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INVESTIGATING THE EFFECT OF TARGETED ORGANIZATIONAL FORGETTING ON JOB PERFORMANCE THROUGH THE ORGANIZATIONAL LEARNING MEDIATING VARIABLE IN ARVAND PETROCHEMICAL COMPANY

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Abstract. The purpose of this study is to investigate the effect of targeted organizational forgetting on job performance through organizational learning mediating variable in Arvand Petrochemical Company. The current research, in terms of purpose, is in the applied research group and, in terms of research type, is in the category of descriptive-causal research. Given the data collection tools that aim to describe the circumstances or the phenomenon examined, this research is a descriptive study and since data collection in this study is supported by library studies and a questionnaire, it can be put into the field research group. The reliability of the questionnaire and its dimensions in this research was estimated using SPSS software and Cronbach's alpha. According to the result, which is above the minimum of 0.7, the reliability of the questionnaire was confirmed. Also, for the sake of optimization, the valuable comments of the professors were considered. The questionnaire consisted of three sections related to the considered variables and was ranked by Likert scale and the statistical population was measured. The coefficient between the variable of targeted organizational forgetting and the job performance equals to 0.590 and the corresponding t value is 9.649>1.96, so according to the t test, with a critical value of 0.05 at 95% confidence level, the null hypothesis can be rejected. As a result, with a 95% confidence, it can be said that targeted organizational forgetting has a significant effect on job performance. The results of the analysis of the first hypothesis of the research showed that "targeted organizational forgetting has a significant effect on job performance in Arvand Petrochemical Company".The coefficient between the targeted organizational forgetting and organizational learning equals 0.766 and the corresponding t value is 9.775>1.96, which according to t test with a critical value of 0.05 at a confidence level of 95%, the null hypothesis can be rejected. As a result, with a 95% confidence can be said that targeted organizational forgetting has a significant effect on organizational learning.The results of the analysis of the second hypothesis of the research showed that "targeted organizational forgetting has a

significant effect on organizational learning in Arvand Petrochemical Company".The coefficient between organizational learning and job performance is 0.091 and the corresponding t value is 0.817<1.96, which according to t test with a critical value of 0.05 at 95% confidence level, the research hypothesis can be rejected. As a result, with 95% confidence, organizational learning cannot have a significant effect on job performance. The results of the analysis of the third hypothesis of the research showed that "organizational learning does not have a significant effect on job performance in Arvand Petrochemical Company".

Key words: targeted organizational forgetting, organizational learning, job performance, knowledge management.

Introduction. From the viewpoint of Labinka et al. (2011), today, the need for change and innovation is known, and no manager can ignore the change and innovation for a long time. Also, resistance to change is a matter that has been widely considered. Resistance is an inevitable reaction to any significant change. Hence, Levine stated that any potential change would be resisted by the forces of the other side. This idea is the same as the logical principle that everything creates an opposing force. Therefore, individuals naturally resist change to defend the current situation. Particularly when they feel that their security or their condition is in jeopardy, the goal is to resist the change in protecting people from the real or imagined effects of change (Jafarpur, 1392).

On the other hand, job performance is a general but not properly defined concept (so far) in organizational and industrial psychology, a branch of psychology that relates to workplace and human resource management issues. Job performance refers to a condition that people do their job well. Composer et al., among the various theories of job performance, is considered as the indicator theory (Campbell, 2006, and Campbell et al., 2007). From the point of view of psychology, Campbell describes job performance as a variable of individual performance. Campbell highlights the dimensions of job performance as follows: performance versus output, relevance to organizational goals, and multi-dimensionality. Job performance is the domain of organizational behavior that is related to the job of individuals and is in line with the goals of the organization (Campbell & others, 2007). Definitions of job performance mainly emphasizes behavior in comparison with results (Murphy, 2009). In a comprehensive definition, job performance involves behavior and outcomes. This definition of organizational performance points to the fact that in job performance, both inputs (behavior) and outcomes (results) must be considered (Broombrach 5, 2013). Today's organizations are also pushing for competition in recent decades. Competitive arenas in organizations are very complicated and complex, and in the predictions of the future market, a more complex situation is outlined. Here, if they do not pay attention to competitive arena and alert and rational strategies, they will be eliminated from the competition scene. Because organizational forgetting can affect the competitiveness of a company or organization and job performance, the organization needs processes to ensure that knowledge that needs to be discarded is forgotten and that knowledge that is useful is not forgotten. So, given the importance of the issue, the researcher is trying to answer the question of whether a targeted organizational forgetting affects job performance through the mediating variable of organizational learning in Arvand Petrochemical Company.

The research model, which is based on hypotheses, is described in figure (1).

