

New

Ministry

Children's Services

Describe: Basic Job Details

Position

Position ID

50091787

Position Name (30 characters)

Mng, CI Program Analysis & Per

Requested Class

Manager (Zone 2)

Job Focus

Corporate Services

Supervisory Level

01 - Yes Supervisory

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Vacant

Organizational Structure

Division, Branch/Unit

RQB, PIEP, PAI Unit

☒ Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Senior Manager (Zone 2)

Design: Identify Job Duties and Value

Job Purpose and Organizational Context

Why the job exists:

The Regulatory Compliance, Quality Assurance, and Business Supports (RQB) division is responsible for regulatory oversight of child intervention and child care including statutory functions, workforce development and training, quality assurance, client and system data management as well as business planning, reporting and business supports. The Division works closely with the Child Intervention Delivery (CID) division, which serves approximately 10,000 children annually under the Child, Youth and Family Enhancement Act. Of that number, approximately 7,000 children are in the care of the director at any given time. The CID Division provides oversight in Child Intervention practice supports and services to support an integrated, evidence-informed and culturally-sensitive approach to serving the children, youth and families of Alberta.

Reporting to the Director, Performance Analysis and Improvement Unit, the position is responsible for managing Child Intervention analysis, reporting and presentation production for wide-ranging audience target groups within Human Services. The position is also expected to provide strategic direction, advice and specialized support related to the overall design, development, and implementation of initiatives that involve operational trends, quality assurance and performance management within the Division and Ministry.

With a strong research background, subject matter knowledge of Child Intervention as well as working

knowledge and comprehension of available data/information internal to the Ministry and through external sources, the incumbent will provide valuable consultative support to Department staff, senior and executive management, governance bodies (Boards), Regional and DFNA staff.

The position will manage 4-6 CI data analysts responsible for advanced analysis to support ongoing reporting and presentations along with satisfying ad hoc requests for data, analysis and support.

The position also calls for establishing and maintaining professional credibility through the development of strong partnerships with program branches and Regional/DFNA service delivery staff. This is accomplished through professionalism, backed by heightened subject matter, along with exemplary problem solving and critical thinking abilities.

Responsibilities

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

1. Schedule, oversee the production, review and edit the monthly Child Intervention Caseload Trends report, Initial Assessment reports, Regional and DFNA Child Intervention Performance reports, public reporting, and internal InfoMart and Power BI reports. During the course of this work, recognition of trends, correlations or linkages and recommendations for improvement are expected to aid advanced analysis and areas for further work. The Manager would be a member of cross-branch teams that analyzes the various sources of data (e.g. Child Intervention Standards, operational Child Intervention data, Critical Incident data, etc.) to support the identification of improvements and leading practice for presentation to CID and other executive leadership.
2. Advance knowledge mobilization of the current analysis, reporting and presentations through improvements in alignment and integration in content and audience groups. With the amount of regularly scheduled analysis combined with ad hoc requests, the Manager would be in a position to identify strategic alignment of key operational and outcome data, and make recommendations to working groups on key findings and areas for additional focus. This includes enhancing ministry's staff awareness and use of data to inform evidence-based decisions and application in program monitoring and evaluation. Attendance and participation in key working groups and leadership tables is critical to this function. Expanding the scope of existing and future analysis is an essential element of this position for advancing knowledge and increasing the impact of the work.
3. Manage initiatives that develop program operational measures and data collection processes that will assist the Ministry in monitoring program delivery for high quality results, monitoring compliance to established standards, and aligning new initiatives with existing programs. This is inclusive of maintaining and enhancing the QA site (InfoMart) which features more than 200 compliance indicators to Child Intervention policy and data development priorities. Coordination with Technology and Innovation and external vendors is fundamental to this process, awareness of process and technical requirements as well as technical understanding of data development is essential. The value in the QA site is maximized when combined with other sources of data (e.g. Power BI dashboards, HR, outcomes, operational trends), leading to more informative analysis leading to enhanced decision making. Being able to understand business requirements of program areas and translate this into technical requirements for data development teams is required.
4. Coordinate ad hoc analysis and reporting to provide support and assistance for executive management (ADMs and DM), Region, DFNA, Departmental, and cross-Ministry initiatives. The combined skill set of research skills and experience to know what is available, how it can be used, and the importance of statistical precision and reliability are required for building credibility and meeting client needs. Ad hoc assistance ranges from providing simple statistics requested (e.g. caseload or provider counts) to providing input into the design of new initiatives (e.g. TAP program) or regular projects (e.g.

providing input and recommendations into training material or correspondence) as well as issue briefings on operational or outcome domains within Child Intervention for Departmental or external audience groups (e.g. Indigenous Services Canada, Office of the Child and Youth Advocate, etc.).

