

Analytical review of the relationship between social capital and organizational learning In Iran Mercantile Exchange

Mahdi Azad

Master of science, Executive Management, Islamic Azad University, Science and Research Branch, Kerman

Abstract

Social capital links and relationship of trust between human bodies and organizations as a valuable reference source. Undoubtedly, the concept of social capital and organizational learning in modern societies has been very important. Thus, studying the relationship between these two important subject of this study was performed. The purpose of this research study is applied and the method of data collection, descriptive survey. This study investigated the relationship between two or more variables, also called correlation. And the correlation of two variables. population of the managers and staff are Iran Mercantile Exchange. The results confirmed all the assumptions, the 7 components of social capital and organizational learning there is a significant relationship, The results showed that variables shared norms and cooperation and voluntary participation has the greatest impact on organizational learning.

Keywords: Social capital, trust, shared norms, organizational learning.

Introduction:

Discussion of social capital, before 1916, in an article by Hani van from the University of West Virginia was raised for the first time. But, despite its importance in social studies until 1960 by Jane Jacobs was used in urban planning, Neglected in the 1970s, this theory by Laurie into the economy. Interdisciplinary social capital concept in sociology, economics, psychology and other social spheres used (Renani, 2005). Social capital is a new concept in the field of social and economic studies in the world and within the country. However, despite this short life, the ever-increasing amount of attention to it and today many books and articles on theoretical and applied aspects, and in particular, Case studies in developed countries or underdeveloped available. (Ali 2000). Social capital can be the result of relationships in society And the resources that the nature of social organization arise and build better social life, to be applied. (Alwani, 1998). In the past, human capital was the most important asset of the organization. "Human capital" in the success of an organization and a nation has a special strategic importance, But this capital when a higher priority is integrated, and the integration in the shadow of solidarity, cooperation, cooperation and mutual trust there In this way human capital, social capital, and the capital that creates

synergy (Najafi, 2009).

Plays a fundamental role in the development of knowledge in the contemporary world and every nation and government in achieving prosperous growth is knowledge and a greater share of your progress will be. The secret to survival in today's competitive world is continuous learning. What is very important is leadership and management knowledge. Social capital is a good vehicle through which to develop knowledge and learning to pay (Field, 1385: 13). Social capital is one of the tools for capacity building in the community (Sharifan Sani, 2004, p. 131); And learning organizations continually expanding its capacity to build a better future through learning. (Senge, 2005, p. 22).

Theoretical basis of research:

Social system whose members informed common processes to create, maintain and continuously sync learned individual and collective learning And organizational performance in a way that is valuable for all stakeholders to improve. (Drew and Smith, 1995) .The organization of a collective vision, interconnectedness of comprehensive, group learning, cooperation, empathy and encourages the association. (Marsick, Watkins, 1996). The concept of collaborative learning processes is fundamental phenomenon of learning organization A system of thought that emerged in the discussions of the organization's response to environmental pressures. And maintaining the necessary level of innovation for competitive advantage reflected. (Harrison, 1998)

Enabling all your learning and continually evolve and change (effective) makes. (Pedlr, Burggen, Buidel, 2000). As an organization that consistently increase their capacity to create a better future. (Senge, 1990). An organization that helps create the structures and strategies to promote organizational learning. (David Garvin, Dodgson, 1993)

Senge's learning organization for the five principles (later) puts it:

1. The individual skills in a learning organization self-conscious people, is open interact with others.
2. mental models in learning the old ways of thinking everyone aside.
3. common vision: all members of the learning organization to identify and define their action plans and in case they are agreed.
4. Team learning: all members of the organization to implement the agreed programs, working.
5. systemic thinking: all members of the organization throughout the organization learn how it works.

The necessity of becoming a learning organization arises from the increasing complexity and speed of developments, uncertainty is increased organizational environment. Organizations need more knowledge and widespread awareness of your environment so that they can adapt to environmental changes. In fact, in a changing world, the learning process has changed. Learning only significant asset is the present age. (Drucker, 1999). Social capital is a new concept in the field of social and economic studies in the world and within the country. However, despite this short life, is the increasing amount of attention to it And today many books and articles on theoretical and applied aspects, and in particular, the case studies in developed countries or underdeveloped available. (Ali 2000). Social capital can be the result of relationships in society And the resources that the nature of social organization arise and build better social life, to be applied. (Alwani, 1998). In the past, human capital was the most important asset of the organization. "Human capital" in the success of an organization and a nation has a special strategic importance, but when the capital is a higher priority The integrated and the integration in the shadow of solidarity, cooperation, cooperation and mutual trust there is in this way that human capital, social capital becomes And the capital that creates synergy (Ali Najafi: 2009). Plays a fundamental role in the development of knowledge in the contemporary world and every nation and government in achieving prosperous growth is knowledge and a greater share of your progress will be. The secret to survival in today's competitive world is continuous learning. What is very important is leadership and management knowledge. Social capital is a good vehicle through which to develop knowledge and learning to pay

