Onboarding of CCE and CCM roles
A Guide for Supervisors

Job Redesign in the Community Care Sector

A Supervisor's Guide to Onboarding CCEs and CCMs

Purpose of this guide

Thank you for joining us on this exciting journey of change as your organisation seeks to introduce the Community Care Executive (CCE) and Community Care Manager (CCM) roles.

As a supervisor, you play an important role in supporting and guiding the CCEs and CCMs as they settle into their new roles and integrate into the multi-disciplinary team at your organisation.

We have developed this guide to assist you in the following ways:

- Highlight **key milestones and actions** in the onboarding journey
- Suggestions on **key questions** to ask during check-in conversations
- Tips on **appreciation** and **recognition**

With your support, we hope to **develop, retain and engage the CCEs and CCMs** in the roles.

This guide will include recommendations and tips around

1   Your role in the onboarding journey

2   Curating the onboarding for different employee profiles

3   Recommended timeline for the onboarding the experience

4   Integrating the CCE/M into the role

5   Supporting the CCE/M developmental journey

6   Appreciating the CCE/M

Your role in the onboarding journey

1. Integrate

- **Onboard** CCEs and CCMs into the **organisation** (if they are new), help them to **develop relationships with the team** and learn **new work processes**

- Enable them to learn new skills through **arranging classroom and on-the-job training**

2. Support

- Provide CCEs and CCMs with the opportunity to **develop peer relationships through a buddy system**

- Plan regular check-ins to support with **clarifications and inputs**

- Support development through **structured performance reviews**

3. Appreciate

- **Show recognition** for hard work and **affirm good performance**

- Celebrate **milestones**

To help you develop, retain and engage CCEs and CCMs

The onboarding experience should be tailored for different employee profiles

Depending on their profile, the challenges your CCE and CCM may face will vary. Recognising these differences will help you to understand how to best support them.

	Types of Profile	Varying Motivations	Different focus areas for onboarding
CCE	**Experience:** From the IT Sector **Age:** 25 – 30	Exposure to new skills	Close guidance to understand **operational processes** and how the Care team works alongside Nursing, Therapy, HQ and other colleagues as a **multi-disciplinary team**
	Experience: SCCA **Age:** 25 – 30	Career progression	Close guidance to understand **operational processes** and on new supervisory responsibilities (e.g., supervising care staff, training coordination)
	Experience: Centre Supervisor **Age:** 30 – 35	Career progression	Highlight specific changes to their roles & responsibilities, focusing on their role in **strategic planning** and **programme development**
CCM	**Experience:** Sales Manager **Age:** 30 – 35	Explore an alternative career path	Understand **operational processes** and how to build **relationships** with **internal** (e.g., Nursing) and **external** (e.g., NOKs) stakeholders
	Experience: Centre Manager **Age:** 35 – 40	Develop new skills (e.g., strategic planning, leadership and programme development)	Understand new areas of **responsibility** and how to effectively manage **internal stakeholders** (e.g., Nursing) and take on strategic planning, as part of a multi-disciplinary team

