Studying the Relationship between Organizational Learning and Organizational Forgetting  
(Case study: Agricultural Jihad Organization in Khash City)

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Abstract
The purpose of the present study is to determine the relationship between organizational learning and organizational forgetting. The research method is descriptive and correlational. Statistical society of this research includes all employees of agricultural jihad organization in khash city that they are 67 individuals. The recent sample is all employees in this organization. The measurement tool of this research is two standard questionnaires of wick & leon's organizational learning with 20 questions to measure organizational learning variable and standard questionnaire of organizational forgetting that 61 questionnaires were collected after distribution between employees of this organization. Reliability of organizational learning is 0/888 and organizational forgetting reliability is obtained 0/883 using cronbach's Alpha. The result of data analysis indicates that there is significant and inverse relationship between organizational learning and organizational forgetting and its dimension among dimensions of organizational forgetting. Organizational learning has more inverse relationship with accidental forgetting.

Key words: Organizational Learning. Organizational forgetting. Accidental forgetting. Intentional forgetting.

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Introduction
In today competing economics according to some researchers and authorities. Knowledge is considered as one of the most important resources of competitive advantage for the organizational and in some cases they consider as only organizational competitive advantage. Increasing the importance of knowledge and intangible assets in the success of organizations on one hand and increasing global competition on the other hand. Reveals the importance of attention to the knowledge more than before (Akhavan et al, 2011:2)
In the meanwhile, many organizations found one solution to increase organizational learning capability and to perform ability-making plans and they have tried to overcome on the internal and external obstacles by using learning and ability-making in addition to improvement of effective variables on the sense of people and establish necessary fields for flourishing skillful employees (Dastgerdi et al, 2010:112).
Armestrong (2008) has mentioned learning and manpower development as one of the key activities of human resource. Learning is a suitable strategic tool for survival, effectiveness and renewal of organization at various levels (vang, 427, 2008).
Organizational learning in one process and a set of activities that leads to employee learning and includes certain organizational behaviors that is implemented in learner organization at such organizations, all learning conditions are provided for members and people attempt to apply what have learned (orr, 2000:11)
Forgetting information techniques and knowledge of organizations can lead to lose competitive advantage, but in some situations, organizational forgetting leads to increase competition and delete non-useful elements of knowledge (De Hollan: 2001).
Organizational forgetting is the important and vital phenomenon that has not been understood well and in not like simple learning. Forgetting is divided into two general classes: accidental forgetting (non-intentional) that has been detrimental m purposeful organizational forgetting (with intention) can be useful. In both two forms, organizational forgetting in effective on competitiveness of organization (Moshbeki et al: 2009:194-195).
The difference between these two kinds is that purposeful forgetting makes acquisition of useful knowledge and thus increase of the organizational competitive power and accidental forgetting makes loss of the important sections of organization knowledge that is distributed in internal mind of persons, groups, sections, operational processes, custom and regulations. And thus decrease its competition power (Tabarsa et al: 2012:103).
Therefore: considering the importance of organizational forgetting as one of knowledge dynamics and that knowledge provides learning. In this article, the role of organizational learning is explained in the organizational forgetting.

Problem statement
We must know that organizations expose to wide and rapid evolutions as a series of human groups and persons and begin to acquire knowledge about their activities. On the other hand, organizations must have learning ability like individuals. Therefore, organizational learning subject is on the focus of new theories of organization and management and we can conclude that one of the important challenges in various management levels is to increase organizational learning power (Dastgerdi et al, 2010:115).
Organizational learning is the capacity or internal organizational processes to maintain or improve organization performance according to the experiences. In the other words, it is collective process of acquisition and creation of merits that has changed in method of managing situations and will evolute the conditions (Akoff, 2003).

Many factors are effective on organizational learning. Wick & Stanton leon have defined organizational learning into five dimensions: 1- leadership with insight, 2- enforcement, 3- creativity, 4- information, 5- planning.

While the subjects of organizational learning concept have progressed, our understanding of organizational forgetting is very limited. This lack of balance is reflected in the content of Hedberg's paper(1984), while the title of paper is about equality of organizational forgetting and learning and he emphasize on the equality of learning and forgetting, but more than 90 percent of discussion is concentrated on learning( Hasan pour et al, 2011:53). Harvey & Buckley (2002) have defined organizational forgetting one systematic process of deleting information that has been abolished or a long time that isn't used for management decision-making. This definition suggest that forgetting process finally improves organizational performance (Hasanpour et al, 2011: 54).