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In this chapter, the definition of social capital, social capital components of the theories scientists will be extracted The definition of learning and expression characteristics of a learning organization that will be finally dealt with the history of social capital and organizational learning are expressed. Coleman (1990), a more comprehensive definition of social capital has to offer.

Coleman social capital to be aware of the various entities that include various dimensions of social structures and facilitates activists in the form of individual, institutional and social structures have been And implicitly surrounds relations between groups and individuals (Colmane 1999). The proposed definition is that social capital is a set of norms in social systems Which promote cooperation and communication between its members and the lower level of interchange fees is materialized. According to the definition of concepts such as civil society and social institutions are associated closely with the concept of social capital is. (Alwan and attic 2003). Putnam (1993), social capital is a set of features of social life, such as networks, norms and trust that can advance common goals, influence, calls And on the other hand believes that social capital, social relationships, the combination is consistent with the norms and trust. (Putnam 1993).

Research Background

Nopasand Asil et al in a study named “studying the relation between talent management and organizational performance have concluded Among the activities related to talent management and quality of service and innovation in the provision of services, there is a significant relationship and The necessary measures in order to retain talent in the organization has the most impact on the quality of services and Attracting top talent to the most impact on organizational innovation is increasing. Taleghani et al in a study named”Examine the relationship between talent management and performance of faculty members of Isfahan University” concluded that Talent management strategy, a significantly positive effect on the performance of faculty members of the University and Promote talent management strategy will improve the performance of employees. Hossein Mehravani et al has studied the Effect of implementation of talent management on organizational performance (studied in Gilan PMO) and showed Management of talent - talent, retention of management, career development, retention and performance of financial and non-financial organizations, there is a significant positive correlation.

Haj nabi et al has studied”Relationship between talent management and performance of nursing staff in Karaj”. Between employee performance and talent management in government hospitals, there is a significant relationship. With the joint efforts of managers and nursing staff and giving more responsibility to the Department of Human Resources, will be the most positive consequences of the behavior and performance of employees created. (Swim, 2009) in his doctoral dissertation, with mixed methods research in the service of a company in the United States, to evaluate talent management systems and to make the commitment of staff. Results of semi-structured interviews showed how the human resource management and organizational development can protect and enhance their talent management system. Muelhi has studied "The effects of the adoption of ICT on the performance of companies in the manufacturing sector in Tunisia» and concluded Strong positive relationship between the use of ICT is efficiency. The results showed that the combination of ICT and human capital increases the efficiency of enterprises.

Research methodology

The aim of this study is part of research and application of descriptive and correlational methodology that field research has been conducted to collect data. The study population included all employees of the Iran Mercantile Exchange in 1392 is composed of 150. Data collection tool was a questionnaire that its validity and reliability have been confirmed in previous studies. Reliability in the research are:

Number of participants	Number of questions	Cronbach's alpha	questionnaire
150	31	0/87	Social capital
150	31	0/91	Organisational Learning

The Analysis of Data

150 patients evaluated% male and 25.3% female 7/68. 6% of those surveyed did not specify their gender. 150 patients evaluated, 40 percent of 21 to 30 years, 44 percent of 31 to 40 years, 3.7 percent of 41 to 50 years, 2% of 51 to 60 years and 7.0 per cent were age 61 years and older. 6 percent of respondents did not specify their age. 46 percent under age 5, 38 percent of 5 to 15 years, 3.5 percent of 16 to 25 years and 4 percent had more than 25 years of service. In addition, 7.6% of your work experience have not identified. 7.6 percent Diploma, Advanced Diploma 6 percent, 36 percent of undergraduate, graduate 7/44 percent and 7.0 percent had a doctorate degree holders. In addition, 6% of their education did not specify.

First hypothesis: between social capital and organizational learning in Iran Mercantile Exchange are related.

Pearson and Spearman correlation test.

