The relationship between leadership style and organizational commitment on organizational forgetting

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ABSTRACT: Nowadays, many staffs in the organizations have found that for tomorrow success cannot rely on the knowledge, strategies, leadership and technology of yesterday. In a situation that merging companies is occurring sequentially, managers have also found that they should increase their individual and employees capacities for learning to maintain their competitive advantage in the new world. Organizations to improve their competitive position have to use knowledge management for keeping existing knowledge and learning new knowledge. Organizations attempt in the field of knowledge management is divided into two parts: First, the organization must achieve such skills which become able to acquire new knowledge that we called this part organizational learning. The concept of learning organization is more common since the organization was decided to adapt changes. Learning is a Dynamic concept and emphasize on the organizational continuous changes essence that gradually is focused from individual learning to organizational learning. Learning is essential for the growth of individuals and it is important as well for organizations. Second, the organization must be able in certain situations, deliberately abandon its organizational knowledge and replace a new organization knowledge that is called Organizational Forgetting. In this paper in addition to investigate the organizational forgetting we study the relationship between leadership style and organizational commitment on organizational forgetting in public universities of Guilan province.
Key Words: Organizational Forgetting, leadership style, organizational commitment

INTRODUCTION

Today's Organizations in competitive field and also maintaining and improving their competitive position, are forced to use a system for ideas and learning new knowledge. Organizational and stored learning of knowledge within the organization is essential for organization's competitiveness in the information age. The result of Organizational learning is more than the ability of individual learning (Dogsen, 1993, Fayol and Lylz, 1985).

Since organizational Forgetting can affect the competitiveness of the company or organization the organizations are required the processes to ensure that the knowledge which is discarded, was forgotten, and the knowledge that is useful, will not be forgotten. Organizational forgetting is not organization's disability of learning. Sometimes it is required that the organization leaves away its existing knowledge consciously (Autman and Hashim, 2002) and sometimes knowledge unconsciously, and by passing time is lost (Sam et al. 2008). Hence, this paper examines the relationship between leadership style and organizational commitment on forgetting.

Organizational Forgetting

Organizational Forgetting is the result of internal and external organizational activities that in which an organization, consciously (targeted) or unconsciously (random), loses a part of existing knowledge of the organization. Targeted Organizational forgetting refers to a set of actions that an organization conduct in order to makes it easier to forget unnecessary data and prevent destruction of useful data (Synder 1998).

Organizational forgetting is defined as the process of putting away, replacing and Deterioration of science with an emphasis on change of knowledge. Organizational forgetting is not only an important form of learning but also completing learning and leads to new processes of organizational learning. Theorists are described organizational forgetting as a process of learning changes and known re-learning, in organizational memory a process of memory abandon and a process of reconstruction a part of organization (Jiang and Fu, 2010).

Forgetting (in the meaning of forgetting old knowledge to create new environment for acquisition new knowledge), before, between, and after the learning process occurs. Also Forgetting has an important influence on the effectiveness of the learning process in the organization (2004, Holan and Philips).

Holan classification of organizational Forgetting

In the view of Holan organizational forgetting is divided into four categories:

Memory loss (Decay)

In this case of organizational Forgetting, the organizations unconsciously and randomly forget the old and accessible knowledge of the organization. Losses of memory Causes the organization, loss its important competitive advantage and accept large costs for the reproduction of knowledge.

Disability in Knowledge gaining (Waste)

Disability in Knowledge gaining occurs in a case that the organization cannot prevent new entered knowledge and loses it in an unplanned way. In this case, the organization is irresponsible to make access of new and valuable information to others.

Learning removal (suspension)

learning removal can be important as learning for organizations. A company tries to drop knowledge that may harm the success.

Avoiding bad habits (cleaning)

organizations, like individuals can learn the improper habits, recipes, actions, ideas and values, which are harmful for production. Successful organizations are able to forget such knowledge purposely before the consolidation and institutionalization in the organizational memory (Day Holan et al, 2004).

Transformational leadership

With the advent of a new generation of knowledge-based staffs, requirements and a new space were dominant in the field of organizational activities. One of the authors (Fireholm, 1994) believes that the organizations were no longer able to afford their responsibility of supervising knowledge oriented staff by using heavy bureaucratic mechanisms and traditional authority in a good and effectiveness manner. Creation of such problems in organizational activities field led to a new kind of organizational leadership and decided to do new mechanisms to improve the performance and capabilities of all agents and knowledge workers. This new type of leadership, which is referred to it as transformational leadership is trying to fill the gaps caused by bureaucratic mechanisms and traditional authority compensation by taking advantage of the value system, stimulating emotions and enhancing personal and social identities of employees, and improve today's knowledge based knowledge organizations toward achieving that ideal.

Pragmatic leadership and its dimensions

According to Burns (1978) the pragmatic leadership is: Leadership based on the exchange between leaders and followers in a way that bilateral individual desires are provided. Generally pragmatic leadership dimensions are:

Contingent rewards

According to the contract, the amount of the reward is based on performance; they notice the performance and commitment to give a proper reward for good performance.

Management based on active exception

they notice that the works is according to the rules and standards, In case of deviation, sought to overcome the corrective action.

