

PROFESSIONAL DEVELOPMENT REFERENCE GUIDE (PDRG) FOR REAL ESTATE AGENCY INDUSTRY

Issued on 21 November 2025

This reference guide was commissioned by Council for Estate Agencies (CEA) as part of Project ADEPT (Advancing and Enhancing Professionalism and Training) and developed in consultation with key industry stakeholders.

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PROFESSIONAL DEVELOPMENT REFERENCE GUIDE FOR REAL ESTATE AGENCY INDUSTRY

1. Introduction

- 1.1 The real estate agency industry in Singapore continues to evolve rapidly, shaped by digital transformation, changing consumer expectations, and the need for stronger professional standards. In this dynamic operating environment, it is vital for real estate salespersons (RESs) to keep pace with changes and equip themselves with knowledge and skills that are current with regulatory and industry developments. This will enable them to stay relevant, competitive, carry out their duties competently, and deliver higher value and better quality service to their clients.
- 1.2 As part of the Jobs & Skills pillar and the Resilience pillar of the Real Estate Industry Transformation Map (REITM) 2025, the Council for Estate Agencies (CEA), in collaboration with industry stakeholders and academics, conducted a comprehensive study of the Continuing Professional Development (CPD) ecosystem under Project ADEPT (Advancing and Enhancing Professionalism and Training). The aim is to have a CPD ecosystem to support RESs to raise professionalism, provide quality service to their clients, and be future-ready. Based on the recommendations from the study by the Project ADEPT workgroup, CEA will roll out eight enhancement measures under three key thrusts:
 - a. Raising the professionalism of RESs and preparing the real estate agency industry for the future,
 - b. Enhancing the quality of CPD training for RESs, and
 - c. Promoting a continuous learning mindset amongst RESs.
- 1.3 Project ADEPT's enhancement measure 4 recommends the development of a reference guide to better support the industry's diverse learning needs through more guidance on the competencies, knowledge, and skills required across the key job roles, i.e. Key Executive Officers (KEOs), team leaders/managers (TLs) and RESs, and areas of specialisations in the industry. Complementing the CPD framework, this Professional Development Reference Guide (PDRG) aims to help:
 - a. RESs identify their learning needs and take greater ownership of their professional development.
 - b. KEOs and TLs provide structured supervisory guidance to develop their RESs through effective mentoring and coaching, and professional development.
 - c. Training providers align their course offerings to industry needs.

2. Purpose of PDRG

- 2.1 The PDRG serves as a tool to support the professional development and competency-building efforts of the real estate agency industry. It promotes clarity, consistency, and alignment across key stakeholders, enabling a more systematic and future-ready approach to learning and workforce planning.

- 2.2 It also aims to instil a culture of continuous learning and capability development. This will enable KEOs, TLs and RESs to remain resilient, adaptable and competent in a dynamic and evolving environment.
- 2.3 The PDRG will:
- Provide a structured overview of the expected skills and competencies for each job role and area of specialisation.
 - Support the industry's compliance with CEA's regulatory and CPD framework.
 - Assist RESs in planning their learning pathways and role specialisation progression.
 - Support estate agents in enhancing workforce development.
 - Guide training providers in course design, competency mapping and training delivery that are aligned with industry needs.

3. Components of the PDRG

- 3.1 The PDRG has two core components:
- Skills Map (SM) – A structured mapping of job roles, areas of specialisation, key work functions, key tasks, and associated competencies.
 - Competency Guide (CG) – A detailed framework outlining the expected knowledge and abilities across three proficiency levels: Basic, Intermediate, and Advanced.

3.2 Skills Map (SM)

3.2.1 SMs have been developed for the three identified job roles of KEO, TL, and RES. The SMs serve as references of the key job roles in the real estate agency industry and are not intended to be prescriptive.

3.2.2 Each SM defines:

- Job Role¹: KEO, TL, or RES.
- Job Description: Overview of job role including its purpose, scope, and key responsibilities
- Key Work Functions: Broad categories of responsibilities and areas of work relevant to each job role
- Key Tasks: Specific work activities under each key work function that define expected responsibilities
- Performance Expectations: Key performance requirements expected of individuals in the job role
- Skills and Competencies: The knowledge and abilities required for effective task execution, classified into:
 - Areas of Specialisation
 - Professional Competencies (PC)
 - Generic Competencies Plus (GC Plus)

¹ Main job roles involved in real estate agency work.

Areas of Specialisation²: Residential, Commercial, Industrial and Foreign property segments.				
Professional Competencies (PC)			Generic Competencies Plus (GC Plus)	
These represent job-specific knowledge and technical skills essential to the practice of estate agency work. These are drawn from the CPD framework and are structured to uphold regulatory standards, maintain professional standards of conduct and ensure competent handling of duties across different property segments.			These are transferable and enabling skills that support effective performance across the range of job tasks. These include competencies relevant to real estate agency work and soft skills that have been identified under the SkillsFuture Singapore's Critical Core Skills (CCS).	
P1 Laws and Regulations	P2 Property Markets	P3 Other Real Estate Knowledge	Other Knowledge and Skills relevant to Estate Agency Work	SkillsFuture Singapore's Critical Core Skills

3.3 Competency Guide (CG)

- 3.3.1 The CG complements the SM, providing details for each competency. The relevant knowledge identified in the CG should be read in conjunction with the SM and should be read as a whole to help RESs identify their areas of strength and areas for further professional development.
- 3.3.2 Each competency is mapped to three levels of proficiency, i.e. Basic, Intermediate, and Advanced, and provides guidance on the extent of knowledge, skills and competencies expected of an individual at each level to effectively perform the job role.
- 3.3.3 Each level describes the expected degree of:
- Autonomy – the extent to which the individual works independently
 - Complexity – the range and difficulty of tasks performed
 - Responsibility – the scope of decision-making and accountability
- 3.3.4 These descriptors are based on the SkillsFuture Singapore's (SSG) Critical Core Skills (CCS) Proficiency Level Ruler to ensure consistency with workforce development standards.

