

**THE GLOBAL MIND STRATEGIC LEADERSHIP
DEVELOPMENT FRAMEWORK: A PURPOSE-DRIVEN
AND VALUES-BASED APPROACH TO LEADERSHIP
DEVELOPMENT**

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ABSTRACT

The sustainable development of a nation is tied to the quality of its leadership across various societal levels. Despite considerable investments in human capital development, many leadership roles remain unfilled or are occupied by individuals who are inadequately prepared. This paper proposes the Global Mind Strategic Leadership Framework, an integrated, purpose- and values-driven model inspired by Prophet Muhammad's human development approach. The framework highlights the alignment of individuals' natural potential with appropriate leadership roles, fostering a growth environment and providing ongoing mentorship to enable transformative outcomes. By synthesising classical leadership theories—Trait, Behaviour, and Situational—with contemporary purpose-driven leadership concepts, the model redefines leadership as an organic and purposeful journey grounded in character, capacity, and contribution. This holistic framework aims to nurture Global Mind Strategic Leaders who can effectively navigate complex challenges and contribute meaningfully to sustainable development across diverse cultural and organisational contexts.

Keywords: *Leadership, strategic leadership, Prophet Muhammad, global mind, meaningful ambition.*

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INTRODUCTION

The sustainable development of a nation is fundamentally linked to the quality of its human development, particularly the development and performance of leaders across multiple societal levels, including educational leaders, community leaders, and executives in both public and private institutions (McGrath & Deneulin, 2021). Effective leadership plays a pivotal role in driving social, economic, and institutional progress, shaping policies, and fostering cohesive communities (Northouse, 2018). However, despite significant investments in human capital development through formal education and informal training programs, many leadership positions remain unfilled or are occupied by individuals lacking adequate qualities and competencies (Sarbunan, 2024). This persistent leadership gap emphasizes targeted leadership development initiatives as a decisive factor to achieve sustainable national growth (Tagbo & Jamaica, 2024).

Addressing this gap requires drawing from the breadth of leadership scholarship. Classical leadership theories, Trait (Northouse, 2018), Behavioural (Stogdill, 1974), and Situational (Hersey, 1982), have provided enduring insights into leader characteristics, behaviours, and contextual adaptability. Contemporary paradigms extend this foundation. Approaches such as servant leadership, ethical leadership, and authentic leadership shift the focus from positional authority to relational influence, moral character, and collective capacity-building (Kainde & Mandagi, 2023; Onyalla, 2018). This evolution reflects a growing recognition that effective leadership is not solely a matter of skills or situational awareness but also deeply held values and a commitment to the common good.

In parallel, the twenty-first century, leadership discourse increasingly emphasises the necessity of purpose-driven and values-based approaches to address the complex and interconnected challenges faced by organisations and societies. Purpose-driven leadership aligns individual and organisational ambitions with a broader, meaningful vision, serving as a guiding compass for coherent decision-making, sustained employee engagement, and long-term impact, qualities that are essential in volatile, uncertain, complex, and ambiguous (VUCA) contexts (Ribeiro et al., 2024). Complementing this, values-based leadership embeds ethical principles at the heart of leadership practice, fostering integrity and organisational cultures that promote sustainable development (Kelley et al., 2024). Together, these approaches highlight how uniting strategic vision with moral foundations would meet the demands of a rapidly changing world.

It is within this evolving discourse that the present study draws additional inspiration from the leadership principles of Prophet Muhammad. His approach demonstrates the enduring relevance of purpose-values-oriented leadership in fostering transformative change. It aligns closely with modern global priorities, including the promotion of peaceful, inclusive, and accountable governance, as articulated in the United Nations Sustainable Development Goals (UN SDG 16) (Khodr, 2023). By bridging historical wisdom with contemporary leadership thought, his example underscores the enduring relevance of ethical, purpose-driven, and value-based leadership in shaping just and resilient organisations and societies.

Despite the rich variety of existing leadership models, many remain fragmented, addressing discrete elements, such as traits, behaviours, situational adaptability, or personal purpose, without integrating them into a coherent, longitudinal development process. The Global Mind Strategic Leadership Development Framework proposed in this paper addresses this gap by reconceptualising leadership as an organic, purposeful journey rooted in natural potential and universal values. Combining classical theories with contemporary constructs would offer a holistic and adaptable model for nurturing capable and ethical leaders.

