Acknowledgments

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Introduction

We hope you find this manual useful. All the information in this manual was collected from PATHS’ member agencies unless otherwise stated.

Inside this manual, you will find the Profile of a Professional Shelter Worker. The Shelter Worker profile is a general job description that was compiled based on commonalities found amongst PATHS member agencies. It is intended as a starting point for the creation of agency specific job descriptions. You are encouraged to adapt this profile to suit your agency’s needs and staffing model. The Hiring Guide, Example Interview Questions, and other tools, offer a comprehensive process for effective staff recruitment.

This manual also includes a narrative, which contains information collected from our research with shelter workers across Saskatchewan, which provides depth and clarity to the Profile of a Professional Shelter Worker and will help readers gain insight into what it means to be a Professional Domestic Violence Shelter Worker.

PATHS membership is comprised of shelters and second-stage housing for women who have experienced violence, as well as counselling and support services whose primary mandate is to provide support to women who have experienced violence. Since PATHS’ inception in 1984 the purpose of connecting shelters across the province and providing research and public education on violence against women remains a fundamental part of PATHS’ mission to provide integrated and collaborative support to members.

In 2013, following the completion of the Shelter Standards, the PATHS Board of Directors identified the need for information on hiring practices and job descriptions specific to PATHS member agencies. Tools for member agencies to use during staff recruitment and hiring were requested. As well as assisting our members with hiring processes, we believe that this project discovered many commonalities in PATHS member agencies which can serve to connect PATHS diverse group of members.

Methods

All PATHS member agencies were invited to participate in the project. Eleven out of eighteen agencies participated representing a diverse sample of PATHS members including urban, rural, southern, and northern shelters and service agencies. Four categories—Skills, Education, Values, and Personal Strengths, were identified by PATHS as necessary for a complete understanding of professional shelter work and served as the framework for the project.

Member agencies were asked to contribute their existing job descriptions and interview questions as a starting point for data collection. These documents were reviewed and coded based on Skills, Education, Values, and Personal Strengths. It was noted that, at times, job descriptions stated that staff must create specific environments for clients or relationships with clients, but behavioural descriptions to accompany these requests were not included. The data collection process to follow was, in part, an attempt to provide clarity in this area.
Of primary interest was how shelter and service workers conceptualize their profession. Speaking with shelter workers directly offered insight into how staff make sense of their experiences as professionals. Staff were engaged in a collaborative process of telling, reflecting, and reinterpreting their work. Two hour workshops were conducted with staff at each location. Workshops exercises were developed and framed for the purpose of giving staff the opportunity to provide details in the 4 categories—Skills, Education, Values, and Personal Strengths.

Workshops began with a creative imagery exercise in which staff were asked to visualize a time capsule of their profession. Next, the staff were asked to brainstorm everything that makes a shelter/service professional who they are and then directed to sort these ideas into the four existing categories. Each staff person was asked to choose what they believed to be the top five most important aspects of shelter work (from within any category).

Workshops concluded with a written questionnaire of twenty five items taken directly from Shelter Standards. Staff were asked to rate each item on how important it is to their work and how frequently they performed that item. Staff were also asked a series of open-ended questions to which they were encouraged to provide as little or as much written information as they deemed necessary. These questions investigated aspects of the four categories mentioned above. Executive Directors were interviewed individually, predominantly in person but one interview was conducted over a conference call. They were presented with a written questionnaire, either before or after their interview, which included the same twenty-five items as the staff questionnaire. In this case, however, Executive Directors were asked to rate the items based on how important the items are to their staffs’ work and how frequently their staff perform that item. Interview questions were designed around the four categories. Additional questions that attempted to clarify hiring practices and behavioural descriptions
were included. Further, some Executive Directors were asked specific questions based on the job descriptions and interview questions they provided earlier in the project.

