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Seyed Mohammadali. Baghernejad¹,
Masoumeh. Jafari^{2*}, Naser.
Barkhordar¹

1 Department of Management, Ro.C., Islamic
Azad University, Roudehen, Iran
2 Department of Management, ET.C., Islamic
Azad University, East Tehran, Iran

Corresponding author email address:
m_jafari85@iau.ac.ir

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Designing a Model of Human Resource Behavioral Values Adherence Within the Framework of Knowledge Management Implementation

ABSTRACT

The present study aimed to identify and design the components of a human resource behavioral values adherence model within the framework of knowledge management implementation in organizational settings. This study was conducted using a qualitative research approach with an applied objective and thematic analysis method. Data were collected through documentary review and semi-structured interviews with 19 experts, university professors, organizational managers, and specialists in the fields of management, organizational behavior, human resource management, and knowledge management. Participants were selected using purposive and criterion-based sampling until theoretical saturation was achieved. The interviews focused on identifying the behavioral, managerial, ethical, and organizational factors influencing adherence to behavioral values in the context of knowledge management implementation. Data analysis was conducted using thematic analysis based on the Braun and Clarke approach, and coding procedures were performed with the assistance of MAXQDA20 software. To ensure trustworthiness, the criteria proposed by Lincoln and Guba, including credibility, confirmability, transferability, and dependability, were employed throughout the research process. The findings revealed that the proposed model consists of several interrelated dimensions and thematic domains influencing the adherence of human resources to behavioral values in knowledge management environments. The extracted themes included organizational culture and ethical orientation, trust and knowledge interactions, effective leadership and management, organizational belonging and motivation, organizational trust and transparency, responsibility and professional discipline, collaboration and teamwork, organizational innovation and creativity, organizational support, prevention of organizational discrimination, strengthening reward systems, role modeling and behavioral guidance, support for knowledge-oriented behavior, conflict management, empowerment and development of knowledge-behavioral skills, facilitation of knowledge management, and continuous organizational learning. The results indicated that successful implementation of knowledge management requires an integrated behavioral ecosystem emphasizing ethical communication, trust-building, collaborative learning, participatory leadership, motivational reinforcement, and supportive organizational infrastructures. The study concluded that behavioral value adherence represents a fundamental prerequisite for effective knowledge management implementation. Sustainable knowledge-oriented organizations require not only technological infrastructures but also value-centered managerial systems, ethical organizational cultures, collaborative communication patterns, and continuous learning mechanisms. Strengthening behavioral values among employees and managers can improve organizational trust, knowledge sharing, innovation capability, and long-term organizational effectiveness.

Keywords: Behavioral Values, Human Resource Management, Knowledge Management, Organizational Culture, Knowledge Sharing, Organizational Trust, Ethical Behavior, Thematic Analysis

Introduction

Human resources have long been recognized as one of the most strategic assets of organizations, and contemporary organizations increasingly view human capital not merely as an operational component but as a critical driver of competitiveness, innovation, sustainability, and organizational resilience [1]. In the evolving knowledge economy, organizations are no longer evaluated solely based on physical resources or technological infrastructure; rather, their ability to create, share, preserve, and apply knowledge through human interactions and value-oriented behaviors has become a central determinant of organizational effectiveness [2]. As knowledge-intensive environments continue to expand under the influence of digital transformation, artificial intelligence, Industry 5.0, and sustainable organizational paradigms, the behavioral values of employees increasingly influence the success or failure of knowledge management implementation within organizations [3, 4].

Knowledge management has emerged as a multidimensional managerial approach aimed at identifying, organizing, transferring, and utilizing organizational knowledge to improve performance and maintain competitive advantage. However, the successful implementation of knowledge management systems depends not only on technological infrastructures but also on the behavioral, ethical, and cultural characteristics of employees and managers [5]. Many organizations invest heavily in technological solutions for knowledge storage and information exchange, yet fail to establish sustainable knowledge-oriented cultures because employees may resist sharing knowledge, avoid collaborative learning, or lack trust and ethical commitment in organizational interactions [6]. Therefore, scholars increasingly emphasize that the effectiveness of knowledge management initiatives is fundamentally rooted in behavioral values such as trust, responsibility, collaboration, transparency, accountability, ethical conduct, and participatory engagement [7].

The emergence of digitalization and smart organizational systems has further intensified the importance of integrating human values with knowledge-oriented organizational structures. Digital human resource management, artificial intelligence, machine learning, and data-driven organizational systems are rapidly transforming workplace relationships and employee expectations [8, 9]. Although these technological developments improve efficiency and facilitate knowledge accessibility, they simultaneously create ethical, behavioral, and relational challenges that organizations must address [10]. Issues such as information misuse, distrust, technological resistance, knowledge hoarding, and weakened human interactions may undermine organizational learning and collaborative behavior if value-based behavioral frameworks are absent [11]. Consequently, organizations increasingly require comprehensive models that align behavioral values with knowledge management implementation in order to maintain organizational cohesion and sustainable performance.

Recent literature indicates that organizations achieving higher levels of knowledge management maturity often possess strong ethical climates, collaborative cultures, and supportive leadership structures [5]. In such organizations, employees perceive knowledge sharing as a collective responsibility rather than a personal threat, and managerial systems encourage participation, transparency, and behavioral accountability. Conversely, organizations lacking behavioral value alignment frequently experience fragmented communication, resistance to organizational learning, and reduced innovation capability [6]. This suggests that knowledge management cannot be effectively institutionalized solely through structural or technological interventions; rather, it requires a deep integration of behavioral values within organizational culture and human resource practices.

Behavioral values in organizational contexts refer to the shared ethical, professional, and relational standards guiding employees' interactions, decisions, and workplace conduct. These values shape how employees communicate, cooperate, resolve conflicts, share expertise, and respond to organizational responsibilities. Research has demonstrated that value congruence between employees and organizations significantly enhances organizational commitment, trust, and behavioral alignment [12]. In knowledge-based organizations, such alignment becomes even more critical because knowledge creation and dissemination depend heavily on mutual trust, ethical responsibility, and collaborative engagement among organizational members. Employees who perceive fairness, transparency, and respect within the organization are more likely to participate actively in knowledge-sharing behaviors and organizational learning processes [13].

At the same time, leadership plays a central role in shaping behavioral values and supporting knowledge-oriented organizational cultures. Transformational, participatory, and ethical leadership styles have been associated with stronger knowledge-sharing intentions, innovation capability, and sustainable organizational behavior [14, 15]. Leaders who demonstrate behavioral consistency, fairness, and openness contribute to psychological safety and trust among employees, thereby encouraging collaborative learning and knowledge exchange. Moreover, contemporary organizations increasingly require leaders capable of balancing technological advancement with human-centered management approaches [4]. Such leadership models emphasize empathy, ethical conduct, communication competence, and employee empowerment as essential elements of sustainable knowledge management systems.

Another important dimension influencing behavioral values within organizations is the increasing integration of sustainability and green human resource management practices. Sustainable HRM approaches seek to align organizational performance with environmental responsibility, ethical governance, and long-term employee well-being [16, 17]. Green and sustainable HRM initiatives encourage organizations to foster responsible employee behavior, collaborative learning, and ethical participation in organizational processes. Scholars argue that sustainability-oriented HR systems strengthen organizational citizenship behavior, environmental awareness, and collective responsibility among employees [18, 19]. Such findings indicate that value-oriented HR practices can serve as powerful mechanisms for institutionalizing behavioral commitment within knowledge management frameworks.

In parallel, the growing reliance on electronic human resource management systems and HR analytics has transformed how organizations manage employee behavior, performance, and knowledge flows [20, 21]. E-HRM systems facilitate communication, learning, monitoring, and performance evaluation while also generating new opportunities for integrating behavioral indicators into organizational decision-making [22]. However, technology-driven HR systems alone cannot guarantee successful knowledge management outcomes unless employees perceive organizational justice, trust, and ethical support within these systems [23]. Consequently, behavioral value adherence must be embedded within technological infrastructures to ensure sustainable employee engagement and organizational learning.

The relationship between knowledge management and innovation has also been extensively emphasized in recent organizational studies. Knowledge-sharing behavior, collaborative problem-solving, and participatory learning processes significantly enhance innovation capability and adaptive organizational performance [7]. Organizations characterized by open communication, mutual respect, and supportive managerial practices are more capable of transforming individual knowledge into collective innovation and strategic capability [24]. In contrast, rigid hierarchical cultures and low-trust environments inhibit creativity, reduce employee participation, and limit the effectiveness of knowledge management implementation.

Therefore, the behavioral foundations of organizational interaction are increasingly recognized as essential preconditions for sustainable innovation and organizational adaptability.

Industry 5.0 perspectives further reinforce the necessity of integrating human-centered values into organizational systems. Unlike earlier industrial paradigms focused primarily on automation and efficiency, Industry 5.0 emphasizes collaboration between humans and intelligent technologies while preserving ethical, social, and humanistic dimensions of work [3]. This paradigm shift highlights the strategic importance of behavioral competencies such as empathy, teamwork, ethical awareness, adaptability, and collective intelligence in organizational environments. Human resource systems operating within Industry 5.0 frameworks must therefore support behavioral development alongside technological advancement in order to sustain organizational learning and resilience.

Moreover, the rapid evolution of artificial intelligence and machine learning technologies in organizational contexts has generated complex ethical and managerial paradoxes. While AI-based systems improve decision-making speed and operational efficiency, they may also weaken interpersonal interactions, reduce emotional engagement, and create concerns regarding fairness and transparency [9, 11]. Researchers have argued that organizations must establish behavioral and ethical frameworks capable of balancing automation with human-centered organizational values [10]. This balance is particularly important in knowledge management environments where collaborative interaction, trust, and shared meaning remain indispensable for effective knowledge exchange.

Contemporary HR research also emphasizes organizational resilience and adaptability as critical outcomes of value-oriented behavioral systems. Organizations capable of maintaining collaborative behavior, ethical accountability, and employee engagement during uncertainty are more resilient in responding to environmental and technological disruptions [25, 26]. Behavioral values such as mutual support, trustworthiness, and responsibility contribute to organizational stability by strengthening communication networks and reducing interpersonal conflict. Similarly, resilient organizations often demonstrate stronger learning cultures and more effective knowledge-sharing processes because employees perceive themselves as integral contributors to collective organizational success.

Ethical and sustainable organizational governance further depends on the establishment of fair, transparent, and supportive HR practices. Studies on sustainable supply chains and ethical organizational systems indicate that HR departments increasingly function as guardians of ethical behavior, professional accountability, and organizational integrity [27]. Through recruitment, performance evaluation, training, reward systems, and leadership development, HR systems shape the behavioral norms governing organizational interactions. Consequently, behavioral value adherence cannot be viewed as an individual phenomenon alone; rather, it represents an organizational capability emerging from managerial systems, leadership approaches, and institutional cultures.

