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# Revealing Australia's Leadership Development Ecosystem

Strengthening collaboration  
across research and practice

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## Acknowledgements

This paper was authored out of insights from the 2025 Leadership Development Summit. Thanks to all delegates, speakers and facilitators who contributed generously of their time and intellect.

The Summit was held on the lands of the Ngambri and Ngunnawal people. The authors pay their respects to Elders past and present, and the enduring leadership and care for Country that made gathering on this land possible. We appreciate the generous contributions of First Nations leaders and knowledge holders to the Summit program.

Special thanks go to those who shaped the direction and reviewed drafts of the paper, including Benny Callaghan, Dr Toby Newstead, Andrea Hogg, Scott Ko, Adam Gowen, Angela Driver, Liz Skelton, Rosie Wheen, Mark Spain, Frances Feenstra, Dr Alis Anagnostakis and Fiona Elgin.

This paper has been developed with the support of the Menzies Leadership Foundation, reflecting its commitment to translating national convening, leadership research and sector insight into practical learning for the broader leadership ecosystem.

### For citation

Callaghan, B., Hogg, A., Ko, S., Newstead, T. (2026). Revealing Australia's Leadership Development Ecosystem: Strengthening collaboration across research and practice.

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# Executive Summary

Australia invests significantly in leadership development, yet the field remains fragmented, undefined and poorly understood. It is better understood not as an industry but as a dispersed, interconnected system involving universities, practitioners, philanthropic organisations, government agencies, corporate providers, evaluators and leaders themselves.

A persistent challenge across this system is the gap between research and practice. When these domains remain disconnected, research can struggle to keep pace with rapidly changing real-world contexts, while practitioners may rely on approaches insufficiently informed by rigorous evidence. Yet viewing this solely as a research-practice divide risks overlooking the broader system dynamics at play.

The 2025 Leadership Development Summit was convened to bridge this divide, and the result was broader than anticipated. The event drew a diverse cross-section of the ecosystem, including buyers, providers, funders and leaders. Conversations surfaced tensions beyond research and practice: how leadership is defined, how development needs differ across rural and metropolitan contexts, how the field is funded, and whether greater coordination is required.

These discussions were grounded in the Australian context but sit within a rapidly changing global environment shaped by technological, economic, geopolitical and climate challenges, making it urgent to understand what leadership capabilities are being developed, and whether they are fit for purpose.

This paper draws on Summit insights to examine Australian leadership development through a systems lens, exploring the actors, forces and tensions shaping the field and identifying opportunities to strengthen research-practice collaboration. The participation of nearly one hundred delegates, combined with post-Summit feedback, signals strong appetite for greater collaboration across the ecosystem.

The paper concludes with pathways for advancing this work, including stronger collaboration, shared infrastructure and future convenings. Central to these recommendations is the need for clearer governance and supporting structures to enable the work required to strengthen leadership development in Australia.

## Origins of the Leadership Development Summits

The Leadership Development Summits emerged from collaborative conversations between several Australian leadership development organisations, including Tasmanian Leaders, the Australian Rural Leadership Foundation, Leadership Victoria, Leadership WA, Leadership Advocacy and Research Australia (LARA), and the University of Tasmania. These organisations recognised the need to better understand the relationship between leadership development research and practice in Australia and to strengthen connections across the field in service of strengthening leadership development outcomes.

The inaugural summit was hosted in Lutruwita Tasmania in 2024 as a partnership between Tasmanian Leaders and the University of Tasmania. The event brought together researchers and practitioners working in leadership development to explore opportunities for greater collaboration. One outcome of this gathering was the paper *From Divergence to Convergence: Integrating Research and Practice in Australian Leadership Development* (Newstead et al., 2025), which highlights the importance of strengthening these connections.

Building on this foundation, the 2025 Leadership Development Summit was held on the lands of the Ngambri and Ngunnawal people at The Australian National University in Canberra. While the original intention was to further explore the integration of research and practice, the discussions revealed a broader set of dynamics shaping leadership development in Australia. Participants included researchers, practitioners, program providers, funders and leaders themselves, offering a wider view of the leadership development ecosystem.

