

The Pangolin Skills Theory (TPST): A Conceptual and Philosophical Framework for Individual and Organisational Development

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Abstract—Theories have played a fundamental role in explaining individual behaviour, organisational performance, leadership, and institutional development. However, existing theories have paid comparatively less attention to the integrated role of original values and skills as the foundational determinants of individual and organisational direction towards developmental success. This paper develops the Pangolin Skills Theory (TPST) as a conceptual and philosophical framework inspired by the distinctive characteristics of the pangolin. The theory argues that original values and skills constitute the strongest foundation for effective individual and organisational development, while knowledge and experience acquired through education, training, interaction with others, and long-term service strengthen their effective application. The paper adopts a conceptual and philosophical approach through critical analysis of literature, logical reasoning, and observation of the pangolin's unique characteristics. TPST conceptualises original values as the moral, ethical, and cultural principles that define identity and direction, while skills represent the practical competencies that enable individuals and organisations to achieve purposeful action. Knowledge and experience complement these foundational elements by improving judgement, competence, and decision-making. The theory has broad applications in education, leadership, organisational management, business, public administration, community development, and other developmental contexts. It contributes to theory by providing an integrated framework that explains how original values, skills, knowledge, and experience interact to guide sustainable development at both individual and organisational levels.

Index Terms—Pangolin Skills Theory, Original Values, Skills, Knowledge, Experience, Individual Development, Organisational Development, Developmental Success

I. Introduction

Sustainable individual and organisational development have become one of the principal priorities of contemporary societies and remains central to education, leadership, business, public administration, healthcare, religious institutions, and community development. International organisations and scholars have consistently emphasised that sustainable development depends not only on economic growth but also on ethical leadership, human development, institutional effectiveness, innovation, and responsible resource utilisation (United Nations, 2015; UNESCO, 2017; Sachs, 2015).

Over the past several decades, substantial progress has been made in explaining development through theories of leadership, organisational culture, human capital, organisational learning, knowledge management, and experiential learning. Human Capital Theory emphasises the importance of education, knowledge, and skills in improving productivity and development (Becker, 1964), while Organisational

Culture Theory highlights the influence of shared values and organisational norms on institutional effectiveness (Schein, 2017). Similarly, Knowledge Management Theory stresses the creation, sharing, and utilisation of knowledge as a strategic organisational resource (Nonaka & Takeuchi, 1995), whereas Systems Theory explains organisations as interconnected systems whose effectiveness depends upon the interaction of multiple components (von Bertalanffy, 1968).

Although these theories have significantly advanced understanding of sustainable development, they generally examine values, skills, knowledge, experience, leadership, and organisational performance from specialised or discipline-specific perspectives. Comparatively limited attention has been devoted to developing an integrated conceptual explanation of how Original Values and Original Skills, strengthened through Knowledge and Experience, generate Purposeful Direction leading to Sustainable Individual and Organisational Development. This conceptual gap provides the basis for the development of the Pangolin Skills Theory (TPST).

The Pangolin Skills Theory is a conceptual and philosophical framework inspired by the distinctive characteristics of the pangolin. The theory contends that Original Values and Original Skills constitute the foundational pillars of sustainable individual and organisational development, while Knowledge and Experience strengthen their effective application through Purposeful Direction, ultimately resulting in sustainable individual and organisational development.

This paper therefore introduces the Pangolin Skills Theory as a conceptual and philosophical framework that contributes to contemporary scholarship by integrating six interrelated concepts into a coherent developmental pathway. It further seeks to stimulate scholarly discussion, empirical investigation, and multidisciplinary application of the theory across diverse organ

1.1.1 Historical Background

The pursuit of individual and organisational development has evolved over many centuries and has remained a central concern of human civilisation. Early societies relied upon moral values, practical skills, indigenous knowledge, and accumulated experience to preserve social order, strengthen communities, and improve livelihoods. These foundations were transmitted across generations through family, community, apprenticeship, and informal education, forming the basis for social continuity and collective development (Durkheim, 1912/1995; Dewey, 1916).

The emergence of formal education, industrialisation, and scientific advancement during the eighteenth and nineteenth centuries transformed the understanding of development by emphasising education, technical competence, innovation, and organisational efficiency. During this period, development increasingly became associated with productivity, professional expertise, and institutional effectiveness (Smith, 1776/1976; Taylor, 1911; Drucker, 1954).

Throughout the twentieth century, scholars expanded the understanding of development beyond economic growth to include human capability, organisational learning, leadership, ethics, and sustainability. Human Capital Theory emphasised education and skills as investments that enhance productivity and long-term development (Becker, 1964), while organisational scholars highlighted the importance of culture, leadership, knowledge creation, and continuous learning in sustaining institutional effectiveness (Schein, 2017; Senge, 2006; Nonaka & Takeuchi, 1995).

In the twenty-first century, rapid technological advancement, globalisation, digital transformation, and increasing organisational complexity have further reshaped the understanding of sustainable development. Contemporary organisations are increasingly expected to demonstrate ethical leadership, innovation, adaptability, accountability, and responsible resource management while responding effectively to dynamic social, economic, and environmental challenges (United Nations, 2015; UNESCO, 2017; Sachs, 2015).

Despite these significant historical developments, contemporary literature continues to discuss values, skills, knowledge, experience, leadership, and organisational development largely as separate or partially connected constructs. This historical evolution therefore reveals the need for a more integrated conceptual explanation of how authentic values and distinctive skills, strengthened through knowledge and experience, generate purposeful direction towards sustainable individual and organisational development. The Pangolin Skills Theory was developed to respond to this conceptual need by integrating these elements within a coherent philosophical and conceptual framework.

1.1.2 Conceptual Background

Conceptual clarification provides the foundation upon which theoretical development is built. According to Jabareen (2009), concepts constitute the basic building blocks of theory because they define the principal ideas through which phenomena are understood and explained. Similarly, Walker and Avant (2019) contend that conceptual clarity strengthens theoretical development by establishing precise meanings and logical relationships among concepts. Accordingly, the Pangolin Skills Theory (TPST) is founded upon six interrelated concepts: Sustainable Individual and Organisational Development, Original Values, Original Skills, Knowledge, Experience, and Purposeful Direction.

The concept of Sustainable Individual and Organisational Development has been widely associated with continuous improvement, institutional effectiveness, responsible leadership, innovation, and long-term organisational performance (Brundtland Commission, 1987; Sachs, 2015). Within TPST, the concept refers to the continuous and balanced advancement of individuals and organisations through authentic values, distinctive skills, continuous learning, purposeful leadership, and responsible action that promote long-term development.

The concepts of Values and Skills have similarly received considerable scholarly attention. Values generally refer to enduring beliefs and guiding principles that influence behaviour, judgement, and decision-making (Rokeach, 1973; Schwartz, 1992), while skills are commonly understood as learned competencies that enable effective performance in particular tasks or professional contexts (Becker, 1964; Boyatzis, 1982). The Pangolin Skills Theory extends these concepts by introducing Original Values and Original Skills as the authentic moral principles and distinctive competencies that uniquely define the identity and developmental capacity of individuals and organisations.