Another important issue concerns the alignment between employee competencies and organizational intellectual capital. Knowledge-intensive organizations rely heavily on competency-based intellectual capital, which includes employees' expertise, communication skills, ethical conduct, and collaborative capacities [28]. Organizations that fail to develop behavioral competencies alongside technical skills often encounter difficulties in sustaining organizational learning and knowledge integration. Therefore, behavioral values should be considered strategic assets contributing to intellectual capital development and long-term organizational competitiveness.

Public sector organizations and service-oriented institutions face additional challenges regarding behavioral values and knowledge management implementation. Bureaucratic rigidity, limited technological readiness, and resistance to organizational change often reduce the effectiveness of knowledge-sharing systems [29]. Nonetheless, studies indicate that organizations characterized by participatory leadership, supportive communication, and employee-centered management practices demonstrate stronger organizational learning outcomes and more effective knowledge dissemination processes [15]. This highlights the importance of designing integrated behavioral models capable of addressing both structural and human dimensions of knowledge management implementation.

Despite the growing body of literature on HRM, sustainability, digital transformation, and knowledge management, significant conceptual and empirical gaps remain regarding the specific behavioral values required for effective knowledge management implementation. Existing studies often examine isolated variables such as leadership, technological readiness, or organizational culture independently, while limited attention has been devoted to constructing comprehensive behavioral value models integrating ethical, relational, motivational, managerial, and knowledge-oriented dimensions simultaneously [30]. Furthermore, many studies emphasize technological aspects of knowledge management while underestimating the central role of behavioral adherence and value congruence in sustaining knowledge-oriented organizational cultures [2].

In addition, the increasing complexity of modern organizational environments necessitates multidimensional frameworks capable of integrating behavioral ethics, collaborative learning, organizational support, innovation orientation, and knowledge-sharing mechanisms within unified conceptual structures [17]. Such models are particularly relevant for organizations operating in dynamic and competitive contexts where employee behavior directly influences organizational adaptability, innovation capability, and sustainable development outcomes. Consequently, identifying the components of behavioral value adherence within knowledge management implementation can provide both theoretical and practical insights for organizational policymakers, HR managers, and knowledge management specialists.

Furthermore, educational and humanistic perspectives emphasize that organizational standards and governance mechanisms should not merely function as control systems but should also promote empowerment, participation, and human development [31]. In this regard, behavioral value adherence within knowledge management frameworks should be understood as a developmental and participatory process aimed at strengthening ethical commitment, organizational trust, collective learning, and shared responsibility among employees. Such an approach aligns with emerging perspectives advocating human-centered organizational systems capable of balancing technological efficiency with ethical and relational sustainability.

Overall, the literature suggests that behavioral values constitute foundational prerequisites for successful knowledge management implementation. Organizational trust, ethical communication, collaborative learning, participatory leadership, motivational reinforcement, innovation support, and transparent managerial systems collectively shape employees' willingness to engage in knowledge-oriented behaviors. However, the absence of integrated models identifying and organizing these behavioral components remains a significant challenge for organizations seeking to institutionalize knowledge management practices effectively. Therefore, the present study aims to identify the components of the human resource behavioral values adherence model within the framework of knowledge management implementation.

Methodology

The present study was applied in terms of purpose and qualitative in terms of methodological approach. It was designed to identify and determine the components of a behavioral values adherence model for human resources within the framework of knowledge management implementation. Because the aim of the study was to explore the meanings, experiences, perceptions, and expert interpretations related to behavioral values, human resource commitment, and knowledge management establishment, a qualitative exploratory design was adopted. The study relied on documentary review and field-based qualitative inquiry to develop a conceptual understanding of the phenomenon and to extract the main components of the proposed model. The documentary phase focused on reviewing domestic and international scientific sources, including books, peer-reviewed articles, dissertations, organizational documents, and credible academic databases related to behavioral values, human resource management, organizational behavior, and knowledge management. The field phase was conducted through semi-structured interviews with knowledgeable experts in order to obtain rich, contextualized, and practice-based insights into the phenomenon under investigation.

The research population consisted of university faculty members, managers, specialists, and experts familiar with human resource management, organizational behavior, and knowledge management, particularly individuals with relevant professional or academic experience in the context of Tehran Cement Company and related management fields. Participants were selected through purposive and criterion-based sampling because the study required informants who possessed direct knowledge, specialized experience, and analytical competence regarding the subject. The inclusion criteria were having a postgraduate degree, preferably a master's or doctoral degree in management or a related discipline; at least five years of professional, executive, research, or academic experience; familiarity with knowledge management processes or human resource behavioral systems; and willingness to participate in the interview process. The participants were between 25 and 65 years of age and were selected because they could provide informed judgments about the components required for adherence to behavioral values in human resources during knowledge management implementation. In the qualitative phase, interviews were conducted with 19 experts, and the process continued until theoretical saturation was achieved; that is, the interviews were stopped when no substantially new concepts, codes, or themes emerged from the data and the responses became conceptually repetitive.

Data were collected using documentary study and semi-structured interviews. In the documentary study, the researcher reviewed scientific and organizational sources related to the key concepts of the study, including behavioral values, human resource adherence, organizational commitment, knowledge sharing, knowledge creation, organizational learning, knowledge management implementation, and value-based human resource behavior. The documentary review provided the theoretical foundation for the research and helped the researcher formulate the initial interview protocol. Sources were selected purposefully based on their relevance to the research topic, scientific credibility, and contribution to understanding the relationship between behavioral values and knowledge management implementation. This stage allowed the researcher to identify preliminary conceptual categories and develop a more focused framework for field data collection.

The main field instrument was a semi-structured interview protocol. Semi-structured interviews were selected because they allow the researcher to guide the conversation around predefined themes while also giving participants enough freedom to explain their experiences, interpretations, and professional judgments in detail. The interview questions were developed based on the theoretical literature, the objectives of the study, and the researcher's preliminary understanding of the subject.

The questions focused on the meaning of behavioral value adherence in human resources, the role of behavioral values in successful knowledge management implementation, organizational and managerial factors affecting adherence to such values, barriers to value-based behavior in knowledge-driven organizations, and the components that should be included in a behavioral values adherence model. During the interviews, probing questions were used whenever clarification, elaboration, or deeper explanation was required. The interviews were conducted individually, either in person or virtually depending on participants' availability, and each interview was recorded with the participant's consent. Field notes were also taken to record important contextual points, nonverbal observations, emphases, and interpretive reflections that could support the later analysis. Ethical considerations were observed throughout the data collection process; participation was voluntary, participants were informed about the aim of the study, confidentiality was assured, and the interview data were used only for research purposes.

The qualitative data were analyzed using thematic analysis. After each interview, the audio file was transcribed verbatim and reviewed several times to ensure familiarity with the content. The researcher first read the transcripts repeatedly in order to gain an overall understanding of participants' views and to identify meaningful statements related to behavioral values, human resource conduct, organizational norms, knowledge-sharing behavior, and knowledge management implementation. In the initial coding stage, meaningful units were extracted from the interview texts and assigned conceptual codes. These codes were then compared, refined, merged, or separated according to their conceptual similarity and relevance to the research questions. The analysis moved continuously between the raw data, initial codes, emerging categories, and broader themes so that the final structure remained grounded in the participants' accounts.

After initial coding, related codes were organized into subthemes and then into broader themes representing the main components of the behavioral values adherence model. Thematic analysis was used to identify recurring patterns across participants' responses and to determine how different behavioral, organizational, managerial, cultural, and knowledge-related factors interacted within the framework of knowledge management implementation. MAXQDA 20 software was used to support the organization, coding, retrieval, comparison, and classification of qualitative data. The software facilitated systematic management of interview transcripts, coding structures, memos, and thematic networks, but interpretation and conceptual integration were carried out by the researcher.

To ensure the trustworthiness of the qualitative findings, the study used the criteria of credibility, dependability, confirmability, and transferability. Credibility was strengthened through prolonged engagement with the data, careful selection of knowledgeable participants, repeated reading of transcripts, and member checking with selected interviewees. Dependability was enhanced by documenting the research process, including participant selection, interview procedures, coding decisions, and theme development. Confirmability was addressed by maintaining an audit trail of analytical decisions and by reducing the influence of the researcher's personal assumptions through continuous comparison of interpretations with the original data. Transferability was supported by providing a clear description of the research context, participant characteristics, sampling logic, and data analysis process so that readers can evaluate the applicability of the findings to similar organizational and knowledge management settings. The final themes and components were derived from the integrated analysis of expert interviews and documentary evidence and formed the basis for presenting the qualitative model of human resource behavioral values adherence within the framework of knowledge management implementation.

Findings and Results

The qualitative sample consisted of 19 experts, including 11 men and 8 women. The participants’ ages ranged from 35 to 50 years, with an average age of 41.84 years. In terms of education, 11 participants held doctoral degrees and 8 held master’s degrees. Their academic and executive experience ranged from 8 to 25 years, with an average of 16.26 years. The participants specialized in human resource management, organizational management, organizational behavior, executive management, entrepreneurship management, information technology, information science, and knowledge management; therefore, the sample had sufficient theoretical, managerial, and professional competence to comment on the components of behavioral values adherence among human resources within the framework of knowledge management implementation.

