

# Career Exploration Guide for Public Transport

# 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  
 Accommodations

## 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

## 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

### 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

#### **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)

### LIST OF POSSIBLE ACCOMMODATIONS

#### **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**

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

**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



## PUBLIC TRANSPORT

- a. [Rail Engineering](#)
- b. [Rail Operations](#)
- c. [Bus Operations](#)
- d. [Bus Fleet Engineering](#)

### **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

## Job Level: Entry ★

 [Return to summary of sectors](#)

• Technician (Automatic Fare Collection)	• Technician (Engineering Train)	• Technician (Mechanical and Electrical)	• Technician (Permanent Way and Civil Structure)	• Technician (Power)	• Technician (Rolling Stock)	• Technician (Signal and Communications)
• Senior Technician (Automatic Fare Collection)	• Senior Technician (Engineering Train)	• Senior Technician (Mechanical and Electrical)	• Senior Technician (Permanent Way and Civil Structure)	• Senior Technician (Power)	• Senior Technician (Rolling Stock)	• Senior Technician (Signal and Communications)

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Physical, Mental and Emotional Health	Manage Emotions	a. Explore regulation or self-management strategies that can be applied to manage workplace triggers or performance of work tasks (i.e., taking deep breaths, counting to 20)
		b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness)
Relate with Others	Work and Collaborate in Teams	a. Show appreciation for diverse strengths of team members
		b. fulfil one's own role and responsibilities in the team towards achieving team goals
		c. Provide assistance and support needed by team members
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
Career Preparation and Development	Demonstrate Appropriate Behaviour and Conduct	a. Apply conflict resolution techniques
		b. Apply effective communication techniques in a conflict
	Initiate Career Exploration	c. Manage one's emotions in a conflict
		Pursue Career Progression
Set Goals and Fulfil Responsibilities	b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour	
	Set Goals and Fulfil Responsibilities	Initiate Career Exploration
Pursue Career Progression		
	Set Goals and Fulfil Responsibilities	Pursue Career Progression
Set Goals and Fulfil Responsibilities		
	Set Goals and Fulfil Responsibilities	Set Goals and Fulfil Responsibilities
Set Goals and Fulfil Responsibilities		

## Job Level: Entry ★

 [Return to summary of sectors](#)

• Technician (Automatic Fare Collection)	• Technician (Engineering Train)	• Technician (Mechanical and Electrical)	• Technician (Permanent Way and Civil Structure)	• Technician (Power)	• Technician (Rolling Stock)	• Technician (Signal and Communications)
• Senior Technician (Automatic Fare Collection)	• Senior Technician (Engineering Train)	• Senior Technician (Mechanical and Electrical)	• Senior Technician (Permanent Way and Civil Structure)	• Senior Technician (Power)	• Senior Technician (Rolling Stock)	• Senior Technician (Signal and Communications)

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Communication and Self-Advocacy</b>	<b>Build Conversation Skills</b>	<ul style="list-style-type: none"> <li>a. Initiate informal conversation during participation at different settings</li> <li>b. Ask questions to seek clarity about task expectations during different activities</li> <li>c. Use appropriate pace, tone, volume and body language to communicate at different settings</li> <li>d. Listen for key information during different activities</li> <li>e. Observe how body language is used by others at different activities to convey meaning</li> <li>f. Observe turn-taking in conversations at different settings</li> </ul>
	<b>Communicate One's Needs</b>	<ul style="list-style-type: none"> <li>a. Identify different types of communication (including verbal and non-verbal communication)</li> <li>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)</li> </ul>
<b>Adaptability</b>	<b>Develop Problem-solving Skills</b>	<ul style="list-style-type: none"> <li>a. Discuss possible causes and solutions to problems encountered at different settings</li> <li>b. Generate solutions to solve problems at different activities, independently or with help from others</li> </ul>

## Functional Track: Rail Engineering

### Job Level: Managerial★★★

 [Return to summary of sectors](#)

• Senior Assistant Engineer / Assistant Engineer (Automatic Fare Collection)	• Senior Assistant Engineer / Assistant Engineer (Engineering Train)	• Senior Assistant Engineer / Assistant Engineer (Mechanical and Electrical)	• Senior Assistant Engineer / Assistant Engineer (Permanent Way and Civil Structure)	• Senior Assistant Engineer / Assistant Engineer (Power)	• Senior Assistant Engineer / Assistant Engineer (Rolling Stock)	• Senior Assistant Engineer / Assistant Engineer (Signal and Communications)
• Senior Engineer / Engineer (Automatic Fare Collection)	• Senior Engineer / Engineer (Engineering Train)	• Senior Engineer / Engineer (Mechanical and Electrical)	• Senior Engineer / Engineer (Permanent Way and Civil Structure)	• Senior Engineer / Engineer (Power)	• Senior Engineer / Engineer (Rolling Stock)	• Senior Engineer / Engineer (Signal and Communications)

