

Update

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Manager, Capital Planning

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

2024-09-19

Responsibilities Added:

Updated

Responsibilities Removed:

Updated

Job Purpose and Organizational Context

Why the job exists:

The Strategic Implementation Branch plans and delivers diverse strategic initiatives and mandate items for the Capital Planning Sector. This includes taking the lead on emergent priorities such as Collegiates, Charters, Francophones, and Childcare Spaces. The Branch is also accountable for taking the lead on alternative project delivery and funding activities, including but not limited to Unsolicited Proposals, P3s, and the Canada Infrastructure Bank.

This position plans and manages assigned strategic initiatives and mandate projects within existing capital planning and project management frameworks and processes (e.g., pilot programs, bringing novel, one-of-a-kind, or exploratory concepts into operations). Based on the specific needs of the project, the Manager will provide technical subject-matter or program expertise to facilitate the conceptualization and framing of the project and then leads its implementation. As needed, the Manager guides the transition of the project to the other Sector Branches for ongoing operations. Projects that are funded via alternative capital financing models (e.g., P3, unsolicited proposals and the Canada Infrastructure Bank) are completed in liaison with Infrastructure and the Alternative programs Manager. Projects are managed to ensure the Government of Alberta (GoA) receives value for funding and ensure quality and value for investment in supported school facilities.

The Manager develops and maintains effective working relationships with all internal and external stakeholders and leads assigned project teams to achieve results. Briefings and updates are provided to branch, sector, and division leaders to inform strategic and project decisions.

Responsibilities

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

1. Strategic initiatives and mandate projects are developed to address new and emergent Capital Planning priorities.

Activities:

- Engage internal and external stakeholders (e.g., school jurisdictions, associations, other ministries) through project scoping, value management sessions and/or other stakeholder engagement.
- Consult on project development and implementation scope (e.g. stakeholder and design meetings) for assigned projects.
- Provide program and or technical expertise to shape project scope in line with overarching priorities.
- Develop and monitor comprehensive project plans.
- Prepare and deliver presentations, briefing notes, and other materials to support project approvals, updates and implementation.
- Manage the recruitment of project teams and stakeholder networks, including the procurement of additional contracted sources and consultants as needed.
- Manage the development of related project documents, data bases and SharePoint sites etc.

2. Projects are managed to achieve intended goals and timelines.

Activities:

- Lead and manage the project team, sustaining a positive team culture and effective collaboration.
- Ensure compliance with approved scope and adherence to relevant policies, procedures, standards, guidelines, and strategic directions.
- Facilitate project integration with related programs across the ministry and GoA.
- Manage required research and evaluation of existing and emerging best practices, recommending and promoting the adoption of innovative techniques and tools with potential application for the Ministry.
- Lead the development of policy options and recommendations (e.g., feasibility of strategies including cost-effectiveness, opportunities for standardization to support the effective and efficient use of GoA resources) related to the project scope, providing program and/or technical expertise to inform decision-making about the specific nature of the project.
- Monitor outcomes throughout project team/consultant assignments, ensuring that the scope is adhered to, and that the quality of deliverables provides value to the clients and to the GoA.
- Provide regular status reporting to senior and executive leaders.
- Guide the transition of projects for ongoing implementation/operation as needed.

3. Stakeholder Relationships are managed to foster effective project engagement and outcomes.

Activities:

- Provide expertise to cross-ministry special projects, committees, and programs including recommendations to executive management.
- Maintain communications with internal and external stakeholders regarding project intent and progress.
- Engage change management strategies to foster innovative thinking and adaptability to new approaches and strategies.

- Collaborate with sector units to share and leverage cross-project information and strategies.
- Lead and manage the engagement of external stakeholders (e.g., school jurisdictions and associations).

Problem Solving

Typical problems solved:

- Projects are typically novel and mandate-driven initiatives that may not have precedents and will often require pathfinding. There can be conflicting stakeholder perspectives and challenges to motivate multiple stakeholders to think differently about education infrastructure in Alberta. Projects can also have pressing timelines to achieve the needs of ministry leaders and government officials. Some projects will be pilots to test out policy options. The project will also have impacts on other areas in the ministry/GoA, or on current policies, processes and methods that might be affected in the short, medium, and long-term. All these factors add to the complexity of the environment in which the Manager operates.
- The Manager provides program and or technical expertise and, as Manager, must also ensure the project is managed in accordance with existing ministry and government frameworks. This includes challenges to identify and negotiate compromises to meet operational, budget, and scheduling targets while maintaining overall integrity of the project.

Types of guidance available for problem solving:

Guidance for problem-solving is provided by established statutes, policies, directives, and guidelines, with key pieces of legislation setting parameters for work including the Financial Administration Act, Government Organization Act, Public Service Act, Government Accountability Act, Freedom of Information and Protection of Privacy Act, and various ministry-specific acts and regulations. The project is managed in accordance with existing GoA frameworks for project management. Professional knowledge and experience in the project-specific discipline and in project management are also primary sources for problem-solving. The Director provides broad direction and support for escalated issues and/or issues that span multiple unit projects.

Problem-solving often requires consultation with other sector, department, and government units to ensure that the solutions support optimal functionality. Consultation with other leaders, leaders, consultants, or external stakeholders provide a sounding board for the Manager to generate and assess options. The position is delegated significant authority and independence to determine approaches to responsibilities and priorities.

