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### Study the relationship between organizational trust and learning organization

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#### ABSTRACT

**Background:** Creating and maintaining a learning organization is a competitive advantage that will be result in the valuable outcomes such as innovation, efficiency and the better Convergence with environment. **Objective:** And learning is the best way to preserve life, survival and growth of organizations in the future, for best learn is essential the Good condition inside and outside the organization. In this regard, this study examined the relationship between trust and being learning. **Materials and Methods:** This study had one main hypothesis and five sub-hypothesis. Research method was descriptive, and T-Test and Correlation tests were used to determine the relationship between variables. **Results:** The results of this study showed that there is meaningful and positive relationship between trust in organization and being learning. Thus is recommended that to be dismantled the Barriers of trust-building in organization, be promoted the trust-builder Interactive relationships; be improved and be promoted the Mechanisms of interpersonal communications; be Considered Development of competencies, Empowerment and promote the spirit of cooperation. **Conclusion:** On the other hand, prioritize the Fostering and promoting the strategic and interactive thinking of staff; the rapid Transmission and implementation of learning; and considering to the Suggestion System and Participatory management.

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### INTRODUCTION

Nowadays, the change has caused that Old and traditional forms of organization will lose its effectiveness and the old ways of managing organizations are not responsible for the rapidly changing environment. And new organizational designs have arisen such as, virtual organization, Cross-bureaucratic organizations, professional organizations, learning organizations, horizontal organizations and so on. So, today's organizations with traditional structures have not required Power and flexibility to alignment with the peripheral changes due to globalization and the implications of it. They have to Change their structures for their survival, or equipped themselves with tools until to acquire the ability of tackling with global changes and developments. One of the most important tools is to institutionalize organizational learning process and to create a "learning organization" (nekooie-mogaddam and beheshtifar, 2006).

The only source of strength and survival for organizations in the changing current era is learning better and faster than competitors; because, learning is the key and main factor for organization that would be remained in the new world economic and competitive environment (Sharifi and Eslamiyeh, 2008). Also, learning is the vital road for recognition and adaption to the increasing speed of change (Marquardt, 2008). Constantly changing and adapting, is an element that formation learning organizations. preparing of learning environment and Increasing the competency and capability of human resources is Prerequisite for creating a learning organization that Every member in every moment trying to find information about the need for change, to acquisition required Information and knowledge, offering Good ideas and incorporate ideas into practice, for adapt with changes in the external environment.

According to researchers desirable organizations in the future will be learning organizations. Organizations that create opportunities for responsibility, Learn from experience, Take risks and Are satisfied from the results and learned lessons. The philosophy of such organizations is that in situations where environmental change is rapid, have more flexibility and adaptability and in competition field will be superior to others. So, organizations to deal with such situations require an understanding of the How exploit from commitment and competence of individuals to learn at all levels of the organization. Organizations that continue to develop their capacity for

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creating desirable future must be transfer new thoughts and ideas among members. According to Peter Senge (1992), Learning enables people to do creativity Therefore, for learning organization the stability and survival is not enough. In such organizations learning is the public and permanent concerns and its slogan is humility in learning and generosity in education.

The main value in learning organization is problem solving, so that Employees and members of organizations to solve their problems and this indicates that they do what can to meet customer needs. And thus these organizations by identifying new needs and providing them tries to increase the value (nekooie-mogaddam and beheshtifar, 2006). On the other hand to realize learning in organizations should be provided a suitable environment, this requires a fundamental change in the organizational culture, organizational climate, Breeding patterns of communication and modification of mental models and attitudes of employees. It is considered that actual learning influences in the heart and mind and is caused to the awareness and change in behavior. But, one of the major obstacles in achieving learning organizations is Lack of trust and appropriate and incentives conditions in this area that is examined in this paper.

