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**THE RELATIONSHIP BETWEEN PURPOSEFUL ORGANIZATIONAL FORGETTING
WITH INDIVIDUAL CREATIVITY AND ORGANIZATIONAL AGILITY IN THE
GENERAL OFFICE OF YOUTH AND SPORTS IN QAZVIN PROVINCE**

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ABSTRACT

In the present era organization have understood the value of knowledge management and its elements increasingly that means organizational learning and org antirational forget Fu less not only organizations learn But also sometimes They have to forget In venality knowledge management wants to create processes that not only apply for knowledge learning and its keeping but also apply for non-learning and avoid of whatever that is not important. This research has been done with the aim of surveying objective organizational forget fullness with individual creativity and the organizational agility of youth and physical education general office. The research method was correlation and statistical universe includes all of the office employee and youth of Qazvin who are Loo people. And it has used of census method due to Limitation of statistical universe that means it has distributed questionnaires among all of the members of statistical universe that finally it has referred about 93 questionnaire that has been

analyzing basis Also the Information collection method has been measurement. It has been used of the questioner with 15 Question of Hulen's objective organizational forget fullness (2004), 16 Question of scarifies organizational agility (2010) that their proportionate has been confirmed by professors and their permanent is about 0/87, 0/82 by Qronbakh's.Coefficient respectively it has been used of abundance, percent, mean, standard deviation, charts, tables for analyzing of data description and it has been used of regression correlation tests for analyzing of data in deductive method. The results of correlation test showed that between objective organizational for get fullness with individual creativity and organizational agility and all of the elements of them there is meaning full relation. Also regression test showed that objective or generational forget fullness has had good prediction of individual creativity and organizational agility. It suggests that manager's familiar their employee with the elements of knowledge manager objective organizational agility for achieving to organizational desired creativity and counts about its advantages for organization and motivate them for necessity of them.

Keywords: knowledge management, objective organizational, forgets fullness, individual creativity, and organizational agility

INTRODUCTION

In recent years, especially the past two to three decades, knowledge management has attracted a wide interest in the academic and organizational environment. Knowledge management has become an important component for the survival of the organization and maintaining their competitive advantage and it is necessity that managers be aware of knowledge management. Knowledge management is required for both the public sector and the private sector for more efficiency and flexibility.

According to extensive researches about knowledge management, some tips and cases

are still in the current debates of organizational knowledge. Companies not only learn, but also forget. In fact, knowledge management seeks to create processes that not only are essential for learning and maintenance of what is important, but also for the lack of learning and avoid what is required (Moshabaki, 2009). Actually, we always emphasize on learning and preservation of knowledge, but our ability to forget is equally important. In other words, memory and organizational learning are equally important.

Organizational forgetting is an important phenomenon, which is not well understood

and is not as simple as learning. Forgetting can be divided into two general categories. Random forgetting (purposeful), which is harmful and purposeful forgetting (with intent) that can be beneficial (Moshabaki, 2009).

Creativity is trying to make a targeted change in the social and economic power of the organization. Creativity is applying mental abilities to create a new idea or concept. Creativity is passing a new way or taking a passed way with a new method. One of the most successful ways for organizations is their investment in order to improve the abilities of their employees to make them creative social system. An organization that solely works based on specific and fixed plans is a very vulnerable social system. Today, work is mostly knowledge-based and less strict. In this regard, employees can help to improve the organizational performance through the ability to create new ideas and using these ideas as building blocks to create products, services, and business processes. Therefore, due to the above factors and the role of agility and creativity in improving organizational performance and its effectiveness, the relationship between these two important variables with purposeful organizational forgetting, which is one of the new and important components of knowledge

management, was selected as the subject and title of this research.

LITERATURE REVIEW

Contemporary with the 21st century, achieving organizational success and survive becomes more difficult. This fact is due to the emergence of a new commercial era that changing is one of its main components. This situation led to a radical revision of commercial priorities, strategic vision, survival ability, and strategies. In today's world, it is mostly emphasized on the ability to adapt to changes in the commercial environment and a proactive approach to understanding customers and markets' needs and new methods of cooperation such as virtual organizations. The emerged paradigm is agile production that in concept is one step further and creates new meanings for better performance and success in commerce. In practice, it is the strategic approach in production and considering the new conditions of commercial environments. Respond to changes and considering their advantage through the strategic use of production and management methods and tools are pivotal concepts of agile manufacturing (Mcgaughey, 2011).

