



## Indicators and Components of Green Human Resource Management with a Social Responsibility Approach in Organizations

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**Abstract:** Green human resource management is, in fact, the most fundamental element of organizational sustainability and a foundation for the development of social responsibilities within any organization. The Education Organization plays a significant role in the cultural, educational, and developmental aspects of the country. This organization, considering its role and mission, requires the implementation of principles of green human resource management in its organizational processes. This research aims to present a model of green human resource management in line with fulfilling social responsibilities using content analysis through surveys and expert interviews. The statistical population of the study consisted of HR and social responsibility experts in the Education Department of Mashhad city. Eventually, 14 individuals were purposefully and conveniently selected for interviews and questionnaire distribution to gather their opinions. The research findings indicate a conceptual model designed at three levels. At the first level, components such as "Strategies and Obligations," "Strategic Alignment," "Formulation of Laws and Guidelines," and "Human Resource Empowerment" were included in the model, representing the most influential and interdependent factors. At the second level, components like "Management Style," "Cultural Development," "Design of Key Processes," "Formulation of Constraints and Controls," "Information Technology," and "Motivation" were incorporated. At the third level, components of "Role-playing in Social Responsibilities" and "Institutionalization of Green Principles" were established. The findings have practical implications that have proven advantageous for the formulation of policies and the development of strategies for enhancing educational curricula about green human resource management in educational institutes.

**Keywords:** Green human resource management, Social responsibilities, Ministry of Education, Interpretive structural modeling, Thematic analysis

## Introduction

In the 21st century, there has been a global increase in environmental concerns. This has resulted in specific agreements being made on a global scale to address climate change. Governments and non-governmental organizations worldwide have established regulations and policies to mitigate and eliminate the negative environmental impacts caused by human actions and society, including industrial pollution, waste materials, and toxic chemicals (Damont et al., 2017). The primary driver of climate change is human activities, which have led to significant environmental degradation. In the pursuit of technological advancements and a better quality of life for present and future generations, mankind has unfortunately caused destruction and loss of natural beauty on our planet. Green scientific activists have emphasized the importance of raising awareness about the environment to awaken individuals to these issues (Al-Shaer et al., 2021). In today's highly competitive and regulated business environment,

organizations are now compelled to strike a balance between economic, social, and environmental performance. Achieving this balance is often considered a challenging and sometimes controversial task (Renvik et al., 2013). When implementing environmental management systems within an organization, it becomes challenging to improve environmental and social performance while also enhancing economic performance, all while maintaining cultural norms and integrating green behaviors into the organization's operations (Al-Ghazali and Afsar, 2021). Dost et al. (2019) have asserted that green strategies can offer solutions to these challenges. Therefore, the successful implementation of these strategies and any environmental programs within an organization require collaboration among various units such as human resources, marketing, information technology, and finance. Among these units, human resource management stands as the most crucial factor (Damont et al., 2017).

Green human resource management is a crucial aspect of an organization's broader social responsibility framework. Its essence lies in the application of human resource policies that promote the sustainable utilization of an organization's resources and support environmental well-being. The primary objective of green human resource management is to cultivate environmental consciousness among employees and make them aware of how their behavior can impact the environment (Hamidian et al., 2018). In essence, green human resource management entails redesigning or re-engineering human resources to align with laws, policies, and resource utilization that is efficient and devoid of waste. The aim is to foster sensitivity towards the environment and enable optimal and targeted consumption of resources while minimizing environmental pollution (Renvik and Redman, 2013). Green human resource management strives for the optimal utilization of scarce environmental resources and emphasizes the philosophy, policies, and activities that enable organizations to achieve green objectives (Abbaszadeh et al., 2017; Nili Pour et al., 2015). Environmental considerations now have a significant impact on various business activities, including green marketing, green operations, and green accounting. Given that people are responsible for planning, coordinating, and implementing green management activities, the concept of green human resource management has emerged in academic theories (Lu et al., 2022). One of the paramount external criteria, to which organizations are endeavoring to adapt, is the stabilization or environmentalization of organizational activities, termed as "green human resource management" within the organizational domain. Green human resource management pertains to a concept wherein sustainability theory converges with human resource management. This approach fosters the establishment of a solid foundation for human resource management strategy, which bolsters the culture of trust, participation, and employee development. Such endeavors serve as fundamental components and illustrations of allegiance to the organization and society. The objective of green human resource management is to attain favorable and fitting outcomes through the policy of fostering a

