

Original Article (Mixed)

Proposing a Targeted Organizational Forgetting Model in Technical and Vocational Schools of Lorestan Province

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Receive:

22 January 2025

Revise:

16 May 2025

Accept:

21 July 2025

Keywords:

Organizational Forgetting, Departmental Strategy, Knowledge Management Strategy, Educational Strategy, Managerial Strategy, Motivational Strategy

Abstract

The aim of this research is to present and test a targeted organizational forgetting model in order to improve knowledge management in technical and vocational colleges of Lorestan Province. In today's fast-paced and dynamic world, the accumulation of ineffective knowledge and information can be a serious obstacle to organizational learning and effective decision-making. This research examines presenting and testing a targeted organizational forgetting model in technical and vocational colleges of Lorestan Province. The research method was mixed (qualitative and quantitative), applicable, and descriptive. In the qualitative part, using the Delphi method and content analysis of data obtained from interviews with 36 educational management experts, key indicators and components related to organizational forgetting were identified and coded. Subsequently, an initial conceptual model was developed. In the quantitative part, data from a researcher-made questionnaire distributed among 200 art school administrators were analyzed using structural equation modeling and SPSS and Smart PLS software. The results of this part showed that the proposed model had a good fit and that the identified components were effective in strengthening knowledge management, eliminating obsolete information, and improving organizational performance. Overall, the final model can be used as an effective model to facilitate organizational learning, improve decision-making, and update knowledge in educational environments.

Please cite this article as (APA): Pakan, S. and Tarhani, A. (2026). Proposing a Targeted Organizational Forgetting Model in Technical and Vocational Schools of Lorestan Province. *Management and Educational Perspective*, 7(4), 88-112.



<https://doi.org/10.22034/jmep.2025.495093.1459>



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Extended abstract

Introduction

In today's rapidly changing and competitive world, organizations face many challenges in knowledge management, including the accumulation of old information and outdated procedures that are no longer effective. In such circumstances, although access to a large volume of data can create opportunities for learning and innovation, the lack of proper filtering of this information can lead to disruption in decision-making and reduced organizational flexibility. To address these challenges, the concept of “purposeful organizational forgetting” has been proposed; an approach that allows organizations to focus on up-to-date and value-creating knowledge by consciously and structurally eliminating obsolete or ineffective knowledge (Bahadari Jahromi et al., 2018). In this framework, purposeful organizational forgetting is considered as a management strategy that improves organizational performance, facilitates innovation, and adapts to environmental changes. This process is especially important in educational institutions such as technical and vocational schools that are constantly faced with technological changes, labor market needs, and new approaches to education (Lyu et al., 2020). Technical and vocational schools, as key institutions in training skilled human resources, are exposed to these challenges. The accumulation of old knowledge and the lack of regular updating of educational information can reduce the effectiveness of teaching-learning processes and cause slow responses to new labor market needs. These problems can lead to inefficiency in managerial decision-making and loss of innovation opportunities (Ronaghi, 2021). The present study designed and presented a model for targeted organizational forgetting in technical and vocational schools in Lorestan province. This model is designed to identify and structurally eliminate obsolete knowledge, update educational information, and strengthen knowledge management in these institutions. The main purpose of this research is to examine the components and structures effective in implementing this model and evaluate its impact on improving organizational learning and facilitating the decision-making process. A literature review shows that in most past studies, this phenomenon has been studied mostly in industrial and service organizations; and empirical models in the field of education, especially in technical schools, have been very limited (Abadian & Owjinzhad, 2021). This research gap reinforces the need to design and validate a local and practical model for managing targeted organizational forgetting in educational institutions in the country. The innovation of this research lies in three main axes: designing a combined and localized model for targeted organizational forgetting in technical schools, using an integrated approach (qualitative and quantitative) for greater accuracy in analyses, and focusing on the practical application of research results at managerial and educational levels in order to improve decision-making and knowledge updating. The central issue of this research is how the targeted organizational forgetting model should be designed in technical and vocational schools in Lorestan province and what components will be effective in improving knowledge management in these institutions?

