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07 :	1-2-1-1
08 Hyperarchy	2-2-1-1
09 Chief knowledge Officer :	3-2-1-1
10- -	4-2-1-1
11 :	5-2-1-1
13	.....	2-1
13	.....	1 -2-1
18	.....we can know more than we can tell :	2-2-1
22	.....	3-2-1
25	.....	4-2-1
25	.....	5-2-1
30	.....	6-2-1
32	..... :	3-1
32	..... :	1-3-1
33	.....	1- 1-3-1
34	.....	2-1-3-1
36	.....	3-1-3-1

38	.....	2-3-1
38	.....	1-2-3-1
38	.....	2-2-3-1
40	.....	3-2-3-1
40	.....	Penrose 1-3-2-3-1
41	.....	2-3-2-3-1
42	3- 3-1
42	1-3-3-1
43	Chester Barnard 2-3-3-1
44	Drucker 3-3-3-1
45	4-3-3-1
48	5-3-3-1
53	4-1
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72	1-2
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79	1-2-2
81	2-2-2
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86	1-3-2
87	1-1-3-2

93	Ba 2-1-3-2
97	3-1-3-2
98	4-1-3-2
	
102	2-3-2
107	3-3-2
107	1-3-3-2
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121	4-3-2
121	1-4-3-2
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132	1-5-3-2
136	2-5-3-2
137	3-5-3-2
138	4-5-3-2
144	5-5-3-2
148	6-5-3-2
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164	5-2

164	1-5-2
165	2-5-2
166	1-2-5-2
166	2-2-5-2
166	3-5-2
171	4-5-2
171	1-4-5-2
173	2-4-5-2
175	5-5-2
175	.....( ) Zack	1-5-5-2
176	.....	2-5-5-2
180	.....	3-5-5-2
180	.....Bierly and Chakarabarti	4-5-5-2
182	.....
187	.....
188	.....	1-3
188	.....	1-1-3
188	.....	2- 1-3
193	.....	3- 1-3
194	.....	4-1-3
204	.....	2-3
205	1-2-3
207	2-2-3
209	3-2-3

211	4-2-3
214	3-3
214	1-3-3
214	1-1-3-3
214	2-1-3-3
215	3-1-3-3
215	4-1-3-3
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217	6-1-3-3
219	7-1-3-3
219	8-1-3-3
220	9-1-3-3
220	2-3-3
220	1-2-3-3
224	2-2-3-3
243	3-2-3-3
255	4-2-3-3
259	
	

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244	(Pearson)	28
247	(Mann-Whitney)	29
247	(kruskal-Wallis)	30
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249	(Mann-Whitney)	32
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250	(kruskal-Wallis)	34

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252	(kruskal-Wallis) ()	36
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253	(kruskal-Wallis)	38
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11		02
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16	(DIKW) G.Bellinger	05
29		06
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78		08
86		09
87		10
88		11
91		12
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94	Ba	14
95	Ba	15
95	Ba	16
98		17
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119	(OM)	24
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123		26
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125		28
128		29
130	Graham et al	30
133		31
135		32
139	Wenger	33
141		34
143	(E. Wenger)	35
145		36
147		37
149	Herzberg	38
150		39
153		40
154		41
156	Barton	42
157		43
159	Jannex and Olfman	44
160		45
161	Masey et al	46
162	J-Yves Prax	47
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183	Dove	54
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.(Turban et al ,2004)

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. Nonaka

Knowledge –Based View

Paradigm

Tool

. (Nonaka and Krogh, 2009,p.636)

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Habit

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(The knowledge-based society)

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الفصل الأول

تحليل مقاربات المعرفة المختلفة

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(Domminique,2004,p.7-8)

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Plato

dogmatism

:

Bergson

Locke

Descartes

(Kant and Hegel

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Winter and Nelson

Penrose

Nonaka and Tacheuch

Barnard

Druker

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Senge

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Hypercompetition

/ / :

1995

Davenis

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.(Matzler et al ,2009, p.6)

(Turban et al, 2004, p.12) :

1-1-1

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Sharma, Mathias, Dharmawirya, Koeng, Lee

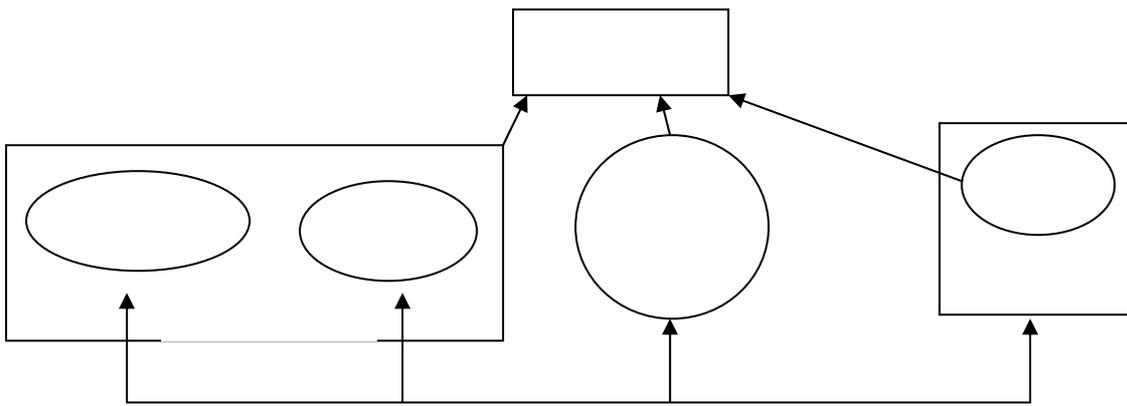
– (–) :

Nhapiet and Ghshol

–

(Sharma et al, 2007, P.7):

:(01)



(Sharma et al, 2007, P.8) :

(–)

(Sharma et al, 2007, P.8-9)

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13

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.Dolfsma ()
(-) :

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Ergazkis et al :

(Sharma et al, 2007, P.13)

Olssen Foray :

Ergazakis et al Edvinsson : -9

: -10

: -11

Federor

(Sharma et al, 2007, P.15)

Ba :() Ba -12

Regis

Bembergers Princeton 1930

" " Ba

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Cheng et al : -13

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.(Sharma et al, 2007, P.16)

" "

(Turban et al, 2004, pp11-15) :

2-1-1

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1-2-1-1

Mac Donald s , IBM, HP, G.M, 3M :

()

(Buckner,2008,p.86-87)

: **Hyperarchy 2- 2-1-1**
Hyperarchy

F.Evans

.Gary

(Jones, Thompson, 2007, p 181) Hyperarchy

Toyota

1997 Toyota

Toyota

2004 (Loren Gary)

C. Wick):Chief Knowledge Officer

3-2-1-1

(,2000, p.519

Davenport and Prusak, Liebowitz and Buckman :

Cocacola, Sequent, HP, Coopers and Lyprand, Ernst & Young, Scandia,

:

Buckman Laboratories, Dow Chemical

Learning Officer Chief أو Chief Knowledge Officer

Technical Communicator

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4-2-1-1

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(Krajewski, Ritzman, 2005,pp.5-6)

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Technology- Push

Market

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- Pull

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Mieux vivre au :

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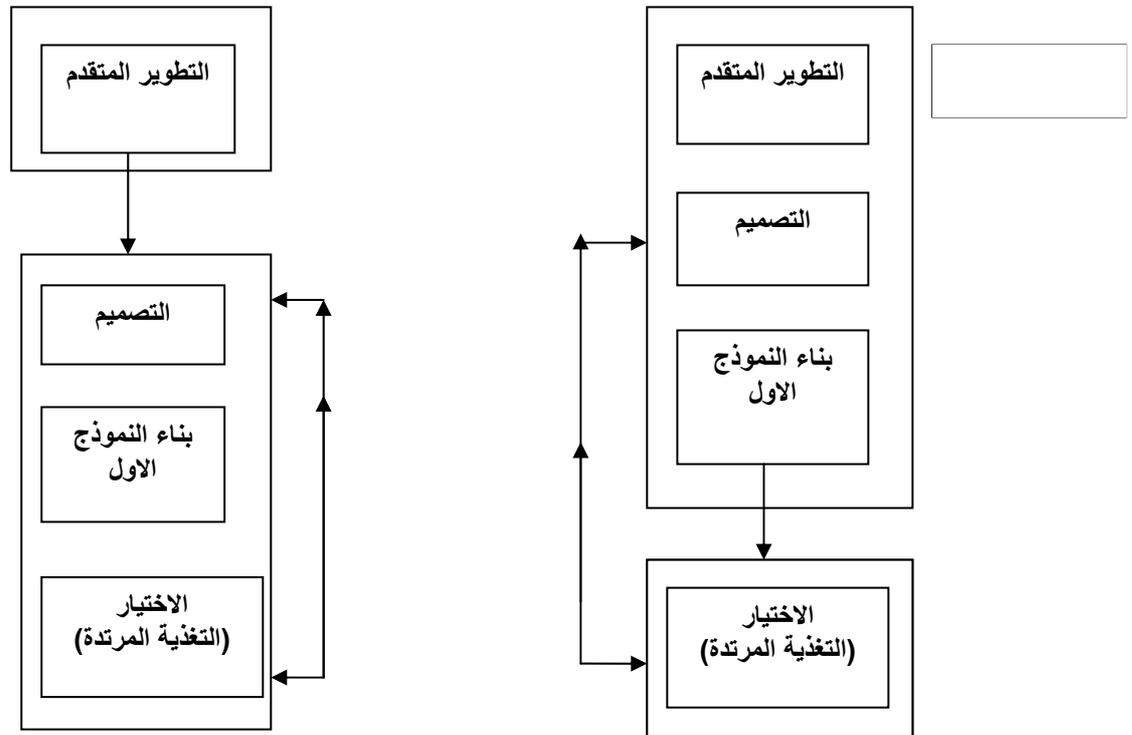
: quotidien

(

(Thomke and Hippel,2002,p.6)

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:(02)



(Thomke and Hippel,2002,p.6) :

() :

." :Kotler
." :
." :

(Kabiraj et al, 2010,p.24)

:

5- 2-1-1

Drucker

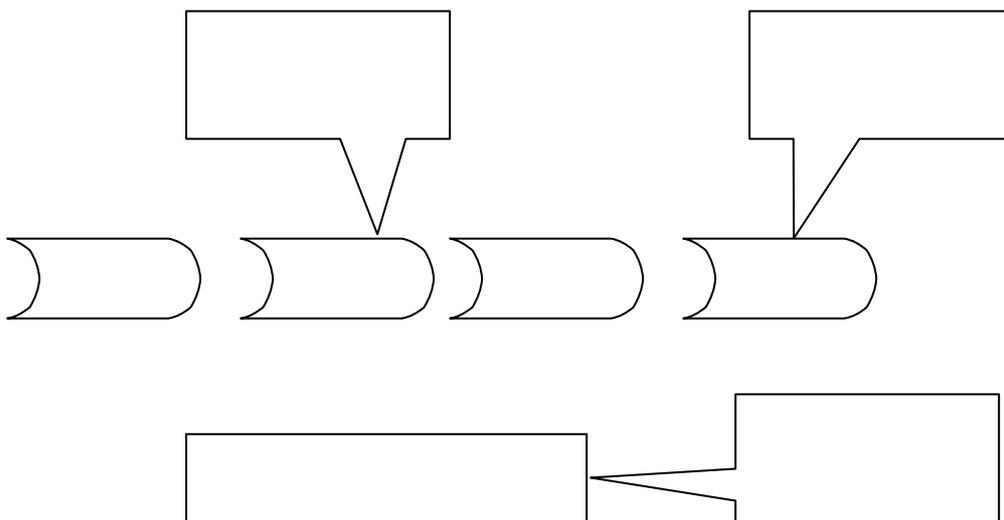
.(Turban et al,2004,p.15)

(Green business)

(Green Measures)

(Kabiraj et al, 2010, p.25) :

:(03)



(Kabiraj et al, 2010, p.25) :

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Toyota

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1997

'Prius"

2001

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(Jorge, 2006, P.5) Fahey & Prusak

Davenport

Turban)

et.al, 2004,p.451)

521 :

