

The Interconnectedness of “Value-Skills” and Organizational Citizenship Behaviour: A Theoretical Framework with special reference to IT Industry

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ABSTRACT

Modern IT workplaces demand more than just technical proficiency. "Value skills"—such as ethical decision-making, empathy, and adaptability are increasingly recognized as vital for fostering Organizational Citizenship Behaviour (OCB), which enhances organizational effectiveness. Studies of Indian IT professionals report that constructs associated with “value skills” bear positive relationships with organizational citizenship behavior (OCB). In one study, work values correlated significantly with OCB, while another linked component of psychological capital (hope, optimism, resilience, self-efficacy) with change-oriented OCB. Engagement, seen as both an intellectual and emotional involvement in work, and job embeddedness, defined by an employee’s fit, links, and sacrifices, show consistent positive associations. One study focused on IT professionals found that workplace inclusivity enhanced commitment, organizational identification, and creativity.

Despite infrequent explicit operationalization of the term “value skills,” several researchers have identified some important soft skill sets which help to integrate the individual with the organizational goals more efficiently; such as: empathy Deming, D. J. (2017), interpersonal sensitivity (Podsakoff, P. M., et al., 2000), cooperation and altruism, (Organ, D. W. 1988). proactive communication (Katz, D., & Kahn, R. L., 1978).

This paper proposes the term "value skills" encompassing the soft skills like ethical decision-making, empathy, adaptability etc. This paper also aimed to comprehend their influence on Organizational Citizenship Behaviour (OCB) among IT professionals. Utilizing Social Exchange Theory (SET), Affective Events Theory (AET), Self-Determination Theory (SDT), Social Learning Theory (SDT) and Transformational Leadership Theory it constructs a theoretical model to explain how these value skills influence prosocial organizational behaviours.

INTRODUCTION

The Indian Information Technology industry is characterized by huge employee turnover, rapid technological changes resulting into skill mismatch embracing diversity in terms of gender, ethnicity, religion, geographic location etc. The industry is dynamic in its operation, organizational structure and process. Project based nature, remote working, fast technological adaptation requirement, complex process. Increasing organizational anxiety alienate employees from their organizational associations resulting in creating a mental distance from the organization & team. This further expedite employee turnover, organizational disengagement. This is evidenced by several studies (Saradha and Patrick, 2010; Sharma and Kapil, 2025) that state that engagement and embeddedness are key to talent retention and organizational citizenship behaviour. Demographic factors (gender, generational cohort, company type) are variably analysed, with some significant differences reported

higher engagement in multinational companies and gender differences in organizational citizenship behaviour and engagement.

To respond to the disruptions created by technology and remain sustainable in long run the organizations must focus on creating an adaptable, resilient, risk tolerant and agile workforce. The 21st-century workplace, particularly in IT sectors hence, demands competencies that go beyond technical knowledge. Employees are now expected to exhibit value-based skills that facilitate not only their personal performance but also the collective well-being of their organizations. OCB, which encompasses altruism, conscientiousness, civic virtue, courtesy, and sportsmanship, has been recognized as essential to organizational stability & sustainability.

So, the question is, which values are most important to create a sustainable workplace? can values be learnt as a skill? How the organization can integrate the individual values with the organizational values?

Based on available theories, this paper aims to propose the term “value-skill” which will help to create sustainable workplace. It also aimed to develop a comprehensive theoretical framework linking value skills with OCB, particularly within the culturally rich and economically growing IT sector.

Value skills are intangible yet actionable capabilities that integrate ethical connect, empathy, adaptability, and team orientation. These skills are particularly relevant in the Indian IT sector, where challenges such as high attrition rates, cultural diversity, and rapid technological shifts demand resilience and cooperative behavior. In such contexts, Organizational Citizenship Behaviour (OCB)—defined as discretionary acts that go beyond formal role requirements and contribute to organizational effectiveness—has become critical.

LITERATURE REVIEW

2.1 Value Skills

Value skills are characterised as abstract attributes that facilitate ethical, emotional, and adaptive practice in professional environments (Debolina, Mishra, & Budhwar, September 2022). They are operational and quantifiable skills that allow practitioners to transform abstract human values into work practices like ethical behaviour, adaptability and teamwork (Mercader, Galván-Vela, & Popescu, 2021). In contrast to the fixed traits or technical skills alone, value skills are the key contributors to the sustainable performance of an organization.

Early foundational works emphasized value-driven behaviors in organizational contexts. Katz and Kahn (1978) tinted how role-defying skills such as proactive communication and collaboration enhance organizational functioning. Organ (1988) introduced the concept of Organizational Citizenship Behaviour (OCB) and linked it to cooperation, altruism, and other discretionary behaviors that replicate underlying value orientations. Podsakoff et al. (2000) later reinforced this, identifying interpersonal sensitivity and prosocial skills as strong predictors of OCB.