² Main property segments handled by RESs (not exhaustive).

Proficiency Level	Description	Common Context
Basic	- Performs routine tasks under guidance. - Focuses on building foundational knowledge and follows established procedures.	Typically for RESs in early stages of their career or those entering a new specialisation.
Intermediate	- Works independently and adapts knowledge to diverse situations. - Demonstrates strong negotiation skills, influence and technical knowledge. - Developed a stable client base and generates leads. - Capable of mentoring newer RESs and may take on a leadership role.	Typically for RESs in their mid-career. Suitable for experienced RESs or new TLs.
Advanced	- Leads and innovates. - Applies strategic thinking and deep expertise. - Often responsible for guiding others.	Typically for KEOs, senior managers, or domain specialists in their mid-to-late career with extensive industry experience.

Note: The attributes and professional characteristics listed here only serve as a guide. An individual's proficiency level may vary depending on factors such as their portfolios, type of transactions, and their estate agent's structure.

3.3.5 Each proficiency level is accompanied by **Knowledge** and **Abilities** statements, which are detailed descriptions of what an individual is expected to know and be able to do.

3.3.6 **Knowledge** refers to the theoretical understanding or subject matter expertise required at each level. **Abilities** refer to the practical application of knowledge, actions or behaviours that demonstrate competence.

3.3.7 These Knowledge and Abilities statements serve as the technical foundation for:

- Self-assessment of current proficiency
- Performance appraisal and feedback
- Curriculum and assessment design in training programmes

4. Navigating the Skills Map (SM)

4.1 The SM outlines the key responsibilities, tasks, and competencies required for various job roles within the real estate agency industry.

Skills Map

Job Role			
Job Description	Provides an overview of the role, including its purpose, scope and key responsibilities.		
Key Work Functions and Tasks	Key Work Functions	Key Tasks	Performance Expectations
	Outlines the core areas of work essential for achieving the job objectives.	Specifies the main activities performed within each critical work function. Each Key Task is a statement describing what an individual in the job role is expected to do.	Indicates the expected level of performance requirements an individual is expected to achieve.
Skills and Competencies	Identifies the competencies required to perform the role effectively.		

- 4.2 This section provides guidance on interpreting the SM and applying its contents effectively for professional development, performance management, and design of training programmes.

4.3 Job Role Descriptors

- 4.3.1 Each job role in the SM begins with a Job Role Descriptor that outlines:
- Title of Job Role: KEO, TL, or RES
 - Job Description: A concise summary of the job role's primary responsibilities and desired attributes
- 4.3.2 The descriptor provides context for interpreting the competencies and performance expectations listed under each job role. It also serves as a reference point for job role transitions or role benchmarking.

4.4 Key Work Functions and Key Tasks

- 4.4.1 Each job role is broken down into a set of Key Work Functions. These represent broad domains of work activity, e.g. the key work functions of an RES include the following:
- Comply with relevant laws and regulatory requirements
 - Build client base
 - Implement marketing strategies
 - Secure deals in a competent and responsible manner
 - Deliver professional service and protect client's interests
 - Manage business obligations

- 4.4.2 Each Key Work Function has several Key Tasks, which are specific and observable actions expected of an individual in the job role, e.g. under the function “Comply with relevant laws, industry and regulatory requirements”, a key task may include “Monitor and analyse the impact of market and industry developments to advise clients.” These tasks provide clarity on the job scope and are used for assessing competence, identifying learning needs, and designing structured training interventions.

4.5 Performance Expectations

- 4.5.1 Performance Expectation is a qualitative statement that specifies the standard of expected performance such as behavioural indicators, service quality benchmarks, or compliance requirements.

4.6 Skills and Competencies

- 4.6.1 Included in each SM is a set of competencies, which specify the knowledge and skills required to perform the key tasks for the job role effectively.
- 4.6.2 Competencies are grouped into:
- a. Professional Competencies (PC) - Technical knowledge and skills specific to real estate work (e.g. Estate Agents Act and Regulatory Compliance).
 - b. Generic Competencies Plus (GC Plus) - Transferable and enabling skills that support task execution across job roles (e.g. Client Acquisition Management, Communication).
 - c. Areas of Specialisation – Competencies specific to the four identified segments of specialisation: residential, commercial, industrial and foreign properties.
- 4.6.3 The performance level required for each competency in each job role is indicated by a proficiency level. There are three proficiency levels, namely Basic, Intermediate, and Advanced.

5. Guide to Using the PDRG

- 5.1 This section provides a step-by-step guide on using the SM for professional development. Based on the SM:
- 5.2 Step 1: Identify Job Role
- Identify current job role (e.g. RES) or aspired job role (e.g. TL).
 - Review job description and understand the scope and responsibilities.
- 5.3 Step 2: Review Key Work Functions and Key Tasks
- Examine Key Work Functions and Key Tasks of the job role to gain clarity of performance requirements.

5.4 Step 3: Identify Required Competencies

- Determine Area of Specialisation (e.g. residential, commercial, industrial or foreign properties).
- Identify appropriate Professional Competencies (PC) for technical and regulatory skills, and the corresponding proficiency level(s) under the CG.
- Identify Generic Competencies Plus (GC Plus) for other real estate technical skills and transferable skills that support execution of the job, and the corresponding proficiency level(s).
- Identify Critical Core Skills (CCS) for transferable skills.

5.5 Step 4: Determine Developmental Needs

- Evaluate current competencies using the Knowledge and Abilities Statements.
- Identify performance gaps and/or developmental needs.

5.6 Step 5: Create Individual Professional Development Plan

- Identify the relevant training needed to bridge the performance gaps.
- Select relevant professional development opportunities.

