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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

The Manager Service Transition & Change is responsible for establishing and developing policies, processes and procedures to ensure any modification or transitions to the live operational environment, either new, modified, retired or retiring services, meets the agreed expectations of business, customers and users.

Key accountabilities

* Plan and manage the assessment, analysis, development, documentation, implementation and integration of all service changes, evaluate risks to the integrity of the live operating environment and ensure effective control and treatment of the risk to the availability, performance, security and compliance of the business services.
* Plan and deploy transition and change release into supported live environment and review the effectiveness of change implementation and recommend improvements to organisational procedures governing change management.
* Define, document and agree the scope of service transition and change project plans to ensure operable, supportable and scalable service that meet business needs.
* Facilitate open communication and discussion between stakeholders, acting as a single point of contact by developing, maintaining and working to stakeholder engagement strategies and plans.
* Develop an awareness and understanding of practice areas to provide technical knowledge and advice on transition and change services to inform business decision making and ensure that transition and change service meets business benefits realisation and value objectives.
* Oversee the overall design and ongoing maintenance of all service transition and change processes to ensure that they align with tightly integrated interfaces to meet the overall transition needs of the business.
* Collaborate with geographically dispersed teams and provide support across locations and services.

Key challenges

* Developing effective transitional arrangements and change management plans, when the outcome and impacts of transitions may be unknown.
* Gaining support for transitional activities where engagement may be of variable levels.
* Ensuring processes exist for the sustainability of service provision, often dealing with complex challenges in situations where resolutions must be quickly developed and implemented.

Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager | * Receive leadership, advice and support. * Escalate issues, keep informed, advise and receive instructions. * Contribute to the development of sustainable technology solutions. |
| Work team and colleagues | * Resolve and provide solutions to issues. * Provide consistent and quality technical and/or hardware services advice for business improvement and compliance with rules/standards. |
|  |  |
| **External** |  |
| Vendors/Service Providers and Consultants | * Manage relationships to obtain maximum support for the transition of services. * Provide and receive technical advice and support in transitional activities. |

# Role dimensions

## Decision making

* Makes decisions on complex and sensitive issues through the detailed analysis of alternative courses of action and their implications on achieving organisational objectives and strategies.
* Matters requiring a higher level of approval are referred to the Reporting Line Manager.

## Reporting line

n/a

## Direct reports

n/a

## Budget/Expenditure

n/a

# 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 | **Manage Self**  Show drive and motivation, an ability to self-reflect and a commitment to learning | * Act as a professional role model for colleagues, set high personal goals and take pride in their achievement * Actively seek, reflect and act on feedback on own performance * Translate negative feedback into an opportunity to improve * Take the initiative and act in a decisive way * Demonstrate a strong interest in new knowledge and emerging practices relevant to the organisation | 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 |
| Results icon | **Deliver Results**  Achieve results through the efficient use of resources and a commitment to quality outcomes | * Seek and apply the expertise of key individuals to achieve organisational outcomes * Drive a culture of achievement and acknowledge input from others * Determine how outcomes will be measured and guide others on evaluation methods * Investigate and create opportunities to enhance the achievement of organisational objectives * Make sure others understand that on-time and on-budget results are required and how overall success is defined * Control business unit output to ensure government outcomes are achieved within budgets * Progress organisational priorities and ensure that resources are acquired and used effectively | Advanced |
|  | **Plan and Prioritise**  Plan to achieve priority outcomes and respond flexibly to changing circumstances | * Understand the links between the business unit, organisation and the whole-of-government agenda * Ensure business plan goals are clear and appropriate and include contingency provisions * Monitor the progress of initiatives and make necessary adjustments * Anticipate and assess the impact of changes, including government policy and economic conditions, on business plans and initiatives and respond appropriately * Consider the implications of a wide range of complex issues and shift business priorities when necessary * Undertake planning to help the organisation transition through change initiatives, and evaluate progress and outcomes to inform future planning | 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 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 |
| **Project Management**  Understand and apply effective planning, coordination and control methods | * Prepare and review project scope and business cases for projects with multiple interdependencies * Access key subject-matter experts’ knowledge to inform project plans and directions * Design and implement effective stakeholder engagement and communications strategies for all project stages * Monitor project completion and implement effective and rigorous project evaluation methodologies to inform future planning * Develop effective strategies to remedy variances from project plans and minimise impact * Manage transitions between project stages and ensure that changes are consistent with organisational goals * Participate in governance processes such as project steering groups | Advanced |

| **Occupation specific focus capability set** | | | |
| --- | --- | --- | --- |
| Capability Set / Skill | Category and Sub-Category | Level Descriptions | Level and Code |
| Change management  Skills Framework for the Information Age logo | Delivery and operation  Service transition | * Develops implementation plans for complex requests for change. * Evaluates risks to the integrity of service environment inherent in proposed implementations (including availability, performance, security and compliance of the business services impacted). * Seeks authority for those activities, reviews the effectiveness of change implementation, suggests improvement to organisational procedures governing change management. * Leads the assessment, analysis, development, documentation and implementation of changes based on requests for change. | CHMG  Level 5 |
| Change implementation planning and management  Skills Framework for the Information Age logo | Change and transformation  Business change management | * Creates the business readiness plan, taking into consideration IT deployment, data migration, capability deployment (training and engagement activities) and any business activities required to integrate new digital processes or jobs into the "business as usual" environment. * Determines the readiness levels of business users with regard to upcoming changes; uncovers readiness gaps and creates and implements action plans to close the gaps prior to going live. * Assists the user community in the provision of transition support and change planning, and liaises with the project team. * Monitors and reports progress on business readiness targets, business engagement activity, training design and deployment activities, key operational metrics and return to productivity measures. * Defines the series and sequence of activities to bring stakeholders to the required level of commitment, prior to going live. | CIPM  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 | 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 | Adept |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
| Relationships icon | Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Intermediate |
| 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 icon | 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 | Intermediate |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Adept |

| Occupation specific complimentary capabilities | | | |
| --- | --- | --- | --- |
| **Capability Set / Skill** | **Category and Sub-category** | **Description** | **Level and Code** | |
| Release and deployment  Skills Framework for the Information Age logo | Delivery and operation  Service transition | The management of the processes, systems and functions to package, build, test and deploy changes and updates (which are bounded as “releases”) into a live environment, establishing or continuing the specified service, to enable controlled and effective handover to operational management and the user community. The application of automation to improve the efficiency and quality of releases. | RELM  Level 5 | |
| Relationship management  Skills Framework for the Information Age logo | Relationships and engagement  Stakeholder management | The systematic identification, analysis, management, monitoring and improvement of stakeholder relationships in order to target and improve mutually beneficial outcomes. Gains commitment to action through consultation and consideration of impacts. Design the relationship management approach to be taken; including roles and responsibilities, governance, policies, processes, and tools, and support mechanisms. Creatively combines formal and informal communication channels in order to achieve the desired result. | RLMT  Level 5 | |