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RELATIONSHIPS BETWEEN "ORGANIZATIONAL LEARNING" AND "ORGANIZATIONAL TRUST" CASE STUDY: ALBORZ PROVINCE MINING INDUSTRY AND TRADE ORGANIZATION

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ABSTRACT
In today's organizations, knowledge is considered as the most vital organizational asset and organizational learning is the main way to create knowledge-based activities. On the other hand, trust is considered "air" and is considered only when it is not. Without an atmosphere of trust within the organization, the organization will go to nothingness. Therefore, the importance of trust and organizational learning has been considered by many organizations and planners in different countries. The purpose of this study was to investigate the two issues to find a relationship between them, which was conducted in the Alborz Mining Industry and Trade Organization.
Methods: This research is a correlational study in terms of research method. The population and the statistical sample of this included employees and managers (including supervisors and middle managers) who used Morgan table and 90 people were selected by stratified sampling method.
Results: In this study, a positive and significant relationship between the two main variables of the research hypothesis was confirmed. Also, the relationship between the dimensions of organizational trust (horizontal, vertical and institutional trust) with the dimensions of organizational learning (shared vision, organizational culture, work and group learning and systems thinking, participatory leadership, knowledge sharing and employee competency development) was confirmed.
Conclusion: Considering the confirmation of the main hypothesis of the research, increasing the trust in the organizational environment makes it reasonable to expect an increase in the level of organizational learning.

Keywords: *Organizational Trust, Organizational Learning, Staff*

INTRODUCTION
In today's world, change is a common feature of all walks of life and the struggle to face it is one of the most important challenges facing mankind. But how organizations deal with these huge waves of change Organizations need the preparedness and commitment to change and adapt. According Peter Senge (1990) organizations will achieve future success by discovering how to benefit from the commitment and responsibility of learning at all levels of the organization. Therefore, this learning culture plays a special role in today's organizations. Organizational learning is a reflection of high intelligence and high load Productivity of emerging opportunities in the organization's commitment to continuous improvement. Likewise the commitment of the staff increases stability. Professional, loyal, consistent, valuable and organizational staff has a strong motivation, desire and commitment to maintain and maintain the membership of the organization as one of the essential needs of any organization. The organization needs staff to act beyond their normative duties, perhaps because many communities lack adequate human resources due to lack of adequate human resources, while other nations do not. The lack of abundant natural resources has only accelerated the pace of development due to the use of dedicated human resources. Therefore, today's organizations need not only greater knowledge and information, but also self-reliance and confidence in their independence (Ahmadpour, 2000). Self reliance and creativity need more work to achieve these characteristics; the organization must commit its most important source and competitiveness factor to its workforce. One of the most important organizational variables is

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organizational commitment. Lack of organizational commitment creates a major problem in organizations that affects the performance of human resources, This form is rarely found in most organizations; organizational commitment is summarized in three ways (Shafaei, 2006):
(A) Strong belief in the organization and acceptance of organizational goals
(B) Toil and strive for organizational goals
C) One's desire to stay in the organization

Organizational trust
According to many experts, including Carnival and Wechsler, Hosmer and Thomas (Carnevale and Wechsler, 1992; Hosmer, 1995; Thomas, 1998), there is no universal agreement on the definition of trust. Therefore, depending on the type of trust, different definitions of trust have become common. Scholars such as Meyer *et al.,* (1995) Berman (1997), have focused on the level of trust in public institutions by focusing on "political trust" or "trust in the state", Putnam (Putnam, 1995) and Coleman (1988), and those They have studied social capital, considered trust to be an important element of social capital, and other scholars such as Harvorsen (2003) have focused solely on mutual trust. Based on this, several definitions of trust have been presented.