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Physical, Mental and Emotional Health</b>	<b>Manage Emotions</b>	a. Explore regulation or self-management strategies that can be applied to manage workplace triggers or performance of work tasks (i.e., taking deep breaths, counting to 20)
		b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness)
<b>Relate with Others</b>	<b>Work and Collaborate in Teams</b>	a. Show appreciation for diverse strengths of team members
		b. fulfil one's own role and responsibilities in the team towards achieving team goals
		c. Provide assistance and support needed by team members
<b>Career Preparation and Development</b>	<b>Interact in Groups</b>	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	<b>Manage Conflicts</b>	a. Apply conflict resolution techniques
	<b>Demonstrate Appropriate Behaviour and Conduct</b>	a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately
	<b>Set Goals and Fulfil Responsibilities</b>	a. Refine the goals and action plan
<b>Initiate Career Exploration</b>	<b>Demonstrate Leadership Skills</b>	b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
		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
		a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace

## Functional Track: Rail Engineering

**Job Level:** Managerial★★

 [Return to summary of sectors](#)

• Senior Assistant Engineer / Assistant Engineer (Automatic Fare Collection)	• Senior Assistant Engineer / Assistant Engineer (Engineering Train)	• Senior Assistant Engineer / Assistant Engineer (Mechanical and Electrical)	• Senior Assistant Engineer / Assistant Engineer (Permanent Way and Civil Structure)	• Senior Assistant Engineer / Assistant Engineer (Power)	• Senior Assistant Engineer / Assistant Engineer (Rolling Stock)	• Senior Assistant Engineer / Assistant Engineer (Signal and Communications)
• Senior Engineer / Engineer (Automatic Fare Collection)	• Senior Engineer / Engineer (Engineering Train)	• Senior Engineer / Engineer (Mechanical and Electrical)	• Senior Engineer / Engineer (Permanent Way and Civil Structure)	• Senior Engineer / Engineer (Power)	• Senior Engineer / Engineer (Rolling Stock)	• Senior Engineer / Engineer (Signal and Communications)

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Communication and Self-Advocacy</b>	<b>Build Conversation Skills</b>	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)
	<b>Communicate One's Needs</b>	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
<b>Adaptability</b>	<b>Develop Problem-solving Skills</b>	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

## Job Level: Executive ★★★

[Return to summary of sectors](#)

• Chief Engineer/ Senior Engineering Manager (Automatic Fare Collection)	• Chief Engineer/ Senior Engineering Manager (Engineering Train)	• Chief Engineer/ Senior Engineering Manager (Mechanical and Electrical)	• Chief Engineer/ Senior Engineering Manager (Permanent Way and Civil Structure)	• Chief Engineer/ Senior Engineering Manager (Power)	• Chief Engineer/ Senior Engineering Manager (Rolling Stock)	• Chief Engineer/ Senior Engineering Manager (Signal and Communications)
• Principal Engineer/ Engineering Manager (Automatic Fare Collection)	• Principal Engineer/ Engineering Manager (Engineering Train)	• Principal Engineer/ Engineering Manager (Mechanical and Electrical)	• Principal Engineer/ Engineering Manager (Permanent Way and Civil Structure)	• Principal Engineer/ Engineering Manager (Power)	• Principal Engineer/ Engineering Manager (Rolling Stock)	• Principal Engineer/ Engineering Manager (Signal and Communications)
• Engineering Head (Automatic Fare Collection)	• Engineering Head (Mechanical and Electrical)	• Engineering Head (Permanent Way and Civil Structure)	• Engineering Head (Power)	• Engineering Head (Rolling Stock)	• Engineering Head (Signal and Communications)	

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Physical, Mental and Emotional Health</b>	<b>Maintain Positive Outlook</b>	<ul style="list-style-type: none"> <li>a. Divide long-term goals (that appear to be overwhelming or difficult) into smaller manageable milestones</li> <li>b. Engage in different ways of creating a positive and happy environment for oneself</li> <li>c. Take time to do some self-reflection, or use appropriate regulation and focus on events/activities that bring about positive emotions</li> </ul>
	<b>Manage Emotions</b>	<ul style="list-style-type: none"> <li>a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment</li> </ul>
<b>Relate with Others</b>	<b>Work and Collaborate in Teams</b>	<ul style="list-style-type: none"> <li>a. Generate solutions to challenges faced in the team</li> <li>b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving</li> <li>c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)</li> </ul>
	<b>Interact in Groups</b>	<ul style="list-style-type: none"> <li>a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers)</li> </ul>
	<b>Manage Conflicts</b>	<ul style="list-style-type: none"> <li>a. Conduct conflict resolution planning</li> <li>b. Assess effectiveness of conflict resolution strategies</li> <li>c. Adapt from previous conflict resolution strategies for various contexts</li> </ul>
<b>Career Preparation and Development (1/2)</b>	<b>Demonstrate Appropriate Behaviour and Conduct</b>	<ul style="list-style-type: none"> <li>a. Explore areas of strengths and growth based on the feedback received to further improve behaviour</li> <li>b. Self-reflect and self-correct one's behaviour at different settings</li> </ul>
	<b>Set Goals and Fulfil Responsibilities</b>	<ul style="list-style-type: none"> <li>a. Refine the goals and action plan</li> <li>b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)</li> </ul>