## 2. Overview on the Theoretical Foundations:

### 2.1. Definition of learning organization and its dimensions in the study:

Peter Senge (1992), the main theorist of the learning organization believes that Today's organization must have the capable of coping with continuous changes in their pursuit of success; In other words, organizations must become to learning organizations (rahmanseresht, 2007). These organizations must be able to learn faster than competitors in order To maintain its competitive advantage as an integrated entity; because faster and better Learning is only thing that can place you ahead of other competitors in the new century. According to Peter senge (1992), learning organization is an organization that must be learned within, because learning has been institutionalized as a part of its life (Marquardt, 1996). Before definition of Learning Organization, it is Essential to define the concept of organizational learning and to explain the differences between these concepts. The concept of organizational learning has developed before learning organization. Researchers' serious work on organizational learning has result to emerging concept of organizational learning. Learning has been focused increasingly among organizations that are going to gain competitive advantage, innovation and effectiveness. Argyris & Schon (1978), which are two primary researchers in the field, define organizational learning as "the detection and correction of errors".

According to Fiol & Lyles (1985), organizational learning is process of improvement actions through the better knowledge and understanding. Dodgson defines organizational learning as methods that organizations create, alter and organize until Adapt and develop knowledge and normal work activities within culture and also improve efficiency through the use of broader skills of their workforce (Dodgson, 1993).

The main thing which is coming into view in a review of definitions for organizational learning is that organizational learning directly defined within organization in new perspectives. The main reason for this development is emerging the theory of learning organization in recent years. Precisely the definitions of organizational learning and learning organization are closely related together from this stage. Marquardt explains difference between two terms "organizational learning" And "learning organization": The focus in Discussion about learning organization is on the nature and we examined Systems, fundamentals and characteristics of organizations that learn and produce as a collective identity. On the other hand, the nature of organizational learning refers to how occurs of learning in organization, and includes use of knowledge, skills and process of production (Marquardt, 1996). According to Dodgson (1993) Organizational learning is the organization that to help improve organizational learning by creating proper Structures and strategies. Also According to Garvin (1993) learning organization is an organization that has the ability to create, acquire and transfer of knowledge and Adjusted its behavior with new perspectives (Garvin, 1993: 80).

The foundations of a learning organization are:

Clear mission and vision that is supported;

Shared leadership and mental involvement of all people in participative decision making;

Transfer of knowledge in throughout the organization;

Experience of organizational culture;

Promote teamwork and Groupwork (nekooie-mogaddam and beheshtifar, 2006).

Senge (1992) proposes five fundamental principles to create a learning organization, all of the five major principles must be considered related and connected to each other as a whole. So that Team learning is a prerequisite for systemic thinking; the learning occur at individual, team and organizational levels when Mental models are known and shared Models are formed; so the learning occur with more Accelerate When personal, teams and organizational insights, were linked together (rahnavard, 1999). Therefor the most important components of a learning organization are: Personal Mastery, mental model, Team Learning, shared vision and systemic thinking.

## 2.2. Barriers to learning and learning organizations:

Barriers and inhibitors of learning organizations can act individually or in group level, but also they are effective in the organizational and structural level. To use the learning ability of the organization should be recognized that what encourages individual, group or organizational learning or impede from learning. On the other hand, also it is necessary be recognized the factors that reinforce or hinder learning in terms of structural or organizational learning. Also, it is difficult performing the learning organization theory in practice especially when these types of changes will be implemented in large enterprises. In general, an Organization cannot be a learning organization unless it is converted into an educational and training system. To achieve this goal, executives have to share their thoughts and ideas with together about strategy, goals and values of company. In general, there are two categories of individual and organizational barriers that impede from creation and development of a learning organization.

### 2.2.1. Individual barriers:

- Unconscious assumptions "I know everything that I need to know";
- Be Concern about expressing ideas and opinions which are growth in mind;
- Be Concern about to learn a new skill;
- Lack of learning about what worked in the past but was not very effective;
- Feeling busy;
- More intellectual laziness;

### 2.2.2. Organizational barriers:

- Management decisions those are not questionable;
- Inability or failure to understand the obstacles;
- To have Critical culture in stead of responsibility culture;
- Environment that does not promote to Question and to compete or to oppose with it strongly;
- The term 'knowledge is power', will blocks contribution in learning;
- Believe to "Here is not a place for innovation";
- According manager who says, "Our inferiors must learn not us";
- Organizations that inhibit mutually participation;
- Lack of time, materials and resources for training;
- Satisfaction with current situation;
- Inability to encourage innovation;
- Lack of knowledge about abilities and partnerships;
- Lack about mechanisms to transfer or development of knowledge (Lawrence, 1998).

