

Executive Master of Public Administration
Annual Report 2024

Impact and engagement

EM
PA



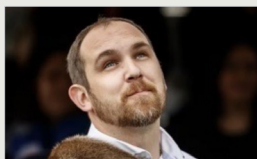
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Welcome and Acknowledgement



Narrin Jarrod West, geyun bunurong, Kulin Nation

Senior Aboriginal and Torres Strait Islander Advisor,
The Australia and New Zealand School of Government (ANZSOG).

Cabbe melemung'il, Womindjeka, maglu gayan-ik nhalingu kirrip kirrip, Oordi Yull Yull, woont ta Loong Biik Biik. Kulin, badjurr, liwik kirrip Maori, ngamudji, – gurruk. Dhumbali mang-mang ngarn ga marrining milbu biik biik yana wonthahharook. Womindjeka.

I begin by paying my respects to all mobs—the Traditional Owners of the lands and seas on which you sit today, our ancestors who have walked before us, guiding our path, and our current Elders who hold and share the knowledge that sustains our communities. These are the people who have nurtured the land for thousands of years, ensuring its survival for future generations. I also extend my respects to the Māori, recognising them as tangata whenua and Treaty of Waitangi partners in Aotearoa New Zealand. Their cultural heritage and deep connection to the land resonate with our own, reinforcing the shared values and principles that bind us across the Tasman.

Congratulations to those who have completed their Executive Master of Public Administration (EMPA) in 2023/24. Your accomplishment is significant—a testament to your dedication, perseverance, and commitment to public service. While the journey of learning continues, this is a moment to pause, reflect, and celebrate your success. You have navigated a rigorous program that challenges both intellect and spirit, and you have emerged prepared to take on greater responsibilities in the public sector.

My name is Jarrod West, and I am honoured to serve as the Senior Aboriginal and Torres Strait Islander Advisor at the Australian and New Zealand School of Government (ANZSOG). It is my privilege to introduce the ANZSOG Annual Report on the EMPA program, a report that not only chronicles your achievements but also reflects the values and principles that guide our work.

As a proud Bunurong man from the Kulin Nation, I have dedicated my life to understanding our culture and safeguarding our Country. In our culture, Country is more than just land—it is the foundation of our existence, the source of our identity, and the keeper of our stories. Every element of our culture—our social structures, art, dance, song, governance, and stories—is intrinsically linked to how we care for Country, and how Country, in turn, cares for us. This reciprocal relationship is at the heart of our way of life, and it is a message that I have carried with me throughout my career.

During my time as a public servant, I strove to bring a crucial message into government:

“Engage early and engage often with our people; there are two ways of reading and two ways of healing our country.”

This message is not just a call for action; it is an invitation to transform the way we approach governance and public service. It challenges us to recognize the value of Indigenous knowledge systems, to listen deeply, and to act with humility and respect.

As you continue your professional development with ANZSOG, I urge you to consider how you can integrate a deeper understanding and respect for First Nations knowledge into your work within government. The decisions you make, the policies you craft, and the programs you implement all have the potential to shape the future of our communities. By incorporating Indigenous perspectives, you not only enrich your own understanding but also contribute to a more inclusive and equitable society.

My commitment is to work with the team at ANZSOG to embed Indigenous knowledge into the frameworks that best advise and inform the public service. This is not just about ticking boxes or meeting compliance standards; it is about fundamentally rethinking how we approach public administration. We are on a journey to create a public service that truly reflects the diversity and richness of the communities it serves.

We haven't forgotten our past, our obligation to Country, our people, our purpose. It's time for us to teach it, and for you to learn it. The path forward is one of shared responsibility, mutual respect, and continuous learning. Together, we can build a future where the wisdom of our ancestors guides the decisions of today, and where the public service is a force for positive change in the lives of all people.

Congratulations once again on your achievement, and may your future endeavours be guided by your values and the knowledge gained through your engagement with ANZSOG and the EMPA program.

Program Leaders and Partners

EMPA Program Executive Leadership



**Professor
Caron Beaton-Wells**

*Dean and CEO,
The Australia and
New Zealand School of
Government (ANZSOG)*



**Professor
Christopher Walker, PhD**

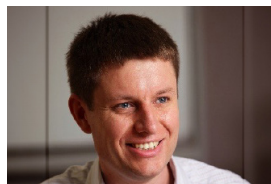
*Academic Director, EMPA,
The Australia and
New Zealand School of
Government (ANZSOG)*

2021–23 Academic Advisory Council Members



**Professor
Carolyn Hendriks**

*Crawford School of
Public Policy, Australian
National University*



**Associate Professor
Paul Fawcett**

*Chair of Political Science
Discipline, School of Social
and Political Sciences,
University of Melbourne*



**Associate Professor
Amanda Wolf**

*Deputy Head of
School of Government,
Victoria University Wellington*



Professor John Phillimore

*Executive Director
of John Curtin Institute
of Public Policy,
Curtin University*



Professor Juliet Pietsch

*Head of School,
Griffith Business School,
Griffith University*



**Professor
Christopher Walker**

*Academic Director,
EMPA, The Australia and
New Zealand School of
Government (ANZSOG)*



Ms Rachel Weiss

*University Quality Manager,
University of Sydney*



Professor Gaby Ramia

*Deputy Head of School
(Research), School of Social
and Political Sciences,
University of Sydney*



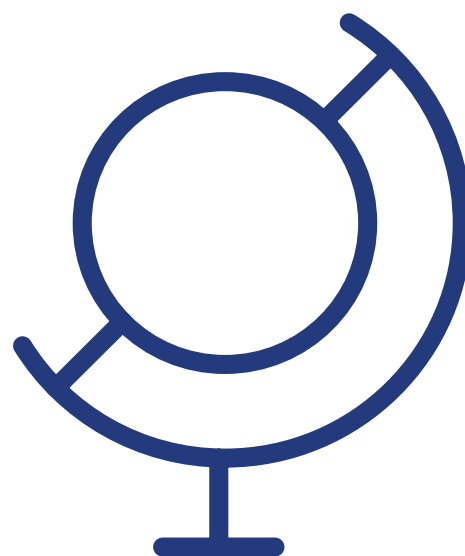
Dr Samantha Young

*Director, Office of Quality
& Policy, Monash University*



Mr David de Carvalho

*Executive Dean,
Faculty of Education,
Philosophy and Theology,
The University of Notre Dame
Australia, Deputy Chair –
ANZSOG Alumni Advisory
Council, EMPA Alumnus*



Subject Leaders



**Dr Ben Walker
(Ngāti Raukawa)**
*Victoria University
of Wellington*
– **MANAGING PUBLIC
SECTOR ORGANISATIONS**



Professor Todd Bridgman
*Victoria University
of Wellington*
– **MANAGING PUBLIC
SECTOR ORGANISATIONS**



Professor Ross Guest
Griffith University
– **GOVERNMENT IN
A MARKET ECONOMY**



Professor Kimberley Isett
University of Delaware
– **DECISION MAKING
UNDER UNCERTAINTY**



Dr Zina O'Leary
UNSW
– **WORK-BASED PROJECT**



Professor Paul 't Hart
*Utrecht University and
Netherlands School
of Government*
– **LEADING PUBLIC SECTOR
CHANGE**



Dr Avery Poole
ANZSOG/Monash University
– **DELIVERING PUBLIC VALUE**



Dr David Coombs
*ANZSOG/
The University of Sydney*
– **DELIVERING PUBLIC VALUE**



**Professor
Christopher Walker**
ANZSOG/Griffith University
– **DELIVERING PUBLIC VALUE
and DESIGNING PUBLIC
POLICIES AND PROGRAMS**



**Associate Professor
Rob Manwaring**
Flinders University
– **DESIGNING PUBLIC
POLICIES AND PROGRAMS**



Professor Veronica Taylor
Australian National University
– **GOVERNING BY THE RULES**



**Associate Professor
Brad Potter**
University of Melbourne
– **PUBLIC FINANCIAL
MANAGEMENT**

Government and EMPA Conferring University Partners

| Member governments | Conferring partner universities |
|---------------------------|---------------------------------|
| Aotearoa New Zealand | Victoria University Wellington |
| Commonwealth of Australia | Australian National University |
| New South Wales | University of Sydney |
| Northern Territory | Charles Darwin University |
| Queensland | Griffith University |
| South Australia | Flinders University |
| Victoria | Monash University |
| | University of Melbourne |
| Western Australia | Curtin University of Technology |

2023 Enrolling Cohort Sponsoring Agencies

| Jurisdiction | Sponsoring Agencies |
|---------------------------|---|
| Aotearoa New Zealand | Te Tari Taiwhenua - Department of Internal Affairs |
| | Te Manatū Whakahiato Ora - Ministry of Social Development |
| | Ngā Pirihimana o Aotearoa - New Zealand Police |
| | Te Puni Kōkiri - Ministry of Māori Development |
| Commonwealth of Australia | Administrative Appeals Tribunal |
| | Department of Foreign Affairs and Trade |
| | Australian Financial Security Authority |
| | Australian Maritime Safety Authority |
| | Australian Pesticides and Veterinary Medicines Authority |
| | Australian Skills Quality Authority |
| | Australian Taxation Office |
| | Clean Energy Regulator |
| | Department of Agriculture, Fisheries and Forestry |
| | Department of Health and Aged Care |
| | Department of Home Affairs |
| | Department of Parliamentary Services |
| | Fair Work Commission |
| | Services Australia |
| | Department of the Treasury |

| Jurisdiction | Sponsoring Agencies |
|------------------------------|--|
| Australian Capital Territory | ACT Education Directorate |
| | Chief Minister, Treasury and Economic Development Directorate |
| New South Wales | Aboriginal Housing Office |
| | Corrective Services NSW |
| | Department of Communities and Justice |
| | Department of Planning and Environment |
| | Department of Regional NSW |
| | Fire and Rescue NSW |
| | Law Enforcement Conduct Commission |
| | Ministry of Health |
| | National Parks and Wildlife Service |
| | Department of Customer Service |
| | Natural Resources Access Regulator |
| | NSW Police Force |
| | NSW Rural Fire Service |
| | NSW Sheriff's Office |
| | Personal Injury Commission |
| | Revenue NSW |
| | Service NSW |
| | State Insurance Regulatory Authority |
| | Transport for NSW |
| Northern Territory | Department of the Chief Minister and Cabinet |
| | Department of Infrastructure, Planning and Logistics |
| Queensland | Department of Children, Youth Justice and Multicultural Affairs |
| | Department of Health |
| | Department of State Development, Infrastructure, Local Government and Planning |
| | Office of Industrial Relations |
| | Office of the Director of Child Protection Litigation |
| | Public Service Commission |
| | Queensland Department of Transport and Main Roads |
| | Queensland Fire and Emergency Services |
| | Queensland Treasury |

| Jurisdiction | Sponsoring Agencies |
|-----------------------|---|
| South Australia | No enrolments for 2023 |
| Tasmania | No enrolments in 2023 |
| Victoria | City of Port Phillip |
| | Court Services Victoria |
| | Department of Education |
| | Department of Families, Fairness and housing |
| | Department of Health |
| | Department of Justice and Community Safety |
| | Department of Premier and Cabinet |
| | Department of Transport |
| | Department of Jobs, Skills, Industry and Regions |
| | Victoria Police |
| | Victorian School Building Authority |
| Western Australia | Department of Communities |
| | Department of Fire and Emergency Services |
| | Department of Health |
| | Department of Mines, Industry Regulation and Safety |
| | Department of Planning, Lands and Heritage |
| Not-for-Profit Sector | No enrolments |



SECTION

01

Opening Statements

ANZSOG Dean and CEO

As ANZSOG's new Dean and Chief Executive Officer appointed in early 2024 I am pleased to present the 2024 Executive Master of Public Administration (EMPA) Annual Report.

While ANZSOG is involved in a broad range of educational, research and thought leadership activities, the EMPA is a globally-recognised program that remains at the core of our school's work, as it has done since 2003.

The EMPA is a signature feature of the school's ongoing partnership with governments and universities to enhance public administration leadership capabilities and scholarship across Australia and Aotearoa New Zealand. It is where we bring together leading academics and practitioners to share their knowledge with a cohort of public sector professionals who will go on to serve in the highest levels of government.

This is our fifth annual report covering updates on the previous academic year's EMPA design and delivery, governance and quality assurance, and student cohort profile and assessment of impact and outcomes. These reports are undertaken in line with our higher education regulatory commitments to our university partners.

Each EMPA participant arrives from a different place and brings their own experience and professional challenges and aspirations to the program. They leave with a greater depth of knowledge, a renewed enthusiasm for public service, a common language to address their shared challenges and a tight network that will last through the rest of their careers.

Most of our graduates remain actively engaged with their fellow graduates as they progress through their careers and continue to contribute to ANZSOG's mission through our extensive alumni network, in a testament to the value they have found in the program.

EMPA graduates say the program is not just career-changing but life-changing. A way not just to achieve professional goals, but to reassess how they see themselves as leaders and broaden their understanding of the role of the public sector in the modern world. This report includes testimony from four of our recent graduates about how the EMPA has had an impact on their work.

The strategic understandings that come with the EMPA allow our alumni to become leaders who can operate confidently in a volatile environment, build public sector capability and collaborate both across and outside the public sector.

After moving online during the COVID years the EMPA is now in a blended format that combines the flexibility of online delivery with the benefits of immersive, in-person learning. In 2023, participants were able to get together in Wellington for a graduation and had the chance to be immersed in Māori culture, hearing first-hand how Aotearoa New Zealand's government works in partnership with Māori iwi, as part of the EMPA's increased focus on First Nations.

While the EMPA was founded in 2003, it is continually evolving in response to changes in the public sector environment and feedback from participants and ANZSOG's member governments. Some noteworthy program developments in recent years have included reinvigorating the content of individual subjects and the introduction of seven new faculty, implementation of 'stretch destinations' for in-place teaching, graduation of our first Monash Pathway cohort who have undertaken the EMPA without an undergraduate degree, and the building of stronger relationships with universities.

We value the relationships with university leaders and their representatives through the EMPA Academic Advisory Council which ensures the program's curriculum is relevant, rigorous, and accessible and that the student experience between ANZSOG and their enrolling universities is seamless.

I thank all the professional staff at ANZSOG, led by EMPA Academic Director Dr Christopher Walker, the EMPA subject leaders and our partners who support the program's efficient delivery and responsiveness to our students.

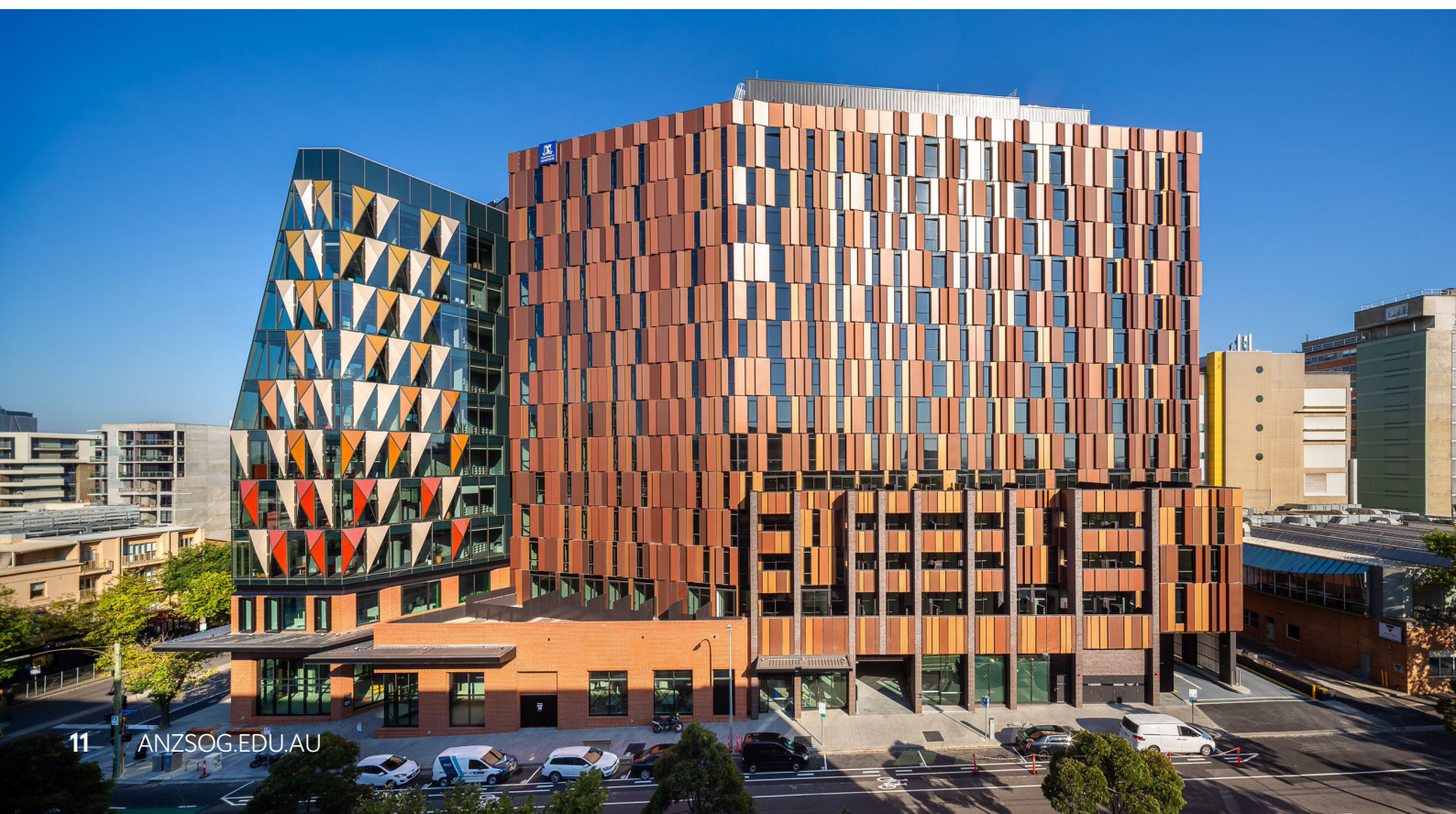
The EMPA has produced over 1700 graduates in its first 20 years, many of whom have risen to senior roles including 70 departmental CEOs. We look forward to the continued success and relevance of a program which is more important than ever in building leadership capability across the public services of Australia and Aotearoa New Zealand.

Prof. Caron Beaton-Wells

*Dean and CEO,
The Australia and New Zealand
School of Government (ANZSOG)*



Melbourne Connect building
(ANZSOG HQ) Photography:
Peter Casamento



EMPA Academic Director

The 2023 academic year marked the 20th year since the first university partner agreements for conferring the Executive Master of Public Administration degree were signed. This annual report outlines the achievements and program developments in the 2023 academic year and adds to the bigger picture of the program's continuing role in enhancing public sector leadership and in the delivery of public value across Australia and Aotearoa New Zealand.

The program's enduring impact is advanced by the professional leadership network of more than 1700 alumni across all jurisdictions and agency portfolios and in 2023 we saw another cohort of approximately 90 students graduate from the program.

