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Organizational Forgetting Management, Its Dimensions and Mechanisms at University

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Abstract

This research aimed to identify the dimensions, components, priorities and distinction between existing and desired condition, organizational forgetting management and provides a model for appropriate mechanisms for controlling it at university. The research in term of goal is practical and giving quantitative data and method is descriptive-survey research. In order to validate the measurement, content validity has been used and to assess the reliability the Cronbach's Alpha has been applied. The study population consists of faculty and staff at Islamic Azad University in district eight. Considering the total size of faculty and staff at Islamic Azad University (13117), sample size is determined (375). According to the main question of this research, some theoretical studies and exploratory ones based on existing documents, questionnaires and interviews with experts were done. Questionnaires have been distributed and analyzed, then current and ideal situation were identified. Therefore, the statistical tables were prepared and described. To do so, inferential statistical methods have been used with SPSS and Lisrel so that the relationship between variables can be measured and the four management aspects of the research consisting of process, technology, culture and structure are determined to evaluate the organizational forgetting management. By comparing the conditions and dimensions in current and ideal state, a considerable gap was found between the two mentioned states. On the basis of the analyses, the strengths and weaknesses were found and the mechanisms to eliminate this gap were expressed.

Key words: *Organizational Forgetting, Organizational Forgetting Management, Higher Education*

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Introduction

The global community is constantly changing, universities and higher education institutions and universities as an appropriate symbol of education constantly its position in the face of the demands of society is re-examined. Having a distinctive and a clear identity is stable base for making decisions on how to react to the changes. Therefore, higher education is clearly needed a thorough and rigorous investigation in its various aspects. One of the important areas is functions and roles burned on universities (Rhodes, 2004). Given the importance and knowledge position in education system and training institutions, and accelerating innovations in today's world; it leading to inventions and discoveries and new knowledge and skills and rapidly aging knowledge, skills and expertise of the past and present. In addition, the existence of problems in the field of training and processing are the main source of knowledge, information and skills in society. On the one hand, the other agent called organizational forgetting can be said that with the arrival of organizational forgetting to education system, there will observe modernization, updates, mobility of knowledge in this important institution and influence society. In such a way as to remove, to put aside past knowledge, skills, expertise and antiquated methods, and replacing old and outdated knowledge and new skills and new organizational knowledge matching with the current rapid change, it can be used to optimize knowledge, updates and more qualitative education in order to achieve better educational goals. Therefore, this research aimed to identify the dimensions, components, priorities and distinction between existing and desired condition, organizational forgetting management and provides a model for appropriate mechanisms for controlling it at university or it is achieved by extracting its dimensions. The issue has attracted in the minds of authors what is the management of organizational forgetting and prioritize them how academic university, to provide appropriate mechanisms can be found on more favorable terms.

Research literature

Universities as a higher education sub-system is faced with intense pressure from external forces of university (environment) its effects on the main structure of the university are unavoidable. The external pressures, including accretion demand for admission to higher education is leading to impact on educational performance. It also increases the role of universities in research and innovation is affected research function (knowledge production) and finally participate in building the social fabric of the society has affected the functioning of university services (Foray, 2003). The purpose of higher education is education, teaching, training and directions to research that are after secondary period. In the Declaration of the World Conference in 1998, higher education is any type of education, education for study after secondary period held by universities or scientific centers. This definition by UNICEF and the World Bank is confirmed (A2003). So to meet the growing expectations and sometimes conflicting, the foundation of universities will be asked to meet basic need of labor training has been established.

The effect of organizational forgetting

The effect of organizational forgetting dependent on conditions and depend on positive or negative circumstances. Forgetting must be studied from different perspectives, cognitive perspective, which focuses on information processing, behavioral terms, which consider learning to create habits, common trends and new practices, and social perspective that emphasizes the interaction between individuals and groups within the organization then these three perspectives are coping with forgetting. From any of this perspective how forgetting affected the performance of certain parts of the organization and certain processes and establishes the possibility of transformation (Martin and Holan, 2011). The external pressures, including accretion demand for admis-

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sion to higher education is leading to impact on educational performance. It also increases the role of universities in research and innovation is affected research function (knowledge production) and finally participate in building the social fabric of the society has affected the functioning of university services (Foray, 2003). The purpose of higher education is education, teaching, training and directions to research that are after secondary period.