Considering that organizational learning is on important asset for organizations to use intellectual capital in production and also with speeding globalization phenomenon and emphasizing the business, the awareness of organizations is necessary about their surrounding environment and finally considering theory based on sources, knowledge has been presented as the main source of competitive advantage (Therin, 2010:2). Generally, the present paper seeks to answer this question that what effect the organizational learning is on organizational forgetting?

Literature
The first point to learner organization and organizational learning has performed in Arjeris & Shown's book in 1987. Although Cyret & March and Saimon have points about organizational learning (vong et al, 1999:22), but Pitter senge had important contribution in the development of the organizational learning theory and learner organization. (Kavosi et al, 2009: 76-77).

According to senge, humans have been designed for learning, but unfortunately today organizations tend more to control than learning. Organizations encourage people for working. But they never encourage and support for satisfying and exhibiting their inherent curiosity sense. People learn to have correct behavior namely giving correct answer and wrong behavior namely doing each wrong deed resulting from curiosity sense when they entered to school for the first time (senge, 1996, stated by Beik zadeh et al, 2012:217).

Organizational learning definition
Organizational learning process is to find errors and wrongs and remove or modify them. Organizational learning is obtained through common insight, knowledge and mental patterns and is based on the past experiences and awareness and events. Organizational learning is a process that it occurs by acquifition knowledge and improving performance during time (Alvani, 2009:328).

Garcia Morales and et al (2007) define organizational learning as organizational capability to preserve improving performance according to the past experiences and know this capacity the
ability of acquisition and using rapid and implicit knowledge for sharing knowledge and using knowledge in the organization. It is the method that organizations establish, complete or organize to coincide and develop routine streams and knowledge about their activities inside their cultures and also efficiency of organization by improving applying wide skills of their workforce (Nazem et al, 2011:33).

At all above definitions, organizational learning is a process. Organizational learning implores all things, what has improved, is the result of organizational learning and organizational learning leads to cognition (knowledge) and behavior (activity) (Qhalipoor et al, 2011:68).

Gomez (2005) expresses that four conditions are necessary for establishment and development of organizational learning capability, first, organization management must provide firm backing for organizational learning and support from organizational learning plans. Second, the existence of one collective intelligence for system-viewing of organization and common landscape between employees in organization is necessary. It means employees must view whole organization and its problems comprehensively. Third, organization needs to develop organizational knowledge, transferring and integrating obtained individual knowledge, and forth, just compatibility and adaptation with the performed changes in environment isn't suitable so that learning is a source for establishment of competitive advantage, but we must move beyond adaptive learning that is just compatibility with environment changes and reach to creative environment so that organization can change in environment with change of its values and beliefs and this learning needs open-mind and empirical behavior (Afshani et al, 2011:7).

According to Wick and Leon's theory, organizational learning includes five dimensions that include:

1- Leadership with insight: It isn't possible to establish one learner organization without the existence of one committed leader to learning. According to Senge, leaders are individuals that help to create the new realities. The main and fundamental duty of leader is to create condition that people can create new realities leaders are designers, teachers and facilitators (Beig zadeh et al, 2012: 222).

2- Enforcement planning: according to Wick and Leon (1995), the presence of clear and harmony plans and evaluating these plans is the second important and necessary dimension of learner organization. The reality is that planning and designing measurement system and effective evaluation leads to implementation of organizational insight. Learner organizations measure their progression. They have cohesive and integrated plans and use the contribution of organization members in the planning process (Beik zadeh et al, 2012:222).

3- Implementation: Wick and Leon (1995) believe all previous dimensions of learner organization is a mental play without enforcement. Because if all learning and intact ideas are not performed they have no value the purpose of leaning in learner organizations is to apply learnings in activities of organization (Beik zadeh et al, 2012, 222)

4- Creativity: Alvani (1998) believes we need creative thought in the leaner organizational and innovation and invention are important and creative individuals are encouraged and
supported. In this such organizations, it is hypothesized that all organization members are full of creativity and innovation thus they never lose their hope against problems (Beizg adeh et al, 2012: 223).

