

Investigating the Connection of Organizational Intentional Forgetfulness with Improvements in Organizational Relationships in the Sports and Youth Organization in Sistan and Baluchestan Province

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ABSTRACT

Current study aims to investigate the relationship between intentional organizational forgetfulness and improvements in organizational relationships at the sports and Youth Organization in Sistan and Balouchistan province. Methodology of research is descriptive and correlation type. Statistical community includes all managers and general directors of sports boards, 100 in number, among whom 80 subjects were selected using simple random sampling and Morgan table. Here, intentional organizational forgetfulness questionnaire by AliMohammadi and organizational relationships improvement questionnaire by Tamandani were used, validity of which was verified by experts and their reliability by Chronbach Alpha coefficient were respectively 0.86 and 0.93. In order to analyze research hypotheses, Pearson's correlation Coefficient and regression were used. The results of Pearson correlation coefficient indicated that there is a significant relationship between intentional organizational forgetfulness and improvements in organizational network; there is also a significant and positive connection between learning aids and improvements in organizational networks. Also, the results of regression test suggest that intentional organizational forgetfulness can well predict improvements in organizational connections. Among components of organizational forgetfulness, learning aid components showed the highest rate of prediction for organizational networks improvements.

KEYWORDS: Organizational forgetfulness; intentional organizational forgetfulness; improvements in organizational networks

INTRODUCTION

Organization as a social entity establishes organizational networks among its people beyond their routine communication to achieve some basic goals. Managers have found that effective networks with the staff and perception of their communicative motives are critical factors in managers' success to achieve the objectives planned by the firm. In the beginning of the 21st century, information and communication knowledge has created a great revolution in the world. On the other hand, organizational networks are among the most important issues that have faced big revolutions with the advent of new technologies. Today, many firms have encountered increasing competition arising from technological innovations in the ever changing business environments and from changes in customer demands. This critical situation has led to a major review of business priorities, strategic perspectives and persistence of frequent and even modern frameworks and models. In such a competitive environment, development and improvement of flexibility and accountability of organizations are essential requirements. Over the past decades, the majority of organizations have adopted reconstruction and reengineering strategies to respond to environmental challenges and changes. However, past approaches and solutions are not capable to encounter organizational and external environment challenges and they are better to be replaced by new standpoints and approaches.

Today world is the world of transformations. Change is a process of innovations and establishment of necessary revolutions, and encountering with these changes so that the firm reaches a level of viability to cope with the new conditions. In this case, the firm will be able to solve its problems (Khatan Mokhtari, 2007). As the significance of change and its relationship with organizational viability and survival are clear, it can be said that the success of organizational life is heavily dependent on the ability of the firms for effective transformations (Gilly, 2011).

On the other hand, organizations as social entities create organizational networks due to basic objectives. Establishment of communication networks and virtual development of communication among several units and departments are among important tasks for managers. Effective networks with the staff lead to familiarity with their

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demands, requirements and motivations. Communications are so important that occupy a great deal of time of managers. Even when a manager is not negotiating with others, he/she may be engaged with writing reports, letters and taking notes or studying the written documents. In general, it hardly ever happens that a top manager engages with something without communication with others. Even as he/she is alone thinking in his/her room, he/she might be interrupted because of a phone connection or a visit. As a matter of fact, it is rarely possible that an executive manager works constantly. Effective communication is critical because it creates a process and facilitates some tasks for managers such as planning, organizing, guidance, leadership and control. It also helps managers in realization of coordination and better application of time (Rezayian, 2007, 472).

On the other hand, organizations consider their knowledge as their most valuable and strategic resource and believe that to remain competitive, they have to handle their capabilities and thought resources. As a result, in today competitive world, those firms will succeed that have assumed a greater share of organizational knowledge. As learning increases within firms and memory systems become more efficient in sustaining the knowledge, more challenges and obstacles appear in their handling. Learning is essential for creating knowledge but it does not guarantee productivity of the acquired knowledge and its compatibility with the environment. Actually, enjoying the existing knowledge is useful only if environmental conditions remain stable. If the environment changes, learning the knowledge of available rules and technologies can bear an overhead for people and firms (Bahat, 2000). Intentional organizational forgetfulness is an important factor for organizational learning used by successful managers to form organizational knowledge. Holan and Philips (2004) believe that forgetfulness with its traditional concept of forgetting the old knowledge to create a new atmosphere to obtain new knowledge (intentional forgetfulness) has the potential to add a new dimension to our perception of dynamism of organizational knowledge. But this requires a certain and broad research plan. According to authors, intentional organizational forgetfulness is able to remove the old and inefficient knowledge and is considered an important part of knowledge dynamism within organizations. Using intentional organizational forgetfulness we can have more backgrounds and space for organizational learning and this learning, *per se*, provides a background for organizational transformations which can pave the way for quick transformations and response to environmental changes. There are several solutions and approaches for a successful reaction of organizations to environmental changes.

