# Update

Ministry

Education

## Describe: Basic Job Details

### Position

Position ID

Position Name (30 characters)

Business Support Team Lead

Current Class

Job Focus

Supervisory Level

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

### Employee

Employee Name (or Vacant)

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

### Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

Responsibilities Removed:

### Job Purpose and Organizational Context

Why the job exists:

Reporting to the Operations Manager, Student Records & Operations, the Business Support Team Lead, works closely with the Branch and a variety of stakeholders. These stakeholders include Focus Groups, Education department stakeholders, private sector Student Information System (SIS) vendors, Advanced Education, Health, Elections Alberta, other cross ministry partners, Apply Alberta, Alberta Post-secondary Institutions, Alberta Accredited Schools and Alberta

Accredited International Schools.

The Business Support Team Lead provides strategic and operational leadership in a context of the collection and use of student information within the ECS to grade 12 Education system. The Team Lead is a key position linking the internal department business areas with external stakeholders including Workforce Development sector, other ministries and Alberta school authorities with evolving Student Records business services.

This position is responsible for the operations of the Student Records business services within the highly integrated enterprise Student Records applications and systems and involves analyzing business processes and providing recommendations to improve business operations and processes following GoA policies, processes, standards and guidelines. The role manages and leads the performance of the Student Records operations team in collaboration with program staff. These activities typically encompass a thorough review and re-engineering of policies, business rules, information requirements and supporting business processes, ensuring the objectives and schedules align with branch, division and department goals and objectives and with the corporate business plan.

Major responsibilities of this position include:

- Lead and coordinate the management of Student Records Business Support Unit

- Ensure effective management of operational requirements and initiatives while in alignment with the Department/ Division/Branch core business goals and objectives.

- Transitional Management - Manage the organizational changes from business process re-engineering.

- Lead Business Support Unit Human Resources Management activities.

**Responsibilities**

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

1.  **Lead and coordinate the management of Student Records Business Support Unit**

    **Activities:**
    - Anticipate emerging programs and service changes and ensure staff access to training.

    - Translate Student Records programs, policies and services into deliverables.

    - Consult and liaise with internal and external stakeholders

    - Lead and manage Student Records Business Support Unit, the delivery of unit support and services.

    - Accountable for results of business analysis and support activities ensuring appropriate action and continuous improvement.

    - Make final decisions regarding unit processes, prioritization of activities and assignment of unit resources.

    - Provides unit input to branch operational planning activities including unit prioritization.

    - Assign and monitor responsibilities for the operational plan.

    - Establish tracking, reporting, and evaluation systems for the operational cycle.

    - Plan, analyze and report on budget realities for the unit people resources including FTE staff and contingent resources.

    - Plan, prioritize and report on operational updates within the operational program budget including complex decisions to meet competing branch and stakeholder demands.

2.  **Ensure effective management of operational requirements and initiatives while in alignment with the Department/Division/Branch core business goals and objectives.**

    **Activities:**
    - Provide analytical, policy option analysis and business leadership to various projects in the form of setting process direction for research, statistical and financial analysis.

    - Lead branch business analysis services including business planning, feasibility studies, requirements analysis

and business case development support.

- Provide guidance and makes decisions regarding the most suitable approach to be used in the analysis of each applicable program/project, to ensure business objectives and data integrity are achieved.

- Ensuring team lead focus groups or requirements identification working session outputs are utilized to define business requirements.

- Liaise with Service Alberta, Workforce Development sector and multiple levels of Provincial and Territorial governments, as required for branch program activities.

3. **Transitional Management - Manage the organizational changes from business process re-engineering.**

   **Activities:**
   - Draws on knowledge of business and client needs to ensure improved program/service delivery aligns with the business strategic plans.

   - Ensure those impacted by business changes are involved and fully understand the process new and affected business processes.

   - Collaborates with IT service providers within Service Alberta to ensure that business needs are reflected in technology solutions and changes to student information systems.

   - Provide advice and recommendations to other department program areas about how student services can be used to meet and improve business processes.