Managing Organizational Forgetting

Managing organizational forgetting, meaning the organizational structure and absorption capacity in organizational learning theory that focusing on the basic knowledge, eliminate non-useful knowledge pays less attention to the field of learning (Godarzvand Chegini, 2014).

Organizational forgetting and Higher Education

One of the most obvious features of contemporary is dramatic and continuous change in mentality, ideology of social values, methods of work and many other phenomena of life. Organizations like other pillars of society are not exempt from these changes. Angeli (1997) says that organizations cannot be sustained in the society, unless you accept your changes and comply with internal and external changes. According to the concepts set forth and literature, research related to organizational forgetting is two general categories. In the early 70s to 90s, organizational forgetting is a dangerous phenomenon that should have prevented, but another part of the research in recent decades, organizational forgetting as a preliminary step for organizational learning has noted. In other words, learning can be occurring after useful forgetting (unlearning). In this approach, the idea is that procedures, rules, roles, policies, values and organization's strategies before learning of new knowledge must be forgotten (Fernandez & Sunne, 2009). This is an important step in the management of change in organizations (Akgun et al., 2007). The effect of organizational forgetting dependent on conditions and depend on positive or negative circumstances. Forgetting must be studied from different perspectives, cognitive perspective, which focuses on information processing, behavioral terms, which consider learning to create habits, common trends and new practices, and social perspective that emphasizes the interaction between individuals and groups within the organization then these three perspectives are coping with forgetting. From any of this perspective how forgetting affected the performance of certain parts of the organization and certain processes and establishes the possibility of transformation (Martin and Holan, 2011). Studies have shown that organizational memory and unlearning are closely linked with each other. Organization act to unlearning when its institutional memory does not fit with the current situation so the need to remove or change the basis of information model that others are not able to respond to the environment (Les Tien-ShangLee, 2011). The education system is manufacturer, processor, promoters of knowledge in each society, like other institutions due to daily changes with aging and erosion at all levels, including knowledge, skills and expertise within the organization therefore looking for a solution to environmental changes sync with your nature and identity, needs of organizations and individuals. The results show: those involved in education by entering organizational forgetting to educational - training institutions, as reducing and eliminating additional costs, by forgetting and removing the knowledge and skills has not necessary efficiency for organizations, outdated, and obsoleted. Also targeted replacement of knowledge, skills, expertise and new approaches and to update and sync with today's accelerating changes increase quality and optimize knowledge of the organization in order to achieve better educational goals and, ultimately lead to growth, prosperity, progress and excellence of society. The institutional forgetting can be presented as educational - training institutions and assistance us. Given the

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importance of knowledge in education system and training institutions, and today's world lead to rapid changes and inventions and discoveries and new knowledge and skills and aging and obsolescence of knowledge, skills and expertise of the past and present. Moreover, the existence of problems in the field of educational system and processing are the main source of knowledge, information and skills in society. It can be said that with the arrival of organizational forgetting to control education system modernization, update, mobility and knowledge of this important institution influences society in a manner that eliminates, set aside and forgotten knowledge, skills, expertise and antiquated methods, and replacing old and outdated knowledge and new skills to adapt and changing the current organizational knowledge, can be used to optimize the knowledge, training updates and more qualitative step towards achieving better educational purposes. On the one hand raised the other agent called organizational forgetting means forgetting the old knowledge to create a new space in order to gain new knowledge and successful experiences of other organizations and institutions (such as commercial and industries organizations in the West). It can be said that with the arrival of organizational forgetting to control education system modernization, update, mobility and knowledge of this important institution influence society in a manner that eliminates, set aside and forgotten knowledge, skills, expertise and antiquated methods, and replacing old and outdated knowledge and new skills to adapt and changing the current organizational knowledge, can be used to optimize the knowledge, training updates and more qualitative step towards achieving better educational purposes. Therefore, as Hulan and Phillips (2004) believed organizational forgetting as a factor path finding and highly functional, it has the potential to new dimension and important to our understanding of the dynamics of organizational knowledge added (Mahmoudvand, 2014).