## 2.3. trust-based Culture necessary to learning organizations:

In recent times that distrust and suspicion is governed to the spirit often managers, unfortunately, few organizations can Pride to quality proper team, trust and cooperation in their cultures. Managers should know to build and strengthen trust between two or more parts, People how experience and understand the trust of other people, groups or organizations; And how grows trust between individuals or groups over time. In other words, it is necessary to understand the How is experienced trust in the mental? (Panahi, 2009) Trust is one of the fundamental aspects of the knowledge-based culture. Employees will be skeptical about the intentions and behavior of each other without a high degree of mutual trust between themselves, and therefore do not share their knowledge with each other.

Creating trust-based Relationships between individuals and groups will help considerably to facilitate knowledge sharing processes. People participate more in the process of knowledge sharing, when trust increases in relationships between individuals. One of the most important barriers to knowledge sharing is Lack of trust among employees. Knowledge sharing is caused to create knowledge by mutual trust. Davenport and Prusak (1998) argue that trust has a positive impact on the flow of knowledge. The effect of organizational trust on organizational improvement, efficiency and effectiveness, is very important in bureaucratic networks and knowledge-based organizations, and so promotes cooperation between individuals within an organization. In general, Trust increases organizational effectiveness, organizational communication and cooperation.

In addition, trust is one of the major factors affecting on the leadership effectiveness, employee satisfaction, organizational commitment and performance. Organizational trust is very important in organizations and companies that may conflict or inconsistency between the workers and outsourcing causes to reduce trust in relationships between managers and staff. It is predicted that can to create Theoretical and practical concepts and requirements for effective organizational knowledge formation by increasing trust and confidence in organization and its impact on knowledge production (Fazel *et al*, 2011). Organizational trust divided to individual trust and non-individual trust (institutional trust); individual trust is based on the interaction and occurs by specific communication (Fairholm, and Fairholm, 1999). This type of trust, divided to the horizontal

trust (trust between employees) and vertical trust (trust between employees and managers). Individual trust also is based on competency, benevolence and reliability. Non- Individual trust, is based on the roles, systems and understood budgets in order to ensure employees (Atkinson and Butcher, 2003: 285)

In fact, institutional trust is confidence of organizational members to the strategy and organization's business and technical competencies and trust to organizational structures, processes and human resource policies; institutional trust is connected significantly with employees' attitudes (e.g., organizational commitment) (Fairholm, and Fairholm, 1999).

#### 2.4. Background Investigations:

Charles Harvey and John Denton (2002) researched opportunities for improvement organizational learning in large companies. Their results showed that the element of organizational learning is Necessary for changes in the business environment. Also, competitive culture, encourage new ideas; risk-taking, and employee participation in decision-making are key factors in learning process. Rosengarten (1999) in his research reports the impact of characteristics of a learning organization to enhance group learning.

Ellinger and Yang (2000) focuses on the impact of learning organization on organizational performance.

Sharman (2005) includes Leadership in a learning organization is very difference from leadership in traditional organization; In addition to participative factors are key components of a learning organization. Hsienyi (2004) in his study includes that the conclusion that Faculty members are focused more to their growth and development factors in organization.

## MATERIALS AND METHODS

The method used in this study was a descriptive survey and Correlation test was used to evaluate hypotheses. Data collected by questionnaire for the study. The population was staff and faculty members of Payam Noor University in east Azerbaijan. The population includes 700 people that 280 subjects were selected randomly. The main variables were trust and the learning organization. In this study was used the five-dimensional model of the learning organization that Senge (1992), the main theorist of the learning organization believes that the five components are necessary to create organizational learning; these components are: self-development (personal mastery), mental models, team learning, shared vision, systemic thinking.