## Viewing leadership development as a system

One of the clearest insights from the Summit was that leadership development in Australia is better understood as an ecosystem or 'constellation' of actors rather than a single industry.

Participants included program providers, university and non-university researchers, enabling organisations, funders, purchasers and leaders themselves. Many of these actors would not consider themselves part of a leadership development industry, yet their needs, expectations and decisions significantly shape how leadership development is designed, funded and delivered.

Several contributions during the Summit highlighted different dimensions of this system. Matt Linnegar, Chief Executive of the Australian Rural Leadership Foundation, pointed to major population and economic shifts across rural, regional and remote Australia, highlighting the growing expectation for leaders to work collaboratively across sectors to address complex challenges. From the academic perspective, Professor Giles Hirst, Chair of Leadership for the Australian National University, reflected on tensions within the university research system, including the incentives shaping what research is produced and how it translates into practice.

Liz Gillies, CEO of the Menzies Leadership Foundation, articulated the broader systems challenge facing leadership today:

*"Humanity's progress has created extraordinary opportunity, but it has also widened the gap between the complexity of the systems we live in and our collective capability to respond. Bridging that gap is the leadership challenge of the 21st century."*

The second conceptualisation of 'leadership development as a system' emerged in Professor David Day's oration on the future of human leadership. Professor Day suggested that leadership development itself is shifting from discrete programs towards ongoing developmental systems, where development occurs through cycles of experience, feedback and reflection embedded within work and life contexts. As he noted, "sending a changed person back to an unchanged system is a recipe in futility."

*"Instead of having other people design developmental experiences; helping developing leaders become the architects of their own bespoke developmental system."*

David Day

While both perspectives are important, this paper focuses primarily on the leadership development ecosystem, recognising that the players and structures therein will shape to what extent we realise Day's suggested shift towards reflexive development systems. Understanding this ecosystem requires not only identifying its structure, but also the roles of different actors within it.



Summit organisers welcome Her Excellency, Sam Mostyn, Governor General of Australia

## Actors in the leadership development ecosystem

Understanding who was drawn to participate in the Summit provides useful insights into some of the dynamics of the leadership development ecosystem in Australia. While the Summit was initially framed as a convening of researchers and practitioners, the composition of the room suggested a broader ecosystem at work. Just over half of attendees represented these two groups directly. The remaining participants came from enabling organisations, government and leaders themselves — actors whose needs, purchasing decisions, funding priorities and policy settings shape how leadership development is designed, delivered and evaluated.

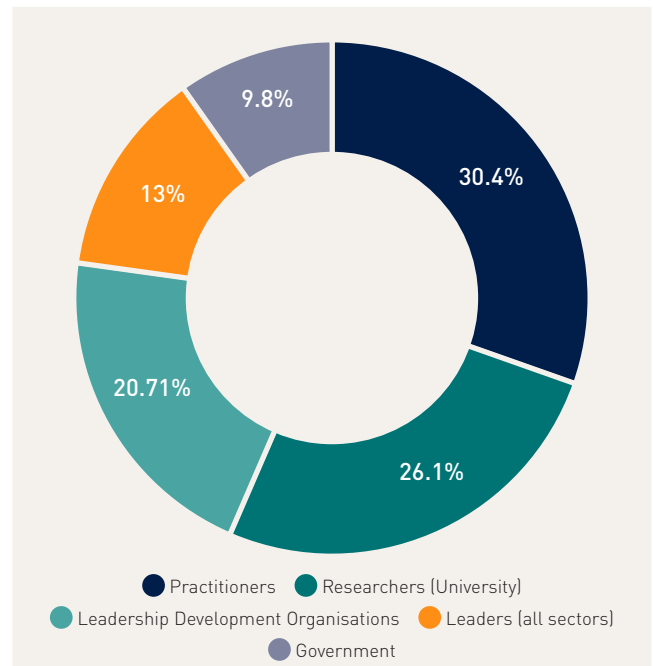
The data presented in Figure 1 is drawn from registration information supplemented with desktop research to clarify organisational affiliation where required. Not all information was self-classified by participants. For example, email domains were used as a proxy for identifying whether a participant represented a university, practitioner organisation or other sector. As such, the data should be interpreted as indicative rather than definitive. Even with these limitations, the participant mix offers useful insights into the ecosystem and highlights several areas where further understanding of the system would be beneficial.