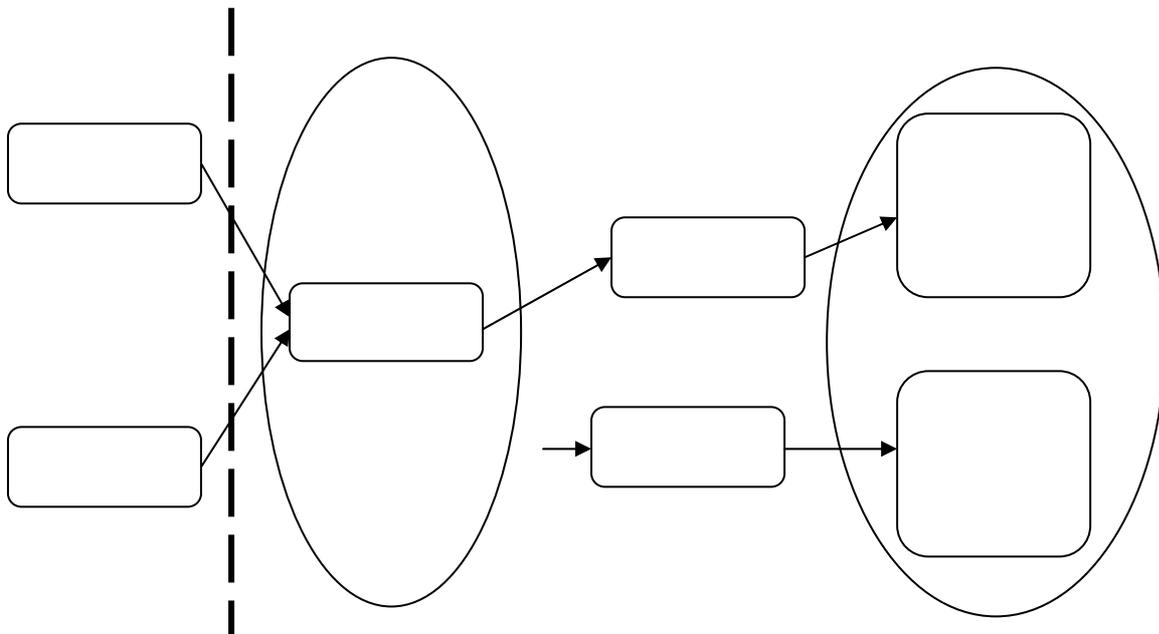
.(Jorge,2006,p.05)

(Nonaka, 1994, p.15) Machlup

Dretske

:(Henczel,2000,p.212)

:(04)



(Henezel, 2000, p.212) :

:

(21. 2007) .(Jorge,2006,P.5)

.(Turban, 2004,p.452)

(C.E.Shannon)

.(Jorge,2006,P.05)

Plato,

"

":

Socrates

(M.Polany) :

.(Nonaka,1994, p.15)

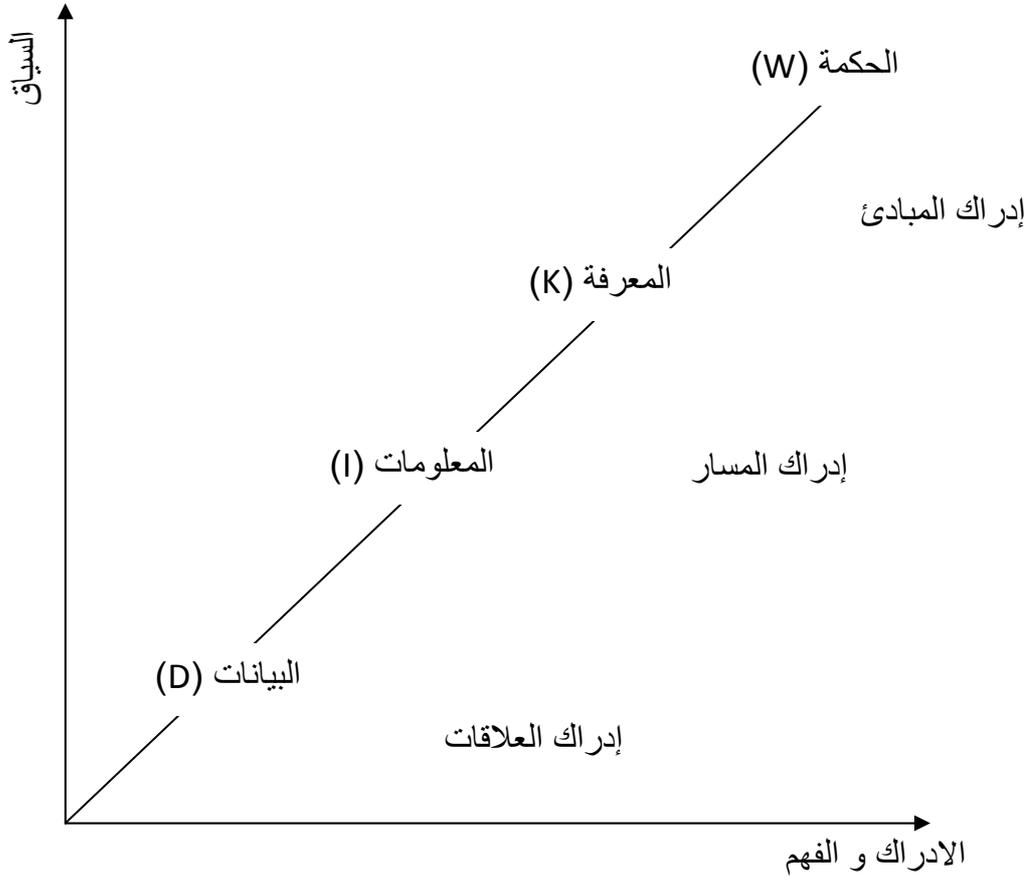
.(Jorge, 2006, p.06) Knowing ()

Nonaka

Davenport (Nonaka,1994,p.16)

Jorge .(Jorge,2006,p.06)

:
(DIKW) G.Bellinger :(05)



(Filemon and Uriarte, 2008, p.02) :

(Jorge, 2006, p.06)

(Wang, 2007, p.13)

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: (Jorge,2006,p.06) Fleming.N

Bartlett.F.C .

: Hutchins.E
. (Jia.Shen, 2003,P.688-689) Knowing what

"

"(actionable) (relevant) (contextual)

.(Turban et. al,2004,P.452)

= : (79 2007) .

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A.Hayek

: (Nonaka, 2000, p.07)

.ABC123

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(Stephane,2000, p.16) "

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Nonaka

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(Judgment)

(35 . 2007)

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we can know more than we can tell :

2-2-1

Polany

we can know more than we can tell

. (Polany,1966,p.04)

: Nonaka

:Explicit

:

.(Nonaka,1994,p.17)

.(Nonaka, Konno, 1998, p.42)

know what Nonaka, Polany

(Chung-Jen-Chun, 2004, p.312)

:

. Nonaka

Polany

:Tacit

.(1966)

()

.(Morgan,2008,pp.1-2)

(We can know more we can tell) .

Nonaka ,Tackeuchi

Polany

.(Polany, 1966, p.24) :

Know-how

(Nonaka,1991,p.98)

()

(know how skills)

face- to face

(Smith,2001, p.311)

Turban, Brelade & Harman

: Wiig

()

. (Nonaka, 1994, p.16)

(Nonaka, Konno,1998,p.42)

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ideals

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:(01)

	-	()	-
know how	-		-
know why		()	-
care why		mission statement	
	-	.()	
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(Dalkir, 2005,p.8) :

.Nonaka SECI

: 3-2-1

1 Miller

: Mcdermott .

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.(Lang, 2001, p.44)

: (Mcdermott,1999,pp.105-109)

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- (Sveiby,1997,p.17-28)
- : Tacit -1
- :Action-Oriented -2
- Sensory
- :Supported By Rules -3
- :Constantly Changing -4
- Mcdermott, Sveiby

(Bollinger and Smith,2001)

- : Inimitable •
- :() Rare •

:()Valuable •

: () No substitutable •

(Groenewald, 2004, :

Karamuftuogu

pp.6-7)

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(21. 2008)

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Saffady

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Appleyard , Beirly, Chakrabarti, Jones, Parikh, Pitt, Clark

:

.(Russ et al, 2007,p.07)

Jones

Quinn .()
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not cost savings (

Russ et al . Intellectual depth

Ganez, Prober, White,

Kurokawa,

: 5-2-1

(Drucker, . (Stephanie et al,2004, p.05)

1999,p.135)

:

1995

Nonaka, Tacheuchi

. (Little et al. , 2002, p.9)

(Zack,1999,p.128)

(Davenport & prusak , 1998, p.17)

(Davenport & prusak ; Asllani & Luthans; Snyman & Kruger)

()

(Stephanie et al,2004, p.06) ()

()

Snyman , Kruger

(Stephanie et al,2004, p.06)

(Diakoulakis; Georgopoulos; Koulouriotis & Emiris)

)

:

(Stephanie et al,2004, p 6) (Data processe

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. Nonaka

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(Vreja,2010,pp.8-9) Zack

Process, place, purpose, :4Ps 4

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perspective

knowledge sharing and creation:

knowledge boundaries :

: knowledge strategy

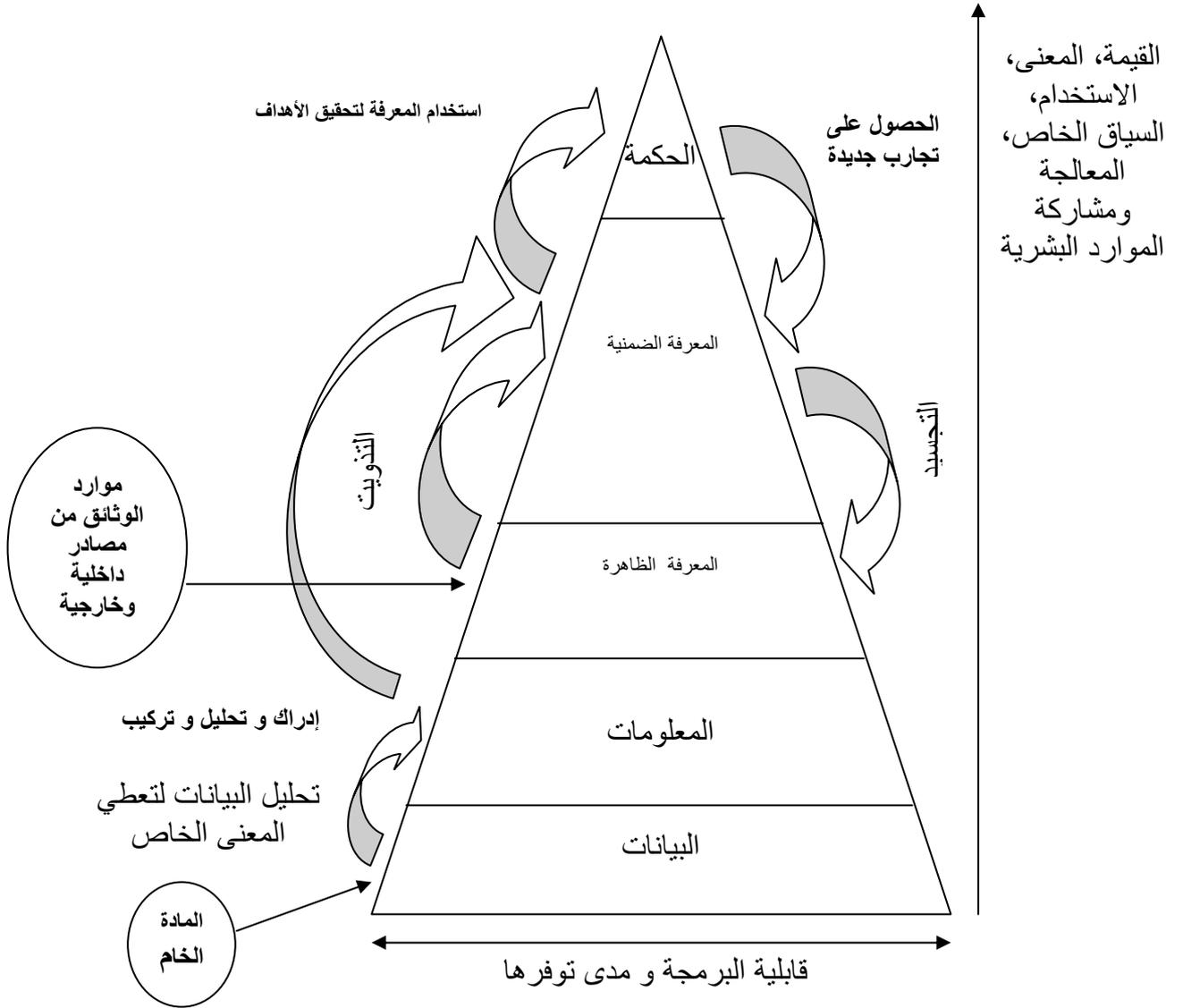
: vision of knowledge:

Probst et al,) (Awad and Ghaziri, 2004) (Devenport et al, 1998)

(Bierly et al, 2000) (2000

(Ahmad, 2010, P.9) :

(06):



(Ahmad; 2010; 10) :

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Johnston , Blumentrit

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:(Winterton et al, 2006,pp.10-11)

H.Renold

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Welfod .

