



**Probation Officer/Community Youth Worker, Program Specialist, Sex Offender Specialist, Team Lead, Supervisor, Community Corrections**

Occupational Family/Code – HCY

Profile created: 2005 07

Profile updated: 2015 12

Occupation Summary	Selection of Competencies	Knowledge	Skills	Personal Attributes
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**Probation Officer/Community Youth Worker**

A Probation Officer/Community Youth Worker delivers services to individuals sentenced by the court under the Youth Criminal Justice Act and the Criminal Code. Probation officers/Community Youth Workers conduct intake, assessment, case management and provide program delivery to clients. Probation officers/Community Youth Workers deliver services to youth and adults who have been released into Judicial Interim Release (Bail) Electronic Monitoring while awaiting their court appearance and provide case management and risk reduction programming with standalone sentences such as community service hours, restitution and fines. Duties include preparation of court reports including Pre-Sentence, Judicial Interim Release, Restitution, Bail, reports for specialized treatment courts, Provincial Director's Decisions and Review Reports, Violation reports. Home/community assessments, community collateral checks and home visits in non-traditional hours are also included. Probation Officer/Community Youth Workers are also required to complete the Ministry's identified generalized and specialized risk assessments to determine the risk-need-responsivity intervention based on level of risk and need. They establish and employ risk management, risk reduction, and Core Correctional Practices. Probation Officers/Community Youth Workers employ an integrated approach to service delivery, working closely with other government ministries and community agencies to ensure offenders and their families receive services appropriate to their risk and need.

**Program Specialist**

In addition to regular Probation Officer/Community Youth Worker duties identified above, Specialists provide group programming, with a primary focus on violence, but could include gender specific programming. They provide these services to youth and adult clients.

**Sex Offender Specialist**

A Sex Offender Specialist is the designated expert for clients with sexual offending behaviours. In addition to regular probation work identified above, specialists facilitate group interventions with this specific offender group, provide consultation and expert knowledge to other Probation Officers and community members.

**Team Lead**

A Team Lead maintains shared responsibility in collaboration with in-scope supervisors to administer and organize unit schedules, meetings and case assignments. Team leads also provide guidance, coaching, mentorship, instruction and support to new employees and practicum students. They are sentence management experts, and are responsible for the service provider program, while maintaining a caseload.

**Supervisor, Community Corrections**

Supervisors provide leadership, guidance, direction and support ensuring case management conforms to the program's standards. The Supervisor will have a sound understanding of the Youth Criminal Justice Act, Criminal Code, Correctional Services Act, Young Offender Programs mandate, the Child and Family Services mandate, the mandate of others in the youth/adult Justice system, an in-depth knowledge/skills and demonstrated ability to apply and coach others in risk management, risk reduction and relapse prevention framework, and working knowledge of a variety of case work tools.

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Duties include co-ordination and distribution of case work; recruiting new staff; providing clinical consultation to Probation Officers/Community Youth Workers related to the case management process; mentoring and training, evaluating case practice and ensuring quality service, completing youth death reviews and informing management of case actions and/or court decisions with the potential to effect policy change. Supervisors will have achieved demonstrated competency in the administration of the Ministry's generalized and specialized assessments and have a familiarity with the youth and adult court process.

Supervisors will support and engage partnerships with community based organizations, First Nation Communities, other government ministries, and members of the justice community. Supervisors participate in a conflict resolution structure to resolve conflicts and complaints. Supervisors will be expected to be on call as the acting Provincial Director regarding young persons who violate their conditions for release from custody into the community.

Note:

Probation Officers/Community Youth Workers, Team Leads, Sex Offender Specialists, Program Specialists, and the Supervisor positions are required to meet one of the following degree requirements:

- Bachelor of Social Work, Bachelor of Indian Social Work, or an alternative Bachelor level Social Work degree from an accredited university (as approved by the CASW/CASSW);
- Bachelor of Arts: Human Justice, Justice Studies, Psychology, Sociology, Criminology, Indigenous Studies; or
- Bachelor of Education.

All positions described above, are required to be flexible to work field hours, in potentially high risk situations and under high workload demand. You will be required to travel and operate a vehicle in the city and rural area, and hold a valid Saskatchewan driver's license. A criminal record check is a requirement of this position.

The following competencies were identified by Probation and Community Youth Workers at all levels. To ensure ease of competency selection, we have identified some competencies as entry (E), senior/ supervisor (S) and Programs (P).

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### Knowledge

Knowledge is the baseline of information acquired through work and life experiences, learning situations and formal education which enables an individual to perform from an informed perspective.