### PRACTITIONERS

Practitioners comprised the largest group of participants (30.4%). In this context, practitioners are defined as those whose primary work involves developing leadership capability in others. Many operate as sole traders or within small consulting businesses delivering leadership programs, coaching or organisational development work. Several practitioners attending the Summit had previously worked within universities or held doctoral qualifications, reflecting some overlap between the practice and research communities. However, little information exists about practitioners' educational backgrounds, the theoretical foundations informing their work, or the sectors in which they most frequently operate.

The prominence of small businesses and sole traders was notable. Large commercial leadership development firms were largely absent from the Summit. Understanding how these larger providers engage with research and innovation would be valuable in building a fuller picture of the leadership development system.

FIGURE 1: Who attended the Summit



## RESEARCHERS

The second largest group of attendees (26.1%) came from universities. Many were affiliated with Leadership Advocacy Research Australia (LARA), a network of Australia's top leadership scholars. Within this group it was evident that research focused on leadership itself is more prevalent than research specifically focused on the development of leadership. While these two domains overlap, they are somewhat distinct areas of inquiry. Leadership research tends to focus on the nature of leadership, its importance, its effects, and its emergence. In contrast, leader and leadership development research examines how individual leader and collective leadership capability develops.

As with practitioners, the academic cohort represented diverse epistemological traditions, research methods and disciplinary backgrounds. Some researchers work within organisational psychology and others within business schools. The influence of these disciplinary perspectives on leadership development research remains an area worthy of further exploration.

## LEADERSHIP DEVELOPMENT ORGANISATIONS

A third significant group (20.7%) represented nonprofit leadership development organisations funded through combinations of philanthropic, government and fee-for-service revenue. These organisations occupy an important position in the system. Unlike independent practitioners, they typically operate programs funded to serve particular communities, sectors or objectives. Their funding sources and program mandates shape who receives leadership development opportunities and what kinds of leadership capabilities are prioritised.

Many of these organisations also operate under formal evaluation requirements from funders, which can influence how program success is defined and measured. In contrast to purely commercial programs, which may prioritise return on investment for private-sector clients, nonprofit leadership development organisations often emphasise broader social or community outcomes.

## LEADERS ACROSS SECTORS

Although the Summit primarily targeted researchers and practitioners, several attendees were leaders from sectors such as healthcare, telecommunications, regional development, the military and social services. Their presence highlighted an important dimension of the ecosystem: leaders themselves are both participants in leadership development programs and key decision-makers in commissioning and shaping those programs. One leader noted aspects of academic language used during the Summit were difficult to follow. At the same time, their participation provided valuable insight into how leadership research and practitioner ideas are interpreted by those working in operational leadership roles.

## PUBLIC SECTOR

Approximately 10% of attendees represented government across local, state and federal levels. Public sector leaders often play multiple roles within the leadership development system: they lead teams, design leadership capability strategies and commission leadership programs. Despite the scale at which government purchases leadership development services, relatively little of the Summit program focused specifically on public sector leadership development needs. This represents an important area for further engagement, particularly given the influence government has as major buyer of leadership development programs.



## REPRESENTATION FROM RURAL, REGIONAL AND REMOTE AUSTRALIA

The Summit was hosted by the Australian Rural Leadership Foundation (ARLF), which contributed to strong participation from rural, regional and remote Australia. Approximately 31.5% of attendees live or work in regional contexts.

Around 9.9 million Australians live outside metropolitan centres, and regional Australia contributes significantly to the national economy through sectors such as agriculture, energy and natural resources. Leadership challenges in these contexts often involve navigating interdependencies between industries, communities and environmental systems. Workforce constraints, geographic distance and access to development opportunities also create distinct leadership development challenges.