4. **Lead Business Support Unit Human Resources Management activities.**

   **Activities:**
   - Reviewing work site staffing needs and completing staffing requests.

   - Contribute to interview, hiring, and classification decisions.

   - Ensure performance management processes such as the Personal Performance Agreement are in place.

   - Support personal development with the team including formal and informal training opportunities.

   - Ensure staff members have access to and understand their rights and responsibilities under applicable agreements, legislation, and administrative processes.

   - Define and assign work duties, leading and supporting position and classification processes.

   - Handle employee relations issues in accordance with accepted HR practices including performance, staff professional conduct and code of ethics concerns.

   - Liaise with staff, branch admin, Human Resource, LTDI and related professionals managing staff medical, duty to accommodate, and related issues.

   - Liaise with Human Resource Consultants and Managers to address HR specific needs.

## Problem Solving

Typical problems solved:

Complexity for the Business Support Team Lead is based on the diverse perspectives and uses for student information across the department program areas, other ministries, within and between school authorities and with post secondary's. This is further heightened by intricate, time specific and student specific student achievement related to evolving curriculum and credentialing evolution. Student records supports for students attending school, mature learners and citizens requiring student services are varied. Services require a high degree of accuracy as post secondary, employment and legal matters rely on a high degree of integrity within the student record. Guidance is provided within the School Act and related regulations, The Guide for Education and other related policy documents.

Leadership and creativity is required to manage a high performing team looking to the Director for leadership and support to achieve a shared vision for the direction of the Business Support area and a conduit through the Director to the organization at large.

Direct or indirect impacts of decisions:

The Business Support Team Lead supports staff through creating, continuous improvement and sustaining a productive working environment to enable staff to achieve results, develop, and build organizational capacity for the future. The leadership of this position allows the branch to meet ministry and stakeholders needs through appropriate decisions and facilitating positive relationships with a wide variety of department program areas, other ministries, school authorities and post secondary's.

The delivery of Student Records services impacts citizens within Alberta including students attending school, mature learners and citizens requiring other post-secondary, employment or legal support via their student record. The effective management of the Business Support area by the Business Support Team Lead ensures that branch program activities are delivered, that stakeholder inquiries are responded to efficiently and the solutions are relevant given the diverse stakeholders supported.

Decisions and solutions affect the delivery, integrity and availability of Education official documents high school transcripts of achievement and credentials for over 180,000 active high school students provincially, mature students and citizens pursuing post-secondary and employment endeavours.

Over 160 external stakeholder and over ten critical ministry systems are integrated with Education Student Records systems. A high degree of oversight is required to ensure that business changes are reflected appropriately within the business solutions proposed by ministry or cross ministry business support areas.

Leading initiatives supporting APS values and cultural shifts enables staff to actively participate in values based decision making. This affects and supports stakeholder relationships and mitigates conflict.

The appropriate handling of Human Resources issues is a critical arena. Congruent, consistent, and fair HR practices are a key to achieving positive business results.

## Key Relationships

Major stakeholders and purpose of interactions:

Student Records Business Support area - Ensure work is organized and duties are appropriately and effectively assigned to meet organizational and operational objectives.

Branch Director - To receive direction for scope of work and provide project status reports, issues analysis and recommendations.

Human Resources Branch staff - To manage recruitment, staff development, classification, health and safety, and performance management protocols.

Program Managers and experts from other divisions - Build and maintain relationships to understand business process and provide advice and recommendations about how student services can be used to meet and improve business processes. This includes School Finance, System Excellence Division, School Accreditation Branch, Field Services Sector, Provincial Assessment Sector, First Nations, Metis and Inuit Education Directorate contacts for matters related to Public, Separate, Private, Charter and First Nations schools and school authorities.

Professional staff and managers in other ministries - Share information; collaborate on cross-ministry projects; provide input into GOA processes. Examples include Advanced Education, Health, Elections Alberta and others as required

Workforce Development IT Sector with Service Alberta - Ensure business needs are reflected in  business solutions and changes to student information systems. Ensure business changes impacting downstream PASI integrated systems are communicated and collaborated.