Ethical decision-making represents a core dimension of value skills. Cropanzano and Prehar (2002) described it as making choices consistent with moral principles, while Brown and Treviño (2006) and Schwepker (2020) demonstrated its impact on building trust, integrity, and fairness in organizational contexts. Ethical reasoning, therefore, forms the basis of reciprocal exchanges that promote OCB.

Another important strand of research centres on empathy (EI). Goleman (1995) offered EI as the skill to recognize, control, and influence the emotions in a constructive manner. The useful overlap between EI and value skills was later highlighted in the work by Anitha and Suganthi (2022), as it allows engaging in prosocial behaviors, including courtesy, empathy, and sportsmanship. In this way, EI functions as a behavioural manifestation of values within professional relationships.

Adaptability has emerged as another defining component of value skills. Li and Yu (2017) defined adaptability as the skill to adjust to changing environments, technologies, and social dynamics. In IT contexts,

adaptability is particularly vital because it reduces resistance to change, supports resilience, and simplifies OCB in the form of civic virtue and flexibility.

Value skills also encompass a *team orientation*, or the disposition to prioritize collective goals, inclusivity, and cooperative problem-solving (Katz & Kahn, 1978; Kundu & Mor, 2017). This competency fosters graciousness and strengthens civic virtue within organizations, thereby reinforcing OCB.

Finally, the *growth mindset* adds a developmental perspective. Dweck (2012) conceptualized it as the belief that skills and abilities can be developed through effort and learning. Employees with growth-oriented attitudes exhibit persistence, innovation, and initiative—behaviors strongly aligned with OCB.

These soft skills have an economic and organizational worth as highlighted by the recent literature. Deming (2017) showed that empathy and interpersonal sensitivity tend to directly improve labor market and effectiveness in any organization. More recently, it has been empirically demonstrated in studies like those by Thakur (2023) and Prasad et al. (2024), also in an IT context, that value-oriented competencies have a positive effect on OCB, validating their contribution to engagement, innovation, and resilience of the organization.

Value skills combine ethical decision making, empathy, adaptability, team orientation and growth mindset into a cohesive system. They are consistent with organizational values, raise work value and generate measurable economic and social results. Being placed in between the human values and the organizational citizenship, value skills provide organizations with a tangible channel through which they can develop sustainable cultures of performance.

RQ1: How can human values be reframed as actionable value skills in the workplace?

2.2 Values as Practicable Competencies: Values such as empathy, integrity, and responsibility can be expressed through observable behaviors. Empathy may be practiced through perspective-taking, role-playing, and active listening exercises (Goleman, 1995; Lovat & Toomey, 2009). Integrity may be enacted via transparent decision-making and accountability mechanisms (Brown & Treviño, 2006). Responsibility, reinforced through participatory leadership opportunities and accountability projects (Schwepker, 2020).

The studies of values education prove that systematic training may enhance ethical reasoning, empathy, and social responsibility (Narvaez, 2006; Lovat and Toomey, 2009). Ethical leadership training, mindfulness courses, and diversity plans have been demonstrated to expand employees in their ability to practice values in their work-related endeavours (Heckman and Kautz, 2012; Kniffin et al., 2021). Such results prove that human and work values could be actively developed as a component of skill development programs.

RQ2: What role do value skills (e.g., ethical decision-making, empathy, adaptability, team orientation, and growth mindset) play in fostering Organizational Citizenship Behaviour (OCB)?

2.3 Human and Work Values as Trainable Skills: It has been traditionally assumed that human values (e.g., integrity, honesty, empathy) and work values (e.g., achievement, responsibility, fairness) are comparatively stable orientations that are determined by culture, nurture, and personal experience (Rokeach, 1973; Schwartz, 1992). But the emergent challenge of allowances to this fixed perspective is that values can be enhanced, exercised, and made a realized skill by training and developmental interventions of course-structured training programs. The human and work values are dynamic and they are trainable rather than fixed traits. These behavioural paths cause values to not only be abstract beliefs, but trainable abilities that is referred to as value skills. It is because of this reframing that value skills can not only be described as a moral guide but also a useful instrument of skill cultivation, which guarantees the growth of an individual as well as the sustainability of an organization.

RQ3: In what ways can training and development interventions transform abstract values

2.4 Value Skills as Tools of Skill Development: By reframing values as value skills, organizations gain a powerful tool for workforce development. Unlike technical competencies, which often lose relevance in

rapidly changing industries, value skills such as adaptability, ethical judgment, and empathy provide enduring advantages. They enhance organizational citizenship behaviors (OCB), foster resilience, and build inclusive cultures that sustain innovation and collaboration (Thakur, 2023; Prasad et al., 2024).

Through targeted training and leadership development, organizations can operationalize values into value skills that align with strategic goals and reinforce OCB.