Table 1
Complete Qualitative Findings Extracted from Expert Interviews

Main theme	Subtheme	Meaning units	Interview codes
Organizational culture and ethical orientation	Organizational civility	Observing respectful language in work conversations	m-1, m-4, m-19, m-18, m-11, m-13, m-12, m-2
Organizational culture and ethical orientation	Organizational civility	Avoiding insult and humiliation of colleagues	m-3, m-5, m-18, m-9, m-1
Organizational culture and ethical orientation	Organizational civility	Controlling tone and speech when facing disagreement	m-11, m-3, m-8, m-10, m-12, m-17, m-6, m-16
Organizational culture and ethical orientation	Organizational civility	Respecting individual and ideological differences	m-3, m-16, m-19, m-5, m-15, m-10, m-12
Organizational culture and ethical orientation	Work responsibility	Accepting responsibility for individual errors	m-13, m-18, m-8
Organizational culture and ethical orientation	Work responsibility	Providing transparent accountability for duties	m-9, m-2, m-11, m-6, m-17
Organizational culture and ethical orientation	Work responsibility	Following up tasks without needing reminders	m-10, m-14, m-19, m-4
Organizational culture and ethical orientation	Work responsibility	Practical loyalty to job commitments	m-16, m-17, m-13, m-18
Organizational culture and ethical orientation	Honesty and behavioral transparency	Honesty in performance reporting	m-18, m-12, m-13, m-15, m-6, m-2, m-8
Organizational culture and ethical orientation	Honesty and behavioral transparency	Avoiding informational concealment	m-16, m-14, m-11, m-2, m-10, m-6
Organizational culture and ethical orientation	Honesty and behavioral transparency	Providing real and documented information	m-17, m-10, m-8, m-15, m-2, m-14
Organizational culture and ethical orientation	Honesty and behavioral transparency	Clarifying decisions for stakeholders	m-13, m-12, m-2, m-15, m-10, m-8, m-17, m-6
Organizational culture and ethical orientation	Organizational justice orientation	Observing fairness in task distribution	m-3, m-7, m-8, m-11, m-12, m-14, m-15
Organizational culture and ethical orientation	Organizational justice orientation	Avoiding behavioral discrimination among employees	m-3, m-9, m-11, m-16, m-1, m-12, m-17, m-2
Organizational culture and ethical orientation	Organizational justice orientation	Fair evaluation of colleagues’ performance	m-2, m-12, m-5, m-17, m-9, m-8
Organizational culture and ethical orientation	Organizational justice orientation	Observing justice in access to resources	m-10, m-5, m-18, m-1, m-8, m-6, m-16
Organizational culture and ethical orientation	Trustworthiness and information protection	Maintaining confidentiality of organizational information	m-1, m-4, m-18, m-3
Organizational culture and ethical orientation	Trustworthiness and information protection	Preventing disclosure of work secrets	m-7, m-11, m-14, m-2, m-19, m-4
Organizational culture and ethical orientation	Trustworthiness and information protection	Proper maintenance of documents and data	m-5, m-17, m-16
Organizational culture and ethical orientation	Trustworthiness and information protection	Avoiding misuse of available information	m-17, m-3, m-9
Organizational culture and ethical orientation	Emotional control in the workplace	Managing anger under work pressure	m-12, m-18, m-1, m-16, m-17, m-9
Organizational culture and ethical orientation	Emotional control in the workplace	Decision-making without emotional bias	m-11, m-4, m-8, m-10, m-12, m-1, m-19
Organizational culture and ethical orientation	Emotional control in the workplace	Maintaining calm in critical situations	m-4, m-10, m-11
Organizational culture and ethical orientation	Emotional control in the workplace	Avoiding emotional reactions to criticism	m-13, m-15, m-1, m-12, m-3, m-10, m-14, m-5

Trust and knowledge interactions in the organization	Trust-building in work relationships	Exchanging experiences without fear of judgment	m-14, m-6, m-18, m-7, m-15, m-1, m-13, m-11
Trust and knowledge interactions in the organization	Trust-building in work relationships	Accepting mistakes in the work group	m-15, m-11, m-5, m-1, m-17, m-16
Trust and knowledge interactions in the organization	Trust-building in work relationships	Freely expressing job-related concerns	m-4, m-3, m-7, m-2, m-11
Trust and knowledge interactions in the organization	Trust-building in work relationships	Confidence that knowledge will not be misused	m-4, m-17, m-16, m-6, m-2, m-12, m-7, m-8
Trust and knowledge interactions in the organization	Cooperation and mutual learning	Requesting technical help from colleagues	m-3, m-8, m-12, m-2, m-10
Trust and knowledge interactions in the organization	Cooperation and mutual learning	Voluntarily transferring educational points	m-12, m-3, m-16, m-6, m-2, m-19, m-14, m-8
Trust and knowledge interactions in the organization	Cooperation and mutual learning	Sharing job-related techniques	m-13, m-15, m-4, m-17, m-11, m-8, m-5, m-1
Trust and knowledge interactions in the organization	Cooperation and mutual learning	Participating in internal training workshops	m-18, m-3, m-9
Trust and knowledge interactions in the organization	Applied knowledge sharing	Transferring accurate technical information to others	m-19, m-1, m-8, m-10, m-7, m-6
Trust and knowledge interactions in the organization	Applied knowledge sharing	Providing documented knowledge reports	m-18, m-4, m-9, m-1, m-12, m-6, m-13, m-2
Trust and knowledge interactions in the organization	Applied knowledge sharing	Sharing test results	m-9, m-3, m-15, m-14, m-19, m-5
Trust and knowledge interactions in the organization	Applied knowledge sharing	Providing executive solutions to teams	m-3, m-9, m-2, m-4, m-12, m-7, m-18, m-17
Trust and knowledge interactions in the organization	Dialogue-based learning	Asking questions about work methods	m-4, m-5, m-16, m-7, m-13, m-19
Trust and knowledge interactions in the organization	Dialogue-based learning	Holding informal job-related dialogues	m-17, m-16, m-3, m-8, m-6, m-1
Trust and knowledge interactions in the organization	Dialogue-based learning	Challenging inefficient methods	m-12, m-5, m-14, m-10, m-4, m-11
Trust and knowledge interactions in the organization	Dialogue-based learning	Accepting scientific criticism from colleagues	m-16, m-15, m-8, m-11, m-7, m-13, m-14
Trust and knowledge interactions in the organization	Helping behaviors	Volunteering to transfer experience	m-6, m-8, m-2, m-16, m-19, m-11, m-10
Trust and knowledge interactions in the organization	Helping behaviors	Supporting newly recruited colleagues	m-17, m-4, m-8, m-19, m-13, m-18, m-10, m-16
Trust and knowledge interactions in the organization	Helping behaviors	Providing educational help without expecting reward	m-10, m-1, m-2, m-17, m-12, m-6, m-4, m-15
Trust and knowledge interactions in the organization	Helping behaviors	Providing practical consultation	m-14, m-5, m-10
Trust and knowledge interactions in the organization	Selfless behaviors	Providing information with the intention of improving team performance	m-15, m-3, m-11, m-14
Trust and knowledge interactions in the organization	Selfless behaviors	Sharing findings without expecting privilege	m-14, m-8, m-15, m-11, m-10, m-1, m-9, m-13
Trust and knowledge interactions in the organization	Selfless behaviors	Abandoning monopolistic attitudes	m-1, m-3, m-18, m-5
Trust and knowledge interactions in the organization	Selfless behaviors	Avoiding knowledge hoarding in decisions	m-12, m-11, m-6
Effective leadership and management	Managers' guidance and leadership style	Transparency in communicating vision	m-19, m-18, m-14
Effective leadership and management	Managers' guidance and leadership style	Participatory guidance of employees	m-16, m-7, m-1
Effective leadership and management	Managers' guidance and leadership style	Managers' ability to inspire	m-1, m-3, m-15, m-6, m-9, m-19, m-11
Effective leadership and management	Managers' guidance and leadership style	Stability in directing shared goals	m-3, m-17, m-13
Effective leadership and management	Managers' human communication skills	Active listening to employees' opinions	m-13, m-9, m-12, m-2, m-1, m-18, m-6
Effective leadership and management	Managers' human communication skills	Effective open and informal communication	m-2, m-3, m-9, m-1, m-7, m-17
Effective leadership and management	Managers' human communication skills	Resolving tension and conflict through dialogue	m-12, m-9, m-19
Effective leadership and management	Managers' human communication skills	Emotional control when dealing with employees	m-5, m-10, m-19, m-7, m-8, m-9, m-6
Effective leadership and management	Efficient and logical decision-making	Reliance on data and evidence analysis	m-17, m-18, m-19, m-1, m-9, m-16
Effective leadership and management	Efficient and logical decision-making	Avoiding emotional and hasty decisions	m-12, m-8, m-2, m-3, m-16, m-1, m-13, m-18
Effective leadership and management	Efficient and logical decision-making	Evaluating decision consequences before implementation	m-17, m-15, m-9, m-6, m-3, m-4, m-13

Effective leadership and management	Efficient and logical decision-making	Speed of action together with accuracy in selecting solutions	m-7, m-5, m-17, m-15, m-18
Effective leadership and management	Human resource empowerment and motivation	Intelligent delegation of authority	m-2, m-6, m-16, m-17, m-12, m-1, m-19, m-18
Effective leadership and management	Human resource empowerment and motivation	Trusting capable employees	m-11, m-7, m-15, m-17, m-3, m-6
Effective leadership and management	Human resource empowerment and motivation	Effective feedback for performance growth	m-2, m-17, m-3, m-4, m-16, m-14
Effective leadership and management	Human resource empowerment and motivation	Recognizing and appreciating achievements	m-16, m-9, m-18, m-5, m-17, m-8
Effective leadership and management	Performance management and purposeful supervision	Continuous monitoring of unit progress	m-19, m-18, m-6, m-15, m-7, m-5, m-12, m-10
Effective leadership and management	Performance management and purposeful supervision	Timely correction of deviations	m-17, m-15, m-1, m-16
Effective leadership and management	Performance management and purposeful supervision	Aligning unit goals with macro strategy	m-17, m-16, m-4, m-1, m-2
Organizational belonging and motivation	Job and organizational commitment	Factor-oriented interest in work	m-2, m-7, m-6, m-19, m-11, m-4
Organizational belonging and motivation	Job and organizational commitment	Psychological energy to continue duties	m-2, m-1, m-4, m-17, m-14, m-16, m-6
Organizational belonging and motivation	Job and organizational commitment	Following duties through to completion	m-14, m-4, m-3
Organizational belonging and motivation	Job and organizational commitment	Voluntary compliance with regulations	m-16, m-11, m-3
Organizational belonging and motivation	Organizational belonging and identity	Pride in organizational identity	m-19, m-2, m-5, m-10, m-16, m-15
Organizational belonging and motivation	Organizational belonging and identity	Defending organizational reputation in public	m-19, m-3, m-11
Organizational belonging and motivation	Organizational belonging and identity	Participation in organizational ceremonies and events	m-11, m-14, m-13, m-5, m-2, m-8
Organizational belonging and motivation	Organizational belonging and identity	Feeling of "shared destiny" with the organization	m-9, m-11, m-19, m-3, m-10, m-14, m-12, m-15
Organizational belonging and motivation	Motivation for learning and progress	Welcoming learning and individual growth	m-6, m-11, m-17, m-4, m-13, m-12
Organizational belonging and motivation	Motivation for learning and progress	Effort to improve professional competencies	m-1, m-17, m-2, m-4
Organizational belonging and motivation	Motivation for learning and progress	Seeking opportunities for skill development	m-4, m-7, m-8, m-13, m-2, m-3, m-16
Organizational belonging and motivation	Motivation for learning and progress	Enthusiasm for receiving performance feedback	m-7, m-3, m-19, m-12, m-15, m-5
Organizational belonging and motivation	Managerial support and environmental motivation	Managerial attention to employees' psychological needs	m-7, m-6, m-16, m-15, m-17, m-19, m-9
Organizational belonging and motivation	Managerial support and environmental motivation	Use of nonfinancial incentive policies	m-13, m-6, m-4, m-9, m-2, m-14
Organizational belonging and motivation	Managerial support and environmental motivation	Creating a relative sense of job security	m-19, m-8, m-3, m-13, m-12, m-4
Organizational belonging and motivation	Managerial support and environmental motivation	Reducing stressors	m-16, m-14, m-1, m-13, m-10, m-11, m-17, m-8
Organizational belonging and motivation	Reward system and reinforcers	Formal appreciation of superior performance	m-14, m-17, m-2, m-3, m-13, m-1, m-19
Organizational belonging and motivation	Reward system and reinforcers	Reward based on effort and results	m-13, m-11, m-6, m-19, m-2, m-4, m-15
Organizational belonging and motivation	Reward system and reinforcers	Justice in promotion opportunities	m-17, m-16, m-9, m-7
Organizational belonging and motivation	Reward system and reinforcers	Linking rewards to knowledge behaviors	m-1, m-10, m-8, m-19, m-15
Organizational trust, transparency, and honesty	Information transparency	Explicitly stating the real work situation	m-6, m-4, m-18, m-8, m-12
Organizational trust, transparency, and honesty	Information transparency	Providing real statistics without manipulation	m-19, m-5, m-2
Organizational trust, transparency, and honesty	Information transparency	Avoiding concealment in decisions	m-10, m-17, m-9, m-19, m-7, m-8, m-2, m-16
Organizational trust, transparency, and honesty	Information transparency	Equal access to organizational information	m-2, m-11, m-16, m-19, m-14, m-1
Organizational trust, transparency, and honesty	Individual honesty and integrity	Fulfilling job promises	m-11, m-12, m-6, m-2, m-10, m-16, m-14, m-17
Organizational trust, transparency, and honesty	Individual honesty and integrity	Accepting consequences of personal mistakes	m-15, m-13, m-14, m-2, m-4, m-16, m-19
Organizational trust, transparency, and honesty	Individual honesty and integrity	Avoiding deceptive behaviors	m-4, m-17, m-12, m-13, m-9, m-8
Organizational trust, transparency, and honesty	Individual honesty and integrity	Ethical commitment in reporting	m-8, m-6, m-16, m-7
Organizational trust, transparency, and honesty	Mutual trust between employees and managers	Employees' trust in managerial decisions	m-4, m-9, m-19, m-17