I am pleased to share with you the EMPA Annual Report 2024 as evidence of our school's commitment to continuously improve the program, maintain our rigorous academic standards, and assure the program's quality and contemporary relevance to our government and university partners.

This year's report has a particular focus on impact and how the program has had effect on the careers and achievements of graduates. The report also includes comment from one of our international faculty, to help get a sense of the how this world-leading program is viewed from an external perspective.

Many of our alumni continue to work with us in the program, in teaching, review and feedback, supporting and advising students and faculty, and contributing to publications such as this very report. Beyond the unique learning experience, the program also provides students an opportunity to build a cross-jurisdictional and cross-portfolio community of peers across the public sectors of Australia and Aotearoa New Zealand.

During 2023 we initiated a new approach that strengthens the opportunities within the EMPA program for collaboration and engagement with the public sector. Our effort here was designed to see the program have greater impact by introducing special public sector show case days that proceed a residential teaching week. This allows individual jurisdictions to present to EMPA students the unique public sector challenges they face and work with, in their locality. The 2023 showcase experience in the Northern Territory (NT) is discussed further below.

In section 4 of the report, we introduce the work of our Alumni Program Team, who are critical to our continued engagement with graduates, and our Alumni Advisory Council, who represent ANZSOG's alumni community and help connect the work of our School with public sector practice, but also provide critical insight into the emerging professional development needs of public sector leaders.

Student cohort and success data is presented in section 5, and one of our world-leading scholars, Professor Kimberly Isett who teaches the core subject, Decision Making Under Uncertainty shares her insights on the value and impact of the EMPA in section 6. The report concludes with a summary of the activities and outcomes of the governance and quality assurance work underpinning the EMPA that is overseen and guided by our EMPA Academic Advisory Council. ANZSOG is extremely grateful for the time and expert contribution that our academic members of the Advisory Council make towards the quality oversight of the EMPA learning and teaching framework.

I noted earlier our growing commitment to strengthen the connection the EMPA has with the contemporary and applied challenges our public services face across our diverse government members. In 2023 we worked hard to embed and explore First Nations perspectives and issues in the context of public administration. As a part of the subject, Decision Making Under Uncertainty students participated in a Northern Territory Government Showcase Day, which included an exploration of the history of the Stolen Generation and discussions with senior Aboriginal leaders about engaging and partnering with Aboriginal organisations.

The showcase day also involved students in an introduction to the function, issues and challenges of Darwin Port, as well as engagement in a more open forum involving networking with key agencies across the NT public service. The showcase day for 2024 is now being developed with the Queensland public service and this day will precede the delivery of the subject, Government in a Market Economy. I look forward to reporting next year on how the introduction of jurisdiction showcase days strengthens the connection of teaching to place, contemporary public sector challenges and further embeds the EMPA with our government partners.

Another important achievement for the EMPA that occurred in 2023 was the graduation of our first cohort of Monash Pathway students. The pathway, supported by Monash University, was established to improve access to the EMPA. The program provides an opportunity for experienced public sector leaders who lack the undergraduate qualifications ordinarily required for entry into a postgraduate program, an entry pathway that includes university preparation and study skills support over one year, prior to formal entry into the EMPA.

Finally, I want to extend my thanks to all our contributing faculty, practitioners and ANZSOG student support and program delivery colleagues, who make the EMPA such a successful program. Our student subject evaluations remain extremely positive, noting the academic rigour of the subjects, the applied utility of the learning, the quality of teaching and the valuable support provided to students over the duration of their studies. I am also grateful for the positive and constructive guidance and advice provided by members of our Academic Advisory Council who assure the curriculum and academic standards of the program. The input from our scholars and university partners ensures the EMPA remains a world leading executive master's program in public administration.

I am pleased to share with you the EMPA Annual Report 2024.

Professor Christopher Walker

*Academic Director,
Executive Master of Public Administration,
The Australia and New Zealand
School of Government (ANZSOG)*



Academic Advisory Council Chair

This was an important year for the Council and its members as we concluded our third year and first term of member appointments. This year was a year of consolidation as we progressed more standardisation of reporting, particularly with regard to academic integrity. An important theme discussed at both meetings over 2023 were the rapid developments of AI and its implications across the university sector for academic integrity. This remains an active issue and Council members provided guidance to ANZSOG on the various approaches university partners are now taking on this issue.

Council also agreed that for the second three-year term commencing from 2024 all universities who confer the EMPA should have representation on the Advisory Council. I look forward to an expanded Council and welcoming the participation of Finders University and Charles Darwin University to our meetings in 2024.

Council members have continued the discussion of the EMPA Service Agreements, and I am hopeful that new agreements between ANZSOG and its university partners can be signed off during 2024. This will be a significant milestone and represents a critical instrument that helps formalise the institutional relationships, codifies the support we share for EMPA students and ensures arrangements for the conferral of the program award continue into the future.

This report provides an opportunity to reflect on the achievements of the Advisory Council over its first term and a summary of key pieces of work reviewed and considered by the Council is included in section 6. This highlights the value this Council has been able to add to quality assurance matters and the and direction of the EMPA.

I have very much enjoyed the collaborative working relationship with ANZSOG over the first three-year term of the Council and I look forward to continuing in my role as Chair into the second term.

Professor John Phillimore

*Chair of the EMPA Academic Advisory Council,
Executive Director of John Curtin Institute
of Public Policy, Curtin University*



2023 Dean's Prize Winner

Before joining ANZSOG I was responsible for establishing the trans-Tasman Innovation Ecosystem a partnership between Australia and New Zealand – for which I worked closely with ANZSOG to develop new research on our unique bilateral relationship. That partnership gave me the first sense of how ANZSOG's work can be directly relevant and applicable in guiding policy debates, and the importance of contemporary theory in responding to the big challenges facing governments.

ANZSOG was therefore a natural fit for me, when I was considering starting a master's as I wanted to learn more about how government operates. And the opportunity to build connections across our countries was key to me in understanding our place in the world, but also the collective value we bring as governments.

The opportunity to meet and grow with the amazing cohort of public service leaders who joined me as part of the 2022-23 ANZSOG Executive Master of Public Administration reinforced to me the importance of stewardship and the opportunity we all have to create public value within our organisations.

From the first meeting of our cohort where we met each other online, COVID was still an evolving and ever-present element in our personal and professional lives. The characteristic questions which defined your role, of 'which agency do you work for', 'what jurisdiction do you come from?' was updated to include 'what did you do during COVID?', and the evident spread of responsibilities amongst my peers inspiring and uplifting. We had just started stepping out of crisis – systems were resuming, but unevenly, and over the course of that first year of study the memory of the taskforces we all contributed too started to fade as we all returned to our regular programming and were challenged by the "new normal" of a post-COVID world.

But we were not out of the woods – COVID was still restricting our contact with families and ultimately changed our first opportunities for engagement as part of the program. I think it was a period of immense pride, for all of us, that we had shown the true value of public servants – our ability to standup, support our communities and look to shepherd the complex governance arrangements we were all responsible for across both our countries.

For the Australian cohort, the Lismore floods were disrupting the start of our year, and for me personally I had decided that 5 weeks after the birth of my second daughter Charlotte, that it would be the perfect time to start a masters – my first time studying in over 14 years.

I met the majority of my Work Based Project team in the first core subject, Delivering Public Value, in which I forged new life-long friendships, and evolved my thinking about the challenges we're facing now as public servants and administrators.

The PWC scandal and broader constraints on government in the use of contracting is pivoting demand to increase public sector capability, requiring new approaches and genuine leadership. Balancing the specialist and generalist skills needed to respond to increasingly complex problems continues to be a live issue that is impacting every government agency.

Over the two years of our course the rise of Generative AI like Chat GPT has also changed the world and the demands on government. AI is directly challenging the very foundations of public engagement and for me, an amazing opportunity to drive renewed value. The findings of the Robodebt Royal Commission reinforced the importance of integrity in our systems and use of technology charting an uncertain path that we all needed to navigate.

One of the fundamental lessons I took away from the EMPA was the importance of applying clear logic models within our work. Testing assumptions and laying out connections has never been more important, as the task of governance gets more complex and interconnected. The EMPA also provided opportunities to look at myself and the kind of manager I am, the kind I appear to be and what I want to achieve through my leadership journey – giving me the tools

to consider how I can be a better leader. The amazing speakers we had visit us during the program, gave us real inspiration for how to manage change, and uphold integrity in our roles.

So, what did we achieve over the two years of the EMPA program? Well, we completed 8 Core Subjects, at least 30 assignments (including electives), at least 130 readings across the ANZSOG syllabus, and for me about 450 journal articles referenced and read. But the program offered more than just what we could learn as individuals. A key element of the success of the EMPA is how each student can use the assignments and lectures as part of their ongoing roles. In my case, I spoke to my team about what I was learning after each intensive, applied directly the examples given in lectures and readings to current work, and implemented new operating models after hearing more from how different jurisdictions were responding to the same challenges. This meant the energy I was putting into my assignments was improving my everyday work, not just disappearing into a university repository.

In conclusion, the ANZSOG program has been one of the most rewarding and enriching experiences of my life. It has not only enhanced my knowledge and skills, but also shaped my identity and values as a public servant and a leader. It has challenged me to think differently and act boldly, to seek excellence and innovation, and to serve with integrity and compassion. It has also connected me with a community of peers and mentors who share the same vision and mission. I am honoured and humbled to be the Valedictorian and Dean's Prize winner of this cohort, and I hope to live up to the expectations and responsibilities that come with this recognition. I look forward to applying what I have learned and contributing to the broader public value that the Australian and New Zealand public services deliver in the best way I can.

James Pitman

*Acting General Manager,
Ministerial and Executive Engagement Branch,
Australian Department of Industry, Science and Resources*



"I spoke to my boss who sponsored me for this course, and he said Jessica, you've changed. Since you've done this course, there're a lot of different insights that you're brought to work that you've never brought before."

Jessica Ho, Class of 2022, Director,
NSW Department of Customer Service



SECTION

02

Executive Summary

“The EMPA has absolutely broadened how I think about the public sector and all of the things that it can do. Connecting with colleagues across New Zealand and Australia, learning about what they do, how they do it, and the different benefits and result that it delivers for both countries has been phenomenal.”

Christy Law, EMPA Class of 2021, Director, Abuse in Care Royal Commission of inquiry

Impact and Engagement

The theme of this year's report is “impact and engagement”, to spotlight the ongoing impact that the EMPA has on our alumni throughout their careers, and our continued involvement with them after the completion of their studies. In Section 4 of the report, we hear from four alumni of the program with varying degrees of post-EMPA experience, who reflect on their time in the program and discuss how what they learnt is being put into practice today. We also hear from ANZSOG's Alumni Program Team, who talk about the work that they do with graduates of the EMPA, and the objectives and achievements of ANZSOG's Alumni Advisory Council.

Teaching in Place

During 2023 we saw the implementation of the “stretch destination” innovation, an idea which emerged from the 2021 EMPA Academic Program Review and aims to address public administration challenges faced in locations outside major population centres. Section 3 discusses the Northern Territory showcase day and the teaching of Decision Making Under Uncertainty (DMUU) in Darwin, the EMPA's first iteration of this teaching in place initiative. Later in the report, we hear from DMUU subject leader, Professor Kimberly Isett, who talks about her experience teaching the subject.

New Faces

During 2023 we also saw the commencement of seven new subject leaders in the EMPA, including two of ANZSOG's very own: Dr Avery Poole and Dr David Coombs (both teaching in Delivering Public Value). In section 3, we hear about how the introduction of these new faculty represents an exciting refresh of talent and ideas, and a strengthening of relationships that ANZSOG has with key university partners. Learn more about each of our subject leaders in Appendix 4 of the report.

Data Summary

Enrolment numbers for the 2023 intake reached 101 students, with a gender balance in favour of female students at 62% of the class. Students were sponsored by 67 agencies across all jurisdictions (excluding Tasmania and South Australia). The average student age at the time of application was 43. Two thirds of the cohort had at least 11 years professional experience in the public sector and 30% already held a master's degree or higher. Six of the students were of First Nations background. Student performance evaluation data shows an Average Weighted Mark (WAM) of 75.1% and 79.9% for first and second-year students, respectively – an indication of the high calibre of work and the commitment our students have to their studies.

As 2023 is the year of the EMPA's first group of Monash Pathway graduates, for the first time this year's report also includes data on the 2021-23 Monash Pathway cohorts.

SECTION

03

Year in Review
2023

"I think it's a very rounding program for potential candidates looking to go through the program. I think what it does is it gives you an opportunity to confirm what you don't know and ignite in you any motivation or passion that you might not have otherwise recognised in yourself."

Clare Beech, EMPA Class of 2019 and Executive Director, NSW Ambulance

3.1 New developments and highlights

The EMPA continued to evolve and develop throughout 2023. Key highlights include the introduction of teaching in place and jurisdiction showcase days, the onboarding of new faculty in the teaching of five EMPA subjects, the graduation of our first cohort of Monash Pathway students and continued engagement with our alumni in the learning and teaching program. The following provides detail on each of these highlights.

Teaching in Place and Jurisdiction Showcase Days: Stronger Engagement with Government Partners

An innovative idea that emerged from the 2021 EMPA Academic Program Review was the idea of making greater effort to connect EMPA teaching to particular regions and places across Australia and Aotearoa New Zealand. The idea here was that the challenges leaders face in public administration are significantly diverse across locations and the impact of the program would be enhanced if greater effort could be made to connect the learning of a subject with issues specific to a place or region. It was suggested that residential teaching should involve subject delivery in one stretch destination each year, so that students can experience a regional location. The location of teaching in a regional hub was also seen as an opportunity to more directly engage with local public service leaders with the issues specific to their location. From this emerged the idea of organising a jurisdiction showcase day to proceed the residential teaching. The organisation of jurisdiction showcase days effectively brings ANZSOG and the EMPA closer to our government partners. Our first stretch destination that allowed for both teaching in place and a jurisdiction showcase day occurred in Darwin, in close collaboration with the Northern Territory (NT) Government. This involved the delivery of the subject Decision Making Under Uncertainty. Teaching in Darwin also allowed academics from our partner university, Charles Darwin to contribute to the EMPA teaching. The showcase experience and the value of teaching in place is discussed further in section 3.2 below.

Refresh of Subject Faculty and Strengthening of University Relations

During 2023 a number of new faculty were engaged in the leadership of EMPA subjects. This came about as existing faculty retired or concluded their teaching contract with ANZSOG. The engagement of new faculty also provided an opportunity for ANZSOG to renew and extend its engagement with a number of our partner universities. The engagement of new subject leaders and university partners is summarised below.

Delivering Public Value (DPV): The gateway subject of the EMPA, has always been delivered by an ANZSOG scholar (previously Professor Janine O'Flynn, on secondment from Melbourne University). In 2023 we introduced the co-delivery of DPV, involving ANZSOG academic, Professor Christopher Walker, Dr Avery Poole and Dr David Coombs. Engaging ANZSOG staff in this important gateway subject helps ensure students are onboarded to the program and build a deep understanding of the program design and structure, as well as immediately develop a familiarity with ANZSOG staff who will interact with students over their 2-year program of study.

Designing Public Policies and Programs (DPPP): Associate Professor Rob Manwaring of Flinders University, Adelaide was engaged as co-lead with Professor Christopher Walker. This extends the ANZSOG faculty connection to Flinders University and has helped to bring in the perspective and experience of public sector issues from a smaller Australian jurisdiction (South Australia) adding to the diversity and richness of the program.

Managing Public Sector Organisations (MPSO): Professor Todd Bridgman, Head of the School of Management and Dr Ben Walker, Senior Lecturer in Organisational Behaviour, as subject co-leads, both from Te Herenga Waka-Victoria University of Wellington, Aotearoa New Zealand. The engagement of Professor Bridgman and Dr Walker deepens our relationship with Victoria University of Wellington. Under this arrangement we are able to engage an early career scholar (Dr Walker) under the guidance and mentoring of a senior and experienced academic. This helps bring new and emerging talent into the learning and teaching program. Dr Walker's background and fluency in Te Reo Māori also strengthens the presence of First Nations issues and content in the program.

Governing by the Rules (GBR): Professor Veronica Taylor from the School of Regulation and Global Governance, Australian National University commenced as subject lead. Professor Taylor's engagement has allowed ANZSOG to strengthen its relationship with the world-renowned School of Regulation and Global Governance (RegNet), and also provides an opportunity to connect and engage with a range of experienced and early career regulation scholars based at ANU.

Public Financial Management (PFM): Associate Professor Brad Potter, Head of Department, Accounting, Business and Economics, University of Melbourne assumed the role of subject lead for PFM. This continues the ongoing connection that ANZSOG has with Melbourne University.

Improved Access to the EMPA Program – Monash Pathway Students Graduating

The Monash Pathway was introduced in 2021. The program was designed to improve access for students without an undergraduate qualification and includes university preparation and study skills support. The first group of graduates from the program completed in 2023. Students who enrol through this entry pathway begin by completing a Graduate Certificate in Public Policy. On receipt of this award, pathway students are admitted into the EMPA.

The first cohort consisted of 9 students and the current average annual enrolment in the program is 7 students. The 2024 intake of the program is the largest so far (10), showing that the appeal of the program continues to grow. Students from all Australian jurisdictions are eligible to enrol into the pathway program.

Renewed engagement with alumni

The introduction of new faculty provided an opportunity to strengthen the engagement of practitioner teachers with expertise in topic areas. Senior EMPA alumni have been engaged in subjects throughout the program to both strengthen the applied input and analysis of subject topics, as well as provide students an opportunity to engage with peers who have graduated from the program.

Further discussion of the role of alumni and their connection to the EMPA and ANZSOG more broadly is discussed in the following section.

The above highlights show that the program is continuing to develop and respond to the changing professional development needs of senior executives across Australia and NZ. Going forward, we expect the program to continue to expand the concept of teaching in place; strengthen our engagement within government partners through the design and development of showcase days that proceed residential teaching; and options are now being explored on ways to internationalise the program, such as subject teaching in the Asia-Pacific region. The future development of the EMPA is both very promising and exciting.

3.2 Engagement with Government Partners; Northern Territory Showcase Day and the Teaching of Decision Making Under Uncertainty (DMUU)

During early August, students enrolled in the EMPA subject, Decision Making Under Uncertainty (DMUU) travelled to Darwin for the subject's delivery. Before teaching kicked off, students were hosted by Vicki Telfer PSM (Commissioner of Public Employment in Northern Territory) and members of the Northern Territory Government for an NT Government (NTG) Showcase. The day was designed to introduce EMPA students to Darwin and the NT, and to explore the challenges and opportunities of leading public services in this unique jurisdiction.

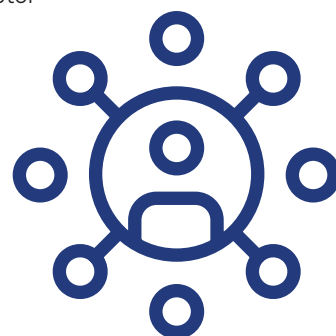
The day began with a Larrakia water ceremony with Dr Richard Fejo, followed by an introductory session at NT House, with remarks made by Vicki Telfer; Mark Monaghan (the Speaker of the NT Legislative Assembly); Emma White (Acting Chief Executive Officer, Department of Territory Families, Housing and Communities); and Rodney McComiskie (Executive Director Economic Reform, Department of Industry, Tourism and Trade). This session introduced students to the NT economy, demographics and governance.