2.5 Organizational Citizenship Behaviour (OCB)

OCB refers to discretionary behaviors not explicitly recognized by formal reward systems that promote organizational effectiveness. It includes components such as altruism, civic virtue, and conscientiousness (Xu et al., 2022). Organizational citizenship behavior constitutes informal employee behaviors that enhance organizational well-being, exceeding formal job expectations (Linda et al., 2019). Such actions include assisting colleagues, maintaining workplace cleanliness, and proactive problem-solving (Schnake, 1991) (Linda et al., 2019). The behaviors are not prescribed or even rewarded, but are discretionary and play an important role in organizational effectiveness (Wang, 2016) (Sadiq. & Ahmad, 2020). Organizational citizenship behavior is not directly prescribed or treated in rewards, but it is very effective to the organization (ERKILIC & GULLIUCE, 2017). In present-day conditions, OCB takes up paramount importance, especially in terms of the services industries where the human resource approach based on initiative, creativity, and empowerment is paramount (Yaramini et al., 2011). OCB includes actions that benefit the organization's performance, culture, and environment beyond an individual's official job duties (Prasad et al., 2024).

OCB is shown by employees' behavior, which typically exceeds their official duties, leading organizations to become more innovative and productive (Ismail et al., 2021).

OCB, which can also be described as a discretionary form of behaviour that enhances efficient organizational operations, is not directly rewarded by the formal system (Al-Kahtani, 2015) (Dargahi et al., 2012). The activities are philanthropic and help in the general social and psychological atmosphere of the workplace (Graham, 1991) (Ramalakshmi, 2021). OCB has been known to be a crucial factor in organizational stability and success since its discovery in 1970s and includes prosocial behaviors and extra-role behaviors (Putri and Gorda, 2019) (Fernandes et al., 2021) (Podsakoff et al., 1993). OCB can increase cooperation, motivate, and promote a positive culture within an organization (Novianti, 2021).

RQ4: What is the theoretical relationship between value skills and Organizational Citizenship Behaviour?

3.Theoretical Framework:

3.1 Social Exchange Theory (SET)

Social Exchange Theory (SET) provides one of the most enduring frameworks for understanding workplace relationships and prosocial behaviors. In its early years of inception, Blau (1964) theorized about social interactions as a process of exchange whereby people engage in a give and take of behaviors in a bid to optimize rewards and minimize costs. Positive discretionary behaviours like Organizational Citizenship Behaviour In organizational settings, employees feel compelled to reciprocate fairness, trust and alignment of values with positive discretionary behaviours when they feel such behaviours.

Subsequent works reinforced the importance of reciprocity and fairness. Organ (1988), in his seminal work on OCB, positioned SET as a central explanation for why employees go beyond formal role requirements when they perceive supportive organizational climates. Cropanzano and Mitchell (2005) elaborated on this perspective, highlighting the role of mutual trust, obligations, and socio-emotional resources in sustaining citizenship behaviors.

Subsequent empirical research identified particular value-based constructs with SET. Indicatively, Cropanzano and Prehar (2002) proposed that ethical decisions enhance organizational justice perceptions that in turn promote reciprocity using OCB. On the same note, Brown and Treviño (2006) underscored that ethical

leadership, which is based on fairness and integrity, unleashes positive interactions that lead to improved prosocial results.

More recent literature integrates *empathy* (EI) and *adaptability* within the SET framework. Elstad and Christophersen (2011) demonstrated that emotionally intelligent employees are more likely to engage in helping behaviors because they can manage the affective consequences of workplace exchanges. Li and Yu (2017) showed that adaptability fosters positive reciprocity, as employees who adjust effectively to change perceive higher organizational support and thus reciprocate with OCB.

Cropanzano et al. (2017) updated SET applications by stressing the importance of value alignment in contemporary workplaces, noting that psychological resources such as hope, optimism, and resilience act as exchangeable resources in employer–employee relationships. More recent studies (Novianti, 2021; Thakur, 2023) confirm that value-oriented skills — including empathy, inclusivity, and growth mindset — amplify perceptions of organizational support and fairness, reinforcing the cycle of reciprocity that drives OCB. SET has developed a notion of reciprocity which Blau (1964) proposed as its basis into a solid framework of the functioning of value as exchangeable social resource like ethical decision-making, empathy, adaptability, and growth mentality skills. With the building of such skills in the organizations, employees feel that they are treated fairly and supported and as a result, they tend to reciprocate this by engaging in citizenship behaviors that perpetuate organizational effectiveness.

3.2 Affective Events Theory (AET)

Originally, Weiss and Cropanzano (1996) proposed Affective Events Theory (AET), which describes how events in the workplace produce emotional responses, which subsequently cause job satisfaction, attitudes and behaviors. In contrast to rational-choice models, AET emphasizes that emotions play the key role in influencing the way in which employees perceive organizational experiences and react to it by constructive or counterproductive behavior.

AET in its initial use concentrated on the impact of positive and negative affective events on job satisfaction and the performance at work (Weiss and Beal, 2005). As the field of organizational behavior developed, researchers started relating such emotional reactions to the discretionary behaviors like OCB. Indicatively, Organ (1988) pointed out that the prosocial behaviors are frequently due to the emotional attachment of the employees to their organizations, which validates the argument of AET that states that it is the emotional experiences that influence the workplace behaviors beyond the official duties.