Organizational trust, transparency, and honesty	Mutual trust between employees and managers	Observing fairness in assigning responsibilities	m-18, m-13, m-6, m-9, m-12, m-16, m-11
Organizational trust, transparency, and honesty	Mutual trust between employees and managers	Absence of bias in judgments	m-9, m-11, m-15, m-4
Organizational trust, transparency, and honesty	Mutual trust between employees and managers	Establishing unity between word and action in management	m-10, m-2, m-1, m-19, m-17, m-14
Organizational trust, transparency, and honesty	Honesty in knowledge processes	Honesty in sharing work experiences	m-2, m-14, m-17, m-19, m-13, m-8, m-4
Organizational trust, transparency, and honesty	Honesty in knowledge processes	Transparent transfer of knowledge to colleagues	m-12, m-5, m-10, m-9, m-11
Organizational trust, transparency, and honesty	Honesty in knowledge processes	Correct registration of information and documentation	m-12, m-10, m-2, m-5
Organizational trust, transparency, and honesty	Honesty in knowledge processes	Avoiding censorship of unpleasant facts	m-18, m-1, m-13, m-4
Organizational trust, transparency, and honesty	Control of trust-damaging behaviors	Avoiding backbiting and rumor-spreading	m-10, m-12, m-18, m-3, m-5
Organizational trust, transparency, and honesty	Control of trust-damaging behaviors	Reporting improper administrative behaviors	m-5, m-9, m-12, m-1
Organizational trust, transparency, and honesty	Control of trust-damaging behaviors	Firm confrontation with dishonesty	m-3, m-11, m-14, m-7, m-17, m-4, m-6, m-18
Organizational trust, transparency, and honesty	Control of trust-damaging behaviors	Preventing dissemination of false information	m-2, m-14, m-1, m-12
Responsibility, accountability, and professional discipline	Individual responsibility	Full completion of assigned duties	m-11, m-17, m-12, m-4, m-2, m-3
Responsibility, accountability, and professional discipline	Individual responsibility	Accepting outcomes of personal performance	m-4, m-6, m-17, m-7, m-12
Responsibility, accountability, and professional discipline	Individual responsibility	Timely reporting of problems and obstacles	m-2, m-9, m-12
Responsibility, accountability, and professional discipline	Individual responsibility	Being accountable for errors	m-16, m-11, m-7, m-15, m-18
Responsibility, accountability, and professional discipline	Time discipline	Observing project schedules	m-10, m-11, m-16, m-12, m-6, m-4, m-1
Responsibility, accountability, and professional discipline	Time discipline	Delivering outputs according to plan	m-13, m-5, m-19, m-3, m-16, m-14, m-6
Responsibility, accountability, and professional discipline	Time discipline	Regular attendance without unjustified absence	m-1, m-6, m-16
Responsibility, accountability, and professional discipline	Time discipline	Respecting colleagues' time	m-8, m-10, m-2, m-6
Responsibility, accountability, and professional discipline	Performance transparency and reporting	Providing periodic performance reports	m-11, m-12, m-13, m-16, m-19, m-2, m-6, m-3
Responsibility, accountability, and professional discipline	Performance transparency and reporting	Providing real progress statistics	m-7, m-2, m-4, m-10, m-1
Responsibility, accountability, and professional discipline	Performance transparency and reporting	Documenting completed actions	m-2, m-13, m-9, m-3, m-16, m-4, m-7, m-6
Responsibility, accountability, and professional discipline	Performance transparency and reporting	Referring decisions to performance evidence	m-3, m-17, m-7, m-10, m-8, m-12
Responsibility, accountability, and professional discipline	Professional principles with stakeholders	Respectful behavior toward clients and service recipients	m-17, m-2, m-3, m-19, m-4, m-16, m-14, m-11
Responsibility, accountability, and professional discipline	Professional principles with stakeholders	Providing correct information to audiences	m-3, m-6, m-1, m-7, m-19, m-15, m-8, m-12
Responsibility, accountability, and professional discipline	Professional principles with stakeholders	Maintaining organizational dignity in communications	m-8, m-14, m-16
Responsibility, accountability, and professional discipline	Professional principles with stakeholders	Providing services without discrimination	m-16, m-11, m-3, m-1, m-5
Responsibility, accountability, and professional discipline	Compliance with regulations and standards	Observing formal organizational rules	m-18, m-9, m-1, m-16, m-13, m-12, m-2
Responsibility, accountability, and professional discipline	Compliance with regulations and standards	Following quality policies	m-17, m-9, m-3, m-1, m-5, m-4, m-14, m-10
Responsibility, accountability, and professional discipline	Compliance with regulations and standards	Implementing circulars and procedures	m-4, m-3, m-18
Responsibility, accountability, and professional discipline	Compliance with regulations and standards	Controlling errors and preventing repetition of mistakes	m-1, m-17, m-8, m-9, m-5, m-15, m-16, m-12
Collaboration, synergy, and teamwork	Interpersonal cooperation	Willingness to participate in task performance	m-19, m-10, m-11, m-12, m-13, m-14, m-17, m-1
Collaboration, synergy, and teamwork	Interpersonal cooperation	Voluntary help to colleagues during crises	m-16, m-9, m-11, m-2, m-3, m-12, m-1
Collaboration, synergy, and teamwork	Interpersonal cooperation	Fair division of tasks	m-17, m-13, m-6, m-18, m-16, m-12
Collaboration, synergy, and teamwork	Interpersonal cooperation	Mutual support in problem solving	m-5, m-7, m-8, m-13, m-18

Collaboration, synergy, and teamwork	Team flexibility	Adaptability to collective roles	m-13, m-17, m-11, m-9, m-3, m-2
Collaboration, synergy, and teamwork	Team flexibility	Role rotation in projects	m-16, m-9, m-3, m-18, m-13, m-15, m-4, m-8
Collaboration, synergy, and teamwork	Team flexibility	Tolerance of criticism and correctability in groups	m-10, m-5, m-9, m-7, m-11, m-13, m-16
Collaboration, synergy, and teamwork	Team flexibility	Managing differences in viewpoints	m-10, m-11, m-9, m-14, m-19, m-12
Collaboration, synergy, and teamwork	Interdepartmental synergy	Coordinating unit performance	m-13, m-7, m-8
Collaboration, synergy, and teamwork	Interdepartmental synergy	Cooperation in joint organizational projects	m-13, m-3, m-5, m-6, m-17, m-15, m-7, m-16
Collaboration, synergy, and teamwork	Interdepartmental synergy	Transferring lessons learned to improve teams	m-13, m-5, m-12, m-2, m-4, m-17
Collaboration, synergy, and teamwork	Interdepartmental synergy	Supporting interdisciplinary groups	m-9, m-17, m-15, m-5, m-10, m-6
Collaboration, synergy, and teamwork	Commitment to common goals	Prioritizing collective interests over individual interests	m-10, m-17, m-16, m-15, m-1, m-14, m-5, m-9
Collaboration, synergy, and teamwork	Commitment to common goals	Effort to achieve team goals	m-10, m-15, m-19, m-7, m-5, m-2, m-12
Collaboration, synergy, and teamwork	Commitment to common goals	Focus on group outputs	m-4, m-19, m-16, m-18, m-17, m-15
Collaboration, synergy, and teamwork	Commitment to common goals	Responsibility for team results	m-18, m-12, m-17, m-16
Collaboration, synergy, and teamwork	Communication and group interaction tools	Using participatory meetings	m-3, m-6, m-5, m-7, m-10, m-4, m-1, m-17
Collaboration, synergy, and teamwork	Communication and group interaction tools	Recording team decisions and following up implementation	m-17, m-3, m-8, m-14, m-12
Collaboration, synergy, and teamwork	Communication and group interaction tools	Transparent reporting in working groups	m-9, m-4, m-8, m-5, m-10, m-17, m-12
Collaboration, synergy, and teamwork	Communication and group interaction tools	Managing the time of work meetings	m-17, m-18, m-12
Organizational innovation and creativity	Individual creativity	Presenting new ideas for work improvement	m-9, m-18, m-10, m-11, m-5
Organizational innovation and creativity	Individual creativity	Using innovative methods in duties	m-9, m-3, m-2
Organizational innovation and creativity	Individual creativity	Generating new solutions under constraints	m-1, m-2, m-19, m-6, m-5, m-9, m-3
Organizational innovation and creativity	Individual creativity	Courage in proposing change	m-1, m-15, m-12, m-5
Organizational innovation and creativity	Problem-solving skill improvement	Root-cause analysis of problems	m-7, m-8, m-13, m-10, m-2, m-11
Organizational innovation and creativity	Problem-solving skill improvement	Identifying factors that create obstacles	m-19, m-10, m-6, m-13, m-3, m-5, m-1
Organizational innovation and creativity	Problem-solving skill improvement	Selecting solutions with minimum cost	m-12, m-11, m-4, m-8
Organizational innovation and creativity	Problem-solving skill improvement	Using analytical decision-making methods	m-16, m-18, m-7, m-8
Organizational innovation and creativity	Technological innovation	Welcoming new technologies	m-17, m-9, m-13, m-2, m-10, m-7
Organizational innovation and creativity	Technological innovation	Accepting digital tools at work	m-1, m-10, m-14, m-9, m-6
Organizational innovation and creativity	Technological innovation	Effort to localize appropriate technology	m-3, m-17, m-15, m-8, m-12, m-1, m-10, m-13
Organizational innovation and creativity	Technological innovation	Using data in tool development	m-18, m-5, m-17, m-11
Organizational innovation and creativity	Learning from failure	Learning from previous failures	m-1, m-14, m-6
Organizational innovation and creativity	Learning from failure	Turning errors into useful experience	m-15, m-17, m-19, m-8, m-18, m-4
Organizational innovation and creativity	Learning from failure	Documenting causes of project failures	m-4, m-11, m-15, m-7
Organizational innovation and creativity	Learning from failure	Preventing repetition of previous mistakes	m-13, m-15, m-14, m-16, m-10, m-1
Organizational innovation and creativity	Motivational drivers of innovation	Creating constructive competition for innovation	m-8, m-19, m-3, m-15, m-4
Organizational innovation and creativity	Motivational drivers of innovation	Encouraging superior ideas	m-2, m-7, m-1, m-19
Organizational innovation and creativity	Motivational drivers of innovation	Supporting experimentation and trial-and-error	m-5, m-9, m-15, m-3
Organizational innovation and creativity	Motivational drivers of innovation	Designing an organizational suggestion system	m-5, m-10, m-13, m-18
Organizational support	Knowledge investment	Allocating development budget for knowledge	m-2, m-14, m-12, m-17, m-16, m-1
Organizational support	Knowledge investment	Financial support for employee training	m-15, m-5, m-16, m-19
Organizational support	Knowledge investment	Supporting knowledge projects	m-18, m-3, m-4, m-8, m-11, m-2, m-14
Organizational support	Knowledge investment	Allocating resources to applied research	m-19, m-12, m-5
Organizational support	Managerial behavioral support	Managers' accompaniment with employee needs	m-2, m-18, m-12, m-17, m-1, m-19
Organizational support	Managerial behavioral support	Attention to employees' individual problems	m-19, m-17, m-3, m-9, m-8, m-2

