

## Update

Ministry

Advanced Education

### Describe: Basic Job Details

#### Position

Position ID

Position Name (200 character maximum)

Program Planner

Current Class

Program Services 3

Job Focus

Policy

Supervisory Level

00 - No Supervision

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

#### Employee

Employee Name (or Vacant)

Vacant

#### Organizational Structure

Division, Branch/Unit

STP/Program Implementation &amp; Coordination/FLSD

 Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Senior Program Planner

Supervisor's Current Class

Program Services 4

### Design: Identify Job Duties and Value

#### Changes Since Last Reviewed

Date yyyy-mm-dd

2018-10-01

Responsibilities Added:

Responsibilities Removed:

## Job Purpose and Organizational Context

Why the job exists:

The Foundational Learning and Skills Development (FLSD) Unit provides financial assistance to eligible individuals to assist with living costs, tuition, mandatory fees, books and supplies while accessing approved programs of study in the areas of: Adult Basic Education for grades 1-9, Academic Upgrading for grades 10 to 12, English as an Additional Language (EAL), and Skills Development Training. FLSD includes management and administration of funding for programs delivered by educational institutions within the Foundational Learning Assistance Program as well as programs delivered by the Community Adult Learning Program (CALP), which provide non-formal programming to adults (e.g., tutoring EAL).

The Program Planner position provides functions across the full policy development cycle from issues identification, data and policy analyses, budgetary considerations and stakeholder consultation to development of options. The Planner conducts policy research and analysis to support both strategic and operational policy.

Reporting to the Senior Program Planner, this position works within the framework of relevant legislation, as well as existing ministry and government policies, processes, guidelines and standards.

## Responsibilities

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

### **1. Develops policy and program options for consideration and decision by the Minister and senior management.**

Activities:

- Within the context of the current program environment and long term direction and vision for the program develops options to address a variety of program, policy, and operational issues which arise.
- Identifies and raises issues that need to be addressed and recommends appropriate action to deal with them. This identification occurs as a result of environmental scanning, external contacts and questions from the public or other government members, and issues arising from delivery inquiries.
- Conducts issue related background research, file review, interprovincial comparisons on the topic area, as input to the development of the option and implications.
- Develops options which include the impact on the client and service delivery.
- Recommends the appropriate course of action for the senior decision-makers.

### **2. Amends program policy/procedures to reflect approved decisions.**

- Undertakes work necessary to translate an approved policy/program direction into clear and accurate instructions for delivery staff so that they can deliver the program as changed.
- Writes the Directives or Memos which are sent to all delivery staff to tell them what the new policy/ procedure is and how to implement.
- Writes the policy manual content which is the permanent repository of the program instructions.
- Initiates and completes all liaison, negotiation and problem-solving work with other contributors to the implementation of program direction, including other sectors within Advanced Education, cross-ministry partners, Finance, Legal, Communications, IT, and other corporate functions.

### **3. Program support/maintenance**

- Provides advice, interpretation and assistance to delivery staff on interpretation of legislation and policy, or on application to particular cases where there is concern about setting precedents.
- Leads task-oriented groups to resolve particular program issues where the input of different areas of expertise is required.
- Ensures program forms reflect current policy and procedures, by amending, usually with extensive input, as required.
- Completes service requests to maintain and update systems and applications that support program activities.

#### **4. Represents the program perspective as required to external groups and committees**

- Acts as the program representative on groups and committees where input from that perspective is required.
- Develops the content and may provide information sessions as required on the program for the information of the public, external stakeholder's, or internal department staff.
- Responds to inquiries from interprovincial counterparts with respect to program policy.
- Establish and maintain relationships with staff in other ministries where programs and policies related to Foundational Learning and Skills Development.

#### **5. Respond to Ministerial Action Requests(AR's)**

- Prepare responses as required to Ministerial correspondence, request for information, commentaries, and briefing notes.
- Provide input as required into Ministerial request for other areas of the department.

#### **6. Support the senior staff in achieving the mandate and goals of the sector.**

- Participate in Ministry committees, teams and working groups as required, providing Sector perspectives and expertise to ensure thoroughness and consistency in policy development.
- Collaborate with Sector staff to ensure coordination and integration of activities and promotes collaboration within the Sector and Ministry.
- Collaborate with other areas of the ministry to plan and execute ministry engagement and stakeholder consultation activities to ensure alignment and coordination.
- Develop recommendations to support continual improvement of sector functions and maintains awareness of associated processes, tools and best practices found through research.
- Remain current and informed of Ministry issues, proactively recommending review and evaluation of policies and programs, and develop related strategies and recommendations in consultation with Sector representatives.