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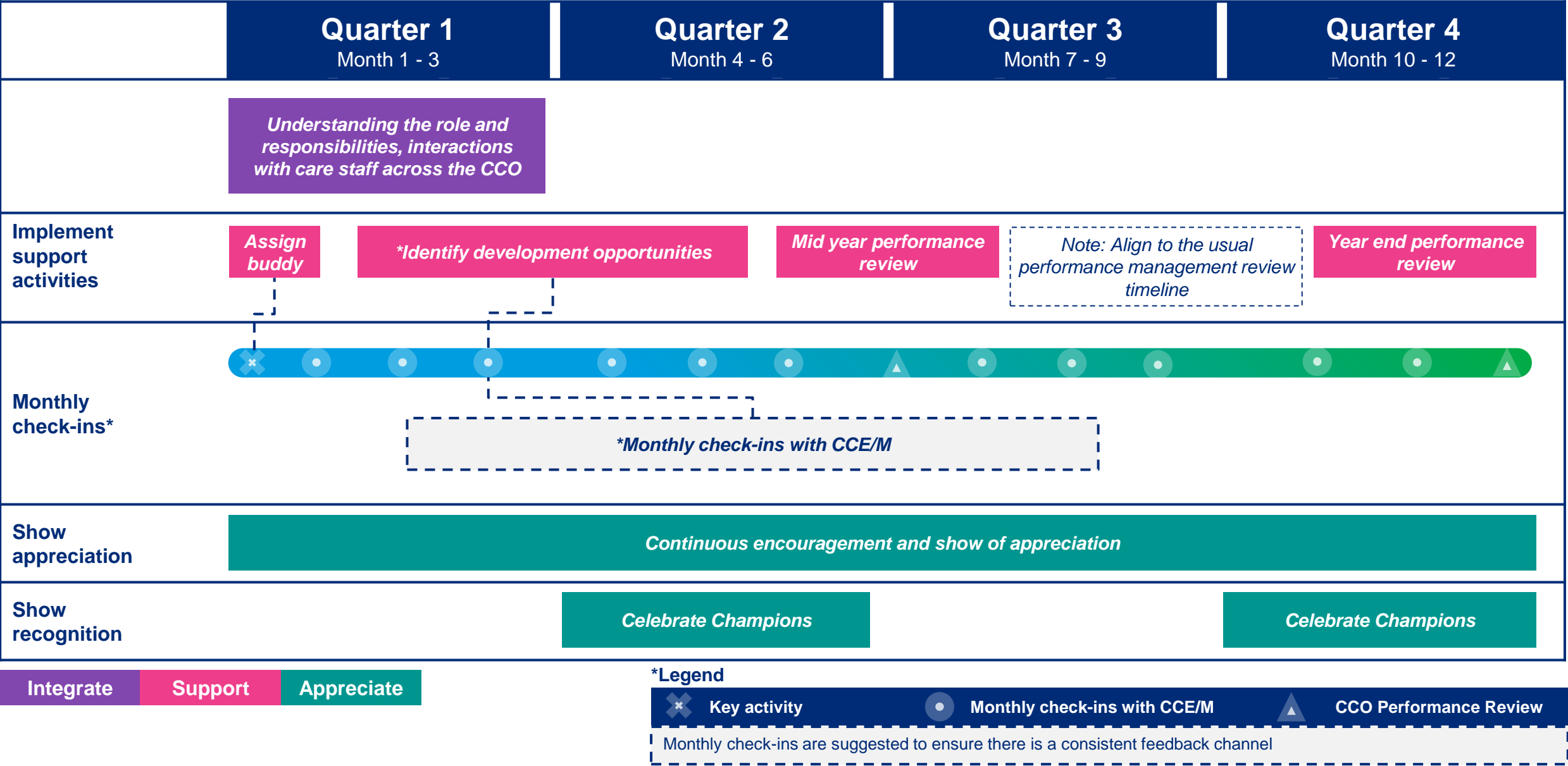
	Types of Profile	Varying Motivations	Different focus areas for onboarding
CCE	**Experience:** From the Life Sciences Sector **Age:** 25 - 30	Explore an alternative career path	Understand the different **operational processes** and how to work more closely with Nursing staff, MSWs and Therapists as a **multi-disciplinary team**
	Experience: SCCA **Age:** 30 - 35	Career progression	How to build relationships with internal (e.g., Nursing) and external (e.g., NOKs) stakeholders
	Experience: SCC Centre Supervisor **Age:** 50 - 55	Looking for new challenges	Understand the different **operational processes** and how to work more closely with Nursing staff, MSWs and Therapists as a **multi-disciplinary team**
CCM	**Experience:** Project Manager **Age:** 35 - 40	Explore a meaningful career path	Understand how to work as part of a **multi-disciplinary team** and effectively manage care staff
	Experience: SCC Center Manager **Age:** 35 – 40	Career progression	Understand new areas of **responsibilities**, incident **escalation** protocols and **operational processes**

Recommended timeline for the onboarding experience

	Quarter 1 Month 1 - 3	**Quarter 2** Month 4 - 6	**Quarter 3** Month 7 - 9	**Quarter 4** Month 10 - 12
	Understanding the role and responsibilities, interactions with care staff across the CCO			
Implement support activities	*Assign buddy* — *Identify development opportunities*	*Mid year performance review*	Note: Align to the usual performance management review timeline	*Year end performance review*
Monthly check-ins*	*Monthly check-ins with CCE/M*			
Show appreciation	*Continuous encouragement and show of appreciation*			
Show recognition		*Celebrate Champions*		*Celebrate Champions*