6. Applying the PDRG

6.1 Real Estate Salespersons (RES)

RESs can use the PDRG to take greater ownership of their professional development by:

- Understanding their role better through clear descriptions of the job expectations, and reviewing expected key tasks and performance standards.
- Assessing their own proficiency levels based on competency tables and determining areas for development.
- Selecting training courses that are relevant to their current job tasks and aligned with required professional or generic competencies.
- Setting learning goals by identifying the next level of proficiency they wish to attain.
- Exploring job role transitions, such as advancing to leadership roles by preparing for leadership responsibilities or developing new expertise (e.g. moving into a new area of specialisation).

Step-by-Step Application of Skills Map (SM)

Scenario	
Elaine, a 32-year-old RES, has been in the industry for 3 years and specialises in residential resale properties. She is looking to: • Deepen her skills in client engagement and negotiations • Take on more complex transactions • Work towards a TL role in the next 3 to 5 years	
Steps	Application
Step 1: Identify Job Role	• Elaine identifies her current job role (RES) through the SM. • She reviews the job description to understand the scope of her job role and the required attributes and performance. • She identifies her aspiring job role (TL) in the SM.

	She reviews the job description to understand additional responsibilities and attributes. Skills Map of Real Estate Salesperson (RES) <table> <tr> <th>Job Role</th><th>Real Estate Salesperson (RES)</th></tr> <tr> <td>Job Description</td><td> A real estate salesperson (RES) performs estate agency work and facilitates property transactions for clients which includes but is not limited to the marketing, negotiation and preparation of transaction documents for the purchase, sale and/or leasing for all types of properties, whether local or foreign, marketed in Singapore. The RES is therefore, amongst others conversant and compliant with CEA's regulatory framework and other relevant laws and policies relating to property transactions, and knowledgeable in the property segments he practises in. As the RES works in a fast-paced and dynamic operating environment, he needs to keep abreast of issues and trends concerning the wider real estate sector to update his knowledge for estate agency work. He is client-centric, looks after clients' best interests and provides professional advice on appropriate real estate solutions to them. </td></tr> </table>	Job Role	Real Estate Salesperson (RES)	Job Description	A real estate salesperson (RES) performs estate agency work and facilitates property transactions for clients which includes but is not limited to the marketing, negotiation and preparation of transaction documents for the purchase, sale and/or leasing for all types of properties, whether local or foreign, marketed in Singapore. The RES is therefore, amongst others conversant and compliant with CEA's regulatory framework and other relevant laws and policies relating to property transactions, and knowledgeable in the property segments he practises in. As the RES works in a fast-paced and dynamic operating environment, he needs to keep abreast of issues and trends concerning the wider real estate sector to update his knowledge for estate agency work. He is client-centric, looks after clients' best interests and provides professional advice on appropriate real estate solutions to them.
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Step 2: Review Key Work Functions and Key Tasks	- She examines the Key Work Functions and Key Tasks of both job roles to gain clarity of the performance requirements e.g., Key Work Function "<i>Secure deals in a competent and responsible manner.</i>" and the corresponding Key Tasks: <table> <tr> <td>4. Secure deals in a competent and responsible manner</td><td> a. Leverage technological tools to advise client with data-driven insights and personalise property recommendations. b. Provide professional, accurate and reliable advice to clients relating to property price or rent, financing/payment of fees, signing of Option to Purchase (OTP)/Sales & Purchase (S&P) or Tenancy Agreement (TA) and other relevant procedures. c. Assist clients to lease, buy and sell properties. d. Schedule appointments and conduct viewings. e. Work with co-broking RES, if applicable. f. Convey all offers promptly and help with price negotiation. g. Prepare transaction documents, explain terminologies and facilitate signing of agreements. Advise client to seek advice from appropriate professionals if in doubt about any documents. h. Manage disputes, conflicts that could arise among parties involved in property transactions and irregularities during the conduct of estate agency work. </td></tr> </table>	4. Secure deals in a competent and responsible manner	a. Leverage technological tools to advise client with data-driven insights and personalise property recommendations. b. Provide professional, accurate and reliable advice to clients relating to property price or rent, financing/payment of fees, signing of Option to Purchase (OTP)/Sales & Purchase (S&P) or Tenancy Agreement (TA) and other relevant procedures. c. Assist clients to lease, buy and sell properties. d. Schedule appointments and conduct viewings. e. Work with co-broking RES, if applicable. f. Convey all offers promptly and help with price negotiation. g. Prepare transaction documents, explain terminologies and facilitate signing of agreements. Advise client to seek advice from appropriate professionals if in doubt about any documents. h. Manage disputes, conflicts that could arise among parties involved in property transactions and irregularities during the conduct of estate agency work.		
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Step 3: Identify Required Competencies

- Elaine determines her Area of Specialisation (e.g. Residential Properties).
- She identifies expected Professional Competencies (PC) for technical and regulatory skills and the corresponding proficiency level, e.g. Real Estate Documentation (Basic), as highlighted below.

Skills and Competencies	• Estate Agents Act and Regulatory Compliance	Basic
	• Professional and Ethical Conduct	Basic
	• Landlord and Tenant Regulatory Compliance	Basic
	• Sales and Purchase Regulatory Compliance	Basic
	• Real Estate Documentation	Basic
	• Real Estate Financing Guidance	Basic
	• Real Estate Market Analysis	Basic
	• Sustainable Real Estate Guidance	Basic

- She identifies Generic Competencies Plus (GC Plus) for other real estate technical skills, and the corresponding proficiency level(s), e.g. (i) Client Management (Basic) for her current job role and (ii) Client Management (Intermediate) for her aspirational job role (i.e. TL) as shown below.

