

Update

Ministry

Describe: Basic Job Details**Position**

Position ID

Position Name (30 characters)

Current 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**Changes Since Last Reviewed**

Date yyyy-mm-dd

Responsibilities Added:

Responsibilities Removed:

Job Purpose and Organizational Context

Why the job exists:

Background Information

Government's capital planning process. In addition to developing the provincial school capital plan, Alberta Education develops policies and procedures for the effective planning and implementation of the school facilities capital program, the Infrastructure Maintenance and Renewal (IMR) program, and new initiatives/programs as approved by the Minister of Education such as the Capital Maintenance and Renewal or playground initiatives.

The Stakeholder Relations Branch is the main point of contact for day-to-day communications between external stakeholders and the Sector. This includes but is not limited to School Jurisdictions, Municipalities, and other ministries. The branch is expected to act as a concierge service to external stakeholders, building strong relationships and networks across those stakeholders. This includes triaging emergent School Jurisdiction inquiries, leading design reviews, and managing general stakeholder relations. The branch also serves as the sector lead for external communications. This includes conducting Capital Planning Workshops, developing Key Messages, drafting general correspondence, leading Committee of Supply/Public Accounts, etc. The Stakeholder Relations team addresses emergent issues related to school facilities and approved capital projects; represents Education on Infrastructure-led design teams for approved capital projects; and assists and advises school divisions in the development of their annual Three-Year Capital Plan submissions.

The Stakeholder Relations branch is an integral part of the Financial Services and Capital Planning division, working with school boards, francophone authorities and Charter school societies to provide, preserve and upgrade supported capital infrastructure. The branch provides liaison services with school boards, their partners and stakeholders to develop long-term integrated capital plans and projects, as well as liaising with the Field Services sector to ensure that capital project requests are in line with the educational plans of school boards and capital funding issues are addressed consistently between the two business areas.

Stakeholder Relations branch representatives also must establish and maintain close relationships with Alberta Infrastructure representatives to ensure that approved capital projects are managed and implemented; the implementation of approved capital projects follows government policy; appropriate standards and guidelines are followed; existing facilities are appropriately and consistently evaluated over time; and effective policy and procedures are developed and maintained.

Position Summary

This position is a key member of the Capital Planning team that works collaboratively with Ministry staff, cross-ministry partners, and external stakeholders to achieve government and Ministry business plan goals. All work is guided by the Alberta Government core values of respect, integrity, accountability and excellence.

The Project Analyst is a key advisory position for the Stakeholder Relations Manager and team. The Project Analyst's role is to provide support to the Stakeholder Manager in managing general relations and activities with internal and external stakeholders. The Project Analyst responsibilities include representing Education on assigned school project design teams; technical review of proposed floor plans, area charts, and Instructional Area Forms to ensure adherence to Education standards; maintaining project documents and information management. The Project Analyst also drafts summaries, reports, and presentations/briefings, and completes research as needed to support the work of the branch. The Project Analyst provides advice and recommendations to the Stakeholder Relations Manager regarding the approval of Schematic Design Reports and Design Development Reports for approved school capital projects.

Responsibilities

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

1. Designs for new and modernized schools are optimized and meet Education standards.
 - Represent Education on Design teams for assigned school capital projects
 - Attend design meetings and provide input on design decisions consistent with Education's guidelines and drawing on experience from other project designs
 - Using knowledge of school building design and construction, conduct technical reviews of Schematic Design Reports and Design Development Reports. This includes reviewing Floor Plans, Area Breakdown Charts, and Instructional Area Forms, ensuring consistency, accuracy, and conformity to approved project scope and the School Capital Manual.
 - Provide feedback to school jurisdictions and consultants on adherence to Education standards and necessary corrections to submitted reports
 - Provide feedback to school jurisdictions and consultants on achieving optimum capacity in school designs and applying lessons learned from past school projects.

