



The Relationship between Organizational Trust with Organizational Innovation, Organizational Learning, and Organizational Entrepreneurship

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Abstract: The general goal of this research was to determine the relationship between organizational trust with organizational innovation, organizational learning, and organizational entrepreneurship of the administrative staff of Islamic Azad University, Zahedan Branch. This research was a descriptive-correlational study, which was conducted in 2018. The participants in this research included the administrative staff of Islamic Azad University of Zahedan, Zahedan Branch in Iran, accounting for 714 people. The sample size was selected as 254 subjects according to Krejcie & Morgan Table. The sampling method used in this research was a Stratified random sampling type. The data were collected using Shafiee's Organizational Trust Questionnaire (2011), Esmail et al. Organizational Innovation Inventory (2002), Tabesh-Fard Organizational Learning Questionnaire (2014), and Robbins & Coulter Organizational Entrepreneurship Questionnaire (1996). The descriptive statistics and inferential statistics methods were used to analyze the data. The results of Pearson correlation coefficient showed a significant correlation between the components of reliability, competence, and organizational trust variable with the variables of organizational learning and organizational innovation. The Pearson coefficient between the organizational trust and organizational entrepreneurship among the administrative staff of the Islamic Azad University of Zahedan also indicated that there is negative relationship between organizational trust and organizational entrepreneurship. The results of the linear regression test showed that the component of personal innovation and organizational learning predicts the organizational trust of the administrative staff of the Islamic Azad University of Zahedan. Also, the organizational entrepreneurial variable cannot predict the organizational trust of administrative staff of Islamic Azad University of Zahedan.

Keywords: Organizational Trust, Organizational Innovation, Organizational Learning, Organizational Entrepreneurship, Administrative Staff, Zahedan

INTRODUCTION

The organizations have nowadays recognized the importance of human resources as the most important source of acquiring competitive advantage. Today's organizations compete to attract and retain manpower by providing welfare programs and paying attention to the employees (Mortezaei and Rudgarnejad 2016). All organizational relationships are created based on the trust. Applying new ideas, new solutions, new approaches, and systems improvements is possible in the light of the existence of security, trust, and occupational respect and attention to human dignity and values associated with social and systematic

contracts. Obligation and trust are indivisible. As a basis for success, creating an atmosphere of trust in the organization results in the creation of loyalty, less employee turnover, effectiveness, and organizational efficiency. In the absence of organizational trust, the interpersonal conflicts increase, the employees' job satisfaction decrease and less effective interpersonal communications occur between the members of the organization, and consequently, the organizational performance will reduce (Vineburgh, 2010).

Trust building is a very important issue that should be strengthened as a continuous and persistent behavior. Trust is a complex and multifaceted concept and there is no simple formula for trust building. To build and strengthen trust between two or more sections, the organizations must know that how people experience and perceive the trust of other people, group or organization and how trust between the employees grows over time. In other words, it is essential to understand that how trust is experienced psychologically in other people before its impact on the behavior, expectations and the results obtained from the trust among the employees in the organization is analyzed (Shahrakipour, Elhamian, and Rigi, 2015).

In the current world where the changes have increased at a very high pace and competition has expanded in the organizations, creativity is undoubtedly the key to the survival and sustainability of organizations in this disturbing arena (Alizadeh Aghdam, Abbaszadeh, Hayyati, 2016). Organizations need fresh thoughts and exquisite and new ideas to survive. The new thoughts and opinions are blown like a spirit into the body of the organization and save it from nothingness and inexistence. In our age to survive and progress, and even maintain the status quo, we must continue the flow of novelty and innovation in the organization to prevent its recession and destruction. We need to resort to innovation and creativity so that we can continue our life in today's turbulent world and provide fresh and new solutions meanwhile recognizing the changes and developments in the environment to encounter them and will affect the developments while being influenced by them (Alvani, 2009). Innovation is the main challenge for organizations, which facilitates the process of adaptation with many of the environmental changes. Indeed, being innovative helps the organization in dealing with an external turbulent environment to confront with the rapidly increasing complexity and changes. In such circumstances, the organizations that have the innovation capacity are able to respond faster to the challenges (Aghajeri and Abbaspour, 2016).