5. Direct and supervise professional research analysis staff within the Unit to ensure that outcome responsibilities are met with high quality, within timelines, are in line with the Ministry goals, and have the desired impact. Effective resolution of managerial challenges, through the prevention and reconciliation of conflict as well as judicious encouragement and constructive motivational strategies both allow for maximization of the potential of the group and the provision of superior quality support to clients with advanced and accurate analysis and recommendations. In improving the skill sets of employees, conducting performance reviews and identifying training and development needs is as essential as following up with employees to provide useful feedback for career growth. As Manager, the following general duties are expected: prepare and monitor work plans and schedules; assign and review work; and, adjust staff assignments to ensure that schedules are met and resources allocated where required. This will often require coordination and communication with the Senior Manager.

Problem Solving

Typical problems solved:

- Must be skilled in translating essential data trends and findings into plain language and graphics that allow for quick identification of results along with meaningful recommendations that allow for enhanced decision making.
- Strong problem solving skills complemented with a high degree of knowledge regarding legislation, regulations and general policy related to the Child Intervention program area would allow for the necessary understanding to identify trends or gaps in policies along with recommendations that are linked to the long term functional goals and strategies of the Ministry.
- The ability to understand, anticipate and be responsive to the needs and expectations of multiple stakeholders is essential. These needs are fixed with the need to manage complex and sensitive assignments in achieving organizational objectives.

Types of guidance available for problem solving:

- The overall context of work undertaken is governed by the Government Accountability Act and the Ministry Business Plan and internal operational planning. In addition, the incumbent must be aware of the direction for programs set by mandates, legislation and regulations.

Direct or indirect impacts of decisions:

The technical and strategic position of the unit means that the advice and information provided by the Manager have demonstrable impacts on service delivery across the province for both the department as well as the program clients served. This includes:

- risk mitigation (monitoring high risk situations through TAPIS/ERIM initiatives, determining immunization rates, supporting the management of public recommendations)
- analyzing workforce metrics (surveillance of workloads through WAM that assist Treasury Board).
- developing key metrics that evaluate and guide policy and program delivery.
- conducting analysis of key topic areas (i.e. over-representation of Indigenous clients in care, conducting a reliable mortality analysis, examining court delays effecting permanency outcomes).

Key Relationships

Major stakeholders and purpose of interactions:

- This position is accountable to the Director of the Performance Analysis & Improvement Unit and is responsible for providing high quality program support to a range of audience groups, varying from frontline to executive staff (Regional Directors, DFNA Directors, ADMs, DM) along with other stakeholder groups including program branches within the Department and Ministry, such as the Child Intervention Business Supports Unit, Office of the Statutory Director, Strategic Planning and Operations, Indigenous Partnerships and Strategic Services Division as well as Child Intervention Delivery Division.

Within this context, the Manager is expected to take initiative to achieve the required results to uncover key business performance trends, understand the influences affecting the trends, areas for alignment and improvement, and provide meaningful interpretation of the results to a variety of stakeholders.

Resolve issues/problems, provide briefings, develop and conduct custom analysis, package information strategically and in new and innovative ways as well as provide sound advice related to Child Intervention analysis, research and quality assurance.

Provide guidance and recommendations on accessing and interpreting results and functionality of current reports to guide decision-making and clinical practice. In addition, support would be provided through the provision of training, custom analysis, reporting, presentations as well as collaboration on projects important to the target group.