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Fitt et al

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Anderson

Fitt et al

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(declarative)

Rasmussen .(Procedural)

(Fitt et al)

()

(Fitt et al) (Skills – based performance)

Vorris, Hoffman

E. Rant, N. Boon, V. der Klink

Dall , Lee

Hartle

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Gelman et al

:

:(conceptual competences)



:(Procedural)



:(Performance)



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Weinert

-(Winterton et al, 2006, p.17)

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J.Locke

1690

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Kant

(Chaffee,2011,p.106)

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: Dogmatism

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Dogmatism .()

:(34-33. 1999) Dogmatism

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Dogmatism

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Dogmatism

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:Scepticism

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Pyrrhon ()

Plato

. Arcesilaus and Carneades :

Arcesilaus

Carneades .

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Arcesilaus

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Socrates

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Aristotle

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Descartes

2-1-3-1

Plato :Rationalism

() Descartes

.(Chaffee,2011,p.90)

Descartes

Spinoza

Leibnitz

:Empiricism

J.Locke

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(

() Tabula Rasa

.(Chaffee,2011,p.105)

D.Hume

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.(Chaffee,2011,p.110)

: Intuitionism

H.Bergson

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Plato

: Plato

.(Chaffee,2011,p.91)

Plato

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Aristotle

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:Berkely

(

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.(60. 1999)

: Kant, Hegel

:Kant

Kant

Analytical priori

:

: Synthetic posteriori

Pure intuition

: Priori Synthetic

Kant

.(Chaffee,2011,p.113)

:Hegel

.(62. 1999)

:Realism

(63. 1999)

: Native Realism

:Neo realism

:Critical Realism

Marshall V.s Hayek & Schumpeter :

2-3-1

:Marshall

1-2-3-1

A.Marshall

(Nonaka and Tackeuchi, 1995, p.33)

A.Marshall

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.(Nonaka and Tackeuchi , 1995, p.33)

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Hayek & Schumpeter :

2-2-3-1

.(Nonaka and Tackeuchi , 1995, p .33)

Hayek

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(

(Dominique,

1945

.2004, P.2)

Machlup

1984

Hayek

(Interchangeably)

Hayek

()

Schumpeter

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(Dominique,2004,p.1)

.(Nonaka and Takeuchi,1995,p.34)

Penrose ; Nelson and Winter

3-2-3-1

Firm as a knowledge repository

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Penrose 1-3-2-3-1

Ressources-Based-View of The Firm

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(Nonaka and Tackeuchi,1995,p.34) (

E. Penrose

.(Nonaka and Tackeuchi,1995,p.34)

Nelson , Winter

2-3-2-3-1

Nelson , Winter

. (Spender,1996, p.12)

Nelson , Winter

(Spender,1996, p.06)

Nelson ,Winter .

Knowledge Maps

.(Nonaka , 1995, p.34)

(Lawrence,1979, p.09)

Richardson

Dominique

. = :

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(Holder)

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Polanyi

.(Dominique,2004,pp.2-3-4) (

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.(Nonaka and Tackeuchi,1995,p.35)

F.Taylor P.Drucker

(Ford, G.E)

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(Drucker, 1999, pp.79-80) .(

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(Western Hawthorn plant

()

G.E.Mayo

(Harvard 1920-1930)

. Electric)

F.J.Roethlisberger

()

(interpersonal)

(practical knowledge)

.(Nonaka and Tackeuchi,1995,p.36)

Chester Barnard 2-3-3-1

Mechanistic

:

Barnard

Human Factors

() Rationality Stressed

.() Highlighted

New Jersey Bell

:(Nonaka and Tackeuchi,1995,p.36-37)

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Barnard

:

(Logical Mental Processes)

.(Nonlogical Processes)

(Human Mental Activity)

:(Nonaka and Takeuchi,1995,p.44)

Drucker 3-3-3-1

Drucker

Knowledge Workers

(Post –Capitalist Society)

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Drucker

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(Systematic Practices)

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Drucker

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ad hoc experience)

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(Nonaka and Tacheuchi,1995, p.44-45):

4-3-3-1

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Nonaka

(know how)

paradigms)

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(Argris (Learning I ; Learning II)

(Bateson ,1973)

" single-loop learning ", "Double-loop learning"

and Schon ; 1978)

H.Simon

Simon

(Bounded

Rationality)

(
(Dominique,2004,p.4)

1982

Real precursor

" "

. Spender, Winter and Nilson

P. Senge

generative learning

()

adaptive learning ()

Senge

Team Work

(Cors, 2003,p.4): the five disciplines

: systems thinking -1

() -2

.personal mastery

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(shared vision) -4

: team learning -5

The Fith

.Discipline

(Argris and Schon)

:(Cors, 2003, p.05)

:(Single Loop-Learning)

(Senge ,1990)

Double loop Learning

Senge

. 1990

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5-3-3-1

) Porter

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. Porter

Resource-based view

1986

Barney

1984

Wernerfelt

Hamel and

Competence-based view

(19.

2008

)1990

prahalad

Wernerfelt

.(Mills et al ; 2003 ; P.149)

:

1990

Barney

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VRIN

(24. 2008)

:Valeur -

:Rarete -

:Inimitabilite -

:Non-Substitutabilite -

VRIO

2006

Barney

Organisation

" Core Competencies

Hamel & Prahalad

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.(24. 2008)

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(Grant, 1991,p.120)

Grant, Spender,

Kogot, Nonaka and Tackeuchi

(Nonaka,2013,p.68-70)

(Singular focus)

Nonaka

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>> Drucker

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Schumpeter

: Nonaka

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:(Nonaka,2013,p.70)

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Suzuki Wall-Mart

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: (Nonaka,2013,p.78)

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-Phronesis-

(Nonaka, 1991) (Nonaka and, Takeuchi , 1995)

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(

(metaphor)

. (model)

(analogy)

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.(Drucker 1995)

1980

" (Edward Freignebaum)

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"Knowledge is Power

"Knowledge Engineering

1997

. (Wiig,1997,p.06)"Knowledge Management "

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(2011)

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(2007)

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(2011)

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:(Choi and Lee; 2000)

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.(Nonaka; 2000

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(Mikulecka ; Mikulecky ; 2005)

(Market educational)

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(Sedziuvience ; Vveinhardt ; 2009)

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(2006)

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:(Trust) -

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(2009)

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(Ghoshal and Tsai,1998)

. 1996

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(Ghoshal and Nahapiet,1998)

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(Adams and Lmont, 2003)

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(Brelade and Harman , 2001)

(HRH)

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(Alberto, 2001)

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(Adisorn and Chris ,2002)

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(Fullan, 2002)

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(Kalling, 2003)

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:Knowledge development ()-

: Knowledge utilization() -

:knowledge action () -

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(Rowland and Sharifuddin,2004)

2001

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(Stevenson; 2000)

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. (Hansen & Other, 1999, p.106)

(Nonaka and, Takeuchi , 1995)

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Quinn, Druker, Toffler

(Sveiby, 2001, p.03)

.(Nonaka et al, 1996, p.203)

(Nonaka, Toyama, 2006,

knowledge = capacity to act :

)

p.04)

(

Polanyi

Allee

(Allee,1997, .

pp.1-2)

الفصل الثاني

ادارة المعرفة من النظرية الى الممارسة

:

. (Krajewski, Ritzman, 2005,pp.509)

Don Marchand

(Koeing, 1999, p.27)

21

Drucker

.(Drucker,1999,p.80)

(Leonard – Barton, 1995) (Nonaka & Takeuchi, 1995)

:

.(Dalkir, 2005, p.13)()

Hewlette Packord

1985

() Wall Street

.(Mulin,2000,p.29)

:

(Nonaka,1998,p23)

Kao,Sharp, NEC, Matsushita, Canon, Honda

:

Systematic

:

(Wiig, 1999, pp. 7- 9)

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Steve

(Dalkir,2005,p.14)

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. (Koeing ; 1999, p.19)

-

. (Brelade& Harman ,2001, p.30)

-

.(Cheng et al, 2001,p.06)

-

.(Adisorn & chris, 2002,p.02)

-

.(Balmisse, 2005, p.04)

(Lee and Choi, 2003, pp.191-193)

	:		
	:	Collaboration	*
	:	Trust	*
.(	)	:	Learning *
	:	Centralisation	*
	:	Formalisation	*
	:	Shapes Skills	*
	:	IT Support	*
	:	Organisational Creativity	*

(Stake Holders)

21

: (Wiig,1997,pp.1-2)

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50

1989

Fortune

K.Wiig

(Revitalize)