RES - Generic Competencies Plus (GC Plus)		
• Business Management for Self Employed		Basic
• Business Negotiation		Basic
• Client Acquisition Management		Basic
• Client Experience Management		Basic
• Client Management		Basic
• Conflict Management		Basic
• Digital Marketing		Basic
• Marketing Strategy Development		Basic
• Product Advisory		Basic
• Sales Closure		Basic
• Sales Management		Basic

Team Leader/Manager - Generic Competencies Plus (GC Plus)		
• Business Performance Management		Basic
• Client Acquisition Management		Intermediate
• Client Experience Management		Intermediate
• Client Management		Intermediate
• Coaching and Mentoring		Basic
• Conflict Management		Intermediate
• Learning and Development		Basic
• People Management		Basic
• Sales Management		Intermediate
• Sales Target Management		Intermediate
• Service Leadership		Basic
• Stakeholder Management		Basic

- She also identifies Critical Core Skills for transferable skills that support execution of the job, especially now that digital technology can be a useful tool for productivity and efficiency, and the corresponding proficiency level(s), e.g. (i) Digital Fluency (Basic) for her current job role and (ii) Digital Fluency (Intermediate) for her aspirational job role.

	<table><tr><th colspan="2">RES - Generic Competencies Plus (GC Plus) – Critical Core Skills</th></tr><tr><td>• Adaptability</td><td>Basic</td></tr><tr><td>• Collaboration</td><td>Basic</td></tr><tr><td>• Communication</td><td>Basic</td></tr><tr><td>• Creative Thinking</td><td>Basic</td></tr><tr><td>• Customer Orientation</td><td>Basic</td></tr><tr><td>• Decision Making</td><td>Basic</td></tr><tr><td>• Digital Fluency</td><td>Basic</td></tr><tr><td>• Influence</td><td>Basic</td></tr><tr><td>• Learning Agility</td><td>Basic</td></tr><tr><td>• Problem Solving</td><td>Basic</td></tr><tr><td>• Self-Management</td><td>Basic</td></tr><tr><td>• Sense Making</td><td>Basic</td></tr><tr><td>• Transdisciplinary Thinking</td><td>Basic</td></tr></table> <table><tr><th colspan="2">TL/TM - Generic Competencies Plus (GC Plus) – Critical Core Skills</th></tr><tr><td>• Adaptability</td><td>Intermediate</td></tr><tr><td>• Building Inclusivity</td><td>Intermediate</td></tr><tr><td>• Collaboration</td><td>Intermediate</td></tr><tr><td>• Communication</td><td>Intermediate</td></tr><tr><td>• Creative Thinking</td><td>Intermediate</td></tr><tr><td>• Customer Orientation</td><td>Intermediate</td></tr><tr><td>• Decision Making</td><td>Intermediate</td></tr><tr><td>• Developing People</td><td>Intermediate</td></tr><tr><td>• Digital Fluency</td><td>Intermediate</td></tr><tr><td>• Global Perspective</td><td>Intermediate</td></tr><tr><td>• Influence</td><td>Intermediate</td></tr><tr><td>• Learning Agility</td><td>Intermediate</td></tr><tr><td>• Problem Solving</td><td>Intermediate</td></tr><tr><td>• Self-Management</td><td>Intermediate</td></tr><tr><td>• Sense Making</td><td>Intermediate</td></tr><tr><td>• Transdisciplinary Thinking</td><td>Intermediate</td></tr></table>	RES - Generic Competencies Plus (GC Plus) – Critical Core Skills		• Adaptability	Basic	• Collaboration	Basic	• Communication	Basic	• Creative Thinking	Basic	• Customer Orientation	Basic	• Decision Making	Basic	• Digital Fluency	Basic	• Influence	Basic	• Learning Agility	Basic	• Problem Solving	Basic	• Self-Management	Basic	• Sense Making	Basic	• Transdisciplinary Thinking	Basic	TL/TM - Generic Competencies Plus (GC Plus) – Critical Core Skills		• Adaptability	Intermediate	• Building Inclusivity	Intermediate	• Collaboration	Intermediate	• Communication	Intermediate	• Creative Thinking	Intermediate	• Customer Orientation	Intermediate	• Decision Making	Intermediate	• Developing People	Intermediate	• Digital Fluency	Intermediate	• Global Perspective	Intermediate	• Influence	Intermediate	• Learning Agility	Intermediate	• Problem Solving	Intermediate	• Self-Management	Intermediate	• Sense Making	Intermediate	• Transdisciplinary Thinking	Intermediate
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Step 4: Determine Developmental Needs	Elaine assesses her current competencies against the Knowledge and Abilities Statements in the Competency Table, e.g. Real Estate Documentation and Client Management, and identifies the following performance gaps and/or developmental needs for her current and aspiring job roles (as highlighted): <table><tr><th colspan="4">Real Estate Documentation</th></tr><tr><td colspan="4">Prepare, review and manage essential real estate transaction documentation in compliance with legal, statutory and regulatory standards</td></tr><tr><th>Professional Competency</th><th>Basic</th><th>Intermediate</th><th>Advanced</th></tr><tr><td></td><td>Submit accurate transaction documents, conducting due diligence and fulfilling regulatory requirements</td><td>Review documentation for compliance and implement systems and policies to support proper document management</td><td>Develop documentation frameworks and policies to ensure consistent, compliant, and strategic document management across the organisation</td></tr><tr><td>Knowledge</td><td>K1. Types of real estate documents K2. Real estate terminology K3. Legal requirements for real estate documentation K4. Ownership search and verification K5. Contractual obligations K6. Types of due diligence checks K7. Anti-Money Laundering (AML) and Countering the Financing of Terrorism Regime K8. Record keeping K9. Data protection and privacy regulations</td><td>K1. Regulatory requirements for real estate documentation K2. Methods of managing documentation accuracy and usefulness K3. Document management systems K4. Document management policies K5. Document review procedures K6. Principles of conducting documentation audits</td><td>K1. Organisation's documentation objectives and requirements K2. Real estate documentation best practices K3. Types of information to include in documents for processes, systems and maintenance K4. Methods of formulating policies and procedures K5. Key stakeholders to be consulted for documentation development and review K6. Types of regulatory audits and related documentation requirements K7. Methods of conducting document management reviews</td></tr><tr><td>Abilities</td><td>A1. Advise clients on documentation requirements A2. Conduct due diligence checks A3. Perform AML checks A4. Report suspicious transactions</td><td>A1. Report suspicious transactions to relevant authorities A2. Report transactions to relevant stakeholders A3. Review transaction documents for compliance</td><td>A1. Establish organisation's documentation objectives and requirements A2. Develop documentation templates A3. Evaluate documentation management procedures</td></tr></table>	Real Estate Documentation				Prepare, review and manage essential real estate transaction documentation in compliance with legal, statutory and regulatory standards				Professional Competency	Basic	Intermediate	Advanced		Submit accurate transaction documents, conducting due diligence and fulfilling regulatory requirements	Review documentation for compliance and implement systems and policies to support proper document management	Develop documentation frameworks and policies to ensure consistent, compliant, and strategic document management across the organisation	Knowledge	K1. Types of real estate documents K2. Real estate terminology K3. Legal requirements for real estate documentation K4. Ownership search and verification K5. Contractual obligations K6. Types of due diligence checks K7. Anti-Money Laundering (AML) and Countering the Financing of Terrorism Regime K8. Record keeping K9. Data protection and privacy regulations	K1. Regulatory requirements for real estate documentation K2. Methods of managing documentation accuracy and usefulness K3. Document management systems K4. Document management policies K5. Document review procedures K6. Principles of conducting documentation audits	K1. Organisation's documentation objectives and requirements K2. Real estate documentation best practices K3. Types of information to include in documents for processes, systems and maintenance K4. Methods of formulating policies and procedures K5. Key stakeholders to be consulted for documentation development and review K6. Types of regulatory audits and related documentation requirements K7. Methods of conducting document management reviews	Abilities	A1. Advise clients on documentation requirements A2. Conduct due diligence checks A3. Perform AML checks A4. Report suspicious transactions	A1. Report suspicious transactions to relevant authorities A2. Report transactions to relevant stakeholders A3. Review transaction documents for compliance	A1. Establish organisation's documentation objectives and requirements A2. Develop documentation templates A3. Evaluate documentation management procedures																																						
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Step 5: Create Individual Professional Development Plan	• Elaine searches for relevant training needed and signs up for the course. • She continues to search for other professional development opportunities on Client Management at www.myskillsfuture.gov.sg. • She seeks advice from her TL for developing her skills on clients’ needs analysis.																		
Outcomes for Elaine																			
• Gains a clearer picture of her current proficiency and growth opportunities. • Facilitates discussion with her KEO and/or TL in her professional development plan. • Identifies targeted training aligned with the revised CPD framework. • Starts moving towards her medium-term goal of becoming a TL (i.e. knowledge, skills or competencies to focus on in the year ahead). • Feels more confident in complying with AML regulations.																			