The students then divided into three groups for a deeper engagement into public sector challenges in the Northern Territory. The first group went to the NT library at Parliament House to view an exhibition on the Stolen Generations and to speak with Charlie King, son of a survivor of the Stolen Generations who is part of the Friends of Kahlin group. This group advocates for survivors and is seeking a permanent memorial at the Kahlin compound in Darwin, which housed Indigenous Australians who were removed from their communities. Students also engaged with other lead advocates for the NT Stolen Generations.

A second group visited the Darrandirra Out of Home Care facility. Students met with key Department of Territory Families, Housing and Communities staff about the family support models. They also met with Elder in Residence, Dr Christine Fejo-King and Senior Aboriginal Practice Leads about the approach to partnerships with Aboriginal Organisations and the history of how the Child and Family Centre model supports improved outcome. The third group did a guided walking tour of Darwin which was grounded in the Indigenous history of Larrakia country and examined the innovative ways that the City of Darwin is mitigating the impact of heat and cyclones through urban greening and other measures.

Students then reconvened at NT House where representatives from NT agencies discussed key issues and challenges and how they are uniquely characterised in the region. Many students commented that they were struck by the enthusiasm and passion with which the NT government representatives spoke about their roles and the importance of the work they are doing in the NT.

In the evening ANZSOG hosted a networking function involving senior staff from NT government agencies and ANZSOG alumni. Speakers included Vicki Telfer (Commissioner of Public Employment); Emma White (Acting Chief Executive Officer, Department of Territory Families, Housing and Communities); Jean Doherty (Deputy Chief Executive Officer, Strategic and Corporate Services; EMPA alum and member of the Alumni Advisory Council); and Genevieve Mogridge (Executive Director Investment Territory; EMPA alum and NT Chapter Secretary). Jean and Genevieve spoke about their experiences as students and then alumni, and encouraged the students to become active alumni in the future. They also officially launched the NT alumni chapter of the ANZSOG alumni body.



Teaching in Place

The EMPA subject DMUU explores how and why we use evidence in complex decision making, and how evidence is used to reduce the uncertainty confronting public sector managers. Kimberley Isett (Vice Provost for Academic Programs and University Initiatives, Professor of Public Policy, Joseph R. Biden, Jr. School of Public Policy and Administration, Delaware University) was the Subject Leader and travelled from the US to teach the subject. Professor Isett has been engaged in the teaching of this subject over four years.

Teaching in place facilitated the ready access of local scholars and practitioners into the program and in collaboration with Charles Darwin University, Professor Reuben Bolt (Deputy Vice-Chancellor First Nations Leadership and Engagement at Charles Darwin University and a Yuin man) delivered a session on Indigenous research methods, using the example of narrative analysis of interviews conducted with survivors of the Stolen Generation.

On the final day of teaching a second Charles Darwin expert was engaged in the program: Ms Renee Long, an Arrernte, Walpiri, and Waramangu woman from the Barkly region of NT, who has extensive public sector experience at state and federal levels. Her presentation focused on Indigenous ways of knowing, with a particular focus on exploring the significance of kinship ties in First Nations communities. Renee facilitated a range of exercises and engagement activities with the students that were highly effective in reinforcing the substantive content of her session.

The Importance of Our Time in Darwin

The NTG Showcase day demonstrates how ANZSOG can engage with jurisdiction partners and the experience of teaching in place allowed for higher levels of input from local experts and deeper consideration of public policy challenges faced in unique locations. The learning and teaching program in Darwin was particularly effective in highlighting how core issues in public administration (decision making and evidence-based policy) can be taught with deeper engagement with First Nations issues and subject content. This experience also highlights the innovative ways the EMPA connects the theory of public administration with the applied challenges of contemporary public sector practices.



SECTION

04

Alumni and Impact

A key focus of this annual report is to highlight the impact of the EMPA and how the program engages with practitioners and their public sector agencies. Alumni play a key role in connecting ANZSOG and its teaching programs to the contemporary challenges and professional development needs of senior leaders in the public service. With regard to the EMPA, alumni play an important role in welcoming students to the program, highlighting the relevance and value it has in career and professional development, contributing to the learning and teaching program as expert practitioner speakers and providing oversight and quality assurance input through the EMPA Academic Advisory Council. This section of the report provides a comprehensive overview of ANZSOG alumni engagement and activities.

4.1 Alumni Advisory Council



ANZSOG's inaugural [Alumni Advisory Council](#) was appointed in 2018 to represent our 4000-strong alumni community of influential public sector leaders and give them greater involvement in ANZSOG's activities and the chance to advise on our future direction, education, research and alumni activities. The Council is ANZSOG's peak alumni representative body.

The Council's objectives are to build a strong, engaged and cohesive alumni community, and foster two-way communication between alumni and the ANZSOG executive, and between alumni and public services. It represents alumni interests and views and provides a formal channel to communicate with ANZSOG, including acting as a National Steering Committee for established jurisdiction alumni chapters. It also provides strategic advice to ANZSOG on program delivery, support capability and leadership development in the public service, and encourages equity and diversity in ANZSOG program participation. The current Alumni Advisory Council consists of 15 members from across ANZSOG's jurisdictions in Australia and Aotearoa New Zealand, led by Chair Cheryl Leavy and Deputy Chair David de Carvalho.

Key achievements and highlights:

The ANZSOG Alumni Advisory Council (AAC) has achieved several significant milestones and contributed significantly to ANZSOG's engagement with its alumni community and the broader public sector. The following outlines the Council's key functions and recent activities.

- **Two-way Communication:** The AAC facilitates two-way communication between alumni and the ANZSOG executive, and between alumni and public services. This communication channel helps alumni stay informed about ANZSOG's activities and initiatives while also providing them with a platform to share their views and ideas. During 2023 meetings were dedicated to ANZSOG's key areas of Education (May), Advisory (March) and Research (August) and Dean & CEO meeting in October.
- **National Steering Committee for Alumni Chapters:** The AAC acts as a National Steering Committee for established jurisdiction alumni chapters. This role helps guide, coordinate and support alumni chapters across different regions, ensuring that they strategically align with ANZSOG's objectives and contribute to the overall goals of the alumni community as a growing community of practice.
- **Strategic Advice:** The AAC provides strategic advice to ANZSOG on program delivery, support capability, and leadership development in the public service. In 2023, AAC members were able to provide direct feedback on ANZSOG's brand positioning and reputation in the public sector.

- **Engagement in Events and Feedback Sessions:** AAC members actively participate in ANZSOG events, such as the 2023 First Nations Public Administration Conference, where they provided feedback to the ANZSOG Executive Management Team on the big questions currently facing public leaders and the role ANZSOG can play to better understand and address these issues.

“As ANZSOG alumni, we are charged with strengthening public sector leadership and ultimately improving the lives of the communities we serve. ANZSOG itself continues to be a global leader in education and government-focused research helping guide us through everything volatile, uncertain, complex and ambiguous during this historic time.”

Cheryl Leavy, ANZSOG Academic Advisory Council Chair

Current AAC members:

- David de Carvalho, The University of Notre Dame Australia, NSW (2011 EMPA)
- Christina Byrnes, Australian Taxation Office, CTH (2007 EMPA)
- Tracy O’Bryan, Department of Transport and Main Roads, QLD (2016 EMPA)
- Sonja O’Leary, Department of Premier and Cabinet, WA (2016 EMPA)
- Jacqui Allen, City of Hobart, TAS (former) (2006 EMPA)
- Jean Doherty, Department of the Chief Minister and Cabinet, NT (2016 EMPA)
- Shane Dexter, National Indigenous Australians Agency, CTH (2016 EMPA)
- Andrea Kelly, Department of Health and Aged Care, CTH (2015 EMPA)
- Peta Robertson, Queensland Ambulance Service, QLD (2011 EMPA)
- Eliot Palmer, Victorian Building Authority, VIC (2018 EMPA)
- Manaia King, Te Puni Kōkiri – Ministry of Māori Development, NZ (2019 EMPA)
- Cheryl Leavy, Department of Environment and Science, QLD (former) (Executive Fellows Program 2019 alum)
- Dana McDonald, Te Mana Ārai o Aotearoa – New Zealand Customs Service, NZ (Executive Fellows Program 2021 alum)
- Jacinta Blanch, Victorian School Building Authority, VIC (Executive Fellows Program 2021 alum)
- Ben McHugh, Transport Canberra, ACT (Executive Fellows Program 2023 alum)

4.2: Alumni Jurisdiction Chapters

[Alumni Chapters](#) are jurisdictional groups formed by ANZSOG alumni to maintain connections, foster collaboration, and promote ongoing professional development among alumni within a specific geographic area.

In 2023 alumni chapters were re-launched in the Northern Territory (NT), Victoria (VIC), and Aotearoa New Zealand (NZ). The value of alumni chapters includes enhanced regional engagement and the opportunity to tailor activities towards the needs and interest of specific jurisdictions.

4.2 The ANZSOG 2023 Alumni Program Team

In 2023, EMPA alumni were supported by Nataly Tran and Christina Lew, both of whom possess extensive experience and expertise in managing alumni and other senior stakeholders in higher education.



Left: Christina Lew
*Deputy Director, Engagement
& Experience, ANZSOG*

Right: Nataly Tran
*Acting Stakeholder
Engagement Manager,
ANZSOG*

4.3 Alumni Reflections and EMPA Impact

Public servants across ANZSOG's ten member governments deal with a vast range of responsibilities. Each EMPA student takes a different path to the EMPA and brings their own experiences, ambitions and talents to the program. That means each cohort combines diverse experiences with a shared passion for public service, and a desire to become the best they can be. Applying these different perspectives to common challenges ensures that each cohort is more than the sum of its parts.

Our EMPA graduates leave with a greater depth of content knowledge, a common language to address their shared challenges and a supportive network for the rest of their careers. Doing the EMPA is a big commitment, but the rewards are equally big with graduates describing it as a career-changing experience. For this year's EMPA report we spoke to four graduates about why they chose the program, what they learned from it and how it has impacted their careers.



Catherine Loft

*Executive Group Manager, Infrastructure,
Communications & Engagement, ACT Health
EMPA Class of 2022*

Catherine Loft is Executive Group Manager, Infrastructure, Communications & Engagement, ACT Health, a role that covers issues around ‘staff, culture, psychological safety, budget, cross-directorate collaboration’, which she took on a year ago after completing her EMPA.

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I had a Band Two colleague who had completed the ANZSOG EMPA, probably 10 years previously, who really believed in me. She said that it would broaden my experience, particularly around policy. I also had a personal commitment to study to keep myself relevant. The EMPA was an opportunity to really solidify my understanding of core economic and management principles, and then how to relate that back to critical problem solving in that policy advisory capacity. I saw it would really help my knowledge and experience to get the theoretical framework to examine those fundamentals in what's a really disruptive policy and delivery environment at the moment.

We had a fantastic group through the Work-Based Project, which was diverse in our ages, gender, personality, and skills but worked really well together. The networks from the program definitely helped me more than I realised on a personal level.

The EMPA has definitely given me a broader perspective. It's lifted my strategic focus and shown me that policy impacts on service delivery, and how we need to work together and make sure that they're integrated. Now we really make sure that in service delivery we embed ourselves into that process and listen to the policy needs, so we can understand how ideas come about and how you get them through the political environment.

The leadership module was really important to me. I've always thought I was a good leader but that opened my eyes, and gave me a lot more confidence in what I can bring to the table. It shifted my thought process from being the 'doer' to more of a listener, supporter or facilitator which has then helped with more diverse problem solving. It probably taught me the benefits of preparation and thinking up front, before jumping in. I've always had really good frameworks around governance and risk but that particular module gave me more clarity around providing context, purpose, outcomes, resource, relationships and the time frames and doing that thinking up front.

In the public service right now you need to be disruption-ready, so looking at some historical moments was really good for understanding the patterns of government and political cycles, which gives more of a ready acceptance for continual disruption. You get better tools for those emerging issues, like AI and digital, and more of an elevated view of them.

I've got renewed confidence, renewed respect to stay disruption ready, keep being ahead of the curve. That's that forward thinking so that you can provide the dependable leadership, but still be agile and responsive and innovative for the staff of the future. I've seen a direct benefit to my career progression, but more importantly, it's how I'm tackling my job. I feel a lot more prepared, a lot more planned. I look at things differently from a much more elevated view. I have more engaging conversations, but also it has brought me a level of confidence to lean in at the table, which is really important. I don't sit back. I value my voice.



Simon Laube

CEO, Early Childhood Council
EMPA Class of 2017

Simon Laube is Chief Executive of New Zealand's Early Childhood Council, a private sector peak body representing operators of early childhood services in New Zealand. When he began his EMPA in 2016 he was working in the NZ Ministry of Education, and is still interested in returning to the public sector at some point.

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When I was accepted into the EMPA program, I'd just come back to the Ministry of Education after four years secondment in the Minister of Education's office. I was feeling burnt out from endless reactive work and relentless challenging issues. The silver-lining was that the time I spent fixing policy mishaps, and other issues, strongly motivated me to want to study, so I could start creating robust policy from scratch again. It was a difficult transition to go into the extreme opposite of "reactive mode" – all the research, analysis and theory of the EMPA – but it came along at the perfect time for my career.

It's hard to do justice to everything I got out of the EMPA. It's not defined by the educational content which you can find yourself readily. It's everything to do with the high quality of all the educators and how engaging they make the material, not forgetting the superb academic administrative support people. I still regularly "dig up" EMPA frameworks for use in my current private sector CEO role, or regale staff with my passion for using them. I will never forget the Strategic Triangle, a beautiful framework because it is so simple. It immediately resonated with me when I read about it and learned how to apply it.

The hardest thing for public servant leaders is undoubtedly change processes. The EMPA equips you to take these on but it also ensures you are under no illusions about change being easy. The other strength is the cohort you are part of. Working alongside over a hundred other public service leaders, there were so many different perspectives to consider. It was refreshing compared to your own department, which tends to have their own patterns of behaviours and ideas which aren't necessarily up-to-date with the latest public administration theory. I'm still in contact with lots of people I worked with, especially in the Work-Based Project. As I move into different roles I know I can reach out to fellow alumni to glean their insights in policy areas I might be new to. This is incredibly valuable to me, and I hope others continue to approach me too.

Being one of five from New Zealand, and the rest of the cohort all being from Australia, it did make me value the New Zealand public service more. The political cut-through we have in New Zealand is a lot better and much less inefficient than in Australia where the politicians seem less focused on policy and more focused on each other. All the same, it was just amazing being part of such a talented group of people from the different Australian States and from New Zealand, all together in a kind of crucible, tossing around some of these issues.

The EMPA rounds you out. I wouldn't be where I was today without the EMPA. It helped get me through my first management roles, and it has helped me to have the confidence to go for higher roles like my current CEO position I'm in now. If you have a goal like wanting to lead an organisation or being a chief executive, the EMPA would be a big boost along that path. You will need to be prepared to immerse yourself in it to get the most out of it, but you can focus some of your assessments on current work matters you are dealing with – so studying is not completely like working a full-time job while studying a Master's full-time, but it is a bit like that.



Angela Skandarajah

CEO, Development Victoria
EMPA Class of 2021

Angela Skandarajah shifted from a legal career to a public service one when she became the CEO of Development Victoria, and became an EMPA student to broaden her understanding of the sector she had joined.

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Working in the private sector, my primary purpose was clear: it was about profit. Over time, I began to yearn for something more meaningful. This desire for change aligned perfectly with a unique opportunity that arose in 2017—the creation of Development Victoria. Joining a new agency dedicated to urban renewal and housing development was a chance to apply my skills to projects that had real, tangible impacts on communities. Transitioning from the private sector to the public sector was challenging. I found myself grappling with a completely different mindset. I was dealing with career public servants, and I found it really challenging to understand their drivers and how they thought about things. These public servants were committed to addressing complex issues like urban renewal and affordable housing with a focus I hadn't encountered before, because commercial outcomes were not the primary objective.

To bridge the gap, I decided to enrol in the EMPA program, to put some theory and structure around my rapid on-the-job learning. The EMPA introduced me to new leadership theories and frameworks specifically tailored to the public sector. Some of the general leadership theories in the EMPA were familiar, but a lot of the specific public value components of the course were really new to me, and very interesting.

The EMPA turned out to be an invaluable experience, offering exposure to a diverse cohort of professionals from various roles and jurisdictions. One of the most significant lessons was around decision-making. I always thought I was good at making decisions, but the EMPA taught me to broaden the inputs into our decision-making process. The way that I encourage my team to think about making decisions is asking 'whose voices are we listening to?' Broadening the inputs into our decision-making process, I think, was really a key change.

Another pivotal shift in my thinking was recognising the value of lived experience. In my previous roles, I relied heavily on my expertise, often jumping to what I thought were logical conclusions without considering the actual impact on people. The EMPA changed that perspective. I now think more about the value of lived experience in helping shape decisions we make. This was especially important in urban renewal and housing development, where the end-users' experiences are crucial to the success of the projects.

Reflecting on my journey, it's clear that the EMPA was instrumental in my development. It provided me with the tools and confidence to navigate the public sector and tackle urban renewal and housing development projects effectively. Doing the EMPA has definitely helped me feel more comfortable in the role and given me some useful tools to use. It's probably instilled in me a desire to stay in the public sector.

In the end, this journey from the private sector to the public sector has been about finding a purpose that resonates with my values, embracing new learning opportunities, and fostering collaboration for greater public good. It's a path that has not only enriched my professional life but also aligned my work with a deeper sense of purpose and impact, particularly in creating sustainable and inclusive urban environments.



Fiona Barbaro

*Executive Group Manager,
Corporate and Governance, ACT Health
EMPA Class of 2019*

Fiona Barbaro has spent her public service career working for the ACT Government in a range of roles. She is currently Executive Group Manager, Corporate and Governance at ACT Health, and was awarded a Public Service Medal for her work coordinating the COVID-19 vaccine rollout.

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I joined the public service because I had a real interest in social policy and public policy, and I've just loved working in the ACT Government. I chose to do an EMPA because I'd been an executive for about ten years and I was looking for something to give me a bit more of a theoretical base behind my leadership, but also to stretch me in my thinking, because at that stage I was thinking about applying for the next level up in the public service.

What surprised me the most about the EMPA was that we were a cohort of a hundred people who were very diverse, worked in different governments, yet we all had an affinity with each other and shared the same challenges in terms of work-life balance, trying to do more with less and keeping up with the increasing pace of government. It was comforting to know that there are other people experiencing the same challenges in different environments. I found that experience and the relationships you build to be the strongest aspect of the program.

The content gives you such a broad understanding of all the different disciplines that exist within life and within government. It gave me great confidence to have a language in each of the disciplines, which I could then apply and use to understand other people's assumptions and perspectives when they were dealing with a challenge or a problem. I also built confidence in terms of being a leader and delegating and empowering others, and because we focused on different disciplines and areas of government, it made me more alert to ensuring we had the right diversity of skills in teams. It also really strengthened my understanding of authorising environments. I'm now more conscious of all the front-end planning you need to do to understand the authorising environment, and the problem definition work you need before you start jumping into solutions.

