

MANAGEMENT JOB DESCRIPTION

Management Job Evaluation Plan

Working Title Manager, Curriculum Design & Learning Supports	Name
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Position Number	Reports to Position No., Class & Level	Division, Branch/Unit	Ministry
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Present Classification Manager 2	Requested Classification	Levels to Deputy Minister (Not including incumbent level)
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Dept ID	Program Code	Project Code (if applicable)
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POSITION SUMMARY: Briefly describe the main purpose of the position, and why it exists for the most part (See PP [Slides 28-32](#)).

The Alberta Justice and Solicitor General Training Academy (TA) promotes excellence through training and continual professional development by establishing training standards and, in partnership with stakeholders, facilitating the delivery of evidence-based curriculum. The Curriculum Design and Learning Supports (CD&LS) unit is responsible for ensuring quality training programs are developed and delivered, which meet the needs of the Ministry, the Training Academy, and/or other stakeholders.

Reporting to the Director of Education Services (EdS), the Manager of CD&LS is responsible for continuous program and services improvement that links the Alberta Public Service Vision and Values, GOA business plan, and JSG business plan. This requires identifying emerging issues and legislation changes, assessing and strategizing operational/tactical initiatives. It also involves consultation and negotiation with management and stakeholders to determine priorities, and to persuade and facilitate shared ownership of training curriculum through collaboration. The Manager provides strategic and operational leadership, guidance and support in development of high quality curriculum and training programs that meet stakeholders' training needs. The Manager will support the EdS Director in leading the curriculum design team in developing and implementing high quality training programs to meet the organizational goals. This position provides consultation and recommendations to the EdS Director on establishing Ministry wide training policies, curriculum standards, training strategies, and best practices.

The Manager envisions the training pathway and ensures the unit has clear goals, objectives and strategies for partnership and collaboration with internal and external stakeholders in training development. The position provides leadership and direction to professional staff, oversees the process of curriculum design and development, and is accountable for the completion of projects assigned to the unit. This position manages human resources and OHS issues within the unit.

The CD&LS Manager provides strategic leadership to clients and stakeholders to identify training needs, assess training gaps, develop training policies, and design training programs to ensure alignment with the goal of, Ministry training and Business plan, the mandate of the Training Academy, other Ministry initiatives, and achievement of intended outcomes for individuals. The position builds relationships across branch as well as with stakeholders to understand a variety of perspectives and to develop training and curriculum reflecting those perspectives. This requires engaging subject matter resources within JSG to determine organizational needs. This position is responsible for building diverse project teams with specialized knowledge and competencies from business areas internal and external to TA.

The Manager of CD&LS is a key resource to the TA leadership team and stakeholders to ensure that training concepts, pedagogy, and standards are aligned with adult learning principles, the TA mandate and Ministry wide training practices. This position contributes to organizational changes via establishing and implementing Ministry wide training standards. The position is also a critical resource in providing advice and consultation on

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managing issues related to program development and assessment (training program design, development, and delivery; training policy application; competency development; and program assessment, etc.)

SPECIFIC ACCOUNTABILITIES: List the most important end results or outcomes (not duties) of the position and how they are achieved. Each end result shows what the position is accountable for, within what framework and what the added value is. Normally a position has 4-6 core end results. For each end result approximately 4-6 major activities should be described (See PP [Slides 20-27](#)).

1. Contribute to Training Academy's Culture and Leadership.

- Promote collaboration and positive relationships within and across groups and builds commitment to reach desired results;
- Ensure communication is ongoing by setting up processes or structures that facilitate communication and collaboration;
- Consider how changes might impact colleagues, clients and stakeholders and actively seeks input and involvement;
- Build trust by being open to perspectives while looking for long-term and mutually beneficial outcomes;
- Courageously and respectfully take a stand on issues based on APS values, even if it is not immediately accepted;
- Work with others to address interdependent activities that require collaboration;
- Find ways to improve TA systems or structures to better meet goals and outcomes;
- Provide strategic input and advice to the development of the Training Academy's operational plan direction and outcomes;
- Help build and foster a learning culture that facilitates change and celebrates success.

2. Provide leadership, support, expertise and direction in the development of a framework for Training programs that includes continuous review and evaluation of content, delivery methodologies and applied learning.

