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| --- | --- |
| **Cluster** | Regional NSW |
| **Agency** | Department of Regional NSW |
| **Group/Division/Branch/Unit** | Corporate/People |
| **Location** | Various |
| **Classification/Grade/Band** | Clerk Grade 11-12 |
| **Role Family** | Bespoke/People & Culture |
| **ANZSCO Code** | 223111 |
| **PCAT Code** | 1224392 |
| **Date of Approval** | January 2020 |
| **Agency Website** | [www.regional.nsw.gov.au](file:///D%3A%5CDRNSW%20Desktop%20Files%5CPeople%20Recruitment%20Ads%5Cwww.regional.nsw.gov.au) |

# Agency overview

The Department of Regional NSW was formed in 2020 as a central agency for regional issues. The Department is responsible for building resilient regional economies and communities, strengthening primary industries, managing the use of regional land, overseeing the state’s mineral and mining resources and ensuring government investment in regional NSW is fair and delivers positive outcomes for local communities and businesses.

# Primary purpose of the role

The role is responsible for learning programs, including e-learning to support mandatory learning and capability development. The role partners with executive leaders, subject matter experts to identify learning program needs and manages service agreements with external organisations to deliver learning programs and program content.

# Key accountabilities

* Lead the provision of advice to achieve business objectives and support cultural change
* Lead delivery of learning solutions for mandatory training, performance development, workforce capability and effectiveness; including leading the development of e-learning and tailored training programs; and managing and coordinating their delivery.
* Consults with Group executives to understand needs and deliver learning solutions.
* Lead and project manage e-learning projects utilising online and digital media technologies to ensure course content is engaging, relevant and easily accessible, and ensuring projects are completed in time, to specification and within budget
* Advise on instructional design and delivery methods, applying emerging themes and trends in contemporary e-learning, applications and software development, and adult learning best practice
* Review and evaluate the results of learning programs to ensure relevance and continuously improve
* Develop and utilize multiple learning mediums such as self-paced e-learning, virtual and face to face workshops and on the job learning activities including exercises, role plays, and simulations to enhance the delivery of learning modules

Key challenges

* Engaging and influencing decision makers to ensure relevance and effectiveness of programs
* Establishing business partner relationships with clients and stakeholders
* Maintaining knowledge of technology and developments in delivering e-learning in large organisations

Key relationships

| Who |  Why |
| --- | --- |
| **Internal** |  |
| Chief People Officer | * Provide expert strategic and technical advice to influence decisions regarding learning program design and delivery methodology
* Provide information regarding critical issues and status of projects and strategies
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| Executive, managers and People partners | * Provide expert strategic and technical advice regarding learning initiatives, e-learning support, practice and decisions
* Facilitate adoption of best practice learning strategies and programs where there are conflicting interests and opinions
* Ensure compliance with agency and sector policies and legislation.
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| Team (when relevant) | * Inspire and motivate team, provide direction and manage performance
* Encourage and support team to work collaboratively to achieve business outcomes for clients
* Lead and facilitate meetings to represent project team perspective and share information regarding the adoption of e-learning technology and tools.
* Participate in discussions and decisions regarding implementation of innovation and best practice
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| **External** |  |
| Public Service Commission and central agencies | * Support and participate in central agency initiatives
* Work in partnership to deliver whole of sector change
* Represent agency interests and influence outcomes
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| Vendors/Consultants/Training providers  | * Consult, give and obtain information, negotiate required outcomes and timeframes and develop and maintain ongoing working relationships and networks
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# Role dimensions

## Decision making

* Acts independently in determining the priorities
* Prioritises and manages multiple tasks and demands including matters with critical turnaround times required by internal clients including the Chief People Officer and Deputy Secretaries.
* Makes day to day decisions and provides guidance on appropriate courses of action that might be taken to address issues.
* Exercises discretion in determining the approach to work undertaken and is responsible for interpretation and recommendations made.
* Coordinates projects undertaken and provides guidance on organisational aspects of work, monitors work output and monitors and evaluates performance of project staff.