Management based on passive Exception

they intervene only when standards are not met.

Chaos: it leaves responsibilities, take no decision. Leadership style Alone is not effective on organizational forgetting there are other variables also that we can use organizational commitment as an intervening variable.

Organizational commitment Definitions

Organizational commitment is one of the important motivation issues that Based on it individual give his identity in the organization, and participating in the organization and blends with it and enjoy its members.

Porter and his colleagues (1974) define organizational commitment as making match with an organization and linking to it. Allen and Meyer (1991) were defined and divided organizational commitment to three dimensions of affective commitment (emotional attachment of employee with values and goals of the organization), continuance commitment (the cost caused of leaving the organization and therefore to remain in the organization) and normative commitment (a sense of duty and religion and the requirement to remain in the organization) (Baisio, Hackett and Allen 1995, Pishva 2000).

Tripartite model of organizational commitment

Meyer & Allen (1987) presented a tripartite model of organizational commitment they believe every researcher in their researches have noticing a part of this model. by investigating obtained results of conducted researches they are classified organizational commitment in three categories, which are: 1 - affective commitment 2 - continuous commitment of 3 – obligated Commitment (normative) the common point of all three commitments is a psychological state relations of employees with the organization and refers implicitly to continue or discontinue membership in the organization is an individual.

Conceptual model of the research

In this study noting the relationship between leadership style and organizational commitment on the organizational forgetting noticing personal characteristics its conceptual model would be:
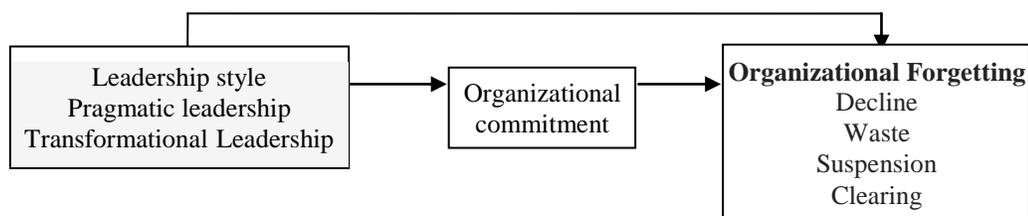

Figure1.

The main hypothesis

there is a significant relationship between managers' leadership style and organizational commitment with Organizational forgetting.

Secondary hypothesis

There is a relationship between leadership style and organizational forgetting.

Leadership style is effective through organizational commitment on organizational forgetting.

RESEARCH METHODS

Since these studies by the goal of using available knowledge occurs in demonstrating a structural relationship and also help employees to improve their performance, thus the aim of the research is applied. Based on the method of data collection in this studies both library method and field methods such as questionnaires were used. For analyzing the validity of the questionnaire the method content validity has been used. The Cronbach's alpha coefficient was used to assess the reliability of the questionnaire which is show the amount of 0.83, indicating that the reliability of the survey instrument is appropriate.

Research findings

Because the researches were based on structural model due the normal distribution of data assumption, so the first test was normalizing. In confirmatory factor analysis and structural equation modeling there isn't any need of normality of all data but the factors (structures) should be normal (Klein, 2010). Thus, the assumption of normal data, in the significance level is 5% with the technique of Kolmogorov - Smirnov test. Normality test data analyses are presented in Table 1. As it is shown in the table in all cases the significance amount is obtained larger than 0/05. It means the Data are normal and parametric tests can be performed.

Table 1. Test of normality of data

S_W		K_S			
D. F.	Sig.	D. F.	sig		
245	0.952	245	0.127	Affective commitment	Organizational commitment
245	0.884	245	0.156	Continuance commitment	
245	0.982	245	0.075	Normative commitment	
245	0.968	245	0.138	Waste	
245	0.974	245	0.097	Decline	Organizational forgetting
245	0.970	245	0.127	Suspension	
245	0.986	245	0.072	Clearing	
245	0.987	245	0.082	Legal factors and government facilities	Leadership style
245	0.989	245	0.074	Media factors and audience	

There is a relationship between leadership style and organizational commitment.
To examine the relationship between leadership style and organizational commitment the Pearson correlation coefficient was used. The results of these tests are given in Table below.

Table 2. Pearson correlation coefficients between leadership style and organizational commitment

Direction	Result	n	Sig.	R
direct	ok	245	0.000	0.469

Based on the results of the correlation test, Pearson correlation coefficient was equal to 0/469, which indicates that there is a significant relationship between leadership style and organizational commitment ($p < 05/0$). And since the calculated correlation coefficient is positive, indicating a direct relationship between the two varies.

There is a relationship between leadership style and organizational forgetting.
To examine the relationship between leadership style and organizational forgetting the Pearson correlation coefficient was used. Test results are given in Table below.

Table 3. Pearson correlation coefficients between leadership style and organizational forgetting

Direction	Result	n	Sig.	R
direct	ok	245	0.000	0.566

Based on the results of the correlation test, Pearson correlation coefficient was equal to 0/566, which indicates that there is a significant relationship between leadership style and organizational forgetting ($p < 05/0$). And since the calculated correlation coefficient is positive, indicating a direct relationship between the two varies.

