

# Modeling the Effects of Workplace Fun on Employees' Informal Learning with the Mediating Role of Organizational Trust: An Integrated Approach in Human Resource, Industrial, and Business Management

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## ARTICLE INFO

## ABSTRACT

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In this article, the psychological and structural effects of workplace fun on employees' informal learning with the mediating role of organizational trust are investigated. With a multidimensional approach, key concepts from the three fields of human resource management, industrial management, and business management are integrated into a single conceptual model. Workplace fun, as a software and human factor, plays an important role in increasing job satisfaction, team spirit, and improving performance. On the other hand, informal learning, as a key component in promoting organizational productivity and innovation, is influenced by the motivational climate and the level of intra-organizational trust. This study, using a quantitative method and a questionnaire, collected data from 148 employees of government organizations in Fars province. Data analysis was performed through structural equation modeling using SmartPLS software. The results showed that workplace enjoyment has a significant impact on employees' informal learning, both directly and through organizational trust. These findings help human resource managers and operational managers to achieve organizational agility and sustainable value creation in a competitive market by creating a dynamic and trustworthy environment.

**Keywords:** Workplace enjoyment, organizational trust, informal learning, productivity, human capital

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JEL classification: M12 (Human resource management), D83 (Knowledge, learning, information and communication), L23 (Production organization).

## -1INTRODUCTION AND PROBLEM STATEMENT

In the era of rapid and complex economic changes, organizations are forced to adapt to challenges such as technological changes, intense global competition, increasing customer expectations, and market dynamics. In this changing environment, the traditional role of physical and financial resources alone is not enough for success, and human capital, as the organization's most important strategic resource, plays a decisive role. The ability to learn, adapt, innovate, and collaborate among employees has become key indicators in measuring the effectiveness of organizations.

In such circumstances, one of the important challenges for managers is to create a dynamic, motivating, and learning environment for employees; an environment in which not only a sense of job satisfaction and belonging is strengthened, but also opportunities for personal growth, exchange of experience, and continuous improvement of capabilities are provided.

One of the key elements of this environment is joy or happiness in the workplace. Playfulness is a multidimensional concept that includes healthy humor, a supportive environment, psychological freedom, and active participation of employees that can directly affect the level of motivation, loyalty, and even job creativity.

On the other hand, organizations that seek organizational learning cannot rely solely on formal training. Informal learning—which occurs in everyday interactions, informal conversations, observing colleagues, solving real problems, and trial and error—is recognized as one of the most important forms of learning in workplaces. Unlike formal learning, this type of learning requires a safe, non-competitive environment based on organizational trust.

Previous research has addressed each of these components independently, but examining the structural relationship between playfulness in the workplace, organizational trust, and informal learning is still lacking in the domestic research literature. In particular, few studies have taken an integrated look at these three factors with an interdisciplinary approach (combining human resource management, industrial management, and business management).

From the perspective of human resource management, paying attention to the psychological and motivational needs of employees and creating a happy atmosphere paves the way for attracting, retaining, and developing capable human resources. On the other hand, in industrial management, employee productivity and reducing human resource waste can only be achieved through employee learning and active participation in operational processes. Also, from the perspective of business management, employee learning is the basis for innovation, increasing service quality, customer satisfaction, and ultimately market share.

Therefore, the present study aims to present a comprehensive model to examine the mechanisms of the effect of a happy workplace on informal learning, emphasizing the key role of organizational trust as a mediating factor; a model that can be a practical response for managers and researchers in the path of improving human and organizational capital.

Learning is not only a human need, but also a strategic tool for maintaining the survival of organizations in conditions of uncertainty. In recent years, new management approaches, including knowledge management and learning organizations, have emphasized the importance of continuous learning as a competitive capability. However, most organizations, especially in the public and government sectors, still focus on formal training and ignore the role of informal learning.