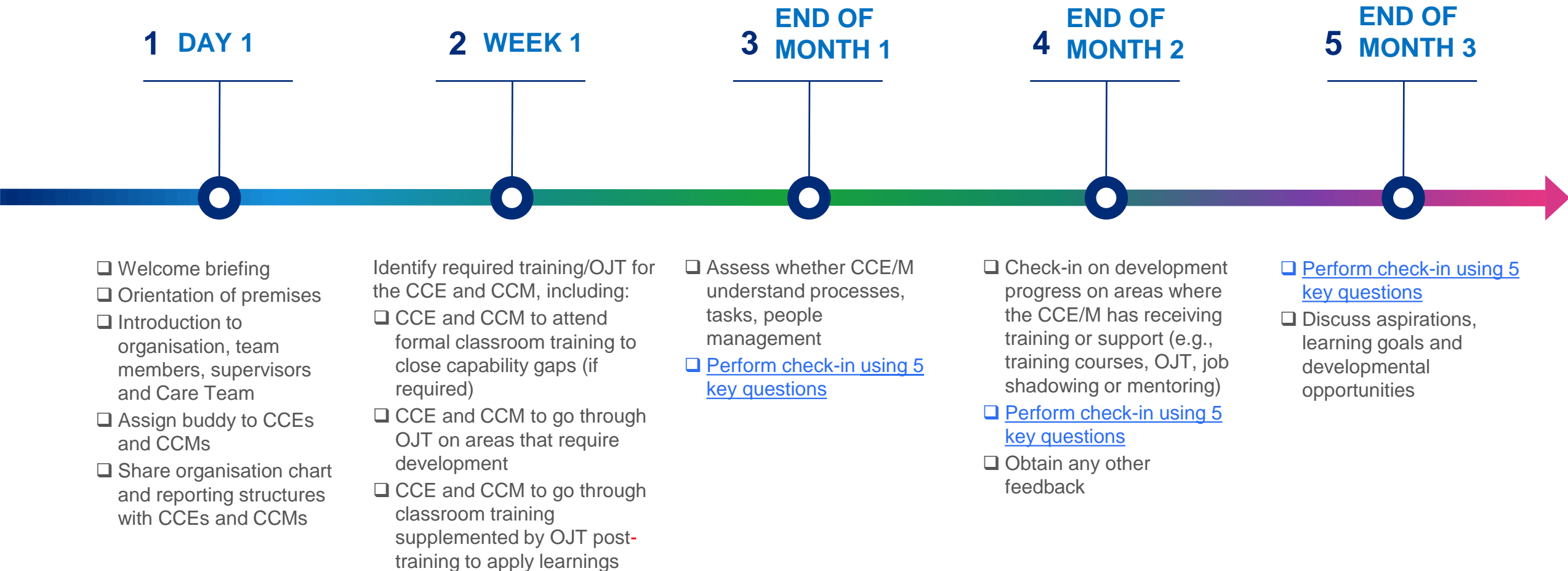| Integrate	Support	Appreciate

Integrate

1

The first 3 months will be focused on integrating CCEs & CCMs into the team and their new role

Here is a quick checklist on some key actions you can take!

1 DAY 1	**2 WEEK 1**	**3 END OF MONTH 1**	**4 END OF MONTH 2**	**5 END OF MONTH 3**
❑ Welcome briefing ❑ Orientation of premises ❑ Introduction to organisation, team members, supervisors and Care Team ❑ Assign buddy to CCEs and CCMs ❑ Share organisation chart and reporting structures with CCEs and CCMs	Identify required training/OJT for the CCE and CCM, including: ❑ CCE and CCM to attend formal classroom training to close capability gaps (if required) ❑ CCE and CCM to go through OJT on areas that require development ❑ CCE and CCM to go through classroom training supplemented by OJT post-training to apply learnings	❑ Assess whether CCE/M understand processes, tasks, people management ❑ Perform check-in using 5 key questions	❑ Check-in on development progress on areas where the CCE/M has receiving training or support (e.g., training courses, OJT, job shadowing or mentoring) ❑ Perform check-in using 5 key questions ❑ Obtain any other feedback	❑ Perform check-in using 5 key questions ❑ Discuss aspirations, learning goals and developmental opportunities

Start by communicating the purpose of their role

As a first step, it is crucial to ensure that the CCE or CCM are clear on their roles and responsibilities

This will help them to focus on critical aspects of their role and prevent confusion or misinterpretation by them or the colleagues they work with. Talk them through the following areas to provide them with a full view on the expectations of the role, team interactions and where they can find support.

Arrange an in-person discussion to ensure the CCE and CCM understand their involvement clearly

Share with them these key areas to clarify the expectations of the role and address any questions they may have

Priorities of the role

Provide a brief overview on the purpose and overall objective of the CCE/M:

For elders:
- A comprehensive care experience that meets their individual needs
- Proactive cognitive and behavioural monitoring & intervention

For care team:
- Increased representation of holistic care in the development of Care Plans
- Greater clarity on roles and responsibilities
- Dedicated guidance and support for Care roles
- An attractive career path for Care staff

Job description

- Provide them with a copy of the job description and the Master Briefing Guide (please request from your CCO Project Team)
- Talk through the job description and explain their responsibilities
- Provide organisation-specific context for activities, such as supervision of S/CCAs or how to deliver a specific process
- Highlight who they will interact with on key activities on a day-to-day basis, such as S/CCAs, the CCE/CCM, Nurses, NOKs, Volunteers and HQ teams

SOPs

- Highlight the SOPs they need to be aware of as a CCE/M for each of their work areas
- Share resources on SOP guidelines relevant to your CCO
- Brief them on the escalation protocols in your CCO for a CCE/M
- Provide information on key personnel they can seek help from

For existing Centre Supervisors or Centre Managers who are transitioning into the CCE or CCM role, it is important for the supervisors to highlight the specific changes in their role & responsibilities.

Identify training opportunities

Some role holders may require further support and will benefit from classroom training. However, there are other alternative approaches which can be integrated, either to reinforce their learnings or as standalone approaches.