harmonious relationship between employees and society. Within the realm of green human resources management, a salient dimension revolves around the sense of organizational responsibility towards environmental conservation, with a specific focus on employees. This dimension is regarded as an intrinsic facet of social responsibilities, as evidenced by various studies such as those conducted by Aragon et al. (2020) and Ansari et al. (2021).

Social responsibilities within the context of human resource management entail assisting employees in fulfilling personal and societal expectations and meeting their needs (Rahman et al., 2021). These responsibilities extend beyond the obligations that the organization has legally assumed for its employees. In essence, this necessitates surpassing the bare minimum and investing further in human resources, the environment, and stakeholder relationships. Despite evidence linking green HRM practices to employees' environmentally friendly behavior at work, recent literature has underscored certain theoretical gaps. Firstly, the precise processes and mechanisms through which green HRM practices influence employees' environmentally friendly behavior remain largely unknown. Secondly, existing research primarily concentrates on green HRM as a whole, neglecting to delve into the impact of individual categories of practices, such as green training and rewards. Thirdly, the majority of studies grounded in motivation theory explore how external factors influence employees to opt for environmentally friendly behavior. Exploring alternative perspectives or approaches to unravel the mechanisms underlying the relationship between the adoption of environmental strategies and green HRM performance in the workplace may enhance our comprehension of the role of green HRM in organizational sustainability (Zhang et al., 2019).

The education system, with its varying degrees of specialization in guiding and educating children and adolescents, plays a crucial role in the country's environmental, economic, social, and cultural development. This organization, equipped with managers and employees at both micro and macro levels, as well as diverse managerial and specialized roles, necessitates special attention to its employees in order to achieve the goals and missions outlined in the country's education transformation document. If the needs of the employees are met, they will find satisfaction in this situation and transmit their contentment to external stakeholders, ultimately strengthening the sense of social responsibility towards the environment. As the custodian of education, the Ministry of Education engages with various segments of society, underscoring the importance of the organization's active involvement in environmental protection.

Shahriari (2022) proposed a model for establishing green human resources management in government organizations of the country through his article. The research findings demonstrated that the implementation of green human resources management activities can yield positive outcomes in

advancing and developing Iran's government organizations. This article aimed to identify the prerequisites, processes, and consequences associated with the establishment of green human resources management in government organizations, leading to the formulation of the model in this regard. Elmi and Azadvafa (2022) examined the impact of green human resource management and environmentally friendly behavior of employees on environmental performance in their article. The research results indicated a direct and significant influence of green human resource management and environmentally friendly behavior on environmental performance.

In their article, Tangestani et al. (2022) explored the relationship between corporate social responsibility, employee performance, and the mediating role of green behavior and green human resource management. The research findings revealed that corporate social responsibility has a positive effect on green behavior, green human resource management, and employee performance. Rahman et al. (2022) conducted a study titled "Green Human Resource Management and Environmental Performance: The Role of Green Innovation and Environmental Strategy in a Developing Country." This research aimed to investigate the mediating effect of green innovation and pro-environmental behavior, as well as the moderating role of environmental strategy in the proposed model. The data collected from 410 managers of manufacturing companies in Pakistan were analyzed using structural equation modeling with partial least squares. The results highlighted the significance of green innovation, environmental strategy, and pro-environmental behavior in achieving environmental performance through operational efficiency, appropriate environmental strategy, and individuals' inclination to engage in environmental activities. These findings have implications for both theory and practice, particularly in similar developing countries. This study offers insights that can be generalized to developing countries with comparable economic and social structures.