LITERATURE REVIEW

Leadership thinking has evolved significantly, moving beyond classical paradigms that emphasised traits and behaviours toward models that integrate purpose, human potential, and spiritual dimensions. While early theories provided valuable foundations, contemporary contexts marked by uncertainty, complexity, and moral ambiguity demand leadership that is both ethically grounded and contextually adaptive. This section synthesises

scholarship from purpose-driven leadership, traditional leadership theories, and Islamic perspectives, demonstrating the need for an integrated, holistic framework that unites these streams.

Limitations of Traditional Models

Classical leadership theories, namely Trait, Behavioural, and Situational, provide enduring insights into leader attributes, behaviours, and contextual responsiveness (Hersey, 1982; Northouse, 2018; Stogdill, 1974). However, these models often treat leadership development as either innate or mechanistic, failing to address the moral compass, values orientation, and spiritual depth required in contemporary contexts (Qasemi et al., 2018; Ribeiro et al., 2024). As Rafiudeen et al. (2021) note, such approaches risk neglecting the alignment of talent with ethical purpose, leading to underutilisation or misutilisation of human potential. This limitation reinforces the argument that trait and behaviour-based insights must be integrated with moral and spiritual dimensions to meet modern leadership challenges.

The Rise of Purpose-Driven Leadership

Purpose-driven leadership has emerged as a transformative model capable of reshaping organisational behaviour and performance by aligning an organisation's core mission with the personal meaning of its leaders (Ribeiro et al., 2024). In this model, leaders act as catalysts, fostering employee engagement, innovation, and resilience, especially in volatile and uncertain environments. However, despite its promise, the model remains under-theorised, with gaps in conceptual clarity and implementation (Enslin et al., 2023; Ribeiro et al., 2024). The modern leadership frameworks overlook the inner calling and ethical conviction essential for sustainable impact. A recent empirical study stated ethical leadership as beyond isolated moral acts and establishes a sense of belonging and psychological safety, thereby promoting employee creativity and engagement dimensions often overlooked in traditional leadership models (Qasim & Laghari, 2025). These insights suggest that purpose must not only be articulated but deeply internalised, requiring leadership development processes that connect personal values with organisational objectives.

Leadership Through the Lens of Islamic Teachings

Islamic scholarship offers a perspective that naturally extends purpose-driven leadership by embedding it in a moral and spiritual framework (Febriani, 2021). Qasemi et al. (2018) present a Qur'anic model that views leaders as stewards of divinely endowed potential, emphasising justice and spiritual growth as core attributes. Rafiudeen et al. (2020) complement this with an analysis of Prophet Muhammad's leadership, which operationalised these values through a human resource utilisation approach based on passion, talent, competencies, integrity, and contextual sensitivity. These principles parallel modern human capital frameworks but uniquely integrate ethical clarity and communal wellbeing as central aims. Linking these insights back to the gaps in both purpose-driven and classical models shows how spiritual intelligence and contextual fit can elevate leadership from functional competence to transformative influence.

The Case for a Holistic Framework

Synthesising these streams reveals a common imperative: leadership must be multi-dimensional, aligning traits and behaviours with purpose, ethics, and spiritual grounding. A holistic framework could therefore combine:

- a. Purpose-Driven Leadership (Ribeiro et al., 2024): Aligning personal ambition with organisational vision.
- b. Qur'anic Talent Principles (Qasemi et al., 2018): Integrating ethical and spiritual growth into leadership development.
- c. Prophetic Human Resource Utilisation (Rafiudeen et al., 2020): Ensuring contextual fit and integrity in talent deployment.
- d. Classical Leadership Theories: Providing foundational insights into traits, behaviours, and situational adaptability.

The reviewed literature reveals the limitations of isolating leadership to traditional or purely performance-based frameworks. Instead, it calls for a values-based, spiritually enriched, and contextually grounded leadership model. Such a model enhances organisational outcomes and cultivates personal integrity, collective wellbeing, and purposeful ambition. A holistic leadership development framework that draws from both contemporary

scholarship and prophetic practice holds transformative potential for leaders navigating the moral and operational complexities of the modern world.

