

COMMUNITY CARE SKILLS STANDARDS FRAMEWORK FOR SUPPORT CARE ROLES

Skills Domain	Inter and Intrapersonal Skills
Skills Category	Coaching and Training
Skills Standard Title	Prepare and conduct coaching
Skills Standard Descriptor	Apply coaching techniques and feedback to prepare and assess trainees for acquisition of knowledge and skills to perform care support services.
Skills Proficiency Level	Level 2 (Previously 'Intermediate' under CCSSF)
Source Code	CCSSF-IIS-CT-3001-1
Knowledge <i>This refers to the gathering and cognitive processing of facts and information required to perform work tasks and activities.</i>	Underpinning Knowledge: • Types of coaching programmes and outcomes, which may include ○ Performance coaching for work productivity ○ Skills coaching for skills acquisition ○ Career coaching for career progression ○ Executive coaching for top management business outcomes • Ethics and guidelines of coaching, which may include ○ Industry guidelines ○ Organizational guidelines ○ Individual ethics • Structure of a coaching programme, which may include (not limited to), ○ Set a coaching timeframe ○ Determine/outline issue to be managed with trainee ○ Coach trainee to form solutions ○ Guide trainee to form an action plan to commit to solution ○ Support trainee to track progress and maintain accountability ○ Assess trainee for acquisition of skills or achievement of coaching outcomes ○ Close off coaching programme by reviewing progress made and if any further coaching is required • Types of coaching activities, which may include (not limited to): • Evaluative questionnaires to assess baseline scores ○ Reflective exercises to recall specific

	events/situations/experiences or review learning ○ Situational / role-play exercises to practice behaviours ○ On the Job Training (OJT) exercises to practice work skills ○ Games like card sorts or similar to facilitate reflection in a specific manner ○ SMART goal setting to objectively plan out personal development ● Types of coaching materials to use, which may include (not limited to): ○ Digital (PowerPoint presentations, learning platforms, communication platforms, digital applications, surveys & assessments) ○ Pen and paper (Worksheets, reflection journals, surveys & assessments) ○ Games (Card sorts, card games, gamified learning) ● Types of challenging situations to manage, which may include (not limited to): ○ Lack of engagement ○ Inability to understand ○ Resistance from trainee ○ Trainee disliking trainer ● Performance and behavioural expectations for effective learning, which may include (not limited to): ○ Trainee should be open and receptive to coaching ○ Trainee should participate actively and not play a passive role ○ Trainee should prepare necessary materials before coaching session (i.e. reflection journal, worksheets) ● Coaching ground rules and guidelines for effective learning, which may include (not limited to): ○ Engaging and supporting trainee in learning ○ Creating and maintaining an effective learning environment during coaching ● Design and conduct an On-the-Job Training (OJT) plan or a hands-on application learning plan, which may include (not limited to): ○ Applying ADDIE principles (Analyse, Design, Develop, Implement, and Evaluate) ○ Evaluating based on measurable and/or behavioural outcomes ● Models and methods to build rapport, which may include (not limited to): ○ Applying active listening model (including encouraging, paraphrasing, summarising, and exploratory questioning) ○ Applying body language ○ Applying speech patterns ● Models and methods to motivate learning, which may include (not limited to): ○ Setting small achievable goals that build towards a final goal ○ Focus on most relevant and practical topics first ○ Focus on application of skills rather than knowledge
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	acquisition ○ Provide alternative approaches for trainee to select from ○ Break sessions and learning into smaller bite-sized amounts ○ Accommodate trainee requests where possible ○ Use more visuals (charts & diagrams) where possible, if trainee prefers ● Methods and techniques for effective feedback to reinforce learning, which may include (not limited to): ○ Being prompt, give feedback immediately when a gap is noticed ○ Being objective, describe learning gap and not target trainee ○ Being positive, framing learning gap in a positive and achievable manner ○ Being specific, linking gap to a specific skill, knowledge, or behaviour ○ Being clear, demonstrating and providing examples where necessary to illustrate correct learning outcome ○ Being open, allowing trainee to question if feedback is unclear ● Methods to track and monitor learning and progress, which may include (not limited to): ○ Feedback ○ Reflection on practice ○ Informal conversations ○ Progression chart & report ● Ministry of Health (MOH) guidelines on conducting assessment with trainees, which may include ○ With a focus on trainee's wellbeing and objectivity of assessment ○ Trainee must agree before assessment can be conducted ○ Can be adapted from various online resources ● Types and methods of conducting assessment, which may include ○ Diagnostic – Surveys, Baseline assessments ○ Formative/Informal – Quizzes, Journals, Simulation/role play, Participation/demonstrations ○ Summative/Formal – Test, Case study, Final assessment ● Types of reflection and self-evaluation activities, which may include (not limited to): ○ Journaling ○ Personal reflections ● Organisational policies relating to: ○ Preparing trainee-centric coaching timeframe/schedule, activities, materials, and coaching aids for coaching programme ○ Preparing contingency plans for challenging situations identified ○ Establishing performance and behavioural expectations for coaching sessions ○ Providing feedback to reinforce learning
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	○ Addressing learning gaps ○ Monitoring trainees' learning ○ Conducting competency-based assessment ○ Providing feedback in relation to learning acquired and performance outcomes ○ Evaluating effectiveness of coaching processes ● 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: ● Prepare trainee-centric coaching timeframe/ schedule, activities, materials, and coaching aids (as examples videos, cue cards, diagrams and recordings) for coaching programme in accordance with organisational policies and procedures ● Prepare contingency plans for challenging situations identified in accordance with organisational policies and procedures ● Establish performance and behavioural expectations for coaching sessions in accordance with organisational policies and procedures ● Demonstrate a task in accordance with agreed performance and behavioural expectations ● Provide feedback to reinforce learning in accordance with organisational policies and procedures ● Address learning gaps in accordance with organisational policies and procedures ● Monitor trainees' learning in accordance with organisational policies and procedures ● Conduct skills assessment in accordance with organisational policies and procedures ● Provide feedback in relation to learning acquired and performance outcomes in accordance with organisational policies and procedures ● Participate in the review of effectiveness of coaching in accordance with organisational policies and procedures
Person Centred Care <i>This refers to having a person centred care mind set to drive the care giver to</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

<i>respect and recognise the decisions/choices of the person they are taking care of.</i>	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: • Prepare trainee-centric coaching timeframe/schedule, activities, materials, and coaching aids • Prepare contingency plans for challenging situations identified • Establish performance and behavioural expectations for coaching sessions • Address learning gaps in accordance with organisational policies and procedures • Provide feedback in relation to learning acquired and performance outcome