Figure 4-2- The conceptual model of the research (researcher-made)
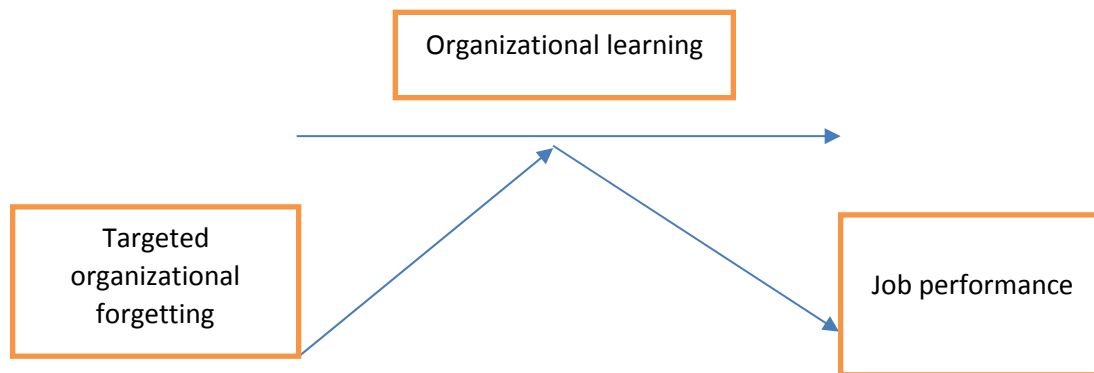
Theoretical foundation. Organizational forgetting. The concept of organizational forgetting, although is easy to understand, is not well understood how it occurs in the organization. Because organizational forgetting can affect the competitiveness of the company or organization, the organization needs processes to ensure that knowledge that needs to be discarded is forgotten, and knowledge that is useful is not forgotten. (Tuke et al., 2008).

Organizational forgetting is not an organization's ability to learn; sometimes it is necessary for the organization to knowingly abandon its existing knowledge (Othman & Hashim, 2002), and sometimes knowledge is lost unknowingly and over time (Thom et al., 2008).

Kransdov refers to a number of studies showing that organizations are quite capable of forgetting, because they do not pay attention to forgetting. In the tasks that are carried out on an occasional basis, knowledge can be forgotten after some time. The amount of this forgetting depends on the effectiveness of the knowledge transfer tool and the time at which work is stopped (Tuke et al. 4, 2008). Kransdov also considers organizational forgetting fundamentally to be ineffective in benefiting from the past knowledge and experience of the organization. In other words, organizational forgetting is the failure of the organization to exploit the learning that has taken place in the past. It should be noted that organizational forgetting is not an inability to learn organizational issues, but forgetting is a process that occurs after learning. This means that an organization first learns knowledge and then forgets it consciously or unconsciously. Organizational forgetting is the consequence of a set of intra-organization and extra-organizational actions, in which an organization consciously or unconsciously loses some of the organization's existing knowledge. This knowledge includes things like skills, methods, processes, experiences, documentations, and techniques used by the organization (Othman & Hashim, 2002).

Organizational forgetting is the result of a series of actions that can be rooted in intra-organizational and extra-organizational decisions. Organizations need to have a systematic, conscious, and planned look at organizational forgetting, to ultimately achieve positive outcomes. (Besanko, 2007). Organizational forgetting at many times imposes a lot of costs on the organization, and many countries of the world annually spend a lot of resources to acquire knowledge and information (Izmir, 2010).

The most important thing that pushes the organization into forgetting is the inability to acquire and disseminate learning in the organization. Failure to use knowledge resulting from learning, the inability of company in coding and documenting knowledge, and lack of incentive to share it, are major factors in the loss of knowledge in companies. (Hosseini et al., 2010).

The reason for the importance of managing organizational forgetting

It should be noted that knowledge forgetting management is very important in the set of organizational knowledge management, which we mention two of them (Othman & Hashim 3, 2002).

Losing knowledge means losing abilities and capabilities. When an organization has already acquired knowledge and re-plans to achieve it, it means waste of resources and a kind of rework. Because not only the time and money spent on these knowledge and skills is lost, but also the cost of opportunity will be followed (Othman & Hashim, 2002).

Organizational learning often depends on the targeted organizational forgetting process, in the sense that companies often do not need to acquire new abilities to change, but must forget the old knowledge that has limited them in the past (De Holan, 2004). The importance of studying the active forgetting of knowledge should also be emphasized, and for this reason, its necessity is described for the following reasons: (Azmi, 2005).

Resistance to Change: Transformation in different aspects of an organization typically encounters resistances. The reason for this is the conflict that may exist between the existing knowledge structures in the organization and the changes that are considered. In the event that knowledge can be removed from the organization in the form of outdated organizational patterns, no adhesion to old knowledge can be created at the organizational level. As a result, the active knowledge-forgetting process can reduce this resistance to change, at least in relation to organizational patterns, to an acceptable level (Azmi, 2005).