Unlike structured learning, informal learning depends on space, human relationships, mutual trust, and practical experience. When employees feel psychologically safe, humor, empathy, and informal interactions prevail in the organizational space, and the level of organizational trust is high, they are more willing to learn and share their knowledge.

In the meantime, the fun of the workplace as one of the human and cultural mechanisms plays a role in creating such a space. However, fun alone cannot lead to effective learning unless organizational trust is institutionalized between employees and managers.

Few studies in Iran have examined this relationship, and they have often used a one-dimensional approach and within the framework of a management area. While many organizational behaviors are influenced by the interaction of human resource concepts, operational strategy, and market-oriented thinking.

Therefore, the main question of this research is:

“How can the enrichment of the workplace, by creating and strengthening organizational trust, lead to the promotion of informal learning of employees? And what impact will this process have on organizational agility, productivity, and innovation?”

The answer to this question, especially in the context of Iranian government organizations, can help improve human resource policymaking, enhance the effectiveness of training, and create a learning workplace.

## **-2RESEARCH BACKGROUND**

Research background includes a systematic review of past studies that are directly or indirectly related to the subject of the present study. In addition to clarifying the position of the research, this review helps to explain existing scientific gaps, determine the theoretical framework, and argue hypotheses. Accordingly, the background is divided into two categories: domestic and foreign.

### **Domestic Research:**

In Iranian research literature, the concepts of "workplace enrichment", "organizational trust", and "informal learning" have each been considered separately, but few studies have examined these concepts in an integrated model.

Zamani et al. (2019) emphasized in a study titled "Psychological Capital and Innovative Behavior" that the cheerfulness of the workplace directly enhances innovative behaviors and the desire to learn.

Khademi and Ranjbar (2018) introduced a positive workplace as a factor in increasing employee productivity and stated that humor and an informal atmosphere facilitate interpersonal communication.

Narimani and Kowsari (2014) also addressed the role of organizational trust in promoting employee learning and found that trust can reduce resistance to learning.

Salehi and Abbasi (2019) showed that organizational trust is one of the vital factors for creating a learning environment in manufacturing organizations and plays the role of a bridge between the manager and employees.

Mohammadi and Sharifi (1402) examined the role of informal learning in human resource productivity and concluded that informal learning occurs more deeply and effectively in organizations that have a less formal and bureaucratic structure.

Khoshnazar and Ahmadi (2017) found in a qualitative study that a positive organizational climate through trust, psychological security, and open communication provides the basis for employees' in-service learning.

Abdi et al. (1400) in a path modeling between organizational happiness and learning variables, addressed the mediating role of intrinsic motivation, which indicates complex and multi-layered relationships between these variables.

Summary of domestic research indicates that all three main components of the present study can be traced in domestic literature, but there is still a lack of theoretical integration and reliable causal models in this field; especially with an integrated approach between the fields of human resources, industry, and business.

### **Foreign research:**

In international literature, the three key components examined in the present study have a special place in behavioral and organizational theorizing:

McDowell (2004) proposed the concept of fun at work and proved that organizations with a happy atmosphere and positive interactions have greater loyalty and learning.

Tews et al. (2014) considered a happy and supportive environment as a platform for promoting informal learning and emphasized that humor in the workplace has a positive effect on sharing experience.

Yu & Kanavatanachai (2002) in a study on work teams showed that organizational trust plays a driving role in facilitating learning, collaborative decision-making and problem solving.

Dirani (2009) concluded by studying multinational organizations that organizational trust has a greater impact on employee learning in collaborative cultures.

Luman (2013) introduced informal learning as a dynamic mechanism that is formed not through direct training, but through interaction, experience and observation.

Kuo et al. (2015) showed that a supportive environment and open communication space in organizations bring informal learning to a higher level of quality and effectiveness.

Wegge et al. (2006) stated that creating a positive work environment has a significant impact on morale, cooperation, and participation in informal learning sessions.

Deci & Ryan (2000) discussed the relationship between basic psychological needs (such as happiness, belonging, and trust) and learning motivation in the theory of autonomy.