6.2 Team Leaders/Managers (TLs)

TLs play a vital role in supervising, developing the capabilities of their team members while upholding professional standards. They can use the PDRG to:

- Assess team performance against clear competency and task benchmarks.
- Ensure consistent evaluation across all team members.
- Support structured and effective mentoring by using the SM to guide feedback, supervision and professional development planning for their team members.
- Plan for differentiated learning needs based on role-specific and individual development needs.
- Foster professional development by gradually exposing team members to higher-level responsibilities and performance expectations.
- Reinforce team culture by aligning conduct and service standards to the performance expectations in the PDRG.

Step-by-Step Application of Skills Map (SM)

Scenario David is a TL managing a group of 12 RESs in a medium-sized estate agent. With over 10 years of experience in commercial property transactions, he has been promoted recently to a leadership role. His goals are to: • Gain a clearer picture of his current proficiency and growth opportunities • Improve team performance and consistency • Guide newer RESs through structured mentoring • Prepare experienced RESs for progression into leadership roles					
Steps	Application				
Step 1: Identify Job Role	• David identifies his new job role (TL) through the SM. • He reviews the job description to understand the scope of this new job role and the required attributes and performance, particularly those relevant to his goals. Skills Map of Team Leader/Manager <table border="1"> <thead> <tr> <th>Job Role</th><th>Team Leader/Manager</th></tr> </thead> <tbody> <tr> <td>Job Description</td><td> Depending on the size and structure of each EA, some EAs appoint Team Leader/Manager to lead and manage teams of RESs. The Team Leader provides oversight and guidance in managing their team, ensuring effective performance and collaboration in estate agency work. He is responsible for formulating strategies, supervising and setting team targets (quantitative and qualitative) to drive the team's performance. He has strong industry knowledge and experience and is able to guide his team members in property transactions, professional and ethical conduct, as well as manage consumers' feedback and complaints. He possesses strong leadership skills, able to manage teams effectively and motivate them. He is also responsible for the training and development, mentoring, coaching as well as recruitment and retention of team members. </td></tr> </tbody> </table>	Job Role	Team Leader/Manager	Job Description	Depending on the size and structure of each EA, some EAs appoint Team Leader/Manager to lead and manage teams of RESs. The Team Leader provides oversight and guidance in managing their team, ensuring effective performance and collaboration in estate agency work. He is responsible for formulating strategies, supervising and setting team targets (quantitative and qualitative) to drive the team's performance. He has strong industry knowledge and experience and is able to guide his team members in property transactions, professional and ethical conduct, as well as manage consumers' feedback and complaints. He possesses strong leadership skills, able to manage teams effectively and motivate them. He is also responsible for the training and development, mentoring, coaching as well as recruitment and retention of team members.
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Step 2: Review Key Work Functions and Key Tasks	• He examines the Key Work Functions and Key Tasks of the job role to gain clarity of the performance requirements related to his goals, e.g. for the goal to "Guide newer RESs through structured mentoring", the relevant Key Work Function and corresponding Key Tasks are as follows:				