Participants from rural and regional contexts emphasised the importance of place-based leadership development approaches that recognise local knowledge and the interconnected nature of regional systems.

## FIRST NATIONS PERSPECTIVES

First Nations perspectives were represented through several contributions across the program. Ngambri leader Paul Girrawah House delivered the Welcome to Country, grounding the event in local cultural context. Adam Gowen from University of Wollongong contributed reflections that invited participants to consider cultural and ecological perspectives on leadership and systems. Later in the program, Mark Yettica-Paulson, Intercultural Leadership & Collaboration Specialist, facilitated a session on Deep Collaboration.

## WHO WASN'T PRESENT?

A systems perspective also requires attention to who was not present. Large private sector leadership development providers were largely absent from the Summit, despite likely representing a substantial portion of the leadership development market in Australia. Another notable absence was organisations specialising in the evaluation and measurement of leadership development outcomes. While some researchers engage in evaluation work, no sessions at the Summit focused explicitly on evaluation methodologies or the measurement of leadership development impact. Given the shared interest across research and practice in demonstrating program effectiveness, future convenings may benefit from involving organisations and researchers specialising in monitoring, evaluation and learning.

## Why a focus on research and practice matters

Researchers, practitioners, leadership organisations, government, funders and leaders themselves each play different roles in shaping how leaders and leadership are understood and developed. Understanding how these actors interact, and where gaps remain, is an important step in moving toward a more coherent and integrated leadership development system. Within this landscape, the relationship between research and practice plays a particularly influential role. Research influences what is considered valid knowledge, while practitioners shape how leadership development ideas are interpreted and implemented in real-world settings. The point at which these two groups seemed to converge was a shared desire to advance work that is rigorous, accessible and relevant to rapidly changing contexts. While understanding the actors helps map the system, it does not fully explain how leadership development is evolving. This evolution is being shaped by a set of broader forces.

# Forces shaping leadership and leadership development

Leadership development does not occur in isolation. It is shaped by external forces that influence how the work is understood, funded and practiced, including shifting expectations of leaders, the challenges leaders are asked to navigate, and the capabilities leadership development seeks to cultivate.

Summit contributors reflected on a range of these forces, from technological change and rising system complexity to evolving social expectations about who leads and how. The themes below represent those that surfaced most prominently and attracted sustained interest across the three days.

## The rise of AI

Artificial intelligence emerged as a force likely to significantly reshape leadership development. Rapid advances in generative AI are already changing how people access knowledge, how organisations learn and how development support such as coaching, feedback and assessment may be delivered. Professor David Day's oration on *The Future of Human Leadership and the Implications for Leader Development* prompted reflection on what remains distinctly human about leadership in an AI-augmented world, including relational capability and moral reasoning. He also explored how this might impact how leadership development is delivered, suggesting the rise of AI may enable more personalised, continuous and embedded development via learning systems, rather than focused, time-bound programs. These developments raise important questions for researchers and practitioners alike about how leadership capability should be understood and cultivated in the years ahead.

## Complexity and polycrisis

Complexity was a term frequently used to describe the types of challenges leaders face, while navigating complexity was identified as a capability to develop. What complexity means in practice, and what developing it requires, was less consistently defined. The term polycrisis is gaining traction to describe multiple crises unfolding simultaneously and reinforcing one another. In this frame, climate change, geopolitical instability, technological disruption, economic inequality and social fragmentation are not separate challenges but deeply interconnected ones, compounding each other at both global and local levels.

This has implications for how leadership development is designed. Approaches focused on individual capability within organisational contexts may be insufficient for challenges that unfold across systems, where decisions in one domain create ripple effects in others. Leadership in a polycrisis context is increasingly collective, distributed and relational, pointing to the need for more integrated and transdisciplinary approaches to development.



## Migration and globalisation

Globalisation has shaped the flow of knowledge, ideas and people across borders, influencing how leadership is understood and practiced in Australia. Yet despite the international makeup of Australia's leadership development community, leadership theory continues to draw heavily on scholarship from the United States and Europe, with limited attention to traditions emerging from other cultural contexts. This is particularly relevant in a deeply multicultural country. At the Summit, non-Western leadership traditions were largely absent from discussion — except for perspectives connected to Aboriginal and Torres Strait Islander communities and contributors with backgrounds in China. This gap points to a clear opportunity for future inquiry.