5-Information acquisition and dissemination: learner organizations decrease lack of confidence of their surroundings by providing internal and external information. Information is not secret in this organization. But they have dynamic and fluent nature. Information is changed and interpreted through effective information systems like management information system, decision-making system inside and outside the organization and react to environment proportion to it and thus organizational learning process in continuous and permanent affair (Beikzadeh et al, 2012: 233).

Advantages of organizational learning:
The advantages of organization learning include:
- Increased commitment to knowledge and learning.
- Embracing new ideas and increasing insight in the performance of organization.
- Promoting knowledge acquisition through new learning and ability of answering to the events and evolution of external environment (Gacobus & et al, 2007: 24).

According to wick of leon, the characteristics of learner organization include:
1- the existence of leadership and also vision that has been defined clearly
2- measurable and detailed plan
3- Rapid exchange of information in organization
4- initiative
5- ability (capability), to realize learner organization in practice (Kavousi et al, 2009: 82).

Organizational forgetting
Although the concept of organizational forgetting is easy to understand, but it is not recognized well how its mechanism occurs. As organizational forgetting can effect on organization or firm competitiveness, organization needs processes to ensure that whether knowledge it is forgotten and whether knowledge is useful, it is not forgotten (Hosseini et al, 2010: 91).

From de Houlan & Philips view, organizational forgetting includes: voluntary or involuntary loss of organizational knowledge can lead to change in organizational capabilities (Moshbeki, et al 2007: 198).

De Houlan & Philips define organizational forgetting as follow: removing routines and understanding this subject that these routines would not be useful for a long time and create problems towards learning more needs of organization. Also according to Haled & Betis, organizational forgetting includes process that organizational delete old regulations and behaviors by them and create opportunity for new knowledge (Stated in Akhavan and et al, 2011, 4-5).

After study and analysis of the expressed definitions, the below results have obtained: First, researches show that only ability is not sufficient for creation and transferring of knowledge but the potential knowledge may be disappeared before it inserts in long time memory success fully. Second decay of organizational memory occurs during time and if it enforced well in organizational memory the important pieces of knowledge may be forgotten (Mashbeki et al, 2009: 199).
At most expressed definitions. Concepts like throwing away dropping wasting and destroying deleting old knowledge have been used. Considering subject we can conclude that organizational active forgetting process is active and voluntary process because throwing away and or deleting old knowledge occurs as a result researches, throwing away of old knowledge has been emphasized in the definition of active forgetting definition (Kavousi et al, 2009: 19). We can concludes that knowledge has not been considers. As the only evidence and subject of organizational forgetting. Behaviors and rules beliefs and values, routines, information, structure and organizational understanding have been proposed as evidence and subject of forgetting (De houlon, 2011: 303).

Types of organizational forgetting
About types of forgetting, De holan & Philips considered organizational forgetting as four classes according two dimensions of forgetting method (purposeful versus accidental forgetting), and kind of forgotten knowledge (new versus present knowledge) (Moshbeki et al, 2012: 95).

Organizational forgetting modes
Accidental (non-intentional) forgetting: these are two types of accidental forgetting, first is memory loss it occurs when knowledge is well established. It loses by mistake, second type is inability in receiving knowledge and when in occurs that the new knowledge is mistake before it is recorded in organization memory (Sadeghian et al, 2012, 108).
Purposeful forgetting (intentional): if intentional forgetting is managed correctly it can lead to increase of competing power of organizations. This process can clear organization from knowledge that causes non-functional consequences (Tabrasi et al, 2012, 106). There are two kinds of forgetting:
1-unlearning
This made indicates organization effort in forgetting one unsuccessful and bitter experience. In the situation, organization reviews strategic orientations by one planned and conscious effort and forgets some its knowledge for effectiveness of most of organization. Forgetting is as a result of conscious strategy to remove precisely information that causes un useful results (Hosseini, 2010, 104).
2- Avoidance of bad habits:
The ability of organization in avoidance of bad habits, instructions, processes, belief, and values that can be harmful for current activating of organization (Mashbeki et al, 2012, 95).
- Inability in knowledge acquisition (inability in receiving knowledge) decay of memory as we see is negative consequences of forgetting and unlearning and avoidance of bad habits are its positive consequences.