Once all workshops and interviews were completed the data was compiled and further coded for common themes. Outliers were removed. The resultant product represents a general profile of a Professional Shelter Worker and a Hiring Guide that can be adapted to suit the needs of diverse shelter/service agencies.
Profile of a Professional Shelter Worker

Skills

Values

Personal Strengths

Education
Skills is, by far, the largest and most diverse category of shelter work. This category encompasses the skills that shelter workers must possess, as well as the tasks that make up their daily work. It is important for shelter workers to be flexible and be able to multi-task. Many of the important skills needed for shelter work, such as documentation and referrals to other agencies, are agency- and community-specific and are learned on the job.

Communication is one of the most important skills for shelter work. As well as needing good listening skills, shelter workers also need to be able to communicate in an open and direct way and display confidence when engaging in tough conversations with clients. Providing safety is another crucial skill, in terms of the shelter or agency—such as locks on the doors, security cameras outside the shelter, and confidentiality policies—and in terms of their relationships with women, such as displaying appropriate boundaries and learning counselling and supportive listening skills.

Some of the other skills that shelter workers require include: maintaining a safe environment; confidentiality; relationship building, communication, and listening; supporting clients; direct client work; knowledge about different issues (such as addictions); the ability to provide information and make referrals to meet women’s needs; educating women about abuse and helping women with safety planning; being available to clients 24 hours per day; working hard to meet clients’ needs, whatever that need may be; and providing the services that the client was told that they would receive. Shelter workers also do many household maintenance tasks.
While the items within the category of Skills tells us what shelter workers do, Values explains how they do it and why. The shelter workers and Executive Directors that we interviewed for this project spoke of valuing the women and children with whom they work and demonstrated care and concern for their clients. Shelter workers take steps to make their agencies welcoming to clients who seek their services, and often go “over and above” to do things to ensure that their clients’ time with them is positive.

Confidentiality and a non-judgmental attitude are of the utmost importance for professional shelter workers. Shelter workers are compassionate and empathetic. They “meet women where they are at” and provide an environment that is safe, respectful, and empowering. Staff work with women to create change in their lives, as directed by the client.

Professionalism is another important value in shelter work and ties in to the confidentiality that staff must protect and the respect that they have for their clients. Appropriate boundaries and ethical guidelines are other important aspects of professionalism in shelter work.
Levels of formal education vary among professional shelter workers. Staff at participating agencies had a variety of different educational experiences, including: partial High School, a High School or General Education Development (GED) Diploma, Addictions Counselling Diploma, Bachelor of Social Work (BSW) Degree, Bachelor of Arts Degree in Sociology, nursing degree, counselling certificate, Administration Certificate or Diploma, Youth Care Worker Certificate or Diploma, and Early Childhood Education Certificate or Diploma. Staff had also participated in a number of professional development training opportunities (courses, workshops, and conferences) that provided them with important knowledge that they use in their practice. Many shelter workers have participated in Applied Suicide Intervention Skills Training (ASIST) and training on the law, violence and abuse, mental health, and addictions.

A large amount of the knowledge that shelter workers need is gathered on the job. Agency-specific policies and procedures are an important focus of on-the-job learning. Some of the most important areas of knowledge were interpersonal violence and abuse; safety planning; dealing with the police, justice system, Child Protection, and other systems; child abuse; suicide prevention; Fetal Alcohol Spectrum Disorders (FASD); mental health; addictions; crisis intervention and de-escalation. Shelter staff continue to expand their knowledge in these areas throughout their employment either via on-the-job training or at professional development training.
Personal strengths are defined as the different qualities that shelter workers possess that are assets to their work. While many parts of the Profile of a Professional Shelter Worker are categorized as skills because, while they are necessary for everyone who works in the agency to do, some staff possess natural talent for these skills, so they could also be seen as Personal Strengths. One such trait is communication, which is listed under skills, though some individuals are naturally better listeners or more confident when addressing difficult issues in conversation, therefore communication can be seen as a personal strength. One of the most important strengths of a good shelter worker is the ability to make clients feel comfortable.