Now, considering the vitality of connections between people and teams in organizations and realization of organizational goals, the main research question states that whether organizational networks can be improved using organizational forgetfulness? Is there any relationship between the two variables?

REVIEW OF LITERATURE

Mahmoudvand (2011) in his thesis “investigation of the relationship between organizational forgetfulness and organizational changes at University of Sistan and Baluchistan” concluded that the heads of departments at this university had average scores of change higher than the mean. Also, in exercising organizational changes, they showed average intentional organizational forgetfulness higher than the mean. Organizational forgetfulness bore the highest prediction of organizational changes.

Alimohammadi (2011) in his thesis “investigating the relationship between the degree of knowledge gap and the level of organizational forgetfulness; a study at university Jihad of Hormozgan province) concluded that knowledge gap can be decreased using intentional organizational forgetfulness.

Jalali & khosrawani (2010) in an article “organizational forgetfulness: a critical challenge for managers in the new business age” aimed to identify the degree of organizational forgetfulness. After examining the concept and dimensions of organizational forgetfulness in theoretical literature they recognized three aspects of organizational forgetfulness including type, outcome and manner of forgetfulness and addressed their connections in three hypotheses. Bsanco (2007) quotes that organizational forgetfulness is the outcome of intra-and extra-organization measures in which an organization, consciously or unconsciously, loses some parts of its knowledge. This knowledge involves items such as skills, methods, processes, experiences, documents and techniques used within the organization. Sinder & keming (1998) suggested that the main issue which leads to forgetfulness is inability in acquisition and spreading of learning across the organization. Failure in application of the knowledge resulting from learning, inability of the firm in coding and documenting the knowledge and lack of motives for sharing it are among the main factors of organizational forgetfulness. This small progress is due to complexity and challenge of handling of significant experimental research and their architecture. We are looking for areas which provide grounds for thought development of organizational memory and forgetfulness. In particular, we intend to modify theories about organizational forgetfulness and memory by dynamic nature of organizational knowledge, the role of time in sustaining this knowledge and of dynamic power in recalling and forgetting. (Kozey & Oliviera). They insisted that not much attention has been paid to the power of organizational memory and forgetfulness.

Zeng & Chen (2010) in their article “the connection between intentional organizational forgetfulness and organizational innovation and the mediating effect of organizational learning ability” point out that organizational forgetfulness management is relative to innovations. In their study, they focus on organizational innovation, intentional forgetfulness and learning ability and attempted to find their relationships.

Moshabaki & Rabieh (2009) in their article “strategic organizational forgetfulness: panacea of competitiveness in organizations” investigated the concept and forms of organizational forgetfulness with respect to the significance of intentional organizational forgetfulness and measured its level and relationship with charismatic leadership at different levels of management in Iranian automobile industry and noted that as learning, forgetfulness is not simple and it may be harmful or useful and is perceived in two aspects: intentional and unintentional. In each case, both from negative and positive aspects it affects competitiveness of a firm.

Haji Azizi et al, (2009) in their article “organizational forgetfulness: a new approach in knowledge management” examined issues such as organizational knowledge and learning and organizational knowledge and its role in firms. He expresses that organizational forgetfulness has the potential to add a new and critical dimension to our perception of dynamism of organizational knowledge. According to Howlan and Philips (2004), organizational forgetfulness is the old and inefficient knowledge and is regarded as an important part of knowledge dynamism within the organization. Smils and Lils (2011) in their article analyze organizational forgetfulness from three cognitive, behavioral and social aspects. They state that organizational forgetfulness in real situations can be useful for firms. Both studies refer to the research conducted by Nistorm and Starberg (1976) “principles for a self-planned organization” in which organizations have to cope with instability to succeed and to a research by Wick & Westly (1996) “organizational learning” in which special attention has been paid to the advantages and significance of organizational forgetfulness and conclude that organizational forgetfulness leads to innovation and revival of organizational principles and decision-making. Smiles and Lils believe that more research in future is required to address some characteristics of organizational forgetfulness, its benefits and outcomes. Karry and Oliviera (2011) in their article “reflection of organizational forgetfulness and memory” discuss the importance of organizational forgetfulness and believe that organizational memory serves a critical contribution in the theories of organizational learning and forgetfulness. From their point of view, organizational memory means information stored about the history of organization which will be used for future decisions. However, our information about how knowledge is embedded into organizational memory is trivial. Although organizational memory and forgetfulness are directly applied, minor theoretical and experimental advances can be observed in this field. This small development is due to complexity of significant experimental research, we are looking for areas which provide opportunities for thought development of organizational memory and forgetfulness.