One conversation raised a related question: should cross-cultural competence be considered a leadership capability, or does it belong to a separate domain of cultural capability? The question suggests leadership development research may need to draw more deliberately on adjacent disciplines, including intercultural studies, sociology and anthropology.

## Social and cultural change

Leadership development is being shaped by wider social movements that challenge prevailing norms and question which forms of knowledge are considered valid or culturally legitimate. At the Summit, this was most evident in conversations around gender and decolonisation.

### GENDER

Gender has featured prominently at both Leadership Development Summits, reflecting sustained interest in how leadership development can support greater equity. A session facilitated by Rosie Wheen CEO of Peter Cullen Trust, explored the relative merits of women-only versus mixed-gender programs. Advocates of women-focused programs point to the value of dedicated spaces to explore leadership challenges specific to women's experiences; others argue mixed-gender settings better reflect the systems within which women lead. The discussion points to an ongoing need for research into how different program designs influence leadership outcomes.

### DECOLONISATION

Decolonisation has emerged as an important topic in public discourse, shaped by the broader pursuit of reconciliation, treaty and truth-telling for Aboriginal and Torres Strait Islander Peoples. For some, it is relevant to all Australians, with the argument that everyone is affected by systems colonial in origin. The strength of interest throughout the Summit revealed decolonisation as a vital dimension of leadership development in some contexts.

A range of views surfaced throughout the Summit, reflecting the sensitivity of addressing major social drivers within a leadership development conversation. In the Street Epistemology session, a provocation asking whether leadership should be decolonised prompted differing responses. One participant felt the question should not have been raised without a First Nations perspective present while another noted the lack of cultural safety in expecting a single Indigenous person to speak on behalf of all Aboriginal and Torres Strait Islander people. A further challenge is the lack of shared understanding of how colonisation applies to leadership and its development.

Paul Girrawah House invited us to consider *yindyamarra* at the Summit's opening – a Wiradjuri word for going slow, being patient, showing respect and taking responsibility for one's actions in spaces we work in. Mark Yettica-Paulson delivered a powerful session on Deep Collaboration, providing useful ways of talking about these subjects. He gave attendees an opportunity to step into the conversation and name 'the emus in the room.'

Indigenous epistemologies offer a helpful reframe – that knowledge exists *in relationships*' (Gowen, 2018). This suggests the most important work of the Summit was not merely in the ideas presented, but in the way in which people came together *in relationship* – to commune, share and make sense of each other. In pursuing future ways of strengthening collaboration between leadership development research and practice, it seems important to elevate opportunities for relational reciprocity as much as idea exchange.

## Tensions in the system

While the forces described above shape the broader context, the Summit also surfaced tensions within the leadership development ecosystem itself — arising from differences in knowledge traditions, market structures and cultural assumptions about leadership. At the core of many of these tensions is a more fundamental issue of how leadership and leadership development are defined.

### Lack of shared definitions of leadership and leadership development

A recurring question across both Summits was how, or if, 'leadership' and 'leadership development' should be defined. Most leadership theories describe how leaders *should* act, typically in stable organisational contexts. Empirical studies tend to associate specific approaches — transformational, authentic, adaptive — with desirable outcomes such as engagement or wellbeing, though most findings are correlational rather than causal. Leadership *development*, by contrast, focuses on how capability is cultivated: how individuals become more effective leaders and how organisations build leadership capacity across teams and systems (Day, D., Fleenor, J., Atwater, L., Sturm, R. & McKee, R. 2014).

Despite a substantial body of leadership literature, there is no consensus, and leadership development theory remains comparatively underdeveloped. A useful starting point is Professor David Day's distinction between *leader* development (building individual capability) and *leadership* development (building the collective capacity of groups to lead). The lack of shared understanding and definition was contentious. Some argued that clear definitions are essential for research, evaluation and program design, while others saw leadership as inherently contextual and evolving, making fixed definitions less useful. Both positions have merit.