Learning and absorbing knowledge: Active forgetting of old knowledge provides space for improving organization. Organizations that can remove their unprofitable knowledge from the organization level will increase their ability to accept new knowledge and this will increase the attraction rate of the organization.

Creating knowledge: active forgetting of old knowledge, in particular outdated procedural knowledge, can improve the process of creating new knowledge in the organization (De Holan, 2004).

The use of knowledge: the forgetting of old knowledge, insofar as the organization is more closely linked to the implicit aspects of old knowledge, can be more useful in applying new knowledge in the organization and has a significant effect on reducing adhesion and bias of the organization's employees to the old knowledge. Consequently, this process can reduce organizational resistance to change. Meanwhile, knowledge active forgetting plays an important role in the process of creating, absorbing and applying new knowledge (Fallahi & Froudiyan, 2014).

The relationship between knowledge creation, knowledge transfer and knowledge forgetting

Holman and Phillips argue that forgetting is an important part of the dynamics of knowledge in the organization, and the link between organizational forgetting and the dynamics of knowledge is clear. They have provided a model for demonstrating the relationship between knowledge creation, knowledge transfer and knowledge forgetting (Sadat, 2010).

Chart 2 - 5 - The relationship between knowledge creation, knowledge transfer and knowledge forgetting (Fallahi and Froudiyan, 2014)
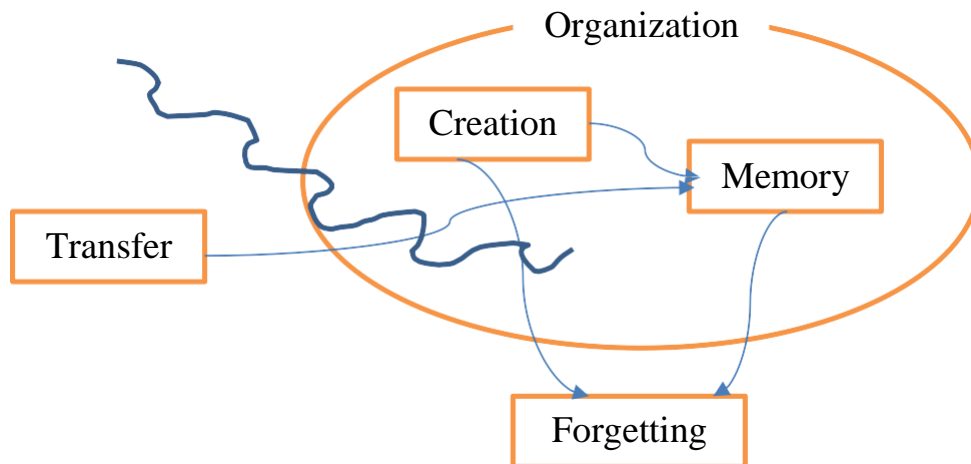
In this model, the variables are in three states:

First state: Organizations can successfully integrate knowledge that they have created or transferred from other organizations successfully into their memory system. In this model, knowledge transfer processes can transfer some of this knowledge from the foreign organization, but another part of it (wavy lines) is destroyed. Also, knowledge creation activities are carried out continuously, but it disappears before it is stored in the memory of the organization (Sadat, 2010).

Second state: knowledge is successfully placed in the organization's memory, but it is lost due to a defect in the memory system (Sadat, 2010)

Third Mode: Knowledge is fully memorized, but intentionally forgotten (Sadat, 2010)

It should be noted that the three elements of learning, forgetting and knowledge storage have the same importance in the organization's knowledge management system (Fallahi and Froudiyan, 2014).

2-12) Job performance

The role of organizations in achieving economic, social, political, and cultural goals is so prominent that organizations of every society are considered to be the carrousels of realizing their goals. The fact is that organizations are, for some reasons, the essential pillars of human life. They serve the community. They make us do things that we cannot do without them. They provide a stream of knowledge and awareness that can lead to personal development and human well-being. Given the importance and the various roles and influences that organizations have today, increasing attention is paid to the various dimensions in them, including processes, systems, and in particular, what the organization achieves (performance). On the other hand, no organization can be very effective, unless it has plans for what it wants. Achieving superior performance and achieving excellent outcomes will also be even more difficult without having a program that is developed and implemented in the form of a coherent and integrated system. This system is known as the Performance Management System (Parviz Rad, 2012).

Organizational learning

Organizational learning is a conscious, purposeful, interactive, dynamic, continuous, ongoing, and evolving process that provides continuous, rapid, and effective feedback at individual, group, and organizational levels, and is influenced by perceptual processes or cultural practices used by individuals and aims at the success of individuals and organizations (Mirkamali et al., 2011).