A review of international studies shows that many researchers emphasize the close connection between a positive emotional environment in the organization, informal learning, and trust structures. These findings provide a suitable theoretical support for the conceptual model of the present study.

Summary of the research background:

A summary of past studies shows that:

\_1The pleasantness of the workplace as a psychological-organizational factor plays an effective role in improving employee performance, interaction, and satisfaction.

\_2Organizational trust, as one of the most important social structures within an organization, is a basis for the formation of voluntary behaviors, learning, and innovation.

\_3Informal learning is a form of human resource development that, unlike formal methods, is flexible, situational, and spontaneous, and has great value for learning organizations.

In general, although domestic and foreign literature has paid attention to the elements of this research, the integration of these three variables in the form of a causal model, especially with an applied approach in Iranian organizations, has received less attention. The present study attempts to address this gap and present an efficient model for promoting organizational agility and learning.

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### **-3THEORETICAL FOUNDATIONS**

The present study is based on three basic conceptual variables:

\_1Workplace enjoyment

\_2Organizational trust

\_3Informal learning

Each of these variables is explained within the framework of several theories in the fields of human resource management, industry, and business. The theoretical foundations of each variable are discussed in detail below.

Workplace enjoyment:

Definition and nature

Workplace enjoyment is an emerging concept in organizational psychology that refers to the feeling of joy, positive interactions, humor, and emotional satisfaction of employees in the workplace. McDowell (2004) refers to this concept as "fun at work" and considers it a factor in promoting motivation, interaction, and reducing burnout.

Unlike individual happiness, enjoyment is an organizational phenomenon related to workplace culture that is shaped by management, leadership style, communication methods, and human resource policies. Organizations with a happy atmosphere,

They provide a space for trial and error, participation, creativity, and continuous learning.

Dimensions of workplace enjoyment:

Based on a review of theoretical literature, workplace enjoyment includes the following dimensions:

Feature	Formal learning	Informal learning
Structure	Planned and systematic	Spontaneous and situational
Place	Classes, workshops, virtual training	Real work environment, conversation, interaction
Evaluation	Exams, certificates	Informal, observational, performance
Motivation	External (degree, promotion)	Intrinsic (problem solving, personal growth, interest)

From a human resources management perspective, happiness can increase employee recruitment, retention, and reduce turnover. In industrial management, this phenomenon is directly related to employee productivity and reduced downtime in production. Also, from a business perspective, happy employees provide better customer service and increase customer loyalty.

Organizational Trust:

Definition and Position in the Organization:

Organizational trust refers to employees' belief in the fairness, competence, benevolence, and predictability of managers and colleagues' behavior. This concept is one of the cornerstones of human relations in the workplace and has been identified as a key driver of learning, collaboration, and effectiveness in research by Yu & Kanavatanachai (2002) and Dirani.(2009)

Levels of Organizational Trust:

- \_1Interpersonal Trust: Trust between colleagues based on direct experience, interaction, and professional ethics
- \_2Trust in the Manager: Employees' perception of managers' competence, fairness, and honesty
- \_3Institutional Trust: Trust in organizational structure, culture, and procedures

Organizational trust facilitates information flow, increases psychological security, and strengthens organizational commitment. From the perspective of industrial management, trust is the basis for efficient communication in the value chain and work teams. In human resource management, it is a key factor in job satisfaction and social interaction. In the business field, a high level of employee trust leads to more integrated and reliable customer service.

Informal Learning:

Definition and Characteristics

Informal learning is a type of learning that occurs outside of formal educational programs and is usually spontaneous, situational, experiential, and unstructured. This type of learning occurs continuously and in the context of daily work activities, informal conversations, observing colleagues, solving real problems, and trial and error (Luman, 2013).

In fact, employees acquire a large part of their knowledge, skills, and job attitudes not through training classes, but through these everyday interactions.