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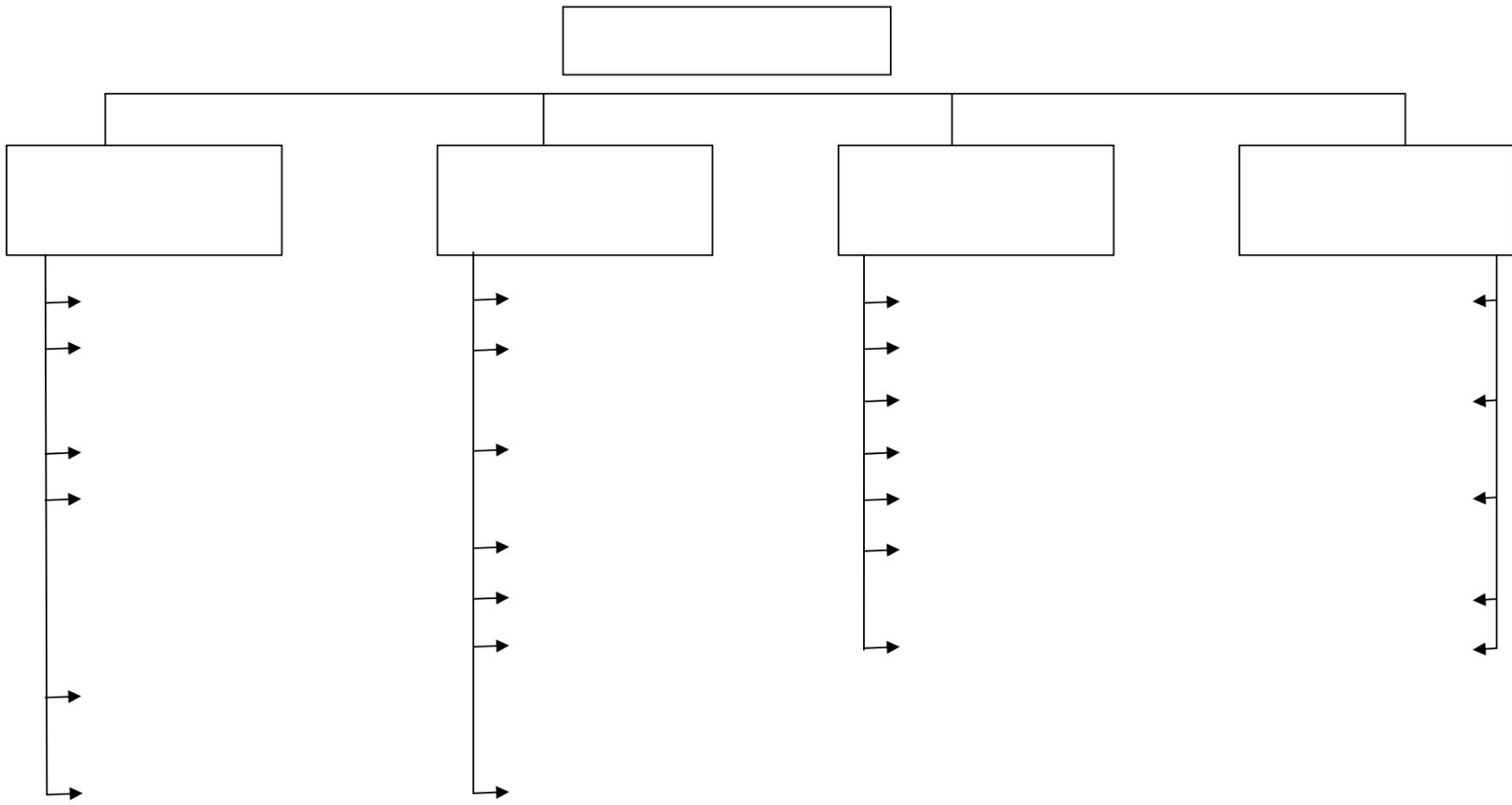
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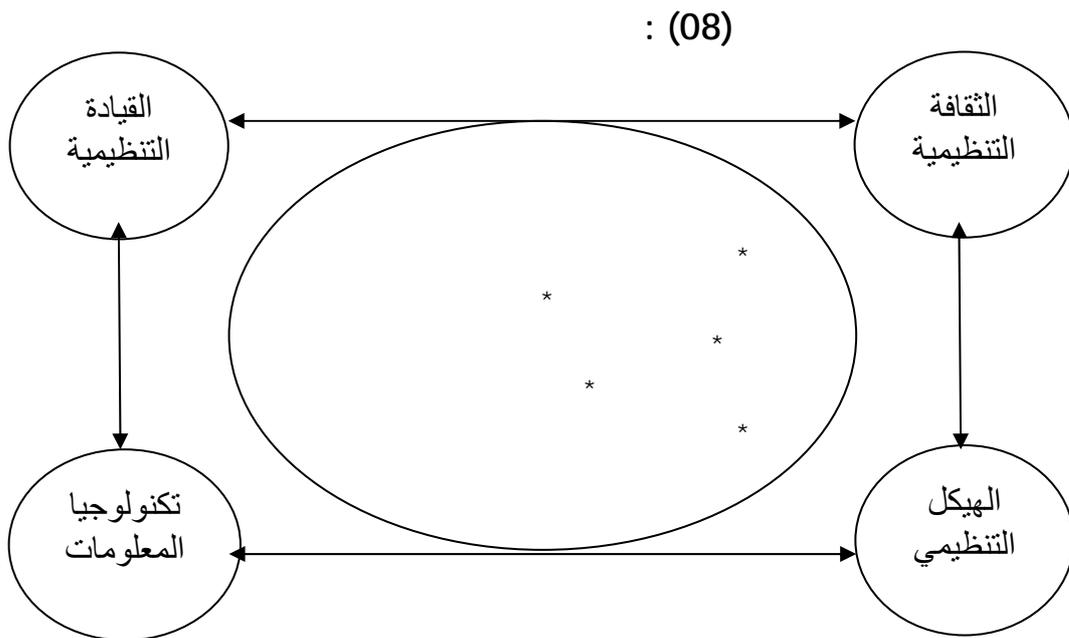
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(Wiig, 1997, P.03) :

(Wong and Aspinwal, 2006,p.634)



(Mcdermott and O'Dell,2001,p.77) (Shein, 1985,p.12) E. Shein
'(Leidner et al, 2006,p.19)

(Co-Operative Culture)

.(Theriou et al ,2010,pp.12 -13)

: De Brun :

Leidner.D et al

: (Leidner et al, 2006,p.37)

: (02)

-	Wallach 1983
-	Wallach 1983
-	Earley 1994
-	Earley 1994

(Leidner.d et al, 2006 , P 37):

Dubois

Wilkerson

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: (03)

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(Dubois and Wilkerson, 2008,p. 23):

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.(Lee and Choi, 2003,p.188)

:(Fujeng and Dunk,2013, p.51)

Infinately flat organi:

*

.(Pèrez et al , 2009,pp. 115 – 116)

(Spiders Web)(Network):

*

Team)

-
(work

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Rover

(Marquard,1996,p.193)

150

Semiconductor National

1991

. 130

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(Marquard,

4

.1996,p.140)

: 3-2-2

HumanTouch

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() Fidler

: (Bollinger and Smith, 2001)

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Coorolinator , Facilitation , coaches

Theirou et al,)

(Fullan,2002,p. 09)

(2010,p.12

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4-2-2

(B.I Tools)

Intranet.2.0

Big Data

:

(Turban et al,

. 2004, p.460)

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. (Adirson and Chris,2002,p.7)(Turban et al,2004,p.454)

(Turban et al, 2004, 461):

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Zack

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.(Theriou et al, 2010,p.7)

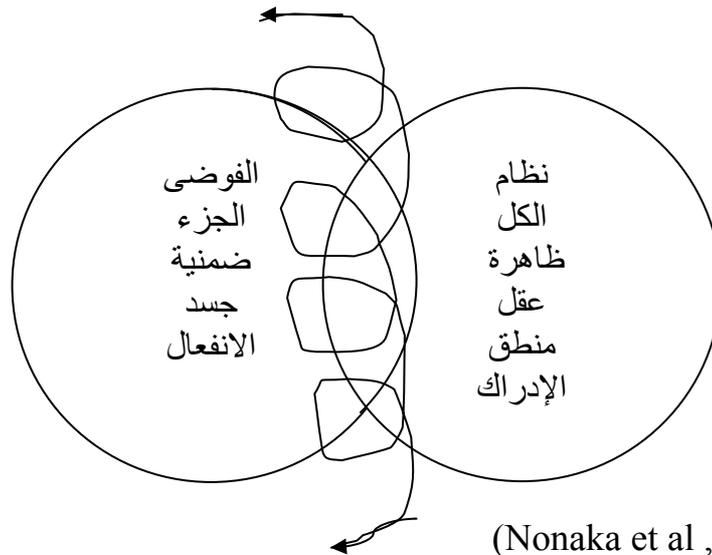
: 3-2

: 1-3-2

Nonaka

: (Nonaka et al, 2000, p.06)

:(09)



1995 (Nonaka, Tackeuchi)

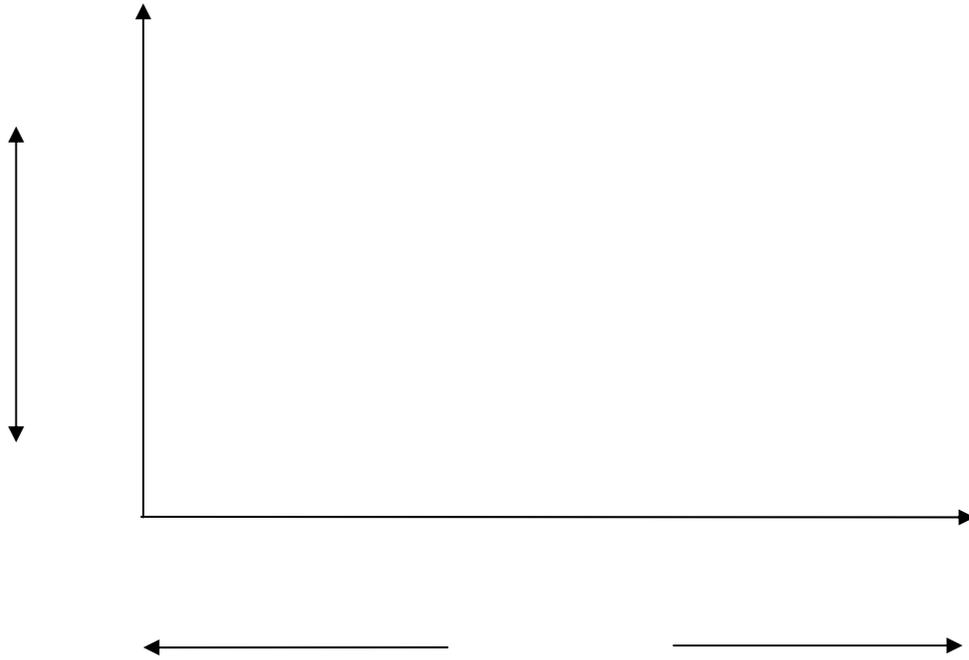
)

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: (10)



(Nonaka ,Tackeuchi,2004,p. 47) :

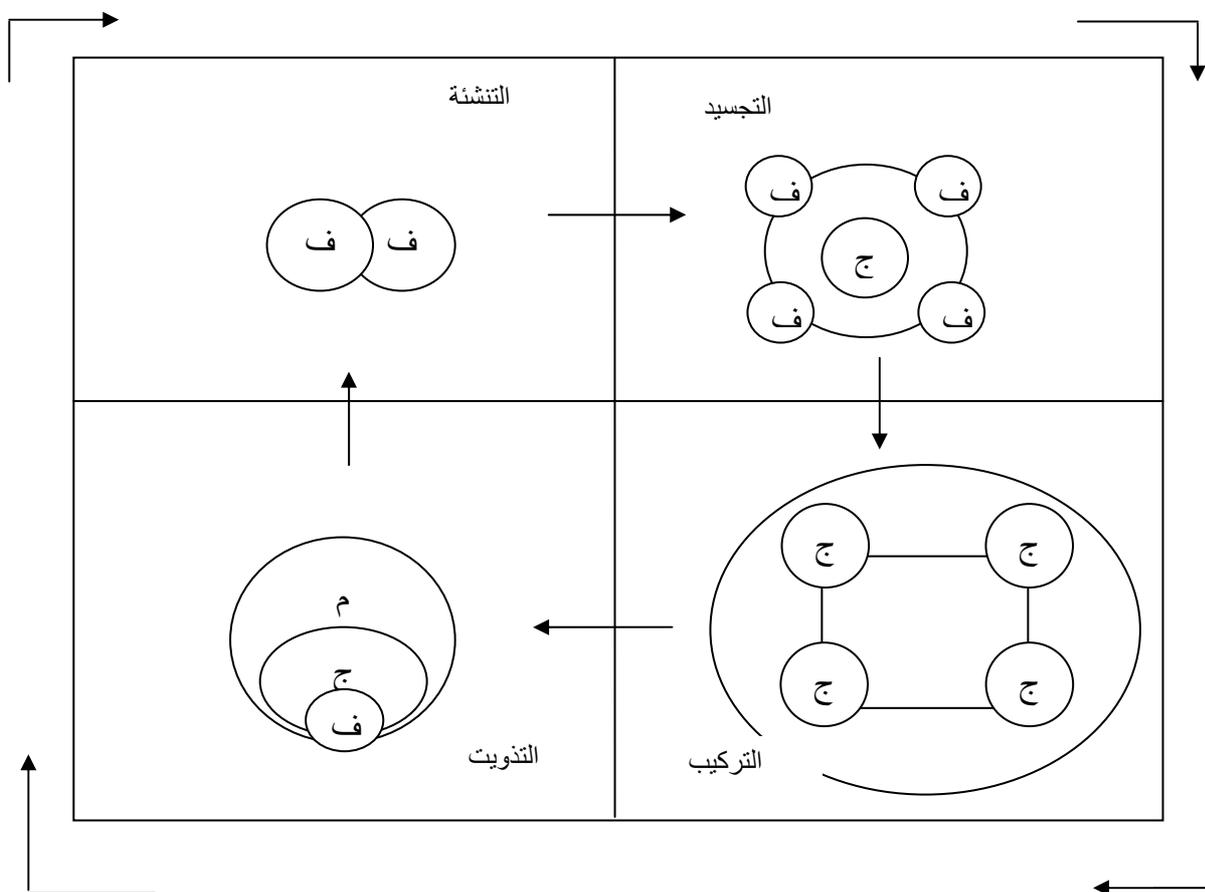
: 1-1-3-2

(Nonaka,1998,p.28) (Nonaka ,Tackeuchi,2004,pp.54-66)

