

AN INTEGRATED LEADERSHIP DEVELOPMENT MODEL: INTEGRATING ZAT, LOA, AND VFC FOR MULTILEVEL IMPACT

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Abstract:

This paper introduces an integrated leadership development model that integrates three frameworks—ZAT (psycho-developmental diagnostics), LOA (relational and strategic organizing), and VFC/VCBOM (competency-based organizational scaling). Each model emphasizes a different developmental role: ZAT emphasizes identity and emotional development; LOA (Community Organizing) describes relational power and public narrative; and VFC/VCBOM integrates leadership behaviours in institutional systems through KSAH-based competencies. Leveraging a conceptual synthesis approach, the study develops an integrated, modular framework for youth development, civic movements, and organizational reform. A case scenario illustrates the model in a youth-led education campaign, evidencing how it can help leaders to follow a pathway from personal formation to systemic transformation. Practical/theoretical implications The model provides strategic implications for developing world-class leaders in uncertain and high-context environments such as the Global South. It offers a replicable and scalable mechanism to unite purpose, strategy, and organizational learning—connecting personal development with collective impact and sustained capacity for the long haul.

Keywords: leadership development, competency frameworks, Community Organizing, civic capacity, institutional learning

1. Introduction:

The current leadership environment is one of complexity, with a great deal of volatility, and a dissipation of trust and capacity across the sectors. At a time of generational shifts, organizational agnosticism, and societal alienation, the call for leadership models that are integrating, developmental, and scalable is more pressing than ever (Senge, 1990; Teece, Peteraf, & Leih, 2016). Models of leadership that focus on fixed individual traits or separated and static administrative tasks have failed to prepare leaders to challenge ambiguity, engage communities, or shift institutional cultures.

Projected into the interacting derived leadership development model are three synthesised models – the ZAT Competency Framework, the LOA “Community Organizing” Methodology and the VFC/VCBOM Competence-Based Organization Model. They each bring a different, but in some ways, parallel level of data: ZAT provides a diagnostic base of individual development;

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“Community Organizing” provides ways for them to read and act strategically in relationships; and VFC/VCBOM, institutionalizes leadership within learning and performance systems (Ganz, 2010; AbdelMohiman & Salem, 2025a). Together, they build a developmental ecosystem to tackle leadership challenges in multiple domains including personal, civic, and organizational.

This study seeks to develop a coherent, interoperable model that integrates moral agency, collective mobilization, and structural change, We can call it (ZLVBOM). Drawing on a conceptual synthesis approach (Jabareen, 2009), the article considers points of intersection among the three so-called frameworks, confirms integration by means of a working example and suggests practical and theoretical implications for global leaders development. The consequent model does not suggest a linear sequence, but a stratum structure spanning different contexts in which instruments and competencies transferred between contexts and adapt themselves owing to feedback. By conjoining identity to influence, and learning to legacy, this composite model aims to contribute to a new era of values-grounded, context-sensitive leadership theory and praxis.

2. Methodology:

This study employs a conceptual synthesis methodology to construct an integrated leadership development model that bridges three distinct yet complementary frameworks: the ZAT Competency Framework, the LOA “Community Organizing” Methodology, and the VFC/VCBOM Competence-Based Organization Model. Conceptual synthesis is an appropriate approach when the research objective is to generate theoretical integration across established models rather than to test a single hypothesis (Jabareen, 2009). This approach allows for the consolidation of diverse epistemological contributions—psycho-developmental theory (ZAT), civic organizing and Community Organizing (LOA), and institutional learning systems (VFC)—into a coherent and layered model capable of spanning individual, collective, and systemic levels of leadership.

The integration followed a five-step process. First, core concepts and structural components from each framework were extracted and compared using analytical matrices. Second, thematic overlaps and gaps were identified, particularly across constructs like coaching, behavioral progression, strategic purpose, and systems alignment. Third, the frameworks were aligned into a layered model, positioning ZAT at the personal development layer, LOA at the relational and strategic activation layer, and VFC/VCBOM at the organizational integration layer. Fourth, recursivity was tested by mapping feedback loops and non-linear entry points across contexts (e.g., civic action informing institutional design, or organizational change prompting renewed identity formation). Finally, the synthesized output was validated through application in a case scenario, confirming both the conceptual coherence and practical applicability of the model.

This study is grounded in a constructivist epistemology that treats leadership as socially constructed and context-dependent (Uhl-Bien, 2006). By integrating tools such as the ZAT diagnostic (for identity and emotional development), Community Organizing’s campaign cycle (for collective strategy), and VFC’s KSAH-based competency scaling (for system alignment), the model offers a flexible, culturally responsive architecture applicable across youth development, civic mobilization, and institutional leadership. The resulting framework advances the field by linking moral formation, strategic action, and performance accountability into a unified system of leadership development.

3. Theoretical Foundations of the Three Models:

3.1 ZAT – Psycho-Developmental Foundations of Leadership.

The ZAT Competency Framework is the foundation of the integrated leadership model and concentrates on personal formation--the internal abilities that both precede and sustain public action and institutional leadership. Born of a growing realization that we are facing youth disengagement, identity dissociation, and purposelessness crises, ZAT unites aspects of developmental psychology, emotional intelligence theory, and competency-based education into a means of diagnosing human development processes, particularly in high-context and transitional environments (AbdelMohiman & Salem, 2025b; CASEL, 2020).

