



Employee Work Profile

PART I – Position Identification Information	
1. Employee's Name AND Position Number: ,	2. Agency Name & Code: Department of Juvenile Justice, 777
3. Work Location / Code: /	4. Division / Unit: Division of Operations /
5. Role Title & Code: Program Admin. Specialist II, 19212	6. Pay Band / Sub-Band: 5 / 13
7. Work Title: Residential Community Manager	8. Former Classification Title & Code: Human Services Manager–Field; 22221
9. EEO Code: A	10. FLSA Status: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt
11. Supervisor's Position Number AND Work Title: , Assistant Superintendent	12. Employee is designated as: <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Non-essential
13. Performance Cycle: 10/25/14 through 10/24/15 Date Written: 06/20/14	15. <input checked="" type="checkbox"/> Original EWP for this cycle (Date) <input type="checkbox"/> Revised EWP for this cycle (Date) <input type="checkbox"/> Re-evaluation EWP (Date)
14. Position Subject to Economic Interest: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

PART II – Work Description & Performance Plan	
16. Organizational Objective: The Virginia Department of Juvenile Justice (DJJ) protects the public by preparing court-involved youth to be successful citizens. DJJ is committed to excellence in public safety by providing effective interventions that improve the lives of youth, strengthening both families and communities within the Commonwealth.	17. Position Objective: Supervises, coordinates, and directs assigned cluster of community/unit staff and the schedules, programs, and services for the assigned residential units. Ensures the effective implementation of supervision, security, and treatment best practices to provide residents with a safe living environment conducive to growth and change.

18. Knowledge, Skills, Abilities, and/or Competencies: Extensive knowledge of the principles, techniques, and practices of security, treatment, and management of services in a secure residential setting. Demonstrated ability to work independently; to effectively plan, organize, and supervise community/unit staff, and residents; and to effectively communicate orally and in writing. Demonstrated ability to review and evaluate records and reports; and to guide the implementation of residential community programming based on the progress of residents. Skilled in conflict resolution and in the use of verbal intervention techniques. Considerable knowledge of supervisory techniques, performance management, employee development, security procedures, and case management procedures; knowledge of the principles, techniques, and practices of group facilitation and management of programs in a residential or community setting. Demonstrated ability to apply evidence-based practices and case management procedures in the implementation of programs for residents; train, empower, and mentor staff; and coordinate interdisciplinary team members in the comprehensive delivery of programming.		
19. Education, Experience, Licensure, and/or Certification: High school graduate or equivalent required, with college, post-high school education, or equivalent experience preferred. Degree in human service field, course work in criminal justice, counseling or related field preferred. Must successfully complete Department of Juvenile Justice mandated training and certifications. Must possess extensive experience supervising and interacting with juveniles in a secure/residential setting. Extensive staff supervisory experience required. Must have valid driver's license by time of employment.		
%	20. Core Responsibilities	21. Measures for Core Responsibilities
30%	A. Human Resource Management (for employees who	<ul style="list-style-type: none"> Expectations are clear, well communicated, and relate to mission, vision and goals of the department; staff receive constructive informal and formal documented feedback in a timely manner;