Knowledge is often named as the intellectual capital of a company and it is vital and important. Beyond the brand name and

physical assets, a company achieves its knowledge from years of experience in cases such as manufacturing, engineering and sales. The cumulative experience with data collected from external sources form the critical resources of a company. The knowledge origin of a person is human and it cannot be produced by computer. In fact, what people know and do their work with it is the only sustainable advantage for the organization. From the view of some researchers, knowledge can be divided into two categories: explicit knowledge and tacit knowledge. Explicit knowledge is objectively knowledge. An example of this type of knowledge can be mentioned in the technical design and innovation. This type of knowledge can be expressed in words and numbers, it is presented in the form of data, scientific formulas, specifications, manuals, and catalogs and they can be shared.

Organization's learning is related to processes that organizations increase their knowledge and capabilities. In this case, knowledge is the result and effect of learning. In fact, learning states the increasing in knowledge or changing a thing that we knew in the past (this means that (the correction of an error and mistake or changing from one theory to another).

Despite the popularity and reputation of organizational learning and the existence of a wide academic literature about this subject, there are still many ambiguities and confusion about the concept of organizational learning and how can be achieved. One of these ambiguities is organizational forgetting, which has a close relationship with organizational knowledge and learning. Organizational forgetting is defined as follows:

- Unlike the organizational learning, organizational forgetting increases knowledge storage and reduces and losses the organizational knowledge.
- From the perspective of de Holen and Phillips (2004), organizational forgetting is the voluntary or involuntary loss of organizational knowledge.

Casey and Oliveira (2011) in a research entitled the reflection of forgetting and organizational memory, evaluate the importance of organizational forgetting. The results of this research indicate that there is a significant relationship between organizational forgetting with organizational memory and organizational learning.

Acar and Runco (2012) in a research entitled psychopathic-oriented and creativity showed that there is a high correlation between

creativity and psychosis of students. Their mental investigated by Eysenck Personality Questionnaire.

Mahmoudi and Asgari (2013) have conducted a research entitled evaluating the relationship between organizational intelligence and agility. The research method was descriptive-correlational. The research population was the school principals of Mazandaran Province, of which 204 were selected. The research tools were the standard questionnaire organizational intelligence, agility, and smartness. The results of this research show that a significant and positive relationship between organizational intelligence and agility and between strategic vision and agility with the smartness of principals.

Khoshsima (2014) in a research entitled "organizational agility and the factors influencing it" concluded that organizational agility has four fundamental factors: 1. Delivery of value to the customer; 2. Preparation in the face of changing; 3. Valuing human skills and knowledge; 4. Forming a virtual partnership. An organization will be agile when it be able to be coordinated by leveraging the knowledge and collaboration (internal and with other organizations) and to quickly and

efficiently create, produce, deliver, and support all the required resources.

The conducted researches in Iran and in the world mostly have evaluated the relationship between purposeful organizational forgetting with one of the variables of individual creativity or organizational agility in different parts of the society. No research has been done about investigating the relationship between purposeful organizational forgetting with both mentioned variables in the field of sport. Considering the key role of purposeful organizational forgetting in individual creativity and organizational agility for the first time, we want to evaluate the relationship between purposeful organizational forgetting with both variables of creativity and agility in a sport organization.

RESEARCH METHOD

The statistical population of the present research is all employees of the General Office of Youth and Sports in Qazvin Province that their number based on the information is 100 people. (As Table 1 below).

In the present research, census method was used to distribute questionnaires in the population. This means that the questionnaires were distributed among all

members of the statistical population. It should be noted that in the end, 93 questionnaires were sent to the researcher that the basis of the research is this number of questionnaires.