BEGIN BY DEVELOPING A TAILORED TRAINING PLAN

1. Work with your supervisee to identify competency gaps, areas for development and potential classroom courses they could attend

2. For the areas in which your CCE/M requires further support, create a tailored training plan, over a period of 3 to 6 months, which may include classroom training, one or two alternative approaches or a combination
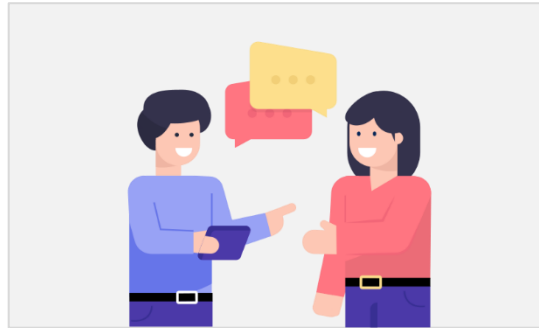
Training Approaches

Classroom training

- Formal training in a classroom led by a trainer/instructor
- Learn by understanding the theory on a domain area followed by practical applications through demonstrations, role-playing or supplemented by on-the-job training

On-the-job training (OJT)

- Actively engage in tasks and responsibilities under the guidance of an experienced employee or trainer
- Learn by performing duties, observing others, and receiving immediate feedback and coaching

Job shadowing
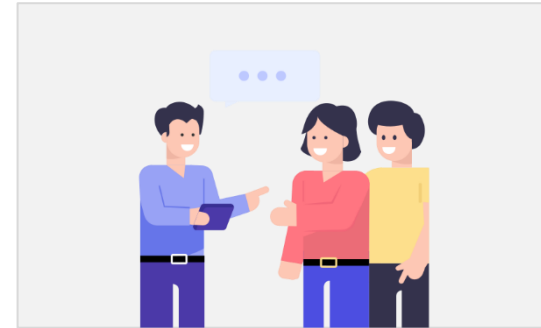
- Observe and shadow (follow) an experienced employee in their day-to-day work
- Gain insights on how to perform tasks and identify key interactions in the work environment

Mentoring
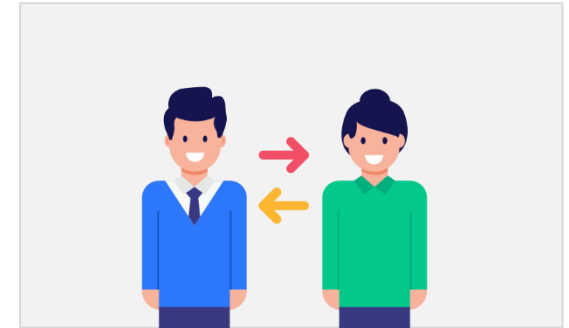
- Receive close guidance, support and advice from an assigned mentor
- The assigned mentor will be an experienced individual who is willing and able to provide mentorship

Classroom training opportunities for CCE/Ms (1/3)

Role holders may find the following training courses useful, dependent on their learning needs. During the onboarding process, work with your supervisee to identify relevant areas for development and courses to attend. This can be supplemented by on-the-job training with colleagues who have expertise in identified areas.

Domain	Job Description	Recommended courses if NYC and requires formal training i.e. NYC 2	<optional> Additional courses, if required
Care Delivery	Supervise delivery of ADL tasks by Care staff	NUS - Effective Clinical Supervision Skills	HMI - Basic Activities of Daily Living (ADL) Skills Retraining
	Conduct regular rounds to check on senior well-being, safety, cleanliness and site maintenance	KWSH - Patient Assessment	
	Engage with seniors to monitor cognitive and behavioural levels and escalate concerns	HMI - Delivering Service Excellence for Community Care	HMI - Assist with Client Functional and Cognitive Assessment
			KWSH - Care of Clients with Behavioural and Cognitive Issues
	Monitor and escalate concerns regarding potential abuse	TSAO - Managing Elderly Abuse in Nursing Home	
	Design site-specific programmes based on senior interests	TP - Programme Planning for Health Promotion with Older Adults	
	Implement org-wide and site specific programmes , including reporting against budget and gathering feedback from staff and senior		
	Support preparation of relevant documentation to assist incident reporting	KWSH - Resident Safety and Clinical Incident Reporting System	
	Ensure quality of care by identifying and correcting non-compliance by Care staff to SOPs related to ADL delivery, during on-the-ground presence. Escalate complex issues to CCM	KWSH - Quality Management in Healthcare	

Legend

	NH only		SCC only

TIPS:
- For more detailed information on training and assessment, you may refer to the CCE/M FAQs document (please request from your CCO Project Team)

Classroom training opportunities for CCE/Ms (2/3)

Some role holders may find the following training courses useful, dependent on their learning needs. During the onboarding process, work with your supervisee to identify relevant areas for development and courses to attend. This can be supplemented by on-the-job training with colleagues who have expertise in identified areas.

