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| --- | --- |
| **Classification/Grade/Band** | Clerk Grade 11/12 |
| **ANZSCO Code** | NA |
| **PCAT Code** | NA |
| **Date of Approval** | XXXX |

Primary purpose of the role

Leads and manages the User Experience team to design and deliver exceptional customer experiences to support project objectives.

Key accountabilities

* Facilitate the project product vision by concepting, designing and testing intuitive user experiences in line with management methodology to ensure outcomes are achieved on time, on budget, and to quality standards
* Develop a deep understanding of the customer to enable a data driven customer-centered design approach for complex problems
* Continually iterate designs and test with customers to drive project improvements applying strategies and tools for continuous monitoring and evaluation
* Ensure digital accessibility for customers by applying best practice methodologies and industry recognised systems, processes and guidelines
* Lead and connect all parties involved in the User Experience design, including content planners, developers, business units and stakeholders to ensure outcomes are being met
* Research, share and implement latest digital trends and innovations to create a dynamic team culture
* Manage stakeholder relationships through effective communication, negotiation and issues management to ensure stakeholders are engaged throughout the project and project deliverables are met

Key challenges

* Managing complex and sensitive consultations and negotiations with diverse stakeholders, within agreed timelines, given their varying expectations, viewpoints and interests
* Achieving multiple project objectives, given limited resources and tight deadlines, and the need to identify project interdependencies and balance competing demands and priorities

Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager | * Receive advice and report on progress towards business objectives and discuss future directions * Provide expert advice and contribute to decision making * Identify emerging issues/risks and their implications and propose solutions |
| 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 |
| Work Team |  |
|  |  |
| **External** |  |
| Client/Customers | * Provide expert customer focused advice on a range of project related issues and strategies * Optimise engagement to achieve defined outcomes * Manage expectations and resolve issues * Engage in, consult and negotiate the development, delivery and evaluation of projects |
| Vendors/Service Providers and Consultants | * Communicate needs, facilitate routine business transactions and resolve issues * Negotiate and approve contracts and service agreements * Manage contracts and monitor the provision of service to ensure compliance with contract and service agreements |

# Role dimensions

## Decision making

## This role has autonomy and makes decisions that are under their direct control as directed by their Executive. It refers to the Executive decisions that require significant change to program outcomes or timeframes or are likely to escalate. 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 Director

## Reporting line

x

## Direct reports

x

## Budget/Expenditure

x

# 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 icon | **Display Resilience and Courage**  Be open and honest, prepared to express your views, and willing to accept and commit to change | * Remain composed and calm and act constructively in highly pressured and unpredictable environments * Give frank, honest advice in response to strong contrary views * Accept criticism of own ideas and respond in a thoughtful and considered way * Welcome new challenges and persist in raising and working through novel and difficult issues * Develop effective strategies and show decisiveness in dealing with emotionally charged situations and difficult or controversial issues | Advanced |
| Relationships icon | **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 |
|  | **Influence and Negotiate**  Gain consensus and commitment from others, and resolve issues and conflicts | * Negotiate from an informed and credible position * Lead and facilitate productive discussions with staff and stakeholders * Encourage others to talk, share and debate ideas to achieve a consensus * Recognise diverse perspectives and the need for compromise in negotiating mutually agreed outcomes * Influence others with a fair and considered approach and sound arguments * Show sensitivity and understanding in resolving conflicts and differences * Manage challenging relationships with internal and external stakeholders * Anticipate and minimise conflict | Adept |
| Results icon | **Deliver Results**  Achieve results through the efficient use of resources and a commitment to quality outcomes | * Use own and others’ expertise to achieve outcomes, and take responsibility for delivering intended outcomes * Make sure staff understand expected goals and acknowledge staff success in achieving these * Identify resource needs and ensure goals are achieved within set budgets and deadlines * Use business data to evaluate outcomes and inform continuous improvement * Identify priorities that need to change and ensure the allocation of resources meets new business needs * Ensure that the financial implications of changed priorities are explicit and budgeted for | Adept |
|  | **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 |
| Business Enablers icon | **Technology**  Understand and use available technologies to maximise efficiencies and effectiveness | * Champion the use of innovative technologies in the workplace * Actively manage risk to ensure compliance with cyber security and acceptable use of technology policies * Keep up to date with emerging technologies and technology trends to understand how their application can support business outcomes * Seek advice from appropriate subject-matter experts on using technologies to achieve business strategies and outcomes * Actively manage risk of breaches to appropriate records, information and knowledge management systems, protocols and policies | Advanced |
| People Management icon | **Optimise Business Outcomes**  Manage people and resources effectively to achieve public value | * Initiate and develop longer-term goals and plans to guide the work of the team in line with organisational objectives * Allocate resources to ensure the achievement of business outcomes and contribute to wider workforce planning * When planning resources, implement processes that encourage the attraction and retention of people of diverse cultures, backgrounds and experiences * Ensure that team members base their decisions on a sound understanding of business and risk management principles, applied in a public sector context * Monitor performance against standards and take timely corrective actions * Keep others informed about progress and performance outcomes | Adept |

