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ABSTRACT

This research highlights the importance of preserving the collective memory of organizations to harness past experiences, lessons learned, and best practices, from the process of remembering and forgetting. It sought to answer the following question: what is the role of the process of remembering and forgetting in learning from the collective memory of managers, after changes in work processes through the pandemic. The general objective is to describe the observation of how social memory impacts the process of remembering and forgetting. The methodology applied is a social study, descriptive with the method of experience report, of the observations of the working group of managers for the remodeling of the work activities of the emergency care units located in Fortaleza-Ceará, and managed by the Institute of Health and Hospital Management. It is observed that memory management, from the process of remembering and forgetting, should be naturally practiced within the organization, to avoid wasting time, and financial resources, creating something that the unit already has. It is also concluded that the approaches reinforce the notions that organizational memory plays a crucial role in the creation of competitive advantage and the sustainability of organizations.

Keywords: Remembering and forgetting, leadership, Organizational memory, Performance.

1 INTRODUCTION

In volatile and uncertain times, such as during the Covid-19 crisis, effectively dealing with adverse events and learning from them has become even more crucial for organizations. In this perspective, leadership played an important role, they felt the need to look at the past of the organization and question and recall the existing processes to think of new strategies to face the challenges of the post-pandemic scenario.

In this context, leadership has a significant impact on the workplace, influencing cooperation between individuals, the exchange of knowledge, and the delegation of responsibilities and competencies both within and between organizations. In other words, leadership exerts a sweeping influence on the dynamic network of learning and the sharing of organizational knowledge (BARTLETT; GHOSHAL, 2002).

According to Santos (2019), for scenarios of constant transformation, it is necessary to be aware of the elements related to the creation, processing, organization, facilitation, dissemination, and use of knowledge.

Considering thus, the use of knowledge, the authors Orlandi, Yamaguchi, and Vieira (2017), emphasize that the records of the organization's business processes, evidencing the knowledge about how these processes are carried out, keeping the information updated to make available to everyone in the company are fundamental for absorption and registration of information about the fundamental processes for the creation of organizational memory (OM).

Therefore, Damian and Cabero (2020), affirm that the capacity the use and reuse organizational knowledge, is specific to OM, with such a characteristic, is considered an important asset.

In this way, OM is directly related to the life cycle of the organization and resides in the ability of the subject to remember their experiences and build knowledge based on them. It is up to the individual to structure and organize the processes of memories, so that they are socialized and serve as subsidies to organizational performance (SANTOS; MOLINA, 2023).

Health organizations, from the process of remembering and forgetting, to accessing the memories of the work groups, can identify patterns, anticipate trends and adjust their strategies according to current and future scenarios.

The authors Olick and Robbins (1998), highlighted in their studies, that remembering and forgetting are therefore about the collectively shared reinterpretation, re-enactment, and resignification of the past through social interactions.

The ability to remember and forget influences organizations to build a robust memory, being able to identify patterns, anticipate trends, and adjust their strategies accordingly. This gives them a

competitive advantage, allowing them to respond more nimbly and efficiently to new challenges and opportunities.

The ability of healthcare organizations to adapt quickly to scenarios contributes to operational efficiency, and to changes in the environment is influenced by OM. Thus, Maclean, Harvey, and Clegg (2016), highlight that new approaches in the search for the past, recognize the importance of collective memories in the context of new organizational challenges.

And with that, it encompasses the process of remembering and forgetting in and around the organization, which can promote the development of related approaches, such as studies of historical organization and uses of the past, as well as re-energize existing theories such as organizational learning and organizational identity (FOROUGHFI et al., 2020).

For the authors, Neves and Cerdeira (2018), organizations must create, use and preserve the memories of the knowledge accumulated in their history, integrating the experiences of the past, archived, and lived in the organization.

Thus, it can be inferred that the process of remembering and forgetting plays a significant role in the structure of the organization, however, in some cases, it can be negatively modified by social interactions and conflicting scenarios with discontinuity in the process.

In this context, the observation of the process of remembering the past was carried out in the Emergency Care Units (UPAs) managed by the Institute of Health and Hospital Management, a Social Health Organization (OSS). The relevance of this research is the experience report of the main author of the research, who has more than 10 years in the position of director of the units. Through the experience and experience in the pandemic context, observations made during his work were possible to identify the research problem.

Therefore, the problem of the research is the organizational unlearning, in the midst of the existing conflicts of the largest number of information in short intervals of time, causing a change in flows of daily care, exhaustion, and demotivation among health professionals.

One of the important points observed after the pandemic was the discarding of knowledge, flows, and information that was previously used, but that they did not use, because it was exchanged in a pandemic context. Referring to this, until the year 2019, the profile of the unit changed according to seasonality, thus, it was marked mainly by arboviruses followed by rainy conditions at the beginning of the year, and at the end, diseases of the upper airways. The nine units managed by ISGH are the gateway to the largest urgency and emergency in the State of Ceará, on average providing 12,000 monthly visits.