	3. Mentor and supervise team members a. Guide team members to set goals for mentoring programme. b. Develop mentoring/ supervision plan with intended actions (e.g. shadowing new team members for them to learn on the job, regular check-ins with and providing advice on conducting estate agency work to team members) and timelines. c. Develop checklists to track and assess tasks performed by team members. d. Guide team members to integrate into organisational culture, navigate complexities of real estate industry and build professional relationship and network. e. Share expertise on effective prospecting and handling of business transactions (e.g. budgeting, marketing strategy, client profiling and management, customising sales approach to cater to each individual clients, ways of handling difficult client and conflict resolution).																		
Step 3: Identify Required Competencies	- David determines his Area of Specialisation (e.g. Commercial Properties). - He identifies appropriate Professional Competencies (PC) for technical and regulatory skills, and the corresponding proficiency level(s), e.g. Professional and Ethical Conduct (Intermediate) as shown in table below. <table border="1"> <thead> <tr> <th colspan="2">Team Leader/Manager - Professional Competencies (PC)</th></tr> </thead> <tbody> <tr> <td>Estate Agents Act and Regulatory Compliance</td><td>Intermediate</td></tr> <tr> <td>Professional and Ethical Conduct</td><td>Intermediate</td></tr> <tr> <td>Landlord and Tenant Regulatory Compliance</td><td>Intermediate</td></tr> <tr> <td>Sales and Purchase Regulatory Compliance</td><td>Intermediate</td></tr> <tr> <td>Real Estate Documentation</td><td>Intermediate</td></tr> <tr> <td>Real Estate Financing Guidance</td><td>Intermediate</td></tr> <tr> <td>Real Estate Market Analysis</td><td>Intermediate</td></tr> <tr> <td>Sustainable Real Estate Guidance</td><td>Intermediate</td></tr> </tbody> </table> - He identifies Generic Competencies Plus (GC Plus) for other real estate technical skills and transferable skills that support execution of his job role, and the corresponding proficiency level, e.g. Coaching and Mentoring (Basic). - Next, he identifies Critical Core Skills (CCS) for transferable skills, e.g. Developing People (Intermediate).	Team Leader/Manager - Professional Competencies (PC)		Estate Agents Act and Regulatory Compliance	Intermediate	Professional and Ethical Conduct	Intermediate	Landlord and Tenant Regulatory Compliance	Intermediate	Sales and Purchase Regulatory Compliance	Intermediate	Real Estate Documentation	Intermediate	Real Estate Financing Guidance	Intermediate	Real Estate Market Analysis	Intermediate	Sustainable Real Estate Guidance	Intermediate
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Step 4: Determine Developmental Needs	David evaluates his current competencies against the Knowledge and Abilities Statements in the Competency Table, e.g. Coaching and Mentoring, and identifies the following performance gaps and/or developmental needs for his new job role (as highlighted): <table border="1"> <thead> <tr> <th colspan="2">Coaching and Mentoring</th></tr> </thead> <tbody> <tr> <td colspan="2">Develop and foster a culture of coaching and mentoring</td></tr> <tr> <td colspan="2"> Basic Implement coaching and mentoring models and methods to address development needs of specific individuals </td></tr> <tr> <td> Knowledge K1. Components of individual development plan K2. Process for completing individual development plans K3. Techniques for goal setting K4. Techniques to build trusted coaching and mentoring relationships K5. Coaching and mentoring techniques and models K6. Active listening methods K7. Questioning techniques K8. Methods to provide actionable feedback K9. Methods and tools to track individual development K10. Legal and ethical considerations and standards related to providing coaching and mentoring </td><td> Abilities A1. Document developmental gaps and opportunity areas learning areas/ opportunities based on inputs A2. Collaborate with individuals to set goals A3. Implement coaching and mentoring models and methods to facilitate individual development A4. Apply active listening in coaching and mentoring conversations A5. Apply questioning techniques A6. Deploy tools to track individual development A7. Provide actionable feedback to learners in relation to achievement of development areas A8. Maintain documentation of coaching and mentoring A9. Align coaching and mentoring approaches to legal and ethical standards </td></tr> </tbody> </table>	Coaching and Mentoring		Develop and foster a culture of coaching and mentoring		Basic Implement coaching and mentoring models and methods to address development needs of specific individuals		Knowledge K1. Components of individual development plan K2. Process for completing individual development plans K3. Techniques for goal setting K4. Techniques to build trusted coaching and mentoring relationships K5. Coaching and mentoring techniques and models K6. Active listening methods K7. Questioning techniques K8. Methods to provide actionable feedback K9. Methods and tools to track individual development K10. Legal and ethical considerations and standards related to providing coaching and mentoring	Abilities A1. Document developmental gaps and opportunity areas learning areas/ opportunities based on inputs A2. Collaborate with individuals to set goals A3. Implement coaching and mentoring models and methods to facilitate individual development A4. Apply active listening in coaching and mentoring conversations A5. Apply questioning techniques A6. Deploy tools to track individual development A7. Provide actionable feedback to learners in relation to achievement of development areas A8. Maintain documentation of coaching and mentoring A9. Align coaching and mentoring approaches to legal and ethical standards																																																				
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Step 5: Create Individual Professional Development Plan	- David searches for the relevant training needed on Professional and Ethical Conduct and signs up for the course. - He continues to search for other professional development opportunities on Coaching and Mentoring at www.myskillsfuture.gov.sg. - He works with his team members and creates a coaching and mentoring/supervision plan for the new RESs in his team.
Outcomes for David - Team members receive clearer feedback based on standardised expectations - Learning is structured and aligned with both individual goals and CEA's CPD requirements - A culture of continuous improvement and leadership grooming is established - David enhances his own competency in coaching and performance leadership	

