



# Employee Work Profile

| <b>PART I – Position Identification Information</b>   |   |
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| 1. Employee's Name <b>AND</b> Position Number:<br>Position Number TBD   | 2. Agency Name & Code:<br>Department of Juvenile Justice, 777   |
| 3. Work Location / Code -<br>Beaumont Juvenile Correctional Center, Powhatan, VA or<br>Bon Air Juvenile Correctional Center, Chesterfield, VA | 4. Division / Unit:<br>Division of Operations /   |
| 5. Role Title & Code:<br>Security Officer IV, 69114   | 6. Pay Band / Sub-Band:<br><b>4 / 10</b>  |
| 7. Work Title:<br><b>Resident Specialist II</b>   | 8. Former Classification Title & Code:  |
| 9. EEO Code:<br>D   | 10. FLSA Status:<br><input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non-Exempt  |
| 11. Supervisor's Position Number <b>AND</b> Work Title:<br>, Community Coordinator  | 12. Employee is designated as:<br><input checked="" type="checkbox"/> Essential <input type="checkbox"/> Non-essential  |
| 13. Performance Cycle: 10/25/14 through 10/24/15<br>Date Written: 06/20/14  | 15. <input checked="" type="checkbox"/> Original EWP for this cycle (Date)<br><input type="checkbox"/> Revised EWP for this cycle (Date)<br><input type="checkbox"/> Re-evaluation EWP (Date) |
| 14. Position Subject to Economic Interest:<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                             |   |

| <b>PART II – Work Description &amp; Performance Plan</b>  |   |
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| <b>16. Organizational Objective:</b><br>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. | <b>17. Position Objective:</b><br>Supervises Resident Specialists I and participates in the implementation of best practices in supervision, security, and treatment, to provide residents with a safe living environment conducive to growth and change. |

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| <b>18. Knowledge, Skills, Abilities, and/or Competencies:</b><br>Working knowledge of supervisory/management principles, techniques, and practices; conflict resolution and the use of verbal intervention techniques. Demonstrated ability to quickly assess situations and provide the appropriate response; perform physical intervention (restraint) techniques in accordance with procedure and training; effectively supervise and work with groups, serving as a positive role model to residents and staff; communicate effectively both orally and in writing; maintain records/documentation; and prepare reports. Demonstrated ability in a secure/residential setting in the areas of: <ul style="list-style-type: none"> <li>• safety and security procedures and practices,</li> <li>• crisis intervention,</li> <li>• facilitating and/or implementing treatment programs.</li> </ul> |
| <b>19. Education, Experience, Licensure, and/or Certification:</b><br>Must have valid driver's license by time of employment. High school graduate or equivalent, with some college or post-high school education preferred. Must have completed DJJ's Basic Skills for Security Training. Must successfully complete Department of Juvenile Justice mandated training and certifications, to include physical elements. Must possess experience supervising and interacting with juveniles in a secure/residential setting. Supervisory experience preferred.   |

| %   | 20. Core Responsibilities   | 21. Measures for Core Responsibilities  |
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| 25% | <b>A. Human Resource Management</b><br>(for employees who supervise others) | <ul style="list-style-type: none"> <li>• 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; requirements of performance planning and evaluation are met within</li> </ul> |

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|     |   | <p>established deadlines and with proper documentation; and employee development is encouraged and fostered.</p> <ul style="list-style-type: none"> <li>• Serves as role model and mentor to staff, to include serving as field trainer (i.e., on-the-job training).</li> <li>• Interviewing, selection and hiring of employees is conducted in accordance with policy and law; employees are oriented and trained to effectively accomplish their work.</li> <li>• 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.</li> <li>• 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 (UNIUM, Workers' Compensation Commission, etc.) to identify appropriate job modifications and to promote safe and prompt return-to-work actions for subordinate employees.</li> <li>• Serves in the place of other roles in the resident community/unit, as needed or assigned.</li> <li>• Ensures appropriate and permissible use of computer equipment, telecommunications, networks, and automated systems; maintains confidentiality of database information.</li> </ul>   |
| 25% | <p><b>B. Security / Supervision</b><br/>Monitors all activities, maintaining security and control in assigned unit community, to ensure the safety and well-being of all residents and staff.</p> | <ul style="list-style-type: none"> <li>• Oversees and assumes an active role in the daily activities of the residents assigned to the unit community, including rehabilitation, recreation, education, work assignments, meals, personal hygiene, and general maintenance of living environment.</li> <li>• Ensures security and safety by providing sight and direct supervision.</li> <li>• Completes population counts in accordance with procedure and with no errors.</li> <li>• Coordinates, conducts, and oversees resident on-campus movement.</li> <li>• Conducts off-campus transporting of residents, as assigned.</li> <li>• Monitors and directs resident behavior to promote positive interactions and ensure residents are free from abuse, neglect, victimization, and/or violation of his/her rights; implementing intervention and/or disciplinary procedures, as necessary and appropriate.</li> <li>• Conducts and documents security/safety checks of facility doors, windows, locks, fire alarms, grounds, equipment, etc. to ensure they are in good working order and are in compliance with procedures, reporting deficiencies when detected.</li> <li>• Conducts and documents inspections of unit and common areas, and reports sanitation or maintenance problems immediately, to ensure that security, public safety, and a healthy environment is maintained.</li> <li>• Immediately intervenes in behavioral crisis situations to ensure safety through the use of approved intervention/de-escalation strategies and techniques.</li> <li>• Intervenes in/assists with security/safety emergencies promptly, in accordance with procedure and training.</li> <li>• Notifies administrator on duty immediately of all incidents that occur that are not considered normal, routine operations.</li> <li>• Ensures a safe and healthy work environment through compliance with all safety procedures and practices.</li> </ul> |