ZAT is structured around four intersecting domains—Brain, Heart, Spirit, and Coaching—each of which would correspond to one of the core building blocks of development. The Brain domain includes cognitive development, metacognition, and critical thinking; Heart encompasses emotional regulation, social empathy, and relational awareness; Spirit centers moral reasoning, ethical purpose, and resilience; and Coaching introduces reflective development, goal setting, and self-directed learning (Goleman, 1995; Kolb, 1984). These domains are assessed using a KSAH model—Knowledge, Skills, Attitudes, and Habits—capable of tracking development on four levels: Novice, Beginner, Competent, and Proficient.

The model is based on Bandura's (1997) theory of self-efficacy, with its focus on the belief that people are capable of controlling their destinies through their own actions. It aligns with Kolb's (1984) experiential learning cycle, regarding learning as a circular process of acting, reflecting, theorizing and trying out. Whence, ZAT does not place leadership as role or identity but as a function of internal coherence—acting from a place of emotional, ethical and cognitive centering.

One of ZAT's major innovations is its use of AI-augmented diagnostics to develop tailor-made learning pathways. These pathways feed into personal development plans for youth in civic programs, for participants in professional training, or for team members in collaborative organizing. The model was equally applicable to both those who were about to join collective action structures, (e.g_ LOA groups) or formal institutions (supported by VFC systems), which indicates high transferability across sectors.

Critically, ZAT attends to a leadership blind spot frequently ignored by civic and institutional models—the internal structure of leadership. It acknowledges that burnout, malpractice, and ethical accommodation frequently begin with insufficient self-awareness, poorly managed emotion, or absence of reflective space (Boyatzis, 1982; CASEL, 2020). Through an emphasis on identity development, ZAT sets the psychological and moral stage for sustained relational and structural leadership.

Thus, in the layered architecture of the integrated model, ZAT functions as the personal engine—diagnosing capacity, guiding growth, and aligning individuals to lead not from authority or charisma, but from integrity, reflection, and purpose.

3.2 LOA – Relational Leadership and Civic Organizing:

Marshall Ganz's (2010) concept of leadership as public practice— not only about leading a public, but enabling others to act for shared purpose in the context of uncertainty—provides a useful framework for thinking about the kind of leadership we need in the public interest. Unlike positional authority or status-based leadership, LOA sees leadership as a learnable and relationship-based craft of clarifying strategy and mobilizing collective intelligence. At its heart, it opposes a binary of leaders and followers and offers a model of constituency-based power building instead.

Organizing is a way to turn personal resources — like dedication, time, and relationships — into collective strength, and according to Ganz, it works through five fundamental practices, (1) Public Narrative, (2) Relationship Building, (3) Strategizing, (4) Structuring Leadership, and (5) Action. By using the "Story of Self, Us, and Now" (Ganz, 2008) Public Narrative allows leaders, and teams to accomplish this emotional connection with their values and urgency. The resulting relationship-building transforms transactional contact into mutual commitment, binding the social fabric necessary to act together. Whereas planning presupposes a structure of power, strategizing is sensitive to shifting power relations and calls for improvisation as a response to uncertainties (Ganz, 2010). Structuring means “spokes,” in which leadership is dispersed with interdependent responsibilities — “snowflake structures” which radically introduce self-building as a core function. Collective action, ultimately, is what transforms a wishful sentiment into public visibility, force and change.”

LOA is rooted in what has been called a “power-with” rather than “power-over” approach, based on democratic theorists such as Mary Parker Follett and in relational theory (Uhl-Bien, 2006). This framework enlarges old-fashioned ideas of civic engagement, as it points out that power is not zero-sum, but can be constructed — and that moral leadership consists in offering a vision that is married to strategy. It takes on the three dimensions of power: Formal decision-making, Agenda-setting, and Normalization -- all the while believing that real organizing changes what is seen as realistic (Lukes, 2005).

Developmentally, LOA corresponds to models of experiential learning and of growth mindset. Leadership potential is developed through practice, failure, reflection, and iteration (Kolb, 1984; Dweck, 2006). Furthermore, it dismisses the “hero leader” stance and develops capacity in other people, reminiscent of Alinsky’s (1971) conviction that the organizer’s role is not to lead the people but to assist them in leading themselves.

But LOA also grapples with real sustainability dilemmas — leadership transition, succession planning, fund dependence, systemic exhaustion. These are consistent with Sitkin’s (1996) “learning through failure” perspective, where organisations are encouraged instead to adopt a culture of strategic experimentation and resiliency, rather than perfectionism. This is where VFC/VCBOM integration becomes crucial: JUST AS LOA structures capacity and practice, VFC provides the behavioral network and institutional sustainability mechanisms that enable gains to persist.

Second, LOA’s logic of campaign-center can be extended to settings of organizational change, not just social movements. As per Gersick (1994) and the Campaign Approach to Change model, when collective action is strategically buzzed as mission and values-driven, it can break seemingly ossified inertia’s even in the most heavily bureaucratic settings. When LOA practices are enacted within institutions as tools for nurturing culture change, enabling distributed decision making, and strategizing about what is moral, this is how they work.

LOA spells out the relationist backbone-where ZAT beliefs are put into a realm of potential interplay-outside, and paves the way for VFC’s final format function. It transcends individual morality into collective influence; it roots leadership within, for and through the people.

3.3 VFC/VCBOM – Structuring Competence for Institutional Leadership:

The Visionary–Functional–Cognitive (VFC) Competence Framework is the structural and behavioral depiction through which both self-development but also collective activity is turned into institutional leadership and its sustainability. Expanding on the idea that leadership is not limited to a trait of role, but rather a quantifiable, developable behavior, VFC reimagines

competency as a multidimensional learning structure that is relevant to effectively navigate the various systems within the organisation. The model is implemented in the VFC Competency Based Organisation Model (VCBOM) combining leadership development to performance alignment, organisation culture and strategic agility (AbdelMohiman & Salem, 2025a).