Structure suitable for organizational forgetting

Alvani and Danaeefard (1385) stated a there is an Adhocracy common structure form in universities, research labs and other professional organizations, educational manner. A unique feature of full democracy in all decisions is taken. The structure is contrary to structural design working group or committee that is not benefit from participation decisions. The most common example of this type of structure is the design of large academic units at the University. All key decisions are made by each section as a job. Typically sector managers (department managers) has a rank and not superior to each other. The selection of new members, renew contracts, allocation of courses, evaluation of performance, guaranteed service tenure, changes in curricula and similar decisions taken by each sector as a whole. Such a structure shows decentralization as best. In universities, faculty members, only a few general guidelines, in carrying out their work activities are considered. The guidelines (Guidelines and Policies University) coordinating a grant freedom to the sectors.

Organizational Culture

Organizational forgetting and attention to appropriate technology

Effective life at any time requires an understanding of its features in that time, if the features of the present century are mass production using large amounts of power and speed and movement. The biggest indicator of the present era is information explosion, creative thinking, and knowledge generation; create an information-driven society and learning organizations and organizational learning in organizations such as educational institutions. Scholars, know future community as one that information management and turn it into knowledge, forms the foundation of educational organizations, therefore, it is necessary to keep up to date in a fast changing and competitive environment, appropriate technology and application training centers and univer-

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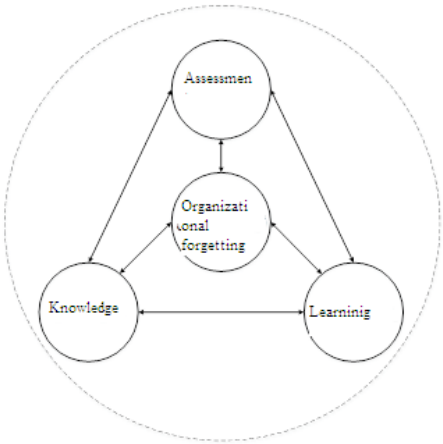

Fig 1. Model of organizational forgetting (Jalili and Bazrehkar, 2015)

sities used to blast information, not causing confusion and backwardness. Organizational forgetting in these evolutions fast can be used as an appropriate facilitator. There is also the appropriate technology to meet the appropriate organizational forgetting and it is efficiency.

The process of the higher education system and optimize it by organizational forgetting

Given the importance of knowledge in education system and training institutions, and today's world lead to rapid changes and inventions and discoveries and new knowledge and skills and aging and obsolescence of knowledge, skills and expertise of the past and present. Moreover, the existence of problems in the field of educational system and processing are the main source of knowledge, information and skills in society. It can be said that with the arrival of organizational forgetting to control education system modernization, update, mobility and knowledge of this important institution influences society in a manner that eliminates, set aside and forgotten knowledge, skills, expertise and antiquated methods, and replacing old and outdated knowledge and new skills to adapt and changing the current organizational knowledge, can be used to optimize the knowledge, training updates and more qualitative step towards achieving better educational purposes (Mahmoudvand, 2014).

Given the above, this study could be important in this respect research explained that trying to get the dimensions and components, prioritize and component dimensions and determine the difference between the current and desired organizational management forgetting at the university is determined. In addition, taking into account the different implications of organizational forgetting how properly manage organizational forgetting at the university. And in proportion to the loss of resources prevented and to regulate the use of financial and human resources with respect to various aspects of optimal and efficient use. Also according to the scope of this study at the university, all educational institutions, implementing agencies, and university management devices will benefit from the results of the study and continuous view of possible deviations from targets to prevent and quality of higher education in line with the objectives of the country will create favorable. In addition, this study can be applied as a model for other institutions of higher education.