## Job Level: Executive ★★★

 [Return to summary of sectors](#)

• Chief Engineer/ Senior Engineering Manager (Automatic Fare Collection)	• Chief Engineer/ Senior Engineering Manager (Engineering Train)	• Chief Engineer/ Senior Engineering Manager (Mechanical and Electrical)	• Chief Engineer/ Senior Engineering Manager (Permanent Way and Civil Structure)	• Chief Engineer/ Senior Engineering Manager (Power)	• Chief Engineer/ Senior Engineering Manager (Rolling Stock)	• Chief Engineer/ Senior Engineering Manager (Signal and Communications)
• Principal Engineer/ Engineering Manager (Automatic Fare Collection)	• Principal Engineer/ Engineering Manager (Engineering Train)	• Principal Engineer/ Engineering Manager (Mechanical and Electrical)	• Principal Engineer/ Engineering Manager (Permanent Way and Civil Structure)	• Principal Engineer/ Engineering Manager (Power)	• Principal Engineer/ Engineering Manager (Rolling Stock)	• Principal Engineer/ Engineering Manager (Signal and Communications)
• Engineering Head (Automatic Fare Collection)	• Engineering Head (Mechanical and Electrical)	• Engineering Head (Permanent Way and Civil Structure)	• Engineering Head (Power)	• Engineering Head (Rolling Stock)	• Engineering Head (Signal and Communications)	

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Career Preparation and Development (2/2)</b>	<b>Initiate Career Exploration</b>	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
	<b>Demonstrate Leadership Skills</b>	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
<b>Communication and Self-Advocacy</b>	<b>Build Conversation Skills</b>	a. Engage different people in informal and formal conversations at different activities (i.e., social exchanges vs. work-related discussions)
<b>Adaptability</b>	<b>Cope With Challenging Situations</b>	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 others, 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)
	<b>Develop Problem-Solving Skills</b>	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
	<b>Practise Time Management</b>	a. Implement tools and systems to manage time more effectively b. Use routine and modify the schedule to meet changing demands

- Communication Controller
- Customer Service Officer/ Rover
- Senior Assistant Station Manager / Assistant Station Manager
- Senior Train Captain / Train Captain Train Captain

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Physical, Mental and Emotional Health</b>	<b>Manage Emotions</b>	<ul style="list-style-type: none"> <li>a. Explore regulation or self-management strategies that can be applied to manage workplace triggers or performance of work tasks (i.e., taking deep breaths, counting to 20)</li> <li>b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness)</li> <li>c. Understanding one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner</li> </ul>
<b>Relate with Others</b>	<b>Work and Collaborate in Teams</b>	<ul style="list-style-type: none"> <li>a. Show appreciation for diverse strengths of team members</li> <li>b. fulfil one's own role and responsibilities in the team towards achieving team goals</li> <li>c. Provide assistance and support needed by team members</li> </ul>
	<b>Interact in Groups</b>	<ul style="list-style-type: none"> <li>a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues)</li> <li>b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')</li> </ul>
	<b>Manage Conflicts</b>	<ul style="list-style-type: none"> <li>a. Apply conflict resolution techniques</li> <li>b. Apply effective communication techniques in a conflict</li> <li>c. Manage one's emotions in a conflict</li> </ul>
	<b>Demonstrate Service Orientation</b>	<ul style="list-style-type: none"> <li>a. Provide service in a polite and friendly manner</li> <li>b. Show good product/service knowledge to meet others' needs and expectations</li> </ul>
<b>Career Preparation and Development</b>	<b>Demonstrate Appropriate Behaviour and Conduct</b>	<ul style="list-style-type: none"> <li>a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately</li> <li>b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour</li> </ul>
<b>Communication and Self-Advocacy</b>	<b>Build Conversation Skills</b>	<ul style="list-style-type: none"> <li>a. Initiate informal conversation during participation at different settings</li> <li>b. Ask questions to seek clarity about task expectations during different activities</li> <li>c. Use appropriate pace, tone, volume and body language to communicate at different settings</li> <li>d. Listen for key information during different activities</li> <li>e. Observe how body language is used by others at different activities to convey meaning</li> <li>f. Observe turn-taking in conversations at different settings</li> </ul>
	<b>Communicate One's Needs</b>	<ul style="list-style-type: none"> <li>a. Identify different types of communication (including verbal and non-verbal communication)</li> <li>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)</li> </ul>



- Communication Controller
- Customer Service Officer/ Rover
- Senior Assistant Station Manager / Assistant Station Manager
- Senior Train Captain / Train Captain Train Captain

## ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Numeracy and Language Literacy</b>	<b>Understand Numeracy</b>	<ul style="list-style-type: none"> <li>a. Understand what percentages/fractions are</li> <li>b. Apply concept of percentages in practical situations (e.g., discount and GST)</li> </ul>
	<b>Understand Written Communication (Language and Literacy)</b>	<ul style="list-style-type: none"> <li>a. Apply reading and comprehension skills to understand information from different types of texts (e.g., letter from the government, notice board)</li> <li>b. Understand writing approaches for different situations</li> <li>c. Spot own grammar, spelling and punctuation mistakes</li> </ul>
	<b>Understand Grammar and Vocabulary (Language and Literacy)</b>	<ul style="list-style-type: none"> <li>a. Apply grammatical structures to create links across different clauses, sentences and paragraphs</li> <li>b. Identify and apply knowledge of language features (i.e., sentence structure, noun group/phrase, vocabulary, punctuation, figurative language) in different types of texts during speaking, writing and representing</li> <li>c. Continue to develop and strengthen vocabulary knowledge and take an active role in studying word meaning and learning new vocabulary items</li> </ul>

## Job Level: Managerial ★★

[Return to summary of sectors](#)

• Train Service Controller/ Depot Traffic Controller	• Chief Controller/ Controller	• Senior Station Manager / Station Manager / Deputy Station Manager	• Service Operations Manager/Duty Operations Manager	• Depart Train Controller	• Crew Manager	• Rail Service Manager
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### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Physical, Mental and Emotional Health</b>	<b>Manage Emotions</b>	a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment
<b>Relate with Others</b>	<b>Work and Collaborate in Teams</b>	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)
	<b>Interact in Groups</b>	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	<b>Manage Conflicts</b>	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
	<b>Demonstrate Service Orientation</b>	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)
<b>Career Preparation and Development</b>	<b>Demonstrate Appropriate Behaviour and Conduct</b>	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
<b>Communication and Self-Advocacy</b>	<b>Build Conversation Skills</b>	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)
	<b>Communicate One's Needs</b>	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

- Operations Control Centre Manager
- Station Operations Manager
- Train Operations Manager
- Head, Operations Control Centre
- Head, Train Operations / Head, Station Operations / Head, Passenger 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
Relate with Others	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)
	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
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
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)

- Bus Captain
- Senior Interchange Officer / Senior Interchange Assistant / Interchange Officer / Interchange Assistant
- Senior Depot Officer/Senior Depot Assistant/Depot Officer/Depot Assistant

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Physical, Mental and Emotional Health</b>	<b>Manage Emotions</b>	<ul style="list-style-type: none"> <li>a. Explore regulation or self-management strategies that can be applied to manage triggers or performance of tasks (i.e., taking deep breaths, counting to 20)</li> <li>b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness)</li> <li>c. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner</li> </ul>
<b>Relate with Others</b>	<b>Work and Collaborate in Teams</b>	<ul style="list-style-type: none"> <li>a. Show appreciation for diverse strengths of team members</li> <li>b. fulfil one's own role and responsibilities in the team towards achieving team goals</li> <li>c. Provide assistance and support needed by team members</li> </ul>
	<b>Interact in Groups</b>	<ul style="list-style-type: none"> <li>a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues)</li> <li>b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')</li> </ul>
	<b>Manage Conflicts</b>	<ul style="list-style-type: none"> <li>a. Apply conflict resolution techniques</li> <li>b. Apply effective communication techniques in a conflict</li> <li>c. Manage one's emotions in a conflict</li> </ul>
<b>Career Preparation and Development</b>	<b>Demonstrate Appropriate Behaviour and Conduct</b>	<ul style="list-style-type: none"> <li>a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately</li> <li>b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour</li> </ul>
<b>Communication and Self-Advocacy</b>	<b>Build Conversation Skills</b>	<ul style="list-style-type: none"> <li>a. Initiate informal conversation during participation at different settings</li> <li>b. Ask questions to seek clarity about task expectations during different activities</li> <li>c. Use appropriate pace, tone, volume and body language to communicate at different settings</li> <li>d. Listen for key information during different activities</li> <li>e. Observe how body language is used by others at different activities to convey meaning</li> <li>f. Observe turn-taking in conversations at different settings</li> </ul>
	<b>Communicate One's Needs</b>	<ul style="list-style-type: none"> <li>a. Identify different types of communication (including verbal and non-verbal communication)</li> <li>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)</li> </ul>
<b>Adaptability</b>	<b>Develop Problem-Solving Skills</b>	<ul style="list-style-type: none"> <li>a. Discuss possible causes and solutions to problems encountered at different settings</li> <li>b. Generate solutions to solve problems at different activities, independently or with help from others</li> </ul>

## Job Level: Managerial★★

 [Return to summary of sectors](#)