VFC Organizes competences in three developmental categories: Functional Expertise, Cognitive Psychology and Visionary Management. Behaviorally defined domains are contained within each dimension: for instance, execution and analysis in Functional Expertise, self-control and politics inside Cognitive Psychology, strategy and orchestration within Visionary Management. These are evaluated and developed in the KSAH sequence (Knowledge, Skills, Attitudes, Habits) that progressively organizes development from acquisition to application and integrates learning with action and allows integration of personal capability with institutional requirements (Boyatzis, 2008).

What makes VFC/VCBOM unique is that it focuses long-term practice and not mere skill acquisition. Incorporating Kolb's (1984) experiential learning theory and Duhigg's (2012) theory on habit formation, the model is designed to bridge the gap between learning and actual workplace practice. At the individual level, progression in KSAH affords comparison across in a timeline of competency development; at the team level, it creates a common language for reflection, peer coaching, and joint work; at the institutional level, it facilitates succession planning, leadership pipelines, and culture formation (Goleman, 1995; Bandura, 1997; Dweck, 2006).

To facilitate systemic change, the VCBOM model aligns these competencies to seven Organizational Impact Zones: strategy, structure, operations, culture, learning and development, leadership, and resilience/innovation. These zones delineate where leadership behavior need to become reflective in order to continue development of the institution, and be adaptable (AbdelMohiman & Salem, 2025a).nce, a visionary, cognitively flexible leader will likely perform well in strategic or innovation outposts, while a highly-skilled interpersonal and ethical leader can likely make a stronger impact in culture and development territories.

VCBOM also incorporates institutional scaffolding mechanisms for stable leadership development, rather than fragmented or episodic leadership formation. These can range from coaching platforms, through career development views, through role definition based on capability/mastery (with competency and learning as the definitive mastery levels). In so doing, VFC shifts leadership from a stand-alone training program to an embedded learning system (Senge, 1990; Teece, Peteraf, & Leih, 2016).

The malleability of the model is salient in its application in massive institutional change projects. For example, at the Libyan National Oil Corporation, the Use VFC model was applied to realign leadership roles and responsibilities, monitor development process, and over time, transit organizational culture from power oriented to developmental leadership logic. Not through tenure or having the official score, but VCBOM enables you lead by behavioural maturity and goal orientation its about really aligning your leadership (AbdelMohiman & Salem, 2025a).

In the encompassing ZAT–LOA–VFC framework, VCBOM has a key role to play: It absorbs and preserves the relational power generated through relationship building (LOA), and crystallizes the internal clarity developed through personal diagnostics (ZAT). By providing continuity systems, institutional memory, and structural flexibility—mechanisms so that the

moral clarity and emotional resilience and strategic clarity that developed earlier is passed on through successions and learning and performance.

Indeed, the VFC/VCBOM model not just enables organizations to manage complexity, but turns them into developmental ecosystems where leadership is shaped, embedded, and scaled as new.

4. Common Philosophical and Strategic Threads across ZAT, LOA, and VFC:

The ZAT Framework, LOA Method and VFC/VCBOM Competence Model (though rooted in separate disciplinary in stitutional, and historical contexts) share certain fundamental propositions about human development, leadership development, and systemic change. Every model conceptualizes leadership as an embodied practice – that is something that starts from individual bodies and reaches out and has an impact in and on communities, in organizations and in more macro-systems in societies. This section frames the three frameworks into five philosophical and strategic strands.

4.1 Leadership as a Learnable, Developmental Practice:

All three models challenge the idea of leadership as an inborn ability or fixed position. Instead, they assume a developmental perspective on leadership as a skill-based and learnable ability. In ZAT, development is scaffolded by diagnostic learning across four intersecting arenas of... cognition (brain), emotion (heart), ethics (spirit) and reflective coaching. LOA, as such, locates a theory of leadership in practice, specifically, through organized practices of relationship, public narrative, strategic action, and forming campaigns ([Ganz, 2010](#)). At the institutional level, VFC generalizes these philosophical principles into systems, organizing leadership in terms of observable behavior levels and moving through the KSAH-framework (Knowledge, Skills, Attitudes, Habits) into prespecified levels of expertise ([AbdelMohiman & Salem, 2025a](#)).

This overlap supports the proposition that leadership is not a trait we have, but a set of behaviours that we do and learn through practice, feedback and experience ([Kolb, 1984](#); [Knowles, et al., 2011](#)).

4.2 Agency and Power as Shared and Distributed:

Both counter the hierarchical and compulsion views of power, and instead understand that leadership is a practice of others being let into agency. LOA's emphasis on structuring is linked to an Alinskyan ([1971](#)) "power with" (rather than "power over") tradition (see also [Ganz, 2009](#)), illuminating what it takes to build leadership from the ground up. ZAT reflects this approach by focusing on self-efficacy and moral resilience, especially for at-risk and in-transition young people. In VFC/VCBOM, that ethos is expressed as institutional architecture: competencies such as Distributed Team Cultivation and Collaborative Influence are meant to engender a sense of collective ownership, not just individual results.

This constellation is in line with current leadership theories highlighting distributed leadership and relational agency as imperative for resilience and steady growth ([Uhl-Bien, 2006](#); [Gronn, 2002](#)).