The role of value skills within AET became more prominent in the 2000s. Nandedkar (2011) argued that employees with higher empathy (a core value skill) are better equipped to regulate their affective reactions to workplace events, thereby displaying higher levels of OCB, such as courtesy and sportsmanship. Similarly, ethical decision-making enhances employees' sense of fairness and reduces negative affect, fostering constructive emotional climates that promote citizenship behaviors (Brown & Treviño, 2006).

Adaptability has also been framed within AET as a critical skill for managing affective events. Li and Yu (2017) have shown that flexible employees view stressful changes at work as a growth opportunity instead of a threat and, therefore, the affect of these events is more positive, which contributes to increased OCB. Furthermore, the growth mindset (Dweck, 2012) helps employees to interpret the challenges as learning experiences, which softens negative emotions and strengthens proactive and citizenship-behaviours.

More recently, Kniffin et al. (2021) emphasized that the COVID-19 pandemic has demonstrated the significance of emotional resilience, empathy, and adaptability in determining the response of the employees to the severe workplace disruptions. The works by Novianti (2021) and Thakur (2023) also indicate that value-related skills like empathy, integrity, and inclusivity reinforce affective resilience of employees, which in turn enables them to maintain OCB even in unstable IT settings. AET has now become not only a general theory of emotion in the workplace (Weiss and Cropanzano, 1996) but an effective theory to explain the significance of value skills in appraisal and regulations of affective events. Positive affective experiences can

also be encouraged by the organization to facilitate Organizational Citizenship Behaviour (OCB) by providing useful ethical reasoning, empathy, flexibility and growth orientation to its employees. Value skills are thus considered as the mediating variable through which the happenings of the workplace are translated in long term prosocial outcomes.

3.3 Self-Determination Theory (SDT)

Deci and Ryan (1985, 2000) developed Self-Determination Theory, which explains how intrinsic motivation arises when three psychological needs are satisfied: **autonomy, competence, and relatedness**. When organizations design training programs to cultivate **value skills**—such as adaptability, empathy, and ethical decision-making—they directly enhance these needs.

- **Autonomy:** Training in ethical decision-making allows employees to make value-driven choices independently, fostering ownership of actions.
- **Competence:** Developing empathy and adaptability increases confidence in managing complex interpersonal and environmental challenges.
- **Relatedness:** Skills such as empathy and team orientation strengthen social connections, which build trust and group cohesion.

When these needs are satisfied, employees are more intrinsically motivated to go beyond formal job requirements and display OCB (altruism, courtesy, and civic virtue). In this sense, SDT justifies the trainability of values, since learning opportunities enhance motivation that sustains discretionary behaviors.

3.4 Social Learning Theory (SLT)

Social Learning Theory was suggested by Bandura (1977, 1986) and according to the theory, people acquire their behaviors through the observation of role models, imitation, and reinforcement. Within organizational contexts, leaders, peers, and organizational culture act as powerful behavioural models. Observational learning may be used in training programs to convert values into value skills:

1. Ethical conduct and integrity are acquired when the employees see leaders make just and open decisions.
2. The ability to regulate emotions and adaptability is enhanced when managers portray composure and steadfastness in case of crisis.
3. It strengthens collaboration and empathy when the organizations applaud prosocial behavior and group success. The values are made action skills then with the moderate of modelling and reinforcement, the means to such action is furnished by SLT. These skills develop in the employees over time, and they reflect in OCB, including assisting others or making initiative in solving problems.

3.5 Transformational Leadership Theory

Bass (1985) and Bass and Avolio (1993) built upon the work of Burns (1978) on transformational leadership in terms of the role of leaders to inspire followers through the articulation of common values, vision, and meaning. This theory is directly applicable to the value skills development since transformational leaders encourage their followers to go beyond self-interest and strive towards the overall goal.

The modeling of leaders and integrity and ethical behavior is believed to assist employees in acquiring ethical decision making as a value skill (Idealized Influence). They convey vision and sense of meaning, making individual values of the employees congruent with organizational objectives. Leaders cultivate flexibility and problem-solving as values skills by questioning what is acceptable and challenging assumptions and encouraging innovation. It also offers coaching and mentoring supports empathy and empathy development (Individualized Consideration).

Through transformational leadership, values are implanted and reinforced as trainable skills that extend beyond compliance to inspire OCB, such as civic virtue and conscientiousness.

Theoretical Gap

Existing organizational behaviour literature has extensively used theories such as Social Exchange Theory (SET), Affective Events Theory (AET), Self-Determination Theory (SDT), Social Learning Theory (SLT), and Transformational Leadership Theory to explain why and how employees engage in Organizational Citizenship Behaviour (OCB). These frameworks emphasize the role of reciprocity, emotional regulation, intrinsic motivation, role modelling, and leadership in fostering discretionary prosocial behaviors. Prior research has largely examined stable constructs such as empathy, organizational justice, or personality traits as predictors of OCB.