Conceptual dimension	Functioning in Resources	Human Function in Management	Industrial Function in Management	Business
Workplace enjoyment	Increasing Reducing Burnout	Motivation, Increase Waste	Productivity, Reduce	Improving Customer Service, Humanizing Brand Face
Organizational trust	Constructive Organizational Commitment	Interaction, Effective Collaborative Decision Making	Teamwork, Coordination between Units, Unified Customer Experience	
Informal learning	Developing Experiential Skills	Soft and Process-Based Increase Flexibility	Learning, Improving Operational Responding to Market Changes	Business Agility,

Factors facilitating informal learning:

According to recent research, informal learning occurs when the work environment:

- \_1is psychologically safe (without fear of being blamed for mistakes)
- \_2has positive human interactions
- \_3is high trust between employees and managers
- \_4provides opportunities for participation, trial and error, and practical experience

For this reason, the two constructs of "enjoyment" and "trust" play a key role in activating informal learning.

From the perspective of human resource management, informal learning complements competency development and succession planning. In industrial management, this type of learning optimizes processes, reduces rework, and transfers practical experiences between employees. In business management, it plays a key role due to direct contact with customers, service innovation, and rapid response to market needs.

Triadic Integrated Conceptual Analysis:

The present study takes an interdisciplinary approach and links three key management domains into a single theoretical framework:

Conceptual dimension	Functioning in Resources	Human Function in Management	Industrial Function in Management	Business
Workplace enjoyment	Increasing Reducing Burnout	Motivation, Increase Waste	Productivity, Reduce	Improving Customer Service, Humanizing Brand Face
Organizational trust	Constructive Organizational Commitment	Interaction, Effective Collaborative Decision Making	Teamwork, Coordination between Units, Unified Customer Experience	
Informal learning	Developing Experiential Skills	Soft and Process-Based Increase Flexibility	Learning, Improving Operational Responding to Market Changes	Business Agility,

Summary of Theoretical Foundations:

In general, the theoretical model of the present study is based on the belief that organizations that create a happy, interactive, and trustworthy culture create the basis for informal learning and, as a result, sustainable organizational development. This model can be utilized with an applied approach in designing human resource programs, reengineering industrial processes, and improving customer experience.

## -4RESEARCH METHODOLOGY

Type of Research:

The present study is applied in terms of purpose and descriptive-survey of causal correlation in terms of nature and implementation method. In other words, the study was designed with the aim of developing applied knowledge in the field of organizational behavior and human resource development and, through analyzing the causal



relationships between variables, examines the effective paths between workplace happiness, organizational trust, and informal learning.

From the perspective of the approach, this study is quantitative and advanced statistical tools in the form of Structural Equation Modeling have been used to test the hypotheses. This modeling allows for simultaneous analysis of direct and indirect paths between variables.

Statistical population and sample:

The statistical population of this study includes all employees of government organizations in Fars province in 1403. This population was selected with the aim of generalizing the results to the public and administrative sectors of the country, because government environments in Iran usually have formal, hierarchical structures and at the same time require cultural transformation.

Considering the size of the population, the sample size was estimated using the Cochran formula and finally, 148 valid questionnaires were included as the final sample in the analysis. The sampling method was a relative stratified random type to ensure appropriate distribution among different organizations. **ابزار**. Data collection:

A structured questionnaire in five sections was used to collect field data, all items of which were designed based on a five-point Likert scale (strongly disagree to strongly agree). The content of the questionnaire was extracted from reliable international sources and standard scales and localized after making amendments with the opinions of experts.

Questionnaire composition:

Structure	Number of items	Original source
Workplace Enrichment	7 items	McDowell (2004)
Organizational Trust	8 items	Yu & Kanavatanachai (2002)
Informal Learning	10 items	Luman (2013)

For content validity, the questionnaire was provided to 3 university professors and 2 human resources specialists, and after receiving corrective comments, the final version was designed. To measure the reliability of the instrument, Cronbach's alpha coefficient was calculated, which was reported to be higher than 0.80 for all three constructs, indicating the desired reliability of the instrument.

