

New

Ministry

Describe: Basic Job Details**Position**

Position ID

Position Name (30 characters)

Requested Class

Job Focus

Supervisory Level

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

 Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

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

Why the job exists:

Reporting to the Project Delivery Director within the Learning Facilities Branch, the Senior Project Manager has the overall responsibility and accountability for the delivery of safe, functional, high quality cost effective, sustainable facilities that meet Alberta Education and school jurisdiction program delivery needs. This position is the “go-to” person for all issues/challenges related to the capital projects they manage and ensures projects are delivered on time, budget and scope. The projects range in size (from \$1 million to over \$60 million) and complexity from a modular addition to a complex high school with community partnership components.

The Senior Project Manager works closely with client representatives from Alberta Education, school jurisdictions and municipality representatives throughout all aspects of a project, from inception to the end of warranty period. The Senior Project Manager is responsible for design, procurement, construction, commissioning, and warranty management of approved learning facility projects.

Responsibilities

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

Leads and manages learning facility projects by ensuring:

All aspects of execution, control, monitoring and closure for assigned capital project(s) are fully implemented

Project scope is met, accurately reflecting Alberta Education and the school jurisdiction’s requirements

and the infrastructure that will be required to support these requirements. The Alberta and National Building Codes, as well as Infrastructure's technical standards are utilized as key resources for scope documentation.

□ The project is well organized and structured for communication and decision making. A complete and accurate list of resources required for project planning, design and implementation is established, and the project teams are organized for working groups, steering groups, and potentially deputy minister's committees.

Risk is closely managed and mitigation strategies are established and implemented for identified risks.

□ Contracted professionals, such as specialty consultants, cost consultants, architects and engineers are procured in accordance with the standards and guidelines.

Roles and responsibilities are well understood by all stakeholders. Project objectives are established, team members understand their roles and responsibilities and an appropriate communications plan is implemented to keep all stakeholders informed of the project process.

□ The project planning and design process is well managed so that Alberta Education and school jurisdictions are satisfied that their needs have been documented appropriately, and the Senior Project Manager is satisfied that the drawings are complete, accurate, and the project meets the area and budget parameters.

□ The construction team is selected either through a public tender process, or within the guidelines established by the ministry. The Senior Project Manager monitors construction to ensure that the facility meets the requirements of the contract documents.

□ All project expenditures, contractual commitments and contract changes, are well documented and controlled and approved within established guidelines.

□ Once the project is complete, school jurisdictions are fully prepared to take over the new building or renovated space, having taken part in the building commissioning, and with all operational information (such as maintenance manuals, as built drawings, and operational standards) are in his/her hands.

Problem Solving

Typical problems solved:

On an ongoing basis, the Senior Project Manager is required to:

□ Engage, organize, and oversee the activities of multi-functional teams made up of internal and external resources, including clients, professional consultants, contractors, and in-house technical resources to develop the overall vision and objectives of the project. This requires leadership and excellent communication skills to manage all the effective relationships and steer them towards common goals.

□ Understand the resources that are required to deliver school facility projects, and how to evaluate and secure the appropriate resources.

Coach junior project managers and/or project coordinators as they lead projects

□ Have the communication skills and in-depth knowledge to present project plans and reports to senior levels of government, including deputy ministers and elected officials

The Senior Project Manager is also expected to lead branch activities to support operational objectives and priorities for the assigned area of the Branch.

Types of guidance available for problem solving:

□ **Examples of difficult or challenging situations they face throughout the life of a project are:**

Leads community and client consultation sessions. These sessions require diplomacy and strong communication skills, particularly when the audience may not find the project desirable for their community.

Represents a knowledgeable owner. Complex technical issues such as ensuring the building envelope will

perform throughout time, ensuring the mechanical systems are designed properly, and ensuring the requirements of a sustainable building are achieved, are all examples of issues the project manager has to deal with on a daily basis.

Challenges architectural design and site plans to ensure that Infrastructure, Alberta Education and school

jurisdictions get the best value from design work. Often this may involve challenging an architect on the appropriateness of the building design, or arranging peer reviews to critique the design.

Reviews the contract documents and challenges the architect on specifications or coordination issues that could

lead to a change order by the general contractor.
 Resolves disputes with the general contractor, ensuring that the work meets contractual requirements.