Organizational learning is a process and set of actions that leads to employee learning, and includes specific organizational behavior that is applied to the learning organization. In such organizations, all learning conditions are provided to members, and individuals are continuously committed to applying what they have learned (Cheramie et al., 2010). Organizational learning is considered as a competitive advantage for organizations. The ever-increasing

changes in science and technology, changes in the environment and its complexity, which affect the life of organizations at any moment, make it increasingly necessary to pay attention to organizational learning and the advancement of staff skills and techniques and explains the necessity of using past organizational experiences in the light of the futuristic look (Berson et al, 2006).

Organizational learning is a process in which changes in organizational rules and strategies result in improved results and desirable outcomes; in other words, organizational learning is a process that leads to the updating and modification of the common mental models of the organization (Choe, 2004). Arjeris and Scone (1987) defined organizational learning as "finding and correcting mistakes." Fiol and Lyles (1985) argue that organizational learning is a process for improving organization's actions through better knowledge and cognition (Drijer, 2000). Ashunt (1993) sees organizational learning as a system of actions, actors, signs and processes that enables an organization to transfer valuable knowledge , which in turn leads to an increase in long-term adaptive capacity (Crossan, 1999). Robst and Buchel (1997) define organizational learning as "the ability of an organization as a whole to detect errors and modify them, as well as change in the organization's knowledge and values, so that new problem-solving skills and new capacity for work are created" (Pemberton, 2000). According to the above definitions, it can be said that organizational learning is not a constant or limited objective, but it is a continuous process of adaptation to environmental conditions and evolution, in which groups within an organization are encouraged to develop skills, knowledge and consensus about the organization's goals. . In general, it is seen that organizational learning is defined as a way in which organizations produce, complete and knowledge, normalize their activities based on it and integrate it into their own culture (Mehra et al., 2003).

The background of research. Internal investigations. 1-Bipeta et al. (2017) have conducted a research entitled "The impact of organizational forgetting on human resource productivity with the mediating role of empowerment." Organizational forgetting is the ability to eliminate obsolete and inefficient knowledge, and it is considered as an important part of the dynamics of knowledge in organizations. The purpose of this study was to investigate the effect of organizational forgetting and effective factors on human resource productivity through the mediation of empowerment among employees of state banks in Semnan Township. In this study, three hypotheses were studied. The statistical population of this research includes all employees of state banks in Semnan Township and has 294 people. The research sample consisted of 170 employees, selected by stratified random sampling method using Morgan table. The research method was descriptive-survey and correlational. In order to collect data, Salavati et al.'s Organizational Forgetting Questionnaire, Spreitzer Empowerment Standard Questionnaire and Standard Questionnaire on Factors Affecting Human Resources Productivity of Hersey and Goldsmith were used. In order to analyze the data, structural equation model was used. The results of this study showed that organizational forgetting has a significant relationship with factors affecting human resource productivity. This relationship is more robust, especially when the mediating variable empowerment enters the equation. In other words, it can be said that empowerment increases the severity of the relationship between organizational forgetting and factors affecting human resource productivity.

2. Isma'ili et al. (2016) have conducted a research entitled "The Role of Organizational Intelligence in Targeted Organizational Forgetting." In today's research, organizational intelligence and organizational forgetting are variables that have a significant impact on the performance of employees and organizations. The purpose of this study was to investigate the effect of organizational intelligence on targeted organizational forgetting in state agencies of Ilam City. The statistical population consists of all managers and employees of Ilam Petrochemical Company, which its number is 400. Using Morgan's table, 196 people were selected for sample. Also, for collecting data, two standard questionnaires of organizational intelligence and targeted organizational forgetting were distributed among 196 people. The collected data was analyzed using LIZREL and SPSS software. Based on the findings of the research, it can be concluded that organizational intelligence and its dimensions, that is, strategic insight, shared destiny, morale, knowledge use, functional pressure, unity, and desire to change, have a significant effect on targeted organizational obsolescence in government agencies in the city of Ilam.

3. Khanlari et al. (1395) conducted a research entitled "investigating the relationship between organizational learning and financial performance through the process of innovation on the organizational forgetting of Golpayegan industrial companies". The main purpose of their research was to investigate the effect of organizational learning on the financial performance of companies through the process of innovation and to examine the impact of organizational learning with innovation and innovation with financial performance. After analyzing the data using the LISREL software, all three hypotheses were accepted in the research.

