

Innovation in Organizations: Learning, Unlearning, and Intentional Forgetting

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Abstract

We welcome you to the 56th Hawaii International Conference on System Sciences (HICSS-56) conference. This is the sixth year for the newly renamed Innovation in Organizations Minitrack. The Organizational Learning Minitrack and the Intentional Forgetting Minitrack have joined together. Topics that may be related - as many items within knowledge management may trace their roots from topics are all organizationally-based issues. We proudly bring you the latest research focused on the methods to develop and maintain knowledge within organizations. The Knowledge Innovation and Entrepreneurial Systems Track now includes Learning, Unlearning, and Intentional Forgetting to help researchers add to the knowledge regarding systems and processes within companies.

The ability to update, change and use current knowledge effectively, especially considering 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. Opland, Leif Erik, Bley, Katja, Pappas, Ilias

Our presenters are Leif Erik Opland, Katja Bley, Ilias Pappas who will present their paper, titled, *Is Motivation always the Key? – Antecedents of Employee-Driven Digital Innovation*. The authors ask the question, how does the organization's strategy, culture, and individuals' motivations influence employee-driven digital innovation?

In the model drawn from Echebiri (2020) on employee-driven innovation and its relation to individuals' motivation, the study focuses on how intrinsic, social, and internalized extrinsic motivation affects employee-driven digital innovation, and how other factors such as strategy and organizational culture can enhance success with employee-driven digital innovation,

Results indicate practitioners should focus on intrinsic and social motivation as well as strategy to facilitate employee-driven digital innovation.

3. Roling, Wiebke, Schüffler, Arnulf, Thim, Christof, Grum, Marcus, Gronau, Norbert, and Kluge, Annette

The second paper is *Human Behavior in the Context of Continuous Change - An Exploratory Analysis in a Research and Application Center Industry 4.0*. The presenters are: Wiebke Roling, Arnulf Schüffler, Christof Thim, Marcus Grum, Norbert Gronau, and Annette Kluge.

The authors suggest the idea of the need to understand unlearning and forgetting processes during organizational change. Human behavior is was

examined in this exploratory analysis of data from a Research and Application Center Industry 4.0.

Participants were subjected to continuous change in their work environment. Their abilities to adapt to change within this workplace context, the errors produced, and the patterns of behavior were studied.

Although the participants were able to make the needed changes, there appeared to be more difficulties for the participants when they needed to omit a previously learned action through forgetting, or they needed to accurately execute a newly introduced action. A better understanding of how adaptation during continuous change will be essential to assist in develop concrete methods for worker selection, training, and support during organizational change.

4. Conclusion

First, 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 each of the attendees and thank them for great discussions during another year of learning and professional development at HICSS-56. 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 authors attending the conference will consider contributing to our minitrack, *Innovation in Organizations: Learning, Unlearning, and Intentional Forgetting, next year at HICSS-57*.