THEORETICAL FRAMEWORK

This study is grounded in an integrated theoretical framework that combines classical leadership theories with a values-driven, developmental perspective inspired by the human development model of Prophet Muhammad. The framework aims to build a holistic understanding of leadership by recognising inherent qualities and the transformative processes involved in becoming a leader. To this end, the framework incorporates insights from traditional leadership theories and spiritual and personality-based dimensions of leadership development.

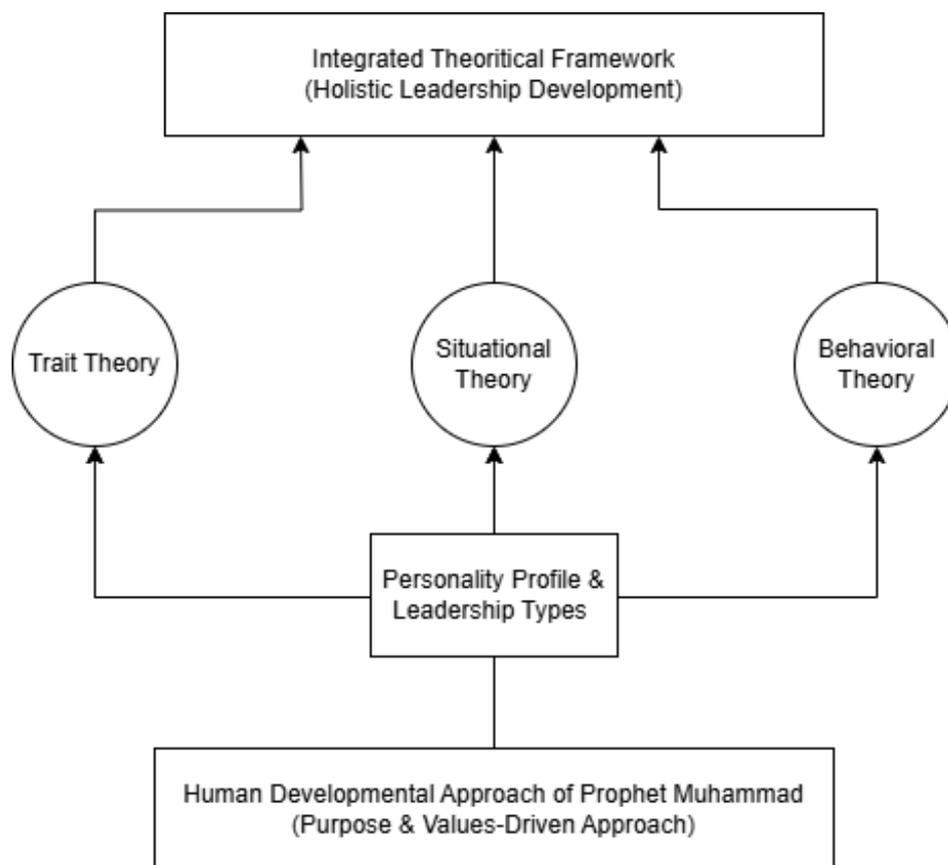


Figure 1. *Theoretical Framework*

Firstly, the Trait Theory of Leadership underpins the view that specific individuals possess inherent characteristics predisposing them to effective leadership. Traits such as confidence, intelligence, integrity, and sociability are considered foundational attributes for leadership (Northouse, 2018). This resonates with the Prophet's approach of identifying specific leadership traits in individuals, such as Muawiyah ibn Abi Sufyan and Zayd ibn Thabit, before assigning them to key roles.

Secondly, the Behaviour Theory posits that leadership is not necessarily innate but can be learned through observable and teachable behaviours (Stogdill, 1974). This theory supports the developmental aspect of the Prophetic model, where companions were nurtured, mentored, and progressively given responsibility, highlighting the role of lived experience and moral guidance in shaping effective leaders.

Thirdly, the Situational Theory of Leadership emphasises adaptability and responsiveness to varying contexts. Leaders must assess their followers' needs, readiness, and characteristics to determine the most suitable

leadership style (Hersey, 1982). Prophet Muhammad's leadership decisions, i.e., assigning roles based on personality, context, and mission requirements, demonstrate a practical application of this theory, where leadership was not rigid but responsive and strategic.

Additionally, this study also integrates a comparative analysis between the DISC personality profile and established leadership types to enhance the theoretical robustness. This analysis substantiates the alignment between modern psychological models and traditional leadership practices, showing that effective people development involves understanding personality dynamics and leveraging them in leadership development. The DISC framework, in this context, serves as a contemporary lens through which to interpret the Prophetic approach of individualised mentorship and role assignment based on their leadership skill set (talent).