Often, shelter workers choose to do things at work that are not required, but which brighten clients’ days. Some staff members possess special skills that they bring to their role as a shelter worker. For example, some shelter workers who enjoy cooking or baking teach those skills to their clients, other staff teach women to garden, or spend extra time with children.

Personality traits that are highly valuable in shelter work include: a friendly, welcoming, and approachable demeanor; a non-judgmental attitude; the ability to empathize; confidence; competence; passion; desire to help; genuine care and concern for clients; and a belief in the work of the agency. These strengths assist staff to provide the best possible service to their clients, despite circumstances that can often be difficult or stressful.
To be successful and enjoy working in a shelter, staff must be team players. It is also very important to like children and like working with people. Even though the majority of staff are hired primarily to work with women who have experienced violence, in residential settings like women’s shelters and second stage shelters, staff spend the day with the whole family. It is necessary for shelter workers to have healthy self-esteem, which allows them to model this for their clients and to work with women to assist them in improving their own self-esteem. Awareness of First Nations culture and traditions is a strength that many staff bring to their work. Having staff members who can speak languages other than English is an asset to the team, as well.

Feminism and Professional Shelter & Service Work

Whether shelter workers define themselves as feminists or not, we discovered during the course of this research that the staff cited the same values. Participating shelter workers spoke of equality for all people, no matter their gender, beliefs, religion, culture, race, or level of ability. Overall, shelter/service staff value reducing barriers, anti-oppressive practice, equality, and empowerment as guiding their work.

Diagram of the connection between Feminism and Shelter Work, drawn by PATHS Staff Advisory Committee Members.

Professional Shelter Work Defined

Themes that were prominent in discussions with shelter workers and Executive Directors were: accepting clients for who they are, focusing on women’s strengths, being open-minded and non-judgmental; and allowing women to define their needs and their goals. Shelter workers help women see things from a new perspective, offer creative solutions, and work with women to find ways to reach their goals. They must always take direction from the client. Shelter workers must be adept at asking questions to properly assess clients’ needs, educating clients about the dynamics of abuse, referring
clients to the appropriate resources, providing safety, and offering practical support as well as emotional support. Supportive listening and communication skills are required skills for all shelter/service staff.

Shelter workers shared that a typical day for them often includes counselling sessions; kitchen conversations; cooking; sharing stories; the child counsellor spending time with children so that women have time for phone calls and other tasks, as well as much needed downtime; doing referrals; and advocacy work. This list provides a good picture of all of the different tasks that staff in residential domestic violence agencies do during the course of their shift.

The description of a Professional Shelter Worker is vast and includes all four categories (Skills, Values, Personal Strengths, and Education) but can most concisely be summed up by the values that are present in the staff that do this work. Supportive listening is central to the role of Professional Shelter Workers and they can be described by saying that they are non-judgmental, empathetic, and respectful. They believe in equality, acceptance and empowering women to make their own choices and define the goals that they want to work on, while providing safety and honouring confidentiality.
Hiring Guide

1. **Start with a clear job description**
   
a. Review the Profile of a Professional Shelter Worker (Page 4) and the Comprehensive Itemization of the Job Description of a Shelter Worker (Appendix A) and choose the items that best fit your agency and the specific position. (See Sample Job Description)
   
   
c. Be informed of union processes (if applicable).

2. **Advertise**
   
a. Post the position online, email to specific community contacts, or post through your networks.
   
b. Include a closing date.
   
c. Clearly identify where/to whom resumes should be addressed and the preferred method of contact.

3. **Organize & Review Resumes**
   
a. After the job application deadline passes, compare resumes to job descriptions. Give each resume a rating on a scale of 1-5, 1 being the lowest and 5 being the highest, based on how well the resume matches the skills, education, values and personal strengths you have identified in your job description.
   
b. Make notes.
   
c. Make a short list of candidates who you would like to interview.