Organizational support	Managerial behavioral support	Managerial facilitation for better work performance	m-11, m-14, m-5, m-15
Organizational support	Managerial behavioral support	Establishing constructive communication with units	m-11, m-10, m-7, m-16
Organizational support	Support for learning and development	Supporting learning groups	m-14, m-17, m-15, m-16, m-3
Organizational support	Support for learning and development	Allocating time for training	m-13, m-19, m-6, m-9, m-7, m-3
Organizational support	Support for learning and development	Providing specialized educational mentors	m-13, m-16, m-12, m-17, m-10, m-7
Organizational support	Support for learning and development	Supporting skill-upgrading pathways	m-3, m-5, m-9, m-8
Prevention of organizational discrimination	Administrative justice	Equal treatment of employees in decisions	m-3, m-1, m-2
Prevention of organizational discrimination	Administrative justice	Balanced distribution of responsibilities	m-19, m-12, m-4, m-5, m-11, m-6, m-15, m-2
Prevention of organizational discrimination	Administrative justice	Observing the same rules for everyone	m-12, m-14, m-18
Prevention of organizational discrimination	Administrative justice	Avoiding influence-peddling in processes	m-2, m-6, m-4, m-1
Prevention of organizational discrimination	Justice in evaluation and reward	Determining rewards based on real performance	m-2, m-16, m-11, m-4, m-17, m-14, m-6, m-9
Prevention of organizational discrimination	Justice in evaluation and reward	Impartial evaluation of performance indicators	m-12, m-15, m-9, m-14, m-3, m-19, m-5
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Prevention of organizational discrimination	Justice in evaluation and reward	Creating equal opportunities for promotion	m-3, m-15, m-10, m-17, m-7, m-6
Prevention of organizational discrimination	Prevention of discrimination	Responding to discriminatory behaviors	m-4, m-14, m-3, m-19, m-5, m-17, m-11, m-15
Prevention of organizational discrimination	Prevention of discrimination	Reporting unfair behaviors	m-4, m-17, m-6
Prevention of organizational discrimination	Prevention of discrimination	Managerial follow-up of discriminatory violations	m-13, m-2, m-3, m-5, m-4
Prevention of organizational discrimination	Prevention of discrimination	Protecting the rights of less influential employees	m-2, m-17, m-3, m-1
Prevention of organizational discrimination	Fairness in judgment and decision-making	Commitment to professional ethical standards	m-18, m-5, m-3, m-10, m-9, m-1
Prevention of organizational discrimination	Fairness in judgment and decision-making	Judgment based on real competencies	m-17, m-11, m-13
Prevention of organizational discrimination	Fairness in judgment and decision-making	Avoiding judgment based on personal taste	m-14, m-17, m-5
Prevention of organizational discrimination	Fairness in judgment and decision-making	Using data for fair decisions	m-3, m-17, m-2, m-6
Prevention of organizational discrimination	Respect for human dignity	Maintaining respect during disagreements	m-19, m-5, m-13, m-17, m-4, m-7, m-8
Prevention of organizational discrimination	Respect for human dignity	Observing organizational civility in interactions	m-15, m-12, m-8
Prevention of organizational discrimination	Respect for human dignity	Preventing humiliation or ridicule of employees	m-4, m-19, m-11
Prevention of organizational discrimination	Respect for human dignity	Supporting individuals' dignity in the organization	m-9, m-17, m-13, m-11, m-5, m-4, m-7
Strengthening the reward system	Formal organizational appreciation	Formal appreciation of desirable performance	m-15, m-11, m-10
Strengthening the reward system	Formal organizational appreciation	Granting appreciation plaques or certificates	m-4, m-12, m-2, m-17, m-14, m-7
Strengthening the reward system	Formal organizational appreciation	Public announcement of job achievements	m-12, m-2, m-5, m-4, m-6, m-19, m-10
Strengthening the reward system	Formal organizational appreciation	Highlighting superior examples	m-15, m-9, m-8, m-19, m-4
Strengthening the reward system	Targeted financial rewards	Financial encouragement proportional to effort	m-9, m-11, m-6, m-7
Strengthening the reward system	Targeted financial rewards	Linking reward to productivity level	m-17, m-16, m-11, m-10
Strengthening the reward system	Targeted financial rewards	Payment based on quantitative indicators	m-5, m-18, m-9
Strengthening the reward system	Targeted financial rewards	Rewarding innovative ideas	m-15, m-7, m-10, m-12, m-17, m-18
Strengthening the reward system	Nonfinancial behavioral reinforcement	Using nonfinancial encouragement	m-5, m-16, m-14
Strengthening the reward system	Nonfinancial behavioral reinforcement	Increasing job authority	m-15, m-16, m-3, m-7, m-2, m-9, m-6, m-4
Strengthening the reward system	Nonfinancial behavioral reinforcement	Allocating career growth opportunities	m-7, m-13, m-16, m-15, m-14, m-1
Strengthening the reward system	Nonfinancial behavioral reinforcement	Providing moral and reputational rewards	m-14, m-19, m-16, m-7

Strengthening the reward system	Reinforcing feedback	Positive feedback at the appropriate time	m-15, m-7, m-3
Strengthening the reward system	Reinforcing feedback	Explaining employees' positive achievements	m-11, m-3, m-14, m-5, m-10
Strengthening the reward system	Reinforcing feedback	Behavioral reinforcement immediately after success	m-19, m-10, m-1, m-8, m-15, m-12
Strengthening the reward system	Reinforcing feedback	Turning positive feedback into long-term motivation	m-2, m-19, m-8, m-9, m-16, m-15, m-5
Strengthening the reward system	Knowledge reward	Allocating educational benefits to committed individuals	m-18, m-6, m-3, m-10, m-15
Strengthening the reward system	Knowledge reward	Providing quotas for specialized courses	m-6, m-8, m-4, m-2, m-1, m-19
Strengthening the reward system	Knowledge reward	Priority in knowledge projects	m-15, m-1, m-7, m-4
Strengthening the reward system	Knowledge reward	Supporting publication and dissemination of achievements	m-2, m-8, m-3, m-9, m-15, m-12, m-5, m-17
Role modeling and behavioral guidance	Managers as role models	Reflection of ethical behavior in managers' performance	m-2, m-13, m-1, m-17, m-9, m-16
Role modeling and behavioral guidance	Managers as role models	Displaying managers' adherence to values	m-14, m-7, m-6, m-8, m-12, m-1, m-19, m-10
Role modeling and behavioral guidance	Managers as role models	Alignment between speech and behavior	m-14, m-2, m-19
Role modeling and behavioral guidance	Managers as role models	Modeling respect and fairness in interactions	m-18, m-10, m-12, m-2, m-17
Role modeling and behavioral guidance	Behavioral and value-oriented direction	Communicating an understandable vision to employees	m-18, m-14, m-13, m-3, m-2, m-1
Role modeling and behavioral guidance	Behavioral and value-oriented direction	Explaining desirable goals to colleagues	m-4, m-9, m-13
Role modeling and behavioral guidance	Behavioral and value-oriented direction	Explaining consequences of deviant behavior	m-4, m-9, m-13, m-17, m-7, m-5
Role modeling and behavioral guidance	Behavioral and value-oriented direction	Mental guidance toward shared values	m-15, m-7, m-12, m-2, m-14
Role modeling and behavioral guidance	Behavioral empowerment of employees	Strengthening the will to implement behavioral change	m-4, m-13, m-16, m-18, m-7, m-19, m-3, m-8
Role modeling and behavioral guidance	Behavioral empowerment of employees	Removing fear of expressing ideas and opinions	m-16, m-7, m-14, m-11, m-3, m-15, m-9
Role modeling and behavioral guidance	Behavioral empowerment of employees	Strengthening professional self-confidence	m-19, m-8, m-18, m-10, m-12, m-16
Role modeling and behavioral guidance	Behavioral empowerment of employees	Encouraging acceptance of new responsibilities	m-17, m-6, m-2, m-15, m-11, m-1
Role modeling and behavioral guidance	Participatory leadership	Managerial success in managing participation	m-11, m-8, m-15, m-16, m-2, m-5, m-10
Role modeling and behavioral guidance	Participatory leadership	Valuing collective opinions	m-16, m-15, m-13
Role modeling and behavioral guidance	Participatory leadership	Creating a mechanism for collective decision-making	m-10, m-3, m-6, m-2
Role modeling and behavioral guidance	Participatory leadership	Delegating part of decision-making authority	m-18, m-5, m-6, m-15, m-8, m-19
Role modeling and behavioral guidance	Communicative leadership	Facilitating a feedback culture	m-14, m-13, m-8, m-11, m-10, m-18, m-7
Role modeling and behavioral guidance	Communicative leadership	Continuous dialogue about expectations	m-15, m-10, m-3
Role modeling and behavioral guidance	Communicative leadership	Managing disagreements with a soft approach	m-18, m-12, m-4, m-8, m-13, m-16, m-1
Role modeling and behavioral guidance	Communicative leadership	Strengthening managers' listening skills	m-3, m-7, m-16, m-9, m-12, m-18
Strengthening motivation and supporting knowledge behavior	Knowledge-based rewarding	Reward based on real knowledge sharing	m-8, m-11, m-15, m-17, m-18, m-2, m-5, m-9
Strengthening motivation and supporting knowledge behavior	Knowledge-based rewarding	Scoring information documentation	m-2, m-12, m-19, m-11, m-15, m-16, m-5
Strengthening motivation and supporting knowledge behavior	Knowledge-based rewarding	Creating an incentive system for experience transfer	m-15, m-8, m-18
Strengthening motivation and supporting knowledge behavior	Knowledge-based rewarding	Providing benefits for participation in knowledge projects	m-16, m-1, m-13, m-5, m-19, m-14
Strengthening motivation and supporting knowledge behavior	Intrinsic motivation	Strengthening employees' intrinsic motivation	m-19, m-15, m-5
Strengthening motivation and supporting knowledge behavior	Intrinsic motivation	Creating a sense of meaning in knowledge activities	m-15, m-10, m-18
Strengthening motivation and supporting knowledge behavior	Intrinsic motivation	Reducing dependence of behavior on financial rewards	m-6, m-10, m-15, m-18, m-13, m-3, m-14, m-5
Strengthening motivation and supporting knowledge behavior	Intrinsic motivation	Promoting organizational pride motives	m-3, m-10, m-5, m-17, m-19, m-4
Strengthening motivation and supporting knowledge behavior	Organizational support	Allocating resources for specialized knowledge courses	m-13, m-5, m-19
Strengthening motivation and supporting knowledge behavior	Organizational support	Financial support for innovative ideas	m-5, m-4, m-9, m-12, m-2, m-18, m-13, m-17