Questionnaire of purposeful organizational forgetting: 15 questions in two components

Question 1-8 de-learning- 8 questions

Question 9-15 avoiding bad habits- 7 questions

Questionnaire of organizational agility: 16 questions in 8 components

Changing, market, quality of employees, job satisfaction, integration, technology, human resources and participation (each component 2 questions)

Questionnaire of individual creativity: 50 questions in 4 components as following:

Question 1-13 individual knowledge component 13 questions

Question 14-27 mental abilities component 14 questions

Question 28-40 personal features component 13 questions

Question 41-50 individual motivation component 10 questions

Then, the hypotheses, considered in this research, are evaluated:

The first main hypothesis:

"There is significant relationship between purposeful organizational forgetting with individual creativity of the employees of the General Office of Youth and Sports in Qazvin Province."

The following table 2 shows the results of testing this hypothesis:

As can be seen in the above table 2, at the error level of $\alpha = .05$, we have: $0 \cong \text{Sign} < \alpha = .05$. This means that the first main hypothesis of the research on the basis of "there is significant relationship between purposeful organizational forgetting with individual creativity of the employees of the General Office of Youth and Sports in Qazvin Province" is confirmed.

The second main hypothesis:

"There is significant relationship between purposeful organizational forgetting with organizational agility of the employees of the General Office of Youth and Sports in Qazvin Province."

The following table 3 shows the results of testing this hypothesis:

As can be seen in the table 3, at the error level of $\alpha = .05$, we have: $0 \cong \text{Sign} < \alpha = .05$. This means that the second main hypothesis of the research on the basis of "there is significant relationship between purposeful organizational forgetting

with organizational agility of the employees of the General Office of Youth and Sports in Qazvin Province" is confirmed.

The third main hypothesis:

"There is significant relationship between organizational agility and individual creativity of the employees of the General Office of Youth and Sports in Qazvin Province."

The following table 4 shows the results of testing this hypothesis:

As can be seen in the above table 4, at the error level of $\alpha = .05$, we have: $0 \cong Sign < \alpha = .05$. This means that the third main hypothesis of the research on the basis of "there is significant relationship between with organizational agility and individual creativity of the employees of the General Office of Youth and Sports in Qazvin Province" is confirmed.

The first secondary hypothesis:

"There is significant relationship between purposeful organizational forgetting with all components of individual creativity (individual knowledge and skill, mental abilities, personal characteristics, and personal motivation) of the employees of the General Office of Youth and Sports in Qazvin Province."

Table 5 shows that at the error level of $\alpha = .05$, we have: $0 \cong Sign < \alpha = .05$. This means that the first secondary hypothesis of the research on the basis of "there is significant relationship between purposeful organizational forgetting with all individual creativity components of the employees of the General Office of Youth and Sports in Qazvin Province" is confirmed.

The second secondary hypothesis:

"There is significant relationship between purposeful organizational forgetting with all components of individual agility (integration, market, technology, human resources, change, job satisfaction, quality of employees, and team making) of the employees of the General Office of Youth and Sports in Qazvin Province."

Table 6 shows that at the error level of $\alpha = .05$, we have: $0 \cong Sign < \alpha = .05$. This means that the second secondary hypothesis of the research on the basis of "there is significant relationship purposeful organizational forgetting with all individual agility components of the employees of the General Office of Youth and Sports in Qazvin Province" is confirmed.

The third secondary hypothesis

"Organizational forgetting components predict the individual creativity."

The results of this hypothesis are presented in the following tables 7.

The table 7 shows that based on the stepwise regression analysis, the "de-learning" component with a correlation coefficient of 0.38 and "avoiding bad habits" with a correlation coefficient of 0.26 can predict individual creativity. The following table 8 shows the results.

The above table 8 suggests that in the stepwise regression analysis, the individual creativity can be predicted by entering two components of de-learning and avoiding bad habits to regression equation; de-learning with beta coefficient of 0.31 and avoiding bad habits with beta coefficient of 0.25. Therefore, for a unit change in de-learning and avoiding bad habits, 0.31 unit for de-learning and 0.25 unit for avoiding bad habits change in individual creativity. The final regression equation for individual creativity is:

$$\text{Individual creativity} = 0.35(\text{de-learning}) + 0.29(\text{avoiding bad habits}) + 11.732$$

The fourth secondary hypothesis

"Organizational forgetting components predict the organizational agility."