External investigations. 1. Saynder and Kuming (2018) have conducted a research entitled "Explaining the dimensions of organizational forgetting and the absorption capacity of organizational knowledge." The purpose of this paper is to explain the dimensions of knowledge absorption capacity and organizational forgetting and examine the relationships between them. In this regard, first, we will describe and introduce the dimensions of the

variables of the capacity to absorb knowledge and organizational forgetting. And then, given the background overview and subject literature, we will present the appropriate hypotheses. This research is a causal survey and the statistical population of the study is 772 employees of the Swiss Police University, which includes faculty members and staff of the university. Using the Cochran formula, with a confidence level of 95%, the studied sample size was selected 257 people. In order to collect data, a questionnaire was used which was distributed among sample members. Its face and content validity was approved by management professors and its reliability was confirmed by using Cronbach's alpha and the software SPSS 19 (for all dimensions larger than 0.7). Finally, exploratory factor analysis and structural equation modeling were used to analyze the collected data. To investigate the research hypotheses, exploratory and confirmatory factor analyses were used. The results show that each aspect of organizational forgetting is influenced by the size of knowledge absorption capacity, while the decline dimension of the organizational forgetting variable has the greatest impact on the utilization of the variable of knowledge absorption capacity.

2. Nicholas Roberts et al. (2015), in a study entitled "Investigating the agility of corporate customers and corporate performance and targeted organizational forgetting" state that in today's highly competitive environment, companies that are keen on agility will be more successful.

3. Azevedoa et al. (2015) conducted a study entitled "An integrated model for assessing targeted organizational forgetting and agility and lean production in the automotive industry" with the aim of suggesting an indicator for assessing the agility and leanness of companies and their supply chains. This indicator is known as Agilean and is integrated as a model using a set of agile and lean supply chain assessment techniques. In order to develop a series of agility and lean production weights in the company, the Delphi method and SCM (Supply Chain Management) practices as well as models proposed for research in the automotive industry were used. Agilean is, in fact, the lean model of SCM. , which causes agility in the automotive industry.

4. Mattiacalan et al. (2013) describe agility as the ability of an organization to identify changes (which can be opportunities or threats or a combination of both) in their business environment and, consequently, provide focused and quick responses to customers and shareholders and resetting their resources, processes, and strategies.

5. -Dove (2012) refers in a directional definition to another basic characteristic of agile organizations, namely, their knowledge-based, and defines agility as the ability to manage and apply effectively knowledge. As can be seen, the change, uncertainty and the rate of adaptation and accountability constitute the main components of the agility definitions, which are considered in different definitions in different but convergent forms. In fact, agility is an answer to challenges for the rapid and continuous change of world markets for excellent quality, excellent performance and customer service. Agile organizations not only survive in such environments, but also take advantage of this varied and uncertain environment.

Research method

The current research, in terms of purpose, is placed in the category of applied research and, in terms of research type, is placed in the category of descriptive-causal research. Since current research has used data collection tools whose purpose is to describe the circumstances or the phenomenon studied, this research is a descriptive study type and since the data collection in this study is supported by library studies and a questionnaire, it can be put into the field research group.

The statistical population of this research is all employees of Arvand Petrochemical Company, which, according to the accomplished surveys, is about 800 people. The sample size will be determined using convenient random sampling method and Morgan table.

To determine the minimum required sample size, the Cochran formula was used for a limited population.

The minimum required sample size is 254 people.

The questionnaire consists of 3 major parts:

1. The first part of the organizational forgetting questionnaire consists of questions 1 to 5, which is in the Likert spectrum and is derived from the paper of Peressmislav (2017).

2. The second part of the job performance questionnaire consists of questions 6 to 16, which is in the Likert spectrum and is derived from the paper of Peressmislav (2017).

3. The third part of organizational learning questionnaire consists of questions 17 to 30, which is in the Likert spectrum and is derived from the paper of Peressmislav (2017).

Skewness and kurtosis test. This test is done to determine the normality of the research variables. Skewness equals third normalized torque. Skewness, in fact, is a criterion for the existence of symmetry or asymmetry of the distribution function. For a completely symmetric distribution, the skewness is zero and for an asymmetric distribution, with kurtosis towards higher values, the skewness is positive and for the asymmetric distribution with kurtosis to smaller values, the amount of skewness is negative. The value of the skewness for the normal distribution must be in the range of 3 to - 3 (Hire et al., 2001). The kurtosis is equal to the fourth normalized torque, in other

words, the kurtosis is a standard of curvature sharpness at the maximum point. The kurtosis value for normal distribution should be in the range of 5 to 5 (Hire et al., 2011).