Zeng & Chen (2010) in an article “the relationship between intentional organizational forgetfulness and organizational innovation and the mediating effect of organizational learning ability. They have focused on organizational innovation, intentional forgetfulness and learning ability and have attempted to find their connections. In their view, intentional organizational forgetfulness is a significant component of knowledge management.

Weakens & Sun (2009) published their results on investigation of the effect of movement of professors and educators over a six-semester period in British University Community based on the impacts of displacement of people and organizational transformation on organizational forgetfulness. According to this study, forgetfulness arising from workforce circulation leaves a negative effect on organizational performance.

Weakens & Sun ((2009)in an experimental study examined organizational forgetfulness from two aspects of causes and outcomes and tested the effect of different teaching methods on creating forgetfulness in British university Community and concluded that one of the reasons for forgetfulness is lack of coding the new knowledge. Their findings confirmed different kinds of organizational forgetfulness introduced by Howlan & Philips.

Agon et al, (2007) in an article “organizational forgetfulness as a change in procedures and beliefs in organizations” state that organizational forgetfulness is an important factor in creating organizational changes and learning process. They concluded that there is a common point between organizational transformation and learning and they are close and related concepts. Forgetfulness plays a major contribution in connecting change and learning processes. As Powelovski (2001) said, the relationships between organization and environment are the main challenges for theoretical views about organizational change.

Howlan & Philips (2004) in an article “organizational forgetfulness as a strategy” conveyed the importance of forgetfulness and stated that dominant logics of discourse are cognitive structures about what an organization is and does. They are a basis for organized tasks and an integrated part of organizational knowledge. Referring to a research by Betis & Parahalad (1995) who recognized the significance of organizational forgetfulness, they noted that from their point of view, organizations need to discard their current dominant logic before a new one dominates. Lack of attention to this initial step causes high rates of failure in organizational changes. Howlan & Philips (2004) in an article “remembering the past event, active organizational forgetfulness” consider intentional forgetfulness something that

involves discarding old concepts which are not useful anymore and block the necessary learning. They *et al.*, (1998) pointed out that there are situations in which memory may be a barrier rather than a help. Similarly, Krossan *et al.*, (1999) reasoned that the conflict between incorporating the new learning and application of what has been learned appears because learning is incorporated that prevents from integration of the new learning. In their view, forgetfulness is a major part of knowledge dynamics, the consequences of which depends on several factors.

Howlan, Philips & Lawrence (2004) in an article “handling organizational forgetfulness” discussed on this issue and expressed that this is important for at least two reasons. First, unintentional missing of organizational knowledge brings about millions of dollars losses annually for the organization. The lost knowledge means forgotten abilities by which potential power of competition decreases. The second reason for organizational learning depends on procedures of organizational forgetfulness. It means that those companies willing to change not only do they have to acquire new abilities but they must forget the old knowledge in which they are stuck.

Miller (2004) in an article “learning to forget and forgetting to learn” discusses about efficient knowledge management and suggests that although failure in remembering some knowledge is harmful (for example, forgetting the solutions used by the manager in the past prevents him from solving current problems), intentional forgetfulness of other knowledge leads to organizational development. Also, Anew (2004) names some authorities in the field of organizational forgetfulness handling such as Howlan, Philips and Thomas Lawrence and emphasizes on the importance of organizational forgetfulness and its different forms. Frank Blocker *et al.*, (1999) in some parts of a book “organizational learning and the learner organizations” analyze attempts by a project team called correct initial time delta in a high-tech organization who identified the past mistakes in designing products and production to modify the future tasks. They show that collective learning can be analyzed based organizational and cultural infrastructure and on their perception of the tasks performed by members. Collective forgetfulness occurs through silence, loneliness, lack of relationships with others and confusion. Karen Krefort (1999) examined the concept of organizational forgetfulness in health centers and finally achieved the match between learning and forgetfulness curves. Booker (1997) in an article “lest we remember: organizational forgetfulness and knowledge creation” states that all forms of organizational forgetfulness are necessary for a problem. He refers to research in this area such as that of Angstrom (1988) who talked about problems resulting from how physicians forget and claims that full remembering is neither pleasant for people and organizations nor it is possible. However, there are some good reasons for organizations to forget their past.