4. **Contact candidates chosen for interviews**
   
a. Provide information including: date, time, location of interview, format of the interview including types of questions that will be asked, pay range, working conditions, including shift work requirements if applicable.

5. **Interview qualified candidates**
   
a. Interviews should be structured.
      
      i. The interview is based on the job description and associated criteria required to perform the work.
      
      ii. All candidates are asked the same questions and responses are measured against the same, pre-determined criteria.
      
      iii. Personal bias on the assessment process should be minimized.
   
b. Begin with rapport-building questions to put the candidate at ease.
      
      i. Examples include: did you find the location okay? Would you like something to drink? Comments on the weather, etc.
      
      ii. Provide all candidates with a standard introduction to the organization and an explanation of the interview format.
   
c. Questions can cover different areas, including: knowledge- what do you know? Behaviour – what have you done? Situational – what would you do?
(See *Sample Interview Questions*)

d. These types of interviews typically take 60-90 minutes, including time for rapport building and a written question. Schedule a minimum of 15 minutes between interviews.

e. If possible, conduct interviews in a well-lit room that is free from noise and distraction.

f. Conclude the interview by allowing time for the candidate to ask questions, thanking the candidate, and outlining the next steps in the hiring process.

6. **Written Question**
   
a. At the end of the interview give the candidate an example of a hypothetical client situation and ask them to explain in writing how they would respond to the given situation and document the situation as they would in a client file (to assess candidate’s level of literacy and written skills).
   
   (See *Sample Written Interview Question*)

7. **Review Interview Responses & Written Question**
   
a. After the interview has been completed, take time to measure the candidate’s responses against the pre-determined criteria.

8. **Reference Checks**
   
a. The candidate should provide at least 3 references, 2 of which should be employment references.

b. Contact references (See *Sample Reference Check Questions*.)

c. Criminal record check, including vulnerable sector check.

9. **Create a Letter of Employment** (See *Sample Letter of Employment*)
   
a. The offer of employment can be made in person or over the phone, however, successful candidates should also be provided with a letter of employment for their records.

b. When employment is accepted, keep the letter of employment and all relevant documents in an employee personnel file.
Sample Interview Questions

The following interview questions below have been developed to ask candidates what they know, what they have done, and what they would do. The questions are generally divided into the four quadrants—Skills, Values, Education, and Personal Strengths.

These questions can be scored using the tick-boxes and taking note of the number that the candidate mentions in their response, or by using the 1-5 rating scale, or both.

Education

1. What do you know about domestic violence?

- Causes
- Cycle of Violence
- Power and Control Wheel
- Types of Violence and Abuse
- Risk Factors
- Children Exposed to Violence
- The Law

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2. Can you tell us about specialized knowledge, training, and education that you have that would help you in this role?

- Formal education
- Combination of post-secondary education & experience
- Examples: personal experience, experience in the human service field, experience related to a specific position
- Post-secondary degree or certificate in a related field
- First Aid/CPR
- Professional Development and on-the-job learning
- Workshops and Presentations (FASD, ASIST training, etc.)
- Knowledge of: conflict resolution; non-violent crisis intervention; counselling; health & safety; the law; mental health; addiction; family breakdown/family violence; abuse; domestic violence; culture & diversity; trauma; parenting
- Knowledge of: Cycle of Violence, Power and Control Wheel, Types of Violence and Abuse, Risk Factors, Children Exposed to Violence
3. If you had an opportunity to spend some of the agency’s budget on professional development training, would you? If yes, what kind of training would you choose spend it on?

- Motivation to continue professional development and on-the-job learning
- Desire to continue to learn, grow, and improve in the role
- Life-long learning
- Building skills applicable to the job

Skills

1. What are the most important services offered to individuals who have experienced violence?
- Advocacy
- Case Management (Assessments, Planning, Goal Setting)
- Counselling
- Crisis Intervention
- Outreach
- Safety
- Safety Planning
- Information (assist clients with housing search, referrals, community resources)
- Support

2. Can you tell me about a time when you needed to have a difficult conversation with someone? (Co-worker, client, friend, etc.) What was the outcome?
- Open & Direct Communication
- Brainstorm
- Mediate
- Conflict Resolution
3. A client comes to you and makes a complaint about another staff person. She says that the staff person is rude. How do you handle this?