The EMPA has definitely opened up career opportunities. Since I did the EMPA, I have been promoted to be a Band Two and I think that the EMPA had a big role in that. Once you get to this level, it's about connecting people, connecting issues and then influencing and knowing your extent of influence, and trying to build ongoing sustainable relationships. The EMPA really helps in understanding the different perspectives that people are coming from and the importance of drawing that out in the beginning and communicating all the way through.

Straight after we graduated the program, I came back to work and led the ACT's COVID-19 vaccination rollout. That was a big project, obviously, and not something I was an expert on, but because there were so many different players, I applied the EMPA thinking around the authorising environment, working as part of a system and understanding everybody's roles and responsibilities and clarifying those up front to ensure appropriate accountability.

Being able to bring people together to run that program, and get collaboration across so many people with different perspectives, but who all wanted a good outcome, is something I'm very proud of.

SECTION

05

2023

Student Cohort
and Success Data

5.1 Student Cohort Profile

A range of analytical and cohort-level information is provided on annual EMPA enrolments. In the majority of sections, data is provided on each intake year (cohort) of the EMPA from 2019 to 2023.

**"I've learnt how to network,
I've learnt leadership,
I've learnt about things
that you would not imagine
are part of public service
administration".**

Jessica Ho, Class of 2022, Director,
NSW Department of Customer Service



Age Profile

| | EMPA intake year/cohort | | | | |
|---------------------|-------------------------|-----------|------------|------------|------------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| Age Range | | | | | |
| 29 and Under | 2 | 1 | 1 | | 3 |
| 30-35 | 15 | 15 | 14 | 12 | 10 |
| 36-40 | 30 | 24 | 24 | 23 | 23 |
| 41-45 | 22 | 23 | 26 | 23 | 30 |
| 46-50 | 25 | 22 | 21 | 24 | 21 |
| 51-55 | 14 | 7 | 11 | 15 | 11 |
| 56-60 | 4 | 1 | 1 | 2 | 2 |
| 61+ | | | | 2 | |
| Unknown | | 1 | 4 | 1 | 1 |
| Average Student Age | 43 | 42 | 43 | 44 | 43 |
| Total | 112 | 94 | 102 | 102 | 101 |

Gender Profile

| | EMPA intake year/cohort | | | | | | | | | |
|-----------------------|-------------------------|-----|-----------|-----|------------|-----|------------|-----|------------|-----|
| | 2019 | % | 2020 | % | 2021 | % | 2022 | % | 2023 | % |
| Gender Profile | | | | | | | | | | |
| Female | 60 | 54% | 55 | 59% | 72 | 71% | 60 | 59% | 63 | 62% |
| Male | 52 | 46% | 39 | 41% | 30 | 29% | 42 | 41% | 37 | 37% |
| Prefer not to say | | | | | | | | | 1 | 1% |
| Total | 112 | | 94 | | 102 | | 102 | | 101 | |



Years of professional experience

Given that the ANZSOG EMPA is focused on the public sector, the relevant data captured for this section is *Years in the Public Sector*.

| | EMPA intake year/cohort | | | | |
|-------------------------------|-------------------------|-----------|------------|------------|------------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| Years in Public Sector | | | | | |
| Yrs 0-5 | 11 | 4 | 16 | 14 | 10 |
| Yrs 6-10 | 26 | 16 | 22 | 21 | 17 |
| Yrs 11-15 | 37 | 33 | 18 | 25 | 23 |
| Yrs 16-20 | 15 | 16 | 19 | 19 | 22 |
| Yrs 21-25 | 11 | 12 | 15 | 11 | 16 |
| Yrs 26-30 | 8 | 7 | 3 | 5 | 6 |
| Yrs 31+ | 3 | 1 | 3 | 2 | 1 |
| Yrs Unknown | 1 | 5 | 6 | 5 | 6 |
| Average Yrs | 14.4 | 15.5 | 14.0 | 14.0 | 15.3 |
| Total | 112 | 94 | 102 | 102 | 101 |

The above table indicates that for the 2023 cohort approximately 77% of student have between 6 and 25 years experience in the public sector with an average across the cohort of 15 years experience.

Primary degree

The following data provides a summary of the highest education qualification on entry to the EMPA for each cohort year, 2019 – 2023. On average at least 30% of enrolled students already hold postgraduate qualifications on entry into the program. This, combined with significant length of senior executive work experience, makes the EMPA cohort a unique, demanding and high achieving group of students.

| | EMPA intake/cohort | | | | |
|---|--------------------|-----------|------------|------------|------------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| Highest Education Qualification | | | | | |
| Doctoral Degree | 9 | 5 | | 2 | 1 |
| Masters Degree | 30 | 19 | 25 | 30 | 29 |
| Graduate Diploma | 12 | 10 | 16 | 14 | 15 |
| Graduate Certificate | 11 | 3 | 7 | 11 | 10 |
| Bachelor (Honours) | 7 | 14 | 15 | 8 | 7 |
| Bachelor | 32 | 34 | 30 | 26 | 30 |
| Diploma | 4 | 2 | 4 | 7 | 4 |
| Certificate | 3 | 4 | 3 | 3 | 2 |
| Senior secondary certificate of education | 3 | 3 | 1 | | 2 |
| Other/Not available | 1 | | 1 | 1 | 1 |
| Total | 112 | 94 | 102 | 102 | 101 |

Identified cohorts – Aboriginal and Torres Strait Islander, low SES

ANZSOG captures Aboriginal and Torres Strait Islander (ATSI) status from applicants. SES status information is not captured by ANZSOG due to the way in which students are nominated by their employer before being considered for admission but this data may be captured through university enrolment processes.

| EMPA intake/cohort | | | | | |
|-------------------------|------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| ATSI status – by gender | | | | | |
| Female | 2 | | 2 | 3 | 2 |
| Male | 3 | | 2 | 1 | 4 |
| Total | 5 | | 4 | 4 | 6 |

| EMPA intake/cohort | | | | | |
|------------------------|------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| ATSI status – by state | | | | | |
| ACT | | | | | |
| NSW | 2 | | 1 | 1 | 2 |
| QLD | 2 | | | 1 | |
| VIC | 1 | | 2 | 1 | 2 |
| SA | | | 1 | | |
| WA | | | | | |
| NT | | | | | 1 |
| CTH | | | | 1 | 1 |
| New Zealand | | | | | |
| Total | 5 | | 4 | 4 | 6 |

In line with the Higher Education Standards Framework (Standard 2.2 Diversity and Equity) and ANZSOG's Diversity, Equity and Inclusion Policy (sections 3.6 & 4.4) ANZSOG enables students to identify as Aboriginal, Torres Strait Islander, Pacifica and Māori on application for admission into the Executive Master of Public Administration (EMPA) program. This information supports recruitment, progression and completion monitoring and support activities for students from this priority cohort.

| | 2021 | 2022 | 2023 |
|------------------------|------------|------------|------------|
| Aboriginal | 4 | 4 | 5 |
| Torres Strait Islander | | | 1 |
| Māori | 3 | 2 | 1 |
| Pacifika | | 1 | 2 |
| Other | | | |
| Non-indigenous | 95 | 95 | 92 |
| Total | 102 | 102 | 101 |

5.2 Student Success Profile

Mark range / WAM

EMPA 1st & 2nd year mark range and WAM.

| | Delivery Year | | | | | | | | | |
|---------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | 2019 range | 2019 WAM | 2020 range | 2020 WAM | 2021 range | 2021 WAM | 2022 range | 2022 WAM | 2023 range | 2023 WAM |
| Subject Year | | | | | | | | | | |
| Year 1 | 0-87 | 77.2 | 9-89 | 80.4 | 0-100 | 80.0 | 23-98 | 80.6 | 0-90 | 75.1 |
| Year 2 | 30-88 | 75.4 | 33-90 | 75.5 | 0-100 | 75.9 | 0-96 | 76.9 | 0-95 | 79.9 |

The following data provides a summary of the number of students who have passed or failed each EMPA core subject, in the delivery year from 2019 to 2023

| | Delivery Year | | | | | | | | | |
|---------------------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 2019 Pass | 2019 Fail | 2020 Pass | 2020 Fail | 2021 Pass | 2021 Fail | 2022 Pass | 2022 Fail | 2023 Pass | 2023 Fail |
| EMPA Core Subjects | | | | | | | | | | |
| DPV (1) | 95 | | 92 | | 95 | | 102 | 1 | 90 | |
| GME (1) | 92 | 1 | 61 | | 83 | | 90 | | 71 | |
| DPPP (1) | 99 | | 76 | | 92 | 1 | 88 | | 75 | |
| DMUU (1) | 100 | 1 | 66 | 1 | 95 | 3 | 100 | | 79 | 5 |
| MPSO (1) | 104 | | 72 | | 101 | 2 | 94 | 2 | 78 | 3 |
| GBR (2) | 94 | | 103 | 1 | 57 | | 70 | | 78 | 2 |
| PFM (2) | NA | NA | 65 | 1 | 50 | | 59 | | 68 | |
| LPSC (2) | 99 | 1 | 95 | | 78 | 1 | 85 | 1 | 97 | |
| WBP (2) | 92 | 1 | 110 | | 74 | | 94 | 2 | 102 | 1 |

Student Cohort Data by University

A range of analytical and cohort-level information is provided on students enrolled with each conferring university partner. This information is available exclusively for each university partner through the online Canvas portal.

5.3 Monash Pathway Update

The following data gives a breakdown of key demographic indicators of the Monash Pathway students.

Age Profile

| | Monash Pathway Cohort | | |
|---------------------|-----------------------|----------|----------|
| | 2021 | 2022 | 2023 |
| Age Range | Not available | | |
| 29 and Under | | | 1 |
| 30-35 | | | |
| 36-40 | | 3 | 1 |
| 41-45 | | | 3 |
| 46-50 | | 1 | 2 |
| 51-55 | | 1 | |
| 56-60 | | | |
| 61+ | | | |
| Unknown | | | |
| Average Student Age | | | |
| Total | 9 | 5 | 7 |

Gender Profile

| | 2021 | % | 2022 | % | 2023 | % |
|-----------------------|----------|-----|----------|----|----------|----|
| Gender Profile | | | | | | |
| Female | 9 | 100 | 1 | 20 | 5 | 71 |
| Male | | | 4 | 80 | 2 | 29 |
| Prefer not to say | | | | | | |
| Total | 9 | | 5 | | 7 | |

Years of professional experience

Given that the ANZSOG EMPA is focused on the public sector, the relevant data captured for this section is *Years in the Public Sector*.

| | Monash Pathway Cohort | | |
|-------------------------------|-----------------------|----------|----------|
| | 2021 | 2022 | 2023 |
| Years in Public Sector | | | |
| Yrs 0-5 | | | |
| Yrs 6-10 | 1 | 2 | 1 |
| Yrs 11-15 | 2 | 1 | |
| Yrs 16-20 | 2 | 1 | 3 |
| Yrs 21-25 | 2 | 1 | 1 |
| Yrs 26-30 | | | 2 |
| Yrs 31+ | 2 | | |
| Yrs Unknown | | | |
| Average Yrs | | | |
| Total | 9 | 5 | 7 |

Primary degree

The following data provides a summary of the highest education qualification on entry to the EMPA for each cohort year.

| | Monash Pathway Cohort | | |
|---|-----------------------|----------|----------|
| | 2021 | 2022 | 2023 |
| Highest Education Qualification | | | |
| Doctoral Degree | | | |
| Masters Degree | | | |
| Graduate Diploma | 1 | | 1 |
| Graduate Certificate | 1 | | |
| Bachelor (Honours) | | | |
| Bachelor | | | |
| Diploma | 4 | 3 | 3 |
| Certificate | 3 | 2 | 1 |
| Senior secondary certificate of education | | | 1 |
| Other/Not available | | | 1 |
| Total | 9 | 5 | 7 |

Identified cohorts – Aboriginal and Torres Strait Islander, low SES

ANZSOG captures Aboriginal and Torres Strait Islander (ATSI) status from applicants. SES status information is not captured by ANZSOG due to the way in which students are nominated by their employer before being considered for admission but may be captured through university enrolment processes.

| Monash Pathway Cohort | | | |
|--------------------------------|----------|----------|----------|
| | 2021 | 2022 | 2023 |
| ATSI status – by gender | | | |
| Female | 1 (SA) | | |
| Male | | 1 (CTH) | |
| Total | 1 | 1 | 0 |
| | | | |
| | 2021 | 2022 | 2023 |
| Aboriginal | 1 | 1 | |
| Torres Strait Islander | | | |
| Māori | | | |
| Pacifika | | | |
| Other | | | |
| Non-indigenous | | | |
| Total | 1 | 1 | 0 |



SECTION

06

EMPA Subjects;
Applied Impact

6.1 Evaluation and Impact

Each subject in the EMPA is subject to a robust process of student evaluation and feedback. The evaluation reports assess student experience, the contemporary relevance of the subject material, measures of student engagement and feedback on the applied relevance of the subject. Subject evaluation reports are available to university partners through the secure EMPA online portal. A key consistent question asked each year concerns the extent to which students found the material covered in their subject relevant and applicable in their working environment. This is a helpful indicator of the applied impact of the learning and teaching experience. The table below presents an overview of subject scores against this criterion.

Q. 'The insights and learnings from the subject are transferable to my workplace and can be applied to my organisational context'

5 = Strongly agree 4 = Agree 3 = Neither agree nor disagree 2 = Disagree 1 = Strongly agree

| | Mean response (2023) | Mean response (2022) |
|----------------|-------------------------|-------------------------|
| LPSC | 4.7 | 4.7 |
| PFM | 4.0 | 4.6 |
| DMUU | 4.5 | 4.5 |
| WBP | 4.2 | 4.5 |
| DPV | 4.5 | 4.5 |
| DPPP | 4.4 | 4.4 |
| GBR | 4.3 | 4.4 |
| MPSO | 4.8 | 4.4 |
| GME | 4.3 | 4.2 |
| Average | 4.4 | 4.5 |

The above annual performance data on how students have scored the transferrable nature of learning from the subject to their workplace is shared with the EMPA teaching staff and presented to students at their initial EMPA program orientation. The scores provide some guidance and indication of one important element of program performance and is valued by both teaching staff and students.

6.2 Subject Leader Profile – Professor Kimberley Isett

DECISION MAKING UNDER UNCERTAINTY



Professor Kimberley Isett from the University of Delaware is subject lead for the EMPA's Decision Making Under Uncertainty (DMUU). She brings her global perspective to the EMPA and works to build students understanding of how to work with confidence in an uncertain environment. In this interview, she talks about why she loves teaching the EMPA, how to get comfortable with uncertainty, and what her students learn from her subject.

What attracts you to the EMPA program, and what has kept you coming back to teach the cohort from Australia and New Zealand?

I find the EMPA students really fun to teach. They have a depth of practical knowledge, but they don't necessarily have the right words for that knowledge. It's really fun to help them draw out those mental models and put some structure around them.

I don't want to downplay what I do in the class, but I often like to say: 'I can't teach you anything you don't already know. I'm just giving you better parameters and boundaries around it'. By the time I get the reflection essays, which is the very last assignment, I have students telling me how they are already applying the tools and the knowledge in their work. I mean, talk about instant gratification for a teacher.

You can study this stuff but it really comes to life in a meaningful way with these public servants. They're mid-career or advanced career, they all have experience, and it's really fun to interact and really push against the theories and the practice of what we do.

One thing that drives me crazy about a lot of curricula in the United States is that it's overly theoretical and less practical. And this is a practical field.

I love the Australian and New Zealand public service culture of frank and fearless conversations. I feel like the public servants that I engage with here are much more willing to have the hard conversations.

How do you approach teaching DMUU, and what do students learn from it?

We never have all the information we want – that's what uncertainty is. So, in Decision Making Under Uncertainty we really focus on asking how can you make decisions in the best way possible when you don't have all the information you want? How can you think through that? I've designed the class around a set of tools, such as logic models, to help think through uncertainty.

When students finish DMUU I want them to say: 'I don't know what this is or where we're going to go, but this is how I can figure out how'? The very first unit that I do is: What is uncertainty? Uncertainties fall into three buckets: state, effect, and response. The most important tool I give them is to just to be able to categorise what they don't know.

The students use themselves as their own case study. They come into class and their very first assignment is to identify a decision that they've been involved in. I show them the tools and then I have them apply those tools retrospectively to their decision-making. So, they really dissect what they've done in the past and then I have them draw out their lessons that they learned from that.

The learning outcomes are really, really rich because they know all the nuances of that decision and they see how the tools can apply retrospectively, so it gives them a really good handle on how to use it moving forward.

I give them space to think about how they engage with their own practices and that is space that they never actually get in their work. Every year, overwhelmingly, students feel that they've come away from the course engaging with what they do in a fundamentally different way.

Over the five years you've been teaching DMUU, are there any ways that you've changed or adapted the program?

I've created additional scaffolding in some of the units. I've reduced some of the readings or some of the coverage in other parts of the units. They're still the right buckets but it's really fine-tuning within those buckets.

I emphasise logic models, which is at the tail end of the course, more than I used to. It's really interesting to me that, with the exception of people who work in the health space, often it is the first time they've seen a logic model and it's the first time that they've ever been asked to say 'this specifically is what an input is and this is how it contributes to these activities, and this is how it contributes to these outcomes'.

Do you feel that the public sector world is becoming more uncertain?

I think the public sector world is becoming more complex and that may create different kinds of uncertainties that we don't quite have the tools to cope with. I think it's an increase in complexity rather than an increase in uncertainty.

The problems that we know how to address are straightforward. We have those solutions or we have pathways to create solutions. The things that we are now grappling with in the public sector are those areas where there's no clean boundary. When we look at these complex questions, it's probably a combination of agencies that have to address this. Well, how do we do that? What are the rules of engagement? And what does the stewardship look like? Is the service at the centre or is the individual at the centre?

What are the characteristics or the leadership qualities that people need to be able to navigate this uncertainty and actually make a difference?

Humility – being able to say 'I don't know'. Being curious is important, asking why does it work that way? What don't I understand? Also having the kind of intelligence to know when it's time to stop the deliberations and make a decision, and when it's time to take a step back and say, we need more time to gather information.

You've got to actually find that sweet spot of operating without all the information you'd want. Being comfortable with being uncomfortable is always a good way to start.

