conversation during participation at different settings b. Ask questions to seek clarity about task expectations during different activities c. Use appropriate pace, tone, volume and body language to communicate at different settings d. Listen for key information during different activities e. Observe how body language is used by others at different activities to convey meaning f. Observe turn-taking in conversations at different settings
	Communicate One's Needs	a. Identify different types of communication (including verbal and non-verbal communication) b. Practise basic requests which could be made at different settings (e.g., communicate if one is unwell, request to repeat instructions, ask to be provided with additional time to complete tasks)
Relate with Others	**Interact in Groups**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')
	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict
Career Preparation and Development	**Set Goals and Fulfil Responsibilities**	a. Develop an action plan to complete a task according to expectations, within the given resources and time
Adaptability	**Cope with Challenging Situations**	a. Practise a range of strategies to cope with difficult tasks or changing situations in different settings (i.e., by seeking advice and help from co-workers and supervisors, getting more information, asking for more time to complete a difficult task) b. Practise strategies to manage negative emotions and stress (e.g., self-help tools such as online progressive muscle relaxation techniques)

LANDSCAPE AND URBAN FARMING

Functional Track: Nursery

• Landscape Worker (Nursery Work, Arboriculture)	• Nursery Technician

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Digital Literacy	**Use the Phone/Other Electronic Devices**	a. Know how to read up on news and search for information online
	Avoid Phishing Scams	a. Know the different avenues (e.g., Anti-Scam helpline) for scam-related advice and to report scams b. Know how to prevent the scams (e.g., hoaxes and phishing scams) c. Identification of the common phishing scams and how to spot them (e.g., impersonation scams - do not click on any attachment linked in a message)
	Understand the Internet and Social Media	a. Develop and practise a plan to stay safe when using the Internet, cell phones and social media b. Take appropriate steps to protect one's digital footprint c. Know how to create posts to connect and chat with friends d. Adopt different approaches for different social media platforms (e.g., Facebook, Instagram, Twitter etc.)
	Avoid Fake News Online	a. Avoid falsehoods and fake news by referring to credible sources (e.g., official government websites, reputable news agencies)

LANDSCAPE AND URBAN FARMING

Functional Track: Nursery

Job Level: Managerial⭐⭐   ↩

• Nursery Supervisor / Nursery Team Leader	• Nursery Manager

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Communication and Self-Advocacy	**Build Conversation Skills**	a. Respond appropriately to tone and body language of others (i.e., facial expression, body posture and hand gestures) in informal and formal conversations at different activities b. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, WhatsApp)
	Communicate One's Needs	a. Express one's requests (e.g., needs and wants); and views (e.g., thoughts and feelings) appropriately at different settings b. Understand the difference between healthy communication and unhealthy communication
Relate with Others	**Interact in Groups**	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
Career Preparation and Development	**Set Goals and Fulfil Responsibilities**	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Pursue Career Progression	a. Cultivate professional etiquette, conveying a professional image and acquire essential business etiquette b. Confidence and knowledge on how to hold career development conversations with supervisors
	Demonstrate Appropriate Behaviour and Conduct	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
Digital Literacy	**Avoid Phishing Scams**	a. Know what to do if one accidently provided personal/banking details b. Know how to identify and prevent organisation assets from cyber attack
	Understand the Internet and Social Media	a. Demonstrate caution when interacting with others online b. Seek help when someone makes one feel uncomfortable or distressed online c. Demonstrate social media etiquette (e.g., think before posting, respect others, avoid vulgarities and insulting words)
	Avoid Fake News Online	a. Evaluate the sources and play a part to stop the spread of false information b. Verify information with other sources when unsure of its credibility
	Use Technology Responsibly	a. Evaluate and choose the best strategies for managing screen time b. Avoid undesirable and unsafe online content