In March 2020, service flows needed to be modified, and new guidelines, and flows were created, in addition to the increase in employee hiring reaching 2,200 employees for nine units.

In addition, around 95% of the visits became respiratory infections, and there was a drop in the rate of care of 75%. Only in 2022, we noticed the return of care, however, the average of care reached 7 thousand patients per month per unit.

Because of the above, it was observed the discontinuity of the operational flows, as well as the discontinuity in the training, focused on the unit's service profile, established by the epidemiological study before the pandemic.

In this context, as organizations acquire new knowledge, they also discard obsolete ones. These two processes are known as organizational learning and organizational unlearning, respectively. Organizational unlearning involves the intentional disposal of routines and is considered an important element for adapting to changes in the environment, as well as for promoting organizational learning and maintaining competitiveness (TSANG; ZAHRA, 2008).

It was noticed that when we returned to the conventional operational flow, or rather, or new scenario, post-pandemic, the employees demonstrated difficulties in regaining the previous knowledge. And may, in some cases, be detrimental to the maintenance of the emergency care service.

Therefore, after consideration, he sought to answer the following question:

What is the role of the process of remembering and forgetting in learning from the collective memory of managers?

Following this line of reasoning, Walsh and Ungston (1991); Maurice Halbwachs (1992); Misztal, (2003); Feldman and Feldman, (2006); Rowlinson et al., 2010), their studies, presented social memory, referring to the process by which society or group collectively recalls and interprets the past. It is how individual memories intertwine and construct into a shared narrative that shapes a community's collective identity and historical understanding.

Thus, this study had as its general objective, to describe the observation about how social memory impacts the process of remembering and forgetting, playing an intimate relationship with learning and the performance of organizational routines.

2 METHODOLOGY

Throughout history, humanity has presented intense changes in the characteristics related to the production, dissemination, and appropriation of knowledge. Thus, the possibility of the conformation of a knowledge society seems to be growing, which demands the continuity of the improvement/qualification of strategies to expand access to and understanding of scientific and technological discoveries/productions by the most different audiences (MUSSI; FLOWERS; ALMEIDA, 2021).

Thus, this is a research of applied social character, descriptive with the method of experience report, in which the adaptation of the WORKING GROUP of the UPAs, located in Fortaleza-Ceará, was portrayed. It began in December 2022, after a clinical audit, then a working group was articulated to reconcile and propose the changes identified by the audit. Thus, the composition of the group consisted of multidisciplinary managers, where the participants chosen are strategic and tactical managers, of both sexes, aged between 33 and 45 years.

All participants are employees with a work contract, having 5 to 10 years of experience in management. The research was developed for 5 months with the completion of the diagnostic cycle of the project.

The chosen work group consisted of 9 people, to develop a project from the 11 years of existence of the units, rescuing previous knowledge, protocols, guidelines, and care flows.

After meeting with the working group, it was conducted from agile methodologies by the technical advisor of the project and later the diagnosis was made, listed the possible risks, analyzed facts, causes, and action (FCA), and later delivered the prioritizations through the pilot project.

Thus, the process of remembering and forgetting managers at the time of social interactions was analyzed, which was carried out to facilitate the diagnoses.

The meetings were weekly, with 3 hours managed. And some sessions invite other participants to discuss the facts and causes of the problem raised since the audit conducted in December 2022.

3 RESULTS AND DISCUSSIONS

Given the current global context, some work activities had to adjust to a new format. And thinking about the adjustments and the turn to a new cycle before the profile of the unit, the role of the process of remembering and forgetting in learning from the collective memory of managers is extremely important, because it accelerates the process of recovering the new flows.

Looking at organizational memory plays a key role in the learning process and the development of competitive advantages, allowing the organization to take advantage of its past to face challenges and seize opportunities in the present and future.

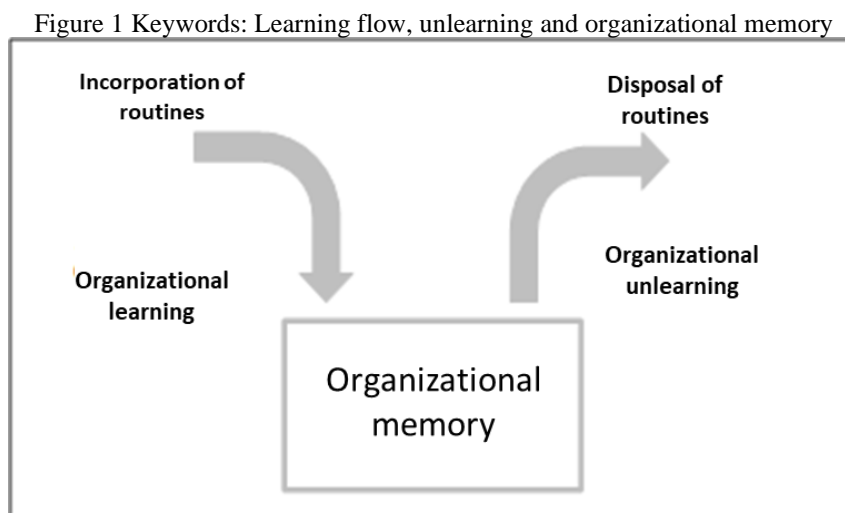
Thus, at the moment we propose the working group to the participants, to prioritize actions and model the existing processes in the organization. We also tried to make an analogy with a patchwork quilt, through the technical and behavioral characteristics of the participants, where the importance of each one for the group was placed, highlighting the contribution and soft skills of each.