Definitions of trust
• Relying on or trusting certain events, processes, or people (Harvorsen, 2003)
• The tendency of a party to remain vulnerable to the actions of the other party based on the expectation that the other party will take actions that are important to the trustee, even if the trustee is not able to monitor or control the other party (Mayer, *et al.,* 1995)
• The desire to rely on the other party and to take actions that in certain circumstances make one party vulnerable to the other (Harvorsen, 2003)
• The tendency of one party to be vulnerable to the other party based on the expectation that the other party is a worthy and reliable person (Mishra, 1996)
• Trust is generally "reliance on the future conditional actions of the parties" (Harvorsen, 2003)

Types of trust
Uslaner divides trust into three categories:
Strategic trust: This type of trust refers to one party estimating the probability that the other party is trustworthy (Uslaner, 2003)
• Special trust: refers to the faith of individuals in their peers in a particular forum, such as the trust of individuals in each other in the family or in religious bodies.
Ethical Trust: This type of trust is based on believing in people you do not know. That people in the realm of this trust have an optimistic view of the world and are confident that they can make the world a better place.
Thomas (1998) also mentions three types of trust:
• Credit trust, which is based on the theory of agency.
• Mutual trust, which is based on continuous interactions with each other.
• Social trust is a type of social capital that is embedded within institutions that we generally know and take for granted.
Costigan *et al.,* (1998):
• Horizontal trust, which is the trust of employees in each other
Vertical trust, which is the trust of employees in supervisors and supervisors
• Institutional trust, which is the trust of employees in top managers and the entire organization
Rosen (1998) divides the types of trust into two categories.
• Trust in others (trust in the belief of others)
• Trust (people feel trusted in you).
Zucker (1986) also claims the formation of trust building in the following three cases:
• Trust based on traits, expectations of traits such as gender, age and race, etc.

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Process-based trust, expectations of the give-and-take relationship
• Institution-based trust, through the adoption of professional standards and ethical charters or the implementation and management of laws and regulations

The importance of trust

Trust is a key element of society. According to Fukuyama, trust is crucial to improving competitiveness in the 21st century as part of globalization and the information society. According to him, only some societies are able to form cultural norms such as "mutual trust" and such cultural values are the main factor in their economic growth (Mishra and Morrissey, 2000).

Burt(1997) and Coleman consider social capital as an asset that is continuously formed in the relationships of individuals, communities, networks or communities. Putnam considers network connections, norms and trust as the source of social capital. In discussing the positive effects of social capital, Price (1989) and Putnam (1995) argue that a higher level of social trust improves government performance. On the subject of the relationship between trust and government performance, Zali (2006) considers "trust in the government" to be the core of successful governance. Trust is one of the most important elements of effective relationships. Clark (2002) Trusting others and that they trust you is essential in the organization. In addition, trustworthiness is one of the most valuable traits of a leader, and trust, like mortar, can keep a leader and his followers connected (Yilmaz, 2008).

Trust is at the heart of all relationships, people seek to build trust-based relationships between friends and family throughout their lives, but in organizations, a 30-minute briefing session for new employees is spent getting to know and building trust! They are expected to have successful and productive employees! But it seems obvious that in order to build trust between employees and managers, employees must be given a permanent contribution to the core goals of the organization, in which case each employee will behave in a way that does not harm others. Trust is an essential element in the structure of the employee-employer relationship and there is a reciprocal relationship between communication and trust. In an atmosphere of trust, people do not feel insecure and easily share their ideas with others, express their feelings, and feel safe working for common goals and in a collaborative manner. Without trust, relationships are damaged, destructive conflict ensues, and relationships fail. Relationships are built on trust and are constantly tested on the levels and limits of trust in others. The development of trust is time consuming and many relationships between guardians and subordinates are identified by a lack of trust (Hoy and Tarter, 2004). Trust can be compared to "air" to some extent, when all human beings pay attention to the fact that it does not exist (Mishra and Morrissey, 2000).

Rempel, and Holmes (1986) three basic elements of trust in their study, How Can I Trust You? 1. Predictability, 2. Reliability, and 3. Belief. Predictability refers to the ability to predict and predict a particular behavior. Reliability is knowledge that one can rely on. Both of these capabilities emphasize that future behavior does not conflict with past behavior. The third element, belief and faith, is a sense of security that other sectors will continue to care and be accountable (Rempel and Holmes, 1986).