- Open & Direct Communication
- Brainstorm
- Mediate
- Conflict Resolution
- Encourage the client to talk to the staff person, or can talk to the Director if uncomfortable speaking to the staff person

Personal Strengths

1. Name three attributes that you think shelter workers should have?

- Confident
- Creative
- Desire to Help
- Empathetic
- Enjoys Children
- Friendly
- Passion for the work
- Self-care
- Sense of Humour
- Boundaries
- Collaboration & Team Work

2. What helps you to deal with stressful situations?

- Self-care
- Boundaries
3. **Tell us about a work environment in which you thrived, and why?**
- Organization
- Collaboration and Team Work
- Communication

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**Values**

1. **You have been working with a new client and her four children. She tells you that she is pregnant and does not want to have this baby. She wants to know what you think of abortion. What do you tell her?**
- Boundaries
- Communication
- Compassion
- Empathy
- Empowerment
- Non-judgemental
- Respect
- Support

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2. **Tell us about the most difficult client (customer/person) you have ever faced and how you dealt with that situation.**
- Collaboration & Team Work
- Communication (assertiveness, accept clients to fully express thoughts and feelings)
- Compassion
- Confidentiality
- Empathy
- Empowerment
- Equality
- Non-judgemental
- Professionalism
- Respect
- Support
2. A woman and her four children have accessed your services six times in the past. Each time she (comes to the shelter/joins the support group), she has indicated that the violence has become more severe and more frequent. She has left her partner six times, each time she has returned to the relationship. She calls asking to (come to the shelter/enroll in the group).

- Do you grant or deny her admission?
- What, if any, conditions should be put on her if readmission is granted?
- If she comes in for services, what are the primary issues to work on with this client?

☐ Collaboration & Team Work
☐ Communication
☐ Compassion
☐ Empathy
☐ Empowerment (clients have power and authority in their own lives)
☐ Equality
☐ Non-judgemental (clients are welcomed and made to feel comfortable, client’s word is taken as truth, clients are met where they are at, provide support based on what she wants and needs)
☐ Professionalism
☐ Respect
☐ Support

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Sample Written Interview Question

Client A came into shelter with her three children last week. Since her arrival several staff have shared verbally that they notice Client A speaking harshly to her children and that she spends a lot of time on her cell phone. Today is your first shift working with Client A. During the first half of your shift you suspect Client A is avoiding you as she has not left her room all morning. Finally the family comes out, dressed and ready to leave. It is your opinion that Client A seems rather dressed up. The family leave in a hurry, not allowing you time to collect information about where they will be going and when they will be back. Later in the evening, about an hour before the end of your shift, Client A returns. She asks to speak with you in the office. She explains she has been having a tough time living in the shelter and is thinking of going back to her partner. She asks for your advice on what she should do.

***

In the space below, please explain how you would respond to this situation:

_____________________________________________________________________________________
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
_____________________________________________________________________________________  
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_____________________________________________________________________________________  
 In the space below, please document this client interaction as you would in a client file:

_____________________________________________________________________________________  
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Sample Reference Check Questions

**General**
1. How do you know [the candidate]?
2. How long have you known [the candidate]?
3. Is [the candidate] organized?
4. Can you comment on [the candidate’s] communication skills?
5. The position for which we are hiring involves documentation and writing in client files—is that something at which [the candidate] excels?
6. At our organization, staff are responsible for everything from client services to running the agency—cooking, cleaning, shovelling snow, etc.—would [the candidate] be good in a work environment such as this?
7. Is [the candidate] a team player?