Strengthening motivation and supporting knowledge behavior	Organizational support	Supporting experience-sharing meetings	m-13, m-17, m-2, m-11, m-3, m-18
Strengthening motivation and supporting knowledge behavior	Organizational support	Providing knowledge-sharing tools	m-2, m-12, m-7
Strengthening motivation and supporting knowledge behavior	Behavioral feedback	Using continuous feedback to correct behavior	m-6, m-7, m-18, m-8, m-10
Strengthening motivation and supporting knowledge behavior	Behavioral feedback	Creating a mechanism for correcting knowledge behavior	m-12, m-19, m-16, m-3, m-8
Strengthening motivation and supporting knowledge behavior	Behavioral feedback	Transparently displaying employees' behavioral results	m-6, m-3, m-19, m-16
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Strengthening motivation and supporting knowledge behavior	Behavior-based evaluation	Measuring employees' contribution to knowledge creation and transfer	m-7, m-9, m-11, m-3, m-16, m-6, m-18, m-1
Strengthening motivation and supporting knowledge behavior	Behavior-based evaluation	Reducing the time gap between evaluation and encouragement	m-18, m-7, m-17, m-9
Strengthening motivation and supporting knowledge behavior	Behavior-based evaluation	Recording knowledge behaviors in the performance file	m-19, m-8, m-9
Strengthening the value-based system	Knowledge transfer criterion	Allocating reward for experience sharing	m-16, m-10, m-2
Strengthening the value-based system	Knowledge transfer criterion	Granting benefits for guiding new employees	m-13, m-7, m-18, m-8, m-17
Strengthening the value-based system	Feedback and performance correction	Providing continuous feedback to correct knowledge behavior	m-5, m-12, m-2, m-15
Strengthening the value-based system	Feedback and performance correction	Regular assessment of knowledge-sharing behavior	m-5, m-11, m-10, m-18, m-15, m-16
Strengthening the value-based system	Feedback and performance correction	Displaying behavioral performance results to employees	m-7, m-3, m-9, m-16
Strengthening the value-based system	Feedback and performance correction	Linking feedback results to attitude correction	m-2, m-13, m-4, m-18, m-11, m-9
Conflict management	Constructive dialogue	Creating a healthy dialogue mechanism among employees	m-14, m-15, m-2, m-11, m-8, m-1, m-13
Conflict management	Constructive dialogue	Promoting a culture of listening to opposing views	m-16, m-2, m-17, m-1, m-3
Conflict management	Constructive dialogue	Respecting differences of opinion in knowledge discussions	m-15, m-7, m-5, m-14
Conflict management	Constructive dialogue	Avoiding personalization of work disagreements	m-16, m-1, m-6, m-13
Conflict management	Behavioral trust	Reducing distrust among organizational units	m-13, m-4, m-3, m-2
Conflict management	Behavioral trust	Clarifying motives and intentions in cooperation	m-12, m-13, m-11, m-1, m-19, m-8
Conflict management	Behavioral trust	Creating psychological safety in experience sharing	m-5, m-3, m-7, m-11, m-8, m-6
Conflict management	Behavioral trust	Preventing knowledge concealment due to fear of judgment	m-17, m-2, m-11, m-7, m-4, m-12
Conflict management	Conflict control	Managing tension-generating behaviors in teams	m-14, m-18, m-2, m-4, m-13
Conflict management	Conflict control	Intervening in behaviors that damage knowledge sharing	m-13, m-18, m-3
Conflict management	Conflict control	Reducing unhealthy competitive behaviors	m-10, m-17, m-1, m-14, m-15, m-3
Conflict management	Conflict control	Preventing informational monopoly-seeking	m-7, m-9, m-6
Conflict management	Intra-team cooperation	Strengthening cooperation and collective work spirit	m-10, m-12, m-15, m-18
Conflict management	Intra-team cooperation	Developing participatory knowledge projects	m-17, m-9, m-18, m-3, m-7, m-13, m-8
Conflict management	Intra-team cooperation	Increasing interdepartmental interactions for learning	m-12, m-9, m-4
Conflict management	Intra-team cooperation	Promoting a knowledge-oriented group identity	m-12, m-9, m-15, m-18
Conflict management	Interaction ethics	Developing dialogue ethics in experience transfer	m-5, m-4, m-13, m-14, m-12, m-2, m-19, m-15
Conflict management	Interaction ethics	Observing politeness and civility in specialized discussions	m-6, m-17, m-5, m-16, m-2, m-3, m-9
Conflict management	Interaction ethics	Avoiding humiliation or ridicule of knowledge ideas	m-19, m-7, m-8
Conflict management	Interaction ethics	Creating behavioral standards for knowledge meetings	m-12, m-13, m-19, m-8, m-10, m-11, m-6, m-16
Empowerment and development of knowledge-behavioral skills	Knowledge behavior training	Designing training courses on knowledge behavior	m-2, m-12, m-3, m-8, m-16, m-13
Empowerment and development of knowledge-behavioral skills	Knowledge behavior training	Training experience transfer and organizational storytelling	m-8, m-2, m-9, m-11, m-3
Empowerment and development of knowledge-behavioral skills	Knowledge behavior training	Training specialized documentation methods	m-4, m-17, m-19

Empowerment and development of knowledge-behavioral skills	Knowledge behavior training	Training interaction and effective dialogue methods	m-1, m-18, m-13, m-14
Empowerment and development of knowledge-behavioral skills	Soft-skill empowerment	Holding soft-skills workshops	m-1, m-5, m-3
Empowerment and development of knowledge-behavioral skills	Soft-skill empowerment	Developing problem-solving skills in teams	m-12, m-9, m-5, m-3, m-18, m-15, m-8, m-16
Empowerment and development of knowledge-behavioral skills	Soft-skill empowerment	Practicing listening skills in meetings	m-11, m-12, m-14, m-18, m-10, m-2, m-3
Empowerment and development of knowledge-behavioral skills	Soft-skill empowerment	Improving critical dialogue skills without tension	m-12, m-17, m-14, m-7, m-16, m-19, m-1
Empowerment and development of knowledge-behavioral skills	Technical-knowledge training	Training the use of knowledge management tools	m-5, m-6, m-11, m-7, m-9, m-8
Empowerment and development of knowledge-behavioral skills	Technical-knowledge training	Empowerment in using information databases	m-8, m-3, m-11
Empowerment and development of knowledge-behavioral skills	Technical-knowledge training	Strengthening scientific and documented search skills	m-10, m-3, m-12, m-2, m-4, m-1
Empowerment and development of knowledge-behavioral skills	Technical-knowledge training	Training the use of knowledge-sharing systems	m-5, m-16, m-3, m-2, m-14, m-18
Empowerment and development of knowledge-behavioral skills	Attitudinal development	Strengthening lifelong learning attitudes	m-15, m-12, m-2, m-11, m-1, m-17, m-10
Empowerment and development of knowledge-behavioral skills	Attitudinal development	Changing mindset toward participatory learning	m-10, m-15, m-2, m-4, m-17, m-16
Empowerment and development of knowledge-behavioral skills	Attitudinal development	Correcting the traditional attitude toward knowledge ownership	m-15, m-12, m-10, m-16
Empowerment and development of knowledge-behavioral skills	Attitudinal development	Developing a cooperation-oriented perspective	m-8, m-4, m-18, m-13, m-5
Empowerment and development of knowledge-behavioral skills	Training knowledge facilitators	Training internal mentors for experience transfer	m-8, m-3, m-5
Empowerment and development of knowledge-behavioral skills	Training knowledge facilitators	Identifying outstanding personnel for mentoring	m-10, m-2, m-1, m-16
Empowerment and development of knowledge-behavioral skills	Training knowledge facilitators	Creating a network of organizational mentors	m-2, m-16, m-17, m-14, m-11, m-12, m-9
Empowerment and development of knowledge-behavioral skills	Training knowledge facilitators	Continuous evaluation of mentors' role in behavioral change	m-12, m-18, m-2, m-5
Facilitation of knowledge management and value-based behavior	Digital knowledge-sharing tools	Designing online experience-exchange systems	m-7, m-8, m-6, m-10
Facilitation of knowledge management and value-based behavior	Digital knowledge-sharing tools	Using team collaboration software	m-6, m-10, m-5
Facilitation of knowledge management and value-based behavior	Digital knowledge-sharing tools	Developing internal dialogue networks	m-16, m-17, m-7, m-11, m-10, m-3
Facilitation of knowledge management and value-based behavior	Digital knowledge-sharing tools	Creating a platform for sharing knowledge files	m-5, m-19, m-18
Facilitation of knowledge management and value-based behavior	Knowledge storage	Establishing a searchable information database	m-13, m-1, m-14, m-3
Facilitation of knowledge management and value-based behavior	Knowledge storage	Creating a standard repository for organizational documents	m-14, m-2, m-3, m-8, m-17, m-6
Facilitation of knowledge management and value-based behavior	Knowledge storage	Classifying knowledge for quick access	m-13, m-10, m-8, m-14, m-3, m-9, m-15, m-19
Facilitation of knowledge management and value-based behavior	Knowledge storage	Standardizing knowledge-content formats	m-8, m-17, m-13, m-12, m-7, m-5, m-16
Facilitation of knowledge management and value-based behavior	Security and technological trust	Establishing data security systems	m-5, m-6, m-14
Facilitation of knowledge management and value-based behavior	Security and technological trust	Ensuring confidentiality of sensitive information	m-12, m-17, m-7, m-1, m-2, m-16, m-11, m-13
Facilitation of knowledge management and value-based behavior	Security and technological trust	Preventing misuse of knowledge data	m-2, m-17, m-13, m-11, m-9
Facilitation of knowledge management and value-based behavior	Security and technological trust	Creating a protocol for ethical use of information	m-1, m-13, m-10, m-14, m-2, m-9
Facilitation of knowledge management and value-based behavior	Monitoring and tracking knowledge behavior	Creating activity-reporting panels	m-9, m-12, m-13
Facilitation of knowledge management and value-based behavior	Monitoring and tracking knowledge behavior	Developing knowledge-performance dashboards	m-18, m-16, m-8, m-11, m-5, m-14
Facilitation of knowledge management and value-based behavior	Monitoring and tracking knowledge behavior	Continuous measurement of employee participation	m-11, m-7, m-2, m-19, m-8, m-15, m-5
Facilitation of knowledge management and value-based behavior	Monitoring and tracking knowledge behavior	Designing indicators for analyzing knowledge behavior	m-19, m-14, m-13
Facilitation of knowledge management and value-based behavior	Organizational smartization	Automating knowledge processes	m-14, m-4, m-8, m-10
Facilitation of knowledge management and value-based behavior	Organizational smartization	Using artificial intelligence to analyze knowledge data	m-13, m-9, m-18, m-4, m-3, m-6, m-19