Data analysis method:

In the first stage, the data were pre-processed and descriptively analyzed in SPSS 24 software. Then, SmartPLS 3 software was used to test the conceptual model and hypotheses.

Structural equation modeling (SEM) based on the partial least squares (PLS) approach was selected due to its high flexibility in small models and the possibility of analyzing complex models with mediator variables.

The analysis steps included the following:

- \_1Examining the convergent and divergent validity of the constructs with AVE and Fornell-Larcker
- \_2Combined reliability test and Cronbach's alpha to ensure internal consistency
- \_3Examining the path coefficient to test the hypotheses
- \_4Analyzing the coefficient of determination ( $R^2$ ) for endogenous variables
- \_5Measuring the mediation effect of organizational trust using the bootstrapping method

Ethical considerations:

During data collection, compliance with research ethics principles such as informed consent of respondents, confidentiality of information, and use of data solely for research purposes was taken into account.

### -5 RESEARCH FINDINGS

Respondents' demographic characteristics:

In this section, the demographic characteristics of the statistical sample are examined. Information was collected from 148 valid questionnaires. The distribution of respondents in terms of gender, education, age, and work experience is shown in the table below:

Frequency distribution table of demographic characteristics of the statistical sample:

Characteristics	Categories	Abundance	Percentage
Gender	Male	90	60.8%
Education	Female	58	39.2%
Service Experience	Bachelor	55	37.1%
Characteristics	Master	83	56.1%
Gender	PhD	10	6.8%
Education	Less than 5 years	40	27%
	5 to 10 years	62	42%
	More than 10 years	46	31%
Age group	Under 30 years	47	31.8%
	30 to 40 years	75	50.7%
	Over 40 years	26	17.5%

The results of the above table show that the distribution of the sample population is balanced in terms of gender and work experience, and the largest group is in the age range of 30 to 40 years and has a master's degree, which is considered to be representative of mid-level organizational employees.

Descriptive indicators of variables:

In this section, the mean and standard deviation of the main research variables are presented:

Table of descriptive indicators of research variables:

Variable	Average	Standard deviation	At least	Maximum
Workplace Enrichment	3.87	0.64	2.2	5
Organizational Trust	3.94	0.57	2.5	5
Informal Learning	4.01	0.62	2.8	5

High averages (more than 3.5) indicate that most respondents have a positive assessment of the research variables. This helps strengthen the research hypotheses for further analysis.



Validation of the measurement model:

To examine the accuracy and consistency of the research instrument and confirm the validity of the measurement model, the following indicators have been evaluated:

Cronbach's alpha (CA): Measuring the internal consistency of the items

Composite reliability (CR): The strength of the correlation between the items

Average variance extracted (AVE): Convergent validity

Fornell-Larker coefficient: Divergent validity

Table of reliability and validity indicators of the research variables:

Variable	Cronbach's alpha	Combined Reliability (CR)	AVE
Workplace Enrichment	0.84	0.89	0.63
Organizational Trust	0.87	0.91	0.67
Informal Learning	0.85	0.90	0.65

The results of the table show that the Cronbach's alpha and composite reliability values for all constructs are above 0.7 and have adequate convergent validity (AVE above 0.5). Therefore, the constructs have adequate reliability and validity.

Divergent validity (Fornell-Larker):

To measure divergent validity, the square root of the AVE of each variable is compared with its correlation with other variables. If the square root of the AVE is greater than the other correlation coefficients, divergent validity is confirmed.

Fornell-Larker matrix table:

Variable	Farahbakhshi	Organizational trust	Informal learning
Farabakhshi	0.79	0.61	0.58
Organizational Trust	0.61	0.82	0.65
Informal Learning	0.58	0.65	0.80

As can be seen, in each row, the value of the principal diameter (AVE root) is larger than the other values in that row; therefore, the divergent validity is at an appropriate level.