- Make recommendations to Stakeholder Relations Manager regarding approval of Designs.
 - Set up and maintain project files to track design progress, decisions, and approvals.
2. School jurisdictions submit high quality, comprehensive capital plans
- Tour school facilities and sites throughout Alberta to ensure comprehensive understanding of school jurisdictions' capital needs and proposals.
 - Meet with school jurisdiction representatives to provide advice and expertise on development of three-year capital plans and ten-year facilities plans.
3. External stakeholders (e.g., School jurisdictions, general public) receive timely and accurate responses to inquiries regarding school facilities and capital plans.
- Drafts responses to Action Requests
 - Conducts research to contribute to responses
 - Responds to emails and phone calls from school jurisdictions
 - Develop issues papers, briefings, proposals, and action request responses to provide senior representatives and officials with comprehensive and current information to support planning and decision-making
 - Establish and maintain strong external stakeholder relationships
4. Internal stakeholders (e.g. Minister; Infrastructure; other sectors) are well-supported.
- Coordinate with stakeholders to assist them with their requests, concerns, and emergent issues.
 - Attend and record notes from Post Occupancy Evaluations to ensure school designs adhere to lessons learned.
 - Liaise with the Field Services sector to ensure that capital project requests are in line with the educational plans of school boards and provide timely information to support Management as requested.
 - Assist Management with land title search, high level mapping, and analytic charts.
 - Participate in RFQ and RFP sessions conducted by Infrastructure to provide input and evaluation in vendor/consultant selection.
 - Establish and maintain strong internal stakeholder relationships
 - Develop recommendations for decision-makers in relation to development and/or enhancement of programs and initiatives that build system capacity to meet the education needs of students at local, regional, and provincial levels through cross-ministry collaboration and partnerships.

Problem Solving

Typical problems solved:

- Examples of difficult or challenging situations faced by the Project Analyst include:
- working in a complex, evolving, and action-oriented environment. Emergent issues are typically novel and may not have precedents and will often require pathfinding. Each issue can involve a unique mix of internal and external resources, deliverables, and timelines. The Project Analyst provides practical support, research, and analysis.
 - considering diverse stakeholder needs when developing strategies and responses.
 - actively leading and participating in teams, working groups, and committees to design and implement projects, initiatives, and processes associated with cross-ministry plans and strategies that build system capacity to meet the education needs of students
 - analyzing technical data and documents (e.g. building condition assessments, site servicing reports, enrolment analysis and projections, Schematic Design Reports, RFQ/RFP submissions) to identify potential risks to the successful delivery of the Capital Planning program
 - applying creativity, responsiveness, assistance, support, and problem-solving in relation to working within dynamic relationships with cross-ministry partners and stakeholders
 - remaining continuously sensitive to the larger political and societal context in which the key Ministry objectives of responsiveness, flexibility, and collaboration are achieved.

Types of guidance available for problem solving:

The Project Analyst works within the parameters of established legislation, frameworks, policies, plans, and guidelines. Guidance is provided through government strategic priorities, policy directions, and ministry business plan goals, applicable provincial legislation and regulations, *School Capital Manual*, *Education Design Standards*, *Funding Manual for School Authorities*.

Direction and guidance are available from the Director and Stakeholder Relations Manager, including feedback regarding the processes followed as well as the quality of the information and recommendations produced. Professional knowledge and experience also guide and inform problem-solving. The Project Analyst can seek additional guidance from colleagues in the Capital Planning team of analysts and colleagues in the Department of Infrastructure.

Direct or indirect impacts of decisions:

The work of this position impacts:

- approval decisions on proposed designs for new schools, modernization, addition, and replacement of existing schools/
- effective information and decision tracking and reporting within and across school capital projects.
- development of School Jurisdictions' annual Capital Plan submissions
- development of Education's annual Capital Plan submission to Treasury Board.

The work performed affects the ability of senior Ministry and government representatives to make decisions regarding scheduling and funding requirements for planning, constructing, maintaining, preserving, evaluating and monitoring provincial school facilities.

Several significant stakeholder groups outside government have high expectations for superior performance and results in relation to the school facilities capital program, including the public, elected officials, communities and municipal governments. School boards, communities, municipalities and the public are affected by school project design decisions that the Project Analyst has input into in the form of recommendations.

The position provides comprehensive services including options identification, project management, relationship building and engagement expertise. The Project Analyst has direct and significant influence on the development of productive relationships for the identification and clarification of issues and developing effective solutions for achievement of outcomes.