• Senior Bus Captain	• Chief Bus Captain/ Master Bus Captain	• Senior Interchange Supervisor/Interchange Supervisor	• Senior Depot Supervisor/Depot Supervisor	• Chief Bus Controller/Bus Operations Control Centre Controller	• Deputy Bus Operations Control Centre Manager
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### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Physical, Mental and Emotional Health</b>	<b>Manage Emotions</b>	<ul style="list-style-type: none"> <li>a. Explore regulation or self-management strategies that can be applied to manage triggers or performance of tasks (i.e., taking deep breaths, counting to 20)</li> <li>b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness)</li> <li>c. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner</li> </ul>
<b>Relate with Others</b>	<b>Work and Collaborate in Teams</b>	<ul style="list-style-type: none"> <li>a. Show appreciation for diverse strengths of team members</li> <li>b. fulfil one's own role and responsibilities in the team towards achieving team goals</li> <li>c. Provide assistance and support needed by team members</li> </ul>
	<b>Interact in Groups</b>	<ul style="list-style-type: none"> <li>a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues)</li> <li>b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')</li> </ul>
	<b>Manage Conflicts</b>	<ul style="list-style-type: none"> <li>a. Apply conflict resolution techniques</li> <li>b. Apply effective communication techniques in a conflict</li> <li>c. Manage one's emotions in a conflict</li> </ul>
<b>Career Preparation and Development</b>	<b>Demonstrate Appropriate Behaviour and Conduct</b>	<ul style="list-style-type: none"> <li>a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately</li> <li>b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour</li> </ul>
<b>Communication and Self-Advocacy</b>	<b>Build Conversation Skills</b>	<ul style="list-style-type: none"> <li>a. Initiate informal conversation during participation at different settings</li> <li>b. Ask questions to seek clarity about task expectations during different activities</li> <li>c. Use appropriate pace, tone, volume and body language to communicate at different settings</li> <li>d. Listen for key information during different activities</li> <li>e. Observe how body language is used by others at different activities to convey meaning</li> <li>f. Observe turn-taking in conversations at different settings</li> </ul>
	<b>Communicate One's Needs</b>	<ul style="list-style-type: none"> <li>a. Identify different types of communication (including verbal and non-verbal communication)</li> <li>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)</li> </ul>
<b>Adaptability</b>	<b>Develop Problem-Solving Skills</b>	<ul style="list-style-type: none"> <li>a. Discuss possible causes and solutions to problems encountered at different settings</li> <li>b. Generate solutions to solve problems at different activities, independently or with help from others</li> </ul>

- Interchange Manager

- Depot Operations Manager / Depot Manager

- Bus Operations Control Centre Manager

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	Work and Collaborate in Teams	<ul style="list-style-type: none"> <li>a. Generate solutions to challenges faced in the team</li> <li>b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving</li> <li>c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)</li> </ul>
	Interact in Groups	<ul style="list-style-type: none"> <li>a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers)</li> </ul>
	Manage Conflicts	<ul style="list-style-type: none"> <li>a. Conduct conflict resolution planning</li> <li>b. Assess effectiveness of conflict resolution strategies</li> <li>c. Adapt from previous conflict resolution strategies for various contexts</li> </ul>
Career Preparation and Development	Set Goals and Fulfil Responsibilities	<ul style="list-style-type: none"> <li>a. Refine the goals and action plan</li> <li>b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)</li> </ul>
	Initiate Career Exploration	<ul style="list-style-type: none"> <li>a. Effectively communicate one's brand through resume and online profiles such as LinkedIn</li> <li>b. Know the potential skills gaps and competencies and develop them to be work ready</li> </ul>
	Demonstrate Leadership Skills	<ul style="list-style-type: none"> <li>a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace</li> </ul>
Communication and Self-Advocacy	Build Conversation Skills	<ul style="list-style-type: none"> <li>a. Engage different people in informal and formal conversations at different activities (i.e., social exchanges vs. work-related discussions)</li> </ul>
	Communicate One's Needs	<ul style="list-style-type: none"> <li>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)</li> </ul>
	Practise Negotiation	<ul style="list-style-type: none"> <li>a. Utilise negotiation strategies in various situations and contexts</li> <li>b. Employ non-verbal communication strategies (e.g., direct eye contact, indicating understanding)</li> <li>c. Adapt initial negotiation pitch when necessary</li> <li>d. Engage in workplace negotiations</li> </ul>
Adaptability	Develop Problem-Solving Skills	<ul style="list-style-type: none"> <li>a. Evaluate possible solutions to problems by comparing the pros and cons</li> <li>b. Demonstrate resilience in overcoming problems</li> <li>c. Reflect on the effectiveness of the solutions to the problems as part of improving one's problem-solving process</li> </ul>

- Technician

- Senior Technician

- Technical Specialist

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Physical, Mental and Emotional Health	Manage Emotions	a. Explore regulation or self-management strategies that can be applied to manage triggers or performance of tasks (i.e., taking deep breaths, counting to 20)
		b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness)
		c. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner
Relate with Others	Work and Collaborate in Teams	a. Show appreciation for diverse strengths of team members b. fulfil one's own role and responsibilities in the team towards achieving team goals c. Provide assistance and support needed by team members
	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	Demonstrate Appropriate Behaviour and Conduct	a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour
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)
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