Required Education, Experience and Technical Competencies

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

If other, specify:

Education related to public administration, performance management/evaluation or statistical analysis

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

- This position requires strong project management, time management and technical skills to coordinate the data extraction, analysis, and production through various types of databases (InfoMart, Business Intelligence Sandbox, QA Site, custom data extracts) and software.
- Requires expert knowledge of applied social research, which includes design and methodology, qualitative and quantitative data collection and analysis techniques, statistics and database development and management, formative and summative evaluation techniques, evaluation frameworks and program logic models.
- Very strong coordination, organization, facilitation and leadership skills are required in order to work in a highly complex environment with project teams across the Ministry. To reach the goals of greater awareness and applicability of operational trend information, the Manager must develop strong working relationships within the Department and with audience groups that include Regions and DFNA staff and act in a manner equal to the values of the Ministry.
- Strong strategic, critical thinking, communication (verbal and written) and leadership skills that contribute to influencing decision makers (e.g. Directors, ADMs, DM) and motivating project participants in initiatives that further the progress of the Ministry. Critical thinking skills are required for their value in facilitating risk management testing, packaging information creatively and for the necessary utilization of effective presentation of results for a wide scope of audience groups and content matter. Since comprehension and acceptance of the product are essential for changing organizational mindsets and making impacts, this role heavily relies on the ability to be cognizant of convincing modes of portraying recommendations, which are often derived from complex empirical methodologies combined with accumulated substantiating experience.
- A strong understanding of the Child Intervention program area and governing structure in the Regions

and DFNAs in order to conduct advanced analysis and mobilize the findings to the target audience.

- This position also requires thorough and substantial formal and informal knowledge of the Ministry's business processes, policy, procedures, regulations and legislation.
- Strong knowledge, skill and ability to manage and improve the performance of subordinate staff members.

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 | | |
| Systems Thinking | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>Considers inter-relationships and emerging trends to attain goals:</p> <ul style="list-style-type: none"> • Seeks insight on implications of different options • Analyzes long-term outcomes, focus on goals and values • Identifies unintended consequences | <ul style="list-style-type: none"> - Manager must analyze results to identify contributing factors and mitigation strategies - Works with program areas to develop long-term outcomes and performance measures. |
| Creative Problem Solving | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>Engages the community and resources at hand to address issues:</p> <ul style="list-style-type: none"> • Engages perspective to seek root causes • Finds ways to improve complex systems • Employs resources from other areas to solve problems • Engages others and encourages debate and idea generation to solve problems while addressing risks | <ul style="list-style-type: none"> - Manager asked to explain difficult questions using evidence-based results. - uses data to understand and explain complex systems or solve problems. |
| 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 | <ul style="list-style-type: none"> - Manager can manage multiple requests simultaneously. - Remains calm despite changing priorities. |

| | | | |
|-------------------------|--|---|--|
| | | and practices | |
| Drive for Results | <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 | <ul style="list-style-type: none"> - Works effectively to deliver on requests with high quality products and services. - Manager provides quality advice to key partners and stakeholders. |
| Develop Self and Others | <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> | <p>Plans according to career goals and regular development:</p> <ul style="list-style-type: none"> • Aligns personal goals with career goals • Leverages strengths; attempts stretch goals • Provides feedback and openly discusses team performance • Values team diversity, and supports personal development | <ul style="list-style-type: none"> - Manager has many direct reports that perform technical skills. Able to provide technical and professional support to enable staff to function effectively dealing with difficult requests in short time lines. |

Benchmarks

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

Manager, Research and Evaluation, Children and Youth Services M410-19

Similarities include an expert knowledge level of applied social research and functions of reporting, compliance, evaluation, assistance with Quality Assurance, and recognition of emerging issues. In comparing the job description of Manager of Analysis and Improvement with this benchmark, notable differences include the benchmark having a lower scope of audience targets and primarily established mechanisms and methodologies rather than original work, which would be the vast majority of work expected by the description of the Manager outlined in this job description. Other differences include the skills of interpreting and synthesizing data from multiple sources for value and priority in recommending areas of focus for child intervention as well as for improvements in awareness, comprehension and action among audience groups who receive analysis and reports designed by the Manager.

Manager, Aboriginal Liaison, Children and Youth Services M420

While this benchmarked position is the second-most comparable in the list of benchmarks, the skill set is quite different from the job description featured in this document. There are a few similarities, including strong skills in problem solving, translating essential information and anticipating client needs, although in a slightly different approach. Another comparable feature would be the need for the development and maintenance of strong relationships with clients to ensure deliverables are accepted, utilized, and leading to constructive conversations resulting in continuous improvement and advancement of knowledge.