The Global Mind Strategic Leadership Development Framework is developed through a systematic synthesis of classical leadership theories, Islamic leadership principles, and contemporary personality models. A comprehensive literature review identified core constructs across Trait, Behavioural, and Situational theories (Hersey, 1982; Northouse, 2018; Stogdill, 1974), alongside scholarly works on the Prophetic leadership model (Rafiudeen et al., 2020) and personality frameworks such as DISC. These sources were examined to identify points of convergence and complementarity.

An iterative analytical process is employed, mapping insights from each theory onto stages of leadership development, emphasising innate qualities, behavioural learning, contextual adaptability, and values-based guidance. This integrative approach is further validated by comparing traditional and contemporary leadership typologies to ensure relevance in modern organisational contexts. The resulting framework offers a holistic model for ethical, context-sensitive, and transformational leadership development.

Collectively, this theoretical framework supports the central thesis that leadership is a blend of innate potential, behavioural development, contextual sensitivity, and value-based guidance. It provides the intellectual foundation for designing leadership development strategies that are not only effective but also ethical and purposeful.

METHODOLOGY

This study utilises a qualitative content analysis methodology to explore Prophet Muhammad's human development approach and its relevance to modern leadership development. Content analysis is a suitable and systematic method for identifying themes, meanings, and developmental patterns in historical and textual sources (Elo & Kyngäs, 2008; Schreier, 2014). Unlike grounded theory, which primarily focuses on inductive theory generation from open-ended data (Charmaz, 2014; Glaser & Strauss, 1967), qualitative content analysis allows for both inductive and deductive examination of texts (Schreier, 2014). This dual approach enables the integration of Hadith-derived concepts with existing leadership theories, such as Trait, Behavioural, and Situational models, facilitating the development of a theory-grounded framework that bridges traditional Islamic teachings and contemporary leadership scholarship. Therefore, qualitative content analysis offers a structured yet flexible methodology suitable for the study's aim to synthesise classical and spiritual dimensions of leadership development.

For this purpose, the research draws upon authentic prophetic traditions (*hadith*) and biographical texts (*sīrah*), including *Sahih al-Bukhari*, *Sahih Muslim*, and *Musnad Ahmad*, and *Al-Sira al-Nabawiyya* by Ibn Kathir (700-774 AH/1313-1387 AD). Sources were selected due to their credibility, scholarly recognition, and depth in describing the Prophet's approach to nurturing individual passion and talents and assigning responsibilities based on character and capacity.

Studies of individuals such as Zayd ibn Thabit, Abdullah ibn Abbas, and Muawiyah ibn Abi Sufyan were purposively selected to highlight the Prophet's human development approach based on individual strengths, vision alignment, and continuous support and mentorship. The analysis focused on how the Prophet observed the

potential of his companions, assigned roles, guided, and appraised companions, laying the foundation for a human development model rooted in potential and value-driven development.

In addition to content analysis, a literature review and comparative analysis were conducted to validate the correlation between the DISC personality profile (Dominance, Influence, Steadiness, and Conscientiousness) and established leadership types. The findings from this component supported the argument that the established leadership types are natural, as Prophet Muhammad, from his companions, nurtured them to become strategic leaders. This correlation provided a theoretical basis for integrating personality-based insights with values-driven leadership development.

By triangulating classical sources with modern psychological frameworks, the research strengthens the academic rigour and applicability of the proposed leadership development framework. The methodology thus allows for historical authenticity and contemporary relevance, contributing to a well-rounded and practically adaptable model for leadership and human development.

ANALYSIS

The Human Development Approach of the Prophet

Prophet Muhammad's leadership approach exemplifies a strategic human development methodology where responsibilities were assigned based on individuals' natural potential, passions, and talents, nurturing them to become successful leaders in their respective fields. Three prominent companions, Zaid bin Thabit, Ibn Abbas, and Muawiya ibn Abi Sufyan, illustrate this approach.