- Section Supervisor/ Foreman
- Workshop Supervisor/ Senior Foreman
- Senior Technical Specialist
- Master Technical Specialist
- Deputy Workshop Manager
- Engineer

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
<b>Physical, Mental and Emotional Health</b>	<b>Manage Emotions</b>	<ul style="list-style-type: none"> <li>a. Explore regulation or self-management strategies that can be applied to manage triggers or performance of tasks (i.e., taking deep breaths, counting to 20)</li> <li>b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness)</li> <li>c. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner</li> </ul>
<b>Relate with Others</b>	<b>Work and Collaborate in Teams</b>	<ul style="list-style-type: none"> <li>a. Show appreciation for diverse strengths of team members</li> <li>b. fulfil one's own role and responsibilities in the team towards achieving team goals</li> <li>c. Provide assistance and support needed by team members</li> </ul>
	<b>Interact in Groups</b>	<ul style="list-style-type: none"> <li>a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues)</li> <li>b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')</li> </ul>
	<b>Manage Conflicts</b>	<ul style="list-style-type: none"> <li>a. Apply conflict resolution techniques</li> <li>b. Apply effective communication techniques in a conflict</li> <li>c. Manage one's emotions in a conflict</li> </ul>
<b>Career Preparation and Development</b>	<b>Demonstrate Appropriate Behaviour and Conduct</b>	<ul style="list-style-type: none"> <li>a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately</li> <li>b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour</li> </ul>
<b>Communication and Self-Advocacy</b>	<b>Build Conversation Skills</b>	<ul style="list-style-type: none"> <li>a. Initiate informal conversation during participation at different settings</li> <li>b. Ask questions to seek clarity about task expectations during different activities</li> <li>c. Use appropriate pace, tone, volume and body language to communicate at different settings</li> <li>d. Listen for key information during different activities</li> <li>e. Observe how body language is used by others at different activities to convey meaning</li> <li>f. Observe turn-taking in conversations at different settings</li> </ul>
	<b>Communicate One's Needs</b>	<ul style="list-style-type: none"> <li>a. Identify different types of communication (including verbal and non-verbal communication)</li> <li>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)</li> </ul>
<b>Adaptability</b>	<b>Develop Problem-Solving Skills</b>	<ul style="list-style-type: none"> <li>a. Discuss possible causes and solutions to problems encountered at different settings</li> <li>b. Generate solutions to solve problems at different activities, independently or with help from others</li> </ul>



- Workshop Manager

- Engineering Manager

### ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	Work and Collaborate in Teams	<ul style="list-style-type: none"> <li>a. Generate solutions to challenges faced in the team</li> <li>b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving</li> <li>c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)</li> </ul>
	Interact in Groups	<ul style="list-style-type: none"> <li>a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers)</li> </ul>
Career Preparation and Development	Set Goals and Fulfil Responsibilities	<ul style="list-style-type: none"> <li>a. Refine the goals and action plan</li> <li>b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)</li> </ul>
	Initiate Career Exploration	<ul style="list-style-type: none"> <li>a. Effectively communicate one's brand through resume and online profiles such as LinkedIn</li> <li>b. Know the potential skills gaps and competencies and develop them to be work ready</li> </ul>
	Demonstrate Leadership Skills	<ul style="list-style-type: none"> <li>a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace</li> </ul>
Communication and Self-Advocacy	Build Conversation Skills	<ul style="list-style-type: none"> <li>a. Engage different people in informal and formal conversations at different activities (i.e., social exchanges vs. work-related discussions)</li> </ul>
	Communicate One's Needs	<ul style="list-style-type: none"> <li>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)</li> </ul>
	Practise Negotiation	<ul style="list-style-type: none"> <li>a. Utilise negotiation strategies in various situations and contexts</li> <li>b. Employ non-verbal communication strategies (e.g., direct eye contact, indicating understanding)</li> <li>c. Adapt initial negotiation pitch when necessary</li> <li>d. Engage in workplace negotiations</li> </ul>

## LIST OF POSSIBLE WORK CHALLENGES

### **Nature of Job and Tasks**

- a. Difficulties in maintaining an awkward posture when conducting maintenance/repair work (e.g., bending over for extended periods of time, accessing the underside of a bus)
- b. Difficulties in sitting at a low level when conducting maintenance/repair work on bus and train engines
- c. 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)
- d. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

### **Workplace Accessibility**

- a. Difficulties with getting around the workplace (e.g., Operations Control Center) in larger mobility aids (e.g., wheelchairs, canes)