Domain	Job Description	Recommended courses if NYC and requires formal training i.e. NYC 2	<optional> Additional courses, if required
Stakeholder Engagement	Support NOK / Caregiver training as part of the Discharge process	TSAO - Enabling Family Caregivers for Supporting Older Person Living in Community	
Administration & Operations	Follow up on maintenance requests with the Facilities Team and liaise with vendors and technicians on the maintenance of centre amenities	Workplace Learning as per Organisation's Requirements/SOPs	
	Monitor inventory levels and submit inventory requests to HQ Procurement / Facilities Team	HMI - Healthcare Inventory Management	
	Support the trialing and evaluation of new equipment / technology, including gathering feedback from users to inform recommendations	Workplace Learning as per Organisation's Requirements/SOPs	
	Supervise and support execution of crisis response SOPs by Care staff through on-the-ground presence	KWSH - WSQ Respond to Fire Emergency in Buildings	KWSH - Fire Warden Course
	Develop the proposed roster for Care staff and manage day-to-day changes	NUS - Effective Clinical Supervision Skills	
	Identify and coordinate staff to accompany residents to medical appointments		
	Input into household level budget monitoring	Workplace Learning as per Organisation's Requirements/SOPs	
Quality Assurance	Support CCM in preparing and gathering documents for Internal and External Audits		
	Supervise and support execution of new non-clinical SOPs by Care staff through on the ground presence	NUS - Effective Clinical Supervision Skills	
	Gather data to support IPC reporting through on-the-ground presence	NTUC Lhub - WSQ Data and Statistical Analytics in Healthcare	KWSH - Basic Infection Prevention and Control Course
			SLH - Infection Surveillance & Prevention

Legend

　　NH only　　　SCC only

Classroom training opportunities for CCE/Ms (3/3)

Some role holders may find the following training courses useful, dependent on their learning needs. During the onboarding process, work with your supervisee to identify relevant areas for development and courses to attend. This can be supplemented by on-the-job training with colleagues who have expertise in identified areas.

Domain	Job Description	Recommended courses if NYC and requires formal training i.e. NYC 2	<optional> Additional courses, if required
People Management	Develop requirements plan for volunteers at the site and escalate to CCM	TSAO - Enabling Family Caregivers for Supporting Older Person Living in Community	
	Supervise delivery of activities by volunteers		
	Gather feedback on volunteers and share with relevant teams to inform re-engagement		
	Manage training scheduling and coordination with Training Team for Care staff training	NUS - Effective Clinical Supervision Skills	
	Gather information on Care staff learning requirements and co-conduct Training Needs Analyses		

**Legend**

| NH only | | SCC only |

TIPS:
Consider setting up a peer support network to introduce CCEs and CCMs to peers at other sites / centres. This will create a channel where they can exchange knowledge, share best practices and provide support for one another
- Encourage incumbents to set up their own WhatsApp group
- Ensure that new CCE and CCMs are added into the network

On-the-job training (OJT)

Steps to help you arrange and conduct OJT for CCE/M:
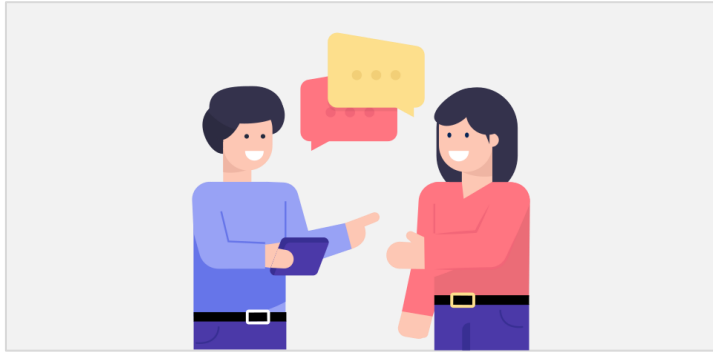
Example scenario: Your CCE/M requires further support to design site-specific programmes based on senior interests

- Develop a training plan for them to work with a Therapist for 1 hour per week to enhance their understanding on the different types of programmes that cover the cognitive, behavioural and physical needs of seniors
- Assign a therapist to guide them through the process, provide best practices and resources

Develop an OJT plan:

- Discuss with your supervisee to **identify which area** they require further support in
- Establish the **learning objectives** of the OJT and **define the outcomes** that the CCE/M should work to achieve by the end of the training
- Develop a **structured training plan** that outlines the topics, tasks, and activities to be covered during the OJT
- Determine the **duration and frequency** of the training sessions. Coordinate with trainers / colleagues to establish a schedule

Provide resources:

- Provide any necessary **resources and materials** to support the OJT
  - For example, care delivery guides, SOPs, training videos, or any other relevant materials that can assist in the learning process

Assign a trainer:

- Select an **experienced** and knowledgeable **trainer or buddy** who can guide the incumbent through the OJT process such as an experienced CCE/M, Cluster Nurse or Therapist
- Ensure the selected trainers have the necessary **expertise and skills** to effectively transfer knowledge and provide guidance