**Values**
1. In our line of work, boundaries with clients are extremely important—can you foresee any problems with [the candidate] being able to maintain appropriate boundaries?
2. Confidentiality is also extremely important in this agency—can you think of any problems that [the candidate] might have maintaining confidentiality?
3. Would you say [the candidate] has a non-judgmental attitude?
4. Would you describe [the candidate] as professional?

**Personal Strengths**
1. What are [the candidate’s] personal strengths?
Sample Letter of Employment

[AGENCY LETTERHEAD]

Date

Candidate Name
Candidate Address

Dear Candidate Name:

Re: Employment status (i.e., full time, part time, casual, etc.)
Position Title

I am pleased to offer you (position title).

[In one to two paragraphs briefly outline pertinent details of employment such as:
  • start date
  • benefits
  • work pattern or schedule
  • salary
  • union information (when applicable)].

Sincerely,

Name of Person Making the Offer of Employment
Position of Person Making the Offer
Sample Job Description

Employer Name: 
Wage/Salary Info: 
Location: (city) 
Employment Terms: (full-time, part-time, or casual; permanent or term) 
Start Date: (if term, also specify end date) 
Hours of Work: 
Apply By: (date) 
Please send a cover letter and resume to: (name, title, and email address) 

(Agency) is hiring a (permanent/term) (full-time/part-time/casual) (Support Worker). 

Our ideal candidate is empathetic, non-judgemental, compassionate, professional, respectful, and values confidentiality, equality, and empowerment. 

We offer staff training, and an opportunity to be part of a well-established organization providing services to women who have experienced violence working to create a society free from violence against women and their children.

Position Description & Requirements: 

Minimum Education Required: Minimum of 1 year post-secondary certificate in a relevant field. 

Minimum Experience Required: Minimum of 1 year. 

Values & Skills Needed: 
  • knowledge about interpersonal violence and abuse 
  • communication skills (written and verbal, conflict resolution) 
  • client services (counselling, advocacy, support, case management, assessments, maintaining a safe environment, referrals), 
  • administrative (answering phones, documentation) 
  • daily operations (cleaning, maintenance, cooking and food preparation) 
  • educate clients and the public about violence and abuse 
  • ability to work alone, as well as in collaboration with teammates 

Must have valid: 
  • Criminal Record Check with Vulnerable Sector Check 
  • First Aid/CPR Certification 
  • Driver’s License
References


Provincial Association of Transition Houses (2013). *Shelter Standards*.


Appendix A: Comprehensive Itemization of the Job Description of a Shelter Worker

Skills

1. Administrative
   a. Office/Paperwork
      i. Answer phones
      ii. Coordinate waitlists
      iii. Document incidents
      iv. Email, fax, photocopy, and use computer
      v. Fill out forms
      vi. Read and document in client files and log book, maintain client files
   b. Organization
      i. Make decisions
      ii. Multi-task
      iii. Organize files, physical space, and time
      iv. Problem solve
   c. Scheduling

2. Client Services
   a. Advocacy
      i. Support and/or defend clients on a variety of matters via phone, writing or in-person
   b. Case Management
      i. Assessments: for entry, risk, and/or general functioning
      ii. Departure
      iii. Intake
      iv. Planning and Goal Setting
   c. Counselling
      i. Employment Counselling
      ii. Support Counselling
      iii. Telephone Counselling and Crisis Line Support
   d. Crisis Intervention
      i. De-escalate clients and/or situations using verbal and non-verbal communication skills
   e. Outreach
      i. Follow up with former residents/clients
      ii. Support in the community/surrounding community
      iii. Telephone and/or home visits
   f. Safety
      i. Documents, ensure confidential documents are secure
      ii. Health and safety, comply and ensure client compliance with occupational health and safety regulations, universal precautions
      iii. Medication, lock up medications, monitor and record usage
iv. Safety and security of the facility, monitor alarms, let residents in and out of secured facilities
v. Safety planning with clients

g. Information
i. Housing: assist clients with housing search, referrals, and forms
ii. Familiar with community resources
iii. Make referrals to other agencies and services. Examples include, but are not limited to: medical, legal, housing, children’s programming, women’s programming, counselling, financial aid, food, furniture
iv. Share/post information on common referrals, relevant programming, community events, etc.