In this study, was used Learning Organization questionnaire that Neefe (2001) has developed it and consists of five dimensions and 24 items. The reliability of learning organization questionnaire investigated with using spss software that Cronbach's alpha was obtained 0/82. The four dimensions of integrity, dependability, competence, organizational commitment were used for Organizational trust (Shafieai, 2011) Organizational trust has 16 items in this questionnaire. The reliability of Organizational trust questionnaire was 0/89 in this study. This study had one main hypothesis and five sub-hypotheses were as follows:

**Main hypothesis:** there is a significant relationship between trust and learning organization.

**Sub-hypothesis 1:** there is a significant relationship between trust and Personal Mastery.

**Sub-hypothesis 2:** there is a significant relationship between trust and mental models.

**Sub-hypothesis 3:** there is a significant relationship between trust and Shared Vision.

**Sub-hypothesis 4:** there is a significant relationship between trust and team learning.

**Sub-hypothesis 5:** there is a significant relationship between trust and systemic thinking.

#### Data analysis:

Results of T-Test showed that all variables and parameters were higher than standard mean, and between the dimensions of learning organization, Systemic thinking had the highest average and all dimensions are accepted significantly. Also, between the dimensions of Organizational trust, organizational commitment had the highest average. The results have been summarized in tables 1 and 2.

#### Results:

**Table 1:** One-Sample Test on learning organization

variables	t	Mean	Sig. (2-tailed)
learning organization	13.560	3.4254	.000
systemic thinking	14.852	3.4958	.000
team learning	8.327	3.3370	.000
Shared Vision	11.818	3.4384	.000
mental models	12.727	3.4694	.000
Personal Mastery	8.456	3.3570	.000

**Table 2:** One-Sample Test on Organizational trust

variables	t	Mean	Sig. (2-tailed)
Organizational trust	5.772	3.2708	.000

organizational commitment	8.075	3.4520	.000
competence	4.587	3.2428	.000
dependability	4.883	3.2432	.000
integrity	2.457	3.1381	.015

The results of the correlation coefficient tests between trust and learning organizations, And between dimensions of learning organization and organizational trust showed that Correlations are positive and significant at the 99% level. So that the correlation between trust and learning organization was 0/73 that shows there is a strong relationship between these two variables. Also the correlation between all dimensions of learning organization and organizational trust are positive correlations and Are significant at the 99% confidence level. The shared vision of learning organization has more correlation with organizational trust. The results have been summarized in table 3.

**Table 3:** results of correlation coefficient tests

variables	test	Personal Mastery	mental models	Shared Vision	team learning	systemic thinking	learning organization	trust
Personal Mastery	Correlation	1	.683**	.558**	.443**	.459**	.754**	.472**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
mental models	Correlation	.683**	1	.612**	.549**	.630**	.844**	.580**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
Shared Vision	Correlation	.558**	.612**	1	.593**	.651**	.837**	.659**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
team learning	Correlation	.443**	.549**	.593**	1	.646**	.802**	.557**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
systemic thinking	Correlation	.459**	.630**	.651**	.646**	1	.841**	.630**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
learning organization	Correlation	.754**	.844**	.837**	.802**	.841**	1	.726**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
trust	Correlation	.472**	.580**	.659**	.557**	.630**	.726**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### *Sub-hypothesis 1:*

the relationship between trust and Personal Mastery

As illustrated in Table 3, there is a positive correlation between trust and Personal Mastery. Therefore, because  $P\text{-value} = 0.000 < 0.05$ ,  $r = 0/47$  the hypothesis is confirmed. The scatter plot between two variables indicates that there is positive and significant Relationship between trust and Personal Mastery.

#### *Sub-hypothesis 2:*

the relationship between trust and mental models

As illustrated in Table 3, there is a positive correlation between trust and mental models. Therefore, because  $P\text{-value} = 0.000 < 0.05$ ,  $r = 0/58$  the hypothesis is confirmed. The scatter plot between two variables indicates that there is positive and significant Relationship between trust and mental models.