6.3 Key Executive Officers (KEOs)

KEOs are responsible for overall compliance, workforce development, and estate agent's operations. They can apply the PDRG to:

- Establish a structured learning culture through clear role descriptions and mapped competencies.
- Design internal development pathways for RESs and TLs using the SMs.
- Assess the estate agent's capabilities in preparing for professional growth, succession planning or audits.
- Align the estate agent's learning strategy with regulatory requirements under the revised CPD framework.
- Ensure quality assurance by referencing consistent performance expectations across roles.

Step-by-Step Application of Skills Map (SM)

Scenario Jason Tan, a KEO of a medium-sized estate agent with more than 20 years of industry experience, oversees 60 RESs and TLs handling multiple property segments. To keep pace with regulatory and industry developments, he aims to: - Strengthen internal governance and compliance - Formalise professional development within the estate agent - Use the SM to support structured, competency-based talent development	
Steps	Application
Step 1: Identify Job Role	- Jason identifies his current job role (KEO) through the SM. - He reviews the job description to understand the scope of his job role and the required attributes and responsibilities.

	Skills Map of KEO <table border="1"> <tr> <th>Job Role</th><th>Key Executive Officer (KEO)</th></tr> <tr> <td>Job Description</td><td> The Key Executive Officer (KEO) is responsible for the proper administration and overall management of the business of the Estate Agent, and the supervision of its real estate salespersons (RESs). As the principal officeholder, the KEO ensures that his EA operates in strict adherence to all statutory and regulatory requirements, while safeguarding business integrity and professionalism. He is a forward-thinking strategic leader with a strong business acumen, and is also comfortable in working with senior stakeholders, and has strong interpersonal skills to forge relationships with internal and external parties. He should be a positive role model and exemplify right attributes for his RESs. </td></tr> </table>	Job Role	Key Executive Officer (KEO)	Job Description	The Key Executive Officer (KEO) is responsible for the proper administration and overall management of the business of the Estate Agent, and the supervision of its real estate salespersons (RESs). As the principal officeholder, the KEO ensures that his EA operates in strict adherence to all statutory and regulatory requirements, while safeguarding business integrity and professionalism. He is a forward-thinking strategic leader with a strong business acumen, and is also comfortable in working with senior stakeholders, and has strong interpersonal skills to forge relationships with internal and external parties. He should be a positive role model and exemplify right attributes for his RESs.
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Step 2: Review Key Work Functions and Key Tasks	- He examines the Key Work Functions and Key Tasks of his job role to gain clarity of the performance requirements, e.g. Manage and Supervise RES. <table border="1"> <tr> <td>3. Manage and supervise RES</td><td> a. Disseminate compliance and regulatory materials/updates to RESs in EA. b. Ensure compliance with all applicable legal and regulatory requirements by RESs in their work c. Instil in team leaders and RESs the EA's culture, operations and service standards, and awareness of management goals. d. Work with team leaders on managing performance and conduct of individual RESs. e. Promote culture of continuous learning and professional development. f. Develop a plan to ensure CPD requirements of RESs are met. </td></tr> </table>	3. Manage and supervise RES	a. Disseminate compliance and regulatory materials/updates to RESs in EA. b. Ensure compliance with all applicable legal and regulatory requirements by RESs in their work c. Instil in team leaders and RESs the EA's culture, operations and service standards, and awareness of management goals. d. Work with team leaders on managing performance and conduct of individual RESs. e. Promote culture of continuous learning and professional development. f. Develop a plan to ensure CPD requirements of RESs are met.		
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Step 3: Identify Required Competencies	- Jason identifies appropriate Professional Competencies (PC) for technical and regulatory skills and the corresponding proficiency level(s). - He identifies Estate Agents Act and Regulatory Compliance (Advanced) as a key Professional Competency (PC) to develop. <table border="1"> <tr> <th>Skills and Competencies</th><th>Professional Competencies (PC)</th></tr> <tr> <td></td><td> - Estate Agents Act and Regulatory Compliance Advanced - Professional and Ethical Conduct Advanced - Landlord and Tenant Regulatory Compliance Advanced - Sales and Purchase Regulatory Compliance Advanced - Real Estate Documentation Advanced - Real Estate Financing Guidance Advanced - Real Estate Market Analysis Advanced - Sustainable Real Estate Guidance Advanced - Complaints and Dispute Resolution Management Advanced - Data Management Advanced </td></tr> </table> - He identifies Learning and Development (Advanced) under the Generic Competencies Plus (GC Plus) as one of the transferable skills to support execution of his job, and the corresponding proficiency level.	Skills and Competencies	Professional Competencies (PC)		- Estate Agents Act and Regulatory Compliance Advanced - Professional and Ethical Conduct Advanced - Landlord and Tenant Regulatory Compliance Advanced - Sales and Purchase Regulatory Compliance Advanced - Real Estate Documentation Advanced - Real Estate Financing Guidance Advanced - Real Estate Market Analysis Advanced - Sustainable Real Estate Guidance Advanced - Complaints and Dispute Resolution Management Advanced - Data Management Advanced
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• Service Leadership	Advanced																																																								
• Stakeholder Management	Intermediate																																																								
• Strategy Planning	Advanced																																																								
KEO - Generic Competencies Plus (GC Plus) – Critical Core Skills																																																									
• Adaptability	Advanced																																																								
• Building Inclusivity	Advanced																																																								
• Collaboration	Advanced																																																								
• Communication	Advanced																																																								
• Creative Thinking	Advanced																																																								
• Customer Orientation	Advanced																																																								
• Decision Making	Advanced																																																								
• Developing People	Advanced																																																								
• Digital Fluency	Advanced																																																								
• Global Perspective	Advanced																																																								
• Influence	Advanced																																																								
• Learning Agility	Advanced																																																								
• Problem Solving	Advanced																																																								
• Self-Management	Advanced																																																								
• Sense Making	Advanced																																																								
• Transdisciplinary Thinking	Advanced																																																								
Step 5: Create Individual Professional Development Plan	- Jason evaluates his current competencies against the Knowledge and Abilities Statements in the Competency Table, e.g. Estate Agents Act and Regulatory Compliance (Advanced), and identifies the following performance gaps and/or developmental needs. <table border="1"> <thead> <tr> <th colspan="2">Estate Agents (EA) Act and Regulatory Compliance</th></tr> </thead> <tbody> <tr> <td colspan="2">Comply with Estate Agents (EA) Act, regulatory and practice guidelines governing real estate transactions</td></tr> <tr> <td colspan="2">Advanced Lead development and implementation of compliance frameworks and policies to ensure regulatory alignment</td></tr> <tr> <td> Knowledge K1. Compliance programmes and/or management systems K2. Sources of non-compliance K3. Types of compliance control procedures K4. Appropriate responses to address non-compliance K5. Performance indicators of operation of compliance programmes and/or management systems in identifying non-compliance K6. Roles, accountabilities and responsibilities of appointment holders in regulatory governance K7. Processes for operationalising regulatory compliance K8. Operational plans for monitoring and internalising regulatory governance in the organisation K9. Regulatory compliance best practices </td><td> Abilities A1. Develop processes to operationalise the EA Act, regulatory and practice guidelines for business units A2. Propose appropriate compliance programmes A3. Develop corrective actions to address non-compliance within scope of EA Act, regulatory and practice guidelines A4. Oversee development of compliance controls to mitigate compliance risk exposure of organisation A5. Maintain updated policies and procedures to reflect changing regulatory requirements </td></tr> </tbody> </table> - Additionally, he also identifies how he can improve the estate agent's professional development plan for its	Estate Agents (EA) Act and Regulatory Compliance		Comply with Estate Agents (EA) Act, regulatory and practice guidelines governing real estate transactions		Advanced Lead development and implementation of compliance frameworks and policies to ensure regulatory alignment		Knowledge K1. Compliance programmes and/or management systems K2. Sources of non-compliance K3. Types of compliance control procedures K4. Appropriate responses to address non-compliance K5. Performance indicators of operation of compliance programmes and/or management systems in identifying non-compliance K6. Roles, accountabilities and responsibilities of appointment holders in regulatory governance K7. Processes for operationalising regulatory compliance K8. Operational plans for monitoring and internalising regulatory governance in the organisation K9. Regulatory compliance best practices	Abilities A1. Develop processes to operationalise the EA Act, regulatory and practice guidelines for business units A2. Propose appropriate compliance programmes A3. Develop corrective actions to address non-compliance within scope of EA Act, regulatory and practice guidelines A4. Oversee development of compliance controls to mitigate compliance risk exposure of organisation A5. Maintain updated policies and procedures to reflect changing regulatory requirements																																																
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	people. He uses the CG to assess the readiness of his TLs and develops the estate agent's internal training.
Step 5: Create Individual Professional Development Plan	• Jason searches for relevant training on Estate Agents Act and Regulatory Compliance (Advanced) for himself and his teams. • He also explores other professional development courses on Learning and Development at www.myskillsfuture.gov.sg. • He creates an IT system to support TLs to implement mentoring/supervision plans. • He guides his TLs to develop talent management and succession planning systems and processes.
Outcomes for Jason • Improved oversight and documentation of estate agent's learning efforts • Strengthened internal governance and corporate processes. • Alignment of CPD learning efforts with workforce development and regulatory requirements. • Clearer pathways for succession and leadership development.	