Job shadowing

Steps to help you arrange job shadowing for CCE/M:
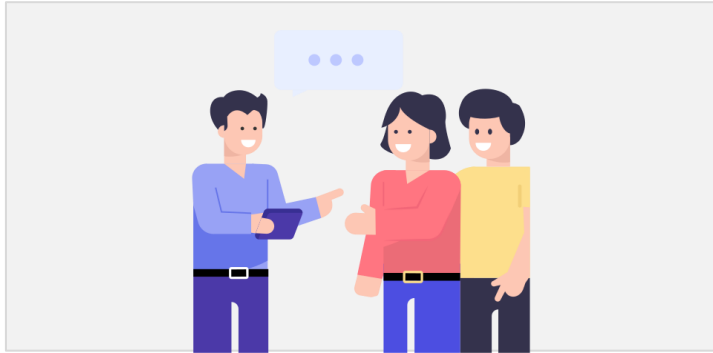
Example scenario: Your CCE would like to better understand the key things to look out for when supervising the delivery of ADL tasks by Care staff

1. Arrange a 1-2 hour slot for the CCE/M to shadow the Nurse as they oversee the delivery of ADL tasks
2. Communicate to the Nurse the objective of the job shadow and ask them to provide feedback and guidance to the CCE/M throughout the shadowing experience

Arrange a job shadow:
- Work with your supervisee to **identify the area** in which they require further support
- Determine the **learning goals** of the CCE/M who will be job shadowing and understand the **training gaps** that need to be addressed

**Identify the colleague to be shadowed:**
- Based on the learning goals, choose an employee who is willing and able to be shadowed by the CCE/M
- Identify individuals with ample experience in the area of development, along with strong communication skills, such as an experienced CCE/M or Nurse
- Communicate the purpose of the job shadowing to both the CCE/M and the colleague being shadowed
- Clearly outline the expectations and goals of the shadowing experience to ensure everyone is aligned

Debrief and follow-up actions:
- After a job shadow session, conduct a debrief for the CCE/M to discuss their observations, ask questions, and share their learnings with the shadowed colleague to clarify their understanding
- Follow up by allowing the CCE/M to apply their learnings while on-the-job. Support them by providing additional resources or identifying any additional training to further enhance their skills and knowledge

Mentoring

Steps to help you arrange a mentor for CCE/M:
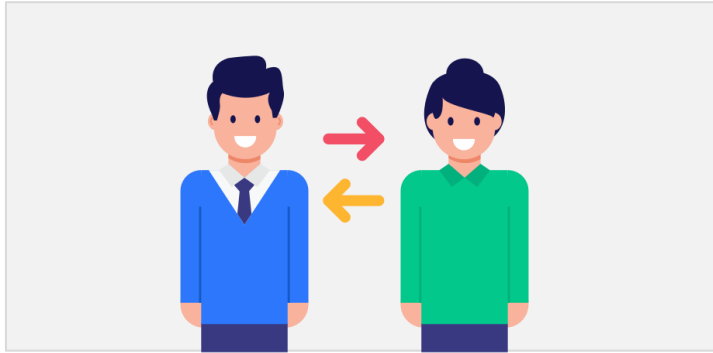
Example scenario: You have a newly trained CCE/M who has just joined your CCO and requires help to orientate and apply their learnings to your CCO context.

1. Assign an experienced mentor to help the new joiner to navigate the challenges of being a new CCE/M and provide close guidance to understand the operating procedures and ways of working.

Arrange a mentor:

- Discuss with your supervisee their **learning goals** and identify areas where they require **further support**
- Assign a mentor who is **experienced** across different activities, has **navigated similar challenges** and can offer valuable advice

Mentoring expectations:

- Clarify the role and expectations of both the mentor and the CCE/M mentee, outlining guidelines or parameters such as:
    - Having an **open channel of communication** between both the mentor and mentee
    - Conducting **consistent check-ins** for a set duration (E.g., weekly or bi-weekly for 6 months)
    - Providing **constructive feedback** on strengths and areas for development to the mentee

Progress and next steps:

- Regularly assess the mentee's progress and the effectiveness of the mentoring relationship through 1-to-1 discussions
- If required, intervene to ensure the mentoring process remains valuable and relevant

Guiding CCE/Ms on the escalation process

Considerations for Supervisors:
- Are CCE/Ms clear on the escalation protocol in your CCO's setting?
- Do they know the **escalation process** and how to **conduct investigations** into incidents?

SCC setting illustration of an escalation process			NH setting illustration of an escalation process		
Point-of-contact	**Severity level**	**Description of possible situations**	**Point-of-contact**	**Severity level**	**Description of possible situations**
4 HQ / Quality Assurance / Cluster Manager	HQ / QA team to investigate and determine if event was serious requiring a panel inquiry		**4** ADON / DDON		• Incidents that lead to death or severe health complications resulting in death • Incidents which involve investigations with external agencies / ministries
3 CCM	**SEVERE**	• Fall incident, injury, deteriorating vital signs and/or mental state that requires a life-saving or medical intervention	**3** Care Manager / Nurse Manager	**SEVERE**	• Fall incident, injury, deteriorating vital signs and/or mental state that requires a life-saving or medical intervention
2 CCE / Centre Supervisor	**MODERATE**	• Symptomatic with vitals such as low blood pressure, high temperature, client/resident feels unwell requiring minimal intervention • Senior or NOK complaints about centre matters	**2** CCE / Nurse	**MODERATE**	• Symptomatic with vitals such as low blood pressure, high temperature, client/resident feels unwell requiring minimal intervention • Resident or NOK complaints about household matters
1 CCA / SCCA / Care Staff	**MILD**	• Symptomatic with mild symptoms requiring minimal or no intervention and only extra observation or minor treatment	**1** CCA / SCCA / Care Staff	**MILD**	• Symptomatic with mild symptoms requiring minimal or no intervention and only extra observation or minor treatment