6.3 2023 Program Contributors

| Subject | Contributor Name | Topic |
|---------|-------------------------------|---|
| DPV | Maria Katsonis | Navigating in Challenging Times |
| | Helen Sullivan | Leading in Challenging Times |
| | Brandi Hudson | Values and Value |
| | Aurora Millroy | |
| | Janine O'Flynn | Value and Strategy |
| | Jacqui Allen | Value in Practice |
| | Cheryl Leavy | |
| | Jacinta Blanch | |
| | Rachel Tindall | |
| | Sherri Bruinhout | Challenge Group Expert Advice |
| | Tony Keenan | |
| | Stan Winford | |
| | Ashleigh Bouvet | |
| | Matt O'Connor | |
| | Richard Bolt | |
| | Catherine Durose | Co-Production and Urban Governance |
| | Jason O'Neil | Place, Community and Value |
| | Diana Perche | |
| | Lindsey Te Ata o Tū MacDonald | First Nations, the State and Public Value |
| | | Political Astuteness and First Nations Priorities |
| | Jill Hennessy | Political Astuteness |
| | Adam Fennessy | |
| | Marion Frere | Challenge Group Presentations |
| | Eliot Palmer | |
| | Sharon Nelson-Kelly | |
| | Lindsey Te Ata o Tū MacDonald | |
| | Talava Tuhipa-Turner | |
| | Amanda Allen-Toland | |

| Subject | Contributor Name | Topic |
|-------------|---|---|
| GME | Taha Chaiechi | Introduction to CBA and Issues in Identifying Costs and Public Benefits |
| | Ophelia Cowell | Guest Presentation |
| DMUU | Zina O’Leary | Linking DMUU and WBP |
| | Christopher Walker | Decision Making Models |
| | Brian Head | Kinds of Evidence |
| | Brigid Van Wanrooy | Sources of Evidence |
| | Reuben Bolt | Indigenous Research Methods |
| | Renee Long | Indigenous Ways of Knowing |
| DPPP | Ryan Liddell | Political Influence and Policy Design |
| | Liam Smith | Policy Nudges and Behavioural Science |
| | Emily Humphreys | Wicked Problems |
| | Anna Brown | Digitalisation and Policy Implications |
| | Tahnya Donaghy | Policy Design and Coordination – The Role of Central Agencies |
| | Caroline Croser-Barlow Danielle Elston | Policy Failure: The Case of Robodebt |
| | Sandy Pitcher | Policy Making and Crisis |
| | Avery Poole | Group Presentations |
| | Jeremiah Brown | Administrative Forms and What They Mean for the Way Agencies Collect Data and Build an Understanding of Their Clients |
| | Sally Washington | Policy Advice: A Model for Understanding Practice |
| MPSO | Rebecca Downes | Teamworking: Possibilities and Limitations |
| | Rawnia Higgins | Fireside Chat |
| | Ashley Bloomfield | |
| LPSC | Jill Charker | Leading Systems Through Change: An Experiential Account |
| | Bridie O’Donnell | Guest Presentation |

| Subject | Contributor Name | Topic |
|---------|-------------------|--|
| GBR | Eliot Palmer | Nurdle Case Study |
| | Virginia Marshall | Indigenous Regulation and Governance |
| | Kate Henne | Regulatory Disruption |
| | | Syndicate Group Work |
| | | Syndicate Group Presentations |
| | | Panel Discussion: Professional Identities, Ethics and Regulatory Stewardship |
| | Jonathan Aleck | Designing Regulatory Approaches |
| | Adam Fine | The Limits of Rules: Regulation as Behavioural Change |
| | Jane Bolitho | Applying Restorative Justice |
| | Grant Pink | Compliance and Enforcement |
| | | Syndicate Group Presentations |
| | | Panel Discussion: Professional Identities, Ethics and Regulatory Stewardship |
| PFM | James Guthrie | New Public Management: Opportunities and Challenges |
| | Andrew Greaves | Analysing Fiscal Sustainability Using Trend Analysis and Tools |
| | Geoff Allen | Evaluating Fiscal Sustainability of Complex Programs and Initiatives: Insights, Opportunities and Challenges |
| | Jim Rooney | Navigating the Period Ahead of Budget Repair |
| | Sally McCutchan | Developing an Impact Mindset in a Government/Public Sector Context |
| | Sabina Curatolo | |



| Subject | Contributor Name | Topic |
|---------|-------------------------------|---|
| WBP | Avery Poole | Ethics and Beyond |
| | Lil Anderson | Treaty and Governance with Māori |
| | Mark Hickford | |
| | Ashley Bloomfield | |
| | Gaye Searanckle | From Theory to Practice: Key Agency in Partnerships |
| | Chappie Te Kani | |
| | Avery Poole | |
| | Manaia King | Final Presentations |
| | David Coombs | |
| | Sharon Nelson Kelly | |
| | Amanda Wolf | |
| | Lindsey Te Ata o Tū MacDonald | |
| | Christopher Walker | |
| | Christy Law | |
| | Paul t' Hart | Project Advisors |
| | Arie Freiberg | |
| | Helen Dickinson | |
| | Amanda Wolf | |
| | Avery Poole | |
| | Diana Perche | |
| | Jo Boulderstone | |
| | David Coombs | |
| | Allan Mcconnell | |
| | Michael MacCauley | |
| | Ross Guest | |
| | Lindsey Te Ata o Tū MacDonald | |
| | Todd Bridgeman | |
| | Suresh Cuganesean | |
| | Karl Lofgren | |
| | Patrick Brownlee | |
| | Jo Cribb | |
| | Paul Fawcett | |

SECTION

07

Advisory Council First Term Impact Summary

“The thinking and the learning from the EMPA program has enabled me to think strategically about where I can invest our resources and what responses may work by thinking outside the square, by looking at place-based responses to try and do something different, to have a more positive outcome”.

Andrea McBeth, EMPA Class of 2023, Area Commander, New Zealand Police – Nga Pirihimana O Aotearoa.

| YEAR | ACTIVITIES/OUTCOMES | IMPACT |
|------|---|--|
| 2020 | Terms of Reference adopted. | The Council informed the relevance and structure of ANZSOG’s new governance and quality assurance framework that was later commended by independent review panels and TEQSA |
| | Finalised signoff of the new EMPA governance and reporting framework. | |
| | Advised on the EMPA Annual Report format and information to be provided. | |
| | Consulted on the EMPA Academic Program Review objectives and framing. | |
| | Undertook took of the ANZSOG Canvas portal for university information. | |
| 2021 | Signed off the 2021 EMPA Annual Report. | The Council refined the EMPA reporting focus and provided critical insights into the development and implementation of the Compliance and Academic Program independent reviews that resulted in a program of work to assure best practice. |
| | Tabled the independent Compliance Report and provided oversight and guidance on the implementation the 15 recommendations, including relevant policy updates. | |
| | Ongoing consultation on the EMPA Academic Program Review methodology including a briefing with the review panel chair Professor Richard Eccleston. | |
| | Assisted in the development of the new EMPA Service Agreements template and processes for consultation. | |
| | Focused attention on matters of academic integrity alignment and reporting, and student wellbeing during second year of the COVID pandemic. | |
| 2022 | Signed off the 2022 EMPA Annual Report. | The Council enabled a collaborative, consensus-building approach to successfully reviewing and updating the EMPA Service Agreements that underpins the unique partnership model between ANZSOG and EMPA conferring universities. |
| | Tabled the Academic Program Review report and informed the development of the recommendations’ implementation plan. | |
| | Consulted on return to place-based classes and blending learning delivery mode. | |
| | Coordinated support for university members undertaking their internal review cycle of the EMPA program. | |
| | Received new Subject Quality Improvement Plans and provided feedback. | |
| | Approved completion of the Compliance Review recommendations implementation. | |
| 2023 | Signed off the 2023 EMPA Annual Report. | The Council concluded key review processes undertaken for its first terms and identified emerging policy challenges related to technology to be further addressed in the second term. |
| | Discussed faculty recruitment planning. | |
| | Consulted on the development of ANZSOG’s First Nations Curriculum guide in reference to the EMPA. | |
| | Informed discussion on impact of Generative Artificial Intelligence on Academic Integrity policy. | |
| | Completed the partners consultations phase on the updated EMPA Service Agreement. | |
| | Planned for transition to the second three-year term of the Council commencing in 2024. | |

Appendices

Appendix 1 – EMPA Program Design

Rationale

The EMPA engages and nurtures leaders and managers in the public sector in Australia and Aotearoa New Zealand to develop and enhance their critical thinking abilities in public management and public sector leadership. The degree is a prestigious and highly valued professional development opportunity offered by governments to their high performing and emerging leaders. A significant number of EMPA alumni have subsequently achieved appointments as Chief Executive Officers across several public sector organisations.

The original and ongoing purpose for establishing ANZSOG is to meet the requirement for quality leadership of the complex and multi-disciplinary nature of the public sector. With an estimated workforce of 2.4m people across Australia and Aotearoa New Zealand and with estimated government expenditure accounting for almost 25% of national GDP (OECD), quality leadership and effective management is essential for successful and competent public services for all governments. This, in turn, assures effective and efficient stewardship of public resources and the delivery of quality services to communities. With a cohort drawn from all 10 governments of Australia and Aotearoa New Zealand, students develop cross-jurisdictional networks of peers that sustains and supports students throughout their program of study and across the duration of their professional careers.

EMPA Program Structure

The EMPA is a two-year postgraduate qualification. The program is specifically designed to incorporate the range of skills required of an exceptional leader and manager, tailored to the unique and broad context of the public purpose sector. Unlike business degrees, the EMPA centres on the concept of leading and managing for public value, accounting for the nature of working in government in Australia and Aotearoa New Zealand and the challenges faced by leaders around policy, integrity, economics, regulation and public problem solving within a democratic society. A unique and defining feature of the EMPA is the explicit emphasis on the connection and relationship with First Nations' perspectives, knowledge and experiences and how this is an important characteristic of public administration and public sector leadership across Australia and Aotearoa New Zealand.

ANZSOG is governed by current public sector leaders, who play an active role in shaping and contributing to the strategic development of the EMPA. A significant focus of the degree is learning from practice, success and failures, as well as drawing on leading academic theories, concepts and the underpinnings of what determines best practice. In this way ANZSOG's EMPA bridges the gap between academic theory and the world of practice, allowing students to benefit from both leading academic research and the pragmatic realities of working with the complexity of governance and delivering public value.

The blended EMPA delivery mode allows for both independent reflective learning as well as engagement with peers in group and classroom learning. The structure of the program allows students to commit to short periods of intensive study and then return to their professional roles. This allows the immediate testing and application of new ideas and concepts into their applied environment.

The approach to learning and teaching draws on the student's experience within the public sector and linking this to conceptual and analytical frames that help guide the analysis of applied public policy and leadership problems. Learning is interactive, student-led and ANZSOG's broader network of international partners is drawn on to enhance the diversity of content for students beyond their domestic context. This may involve for example subject delivery in partnership with our world leading international faculty.

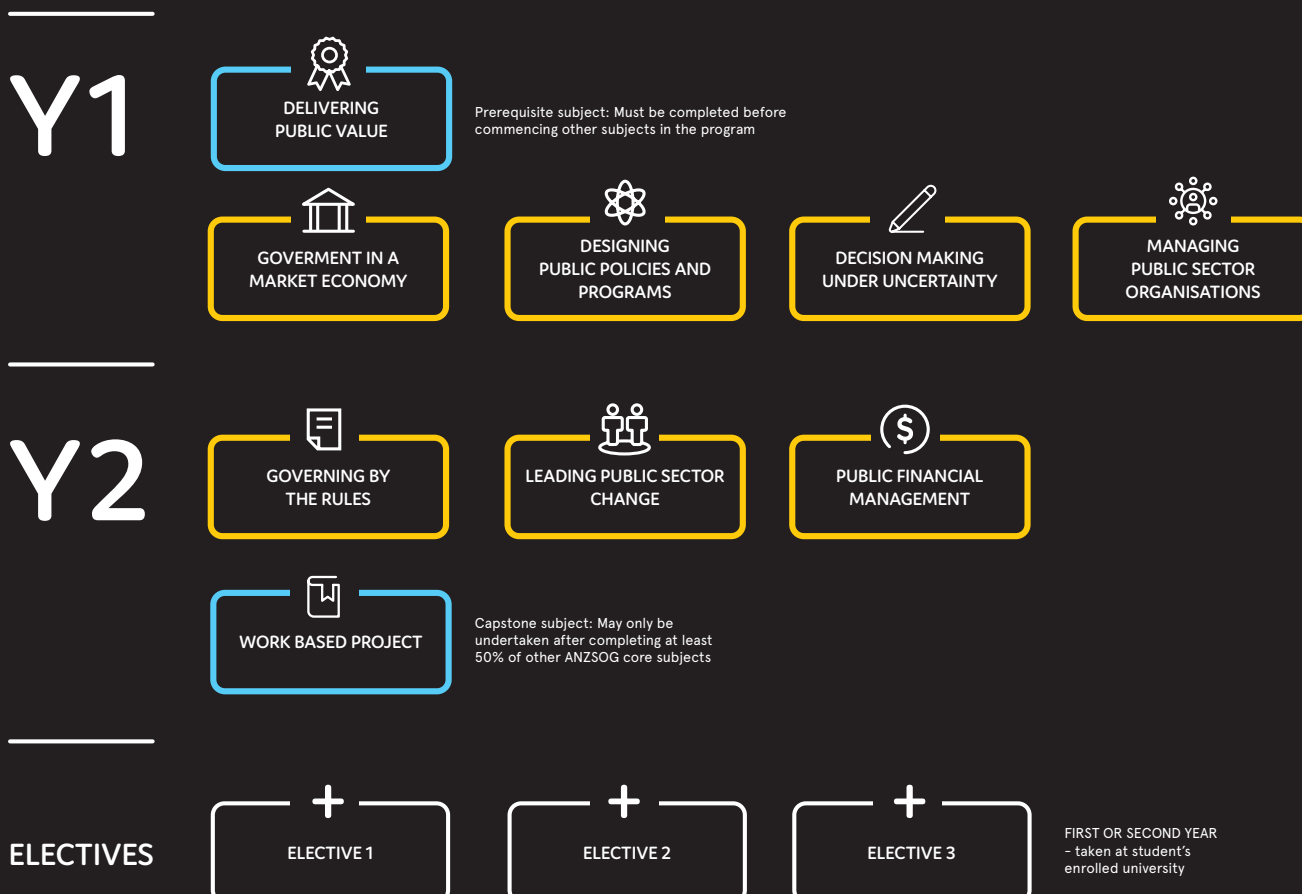
The core EMPA subjects (75 per cent) are delivered by ANZSOG and these are listed in the table below. The remaining 25 per cent of the degree comprises three electives chosen by students from their conferring university, and this combined completes the degree. The aim of the electives is to provide a more individualised and tailored program of study that reflects each student's interest, expertise and career trajectory. For example, a student who works in the Department of Health may choose a public health elective at their conferring university.

The EMPA program plan is presented in the diagram below and this presents the general sequencing of subjects over the two years of the program. Key features of the program plan are the compulsory gateway entry subject Delivering Public Value and the compulsory capstone subject, Work Based Project. The EMPA program plan is illustrated in the diagram following the table below.

| ANZSOG core subjects | Acronym | Year |
|--|---------|------|
| Delivering Public Value | DPV | 1 |
| Government in a Market Economy | GME | 1 |
| Designing Public Policies and Programs | DPPP | 1 |
| Decision Making Under Uncertainty | DMUU | 1 |
| Managing Public Sector Organisations | MPSO | 1 |
| Governing by the Rules | GTR | 2 |
| Public Financial Management | PFM | 2 |
| Leading Public Sector Change | LPSC | 2 |
| Work Based Project | WBP | 2 |

EMPA Program Plan

- Students must select 6 of the 7 core subjects to complete:
4 in Y1 + 2 in Y2 – or – 3 in Y1 + 3 in Y2



Curriculum Map – Course Learning Outcomes and Subjects

The following table maps the EMPA program learning outcomes across each of the core subjects delivered by ANZSOG. The table identifies which subjects make a primary and secondary contribution to the achievement of the EMPA learning outcomes.

| Program learning outcomes | | DPV | GME | DPPP | DMUU | MPSO | GBR | PFM | LPSC | WBP |
|---------------------------|---|-----|-----|------|------|------|-----|-----|------|-----|
| 1 | Understand public value creation, how this is shaped by action as well as political dynamics within the public sector, the process of governing and broader community interaction. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2 | Evaluate the role of government in supporting private markets to deliver fair and efficient outcomes for society and how decisions, policies and interventions are influenced by market forces. | ● | ● | ● | ● | ● | ● | ● | | ● |
| 3 | Critically analyse governments responses to contemporary public problems and identify alternative, innovative and more beneficiary centric solutions. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 4 | Critically appraise data and evaluate all evidence, without bias, to make complex decisions at both a macro and micro level. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 5 | Understand the ethical, systematic and environmental challenges of effectively leading for inclusivity, and managing in the public sector. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 6 | Develop an understanding of a variety of legal frameworks, regulation and administrative processes, and how to effectively develop and operate public sector services in a democracy governed by law. | | | | ● | ● | ● | ● | | ● |
| 7 | Understand the key financial resource management practices that underpin and drive public policy-making and decisions. | | ● | ● | | | | ● | | ● |
| 8 | Evaluate and reflect on what effective leadership means in an ever changing public sector. | ● | | ● | | ● | | | ● | ● |
| 9 | Solve complex, real world problems in a multidisciplinary and diverse team. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 10 | Independently research and apply various research methods in order to make informed decisions or make recommendations. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 11 | Communicate complex ideas with clarity, to diverse audiences in a variety of modes. | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 12 | Understand the distinctive and evolving characteristics of Westminster systems of government. | ● | ● | ● | ● | ● | ● | ● | ● | ● |

● Primary ● Secondary

Program Pedagogy

What is particularly unique to the EMPA is this blend of both academic rigour and working directly on cases with public sector practitioners. This provides the knowledge and skills required by contemporary leaders who need to navigate complex issues, organisational systems and often deliver services within a constraining resource environment. The demands for expert knowledge, innovation and creative thinking are well tested. In these challenging times ANZSOG provides a safe space in which students can explore some of the most pressing concerns that governments and public sector leaders face. It is in these spaces that there can be focused collaboration with fellow students and high-level leaders in the public sector to problem solve and explore innovative solutions.

Teaching staff draw on current and historical public sector cases available in the ANZSOG Case Library. Online and blended delivery allows flexibility, as professionals can balance the demands of studying the EMPA program into their daily working lives. As well as studying and having residential intensives, it is has also been possible to undertake learning in international locations including Singapore and Wellington, Aotearoa New Zealand.

Blended learning in the EMPA consists of:

Synchronous learning – real-time interaction in a shared virtual or face to face space. This includes live online webinars and group activities.

Asynchronous learning – assessment instructions, readings, teaching videos and other materials are provided in ANZSOG's LMS (Canvas) for students to complete in their own time. Through this blended approach, ANZSOG continues to support reflective, collaborative practice and authentic work while remaining committed to providing a safe, respectful environment for all students, faculty and staff.

Group work

Throughout the core of the program there is an emphasis on group work for assessments and learning. ANZSOG understands the value of social learning and therefore embraces opportunities to create a community of practice.