Facilitation of knowledge management and value-based behavior	Organizational smartization	Reducing human error in documentation	m-3, m-11, m-13
Facilitation of knowledge management and value-based behavior	Organizational smartization	Facilitating data-driven decision-making	m-15, m-12, m-9, m-11, m-1, m-13, m-7
Continuous and self-correcting organizational learning system	Group learning	Creating formal experience-transfer meetings	m-10, m-9, m-18, m-7, m-12
Continuous and self-correcting organizational learning system	Group learning	Open dialogue about work experiences	m-17, m-3, m-7, m-16
Continuous and self-correcting organizational learning system	Group learning	Producing new insights from team interactions	m-10, m-2, m-15, m-1
Continuous and self-correcting organizational learning system	Group learning	Linking individual experience with collective memory	m-8, m-13, m-10, m-19, m-1, m-3, m-6
Continuous and self-correcting organizational learning system	Adaptive learning	Behavioral benchmarking from successful units	m-10, m-8, m-2, m-1, m-7, m-5, m-3, m-6
Continuous and self-correcting organizational learning system	Adaptive learning	Adapting behavior to successful global models	m-15, m-12, m-9, m-4, m-17
Continuous and self-correcting organizational learning system	Adaptive learning	Transferring professional methods between units	m-17, m-9, m-4, m-11
Continuous and self-correcting organizational learning system	Adaptive learning	Absorbing improvement ideas from other organizations	m-5, m-12, m-2, m-14
Continuous and self-correcting organizational learning system	Revision of learning programs	Redesigning courses based on employee feedback	m-9, m-10, m-4, m-14, m-19, m-3
Continuous and self-correcting organizational learning system	Revision of learning programs	Removing ineffective content from training programs	m-15, m-12, m-17
Continuous and self-correcting organizational learning system	Revision of learning programs	Replacing old methods with new behavior-oriented approaches	m-9, m-13, m-18, m-16, m-10, m-19, m-5, m-14

The results of the thematic analysis showed that adherence to behavioral values among human resources within the framework of knowledge management implementation is a multidimensional phenomenon. The extracted themes indicate that value-based behavior is not limited to individual morality or personal discipline; rather, it is formed through the interaction of organizational culture, ethical conduct, trust, transparency, knowledge-sharing norms, leadership behavior, motivation, reward systems, and learning mechanisms. The first major theme, organizational culture and ethical orientation, showed that respectful communication, responsibility, honesty, fairness, confidentiality, and emotional control constitute the ethical foundation of knowledge-based behavior. Experts emphasized that knowledge management cannot be effectively implemented in an environment where employees fear disrespect, conceal information, avoid accountability, or experience injustice in resource access and task distribution.

The second major theme, trust and knowledge interactions in the organization, revealed that knowledge management depends heavily on interpersonal trust, voluntary cooperation, applied knowledge sharing, dialogue-based learning, helping behaviors, and selflessness. Participants viewed knowledge sharing as a behavioral act that requires psychological safety and confidence that knowledge will not be misused. Accordingly, employees are more willing to share techniques, test results, technical information, and work experiences when they perceive the work environment as safe, fair, and nonjudgmental. The presence of helping behaviors, support for new employees, and knowledge sharing without expectation of privilege reflects the moral and relational infrastructure required for sustainable knowledge management.

The findings also indicated that effective leadership and management play a central role in directing behavioral values. Managers influence adherence to behavioral values through transparent vision communication, participatory guidance, active listening, logical decision-making, empowerment, intelligent delegation, feedback, recognition, and purposeful supervision. In this regard, managerial behavior does not function merely as an administrative mechanism; it acts as a behavioral model that shapes employees' perception of acceptable conduct. When managers demonstrate fairness,

emotional control, evidence-based decision-making, and consistency between speech and action, employees are more likely to internalize value-based behavior and participate in knowledge processes.

Another important finding was the role of organizational belonging and motivation. Experts emphasized that employees' adherence to behavioral values is strengthened when they feel pride in organizational identity, experience psychological energy for work, welcome learning, seek skill development, and perceive managerial support. The results showed that behavioral values are more stable when they are connected to intrinsic and organizational motivation rather than imposed only through formal rules. Supportive policies, job security, reduced stressors, recognition of superior performance, fair promotion opportunities, and rewards connected to knowledge behaviors were identified as factors that reinforce value-based conduct.

The themes of organizational trust, transparency, and honesty, along with responsibility, accountability, and professional discipline, revealed the operational side of behavioral values. Participants emphasized real reporting, avoidance of information manipulation, equal access to information, fulfillment of promises, accountability for errors, regular performance reporting, documentation of actions, respectful treatment of stakeholders, and compliance with standards. These findings suggest that knowledge management implementation requires reliable behavioral routines through which employees document information accurately, report performance transparently, follow organizational rules, and use evidence in decision-making.

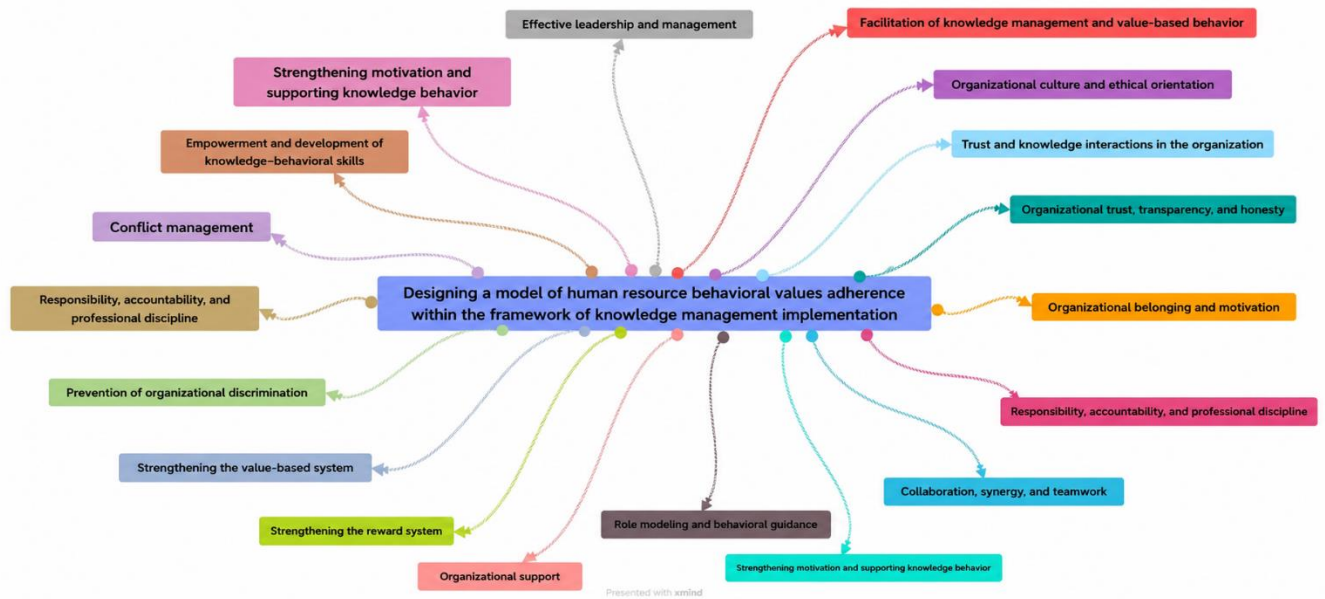
The analysis further showed that collaboration, synergy, teamwork, innovation, and organizational support are essential for transforming individual behavioral values into collective knowledge capability. Cooperation during crises, fair task division, interdepartmental synergy, commitment to team goals, participatory meetings, creativity, problem-solving, technological openness, learning from failure, knowledge investment, managerial support, and support for learning groups all contribute to a context in which knowledge can be created, shared, stored, and applied. Therefore, behavioral value adherence is closely connected with organizational mechanisms that encourage cooperation, experimentation, learning, and cross-unit interaction.

The findings also highlighted the importance of preventing discrimination and strengthening reward systems. Experts identified administrative justice, impartial evaluation, equal promotion opportunities, protection of less influential employees, respect for human dignity, formal appreciation, financial and nonfinancial rewards, reinforcing feedback, and knowledge-based rewards as key components. These results show that value adherence is reinforced when organizations institutionalize fairness and connect rewards to ethical, collaborative, and knowledge-oriented behaviors rather than only to routine performance indicators.

Finally, the results showed that knowledge management implementation requires behavioral guidance, motivation for knowledge behavior, conflict management, knowledge-behavioral skill development, digital facilitation, and continuous organizational learning. Managers must act as behavioral role models, create mechanisms for participatory decision-making, strengthen knowledge-sharing motivation, provide behavioral feedback, manage conflict through constructive dialogue, train employees in knowledge behavior and soft skills, establish digital knowledge-sharing systems, ensure data security, monitor knowledge behaviors, and revise learning programs based on feedback. Overall, the qualitative findings indicate that the proposed model is built around the integration of ethical behavior, trust-based interaction, managerial role modeling, fair reinforcement, knowledge-oriented empowerment, and continuous organizational learning.