Functional Track: Nursery

- Managing Director

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers)
	Manage Conflicts	a. Conducting conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapting from previous conflict resolution strategies for various contexts
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
Career Preparation and Development	**Set Goals and Fulfil Responsibilities**	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
	Demonstrate Appropriate Behaviour and Conduct	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
Digital Literacy	**Avoid Phishing Scams**	a. Know what to do if one accidently provided personal/banking details b. Know how to identify and prevent organisation assets from cyber attack
	Understand the Internet and Social Media	a. Demonstrate caution when interacting with others online b. Seek help when someone makes one feel uncomfortable or distressed online c. Demonstrate social media etiquette (e.g., think before posting, respect others, avoid vulgarities and insulting words)
	Avoid Fake News Online	a. Evaluate the sources and play a part to stop the spread of false information b. Verify information with other sources when unsure of its credibility
	Use Technology Responsibly	a. Evaluate and choose the best strategies for managing screen time b. Avoid undesirable and unsafe online content

LANDSCAPE AND URBAN FARMING

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS

LIST OF POSSIBLE WORK CHALLENGES

Workplace Accessibility
a. Difficulties in moving around the site on a wheelchair or mobility aid (e.g. Insufficient space between trees/ plants/ crops, bumpy and uneven pathways)
b. Difficulties in tending to plants that are out of reach (e.g. Pruning tall trees, tending to garden beds on the ground)

Workplace and travel
a. Difficulties with commuting to-and-from work (e.g., inaccessible transportation or long-distance travel to work)

Nature of Job and Tasks
a. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees)
b. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

Social Interaction
a. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

LIST OF POSSIBLE ACCOMMODATIONS

Job Task Accommodations
a. Prune plants on ground level
b. Provide frequent intermittent breaks for employees who may need conditioning and building up of stamina over time

Technological Assistance
a. Provide the use of automated equipment (e.g. Tree inspection drone, robotic mowers and hedge trimmers)
b. Install devices and programmes that allow alternative access to computers such as trackballs, key guards, and compact keyboard
c. Provide enhanced motorised wheelchairs (e.g. An elevating wheelchair enables the wheelchair user to extend their reach and retrieve items from higher shelves)
d. Use of Assisted Travel Mobile Application (e.g. The "AllGoEasy" free platform helps wheelchair users to plan their journeys and find out if their destination is wheelchair accessible)

Workplace Accessibility Accommodations
a. Raise garden beds to avoid bending and stooping
b. Provide retractable hanging baskets that can be pulled up and down, so they are within easy reach
c. Keep paths smooth, non-slip, accessible and level
d. Have a water supply handy and place plants together according to their water needs.
e. Provide/Arrange transportation to-and-from work
f. Ensure accessibility of premises (e.g. Install ramps, portable ramps, automatic doors, clear and accessible walkway, special flooring, lower tables) within the office or meeting site
g. Provide height-adjustable desks or tables for persons who cannot work comfortably at an existing desk
h. Provide accessible filing systems for persons who cannot reach upper and lower file drawers in a vertical file cabinet, lower shelves and drawers
i. Allocate workspaces near to office machines (e.g. Printers) or entrances/exits

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	Organisational culture a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities (e.g. holding interviews in disability-friendly locations)

Note:
Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

Manual Dexterity - Challenges and Accommodations

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES

Nature of Job and Tasks
a. Difficulties in gripping/ handling tools (e.g. Difficulties connecting the water hose to the garden's tap)
b. Difficulties typing on a keyboard or retrieving work-related documents

Workplace Accessibility
a. Difficulties with navigating through work environment entry points (e.g. Opening heavy office doors and manipulating doorknobs)

Nature of Job and Tasks
a. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees)
b. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

Social Interaction
a. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

LIST OF POSSIBLE ACCOMMODATIONS

Job Task Accommodations
a. Provide page turners and book holders for a person who cannot manipulate paper
b. Provide lightweight tools that are easier to handle
c. Use gloves that have a sticky surface or gloves with gripper dots
d. Use tape and foam padding to improve grip and handle length on tools
e. Provide writing aids for a person who cannot grip a writing tool (e.g. Ergonomic rubber grip for pen)
f. Provide and install doorknob extension handles to allow multiple ways to manipulate doorknobs

