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| **Portfolio** | Primary Industries and Regional Development |
| **Department** | Department of Primary Industries and Regional Development |
| **Group/Division/Branch** | NSW Resources |
| **Location** | Negotiable |
| **Classification/Grade/Band** | Clerk Grade 9 / 10 |
| **ANZSCO Code** | 261111 |
| **PCAT Code** | 1226192 |
| **Date of Approval** | September 2024 |
| **Agency Website** | www.dpird.nsw.gov.au |

# Agency overview

The Department of Primary Industries and Regional Development (DPIRD) is the department dedicated to growing primary industries and supporting regional economic development to deliver long term benefits to the state. Our focus is to protect, support and develop our primary industries, mining sector, and regions.

DPIRD brings together Agriculture; Biosecurity; Fisheries and Forestry; Local Land Services; NSW Resources; Regional Development and Delivery; the Regional Growth NSW Development Corporation; NSW Public Works and Soil Conservation Service.

We have nearly 5,000 employees, with almost 80 per cent of us living and working in regional NSW.

NSW Resources sets strategic policy for the state’s mineral and energy resources, gathers, analyses and disseminates geoscientific information, and assesses and determines applications for mineral and petroleum titles for exploration activities and extractive uses.

NSW Resources is committed to delivering strong and quality outcomes, with the vision of our minerals and petroleum resources generating prosperity for the people of NSW.

Primary purpose of the role

This role identifies, reviews and documents EPICs and user stories that align with the scope to improve business systems and to align solutions with business requirements, organisational strategies and plans. The role also ensures practice is documented and there is consistency of approach to documentation of business processes, requirements (functional and non-functional including EPICs and user stories), business unit strategies and operational plans.

Key accountabilities

* Facilitate setting priorities for change initiatives of high complexity, taking responsibility for investigation and implementation of changes to program scope
* Identify and document business processes, business and functional requirements to align user stories, and case scenarios, comparing the best processes or delivery methods, including measuring and evaluating outcomes
* Drive the analysis and collection of information including investigating issues and analysing customer feedback and insights to create viable recommendations for service improvements that align with business strategy and user needs
* Builds strategic relationships and work with stakeholders to define business needs, user stories and priorities with a comprehensive analysis of alternate solutions using best practice methodologies to deliver products and services with the maximum benefit and to required standards. This includes facilitating collaboration and leading effective communication with all stakeholders to support design, build and delivery to meet the user needs
* Ensure practice is documented, stored and maintained for all to access to enable effective delivery and enhanced ways of working; challenging constructively and being objectively critical to achieve solutions that are fit for purpose
* Co-ordinate input from Analysts across squads and drive Analysis Practice applying best practice methodologies and industry recognised standards, processes and systems ensuring people understand ways of working
* Practice management and the planning and allocation of resources across squads, to support a consistent approach to service delivery, communication and issue resolution to enable effective delivery
* Implement a structured resource planning framework in accordance with approved standards to improve efficiency, effectiveness and usability of systems

Key challenges

* Ensuring the delivery of change and implementation plans and business improvements, in a high-volume working environment with competing priorities, to ensure timeframes are met
* Establishing relationships with stakeholders to develop trust and confidence where user needs may be in conflict with their desires
* Ensuring the outcomes are aligned with service vision and business strategy by contributing to the link between current and future business models and delivering to the business architecture given competing priorities

Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager | * Escalate issues, keep informed, advise, receive guidance and instructions * Participate in meetings and discussions to share information and provide input and feedback |
| Work Team | * Participate in meetings and represent work group perspective to share information and provide input on issue resolution * Encourage and support team members and work collaboratively to contribute to achieving the team's business outcomes |
| Direct Reports | * Guide, support, coach, mentor and manage performance * Review work and proposals to ensure integrity and accountability of decision making * Provide own perspective and share information * Work collaboratively with, inspire and motivate |
|  |  |
| **External** |  |
| Client/Customers/ Stakeholders | * Provide a client-focused approach to service delivery * Facilitate, influence, negotiate and provide advice to the business unit to provide improved business outcomes * Work closely with stakeholders to develop accurate and effective education materials and procedure manuals |

# Role dimensions

## Decision making

This role has autonomy and makes decisions that are under their direct control as directed by their Manager. It refers to a Managers’ decisions that require significant change to program outcomes or timeframes or are likely to escalate or require submission to a higher level of management. This role is fully accountable for the delivery of work assignments on time and to expectations in terms of quality, deliverables and outcomes. This role submits reports, business cases and other forms of written advice with minimal input from the manager.