Given that trust is defined as the tendency to take risks, increasing trust intensifies the willingness and tendency of employees to take and accept risk, which will ultimately lead to more creativity and innovation. It is believed that the supervision and defensive behaviors by the managers and the employees' eagerness for innovation are the fundamental mechanisms through which trust influences the innovation. Therefore, institutionalizing trust would be a valuable and worthwhile effort in the organizations looking for innovation (Amor et al, 2012).

Today's issues and problems cannot be resolved by past and conventional solutions and environmental conditions have become so complex, dynamic, and uncertain that the organizations can no longer guarantee their long-term life without creativity and innovation. The factor learning is the most important tool that can help organizations to achieve such a goal since it will not only make changes in the leadership but also may appear as the only competitive advantage for the development and survival of organizations. In fact, one can say that, not so long ago, organizations were functioning in a stable and sustainable environment and were almost able to predict the future events so that the managers could manage and plan the organization under certain and assured conditions. However, the gradual changes in the science and technology, economics, culture, and politics quickly affected the organizations. Organizational leaders came to the conclusion that they should look at "learning" as a valuable phenomenon and develop an organization to succeed in creating better futures, which will continuously and effectively seek for learning and coordinate to changes for its survival and will not act passively and poorly in confronting the challenges (Mohd Shamsul et al, 2011).

One of the key features of new organizations is their formation based on learning. Thus, managers and employees are always learning and acquire new skills as the power of any organization is proportional to the level of trust and constant training of its managers and employees. In the past, organizations used to work in

a sustainable environment and the upcoming events were roughly predictable so that the managers could plan in an assured and almost guaranteed circumstances. However, the environment is changing rapidly nowadays and technological, economic, cultural, and political changes are rapidly affecting the organizations. The organizations need to adapt to the environmental changes and developments for survival, and in order to adapt, they must always make the desired changes to meet their efficiency aimed at achieving the goals. This cannot be done without increasing trust in employees, which ultimately leads to learning among the employees (Rahimi, Vazifeh Dmirchi, and Seyedi, 2011). Organizational learning is a process and a set of actions leading to the employees' learning and encompasses a specific organizational behavior that applies to the learner organization. In such organizations, all learning conditions are provided to the members and the individuals always make effort to use what they have learned (Gomes and Wojahn, 2017).

Nowadays, like private and non-governmental organizations, the governmental agencies are faced the following question:

- **How can we improve the efficiency of governmental agencies?**

Today's organizations operate in a dynamic, fully ambiguous, and evolving environment. Considering that one of the most prominent features of the present era involves the dramatic and continuous changes and developments reflected in the way of thinking and ideology, social values, methods of doing things, and many other phenomena of life, the organizations are subject to changes that crush any type of resistance in the current customer-orientation and competition-increasing world and take everybody forward by themselves. The extent and diversity of changes occurring to today's organizations is so high that they have no choice but to adapt and respond to these changes. In today's changing world, if an organization fails to respond to the changes and needs of its audiences or acts passively in the face of changes, it will be left behind by the flow of development. This cannot be realized unless the organizational trust and organizational entrepreneurship will be seriously considered and addressed by the policymakers in the body of organizations (Vineburgh, 2010).

Supporting the influence of relational trust on the organizational entrepreneurship shows that the trust is in the favor of the organization's opportunities to empower it for the exploratory decision-making process, which, in turn, makes the organization more aware of external derives and stimuli. In fact, organizational trust creates entrepreneurship among the employees. In the discussion below, we will give some explanation about entrepreneurship. The process of entrepreneurship and creativity is one of the major mainstreams governing the human life at the beginning of the third millennium, which is the basis and the bedrock of change and development. The individuals, organizations, and communities that fail to keep pace with these fast-paced changes will experience stop, stagnation, and collapse. In the meantime, there are people who, when all the others acknowledge chaos, disorder, contradictions, and imbalance, seek to get an opportunity to provide society with new products or services to establish a balance and organize the situation and put a value behind. These people, who are the axis of economic development, are called entrepreneurs. The entrepreneurs make an organization outstrip another organization and a country will dramatically progresses compared to other countries (Taheri et al, 2000).