	supervise others)	<p>requirements of performance planning and evaluation are met within established deadlines and with proper documentation; and employee development is encouraged and fostered.</p> <ul style="list-style-type: none"> • Serves as role model and mentor to staff, to include conducting on-the-job training. • Interviewing, selection and hiring of employees is conducted in accordance with policy and law; employees are oriented and trained to effectively accomplish their work. • Other human resource practices are administered in accordance with policies and laws. Appropriately monitors and reports timekeeping and leave records and ensures appropriate notification of new hires, separating employees, and employees on extended leave or suspensions. Ensures that disciplinary actions are properly documented and reviewed. • Ensures that employees are trained in safety procedures and fosters a safe work environment. Works cooperatively and effectively with Human Resources and third party administrators (UNUM, Workers' Compensation Commission, etc.) to identify appropriate job modifications and to promote safe and prompt return-to-work actions for subordinate employees. • Ensures appropriate and permissible use of computer equipment, telecommunications, networks, and automated systems; maintains confidentiality of database information. • Effectively adheres to procurement procedures. • Effectively manages costs for overtime, wage employment, and contractual services by maximizing use of resources, scheduling effectively, and delegating and distributing workloads appropriately. • Appropriately inventories and uses DJJ and Commonwealth equipment in a safe manner ensuring proper and routine maintenance services maximize the life of the equipment
30%	B. Operational Management (Monitors all applicable procedures, standards and directives.)	<ul style="list-style-type: none"> • Supervise the Community Coordinators and Recreation Therapist • Serves as a liaison between Operations, Division of Education, and Behavioral Services Unit to coordinate and schedule treatment services, security requirements, residents' records, and educational program. • Serves as the administrator on duty, including submitting reports of incidents and unsafe conditions and taking actions in accordance with procedures. • Serves as the administrator on call as assigned. • Chairs Institutional Classification and Review Committee (ICRC). • Manages resident population, including coordinating intakes and releases. • Coordinates and schedules facility-wide activities. • Ensures staff is knowledgeable of and adheres to all Standard Operating Procedures and post orders; electronic data collection system requirements; and community model milieu, behavior management program, and treatment programs. • Briefs, mentors, and provides on the job training to staff. • Acknowledges and rewards positive staff performance, and documents and implements immediate corrections to identified deficiencies. • Reviews audits of communities' files, logbooks, electronic documentation (e.g. BADGE), and service delivery and documentation as required by procedure. • Ensures reports and correspondences are completed accurately and submitted as required by procedure. • Approves staff schedules to ensure the communities are adequately supervised.

		<ul style="list-style-type: none"> • Conducts monthly meetings with supervisees and documents agenda and minutes. • Reviews documentation of security/safety checks and unit inspections • Intervenes in/assists with security/safety emergencies promptly, in accordance with procedure and training. • Ensures a safe and healthy work environment through compliance with all safety procedures and practices. • Collaborates regularly with other staff disciplines in addressing residents case management, behavioral, medical, educational, security or re-entry requirements in order to maintain the comprehensive delivery of services designed to achieve positive growth and change. • Conduct investigations and write reports describing findings. Complete assigned reports in a clear and concise manner within established time frames.
30%	C. Administrative / Documentation	<ul style="list-style-type: none"> • Reviews and submits major offender packets in accordance with procedures. • Completes and/or monitors completion of all administrative documentation (such as time sheets, leave forms, incident reports, etc.) legibly, completely, timely, and accurately. • Seeks prior approval from supervisor, in accordance with procedure, for any changes to the established work schedule, including the use of leave, late arrivals and/or early departures. • Reports to work and training as scheduled, with no unexcused absences and no more than 3 unexcused late arrivals during the performance cycle. • Promotes a comfortable and supportive work environment for all staff and residents. • Responds to emails, phone calls, and other requests in a prompt and professional manner. • Demonstrates effective listening and empathic responses in all interactions. • Demonstrates clear, effective, and purposeful oral and written communications with residents, supervisors, and peers. • Serves as a positive role model to the residents and staff. • Ensures staff support of appropriate community culture, in accordance with program guidelines.
10%	D. Agency Values	<p>Displays appearance, behavior, demeanor, character, and communication of a professional, and represents/portrays the unit and agency in a manner consistent with the values of the agency.</p> <ul style="list-style-type: none"> • Knowledge: We stay on the cutting edge of effective juvenile justice by keeping abreast of facts, information, data and best practices as they become available. To achieve the agency's mission, we apply this knowledge with competence according to laws, regulations, policies and procedures. The youth, families and communities we work with are our first priority. • Professionalism: As representatives and ambassadors of DJJ, we always adhere to our standards of conduct by behaving responsibly, appropriately, and with discipline. • Respect: We treat everyone equitably and impartially, recognizing the diversity of individuals and their viewpoints. We are aware of body language, tone and words during our conversations. We acknowledge the issues of others and always strive for a clear solution. The "Golden Rule" is standard operating procedure: Treat others the way you wish to be treated. • Integrity: We are honest, truthful and non-judgmental in all our

		<p>professional interactions. We follow policy and procedures and accept responsibility for our actions. Our decisions are ethical and always honor confidentiality.</p> <ul style="list-style-type: none"> • Dedication: We are fully committed to fulfilling the agency’s mission. We serve as ambassadors of the agency, representing it with loyalty, enthusiasm, and perseverance. We can see the “big picture,” and routinely make personal sacrifices for the good of the agency. We play as a team. • Effective Communication: We are good listeners. When we communicate with our clients, courts, customers and colleagues, we do so clearly and concisely in a timely manner. Our communications are respectful, accurate, constructive, candid and relevant, offering well-considered solutions.
		<ul style="list-style-type: none"> •
		<ul style="list-style-type: none"> •