()

SECI

:(11)



. : : :

(Nonaka, Konno, 1998, p. 43):

Polanyi SECI

Anderson ACT

(Know what) :

(Know how)

. (Nonaka, 1994, p. 17)

SECI

- -)

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- - :

(Tacit - Explicit)

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Socialisation:

Externalization:

Combination :

Internalization :

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-1

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. (Nonaka, Toyam, 2003,p.05) (Nonaka, Konno, 1998,p.42)

:

-2

Articulation

()

(Nonaka, Toyam, 2003, P.0 5)

: (Nonaka, Konno, 1998,pp.43 – 44)

.() :

(Analogy)

: -3

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.(Nonaka, konno, 1998,p.45)()

: -4

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) :

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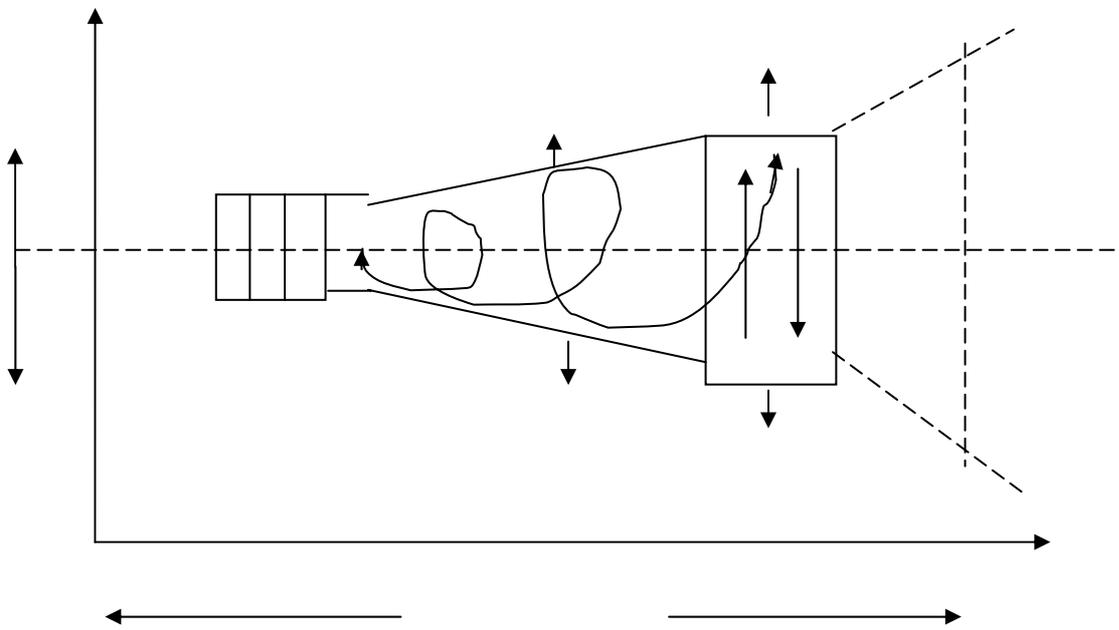
.(Nonaka, Konno, 1998,p.45)

Tackeuchi Nonaka

.()

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:(12)



(Nonaka ,Tackeuchi, 2004 ,p. 67) :

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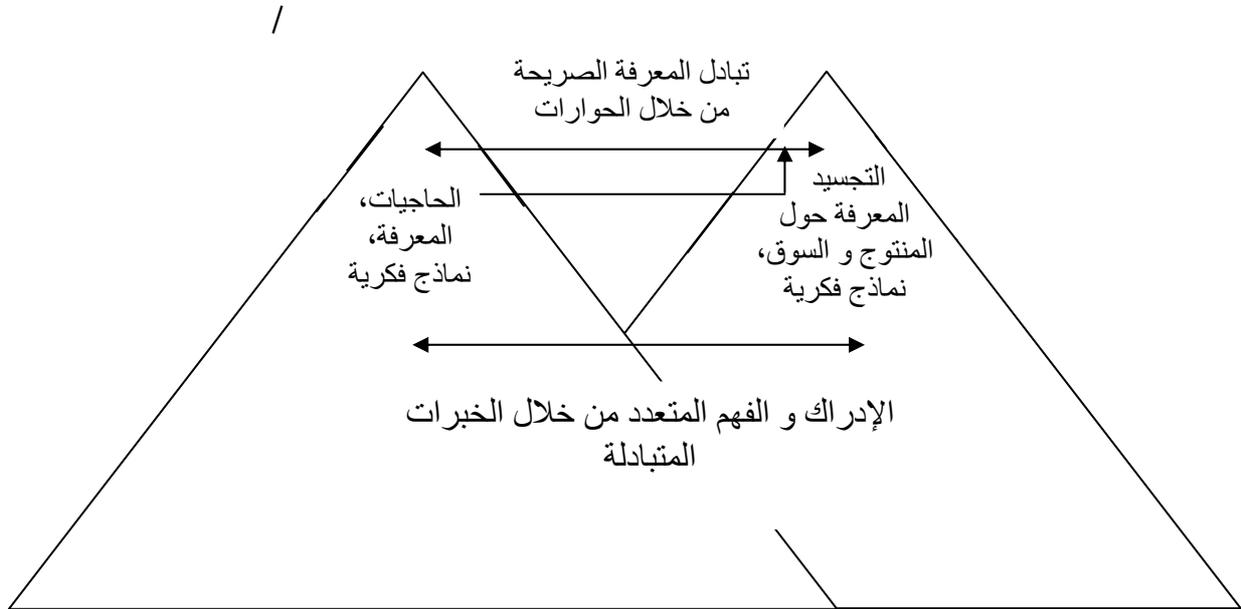
()

TOYOTA:

TOYOTA

Silion Valley

: (13)



. (Nonaka,et al , 2000, p.13):

Nonaka ,Tackeuchi

.(Little and Tim, 2005,p.09)

Senge

Hayek . F.A

. (Nonaka,Toyama 2003,p.06)

Ba .(Nonaka, 1998,p.41)

Kitaro Nishida

the

1998

Nonaka, Konno

Shimizu

concept of Ba

. (Nonaka,Konno , 2003,p.0 6)

)

Konno Nonaka

(

.(Nonaka ,Konno,1998,p.41) ()

:

Ba

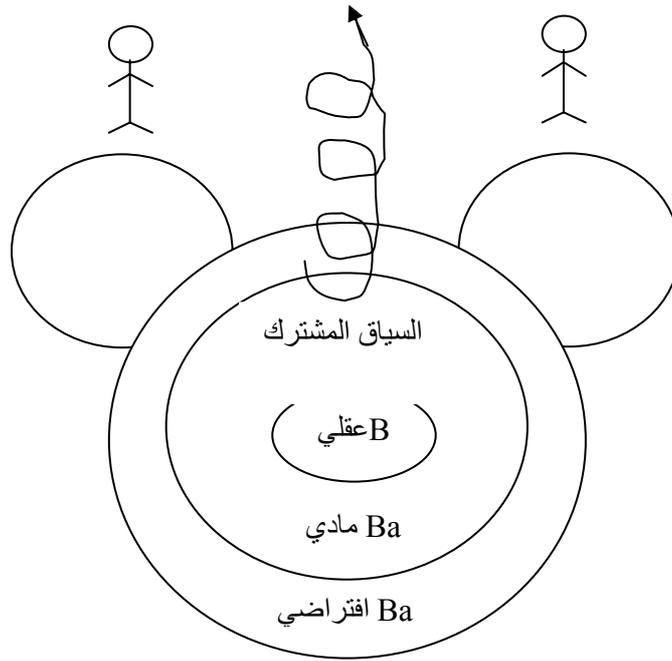
Ba

Shimizu . Z

Ba

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Ba: (14)



Ba

(Nonaka, Toyama, 2003,p.07):

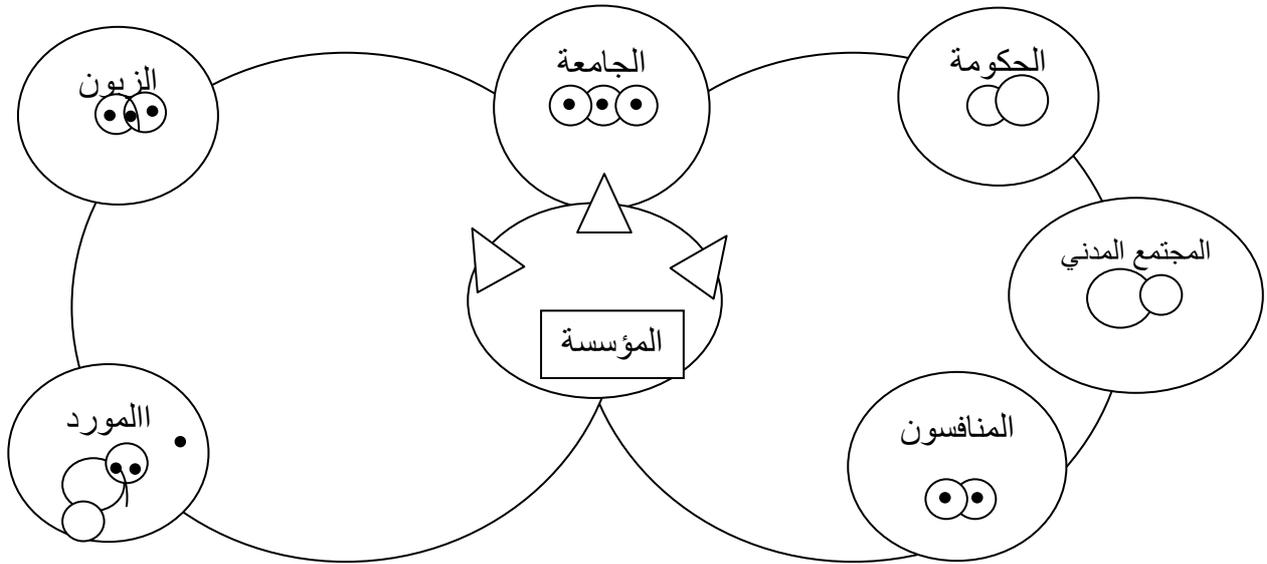
Ba Toyama Nonaka

Ba

Ba

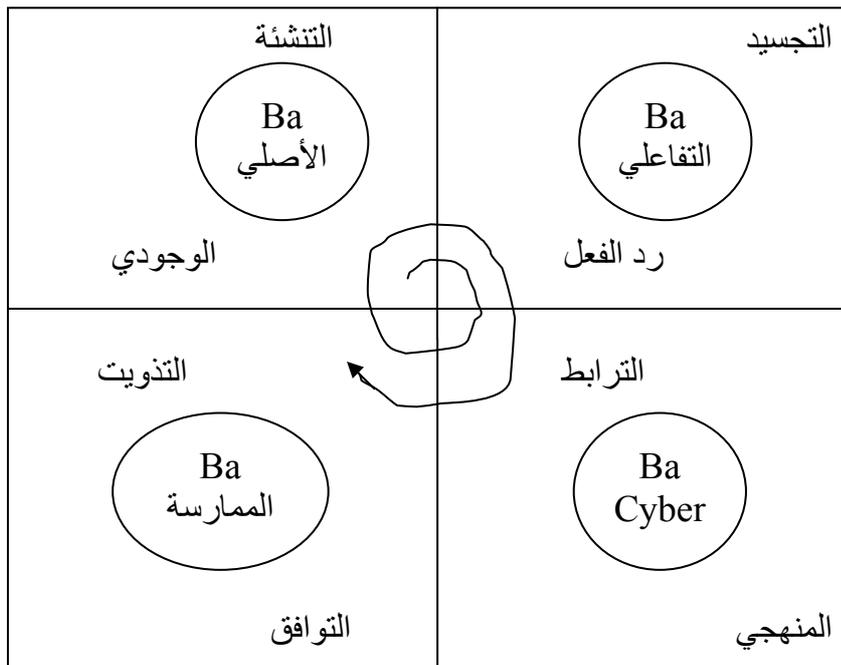
(Nonaka, Toyama, 2003,p.07):

Ba : (15)



(Nonaka, Toyama, 2003,p.08):

Ba :(16)



(Nonaka, Konno, 1998,p.46) :

: Ba -1

: Ba -2

: Ba -3

Ba

.()

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: Ba -4

()

Ba .