As the agent for Alberta Education and school jurisdictions, the Senior Project Manager is responsible for ensuring the general contractor has safe work practices and the public is protected from construction hazards. The Senior Project Manager is responsible for solving problems that arise during construction, and post occupancy.

Manages progress payments to the contractors, ensuring that they are paid only for the value of work produced.

Seeks innovative solutions to meet budget and scheduling targets. The Senior Manager has to work with school jurisdictions to strike a balance between budget, schedule and deliverables so that the resulting facility will provide a functional operational environment while still being within the budget parameters. The Senior Project Manager has to balance client service with control.

- The Senior Project Manager develops the procurement strategy to be appropriate to the size and risk factors of the project.
- Solving problems taking into account the complex relationships involving clients, stakeholders, and Ministry representatives. The Senior Manager must be able to recognize the occasionally conflicting perspectives, requirements, and priorities of clients, stakeholders, and Ministry representatives while leading them to consensus when involved with the implementation of capital projects.

Direct or indirect impacts of decisions:

□ Learning Facility projects are integral to the delivery of primary education across the province. School facilities serve a community beyond just primary education with Joint Use Planning Agreements that serve to create a community hub, health, safety and community interaction opportunities need to be considered. Stakeholders for each facility are unique and their requirements vary depending on the surrounding community. This position is relied on to manage the project delivery processes within relevant scope, time and budget constraints, leading project teams to fulfill client requirements while maximizing cost-effectiveness and efficiencies and ensuring compliance with applicable legislation, policies, standards, and guidelines. The construction process must be managed to ensure the building meets the requirements dictated by the contract documents.

The Senior Project Manager receives direction and support from the Director, Executive Director, Assistant Deputy Minister, and Senior Ministry officials when dealing with politically sensitive decisions or those with potential for very significant impacts on clients, stakeholders, consultants, or contractors.

Key Relationships

Major stakeholders and purpose of interactions:

Internal:
 Regional Delivery Director, Learning Facilities Branch - Daily - To discuss work priorities and projects
 Executive Director, Learning Facilities Branch and ADM, SPLF - Weekly or as required - To receive overall direction and strategic advice
 Representatives from other branches, such as Technical Services and Corporate Strategies and Services Division - Ongoing as required - To discuss technical, procurement and other project requirements

External:
 Alberta Education senior officials and staff - Ongoing as required - To discuss client objectives to ensure completed project meets their needs, clarify/resolve issues, influence decisions, and manage expectations
 Representatives from consulting and construction industry - Ongoing - To discuss project needs, monitor work and report performance
 Senior officials and staff from other government ministries, boards, partners, stakeholders and agencies - Ongoing - To obtain inputs on client needs and discuss/resolve issues
 Project partners and tenants - Ongoing - To discuss project partnership objectives to ensure completed project meets their needs, clarify/resolve issues, influence decisions, and manage expectations

Required Education, Experience and Technical Competencies

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

If other, specify:

Architecture and Project Management

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

Engage, organize, and oversee the activities of multi-functional teams made up of internal and external

resources, including clients, professional consultants, contractors, and in-house technical resources to develop the overall vision and objectives of the project. This requires leadership and excellent communication skills to manage all the effective relationships and steer them towards common goals.

- Understand the resources that are required to deliver school facility projects, and how to evaluate and secure the appropriate resources.
- Coach junior project managers and/or project coordinators as they lead projects
- Have the communication skills and in-depth knowledge to present project plans and reports to senior levels of government, including deputy ministers and elected officials

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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		
Creative Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<p>Works in open teams to share ideas and process issues:</p> <ul style="list-style-type: none"> • Uses wide range of techniques to break down problems • Allows others to think creatively and voice ideas • Brings the right people together to solve issues • Identifies new solutions for the organization 	
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 	
Develop Networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<p>Makes working with a wide range of parties an imperative:</p> <ul style="list-style-type: none"> • Creates impactful relationships with the right people • Ensures needs of varying groups are represented • Goes beyond to meet stakeholder needs • Ensures all needs are 	

		heard and understood	
Build Collaborative Environments	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	Involves a wide group of stakeholders when working on outcomes: <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 	