H_0 : Between social capital and organizational learning in Iran Mercantile Exchange, there is no relationship.

H_1 : Between social capital and organizational learning in Iran Mercantile Exchange are related.

To investigate the relationship between social capital and organizational learning at Pearson and Spearman correlation coefficients Iran Mercantile Exchange (continuous variable). The results of this test in the table below.

Pearson and Spearman correlation coefficient			
N	Sig	r	Correlation
141	**<0/001	0/510	Pearson
141	**<0/001	0/510	Spearman

Based on the results of correlation test, Pearson correlation coefficient equal to 0.510 to 0.510 and Spearman correlation coefficient that indicates Between social capital and organizational learning in Iran

Mercantile Exchange there is a significant linear relationship ($p < 0.05$). Therefore, the null hypothesis is rejected. And direct relationship between these two variables. The main hypothesis is confirmed in the sense that changes in social capital, changes in organizational learning and the positive (increasing) trend is, This means that increase social capital in Iran Mercantile Exchange is associated with increased organizational learning and vice versa.

The second hypothesis: between trust and organizational learning in Iran Mercantile Exchange are related.

H_0 : Between trust and organizational learning in Iran Mercantile Exchange, there is no relationship.

H_1 : Between trust and organizational learning in Iran Mercantile Exchange are related.

To investigate the relationship of mutual trust and organizational learning at Pearson and Spearman correlation coefficients Iran Mercantile Exchange (continuous variable). The results of this test in the table below.

Pearson and Spearman correlation coefficient			
N	Sig	r	Correlation
141	**<0/001	0/450	Pearson
141	**<0/001	0/450	Spearman

Based on the results of correlation test, Pearson correlation coefficient equal to 450/0 and Spearman correlation coefficient is equal to 0.045. Which indicates the linear relationship of mutual trust and organizational learning in Iran Mercantile Exchange there is a significant ($P < 0.05$). therefore the null hypothesis is rejected. And direct relationship between these two variables. The second hypothesis is confirmed in the sense that changes in mutual trust changes in organizational learning and the positive (increasing) trend is, This means that increasing mutual trust in the Iran Mercantile Exchange is associated with increased organizational learning and vice versa.

The third hypothesis: the common norms and organizational learning in Iran Mercantile Exchange are related.

H_0 : Among the common norms and organizational learning in Iran Mercantile Exchange, there is no relationship.

H_1 : Among the common norms and organizational learning in Iran Mercantile Exchange are related.

To investigate the relationship between the common norms and organizational learning at Pearson and Spearman correlation coefficients Iran Mercantile Exchange (continuous variable). The results of this test in the table below.

Pearson and Spearman correlation coefficient			
N	Sig	r	Correlation
141	**<0/001	0/593	Pearson
141	**<0/001	0/565	Spearman

Based on the results of correlation test, Pearson correlation coefficient Spearman correlation coefficient equal to 0.593 to 0.565 is Which indicates the common norms and organizational learning in Iran Mercantile Exchange there is a significant linear relationship ($p < 0.05$). Therefore, the null hypothesis is rejected. And direct relationship between these two variables. The third hypothesis is confirmed in the sense that changes in the common norms of changes in organizational learning and the positive (increasing) trend is, This means that increasing the common norms in Iran Mercantile Exchange is associated with increased organizational learning and vice versa, Pearson and Spearman coefficients positive tests due to the nature of the relationship.

Fourth hypothesis: between cooperation and organizational learning in Iran Mercantile Exchange are related.

H_0 :Between cooperation and organizational learning in Iran Mercantile Exchange, there is no relationship.

H_1 : Between cooperation and organizational learning in Iran Mercantile Exchange are related.
To investigate the relationship between cooperation and organizational learning at Pearson and Spearman correlation coefficients Iran Mercantile Exchange (continuous variable). The results of this test in the table below.

Pearson and Spearman correlation coefficient			
N	Sig	r	Correlation
141	**<0/001	0/456	Pearson
141	**<0/001	0/420	Spearman

Based on the results of correlation test, Pearson correlation coefficient equal to 456/0 and Spearman correlation coefficient is equal to 0.420Which indicates that between cooperation and organizational learning in Iran Mercantile Exchange there is a significant linear relationship ($p < 0.05$) therefore the null hypothesis is rejected. And direct relationship between these two variables. The fourth hypothesis is confirmed This means that changes in cooperation changes in organizational learning and the positive (increasing) trend is ,This means that increased cooperation in the Iran Mercantile Exchange is associated with increased organizational learning and vice versa.