The following tables 9 show the test results of this hypothesis.

Table 9 shows that based on the stepwise regression analysis, the "de-learning" component with a correlation coefficient of 0.44 and "avoiding bad habits" with a correlation coefficient of 0.39 can predict organizational agility. The following table shows the results.

The table 10 suggests that in the stepwise regression analysis, the organizational agility can be predicted by entering two components of de-learning and avoiding bad habits to regression equation; de-learning with beta coefficient of 0.31 and avoiding bad habits with beta coefficient of 0.28. Therefore, for a unit change in de-learning and avoiding bad habits, 0.31 unit for de-learning and 0.28 unit for avoiding bad habits change in organizational agility. The final regression equation for organizational agility is:

$$\text{Organizational agility} = 0.35(\text{de-learning}) + 0.24(\text{avoiding bad habits}) + 10.515$$

Table 1: Description of members and statistical population

Official forces		Contractual forces		conventional forces		Projective forces		Total forces	
Male	female	Male	female	Male	female	Male	female	Male	female
35	19	7	1	28	5	4	1	74	26

Table 2: Results of testing the first main hypothesis

purposeful organizational forgetting	Individual creativity	
	Correlation coefficient	0/750
	Significant level	0/001
	Number	93

Table 3: Results of testing the second main hypothesis

	Organizational agility	
purposeful organizational forgetting	Correlation coefficient	0/742
	Significant level	0/001
	Number	93

Table 4: Results of testing the third main hypothesis

	Individual creativity	
Organizational agility	Correlation coefficient	0/68
	Significant level	0/001
	Number	93

Table 5: Results of testing the first secondary hypothesis

		Individual creativity components			
		Individual knowledge and skill	Individual mental abilities	Personal characteristics	Personal motivation
Purposeful organizational forgetting	Correlation coefficient	0/642	0/639	0/635	0/706
	Significant level	0/001	0/001	0/001	0/001
	Number	93	93	93	93

Table 6: Results of testing the second secondary hypothesis

		Individual agility components							
		Integration	Market	Technology	Human resources	Change	Job satisfaction	Quality of employees	Team making and participation
Purposeful organizational forgetting	Correlation coefficient	0/654	0/690	0/757	0/663	0/785	0/755	0/715	0/670
	Significant level	0/001	0/001	0/001	0/001	0/002	0/001	0/001	0/001
	Number	93	93	93	93	93	93	93	93

Table 7: Multiple correlation coefficients between the components of purposeful organizational forgetting and individual creativity

Model	Components	Multiple correlation coefficient	Square multiple correlation coefficient	Adjusted multiple correlation coefficient	Standard error
1	De-learning	0/38	0/08	0/07	19/75
2	Avoiding bad habits	0/26	0/06	0/04	18/37

Table 8: The results of stepwise regression for predictor components of individual creativity based on the components of purposeful organizational forgetting

Model	Components	Non-standard coefficients		Beta standardized coefficient	T-value	Significance level
		Beta coefficient	Standard error			
1	Constant value	14/355	5/25	-	12/34	0/001
	De-learning	0/37	1/8	0/25	4/13	0/001
2	Constant value	11/732	12	-	8/38	0/001
	De-learning	0/35	2/055	0/31	2/81	0/001
	avoiding bad habits	0/29	1/21	0/25	3/55	0/001

Table 9: Table of multiple correlation coefficients between the components of purposeful organizational forgetting and organizational agility

Model	Components	Multiple correlation coefficient	Square multiple correlation coefficient	Adjusted multiple correlation coefficient	Standard error
1	De-learning	0/44	0/07	0/05	16/68
2	avoiding bad habits	0/39	0/06	0/03	17/14

Table 10: The results of stepwise regression for predictor components of organizational agility based on the components of purposeful organizational forgetting

Model	Components	Non-standard coefficients		Beta standardized coefficient	T-value	Significance level
		Beta coefficient	Standard error			
1	Constant value	12/073	4/45	-	12/4	0/001