Assessments at ANZSOG

The following table describes the various assessment types evident across the EMPA.

| Type | Rationale | Graduate Attributes |
|---|---|--|
| Portfolio | Allows the students to undertake self-directed learning, as they have more control over their learning journey. Entwistle's research in the 1990's recognised that students had adopted a surface approach to learning because of the pressures of assessments. Portfolio learning allows the students to record the breadth and depth of their learning, so that they can document not only what is being taught, but also the modules that include work-place learning. Furthermore, Portfolio learning allows students to understand the context of their learning situation, so that students can merge/modify and adjust so that the situation is taken into account. This is particularly important for the EMPA because of the dynamics of interacting with current public government and community dynamics that are always in flux. So the portfolio can be totally customised and align with the learning outcomes of the EMPA. The learning assets can be changed depending on the context, so that professionals on the EMPA can direct their own learning and engagement based on the structure of the course. | Leadership Real world application Empathy Reflective practice Deep expertise Communication Digital literacy Commitment to serve |
| Report | Reports enable students to refer to other documented evidence that they will have contributed to over a period of time such as the portfolio, in order to synthesise the complex dynamics of the communities and areas of public life and institutions that they are focusing upon. It gives students the opportunity to use their analytical capabilities as well as bridging the gaps between experience and theory, where they can demonstrate not only their knowledge gained through the modules of the EMPA, but also bring their knowledge from their professional roles, so that the report will evidence the multitude of high level skills needed as a senior public sector professional. | Leadership Collaboration Ethics Real world application Problem solving Empathy Deep expertise Communication Digital literacy Commitment to serve |
| Presentations (face to face or online) | Presentations enable students to absorb knowledge and experience to the level that students can create a new way of presenting knowledge to a diverse critical audience. This requires an understanding of the modules, theory and experience gained, but also presenting that knowledge in a way that is easily understandable to a certain audience. Participants can also evidence their thorough knowledge and reasoning by answering questions to the presentation. This builds responsive analytical skills and provides opportunities to practice and develop oral communication skills. | Leadership Collaboration Ethics Real world application Problem solving Empathy Cultural competence Deep expertise Communication Digital literacy Commitment to serve |
| Self-reflections | Self-efficacy is an important part of learning, as students need to gauge their level based on continuous feedback from lecturers in the course as well as understanding their own challenges areas and strengths. Continuous self-reflection that can be utilised and integrated in portfolio learning enables the students to understand how they have improved over time, but also where their continuous challenge areas are, so that they can communicate this with lecturers and peers. Dialogue both with subject leaders as well as fellow students is essential through this area of assessment, so that students can feel supported in their unique learning journey and see that whilst their position in the knowledge space is different, it is also connected to the larger course components and their peers. | Leadership Ethics Adaptability Empathy Cultural competence Reflective practice Communication Commitment to serve |
| Knowledge checks | Knowledge checks provide instant feedback to the learners as well as encourage active engagement and retrieval practices throughout the core subject content. | Real world application Problem solving Deep expertise |

| | Leadership | Collaboration | Ethics | Real world application | Problem solving | Adaptability | Empathy | Reflective practice | Cultural competence | Deep expertise | Communication | Digital literacy | Commitment to serve |
|-------------------------|------------|---------------|--------|------------------------|-----------------|--------------|---------|---------------------|---------------------|----------------|---------------|------------------|---------------------|
| Portfolio | Yes | | | Yes | | Yes | Yes | Yes | | Yes | Yes | Yes | Yes |
| Report | Yes | Yes | Yes | Yes | Yes | | Yes | | | Yes | Yes | | Yes |
| Presentations | Yes | Yes | Yes | Yes | Yes | Yes | Yes | | Yes | Yes | Yes | Yes | Yes |
| Self-reflections | Yes | | Yes | | | Yes | Yes | Yes | Yes | | Yes | | Yes |
| Knowledge checks | | | | Yes | Yes | | | | | Yes | | | |



Appendix 2 – Quality Assurance and Continuous Improvement

Continuous Improvement

ANZSOG maintains a continuous quality assurance process for all of the core units of study of the EMPA. Subject Leads play a key role in the quality assurance process and the Academic Director of the EMPA provides comprehensive oversight across all core units. ANZSOG Subject Leads are full time or affiliated senior academic staff of leading Australian and international universities and bring with them an exceptionally high standard of rigour and practice that reflects the expectations and quality processes of their own academic institutions.

Each academic is responsible for the design, development, delivery and assessment of their EMPA units of study. Academic staff are supported by ANZSOG administrative staff and education designers and education technologists during the design and development process of their units of study. Educational design experts support staff in the selection and design of learning technologies and pedagogical methods, such as the use of discussion boards, quizzes, animations and the development of learning videos and other support resources. Educational technologists also ensure the ANZSOG learning platform and materials are accessible and advice is provided to academic staff on how to prepare and present accessible slides to accompany their lectures. This includes, for example reviewing lecture slides to ensure accessibility for vision impaired students.

The unit outline, volume of learning and the design and structure of assessment tasks is subject to the review and approval of the EMPA Academic Director. During this review process each assessment task is examined with regard to the assessment of unit learning outcomes. Matters such as volume of learning, compliance with the ANZSOG Assessment Policy and consideration for the extent to which assessment design may minimise the potential for plagiarism are also reviewed and feedback provided to Subject Leads. Finalisation of subject design and unit outlines is subject to signoff and approval of the EMPA Academic Director.

ANZSOG Education staff are present throughout the teaching of all EMPA core units. This is to both support the teacher and students should operational problems or queries arise and also to ensure that during subject debrief meetings additional feedback is provided on critical subject delivery issues that may impact on the quality of the student experience and the learning environment.

At the conclusion of subject delivery an immediate debrief meeting is held with the Subject Lead, ANZSOG Education staff and the EMPA Academic Director where important matters impacting on subject quality, teacher performance and student engagement are discussed, and where necessary any immediate action decided.

Further steps in the continuous quality assurance process include the posting of all core unit outlines to our partner university online portal where they can be viewed by all ANZSOG partner universities at any time. All members of the EMPA Academic Advisory Council have access to the partner university online portal and may raise issues of quality concern through the Council.

ANZSOG is also committed to a robust process of external peer review. The EMPA program and each of the core units of study are subject to a formal Academic Program Review on a five yearly cycle. The most recent Academic Program Review was conducted in 2021 and the report can be accessed via the partner university online portal or through the ANZSOG website [here](#).

Academic Integrity and the Prevention and Detection of Plagiarism

ANZSOG maintains a continuous and significant focus on academic integrity throughout the design and delivery of the core units of the EMPA. As noted in above, academic integrity is continuously monitored in subject design, assessment design, subject delivery and during the marking and review of student work.

Upon commencement of the EMPA, ANZSOG clearly communicates expectations of academic integrity in learning, teaching and research to students. Students are given access to the ANZSOG Academic Integrity Policy, which explains relevant academic integrity standards and ANZSOG's approach to dealing with allegations and substantiated instances of academic misconduct. On the EMPA 'Orientation and Program Information' Canvas site students are provided with direct links to the academic integrity policies, rules, expectations and requirements (e.g. training modules) of each conferring University. ANZSOG also ensures that Subject Leaders are clearly informed about the Academic Integrity Policy and about their obligations for reporting breaches to the EMPA Academic Director.

Two weeks before the commencement of each core unit a 90-minute online orientation session is held with students, the Subject Lead, the EMPA Academic Director and ANZSOG Education staff. At the subject orientation students are introduced to the subject focus assessment framework and issues of academic integrity are discussed. Students are encouraged to familiarise themselves with the study support and academic integrity resources of their enrolling university before commencing the unit of study. The application and use of text-matching software is also discussed at the subject orientation session.

All core subjects of the EMPA delivered by ANZSOG require all student work to be submitted through text-matching software (Turnitin). Turnitin is integrated with the ANZSOG LMS (Canvas) for all assignment submission for all EMPA core subjects. When assessing student work academic staff have simultaneous access to the similarity report and the student work. This allows academic staff to review and assess work with the capacity to check for levels of similarity and sources from which similarity detection may have occurred. Academic staff are required to review all student work with concern and alertness for matters of academic integrity.

Where concerns of plagiarism arise, academic staff liaise directly with the EMPA Academic Director and the approach to student academic integrity follows the guidance of the ANZSOG Academic Integrity Policy. Wherever possible and appropriate, ANZSOG takes an educative approach when responding to instances of academic misconduct. ANZSOG may take a range of actions in response to plagiarism and breaches of academic integrity. These include applying grade penalties, requiring the resubmission of assessments, and (in cases of serious or persistent breaches) suspension from the program (noting this would only occur in consultation with the student's enrolling university). If a case of academic misconduct is established, the EMPA Academic Director advises the student's conferring university. ANZSOG maintains a record of all investigations and outcomes of academic misconduct.

Summary of allegations and findings:

The table below presents an aggregated and de-identified summary of academic misconduct allegations and findings across all EMPA core subjects in the 2023 academic year.

| Subject | Allegations and findings |
|--|---|
| Delivering Public Value (DPV) | <p>No. of allegations: 0</p> <p>No. of confirmed instances: 0</p> <p>Severity: n/a</p> <p>Conferring University contacted? No</p> <p>Contact details of university representative (name & email): n/a</p> <p>Action taken: There were no instances of plagiarism nor were there any academic integrity issues. A few students failed to provide quotation marks to indicate the use of a direct quotation (but they did provide references). These were addressed through individual feedback on specific assessment tasks, which suggested that the students consult a referencing style guide for future assignments. These instances were considered a study/academic writing skills issue rather than academic misconduct.</p> |
| Government in a Market Economy (GME) | <p>No. of allegations: 0</p> <p>No. of confirmed instances: 0</p> <p>Severity: n/a</p> <p>Conferring University contacted? No</p> <p>Contact details of university representative (name & email): n/a</p> <p>Action taken: The Turnitin responses and Subject Leader's own observations of student assessment work indicated a high degree of academic integrity. There was no evidence of plagiarism.</p> |
| Designing Public Policies and Programs (DPPP) | <p>No. of allegations: 4</p> <p>No. of confirmed instances: 4</p> <p>Severity: minor</p> <p>Conferring University contacted? No</p> <p>Contact details of university representative: n/a</p> <p>Action taken: In each case of plagiarism an educative approach was taken. The Subject Leader met with each student and discussed the case of academic misconduct and explained the rules of academic misconduct and the broader principles of academic integrity. Students were asked to resubmit a new piece of original work. This new work was assessed. This was the first experience of academic misconduct for each student and no further action was taken. Most cases concerned self-plagiarism (based on work previously submitted for assessment) and students indicated ignorance that such actions constituted academic misconduct and were willing to resubmit revised and original work.</p> |

| Subject | Allegations and findings |
|--|---|
| Decision Making Under Uncertainty (DMUU) | <p>No. of allegations: 0</p> <p>No. of confirmed instances: 0</p> <p>Severity: n/a</p> <p>Conferring University contacted? No</p> <p>Contact details of university representative (name & email): n/a</p> <p>Action taken: No issues of academic integrity were observed or detected by the Subject Leader. The Subject Leader noted that 'Since the students use a personal experience for their cases, I rarely have problems with this issue'.</p> |
| Managing Public Sector Organisations (MPSO) | <p>No. of allegations: 0</p> <p>No. of confirmed instances: 0</p> <p>Severity: n/a</p> <p>Conferring University contacted? No</p> <p>Contact details of university representative: n/a</p> <p>Action taken: The Subject Leaders reported that they did not encounter any academic integrity issues in MPSO 2023.</p> |
| Governing by the Rules (GBR) | <p>No. of allegations: 0</p> <p>No. of confirmed instances: 0</p> <p>Severity: n/a</p> <p>Conferring University contacted? No</p> <p>Contact details of university representative: n/a</p> <p>Action taken: The Subject Leaders reported: 'No issues detected. Referencing was generally executed very well. Where the similarity rating was high, this tended to be a student re-using their essay outline (which they were permitted to do) or quoting extensively from public documents (which they were also permitted to do) since these were required elements of the assessment task.'</p> |
| Leading Public Sector Change (LPSC) | <p>No. of allegations: 0</p> <p>No. of confirmed instances: 0</p> <p>Severity: n/a</p> <p>Conferring University contacted? No</p> <p>Contact details of university representative: n/a</p> <p>Action taken: The Subject Leader reported; 'This is not an issue in this course as the portfolio assessment items are overwhelmingly designed to elicit strongly person/role/system-specific content'.</p> |
| Public Financial Management (PFM) | <p>No. of allegations: 0</p> <p>No. of confirmed instances: 0</p> <p>Severity: n/a</p> <p>Conferring University contacted? No</p> <p>Contact details of university representative: n/a</p> <p>Action taken: No evidence of academic integrity to report.</p> |

| Subject | Allegations and findings |
|--------------------------|--|
| Work Based Project (WBP) | <p>No. of allegations: 0</p> <p>No. of confirmed instances: 0</p> <p>Severity: n/a</p> <p>Conferring University contacted? No</p> <p>Contact details of university representative: n/a</p> <p>Action taken: The Subject Leader reported; 'Academic integrity (including plagiarism) is part of the curriculum though through the focus on research ethics and research credibility. This is covered in the subject orientation, readings, and online videos.</p> <p>Teams submit an ethics application to the ANZSOG Human Research Ethics Committee (HREC) which gives 3rd party scrutiny to their research processes. They also embed a literature review into their final report which demands a high level of referencing. Students managed both tasks well. Additionally, no cases of plagiarism were detected in 2023. Turnitin was used to generate similarity scores for assessments. The final reflective essay is also noted for being significantly resistant to plagiarism given its focus on articulating personal experience and insights'.</p> |



Student Feedback and Subject Evaluation Reports

ANZSOG values student feedback and it is used as a major source of information to guide improvements in the design and delivery of units of study. At the completion of unit teaching students are asked to complete a comprehensive evaluation of the unit of study. This allows students to comment on teacher quality, subject content, guest presenters and the topic/session. These reports are provided to the Subject Lead once unit marking has been completed. The subject leader is then required to review and assess the student evaluation results. The student evaluation results are also reviewed by the EMPA Academic Director and all other staff in attendance at the Subject Examination and Debrief meeting. The student feedback results are then discussed at the Subject Examination and Debrief meeting. The Subject Lead is expected to account for their response to student feedback and other sources of feedback (ANZSOG staff, guest speakers, EMPA Academic Director) in their Subject Quality Improvement Plan (student evaluation reports are provided in advance of the debrief meeting to ensure incorporation of feedback analysis in the subject improvement plan).

Subject Examination and Debrief Meeting

Once the Subject Lead has completed the marking of all student assessment a Subject Examination and Debrief meeting is held. In attendance at this meeting is the Subject Lead, the EMPA Academic Director, ANZSOG Education staff and the Deputy Director for Education Programs. During this meeting student results are presented and discussed. Any student performance concerns are identified and discussed (this includes Special Considerations) and the spread and scale of results for each assessment task is critiqued. During this discussion consideration is given to the process of assessment moderation and the extent that each assessment measured student attainment of the subject learning outcomes. This includes discussion of assessment design, rigour of the assessment task and the reliability and accuracy of the assessment rubric. Any student performance and results issues that require follow up are identified and once all matters are resolved the Subject Lead and the Academic Director of the EMPA sign off on the student results for the unit of study. Where appropriate, student results are then released via the online learning management system (LMS) and results are then subsequently forwarded to the conferring university.

Following the examination and sign-off of student results the subject debrief commences. Discussion follows the key headings specified in the Subject Quality Improvement Plan (SQIP) (past improvement plans can be accessed on the partner university online portal). The Subject Lead is required to complete a SQIP that provides an overview of subject performance and comments on key quality assurance matters, such as student experience, assessment, plagiarism and academic integrity. All matters of plagiarism and concerns for academic integrity are discussed and any confirmed instances are to be recorded for reporting to the student's conferring university and for inclusion in a deidentified report to the EMPA Academic Advisory Council and also included in this report. The SQIP includes recommendations for improvement that should be considered for action in the design and delivery of the subsequent iteration of the unit of study. This includes any specific action that responds to student feedback and suggestions. All ANZSOG Subject Leads are required to submit a SQIP and final payment for contract staff is dependent on the submission and approval of the plan by the EMPA Academic Director.

Ethics, Monitoring and Research Review Process – ANZSOG Human Research Ethics Committee (HREC)

Project based research undertaken by ANZSOG students as part of their capstone subject, the Work Based Project, is assessed and reviewed through the ANZSOG Human Research Ethics Committee (HREC). The primary function of ANZSOG's Human Research Ethics Committee (HREC) is to review and approve the research projects involving human subjects being conducted at ANZSOG. The HREC ensures that ethical standards are maintained in research projects in order to address and minimise any risks to research subjects, researchers, chief investigators and ANZSOG itself. These standards are primarily set out in the National Statement on Ethical Conduct in Research Involving Humans 2007 (Updated 2018) (the National Statement). The HREC reviews ethics applications to ensure that they adhere to the National Statement, privacy requirements and other relevant standards and guidelines.

The HREC provides a central ethics review process for the cross-jurisdictional teams enrolled in the EMPA capstone subject Work Based Project (WBP). Each WBP team conducts primary research on a topic proposed by a sponsoring agency, under the supervision of an academic advisor who acts as chief investigator for the research project. Academic supervisors are drawn from ANZSOG partner universities or other recognised universities across Australia and Aotearoa New Zealand. Each WBP team submits an ethics application for their research project in mid-April of each year, for review by the HREC in early May. The HREC has the authority to approve these proposals or to request revisions and resubmission.

The HREC is appointed by and reports to ANZSOG's CEO/Dean. Committee membership is based on the recommended composition set out in the National Statement (at least eight members comprising a chair; at least two lay persons, including at least one male and one female; at least two persons with current experience in the areas of research; a professional in counselling or treatment of people; at least one person who performs a pastoral role in the community; and a lawyer), plus an additional committee member.

The current membership of the HREC includes an independent chair who is an academic at one of ANZSOG's partner universities; two senior public servants in Aotearoa New Zealand; four senior public servants in various jurisdictions within Australia; and two academics with expertise in areas of research relevant to the WBP. ANZSOG staff provide Secretariat support for the HREC.

The ethics application form and supporting materials completed by WBP teams and submitted to the HREC for review and approval include:

- › Instructions for HREC Application
- › HREC Application Form
- › Participant Explanatory Statement
- › Consent Form for Interviewees
- › Consent Form for Focus Groups

These forms are available to university partners via the EMPA university portal.

Appendix 3 – 2023 Subject Descriptions and Learning Outcomes

The detailed EMPA subject guides are available to conferring university partners via the EMPA university portal . The following provides an overview of each subject and the expected learning outcomes

Delivering Public Value (DPV – Year 1)

In DPV, our focus will be on how to navigate in a changing world whilst creating value in pursuit of public purpose. Key themes will include: the trends shaping government, value creation, leading in the 21st century, values, thinking strategically, political astuteness, technological change, co-production, and place and community. Throughout the subject we will give particular attention to four complex challenges in Challenge Groups, with input from subject matter experts, and develop advice for a Premier's Priority Taskforce. This allows us to link together theory and practice using a problem-solving approach.

In DPV we recognise the unique aspects of the public sector, but also look to important concepts and methods from other sectors. We draw inspiration from notions of strategy and value creation, looking to how this occurs at the level of the individual, organisation, and system. To understand this, we need to appreciate the context in which we operate and understand that public leaders and managers must operate in multiple directions: upwards (into an authorising environment); inwards (into their own organisations), and outwards (to providers, partners, clients and communities). To be strategic and create value, public managers and leaders, therefore, need to pursue some sort of balance between politics, substance, and administration.

DPV will explore these ideas, drawing on the latest thinking around strategy and value creation in the public sector and what this means for the 21st century leader. Each module will explore these themes in different ways, with considerable time to be spent on linking theory and practice, applying these ideas in real time, and examining practical challenges and successes. During our live sessions we bring together experts from practice and academia to focus on specific topics including leadership and values, public value creation, strategy, political astuteness in practice, technology, and place and community.