Technological Assistance
a. Provide voice-activated speaker phones with large buttons, an automatic dialing system and voice mail system, and/or headsets
b. Provide alternative access for computers (e.g. Speech recognition software, morse code entry, trackballs, key guards, switch buttons, alternative keyboards and/or mouth sticks)
c. Provide accessible switches or power controls by using adhesive Velcro to securely attach the switches or controls to surfaces

Organisational culture
a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations)
b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks)
c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible)
d. Providing accessible and more flexible recruitment opportunities

Note:

Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS

Accessing and Processing Information and/or Objects
a. Difficulties in accessing computer information, and/or writing notes (e.g. Digital interface for order taking, inventory management)
b. Difficulties with using a telephone in terms of accessing buttons and visual displays

Nature of Job and Tasks
a. Difficulties in identifying plants and knowing which ones to tend to (e.g. Propagate, water)
b. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees)
c. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

Social Interaction
a. Difficulties in non-verbal communications (e.g. Body language, hand gestures, and eye contact)
b. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

Workplace Navigation and Travel
a. Difficulties with workplace navigation (e.g. Difficulty reading signage, noticing tools and machines may be in one's path)
b. Difficulties with commuting to-and-from work (e.g., inaccessible transportation or long-distance travel to work)

Job Coaching and Scheduling Accommodations
a. Engage job coaches/on-site mentors and designate a consistent buddy to support on job tasks and workplace navigation
b. Provide flexible working arrangements (e.g. flexible working hours, remote work, reduced hours)

Job Task Accommodations
a. Assign plants that have special sound, smell, taste, touch and visual qualities
    Examples:
    Touch – woolly lamb's ear, succulents (such as aloe vera), bottlebrush species, snapdragons
    Smell – jasmine, sweet peas, lavender, pelargoniums, native mint bush, lemon balm
b. Use overlay to increase colour contrast between printed text and document background (e.g. colour paper, acetate sheet)

Technological Assistance
a. Use of assisted Visual Mobile applications (e.g. Take a photo of the surroundings/objects and use crowdsourcing and image recognition to identify objects/surroundings)
b. Provide assistive technology for note-taking (e.g. Digital recorder, speech dictation software, braille stylus/braille slate, braille printer, scribe/notetaker)
c. Provide assistive technology for using a telephone (e.g. Telephone light sensor, talking telephone console indicators and message displays, smartphone screen reading)

Communication Accommodations
a. Use specific and descriptive language (e.g. instead of saying "there is a kerb", say "there is a kerb on your right")

Workplace Accessibility Accommodations
a. Provide/Arrange transportation to-and-from work
b. Allow a service animal and/or mobility aid (e.g. Cane), detectable warning surfaces, tactile map of evacuation and common routes, talking landmark or GPS
c. Provide a well-lit working environment

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	Organisational culture a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities (e.g. making job advertisements and postings screen-reader compatible, using clear and inclusive language)

Note:

Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS

LIST OF POSSIBLE WORK CHALLENGES

Social Interaction
a. Difficulties in communicating effectively with co-workers (especially those who have not worked with someone who has hearing challenges)
b. Difficulties in fully capturing all of the discussion pointers raised during presentations and meetings (e.g. Instructions to tend to certain crops)
c. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

Nature of Job and Tasks
a. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees)
b. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

LIST OF POSSIBLE ACCOMMODATIONS

Communication Accommodations
a. Encourage and send employees/co-workers to undergo a sign language course to facilitate communication
b. Educate staff to speak one at a time, maintain eye contact and not cover their mouth when speaking
c. Use visual aids to communicate with co-workers and stakeholders (e.g. Whiteboard, notepad, written handouts, transcripts, voice recorders)
d. Provide conducive meeting environments (e.g. Ensure that meeting/discussion venues be held in a quiet room with good lighting and visual access to the speaker)
e. Provide sign interpreters
f. Provide writing materials and/or visual aids available for communication

Technological Assistance
a. Use of instant messaging software (e.g. WhatsApp) for communication
b. Provide closed captioning of videos and voice-to-text systems (e.g. Captioned telephone)
c. Use of alerting devices that use vibrating or visual indicators (e.g. Flashing lights and/or assisted hearing mobile applications)
d. Wireless microphone and receivers for those with hearing aids to hear better and not be affected by ambient environment noise
e. Provide meeting transcriptions for reference
f. Assisted Hearing Mobile Applications to help the hearing-impaired record and recognise sounds/respond to environment signals