Zaid bin Thabit was a young companion of the Prophet Muhammad who demonstrated a passion and talent for learning and memorising languages, particularly in studying and memorising the Qur'an. Recognising Zaid's abilities, the Prophet appointed him to significant roles aligned with his potential (Sahih Al-Bukhari, Vol 1, Book 89, Hadith 303). Prophet Muhammad appointed him as his secretary and later as the scribe who recorded the Qur'an as it was revealed (At-Tirmidhi, Book 46, Hadith 3794). Prophet Muhammad nurtured his talents by providing the right environment, allowing him to flourish and become an invaluable asset to the early Muslim community. During the rule of Abu Bakr As-Siddiq, Zaid was assigned the responsibility of compiling the Quran, a highly prestigious and responsible assignment (At-Tirmidhi, Book 44, Hadith 3103). He accomplished that project. This example shows the human development approach of the Prophet Muhammad. This study exemplifies how providing the right environment and roles aligned with individual natural potential leads to exceptional contributions (Rafiudeen et al., 2020).

Similarly, Ibn Abbas was another example of someone whose potential was recognised and nurtured by the Prophet to make him a strategic leader in the field of education. Ibn Abbas showed a deep passion for learning and understanding Islam from a young age. The Prophet noticed his enthusiasm for religious knowledge and took him under his wing. When Ibn Abbas was twelve, Prophet Muhammad encouraged him to ask questions about religion. He provided him with deep insights into the teachings of Islam (Musnad Ahmed, Vol. 3, Hadith 3060). When the Prophet discovered his passion and talent, he supplicated for him to grant knowledge of the Qur'an and the religion, which motivated him to discover his life ambition (Sahih Al-Bukhari, Vol. 1, Hadith, 145). The Prophet's nurturing guidance allowed Ibn Abbas to become one of the most outstanding scholars in Islamic history, known for his tafsir (Quranic exegesis) and hadith expertise. His natural curiosity and passion for learning were key to his development. Prophet Muhammad ensured his passion and talents were honed, enabling him to make lasting contributions to Islamic scholarship (Qasemi et al., 2018).

Prophet Muhammad exemplified a profound human development approach in his mentorship of Muawiya ibn Abi Sufyan, recognising his leadership potential despite Muawiya's different background. Upon their meeting during the conquest of Makkah, the Prophet appointed Muawiya as a scribe to record divine revelations, a role that deepened his understanding and alignment with spiritual guidance. During the Prophet's final two years, Muawiya had the unique privilege of living closely under his direct influence. This formative period fostered his personal and professional growth, preparing him for future leadership responsibilities. The Prophet not only

acknowledged Muawiya's capabilities but also articulated a meaningful ambition for him, indicating that he would one day assume rulership (Sahih Al-Bukhari, Book 56, Hadith 2924, 2799). Throughout this journey, the Prophet advised Muawiya to fear Allah and act justly should he ever govern (Sahih Al-Bukhari, Hadith 2924), underscoring the ethical foundation of leadership. Following the Prophet's passing, Caliph Umar ibn al-Khattab, renowned for his fairness, assessed Muawiya's capabilities and appointed him as governor, further affirming the Prophet's foresight (At-Tirmidhi, Book 46, Hadith 3843). Muawiya eventually rose to rulership with the endorsement of key figures, including Ibn Abbas, who regarded him as exceptionally suited for leadership (Musannif, Hadith 20985). This strategic mentorship highlights the Prophet's ability to align leadership roles with individuals' unique talents while responding to the contextual demands of the time (Hersey, 1982; Northouse, 2018).

Collectively, these cases illustrate a leadership development process grounded in recognising innate talents, fostering passion, and providing contextual mentorship: principles echoed in modern leadership literature emphasising values-based and adaptive leadership (Rafiudeen et al., 2021; Ribeiro et al., 2024).

The above study illustrates the Prophet's human development approach. Hence, he assigned responsibilities aligned with each person's natural potential, including passion, talent, and acquired abilities. Through this nurturing and strategic method, he built a remarkable civilisation by unlocking the potential of ordinary people.

Leadership Types and DISC Personality Profile

Leadership effectiveness is influenced by innate traits and natural tendencies, reflected in diverse leadership styles. The DISC personality model offers a robust framework for understanding how these traits shape leadership behaviours (Beedu, 2021).