The concepts of Knowledge and Experience have likewise occupied central positions within education, organisational learning, and knowledge management. Knowledge is commonly understood as information, understanding, and competence acquired through education, research, observation, and learning (Nonaka & Takeuchi, 1995), whereas experience refers to practical understanding developed through observation, reflection, interaction, and professional practice (Kolb, 1984). Within TPST, Knowledge and Experience function as strengthening factors that enhance the effective application of Original Values and Original Skills.

The sixth concept, Purposeful Direction, refers to the deliberate and value-driven course of action through which individuals and organisations translate their authentic values, distinctive skills, knowledge, and experience into meaningful developmental outcomes. Within TPST, Purposeful Direction functions as the transformational mechanism linking the foundational pillars of the theory with Sustainable Individual and Organisational Development.

Collectively, these six concepts constitute the conceptual foundation of the Pangolin Skills Theory. Their detailed scholarly analysis and theoretical relationships are presented in the subsequent Literature Review and Theoretical Foundation, where each concept is examined critically before being integrated into the TPST developmental framework.

1.1.3 Contemporary Development Context

The contemporary world is characterised by rapid technological advancement, globalisation, digital transformation, increasing organisational complexity, environmental uncertainty, and continuously changing socio-economic conditions. These developments have created unprecedented opportunities for innovation, collaboration, and institutional growth while simultaneously presenting significant challenges to sustainable individual and organisational development. Consequently, organisations across education, business, healthcare, public administration, religious institutions, and community development are increasingly expected to demonstrate ethical leadership, innovation, accountability, resilience, and long-term sustainability (United Nations, 2015; UNESCO, 2017; World Bank, 2023).

Recent scholarship emphasises that sustainable development extends beyond economic growth to include responsible leadership, human capital development, institutional effectiveness, knowledge creation, innovation, stakeholder engagement, and organisational resilience (Northouse, 2022; OECD, 2023; Senge, 2006). Similarly, educational and organisational institutions are increasingly required to cultivate ethical values, professional competencies, continuous learning, and adaptive leadership capable of responding effectively to rapidly changing global environments.

Despite these developments, many organisations continue to experience declining ethical standards, weak organisational cultures, ineffective leadership, inadequate utilisation of human potential, skills mismatches, and unsustainable institutional performance. These persistent challenges suggest that investments in technology, infrastructure, financial resources, and professional training alone are insufficient to guarantee sustainable development. Rather, there is an increasing need for integrated frameworks that combine ethical foundations, distinctive competencies, continuous learning, practical experience, and purposeful leadership.

Although existing theories provide valuable explanations of leadership, organisational culture, human capital, knowledge management, organisational learning, and systems thinking, they generally emphasise particular dimensions of development independently. Comparatively limited attention has been devoted to explaining how authentic values and distinctive skills, strengthened through knowledge and experience, interact to generate purposeful direction towards sustainable individual and organisational development.

The Pangolin Skills Theory was developed in response to this contemporary need. The theory proposes that Original Values and Original Skills constitute the foundational pillars of sustainable development, while Knowledge and Experience strengthen their effective application through Purposeful Direction. By integrating these six concepts within a single conceptual and philosophical framework, TPST provides a coherent explanation of sustainable individual and organisational development that is relevant to contemporary institutions operating in increasingly dynamic and complex environments.

1.2.1 Sustainable Individual and Organisational Development

Sustainable development has evolved into one of the most influential concepts within contemporary scholarship and policy. The Brundtland Commission (1987) defined sustainable development as development that meets present needs without compromising the ability of future generations to meet their own needs. Since then, the concept has expanded beyond environmental sustainability to encompass economic prosperity, social well-being, institutional effectiveness, ethical governance, and human development (United Nations, 2015; Sachs, 2015).

Within organisational studies, sustainable development is commonly associated with long-term organisational effectiveness, responsible leadership, continuous improvement, innovation, organisational learning, stakeholder engagement, and resilience (Senge, 2006; Northouse, 2022). Educational scholars

similarly argue that sustainable educational development requires quality leadership, effective teaching and learning, ethical values, continuous professional development, institutional accountability, and learner-centred innovation (UNESCO, 2017).

Human Capital Theory explains sustainable development through investment in education, training, and skills (Becker, 1964), while Knowledge Management Theory emphasises knowledge creation, sharing, and utilisation as drivers of organisational competitiveness (Nonaka & Takeuchi, 1995). Likewise, Organisational Culture Theory highlights the importance of shared values and organisational norms in promoting institutional effectiveness (Schein, 2017). Collectively, these perspectives have significantly advanced scholarly understanding of sustainable development.

Despite these contributions, existing literature generally examines values, skills, knowledge, experience, leadership, and organisational effectiveness as distinct or partially related constructs. Comparatively limited attention has been devoted to developing an integrated conceptual explanation of how authentic values and distinctive skills, strengthened through knowledge and experience, collectively generate purposeful direction leading to sustainable individual and organisational development.

The Pangolin Skills Theory addresses this conceptual gap by proposing that ***Original Values and Original Skills constitute the foundational pillars of sustainable individual and organisational development***. The theory further contends that these pillars are strengthened through **Knowledge** and Experience and translated into meaningful developmental outcomes through Purposeful Direction. TPST therefore contributes a coherent conceptual and philosophical framework that integrates ethical, intellectual, practical, and experiential dimensions of sustainable development within a unified developmental pathway.

This understanding provides the conceptual foundation for examining the first foundational pillar of the Pangolin Skills Theory and that is Original Values.

1.2.2 Original Values

Values have been recognised as fundamental determinants of human behaviour, ethical decision-making, leadership, organisational culture, and institutional development across philosophy, psychology, sociology, education, and management. Rokeach (1973) defines values as enduring beliefs that guide behaviour and influence decisions, while Schwartz (1992) conceptualises values as desirable goals that serve as guiding principles in people's lives. Similarly, organisational scholars argue that shared values influence organisational identity, employee behaviour, institutional culture, leadership effectiveness, and long-term organisational performance (Schein, 2017).

Within educational institutions, values promote integrity, responsibility, respect, accountability, cooperation, professionalism, and responsible citizenship. These values influence learners' character formation, teachers' professional conduct, institutional culture, and educational quality. Likewise, in organisational settings,

values provide the ethical foundation for leadership, strategic decision-making, stakeholder relationships, organisational commitment, and sustainable institutional performance (Northouse, 2022).

Although existing literature clearly demonstrates the importance of values in promoting individual and organisational development, values are generally discussed as broad ethical, cultural, organisational, or personal principles. Comparatively limited attention has been devoted to distinguishing those authentic values that uniquely define the identity, purpose, and developmental direction of individuals and organisations.

The Pangolin Skills Theory extends existing scholarship by introducing the concept of Original Values. Within TPST, Original Values refer to the authentic moral, ethical, cultural, spiritual, and professional principles that define the unique identity and developmental purpose of individuals and organisations. These values are regarded as the primary foundation upon which sustainable individual and organisational development is established. They shape organisational identity, guide ethical behaviour, strengthen institutional culture, and provide the moral direction necessary for long-term development.