Darh, Argute and Ipel (1995) concluded that only 47.7% of initial knowledge reservoir is sustained at the end of each month (in a fast food restaurant). They also obtained similar results in automobile industry. Benkard (2000) found that 61% of knowledge reservoir of an aircraft manufacturer company is kept during one year. Salvador and kassano (1993) in an article “organizational forgetfulness and information systems” stated that memory is considered an element to retain current situation. In order to avoid a crisis, organizations have to forget past experiences to achieve higher levels of learning. They say that relatively trivial attention paid to forgetfulness-related information systems is critical. Consequently, organizational forgetfulness is defined as attenuation of learning and loss of memory due to daily activities which are not exercised after a period of success. With respect to the learning cost curve, forgetfulness leads to return to previous cost levels. Gelberson & Lewin (1986) in the article “organizational forgetfulness mix on learning curves” define the learning curve as a diagram which indicates organizational or personal development that can be used to determine the future progress of an organization after repeating the same activity. Investigation of 93 articles concerning learning curve and organizational forgetfulness, only 6 cases of which dealt with the effect of lack of learning among which only 2 cases directly discussed forgetfulness phenomenon suggests that forgetfulness is like all other phenomena in scientific research and other fields such as psychology. Gelberson & Lewin (1986) expressed that the main reason for lack of studies on organizational forgetfulness was data collection. However, collecting more than a set of data concerning forgetfulness is difficult and even impossible. They consider developments in conceptual models of organizational forgetfulness such as development of mathematical models and state that the level of activity, relationships and time interventions between a pause or repeat and another pause or repeat are all variables affecting the degree of forgetfulness. Some of the most critical points from analysis models under study are as follows: 1- organizational performance positively affects forgetfulness; 2- the number of working periods do not affect learning parameters but they affect forgetfulness parameters; 3- the results apply to all evaluated models. In a research conducted by Smat & Martin (1985) and Smat (1987), organizational forgetfulness has been related to the concept of knowledge amortization in planning and production at a broad range. In a quantitative study by Argute and Iil (1990) conducted in learning failure model it was assumed that stored experience is infinite and confirmed experience results from finite and trivial production (Amirkhani, 2004).

Banoma & Zaltman (1973) examined the association between change and structure. Zaltman classified organizational transformation process into several steps. Initially, the organization gets informed of an opportunity

for innovation and then change is established within the organization. Zaltman claims that we can not apply the structure of initial step for establishment step. In contrast, in the first step, we must enjoy a low-focus structure in decision-making and procedures. The main cause of such kind of plan is increasing possibility of discussion and exchange of views. Establishment step requires a fully planned method during which unreliability is minimized.

RESEARCH METHODOLOGY

In current research, we have used a descriptive-correlation methodology. Statistical community included all managers and heads of sports boards of youth and sports Organization in Sistan and Balouchistan province who were 100 people in number. Simple random sampling was used and according to Morgan table, the sample size was evaluated 80 subjects. In order to collect respective information, two questionnaires were prepared. The questionnaire designed by Alimohammadi (2011) for a thesis at University of Sistan and Balouchistan was used as the basis for forgetfulness questionnaire. After identification of the above mentioned factors in Alimohammadi's questionnaire and matching it with the respective literature, appropriate changes consistent with the subject of study and simplification of sentences, the final questionnaire of targeted organizational forgetfulness was extracted and for the questionnaire related to modification of organizational communications we used the related questionnaire used in Tamandani's (2011) thesis. Validity of these questionnaires was of content form and their reliability was determined based on Chronbach Alpha coefficient which was 0.86 for targeted organizational forgetfulness questionnaire and 0.93 for organizational communication improvement one. For statistical analysis of data, statistical tests, Pearson correlation coefficient and regression were applied.