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)

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3-1-3-2

(Nonaka,et al , 2000,p.20) Nonaka

Ba

:(04)

:	-2 : -1 (Know How)
:	-4 : -3

(Nonaka,et al, 2000,p.20) :

Ba

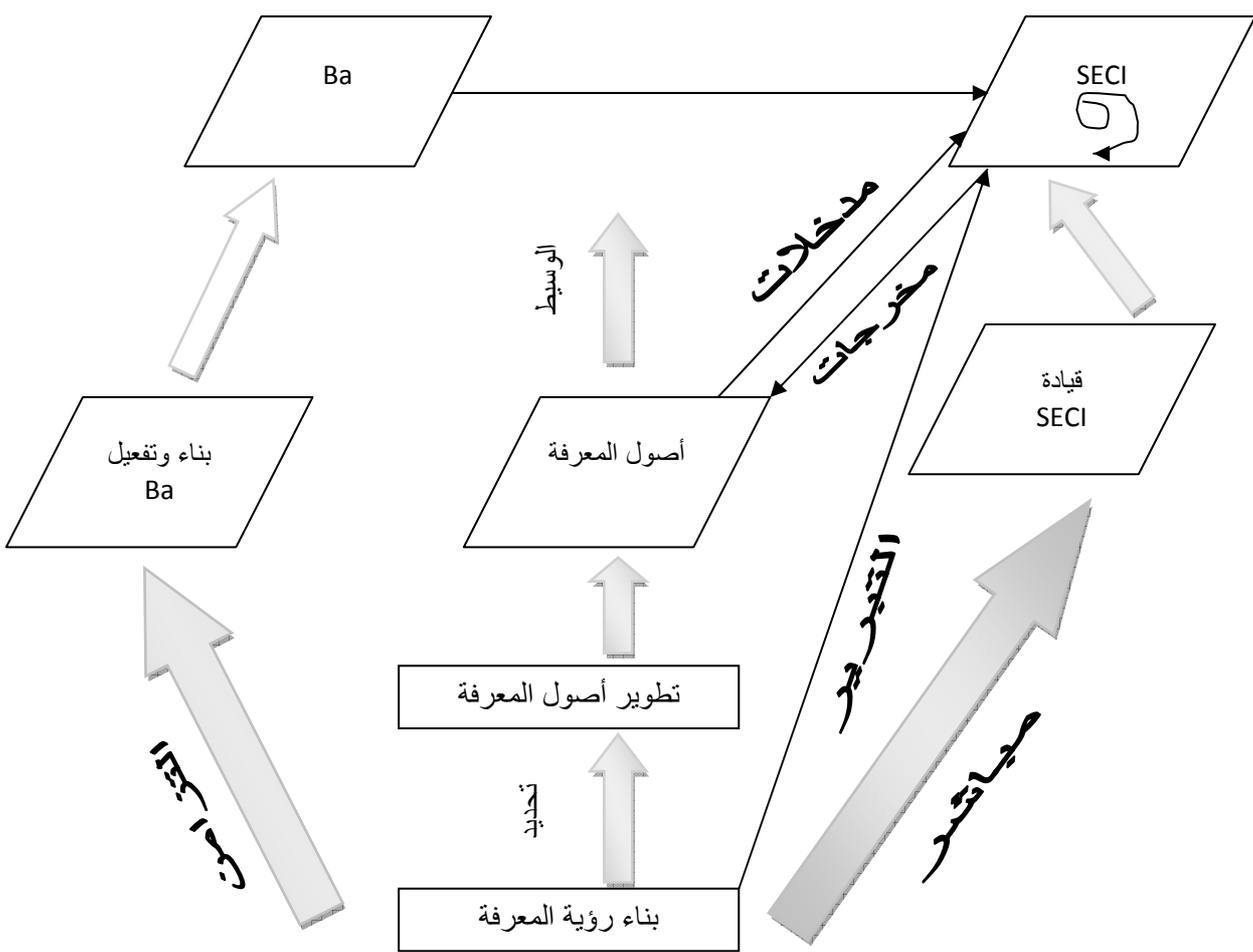
SECI

:

(Nonaka et al ,2000,p.22)Nonaka

: (Ba SECI)
 . Ba
 : (Nonaka et al,2000,pp.23- 30) (Sanders,2005,p.228)

:(17)



(Nonaka, et al, 2000,p. 23):

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(CKO)

.(Nonaka et al, 2000,p.24) Davenport and Prusak

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Ba : Ba -

Ba

Ba

Ba

(SECI)

Foerster. V

: **Creative Chaos** -

" order out of noise "

.()

(Nonaka, 1994, P 28).

: **Redundancy** -

:

. (Nonaka, 1994, P 28)

Ashby

: **Requisite Variety** -

1956

Numangami

Nonaka . (Nonaka, 1994, P 29)

. chaos order

() -1

-2

(Turban et al ; 2004, P 454)

De Tienne

. (De Tienne et al ; 2001)

.(Karadsheh,2009,p.74)

(De Tienne et

. al ; 2001)

King

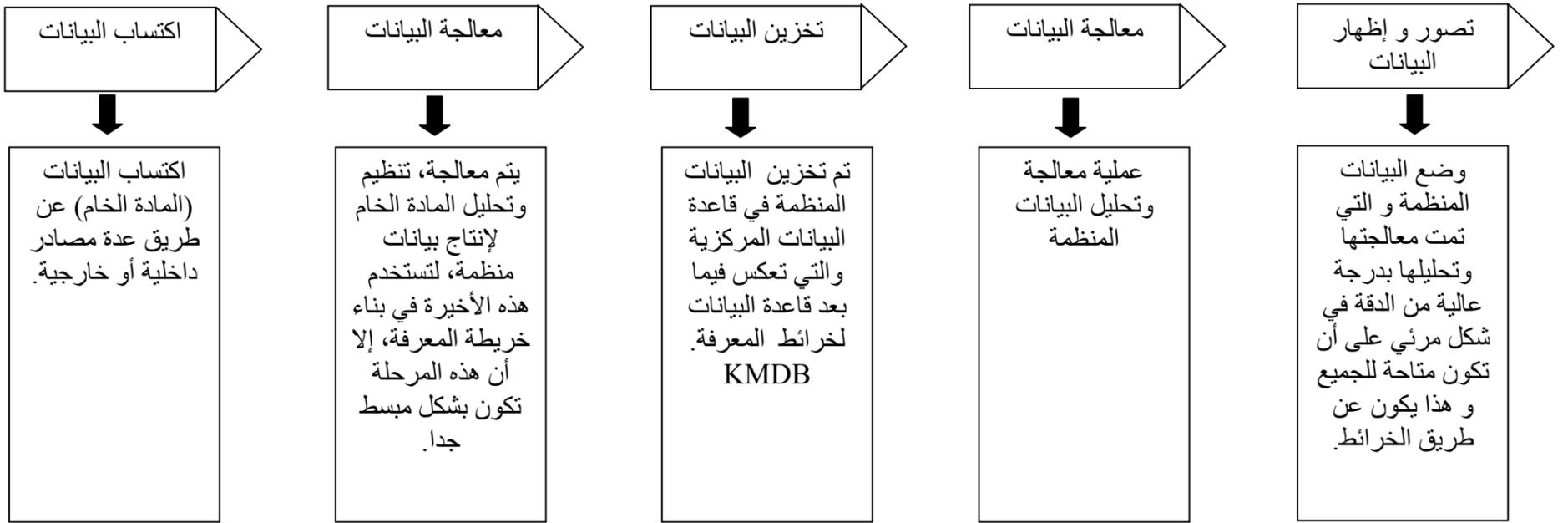
.(King ,2009,p.8)(Kalseth and Cummings,2001,p.166)

5

.

:

(18):



(Ebener et al ; 2006 ; P 637):



()

:(Ebener et al,2006,p.636)

. know where know who know why know what :

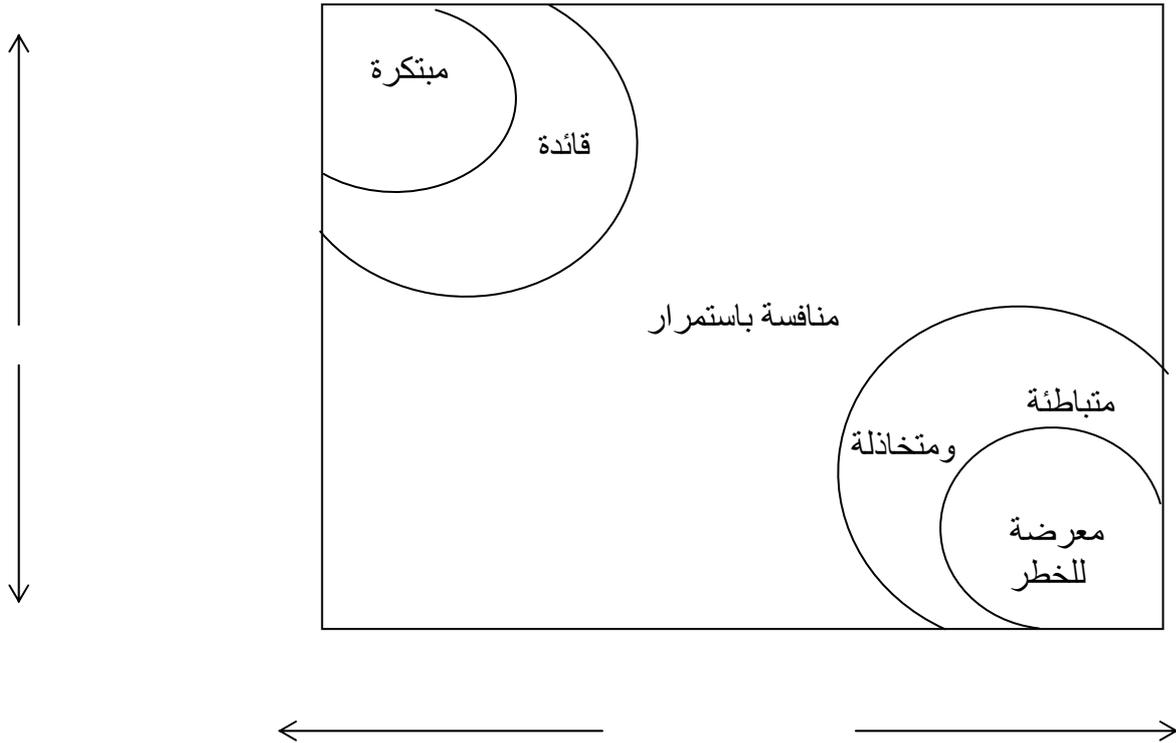
(Ebener et al ; 2006 ; P 637)

(Tacit)

(Zack ; 1999 ; P 132)

:

:(19)



(Zack ; 1999 ; P 134):

: (Core knowledge)

: (Advanced knowledge) :

)

Lease Co

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(

Buchman

: (Innovative knowledge)

Lease Co

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3-3-2

:(Dalkir, 2005, p.253)