Yet there still remains a major lacuna: the supposition that values and soft competencies are comparatively stable properties and not trainable skills. Although values are dealt with as dispositional, this ignores the fact that they can be evolved in a systematic manner, through training and development interventions. It is an opportunity cost to organizations, especially those that are in the IT sector where flexibility, teamwork and ethical decision making in fast moving environments are essential to performance.

Moreover, existing theories have not been fully integrated to explain the process by which human and work values can be operationalized as “value skills” and then linked to OCB. For instance, SET and AET explain the outcomes of fair treatment and emotional events, but do not address how organizations can proactively train employees in value-driven competencies. Similarly, SDT and SLT highlight motivation and learning processes but have not been applied to demonstrate how values can be reframed as trainable skills that directly enhance OCB.

Therefore, the theoretical gap lies in the lack of a unified framework that connects the trainability of human and work values, their transformation into value skills, and their subsequent role in driving OCB. By bridging this gap, the present paper contributes a novel conceptual framework that positions value-based training as a strategic mechanism to cultivate OCB, with special relevance to the IT industry, where such discretionary behaviors are essential for organizational agility and innovation.

METHODOLOGY

This paper employs a conceptual methodology, focusing on theory-building rather than empirical testing. The framework is constructed through a systematic review and synthesis of literature in organizational behavior, psychology, and management studies.

This paper espouses a conceptual and theory-building methodology rather than an empirical design. The objective is to develop a comprehensive framework linking value skills to ethical decision-making, empathy, adaptability, team orientation, and growth mindset with Organizational Citizenship Behaviour (OCB) in the IT sector.

5.1. Research Design

The study follows a conceptual research design aimed at synthesizing existing knowledge, identifying gaps, and proposing theoretical linkages. This conceptual paper is particularly valuable in advancing scholarly discourse by reframing existing constructs (e.g., human values as value skills) and integrating them into explanatory frameworks.

5.2. Literature Review Strategy

A systematic and integrative literature review was conducted to collect and analyse prior studies related to value skills, OCB, empathy, psychological capital, and workplace adaptability. Sources included peer-reviewed journal articles, books, and conceptual reports published between 1978 and 2025, with particular

emphasis on post-2010 works to ensure contemporary relevance (e.g., Kniffin et al., 2021; Thakur, 2023; Prasad et al., 2024).

5.3. Theoretical Integration

The theoretical perspectives that guided the model development:

1. Social Exchange Theory (SET) (Blau, 1964; Cropanzano & Mitchell, 2005), which explains how perceptions of fairness, trust, and reciprocity underpin OCB.
2. Affective Events Theory (AET) (Weiss & Cropanzano, 1996), which highlights the role of workplace events and emotional regulation in shaping discretionary behaviors.
3. Self-Determination Theory (SDT): Proposes that autonomy, competence, and relatedness drive intrinsic motivation (Deci & Ryan, 2000).
4. Social Learning Theory (SLT): It argues that people learn behaviors through observation, modelling, and reinforcement (Bandura, 1977).
5. Transformational Leadership Theory: Leaders inspire followers by emphasizing shared values, vision, and meaning (Bass & Avolio, 1993).

By combining these theories, the model gains robustness:

Theoretical framework	Combination of theories
SET & AET	reciprocity and emotion regulation.
SDT & SLT	highlight training, motivation, and learning mechanisms that make values transferable into skills.
Transformational Leadership	connects leadership development interventions with embedding values as skills across the organization.

These frameworks were integrated to demonstrate how value skills serve as both antecedents and moderators in the process of generating OCB.

5.4. Model Development

Following Whetten's (1989) recommendations for conceptual theory edifice, the study developed a conceptual framework that identifies that value skills as individual-level capabilities. Trust, reciprocity, engagement, and emotional responses that acts as a mediator which in turn have a positive outcome on Organizational Citizenship Behaviour that results in organizational effectiveness.

5.5. Scope and Delimitations

The framework is situated primarily within the Indian IT sector, though comparative insights are drawn from global and non-IT contexts. The conceptual boundaries are limited to exploring how value skills—rather than broader personality traits or organizational structures that drive OCB.

This methodology emphasizes conceptual synthesis, theoretical integration, and model development rather than empirical testing. By reframing human values as trainable value skills, the paper advances a novel

theoretical contribution while providing a foundation for future empirical validation through surveys, case studies, and structural equation modelling.

5.6 Approach

Critical Literature Review: Prior empirical studies on value skills, work values, empathy, adaptability, and OCB were analysed to identify recurring patterns and theoretical gaps.

Theoretical Integration: SET, AET, SDT, SLT & Transformational Leadership were chosen as the primary frameworks to explain the mechanisms linking value skills and OCB.

Model Development: Antecedents, mediators, and outcomes were synthesized into a conceptual model highlighting causal linkages and contextual moderators.