Sensory Accommodations
a. Provide hearing protection for those who need to work in a noisy environment (e.g. earmuffs that attenuate sound as the noise level rises)

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	Organisational culture a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities (e.g. alternative application methods such as written interviews or including sign language interpreters, instead of face-to-face)

Note:

Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
Accessing and Processing Information and/or Objects a. Difficulties in absorbing complex and large amounts of information **Social Interaction** a. Difficulties in communicating effectively with co-workers (especially those who are apprehensive about working with persons with intellectual disability) *To further understand the challenges and management of inherent biases towards Persons with Disabilities in the workplace, refer to the Employers Skills Framework* b. Difficulties in communicating with internal and external stakeholders due to underdeveloped social skills from the lack of experience/exposure in the workforce (e.g. Shyness, intimidation, behaviour disorders, or low self-esteem) c. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work **Workplace Accessibility** a. Obstacles in work environment (e.g. Slippery floors or high shelves) **Workplace Navigation and Travel** a. Difficulties with commuting to-and-from work (e.g., inaccessible transportation or long-distance travel to work) **Nature of Job and Tasks** a. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees) b. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)	**Job Coaching and Scheduling Accommodations** a. Engage job coaches/on-site mentors and designate a consistent buddy to support communication and job tasks b. Provide flexible working arrangements (e.g. flexible working hours, remote work, reduced hours and scaled-down job roles based on mutual agreement and suitability for the person with disability) **Job Task Accommodations** a. Provide frequent intermittent breaks for employees who may need conditioning and building up of stamina over time b. Use timer or time management application to help employee keep track of time c. Provide additional training time or retraining if needed, to reinforce learning d. Break information up and represent it in other visual forms (e.g. Infographics, pictorial representations, and simplified diagrams) **Sensory Accommodations** a. Provide a quiet room for individuals to calm down and reduce sensory overload **Communication Accommodations** a. Speak directly to the individual and make eye contact b. Speak in clear short sentences and use simple words c. Ask only one question at a time and allow plenty of time for a response **Workplace Accessibility Accommodations** a. Provide/Arrange transportation to-and-from work

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
)	**Organisational culture** a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities (e.g. being flexible in structure of interviews, instead of fast-paced, back-and-forth conversational styles in interviews)

Note:

Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS

LIST OF POSSIBLE WORK CHALLENGES

Attentiveness and Concentration
a. Difficulty in time management and in organising/planning/prioritising
b. Difficulties in sustaining attention or concentrating on a task for extended periods of time

Accessing and Processing Information and/or Objects
a. Difficulties in absorbing complex and large amounts of information

Environmental stimuli
a. Sensitivity to lights and noise within the workplace (e.g. Adverse weather conditions, noisy traffic near roads)"

Nature of Job and Tasks
a. Difficulties in adapting to non-routine tasks and/or changes in work schedule (e.g. Tending to plants and trees at different locations and timings)
b. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees)
c. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

Social Interaction
a. Difficulties with communication due to the lack of social skills (e.g. shyness, intimidation, behaviour disorders, or low self-esteem)
b. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

Workplace Navigation and Travel
a. Difficulties with commuting to-and-from work (e.g., inaccessible transportation or long-distance travel to work)

LIST OF POSSIBLE ACCOMMODATIONS

Job Coaching and Scheduling Accommodations
a. Designate a consistent buddy over an extended duration to provide assistance with daily job tasks
b. Use of Job coaches/on-site mentoring to help persons with disabilities improve attentiveness and/or support persons with disabilities with communication
c. Provide flexible working arrangements (e.g. flexible working hours, remote work, reduced hours and scaled-down job roles based on mutual agreement and suitability for the person with disability)