4.3 Vision, Purpose, and Moral Clarity as Anchors of Leadership

Another common theme is the power of vision and moral clarity in effective leadership. LOA does this with great intention through public narrative—SoS, SoU, and SoN—to connect individual identity to collective work. Though initially based in spiritual/moral directions, ZAT constructs youth development in terms of purpose finding, ethical experience, and identity alignment. VFC enhances such effects through competences such Strategic Orientation that demand that leaders make sense of uncertainty based on value driven fore-futures ([Senge, 1990](#); [Teece, 2007](#)).

Together, these frameworks challenge us to view leadership not just as functional capability but as purposeful influence, capable of maintaining ethical coherence in turbulent environments.

4.4 Coaching and Reflection as Mechanisms of Change

Coaching and reflective learning are also accelerant influences in the model. running head: the knowledge wielding theory more universally experienced and utilized by all three models. In ZAT, the coaching factor allows the users to personalize growth paths and iterate over goal-fitted behaviour. LOA bakes coaching into the work of every practice, and the organizer serves as both strategist and coach (Ganz, 2008). In VFC/VCBOM, coaching is situated within the developmental leadership systems where there is congruency between feedback and behaviorally anchored rubrics and strategic priorities (AbdelMohiman & Salem, 2025a).

This congruence is consistent with the extant literature on coaching in adult learning and performance science which suggests that coaching is a foundational process for identity development, competence development, and team resiliency (Goleman, 1995; Boyatzis, 1982).

4.5 Systemic Alignment and Scalability:

And finally, all three offer a rationale for scaling the leadership beyond one person. LOA scales through campaigns and leadership teams (e.g. snowflake model). The scalability of ZAT is integrated in its AI tool-based diagnosis, as well as modular design, so that it can be used for large-scale youth programs with local relevance. VFC/VCBOM operationalizes scale by creating impact zones, performance ecosystems and Capability Progression Models built into HR systems.

It is this thread that places each model as a centering point on the continuum of personal and systemic development and change, providing a continuum of leadership from the development of self to the transformation of the public, civic, and institutional self (AbdelMohiman & Salem, 2025a; Ganz, 2010; CASEL, 2020).

To Conclude, Even with disparate origins and applications, the ZAT, LOA, and VFC frameworks represent a common leader theory grounded in growth, agency, moral purpose, and systemic fit. Each contributes complementary lenses — ZAT through internal selfwork, LOA through relational power-building, and VFC through institutional architecture. Taken together, they provide a consistent frame for cross-sectoral leadership development towards complex and diverse futures.

5. The Integrated Model for Contemporary Leadership:

5.1 Model Architecture: A Layered Ecosystem of Leadership Development:

Sustainable leadership in contemporary systems must expand beyond the static framework and separate set of tools. It has to be identity-based, practiced relationally, developed in teams, and institutionalized. The integrated leadership development framework of ZAT-LOA-VFC-VCBOM ensures this happens, designed as a four-layered architecture of leadership development; not as a hierarchy, but as an expanding and interconnected flow of life. For each layer, they perform different developmental functions: building the inside, activating the between, building the team, and structuring the system.

Layer 1: Self – Personal Formation and Integrity (ZAT).

At the foundation is the ZAT Competency Framework, serving as the driver for people to lead from their values-based identity with emotional control and with the ethical clarity. ZAT combines cognitive (Brain), affective-social (Heart), moral-spiritual (Spirit) and reflective (Coaching) aspects. Through masking the KSAH model (Zohar, 1999), ZAT offers a diagnosis and pathway for developing leadership (case) in one model (Goleman, 1995; Kolb, 1984;

CASEL, 2020). It makes sure that leadership is started not from charisma, not from authority, but from inner coherence and self-consciousness.

Layer 2: Relational Activation and Shared Purpose (LOA).

Around the personal layer is the LOA (Leadership, Organizing, and Action) Methodology, which converts individual purpose into relational power and collective strategy. Informed by civic engagement theory, LOA focuses on five practices: public narrative, relational work, strategizing, structuring leadership, and collective action (Ganz, 2010). It is what gets stuff done by communities in the midst of uncertainty — by creating trust, shared mission, and distributed leadership, all the more so on the frontlines and in rapidly changing settings. If ZAT cultivates internal preparedness, LOA energizes group (gang) agency through relational alignment.

Layer 3: Team and Community Capacity (VFC Competency Clustering)

