



YOUTH SERVICES COUNSELOR AIDE I

CHARACTERISTICS OF WORK:

This is supervisory work in the guidance of students at a training academy or in the community in programs designed to support the rehabilitation of youth who have been adjudicated as delinquent. Incumbents in this position may provide supervision and care of male and/or female residents on a 24 hour basis. Other duties include writing non-technical reports on student behavior and activities, intervening with uncooperative students, apprehending fleeing student(s), and patrolling an assigned area. Incumbents are guided by the established policies of the institution where employed. Work is performed under the direction and supervision of an administrative superior.

MINIMUM QUALIFICATIONS:

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

EXPERIENCE/EDUCATIONAL REQUIREMENTS:

Education:

Graduation from a standard four-year high school or equivalent (GED).

PHYSICAL REQUIREMENTS:

These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be used to meet physical requirements. These are typical requirements; however, reasonable accommodations may be possible.

Moderate Work: May frequently exert force equivalent to lifting up to approximately 25 pounds and/or occasionally exert force equivalent to lifting up to approximately 50 pounds.

Vision: Requires the ability to perceive the nature of objects by the eye.

Near Acuity: Clarity of vision at 20 inches or less.

Midrange: Clarity of vision at distances of more than 20 inches and less than 20 feet.

Far Acuity: Clarity of vision at 20 feet or more.

Peripheral: Ability to observe an area that can be seen up and down or left and right while eyes are fixed on a given point.

Speaking/Hearing: Possesses the ability to give and receive information through speaking and listening skills.

Taste/Smell: Possesses the ability to use the sense of smell to recognize and distinguish odors. Possesses the ability to use the sense of taste to recognize and distinguish flavors.

Motor Coordination: While performing the duties of this job, the incumbent is regularly required to sit; stand; walk; and use hands to finger, handle, or feel objects, tools, or controls. The incumbent is frequently required to reach with hands and arms. The incumbent is occasionally required to stoop, kneel, crouch, or bend; and climb or balance.

COMPETENCIES:

The following competencies describe the knowledge, skills, abilities, and attributes that lead to a successful employee in this position. An applicant will be expected to exhibit these competencies or the ability to reach competency achievement within a specified time. These competencies are linked to the essential functions of the job. Employees in this position may be evaluated on these competencies as part of the performance appraisal system. Example behaviors are listed below each competency and are used for illustrative purposes only. Specific behaviors may be identified and included later by the hiring agency. It is understood that some of these behaviors might not be acquired until a reasonable time after hire. Failure of an employee to successfully demonstrate some or all of these competencies, as deemed important by his or her reporting official, may result in the employee being placed on a performance improvement plan. If after a reasonable period of time, usually three (3) months, the employee fails to demonstrate successful performance, the employee may be terminated. These competencies include, but are not limited to, the following:

PUBLIC SECTOR COMPETENCIES:

Integrity and Honesty: Demonstrates a sense of responsibility and commitment to the public trust through statements and actions.

Models and demonstrates high standards of integrity, trust, openness, and respect for others. Demonstrates integrity by honoring commitments and promises. Demonstrates integrity by maintaining necessary confidentiality.

Work Ethic: Is productive, diligent, conscientious, timely, and loyal.

Conscientiously abides by the rules, regulations, and procedures governing work.

Service Orientation: Demonstrates a commitment to quality public service through statements and actions.

Seeks to understand and meets and/or exceeds the needs and expectations of customers. Treats customers with respect, responding to requests in a professional manner, even in difficult circumstances. Provides accurate and timely service. Develops positive relationships with customers.

Accountability: Accepts responsibility for actions and results.

Is productive and carries fair share of the workload. Focuses on quality and expends the necessary time and effort to achieve goals. Demonstrates loyalty to the job and the agency and is a good steward of state assets. Steadfastly persists in overcoming obstacles and pushes self for

results. Maintains necessary attention to detail to achieve high-level performance. Deals effectively with pressure and recovers quickly from setbacks. Takes ownership of tasks, performance standards, and mistakes. Has knowledge of how to perform one's job. Knows the organization's mission and functions and how it fits into state government.