Theoretical Framework

Purposeful organizational forgetting is a new concept in knowledge management that refers to the conscious and strategic process of removing or updating ineffective and outdated knowledge in organizations. Contrary to the traditional perception of forgetting as a defect, this process is recognized as a strategic tool for improving performance and facilitating innovation in organizations (Esmaeili et al., 2016). In this framework, purposeful organizational forgetting acts as a way to remove non-functional information and procedures that prevent the adoption of changes and innovations in organizations and allows them to provide the necessary mental and operational space to absorb and apply new knowledge. In

addition to the transformation of the organization's knowledge systems, this process can lead to changes in employee attitudes and behaviors and directly affect the development of skills, increase organizational flexibility, and facilitate innovation. Also, this model can help organizations to adapt to dynamic environments and gain a sustainable competitive advantage. One of the key factors in facilitating purposeful organizational forgetting is organizational intelligence. It refers to the ability of organizations to analyze and respond to data and environmental changes, and allows organizations to identify the right time to remove ineffective knowledge and replace it with new knowledge (Mandalizadeh & Javaheri, 2021). In technical and vocational schools in Lorestan province, which face numerous challenges such as rapid developments in educational technology and changing labor market needs, purposeful organizational forgetting can help improve educational processes and enhance innovation capabilities. This model plays a vital role, especially in institutions that require continuous updating of knowledge, skills, and technologies, and can help redesign the knowledge system and improve the quality of education. In this regard, identifying and eliminating obsolete data and procedures and replacing them with new methods is essential for better adaptation to the needs of the labor market and modern technologies (Becker, 2010).

Research Methodology

This research was conducted using a mixed method. First, in the qualitative part, the Delphi method was used to collect information from 36 educational experts and conservatory managers. Then, in the quantitative part, data were collected through a standard questionnaire that was distributed among 200 conservatory managers in Lorestan province. The questionnaire included various components related to purposeful organizational forgetting, including identifying obsolete knowledge, knowledge elimination strategies, and continuous evaluation. PLS-SEM and SPSS software were used to analyze quantitative data.

Research Findings

The research findings showed that purposeful organizational forgetting can play an important role in improving the efficiency and adaptation of technical and vocational conservatory managers in Lorestan province to the new requirements of the labor market. The results of the data analysis showed that the main components of this model include the identification of obsolete knowledge, strategies for knowledge elimination, and the integration of new knowledge. Also, continuous assessment of organizational forgetting processes was emphasized to ensure alignment with technological developments and educational needs. This model can help educational institutions to systematically eliminate old knowledge and instead focus on new and up-to-date knowledge.

Conclusion

The present study aimed to provide a targeted organizational forgetting model in vocational and technical schools in Lorestan province. The results of this study showed that targeted organizational forgetting can effectively help improve the performance and learning processes in vocational and technical schools in Lorestan province. Identifying and eliminating obsolete and ineffective knowledge, creating a suitable space for the integration of new knowledge, and continuous assessment of these processes were the key components of the proposed model, which has improved the agility and capability of organizations in responding to updated educational and industrial needs.

Based on the research results, this model specifically emphasizes the following:



1- Identifying and eliminating obsolete knowledge: The process of consciously eliminating knowledge that is no longer applicable and useful can help improve the quality of decision-making and organizational efficiency.

2- Integrating new knowledge: The presented model emphasizes the continuous and systematic integration of up-to-date information relevant to market needs, which facilitates the learning and decision-making process.

3- Continuous assessment and adaptation to changes: Periodic assessment of organizational forgetting processes is of great importance to ensure adaptation to new educational and technological developments.

Finally, the purposeful organizational forgetting model not only helps reduce the waste of educational resources and time, but also leads to the creation of a dynamic learning environment that is in line with the needs of the day. This approach can help other educational institutions in similar fields to address their processes more systematically and efficiently.