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|     |  | <ul style="list-style-type: none"> <li>• Complies with tool/key control procedures.</li> <li>• Immediately notifies administrator on duty of unsafe conditions, documenting in accordance with procedure, and taking corrective action, when possible.</li> <li>• .</li> </ul>  |
| 25% | <p><b>C. Behavioral Interaction / Intervention</b><br/>Engages and encourages residents to achieve treatment and personal-learning goals to assist in their life-long success.</p> | <ul style="list-style-type: none"> <li>• Establishes and maintains appropriate interpersonal relationships with residents to encourage and assist with their positive social adjustment.</li> <li>• Demonstrates effective listening and empathic responses in all interactions.</li> <li>• Supports and executes the objectives of the facility and/or specialized treatment program.</li> <li>• Provides appropriate guidance to residents regarding individualized treatment goals.</li> <li>• Assists residents in achieving personal improvement goals through the provisions of life skills curricula, including but not limited to aggression management, conflict resolution, problem solving, social skills, personal hygiene, etc.</li> <li>• Conducts and/or participates in the orientation of residents to the rules and expectations of the unit community.</li> <li>• Serves as a positive role model to the residents.</li> <li>• Facilitates group discussions of relevant program topics.</li> <li>• Conducts or assists in conducting unit meetings with residents.</li> <li>• Participates in group counseling sessions, as assigned.</li> <li>• Observes residents' behavior and adjustment to programs and exchanges written and oral reports on those observations with other staff.</li> <li>• Demonstrates clear, effective, and purposeful oral and written communications with residents, supervisors, and peers.</li> <li>• Provides behavioral coaching to residents, in accordance with program guidelines.</li> <li>• Provides physical intervention, when necessary, by performing approved physical restraint techniques in accordance with procedure and training.</li> </ul> |
| 15% | <p><b>D. Administrative / Documentation</b></p>  | <ul style="list-style-type: none"> <li>• Documents the progress of residents in relation to goal attainment according to established procedures of treatment program.</li> <li>• Attends and participates in treatment team meetings to provide observations of residents' behavior and progress toward treatment goals and to share concerns.</li> <li>• Ensures workspace is clean and free of clutter.</li> <li>• Completes all administrative and program documentation (such as time sheets, leave forms, incident reports, logbook entries, various forms, etc.) legibly, completely, timely, and accurately.</li> <li>• Submits all documentation (programmatic and administrative) in the prescribed time frames or by established deadlines.</li> <li>• 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.</li> <li>• Reports to work and training as scheduled, with no unexcused absences and no more than 3 unexcused late arrivals during the performance cycle.</li> <li>• Documents activities, observations, and interactions with residents, staff and the public, in accordance with procedures.</li> <li>• Completes required forms and reports, behavior management program data, logbook entries, and other written documents in an accurate, timely, legible, and factual manner.</li> </ul>  |

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|     |                         | <ul style="list-style-type: none"> <li>• Notifies the administrator on duty immediately of situations, events, property, or equipment that poses a risk to life, health, or safety.</li> <li>• Communicates with the Community Coordinator to ensure adequate coverage during shift changes.</li> <li>• Maintains and monitors inventory of unit equipment and supplies, including residents' personal property.</li> <li>• Maintains a positive attitude, strong work ethic, and promotes the mission of the agency.</li> <li>• Promotes a comfortable and supportive work environment for all staff and residents.</li> <li>• Responds to emails, phone calls, and other requests in a prompt and professional manner.</li> <li>• Attends and participates in treatment team meetings to provide observations of residents' behavior and progress toward treatment goals.</li> <li>•</li> </ul>   |
| 10% | <b>E. Agency Values</b> | <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"> <li>• <b>Knowledge:</b> 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.</li> <li>• <b>Professionalism:</b> As representatives and ambassadors of DJJ, we always adhere to our standards of conduct by behaving responsibly, appropriately, and with discipline.</li> <li>• <b>Respect:</b> 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.</li> <li>• <b>Integrity:</b> We are honest, truthful and non-judgmental in all our professional interactions. We follow policy and procedures and accept responsibility for our actions. Our decisions are ethical and always honor confidentiality.</li> <li>• <b>Dedication:</b> 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.</li> <li>• <b>Effective Communication:</b> 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.</li> </ul> |
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| <b>22. Special Assignments</b>   | <b>23. Measures for Special Assignments</b>           |
| 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. | •   |
| <b>24. Additional Evaluation Factors</b>   | <b>25. Measures for Additional Evaluation Factors</b> |
| H.   | •   |

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| <p><b>Performance Factors:</b></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"> <li>▪ <b>Interpersonal Relations</b> – The extent to which the employee establishes effective working relationships when dealing with supervisors, co-workers, public officials and the general public.</li> <li>▪ <b>Communications</b> – The extent to which the employee effectively expresses ideas orally or in writing as required to perform the job.</li> <li>▪ <b>Attendance/Punctuality</b> – The extent to which attendance and/or punctuality support performance at the expected level.</li> <li>▪ <b>Safety</b> – The extent to which the employee follows established safety practices and corrects the unsafe work practices on the job.</li> <li>▪ <b>Planning/Analytical Skills/Decision Making</b> – 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.</li> </ul> |
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| <b>PART III – Employee Development Plan</b> |   |
| <b>Performance Cycle Goals</b>              |   |
| <b>26. Personal Learning Goals</b>          | <b>27. Learning Steps/Resource Needs</b> (Skills/experience which will enhance performance in the role) <ul style="list-style-type: none"> <li>• 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.</li> </ul> |

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

## 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