Direct or indirect impacts of decisions:

The work of this position impacts:

- Design and development of project scopes and plans to address strategic opportunities and mandate directions.
- Project management and execution in alignment with overarching ministry measures, timelines, and quality standards for deliverables. Ultimately, these projects impact the efficiency and effectiveness of Alberta's educational infrastructure priorities. Decisions shape the educational environment, influence budget allocations, and affect the department's reputation and stakeholder relations.
- Procurement and management of contracts across multiple external vendors including contractor performance.
- Project team leadership and integration of projects within the sector's portfolio of capital projects.
- Effective transition of pilot projects and initiatives to other branches for ongoing implementation

Key Relationships

Major stakeholders and purpose of interactions:

Internal

- Project team - assemble and lead team in a cohesive and positive environment to deliver the project; provide advice and recommendations to senior and executive leaders on project progress and topics; collaborate with other units to integrate projects.
- Director - provide policy and program advice; raise awareness to escalated merging issues; work with other unit managers to align initiatives.
- Sector Manager, Directors and/or Executive Director/- Exchange of information; provide advice related to project topics; collaborate on joint initiatives; communication and information sharing; represent Branch for Sector planning and operations.
- Leaders in other sectors, divisions, and departments (e.g. Infrastructure) - Exchange information; provide advice and recommend solutions; collaborate to integrate specific project data and information; provide consultation and advice pertaining to project discipline; collaborate on projects and initiatives; communicate and gain

commitment to engage in the project; guide transition of pilot projects and initiatives to other branches for ongoing implementation.

- Corporate Services (e.g., Procurement, Human Resources (HR), Finance) - Procure external contracted services; obtain advice, recommendations, and assistance with staffing, interviews, and budget.
- Department or cross-ministry committees and working groups - lead and or participate as required; represent the Ministry and Government on committees and teams involving multiple stakeholders and sensitive strategic and/or political information.

External

- School Jurisdictions, Charters, Collegiate Schools, and School Associations - Consult and engage on assigned project; provide updates and communication regarding projects; negotiate and resolve issues and barriers to progress.

Required Education, Experience and Technical Competencies

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

If other, specify:

Related field including business, social sciences, profession such as engineering etc.

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

- At least 6 years of progressive related experience in a discipline that is germane to the specific project.
- Project management accreditation (PMP) is an asset.
- Experience managing cross functional teams consisting of both direct and indirect reports.
- Experience in the management of projects and program development initiatives.
- Experience with capital planning priorities and processes is an asset.

Competencies and Knowledge

- Technical skills and expertise in a specific discipline based on the needs of the initiative. This includes knowledge of current and emerging issues along with associated trends and issues at the provincial, territorial, national, and international levels.
- Project management skills for projects with multiple stakeholders and tight timeframes.
- Knowledge of Education and GOA capital planning priorities and processes for the provincial education system
- Knowledge of the diverse client and stakeholder communities, including relevant and specified organizations, committees, advisory groups, and senior representatives.
- Sound professional judgement to ensure decisions will address the primary needs as well as potential unanticipated consequences and reduce the risks of unanticipated challenges or difficulties.
- Creative risk-taker and political acumen and problem-solver. Strong Communicator
- Critical thinking, and analytical skills to analyze a variety of inputs; synthesize diverse information; and make decisions that are aligned with Ministry and Government business plan goals.
- Breadth and depth of knowledge of applicable legislation, regulations, Ministerial Orders, policies, and guidelines (e.g. *School Act*; *Closure of Schools Regulation*; *Capital Borrowing Regulation*; *Disposition of Property Regulation*; *Municipal Government Act*; *Memorandum of Understanding with Alberta Infrastructure*; *School Capital Manual*; *Provincial Capital Plan*; *Freedom of Information and Protection of Privacy Act*), as well as legislation of other departments that impact sector operations.
- Knowledge and understanding of ministry business plan goals, priorities, and strategic issues associated with school capital planning/delivery.
- Knowledge of Ministry and GoA business, operational, financial, and human resource planning and accountability processes.
- Political acumen and professional judgment including to navigate sensitive situations.
- Well-developed leadership skills to effectively engage, influence, and motivate action within assigned initiatives.
- Analytical skills to evaluate technical recommendations and options to make effective project decisions and recommendations.
- Interpersonal and relationship management skills to collaborate and negotiate with diverse clients, partners, and stakeholders.
- Well-developed written and oral communication skills, and presentations skills for diverse audiences (e.g. Briefing Notes, white papers, project updates).

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		
Drive for Results	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Takes and delegates responsibility for outcomes:</p> <ul style="list-style-type: none"> • Uses variety of resources to monitor own performance standards • Acknowledges even indirect responsibility • Commits to what is good for Albertans even if not immediately accepted • Reaches goals consistent with APS direction 	Effectively manages assigned project within scope, budget, and timelines to inform department and GoA policy directions; provides quality assurance for project deliverables; negotiate and procure as needed the resources needed to complete the project.
Systems Thinking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Takes a long-term view towards organization's objectives and how to achieve them:</p> <ul style="list-style-type: none"> • Takes holistic long-term view of challenges and opportunities • Anticipates outcomes and potential impacts, seeks stakeholder perspectives • Works towards actions and plans aligned with APS values • Works with others to identify areas for collaboration 	Links the project to overarching sector and government priorities; integrate the project with others across the sector; consider and synthesize multiple perspectives and inputs throughout the project.
Develop Networks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Leverages relationships to build input and perspective:</p> <ul style="list-style-type: none"> • Looks broadly to engage stakeholders • Open to perspectives towards long-term goals • Actively seeks input into change initiatives • Maintains stakeholder relationships 	Engages and consults with multiple internal and external stakeholders; regularly communicate and share information with project stakeholders; builds a positive project culture that fosters collaboration and innovative thinking to achieve results.