Table (7-4). The results of skewness and kurtosis

Variable	Kurtosis	Skewness	Test result
Targeted organizational forgetting	2.157	1.278	Normal
Organizational learning	2.356	1.353	Normal
Job performance	0.063	0.826	Normal

The amount of skewness is in the range of 3 to -3, and the amount of kurtosis is in the range of 5 to -5, so all questions have a normal distribution.
According to the algorithm of data analysis in the PLS method, after calculating the factor loadings of questions, it is time to calculate and report the Cronbach's alpha coefficients and the AVE value.
Tale (8-4). The fit index of the Cronbach's alpha research model

The fit index of the Cronbach's alpha	Standard values	Estimated values
Targeted organizational forgetting	More than 0.7	0.888114
Job performance	More than 0.7	0.782147

As can be seen in Table (8-4), the value of these criteria for both constructs is higher than 0.7, which shows the good reliability of the model.
Average variance extracted (AVE)
Table (9-4): The fit index of convergent validity

Estimated values	Standard values	AVE fit index
0.688114	More than 0.5	Targeted organizational forgetting
0.782147	More than 0.5	Organizational learning
0.63222	More than 0.5	Job performance

As can be seen in Table (9-4), the value of these criteria for all three constructs is higher than 0.5, which shows the good convergent validity of the model.
Structural model fit
According to the data analysis algorithm in the PLS method, after examining the fit of the measurement models, it is time to fit the structural model of the research. As already mentioned, the section of the structural model does not work with questions, and only the hidden variables and relationships between them are examined.
• Z-significance coefficients (t-values)
Table (10-4): Model fit index

t-value	Standard values	Estimated values
Targeted organizational forgetting	Less than 1.96	0.170
Organizational learning	More than 1.96	2.617
Job performance	More than 1.96	6.588

As can be seen in Table (10-4), the value of these criteria for all constructs is higher than 1.96, except for targeted organizational forgetting, which is 0.170. The reason for the high number of 6.588 is the high correlation between the research variables.
• R-squared criterion
As noted earlier, this criterion shows the effect of an exogenous variable on an endogenous variable, and considers three values of 0.19, 0.33 and 0.67 as three criteria values for weak, moderate, and strong R2 values.
Table (11-4): Convergent validity fit index

R squared values	Standard values	Estimated values
Targeted organizational forgetting	0.190, 0.333 and 0.673	0.791
Organizational learning	0.190, 0.333 and 0.673	0.691
Job performance	0.190, 0.333 and 0.673	0.802

According to Table (11-4), the value of R2 for endogenous constructs, according to the four values of the criterion, confirms the appropriateness of the structural model fit.

• GOF criterion

This criterion is calculated using the following formula:

$$GOF = \sqrt{\overline{Communalities} \times \overline{R^2}}$$

Table (12-4): Shared values of communalities

Construct	Shared values	$\overline{communalities}$
Targeted organizational forgetting	0.688114	0.660505
Organizational learning	0.782147	

Table (13-4): R squared values

Construct	R squared values	
Job performance	0.791	0.791

Therefore GOF value equals to:

$$GOF = \sqrt{\overline{Communalities} \times \overline{R^2}} = \sqrt{0.66055 \times 0.791} = 0.7228$$

Considering that three values of 0.01, 0.25 and 0.36 have introduced as weak, moderate and strong for GOF, the overall fit of the model is confirmed by achieving the value of 0.7228. (Due to the fact that real data and outliners were removed, the overall fit of the model has risen).

Structural and measurement models

The two graphs (6-4) and (7-4) represent the overall output models of PLS software, which simultaneously comprise both a structural model and a measurement model. In the following, we will detail them and examine them.

The graph (5-4) shows t values for structural and measurement models.

Graph (5-4): base model with t values

The graph above shows the values of t between the variables under study. Each blue circle represents a variable examined, and each yellow square is one of the items that evaluates the corresponding variable. The values of t are shown on any arrow drawn from a blue circle to another blue circle.

Graph (6-4) shows the values of factor loading for structural and measurement models.

Graph (6-4): base model with path coefficients

The above graph shows the path coefficients among the variables under study. Each blue circle represents a variable, and each yellow square is one of the items that evaluates the corresponding variable. The values of the path coefficient are shown on any arrow drawn from a blue circle to another blue circle.

The test of research hypotheses

The test of the first hypothesis of the research

Targeted organizational forgetting has a significant effect on job performance in Arvand Petrochemical Company.

$$\begin{cases} H_0: t < 1.96 \\ H_1: t \geq 1.96 \end{cases}$$

Hypothesis test
Targeted organizational forgetting has no significant effect on job performance. $H_0: t < 1.96$
Targeted organizational forgetting has a significant effect on job performance. $H_1: t \geq 1.96$

Table (14-4): Standard coefficients results and t statistic

Predictor variable	Outcome variable	Estimated variable	T statistic
Targeted organizational forgetting	Job performance	0.590	9.649

According to table (14-4), the path coefficient between the targeted organizational forgetting and the job performance is 0.590 and the corresponding t value is 9.649>1.96, which according to the t test with a critical value of 0.05 at 95% confidence level, the null hypothesis can be rejected. As a result, it can be said with 95% confidence that targeted organizational forgetting has a significant effect on job performance.