Students who successfully complete this subject will be able to:

1. appreciate the trends shaping public sector action and what they mean for contemporary leaders and managers;
2. understand the theory and practice of strategic thinking and value creation in the public sector;
3. appreciate the importance of values, how they shape action, and connect to value creation;
4. be cognisant of the changing role of technology in value creation;
5. recognise how strategy and value are shaped by the authorising environment, and appreciate the importance of political astuteness;
6. comprehend the importance of place and community in shaping notions of value;
7. be able to apply these ideas, in real time, to challenges faced in practice.

Government in a Market Economy (GME – Year 1)

This subject provides a public sector manager's guide to key economic principles and their application to public sector activities. Emphasis is given to applications of the 'economic way of thinking' in addressing public policy issues. The aim is to help public sector managers make better decisions in allocating scarce resources, in pricing and delivering public sector goods and services, and in designing regulations.

Students learn how public sector activity generally works through markets in fields such as health, education, the environment, transport, social welfare, energy and water. They then learn the ways in which unfettered markets can sometimes fail and can also produce an inequitable distribution of income, which provides the fundamental rationale for government intervention in a modern market economy. The question then is how government intervention, through private sector regulation and public provision of services, can be designed to best promote the wellbeing of the people of Australia and Aotearoa New Zealand –in particular, to meet the twin objectives of efficiency and equity. Improving wellbeing over time requires productivity growth; hence the role of government in promoting national productivity growth is explored.

Students who successfully complete this subject will be able to:

1. understand how market forces operate and how government policies influence, and are influenced by, market forces
2. understand why unfettered private markets can sometimes fail to deliver efficient and fair outcomes for society
3. identify particular examples of market failure and apply economic principles to designing government interventions to prevent or reduce the costs of market failure
4. apply the economic toolkit to decisions facing public sector managers about delivery and pricing of public services
5. apply the key principles of cost-benefit analysis to public sector projects
6. appreciate the importance and role of the public sector in promoting national productivity and reducing unacceptable inequities



Designing Public Policies and Programs (DPPP – Year 1)

Designing Public Policies and Programs (DPPP) asks students to critique and reflect on key factors that shape and influence public policy and governance. Our experience of how we are governed is inherently shaped by the detail of public policy and programs that deliver government services.

This subject is concerned with understanding policy processes, what constitutes good policy analysis as well as when and why this may or may not occur. We also explore aspects of policy design, policy development and policy and program implementation.

An important focus of the subject is to link the strategic use of policy theory and conceptual models with policy practice. How do models of policy and policy processes give us a strategic insight into what might happen? Are these predictive tools a guide to effective practice? And when does the lived experience of public policy and associated programs demonstrate, that despite our critical analysis and insights, the complexity of policy and governance systems often results in unintended and unexpected outcomes? How do we ensure policy and programs stay alert and respond to these findings? This subject is concerned with how you as a senior public sector practitioner might respond and address these questions.

Effective policy and program delivery is critical for effective and successful governance. And for many, governance is both sustaining order and managing disorder. In this sense, policy work inevitably engages with politics. The political process is referenced to help prioritise which public problems are the subject of attention and then how much, if any, resources are allocated to these problems. So, identifying, defining and understanding public problems is an important aspect of policy work.

In this subject we explore various aspects of problem definition, agenda setting, various policy tools, innovations and consider how comparative policy analysis (looking to what other jurisdictions and states might do in similar circumstances) can guide the creation of new policies and improvements in policy impact.

Finally, we are concerned with contemporary practice and innovation. What are the new and emerging ideas, methods and practices that shape leading policy work, engagement with business and communities, and respond to the dynamics of our current political and social context? Here we are interested in a range of concepts and ideas such as co-production, the application of behavioural economics, the use of new technologies, social media and digitisation strategies and other approaches to policy design and delivery that you may have experienced and can bring to the class to share and stimulate critical discussion and debate.

Students who successfully complete this subject will be able to:

1. demonstrate conceptual sophistication and capacity to draw on policy theory and models to undertake strategic policy analysis.
2. analyse public problems and apply a diversity of policy tools that respond to the characteristics of the problem.
3. apply a critical and strategic approach in identifying the challenges in designing and implementing effective public policies and programs in complex, dynamic and contested environments.
4. systematically learn from, and critically evaluate, policy innovations and programs in other sectors and jurisdictions to inform policy developments.
5. communicate complex ideas to diverse audiences using a range of techniques.
6. work collaboratively to analyse and resolve complex problems.

Decision Making Under Uncertainty (DMUU – Year 1)

We live in times of uncertainty. The only constant is change and rarely do we have all the information and evidence we need to make assured decisions. Yet, the demands on public sector managers to use evidence more effectively in decision-making is ever-growing. This requires managers to become critical ‘consumers’ of evidence. They need to be able to ask the right questions, as well as acquire, assess, analyse, aggregate and present data so it becomes critical evidence for decision-making.

This subject examines the use of evidence to support decision-making in the public sector.

The emphasis is on the use of evidence to reduce the uncertainty confronting public sector leaders, rather than as a means for providing certainty. Students are not expected to become experts in the production of evidence but rather learn to dissect evidence to assess its quality and usefulness.

We begin by discussing the role of evidence in decision-making under uncertainty before exploring a framework for assessing data through acquiring, analysing and aggregating various data sources. The emphasis is not on the technical aspects of these sources of evidence but rather on making students better equipped to critically appraise data and evaluate evidence in a bid to work systematically with evidence in effective decision-making.

At the end of the program, students will be better equipped to:

1. show greater awareness of the uncertainties in a policy or management decision context and how it affects decision
2. understand the role of evidence and its usefulness for guiding complex decision-making
3. critically appraise data and evaluate evidence
4. contribute to better informed decision-making in specific contexts using knowledge of evidence types and evidence-handling methods
5. think explicitly about decisions and choices and the evidence needed to make a good decision
6. judge evidence according to its methodological qualities, and its appropriateness and relevance in informing decisions.

Managing Public Sector Organisations (MPSO – Year 1)

In the public sector and beyond, management is more than just a job title. It's a philosophy that's shaped by each person's unique experiences of being managed, seeing others manage, as well as things like management education and professional development. These personal theories of management are incredibly powerful and have a profound impact on how we lead our teams and organisations.

To truly become great managers, we need to both critically reflect on and regularly take steps to expand our personal theories of management. The Managing Public Sector Organisations subject guides you to do both.

As a first step, critical reflection involves becoming aware of both our own and others' perspectives and assumptions about management and challenging these to develop new insights. Essential questions you'll tackle in this respect include:

- What do I consider to be good management, both generally and in the public sector context?
- What's led me to think of management in these ways?
- What's missing from, underdeveloped in, or in need of an update in my personal theory of management?

As a second step towards expanding your personal theory of management, you'll learn about foundational management theories and their surprising intellectual histories, as well as the latest research on important topics such as motivation, group dynamics and organisational culture, and inclusion and indigeneity in the workplace. The course also includes expert panels featuring academics and practitioners, providing a range of perspectives to help you expand your personal theory of management. Ultimately, the Managing Public Sector Organisations subject gives you a chance to think critically and creatively about management. By reflecting on your assumptions, hearing others' perspectives, and exploring cutting-edge research, the subject will help you become better managers of public sector organisations.

At the conclusion of this subject each student should be able to:

1. demonstrate deeper awareness of your personal theory of management, including an understanding of how your theory has developed over time
2. reflect critically on foundational management theories and assess their relevance to management practice in the public sector
3. integrate the latest research on contemporary management topics, including areas of scholarly consensus, debate, and uncertainty, as well as insights from expert scholars and practitioners, into your personal theory of management
4. develop new strategies and approaches to managing people (and your organisation) based on your improved personal theory of management.

Governing by the Rules (GBR – Year 2)

Governing by the Rules aims to develop the capacity of public sector leaders to operate effectively and appropriately within a democracy governed by the rule of law. Public servants work within a web of ‘rules’, stretching from ethics to the constitution to international law and human rights.

This subject explores that web. Although the concepts are crucial, the subject is also grounded and practical, making use of case studies, expert guest speakers and contemporary examples from practice.

Knowledge and understanding of the applicable elements of law, convention, practice and ethics is integral to the development and implementation of public policy. It is axiomatic that government programs must have a sound legal basis. Public sector managers need to know how to read the law, how it works and fails, conditions for reasonable performance in operation, and how to successfully navigate through the complexities of the legal system. In short, managers need to know how to govern by the rules, how to make rules and what it means for they themselves to be governed by rules. They also need to understand how to govern by means other than rules.

Students who successfully complete this subject will be able to:

1. understand the nature, form, complexity and limits to rules as tools of government
2. understand the interrelationship of legal rules, administrative processes, and policy outcomes
3. understand the role, uses and control of discretion
4. analyse problems and seek solutions in a setting governed by public law and other rules of public administration
5. evaluate how regulation, more broadly, can and should work to solve problems; and
6. interact with each other, particularly in using the resources of the group for developing arguments about particular issues or problems.

Public Financial Management (PFM – Year 2)

Public financial management (PFM) is an ‘applied’ discipline, and one that is international in scope. It covers a range of resource management practices that underpin policy-making in contemporary government, including fiscal rules to guide government spending and borrowing, multi-year expenditure frameworks that capture the longer-term impacts of current policy decisions, and performance-based budgeting to inform the level and relative priority of funding allocations.

PFM practices permeate the information and systems that govern the everyday decisionmaking of public sector leaders and managers, and all of them operate at the messy intersection between bureaucratic processes and evidence, and political imperatives and risk. In this course, you will get to grips with these outlined practical realities above. You will be equipped with key conceptual and practical knowledge to integrate financial and non-financial performance in the public sector, and learn how to apply it to shape the narrative about use of public financial resources and inform public financial management decision-making. Public financial management (PFM) is an ‘applied’ discipline that covers the design and implementation of policies for the use of public financial resources. Conventionally associated with public finance and budgeting—taxing and spending by governments—PFM is concerned with improving the quality of government spending decisions, the efficiency of public sector operations, and the strategic (or longer-term sustainability and transparency) of fiscal policy. It is an important component of good governance in public management.

This subject will provide an interdisciplinary survey of key concepts and practices in contemporary budgeting and financial management in the public sector. The key themes of this course will cover a selection of:

- › key theories of public budgeting and the rationale for PFM reform
- › fiscal sustainability and strategic budget frameworks including contemporary debates
- › key types of expenditure and efficiency enhancement approaches and their application in periods of austerity
- › the challenges and opportunities that apply to connecting performance information to policy achievement, public sector strategy and effectiveness and efficiency conversations
- › the mechanics of performance-based financial accountability and the role of monitory institutions such as the Parliament and the Auditor-General
- › the potential dysfunctions of contemporary PFM practices and their impacts on good public policy and public governance.

This subject applies a pedagogic approach that is based on ‘interactive teaching’ and ‘blended learning’. The subject integrates instructor and guest presentations, case-based interactive learning, exhibit-based interactive dialogue, and individual and syndicate based project work and presentations. In particular, the subject places emphasis on the use of teaching ‘objects’—cases or exhibits based on actual events—as a vehicle for illustrating, discussing and applying important concepts and practices.

At the end of this subject, students will:

1. understand and demonstrate how public financial management frameworks and concepts influence contemporary public sector budget and financial management processes.
2. interpret and analyse public sector financial accounts with a focus on fiscal sustainability.
3. apply techniques to understand and improve the efficiency of financial resource use within a public sector organisation.
4. apply a strategic financial management logic to the formulation, execution and communication of public sector strategy and decision-making.

Leading Public Sector Change (LPSC – Year 2)

Calls for ‘change’ and ‘innovation’ through better, stronger, more authentic, visionary, pragmatic, and ethical leadership in the public sector are often heard. But what does it mean when people say they want better leadership?

2020 was one of the most challenging years in recent memory for Australia and the public sector. From environmental disasters to worldwide health pandemics. Leaders are being held to account for not only their responses to these challenges, but also why they weren’t prevented. As we move forward it is essential to anticipate the challenges surrounding managing (or driving) change and to consider how political and public service leaders interact. Is there a need for a shift in mindset? How do you exercise leadership when you’re not ‘in charge’, in collaborative, shared-power settings?

During Leading Public Sector Change, we study the role of ‘leadership’ in the public sector by examining perspectives on the relationship between leadership and change. As a professional you are encouraged to use these perspectives as a tool for understanding the drives and styles of public sector leaders, the dynamics of leader-follower relations, and their implications for leading policy and organisational change in the public sector.

At the conclusion of this subject each student should have:

1. an enhanced ability to discriminate between myths and realities of public leadership discourse and practice
2. a deep understanding of the institutional, contextual and (inter)personal factors shaping the behaviour of political and public service leaders, as well as the interaction between them
3. an enhanced strategic capability, particularly in diagnosing, instigating or adapting to policy and organisational change in the public sector
4. the ability to discern, reflect upon and cope with ethical dimensions of exercising leadership
5. an enhanced ability to work in collaborative teams on strategic assignments in the context of time pressure.

Work Based Project (WBP – Year 2)

The Work Based Project (WBP) requires students to bring a complex task to a successful conclusion within the constraints imposed by working in a team that spans jurisdictions, organisations, disciplines and working backgrounds. This arrangement is designed to replicate important aspects of the workplace environment in government, where the achievement of policy goals is often dependent on the successful navigation of complex working relationships with others.

Research consistently indicates that an ability to collaborate creatively, to communicate clearly and persuasively, and to manage compound tasks and projects is increasingly important for individual and organisational effectiveness. Reinforcing the EMPA's focus on interactive teaching and learning, the WBP is premised on the notion that collaborative learning has the potential to increase individual achievement more than either individual or competitive learning alone. This is because collaborative learning requires resilience, willingness to perform difficult tasks, ability to translate knowledge from one task to another and the broader application of social skills.

The WBP is the final core subject of the EMPA degree and is the program's 'capstone experience' subject. WBP bridges the worlds of classroom and practice by having students undertake an applied research project on a policy or management topic of current importance to public organisations. As a capstone double-subject, WBP requires students to draw together and apply the knowledge and research skills they have developed throughout the EMPA program, and to reflect on individual professional development as a result of both the EMPA program and the capstone experience.

An important aspect of the WBP is working in cross-jurisdictional project teams. Students select a topic from options proposed by agencies across the ANZSOG network, and then work together to define the research problem, design a research strategy, apply appropriate research methods to gather and analyse data, and make relevant findings. Each team is assigned a project advisor and will have access to an agency sponsor.

As the 'capstone experience' subject of the EMPA, the WBP is a double-subject specifically designed to connect program learning to an extended applied research project. It is framed by three subject objectives:

- drawing together and relating EMPA knowledge and skills to the research project
- further developing applied research skills as evidenced by the research project
- reflecting on individual professional development as a result of the EMPA and the research project.

In addressing an actual problem confronting government, the WBP requires students to apply relevant concepts and practices covered in core subjects such as Delivering Public Value, Managing Public Sector Organisations, Designing Public Policies and Programs and Leading Public Sector Change. As you work through a research process from question development to conclusions, the WBP requires you to evaluate the best fit, and then to apply, the type of research skills covered in Decision Making Under Uncertainty.

At the conclusion of the Work Based Project (WBP) subject you will have:

1. greater appreciation of how concepts and practices introduced in the EMPA relate to one another and how they can be applied to policy and management situations in the workplace
2. experience with undertaking primary research and an understanding of the importance of conducting research in accordance with ethical principles
3. in-depth understanding of a public policy or public management issue in Australia and/or Aotearoa New Zealand
4. enhanced capacity to apply skills in evidence-based analysis and policy design

5. enhanced capacity in written and verbal communication skills to concisely and persuasively convey the significance of research and research findings
6. greater appreciation for the strengths and weaknesses of working in team structures and how to deal with these effectively
7. enhanced your capacity to work across government and organisational boundaries
8. enhanced your self-management skills and increased self-awareness of the ways in which the EMPA and the research project experience has influenced professional development.



Appendix 4 – 2023 Faculty Profiles

Professor Christopher Walker

*Academic Director,
Executive Master of Public Administration,
The Australia and New Zealand School of Government
(ANZSOG)*

Adjunct Professor, Griffith University

PhD, Social Sciences (UNSW), 2012

*Graduate Certificate in University Learning and
Teaching (UNSW), 2007*

Master of Public Policy (USYD), 1991

Bachelor of Health Administration (Hons) (UNSW), 1984



EMPA Subject: **Delivering Public Value,**

Delivering Public Policies & Programs

ACADEMIC EXPERTISE AND INTERESTS

- › Policy theory and policy analysis
- › Regulation theory, compliance and enforcement
- › Public administration, management and leadership
- › Public value

Christopher Walker is the Academic Director of the Executive Masters of Public Administration (EMPA) of the Australia and Aotearoa New Zealand School of Government ([ANZSOG](#)). Chris and his team are responsible for developing and maintaining relations with ANZSOG's 15 partner universities across Australia and Aotearoa New Zealand. Chris also contributes to the development of strategic relations with other international centres of academic expertise in public sector management, leadership, regulation and public policy. As Academic Director, Chris leads the management and delivery of ANZSOG's core program, the EMPA. This involves oversight of ongoing program development, review and input into quality learning and teaching. Chris is responsible for the oversight of student matters as well as liaison and negotiation with expert faculty engaged in subject delivery who are drawn from across Australia, Aotearoa New Zealand, Singapore, Europe and the US. Chris is also Subject Lead for the EMPA subjects Delivering Public Value and Designing Public Policies and Programs.

- › Steering Committee Member – National Regulators Community of Practice (NSW), 2020 – current
- › Steering Committee Member – NSW Government, Customer Service, Better Regulation Division, Regulatory Practice Oversight Committee, 2020 – current
- › Editorial board service with journals of public administration
- › Visiting Research Fellow, University of Strasbourg Laboratory SAGE (Societies, Actors and Government in Europe). 2016/ 2017.
- › Visiting Professor, Institut Barcelona d'Estudis Internacionals (IBEI), Barcelona, Spain. 2018.
- › Erasmus Mundas MAPP Public Policy Visiting Scholar, Institute of Social Studies, Erasmus University, The Hague, The Netherlands. 2019

Professor Ross Guest

Griffith University

PhD (Melb), M.Higher Ed (Griffith)

Grad dip Ed (UNE), BA (Macq.)

EMPA Subject: **Government in a Market Economy**



ACADEMIC EXPERTISE AND INTERESTS

- › Economics and finance
- › Education

Ross Guest is Professor of Economics in the Griffith Business School at Griffith University, a Principal Fellow with the Higher Education Academy, and an adjunct professor at the Australia and Aotearoa New Zealand School of Government. Prof Guest holds a PhD in Economics from the University of Melbourne.

His primary field of research is population economics, on which he has published many articles in, for example, the *Journal of Macroeconomics*, the *Economic Record*, the *Journal of Population Economics*, and *Oxford Economic Papers*. He has received four Australian Research Council grants for his work on population economics, which has informed public policy through consultancies (e.g. Aotearoa New Zealand Treasury and Queensland Treasury) and citations in Productivity Commission reports. He received the Dean's award for Best Mid-Career Researcher in the Griffith Business School in 2010.