6. Research Objectives

- To conceptualize human and work values as trainable competencies (“value skills”) that can be systematically developed through organizational training and development initiatives.
- To examine the role of value skills—such as ethical decision-making, empathy, adaptability, team orientation, and growth mindset—in fostering Organizational Citizenship Behaviour (OCB).
- To propose a conceptual framework that highlights the pathways through which training interventions can transform abstract values into actionable skills, ultimately enhancing prosocial organizational outcomes.

7. Conceptual Model

The proposed conceptual framework redefines human values (e.g., empathy, honesty, integrity) and work values (e.g., achievement, fairness, responsibility) not as static orientations but as trainable resources. This approach builds on evidence from values education (Narvaez, 2006; Lovat & Toomey, 2009) and corporate training research (Heckman & Kautz, 2012; Kniffin et al., 2021), which shows that values can be systematically strengthened through structured interventions. By reframing values as trainable competencies, organizations can deliberately cultivate value skills, which act as behavioural drivers of Organizational Citizenship Behaviour (OCB).

7.1 Human and Work Values as the Foundation

Traditionally, human and work values have been conceptualized as relatively stable belief systems guiding workplace behavior (Rokeach, 1973; Schwartz, 1992). However, contemporary research demonstrates that values such as empathy, accountability, and integrity can be taught, reinforced, and practiced through organizational initiatives like ethical leadership training, role-playing simulations, inclusivity workshops, and resilience-building programs. This perspective unlocks the possibility of converting values into observable, actionable skills.

7.2 Value Skills as Drivers of OCB

Once human and work values are reframed as trainable skills, they directly foster OCB through two mechanisms:

Social Exchange Theory (SET): Fairness, reciprocity, and trust are enhanced when employees see organizational asset in value-based training, motivating them to reciprocate through prosocial behaviors (altruism, conscientiousness, civic virtue).

Affective Events Theory (AET): Training in emotional regulation and adaptability equips employees to respond positively to workplace events, thereby increasing OCB in the form of courtesy, sportsmanship, and collaboration.

Self-Determination Theory (SDT): Proposes that autonomy, competence, and relatedness drive intrinsic motivation (Deci & Ryan, 2000). Training value skills (e.g., empathy, adaptability, problem-solving) enhances employees' sense of competence and relatedness, motivating discretionary behaviors like altruism and civic virtue.

Social Learning Theory (SLT): Argues that people learn behaviors through observation, modelling, and reinforcement (Bandura, 1977). Value skills can be trained via role-modeling, mentoring, and leadership influence, making OCB a learned, reinforced behavior within organizational cultures.

Transformational Leadership Theory: Leaders inspire followers by emphasizing shared values, vision, and meaning (Bass & Avolio, 1993). Leadership training that emphasizes values enables employees to internalize value skills, which translate into higher OCB through increased identification with organizational goals.

7.3 Training Pathway: From Values to Skills

This pathway establishes value skills as trainable, measurable, and dynamic competencies, aligning personal orientations with organizational objectives.

Value Skills	Brief Description
Empathy	Practiced through active listening and perspective-taking.
Integrity	Enacted via transparent decision-making and accountability.
Adaptability	Developed through structured exposure to change and reflection.
Responsibility	Strengthened via participatory leadership and ownership projects.
Growth Mindset	Cultivated through coaching, reflective practice, and innovation labs

The operationalization of value skills can be informed by related constructs such as:

Constructs	Brief Description
Work Values	Beliefs about work outcomes (Super, 1970).
Engagement	Intellectual and emotional involvement in work (Saks, 2006).
Job Embeddedness	Perceptions of fit, links, and sacrifices in organizational contexts (Mitchell et al., 2001).
Leadership	The ability to influence and inspire others toward shared goals, often operationalized through transformational and servant leadership behaviors (Bass & Avolio, 1993; Greenleaf, 1977).
Empathy	The capacity to perceive, understand, and respond to the emotional states of others, a core dimension of emotional intelligence and a predictor of prosocial behavior (Goleman, 1995; Davis, 1983).
Value Congruence	The degree of alignment between individual and organizational values,

leading to greater commitment, satisfaction, and OCB (Cable & Edwards, 2004; Kristof-Brown et al., 2005).

By treating human values as skills, organizations create pathways for measurable development and training. This framework thus links psychological and organizational resources with observable behaviors like OCB.

7.4 The Unique Contribution of the Model

This framework uniquely positions human and work values not as fixed dispositions but as trainable, developable skills, creating a direct bridge between values education, HR training practices, and organizational outcomes. By embedding training into the conceptual pathway, the model offers a novel approach where organizations can intentionally design interventions that transform values into competencies, which in turn promote sustained OCB.