Organizational learning and organizational forgetting:
most researchers considers forgetting and learning as two-ends of a spectrum. other researchers believe that forgetting is the necessary condition of organizational learning. When the relationship between learning and forgetting remains as the controversial issue, this issue emphasizes on the necessary of recognizing organizational forgetting and how in occurs (Hasanpour et al, 2012, 53).
Organizational forgetting is the failure of organizational in exploitation of learnings that has occurred in the past, we must note that organizational forgetting is not disability in learning organizational topics, but in is process that occurs after learning. This means one organization first must learn knowledge then forget n consciously or unconsciously (Hosseine et al, 2010, 100).

As knowledge is just created by people. The challenge of each organization is that it ensures that this knowledge transfers from person to group level and then to organization level and knowledge transferring. Process encounters to failure. This topic, proposes organizational forgetting (Tabarsi et al, 2012, 104).

Not organizational forgetting is one important from of learning but it completes learning and leads to the new process of organizational learning. Theorists define organizational forgetting as one process of learning change and relearning in memory, organization, one process of giving up intentional process and one process of reconstruction of some section of organization (Sedehian et al, 2012, 108).

Therefore, forgetting is an important tool to complete organizational learning that successful manages apply it to shape organizational knowledge (Moshbeki et al, 201, 94).

**Prior researches**

Ayse saka (2009) states in research on japan firms that organizational learning is important in developing their view, transferring knowledge and change in daily repetitive and regular works and plans, also in determining learning levels of subordinate firms. Shu & chi also performed research on more than thousand prominent and active firms about investment in 2007 as system view of knowledge management, organizational learning and organizational innovation that in economics, firms need competebility and update to preserve capabilities and abilities of innovation. The results show that organizational learning acts as one mediator variable between knowledge management and organizational innovation (Quoted in henry et al, 2012, 118).

Saban lanasa, Lakman and Pic (2001) have studied performance relationship between organizational learning and process of creating product in the research by title organizational learning: essential components to create new products. They concluded that firms must analyze the management of present situation of organizational learning before they create new product and they must improve organizational learning style (stated in Beig zaedeh, 2010, 42).

Lin & Hoe (2007) studies show that organizational learning and capacity of knowledge management are effective directly on organizational performance (said in Mollanaozari, 2013: 129).

Afshar & et al (2011) concluded in their article titled by the relationship of three management skills with organizational learning that conceptual skills, are the most important in prediction of organizational learning changes. in research by title organizational learning evaluation of regions & in operation of gas transmission Nikzad & et al (2012 ) also express that the most opportunity of organizational learning relates to leadership with insight dimension and after that in dimensions of acquiring information dissemination, creativity implementation and finally planning –evaluation.
Nazem et al (2011) analyzed in an article by title presenting structural pattern of intellectual capital according to organizational learning that there is significant relationship between dimensions of the organizational learning and intellectual capital. In research by title the relationship between purposeful organizational forgetting and organizational innovation to effect of mediator of organizational learning ability. Zang and Chen (2010) indicated that purposeful organizational forgetting is one important component of knowledge management. Esmitt and Lilz (2011) also analyze and study organizational forgetting from three cognitive, behavioral and social characteristics in article entitled definition of organizational forgetting. Kezi and Olivira studied the importance of organizational forgetting in paper entitled “Forgetting reflection and organizational memory”(adapted from Sadeqhian et al, 2012: 110-111).

Sadeghian et al (2012) studied the relationship of organizational forgetting with organizational agility that the research results show that there is significant relationship between purposeful organizational forgetting and organizational agility. Moshbeki et al (2012) concluded in their research by title “Promoting purposeful organizational forgetting that managers must increase the capacity of knowledge management to promote and improve their organizational performance, when this occurs that learning process must be enforced more dynamic and effective from by forgetting management.

Main hypothesis:
There is significant relationship between organizational learning and organizational forgetting.

Sub-hypothesis:
There is significant relationship between organizational learning and dimensions of accidental organizational forgetting.
There is significant relationship between organizational (learning and dimensions of intentional forgetting.

Methodology:
The present research is an applied research from purpose and is descriptive and correlation kind and field research from the manner of collecting data. The considered statistical society includes employees of agricultural crusade of khash city 67 employees. Sample of this research is all employees of organization means 67 individuals. Also, the present research sample is all employees of organization that at the end of distribution of questionnaires, 61 questionnaires are collected.

