

## Update

Ministry

Children and Family Services

### Describe: Basic Job Details

#### Position

Position ID

50025925

Position Name (30 characters)

Sr L &amp; D consultant

Current Class

Program Services 4

Job Focus

Operations/Program

Supervisory Level

00 - No Supervision

Agency (ministry) code

CA03

Cost Centre

610190

Program Code: (enter if required)

#### Employee

Employee Name (or Vacant)

#### Organizational Structure

Division, Branch/Unit

RQB/ OSD/ WFD

☒ Current organizational chart attached?

Supervisor's Position ID

50012508

Supervisor's Position Name (30 characters)

Manager, Delegation Training

Supervisor's Current Class

Manager (Zone 2)

### Design: Identify Job Duties and Value

#### Changes Since Last Reviewed

Date yyyy-mm-dd

2025-02-25

Responsibilities Added:

This position is recognized as having expertise in competency based, role specific learning and development design, development and implementation, resulting in leading this point of view independently in working groups or project-based discussions both inside and outside of Children & Family Services. The added responsibilities are holistic in the scope of practice as a recognized authority on competency focused workplace learning, independence in decision making and autonomy in leading numerous project-based initiatives. This position must pro-actively identify risks, mitigate risk and present solutions which have all expanded in this position. As such, this position will assume additional projects with increased complexity, urgent time lines across multiple delivery areas and therefore be able to more fully achieve the intended job purpose as described.

Responsibilities Removed:

No responsibilities have been removed. Reporting structure has changed which is reflective of a broader and more in-depth work on projects, described above. Would report to Workforce Development Manager.

## Job Purpose and Organizational Context

Why the job exists:

This position provides leadership over provincial learning and development projects for staff within Children and Family Services. The Advisor is considered a senior specialist, providing expert consultation and direction on organizational learning and competency-based training. The position is the architect of position specific learning pathways and directs the instructional design of projects and development of learning content, provides direction for supervisors in learning transfer, and evaluates how each project contributes to ministry outcomes. The work of this position directly links to building capacity in skills, competencies, knowledge, and behaviours for ministry staff, ensuring curriculum is implemented provincially at all levels. The role is the project lead to multi-disciplinary stakeholder teams consisting of management, professionals, and subject matter experts ensuring mandated legislation and best practices are incorporated into various ministry directed projects, including embedding solutions in response to OCYA reports, Auditor General, and Ministry Business Plans. This requires strong facilitation skills and the use of comprehensive consultation strategies to obtain stakeholder input, while balancing competing stakeholder views. The Advisor applies project management principles in their work and manages multiple contracts in the procurement of services from vendors. The position engages with internal stakeholders (Program, Policy and Practice, Regional leadership, FASCAL legal team, Statutory Directors, Communications, Information and Privacy Office, Occupational Health and Safety, Delegated First Nations Agency staff) and external resources including a breadth of Children and Family services subject matter experts (FASD Networks, university academics, community-based service providers, elders, families, etc.). The position provides recommendations to senior management in support of continuous improvement, ensuring ministry staff have the right skills at the right time in support of a skilled and qualified workforce.

## Responsibilities

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

### **1. Lead all aspects of instructional design of learning and development projects (research, analysis, design, development, delivery, implementation, evaluation, and improvement).**

-Lead consultations with key ministry stakeholders on practice strategies, legislation, and research.

-Assess and identify emerging training needs for supervisors and front line delivery staff using various learning needs assessment strategies and tools including analyzing data from evaluation tools.

-Recommend to project specific leadership (working teams, senior management) approaches, including existing and emerging technologies and if training is the recommended action.

-Direct the design of learning pathways, learning content, instructional materials, or stand-alone courses/eLearning, integrating learning objectives and subject matter content into materials that meet adult learning principles and Ministry standards.

-Adhere and align content developed to multiple frameworks while ensuring focus on competencies that enhance service delivery and effective client practices.

-Engage with external stakeholders to embed key subject matter expertise on a variety of topics (mental health and addictions, disabilities) that will build competencies for staff and supervisors and incorporate research into the development of various learning opportunities while considering impact and return on investment.

-Implement a portfolio of provincial projects through creating training plans, and assigning or resourcing facilitators, and directing province-wide training delivery.

-Audit content, instructional design and instructor interaction with participants. Monitor and evaluate learning to ensure continuous improvement from immediate reaction to relevance to ministry business plans, and the overall effectiveness of project.