#### Acts/Regulations/ Legislation

- Knowledge of applicable procedures, policies, regulations and legislation such as Youth Criminal Justice Act, Criminal Code, the Criminal Justice System. **(Bring-S, Learn-E/P)**
- Knowledge of the inter-relationships between various policies/programs. **(Bring-S, Learn-E/P)**

#### Theories/Principles

- Knowledge of restorative justice philosophy. **(Bring-S/P, Learn-E)**
- Knowledge of the factors that contribute to adolescent/adult criminal behaviors. **(Bring)**
- Knowledge of child abuse and neglect indicators and effects. **(Bring)**
- Knowledge of human sexuality, sexual deviance, cycles of violence and offending patterns and risk assessment methods and treatment modalities for spousal abuse/sexual offenders/ violent offenders. **(Bring-S, Learn-E, P)**
- Knowledge of the impact of crime/abuse/sexual violence on victims. **(Bring-S/P, Learn-E)**
- Knowledge of the Risk Need Responsivity Principle planning process and Risk assessments **(Learn – E/P Bring -S )**
- Knowledge of community services and resources and the extent to which these resources and services support clients in the community. **(Bring-S/P, Learn-E)**
- Knowledge of the indicators and dynamics of addictions, domestic violence, poverty, disabilities, family relationships, abuse and neglect and their impact on the client's ability to effect necessary change when executing a case plan. **(Bring)**
- Knowledge of human growth and development and the impact of influencing factors. **(Bring)**



- Knowledge of the systemic barriers that affect clients and communities. **(Bring)**
  - Knowledge of theories and intervention strategies including addictions, cognitive behavioral programming, family systems, group intervention process and evidence based practice. **(Bring)**
  - Knowledge of suicide intervention strategy. **(Bring-S/P, Learn-E)**
  - Knowledge of social learning theory and cognitive behavioural approaches to teaching/counselling young/adult persons to develop the pro-social skills necessary to more effectively manage their behaviour. **(Bring-S, Learn-E/P)**
  - Knowledge of techniques and approaches used to work with adults and/or youth with cognitive disabilities. **(Bring-S, Learn-E/P)**
  - Knowledge of adult learning principles and methods. **(Bring)**
  - Knowledge of therapeutic and treatment principles, modalities and interventions to address criminal behaviors. **(Bring-S, Learn-E/P)**
  - Knowledge of human resource management practices, including strategies to recruit, support and sustain a diverse work force. **(Bring- Supervisor only)**
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## Skills

Skills are those demonstrated abilities, or proficiencies which one has learned from their past. These are acquired/ developed from past work and life experience, including volunteer work, independent study, life events, community and leisure activities, and formal training.

Skills are demonstrable, measurable and are transferable from one situation to another.

## Communication

- Ability to ask questions, listen, respond and engage individuals who may display resistance and a broad range of emotions to gather and evaluate relevant information. **(Bring)**

*Personal attributes which may link with this skill statement include: non-judgmental, empathetic, patient, focused, respectful...*

- Ability to verbally and in writing communicate clear and concise information to a variety of audiences that persuades/convincing/builds support/educates/promotes understanding. **(Bring)**

*Personal attributes which may link with this skill statement include: focused, confident, client service oriented...*

- Ability to develop and deliver presentations and/or facilitate meetings to promote a greater understanding of issues and initiatives at a level appropriate to the audience. **(Bring S/P, Learn E)**

*Personal attributes which may link with this skill statement include: focused, confident, client service oriented...*

- Ability to organize, present and record information for the Youth Justice Court/Adult Court and others in a clear, concise, complete, accurate, appropriate and timely manner which allow others to understand the reasons for a decision/ recommendations or the need for further action. **(Bring-S/P, Learn-E)**

*Personal attributes which may link with this skill statement include: focused, confident, client service oriented...*



### Leadership

- Ability to lead, encourage, advise and coach employees to understand the ministry's strategic plan and its link to current operations to achieve client, team and ministry goals. **(Bring S)**

*Personal attributes which may link with this skill statement include: empathetic, respectful, confident, team player, supportive of others...*

- Ability to guide and coach a diverse group of employees, that results in a team that can meet its goals and objectives, while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination.

**(Bring-Supervisor only)**

*Personal attributes which may link with this skill statement include: respectful, supportive and empathetic...*

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### Problem Solving

- Ability to accurately assess, develop, implement, evaluate and adjust case/treatment/intervention plans in collaboration with the client and others to establish goals and meet diverse client/family needs. **(Bring)**

*Personal attributes which may link with this skill statement include: confident, client service oriented, flexible...*

- Ability to quickly and accurately assess and evaluate crises situations and determine the appropriate course of action to de-escalate the situation maintaining the safety of self, client and others. **(Bring)**

*Personal attributes which may link with this skill statement include: confident, focused, client service oriented, flexible...*

- Ability to assess, develop, implement, evaluate and adjust case plans taking into consideration client's cognitive abilities, to reduce risk and enhance individual/family functioning. **(Bring)**

*Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...*



- Ability to identify and systematically assess the factors underlying criminal behaviour and the risks and needs, to intervene in a manner which respects the individual's unique abilities, aptitudes and social and cultural circumstance and responsibility. **(Bring)**

*Personal attributes which may link with this skill statement include: flexible, non-judgmental, client service oriented...*

- Ability to accurately assess and understand a conflict/crisis situation and identify appropriate actions in order to apply an intervention strategy and resolve the conflict/crisis. **(Bring)**

*Personal attributes which may link with this skill statement include: calm/level headed, decisive, confident, analytical...*