### **Workplace Navigation and Travel**

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

### **Social Interaction**

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

## LIST OF POSSIBLE ACCOMMODATIONS

### **Workplace Accessibility Accommodations**

- a. An underside creeper with an adjustable headrest enables one to access the underside of a vehicle (e.g., Bus, train) while a topside creeper supports the back and legs when bending over
- b. Low task chairs allow individuals to sit at a low level, allowing for them to reach objects low to the ground without needing to bend or kneel. They are usually height adjustable and have wheels to move around easily
- c. Ensure accessibility of premises (e.g., Install ramps, portable ramps, automatic doors, clear and accessible walkway, special flooring, lower tables) within the station or depot
- d. Provide height-adjustable desks or tables for persons who cannot work comfortably at an existing desk
- e. Provide accessible filing systems for persons who cannot reach upper and lower file drawers in a vertical file cabinet
- f. Provide/Arrange transportation to-and-from work
- g. Place office supplies and frequently used materials on the most accessible shelves or drawers for those who cannot reach upper and lower shelves and drawers
- h. Allocate workspaces near to office machines (e.g., Printers) or entrances/exits
- i. Provide/Arrange transportation to-and-from 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)
- 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)

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	<p><b><u>Organisational culture</u></b></p> <ul style="list-style-type: none"><li>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)</li><li>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)</li><li>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)</li><li>d. Providing accessible and more flexible recruitment opportunities (e.g. holding interviews in disability-friendly locations)</li></ul>

Note:

## LIST OF POSSIBLE WORK CHALLENGES

### **Workplace Accessibility**

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

### **Accessing and Processing Information and/or Objects**

- a. Difficulties with/unable to manipulate objects (e.g., Keyboard/mouse to control CCTVs or communication/alert systems in order to provide train service updates to commuters)

### **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 writing aids for a person who cannot grip a writing tool (e.g., Ergonomic rubber grip for pen)
- c. Provide accessible switches or power controls by using adhesive Velcro to securely attach the switches or controls to surfaces
- d. Provide the use of single-action levers instead of knobs

### **Technological Assistance**

- a. Provide alternative access for computers (e.g., Speech recognition, morse code entry, trackballs, key guards, alternative keyboards, and/or mouth sticks)
- b. Provide voice-activated speaker phones with large buttons, an automatic dialing system and voice mail system, and/or headsets
- c. Provide switch buttons to navigate and select icons on the computer screen (can be configured for other software and commands)
- d. Speech Recognition Software/Dictation Software (e.g., Dragon Naturally Speaking Software) to execute commands without needing physical touch)
- e. Provide reading systems (e.g., Scanner, computer, monitor, and sound card), Optical Character Recognition (OCR) software, and a reading and filing program

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	<p><b><u>Organisational culture</u></b></p> <ul style="list-style-type: none"><li>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)</li><li>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)</li><li>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)</li><li>d. Providing accessible and more flexible recruitment opportunities</li></ul>

Note:

## LIST OF POSSIBLE WORK CHALLENGES

### **Accessing and Processing Information and/or Objects**

- a. Unable to or have difficulties reading printed materials, accessing computer information, and/or writing notes (e.g., Digital interface for bus route management)
- b. Difficulties in accessing computer information, and/or writing notes (e.g., CCTV footage, communication/ alert systems)
- c. Difficulties with using a telephone in terms of accessing buttons and visual displays (e.g., Public announcement systems to convey train service updates to commuters)
- d. Difficulties in accessing printed text (e.g., Signages at depots and stations)

### **Workplace Navigation and Travel**

- a. Difficulties with workplace navigation (e.g., Difficulty reading signage, noticing obstacles that may be in one's path)
- b. Difficulties with commuting to-and-from work (e.g., Inaccessible transportation or long-distance travel to work)

### **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

### **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

### **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 and scaled-down job roles based on mutual agreement and suitability for the person with disability)

### **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")

### **Job Task Accommodations**

- a. Provide accessible reading/training/meeting materials in advance for employees to review (e.g., Auditory version of documents, braille formatted document, large print, tactile graphic document)
- b. Use photocopier enlarged paper material
- c. Use overlay to increase colour contrast between printed text and document background (e.g., colour paper, acetate sheet)

### **Technological Assistance**

- a. Provide assistive technology for computer use (e.g., Text-to-speech software, screen reader software, screen magnifier, large-font keyboards, Microsoft Reader, verbal presentation queues)
- b. 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)
- c. Provide assistive technology to access printed materials (e.g., Auditory versions of printed document, braille formatted document, Optical character recognition, tactile graphic document)
- d. Provide assistive technology for note-taking (e.g., digital recorder, speech dictation software, braille stylus/braille slate, braille printer, scribe/notetaker)
- e. Provide assistive technology for using a telephone (e.g., telephone light sensor, talking telephone console indicators and message displays, smartphone screen reading)

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	<p><b><u>Organisational culture</u></b></p> <ul style="list-style-type: none"><li>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)</li><li>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)</li><li>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)</li><li>d. Providing accessible and more flexible recruitment opportunities (e.g. making job advertisements and postings screen-reader compatible, using clear and inclusive language)</li></ul>

Note:

## LIST OF POSSIBLE WORK CHALLENGES

### **Nature of Job and Tasks**

- a. Difficulties in operating machineries during maintenance (e.g. in rolling stock or track maintenance) that give auditory alerts
- 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 communicating effectively with co-workers, clients, and/or stakeholders who may have limited experience working with persons with hearing disabilities
- b. May not be able to fully capture all of the discussion pointers raised during presentations and meetings
- c. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

## LIST OF POSSIBLE ACCOMMODATIONS

### **Communication Accommodations**

- a. Encourage and send employees/co-workers to undergo a sign language course to facilitate communication
- b. Use of personal assistive technology (e.g., Hearing aids, visual communication aids to communicate face-to-face with co-workers or others)
- c. Provide conducive meeting environments (e.g., Good lighting, quiet meeting rooms, visual access to the speaker)
- d. Educate staff to speak one at a time, maintain eye contact and not cover their mouth when speaking
- e. Provide and engage sign interpreters

### **Technological Assistance**

- a. Provide the use of live transcribing applications for communication (e.g., Closed captioning of videos and voice-to-text systems)
- b. Provide the use of Assisted Hearing Mobile Applications to record and recognise sounds/respond to environment signals
- c. Use of instant messaging software (e.g., WhatsApp) for communication
- d. Provide the use of Wireless microphone and receivers for those with hearing aids to hear better and not be affected by ambient environment noise
- e. Provide the use of alerting devices that use vibrating or visual indicators (e.g., Flashing lights)
- f. Install hearing induction loop system in common areas (e.g., Meeting room, event halls)

### **Job Task Accommodations**

- a. Provide any written materials such as meeting agendas, course or training outlines before meetings and meeting notes afterwards
- b. Provide hearing protection for those who need to work in a noisy environment (e.g., earmuffs that attenuate sound as the noise level rises)



LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	<p><b><u>Organisational culture</u></b></p> <ul style="list-style-type: none"><li>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)</li><li>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)</li><li>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)</li><li>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)</li></ul>

Note:

## LIST OF POSSIBLE WORK CHALLENGES

### **Attentiveness and Concentration**

- a. Difficulties in time management (e.g., Regulating bus departure timings and redeployment of bus routes)

### **Accessing and Processing Information and/or Objects**

- a. Difficulties in absorbing complex and large amounts of information

### **Workplace Navigation and Travel**

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

### **Social Interaction**

- a. Difficulties with communication (e.g., convey train service updates to commuters) 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

### **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. 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

### **Job Coaching and Scheduling Accommodations**

- a. Engage job coaches/on-site mentors and designate a consistent buddy to support communication and job tasks
- b. Use role-play/videos to demonstrate the Standard Operation Procedures in bus operations management

### **Job Task Accommodations**

- a. Provide frequent intermittent breaks for employees who may need conditioning and building up of stamina over time
- b. Provide additional training time or retraining if needed, to reinforce learning
- c. Provide checklists, calendars and planners to help regulate bus timings
- d. Break information up and represent them 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

### **Workplace Accessibility Accommodations**

- a. Provide/Arrange transportation to-and-from work

## 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:

## LIST OF POSSIBLE WORK CHALLENGES

### **Attentiveness and Concentration**

- a. Difficulties in time management (e.g., Regulating bus departure timings and redeployment of bus routes)
- b. Difficulties in adapting to non-routine tasks and/or changes in work schedule (e.g., track repairs being conducted during night shifts)
- c. Difficulties in sustaining attention or concentrating on a task for extended periods of time
- d. Difficulties in absorbing complex and large amounts of information

### **Environmental stimuli**

- a. Sensitivity to lights and noise within the workplace (e.g., Loud noises and flashing lights during track repairs)

### **Social Interaction**

- a. Difficulties with communication (e.g., convey train service information and updates to commuters) 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)

### **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. 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

### **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. Avoid changing processes too often or abruptly. If there are any changes, explain the changes in a clear and direct way
- b. Provide and assist in checklists, calendars and planners to keep them on tasks
- c. Separate tasks based on priority and assign new tasks only when the previous one is completed
- d. Break information up and represent it in other visual forms (e.g. Infographics, pictorial representations, and simplified diagrams)

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	<p><b><u>Sensory Accommodations</u></b></p> <ul style="list-style-type: none"> <li>a. Provide a quiet room for individuals to calm down and reduce sensory overload</li> <li>b. Avoid installing strong or colourful lighting that may cause sensory overload</li> <li>c. 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</li> <li>d. Install anti-glare filters for fluorescent lights to allow them to more closely resemble natural sunlight</li> <li>e. Provide environmental sound machines, provide noise-cancelling headsets and/or use sound control products such as carpeting to reduce background noises</li> </ul> <p><b><u>Technological Assistance</u></b></p> <ul style="list-style-type: none"> <li>a. Use of voice recorder to capture instructions and information</li> </ul> <p><b><u>Workplace Accessibility Accommodations</u></b></p> <ul style="list-style-type: none"> <li>a. Provide/Arrange transportation to-and-from work</li> </ul> <p><b><u>Organisational culture</u></b></p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> <li>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)</li> </ul>

Note:



## 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.



## 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.