There is a relationship between organizational commitment and organizational forgetting.
To examine the relationship between leadership style and organizational forgetting the Pearson correlation coefficient was used. Test results are given in Table below.

Table 4. Pearson correlation between organizational commitment and organizational forgetting

Direction	Result	n	Sig.	R
direct	ok	245	0.000	0.162

Based on the results of the correlation test, Pearson correlation coefficient was equal to 0/162, which indicates that there is a significant relationship between leadership style and organizational forgetting (p <05/0). And since the calculated correlation coefficient is positive, indicating a direct relationship between the two varies.

Confirmatory Factor Analysis

In this study, the questionnaires tools were used to collect data. Thus by using confirmatory factor analysis the overall structure of the questionnaire of content validity was assessed. For Confirmatory factor analysis and structural equation modeling standard load factor and t-statistic is calculated. The following is the general rule: The relationship Power between the factor of (hidden variable) and visible variables by is shown the load factor. Load factor is a value between zero and one. If the load factor is less than 0/3 the relationship is considered weak and it will be ignored. The Load factor between 0/3to 0/6 is acceptable and if it be more than 0/6 it will be very desirable. Since variables correlations were identified the significant test should be done. To determine the significance of the relationship between variables the t-value or T test statistic will be used. Cause significant is measured in errors level of 0/05, so if the observed factor loadings is calculated by the t-value test smaller than of 1/96, the relationship is not significant and will be displayed in red in LISREL software (Klein, 2010; , 55). Results of confirmatory factor analysis of all structures showed that models have a good concurrent validity and will be process well with the data.

The final model of relationships between variables and assumptions prove

the final model of the research is determined based on main variables of the research and criteria of each one. This model is based on the Lisrel software output. The results obtained of significant assess of the data model is also presented. Based on the final model, it can be seen clearly that the relationship between all components is significant and positive. Thus the main hypothesis of this study that is the final model is confirmed. Final structural equation model to measure the relationship between two numbers of study structures it means the relationship between leadership style and organizational forgetting is used. Since both structures consist of a number of other hidden variables, the mean obtained responses were calculated to the items for each variable and that variable has been used as an observable variable in the final model. Obtained results of data model significant assess is also presented.

Based on done studies the coefficient structures of leadership style and organizational forgetting are obtained 0/74, which show that the relationship is very good and very strong. T-statistic Load factor is obtained 2/22, which shows correlation which observed was significant. Thus leadership style has a positive impact on organizational forgetting. Also based on done studies the causal structure of the variables is confirmed. The path coefficient between leadership style and organizational commitment was calculated 0.55 that the relationship of these two variables is also significant.

Chi-Square=225.49, df=124, P-value=0.00000, RMSEA=0.058
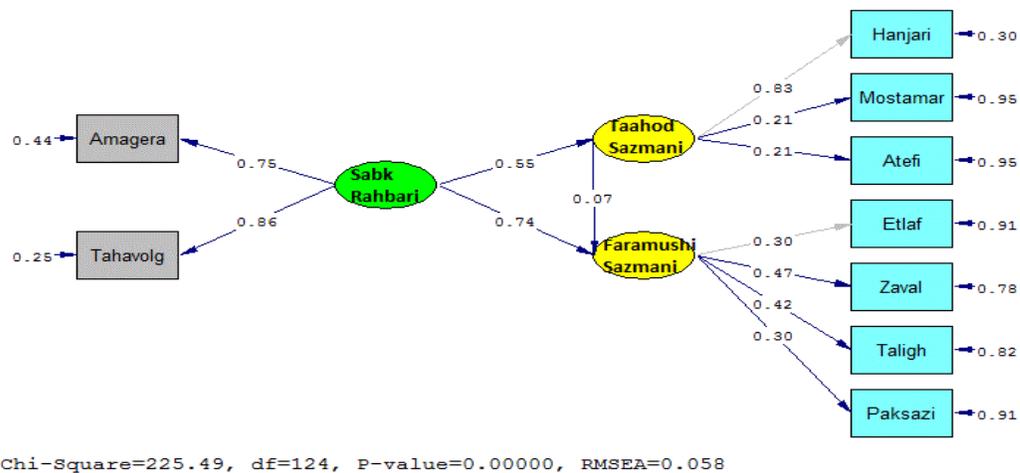
CONCLUSIONS

Organizations to increase their performance in all areas, need to strengthen and enhance their capacity to manage their knowledge , because the importance of knowledge management as a factor for maintaining

competitive advantage in this study was confirmed .also the results of this researches as a knowledge oriented organization to draw the point that improving knowledge management capacity required facilitating and management of organizational learning Transformational and practical leadership is effective on organizational forgetting, but the effect of transformational leadership on each of the organizational forgetting dimensions is more. in general it can be said that order organizations can affect through focusing to their research efforts on how to change the configuration of large organizations, detecting the process need for organizations to changes, making a proper perspective and institutionalizing changes, both on the organizational learning process and organizational forgetting and consequently, to improve their performance. Also there is a direct correlation between organizational commitment and organizational forgetting.

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