- Ability to research and analyze trends and issues, identify and develop options and solutions, and make policy recommendations to address program/ service requirements. **(Bring-S)**

*Personal attributes which may link with this skill statement include: proactive, accurate, innovative....*

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### Interpersonal

- Ability to advocate/influence/persuade/convince stakeholders on behalf of clients to ensure access to services and resources, remove barriers to independence and promote client well-being. **(Bring)**

*Personal attributes which may link with this skill statement include: positive/hopeful/confident, creative/ innovative, resourceful, proactive, client service oriented, supportive of others...*

- Ability to develop and maintain open and honest work relationships with a challenging and diverse range of individuals, interest groups and related service providers. **(Bring)**

*Personal attributes which may link with this skill statement include: positive, empathetic, respectful, a team player, empowering...*



- Ability to challenge group participants while developing and maintaining open, honest relationships so that they accept responsibility for their behaviour and are able to solve problems in a healthy, productive manner. **(Bring-S/P, Learn-E)**

*Personal attributes which may link with this skill statement include: proactive, role model, assertive, confident...*

- Ability to manage the dynamics of unmotivated groups and/or individuals who may be passively or aggressively hostile or critical so they are able to participate in a productive manner. **(Bring - S, Learn – E/P)**

*Personal attributes which may link with this skill statement include: non-judgmental, objective, supportive of others...*

- Ability to develop partnerships with communities, share resources and provide quality service to individual clients and families. **(Bring - S, Learn - E/P)**

*Personal attributes which may link with this skill statement include: goal oriented, creative, flexible...*

- Ability to recognize and understand cultural and socio-economic differences in developing case plans which address client risk/need. **(Bring)**

*Personal attributes which may link with this skill statement include: flexible, non-judgmental, impartial, fair, sensitive...*

- Ability to create an environment that recognizes, supports, respects and welcomes diversity of employees and clients. **(Bring-Supervisor only)**

*Personal attributes which may link with this skill statement include: welcoming, objective and understanding...*

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### Team/Independence

- Ability to work independently and participate as a contributing member of a variety of teams within the workplace, community and other government ministries/agencies to meet client and ministry goals and objectives. **(Bring)**

*Personal attributes which may link with this skill statement include: flexible, goal-oriented, team player...*

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### Organizational

- Ability to independently plan and balance diverse and conflicting workload pressures, in a timely manner accomplishing program goals while meeting client needs. **(Bring)**

*Personal attributes which may link with this skill statement include: flexible, goal oriented, client service oriented...*

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### Analytical

- Ability to interpret and apply the intent of legislation and social policies to complex controversial and/or ambiguous situations with disputed or limited facts. **(Bring-S, Learn-E/P)**

*Personal attributes which may link with this skill statement include: confident, creative, focused...*

- Ability to analyze and evaluate data/information to make decisions/recommendations about the effectiveness of practices and programs. **(Bring)**

*Personal attributes which may link with this skill statement include: thorough, focused, accurate...*

- Ability to understand and use legal authority in a fair and sensitive manner and provide the rationale for decisions and actions. **(Bring-S, Learn-E/P)**

*Personal attributes which may link with this skill statement include: focused, flexible, client service oriented...*

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### Technical

- Ability to access, retrieve, input and process information using various electronic systems in an accurate and timely manner. **(Bring)**

*Personal attributes which may link with this skill statement include: focused, goal oriented...*

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### Safety/Stress/Security

- Ability to recognize symptoms of stress and take steps to minimize their impact on job performance, well being and safety of self and others. **(Bring)**

*Personal attributes which may link with this skill statement include: insightful/intuitive, sensitive, positive, proactive...*

- Ability to recognize stressful situations for self and others and develop and implement coping and preventative strategies. **(Bring)**

*Personal attributes which may link with this skill statement include: insightful/intuitive, sensitive, positive, empathetic...*

- Ability to anticipate and recognize conflict or potentially violent situations and respond to ensure the safety of self, client and others. **(Bring)**

*Personal attributes which may link with this skill statement include: self-confident, positive, empathetic...*

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## Personal Attributes

### (Bring)

Personal Attributes identify qualities of character, which a person must have to be an effective and successful performer in the job. They are underlying characteristics which are deep and enduring parts of an individual expressed most of the time. They are one's personal style or personal effectiveness, such as feelings, attitudes, habits and traits. Each of these is demonstrated by behavioral examples which allow one to objectively determine whether an individual possesses the required personal attributes.

Attributes, together with the knowledge and skill competencies, help you to predict what a person will do in a given situation.

Personal attributes for the Probation Officers/Community Youth Workers, Team Leads, Sex Offender Specialists, Program Specialists, Supervisors, Community Corrections include:

### To Be...

- analytical
- honest/ ethical/ discrete
- accountable
- creative/ innovative
- persuasive
- client service-oriented
- role model
- empowering
- understanding/ open-minded/ patient
- friendly/ diplomatic
- confident
- flexible
- team player
- culturally sensitive
- accurate/ attentive to detail/ detail-oriented
- reliable/ conscientious/ dedicated
- independent
- reasonable/ practical
- approachable

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