Monavar et al. (2022) conducted a study titled "The Impact of Green Human Resource Management on Green Innovation through Green Human Capital, Environmental Knowledge, and Environmental Management Concern." The findings of the study revealed that the relationship between green human resource management and green human capital is enhanced when managerial environmental concerns act as a moderator. This research contributes to the existing body of knowledge by empirically examining the concept of environmental protection based on human capital theory and its hypothesized relationships. Moreover, it expands the scope of green human resource management in the hotel industry by incorporating predictors such as environmental knowledge to ensure efficient operations.

Yu et al. (2022) carried out a study entitled "Green Human Resource Management and Environmental Cooperation: An Analysis Based on the Ability-Motivation-Opportunity Perspective and Contingency Perspective." The results demonstrate a significant and positive association between green human

resource management and environmental cooperation with customers and suppliers. Additionally, these relationships are significantly influenced by domestic green supply chain management. It is recommended that HRM professionals develop green HRM practices that encompass training (ability), motivation (motivation), and a conducive environment (opportunity) to facilitate the implementation of environmental cooperation. Similarly, supply chain management professionals should focus on enhancing domestic green supply chain management to strengthen the effects of green human resource management. This study sheds light on crucial green HRM practices that contribute to green supply chain management and advances the field by presenting a comprehensive model to explain the synergistic effects and the moderating role of internal green supply chain management.

In their article, Ali Nasir et al. (2021) examined the impact of green human resource management practices on the environmental performance of green hotels in Malaysia. The findings indicate that green HR practices, specifically green training and development, and green discipline management, play a significant role in predicting green intellectual capital, which in turn fosters pro-environmental behavior. Marousi et al. (2021) investigated the contribution of green human resource management to the circular economy and the performance of organizations with environmental certification in their article. The research findings reveal a positive effect of green human resource management on organizational performance. Importantly, green human resource management facilitates the transition to a circular economy while remaining unaffected by external factors such as market demand, competitors' commitment, or technological support. This study highlights the significance of green human resource management in driving sustainable practices and performance within organizations.

With the analysis of various studies, it is evident that there has been limited investigation conducted in the realm of eco-friendly personnel management in the education sector and more broadly, in terms of external initiatives and influential functions in the area of human resources (Yu et al., 2020). Given that recruitment, training, performance assessment, and service compensation are vital aspects of human resources management, and considering the adverse outcomes of neglecting social obligations within organizations, especially within the field of education, the central focus of the present study revolves around formulating an environmental strategy model to enhance eco-friendly human resource management in education. The current study endeavors to identify and prioritize the influential factors in the advancement of eco-friendly personnel based on social responsibilities within the context of the education sector, while also proposing actions and policies that align with the progression of eco-friendly human resources and social obligations.

## Material and Methods

This research is a type of fundamental research with a qualitative method, and the method of conducting it is a systematic literature review with a theme analysis approach. In order to analyze the qualitative content in this research, both the written sources and the content that was obtained after interviewing the experts and officials in the field of crowdsourcing and participatory management in the Department of Education of Razavi Khorasan province were examined. The research community included All documents and official reports and experts in the field of participatory management and crowdsourcing. To select the interviewees, available and targeted sampling method was used in the form of snowball. These experts all have the necessary criteria for selection, including a lot of experience, suitability of the field with the subject, higher education and deep familiarity with the field related to research. Demographic characteristics are shown in table 1.

**Table 1.** Characteristics of the interviewees

ID	Profession	Organization	ID	Profession	Organization
1	Faculty member	Islamic Azad University Tehran Branch	8	Faculty member	University of Tehran
2	HR manager	Khorasan Razavi Department of Education	9	Faculty member	Kharazmi University
3	Educational counselor	Khorasan Razavi Department of Education	10	Faculty member	Allameh Tabatabaei University
4	Director of Administration	Khorasan Razavi Department of Education	11	Faculty member	Allameh Tabatabaei University
5	Faculty member	Islamic Azad University, Research Sciences Unit	12	Faculty member	Allameh Tabatabaei University
6	Faculty member	Islamic Azad University, Karaj branch	13	Faculty member	Allameh Tabatabaei University
7	Faculty member	Bandar Abbas Islamic Azad University	14	Faculty member	Allameh Tabatabaei University

