

COMMUNITY CARE SKILLS STANDARDS FRAMEWORK FOR SUPPORT CARE ROLES

Skills Domain	Inter and Intrapersonal Skills
Skills Category	Personal Development
Skills Standard Title	Promote self-development
Skills Standard Descriptor	Identify personal strengths, weaknesses and goals and identify the level of own learning needs, professional interests and development opportunities in relation to performance gaps.
Skills Proficiency Level	Level 1 <i>(Previously 'Basic II' under CCSSF)</i>
Source Code	CCSSF-IIS-PD-2001-1
Knowledge <i>This refers to the gathering and cognitive processing of facts and information required to perform work tasks and activities.</i>	Underpinning Knowledge: • Definition and importance of Growth mindset for self-development • Types of personal strengths, which may include (not limited to): ○ Positivity ○ Trustworthiness ○ Creativity ○ Discipline ○ Patience • Types of personal weaknesses/limitations, which may include (not limited to): ○ Negativity ○ Unreliable ○ Close-minded ○ Lazy ○ Impulsive • Types of professional strengths, which may include (not limited to): ○ Communication skills ○ Technical competence ○ Ability to work in or lead teams ○ Strong morals and ethics ○ Growth mindset • Types of professional weaknesses/limitations, which may include (not limited to): ○ Unable to take criticism ○ Attempting to please everyone ○ Being unfamiliar with software and technology ○ Being too honest or blunt ○ Difficulties delegating tasks • Ways to seek constructive feedback, which may include (not limited to): ○ Informal conversations (e.g. with colleagues, with peers, coffee talk etc.) ○ Formal conversations (e.g. with immediate supervisor, with team members etc.) • Learning needs in workplace context, which may include: ○ Generic skills and competencies ○ Technical skills and competencies ○ Professional certification and licensing • Types of professional development, which may include:

	○ Knowledge ○ Skills ○ Abilities ○ Certification • Ways to develop self in professional setting ○ Formal learning (e.g. courses, trainings) ○ Informal learning (e.g. shadowing, coaching, on-the-job learning) ○ Reflection and self-assessment • SMART goal setting method ○ Specific ○ Measurable ○ Action-oriented ○ Relevant ○ Time-bound • Types of personal development goals, which may include: ○ Developing a change in mindset ○ Developing a desired skill set • Types of professional development goals, which may include: ○ Acquiring a relevant certification ○ Developing a needed skill set ○ Embarking on a career path • Growth mindset for developing resilience ○ New and emerging areas of professional skills or practices by staying updated with industry trends and practices • Organisational policies relating to: ○ Developing personal capability in organisation ○ Supporting personal self-care ○ Code of professional conduct • Legal and/or Industrial requirements in relation to support care functions, which may include: ○ Implementation Guide to Guidelines for Home Care (Agency for Integrated Care, Singapore) ○ Implementation Guide to Guidelines for Centre-Based Care (Agency for Integrated Care, Singapore) ○ Workplace Safety and Health Guidelines (Workplace Safety and Health Council) ○ National Infection Prevention and Control Guidelines for Long-Term Care Facilities (Ministry of Health) ○ Allied Health Professions Council (AHPC) guidelines on supervision and delegation of tasks to therapy support staff
Ability <i>This refers to the ability to perform the work tasks and activities required of the occupation, and the ability to react to and manage the changes at work.</i>	The ability to: • Understand personal strengths and weaknesses/limitations • Understand professional strengths and weaknesses/limitations • Seek constructive feedback from colleagues and supervisor for weaknesses/limitations • Identify learning needs with support from supervisor • Identify opportunities to develop professional competence required of work role • Propose ways to bridge performance gaps (i.e. weaknesses/limitations)

	• Use SMART goal setting to bridge identified gaps with support from supervisor ○ Personal goals for self-development ○ Workplace goals for professional development • Apply resilience techniques for personal development and growth • Adopt a growth mindset to achieve professional competence and skills mastery • Identify new and emerging areas of professional skills or practices by staying updated with industry trends and practices, with support from supervisor
Person Centred Care <i>This refers to having a person centred care mind set to drive the care giver to respect and recognise the decisions/choices of the person they are taking care of.</i>	Underlying principles: • Treating clients with dignity and respect by being aware of and supporting personal perspectives, values, beliefs, culture and preferences; respecting their privacy while encouraging independence of the individual; and listening to each other and working in partnership to design and deliver services
Performance Outcome <i>This refers to the outcome of the task on the care recipient as indication of workplace success</i>	The support care staff is able to: • Identify personal and professional strengths and weaknesses • Set goals for self-development, • Identify learning needs and opportunities • Engage in professional development