### **Problem Solving**

Typical problems solved:

- Identifying policy recommendations and program frameworks that reflect current and emerging student needs and provide clear definition about the intent of specific programs.
- There are multiple facets to consider including program funding, labour market trends, labour market transfer agreements, diverse stakeholder feedback, and political issues from a provincial perspective.
- Developing strategies to maximize the overarching provincial budget within existing policy through new programs or changes to existing programs.
- Ensuring the CALP Policy Manual and FLSD Policy Manual and content related to updates are aligned and clear to facilitate adoption and compliance. Lack of clarity could lead to inconsistent program implementation and an increase in complaints or other issues for the Stakeholder Relations team or Service Delivery team.
- Build capacity within team members systems thinking ability to limit unintended consequences and ensure good stakeholder relations.

Types of guidance available for problem solving:

Problem-solving is guided by the existing GoA policy and legislation development frameworks, department priorities and the Unit operational plan, and FLSD budgets and forecasts. Federal and provincial policies and legislation and trends in labour market and skills development programs

and services also shape problem-solving.

Within this framework, the incumbent assesses root issues, integrates information on multiple factors and assesses solutions to prepare a response or recommendation to the management team; this draws application of subject-matter knowledge, analytical and critical thinking skills, and creativity to develop a solution that considers near and longer-term impacts.

The incumbent consults internal or external stakeholder groups to resolve issues related to program policy and strategies for foundational learning. Issues with potential to significantly impact the branch or department are discussed with the Senior Program Planner, Manager and Director. There is independence to determine the path forward to solve problems.

Direct or indirect impacts of decisions:

**Externally, the work of this position impacts:**

- Development and consistent implementation of legislation and policies for foundational learning programs that impact the unemployed and marginally employed Albertans.
- Development of broad program policy that guides implementation of multiple formal and informal foundational learning programs. Clear program policy reduces queries and compliance issues and effectively supports educational institutions and community organizations to develop and deliver relevant and integrated programming to address labour market needs.
- The ability of the province to action its commitment to the development of foundational and skills development opportunities to support viable economic development and employment under federal funding agreements, and to ensure programs meet the needs of Albertans, the resources of educational institutions, and respond to labour market demands.
- The reduction of barriers acceleration of program innovation through the application of knowledge and leveraging the connection between policy and technology systems.

**Internally, the work of this position impacts:**

- Team operations by providing recommendations and insights that shape team and Unit operations plans.
- Implementation of client service delivery by providing support to resolution of broad policy queries and issues, and management of the FLSD Policy Manual to support program implementation.
- Advice and recommendations provided to the management team to inform decision-making and budget planning and allocation.
- Strategic policy and legislation options for the continuum of adult education through the provision of foundational learning content expertise and perspectives.
- The currency and accuracy of the Policy Manual and CALP Policy Manual content in clear and plain language to facilitate understanding and interpretation of policy updates.

## **Key Relationships**

Major stakeholders and purpose of interactions:

**Internal**

- Senior Program Planner, Manager and Director - provide recommendations and information to support decision-making and to shape operational planning and reporting; raise awareness to issues of significance and participate in issues resolution; support their involvement in division, department, cross-ministry or intergovernmental initiatives.
- Unit Staff - collaborate on common initiatives; provide guidance on policy and program issues.

- Policy and Stakeholder Relations Team that reports to Supervisor-Lead planning and operations; provide direction and coaching to support operations and professional development; foster collaboration, knowledge exchange; work with staff to resolve complex issues and support adaptation through transformation and change.
- Executive Director and Assistant Deputy Ministers Office - respond to requests for information, clarification, development of options, papers and briefing notes and other communication materials, including Action Requests.
- Professionals and Managers in other divisions - collaborate on common initiatives (e.g., policy, accountability measures); contribute to the broader policy work around student funding, skills development and adult education.
- Professionals and Managers in other ministries - represent FLSD in cross-ministry initiatives; share expertise to integrate and align programs.

#### External

- Public and private educational institutions - provide information on policies and practices for programs; liaison and consultation to ensure the FLSD Policy Manual is in accordance with expectations; respond to client concerns and inquiries regarding legislation and policy; provide information sessions on significant changes.
- Other provincial government departments, and federal government departments (e.g., Human Resources and Social Development Canada and Indigenous Affairs and Northern Development Canada) - liaise and information sharing about labour market trends in relation to broad programs and policies; liaise with F/P/T committees and initiatives.

