



Career Service Authority
Youth Counselor Supervisor

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GENERAL STATEMENT OF CLASS DUTIES

Performs supervisory duties over youth counselors who provide individual coaching, conduct group sessions, and assist in the development of treatment plans for youth in a residential treatment facility.

DISTINGUISHING CHARACTERISTICS

This class performs supervisory duties over youth counselors who work in a residential treatment facility. This class is distinguished from a Youth Counselor that performs standard level professional work providing individual coaching, conducting behavioral/social/educational skill development group sessions to youth in a residential treatment setting, assisting in the development and implementation of youth treatment plans, and executing behavioral/educational programs. The Youth Counselor Supervisor is distinguished from a Human Services Supervisor that performs supervisory duties over employees who perform a variety of human service related duties such as providing supervision and implementation of behavioral/educational programs, receiving and responding to incoming telephone calls involving child abuse and/or neglect, and/or providing direct services to families/children including supervising visitations and in-home services. The Youth Counselor Supervisor is distinguished from a Social Case Worker Supervisor that performs supervisory duties over professional social case workers engaged in performing a variety of social services activities including counseling, referral, placement, and related services.

Guidelines, Difficulty and Decision Making Level:

Guidelines are in the form of stated objectives for the section, unit, function, or project.

Work assignment is generally unstructured and employee is responsible for assigning and supervising a variety of functions to achieve the objectives of the section, unit, or project. Duties performed involve weighing and evaluating factors requiring judgment, analytical ability, and problem solving.

Employee is responsible for simultaneous coordination and supervision of several functions, programs, or projects in various stages of completion.

Level of Supervision Received and Quality Review:

Under administrative supervision, the employee has personal accountability for carrying out an assigned function, program, or project within the scope of established guidelines and objectives and is expected to resolve problems that arise in the normal course of the work. Completed work is generally reviewed for soundness of judgment, conclusion, adequacy, and conformance to policy.

Interpersonal Communications and Purpose:

Contacts of a non-prescribed nature involving the negotiation and resolution of non-routine problems encountered and where exceptional degrees of discretion, judgment, and specialized knowledge are required in carrying out the programs and policies of an organization.

Level of Supervision Exercised:

Supervises two or more Youth Counselors.

ESSENTIAL DUTIES

Directs and evaluates the work of youth counselors, establishes, implements, and monitors unit and staff work programs and objectives, and explains appropriate policies, procedures, and standards to employees.

Plans, assigns, and reviews the work of youth counselors and recommends changes in practices and procedures to increase operating efficiency and expedite work flow.

Meets with staff members to discuss status of youth, problems encountered, actions steps, and alternative solutions and provides technical guidance and direction in unusual and non-standard situations.

Trains youth counselors on coaching techniques, group interactions, and appropriate responses in emergency situations including physically subduing and/or restraining techniques in order to ensure a safe and security environment.

Ensures staff members attend trainings and workshops to obtain work related skills and to enhance work performance and professional growth.

Prepares weekly/monthly work schedules and modifies work schedules to meet the needs of clients and the work area.

Prepares reports and other required documentation and ensures that staff prepares comprehensive records, reports, and documentation.

Reviews, develops, or modifies work plans, methods, and procedures, determines work priorities, and develops work schedules to provide adequate staff coverage. Provides work instruction and assists employees with difficult and/or unusual assignments and encourages innovation. Assigns and distributes work, reviews work for accuracy and completeness, and returns assignments with recommendations for proper completion.

Conducts hiring interviews and selects candidate(s) for job opening(s).

Resolves problems and mediates conflicts encountered during daily operations, determines appropriate solutions, and promotes teamwork. Encourages regular communication and informs staff of relevant business issues and their impact on the organization.

Develops the performance enhancement plan, documents performance, provides performance feedback, evaluates the work of the employee, and provides reward and recognition for proper and efficient performance. Develops and implements training and development plans and opportunities for subordinate staff.

Encourages and guides others toward goals.

Ensures quality, effectiveness, and efficiency of unit activities and safety measures.

Documents causes for disciplinary action, initiates letters of reprimand, and makes formal recommendations for disciplinary action. Responds to formal and informal employee grievances and prepares written responses.

Perform other related duties as assigned.

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Any one position may not include all of the duties listed.
However, the allocation of positions will be determined by
the amount of time spent in performing the essential duties
listed above.
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MINIMUM QUALIFICATIONS

Competencies, Knowledges & Skills:

Leadership – Inspires, motivates, and guides others toward goals, coaches, mentors, and challenges staff, adapts leadership styles to various situations, and models high standards of honesty, integrity, trust, openness, and respect for individuals by applying these values daily.