The test of the second hypothesis of the research
Targeted organizational forgetting has a significant effect on organizational learning in Arvand Petrochemical Company.

$$H_0: t<1.96$$

$$H_1: t\geq1.96$$

Hypothesis test
Targeted organizational forgetting has no significant effect on organizational learning. $H_0: t<1.96$
Targeted organizational forgetting has a significant effect on organizational learning. $H_1: t\geq1.96$

Table (15-4): standard coefficient results and t statistic

Predictor variable	Outcome variable	Estimated coefficient	T statistic
Targeted organizational forgetting	Organizational learning	0.766	9.775

According to Table (15-4), the path coefficient between the targeted organizational forgetting and organizational learning is equal to 0.766 and the corresponding t value is 9.775> 1.96, which according to the t test with a critical value of 0.05 at 95% confidence level, the null hypothesis can be rejected. Consequently, it can be said with 95% confidence that targeted organizational forgetting has a significant effect on organizational learning.
The test of the Third sub-hypothesis of the research

$$H_0: t<1.96$$

$$H_1: t\geq1.96$$

Hypothesis test
Organizational learning has no significant effect on job performance. $H_0: t<1.96$
Organizational learning has a significant effect on job performance. $H_1: t\geq1.96$

Table (16-4): Standard coefficient results and t statistic

Predictor variable	Outcome variable	Estimated variable	T statistic
Organizational learning	Job performance	0.091	0.817

According to table (16-4), the path coefficient between organizational learning and job performance is 0.091 and the corresponding t value is 0.817< 1.96, which according to t test with a critical value of 0.05 at 95% confidence level, the research hypothesis can be rejected. Consequently, with 95% confidence it can be said that organizational learning has no significant effect on job performance.

Mediation analysis
When there is a mediator variable in the structural model of research, there are three modes (Heir and Hensler, 2013):
First state: either a or b or both are not significant and c is significant. In this case, M will be deleted and is not a mediator.
Second state: if a and b are significant, but c is not significant, M is the complete mediator because it takes both effects.
Third state: If a, b and c are significant, M is a partial mediator.
According to the results of the research, route c should be deleted. Therefore, it can be concluded that organizational learning is not a mediating variable and its mediation is eliminated. Therefore, organizational forgetting has a direct effect on job performance. Organizations are completely susceptible to forgetting, because they don't pay attention to forgetting. In the works that are performed on an occasional basis, knowledge can be forgotten after some time. The amount of this forgetting depends on the effectiveness of the knowledge transfer tool and the time it stops working.

Figure (8-4): Mediating variable
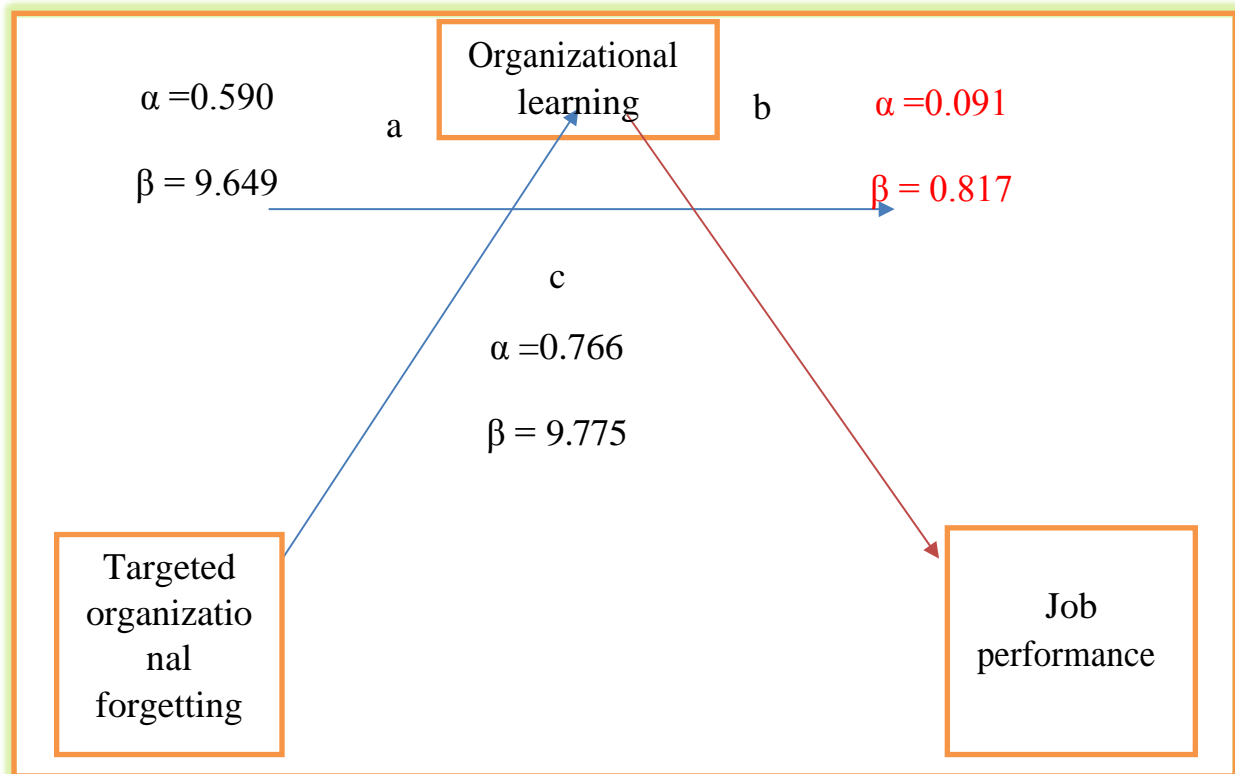
Research suggestions
According to the test results of the first hypothesis test, the following suggestions are presented:
1. Employee involvement in organizational decisions
2. Holding in-service training classes
3. Strengthening organizational support, providing appropriate opportunities for professional development, increasing the general information of staff, and organizing periodic meetings of managers for responsibility-creating participation of selected employees in the in decision making, organizational meetings and in-center meetings, staff and managers should be encouraged to promote organizational performance stability and administrative efficiency because of increase in civic behavior.