Certainly, given the complexity of organizations, the growth of technology, innovation, and the novelty of the organizations' science and knowledge, the managers increasingly strive to find out how to make their organizations entrepreneurs and innovators to provide the ground for their organizations to grow and succeed. As, if the new ideas are not introduced to the organizations, they will decline. In fact, creativity and entrepreneurship are like the advancement and progress ladder stairs for today's organizations, which must be gone through with full knowledge and success. As a science production base, the university needs to explain entrepreneurial knowledge by considering the economic and social issues of the region in the country. On the other hand, research supports have to be provided to the through accurate and principled planning and policy-making. Finally, the entrepreneurs should be able to use the research results of universities in their businesses (Pardakhtchi and Shafizadeh, 2010).

In circumstances that Iran is facing with important problems insufficiencies such as the brain drain, the inability of the public sector to hire more graduates of universities, and as a result, the rising unemployment rate among higher education graduates, reducing government investment due to the government's downsizing policy and increasing the private sector participation in the country's economic development, the lack of adequate economic mobility and growth, moving towards liberalization of the economy, and the transformation of the labor market, paying attention to the entrepreneurship education at universities appears to be highly important. The creativity and entrepreneurship capabilities of graduates play an essential role in the quality of higher education. Therefore, the education of potential and actual entrepreneurs has a paramount importance (Organization of Measuring Education, 2001).

Given the current status of the administrative staff of the Islamic Azad University of Zahedan Branch and the observations made by the researcher, the variable of organizational trust seems to be an important and vital variable, which should be examined in this university. Accordingly, the variables of innovation, learning, and entrepreneurship were also presented and the issue of the relationship between organizational trust with organizational innovation, organizational learning, and organizational entrepreneurship was proposed by the researcher. Thus, in this research, the researcher seeks to answer the main question as follows:

Is there any relationship between organizational trust with organizational innovation, organizational learning, and organizational entrepreneurship of the administrative staff of Islamic Azad University of Zahedan?

Literature review

Shahrakipour and Vahdati (2017) conducted a research entitled as "Examining the relationship between organizational trust and organizational support with the entrepreneurship of the primary managers of district I in Zahedan. The results revealed a significant relationship between organizational trust and organizational support with the entrepreneurship of primary managers of district I in Zahedan.

Parnak (2015) performed a research entitled as "The relationship between organizational trust and organizational innovation among the teachers of the state secondary schools in the city of Gilan-e Gharb. The results suggested a positive and high correlation between all the dimensions of organizational trust and the dimensions of organizational innovation (with the exception of behavioral innovation). Accordingly, one can say that the organizational innovation of teachers can be predicted through institutional trust.

The Relationships between Organizational Climate, Innovative Behavior and Job Performance of Teachers Balkar (2015) The study sample consisted of 398 primary and secondary school teachers working at the Adana province of Turkey. Three scales related to Organizational climate, job performance and innovative behavior were used to collect data. Structural Equation Modelling (SEM) was performed to analyze the effects of Organizational climate on innovative behavior and job performance as well as the effect of innovative behavior on job performance. According to the findings; Organizational climates characterized by support, fairness and pressure had effects on the job performance of teachers. Organizational climates characterized by support and pressure had effects on the innovative behavior of teachers and the innovative behavior of teachers had an effect on job performance of teachers.

Guinot et al. (2013) Despite the fact that the majority of studies have suggested that it is beneficial for organizational performance, some empirical evidence has generated contradictory results concerning these variables. For this reason, this research attempts to look in-depth at the relationships between trust and organizational performance, using organizational learning capability as an explanatory variable. To confirm the hypotheses, the structural equation technique was used on data from a survey carried out in Spanish firms with recognized excellence in human resources management. The results obtained show that, in these firms, organizational learning capability mediates in the relationship between trust and organizational performance.