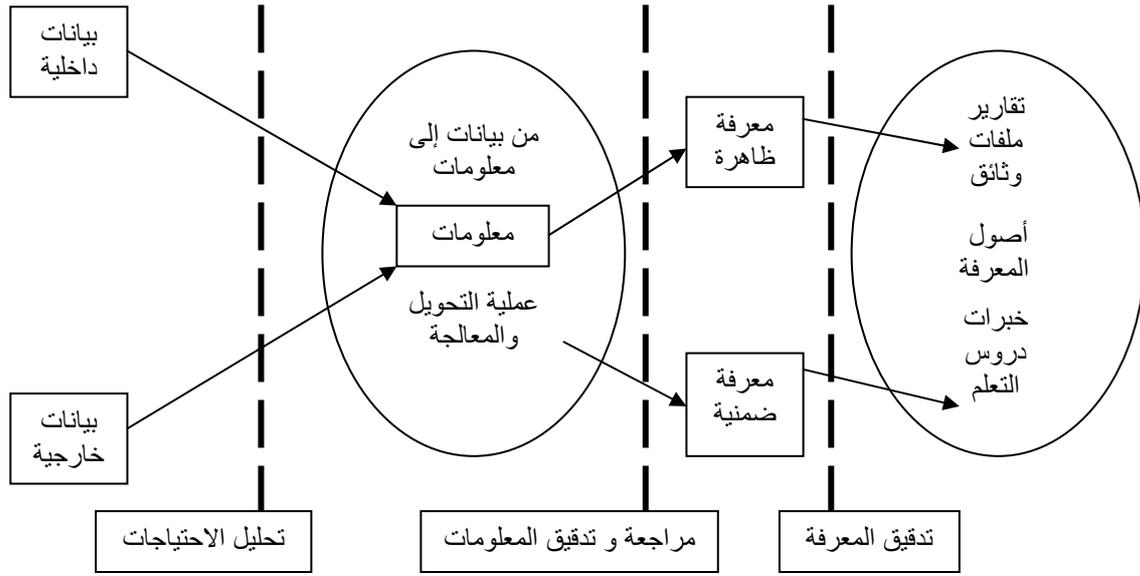
1-3-3-2

(Paramasivan, 2003, :

(Visible)

p.499)

:(20)



(Henczel, 2000, p.214) :

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-

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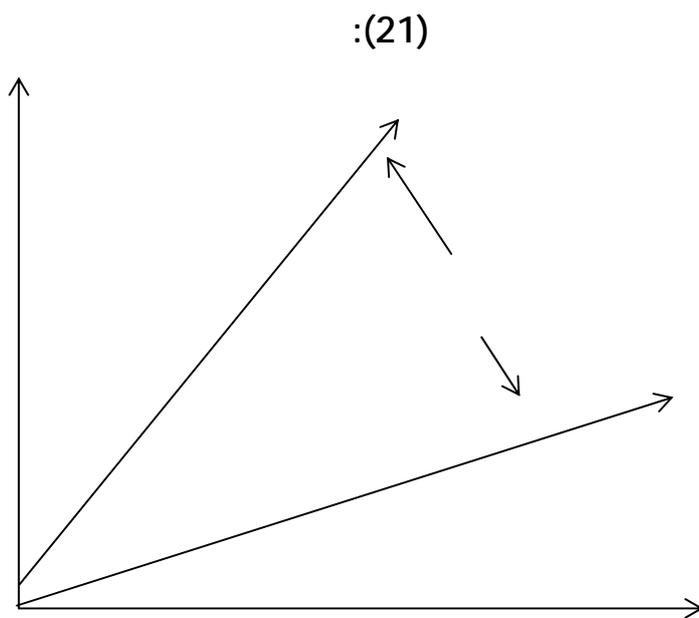
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-

.(Serrat, 2008, p.1)

-

(Audit Trail)



- () : .(-)
()

Bellinger : -

Pefeffer and (knowing – doing - gap) : - -
: Sutton

.(Aaron,2000.p.74) :

(-)
(Best practices)

: (OM) 2-3-3-2

(OM)

: 1-2-3-3-2

:

. (Vasconcelos et al , 2002,p.02)

(Stein, 1995,p.17)

:

(Metaphor) -1

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v.s

v.s

v.s

Argris and Schon

Weick

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. (Stein, 1995,p.18)

Conklon

:

McMaster

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-4

-5

-6

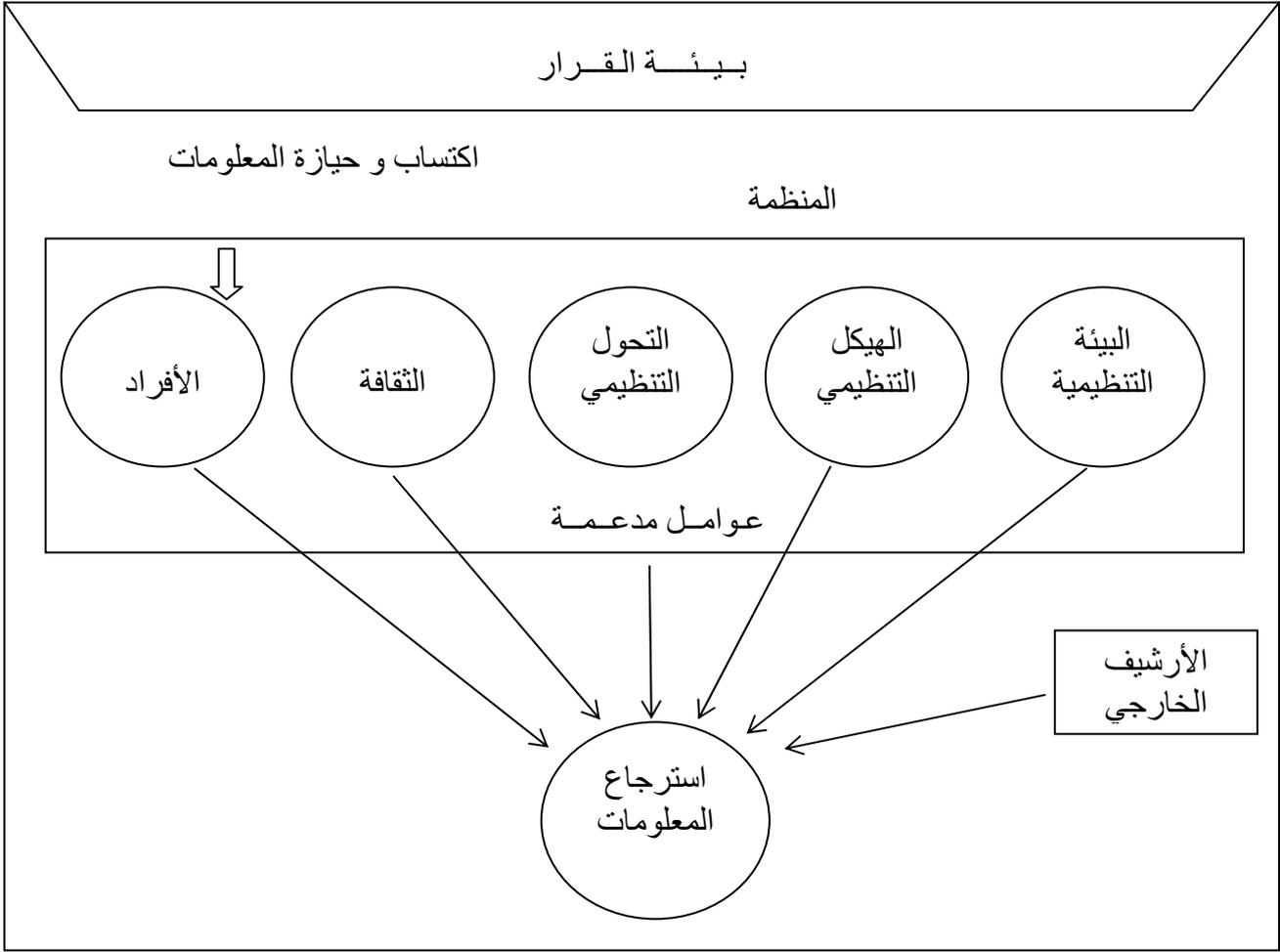
.(Conklon, 2001,pp.1 - 2)

Ungson Walsh

(Walsh and Ungsonp,1991,p.58)

:

(22):



(Walsh, Ungson, 1991, p. 64):

Walsh and Ungson

:

- :

- :

- :

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() : -

Duncan : (information-processing-theory)

Nadler Tushman Galbraith

: (Ecology) -

: (External archives) -

Ungson Walsh .()

(- -)

. (Walsh and Ungson, 1991,p.70)

:

(Stein,1995,pp.20 – 21)

:(05)

	- -	Single-loop learning		March; Cyst (1963)
	- ) ( - ) (	Single-loop learning	.) ( ) (	Krippendarff (1975)
	) - - - (	Single and double loop learning	-	Argis and Schon (1978) Hedberg (1981)
	-() -	Single-loop		Miller (1978)
-	) -( - - - -	Single-loop		Morgan and Rovt (1979)
	-()	Single and double loop		Weik (1979)

(new comers)	() () ()	Single-loop		Covington (1981)
	() ()	-		Nilson and Winter (1992)
	() ()	-		Smith (1982)
		-		Stein (1989; 1992)

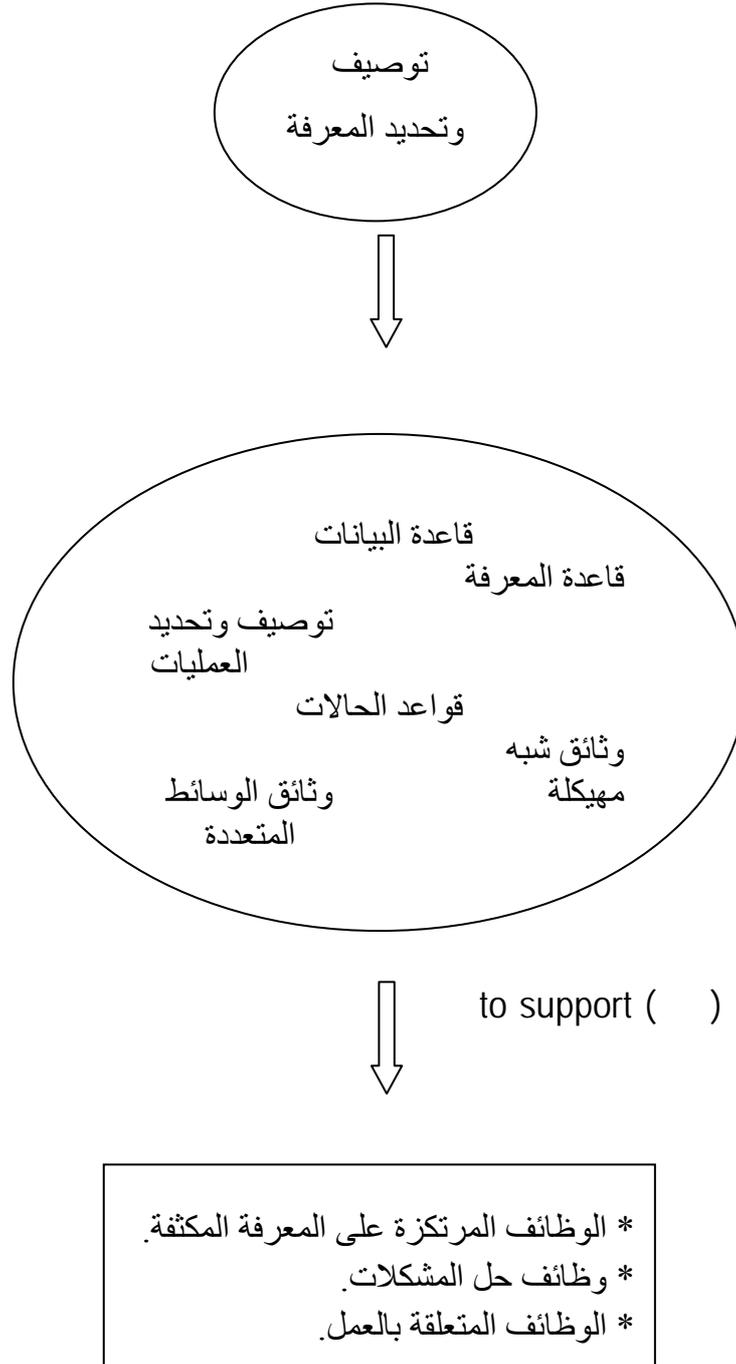
(Stein,1995,pp.21-22) :

.(Vasconcelos et al ,2002,p. 08) Heigst et al

Vasconcelos

:

(23):



(Vasconcelos et al ,2002,p. 09):

Klemke

()

)

.(

(Problem –

Solving –Experience)