TPST further maintains that Original Values do not operate independently. Their effective contribution to sustainable development depends upon their integration with Original Skills, and their continuous strengthening through Knowledge and Experience, before being translated into Purposeful Direction. In this respect, Original Values represent not merely desirable ethical standards but the first foundational pillar of the Pangolin Skills Theory.

The recognition of Original Values as authentic and distinctive developmental foundations extends existing conceptualisations of values by explaining their central role within an integrated developmental pathway. This understanding naturally leads to the examination of the second foundational pillar of the theory and that is Original Skills.

1.2.3 Original Skills

Skills have long been recognised as fundamental determinants of individual competence, organisational effectiveness, innovation, productivity, and sustainable development. Across education, management, psychology, economics, and organisational studies, scholars have consistently argued that knowledge and skills enable individuals and organisations to improve performance, solve problems, adapt to changing environments, and achieve strategic objectives. Human Capital Theory, for example, identifies education, training, and skills as critical investments that enhance productivity and long-term development (Becker, 1964). Similarly, Boyatzis (1982) explains that competencies underpin effective professional performance, while Drucker (1999) emphasises the strategic importance of knowledge workers and continuous skills development in modern organisations.

Within educational institutions, skills are acquired through formal education, practical training, observation, mentorship, professional experience, and continuous learning. Such skills include technical, professional, interpersonal, leadership, communication, analytical, and problem-solving competencies that enable individuals to perform effectively in diverse contexts. Likewise, organisations increasingly recognise skills development as a prerequisite for innovation, institutional effectiveness, employee productivity, organisational competitiveness, and sustainable growth (OECD, 2023; World Bank, 2023).

Despite this extensive body of scholarship, existing literature generally conceptualises skills as competencies acquired through education, training, and professional practice. Comparatively limited attention has been devoted to distinguishing those authentic and distinctive skills that uniquely define the identity, capability, and developmental advantage of individuals and organisations. Consequently, the unique contribution of such skills to long-term sustainable development has not been sufficiently conceptualised within an integrated theoretical framework.

The Pangolin Skills Theory addresses this conceptual gap by introducing the concept of Original Skills. Within TPST, Original Skills refer to the distinctive practical competencies that uniquely characterise individuals and organisations and enable them to transform their Original Values into meaningful action, innovation, effective leadership, quality service, and sustainable performance. These skills are regarded not merely as acquired competencies but as authentic developmental strengths that distinguish individuals and organisations from others while supporting purposeful and sustainable development.

TPST further contends that Original Skills cannot realise their full developmental potential in isolation. Rather, they operate in partnership with Original Values and are continuously strengthened through Knowledge and Experience before generating Purposeful Direction. This interaction forms the central developmental pathway of the theory and explains how authentic competencies contribute to Sustainable Individual and Organisational Development.

Accordingly, the Pangolin Skills Theory extends existing scholarship by repositioning skills from being viewed primarily as professional competencies to being understood as authentic and distinctive developmental assets that operate within an integrated philosophical and conceptual framework. This understanding provides the basis for examining the first strengthening factor of the theory and that is knowledge.

1.2.4 Knowledge

Knowledge has long been recognised as a strategic resource for individual learning, organisational effectiveness, innovation, and sustainable development. Across education, philosophy, management, psychology, and organisational studies, scholars have consistently argued that knowledge enables individuals and organisations to understand their environment, make informed decisions, solve complex

problems, and improve performance. Within Knowledge Management Theory, knowledge is regarded as one of the most valuable organisational assets because it facilitates learning, innovation, and competitive advantage (Nonaka & Takeuchi, 1995). Similarly, Drucker (1999) describes knowledge as the primary resource of modern organisations, while Senge (2006) argues that organisational learning is fundamental to institutional growth and long-term sustainability.

Within educational institutions, knowledge is acquired through formal education, professional training, research, observation, critical reflection, and continuous learning. In organisational settings, knowledge supports effective leadership, strategic planning, policy implementation, innovation, organisational learning, and evidence-informed decision-making. Consequently, scholars widely acknowledge that the creation, acquisition, sharing, and application of knowledge are essential for organisational effectiveness and sustainable development (OECD, 2023; UNESCO, 2017).

Despite these significant contributions, existing scholarship primarily conceptualises knowledge as an independent organisational resource or intellectual asset. Comparatively limited attention has been devoted to explaining how knowledge strengthens the authentic values and distinctive skills that define the developmental identity of individuals and organisations. As a result, the strengthening role of knowledge within an integrated developmental framework has received comparatively limited theoretical attention.

The Pangolin Skills Theory addresses this conceptual gap by conceptualising Knowledge as the first strengthening factor of sustainable individual and organisational development. Within TPST, Knowledge refers to the understanding acquired through education, research, training, observation, and continuous learning that strengthens the effective application of Original Values and Original Skills. Rather than replacing these foundational pillars, Knowledge enriches, refines, and expands their capacity to guide responsible action and sustainable development.

According to TPST, Knowledge functions in partnership with Experience. While Knowledge provides theoretical understanding, conceptual awareness, and intellectual competence, Experience provides practical judgement, contextual understanding, and professional wisdom. Together, these strengthening factors enhance the effective application of the foundational pillars before they are translated into Purposeful Direction.

Accordingly, the Pangolin Skills Theory extends existing scholarship by positioning Knowledge not merely as an independent organisational resource but as a strengthening factor that reinforces Original Values and Original Skills within a coherent developmental pathway. This conceptualisation provides the foundation for examining the complementary role of Experience within the Pangolin Skills Theory.

1.2.5 Experience

Experience has long been recognised as a fundamental source of learning, professional competence, sound judgement, and organisational effectiveness. Across education, psychology, leadership, management, and organisational studies, scholars have consistently argued that individuals acquire practical understanding through observation, reflection, participation, experimentation, and continuous engagement with real-life situations. Kolb (1984) explains that learning is a continuous process grounded in experience, while Dewey (1938) argues that meaningful education arises from the interaction between experience and reflective thinking. Similarly, Argyris and Schön (1978) contend that organisational learning is strengthened through experience, reflection, and continuous improvement.

Within educational and organisational settings, experience enables individuals to refine professional judgement, strengthen decision-making, improve problem-solving, adapt to changing environments, and enhance leadership effectiveness. Experience also facilitates the practical application of knowledge by enabling individuals and organisations to interpret situations more accurately, anticipate challenges, and make informed decisions. Consequently, experience is widely recognised as an essential determinant of professional competence, institutional resilience, and sustainable organisational performance (Northouse, 2022; Senge, 2006).

Despite these important contributions, existing scholarship generally conceptualises experience as a source of learning or professional competence without adequately explaining its relationship with authentic values and distinctive skills. Comparatively limited attention has been devoted to understanding how experience strengthens the foundational attributes that define the identity and long-term developmental capacity of individuals and organisations.

The Pangolin Skills Theory addresses this conceptual gap by conceptualising **Experience** as the second strengthening factor of sustainable individual and organisational development. Within TPST, Experience refers to the practical understanding, professional wisdom, and contextual insight acquired through continuous practice, observation, reflection, interaction, and service. Experience strengthens the effective application of Original Values and Original Skills by refining judgement, improving adaptability, enhancing decision-making, and increasing the capacity to respond effectively to complex and changing situations.