| **Occupation specific focus capability set** | | | |
| --- | --- | --- | --- |
| Capability Set / Skill | Category and Sub-Category | Level Descriptions | Level and Code |
| User experience design  Skills Framework for the Information Age logo | Development and implementation  User experience | * Determines the approaches to be used to design and prototype digital and off-line tasks, interactions and interfaces in line with the usability and accessibility requirements of the system, product or service. * Uses iterative approaches to rapidly incorporate user feedback into designs. * Plans and drives user experience design activities providing expert advice and guidance to support adoption of agreed approaches. Integrates required visual design and branding into the user experience design activities. | HCEV  Level 5 |
| Specialist advice  Skills Framework for the Information Age logo | Strategy and architecture  Advice and guidance | * Actively maintains recognised expert level knowledge in one or more identifiable specialisms. * Provides definitive and expert advice in their specialist area(s). * Oversees the provision of specialist advice by others, consolidates expertise from multiple sources, including third party experts, to provide coherent advice to further organisational objectives. * Supports and promotes the development and sharing of specialist knowledge within the organisation. | TECH  Level 5 |
| Systems design  Skills Framework for the Information Age logo | Development and implementation  Systems development | * Adopts and adapts appropriate systems design methods, tools and techniques selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches, and ensures they are applied effectively. * Designs large or complex systems. * Undertakes impact analysis on major design options and trade-off. * Makes recommendations and assesses and manages associated risks. * Reviews others' systems designs to ensure selection of appropriate technology, efficient use of resources, and integration of multiple systems and technology. * Ensures that the system design balances functional and non-functional requirements. * Contributes to development of systems design policies and standards and selection of architecture components. | DESN  Level 5 |
| Software design  Skills Framework for the Information Age logo | Development and implementation  Systems development | * Selects, adopts and adapts appropriate software design methods, tools and techniques, selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches. * Specifies and designs large or complex software components. * Undertakes impact analysis on major design options, makes recommendations and assesses and manages associated risks. * Specifies prototypes/simulations to enable informed decision making. * Evaluates the quality of others' systems designs to ensure adherence to standards and identifies corrective action, if needed. * Ensures that the system design balances functional, quality, security and systems management requirements. * Contributes to development of organisational software design and architecture policies and standards. | SWDN  Level 5 |

# 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 icon | Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Adept |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Adept |
| Value Diversity | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
| Relationships icon | Work Collaboratively | Collaborate with others and value their contribution | Adept |
| Results icon | 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 |
| Business Enablers icon | 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 |
| Project Management | Understand and apply effective planning, coordination and control methods | Advanced |
| People Management icon | Manage and Develop People | Engage and motivate staff, and develop capability and potential in others | Adept |
| Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Intermediate |
| Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | Intermediate |

| Occupation specific complimentary capabilities | | | |
| --- | --- | --- | --- |
| **Capability Set / Skill** | **Category and Sub-category** | **Description** | **Level and Code** | |
| User research  Skills Framework for the Information Age logo | Development and implementation  User experience | The identification of users' behaviours, needs and motivations through ethnography, observation techniques, task analysis, and other methodologies that incorporate both the social and technological context. Taking an approach that incorporates significant involvement of users in research to generate deep understanding and uncover new opportunities for systems, products and services.  The quantification of different user populations and their needs, identifying target users and segments in order to maximise the chances of design success for systems, products and services.  The inclusion of a range of users in research activities to capture the diversity of users of the organisation’s systems, products and services and the imperative to make these usable and accessible for everyone." | URCH  Level 5 | |
| User experience analysis  Skills Framework for the Information Age logo | Development and implementation  User experience | The identification, analysis, clarification and communication of the context of use in which applications will operate, and of the goals of products, systems or services.  Analysis and prioritisation of stakeholders’ user experience needs and definition of required system, product or service attributes, behaviour and performance.  The definition and management of user experience and user accessibility requirements for all potential users. | UNAN  Level 5 | |
| User experience evaluation  Skills Framework for the Information Age logo | Development and implementation  User experience | Validation of systems, products or services, to assure that the stakeholder and organisational requirements have been met, required practice has been followed, and systems in use continue to meet organisational and user needs. Iterative assessment (from early prototypes to final live implementation) of effectiveness, efficiency, user satisfaction, health and safety, and accessibility to measure or improve the usability of new or existing processes, with the intention of achieving optimum levels of product or service usability. | USEV  Level 5 | |