## Reporting line

Manager

## Direct reports

Nil

## Budget/Expenditure

Nil

# Essential requirements

* Compliance with pre-employment probity screening is mandatory and a condition of engagement

# Capabilities for the role

The [NSW public sector capability framework](https://www.psc.nsw.gov.au/workforce-management/capability-framework/the-capability-framework) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

This role also utilises an occupation specific capability set which contains information from the Skills Framework for the Information Age (SFIA). The capability set is available at [www.psc.nsw.gov.au/capabilityframework/ICT](https://www.psc.nsw.gov.au/workforce-management/capability-framework/occupation-specific-capability-sets/ict-professionals)

The capabilities are separated into **focus capabilities** and **complementary capabilities**.

# Focus capabilities

*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

| **FOCUS CAPABILITIES** | | | |
| --- | --- | --- | --- |
| Capability group/sets | Capability name | Behavioural indicators | Level |
| Personal Attributes logo | **Manage Self** Show drive and motivation, an ability to self-reflect and a commitment to learning | * Keep up to date with relevant contemporary knowledge and practices * Look for and take advantage of opportunities to learn new skills and develop strengths * Show commitment to achieving challenging goals * Examine and reflect on own performance * Seek and respond positively to constructive feedback and guidance * Demonstrate and maintain a high level of personal motivation | Adept |
| Relationships logo | **Communicate Effectively** Communicate clearly, actively listen to others, and respond with understanding and respect | * Present with credibility, engage diverse audiences and test levels of understanding * Translate technical and complex information clearly and concisely for diverse audiences * Create opportunities for others to contribute to discussion and debate * Contribute to and promote information sharing across the organisation * Manage complex communications that involve understanding and responding to multiple and divergent viewpoints * Explore creative ways to engage diverse audiences and communicate information * Adjust style and approach to optimise outcomes * Write fluently and persuasively in plain English and in a range of styles and formats | Advanced |
| **Commit to Customer Service** Provide customer-focused services in line with public sector and organisational objectives | * Take responsibility for delivering high-quality customer-focused services * Design processes and policies based on the customer’s point of view and needs * Understand and measure what is important to customers * Use data and information to monitor and improve customer service delivery * Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers * Maintain relationships with key customers in area of expertise * Connect and collaborate with relevant customers within the community | Adept |
| Results logo | **Think and Solve Problems** Think, analyse and consider the broader context to develop practical solutions | * Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues * Work through issues, weigh up alternatives and identify the most effective solutions in collaboration with others * Take account of the wider business context when considering options to resolve issues * Explore a range of possibilities and creative alternatives to contribute to system, process and business improvements * Implement systems and processes that are underpinned by high-quality research and analysis * Look for opportunities to design innovative solutions to meet user needs and service demands * Evaluate the performance and effectiveness of services, policies and programs against clear criteria | Advanced |
|  | **Project Management** Understand and apply effective project planning, coordination and control methods | * Understand all components of the project management process, including the need to consider change management to realise business benefits * Prepare clear project proposals and accurate estimates of required costs and resources * Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements * Identify and evaluate risks associated with the project and develop mitigation strategies * Identify and consult stakeholders to inform the project strategy * Communicate the project’s objectives and its expected benefits * Monitor the completion of project milestones against goals and take necessary action * Evaluate progress and identify improvements to inform future projects | Adept |
| People Management logo | **Manage and Develop People** Engage and motivate staff, and develop capability and potential in others | * Collaborate to set clear performance standards and deadlines in line with established performance development frameworks * Look for ways to develop team capability and recognise and develop individual potential * Be constructive and build on strengths by giving timely and actionable feedback * Identify and act on opportunities to provide coaching and mentoring * Recognise performance issues that need to be addressed and work towards resolving issues * Effectively support and manage team members who are working flexibly and in various locations * Create a safe environment where team members’ diverse backgrounds and cultures are considered and respected * Consider feedback on own management style and reflect on potential areas to improve | Intermediate |