Results

1) Explaining dimension of management of organizational forgetting at the university

According to research in order to identify aspects of organizational forgetting and studies on four dimensions of organizational forgetting were investigated, these dimensions are based on theoretical and management of organizational forgetting among teachers, managers and employees of the university, researches in the field of study, and receive a higher education expert opinion was carried out. The basic framework for the development of organizational forgetting management based on theoretical principles and concepts related to variables was investigated. For this purpose, various sources ranging from articles and books related to the topic of organizational forgetting were investigated. Framework for managing organizational forgetting, literature, and studies at home and abroad in relation to organizational forgetting and management

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of organizational forgetting was investigated. The summarized results of the two stages (theoretical foundation and literature) the basic framework of organizational forgetting as it consists of four general dimensions corresponding proposal was formed. Then compiled a summary of the framework (based on the theoretical basis and the literature) including dimensions and its components, including questionnaire, face and content validity and use of complementary and specialized expert opinions and proposals following their written questionnaires were collected, studied and discussed. In next section the continuation of this trend and re-search (complementary) in the framework and existing records and interviews, organizational forgetting management framework was developed at the university. The management of organizational forgetting including processes, culture, structure and technology were defined.

2) Prioritizing dimension of management of organizational forgetting at the university

Prioritizing dimension of management of organizational forgetting at Islamic Azad University in both current and ideal state was performed using different software.

If the above table comes from dimension organizational forgetting management in good condition in order of priority aspects of culture, technology and structure of the process, which means that culture dimension greatest impact to explain organizational forgetting and process dimension have minimal impact on the dimensions.

If the above table comes from dimension organizational forgetting management in good condition in order of priority dimension of culture, technology and structure of the process, which means that structure dimension greatest impact to explain organizational forgetting and technology dimension have minimal impact among four dimensions.

Conclusion

The analysis on the four dimensions of organizational forgetting is shown in the status quo that all aspects compared to weaknesses and gaps are ideal situation. Based on the findings of this research gap between current and desired status is determined, to avoid further gaps and to resolve the present problems by the use of appropriate mechanisms and to consider practical mechanisms to achieve the right solution to find a solution. Given the importance of knowledge in education system and training institutions, and today's world lead to rapid changes and inventions and discoveries and new knowledge and skills and aging and obsolescence of knowledge, skills and expertise of the past and present. Moreover, the existence of problems in the field of educational system and processing are the main source of knowledge, information and skills in society. On the one hand raised the other agent called organizational forgetting means forgetting the old knowledge to create a new space in order to gain new knowledge and successful experiences of other organizations and institutions (such as commercial and industries organizations in the West). It can be said that with the arrival of organizational forgetting to control education system modernization, update, mobility and knowledge of this important institution influence society in a manner that eliminates, set aside and forgotten knowledge, skills, expertise and antiquated methods, and replacing old and outdated knowledge and new skills to adapt and changing the current organizational knowledge, can be used to optimize the knowledge, training updates and more qualitative step towards achieving better educational purposes. Therefore, as Hulan and Phillips (2004) believed organizational forgetting as a factor path finding and highly functional, it has the potential to new dimension and important to our understanding of the dynamics of organizational knowledge added. If faculty members and administrative staff, management by entering organizational forgetting to educational - training institutions, as reducing and eliminating additional costs, by forgetting and removing the knowledge and skills has not

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Rank	Estimated	Forgetting	No
1	1.45	Culture	1
2	0.639	Technology	2
3	0.39	Structure	3
4	0.05	Process	4

Table 1. Prioritizing dimension of organizational forgetting management in good condition

Rank	Estimated	Forgetting	No
1	1.024	Structure	1
2	0.761	Culture	2
3	0.673	Process	3
4	0.495	Technology	4

Table 2. Prioritizing dimension of organizational forgetting management on the current statues