## 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:

Related degree or equivalences through diploma, university, institute course work or experience.

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

- Knowledge of current management and leadership theory including effective practices.

- Knowledge of Student Records programs and services.

- Knowledge of current and evolving Student Records stakeholders.

- Knowledge of relevant Ministry and Government policies and legislation including Education Act, Student Record Regulation, Guide to education, Freedom of Information and Protection of Privacy Act, Financial Administration Act, Alberta Education Business Plan.

- Excellent analytical, problem solving, conceptualization, and synthesis skills.

- Knowledge of data analysis

- Highly developed communication and mediation skills - to deal with complex, and oftentimes immediate stakeholder needs, including internal and external student records stakeholders and staff members. Essential communication skills coupled with interpersonal and negotiation skills to foster stakeholder understanding and negotiate resolution.

- Skills in balancing the needs of the organization with the demands and perspectives of stakeholders from a wide variety of backgrounds and agendas.

- Ability to exercise a high degree of independent decision-making in applying professional standards to personal judgment and objectivity in dealing with staff issues, varied stakeholders, situations, and complex circumstances.

- Ability to reflect, suspend judgment, and seek further information before reacting or responding to perceived urgencies as the impact of assumptions and decisions are dramatic, either positive or negative, on the work environment.

- Strong team building skills.

- Related degree or equivalences through post secondary diploma, university or institute course work, or other equivalent combinations of relevant coursework and experience.

## Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

| Competency | Level<br>A  B  C  D  E | Level Definition | Examples of how this level best represents the job |
|---|---|---|---|
| Creative Problem Solving | ○ ◉ ○ ○ ○ | Focuses on continuous improvement and increasing breadth of insight:<br>• Asks questions to understand a problem<br>• Looks for new ways to improve results and activities<br>• Explores different work methods and what made projects successful; shares learning<br>• Collects breadth of data | Identifies several analytical techniques and sources of knowledge to break apart complex problems.<br><br>Brings the right people together to solve complex problems and find solutions. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | ○ | ○ | | | and perspectives to make choices | |
| Build Collaborative Environments | ○ | ○ | ◉ | ○ | ○ | Collaborates across functional areas and proactively addresses conflict:<br>• Encourages broad thinking on projects, and works to eliminate barriers to progress<br>• Facilitates communication and collaboration<br>• Anticipates and reduces conflict at the outset<br>• Credits others and gets talent recognized<br>• Promotes collaboration and commitment | Involves key stakeholders in the diagnosis of problems and in developing solutions to effectively transfer knowledge inside and outside the APS. Proactively shares resources with other groups.<br><br>Promotes positive conflict resolution by identifying issues and facilitating discussion and/or coaching others to constructively resolve conflict. |
| Systems Thinking | ○ | ○ | ◉ | ○ | ○ | Takes a long-term view towards organization's objectives and how to achieve them:<br>• Takes holistic long-term view of challenges and opportunities<br>• Anticipates outcomes and potential impacts, seeks stakeholder perspectives<br>• Works towards actions and plans aligned with APS values<br>• Works with others to identify areas for collaboration | Considers and plans for how current policies, processes and methods might be affected in the short, medium, and long-term by broader trends.<br><br>Integrates in-depth knowledge of underlying issues, the political environment and potential risks when considering possible opportunities or actions. |
| Develop Self and Others | ○ | ○ | ◉ | ○ | ○ | Plans according to career goals and regular development:<br>• Aligns personal goals with career goals<br>• Leverages strengths; attempts stretch goals<br>• Provides feedback and openly discusses team performance<br>• Values team diversity, and supports personal development | Finds ways to leverage strengths through on the job assignments, career moves or further developing strengths through formal training, volunteers for "stretch" assignments and taking on increase responsibilities.<br><br>Supports the development of others by providing specific, constructive, timely and regular feedback. Gives individualized suggestions for improvement. |