According to TPST, Experience operates in partnership with Knowledge. While Knowledge provides theoretical understanding and intellectual competence, Experience transforms that understanding into practical wisdom and contextual judgement. Together, these strengthening factors reinforce the foundational pillars of Original Values and Original Skills, thereby preparing individuals and organisations to exercise Purposeful Direction towards Sustainable Individual and Organisational Development.

Accordingly, the Pangolin Skills Theory extends existing scholarship by positioning Experience not merely as accumulated practice but as a strengthening factor that enhances the effective application of authentic values and distinctive skills within an integrated developmental pathway. This conceptualisation provides the basis for examining Purposeful Direction, the transformational mechanism through which the strengthened foundational pillars are translated into sustainable individual and organisational development.

1.2.6 Purposeful Direction

Purposeful direction has increasingly attracted scholarly attention within leadership, strategic management, organisational behaviour, and educational management as an essential determinant of institutional effectiveness and sustainable development. Scholars generally contend that organisations achieve long-term success when their actions are guided by a clearly defined vision, mission, strategic objectives, and ethical leadership. Drucker (1954) argues that effective management requires clear objectives and purposeful action, while Kotter (1996) emphasises strategic direction and visionary leadership as fundamental drivers of organisational transformation. Similarly, Northouse (2022) maintains that effective leadership provides direction, influence, and coordination towards the achievement of shared goals.

Within educational institutions, purposeful direction is reflected in the alignment of institutional vision, mission, values, leadership, teaching, learning, and resource utilisation towards improved educational quality and learner development. Likewise, organisations utilise strategic planning, goal setting, innovation, continuous improvement, and effective decision-making to provide direction that promotes institutional effectiveness and sustainable organisational performance (Senge, 2006; UNESCO, 2017).

Despite these significant contributions, existing scholarship generally conceptualises purposeful direction as a product of leadership, strategic planning, or organisational management. Comparatively limited attention has been devoted to explaining how purposeful direction emerges from the interaction of authentic values, distinctive skills, knowledge, and experience within a unified developmental framework. Consequently, the developmental origin of purposeful direction remains insufficiently explained in much of the existing literature.

The Pangolin Skills Theory addresses this conceptual gap by conceptualising Purposeful Direction as the transformational mechanism through which Original Values and Original Skills, strengthened by Knowledge and Experience, are translated into deliberate, ethical, and sustainable action. Within TPST, Purposeful Direction refers to the intentional, value-driven, and competency-based course of action that enables individuals and organisations to pursue meaningful goals while maintaining authenticity, responsibility, adaptability, and long-term sustainability.

According to TPST, Purposeful Direction does not arise in isolation. Rather, it represents the outcome of the interaction between the foundational pillars and the strengthening factors. Authentic values provide ethical

purpose, distinctive skills provide practical capability, knowledge provides intellectual understanding, and experience provides practical wisdom. Their integration generates purposeful direction, which ultimately results in Sustainable Individual and Organisational Development.

Accordingly, the Pangolin Skills Theory extends existing scholarship by repositioning Purposeful Direction from being viewed primarily as a leadership or management function to being understood as the transformational mechanism within an integrated developmental pathway. This conceptualisation completes the theoretical sequence of TPST and provides the conceptual bridge to the formal development of the theory presented in the next section.

1.2.7 Synthesis of the Literature and Theoretical Gap

The reviewed literature demonstrates that sustainable individual and organisational development has attracted extensive scholarly attention across education, leadership, management, organisational behaviour, psychology, sociology, and economics. Existing studies consistently recognise the importance of values, skills, knowledge, experience, leadership, organisational culture, innovation, organisational learning, and strategic management in promoting institutional effectiveness and long-term development. Consequently, contemporary scholarship has made significant contributions towards understanding the factors that influence sustainable development.

The literature further demonstrates that values provide ethical guidance and influence behaviour, organisational culture, and institutional identity (Rokeach, 1973; Schwartz, 1992; Schein, 2017). Similarly, skills have been recognised as essential competencies for professional effectiveness, organisational performance, and human capital development (Becker, 1964; Boyatzis, 1982). Knowledge and experience have likewise been acknowledged as important resources for learning, innovation, informed decision-making, professional competence, and organisational learning (Kolb, 1984; Nonaka & Takeuchi, 1995; Senge, 2006). Purposeful direction has also been associated with leadership, strategic planning, organisational transformation, and institutional effectiveness (Drucker, 1954; Kotter, 1996; Northouse, 2022).

Despite these important contributions, the reviewed literature generally conceptualises these elements as independent or partially connected determinants of development. Comparatively limited attention has been devoted to explaining how authentic values and distinctive skills function as the foundational pillars of development, how knowledge and experience strengthen those foundations, and how their interaction generates purposeful direction leading to sustainable individual and organisational development. This represents the principal conceptual gap identified in the literature.

The Pangolin Skills Theory was developed to address this gap by integrating Original Values, Original Skills, Knowledge, Experience, Purposeful Direction, and Sustainable Individual and Organisational

Development into a single conceptual and philosophical framework. Unlike existing perspectives that predominantly explain these concepts independently, TPST demonstrates their sequential and interdependent relationships within one developmental pathway.

Accordingly, the reviewed literature provides both the scholarly foundation and the justification for the development of the Pangolin Skills Theory. The following section therefore presents the formal development of TPST, including its philosophical foundation, formal theory statement, core concepts, assumptions, propositions, and conceptual framework.

1.3 Development of the Pangolin Skills Theory (TPST)

1.3.1 Philosophical Foundation of the Pangolin Skills Theory The Pangolin Skills Theory (TPST) is founded upon the philosophical belief that sustainable individual and organisational development is achieved through the harmonious interaction of authentic values, distinctive skills, continuous learning, practical experience, and purposeful action. The theory adopts a conceptual and philosophical perspective that views development as a progressive and integrated process rather than the product of isolated factors. It contends that authentic and sustainable development is realised when individuals and organisations preserve their foundational identity while continuously strengthening their competencies through learning and experience before translating them into purposeful action.

Philosophically, TPST is informed by the view that knowledge alone is insufficient for sustainable development unless it is grounded in authentic values and supported by practical skills. Likewise, values and skills alone cannot fully realise their developmental potential unless they are continuously strengthened through knowledge and experience. Sustainable development therefore emerges from the interaction of ethical foundations, practical competence, intellectual growth, experiential learning, and purposeful direction.

The theory further recognises that individuals and organisations possess unique identities, capacities, and developmental aspirations. These authentic characteristics, represented within TPST as Original Values and Original Skills, constitute the foundational pillars upon which long-term development is established. Knowledge and Experience function as strengthening factors that continually improve the effective application of these foundational pillars, while Purposeful Direction provides the intentional and value-driven mechanism through which they are translated into meaningful developmental outcomes.

The philosophical orientation of TPST is consistent with conceptual theory development, which seeks to explain relationships among concepts through logical reasoning, conceptual integration, and philosophical reflection (Jabareen, 2009). The theory also draws inspiration from experiential learning, organisational learning, and human development perspectives, while extending them through the integration of six interrelated concepts into a unified developmental pathway.