Tables 1 through 4 map eight established leadership types to the DISC dimensions Dominance (D), Influence (I), Steadiness (S), and Conscientiousness (C), demonstrating a natural correspondence between personality profiles and leadership styles. For example, leaders with a Dominance trait align with Autocratic and Authoritative styles characterised by decisiveness and goal orientation (Bass, 1985; Jaafar et al., 2021; Lewin et al., 1939). Likewise, Steadiness correlates with Democratic and Servant leadership, emphasising patience, support, and listening (Galvano, 2021; Hai & Van, 2021).

This alignment reinforces the view that leadership development benefits from understanding personality dynamics, allowing tailored growth strategies that leverage natural tendencies (Ahmad et al., 2021; Galvano, 2021). By integrating DISC profiles with classical leadership typologies, this study supports a holistic approach to cultivating leadership potential consistent with both psychological theory and the Prophetic model of individualised mentorship (Rafiudeen et al., 2020).

The tables below compare the key characteristics of the DISC personality model (Beedu, 2021) with the key attributes of the relevant leadership types, followed by a comparison analysis (Ahmad et al, 2021; Galvano, 2021).

Table 1: Dominance (Bass, 1985; Dong, 2023; Jaafar et al., 2021; Jaqua, 2021; Lewin et al., 1939)

DISC Criterion: (Dominance)	D Leadership Types	Comparison Analysis
Decisive: Takes charge and makes quick decisions.	Autocratic: Directs and controls the decision-making process.	Both emphasise control and direction, where decisive actions are crucial.

Goal-Oriented: Focuses on results and achieving objectives.	Authoritative: Leads with bold vision and persuasive energy, driving people toward clear outcomes.	Both leadership styles prioritise efficiency and results, making decisions based on outcomes.
Competitive: Strives for success and winning in the face of challenges.	Autocratic & Authoritative: Strong focus on results and task completion, driven by competition.	Both leadership types align with a dominant, competitive focus, ensuring goals are met efficiently and directly.

Table 2: Influence (Galvano, 2021; Hofmann, 2023; Jaafar et al., 2021)

DISC Criterion: I (Influence)	Leadership Types	Comparison Analysis
Social: Enjoys interacting with others and engaging in conversation.	Transactional: Focuses on measurable outcomes through rewards and punishments.	Both value social interaction and play an influential role.
Persuasive: Can influence others through enthusiasm and communication.	Laissez-faire: Delegates authority, trusting team members to act independently.	Laissez-faire leadership provides freedom but can also influence through trust, aligning with the I trait's persuasive nature.
Optimistic: Looks for positive outcomes and encourages others.	Transactional & Laissez-Faire: Both styles encourage freedom and optimism, motivating others enthusiastically.	Both leadership styles thrive on positivity, engaging others with trust, freedom, and emotional appeal.

Table 3: Steadiness (Devi & Subiyantoro, 2021; Galvano, 2021; Hai & Van, 2021; Jaafar et al., 2021)

DISC Criterion: S (Steadiness)	Leadership Types	Comparison Analysis
Supportive: Values cooperation and helping others.	Democratic: Involves others in the decision-making process, creating support.	Both leadership types are highly cooperative, valuing the input and support of the team.
Patient: Shows persistence and tolerance, even under stress.	Servant: Focuses on serving the needs of others, demonstrating patience and empathy.	Both exhibit patience and empathy, making steady, long-term contributions through support and service.
Good Listener: Attentive to others' needs and concerns.	Democratic & Servant: Actively listens to and involves others in decision-making, making them more responsive.	Both leadership types are rooted in listening and valuing the team's input, fostering collaboration and care.

Table 4: Conscientiousness (Cengiz Ucar et al., 2021; Galvano, 2021a; Galvano, 2021b; Jaroliya & Gyanchandani, 2022)

DISC	Criterion:	C	Leadership Types	Comparison Analysis
	(Conscientiousness)			
Analytical:	Focuses on facts, data, and logical analysis.		Bureaucratic: Follows procedures and enforces rules to ensure stability.	Both prefer clarity and understanding, focusing on procedures and systems driven by data.
Detail-Oriented:	Pays attention to accuracy and precision.		Transformational: Inspires growth and innovation, demanding attention to detail in execution.	Both leadership styles value high standards and precision, though transformational leaders focus on long-term growth.
Organised:	Structure, processes, and planning.		Bureaucratic and transformational: Both types require structured, organised approaches grounded in strong ethical and visionary foundations.	Both emphasise systematic organisation, but transformational leadership focuses more on creating visionary change.