Key Relationships

Major stakeholders and purpose of interactions:

Internal

Stakeholder Relations Manager, Director, Executive Director - Ongoing and as required

- Collaborate; receive direction; provide information and recommendations to address issues and achieve results

Other Capital Planning work units - Ongoing and as required

- Share information; seek and provide advice; facilitate connections to other areas; leverage resources to identify efficiencies and increase effectiveness; build collaborative relationships; provide support for implementation of programs and initiatives.

External

Infrastructure, school authorities, project consultants/architects - Ongoing and as required

- Answer queries, provide information, seek information; provide support for implementation of school capital projects; encourage innovation and cooperation; develop partnerships and collaborative working relationships

Required Education, Experience and Technical Competencies

Education Level

Bachelor's Degree (4 year)

Focus/Major

Other

2nd Major/Minor if applicable

Other

Designation

If other, specify:

Related field including business, social sciences, public administration etc.

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

Experience

- At least two years' experience working in an environment related to facility design and/or capital planning

Eligibility for professional membership (APEGA, APPI, PMP, AAA, CET, etc.) are considered assets.

The Project Analyst requires demonstrated knowledge of:

- broad range of planning, engineering and construction, including RFQ/RFP evaluation
- broad range of Infrastructure Life cycle management and/or asset management
- government strategic and policy directions and business plan goals relating to the Ministry mandate
- ministry and ministry partner business plan goals, strategic priorities, issues, programs and resources
- relevant legislative and policy documents including *School Capital Manual, Education Act, Disposition of Property Regulation*, relevant sections of the *Municipal Government Act, New West Partnership Trade Agreement*
- other documents that guide educational practices (e.g., *Guide to Education, Funding Manual for Education Authorities*.)
- the Alberta education system
- partners and stakeholders affected by the branch and Ministry mandates
- the political environment within which the Ministry operates and decision-making processes of government.

Demonstrated competence in:

- working in a collaborative environment with other partners and stakeholders
- analytical, problem solving and critical analysis skills
- ability to manage resources and time commitments of concurrent projects involving collaboration with multiple stakeholders
- relevant information systems and business productivity software (e.g., Microsoft Word, Outlook, Excel; Power Point, internet)
- reading facility floor plans.
- research and analyses to synthesize data and develop associated recommendations, briefings, or reports.
- interpersonal and relationship management to work with a diverse range of stakeholders.
- written and oral communication skills to draft and present diverse documents (e.g., Briefing Notes, communications, presentations, reports).
- organization and adaptability to work on several concurrent, diverse, and complex projects.

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		

<p>Drive for Results</p>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Works to exceed goals and partner with others to achieve objectives:</p> <ul style="list-style-type: none"> • Plans based on past experience • Holds self and others responsible for results • Partners with groups to achieve outcomes • Aims to exceed expectations 	<p>This position is part of a team responsible for providing a comprehensive range of capital planning and project support services, technical and professional consultation, and assistance to clients and stakeholders. The position provides comprehensive services including advice, options identification, relationship building and engagement expertise.</p>
<p>Develop Networks</p>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Works on maintaining close relations with all stakeholders:</p> <ul style="list-style-type: none"> • Identifies key stakeholder relationships • Has contact with range of interested parties • Actively incorporates needs of a broader group • Influences others through communication techniques 	<p>This position applies knowledge, skills, and past experience to solve problems and provide advice to internal and external stakeholders, particularly in response to emergent issues, inquiries, dispute resolution, and questions regarding school capital planning and infrastructure. The Project Analyst must regularly share information; seek and provide advice; facilitate connections to other areas; leverage resources to identify efficiencies and increase effectiveness; and build collaborative relationships with internal and external stakeholders, including colleagues in other branches and departments, school jurisdictions, and consultants.</p>
<p>Agility</p>	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Works in a changing environment and takes initiative to change:</p> <ul style="list-style-type: none"> • Takes opportunities to improve work processes • Anticipates and adjusts behaviour to change • Remains optimistic, calm and composed in stressful situations • Seeks advice and support to change appropriately • Works creatively within guidelines 	<p>Required to manage resources and time commitments of concurrent projects involving collaboration with multiple stakeholders. Must respond to inquiries and receive direction relating to specific projects and initiatives associated with cross-ministry strategies and plans, often on an urgent basis and/or amid rapidly changing and evolving circumstances and direction.</p>