Accordingly, the philosophical foundation of TPST affirms that sustainable individual and organisational development is neither accidental nor determined by a single factor. Rather, it is a progressive process resulting from the interaction of Original Values, Original Skills, Knowledge, Experience, and Purposeful Direction. This philosophical position provides the basis for the formal statement of the Pangolin Skills Theory presented in the following section.

1.3.2 Formal Theory Statement of the Pangolin Skills Theory

The Pangolin Skills Theory (TPST) *contends that Original Values and Original Skills constitute the foundational pillars of Sustainable Individual and Organisational Development*. These foundational pillars are continuously strengthened through Knowledge and Experience, whose effective integration generates Purposeful Direction, ultimately leading to Sustainable Individual and Organisational Development.

The theory further maintains that authentic and sustainable development is not determined by knowledge, experience, skills, or values in isolation. Rather, sustainable individual and organisational development emerges from the progressive interaction of authentic values, distinctive skills, continuous learning, practical experience, and purposeful direction within an integrated developmental pathway.

Accordingly, TPST explains sustainable development through four interrelated theoretical components:

Foundational Pillars

- Original Values
- Original Skills

Strengthening Factors

- Knowledge
- Experience

Transformational Mechanism

- Purposeful Direction

Ultimate Outcome

- Sustainable Individual and Organisational Development

The Pangolin Skills Theory therefore provides a conceptual and philosophical framework for explaining how authentic identity, strengthened competencies, and purposeful action interact to produce sustainable individual and organisational development across diverse institutional and organisational contexts.

1.3.3 Core Concepts of the Pangolin Skills Theory

The Pangolin Skills Theory (TPST) is built upon six interrelated concepts that operate sequentially to explain Sustainable Individual and Organisational Development. Unlike the conceptual background, which introduces these concepts individually, TPST explains their functional relationships within a unified developmental framework.

The first two concepts, Original Values and Original Skills, constitute the Foundational Pillars of the theory. Original Values provide the ethical identity, guiding principles, and developmental purpose of individuals and organisations, while Original Skills provide the distinctive practical competencies required to translate those values into meaningful action. Together, these two concepts establish the authentic foundation upon which sustainable development is built.

The second stage of the theory comprises Knowledge and Experience, which function as the Strengthening Factors. Knowledge enhances intellectual understanding through education, research, observation, and continuous learning, whereas Experience strengthens practical wisdom through reflection, professional practice, interaction, and accumulated service. These factors reinforce and refine the effective application of the foundational pillars without replacing them.

The third stage is Purposeful Direction, which functions as the Transformational Mechanism of the theory. It represents the deliberate, value-driven, and competency-based process through which the strengthened foundational pillars are translated into responsible action, effective leadership, innovation, institutional effectiveness, and sustainable development.

The final concept is Sustainable Individual and Organisational Development, which represents the Ultimate Outcome of TPST. Within the theory, sustainable development is achieved when Original Values and Original Skills are continuously strengthened through Knowledge and Experience and effectively translated into Purposeful Direction.

Collectively, these six concepts form a coherent and integrated developmental pathway. Their sequential interaction distinguishes the Pangolin Skills Theory from existing conceptual perspectives by demonstrating not only the importance of each concept individually but also the manner in which their interaction produces sustainable individual and organisational development.

1.3.4 Fundamental Assumptions of the Pangolin Skills Theory

The Pangolin Skills Theory (TPST) is founded upon the following fundamental assumptions:

Assumption 1: Every individual and organisation possesses authentic values and distinctive skills that constitute the foundation of its identity and developmental potential.

Assumption 2: Sustainable Individual and Organisational Development cannot be achieved through knowledge, skills, experience, or values operating independently. Rather, sustainable development requires their continuous and integrated interaction.

Assumption 3: Original Values and Original Skills constitute the Foundational Pillars of Sustainable Individual and Organisational Development because they determine the ethical identity, distinctive competencies, and developmental purpose of individuals and organisations.

Assumption 4: Knowledge and Experience function as Strengthening Factors that continuously enhance the effective application of Original Values and Original Skills through learning, reflection, adaptation, and professional growth.

Assumption 5: Purposeful Direction functions as the Transformational Mechanism through which the strengthened foundational pillars are translated into deliberate, responsible, and sustainable action.

Assumption 6: Sustainable Individual and Organisational Development is the Ultimate Outcome of the progressive interaction among the Foundational Pillars, the Strengthening Factors, and the Transformational Mechanism.

Assumption 7: The effectiveness of Sustainable Individual and Organisational Development depends upon maintaining a balanced relationship among all six concepts of the Pangolin Skills Theory. Weakness in any one component reduces the effectiveness of the entire developmental pathway.

Collectively, these assumptions provide the philosophical and conceptual foundation of TPST. They explain the conditions under which the theory operates and establish the logical basis for the theoretical propositions presented in the subsequent section.

1.3.5 Theoretical Propositions of the Pangolin Skills Theory

The Pangolin Skills Theory (TPST) advances the following theoretical propositions to explain the relationships among its six core concepts.

Proposition 1: Original Values and Original Skills constitute the Foundational Pillars of Sustainable Individual and Organisational Development. The stronger and more authentic these foundational pillars are, the greater the potential for sustainable development.

Proposition 2: Knowledge and Experience function as Strengthening Factors that enhance the effectiveness of Original Values and Original Skills. Continuous learning and practical experience increase the developmental capacity of individuals and organisations.

Proposition 3: Purposeful Direction emerges from the effective interaction between the Foundational Pillars and the Strengthening Factors. The greater the integration of Original Values, Original Skills, Knowledge, and Experience, the more purposeful and sustainable the direction of development.

Proposition 4: Sustainable Individual and Organisational Development is positively influenced by the effective operation and interaction of the Foundational Pillars, the Strengthening Factors, and the Transformational Mechanism. Weakness in any one component reduces the effectiveness of the entire developmental pathway.

Proposition 5: Sustainable Individual and Organisational Development is most likely to be achieved when Original Values and Original Skills are continuously strengthened through Knowledge and Experience and consistently translated into Purposeful Direction.

Collectively, these propositions explain the sequential and interdependent relationships among the six concepts of TPST. They also provide a foundation for future empirical studies designed to examine, validate, refine, or extend the theory across different organisational and institutional contexts.

1.3.6 The TPST Developmental Pathway (Conceptual Framework)

The TPST Developmental Pathway presents the sequential and interdependent relationships among the six core concepts of the Pangolin Skills Theory. The pathway illustrates how Sustainable Individual and Organisational Development is achieved through the progressive interaction of the Foundational Pillars, the Strengthening Factors, and the Transformational Mechanism.