This diversity reflects a broader characteristic of the ecosystem. Researchers, practitioners, organisations and funders often operate from different underlying assumptions about what leadership is and what its development should achieve. That diversity can enrich the field *and* makes collaboration, evaluation and shared learning more difficult.

### How knowledge is constructed and shared

Academic publishing is often bemoaned for the time lag between research and publication and how knowledge is constructed by building on existing knowledge. These systems dynamics make research more incremental and less responsive to rapid changes in contexts. Some academic research is also perceived as inaccessible in its language. When research is hidden behind paywalls, this makes it difficult for practitioners to identify studies that are relevant or translatable to their context. While these are real limitations, they should not obscure the benefits of academic rigour and cross-validation.

Meanwhile, LinkedIn and Substack have become central platforms for knowledge generation and sharing across the practice landscape. Their algorithms reward positioning over collaboration, incentivising practitioners to differentiate themselves rather than build shared understanding.

The risk is fragmentation. While it may have overcome the challenge of incrementalism in favour of speed and market responsiveness, the cost of validation and rigour is questionable and underdeveloped ideas with outsized influence on leadership and its development. This tension was not resolved at the Summit, nor is it easily overcome. Yet despite these very different approaches to knowledge, there was strong coalescence among participants around a shared aspiration for research and knowledge work that is accessible, contextually relevant and rigorous.

## Gaps in measurement and evaluation practice

Measurement and evaluation received limited attention at the 2025 Summit, with only one session led, by Dr Darja Kragt of the University of Western Australia, exploring resistance to evidence-based approaches for assessing program quality and impact. Subsequent interviews with SME practitioners suggest that sole traders and small organisations often lack the financial capacity to engage academic partners in rigorous evaluation, as well as the tools and resources needed for robust measurement. This limits both the collection of meaningful data and the ability to make informed judgments about program effectiveness. Bridging this gap will require more scalable and accessible pathways for practitioners to engage in collaborative research.

One response emerging from these discussions is the development of a foundational evaluation framework — providing shared reference points for interpreting evidence and assessing leadership development, while remaining adaptable to different contexts. This is explored further later in the paper.

## Colliding worldviews

Divergent worldviews were identified as a key tension at the 2024 Summit, with participants recommending future gatherings explore this dynamic more explicitly. Leadership development brings together actors from different disciplines, sectors and cultural contexts, each carrying different assumptions about leadership, knowledge and evidence. These differences can enrich dialogue — but also generate misunderstanding when perspectives are strongly held.

A single session introduced participants to Street Epistemology, a dialogue method for exploring what people believe, why they hold those beliefs, and the evidence that might shift them. Participants positioned themselves on a spectrum from strong agreement to strong disagreement on various claims, then explained their reasoning. The exercise generated interest but also highlighted real complexity. Engaging with deeply held worldviews requires shared language and more time than a single session allows. Constructively navigating diverse worldviews is likely to remain an ongoing challenge and priority for the leadership development ecosystem.



Matt Linnegar, ARLF, giving his opening address

## Converging on priorities and actions

While these tensions are unlikely to be fully resolved, they point to areas where coordinated effort could strengthen the system. The final session of the Summit, led by leadership development practitioners, Scott Ko and Tanya Lehmann, invited attendees to identify key questions and priorities for advancing leadership development research and practice in Australia.

The following questions received the highest level of interest:

- > *How can we, as leaders, leadership developers and academics, continue the work of decolonising ourselves and our leadership?*
- > *How do we contribute to an Australia-wide leadership movement towards a better Australia?*
- > *Who is missing and should be invited next time? Why are they missing and what can we do to remove any barriers to them coming?*
- > *If these Leadership Summits were to continue annually what would be the evidence, we and others would see to know they were successful?*
- > *How do we build greater awareness, engagement and synergy between those who study leadership development, those who practice leadership development and those who do actual leadership?*

Delegates then worked in small groups to generate and vote on priorities for action. The top five priorities emerging as:

1. Establish a digital collaboration hub to question, share research, co-create activities and critique ideas.
2. Develop a foundational evaluation framework and enable sector-wide data sharing, building towards shared principles and evidence by 2027.
3. Secure funding to support connection, resource sharing and ecosystem mapping, alongside a clear societal value proposition for leadership development.
4. Establish a pilot collaboration between academics and practitioners working on a real organisational challenge.
5. Ensure regional, rural and remote Australia has a stronger voice in leadership conversations, including the development of a regional leadership white paper.