#### *Sub-hypothesis 3:*

the relationship between trust and Shared Vision

As illustrated in Table 3, there is a positive correlation between trust and Shared Vision. Therefore, because  $P\text{-value} = 0.000 < 0.05$ ,  $r = 0/66$  the hypothesis is confirmed. The scatter plot between two variables indicates that there is positive and significant Relationship between trust and Shared Vision.

#### *Sub-hypothesis 4:*

the relationship between trust and team learning

As illustrated in Table 3, there is a positive correlation between trust and team learning. Therefore, because  $P\text{-value} = 0.000 < 0.05$ ,  $r = 0/55$  the hypothesis is confirmed. The scatter plot between two variables indicates that there is positive and significant Relationship between trust and team learning.

#### *Sub-hypothesis 5:*

the relationship between trust and systemic thinking

As illustrated in Table 3, there is a positive correlation between trust and systemic thinking. Therefore, because  $P\text{-value} = 0.000 < 0.05$ ,  $r = 0/63$  the hypothesis is confirmed. The scatter plot between two variables indicates that there is positive and significant Relationship between trust and systemic thinking.

#### *Main hypothesis:*

the relationship between trust and learning organization

As illustrated in Table 3, there is a positive correlation between trust and learning organization. Therefore, because  $P\text{-value} = 0.000 < 0.05$ ,  $r = 0.73$  the hypothesis is confirmed. The scatter plot between two variables indicates that there is positive and significant Relationship between trust and learning organization.

As I mentioned, the new organizations are based on new knowledge, this means that they should be designed to use from new information and ideas and their staff be experts in the fields of expertise. Studies show that each member of organization must constantly learn new topics and Able to identify and solve problems in their areas of activity rather than just trying to increase the efficiency. The experts believe that Trust can lead to collaboration between individuals, groups and organizations. Today, organizations are seeking new ways to enhance cooperation between individuals and groups, will need to consider how to strengthen the trust more than every time. The results of various studies show that trust is one of the factors necessary for success in changing environment and trust-building environment is necessary for organizations that are looking to learn; should be noted that several forces may hinder the development of trust between members and within organization. In this paper we review the barriers to establishing trust; If organizations are going to achieve success on the field Should be know the potential barriers to establishing trust and appropriately manage them.

The recognition of these obstacles and minimizing their impact through creativity and leadership skills will Increase trust and will lead to success of Leaders and their organizations regularly. The results of this study showed that there was a significant relationship between trust and Personal Mastery. In this regard, are recommended the following: Creating mechanisms for learning from failure and mistakes; Encourage acceptance of responsibility or accountability; strengthening the professional competencies of employees and building self-confidence in them; Identifying and use of opportunities; Studying and application of the stakeholder's comments.

Also, the results of this study showed that there is significant relationship between organizational trust and mental models. In this regard, are recommended the following: Creating incentive structure for creativity and innovation; mobilizing minds of employees through brainstorming and Delphi techniques; replacing strict control mechanisms with self-control and teamwork; Establishing mechanisms for intelligent experiences.

The results of this study showed that there is significant relationship between organizational trust and shared vision. In this regard, are recommended the following: Application of group knowledge in organizational strategies; Identifying and summarizing the experiences of employees and managers and transfer to other staff; Aligning employee's goals and needs with aspirations of communities and organizations. The results of this study showed that there was a significant relationship between trust and team learning. In this regard, are recommended the following: Providing facilities for free and frank dialogue between employees and managers; Involving employees in the executive program; Job design with modern methods and the use of flexible work patterns; Using new and flexible models in organizing. Also, the results of this study showed that there is significant relationship between organizational trust and systemic thinking. In this regard, are recommended the following: Simultaneous attention to the quality and quantity of services; Periodic review of undertaken activities and using from resulting feedback; giving priority to modify Communications and Human Resources Development; Continuous assessment of the economic, social and global circumstances, and investigate their effects on organizational activities.

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