FINDINGS AND DISCUSSION

Drawing on the Prophet's (PBUH) leadership practice, this study derives the Global Mind Strategic (GMS) leadership development framework. The Prophet (PBUH) helped his companions discover their natural potential and set ambition for their lives in line with that potential (meaningful ambition), a principle directly addressing the gap in classical theories outlined in Section 2.1. Whereas trait, behavioural, and situational models often treat leadership capacity as static or mechanistic (Hersey, 1982; Northouse, 2018; Stogdill, 1974), the Prophet's approach demonstrates a dynamic and value-centred process of potential identification, skill building, and ethical grounding (Rafiudeen et al., 2021). This approach reinforces the argument by Avolio and Gardner (2005) that authentic leadership requires ongoing self-awareness, moral perspective, and relational transparency.

The Prophet's method also resonates strongly with Section 2.2: Purpose-Driven Leadership, in which leadership is anchored to an inner calling and a shared mission. By providing growth opportunities, nurturing essential competencies, and embedding moral values, he ensured that leadership was not merely a position of authority but a platform for meaningful service (Ribeiro et al., 2024). This directly responds to Kouzes and Posner's (2017) finding that leaders who connect actions to a clear personal and organisational purpose achieve higher engagement and long-term influence.

From an Islamic perspective (Section 2.3), the GMS framework operationalises Qur'anic leadership principles of justice and spiritual growth (Qasemi et al., 2018), while integrating the Prophet's human resource utilisation approach that matched roles to individuals' passions, competencies, and integrity (Rafiudeen et al., 2020). This alignment echoes Beekun and Badawi's (1999) argument that Islamic leadership is inherently holistic, which fuses strategic competence with ethical accountability. In the GMS model, individuals who are in the *Right* role, which is perfectly aligned with natural potential primarily and acquired potential preferably, and who deliver with *Righteous* conduct rooted in values, positive mindset, and ethical conduct, embody the 'Global Mind' ideal.

A 'Global Mind' transcends mere international exposure; it reflects both *what* an individual aspires to do and *how* they choose to do it. This concept is built around two critical dimensions: 1) right (purpose-driven), i.e., the alignment between one's innate potential and their life's ambition, and 2) righteous (value-based), i.e., the leadership conduct guided by values, ethical clarity, and positive intention rather than ego or self-interest. When individuals align their actions with both their natural potential and moral integrity, they become someone or a leader from whom all of humanity can benefit, unbounded by borders, cultures, or any other differences.

When individuals pursue ambitions that resonate with their innate potential, they anchor their purpose in what they were inherently created to do. Contemporary leadership scholarship affirms this link: purpose-driven leadership is rooted in aligning individual aspirations with a broader mission, thereby fostering motivation, innovation, and resilience (Aguileta-Clemente et al., 2023; Enslin et al., 2023). A systematic review confirms that this alignment leads to stronger performance and meaningful impact across organisational levels (Ribeiro et al., 2024).

Moreover, studies on values-based leadership highlight how leaders who articulate values and embody them in action foster trust, cohesion, and long-term organisational resilience and performance (Bavardi, 2025; Purnomo et al., 2024). The role of ethical leadership in fostering innovation, psychological safety, and belonging also underscores how moral conduct propels collective goodwill and creative engagement within organisations (Al-Haraisa, 2024; Iqbal & Parray, 2024; Qasim & Laghari, 2025). These findings validate that leadership grounded both in personal alignment (right) and ethical integrity (righteous) serves as a powerful, globally resonant model.

The framework directly fulfils the integrative vision outlined in Section 2.4: The Case for a Holistic Framework. By blending the foundational insights of classical leadership theories, the motivational depth of purpose and values-driven models, and the ethical-spiritual grounding of Islamic teachings, the GMS framework offers a holistic perspective for cultivating leaders. It treats leadership not as imposed but as *grown*, and not as moulded but as *unfolded*, responding to modern complexity with moral clarity, contextual sensitivity, and transformative influence (Avolio et al., 2009; Hackman & Wageman, 2007).

The framework highlights that leadership development is an organic process that starts with uncovering and cultivating individuals' natural potential. Leadership does not emerge from external validation or position alone, but rather when the right environment, support, and tools are in place. When unlocked and nurtured, an individual's potential can significantly transform themselves, organisations and the wider community. Hence, the steps to develop Global Mind Strategic Leaders are as follows.