## **2. Provide project leadership and contract management for learning and development projects, ensuring projects effectively and efficiently meet the requirements of the ministry.**

- Lead project teams, advisory committees, working groups and/or focus groups made up of key stakeholders (management, subject matter experts, and staff from the Ministry).
- Lead training sessions (e.g. Train-the-Trainer) and provide coaching and mentoring to ensure project outcomes.
- Coach and support Ministry facilitators, providing training for facilitators, which include staff, supervisors and managers.
- Ensure input and crucial ministry content from various sources are incorporated into various learning and development projects, programs and initiatives.
- Initiate the project by defining the high-level scope and objectives, identifying stakeholders, coordinating sponsors and team members, guiding the creation of project charters, recommending necessary resources (internal resourcing and contracting funds) to complete the project and obtaining the necessary authorization required to proceed.
- Negotiate and collaborate with Ministry stakeholders on a reasonable and practical project schedule and deliverables based on available resources.
- Execute project plan, implementing change management, and propose innovative solutions to mitigate emerging challenges and changes to meet the deliverable. Track, review and regulate all activities and tasks as project progresses as well as coordinate resources (e.g. human, financial) assigned to the project communicate back to project specific leadership teams.
- Project manage and navigate unforeseen project challenges, including anticipating and mitigating risk, developing alternate solutions and soliciting consensus on revisions in order to complete project.
- Complete and finalize all project activities, evaluating the overall project, and creating a project report and assigning continuous improvement schedule.
- Working collaboratively with the Procurement & Contracts Branch this position will manage multiple contracts, simultaneously, in the procurement of services from vendors using RFPs, PQRs, work orders, and SOWs that complies with ministry and provincial requirements including vendor performance management and termination of contracts, as necessary:
- Provide subject matter expertise in the development, review and evaluation, and awarding on contracts to Instructional design vendors.
- Monitor and evaluate contracts, including approving invoices and mitigating emerging issues with vendor performance.

## **3. Engage and consult with both internal and external stakeholders to ensure that learning projects are successful and resourced with the right decision-makers and subject-matter experts.**

- Identify key decision makers and required stakeholders for engagement and input.
- Analyze project requirements that impact staff competency to determine if training is an appropriate solution, and recommend alternatives.
- Promote collaboration and build relationships to provide appropriate, high quality and timely learning opportunities to Children and Family Services.
- Establish and maintain positive working relationships, partnerships, and networks with Ministry and external stakeholders that support effective and efficient learning and development projects.
- Participate in internal and external committees and project teams, representing division

perspectives as required.

-Share and collaborate on best practices with other ministries (e.g. Family Violence, PSC, JSG, SOW).

## Problem Solving

Typical problems solved:

The position provides specialized direction based on organizational learning theory, program design approaches, and measurement tools to ensure quality training projects that are developed meet the needs of Government, Ministry, and division stakeholders. Most decisions reflect curriculum design processes, policies and standard operating practices. Problems and solutions to unique and varied issues are also addressed including balancing needs of stakeholders, which often hold differing viewpoints. This often involves negotiation and conflict resolution in addressing multiple and conflicting demands at various organizational levels without formal authority and frequently encountering resistance to change. The position may challenge existing practices (ex: business processes that impact client service delivery) while creating curriculum. Examples of work include redesigning programs, conducting needs assessments, introducing new learning technologies, and ensuring theory and practice are aligned. The role must present creative solutions to problems, while dealing with limited resources and scheduling issues. The Advisor is also proactive in identifying risk, mitigating risk, presenting recommendations to management, and adjusting projects as a result. The position must clarify information, obtain and translate complicated, specialized technical information from one source (subject matter experts) to others (stakeholders, learners, executive).

The position provides leadership and coordination to learning and development projects on a province-wide scale. This includes project leadership over multi-disciplinary stakeholder teams, at all levels of the organization across divisions and regions. Externally, the position works with contracted instructional designers, subject matter experts (internal/external), and other professionals to move projects forward. The role is challenged with supporting a wide breadth of program areas including Child Intervention and Child and Community Resiliency Divisions. The position is also involved with cross ministry initiatives and frameworks including the Indigenous Cultural Understanding Framework. The position requires working with a variety of stakeholders at multiple levels of management.

Types of guidance available for problem solving:

Reporting to the Manager, this position works independently with general guidance. The position is part of a small professional team given the latitude to lead a portfolio of assigned provincial projects, requiring the ability to keep multiple projects on schedule simultaneously and managing various contracted resources.

Direct or indirect impacts of decisions:

Decisions directly impacts the timeliness, accuracy, and quality of learning and development projects which are often resulting from Ministry priorities or reviews.

## Key Relationships

Major stakeholders and purpose of interactions:

Manager regarding status of existing portfolios, identifying any challenges as a result of information gathered during projects, as well as providing advice and recommendations on the development of policies, procedures and business processes related to training program development and implementation.

-Collaborates with program area staff and other members of Provincial Training and Workforce Development team to ensure implementation of program material, identify changes or updates to

learning programming, as well as provide support/advice on curriculum implementation.