h. Support
i. Provide support to clients. Support can include, but is not limited to: practical assistance (i.e.: food, shelter, clothing, transportation), one-on-one listening, talking and counselling, accompanying clients to appointments, spending time with clients, parenting support
ii. Transportation
   i. Arrange transportation
   ii. Driving clients
   iii. Provide bus tickets and/or taxi vouchers

3. Community Relations
   a. Donations
      i. Accept, pick up, sort, and distribute donated items
   b. Fundraising
      i. Plan, organize, and volunteer at events
      ii. Grant applications
   c. Working with other Agencies
      i. Liaise and network with other agencies, interagency communication, attend meetings outside the agency

4. Communication
   a. With Clients
      i. Conflict resolution
      ii. Open and direct, brainstorm, mediate between clients
      iii. Written and Oral
   b. With Co-workers.
      i. Conflict resolution
      ii. Open and direct
      iii. Shift Change, check-in, debrief
      iv. Written and Oral

5. Daily Operations
   a. Cleaning
      i. Duties include but are not limited to: clean and disinfect client rooms after departure, wash walls, floors, blinds, dishes, and laundry, vacuum, take out garbage/recycling, defrost fridge/freezer and clean small and large appliances, make beds

   Appendix A—2
ii. Comply with cleaning procedures as outlined by the agency

b. Food and Cooking
   i. Prepare food order or grocery list, order or shop for food and other supplies, carry grocery bags and food, discard expired food
   ii. Plan or assist with meal plans, help clients prepare food
   iii. Ensure clients’ dietary needs are met, nutrition according Canada’s Food guide

c. General Maintenance
   i. Gather supplies, stock and organize supply storage areas
   ii. Perform minor household repairs and/or contact repair persons
   iii. Respond to incidents of bed bugs, lice and other pests
   iv. Shovel snow, maintain yard/garden, maintain vehicles

d. Rules
   i. Enforce agency rules/guidelines/policies

6. Groups/Programming
   a. Advertise and promote groups/programming
   b. Education
      i. Educate about abuse, power and control, cycle of violence, domestic violence
      ii. Give presentations, public speaking, provide information about the agency
      iii. Maintain educational resources
   c. Life Skills
      i. Teach, assist, and model in areas such as: cooking, cleaning, nutrition, budgeting, self-esteem.
   d. Recreation and Activities
      i. Crafts, sports, entertainment, outings

Values

1. Boundaries
   a. Understand and maintain personal and professional limits in relationships with clients

2. Collaboration and Team Work
   a. Willingness to work in partnership with co-workers and clients

3. Communication
   a. Assertiveness
   b. Non-violent solutions
   c. Assist clients to fully express thoughts and feelings

4. Compassion
   a. Caring and feeling for clients’ situations and a desire to help

5. Confidentiality
   a. Resident/client information is held in strictest confidence
   b. Information is only released in specific situations: risk of harm to self or others, past/present unreported child abuse and/or situations dangerous to children, when required by law

6. Empathy
   a. Demonstrate understanding of clients’ thoughts, feelings, and circumstances

7. Empowerment
   a. Clients have power and authority in their own lives

Appendix A—3
8. Equality
   a. Power differentials between clients and staff are minimized whenever possible
   b. Clients are treated as individuals while at the same time staff strive to provide services that are equal in degree, value, and quantity

9. Non-judgement
   a. Clients are welcomed and made to feel comfortable
   b. Clients’ presenting stories are believed and clients’ word is taken as truth
   c. Clients are met where they are at. This means staff provide resources, support, etc. based on what she wants and needs, and is ready to accept at the time. Support is based on the client’s reality
   d. Demonstrate a non-judgemental approach