To examine the results of the research, first the implemented texts of semi-structured interviews were carefully examined and after entering them in the tables and separating their meaningful sentences in different rows of the table, the identified factors were analyzed using thematic analysis method. In order to achieve a better analysis of the themes, and in a series of back and forth movements of data collection and analysis, the themes of the interviews were refined to achieve the adequacy. At the beginning of each interview, a summary of the research plan and basic definitions were given to create common discourse bases. Each interview lasted about an hour; Then the texts were analyzed by thematic coding and the network of themes was obtained and based on that the final model was extracted. In this article, Attride-Stirling thematic analysis is used to analyze the theme. This model includes three general stages. The first stage is text analysis, the second stage is text discovery and the third stage is the integration of discoveries. In each of these stages, a more abstract level is required for analysis in proportion to the



stages. Also, this comprehensive three-step process in the theme network model is carried out by six steps. Table 2 shows the stages and steps of each stage.

**Table 2.** Steps to perform the qualitative part (thematic analysis)

<b>The first stage of analysis: analyzing the text</b>
Step 1 – raw data coding
A) Development of a coding framework, based on concepts and theories and research questions
B) Parsing the text into textual parts using the coding framework
Second step - determining and identifying themes
A- Abstraction of themes from coded text sections
B- Refining the themes, in order to make the themes precise and distinct
The third step - creating a theme network
A- Sorting of themes
B- Selection of basic themes: (primary themes extracted from the text)
C- Sorting basic themes into organizer themes: (clustering of basic themes by organizer themes)
D- Extraction of overarching theme: clustering of organizing themes
E- Illustrating the theme networks
F- Auditing and refining networks: connecting data with basic, organizing and inclusive themes
<b>The second stage of analysis: exploration of the text</b>
The fourth step - description and exploration of theme networks
A-Description of the network: description of the content of the network through coded text sections
B- Network exploration: extracting patterns and findings while describing the network
The fifth step - summarizing the network of themes
<b>The third stage of analysis: integration of discoveries</b>
The sixth step - interpretation of patterns: description of the findings in relation to the research questions

## Results

By analyzing the theme, a total of 135 descriptive codes (basic theme) were extracted and from their analysis, 39 interpretive codes (organizing theme) were obtained, and finally, with the final analysis, 3 global themes, 6 organizing themes and 39 basic themes were obtained. In Table (3), due to the large number of codes, descriptive codes have been avoided and only interpretive and relational codes have been presented:

**Table 3.** Themes and concepts obtained

Global Themes	Organizing themes	Basic Themes	Global Themes	Organizing themes	Basic Themes
Mandatory factors	Strategies and requirements	Guiding the organization in the direction of green principles	underlying factors	Compilation of rules and guidelines	Compilation of executive guidelines and procedures
		Compilation of green policies, rules and regulations			Development of green human resources policy
		Promoting the perspective of green human resource management			Formulating laws related to the company's social capital
	Strategic alignment	Alignment and alignment between organizational interests and environmental interests		Compilation of controller constraints	Development of organizational limits and controllers

		Orientation to the preferences and expectations of society based on green principles		Design of key processes	Developing a vision in the field of implementing the green approach	
		Developing policies and procedures based on environmental concerns in society			Designing human resource management processes based on green principles	
	Institutionalization	Institutionalization of the crowdsourcing approach among the levels of the organization by managers			Paying salaries and wages based on the green performance of human resources	
		The mentality of managers towards the green human resource management approach			Job promotion based on green performance evaluation	
		Development of managers' approach			Compilation of green performance evaluation indicators	
		Increasing the level of demands of managers towards compliance with environmental principles		Empowering human resources	Strengthening the level of green skills among human resources	
	Managers style	Decision-making and decision-making for the development of green thinking among human resources			Behavioral development of human resources	
		Support of organization managers for green human resource management			Training and individual justification of human resources	
		Compilation of strategic documents for excellence and honoring key stakeholders			Increasing the specialized level of human resources	
		Facilitating factors		Cultivation	Creating behavior based on environmental friendliness among human resources	Motivation
	Cultivation and discussion of green principles in the organization				Attention to the cognitive and psychological level of human resources	
	Strengthening the level of attitude of human resources based on the green approach				Motivational development of human resources	
	Information Technology			Applying new tools in promoting the green approach	Increasing the level of well-being and livelihood of employees	
Development of information technology infrastructure			The role of social responsibility	Attention to the field of social capital of the organization		
Using mobile tools				Optimal performance of the role of social responsibilities		

### Modeling through structural-interpretive approach

In order to analyze the influencing variables, interpretative structural modeling was used in seven steps, which are described:



**First step: Identifying factors:** This stage was done using the combined and Delphi method that was mentioned in the previous sections.