Several priorities point to governance and resourcing needs beyond the capacity of existing Summit organisers, raising an open question about how such efforts will be coordinated and sustained. These priorities have been distilled into four key actions to strengthen collaboration between research and practice.



## Key actions to strengthen collaboration between research and practice

### 1 GOVERNANCE AND CAPACITY

The informal alliance supporting the Leadership Development Summits has been effective in convening events but is unlikely to sustain the priorities identified in this paper. Collaboration currently relies on volunteer effort, informal coordination and a LinkedIn group for information sharing. Advancing shared infrastructure, research initiatives and collaboration will require more formal governance and resourcing.

Comparable fields have developed institutional structures to bridge research and practice. The Ecological Society of Australia, for example, convenes researchers and practitioners through an active membership, annual conference and peer-reviewed journals. A similar governing group or coordinating body for leadership development could provide continuity between Summits, support cross-organisational collaboration and mobilise the resources needed to advance this work.

### 2 FOSTERING COLLABORATION

The most resounding feedback across all groups was gratitude for the sense of connection and belonging in the community the summit gathered. Many delegates expressed appreciation for the opportunity to engage with people working across different sectors and organisations.

These relationships were seen as one of the most valuable outcomes of the Summit and underpin several of the priorities identified in the final session. Not all activities require a central coordinating function. Some activities are already coalescing organically through collaborations between individuals and organisations established over the past two Summits. Continuing to create opportunities for networking, knowledge exchange and collaborative exploration will therefore remain an important pillar of future work.

### 3 FUTURE SUMMITS AND FOCUSED EVENTS

Convening an entire system in one room has inherent limitations, where the breadth of participation can come at the cost of depth on specific topics. One response would be more frequent, focused events drilling into priority areas such as measurement and evaluation, with the broader Summit serving as a space for synthesis and sense-making across the system. Where context matters, convening in a range of settings remains important for surfacing diverse perspectives.

### 4 COMMISSIONING RESEARCH AND THOUGHT LEADERSHIP

The Summit highlighted several opportunities to strengthen the evidence base for leadership development in Australia:

1. Developing a foundational evaluation framework applicable across the system.
2. Mapping the ecosystem as a foundation for future collaborative work.
3. A dedicated paper on leadership development in regional, rural and remote Australia.
4. Exploring the distinctions and crossover between leadership development and cultural capability development.

Delegates noted that such research would benefit from collaboration between research and practice communities, in pursuit of knowledge that is rigorous, accessible and contextually relevant.

## Where to from here?

The 2025 Summit may not have resolved all the tensions in the leadership development landscape, but it did surface many of them and brought the ecosystem into greater connection and clarity.

In doing so, it revealed a field that is both fragmented and interconnected — shaped by diverse actors, colliding worldviews, and rapidly changing social, technological and cultural dynamics. Viewing leadership development as a system offers a more useful lens than attempting to treat it as an industry or discipline. The Summit demonstrated that there is both appetite and opportunity to strengthen collaboration between research, practice and the wider ecosystem in which leadership is enacted.

While the priorities and actions outlined above require coordination and shared infrastructure, progress in complex systems rarely begins with formal structures alone. It is often catalysed through the cumulative actions of individuals who choose to contribute differently within their sphere of influence. Leadership development in Australia will advance not only through summits and governance arrangements, but through what individuals across the ecosystem are willing to try, share and hold over time.

If you are interested in contributing to the collaborative efforts emerging from this work, you can reach out to:

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You can also contribute to conversations and initiatives by joining the Leadership Exchange Australasia on LinkedIn: <https://www.linkedin.com/groups/14432231/>

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