Discovering Leadership Potential

Help recognise their innate potential (passion and talent or leadership type), contextual fit, and acquired potential, to identify fields and areas where they excel. Research in talent management emphasises that true potential consists of both inherent qualities and learned skills, and that optimal performance occurs when these are aligned with the right environment (Michaels et al., 2001)

Set Meaningful Ambition

Assist in setting a meaningful ambition based on their natural and acquired potential. Contemporary talent management research emphasises balancing inherent qualities with developed skills to optimise leadership and performance (Collings & Mellahi, 2009).



Figure 2. Global Mind Strategic Leader Development Framework

Knowledge, Skills, and Spiritual (Ethical) Development

Provide the knowledge and skills required in the fields where they naturally perform well, and train them to become spiritually (ethically) sound. Research in talent management emphasises the effectiveness of strengths-based development, which focuses on building competencies in areas where individuals show natural aptitude (Clifton & Harter, 2003; Rath, 2007). Embedding spiritual maturity within leadership programs enhances leadership action by reinforcing inner awareness, moral purpose, and holistic development (Azevedo et al., 2024).

Value-Driven Foundation

Inculcate core values and principles throughout the growth journey to guide the individual's leadership journey. Research indicates that value-based leadership development fosters integrity, trust, and authenticity, which are crucial for sustainable leadership impact and organisational health (Saran et al., 2023).

Cultivating the Growth Opportunities

Create ecosystems similar to a nurturing garden. Provide access to leadership roles, mentorship, and experiential learning. Create a culture that encourages trial, failure, and growth. A quasi-experimental study in higher education demonstrated that leadership competencies can be substantially developed through experiential curricula, peer coaching, and ongoing reflective feedback, even in large group settings, highlighting the role of environment and relational support (Bonesso et al., 2024)

Impact Tracking & Sustainability

Implement tools to effectively track and measure development and encourage self-renewal practice to sustain leadership capability over time, ensuring the alignment of leadership potential with performance outcomes. Experiential learning, which emphasises action, reflection, and context-sensitive learning, is shown to support

deep, embodied leadership growth, moving beyond classroom theory into holistic development (Meyer & Reigstad, 2023).

SIGNIFICANCE OF FINDINGS

The findings of this study offer significant contributions to both leadership theory and practice. By deriving the Global Mind Strategic (GMS) Leadership Development Framework from the leadership of Prophet Muhammad, the study integrates classical and contemporary purpose- and values-driven, based on the Prophet's human development practice into a holistic model. This addresses limitations in traditional frameworks that often overlook inner calling, ethical conviction, and the dynamic development of leadership potential.

For scholarship, the framework provides empirical and conceptual evidence that leadership capacity can be cultivated when aligned with an individual's natural potential and moral integrity, reinforcing calls for leadership paradigms that combine self-awareness, ethical grounding, and contextual sensitivity.

For practitioners, the GMS model offers a practical roadmap for identifying and nurturing leaders who embody *right* (purpose-driven alignment) and *righteous* (value-based conduct). Its adaptable, values-centred approach ensures relevance across diverse cultural and organisational settings.

In policy and societal terms, the framework has the potential to strengthen leadership pipelines in government, education, civil society, and business. The model's global resonance, rooted in timeless moral principles and adaptable to diverse environments, ensures its relevance to address contemporary challenges and shape strategic leaders who can contribute meaningfully to both local communities and humanity.

CONCLUSION

The Global Mind Strategic Leadership Framework represents a paradigm shift in leadership theory and practice, emphasising the development of leaders who align purpose and integrity with their natural potential, primarily their passions and talents. Rooted in Prophet Muhammad's human development approach, it demonstrates how nurturing personal potential through mentorship and supportive environments produces exceptional leadership outcomes. Enriched by classical theories, as Trait, Behavioural, and Situational, this values- and purpose-driven methodology provides a holistic and adaptable model for cultivating effective leadership.

The framework's significance spans scholarship and practice. It offers a culturally grounded yet globally relevant model, positioning leadership as a dynamic, ethically anchored process rather than a fixed set of traits. Practically, it guides organisations in developing leaders who embody *right* (purpose-driven alignment) and *righteous* (value-based conduct). In today's complex global landscape, the GMS framework serves as a blueprint for shaping principled leaders capable of meaningful contributions to organisations, communities, and humanity.

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