

Ministry

Describe: Basic Job Details

Position Name (30 characters)

Requested Class

Job Focus

Supervisory Level

Organizational Structure

Division, Branch/Unit

Supervisor's Position Name (30 characters)

Design: Identify Job Duties and Value**Job Purpose and Organizational Context**

Why the job exists:

Reporting to the Executive Director, the Director provides leadership and direction to a team of professional and technical staff for all functions and activities that support the planning, design and implementation of school facilities for Public Private Partnership (P3) delivery. The focus of the position is to work in partnership with Alberta Education and school jurisdictions to develop capital plans, and with external stakeholders to implement approved projects within the context of existing legislation, building standards and guidelines, and accountability policies and procedures. The Director manages issues and concerns related to the school capital program and recommends solutions to senior officials, including the Ministers of Infrastructure and Education.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

1. Support the development of the government's Capital Plan through the review and prioritization of capital projects and medium and long-term capital plans by:

- Reviewing capital plan and project information received from school jurisdictions to ensure project costs are as accurate as possible;
- Reviewing preliminary project designs for adherence to space standards, and ensuring school jurisdiction submissions comply with all government and ministry policies and procedures;

▪ Working with Alberta Education to review all school jurisdiction capital plan submissions and support the prioritization of projects for inclusion in the capital plan.

2. Provide project oversight and technical services for the implementation of approved capital projects by:

- Ensuring project development and implementation activities are monitored for compliance with approved scope and budgets and relevant policies, standards, processes, procedures and guidelines;
- Ensuring project status and financial reports are reviewed and issues identified for all projects undertaken within the south region;
- Providing leadership and direction to staff responsible for providing designated project management service to school jurisdictions. Where required, provide oversight to the delivery/project management of specific school facility projects where the ministry is directly managing the project;
- Ensuring accountability requirements are met and adhered to by the school jurisdictions.

3. Provide leadership and direction to P3 delivery staff and advice to Alberta Education officials to ensure effective communication and liaison with school jurisdictions in the implementation of approved projects by:

- Ensuring all correspondence and information requests are completed in an appropriate manner within specified timelines and reflect specific government and department capital planning policies, frameworks and guidelines;
- Meeting regularly with the branch management team, school jurisdiction officials, and representatives of Alberta Education and other departments to exchange information, resolve issues, and maintain effective working
- Directing the provision of guidance and technical advice to school jurisdictions in the assigned delivery unit, senior department and government officials, stakeholders and the public regarding school facilities, project management processes, reporting and monitoring requirements and policy issues.

4. Managing, coordinating, evaluating and enhancing the services provided by the region to school jurisdictions and other stakeholders by:

- Providing leadership and direction to branch staff in the assigned delivery unit, managing staff to ensure services and expertise are provided to support capital funding decisions of the Minister and senior department and government officials, and to ensure the delivery of project management services in a manner consistent with department and government policies and procedures;
- Leading and supporting staff working in cross-functional teams with Alberta Education, clients and stakeholders, involving staff in business and operational planning processes; and communicating relevant department and government priorities, goals and strategies;
- Planning and managing the effective use of staff and financial resources within the delivery unit to ensure achievement of branch, division and department goals;
- Managing activities in the delivery unit, including developing operational plans, defining and prioritizing responsibilities, resolving issues, making decisions, and clarifying roles;
- Ensuring information systems, file management systems, and financial management systems are maintained for projects and activities under the responsibility of the delivery unit;
- Promoting the branch/ delivery unit mandate and role to clients and stakeholders.

5. Support the Executive Director, and other senior department and government officials, in achieving the mandate, goals and operations of the branch and the division by:

- Providing the Executive Director with advice and recommendations relating to issues, opportunities, and challenges associated with the school facilities capital program;
- As a member of the branch's management team, supporting the Executive Director in accomplishing the branch mandate and goals;
- Facilitating the development and maintenance of effective working relationships with partners, clients and stakeholders, particularly Alberta Education and the school jurisdictions;
- Representing the branch, division, and department on cross-government and client/stakeholder working groups and committees with diverse mandates and responsibilities;
- Providing leadership and technical expertise relating to the school facilities capital program issues for inter-departmental initiatives;
- Ensuring the perspectives and requirements of clients and stakeholders are represented during strategic and tactical decision-making processes

Problem Solving

Typical problems solved:

The Director is relied on to ensure that branch operations in the assigned delivery unit are managed and coordinated in a manner that supports achievement of the branch mandate and goals. In addition to sound professional judgement, considerable analytical reasoning and evaluation abilities are required to allocate resources and workload, determine and communicate priorities, assess results and develop solutions and recommendations related to the school facilities capital program in the assigned delivery unit.

The Director must understand complex relationships and facilitate decision-making processes involving senior representatives and officials of client and stakeholder organizations, the department and the government. The Director must recognize conflicting perspectives, requirements and priorities of clients, Alberta Education, and other clients and stakeholders and be able to apply technical expertise and a common sense approach to resolving such situations. This position is called upon to negotiate issues and propose solutions for conflicts that cannot be resolved by staff involved in planning and managing/implementing school facility capital projects.

The Director consults with the Executive Director and other senior department representatives to determine operational plans and priorities for branch operations in the assigned delivery unit, working closely with the branch and divisional staff, representatives of other ministries, and clients and stakeholders to implement plans, manage operations and evaluate progress.

The Director also works closely with senior department and government officials to provide recommendations and critical input into complex decisions related to the school facilities capital program planning and budgeting processes.

The Director is accountable for ensuring that current, accurate and comprehensive information is available to senior department and to senior ministry and government officials to support sound decision-making on capital projects and priorities.