- Develop an ongoing needs assessment strategy and process to determine organizational training needs and collaborative partnering with business areas;
- Identify new and innovative opportunities to engage business areas to partner in training initiatives;
- Develop performance measures and evaluation tools to assess the achievement of identified outcomes;
- Establish a strategic vision and roadmap that links Induction training, refresher training, recertification training, and Ministry training initiatives to leverage learning opportunities, resources and expertise to meet ongoing and growing needs;
- Proactively assess linkages between initiatives/projects within and external to Ministry to champion collaboration;

3. Manage and lead the assessment, design and development of Induction Training programs

- Provide advice and consultation to Ministry stakeholders to drive support for learning initiatives to ensure JSG has the ability to meet current and future workforce competency needs;
- Create processes and mechanisms to actively engage and interact with Ministry leadership and business areas to identify organizational training needs;
- Promote and influence the understanding, acceptance and active participation of business areas in the development of Induction training programs;
- Developing strategies to identify critical needs and resource requirements in the development of Induction training;
- Ensure Induction training programs align with the Alberta Public Service vision and values, Corporate HR approaches, and Ministry training needs.

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4. Manage operational planning and implementation activities within the team

- Translate APS vision and values, and JSG and GoA business plans into services;
- Develop and implement strategic leadership of frameworks and procedures to imbed operational priorities;
- Consult and liaise with clients and stakeholders;
- Anticipate emerging training needs, service changes, and policy updates;
- Translate policies, training needs, gaps and services into deliverables;
- Establish communication, input and outcome processes for initiatives;
- Manage project progress;
- Monitor and evaluate project progress against agreed upon milestones;
- Support internal mechanisms to ensure staff training needs are identified and met;
- Report on key deliverables.

5. Manager Human Resources related issues within the team

- Lead recruitment processes including reviewing worksite staffing needs, analyzing FTE and budget realities and completing staffing requests;
- Contribute to interview, hiring and classification decisions;
- Lead and manage enabling administrative mechanisms (e.g. meetings, terms of reference, work planning, decisions and evaluation);
- Define and assign work duties, leading and supporting curriculum design position;
- Ensure performance management processes such as Performance Excellence are in place;
- Promote team members' personal growth to meet ongoing and changing needs and challenges;
- Handle employee relations issues and HR concerns in accordance with accepted HR practices including performance, staff professional conduct and code of ethics concerns;
- Manage work site occupational health and safety.

6. Champion and lead initiatives that supports training excellence for program design, delivery and ongoing evaluation

- Educate stakeholders on curriculum design process and adult learning principles to foster a learning culture;
- Influence the design, delivery, outcome, performance assessment of business areas by providing appropriate tools and expert guidance;
- Provide strategic advice to business areas on opportunities to utilize the Training Academy's expertise, methodology, and standards;
- Engage and consult with training industry experts to assess applicability of leading edge and best practices;
- Monitor emerging issues, research, learning assessment tools and methodologies and external training programs for application to current suite of training and development products;
- Initiate and instill collaborative partnering with business areas to examine and analyze current design, development, delivery and evaluations frameworks and practices.

KNOWLEDGE/EXPERIENCE: Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. not only diplomas and degrees. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (See PP [Slides 33-37](#)).

- A minimum of a Bachelor's degree in education or a related field and three or more years of experience in training, learning and development. At least one year of this experience must be specific to curriculum design and adult learning.
- Demonstrated knowledge of emerging trends and issues related to training and professional development.

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- Position requires a high level awareness of issues facing the Ministry, as well as key stakeholders, client issues, internal practices and how to balance multiple priorities.
- Demonstrated knowledge relevant acts, legislation and policies that guide training curriculum.
- Demonstrated project management, decision-making and effective consultation skills.
- Demonstrated facilitation and communication abilities with highly developed interpersonal and problem-solving skills.
- Proven ability in building effective working relationships and managing multiple, complex projects under tight timelines.
- Strategic thinking and planning to develop, articulate and encourage commitment to new and adaptive processes and systems to design, develop, deliver and evaluate training and development programs.
- Leading the development of a roadmap of responsive and flexible processes, frameworks and functionality to create and sustain a results-oriented and collaborative culture including developing and supporting of organizational training.
- Identifying opportunities and championing a culture of partnering and adaptive responses to changing skills and behaviour requirements and changes.
- Consultation, negotiation, influencing and conflict resolution in working with external stakeholders with varying and often conflicting perspectives, interests, expectation and priorities pertaining to course design, desired outcomes, integration into the workplace and ongoing evaluation of knowledge/learning application.
- Systems thinking to examine the linkages and interactions between all components of the design, development, delivery and evaluation of training initiatives and stakeholder needs, Ministry/Training Academy policy and direction, and legislative requirements.
- Developing and maintaining strategic and collaborative working relationships and alliances within the Ministry, across the GoA and with partners.
- Influencing to promote innovation, motivate others to adopt new concepts and striving for continual improvement.
- Conceptualizing and analyzing information and risks to make decisions in alignment with Ministry training needs.
- Developing self and others: a commitment to life-long learning and a desire to invest in the development of the long-term capability of self and others
- Change management, human systems development and systems design knowledge.