#### Required Education, Experience and Technical Competencies

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

If other, specify:

**Degree in a related field of study. Equivalency of education or experience will be considered.**

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

- Three years experience in related work; or equivalency of education or experience.
- Knowledge of adult education and learning principles.
- Knowledge of issues and trends related to foundational learning and labour market development (e.g., low literacy and essential skills and employment barriers in Alberta, other regions in Canada, and internationally).
- Knowledge and application of relevant legislation (e.g., Student Financial Assistance Act; Foundational Learning Assistance Regulation)
- Thorough knowledge and ability to apply government processes and the steps required for policy development and regulation changes.
- Ability to apply project management methodologies and tools
- Excellent conceptual, analytical and problem-solving skills and critical thinking skill
- Ability to research and consider multiple factors when problem solving.
- Excellent communication skills: verbal, written, consultative and negotiation
- Ability to identify key issues, strategies and solutions to resolve unusual and common problems and make informed decisions and recommendation.

- Knowledge of Labour Market Development Agreement policies, procedures and funding for Employment Insurance and non-Employment Insurance student.
- Working knowledge of and ability to utilize issues, crisis and risk mitigation and management strategies.
- Able to work in a fast paced, high-volume environment.

## Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level A B C D E	Level Definition	Examples of how this level best represents the job
Systems Thinking	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p><b>Considers inter-relationships and emerging trends to attain goals:</b></p> <ul style="list-style-type: none"> <li>• Seeks insight on implications of different options</li> <li>• Analyzes long-term outcomes, focus on goals and values</li> <li>• Identifies unintended consequences</li> </ul>	Considers inter-relationships and emerging trends to determine recommendations; takes a holistic view of policy and legislation challenges and opportunities at multiple levels across related areas.
Creative Problem Solving	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p><b>Focuses on continuous improvement and increasing breadth of insight:</b></p> <ul style="list-style-type: none"> <li>• Asks questions to understand a problem</li> <li>• Looks for new ways to improve results and activities</li> <li>• Explores different work methods and what made projects successful; shares learning</li> <li>• Collects breadth of data and perspectives to make choices</li> </ul>	Assesses issues from multiple perspectives to identify solutions and improvements to get the best outputs possible; considers multiple types of feedback and others' perspectives; critically analyzes options and issues; pro-actively engages stakeholders to resolve issues to mitigate their escalation.
Agility	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p><b>Works in a changing environment and takes initiative to change:</b></p> <ul style="list-style-type: none"> <li>• Takes opportunities to improve work processes</li> <li>• Anticipates and adjusts behaviour to change</li> <li>• Remains optimistic, calm and composed in stressful situations</li> <li>• Seeks advice and support to change</li> </ul>	Adapts communication to meet the needs of specific stakeholder groups; challenges the norm when necessary; proactively anticipates and adapts to shifting priorities and tight timelines and adjusts project plans accordingly.

		<p>appropriately</p> <ul style="list-style-type: none"> <li>• Works creatively within guidelines</li> </ul>	
Develop Networks	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p><b>Leverages relationships to build input and perspective:</b></p> <ul style="list-style-type: none"> <li>• Looks broadly to engage stakeholders</li> <li>• Open to perspectives towards long-term goals</li> <li>• Actively seeks input into change initiatives</li> <li>• Maintains stakeholder relationships</li> </ul>	<p>Seeks and leverages internal and external relationships to ensure the ministry has sound inputs from stakeholders and stakeholders have meaningful opportunities to provide input; leverages opportunities to enhance the integration of perspectives into provincial legislation and policy.</p>

### Benchmarks

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

**023PS72 - Policy & Planning Consultant - Seniors & Housing**

### Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

Employee Name \_\_\_\_\_ Date yyyy-mm-dd \_\_\_\_\_ Employee Signature \_\_\_\_\_

Supervisor / Manager Name \_\_\_\_\_ Date yyyy-mm-dd \_\_\_\_\_ Supervisor / Manager Signature \_\_\_\_\_

Director / Executive Director Name \_\_\_\_\_ Date yyyy-mm-dd \_\_\_\_\_ Director / Executive Director Signature \_\_\_\_\_

ADM Name \_\_\_\_\_ Date yyyy-mm-dd \_\_\_\_\_ ADM Signature \_\_\_\_\_

DM Name \_\_\_\_\_ Date yyyy-mm-dd \_\_\_\_\_ DM Signature \_\_\_\_\_