In a distrustful environment, employees waste a lot of the energy that supports them. Trust is not one of the tasks of leadership styles (such as participatory management, profit sharing, etc.). Rather, it is a feeling and a belief, the basis for the proper sharing of perception, openness, willingness to hear and accept non-defensive criticism, and the sharing of important information (Argyris and Schon, 1974)

The real power of managers is not to make money, supervisors may give orders to their subordinates, but the best performance does not happen in an atmosphere of distrust. Managers must work at a level where their actions are highly influential (Cyert and March, 1963; Grossman, 1998). For example, places where they can influence many events and decisions or people with limited key tasks. In order to carry out these activities, it is first necessary to delegate sufficient power to the subordinates, followed by responsibility and accountability, and secondly, to trust that the subordinates will perform their duties fully and in the shortest possible time (Mishra and Morrissey, 2000)

MATERIALS AND METHODS

Method

This study examines the relationship between organizational trust and organizational learning. The researches that have formed the theoretical framework of this research are: in the discussion of organizational trust, the research of Costigan *et al.,* (1998) and in the discussion of organizational learning, the very extensive research of Neefe (2001), was used.

Data gathering tools

The questionnaires used for data collection are standardized and localized questionnaires that were tested for validity and re-validation after modifications were made on them. In this regard, to assess the validity, a number of university professors were referred and their opinions were used in rearranging the questionnaires. Organizational learning of the numbers 0.924 and 0.857 were obtained.

Statistical community

The statistical population of this study was about 90 employees of Alborz Province Mining Industry and Trade Organization and the answers to the questionnaire were entered into SPSS software for data analysis.

Hypotheses

As the model shows, the study of the relationship between organizational trust and organizational learning shows the main hypothesis of the research, and of course, as follows, the study of the relationship between different dimensions of organizational trust and organizational learning constitute sub-hypotheses.

The main hypothesis:

There is a positive and significant relationship between organizational trust and organizational learning

Sub-hypotheses:

1-3. There is a positive and significant relationship between institutional trust and organizational learning.

2-2. There is a positive and significant relationship between organizational culture and organizational trust.

2-3. There is a positive and significant relationship between group work and learning and organizational trust.

Main Hypothesis:

"There is a positive and significant relationship between organizational trust and organizational learning."

As the association of sub-hypotheses related to organizational trust (horizontal, vertical, institutional trust) with organizational learning was confirmed, and given that organizational trust and organizational learning in general were also tested and the amount of Sig. Zero and Pearson correlation coefficient showed 0.735, the null hypothesis was rejected and the existence of a positive and significant relationship between organizational trust and organizational learning was confirmed.

Sub-hypothesis 2-1:

"There is a positive and significant relationship between institutional trust and organizational learning."

According to the results, which indicate that the value of Sig is zero. And 0.756 is Pearson correlation coefficient,, the null hypothesis is rejected and the existence of a positive and significant relationship between institutional trust (employee trust in the organization) is confirmed. That is, one can expect that more organizational learning can be expected by increasing the level of trust in an institution.

Sub-hypothesis 2-2:

"There is a positive and significant relationship between organizational culture and organizational trust."

According to the statistical results of the research shown in Table 7, the value of Sig. Is equal to 0.000 and Pearson correlation coefficient is 0.611, and since the value of Sig. Less than 0.05, the null hypothesis is rejected, which means confirming the positive and significant relationship between the shared vision and organizational trust. Therefore, where there is a stronger organizational culture, it can be expected that the members of the organization are also at a high level in terms of organizational trust.

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Sub-hypothesis 2-3:
"There is a positive and significant relationship between group work and learning and organizational trust."
According to the statistical results of the research shown in Table 7, the value of Sig. Is equal to 0.000 and Pearson correlation coefficient is 0.588, and since the value of Sig. Less than 0.05, the null hypothesis is rejected, which means confirming the positive and significant relationship between work and group learning and organizational trust. Therefore, it can be expected that where more emphasis is placed on group learning through work, it can be expected that the members of the organization are also at a high level in terms of organizational trust.

CONCLUSION
As the results of the research showed, by confirming all the main and sub-hypotheses, the existence of a positive and significant relationship between organizational trust and organizational learning was also confirmed. Therefore, it can be argued that one of the points that should be considered to improve the state of organizational learning is organizational trust. In other words, if the trust situation in the organization can be improved, it can be expected that the organizational learning process will also be facilitated towards improvement. Because today's organizations are forced to move towards learning organizations due to the highly changing environment and rapid growth of technology and diverse customer demands, etc., and this move forces organizations to pay special attention to institutionalizing organizational learning. Organizations therefore need to address concepts such as organizational trust that are addressed in this article.

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