Job Task Accommodations
a. Separate tasks based on priority and assign new tasks only when the previous one is completed
b. Break information up and represent it in other visual forms (e.g. Infographics, pictorial representations, and simplified diagrams)
c. Avoid changing processes too often or abruptly (e.g. Assign persons with disabilities to consistent locations). If there are any changes, explain the changes in a clear and direct way

Sensory Accommodations
a. Provide a quiet room for individuals to calm down and reduce sensory overload
b. Install anti-glare filters for fluorescent lights to allow them to more closely resemble natural sunlight
c. Avoid installing strong or colourful lighting that may cause sensory overload
d. Allow employees' workstation to be positioned away from high human traffic or background noises (e.g. Machine, equipment) if the person with disability requests for it
e. Provide environmental sound machines, provide noise-cancelling headsets and/or use sound control products such as carpeting to reduce background noises

LANDSCAPE AND URBAN FARMING

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	Communication Accommodations a. Allow written response in place of verbal response for those who prefer this communication method b. Speak directly to the individual and make eye contact c. Speak in clear short sentences and use simple words d. Ask only one question at a time and allow plenty of time for a response **Technological Assistance** a. Use of voice recorder to capture instructions and information **Workplace Accessibility Accommodations** a. Provide/Arrange transportation to-and-from work **Organisational culture** a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities (e.g. being flexible in structure of interviews, instead of fast-paced, back-and-forth conversational styles in interviews)

Note:

Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

For Persons with disabilities

Assistive Technology Fund (ATF)

SG Enable | Assistive Technology Fund (ATF)

The Assistive Technology Fund (ATF) is a valuable resource for Singaporeans with disabilities, designed to empower and support their journey towards independent living. With subsidies covering up to 90% of costs for essential assistive devices, capped at $40,000, the ATF is committed to enhancing the quality of life for persons with disabilities. Whether it's for acquiring new technology, replacing old equipment, or making necessary upgrades, the ATF stands as a beacon of hope, ensuring that financial constraints do not hinder access to tools that facilitate autonomy in daily activities. If you or someone you know could benefit from this program, consider the ATF as your partner in navigating the path to independence and self-reliance.

For Employers

Enabling Employment Credit (EEC)

Ministry of Manpower | Enabling Employment Credit (EEC)

The Enabling Employment Credit (EEC) is a government initiative designed to encourage employers to hire Persons with Disabilities (PwDs). Firms employing PwDs who have been out of work for at least 6 months will receive enhanced support. This is in addition to the existing wage offset for all PwD employees earning below $4,000/month. With the EEC, employers can become champions of diversity and inclusion, contributing to a workforce that recognizes the talents and potential of about 10,000 PwDs annually. This credit serves as a resource for employers to not only enrich their teams but also to make a positive impact on the community by supporting the employment of PwDs.

Supporting Resources

For Employers

Employment Support Programme

[SG Enable | Employment Support for Employers to hire PwDs](#)

The Employment Support Programme for PWDs, backed by Workforce Singapore and SkillsFuture Singapore and administered by SG Enable, offers employers subsidies, grants, and services to aid in hiring and integrating Persons with Disabilities into their workforce. Employers benefit from up to 90% course fee subsidies, job redesign grants capped at $20,000, and a year of complimentary recruitment and job support services, enhancing workplace inclusivity and leveraging the unique talents of PWDs. This programme is also aligned with the SkillsFuture Enterprise Credit scheme for additional financial support.

Open Door Programme (ODP)

[MSF, WSG | Open Door Policy (ODP)](#)

The Open Door Programme (ODP), funded by the Ministry of Social and Family Development and Workforce Singapore, and managed by SG Enable, is a key resource for employers to support the employment of persons with disabilities. It offers grants for job redesign, training subsidies, and recruitment services, helping employers to create an inclusive workplace that values diversity and nurtures talent among persons with disabilities.

Job Accommodation Network (JAN)

[Job Accommodation Network](#)
The Job Accommodation Network (JAN) offers guidance on creating inclusive workplaces through accommodations. It provides comprehensive A to Z listings by disability, limitation, function, and topic, with practical solutions like equipment modification, job restructuring, and policy adjustments. Employers can use JAN as a starting point to foster a supportive environment and ensure the success of their employees with disabilities.