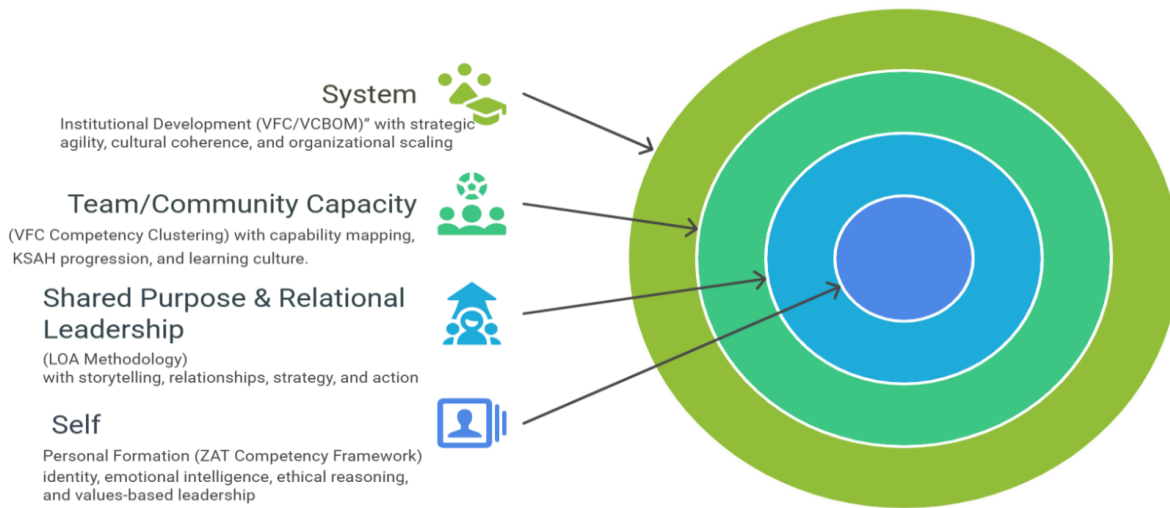
Leadership isn't formed in a vacuum – it's built, shared, and scaled through teams made up of complementary capacities. The VFC Competency Clustering and Progression logic is designed to resolve this layer – that is, to categorize team members on the basis of their developmental profile and role. Over the KSAH progression, teams develop from a novice to a proficient level and held together by mutual learning, coaching, and role alignment (Boyatzis, 2008; Dweck, 2006). This layer enables the relational momentum from LOA to solidify into stable leadership cells ripe for institutionalization.

Layer 4: Institutional Structuring and Systemic Learning (VCBOM)

The outermost layer is the VCBOM, which incorporates leadership behaviors with the organizational systems. These are seven strategic areas: strategy, structure, operations, culture, learning, leadership, innovations. VCBOM amplifies leadership development through coaching ecologies, dashboards and behavioral alignment incentives. It guarantees leadership to be a countable, reproducible, and recycling matter, even in face of turnover or system disturbance (AbdelMohiman & Salem, 2025a; Teece, Peteraf, & Leih, 2016). It also closes the loop by feeding updated data back into ZAT diagnostics and LOA practices.

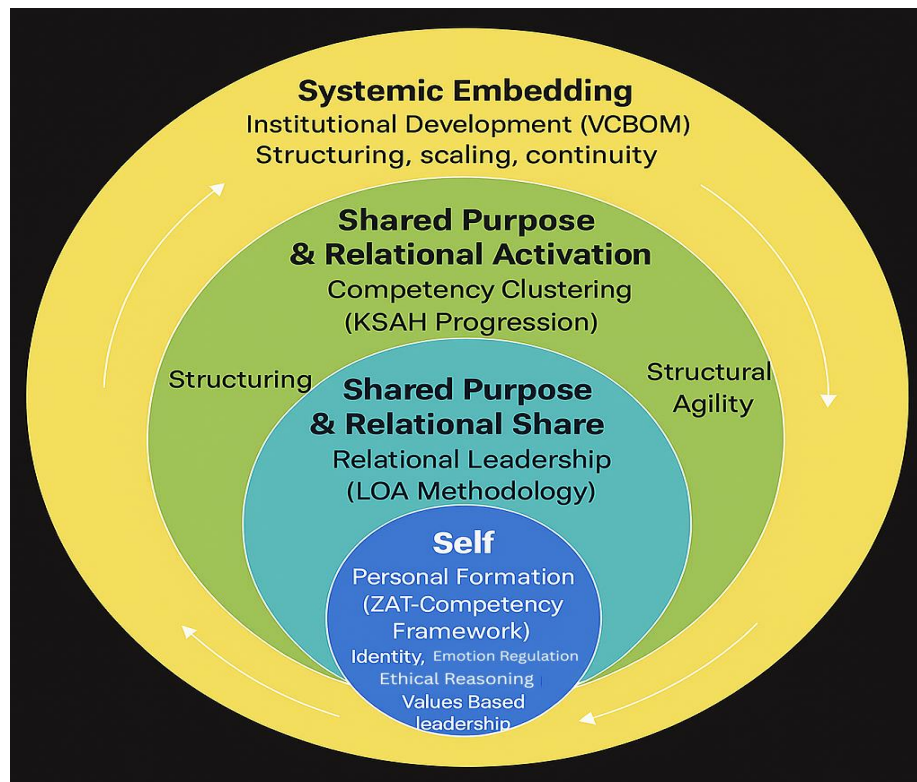
So, to summarize, This is not a linear four-layer model; it is a recursive and inter-networked four layer model. LEADERS Maybe be starting and working from any layers in the context also moving between them. For instance, an organizing effort may initially implement LOA practices, followed by the introduction of ZAT coaching, and then VFC team formation. Similarly a business leader working with VFC Performance Systems might revisit ZAT's identity tools during periods of moral questions or role changes. The developmental underpinning The developmental narrative driving these layers is the same: Knowledge, skills, abilities, and habits (KSAH), coaching logic, and moral clarity.

Taken together, this layered ecology creates leadership that is not just activated, but sustained, regenerated, and scaled across self, community, and system.



5.2 Interoperability and Transferability of Competencies

The integrated ZAT–LOA–VFC/VCBOM leadership model excels in its interoperability and transferability across personal, civic, corporate, and educational contexts. Rather than treating each framework as isolated, it fosters adaptive, developmental growth by combining diagnostic, narrative, and strategic tools to build individual and organizational capacity. ZAT supports team formation through psychological profiling, LOA mobilizes action via narrative and adaptive strategy, and VFC structures skill development and performance assessment. The model enables seamless role transitions and cross-sector application, from civic-tech initiatives to educational reform, ensuring leadership learning is sustained and scalable across systems. Ultimately, it offers a portable, life-spanning approach to leadership that transcends organizational boundaries. Finally, this strategy extends leadership development across the learner’s journey in life and institutional connection—providing not just growth but portable, scalable, and trans-system level competence beyond organizational inhibitors and sectoral silos.