LEADERSHIP AND BUSINESS KNOW-HOW: Specify the level of coordination, organization and leadership required to produce the results expected of the position. Provide recent examples (See PP [Slides 38-40](#)).

- Solid leadership skills with the ability to develop and maintain effective working relationships and achieve results through others including direct reports, and internal/external stakeholders.
- Sound understanding of the Ministry's business priorities and organizational culture in order to provide expert advice to management on organizational design and effectiveness issues.
- Able to coach, facilitate, consult and provide advice and expertise on integrated strategies and frameworks within the Ministry.
- Well developed analytical skills involving new information and ability to translate into strategic opportunities for clients and stakeholders.

PROBLEM SOLVING: Describe difficult or challenging situations the position is typically expected to solve and the assistance available (See PP [Slides 41-43](#)).

- Requires daily decision-making and providing direction to ensure consistency in the quality of learning/training programs and ensuring resources are available to support program development and administration.
- The ability to obtain commitments for work on programs and projects from internal/external stakeholders.
- Apply creative thinking and problem solving to address specific strategies and issues linked to workforce

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and operational planning goals.

- Handle challenging situations including developing consensus on proposed strategies, project management and planning and team direction.
- Coach team members and direct reports through professional and developmental challenges toward successful outcomes.

RELATIONSHIPS/CONTACTS: Identify internal and/or external clients, partners and stakeholders with whom your position has the most influence and indicate the frequency, purpose and nature of the contact (i.e. how they are affected by recommendations, decision-making and action(s) taken) (See PP [Slides 44-46](#)).

Clients	Frequency	Nature and Purpose of Contact
Internal Training Academy leadership team and staff	Daily	Leading development of curriculum design and training strategy and plan; providing advice, direction and consultation.
Business areas management	As required	To provide advice, consultation, information and perspectives on learning, training and organizational development initiatives. Proactively identifying opportunities for collaboration, cooperation and partnering.
External Other GoA ministries, external consultants, other jurisdictions, external consultants	As required	To represent the Training Academy and its expertise; to identify issues & opportunities for collaboration and partnership; developing strategic working relationships; to exchange information, learning and best practices.

IMPACT AND MAGNITUDE OF JOB (SCOPE): Identify how the position directly affects results, and the extent to which stakeholders are affected by the outputs. Provide recent examples (See PP [Slides 47-49](#)).

- The Manager exercises a high degree of analytical and systems thinking in the planning, development and assessment of in-house delivered training programs as well as initiatives specific to the Training Academy's operational plan.
- The Manager provides advice to the Director, EdS in curriculum design and training that supports a more effective, adaptive and flexible training service that effectively utilizes resources and expertise to deliver required and sought-after training and development.
- The position works in a highly collaborative manner with Ministry and Training Academy leadership and staff to lead the development of strategies and action plans to ensure efficient delivery of training programs and initiatives that align with the business and operational plans while maintaining fiscal responsibility. As a result, the Manager has impact on decisions and allocation of resources and financial commitments to achieve outcomes in the short and long term.
- The position plays a key role in ensuring the unit is positioned and functioning with the right processes, frameworks and supports to provide training and development needs to meet current and future Ministry direction, goals and objectives.
- This position manages issues associated with the team's portfolio that are challenging and complex, and require adaptive plans and responses to meet the changing needs of the Ministry and its program responsibilities.
- The Manager is relied on to provide critical information and perspectives to business areas as well as ensuring the Director, EdS is fully briefed on key issues and associated potential solutions, mitigating strategies, implications, risks and opportunities.

CHANGES SINCE LAST REVIEW: What significant changes have occurred in your job, from the last review (See PP [Slides 50-51](#)).

- Title of the manager position, managing unit and reporting structure changed. Position now reports to Training Academy, Director, Education Services.

COMPARABLE POSITIONS: List comparable GoA benchmarks (See PP [Slide 52](#)).

Benchmark M410-12 - Strategic Corporate Services, the Training Academy, Curriculum Design & Learning Supports

ORGANIZATION CHART: A current organization chart that includes supervisor, peers and staff MUST be attached. Include whether employee is permanent, wage, temporary or contract and indicate position numbers (See PP [Slide 53](#)).

Signatures

The signatures below indicate that the manager (incumbent) and division director/ADM have read, discussed and agreed that the information accurately reflects the work assigned (See PP [Slide 54](#)).

Manager

Name

Digitally signed by

Signature

Date

**Division
Director/ADM**

Name

Signature

Date

This information is being collected under the authority of Section 10 of the Public Service Act and will be used to allocate positions within a classification plan and to manage the Alberta government human resources program. If you have any questions about the collection of this information, contact the Classification Manager, 6th Floor, Peace Hills Trust Tower, 10011 - 109 Street, Edmonton, Alberta T5J 3S8, phone 408-8445 or contact your Ministry Human Resource Office.