### Second step: forming the structural self-interaction matrix

After identifying the factors, a questionnaire in the form of a matrix was designed and related experts examined these factors in pairs and determined the relationships between the factors. The resulting information was summarized based on the interpretative structural modeling method and a structural self-interaction matrix was formed from the factors and variables of the research and their comparison using four forms of conceptual relationships. The results of the questionnaires about the investigated factors are given in the form of table 4.

**Table 4.** Structural self-interaction matrix

Research variables	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
Strategies and requirements C1		2	2	2	-1	-1	-1	-1	0	0	0	0
Strategic alignment C2			-1	1	1	0	0	2	0	0	0	0
Institutionalization C3				1	1	0	2	2	-1	-1	2	-1
Managers style C4					0	0	0	-1	-1	-1	0	-1
Cultivation C5						-1	-1	2	2	2	2	5
Information technology C6							2	1	1	1	1	1
Formulation of rules and guidelines C7								1	1	1	1	1
Formulation of constraints controllers C8									1	1	1	1
Designing key processes C9										2	2	2
Empowerment of human resources C10											2	2
Motivation C11												2
Role of social responsibilities C12												

### The third step: formation of the primary access matrix

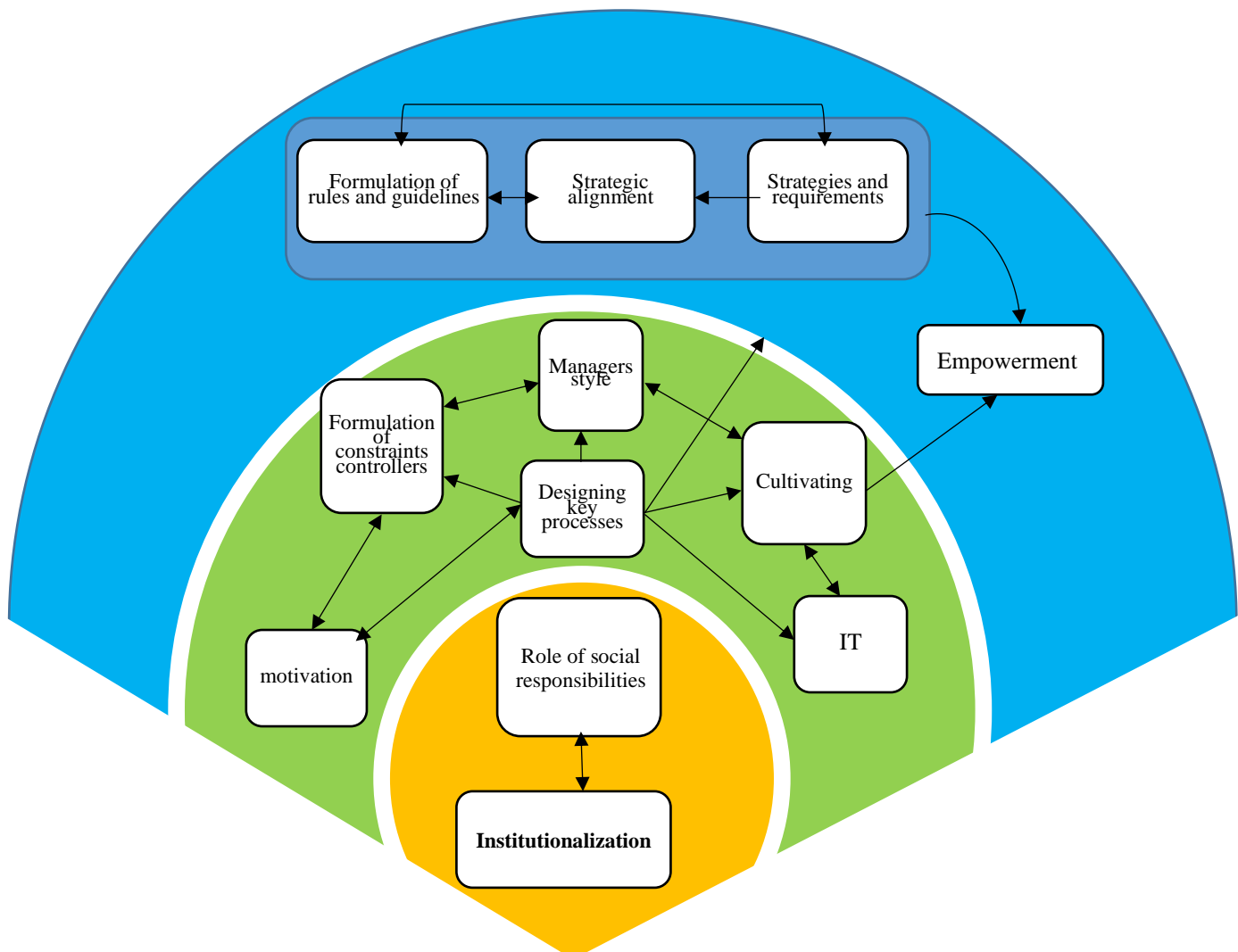
The initial accessibility matrix is obtained by transforming the structural self-interaction matrix into a two-valued matrix (zero and one).

