

## Knowledge, Innovation and Entrepreneurial Systems Track

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

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#### Abstract

*We welcome you to the 55th Hawaii International Conference on System Sciences (HICSS-55) conference. This is the sixth year for the Organizational Learning Minitrack which has had the usual growing pains: three years ago, we added the topic of Unlearning and two years ago joined with another Minitrack, Intentional Forgetting, and continue to broaden our scope - as these topics are all organizationally-based knowledge management issues. We proudly bring you the latest research focused on the methods to develop and maintain organizational learning 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. This year we present our offering virtually, where each paper in its entirety as well as submission requirements for next year’s in-person conference can be downloaded from <https://hicss.hawaii.edu/>.*

#### 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. For this session the following two papers were accepted and can be downloaded for your review.

## **2. Helena Vallo Hult, Lars-Olof Johansson, Anna Sigridur Islind, and Ulrika Lundh Snis**

Our presenters are Helena Vallo Hult, Lars-Olof Johansson, Anna Sigridur Islind, and Ulrika Lundh Snis. Their paper, titled, *The Intersection Between Information Systems and Workplace Learning: A Systematic Review and Research Agenda*.

Information Systems (IS) research has extensively studied change in relation to digitalization. However, both individual and organizational change from a learning perspective has not been studied as extensively. How change can be facilitated and how learning occurs during digital practices is the focus. This paper examines the types of knowledge involved in IT exploration and exploitation. The research question that this paper explores is, “How are workplace learning theories applied and used within the field of Information Systems (IS)”?

This paper shed light on the intersection and cross-fertilization between workplace learning and learning at work and IS. The authors used a combination of concept-centric and an author-centric approach to complete an interdisciplinary systematic review of the literature. Patterns were collected and mapped specifically related to workplace learning theories.

The results clearly show that the interest in learning is stable over time within the field of IS. Analysis shows how learning theories have been applied to the field of IS.

This interdisciplinary systematic review shows how workplace learning has been addressed within IS, bringing together workplace learning theories and the field of IS. Directions for future research streams are also presented.

## **3. Julee Hafner**

The study of unlearning continues to be important, not only due to the nature of the discipline itself, but in light of current knowledge change opportunities using unlearning due to strong, unforeseen forces. Specialized knowledge change is needed when outdated processes, new technologies, or a catastrophic situation occurs. The recent COVID-19 pandemic is one example of forced change.

Building from previous research and new insights using the typological model from Rushmer and Davies (2004), one facet, deep unlearning may result from catastrophic forces of change, including anxiety, with psychological or technological upset. Rapid interruptions in the trajectory of “previous” actions and unique processes toward recovery where knowledge base may be forever altered.

The question asked is, “Where could Rushmer and Davies’ deep unlearning typology be exhibited during catastrophic situations?” This theoretical paper examines the concept of deep unlearning, the process of replacement or lack of use of a belief, action, or process in a context of an emergency situation where little is currently known.

This paper represents an alternative and updated model during rapid, unforeseen, rapid onset healthcare change for discussion purposes, we make use of the COVID-19 pandemic as an example of swift and pervasive change where it can be difficult to envision how to reduce the impact through successful unlearning. Some insights and directions for future research are also presented.

## 4. Conclusion

I wish to thank my Co- Chair, Christof Thim, who was willing to assist in the ongoing development of our Minitrack for HICSS 55 through submission to a variety of media platforms. Reviewers also play a key role in the review and acceptance processes of the submissions and for those willing to review, you add much to the Minitrack and hope you will again review when called upon.

I also want to thank 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 all returning authors, new authors, as well as virtual attendees and thank them for great participation in the conference during another year of learning and professional development at HICSS-55. I look forward seeing new and ongoing research in the field of Organizational Learning. Please feel free to connect with me so I may assist you in developing a submission for next year.

I hope our HICSS community of authors attending the conference will consider contributing to our Mini-track, Innovation in Organizations: Learning, Unlearning, and Intentional Forgetting, next year at an in-person conference for HICSS-56.

## 5. Chair

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