According to the test results of the second hypothesis, the following suggestions are presented:
4. In order to further increase employee assistance to other colleagues in day-to-day work or during their vacation, as well as to help newcomers and newly employed individuals, these behaviors are modeled as supportive behaviors of managers so that employees put this kind of supportive behaviors on the part of managers as a model for themselves in dealing with other colleagues in order to enhance their sense of altruism.

5. Management should increase more and more importance for the position of employees in the organization and the role of their behaviors in organizational outcomes and processes, such as performance appraisal systems, rewards and wages systems, and increases perceived employee support to enhance and improve organizational citizenship behavior through strategies such as restoring rewards and pay systems, maintaining human dignity, timely and adequate delivery of information on welfare measures, increasing cash benefits and promoting the welfare level of the workforce life.

6. Managers should increase their informal communications with employees and support them. This can be done through the support of managers from the ideas and suggestions of the staff. Of course, it should be kept in mind that this support is in practice and not in appearance, because if the support is in appearance, the result may be the opposite.

According to the test results of the third hypothesis, the following suggestions are presented:
7. In order to encourage individuals to increase this feature, which leads to the promotion of managerial and organizational efficiency, the authority to give permission to staff to go vacation is focused, and instead of the

officials of the different centers, the leave of each member is approved and issued by the management of administrative affairs. This could help to further discipline, accurate control over the presence and absence and organize the administrative system.

8. Employee access to information needed about the decision making and goals and performance of the organization

9. Managers need to connect more with employees and pay more attention to their needs.

10. Suitable and competent people should be assigned to appropriate organizational posts, and justice must be respected in paying rewards.

11. Employees must have the freedom and independence required to perform their duties.

12. The requirements for submitting an offer at all levels by all employees in the organization should be provided.

Referring to the problem statement and the analysis presented in this thesis, the followings can be presented as recommendations for future research in relation to the topic of this thesis:

- Testing the model of this research in other industries can determine further the validity of the model.

- In future research, other industries, as well as a sample with wider demographic characteristics, be investigated.

- The conceptual model test of the present research in industrial companies.

- Examining various moderating variables in the model.

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ANALYTICAL REVIEW OF ARTICLE 131 OF IRANIAN LAW ON THE ENFORCEMENT OF CIVIL SENTENCES

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Abstract. Each relationship formed between two or more persons, either real or legal, leads to the creation of rights for the parties and requires the establishment of its own laws. Auction, bid, buy, and sell and so on have not been neglected by legislator. The legislator will lay down rules and enforce the law to observe the principle of customer right and even seller's right.

This research will present an analytical review of Article 131 of Law on the Enforcement of Civil Sentences adopted 1978. It tries to criticize the second part of the Article and renewing first auction, which is regarded a kind of bid by researchers, in order to investigate the rights of the prevailing person and losing person from different viewpoints.

Keywords: Article 131 of Law on the Enforcement of Civil Sentences, Auction, bid, judicial procedure.

1. Concepts
1.1. Definitions
1.1.1. Definition of Auction

In Persian, auctions means to add to each other and setting an object to be exposed to sell while everyone would buy at a more expensive price. Auction is a special form of sale of goods in which buyers compete and offer more than what was originally offered.

In fact, the auction is a kind of transaction, which the seller declares at first the minimum price at which he is willing to sell his product. Then, the buyer, if prefer, offers a price above the final price for purchase. Finally, the goods are sold to bidder at the highest price. In order to perform a transaction at the proper price in this type of trade (Neither the most expensive nor the cheapest), winner of the auction, or buyer, is allowed to present only a price that is higher than the former offered price plus the added amount [1].

1.1.2. Definition of Bid