5.3 Regenerative Logic – Leading Through Collapse and Continuity

The contemporary environment of leadership—whether in the civic, institutional or corporate world—is becoming one of rapid change, increasing complexity, and discontinuity. Movements lose their structure, organizations experience turnover, and leadership pipelines break under pressure. In those cases, the problem is not only how do you develop leadership but how you regenerate it when it's interrupted. To companies seeking to transform their leaders (or seeking the next generation of leaders) in a systemic, continuous and holistic manner The ZAT–LOA–VFC/VCBOM model offers an answer to this problem: Integrate regenerativity into the form of leadership itself- into tools, habits and systems that would ensure purpose, culture and performance are continuously renewed.

It's the result of leaders' inability to balance four fundamental dilemmas: Exclusion vs. Inclusion, Continuity vs. Change, Unity vs. Diversity, and Parts vs. Wholes. These tensions—which have been widely recognized in both democratic organizing and systems theory ([Ganz, 2010](#); [Senge, 1990](#))—are the structural and relational forces that debilitate civic campaigns and institutional work. This dilemma is addressed throughout the layers of the unified model. The ZAT ensures for psychological safety and moral centering in inclusive leadership. LOA allows communal re-calibration from re-anchored story and re-engaged team dynamics. VFC/VCBOM enables turnover to be assimilated and leadership to be rebuilt via codified progression mechanisms.

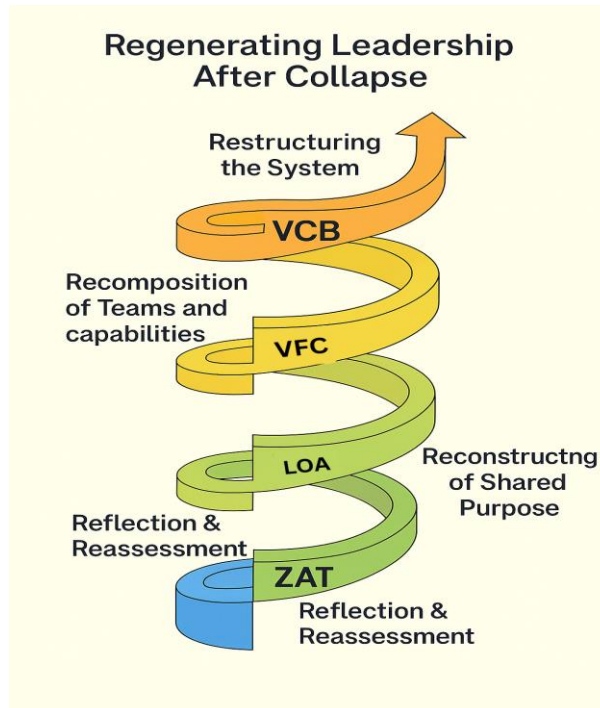
When a campaign or an organization loses steam—whether from outside repression, internal burnout, or the tide of the times—rebirth starts at the personal level. By the regeneration pathway, ZAT diagnostics help individuals and teams re-visit identity, emotional preparedness, and ethical stamina. At the same time, LOA triggers shared purpose on the basis of the “Story of Now,” reclaiming urgency for teams and reconstituting the trust networks ([Ganz, 2008](#)). When

the team reforms, VFC's KSAH-based progression and competency clusters serve as a framework for redistributing team roles, re-activating pipelines, and re-building team cultural coherence (Boyatzis, 2008; Uhl-Bien, 2006).

Finally, the learning systems-based model is consistent with planned succession and continuity. VCBOM is an institutional model and knows leadership through dashboards, coaching repositories, and impact zone documentation, and so on—knowledge remains in place even when key leaders leave (AbdelMohiman & Salem, 2025a). This would address a significant shortcoming in traditions of organizing that otherwise generally do not transfer power or institutional memory outside of charismatic founders or central teams (McAlevy, 2016; Sitkin, 1996).

Regeneration is ideological as well. In times of retreat, leaders frequently resort to crisis management or abandon values. ZAT's moral framework combined with LOA's relational approach and VFC's behavioral monitoring then helps leaders recreate with focus, purpose, and alignment. This fusion opens up space not just for recovery but for transformation — where breakdown becomes a site of breakthrough.

Finally, the integrated ZAT-LOA-VFC/VCBOM model provides not only leadership development but also leadership resilience. It allows that leadership can always be renewed over different generations, organizational lifecycles, and political contexts. How to Grow Power not just for growing power but for sustaining it, in ethical and strategic ways throughout rupture, repair and recommitting.



5.4 Learning Infrastructure and KSAH as Unifying Spine

A unique contribution of the integrated ZAT-LOA-VFC/VCBOM leadership model was its holistic approach to leadership development across personal, relational, and institutional levels. This alignment is facilitated by a common formative construction on the KSAH (i.e. Knowledge, Skills, Attitude and Habit) model. KSAH is not just a rubric, it is a translational logic, interior individual insight transmuting into exterior collective competence and institutional

resilience. However, learning in these three frameworks is manifested differently. ZAT and VFC/VCBOM make KSAH operational through diagnostics and performance management systems, while LOA locates its learning in lived practice, narrative, and organizing form.