**Table 5.** Primary access matrix

Research variables	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
Strategies and requirements C1	0	1	1	1	0	0	0	0	0	0	0	0
Strategic alignment C2	1	0	0	1	1	0	0	1	0	0	0	0
Institutionalization C3	1	1	0	1	1	0	1	1	0	0	1	0
Managers style C4	1	0	0	0	0	0	0	0	0	0	0	0
Cultivation C5	1	0	0	0	0	0	0	1	1	1	1	1
Information technology C6	1	0	0	0	1	0	1	1	1	1	1	1
Formulation of rules and guidelines C7	1	0	1	0	1	1	0	1	1	1	1	1
Formulation of constraints controllers C8	1	1	1	1	1	0	0	0	1	1	1	1
Designing key processes C9	0	0	1	1	1	0	0	0	0	1	1	1
Empowerment of human resources C10	0	0	1	1	1	0	0	0	1	0	1	1
Motivation C11	0	0	1	0	1	0	0	0	1	1	0	1
Role of social responsibilities C12	0	0	1	1	1	0	0	0	1	1	1	0

#### Step 4: Create the final access matrix

After the primary access matrix is obtained, the secondary relations of the agents are controlled. The secondary relationship is such that if the key processes are designed according to the resulting graph, it can be seen that the 12 components of the model are placed on 3 levels. The components of "strategies and requirements", "strategic alignment", "laws and guidelines" and "human resource empowerment" are located at the first level of the ISM graph, they are the most effective and dependent factors of the model. In the second level, the components of "Managers' style", "Culture building", "Key process design", "Limitations and controllers", "Information technology" and "Motivation" are located. These factors affect the first level factors and are affected by lower level factors. At the third level are the components of "creating the role of social responsibilities" and "institutionalization of green principles". These factors are the most effective and influential factors of the model. The placement of homogeneous factors together in the obtained model prompted the researcher to categorize them into dimensions. In addition to being influenced by the third level, the factors located in the second level influence each other and also affect the components of the first level.



**Figure 1.** The final model of ISM

- "Key Process Design" component is the most effective component of this level. It has a two-way relationship with the "managers' style" component, and it has a one-way effect on the other level 2 components, namely "information technology", "culture building", "regulation of restrictions and controllers" and "strategies and requirements". This component, which plays a central role among level 2 variables, also has a one-way effect on all level 1 variables.
- The "Motivation" component, in addition to the effectiveness of the level 3 components, has a two-way relationship with the "Key Process Design" and "Limits and Controllers" components.
- In addition to being influenced by level 3 components, the component "editing restrictions and controllers" has a two-way relationship with the components "managers' style" and "motivation" and is influenced by the component "designing key processes".
- The "managers' style" component is affected by all level 3 components and has a two-way relationship with the "limitations and controllers" and "culturalization" components and is affected by the "key process design" component.