necessary efficiency for organizations, outdated, and obsoleted. Also targeted replacement of knowledge, skills, expertise and new approaches and to update and sync with today's accelerating changes increase quality and optimize knowledge of the organization in order to achieve better educational goals and, ultimately lead to growth, prosperity, progress and excellence of society. Search and analysis of articles, books and materials related to organizational forgetting and its management in this study, a set of components that are shaping effective management of organizational forgetting is revealed. These components through structured search and analysis of the existing sources, including strategic planning, program learning and teaching, education and research management programs, regulations, instructions, laws and administrative regulations and training has along with a deep survey research literature related to the research subject is presented. Using the dimensions extracted in the form of a set of components and indicators on the following aspects of the process, structure, technology and culture were defined. Higher education, mass requirement to meet demand for new profession, the challenges of learning technology, in the procedural processes, internationalization, globalization and the need for cultural adaptation and intense competition for resources, with epistemological uncertainty, complex environment and structure of higher education is elusive to stakeholders. The conflict in values and ways of doing things is evident in the academic structure, if faculty members and staff due to factors such as lack of time or resources, and the needs of market competition, in addressing teaching and learning as part of their core functions have been confusion and conflict. In general, by using appropriate mechanisms, to fix the current shortcomings addressed to adapt to changing growing more than disruption prevented further and in the form of short-term plans, medium-term and long-term to eliminate the pay gap. Arising from employee feedback mechanisms as administration staff and teachers as educational arm of the close conjunction with related issues can be useful and helpful.

Results-based suggestion

It is trying to establish a link between programs and educational activities and university administrator's horizontal and vertical level established. The design of policies and functions enable different levels of universities, such as the university, college and department, office managers and executive levels. Feedback and evaluation of organizational forgetting management in decision-making and defining media policy and process improvement depend

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on forgetting. A promotion programs and effective activities in the field of management and organizational forgetting it is desirable cultural norms about the nature of organizational forgetting, and academic capacity utilization in the structural integrity of management, organizational forgetting, and technical capacity building in the field of higher education and universities to development technology in the management of organizational forgetting, performed.

1)Organizational memory management mechanisms in processes dimension

1-1) review of working in current affairs

Their knowledge of current affairs in the universities and teaching practices, conducting research and finding and getting feedback is unknown, therefore, this knowledge over time and to date has the ability to reproduce. By changes in the way universities can work and current affairs knowledge production inefficient and inappropriate prevent problematic. We can say can alter University modification and adjustments in current affairs, including laws and regulations and changing the common understanding of both the organizational processes and organizational forgetting influence on management.

1-2) Changes in the policies and macro- and micro- targets

knowledge-based systems with respect to life and living life is constantly changing organization and with regard to development of science and technology is wrong which is considered outdated knowledge because knowledge is very different individuals and groups tied and always will be invaluable experience of interaction with stakeholders. It is something that makes old knowledge obsolete and considers changes in policy and objectives of the macro and micro, or multi-branch organization services a comprehensive and holistic University even look at them. Thus the change in organizational objectives, which can be caused by changes in organization management, collected knowledge becomes obsolete in previous goal somehow that seems to be the event also happening at the University, collected knowledge of the past with a new mechanism and even the new frame, used and prevent it from loss.

1-3) Making rationale process for the changes associated with maintaining current knowledge in accordance with the new standard

The most important part of organizational knowledge is in the minds of the contract. it seems that the organization should immediately deal with staff and knowledge it considers obsolete because people do not want knowledge, their skills and experiences called old another method of treatment can be taught new knowledge to the people to conclude the review of existing knowledge is outdated. In some cases, a very deep knowledge in the organization or in institutionalized people and adhesion is, in a sense, more energy should be spent to remove it. Yet, in some cases, changes in university management, the cause or causes of obsolescence of knowledge is assumed. In the event of such an accident, the organization collected knowledge of the past with a new mechanism and even used in the body of a new organization and its loss prevented.

1-4) Emphasis on active forgetting

Basic knowledge in the organization's core strategies identified and of course with regard to the effectiveness in achieving the goals and abolishing knowledge is also envisaged. For some old knowledge that can even be detrimental to the organization, active forgetting knowledge should be placed on the agenda. Forgot your knowledge is activated, a process of voluntary, active, purposeful, systematic and continuous for forgetfulness and knowledge management, organizational behavior and additional structures, in order to reduce the negative impact of restrictive and harmful traditional aspects to improve the performance of the organization in order to achieve a competitive advantage. The size and age of strategies and technologies used at the uni-

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versity and, active forgetting process of old knowledge with staff and faculty members faced more resistance and this creates difficulties and active forgetting process. In these circumstances, the academic setting more time and effort is spent to manage organizational forgetting old student activist. Thus, universities are more prepared, processes, management of organizational forgetting them more useful.

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