Fifth hypothesis: the cohesion and organizational learning in Iran Mercantile Exchange are related.

H_0 :Between cohesion and organization learning there is no Iran Mercantile Exchange.

H_0 : Between cohesion and organizational learning in Iran Mercantile Exchange are related.

To investigate the relationship between cohesion and organizational learning at Pearson and Spearman correlation coefficients Iran Mercantile Exchange (continuous variable). The results of this test in the table below.

Pearson and Spearman correlation coefficient			
N	Sig	r	Correlation
141	**<0/001	0/426	Pearson
141	**<0/001	0/369	Spearman

Based on the results of correlation test, Pearson correlation coefficient equal to 0.426 and Spearman correlation coefficient is equal to 0.369. Which indicates that the cohesion and organizational learning in Iran Mercantile Exchange there is a significant linear relationship ($p < 0.05$). Therefore, the null hypothesis is rejected. And direct relationship between these two variables. The fifth research hypothesis is confirmed in the sense that changes in cohesion changes in organizational learning and the positive (increasing) trend is This means that the increase cohesion in Iran Mercantile Exchange is associated with increased organizational learning and vice versa.

Sixth hypothesis: between empathy, communication and organizational learning in Iran Mercantile Exchange are related.

H_0 : Between empathy and organizational learning in Iran Mercantile Exchange, there is no relationship.

H_1 : Between empathy and organizational learning in Iran Mercantile Exchange are related.

To investigate the relationship between empathy and organizational learning at Pearson and Spearman correlation coefficients Iran Mercantile Exchange (continuous variable). The results of this test in the table below.

Pearson and Spearman correlation coefficient			
N	Sig	r	Correlation
141	**<0/001	0/420	Pearson
141	**<0/001	0/355	Spearman

Based on the results of correlation test, Pearson correlation coefficient equal to 0.420 and Spearman correlation coefficient is equal to 0.355. Which indicates a linear relationship between empathy and organizational learning in Iran Mercantile Exchange there is a significant ($P < 0.05$). Therefore, the null hypothesis is rejected. And direct relationship between these two variables. The sixth research hypothesis is confirmed in the sense that changes in empathy changes in organizational learning and the positive (increasing) trend is This means that increase empathy in Iran Mercantile Exchange is to increase organizational learning and vice versa.

Seventh hypothesis: between cooperation and collaboration and organizational learning in Iran Mercantile Exchange are related.

H_0 : Between cooperation and partnership and organizational learning in Iran Mercantile Exchange, there is no relationship.

H_1 : Between cooperation and partnership and organizational learning in Iran Mercantile Exchange are related.

To investigate the relationship between cooperation and collaboration and organizational learning at Pearson and Spearman correlation coefficients Iran Mercantile Exchange (continuous variable). The results of this test in the table below.

Pearson and Spearman correlation coefficient			
N	Sig	r	Correlation
141	**<0/001	0/419	Pearson
141	**<0/001	0/371	Spearman

Based on the results of correlation test, Pearson correlation coefficient equal to 0.419 and Spearman correlation coefficient is equal to 0.371. Which indicates that the cooperation and participation, and organizational learning in Iran Mercantile Exchange there is a significant linear relationship ($p < 0.05$). Therefore, the null hypothesis is rejected. And direct relationship between these two variables. The seventh research hypothesis is confirmed in the sense that changes in the assistance and participation in organizational learning and the positive changes (increase) the garlic, This means that increased cooperation and participation in the Iran Mercantile Exchange is associated with increased organizational learning and vice versa, Pearson and Spearman coefficients positive tests due to the nature of the relationship.

Conclusion:

The results of the relationship between social capital (trust, shared norms, mutual cooperation, solidarity and collective solidarity, empathy, communication, cooperation and voluntary participation, collective identity) .And organizational learning as well shows that the greatest impact on organizational learning shared norms and cooperation and contribute to the organizations recommended These two components special attention to them. The results showed a positive relationship between social capital and organizational learning This is especially important social capital to achieve organizational learning shows. Organizations that social capital and its components are carefully and to work, organizational learning capacity of organizations that develop more quickly . It is recommended that similar studies in similar organizations such as the stock exchange and energy exchange and done To compare the results of different studies in the field of reliability and confidence in applying the results to be obtained.

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