Example: The Director is expected to meet the needs of all parties to the extent possible when assisting with the development of options to meet program delivery needs. For instance, if excess capacity exists in schools within a specific jurisdiction's geographic area, the school jurisdiction faces the need to reduce school facility space in order to reduce operating and program delivery costs. The option of closing a school in the area may meet with significant opposition from the parents and students, as well as the local elected officials and the community at large. The Director is expected to work with the school jurisdiction to identify options which could include consolidation of school space, joint use facilities, amalgamation with other school jurisdictions (public and/or separate, francophone or charter school societies) and to work with all parties to recommend a workable option.

Types of guidance available for problem solving:

The Director is responsible for ensuring that services delivered by staff members in the delivery unit meet the requirements of senior division, department and government representatives, clients and stakeholders; the accountability requirements of the department and the government; and established department standards and processes.

Key stakeholders are the Ministers, MLAs and senior officials of Infrastructure and Education as decisions made by the Director can result in negative political and/or financial impact. Other key stakeholders include school jurisdictions, contractors, consultants, municipalities, and ultimately the public (educators, students, parents, students, etc.).

The results of work and decisions made by the Director impact the degree and extent to which the ministry meets Treasury Board expectations on projecting and controlling project costs.

Communications, materials and consultation services provided to school jurisdictions must accurately describe policies, programs, accountability requirements, and processes in order for the school jurisdictions to meet government objectives regarding the submission, review and approval of capital funding for schools.

School jurisdictions, communities and the public are all affected by decisions to build, modify, or close school facilities in a community, decisions of which the Director has significant input in the form of recommendations.

Treasury Board, Cabinet, Caucus, and the Ministers of Education and Infrastructure provide overall direction as to the school facilities capital program funding priorities, expenditure levels and the results expected. This provides a framework for the review and prioritization of school jurisdictions' capital plans and prioritization of projects. The Director also receives direction from the Executive Director, Assistant Deputy Minister and Deputy Minister regarding recommendations and decisions made on emergent requests and issues that may have a negative political impact on the ministry or government.

The school facilities capital program and individual projects have the potential for significant political sensitivity, as

well as the potential for significant budgetary and financial impacts on clients, stakeholders, consultants and contractors. The Director is expected to provide consultation and recommendations that demonstrate awareness of these sensitivities and impacts while ensuring compliance with government and department guidelines and procedures.

The Director is expected to demonstrate a proactive approach in alerting senior department and government representatives to potential issues and developing recommendations and solutions to meet the identified challenges. Clients and stakeholders rely on the advice and recommendation of this position, project support, and technical and professional direction and advice. Therefore, advice provided and judgement exercised by the Director must be sound and based on balanced, comprehensive, well researched and substantiated information.

The work performed by the Director affects the department's and the government's ability to make decisions regarding the scheduling and funding requirements for planning, constructing, maintaining, preserving, evaluating, and monitoring all school facilities in the South region of the province through the effective and efficient allocation and expenditure of government capital funding resources.

The work performed by the Director also affects Alberta Infrastructure, Alberta Education, school jurisdictions, the public, and the government as a whole, in terms of ability to assist school jurisdictions with the cost-effective development and preservation of appropriate infrastructure for the delivery of education. Several significant stakeholder groups outside of government have high expectations for superior performance and results in relation to the school facilities capital program (i.e. the public, various school related associations, elected officials, communities and municipal governments).

Direct or indirect impacts of decisions:

Key Relationships

Major stakeholders and purpose of interactions:

Internal		
Executive Director, ADM, branch managements team.	Daily	To discuss projects, issues, new initiatives, achievement of results.
Deputy Minister, Minister	As requested	To report project status, provide status, provide information, provide recommendations.
Technical Services, Project Delivery, Branches within Ministry	Ongoing daily contact	To discuss projects, contracting issues, design and other standards, cost management issues, etc.
External		
Alberta Education	Daily	To provide technical support in project planning for school facilities.
School Boards	As requested	To respond to information requests, provide options.
Provide sector (contractors, consultants)	Ongoing	To discuss project designs, contracting issues, reporting requirements, etc.
Other ministries such as Municipal Affairs and Housing, Service Alberta, Justice, Finance	As requested	To participate on cross-ministry committees and reviews.
To discuss projects, contracting issues, design and other standards, cost management issues, etc.		

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Engineering	Business	

If other, specify:

Job-specific experience, technical competencies, certification and/or training:

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Systems Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<p>Integrates broader context into planning:</p> <ul style="list-style-type: none"> Plans for how current situation is affected by broader trends Integrates issues, political environment and risks when considering possible actions Supports organization vision and goals through strategy Addresses behaviours that challenge progress 	
Creative Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<p>Creates the environment for innovative problem solving:</p> <ul style="list-style-type: none"> Generates new ways of thinking; ensures right questions are being asked about a problem Eliminates barriers to creativity and innovation Encourages a culture of innovation 	
Agility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<p>Proactively incorporates change into processes:</p> <ul style="list-style-type: none"> Creates opportunities for improvement Is aware of and adapts to changing priorities Remains objective under pressure and supports others to manage their emotions Proactively explains impact of change on roles, and integrates change in existing work Readily adapts plans and practices 	
Build Collaborative Environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<p>Involves a wide group of stakeholders when working on outcomes:</p> <ul style="list-style-type: none"> Involves stakeholders and shares resources Positively resolves conflict through coaching and facilitated discussion Uses enthusiasm to motivate and guide others Acknowledges and 	

		works with diverse perspectives for achieving outcomes	
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		