5.4.1 ZAT: Personalized Learning through Structured Diagnosis

ZAT applies KSAH directly as both a diagnostic model and a pathway builder. Each individual is assessed across the four dimensions (Brain, Heart, Spirit, Coaching) and mapped against KSAH levels from Novice to Proficient. This creates personalized learning pathways grounded in developmental psychology and emotional intelligence (Kolb, 1984; Goleman, 1995). Coaching is not additive—it is integral. Through AI-augmented diagnostics, ZAT provides a scalable infrastructure for identifying leadership readiness and tracking holistic growth over time (AbdelMohiman & Salem, 2025a).

KSAH is directly employed by ZAT as a diagnostic model and pathway developer. Each person is assessed based on four dimensions (Brain, Heart, Spirit, Coaching), on a scale from Novice to Proficient based on KSAH levels. These results in personalised learning pathways based on developmental psychology and emotional intelligence (Kolb, 1984; Goleman, 1995). Coaching isn't something added on — it is built in. With AI-augmented diagnosis, ZAT's AI scalable infrastructure provides a full path of measuring and tracking leadership readiness and the holistic development over time (AbdelMohiman & Salem, 2025a).

5.4.2 LOA: Experiential Learning through Action and Relationship

The LOA, on the other hand, does not operationalise learning in terms of established outputs. Instead, it cultivates leadership through the experience of organizing under uncertainty. Public narrative, community structuring, strategic planning, and motivational action are mechanisms of reflection and adaptation (Ganz, 2010). Participants “learn by doing,” not through step-by-step standardized benchmarks, but by engaging with the moral and strategic tensions that organizing shows across time.

LOA's leadership development is embedded in:

- **Responsibility rotation and mutual coaching**
- **Storytelling as reflection and feedback**
- **Campaign failure as collective learning**
- **Distributed team structures as leadership multipliers**

These are not elements of a competency model; instead, they compose a developmental culture where development is organic, occurring as a result of challenge, responsibility, and social accountability (McAlevy, 2016; Sitkin, 1996). Without necessarily invoking KSAH, LOA provides a relational and experiential context in which individuals develop through trust, commitment, and conflict.

5.4.3 VFC/VCBOM: Codified Learning through Performance Systems

At an institutional level, VFC/VCBOM effectively KSAH from a complete standpoint. Competencies are organised in Visionary, Functional, and Cognitive domains and guided through KSAH-aligned dashboards, coaching routines, and role progression maps. This consideration also enables to development of such effective learning, succession, and alignment of learning with performance (Boyatzis, 2008; Teece et al., 2016). Here, learning is built into structure, allowing organizations to keep institutional memory and scale culture through roles and routines.

5.4.4 Unified Learning Ecosystem

Together, the three frameworks form a **complementary learning ecosystem**:

- **ZAT** builds the capacity to reflect and grow
- **LOA** builds the conditions for learning through action
- **VFC/VCBOM** builds the systems to sustain, measure, and replicate growth

KSAH operates as the explicit backbone for ZAT and VFC, whereas LOA provides an implicit counterpart—learning by taking responsibility, making common cause, and digging deeper in our relationships. The outcome is a theory of leadership that is both developmental and one that is robust across context and recursive across time.

6. Case Scenario Application: Translating Theory into Practice

The above sections have substantiated the theoretical backgrounds and developmental structure of the integrated ZAT–LOA–VFC/VCBOM leadership model. But, the real test of any model of leadership is whether it works in practice—in a world not of stability but of complexity, uncertainty, and systemic breakdown. Leadership is not bred in laboratories or classrooms; it is molded through pressure, purpose, and practice. A Case: Integrated Model for Leadership Development The following would provide a synthesized illustration with posts above, in terms of the applied case extracted from the grounded model to highlight the integrated model supporting leadership development from personal formation through collective action and institutional embedment.

Set in the politically-charged and socially-divided context, the story is anchored to a youth-led movement to improve public schooling. A growing coalition of young people dissatisfied with what public schools offer a new generation, joins forces to imagine an alternative. Their goal is not merely to critique the system, but they are working to construct a values-aligned reform that can influence public policy and change institutional culture. They work in an environment of generational suspicion, structural inequalities, and bureaucratic hostility — conditions that require not just leadership but layered leadership.

The Process starts with applying ZAT Competency Framework, which allows the team to diagnose individual developmental profiles in four dimensions: emotional, cognitive, ethical, and reflective. Leveraging ZAT’s KSAH logic, they create team roles that fit psycho-developmental, not charismatic or positional, style. This makes sure everyone is empowered to offer what they do best, and be shored up where they are less experienced. Leadership at this point is born of self-knowledge and emotional readiness.

The team then introduced LOA’s organizing training, telling personal and collective stories to develop community credibility and trust. Armed with relationship-building, Strategic mapping, and building snowflake structures, the first action of the campaign is to get youth representation on the local board of education. Peer coaching and feedback loops foster a relational culture of accountability and take action to build capacity. LOA enables the group to transform their personal coherence into public momentum.

As the campaign evolves, it becomes an official organization, *Youth for Educational Justice* (YEJ). In this case, the VFC Competence Framework and the VCBOM model are used to assist with sustaining the structure. Roles are redefined through VFC’s Visionary, Functional, and Cognitive clusters, and internal systems are constructed around coaching, feedback, and performance trajectory. VCBOM’s four impact zones—strategy, culture, leadership, and learning—share the promise of embedding practices that maintain integrity with performance. Learning is in the work, not in the abstract; coaching logs, reflection routines, and role dashboards ensure development is recursive, not episodic.