7. PDRG for Course Providers

7.1 Course providers are instrumental in driving the transformation of the real estate agency industry by developing and delivering training programmes that are relevant, future-focused, and competency-driven. The PDRG helps course providers to align their course offerings more effectively with industry demands and regulatory standards.

7.2 Aligning Training to Job Roles and Competencies

7.2.1 Courses should ideally be mapped to competencies identified in the SM. The CG aids course providers in their curriculum design by ensuring training outcomes are aligned with the Knowledge and Abilities statements. This ensures that training outcomes are purposeful and responsive to actual performance gaps and industry learning needs.

7.2.2 The SM can support course providers by:

- Establishing clear mapping of learning objectives to competencies, allowing course providers to demonstrate how their courses build specific competencies.
- Providing performance expectations, which can be used to design appropriate assessment.
- Ensuring the course content supports Professional and Generic Competencies, as required under the CPD framework.

7.2.3 *Example:* A course titled "*Effective Negotiation in Property Transactions*" might be aligned to the RES role under the task "*Secure deals in a competent and responsible manner*" and mapped to competencies such as Business Negotiation, Sales Closure, and Client Orientation.

- 7.2.4 *Example:* Another course targeted for TLs can be "*Coaching and Mentoring for Team Performance*", taking reference to the TL role under the task "Support professional development and performance improvement of team members" and mapped to competencies such as Coaching and Mentoring, Developing People, and Communication.

7.3 Using Proficiency Levels to Calibrate Course Depth

- 7.3.1 The CG provides a structured view of how skills evolve from Basic to Advanced proficiency. Course providers can use these descriptors to:
- a. Design content and learning objectives appropriate for the target audience's experience level.
 - b. Sequence courses into basic, intermediate, and advanced modules.
 - c. Define assessment criteria that reflect expected performance at each level.