Structural model evaluation:

In this stage, the relationships between variables and hypotheses are analyzed through path analysis.

Table of results of hypothesis testing (path coefficients and significance)

Path	Path coefficient ( $\beta$ )	t-value	Significance level (p)	Result
Rejoice $\rightarrow$ Trust	0.62	8.45	0.001	Confirm
Trust $\rightarrow$ Learning	0.57	7.92	0.001	Confirm
Rejoice $\rightarrow$	0.38	5.03	0.001	Confirm

Path	Path coefficient ( $\beta$ )	t-value	Significance level (p)	Result
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## Learning

All paths are significant and confirmed at a high level of confidence ( $t > 1.96$  and  $p < 0.05$ ). These results confirm the research hypotheses and indicate that organizational trust has a significant mediating role.

Analysis of direct, indirect and total effects:

To better understand the causal structure of the research model, direct, indirect and total effects between variables were calculated and analyzed. The results are presented in the following table:

Table of analysis of direct, indirect and total effects:

Path	Direct ( $\beta$ )	Indirect ( $\beta$ )	Total ( $\beta$ )
Rejoicing $\rightarrow$ Informal Learning	0.38	0.35 (via Trust)	0.73
Rejoicing $\rightarrow$ Organizational Trust	0.62	-	0.62
Trust $\rightarrow$ Informal learning	0.57	-	0.57

As can be seen, the overall effect of job satisfaction on informal learning is very strong ( $\beta = 0.73$ ) and combines the direct path and the mediation of trust. This emphasizes that job satisfaction enhances employee learning, both directly and indirectly.

## Model Fit Indices:

The following indices were used to examine the overall quality of the structural model:

Coefficient of Determination ( $R^2$ ): for organizational trust and informal learning

Prediction Index  $Q^2$ : to assess the predictive ability of the model

Overall Goodness of Fit Index GOF

Table of Model Fit Indices:

Endogenous Variable	$R^2$	$Q^2$
Organizational Trust	0.39	0.25
Informal Learning	0.58	0.42

The value of  $R^2 = 0.58$  for informal learning indicates a relatively high explanatory power of the model.

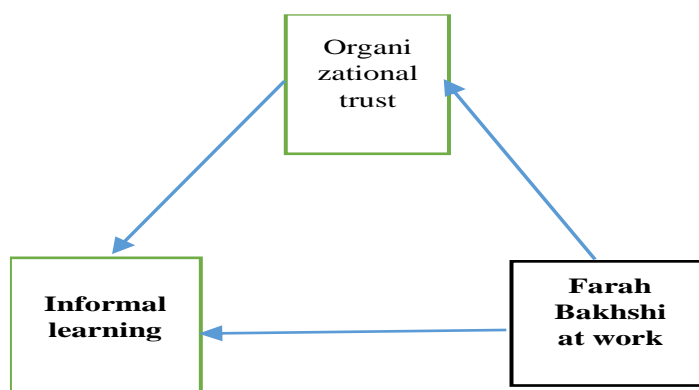
The value of  $Q^2 > 0.35$  indicates a strong predictive power of the model for the dependent variable.

The value of  $GOF = 0.47$  (based on the formula  $\sqrt{(AVE \times R^2)}$ ), is evaluated at a good level.

Final diagram of the research model:

In this study, SmartPLS software was used to draw the final model. The conceptual structure of the model can be seen in the image below:

**Research Article**



**Explanation of paths:**

Workplace happiness has a direct effect on informal learning and indirectly through organizational trust, which plays a mediating role.

**Summary of findings:**

The research findings clearly showed that workplace happiness, as a psychological and cultural variable, plays an effective role in promoting informal learning of employees. This effect was observed both directly and through increasing organizational trust. The statistical results indicate a good fit of the model, high construct validity, and confirmation of the hypotheses.

These findings indicate that organizations that can provide a safe environment for experiential learning and human interactions by creating a happy, interactive, and trust-based atmosphere have taken an effective step towards improving the productivity, innovation, and agility of their human capital.

