

Update

Ministry

Describe: Basic Job Details**Position**

Position ID

Position Name (200 character maximum)

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:

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).

This position supervises administrative and financial supports staff to ensure that program benefits are delivered within guidelines prescribed by program policy and procedures in a timely, accurate and respectful manner and that management of student records are in accordance with policy and procedure.

The position also provides multiple administration functions to support the operations of the Client Service Delivery Team to facilitate efficient daily business operations. The incumbent ensures Government of Alberta (GoA) and department administrative standards and processes are maintained across the Team by providing guidance to staff when needed and by working with other administrative staff or corporate service units. Collectively, this work provides a central consistent hub for administration matters, which underpin effective Client Services operations. The Administrator applies sound interpersonal skills and knowledge of the team and unit priorities to complete work in required timeframes and within the established department requirements (e.g., records management).

All responsibilities are performed in accordance with relevant legislation, policy, and procedural guidelines applicable to financial and administrative functions, and foundational learning programs, and objectives established by the Manager, Client Service Delivery.

Responsibilities

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

Administration and financial functions are effectively supervised to achieve business goals in a positive environment.

- Participate in the recruitment of staff, onboarding, and lead orientation.
- Assign work and provide input to increase productivity or how to complete work during staff absences.
- Set and monitor performance targets.
- Oversee or deliver training and performance development opportunities.
- Provide advice to staff to inform and support troubleshooting and resolution of complex issues.
- Monitor employee's work to ensure adherence to program policies and procedures; interpret policies and procedures; implement and provide feedback on new policies/procedures.
- Handle daily human resources requirements (e.g., attendance, sick leave), ensuring appropriate HR policies are applied to staff.
- Promote a healthy and productive work environment and mediate conflicts within the team.
- Lead change and help staff deal with change through coaching and mentoring.

Foundational Learning Assistance Program goals are achieved through effective financial and administrative processes.

- Monitor and stay current on trends, program issues and changes in precedents or procedures; identify gaps; participate on committees to resolve issues; provide program input to Manager.
- Monitor, analyze and interpret workload statistics (e.g., number of applications received and processed) used to develop team strategies and improvements that increase productivity.
- Monitor and respond to voicemails regarding tuition inquiries (e.g., calls from educational institutions about with payments (not received), overpayment questions).
- Prepare and address Notice of Tuition Refund Owing letters for educational institutions; escalate as per policy.

Applications are managed in alignment with existing policy and procedures.

- Assist with planning and implementing new and enhanced programs, information technology and management systems and business processes.
- Perform SMS testing and management of on in-house data bases.
- Track project progress and ensure timelines and deliverables are met
- Make recommendations, when applicable, for future Service Requests that are required.
- Assist with planning, organizing, submitting, and evaluating Service Requests.
- Conduct post-project audit evaluations when Service Requests are completed.
- Ensure applications are imaged according to established criteria

Client Services administration functions are coordinated and completed in line with department and GoA requirements to achieve business goals and priorities.

- Process financial transactions for the unit (e.g., code and pay invoices, P-Card reconciliation, EPS, NPO, run financial reports, verify approvals, complete fiscal year end and shared service agreements payments and accruals).
- Consolidate and deliver updates and reports on branch administrative functions to the FLSD management team.
- Manually enrol 16-19 year old high schools students into Student Management System (SMS).
- Provide administrative supports as needed (e.g., updates to Unit organizational charts, flow charts, converting documents, etc.).
- Provide back up for other administrative roles in the Branch.

Administrative supports are provided to the Client Services team to facilitate achievement of their operational plan goals and priorities.

- Track Action Requests (ARs), ensuring that all documents are processed within deadlines, and adhere to ministerial policies, guidelines, and procedures.
- Liaise with branch, sector and divisional staff and ensuring the timely coordination of the workflow of correspondence, briefings, and ministerial requests.
- Purchase services and supplies in compliance with GOA procurement rules, surplus, maintain office supplies, action staff supply requests.
- Provide guidance to proactively resolve administrative issues (e.g., investigate issues, train staff on procedures as needed).

Client Services' information management and IT supports are effectively coordinated and actioned.

- Maintain print and electronic records in accordance with ministry and GOA policies and practices, including coordinates storage of old files with Central Records; and ensuring files are handled in accordance with the Protection of Privacy Act.
- Provide SharePoint support and access.
- Create, maintain, monitor and update distribution lists and shared mailboxes.
- Create service requests to action IT issues, ensure staff receive new hardware, ensure software is installed and operational on their equipment, and submit new service requests.
- Coordinate the system set-up and orientation of new staff and remove services as staff depart.
- Provide guidance to maintain all office equipment Liaise with IT on issues as they arise (e.g., technical troubleshooting, monitor phones,).