After presenting the methodology of the project, the sessions began, where the group met every week, with three years for each meeting. In the first moments, it was placed for the group, which would

be the axis of prioritization. In addition, there is a concern with the project time, obeying the schedule of each phase.

The survey of the priority needs and interests of the organization was made by the analysis of the audit in the units and later was presented to each unit manager. Thus, the project was conducted by a project analyst, who sought to align the needs found and the pertinent literature, such as technical standards, regulations, and updating guidelines.

It can be observed that the participants began to deal with the process of recognizing the gaps and cause that led to the current scenario. For analysis of the processes of remembering, and recognition for learning and consequently creation of new routines. The authors Buchele et al. (2016), from a view based on routines, one can visualize the processes of organizational learning and unlearning, according to the figure elaborated by the authors.



Source: Prepared by the authors Buchele et al. (2016).

Figure 1, presented, shows the process of learning and unlearning influenced by OM, and how through the memory of social groups of the organization, acquisition, retention, dissemination, and sharing of knowledge can lead to the groups the process of forgetting, and consequently unlearning. The analysis of the figure shows a quadrant where the organization is amid the influence of the memories of the groups. For this reason, leaders are the people who must count the organizational memory, which the organization wants to be disseminated and reused.

The group activities provided a safe environment, where everyone colors their realities, and began to contribute to the pain and fear of each participant.

The remodeling project for the processes of the emergency care unit should have been initiated with a range of variations of the non-conforming results of the audit, which was worked broadly and systemically.

As the discussion workshops moved into each proposed dimension, it was clear to me as an observer and general director that the reflections were still unclear. The participants were still beginning to recognize the weaknesses of the organization. From the assumption of the swot matrix, finding the strengths is something usually easy and quiet, however, recognizing the weaknesses is an exercise in self-knowledge and detachment from judgments.

Thus, from the history of the units, after 11 years of care, with more than 11 million attendances, and 3 years of pandemic. It was clear that the units needed to go through a process of alignment of operational routines. And that the working group would find the strengths and weaknesses and ultimately analyze the threats and opportunities to the business.

However, this word realignment, brings without a doubt, a direction to recall the history of the units, what was built that continues to generate value, what was built, which is obsolete, what was built that needs to be remodeled, and what was not built that we have the need and deployment.

For this, sometimes I intervened, at intervals, sometimes in WhatsApp messages, seeking in their memories what we accomplished in the 11 years, and what we are for society. In this way, it seeks ways for them to access memory through the process of recall. In one of my first interventions with the group, I introduced the theme addressed in this research, with the citation of the researchers Esmaeli and Saeidabadi (2016), where cited:

"Organizations must keep knowledge about past efforts and environmental conditions in their memory. When your organization teaches something, its result must be accessible to avoid reinvention (ESMAELI, SAEIDABADI, 2016)."

And yet, I introduced a new participant to the working group, to rescue in the format of physical repertoires, documentary files of the work processes of the units. Validating the process of remembering from symbolic and concrete data of the organization.

In turn, remembering and forgetting are points of social memory, which have interferences from the moment that a participant of the group tells the story from his perspective, being influenced by positive and negative feelings and experiences inside and outside the organization.

Thus, the report is made of the observation of how social memory impacts the process of remembering and forgetting, playing an intimate relationship with learning and the performance of organizational routines.

The first pilot of the project brought the analyses from a mirrored management in ensuring that the process happens, without having entered the dimension of systemic analysis of the problems raised for the construction of new flows or even the use of previous flows.

4 CONCLUSIONS

Finally, I emphasize that the 5 months of observation are part of a larger project, where the scores made constitute developments of the leaders according to the dimension proposed by the strategic map of the organization, in force until 2023. Thus, it is expected that in addition to the completed project, the participating managers can be trained in the applied methodology, as well as the development of the same, to look at the strategic business.

The initiative of the project came from the board of management of care teaching and research of ISGH, intending to expand the strategies for the other business units managed by the institute.

New projects are suggested with the participation of multidisciplinary teams, but before the beginning, it should select the participants and after enhancing the trajectory of the organization, through the knowledge acquired over the years.

Still observed, that the management of memory, from the process of remembering and forgetting should be naturally practiced within the organization, to avoid wasting time, and financial resources, creating something that the unit already has. There should be greater clarity of knowledge, flows, guidelines, and organizational protocols, on the part of the project participants, so that they provoke the necessary memories in the other employees of the unit.

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