**-6Conclusion and Practical Suggestions**

**CONCLUSION:**

The present study was conducted with the aim of investigating the effect of workplace enjoyment on employees' informal learning with the mediating role of organizational trust. The results of structural equation modeling showed that all three research variables have a significant and positive relationship with each other. Accordingly, workplace enjoyment as a psychological construct has a direct effect on increasing the level of employees' informal learning, and this effect is also intensified by increasing organizational trust.

The findings show that organizations that strive to create a positive, open, humorous, and humane workplace also provide the necessary conditions for the emergence of learning, participatory, and innovative behaviors. On the other hand, organizational trust, as a connecting link between organizational culture and employee behavior, plays a key role in the formation of a learning environment.

Based on the analyzed path coefficients, it was determined that the total effect of Farahbakhshi on informal learning is the strongest relationship in the research model ( $\beta=0.73$ ).

This means that if the workplace is in a favorable state in terms of human relations, social support, healthy humor, and a sense of belonging, even in the absence of formal training, the learning process among employees will be unstructured, spontaneous, and continuous.

Also, the mediation effect analysis showed that organizational trust is not only an independent variable affecting learning, but also plays a significant mediating role in the link between the workplace and learning. In other words, happiness can lead to effective learning when it is accompanied by a sense of trust. Otherwise, superficial happiness may lead to cognitive dissonance or evasion of responsibility.

The results of this study are consistent with the studies of McDowell (2004), Tews et al. (2014), and Yu & Kanavatanachai (2002). They also showed that organizations with a positive atmosphere and human connections are more able to facilitate learning and increase productivity.

From a theoretical perspective, this study, by combining three management areas – human resources, industrial and commercial – has presented a conceptual model that can help to gain a deeper understanding of employees' motivational and cognitive mechanisms. This model can be the basis for cultural transformation and human capital enhancement, especially in Iranian government and semi-government organizations that usually have a rigid and formal structure.

Practical suggestions:

Based on the research findings, the following suggestions are offered to organizational managers, human resources policymakers and researchers:

**.1Designing a positive and motivating work environment**

Human resource managers should strive to enhance a sense of joy in the workplace by using strategies such as designing open environments, strengthening informal communication, promoting healthy humor and encouraging expression of opinions. Strengthening a Culture of Trust

Organizational trust is not easily created. It requires a continuous and conscious process. Organizations must strengthen the foundations of trust by clarifying decisions, observing organizational justice, avoiding discrimination, and fostering two-way dialogue.

**.3Promoting Informal Learning through Coaching**

Organizations can use tools such as “co-coaching,” “group learning,” “mutual feedback,” and “experiential case studies” to structure informal learning while taking advantage of its flexible features.

**.4Rethinking Performance Evaluation Policies**

Traditional evaluations based on measurable outcomes often ignore the role of learning. Organizations should also include indicators such as learning from mistakes, participation in knowledge sharing sessions, and learner spirit in their evaluation system.

**.5Empowering Middle Managers**

Middle managers play a vital role in shaping organizational culture. They should be trained in skills such as communication management, organizational empathy, and learning facilitation so that they themselves can be models of learning and trust-building behaviors.

**.6Integrating a learning approach into job design**

Job situations can be designed to include “learning challenges,” “cross-cutting projects,” and “multitasking missions” so that employees are naturally exposed to informal learning.

**.7Measuring the level of enjoyment and trust over time**

Organizations can monitor the level of enjoyment and trust at regular intervals with simple psychometric tools and design strategies to improve organizational behavior by analyzing trends.

Suggestions for future research:

Use qualitative methods (in-depth interviews or participatory observation) to uncover hidden dimensions of informal learning.

Investigate the role of transformational or participatory leadership in simultaneously promoting enjoyment and learning.

Analyze the differences between public and private organizations in the variables of this model.

Develop the model in international or comparative areas to enhance generalizability.

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