Sankowska (2013) This study seeks to provide empirical evidence of relationships between organizational trust, knowledge transfer, creation and innovativeness at the firm level. It aims to hypothesize a mediational

model implying that organizational trust is related to knowledge transfer, which will, in turn, enhance knowledge creation, thereby facilitating higher innovativeness. Data were collected using a telephone survey from a cross-section of industries. A total of 202 surveys were carried out among Polish companies listed on the Warsaw Stock Exchange. Hypotheses were tested using mediation analysis with multiple regression and structural equation modeling. Results indicate that: knowledge creation partially mediates the relationship between trust and innovativeness; and knowledge transfer partially mediates the relationship between trust and knowledge creation.

- **The research general goal**

The general purpose of this research was to examine the relationship between organizational trust with organizational innovation, organizational learning, and organizational entrepreneurship of the administrative staff of Islamic Azad University of Zahedan. Accordingly, the following questions are raised:

1. Is there a significant relationship between organizational trust and organizational innovation of the administrative staff of Islamic Azad University of Zahedan?
2. Is there a significant relationship between organizational trust and organizational learning of the administrative staff of Islamic Azad University of Zahedan?
3. Is there a significant relationship between organizational trust and organizational entrepreneurship of the administrative staff of Islamic Azad University of Zahedan?
4. Which of the variables of organizational innovation, organizational learning, and organizational entrepreneurship of the administrative staff of the Islamic Azad University of Zahedan is better predicted by the organizational trust?

Research Methodology

This study was a descriptive- correlational research, which can be classified as applied research in terms of objective.

- **population, statistical sample, and sampling method**

This research conducted in 2018, the target population included 714 employees of the Islamic Azad University of Zahedan. The sample size was determined based on the size of the population considering the non-experimental nature of this research (descriptive/correlational) using the Krejcie & Morgan Table. In this Table, a sample size of 254 subjects was set for a population of 714 people. Therefore, the sample size was considered to be 254 subjects in this study, which was estimated by the stratified random sampling method.

- **Research Tools**

- Shafiee's Organizational Trust Questionnaire (2011)

The questionnaire has 16 items with four components of integrity, reliability, competence, and organizational commitment. The scoring of the questionnaire is based on the five-point Likert scale, ranging from "I strongly agree" to "I strongly disagree". The possible minimum and maximum scores are 16 and 80, respectively. The indications of scores are as follows:

- Score between 16 and 32: Weak organizational trust
- Score between 32 and 48: Moderate organizational trust
- Score above 48: Strong organizational trust

The Cronbach Alpha coefficient of the organizational trust scale was 90%. Also, both content validity and factor validity were used to test the validity of questions. The university professors' opinions were used to assess the validity of the questionnaire content and it was ensured that the questionnaire would measure the desired feature of the researchers. The factor validity test of the questionnaire was also performed by confirmatory factor analysis and using the LISREL software.

- Esmail et al. Organizational Innovation Inventory (2002)

The Organizational Innovation Questionnaire was developed by Esmail et al. in 2002. This scale has 33 items with a six-point Likert scale (Quite disagree to quite agree), and each item has a value between -3 and +3. The questionnaire contains seven elements of environmental innovation, leadership innovation, personal innovation, environment feedback, individual feedback, interpersonal feedback, and the evidence-based learning. In a research, the validity of the questionnaire was confirmed by professors and experts. In the same research, the questionnaire reliability was obtained by Cronbach's alpha as 0.71.