**Seventh step: Analysis of penetration power and degree of dependence (MICMAC chart):** At this stage, the variables are classified into four groups. The first group includes autonomous variables (area 1) that have little influence and dependence. These variables are somewhat separate from other variables and have little correlation. The second group includes dependent variables (area 2) that have weak influence but high dependence. The third group is linked variables (area 3). These variables have high influence and dependence. In fact, any action on these variables leads to the change of other variables. The fourth group is independent variables (region 4). These variables have high influence and low dependence. Variables that have a high power of influence are called key variables. It is clear that these variables are placed in one of two groups of independent or linked variables. By collecting the "1" entries in each row and column, the power of penetration and the degree of dependence of the variables are obtained. Using the data obtained from the fourth step, the studied factors can be categorized based on the influence of each factor on other factors and the degree of dependence of each factor on other factors in the following four levels:

**Autonomous:** Factors that have the least dependence and power of influence on other factors.

**Dependent:** Factors that are more dependent on other factors.

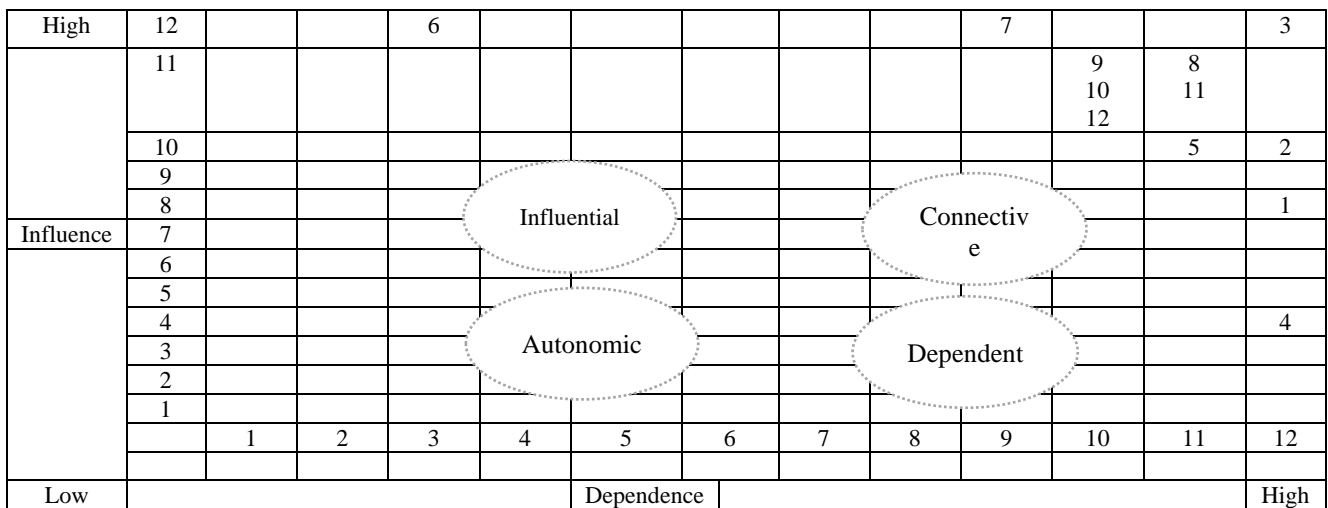
**Linked (connected):** Factors that have a two-way relationship with other factors.

**Independent (Influence):** Factors that have a great influence on other factors.

To determine the coordinates of each factor in the MICMAC matrix, the power of penetration and the degree of dependence of that factor should be used. These values are obtained from the final access matrix. Table (6) shows the power of influence and the degree of dependence of each factor.