Self Management Skills: Effectively manages emotions and impulses and maintains a positive attitude.

Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works effectively and cooperatively with others to achieve goals. Treats all people with respect, courtesy, and consideration. Communicates effectively. Remains open to new ideas and approaches. Avoids conflicts of interest. Promotes cooperation and teamwork.

Interpersonal Skills: Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships.

Demonstrates cross cultural sensitivity and understanding. Identifies and seeks to solve problems and prevent or resolve conflict situations. Encourages others through positive reinforcement.

Communication Skills: Receives, attends to, interprets, and responds to verbal messages and expresses information to individuals or groups effectively.

Receives other cues such as body language in ways that are appropriate to listeners and situations. Takes into account the audience and nature of the information; listens to others, attends to nonverbal cues, and responds appropriately. May make oral presentations. Communicates ideas, suggestions, and concerns, as well as outcomes and progress throughout the process of an activity. Provides thorough and accurate information.

Self-Development: Adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles.

Seeks efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development. Develops and enhances skills to adapt to changing organizational needs. Remains open to change and new information and ideas.

TECHNICAL COMPETENCIES:

Communication: Shares information in writing or verbally.

Concisely and correctly answers questions and/or explains or conveys information. Writes non-technical reports. Asks appropriate questions to gain information needed to assist the public or provide information to the public, agency personnel or other entities. Participates effectively in meetings, seminars, and training sessions. Presents oral and written information internally or externally using proper grammar, punctuation, and content. Appropriately documents information using tools such as: letters, e-mails, reports, memoranda, etc. Communicates information in a courteous manner without invoking anger. Knowledgeably refers issues to appropriate agency or other personnel.

Customer/Resident Relations: The ability to interact with customers and assess their needs with professionalism.

Demonstrates empathy and respect in interaction with customer. Probes to discover customers' underlying needs. Maintains a professional distance by understanding the boundaries of the

professional role and monitors own personal agenda, refraining from becoming personally involved in a consumer's life. Maintains confidentiality. Maintains impartiality.

Youth Supervision and Management: Provides supervision and guidance to students at a training academy or in the community.

Provides supervision to youths that have contact with or have been adjudicated through the youth court. Intervenes with uncooperative students. Supervises students in their assigned activities. Enforces rules and regulations regarding activities of students. Maintains discipline and order according to guidelines.

Security and Patrol: Takes precautions to guard against illegal activity.

May patrol an assigned area and/or unit which includes prolonged walking, standing, and in some instances, running, lifting or climbing. Screens youths for drugs and assists in deterring future involvement with the juvenile system. Apprehends fleeing students. Ensures the physical security and safety of students by following set rules and regulations. Maintains offender discipline. Recognizes unusual activity and takes appropriate action.

ESSENTIAL FUNCTIONS:

Additional essential functions may be identified and included by the hiring agency. The essential functions include, but are not limited to, the following:

1. Supervises cottage life activities (days, nights, and/or weekends) for male and/or female students at a training academy or in the community.
2. Ensures proper maintenance of housing units.
3. Ensures the physical security and safety of students by following set rules and regulations.
4. Maintains and prepares documentation and reports as established by departmental guidelines.
5. Serves as a drill instructor.

EXAMPLES OF WORK:

Examples of work performed in this classification include, but are not limited to, the following:

May patrol an assigned area and/or unit which includes prolonged walking, standing, and in some instances, running, lifting, or climbing.

Provides supervision and care of male and/or female residents during daytime and/or nighttime hours, including weekends.

Writes non-technical reports on students' behavior and activities.

Participates in training new Counselor Aides.

Assists in carrying out casework plans made for students in the institution.

Participates in and supervises housekeeping activities of a resident cottage or dormitory.

Provides supervision to youths that have contact with or have been adjudicated through the youth court.

Performs related or similar duties as required or assigned.

INTERVIEW REQUIREMENTS:

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.