Ad hoc coverage with EA

Problem Solving

Typical problems solved:

- Applying supervisory processes consistently for the team and fostering a positive working environment to support high-quality team outputs; challenges can be unique and inter-connected.
- Applying knowledge of legislation, policies and procedures to multiple and diverse administrative and administration responsibilities and determining how best to proceed or to advise staff accordingly.
- Working within prescribed timelines to coordinate and execute functions such as ARs, following up with staff and reviewing responses for format etc.
- Balancing multiple priorities and requests to ensure that all administrative support and Client Services administration processes are completed to the required standard and within expected timelines.

Types of guidance available for problem solving:

The Administration Supervisor plans team workflows in line with FLSD operational plans and adjusts daily assignments to meet changing priorities. This is the first line of support for administrative staff and is expected to maintain office operations, and develop methods in the team to achieve and maintain high quality work, high productivity and a low error rate. The incumbent determines how best to complete multiple requests within expected timelines and in accordance with expectations for accurate and comprehensive responses and format. Daily schedules and priorities are determined by the incumbent. The incumbent determines which rules to use and researches options when situations are not clear. Issues without established policies, processes, and guidelines or without clear precedent are discussed with the Manager, with recommendations made by this position to deal with the situations.

Direct or indirect impacts of decisions:

Internal

- Administration Team Staff - supervise staff; coach and mentor staff; integrate the team's work with other Client Services teams
- Manager, Client Services - provide advice on or respond to issues; provide updates; raise awareness to strategic opportunities and threats of significance
- Client Services supervisors and staff - provide guidance on administration activities; collaborate to complete financial or IM/IT activities; support daily business operations
- Corporate services staff - provide information, receive instructions and resolve administrative issues, coordinate corporate functions for Client Services, liaise on corporate services and responsibilities such as records management and ARTS, service requests etc.

External

- Educational Institutions (e.g., financial coordinators and their supervisors) - communicate regarding tuition-related queries and Notices of Amount Owning.
- Students - call or send correspondence to students to resolve application queries.

Key Relationships

Major stakeholders and purpose of interactions:

Internal

- Administration Team Staff - supervise staff; coach and mentor staff; integrate the team's work with other Client Services teams
- Manager, Client Services - provide advice on or respond to issues; provide updates; raise awareness to strategic opportunities and threats of significance
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External

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Required Education, Experience and Technical Competencies

Education Level

Diploma (2 year)

Focus/Major

Other

2nd Major/Minor if applicable

Designation

If other, specify:

Business Administration

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

- Knowledge of and ability to apply GoA and department administrative and financial policies (e.g., ministry style guides, processes related to ARs, financial timelines, records management, hosting policies)
- Knowledge of and ability to apply foundational learning policies and procedures to the team's work.
- Knowledge of team leadership approaches and ability to apply effective supervisory skills
- Sound communication and interpersonal skills to deal effectively a range of stakeholders.
- Well-developed written and oral communication skills
- Knowledge of administrative and program information technology and management systems (e.g., 1GX, SharePoint, MS Office) commonly used in FLSD.
- Knowledge of Freedom of Information and Protection of Privacy Act (FOIP), Collective Agreements
- Ability to position and consider how administrative and financial supports contribute to the broad goals and business of supports to students and foundational learning and skills development
- Well-developed analytical, decision-making and problem-solving skills
- Ability to deal in a fast paced, high volume-processing environment
- Conflict resolution, mediation, negotiation skills
- Sensitivity to diversity in the workplace
- Time management organization skills including ability to prioritize multiple requests effectively.
- Basic research skills to compile information and reports.
- Ability to make decisions independently while considering the consequences and impact on the Executive Director and branch or department.
- Ability to work independently; take initiative, prioritize work, and follow through with tasks.

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Observes and understands larger impact of role: <ul style="list-style-type: none"> • Sees impact of work on organization; anticipates change in own area based on activities in other areas • Considers how own work impacts others and vice versa • Ask questions to understand broader goals • Aware of how organization adds value for clients and stakeholders 	Makes decisions based on understanding of how work contributes to the achievement of foundational learning programs and FLSD; asks questions to understand broader goals and collaborates with others to align activities to meet those goals.
Creative Problem Solving	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Focuses on continuous improvement and increasing breadth of insight: <ul style="list-style-type: none"> • Asks questions to understand a problem • Looks for new ways to improve results and 	Asks questions to get a deeper understanding of the present issue; shares learning with others; guides staff in their problem-solving.

		activities <ul style="list-style-type: none"> • Explores different work methods and what made projects successful; shares learning • Collects breadth of data and perspectives to make choices 	
Agility	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Understands need for change and manages own emotions: <ul style="list-style-type: none"> • Uses common sense and past experience to approach ambiguous problems • Prevents emotions from affecting others negatively • Looks for information on changes • Open to new ideas and helping co-workers 	Open to new or diverse ideas and to doing things in a new way; applies past experience to solve new or ambiguous problems, and seeks clarification if needed.
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		

Benchmarks

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

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