Prof Guest has taught a range of economics subjects at Griffith University and formerly at Monash University. He was appointed a Principal Fellow with the Higher Education Academy in 2018, awarded a National Senior Teaching Fellowship in 2012 by the Australian Government and a Citation for Outstanding Contributions to Student Learning in 2006 by the former Carrick Institute for Learning and Teaching in Higher Education. He is Editor in Chief of the *International Review of Economics Education*.

Prof Guest's postgraduate teaching experience and roles in teaching leadership includes:

- › Dean (Learning and Teaching) in the Griffith Business School at Griffith University,
- › Principal Fellow with the Higher Education Academy,
- › Postgraduate teaching of Economics in the MBA at Griffith University and of Government in a Market Economy in the EMPA at ANZSOG.

Professor Kimberley Isett

*University of Delaware, Newark,
Delaware, United States of America
PhD, University of Arizona USA
MPA, University of Arizona USA
BA, Ursinus College Collegeville Pennsylvania USA*



EMPA Subject: **Decision Making Under Uncertainty**

ACADEMIC EXPERTISE AND INTERESTS

- › Organization theory
- › Evidence-based services/policy
- › Systems Change
- › Interorganizational Networks

Kimberley Roussin Isett earned a Ph.D. (Management, Organization Theory) and M.P.A. (Health and Human Services, Policy) from the University of Arizona's Eller College of Management. Her research focuses on institutional pressures and dynamics in implementing government services, with a particular interest in the delivery of services to vulnerable populations, and the use of evidence in public decision-making. Her goal is to do research that aids government organizations to find their optimal system design given their political, policy, regulatory, and financial constraints. To date, Dr. Isett has been the PI or co-PI on grants totalling over \$13m. She was recognized by the Academy of Management in both 2001 and 2002 for excellence in research and participated in the John D. and Catherine T. MacArthur Foundation's Mental Health Policy Research Network from 2002 until 2008. Isett has worked with elected officials and policymakers at all levels of government on a variety of issues. Prior to joining the Biden School, Dr. Isett was on faculty at Georgia Tech, Columbia University, and Texas A&M, and completed a NIMH sponsored post doc at UNC-Chapel Hill's Sheps Center for Health Services Research.

Dr Zina O’Leary

*University of New South Wales
PhD, UNSW & UWS
MSc, University of Wisconsin, USA
BA, Rutgers University, NJ USA*

EMPA Subject: **Work-Based Project**



ACADEMIC EXPERTISE AND INTERESTS

- › Evaluation
- › Communication
- › Research Methodologies

Dr Zina O’Leary was awarded her PhD as a US National Science Foundation Fellow and is currently an adjunct senior lecturer at UNSW and an ANZSOG Senior Fellow. Dr O’Leary has over 25 years’ experience as an academic and public policy consultant and has taught research methods and communication courses in the US, Australia, Hong Kong, Fiji and Malaysia. She was also the coordinator of the Workplace Integrated Learning program at the University of Sydney Business School, where she strived to help workplace-based students maximize the impact of their communication and conduct impactful applied research. Zina also has an extensive history as a consultant to the World Health Organization, contributing to many projects on community engagement and community consultation across the Asia Pacific Region. She is the author of several books for Sage Publications including Workplace Research, Researching Real World Problems, The Essential Guide to Doing your Research Project and The Social Science Jargon Buster.

Prior to her engagement by the UNSW and ANZSOG, Dr O’Leary’s teaching experience included courses on research methods, evaluation and professional development at the University of Sydney Business School (2013–2017), University of Sydney Graduate School of government (2011–2017), University of Western Sydney (1995–2010), Hong Kong Polytechnic University (1998–2008) and the International Medical University at Kuala Lumpur (2007–2010).

Professor Paul 't Hart

Utrecht University, The Netherlands

PhD, Leiden University Netherlands

MA, Erasmus University Rotterdam Netherlands

EMPA Subject: **Leading Public Sector Change**



ACADEMIC EXPERTISE AND INTERESTS

- > Crisis management
- > Evaluation
- > Public leadership
- > Reform/change management

Paul 't Hart is a Professor of Public Administration at Utrecht University and Associate Dean of the Netherlands School of Public Administration in The Hague. He resumed both positions in mid-2011, after spending five years as Professor of Political Science at the Australian National University. Paul's research, teaching and consulting covers political and public sector leadership, policy evaluation, public accountability and crisis management. His books include *Framing the Global Meltdown: Crisis Rhetoric and the Politics of Recession* (ANU Press 2009), *The Real World of EU Accountability: Which Deficit?* (Oxford University Press 2010), *How Power Changes Hands: Transition and Succession in Government* (Palgrave 2011), *Understanding Prime-Ministerial Performance* (Oxford University Press 2013), *The Oxford Handbook of Political Leadership* (Oxford University Press 2014), and *Understanding Public Leadership* (Palgrave 2014). Prof 't Hart was elected a member of the Royal Dutch Academy of Arts and Sciences in 2014.

Prof 't Hart has extensive training and consulting experience within government, primarily in Holland, Sweden and Australia, including secondments at the Dutch Intelligence Service and Public Prosecutors Office. He recently completed two consultancy reports on the institutional reputation and the corporate governance of the Dutch judiciary, advised the Swedish cabinet on crisis management, and is currently a member of a government-appointed committee evaluating the Dutch police law of 2012, which in the largest reorganisation in the history of Dutch government saw the creation of a single, national police force out of 25 regional forces.

Prof. Veronica Taylor

Australian National University

LL.M., University of Washington, USA

BA (Hons), LL.B, Monash University

*Certificate of Interpreting and
Translating (Japanese), RMIT University*

EMPA subject: **Governing by the Rules**



ACADEMIC EXPERTISE AND INTERESTS:

- › Regulation
- › Corporate Governance
- › Legal Policy Development

Veronica L. Taylor is a socio-legal scholar and Professor of Law and Regulation at the Australian National University. She is internationally known for her work on rule of law promotion and the role of professions in shaping regulatory institutions. Her research and teaching draw on 30 years' professional experience as a designer and implementer of legal reform in Australia and in international aid programs in Asia.

Veronica has led the design of postgraduate and executive education in regulation and governance in Australia, the United States and Japan. Those programs include the Professional Regulator: Foundation course for the National Regulators' Community of Practice. From 2024 she will lead the Regulation and Social Licence pillar of RadInnovate, an Australian Research Council Industry Transformation Training Centre that focusses on nuclear and radiation technologies.

She is an Expert Advisor to the Regulatory Reform Division in the Australian Department of Finance and currently the senior academic advisor to the National Regulators' Community of Practice.

She joined the Australian National University in 2010 as Director of the Regulatory Institutions Network (RegNet) (2010-2014) (now the School of Regulation and Global Governance) and served as Dean of the ANU College of Asia and the Pacific (2014-2016). Prior to joining ANU, she was Director of the Asian Law Center at the University of Washington, Seattle.

A/Prof Brad Potter

University of Melbourne

PhD, Deakin University

BA (Hons), Deakin University

EMPA subject: **Public Financial Management**



ACADEMIC EXPERTISE AND INTERESTS:

- › Financial reporting and its disclosure and regulation
- › Accounting for public sector and not-for-profit entities
- › Water and carbon accounting

Brad is an Associate Professor at the University of Melbourne and head of the Department of Accounting. Brad has extensive teaching experience spanning almost 30 years, designing and delivering accounting coursework to undergraduate and post graduate students at all levels as well as Executive Education courses in all aspects of accounting to diverse clients including Petronas (Malaysia), Australia Post, Victorian State Government, Coca Cola Amatil, City of Yarra and Coles Myer.

In research, he collaborates widely with key organisations and individuals in accounting and business, including CPA Australia, CA ANZ, key NGOs, accounting standard setters and government regulators. Much of his research focusses on the measurement and reporting approaches used by entities to communicate diverse information relating to performance, position and social and environmental impact and the relevance of that information for stakeholders. This work is disseminated widely through presentations and publications to practitioner and academic audiences.

Dr Avery Poole

*The Australia and New Zealand
School of Government (ANZSOG)
PhD, University of British Columbia
MA, University of British Columbia
Grad Dip, Institute of Chartered
Accountants in Australia
BComm, University of Melbourne
BA (Hons), University of Melbourne*



ACADEMIC EXPERTISE AND INTERESTS:

- › Postgraduate and executive education
- › Domestic politics and international governance, particularly in SE Asia
- › Human rights institutions
- › Comparative regionalism

Dr Avery Poole is Deputy Director, Academic & Research Engagement at ANZSOG and an Affiliate in the School of Politics and International Relations at Monash University. Her research explores topics relating to public sector education and the role of education as diplomacy in the Indo-Pacific region. She has extensive postgraduate teaching experience in the areas of international governance, international politics, human rights and Southeast Asian regionalism. Prior to her academic career, she worked for KPMG in Audit and Corporate Recovery.

Avery's latest publication is *Democracy, Rights and Rhetoric in Southeast Asia* (Palgrave, 2019). She is a co-editor (with Dr Sara Bice and Professor Helen Sullivan) of *Public Policy in the 'Asian Century': Concepts, Cases and Futures* (Palgrave, 2018). Avery completed her PhD and MA at The University of British Columbia in Canada, and her BA(Hons) and BComm at The University of Melbourne. Prior to her academic career, she worked for KPMG in Audit and Corporate Recovery.

Dr David Coombs

*The Australia and New Zealand
School of Government (ANZSOG)
University of Sydney
PhD, University of New South Wales*



ACADEMIC EXPERTISE AND INTERESTS:

- › Indigenous politics and policy
- › Health and education systems
- › Australian politics
- › Welfare to work and social policy

Dr David Coombs is Senior Advisor, Academic Quality and Strategy at ANZSOG. He also teaches in UNSW's public policy and education courses. David is part of the University of Sydney research team on the Culturally Nourishing Schooling project, a collaboration that looks to improve the learning experiences of Aboriginal and Torres Strait Islander school students. Before coming to academia, David worked as a Spanish interpreter.

A/Prof. Rob Manwaring

Flinders University

PhD,

MSc,

BA (Hons),



ACADEMIC EXPERTISE AND INTERESTS:

- › Government and international relations
- › Australian, British, and European government and politics
- › Comparative politics

Rob Manwaring is an Associate Professor in the College of Business, Law and Government at Flinders University. Rob's research interests are mostly in the area of political parties, and centre-left politics. In 2021, his book 'The Politics of Social Democracy' was published with Routledge, which examined the changing ideological and policy profile of the mainstream centre-left parties.

Rob is an active media commentator on political issues, including both Australian national and state politics, and also British and European politics. Rob has significant media and public engagement which includes the ABC, BBC, CNN, and articles in the Washington Post, New York Times, The Australian Financial Review and the Guardian. Rob is also a regular contributor to The Conversation.

Prior to academia, Rob's background is in public policy, and he worked for the UK's Commission for Racial Equality as a senior policy adviser, and also for the South Australian Council of Social Services.

Rob is an active member of the Australian Political Studies Association (APSA). Rob is one of the convenors of the APSA 'Political Organisations and Parties' group, along with the British PSA's Labour Movements Group.

Rob is also currently one of the editors of the Australian Journal of Political Science.

Prof. Todd Bridgman

Te Herenga Waka – Victoria University of Wellington
PhD, University of Cambridge
MCom, University of Auckland
BCom/BA, University of Auckland
Certificate in Journalism,
Auckland University of Technology



ACADEMIC EXPERTISE AND INTERESTS:

- › Organisation and management theory
- › Management education and history
- › Critical management studies
- › History of ideas

Todd Bridgman is Professor of Management Studies and Head of the School of Management at Victoria University of Wellington/Te Herenga Waka. Todd completed his PhD in organisation studies at the University of Cambridge. His research and teaching is focused on investigating the origins of foundational theories of management. These ideas about how best to motivate and lead people, organise work, develop culture, and transform organisations originate from famous theorists such as Abraham Maslow, Adam Smith, Max Weber, Frederick Taylor and Kurt Lewin. They are taught in universities, in workplace leadership development programmes, and reflected in popular books written for managers. While influential, these ideas often bear little resemblance to what their originators wrote.

Todd's research explores how these myths of management contribute to organisational dysfunction and damage. He believes that understanding how and why these misrepresentations happen creates space for alternative ways of learning about management, and of practising management, to take hold. Todd's recent books include 'A Very Short, Fairly Interesting and Reasonably Cheap Book About Management Theory' (SAGE) and The Past, Present and Future of Sustainable Management (Palgrave), both with Stephen Cummings.

Todd incorporates a critically reflexive and historical approach into his teaching at undergraduate, postgraduate and post-experience levels. He has taught longstanding and highly regarded courses Organisational Behaviour (undergraduate) and Leading Change (Executive MBA) at Victoria University of Wellington since 2006. For the past 15 years Todd has worked with the Senior Staff College of New Zealand Defence Force to develop their leadership and management capability running an annual week-long management programme, part of a Master of Strategic Studies, that involves site visits to Wellington's public, private and not-for-profit organisations.

Before becoming an academic Todd trained and worked as a journalist and he continues to pursue this interest through case writing and teaching. He has contributed six cases to the John L Alford Case Library, including Revealing the 'real Julia': Authenticity and gender in Australian political leadership; Leading Culture Change at New Zealand Police; and A Question of Style: The Leadership of Christine Rankin.

Dr Ben Walker (Ngāti Raukawa)

Te Herenga Waka – Victoria University of Wellington

PhD, University of New South Wales

MCA, Victoria University of Wellington

BCA (Hons), Victoria University of Wellington



ACADEMIC EXPERTISE AND INTERESTS:

- › Industrial and organisational psychology
- › Strategy, management, and organisational behaviour
- › Experts and expertise
- › Culture, motivation, and feedback

Dr Ben Walker (Ngāti Raukawa) is a Senior Lecturer in Organisational Behaviour at Te Herenga Waka-Victoria University of Wellington (New Zealand). His research and teaching focus on the “people side” of management, and the ways that work affects (and is affected) by people’s beliefs, identities, and emotions.

As a researcher, Ben’s primary interest is uncovering under-researched and overlooked psychological “quirks” that nevertheless have a big impact in the workplace. Examples from his past and ongoing research include performance-based identities (where people feel defined by how well they perform at work), lay theories of expertise (people’s often hidden assumptions about the meaning and nature of expertise), and the “dark side” of high performance (the ways that negative psychological factors such as anxiety, neuroticism, anger can facilitate workplace success). Ben uses a range of methods in his research, including interviews, experiments, surveys, and analyses of social media data, and is also passionate about “meta-research”: reviewing or revealing trends and patterns in existing academic literatures. His research has been published in premier scholarly journals including *Academy of Management Annals*, *Human Relations*, and the *Journal of International Business Studies*. He has also contributed expert opinions to media outlets including *The Conversation*, *Stuff*, and the *New Zealand Management* magazine.

As a teacher, Ben has taught on undergraduate and postgraduate courses at UNSW Business School and The University of Sydney Business School. Since 2019, he has coordinated the Introduction to Management course at Victoria University of Wellington, where each year he introduces roughly a thousand students to the study of work, management, and organisations. In 2021, Ben was awarded a Victoria University of Wellington Early Career Teaching Excellence Award, and in 2019, an Outstanding Lecturer Award by the Victoria University of Wellington Students’ Association.

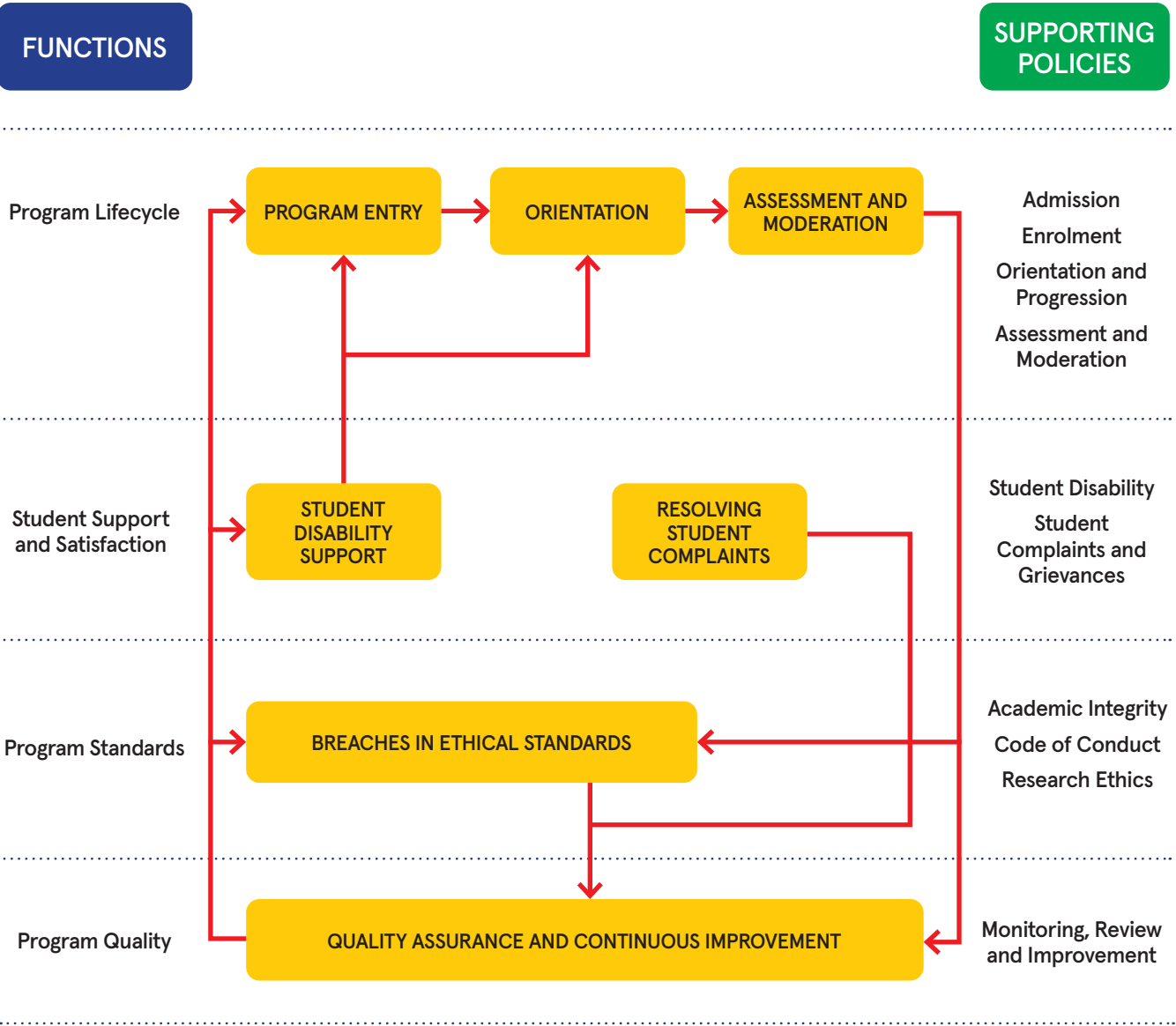
Outside of academia, Ben is a dad, golfer, gardener, and musician.

Appendix 5 – EMPA Policy and Procedures Maps

EMPA Policy Map



EMPA Procedures Map



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