Foundational Pillars	Strengthening Factors	Transformational Mechanism
Original Values	Knowledge	Purposeful Direction
Original Skills	Experience	

Ultimate Outcome

Sustainable Individual and Organisational Development

The TPST Developmental Pathway demonstrates that sustainable development is neither accidental nor the result of a single determinant. Rather, it is achieved through a progressive developmental process in which authentic values and distinctive skills provide the foundation,

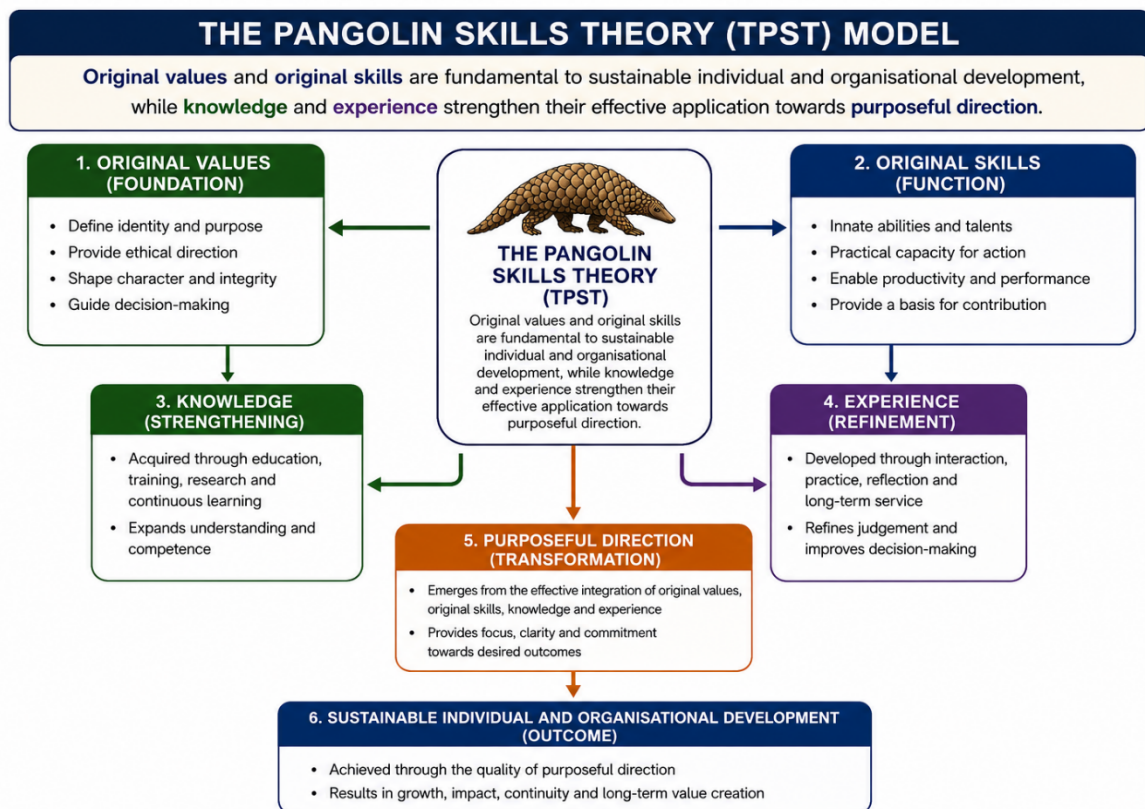


Fig 1 Explanation of the Pangolin Skills Theory (TPST) Conceptual Framework

The Pangolin Skills Theory (TPST) conceptual framework illustrates a sequential and interdependent process through which original values and original skills provide the essential foundation for sustainable individual and organisational development. Drawing inspiration from the pangolin, an animal recognised for preserving its natural characteristics and protective abilities, the theory argues that authentic development begins by preserving one's original identity and inherent capabilities rather than abandoning them.

The framework begins with Original Values, which represent the ethical and moral foundation of an individual or organisation. These values define identity, establish purpose, shape character, strengthen integrity, and guide decision-making. They provide the principles upon which all subsequent development is built.

Alongside original values are Original Skills, which represent the innate or naturally acquired abilities that enable individuals and organisations to perform meaningful tasks. These skills provide practical capacity for action, enhance productivity, improve performance, and create opportunities for contribution toward organisational and societal development.

Although original values and original skills establish the foundation, they become more effective when reinforced through Knowledge and Experience. Knowledge is acquired through education, training, research, observation, and continuous learning. It expands understanding, develops competence, and enables individuals to apply their original values and skills more effectively in changing environments.

Similarly, Experience is gained through practice, interaction, reflection, problem-solving, and long-term service. Experience refines judgement, improves decision-making, strengthens confidence, and enables individuals and organisations to translate knowledge into practical action.

The interaction of original values, original skills, knowledge, and experience produces Purposeful Direction. Purposeful direction represents the transformation stage where ethical principles, natural abilities, learned knowledge, and practical experience converge to provide clarity, focus, commitment, and strategic guidance towards predetermined goals. It is the mechanism through which human potential is transformed into meaningful and productive action.

Finally, purposeful direction leads to Sustainable Individual and Organisational Development, the ultimate outcome of the theory. Sustainable development is reflected through continuous growth, organisational effectiveness, innovation, resilience, long-term value creation, and positive societal impact. The quality of these outcomes depends on the strength of the foundational values and skills and the extent to which they have been strengthened by knowledge and experience.

Accordingly, the Pangolin Skills Theory proposes that sustainable individual and organisational development is directly proportional to the quality of purposeful direction, which is founded upon original values and original skills and strengthened by knowledge and experience. The framework therefore presents development as a progressive process moving from Foundation → Strengthening → Transformation → Sustainable Development, emphasising that enduring success is achieved by preserving authentic values and skills while continuously enriching them through learning and experience.

Unlike many existing conceptual perspectives that examine values, skills, knowledge, experience, leadership, or organisational development independently, the TPST Developmental Pathway integrates these concepts within a coherent philosophical and conceptual framework. This integrated perspective constitutes the principal theoretical contribution of the Pangolin Skills Theory and provides a practical framework for future conceptual refinement, empirical investigation, leadership practice, educational improvement, organisational management, governance, and community development.

Accordingly, the TPST Developmental Pathway serves as the central conceptual model of the Pangolin Skills Theory and provides the basis for its multidisciplinary application across diverse organisational and institutional contexts.

II. Originality and Scholarly Significance of the Pangolin Skills Theory

The Pangolin Skills Theory (TPST) makes an original contribution to contemporary scholarship by providing a coherent conceptual and philosophical framework that explains Sustainable Individual and Organisational Development through the sequential interaction of Original Values, Original Skills, Knowledge, Experience, Purposeful Direction, and Sustainable Individual and Organisational Development.

While existing theories have significantly advanced understanding of leadership, organisational culture, human capital development, organisational learning, knowledge management, and strategic management, TPST contributes a unified developmental pathway that explains how these interrelated concepts function collectively rather than independently.

The originality of TPST lies first in introducing Original Values and Original Skills as the Foundational Pillars of sustainable development. Although values and skills have been extensively discussed within philosophy, psychology, education, and management, TPST distinguishes authentic values and distinctive skills as the defining attributes of individual and organisational identity and the primary foundations upon which sustainable development is established.

Second, TPST reconceptualises Knowledge and Experience as Strengthening Factors rather than independent determinants of development. The theory argues that knowledge and experience continuously strengthen the effective application of Original Values and Original Skills, thereby enhancing their capacity to produce meaningful and sustainable developmental outcomes.