- Tabesh-Fard Organizational Learning Questionnaire (2014)

The standard organizational learning questionnaire contains 33 items. This questionnaire was prepared by Tabesh-Fard in 2014. The questionnaire is graded in a 5-point Likert spectrum from one to five with a minimum score of 33 and a maximum score of 165. The indications of scores are as follows:

- Score between 33 and 66: Low organizational learning
- Score between 66 and 99: Moderate organizational learning
- Score above 99: High organizational learning

In this questionnaire, the questions assess the dimensions as follows:

Items 1 to 7: Appropriate leadership dimension

Items 8 to 14: Deepening atmosphere dimension

Items 15 to 18: Localization dimension

Items 19 to 24: Balance between work and family dimension

Items 25 to 29: Time management dimension

Items 30 to 33: Experimentation dimension

In the study of Tabesh-Fard (2014), the views of the professors were used to determine the face validity of organizational learning questionnaire, and after the corrective suggestions, the validity of the questionnaire was approved. Also, the reliability of this tool, was calculated by Cronbach's alpha method as 90%.

- Robbins & Coulter Organizational Entrepreneurship Questionnaire (1996)

The questionnaire contains 22 items, which include the components of creativity, risk-taking, independence, motivation, determination and will, and belief in the sacraments. The scoring of the questionnaire is as follows:

- This feature is highly present in me (2+)
- I have a bit of this feature (+1)
- I have no idea or I do not know (0)
- I have so little of this feature (-1)
- I do not have this feature at all (-2)

The minimum and maximum score is -44 and +44. In Alipour and Marzban research (2013), the reliability of this questionnaire was calculated by Cronbach's alpha as 0.88. Also, in the same research, the views of experts and professionals were used to examine the validity of the research tool in addition to the opinion of the supervisor. After correcting and making the necessary changes to the test questions, the validity of the questions was confirmed. The results showed in Table 1.

Table 1: The reliability of the questionnaires

Variable	Reliability
Organizational Trust	0.78
Organizational Innovation	0.90
Organizational Learning	0.90
Organizational Entrepreneurship	0.79

Research Findings

The results of the data analysis were presented in this part of the research. The Pearson correlation coefficient test, and linear and step-by-step regression, the research questions were examined.

- **Research Questions**

1. Is there a significant relationship between organizational trust and organizational innovation of the administrative staff of Islamic Azad University of Zahedan?

Table 2: The Results of Pearson Correlation Coefficient Test

Variable		Environment Innovation	Leadership Innovation	Personal Innovation	Environment Feedback	Individual Feedback	Interpersonal Feedback	Evidence Based Learning	Organizational Innovation Variable
Integrity and Honesty	Correlation Coefficient	0.037	0.122	0.107	0.116	0.009	0.015	0.044	0.080
	Significance Level	0.559	0.053	0.088	0.065	0.885	0.816	0.486	0.203
Reliability	Correlation Coefficient	0.109	0.060	0.143*	0.097	0.017	0.098	0.101	0.127*
	Significance Level	0.083	0.338	0.022	0.124	0.788	0.121	0.108	0.044
Competency	Correlation Coefficient	0.094	0.084	0.156*	0.081	0.109	0.058	0.011	0.124*
	Significance Level	0.135	0.180	0.013	0.200	0.082	0.356	0.863	0.048
Organizational commitment	Correlation Coefficient	0.084	0.082	0.050	0.012	0.049	0.068	0.074	0.080
	Significance Level	0.184	0.190	0.425	0.845	0.434	0.279	0.242	0.204
The organizational trust variable	Correlation Coefficient	0.106	0.110	0.153*	0.104	0.058	0.069	0.074	0.135*
	Significance Level	0.093	0.079	0.014	0.099	0.355	0.273	0.237	0.031

*p ≤ 0.05

** p ≤ 0.01

Table 2 shows the Pearson correlation coefficient test results between organizational trust and organizational innovation of the administrative staff of the Islamic Azad University of Zahedan Department, based on which, there is a significant correlation at the level of 0.95% between the components of reliability ($r = 0.127$),

competence ($r = /124$), and the organizational trust variable ($r = /135$) with the organizational innovation variable.

2. Is there a significant relationship between organizational trust and organizational learning of the administrative staff of Islamic Azad University of Zahedan?