Figure 1

Final Research Model



Discussion and Conclusion

The findings of the present study demonstrated that the model of adherence to behavioral values of human resources within the framework of knowledge management implementation is a multidimensional and interrelated construct consisting of several major thematic domains, including organizational culture and ethical orientation, trust and knowledge interactions, effective leadership and management, organizational belonging and motivation, organizational trust and transparency, responsibility and professional discipline, collaboration and teamwork, organizational innovation and creativity, organizational support, prevention of organizational discrimination, strengthening of reward systems, role modeling and behavioral guidance, motivation and support for knowledge behavior, conflict management, empowerment and development of knowledge-behavioral skills, facilitation of knowledge management, and continuous organizational learning. The extracted themes indicate that behavioral adherence in knowledge-oriented organizations is not limited to individual ethical conduct but extends to organizational structures, leadership systems, communication processes, technological infrastructures, motivational mechanisms, and learning environments. In fact, the results suggest that successful implementation of knowledge management requires a coherent behavioral ecosystem in which employees, managers, and organizational systems collectively support knowledge-sharing behaviors, ethical interactions, collaborative learning, and responsible organizational participation.

One of the central findings of the study was the significance of organizational culture and ethical orientation as a foundational component of behavioral value adherence. The findings showed that dimensions such as organizational respect, fairness, responsibility, honesty, emotional control, and protection of organizational information play a critical role in creating value-based organizational behavior. This finding is consistent with the argument that organizational culture significantly shapes employees’ willingness to engage in knowledge-sharing and collaborative learning activities [7]. Similarly, previous studies have emphasized that ethical climates characterized by fairness, transparency, and participatory values strengthen

organizational trust and collective commitment toward organizational goals [19]. The present findings also align with research suggesting that value congruence between employees and organizations increases behavioral consistency, commitment, and ethical participation in organizational processes [12]. In knowledge-oriented environments, employees are more likely to share expertise and cooperate with colleagues when they perceive respectful communication, justice, and moral accountability within the organization.

Another important finding concerned the role of trust and knowledge interactions in facilitating knowledge management implementation. The identified subthemes, including trust-building, voluntary sharing of experiences, collaborative learning, and constructive dialogue, indicate that trust functions as a strategic behavioral prerequisite for knowledge exchange. This finding is strongly supported by prior literature emphasizing that knowledge management systems become ineffective when employees fear judgment, misuse of information, or unfair treatment [6]. The results are also consistent with the work of Bougoulia and Glykas, who argued that mature knowledge management systems depend on open communication, mutual trust, and collaborative organizational cultures [5]. Employees who perceive psychological safety within the workplace demonstrate greater willingness to engage in dialogue, seek help from colleagues, and transfer tacit knowledge to organizational members. Thus, the findings reinforce the idea that trust-oriented interactions represent a central behavioral mechanism underlying sustainable knowledge management.

The findings further revealed the importance of effective leadership and management in reinforcing behavioral value adherence. Components such as participatory leadership, behavioral role modeling, communication competence, empowerment, rational decision-making, and supportive managerial behavior emerged as essential dimensions of the proposed model. These findings are highly compatible with contemporary leadership literature emphasizing the role of transformational and participatory leadership in strengthening organizational learning and employee engagement [14]. Previous studies have similarly demonstrated that leaders who exhibit ethical consistency, transparency, and participatory communication significantly enhance employee trust and knowledge-sharing intentions [15]. Moreover, the findings correspond with the perspective that managers in knowledge-based organizations should function not merely as controllers of organizational processes but as facilitators of learning, collaboration, and behavioral alignment [4]. The present study therefore confirms that leadership effectiveness in knowledge management environments depends substantially on human-centered and value-oriented managerial practices.

The study also identified organizational belonging and motivation as critical dimensions influencing behavioral adherence. Themes such as organizational identity, emotional commitment, learning motivation, recognition systems, and psychological support indicate that employees' emotional attachment to the organization directly affects their participation in knowledge-oriented behaviors. This finding supports previous evidence demonstrating that employee engagement and organizational commitment positively influence innovation capability and organizational learning [13]. In addition, studies on sustainable HRM emphasize that employees who experience recognition, fairness, and psychological support are more likely to demonstrate citizenship behavior and voluntary participation in organizational initiatives [17]. The findings suggest that motivation in knowledge management systems extends beyond financial rewards and includes emotional, relational, and identity-related dimensions that shape employees' willingness to contribute knowledge and expertise.

Another major finding relates to organizational transparency, honesty, and ethical accountability. The extracted themes emphasized truthful reporting, fairness in decision-making, transparency in organizational communication, and consistency

between managerial promises and actions. These findings align with prior studies emphasizing that ethical governance and transparent communication strengthen organizational trust and behavioral integrity [27]. Similarly, researchers have argued that sustainable organizational systems require transparent HR practices and fair evaluation mechanisms to maintain employee confidence and collaborative engagement [30]. The present study extends these arguments by showing that transparency and honesty are not merely ethical ideals but operational requirements for effective knowledge management implementation.

The dimensions of responsibility, accountability, and professional discipline also emerged as significant themes within the model. Employees' commitment to deadlines, professional standards, accurate reporting, and responsibility for mistakes were identified as key indicators of behavioral adherence. This finding is consistent with studies indicating that resilient and adaptive organizations depend heavily on responsible employee behavior and performance accountability [25]. Moreover, responsible organizational behavior contributes to the reliability of knowledge systems because accurate documentation, consistent reporting, and adherence to organizational procedures improve organizational memory and knowledge continuity. The findings therefore suggest that professional discipline functions as an important behavioral infrastructure supporting organizational learning and operational stability.

The findings additionally highlighted the importance of collaboration, teamwork, and collective synergy in establishing knowledge-oriented organizational cultures. Themes such as mutual assistance, team adaptability, inter-unit cooperation, and collective commitment illustrate the social nature of knowledge management processes. These results are aligned with previous research showing that collaborative work environments facilitate creativity, innovation, and collective problem-solving [24]. Furthermore, the findings support Industry 5.0 perspectives emphasizing human collaboration and collective intelligence as central elements of organizational sustainability [3]. In the present study, teamwork was not limited to task coordination but involved emotional support, knowledge transfer, and collective responsibility for organizational outcomes.

Organizational innovation and creativity also constituted an important component of the identified model. The findings indicated that creativity-supportive environments, technological innovation, analytical problem-solving, and learning from failure significantly contribute to behavioral value adherence within knowledge management systems. These results correspond with previous studies demonstrating that knowledge-sharing behavior and learning-oriented cultures enhance organizational innovativeness [7]. Likewise, digital transformation and technological adaptation have been found to strengthen organizational flexibility and innovative capacity when combined with supportive HR practices [23]. The findings therefore suggest that innovation capability emerges through the integration of knowledge-oriented behaviors, technological openness, and organizational learning mechanisms.

The role of organizational support and anti-discrimination mechanisms also appeared prominently in the findings. Employees emphasized the importance of fair treatment, equal opportunities, supportive managerial behavior, and non-discriminatory organizational policies. This finding aligns with research indicating that inclusive and equitable HR systems enhance employee trust, organizational commitment, and collaborative participation [18]. Additionally, ethical and sustainable HRM approaches emphasize that fairness and equality are essential for maintaining healthy organizational climates and reducing behavioral resistance [16]. The present findings confirm that discrimination and unequal treatment weaken trust and reduce employees' willingness to participate in knowledge-sharing activities.

Another notable finding concerns the role of reward systems and motivational reinforcement in shaping behavioral adherence. The study identified both financial and non-financial rewards as important mechanisms for encouraging knowledge-oriented behavior. Public recognition, professional development opportunities, constructive feedback, and knowledge-based incentives emerged as influential factors in motivating employees. These findings are compatible with previous studies showing that strategic reward systems improve organizational learning, employee engagement, and innovation behavior [19]. Furthermore, the findings support arguments that modern HR systems should align reward structures with collaborative behavior, learning participation, and knowledge-sharing activities rather than focusing exclusively on quantitative performance indicators [20]. Thus, motivational reinforcement appears essential for institutionalizing behavioral values within organizational systems.

The study also demonstrated the importance of knowledge management facilitation through technological and educational infrastructures. Themes such as digital platforms, knowledge repositories, behavioral training, continuous feedback systems, and organizational learning mechanisms indicate that behavioral adherence requires supportive technological and developmental environments. These findings correspond with research emphasizing the role of E-HRM systems, AI technologies, and digital infrastructures in facilitating organizational knowledge exchange [8, 9]. However, the present findings further reveal that technological systems alone are insufficient unless accompanied by behavioral education, ethical communication, and collaborative learning cultures. In this regard, the results support the argument that effective knowledge management is fundamentally socio-technical in nature [32].

The identified themes relating to conflict management and constructive organizational dialogue also provide important insights. The findings showed that respectful communication, tolerance for diverse viewpoints, emotional regulation, and constructive feedback mechanisms reduce destructive conflict and strengthen knowledge-sharing behaviors. These findings are consistent with previous research suggesting that psychological safety and respectful communication significantly enhance collective learning and organizational adaptability [26]. Organizations capable of managing disagreements through dialogue rather than confrontation are more likely to maintain collaborative relationships and preserve organizational trust.

Finally, the findings demonstrated that continuous organizational learning and self-corrective mechanisms constitute essential dimensions of behavioral value adherence. Themes such as experiential learning, adaptive learning, knowledge documentation, behavioral feedback, and continuous improvement indicate that knowledge-oriented organizations require dynamic learning systems capable of evolving over time. These findings align with studies emphasizing the mediating role of knowledge management capacity in enhancing organizational innovation and resilience [6]. Moreover, the findings reinforce the idea that organizations must continuously redesign learning processes, evaluate behavioral outcomes, and adapt organizational practices to changing technological and environmental conditions.

One limitation of the present study concerns its qualitative nature and reliance on expert perspectives, which may restrict the generalizability of the findings to broader organizational populations. Additionally, the study focused primarily on a specific organizational and managerial context, and cultural or sectoral differences may influence the applicability of the identified components in other environments. Another limitation involves the possibility of subjective interpretation during thematic analysis despite efforts to ensure credibility and trustworthiness through systematic coding and expert validation.

Future research is recommended to examine the proposed model quantitatively using structural equation modeling and large-scale organizational samples to test the relationships among the identified dimensions. Comparative studies across

different industries and organizational contexts may also provide deeper insights into the contextual variability of behavioral value adherence within knowledge management systems. Furthermore, future studies could investigate the role of emerging technologies such as artificial intelligence, predictive HR analytics, and digital collaboration platforms in shaping behavioral values and knowledge-sharing behavior in modern organizations.

From a practical perspective, organizations should prioritize the development of ethical and collaborative organizational cultures that encourage transparency, trust, and participatory learning. Managers should design value-oriented HR systems integrating behavioral evaluation, knowledge-sharing incentives, leadership development, and continuous learning opportunities. Organizations are also advised to strengthen technological infrastructures supporting knowledge exchange while simultaneously investing in communication skills, emotional intelligence, and collaborative competencies among employees. Establishing transparent reward systems, supportive leadership structures, and fair organizational policies can significantly enhance behavioral commitment and facilitate sustainable implementation of knowledge management practices.

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Authors' Contributions

All authors equally contributed to this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Written consent was obtained from all participants in the study.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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