Third, TPST introduces Purposeful Direction as the Transformational Mechanism through which the strengthened foundational pillars are translated into deliberate, ethical, and sustainable action. This explanation extends existing scholarship by demonstrating that purposeful direction is not merely a function of leadership or strategic planning but the result of the interaction among authentic values, distinctive skills, knowledge, and experience.

The scholarly significance of TPST lies in its integration of six interrelated concepts into a single conceptual and philosophical framework. Rather than treating values, skills, knowledge, experience, leadership, and development as separate constructs, the theory explains their sequential and interdependent relationships within one developmental pathway. This integrated perspective provides a clearer understanding of sustainable individual and organisational development and offers a foundation for future conceptual refinement and empirical investigation.

Furthermore, TPST possesses multidisciplinary relevance. The theory may be applied within education, organisational management, leadership, business, governance, healthcare, religious institutions, and community development. Its propositions may also be examined using qualitative, quantitative, or mixed-methods research designs, thereby providing opportunities for empirical validation, theoretical refinement, and practical application across diverse institutional contexts.

Accordingly, the Pangolin Skills Theory contributes to contemporary scholarship by extending existing theoretical perspectives while providing an original, coherent, and multidisciplinary framework for understanding Sustainable Individual and Organisational Development. Its originality resides not in

replacing established theories but in integrating their complementary insights within a new developmental pathway centred on authenticity, continuous learning, purposeful action, and sustainable development.

III. Applications of the Pangolin Skills Theory

The Pangolin Skills Theory (TPST) provides a multidisciplinary conceptual and philosophical framework applicable across diverse institutional and organisational settings. By explaining how Original Values, Original Skills, Knowledge, Experience, and Purposeful Direction interact to produce Sustainable Individual and Organisational Development, the theory offers practical guidance for leadership, education, organisational management, governance, and community development.

3.1 Educational Leadership and Management

Within educational institutions, TPST provides a framework for promoting sustainable school improvement through the integration of ethical values, professional competencies, continuous learning, and purposeful leadership. The theory may guide educational leaders, teachers, curriculum developers, and policy makers in strengthening institutional culture, improving instructional quality, promoting professional development, and enhancing learner outcomes through authentic leadership and evidence-informed decision-making.

3.2 Organisational Leadership and Management

In organisational settings, TPST provides a framework for strengthening institutional effectiveness by aligning organisational values, employee competencies, continuous learning, professional experience, and strategic direction. The theory may assist leaders in building resilient organisations characterised by ethical leadership, innovation, employee engagement, organisational learning, effective decision-making, and sustainable institutional performance.

3.3 Public Governance and Community Development

TPST is equally applicable within public administration, governance, and community development. The theory emphasises that sustainable public service delivery depends upon authentic public values, professional competence, continuous capacity development, practical experience, and purposeful policy implementation. Consequently, TPST may inform leadership development, institutional reform, community empowerment, and sustainable development initiatives at local, national, and international levels.

3.4 Professional and Personal Development

At the individual level, TPST provides a developmental framework through which learners, professionals, entrepreneurs, religious leaders, and community members may strengthen their authentic values, develop distinctive skills, pursue continuous learning, accumulate practical experience, and exercise purposeful

leadership. The theory therefore supports lifelong learning, ethical decision-making, professional excellence, innovation, resilience, and sustainable personal growth.

Collectively, these applications demonstrate that the Pangolin Skills Theory extends beyond conceptual explanation to provide practical guidance for sustainable development across multiple disciplines and institutional contexts. Its multidisciplinary applicability enhances both its scholarly relevance and its potential contribution to contemporary professional practice.

IV. Implications of the Pangolin Skills Theory

The Pangolin Skills Theory (TPST) has important implications for theory, research, policy, and professional practice. By integrating Original Values, Original Skills, Knowledge, Experience, Purposeful Direction, and Sustainable Individual and Organisational Development into a unified conceptual framework, the theory provides new perspectives for understanding and promoting sustainable development across diverse institutional contexts.

4.1 Theoretical Implications

Theoretically, TPST contributes to contemporary scholarship by extending existing perspectives on leadership, organisational development, human capital, organisational learning, and knowledge management. Rather than viewing values, skills, knowledge, experience, and purposeful action as isolated determinants of development, TPST demonstrates their sequential and interdependent relationships within one developmental pathway. This integrated perspective enriches conceptual discussions of sustainable individual and organisational development and provides a foundation for future theory development.

4.2 Research Implications

The theory provides a framework for future empirical research. Researchers may operationalise the six core concepts of TPST and examine their relationships using qualitative, quantitative, and mixed-methods approaches. Comparative studies may also evaluate TPST alongside established theories in education, leadership, organisational management, governance, and community development, thereby contributing to its refinement, validation, and wider scholarly application.

4.3 Policy Implications

For policy makers, TPST suggests that sustainable development initiatives should extend beyond investments in infrastructure, technology, or financial resources alone. Policies should also promote authentic institutional values, continuous skills development, lifelong learning, professional experience, ethical leadership, and purposeful implementation. Such an integrated approach may strengthen institutional effectiveness and improve the long-term sustainability of development programmes.

4.4 Practical Implications

For practitioners, TPST offers a practical framework for leadership, institutional management, organisational improvement, and professional development. Educational leaders, managers, public administrators, entrepreneurs, religious leaders, and community development practitioners may utilise the theory to strengthen organisational culture, improve decision-making, build human capacity, promote innovation, and achieve sustainable organisational performance. By emphasising the integration of authentic values, distinctive skills, continuous learning, practical experience, and purposeful action, TPST provides practical guidance for achieving meaningful and sustainable development.

Collectively, these implications demonstrate that the Pangolin Skills Theory is not only a conceptual contribution to scholarship but also a practical framework capable of informing future research, institutional policy, and professional practice across multiple disciplines.

V. Strengths and Scope of the Pangolin Skills Theory

5.1 Strengths of the Pangolin Skills Theory

The Pangolin Skills Theory (TPST) possesses several conceptual, scholarly, and practical strengths that distinguish it as a multidisciplinary framework for explaining Sustainable Individual and Organisational Development.

First, TPST provides an integrated conceptual framework that explains the sequential and interdependent relationships among Original Values, Original Skills, Knowledge, Experience, Purposeful Direction, and Sustainable Individual and Organisational Development. Unlike many existing perspectives that emphasise these concepts independently, TPST demonstrates how they function collectively within a unified developmental pathway.

Second, the theory introduces an original conceptualisation of Original Values and Original Skills as the Foundational Pillars of sustainable development. This contribution extends existing scholarship by explaining how authentic identity and distinctive competencies provide the basis upon which sustainable development is established.

Third, TPST distinguishes Knowledge and Experience as Strengthening Factors rather than independent determinants of development. This conceptualisation explains how continuous learning and practical wisdom enhance the effective application of the foundational pillars before generating Purposeful Direction.

Fourth, the theory identifies Purposeful Direction as the Transformational Mechanism linking the strengthened foundational pillars with Sustainable Individual and Organisational Development. This integrated explanation provides a coherent understanding of how sustainable development is progressively achieved.