Managing Diverse Workforce – Implements diversity policies, supports opportunities to recruit, develop, and retain a diverse workforce, and promotes teamwork, acceptance, and productivity among persons exhibiting cultural, ethnic, gender, and other individual differences.

Integrity/Honesty – Contributes to maintaining the integrity of the organization, displays high standards of ethical conduct, understands the impact of violating these standards on an organization, self, and others, and is trustworthy.

Reading – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

Writing – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written information which may include technical material that is appropriate for the intended audience.

Self-Management – Sets well-defined and realistic personal goals, displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner, works with minimal supervision, is motivated to achieve, and demonstrates responsible behavior.

Interpersonal Skills – Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

Oral Communication – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

Problem Solving – Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

Planning and Evaluating – Organizes work, sets priorities, determines resource requirements, determines short or long-term goals and strategies to achieve them, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

Decision Making – Makes sound, well-informed, and objective decisions, perceives the impact and implications of decisions, commits to action even in uncertain situations to accomplish program goals, and causes change.

Reasoning – Identifies rules, principles, or relationships that explain facts, data, or other information, analyzes information, and makes correct inferences or draws accurate conclusions.

Team Building – Encourages and facilitates cooperation and open communication, promotes team work at all levels, cooperates with staff, higher-level managers, peers, administrative staff from other organizations, internal and external customers, and local stakeholder groups to accomplish a department's goals.

Diversity – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce.

Customer Service – Works with customers to assess needs, provide assistance, resolve problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

Teaching Others – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

Flexibility – Is open to change and new information, adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles, and deals effectively with ambiguity.

Conflict Management – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Stress Tolerance – Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, dangerous situations).

Attention of Detail – Is thorough when performing work and conscientious about attending to detail.

Memory – Recalls information that has been presented previously.

Information Management – Identifies a need for and knows where or how to gather information and organizes and maintains information or information management systems.

Knowledge of supervisory theories and methods sufficient to be able to perform a variety of supervisory functions.

Knowledge of the theories and practices of counseling sufficient to perform the duties related to the work assignment.

Physical Demands:

Carrying: transporting an object usually by hand, arm, or shoulder.
Standing: remaining on one's feet in an upright position.
Walking: moving about on foot.
Sitting: remaining in the normal seated position.
Carrying: transporting an object, usually by hand, arm, or shoulder.
Pushing: exerting force upon an object so that the object is away.
Pulling: exerting force on an object so that it is moving to the person.
Climbing: ascending or descending objects usually with hands/feet.
Balancing: maintaining body equilibrium to prevent falling over.
Stooping: bending the body by bending spine at the waist.
Kneeling: bending legs to come to rest on one or both knees.
Crouching: bending body downward and forward by bending legs.
Crawling: moving about on hands and knees or hands and feet.
Reaching: extending the hand(s) and arm(s) in any direction.
Handling: seizing, holding, grasping, or otherwise working with hands.
Fingering: picking, pinching, or otherwise working with fingers.
Feeling: perceiving attributes of objects by means of skin receptors.
Talking: expressing or exchanging ideas by means of spoken words.
Hearing: perceiving the nature of sounds by the ear.
Repetitive motions: Making frequent movements with a part of the body.
Eye/hand/foot coordination: performing work through using two or more.
Lifting: Raising or lowering an object 25 – 50 pounds.

Working Environment:

Subject to varying and unpredictable situations.
Subject to many interruptions.
Subject to applying self defense and/or restraining procedures.

Education Requirement:

Baccalaureate Degree in Sociology, Psychology, Human Services, Child Development, or a related field.

Experience Requirement:

Two years of experience at the type and level of Youth Counselor (providing individual coaching, conducting behavioral/social/educational skill development group sessions to youth in a residential treatment setting, assisting in the development and implementation of youth treatment plans, and executing behavioral/educational programs).

Education/Experience Equivalency:

A combination of appropriate education and experience may substitute for the minimum education and experience requirement.

Licensure and/or Certification:

By position, requires possession of a valid driver's license at the time of application.

CLASS DETAIL

FLSA CODE: Exempt

ESTABLISHED DATE: 08/19/2007

REVISED DATE:

ESTABLISHED BY: Patricia Anderson

CLASS HISTORY This is a new class.