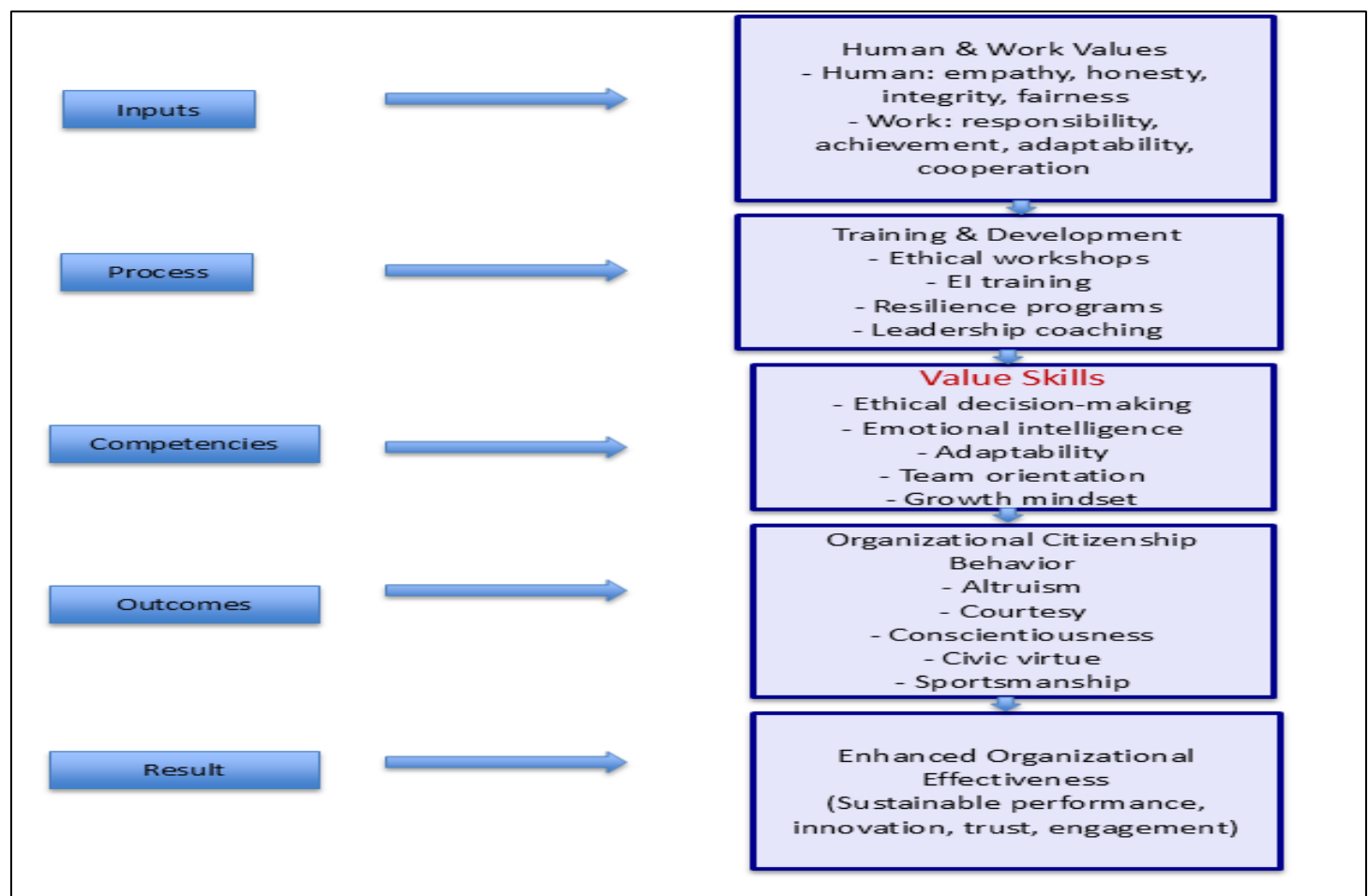


Figure 1 Conceptual Framework Linking Human and Work Values, Value Skills, and Organizational Citizenship Behaviour (OCB).

This model illustrates how human values (e.g., empathy, honesty, integrity) and work values (e.g., responsibility, achievement, fairness) can be cultivated through training and development interventions to become value skills (ethical decision-making, empathy, adaptability, team orientation, and growth mindset). These value skills, in turn, promote Organizational Citizenship Behaviour (OCB), including altruism, courtesy, conscientiousness, civic virtue, and sportsmanship. Social Exchange Theory (SET) explains how perceptions of fairness and reciprocity mediate these relationships, while Affective Events Theory (AET) highlights the role of emotional responses and regulation.

7.5. Human values be referred to as "Value Skill" that can be practiced

Yes, human values can be thought of as a kind of "Value Skill" that can be practiced and developed. While human values often reflect deeper beliefs and attitudes, the skills associated with them—like empathy, honesty, integrity, and responsibility—can certainly be strengthened with practice. Empathy can be practiced through active listening and perspective-taking exercises. Honesty and Integrity can be built by developing self-awareness and practicing transparency in decision-making. Responsibility can be enhanced by setting personal accountability goals.

By treating values as skills, individuals and organizations can approach them as areas for growth, providing structured opportunities for practice and feedback, much like traditional skills training. This framing might also make values feel more actionable and tangible, rather than just abstract ideals.