Table 3: The Results of Pearson Correlation Coefficient Test

Variable		Organizational Learning
Integrity and Honesty	Correlation Coefficient	0.052
	Significance Level	0.411
Reliability	Correlation Coefficient	0.127*
	Significance Level	0.043
Competency	Correlation Coefficient	0.151*
	Significance Level	0.016
Organizational commitment	Correlation Coefficient	0.066
	Significance Level	0.295
The organizational trust variable	Correlation Coefficient	0.132*
	Significance Level	0.035

* $p \leq 0.05$ ** $p \leq 0.01$

Table 3 shows the results of Pearson correlation coefficient between organizational trust and organizational learning of the administrative staff of the Islamic Azad University of Zahedan, based on which, there is a significant correlation at the level of 0.95% between the components of reliability ($r = /127$), competence ($r = /151$), and organizational trust variable ($r = /132$) with the organizational learning variable.

3. Is there a significant relationship between organizational trust and organizational entrepreneurship of the administrative staff of Islamic Azad University of Zahedan?

Table 4: The Results of Pearson Correlation Coefficient Test

Variable		Organizational Entrepreneurship
Integrity and Honesty	Correlation Coefficient	-0.072
	Significance Level	0.0251
Reliability	Correlation Coefficient	-0.056
	Significance Level	0.738
Competency	Correlation Coefficient	-0.097
	Significance Level	0.122
Organizational commitment	Correlation Coefficient	-0.072
	Significance Level	0.256
The overall organizational trust score	Correlation Coefficient	-0.095
	Significance Level	0.133

Table 4 shows the results of Pearson correlation coefficient between organizational trust and organizational entrepreneurship of the administrative staff of the Islamic Azad University of Zahedan, based on which, there is a negative relationship between organizational trust and organizational entrepreneurship according to

correlation coefficients (0.072, -0.056, -0.097, -0.072, and -0.095) and the significance levels (0.251, 0.738, 0.122, 0.256, and 0.1338).

4. Which of the variables of organizational innovation, organizational learning, and organizational entrepreneurship of the administrative staff of the Islamic Azad University of Zahedan is better predicted by the organizational trust?

Table 5: The Summary of Regression results

Type of Regression	Predictive Variable	Criterion Variable	R	R ²	F	Sig	β	t	Sig
Step-by-step	Organizational Innovation (Personal Innovation)	Organization Trust	0.153	0.024	6.071	0.014	0.0153	2.464	0.014
Linear	Organizational Learning		0.132	0.017	4.484	0.035	0.132	2.117	0.035
Linear	Organizational Entrepreneurship		0.024	0.0009	2.272	0.133	0.095	-0.157	0.133

Table 5 summarizes the results of stepwise regression, based on which, among the components of organizational innovation, the component of personal innovation has been able to predict 0.153% of the organizational trust of the administrative staff of Islamic Azad University of Zahedan. The value of F represents the significance of this prediction at a 95% level ($p \leq 0.05$). The standard beta coefficient in the regression equation is 0.153 that the t level is significant at the 95% level.

Discussion and Conclusion

The research findings suggested a significant correlation between the components of reliability, competence, and the organizational trust variable with the variables of organizational learning and organizational innovation. There is also no negative relationship between organizational trust and organizational entrepreneurship. The results of regression also showed that the component of personal innovation and organizational learning can predict the organizational trust of the administrative staff of Islamic Azad University of Zahedan. Also, the variable of entrepreneurial organization cannot predict the organizational trust of the administrative staff of Islamic Azad University is Zahedan. These results are consistent with the findings of Shahrakipour and Vahdati (2017), Parrnak (2015), Balkar (2015), Guinot et al(2013), Sankowska(2013) According to the results, it is recommended to management of the Islamic Azad University of Zahedan Branch to take measures to perform the pathology and provide the programs to enhance and strengthen organizational trust, organizational learning, organizational innovation, and organizational entrepreneurship of Islamic Azad University, Zahedan Branch.

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