Despite facing leadership turnover, external pushback, and financial constraints, YEJ survives and grows. ZAT continues to support onboarding and renewal. LOA revives purpose through narrative and organizing. VFC enables role clarity and internal agility. VCBOM ensures memory, succession, and resilience. The integrated model sustains leadership not only in formation but through collapse, recovery, and iteration.

YEJ is able to survive and thrive despite leadership turnover, external resistance, and financial challenges. ZAT still subsidizes the onboarding and renewal costs. LOA resuscitates purpose through storytelling and organization. VFC is a means of achieving role clarity and internal agility. VCBOM presages memory, succession, and resilience. The integrated model sustains Leadership not just in formation but in disintegration, recovery, and reformation.

In this way it could be said that leadership, if grounded in truth, unity and learning is a regenerative power. It states that ZAT makes leaders from the inside out; LOA mobilizes them into public power; and VFC/VCBOM sustains that power into an institutional logic. Collectively, they render leadership not a moment but a movement that can withstand complexity, learn through disruption, and scale with integrity.

7. Strategic Implications for the Global Context:

The integrated leadership model presented in this paper has broad implications for how organizations, civic actors, and educators respond to leadership development in volatile, uncertain, complex, and ambiguous (VUCA) environments. As communities struggle with multi-leveled crises spanning civic alienation and institutional mistrust to generational dislocation and systemic inequality, the call towards articulate leadership forms that are at once agile, value-driven, individually transformative, while also organisationally scalable (Teece, Peteraf, & Leih, 2016; Senge, 1990).

The Integrated ZAT–LOA–VFC/VCBOM model meets this demand directly: it provides a universal leadership architecture built on three strategic planes that are psycho-developmental formation, relational activation, and systemic integration. And it underscores that genuine transformation starts with moral clarity and identity coherence, is powered by collective agency and structured learning, and ultimately scales through institutional systems that can align behavior with purpose (Ganz, 2010; AbdelMohiman & Salem, 2025a). These repercussions include the following:

1. Addressing Youth Disengagement and Identity Crisis.
2. Enabling Civic Movements to Structure and Sustain.
3. Reframing HR and Institutional Development in the Global South.
4. Building a Shared Language Across Generations and Sectors.

Table 1: Global Implication Matrix: Strategic Contributions of ZAT, LOA, and VFC/VCBOM.

Application Domain	ZAT Contribution	LOA Contribution	VFC/VCBOM Contribution
Youth Empowerment	Identity diagnosis, emotional resilience, and purpose alignment	Public narrative for mobilization; relationship building	Tracking youth progression via KSAH and coaching systems
Civic Movements	Team composition based on developmental	Strategic organizing, campaign cycles, shared purpose	Competency-based leadership scaling for emerging movements

	strengths		
Public/Institutional Reform	Ethical clarity and personalized development plans for staff	Storytelling for internal culture change and community engagement	Behavioral rubrics, HR alignment, performance systems
Cross-Sector Leadership	Shared language for coaching and self-assessment	Relational strategy and collective action in hybrid networks	Leadership pipelines and organizational learning ecosystems

This matrix depicted the key principles of the contributions of ZAT, LOA, and VFC/VCBOM in four major domains of global leadership, namely, Youth Empowerment, Civic Movements, Public/Institutional Reform, and cross-sector leadership. Each row illustrates the application of the frameworks alone and synergistically to address developmental needs at various scales and intensities of scale. ZAT combines diagnostic focus and identity formation; LOA engages relational approach and collective agency; VFC/VCBOM embodies leadership within a competency-based structured organizational context. The matrix further bolsters the model's flexibility and cross-context applicability in responding to global leadership issues at present.

8. Conclusion and Future Research Directions:

This paper has presented and validated a layered, modular, and interoperable leadership development model based on the integration of the ZAT Competency Framework, LOA Methodology, and VFC / VCBOM Competence-Based Organization Model. Unlike traditional models that privilege position or technical expertise, or even traditional competencies, this model re-imagines leadership as a developmental process anchored in identity, practice as relational strategy, and institutional context (Ganz, 2010; AbdelMohiman & Salem, 2025a).

The model's innovation lies in its structural flexibility and contextual generalisation. It provides various entry points for people and organizations to access—whether that is through ZAT's identity-based diagnostics or LOA's campaign-based practices of leadership, or the systems' level capacity-building tools of VFC. Collectively, the frameworks provide a full-spectrum model for leadership that includes self-awareness, collective action, and institutional alignment. In addition, the model is of greater relevance the more that global contexts are complex and fragmented and civics is disengaging. It's supportive of a values-based, culturally adaptable and performance-centred approach to human capital development through a combination of developmental, relational and structural levels (Teece et al., 2016; Senge, 1990; Goleman, 1995).

Future Research Directions

To deepen the model's validity and practical utility, several areas warrant further research:

1. **Empirical validation across contexts:** Longitudinal research is necessary to determine how the model operates in the context of youth networks, civic campaigns, institutional reform initiatives, especially in the Global South.
2. **Comparative effectiveness:** A direction for future research is the comparison of this integrated model with established leadership theories (e.g., transformational leadership,

servant leadership) with respect to outcomes such as trust, adaptability and resilience (Bass & Riggio, 2006).

3. **Digital and AI integration:** With AI-based diagnosis already integrated into ZAT, attention on the potential for digital platforms in monitoring of behavior change, personalization of coaching and linking cross-contextual learning.
4. **Cultural adaptation studies:** More research is required to understand how the model's language, tools, and sequencing may be adapted for use in different types of religious, cultural, and institutional settings.

At its best, this model provides both a framework for leadership development as well as re-imagined groundwork for how leadership is developed, shared and sustained in the 21st century.

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