## Reporting line

Chief People Officer

## Direct reports

Up to three reports dependent on projects and priorities

## Budget/Expenditure

TBC

# 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.

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**  |
|  | **Act with Integrity**Be ethical and professional, and uphold and promote the public sector values | Represent the organisation in an honest, ethical and professional way and encourage others to do soAct professionally and support a culture of integrityIdentify and explain ethical issues and set an example for others to followEnsure that others are aware of and understand the legislation and policy framework within which they operateAct to prevent and report misconduct and illegal and inappropriate behaviour | Adept |
|  | **Communicate Effectively**Communicate clearly, actively listen to others, and respond with understanding and respect | Present with credibility, engage diverse audiences and test levels of understandingTranslate technical and complex information clearly and concisely for diverse audiencesCreate opportunities for others to contribute to discussion and debateContribute to and promote information sharing across the organisationManage complex communications that involve understanding and responding to multiple and divergent viewpointsExplore creative ways to engage diverse audiences and communicate informationAdjust style and approach to optimise outcomesWrite fluently and persuasively in plain English and in a range of styles and formats | Advanced |
| **Work Collaboratively**Collaborate with others and value their contribution | Recognise outcomes achieved through effective collaboration between teamsBuild cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across governmentFacilitate opportunities to engage and collaborate with stakeholders to develop joint solutionsNetwork extensively across government and organisations to increase collaborationEncourage others to use appropriate collaboration approaches and tools, including digital technologies | Advanced |
|  | **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 issuesWork through issues, weigh up alternatives and identify the most effective solutions in collaboration with othersTake account of the wider business context when considering options to resolve issuesExplore a range of possibilities and creative alternatives to contribute to system, process and business improvementsImplement systems and processes that are underpinned by high-quality research and analysisLook for opportunities to design innovative solutions to meet user needs and service demandsEvaluate the performance and effectiveness of services, policies and programs against clear criteria | Advanced |
|  | **Technology**Understand and use available technologies to maximise efficiencies and effectiveness | Champion the use of innovative technologies in the workplaceActively manage risk to ensure compliance with cyber security and acceptable use of technology policiesKeep up to date with emerging technologies and technology trends to understand how their application can support business outcomesSeek advice from appropriate subject-matter experts on using technologies to achieve business strategies and outcomesActively manage risk of breaches to appropriate records, information and knowledge management systems, protocols and policies | Advanced |
| **Project Management**Understand and apply effective planning, coordination and control methods | Prepare and review project scope and business cases for projects with multiple interdependenciesAccess key subject-matter experts’ knowledge to inform project plans and directionsDesign and implement effective stakeholder engagement and communications strategies for all project stagesMonitor project completion and implement effective and rigorous project evaluation methodologies to inform future planningDevelop effective strategies to remedy variances from project plans and minimise impactManage transitions between project stages and ensure that changes are consistent with organisational goalsParticipate in governance processes such as project steering groups | Advanced |
|  | **Manage and Develop People**Engage and motivate staff, and develop capability and potential in others | Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomesAdjust performance development processes to meet the diverse abilities and needs of individuals and teamsDevelop work plans that consider capability, strengths and opportunities for developmentBe aware of the influences of bias when managing team membersSeek feedback on own management capabilities and develop strategies to address any gapsAddress and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective wayMonitor and report on team performance in line with established performance development frameworks | Adept |
| **Manage Reform and Change**Support, promote and champion change, and assist others to engage with change | Clarify the purpose and benefits of continuous improvement for staff and provide coaching and leadership in times of uncertaintyAssist others to address emerging challenges and risks and generate support for change initiativesTranslate change initiatives into practical strategies and explain these to staff, and their role in implementing themImplement structured change management processes to identify and develop responses to cultural barriers | Advanced |

# 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 |
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| **Capability group/sets** | **Capability name** |  | **Description** | **Level**  |
|  | Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Adept |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Adept |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Adept |
|  | Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Adept |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Adept |
|  | Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Adept |
| Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Adept |
| Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Adept |
|  | Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Adept |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Adept |
|  | Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Adept |
| Optimise Business Outcomes | Manage people and resources effectively to achieve public value | Adept |