

## Innovation in Organizations: Learning, Unlearning, and Intentional Forgetting

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### Abstract

*We welcome you to the 53rd Hawaii International Conference on System Sciences (HICSS) conference. After joining with Intentional Forgetting Minitrack last year, this is the fourth year of the Organizational Learning Minitrack. We add Unlearning, and Intentional Forgetting to proudly bring you the latest research focused on organizational learning issues within the Knowledge Innovation and Entrepreneurial Systems Track.*

*The ability to update, change and use current knowledge effectively, especially in light of the ongoing knowledge explosion, can be costly for any organization. Organizations that consider themselves “learning” or “knowledge-based” organizations must develop a competent workforce using KM strategies. Success in organizations involves developing a variety of human factors for changing competencies. With technological change, modification and revisions, many skills require updating for a competitive advantage in the marketplace.*

*The focus on new techniques and insights into how individuals and organizations use their knowledge is our focus for the improvement of organizational learning in this Minitrack.*

### 1. Introduction

Learning Organizations and Knowledge Organizations need to focus strategically to develop organizational potential. There is a gap between current learning within organizations and their ability to create, acquire, transfer, and manage knowledge to remain competitive. The workers within these organizations also need to develop themselves through the acquisition of specialized skills for the work of the future.

The ability or lack of the ability to modify and use knowledge effectively, within the climate of continual change due to knowledge explosion, can be

costly for today’s organizations. Organizations that consider themselves “learning” or “knowledge-based” want to create specific knowledge frameworks intra-organizationally and inter-organizationally to implement technology, streamline processes, maximize outcomes, and improve their business market share. Organizational learning involves the processes of creating, transferring, modifying and retaining knowledge over time. These learning processes may occur at the individual, group or organizational levels and involve developing and implementing essential functions within the organization. This mini-track examines research into these organizations and their workers to understand the how to use learning, knowledge management, and behavioral strategies for success.

Innovation in learning organizations involves all the processes of creating, transferring, modifying, and retaining knowledge over time. These updating processes may occur at the individual, group, or organizational levels. This minitrack is devoted to and involves topics that would benefit the essential functions of organizations that use all types of knowledge. The focus will examine current research of organizations and the knowledge workers within to understand the how to select, and update current learning, knowledge, and behavioral strategies for competency maintenance, and competitive advantage.

There is a gap in the knowledge between the current learning of organizations and their ability to use important knowledge management processes to create organizational success. Effective knowledge management strategies are needed to strengthen these organizations and can benefit from well-directed research in these areas.

This mini track highlights the role of knowledge in organizations and individuals. Factors affecting the success of these knowledge and learning organizations include, organizational cultural considerations in knowledge management, trust factors and human social interactions, communication strategies that promote learning and

knowledge transfer, and knowledge change in organizations. In addition, submissions dedicated to the nature of leadership in knowledge and learning focused organizations are welcome.

## **2. Jennifer Haase, Julia Matthiesen, Arnulf Schueffler, and Annette Kluge**

Our second presenters are, Jennifer Haase, Julia Matthiesen, Arnulf Schueffler, Annette Kluge, who will present their paper entitled: “Retentivity beats prior knowledge as predictor for the acquisition and adaptation of new production processes”.

In the time of digitalization, the demand for organizational change is rising and demands ways to cope with fundamental changes on the organizational as well as individual level. As a basis, learning and forgetting mechanisms need to be understood in order to guide a change process efficiently and successfully.

Their research aims to improve an understanding of the individual differences and mechanisms in the change context. Their experimental study focuses on individuals that learn and later re-learn a complex production process using a simulation setting.

The individual’s performance, as well as retentivity and prior knowledge is assessed. Their results show that higher retentivity parallels better learning and forgetting performances. Prior knowledge did not reveal such relation to the learning and forgetting performances.

## **3. Stefan Thalmann, Angela Fessler, and Viktoria Pammer-Schindler**

Our final presenters will be Stefan Thalmann, Angela Fessler, Viktoria Pammer-Schindler who will present their paper, entitled: “How large manufacturing firms understand the impact of digitization: A Learning Perspective”.

Digitization is currently one of the major factors changing society and the business world. Most research focused on the technical issues of this change, but also employees and especially the way how they learn changes dramatically.

In this paper, the authors explore the perspectives of decision makers in huge manufacturing companies during current challenges. The emphasis is on organizing learning and knowledge distribution in digitized manufacturing environments within companies from Austria, Germany, Italy, Liechtenstein and Switzerland.

Their exploratory study shows that decision makers perceive significant changes in work practice

of manufacturing due to digitization and they currently plan changes in organizational training and knowledge distribution processes in response.

## **4. Conclusion**

First, I wish to thank my Co- Chair, Christof Thim, who was willing to assist in the merging of our respective Minitracks for HICSS 53. I also want to thank each of our presenters for their research efforts. Their willingness to share their study results helps to develop this unique minitrack and contribute to the ongoing development of organizational and knowledge focused issues.

I personally welcome each of the attendees and thank them for great discussions during another year of learning and professional development at HICSS-53. I look forward seeing new and ongoing research in the field of Organizational Learning. I hope our HICSS community authors attending the conference will consider contributing to our mini-track, *Innovation in Organizations: Learning, Unlearning, and Intentional Forgetting, next year at HICSS-54.*

## **5. Chair**

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