	De-learning	0/38	1/18	0/31	4/77	0/001
2	Constant value	10/515	11	-	6/68	0/001
	De-learning	0/35	2/007	0/31	2/45	0/001
	avoiding bad habits	0/24	1/42	0/28	3/1	0/001

CONCLUSION

The purpose of this research was to evaluate the relationship between purposeful organizational forgetting and individual creativity and organizational agility in the General Office of Youth and Sports in Qazvin Province. The research method was descriptive-surveying, which has been performed in correlation form and field study. The statistical population of the present research is all employees of the General Office of Youth and Sports in Qazvin Province that their number based on the information is 100 people. Questionnaires were distributed among them by census method. 93 questionnaires were completed and returned from the total sample. The data collection tool was a questionnaire that the reliability coefficient of purposeful organizational forgetting using Cronbach's alpha was 87%, the reliability coefficient of organizational agility was 82%, and the reliability coefficient of individual creativity was 85%. Data were analyzed using SPSS and EXCEL software, and correlation analysis investigate the relationship between purposeful organizational forgetting and individual creativity and organizational agility.

The research findings show that there is a significant relationship between purposeful organizational forgetting with individual creativity of the employees of the General Office of Youth and Sports in Qazvin Province. In addition, there is a significant relationship between purposeful organizational forgetting with all the components of individual creativity (individual knowledge and skill, mental abilities, personal characteristics, and personal motivation) of the employees of the General Office of Youth and Sports in Qazvin Province. The results of this research are coherent with the research results of Moshabaki and Rabie (2007), Sarchahani (2011), Alizadeh (2013), Zang and Chan (2010), Lin et al. (2011), and Holen and Philips (2011). Zang and Chan (2010) believe that purposeful organizational forgetting is one of the important components of knowledge management and there is a significant relationship between purposeful organizational forgetting with organizational innovation and creativity.

In addition, this research showed that there is a significant relationship between purposeful organizational forgetting with organizational agility of the employees of the General Office

of Youth and Sports in Qazvin Province. Also, there is a significant relationship between purposeful organizational forgetting with all the components of organizational agility (changing, market, quality of employees, job satisfaction, integration, technology, human resources, team making and participation) of the employees of the General Office of Youth and Sports in Qazvin Province. This finding is consistent with the results of Moshabaki et al. (2010), Badiei (2012), Hori and Fatahian (2012), Sadeghian et al. (2012), Jiang et al. (2010), Esmiz and Lilz (2012), Casey and Oliveira (2011), Hussein et al. (2013). Esmiz and Lilz (2012) believe that organizations must pay special attention to the purposeful organizational forgetting to achieve organizational agility. In general, they should not neglect the role of knowledge management in organizational agility.

The research results indicate that there is a significant relationship between the organizational agility with individual creativity of the employees of the General Office of Youth and Sports in Qazvin Province. These results are coherent with the results of Hussein (2010), Heydari et al. (2011), Sarchahani (2011), Wang et al. (2012), Mahmoudi and Asgari (2013), and Savari et al. (2013). Finally, this research

showed that the components of purposeful organizational forgetting, i.e. de-learning and avoiding bad habits could predict organizational agility of the employees of the General Office of Youth and Sports in Qazvin Province. These results are aligned with the research results of Badiei (2012), Sadeghian et al. (2012), Jiang et al. (2010), Esmiz and Lilz (2012).

The present research indicates that there is a direct and significant relationship between purposeful organizational forgetting with individual creativity and organizational agility and their components. On the other hand, the awareness and knowledge of the employees of the General Office of Youth and Sports in Qazvin Province of the components of purposeful organizational forgetting can strengthen the individual creativity and organizational agility. In this regard, the relevant managers can have an important role in enhancing creativity and agility by applying the necessary training and removing barriers. In addition, the research results show that the components of purposeful organizational forgetting have had a good prediction of individual creativity and organizational agility. Meanwhile, de-learning component has the most prediction of individual creativity and organizational agility. Nevertheless, today, attention to

knowledge management that the purposeful organizational forgetting is one of its important components seems to be necessary to create a creative and agile environment, to preserve organizations, to maintain the competitive advantage, and their success. Another important result of this research is that charismatic and transformational leadership is impossible without attention to knowledge management and its components.

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