-Engages senior management to determine organizational needs (i.e., alignment of business strategy to training programs), support for project management processes, and to provide updates on training program delivery and curriculum initiatives with immediate impact.

-Periodically connect with representatives across the Government of Alberta and other jurisdictions to share information and provide support on training strategies and programs.

-Engage with external contacts including; vendors, (training and curriculum design) SMEs (University academics, elders, community based networks).

**Required Education, Experience and Technical Competencies**

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

If other, specify:

Social services, education, social sciences, human resources

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

Adult Learning, Workplace Learning, Organizational development, Project management, Change management

**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"/>	Integrates broader context into planning: <ul style="list-style-type: none"> <li>Plans for how current situation is affected by broader trends</li> <li>Integrates issues, political environment and risks when considering possible actions</li> <li>Supports organization vision and goals through strategy</li> <li>Addresses behaviours that challenge progress</li> </ul>	<p>Knowledge of how individual training sessions connect with other trainings offered is essential and alignment to specific competency profiles.</p> <p>Training aligns to advance current field knowledge, policies and practices.</p> <p>Redevelopment of training triggers are from ministry responses to critical injury and death reviews.</p> <p>Training is aligned to business plans.</p> <p>Training meets specific standards established for certification and/or accreditations.</p> <p>Training aligns to</p>

			behavior competencies for key roles established by GOA.
Agility	○ ○ ○ ● ○	<p>Proactively incorporates change into processes:</p> <ul style="list-style-type: none"> <li>• Creates opportunities for improvement</li> <li>• Is aware of and adapts to changing priorities</li> <li>• Remains objective under pressure and supports others to manage their emotions</li> <li>• Proactively explains impact of change on roles, and integrates change in existing work</li> <li>• Readily adapts plans and practices</li> </ul>	<p>Awareness and competent to successfully navigate GOA practices of working with multiple participants with competing interests.</p> <p>Able to adapt to changes in policy, growing needs of participants, or pressures created by needs in the field that become a greater priority.</p> <p>In development of training the practices, terms, roles can change. It is important to shift to current needs and be able to adapt to plans and practices that may have impacts on current objectives.</p> <p>Leads projects with outside stakeholders, subject matter experts and instructional design vendors within contract parameters and timelines</p>
Creative Problem Solving	○ ○ ○ ● ○	<p>Works in open teams to share ideas and process issues:</p> <ul style="list-style-type: none"> <li>• Uses wide range of techniques to break down problems</li> <li>• Allows others to think creatively and voice ideas</li> <li>• Brings the right people together to solve issues</li> <li>• Identifies new solutions for the organization</li> </ul>	<p>Problem solving is essential.</p> <p>Problems solving for this role involves negotiating multiple stakeholder needs/ requests and sometimes competing interests. This role needs to work with program areas within CFS (ex. program and</p>



			<p>policy areas for staff and caregivers and divisions including Family Violence), external stakeholders (ALIGN, Family Violence agencies, Universities and subject matter experts), DFNAS and regions.</p> <p>For example, the need for Family Violence training for Child Intervention staff came from recommendations in Fatality Inquiries, OCYA reports and other reviews. The consultant in this role needs to meet the needs of internal program areas as well collaborate cross ministry. External stakeholder groups can have strong views and perspectives on what content needs to be covered in training and not always a grounded understanding of legislated responsibilities. Managing the various interests and facilitating discussions is critical to achieve the end goal of quality training for Child Intervention Practitioners.</p>
Drive for Results	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	<p>Works to remove barriers to outcomes, sticking to principles:</p> <ul style="list-style-type: none"> <li>• Forecasts and proactively addresses project challenges</li> <li>• Removes barriers to collaboration and achievement of outcomes</li> <li>• Upholds principles and confronts problems directly</li> </ul>	<p>Driving for results is ensuring those on the training working group team are able to accomplish what they have been tasked to do. This could be time requirements, policy changes, role shifts and even unit priority shifts. Including identifying and</p>

		<ul style="list-style-type: none"> <li>• Considers complex factors and aligns solutions with broader organization mission</li> </ul>	<p>securing perspectives that are absent from initial project plans.</p> <p>This position requires the ability to anticipate and shift in order to ensure barriers are not created. Additionally, being able to flex to new information resulting throughout project that impacts training deliverables.</p> <p>It is also important to hear multiple voices and areas of interests.</p> <p>Do the interests align to current policy? How do you negotiate competing interests and yet uphold current scheduling, organizational policies and ensure diversity, and equity are established.</p> <p>Advances in the learning &amp; development community must be considered as a means of elevating the quality and engagement of new learning products. (AI and newer technology)</p>
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## Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Human Service Policy and Legislation Consultant 025PS54  
Generic Public Affairs Officer 024PS58