7.6 Human values can be termed as a Value Skill

Human values can be considered a "Value Skill" because they embody qualities that are not only ideals but also actionable capabilities. Here's why this approach works:

1. **Skill-Based Development:** Values like empathy, integrity, and respect are often seen as personal traits, but they also involve specific behaviors and mindsets that can be practiced. For example, empathy involves skills like active listening, which can be developed over time.
2. **Measurable and Observable:** Unlike abstract beliefs, skills can be broken down into observable actions and measurable behaviors. By identifying the behavioral components of values (e.g., empathy might involve asking thoughtful questions, showing understanding), organizations can set concrete ways to assess and improve these qualities.
3. **Adaptable and Situational:** Similar to other skills, values must adapt to different contexts. The application of honesty, for instance, might look different in casual interactions versus sensitive workplace discussions. This adaptability makes it appropriate to view values as skills that can be strengthened through practice.
4. **Teachable and Practicable:** Like any skill, values can be fostered through training, reflection, and feedback. Individuals can learn how to better embody values by participating in exercises designed to develop these specific behaviors. For example, workshops on conflict resolution can improve how one practices respect and empathy.

By viewing values as "Value Skills," organizations can create structured pathways to help individuals practice and embody these essential qualities in a way that feels actionable and growth-oriented.

8. Implications

8.1 Theoretical Implications

This framework bridges psychological traits with organizational theory, enhancing our understanding of how intangible skills affect observable behaviors in a professional setting.

8.2 Practical Implications

Organizations can incorporate value skill assessments into hiring, training, and performance appraisal systems. HR policies can be tailored to enhance these skills to foster a culture of citizenship behaviors.

Training of Human Values and Value-Based Skills

In education and in corporate training especially, ethical and social challenges are obtaining an increasingly complex attention, as they pertain to the human values and value-based abilities and skills, such as empathic,

integrity, and empathy skills (Rokeach, 1973; Schwartz, 1992; Heckman and Kautz, 2012). It has been found out that the orderly training enhances prosocial behavior, ethical antecedents, and things liked employee motivation and OCB (Organ, 1988; Liden et al., 2008). These competences can be cultivated using in experiential learning and ethical thinking-based programs (Treviño and Nelson, 2004; Goleman et al., 2002).

Table 1: Proposed Sample Training Model

Module No.	Major Factor	Training Outcome
1	Empathy	The learners also show care, recognize fellow learners, and use humility when interacting in a team.
2	Propensity to be Trained / Followership	The subjects are more receptive to instructions, evaluation, and participatory-based studying.
3	Growth Mindset	Respondents employ resilient thinking, become innovative and own up tasks.
4	Team Skill	Improved cooperation, inclusion, and social interactions in the staffing conditions related to diverse teams.

9. Limitations & future directions

Operationalization of value skills is weak; most studies rely on related constructs or do not address the concept directly. The evidence is limited by the predominance of cross-sectional designs and inconsistent measurement approaches. There is no unified approach to defining and measuring value skills. Most components examined show positive relationships with organizational citizenship behavior or related outcomes. Variable effects are only reported for demographic factors.

CONCLUSION

Value skills significantly influence OCB among IT professionals. Through the lens of defined theoretical framework, this paper offers a robust model for understanding and enhancing these behaviors in the specific socio-cultural context. A lesson that can be drawn based on the evidence provided is that engagement-related constructs exhibit consistent positive relationships with organizational citizenship behavior in the case of the information technology professionals working in India. Engagement/embeddedness mediation is a common thing also.

The present paper has conceptualized and examined the interconnectedness of “value skills” and Organizational Citizenship Behaviour (OCB), particularly within the context of IT professionals. By conceptualizing the so-called human values as measurable and action-oriented competencies, this paper highlights the positive role of ethical decision-making, empathy, and flexibility on developing prosocial work behaviours. The framework is based on SET, AET, SDT, and transformational leadership which demonstrates the role of reciprocal exchanges, trust, and emotional reactions as the mediators between the value skills and OCB. This fusion is not only enrichment of the theoretical process but also gives some practical way out through which organizations can develop value-culture.

Evidence from prior studies on work values, psychological capital, engagement, and job embeddedness supports the consistent positive association between these constructs and OCB. While the operationalization of value skills remains limited in the literature, the findings suggest that organizations can treat values as skills—trainable, observable, and adaptable—thus making them a part of structured development initiatives.

Training modules in empathy, adaptability, integrity, and growth mindset can serve as effective interventions to enhance OCB and strengthen employee commitment, engagement, and retention in dynamic IT environments.

In the long run, embedding value skills within organizational processes creates a culture of mutual respect, collaboration, and ethical conduct, thereby improving innovation, resilience, and overall effectiveness. For IT professionals, who frequently operate in high-stress, fast-paced, and diverse contexts, the cultivation of value skills is not merely desirable but essential. Thus, this framework provides both scholars and practitioners with a roadmap for aligning personal values with organizational outcomes through the deliberate practice of value skills.

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