Fifth, TPST possesses broad multidisciplinary applicability. The theory may be applied in education, leadership, organisational management, business, governance, healthcare, religious institutions, and community development, making it relevant to both scholars and practitioners.

Finally, TPST provides a strong foundation for future conceptual refinement and empirical investigation. Its clearly defined concepts, assumptions, propositions, and developmental pathway make it suitable for qualitative, quantitative, and mixed-methods research across diverse institutional settings.

5.2 Scope of the Pangolin Skills Theory

The Pangolin Skills Theory is a conceptual and philosophical framework developed to explain Sustainable Individual and Organisational Development through the interaction of Original Values, Original Skills, Knowledge, Experience, and Purposeful Direction. The theory is intended for multidisciplinary application and may be utilised in education, organisational leadership, business management, public administration, governance, healthcare, religious institutions, entrepreneurship, and community development.

TPST is primarily concerned with explaining the conceptual relationships among its six core concepts rather than prescribing detailed operational procedures for specific institutions. Consequently, the theory provides a broad philosophical and conceptual guide that may be adapted to different organisational, cultural, and professional contexts according to their particular needs and circumstances.

The scope of TPST also extends to future scholarly inquiry. Its concepts, assumptions, propositions, and developmental pathway provide a foundation for conceptual refinement, empirical validation, comparative studies, and practical application across multiple disciplines. Accordingly, TPST is intended to serve as both a theoretical contribution to contemporary scholarship and a practical framework for promoting Sustainable Individual and Organisational Development.

VI. Future Research Directions

The Pangolin Skills Theory (TPST) provides a conceptual and philosophical foundation for continued scholarly inquiry into Sustainable Individual and Organisational Development. As an emerging theoretical framework, the theory offers numerous opportunities for empirical validation, conceptual refinement, comparative analysis, and multidisciplinary application.

First, future studies are encouraged to operationalise the six core concepts of TPST which are Original Values, Original Skills, Knowledge, Experience, Purposeful Direction, and Sustainable Individual and Organisational Development; further examine their relationships using qualitative, quantitative, and mixed-methods research designs. Such studies will provide empirical evidence to validate, refine, or extend the theory.

Second, comparative research is recommended to examine TPST alongside established theories such as Human Capital Theory, Organisational Culture Theory, Knowledge Management Theory, Organisational Learning Theory, Experiential Learning Theory, and Systems Theory. Such investigations will help clarify areas of convergence, complementarity, and distinction while strengthening the theoretical position of TPST.

Third, future researchers are encouraged to investigate the applicability of TPST across different institutional and professional contexts, including education, business, public administration, healthcare, governance, entrepreneurship, religious institutions, and community development. These studies will provide evidence regarding the adaptability and practical relevance of the theory in diverse organisational environments.

Fourth, cross-cultural and international studies are recommended to explore how the concepts of Original Values and Original Skills are understood and applied within different cultural, social, and organisational contexts. Such research will contribute to the refinement and broader applicability of the theory.

Finally, future scholars are encouraged to develop valid and reliable measurement instruments for the core constructs of TPST. The development of standardised assessment tools will facilitate empirical testing, comparative studies, and practical implementation while contributing to the continued advancement of the theory.

Collectively, these research directions demonstrate that the Pangolin Skills Theory is intended to serve not as a final explanation of Sustainable Individual and Organisational Development but as a dynamic conceptual framework that welcomes scholarly dialogue, empirical investigation, constructive refinement, and multidisciplinary application.

VII. Conclusion

The Pangolin Skills Theory (TPST) was developed to provide a conceptual and philosophical framework for explaining Sustainable Individual and Organisational Development through the integrated interaction of Original Values, Original Skills, Knowledge, Experience, Purposeful Direction, and Sustainable Individual and Organisational Development. The theory responds to the conceptual gap identified in the literature by demonstrating that sustainable development is best understood as a progressive and interdependent developmental pathway rather than as the result of isolated determinants.

The paper has shown that Original Values and Original Skills constitute the Foundational Pillars of sustainable development, Knowledge and Experience function as the Strengthening Factors, and Purposeful Direction serves as the Transformational Mechanism through which these components are translated into Sustainable Individual and Organisational Development. This integrated framework provides a coherent explanation of how authentic identity, distinctive competencies, continuous learning, practical wisdom, and

purposeful action interact to promote long-term development across diverse institutional and organisational contexts.

The Pangolin Skills Theory contributes to contemporary scholarship by extending existing perspectives on values, skills, organisational learning, knowledge management, leadership, and sustainable development through the integration of six interrelated concepts into a single conceptual and philosophical framework. Its multidisciplinary applicability further enhances its relevance to education, organisational management, governance, business, healthcare, religious institutions, entrepreneurship, and community development.

The theory also provides a foundation for future conceptual refinement, empirical validation, and practical application. As scholars continue to examine, apply, and refine TPST across different disciplines and cultural contexts, its explanatory capacity and practical relevance may be further strengthened. In this respect, TPST is presented not as a final answer to the challenges of sustainable development, but as a robust conceptual foundation that encourages continued scholarly dialogue, research, innovation, and practical application.

Accordingly, the Pangolin Skills Theory offers a coherent, multidisciplinary, and forward-looking contribution to contemporary scholarship by demonstrating that sustainable individual and organisational development is most effectively achieved when Original Values and Original Skills are continuously strengthened through Knowledge and Experience and consistently translated into Purposeful Direction.

VIII. Practical Recommendations

Based on the conceptual foundations and multidisciplinary applications of the Pangolin Skills Theory (TPST), the following recommendations are proposed to enhance Sustainable Individual and Organisational Development.

8.1 Educational Institutions

Educational institutions should strengthen learners' and educators' Original Values and Original Skills through curricula that integrate ethical development, professional competence, continuous learning, reflective practice, and purposeful leadership. Educational policies should promote learning environments that cultivate authenticity, innovation, responsibility, and sustainable institutional improvement.

8.2 Organisational Leaders and Managers

Leaders and managers should develop organisational cultures that preserve authentic institutional values while investing in continuous professional development, knowledge sharing, experiential learning, and strategic leadership. Such integration will strengthen Purposeful Direction and contribute to long-term organisational sustainability.

8.3 Policy Makers

Policy makers should formulate development policies that recognise the complementary roles of ethical values, distinctive competencies, knowledge, experience, and purposeful implementation. Sustainable development initiatives should therefore integrate human development alongside financial, technological, and infrastructural investment.

8.4 Researchers and Scholars

Researchers are encouraged to undertake empirical studies that validate, refine, and extend the Pangolin Skills Theory across different disciplines, institutional settings, and cultural contexts. Future scholarship should also develop reliable measurement instruments for the theory's core constructs and explore its relationship with established theoretical perspectives.

8.5 Practitioners

Professionals working in education, business, governance, healthcare, religious institutions, entrepreneurship, and community development are encouraged to apply TPST as a guiding framework for ethical leadership, continuous learning, organisational improvement, and sustainable development. The theory provides a practical pathway through which authentic values, distinctive skills, knowledge, experience, and purposeful action may be integrated to achieve meaningful and lasting developmental outcomes.

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