Research findings

H1: there is a significant relationship between intentional organizational forgetfulness and improvement in communication

The results of descriptive statistics and correlation coefficient of organizational forgetfulness and improvement in communication

variables	number	average	Standard deviation	R	Sig.
Targeted organizational forgetfulness	80	3.63	0.53	0.55	0.000
Improvement in communications	80	4.23	0.34		

Means and standard deviations of variables indicated that targeted organizational forgetfulness had the mean (3.63) and standard deviation (0.53). These values for improvement in communications were 4.23 and 0.34, respectively. The results of this table suggest that correlation coefficient for organizational forgetfulness and improvement in communication among managers and experts of youth and sports organization in Sistan and Balouchistan was significant at the level of 99% ($p < 0.01$) and ($r = 0.55$). Therefore, we can conclude that there is a direct and significant relationship between both variables.

H2: there is a significant relationship between forgetting the learning, a dimension of organizational forgetfulness and improvement in organizational communication

The results of descriptive statistics and correlation coefficient of organizational forgetfulness and improvement in communication

Variables	number	mean	Standard deviation	R	Sig.
Forgetting the learned knowledge	80	3.72	0.46	0.646	0.000
Improvement in communication	80	4.23	0.34		

The findings of this table regarding the means and standard deviations indicated the mean (3.72) and standard deviation (0.46) for forgetting the learned knowledge and these values were respectively 4.23 and 0.34 for improvement in organizational communication. The correlation coefficient was significant at the level of 99% ($p < 0.01$) and ($r = 0.64$). As a result, we conclude that there is a direct and significant association between these two variables.

H3: there is a significant relationship between avoidance of bad habits and improvement in organizational communication.

The results of descriptive statistics and correlation coefficient for avoidance of bad habits and improvement in organizational communication

variables	number	mean	Standard deviation	R	Sig.
Avoidance of bad habits	80	3.91	0.44	0.351	0.001
Improvement in communication	80	4.23	0.34		

The findings of this table show the mean (3.91) and standard deviation (0.34) for avoidance of bad habits and the mean 4.23 and SD (0.34) for improvement in communication. The correlation coefficient between both variables was significant at the level of 99% ($p < 0.01$) and ($r = 0.35$). As a result, we conclude that there is a direct and significant relationship between the two variables.

H4: dimensions of targeted organizational forgetfulness predict improvements in organizational communication.

A summary of regression pattern for targeted organizational forgetfulness to predict improvements in organizational communication

step	variable	R ²	F	β	t	Sig.
1	Forgetting the learned knowledge	0.64	27.720	0.629	6.275	0.000
P<0.01			N=80			

The results of this table indicate that the variable “forgetting the learned knowledge” can predict 64% of changes in organizational communication improvements. Standard beta coefficient also suggests that this variable in regression equation had a beta coefficient of 0.62.

Conclusion

This study aimed to examine the relationship between targeted organizational forgetfulness and improvements in organizational communication at the youth and sports organization in Sistan and Balouchistan province. The results of different tests indicated that the staff in this organization had a higher average improvement in organizational communication and with respect to improvement in organizational communication they had average forgetfulness. The results of Pearson correlation coefficient illustrated that there is a positive and significant relationship between targeted organizational forgetfulness and improvements in organizational communication. This study confirmed that targeted forgetfulness is exercised to accelerate and facilitate organizational communication. Also, the results of Regression analysis showed that targeted organizational forgetfulness well predicts improvements in organizational communication. Among the components of targeted organizational forgetfulness, forgetting the learned knowledge had the best prediction. With respect to the results, following suggestions are presented:

- It is suggested to managers at the youth and sports organization and other managers at sports departments to establish an organization for creating useful and effective connections and open a knowledge management unit to systematically discard the old knowledge.
- It is proposed that this organization reviews the technologies used in sports systems and constantly improves organizational information technologies.
- In order to improve organizational communication, it is suggested to directors of this organization to pay much more attention to three factor: participation in administration, team view and flexibility.
- It is suggested that the directors of this organization identify and remove bottlenecks and critical points through reengineering of organizational communication process.
- Using agronomy science, directors of this organization must create suitable atmosphere to improve organizational communication and achieve the maximum output.
- The directors of this organization can use the staff cooperation to promote organizational communication through improvement of organizational culture and creating a cooperative atmosphere.

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