Support

2

As a supervisor, you play a key role in supporting the CCEs and CCMs in their development journey

1 **IMPLEMENT BUDDY SYSTEM**

2 **DEVELOPMENT PLANNING**

3 **INFORMAL/FORMAL CHECK-INS**

❑ Identify potential buddies to be assigned to CCE/M

❑ Assign buddies and brief them on their responsibilities

❑ Gather feedback from buddies on how CCE/M are doing through check-ins

❑ Review the performance in key activities / work areas

❑ Identify skills which need to be developed further and the required support

❑ Put in place action plans to support their development or capability building

❑ Schedule informal check-ins with CCE/M

❑ Understand how they are progressing in the role and the challenges they are facing

❑ Understand CCE/M expectations and aspirations

❑ Implement intervention actions based on insights from the review

Implementing a strong buddy system

Besides formalised classroom training and informal on-the-job training, assigning buddies provides peer support for both wellbeing and skill development

WHY

- CCE/Ms can look to their buddies as the **first point of contact** for questions, resources, and assistance
- A buddy system provides **social support** that can help CCE/Ms to adapt to their role

WHO TO SELECT

Select a buddy based on **3 considerations:**

- Experienced CCE/M from the same site or a colleague in an adjacent role (e.g., nursing/therapy)
- Willingness and ability to provide support and guidance
- Ability to provide guidance on dealing with difficult situations

HOW

- Notify buddy of their role
- Ensure the buddy knows their responsibilities and how they can provide support *(e.g., provide basic info on the CCO, check-in on wellbeing, assist with competency development, share knowledge)*
- Check-in with buddies occasionally to gain perspective on how CCE/Ms are settling in
- Encourage them to connect on a consistent basis (e.g., once a fortnight or monthly)

Identify developmental opportunities for CCE/M by asking 5 key questions

1	Are there any tasks, processes or SOPs they are unclear of?
2	Are there areas of work they would like more exposure to?
3	Are there any challenges limiting their growth? (Identify root cause – skills gap, workload or lack of opportunities)
4	Are they any skills they want to develop?
5	What support do they need to meet their aspirations? (e.g. training/courses, on-the-job guidance, more opportunities)

TIPS:

- Create an open channel for making yourself **available and accessible** to the CCE/M for questions or advice
- Develop a plan to review 2-3 key tasks a month to dive deeper and address specific issues faced by the CCE/M; let the CCE/M know of this ahead of time, so that they can be more targeted in their work throughout the month in the run up to your check-in
- You may also ask questions that **focus on opportunities for more collaboration with other teams** (e.g., do they require more exposure to collaborate with nursing, therapy or HQ teams to develop a deeper understanding on operational processes?)
- Support your CCE/M by **addressing any escalations or challenges they share**

Informal check-ins

Informal check-ins help to build a culture of regular, open and development focused feedback

WHY

- Hold informal check-ins **at least once each quarter**
- Follow up on how they are **progressing**, where they are **doing well** and what they can **do better** or more of

HOW

- As a supervisor, consider what you can do to **support** them and help them **learn faster**
- **Affirm the positive** and **encourage** them if they are performing well in a particular area
- Facilitate **debriefs** to encourage **reflective learning** for challenges raised by CCE/Ms

Appreciate

3

Show appreciation

Remember to let your CCE/M know their efforts are recognised

Show recognition   **Celebrate milestones**   **Affirm good performance**

Here are some ways to engage with them

Introduce regular recognition programs

Caring can be a challenging job, and a small gesture of appreciation can go a long way in keeping the purpose and passion alive. Recognition programs can be **low cost initiatives** to **drive engagement and motivate employees** to contribute and perform.