Data collection tool.
The considered data in the present research has been collected by two standard questionnaires that is as follows:
A) Organizational learning questionnaire: it has been designed by Wick & Leon in 20 questions that 4 questions have been considered for each learning component.
B) Purposeful organizational forgetting questionnaire is used for the organizational forgetting. Both two questionnaires are measured using Likert 5 – point scale separately.
Analysis of data

The mean and standard deviation of variables are given in table 1:

<table>
<thead>
<tr>
<th>variable</th>
<th>mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational learning</td>
<td>82/84</td>
<td>9/71</td>
</tr>
<tr>
<td>Organizational forgetting</td>
<td>41/21</td>
<td>8/06</td>
</tr>
<tr>
<td>Accidental forgetting</td>
<td>20/38</td>
<td>6/83</td>
</tr>
<tr>
<td>Intentional forgetting</td>
<td>18/67</td>
<td>7/17</td>
</tr>
</tbody>
</table>

Correlation coefficients of research variables are given in table 2:

<table>
<thead>
<tr>
<th>variables</th>
<th>Correlation coefficient</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational forgetting</td>
<td>-0/382</td>
<td>0/0001</td>
</tr>
<tr>
<td>Accidental forgetting</td>
<td>-0/339</td>
<td>0/0001</td>
</tr>
<tr>
<td>Intentional forgetting</td>
<td>-0/242</td>
<td>0/0001</td>
</tr>
</tbody>
</table>

As seen in table 2, there is a significant and negative relationship between organizational forgetting and organizational learning. There is also negative and significant relationship between accidental forgetting and intentional forgetting. The more increase in organizational forgetting the less staff learning causes.

Conclusions:

One of the important aspects of today organizational is degree and amount of their using of knowledge management and its transferring to inner organizational to achieve competitive advantage unlike traditional approaches that competitive advantage is regarded as important customers row materials and distribution channels in the current age competitive advantage includes intangible resources organizational learning management and organizational forgetting have been discussed such important dimensions as intangible resources for organizations.

According to theoretical literature, organizational forgetting can pursuit in organization consciously and or occurs in unplanning and non-managing form. In both cases, organizational
Forgetting can lead to gain competitive advantage or loss of competitive advantage to the organization. The researches have been performed indirectly about unpurposeful (accidental) organizational forgetting. But very little research is done in the field of intentional organizational forgetting and more research in this area exists. According to the data analysis, the following conclusions can be inferred:

According to table z, the first hypothesis has obtained the significant level 0.0001 that there is significant and inverse relationship between organizational learning and organizational forgetting, in fact we can say that these two variables can be both ends of a continuum spectrum increasing organizational learning decreases organizational forgetting and vice versa.

- Second hypothesis of this research indicates that there is significant and inverse correction between organizational learning variable and accidental organizational forgetting equal to 0.389.

- The third hypothesis of this study showed a significant and inverse relationship between organizational learning and intentional organizational forgetting equal to 0.242.

- According to table 1, accidental forgetting has higher mean than intentional forgetting. Accidental forgetting also has more inverse relationship than intentional forgetting with organizational learning.

Organizational forgetting management has been regarded as at least two important reasons. The first is to loss involuntalaly organizational knowledge that organizational undertake million dollar cost annually and missed knowledge is to loss capabilities and decrease potential competitions. The second reason is that organizational learning is largely dependent on the processes of organizational that want to change themselves, not only they must acquire new capabilities but also they must forget old knowledge, therefore they must attempt to establish suitable infrastructures in developing organizational learning management to manage these processes with capabilities like creation and acquisition, validity distribution and knowledge usage in organization so that they create intentional or positive forgetting that cause success and progression of organizational and prevent accidental or negative forgetting that destroy the important sections of useful knowledge.

We can conclude that organizational learning management able organization to avoid bad habits and forget harmful knowledge through capabilities like knowledge validity and it helps to maintain an organizational memory through knowledge storage and prevent failure to capture knowledge with the acquisition creation and education. So organizations must manage effectively the organizational forgetting processes to maintain and enhance competitiveness in today complex and changing needs within the organizational learning process. Therefore we should pay special attention to the development of organizational learning as an important factor in this case.

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