| **Occupation specific focus capability set** | | | |
| --- | --- | --- | --- |
| Capability Set / Skill | Category and Sub-Category | Level Descriptions | Level and Code |
| Business analysis  Skills Framework for the Information Age logo | Change and transformation  Business change management | * Takes responsibility for investigative work to determine business requirements and specify effective business processes, through improvements in information systems, information management, practices, procedures, and organisation change. * Selects, adopts and adapts appropriate business analysis methods, tools and techniques selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches. * Collaborates with stakeholders at all levels, in the conduct of investigations for strategy studies, business requirements specifications and feasibility studies. * Prepares business cases which define potential benefits, options for achieving these benefits through development of new or changed processes, and associated business risks. | Level 5  BUAN |
| Relationship management  Skills Framework for the Information Age logo | Relationships and engagement  Stakeholder management | * Identifies the communications and relationship needs of stakeholder groups. * Translates communications/stakeholder engagement strategies into specific activities and deliverables. * Facilitates open communication and discussion between stakeholders, acting as a single point of contact by developing, maintaining and working to stakeholder engagement strategies and plans. * Provides informed feedback to assess and promote understanding. * Facilitates business decision-making processes. * Captures and disseminates technical and business information. | Level 5  RLMT |
| Requirements definition and management  Skills Framework for the Information Age logo | Change and transformation  Business change management | * Plans and drives scoping, requirements definition and prioritisation activities for large, complex initiatives. * Selects, adopts and adapts appropriate requirements definition and management methods, tools and techniques selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches. * Obtains input from, and formal agreement to, requirements from a diverse range of stakeholders. * Negotiates with stakeholders to manage competing priorities and conflicts. * Establishes requirements baselines. * Ensures changes to requirements are investigated and managed. * Contributes to the development of organisational methods and standards. | Level 5 REQM |
| Organisational capability development  Skills Framework for the Information Age logo | Change and transformation  Business change management | * Develops and maintains a detailed knowledge of capability improvement approaches and techniques and selects appropriate approaches for the organisation. * Contributes effectively to identifying new areas of capability improvement within the organisation which may be enhancements to skills, technology or processes. * Carries out capability improvement assignments, such as maturity or performance assessments to identify strengths and weaknesses. * Selects and prioritises improvement opportunities, generates buy-in and plans improvement activities justified by measurable organisational benefits. * Mentors and supports localised continuous improvement activities. | Level 5  OCDV |

# Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as ‘not essential’ for this role are not relevant for recruitment purposes however may be relevant for future career development.

| **COMPLEMENTARY CAPABILITIES** | | | |
| --- | --- | --- | --- |
| Capability group/sets | Capability name | Description | Level |
| Personal Attributes logo | Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Adept |
| Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
| Relationships logo | Work Collaboratively | Collaborate with others and value their contribution | Adept |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Adept |
| Results logo | Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Intermediate |
| Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Intermediate |
| Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Intermediate |
| Business Enablers logo | Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Intermediate |
| Technology | Understand and use available technologies to maximise efficiencies and effectiveness | Adept |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Intermediate |
| People Management logo | Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Intermediate |
| Optimise Business Outcomes | Manage people and resources effectively to achieve public value | Adept |
| Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | Adept |

| Occupation specific complimentary capabilities | | | |
| --- | --- | --- | --- |
| **Capability Set / Skill** | **Category and Sub-category** | **Description** | **Level and Code** | |
| **Business modelling**  Skills Framework for the Information Age logo | Change and transformation  Business change management | The production of abstract or distilled representations of real world, business or gaming situations in traditional or trans-media applications, to aid the communication and understanding of existing, conceptual or proposed scenarios. Predominantly focused around the representation of processes, roles, data, organisation and time. Models may be used to represent a subject at varying levels of detail and decomposition. | Level 5  BSMO | |
| **Business process improvement**  Skills Framework for the Information Age logo | Strategy and architecture  Business strategy and planning | The creation of new and potentially disruptive approaches to performing business activities in order to create business opportunities; deliver new or improved products/services; or to improve supply chains. The identification and implementation of improvements to business operations, services and models. The assessment of the costs and potential benefits of the new approaches. The analysis and design of business processes in order to adopt and exploit technologies to improve business performance. The development of enterprise process management capabilities to increase organisational agility and responsiveness to change. | Level 5  BPRE | |
| **Research**  **Skills Framework for the Information Age logo** | Strategy and architecture  Business strategy and planning | The systematic creation of new knowledge by data gathering, innovation, experimentation, evaluation and dissemination. The determination of research goals and the method by which the research will be conducted. The active participation in a community of researchers; communicating formally and informally through digital media, conferences, journals, books and seminars. | Level 4  RSCH | |