Some examples could be:

- Highlight their good performance during discussions
- Let them know their strengths and the positive impact they have made during discussions
- Celebrate someone who is a "Learning Champion" by taking on self-initiated learning and consistently shares their learnings with team members
- Celebrate someone who is a "Change Champion" by introducing an innovative best practice
- Best Buddy Award
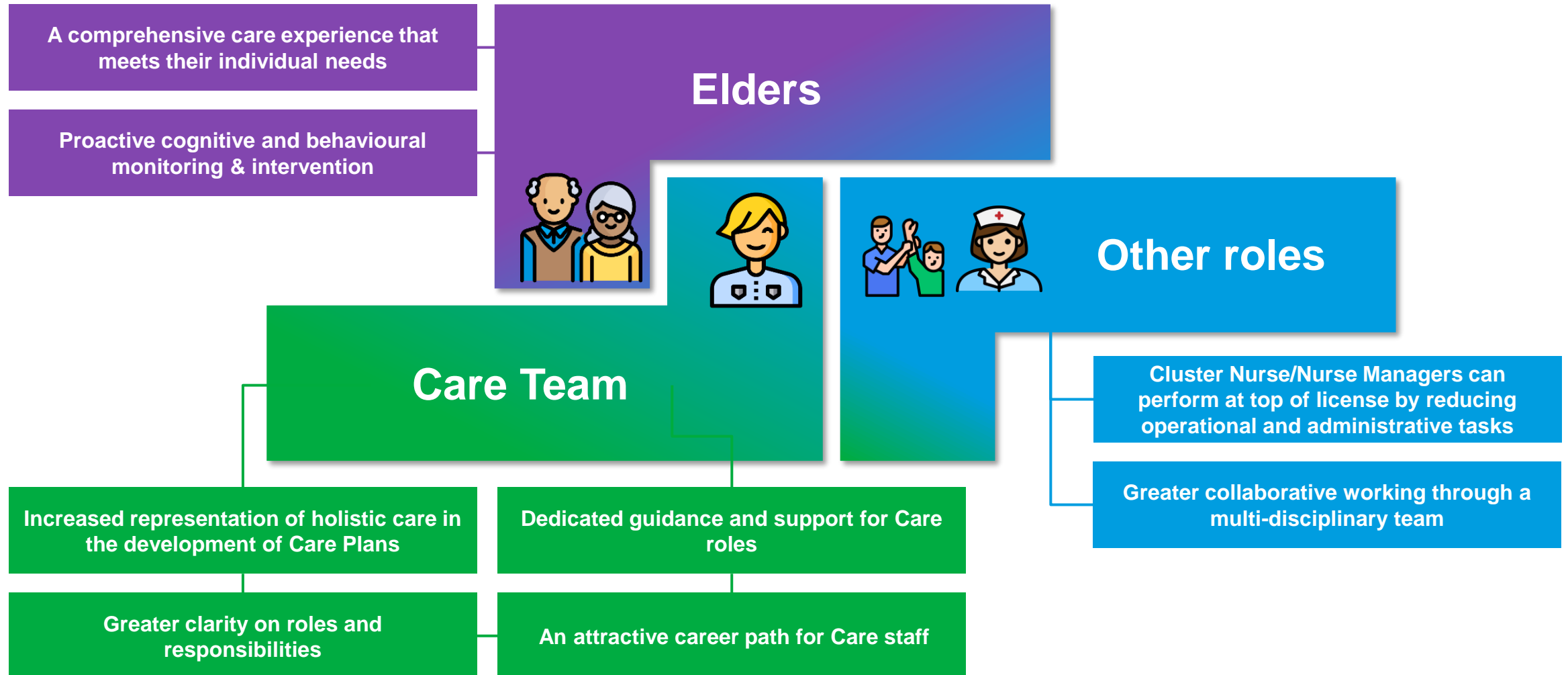- Celebrate someone who went above and beyond for a client/co-worker

Other Resources

4

Why we are trialling the CCE and CCM roles

The roles have been designed to enhance the experience of elders, encouraging multi-disciplinary teamwork to deliver holistic care. The visual below shows how the CCE and CCM role will positively impact different stakeholder groups.

A comprehensive care experience that meets their individual needs

Proactive cognitive and behavioural monitoring & intervention

Elders

Other roles

Care Team

Cluster Nurse/Nurse Managers can perform at top of license by reducing operational and administrative tasks

Greater collaborative working through a multi-disciplinary team

Increased representation of holistic care in the development of Care Plans

Dedicated guidance and support for Care roles

Greater clarity on roles and responsibilities

An attractive career path for Care staff

Based on past JR experiences, here are some common attrition reasons and best practices to address them

This could help you anticipate issues early as you plan out the onboarding journey for CCE/M

Common attrition reasons from other JR CCOs	Best practices for pre-emptive actions
Mismatched expectations of demands of the job	• Provide clear job descriptions and communication during hiring and onboarding process • Conduct regular check-ins with CCE/M to identify challenges early and problem solve together
Difficulties in acclimatising to the role and operational processes	• Manage expectations during hiring and onboarding process • Ease CCE/M slowly into their roles, avoiding overloading them • Guide them through operational processes which are new to them and give them time to adapt
Performance issues	• Check-in with CCE/M regularly to identify skill gaps and performance issues early, and problem solve together • Provide on-the-job training and coaching to enhance capabilities so that they can carry out their job well

Getting in touch

Point of Contacts

NAME

- [insert name] e.g. Cluster Manager
- [insert name] e.g. JR Project Lead

EMAIL

- [insert email address]
- [insert email address]

OTHERS

- Reach out to your manager or HR Business partner for any clarifications or questions