22. Special Assignments	23. Measures for Special Assignments
G. In support of Governor's Executive Order 44, may be required to assist the agency or state government generally in the event of an emergency declaration by the Governor.	•
24. Additional Evaluation Factors	25. Measures for Additional Evaluation Factors
H.	•

<p>Performance Factors:</p> <p>The following performance factors should be considered and wherever possible, incorporated into the Core Responsibilities and the Performance Measures.</p> <ul style="list-style-type: none"> ▪ Interpersonal Relations – The extent to which the employee establishes effective working relationships when dealing with supervisors, co-workers, public officials and the general public. ▪ Communications – The extent to which the employee effectively expresses ideas orally or in writing as required to perform the job. ▪ Attendance/Punctuality – The extent to which attendance and/or punctuality support performance at the expected level. ▪ Safety – The extent to which the employee follows established safety practices and corrects the unsafe work practices on the job. ▪ Planning/Analytical Skills/Decision Making – The extent to which the employee demonstrates the skills to analyze and solve problems. This refers to the gathering of information, anticipation of problems, investigation of the validity of information, weighing of consequences, and soundness of decisions.
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PART III – Employee Development Plan	
Performance Cycle Goals	
26. Personal Learning Goals	27. Learning Steps/Resource Needs (Skills/experience which will enhance performance in the role) <ul style="list-style-type: none"> • Completes and complies with all training and certification requirements in accordance with State, DCJS and DJJ mandates, and Regulations (Standards). Complies with established In-house training by arranging for training participation or enrolling in training classes as required.

PART IV – Review of Work Description/Performance Plan		
28. Employee's Comments:	Signature:*	Date:
	Print Name:	
	Position No.:	
* Employee's signature indicates that the Employee Work Profile has been shared with the employee.		
29. Supervisor's Comments:	Signature:	Date:
	Print Name:	
	Position No.:	
30. Reviewer's Comments:	Signature:	Date:
	Print Name:	
	Position No.:	

PART V – Physical/Cognitive Requirements

Indicate by each element an E = Essential, M = Marginal, or N/A

Physical Demands and Activities:

Light lifting	<20 lbs.	<u>E</u>	Standing	<u>E</u>	Bending	<u>E</u>	Walking	<u>E</u>
Moderate lifting	20-50 lbs.	<u>E</u>	Sitting	<u>M</u>	Reaching	<u>M</u>	Climbing	<u>M</u>
Heavy lifting	>50 lbs.	<u>M</u>					Repetitive motion	<u>N/A</u>
Pushing/pulling		<u>M</u>	Other	_____				

Emotional Demands:

Fast pace	<u>E</u>	Avg. pace	<u>E</u>
Multiple priorities	<u>E</u>		
Intense customer interaction	<u>E</u>		
Multiple stimuli	<u>E</u>		
Frequent change	<u>E</u>		
Few stimuli or routine	<u>N/A</u>		

Mental/Sensory Demands:

Hearing	<u>E</u>	Memory	<u>E</u>	Analyzing	<u>E</u>
Reading	<u>E</u>	Reasoning	<u>E</u>		
Written communication	<u>E</u>				
Oral communication	<u>E</u>				
Other	_____				

Employee Self-Evaluation PREA Questions

1. Have you ever engaged in sexual abuse in a prison, jail, lockup, community confinement facility, juvenile facility, or other institution? Do not provide information on expunged cases.

Yes No

2. Have you ever been convicted of engaging or attempting to engage in sexual activity in the community by force, threat of force, or coercion, when the person did not consent, including cases when the person was unable to consent? Do not provide information on expunged cases.

Yes No

3. Have you had a non-criminal hearing to determine whether you have engaged or attempted to engage in sexual activity in the community by force, threat of force, or coercion, when the person did not consent, including cases when the person was unable to consent? If yes, what was the outcome?

Yes No

4. Have you been accused of or investigated for sexual harassment? If yes, what was the outcome?

Yes No

Employee's signature / date

Supervisor's signature / date