10. Professionalism
    a. Education and skill are reflected in behaviour and methods with clients and co-workers

11. Respect
    a. Sense of worth identified in each client

12. Support
    a. Clients deserve and receive necessary practical and emotional assistance

Education

1. Formal Education
   a. Grade 10 – 12, completed high school, some formal education required
   b. Completed some post-secondary education
   c. Completion of a post-secondary certificate
      i. Examples include: Youth Care Worker Certificate, Child Care Worker Certificate, Chemical Dependency Course/Addictions Certificate
   d. Combination of post-secondary education and experience
      i. Examples of experience include: personal experience, experience in the human service field, experience related to a specific position
   e. Post-secondary degree, Bachelor’s degree
      i. Examples include: Social Work, Sociology, Education, Psychology, and Human Justice

2. Knowledge
   a. Knowledge may be obtained through formal education, experience, and/or professional development
   b. Knowledge of: conflict resolution, non-violent crisis intervention, counselling, health and safety, the law, mental health, addiction, family breakdown/family violence, abuse, domestic violence, culture and diversity, trauma, parenting

3. Licenses/Certificates
   a. Criminal Record Check and Vulnerable Sector Check
   b. First Aid/CPR
   c. Valid Driver’s License

4. Professional Development
   a. On the job learning
      i. Technology: computer research and internet research
b. Workshops and Presentations
   i. Specific counselling theories, Fetal Alcohol Spectrum Disorders (FASD) training, Food Safety, crisis intervention, Applied Suicide Intervention Skills Training (ASIST), self-defence, Workplace Hazardous Materials Information System (WHMIS), etc.

**Personal Strengths**

1. Confident
   a. Communicates assertively
   b. Knows the job and how to do it
2. Creative
   a. Creatively problem solves and meets clients’ needs
   b. Able to think outside the box
3. Desire to Help
   a. Motivated by a desire and willingness to help women and children
4. Empathetic
   a. Demonstrate understanding of clients’ thoughts, feelings, and circumstances
5. Enjoys Children
   a. Takes pleasure in the presence of children
   b. Demonstrates patience with children
   c. Respects the rights of children
6. Friendly
   a. Interpersonal behaviour contributes to a welcoming environment (ex: smiles, greets clients and co-workers, pleasant demeanor and tone of voice)
7. Passion for the work
   a. Dedication to anti-violence work
   b. Belief in a society free from violence
8. Self
   a. Knowledge of Self/Self-awareness
   b. Self-care
9. Sense of Humour
   a. Ability to laugh and have fun
   b. Knows when not to take things too seriously
Appendix B: Recommended Classifications and Salary Grid for Saskatchewan

Staff Classification and Education

The PATHS Membership recognizes that staff members of shelters should possess an education level and a skills level that are the most contributive to their job descriptions and their work with shelter clients. The Membership also recognizes that the labour pools available across the province do not necessarily provide potential employees with the recommended minimum education and skills who are prepared to work for the offered salary grids.

The Staff Classification and Minimum education requirements are recommendations that member agencies should strive to meet.

Support Worker: 1 year relevant post-secondary certificate and 1 year of relevant experience

Child Support Worker: 1 year relevant post-secondary certificate and 1 year of relevant experience

Administrative Support: 1 year relevant post-secondary certificate and 1 year of relevant experience

Outreach Worker: 2 years relevant post-secondary diploma and 2 years of relevant experience

Executive Director: an undergraduate degree plus 5 years of relevant experience, most recently in a supervisory role.

The Recommended Salary Grid

The PATHS Membership recognizes that some shelters are governed by union negotiations in determining salaries for various classifications. The Recommended Salary Grid outlines minimum hour salary rates to be funded through the provincial funding agreements according to the classifications as outlined above. These minimum salaries should be reviewed on an annual basis by an appointed committee of the Board.

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<th>Step 3</th>
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