Factors	The degree of dependence	Influence power
Strategies and requirements	12	8
Strategic alignment	12	10
Institutionalization	12	12
Managers style	12	4
Cultivation	11	10
Information technology	3	12
Formulation of rules and guidelines	9	12
Formulation of constraints controllers	11	11
Designing key processes	10	11
Empowerment of human resources	10	11
Motivation	11	11
Role of social responsibilities	10	11

MICMAC matrix is formed by using the coordinates of the factors listed in table 6. As can be seen in the MICMAC matrix (Figure 2), factor 6 is located in the influential area, which means that this factor has a high influence power with minimal dependence. Factor 4 is located in the dependent area with maximum dependence and low influence power. Other factors (10 factors) are located in the linked area. These factors have a relatively high level of influence and dependence and form a communication link between the factors of the influence area and the dependence area.



**Figure 2.** MICMAC matrix

The findings of the study revealed that within the conceptual framework, the components of "Strategies and Requirements," "Strategic Alignment," "Development of Laws and Guidelines," and "Empowerment of Human Resources" were situated at the primary level of the model. These components represent the most influential and interdependent factors of the model. At the secondary level, the components of "managers' style," "culture building," "designing key processes," "limitations

and controllers," "information technology," and "motivation" were positioned. Lastly, at the tertiary level, the components of "Creating the role of social responsibilities" and "Institutionalization of green principles" were placed. The outcomes of this investigation align with the conclusions of Shahriari (2022), Elmi and Azadova (2022), Barzegar et al. (2022), Rahman et al. (2022), Manour et al. (2022), and Yu et al. (2021).

Based on an analysis of the theoretical underpinnings and the conducted research, it can be argued that the purpose of developing the framework for the green human resource management model is to enhance students' understanding of sustainability. Educators should cultivate a critical comprehension of the ten key principles of sustainability education in students through the inclusion of sustainability content. The ultimate aim of the Green HRM model is to empower educators to instill sustainability in a manner that enables learners to become responsible citizens who possess not only knowledge, skills, and talent, but also a sustainable mindset. This will enable them to comprehend the multifaceted challenges of sustainability at both the local and global levels, and equip them with the capacity to take action and devise solutions to the numerous sustainability issues they encounter in their communities and professional lives.

Green human resource management is an integral component of an organization's broader social responsibility framework, encompassing the application of human resource policies to promote the sustainable utilization of the organization's resources and support the environment. Its primary objective is to foster environmental awareness among employees and educate them about how their actions can impact the environment. Education serves as one of the government's tools to advance green human resource management, as today's education shapes tomorrow's world. Investing in human resources is fundamentally essential for a sustainable environmental future. Consequently, childhood and elementary school serve as the pivotal starting point for nurturing and developing a sense of environmental responsibility. Recognizing that children spend more time in school than with their parents and that schools provide an ideal platform for cultivating students' environmental consciousness, educational institutions play a crucial role in this domain.

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The dimension of culture construction and discourse formation, which supervises cultural activities and discourse formation in accordance with the development of the human resources approach with regards to the green approach and participation in its execution, encompasses the guidance and leadership of green human resources, the institutionalization of the green approach, the justification of green principles, and employee training. This dimension represents the management factors that monitor the leadership style and support of green principles, including managers' adherence to green principles, their support for green initiatives, and their dedication to green principles.



The dimension of green empowerment, which oversees the executive platforms that empower employees in promoting the organization's green agenda, entails the development of green skills, green behavior, green personal growth, green knowledge, green perception, and green cognition.

The design dimension of green processes supervises the design of key processes in the implementation of green human resources management based on social responsibilities. This includes the process of green remuneration for employees, the process of ensuring green health and safety, the process of green rewards, the process of managing green discipline, the process of recruiting and selecting green jobs, and the process of green human resource planning.

Therefore, in the section on individual factors, it is necessary to adjust the organizational position by examining the individual components of employees, focusing on the psychological and behavioral aspects of employees in relation to environmental issues and the green approach. Additionally, considering the need to address inflation and the resulting economic pressures, it is recommended to increase salaries, benefits, and rewards based on performance evaluation to incentivize the implementation of green principles among human resources.

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