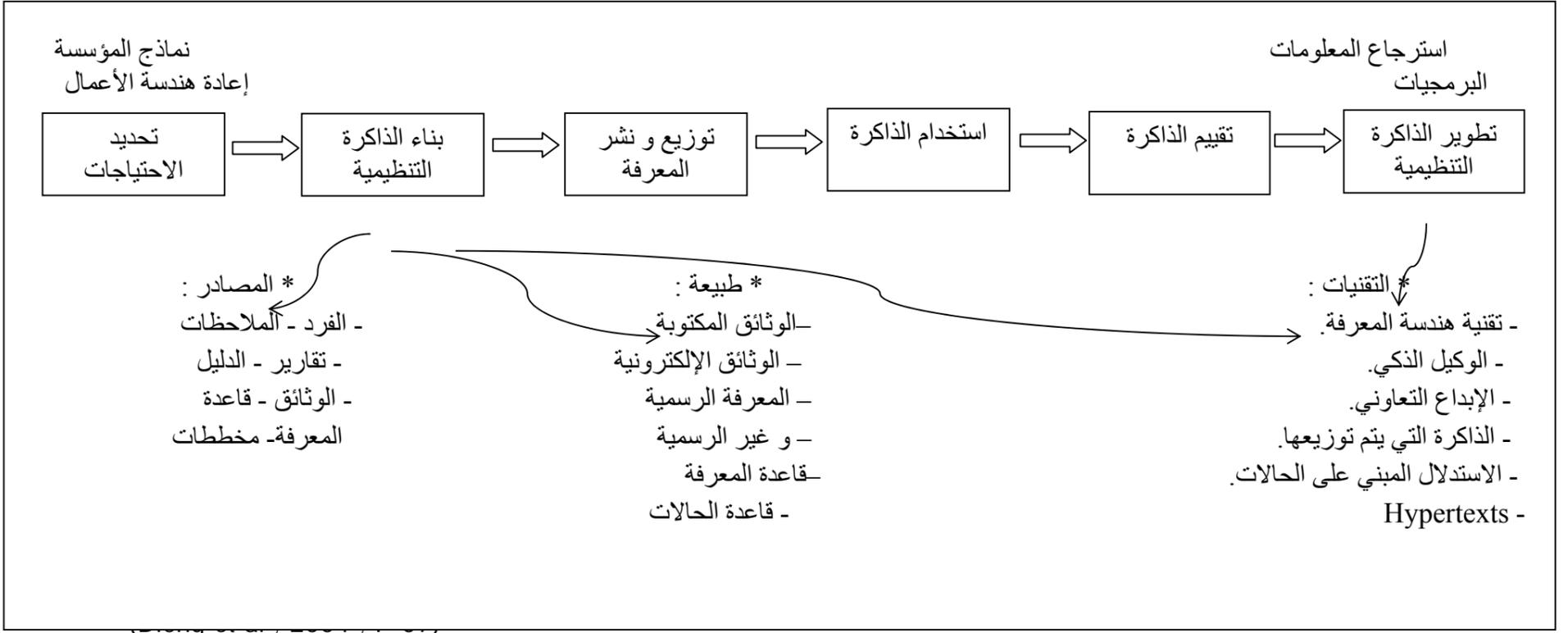
.(Vasconcelos et al,2002,p.09).(Related – Lessons - Learned)

:

2-2-3-3-2

Dieng

.(Dieng et al ,2004,p.06):



(Dieng et al , 2004,p.07):



(Dieng et al,2004, :

pp.9-27)

: Need detection -1

: () Construction of the corporate memory -2

(Data base)

:

(Knowledge base)

(Case base)

(Diffusion of the corporate memory) : -3

)

.(

: (Use the corporate memory): -4

: (Evaluation of the corporate memory) : -5

: (Evolution of the corporate memory) : -6

3-2-3-3-2

Vasconcelos et al

(Vasconcelos et al ; 2002 ; P 08):

: -1

-2

-3

-4

(

:

(Stein, 1995,p.22) (Moorman , Miner , 1997,p.94)

()

. (Vasconcelos et al ,2002 ,p. 09)

:

4-3-2

1-4-3-2

(Best practices)

.(Contoni , 2001,p.665)

Rutkowski

.(Szulanski , 1999,p.03)

Gupto and Givindarjan

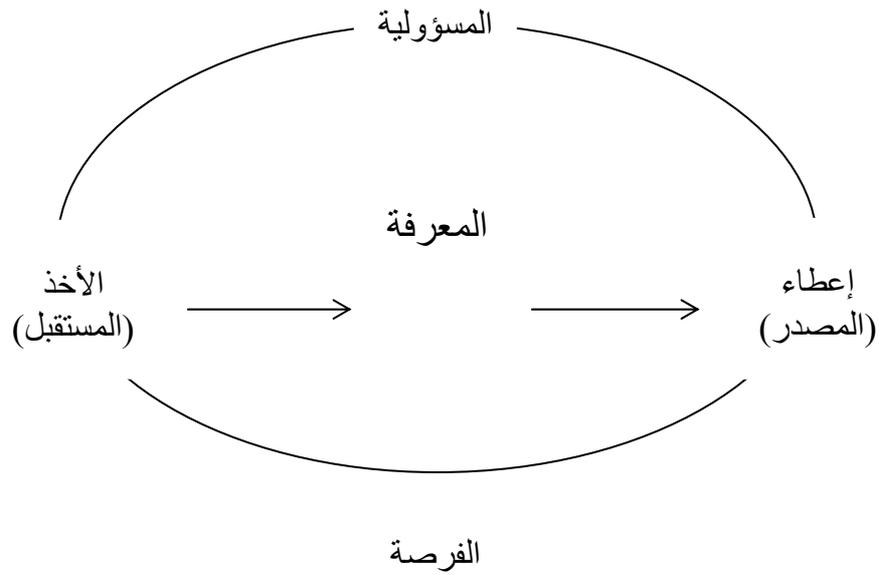
:

.(Gammelgaar,2004,p.5)

Fullan

(Fullan, 2002,pp.3 - 4):

: (25)



(Fullan, 2002,p.04) :

)

.(

1-1-4-3-2

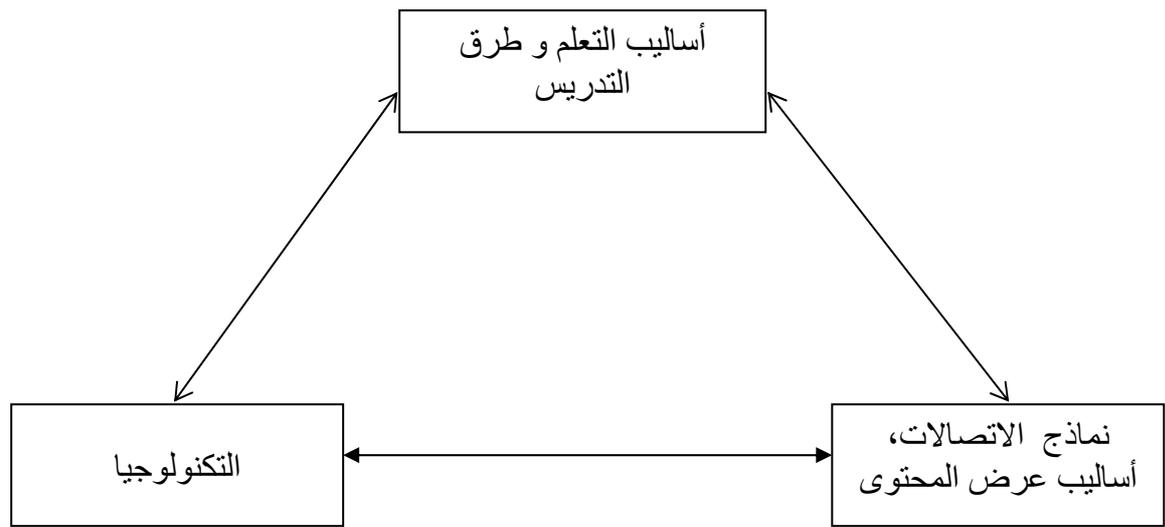
:

(e - learning)

(Sivakumar; 2006; P 153)

:

: (26)



(Sivakumar, 2006,p.153) :

(Stake

(Poulymenakou; pouloudi; lytras)

() :

holders)

() :

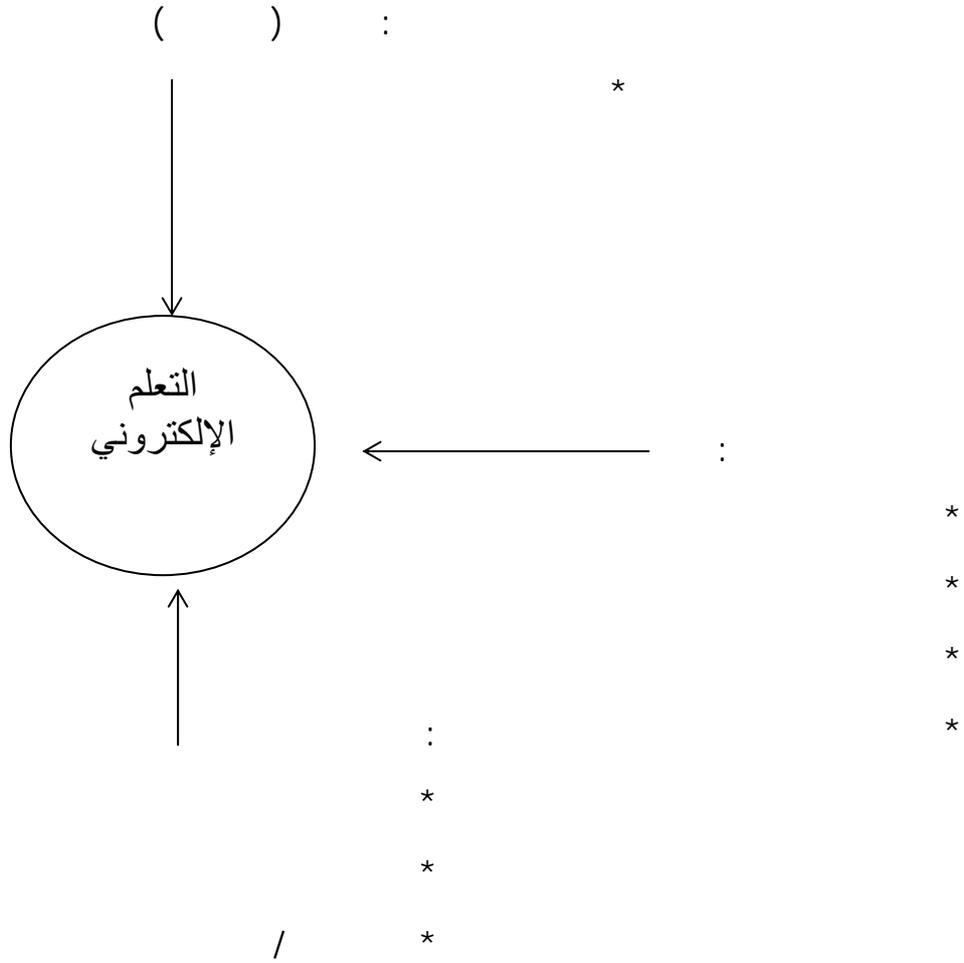
(Providers)

:

()

:

: (27)



(Sivakumar; 2006,p.153):

Rosen

Mihalca et al

.(Yilmaz, 2012,p.150)

() :

Alavi;

Leinder

.(Sivakumar, 2006,p.152)

:

2-1-4-3-2

:

()

(group ware)

()

.

()

:(Filemon, Uriarte, 2008, p. 83)

:(28)

()	التصويت، العرض التقديمي	حواسيب مشتركة
()	الدردشة، الهاتف الفيديو	البريد الإلكتروني، تدفق العمل أو سير العمل

()

()

(Filemon, Uriarte, 2008,p. 83) :

:

) -
 .(Asynchronous) (Synchronous:
 (Co-located) -
 .(Distance :)

Henderson :

(Yilmaz,2012,p. 151)

: (Synchronous e – learning) -

(Collaborative e - (chat Sesson) Blackboards)
 . () :

.() -
 .() -
 : () -
 : (Asynchronous e – learning) -

(...)

:
 . -
 : () -
 : -

:

Allee

(Quassim, 2011,p. 64) :

: (Socialization) -

.() ()

: (Externalization) -

()

: (Combination) -

)

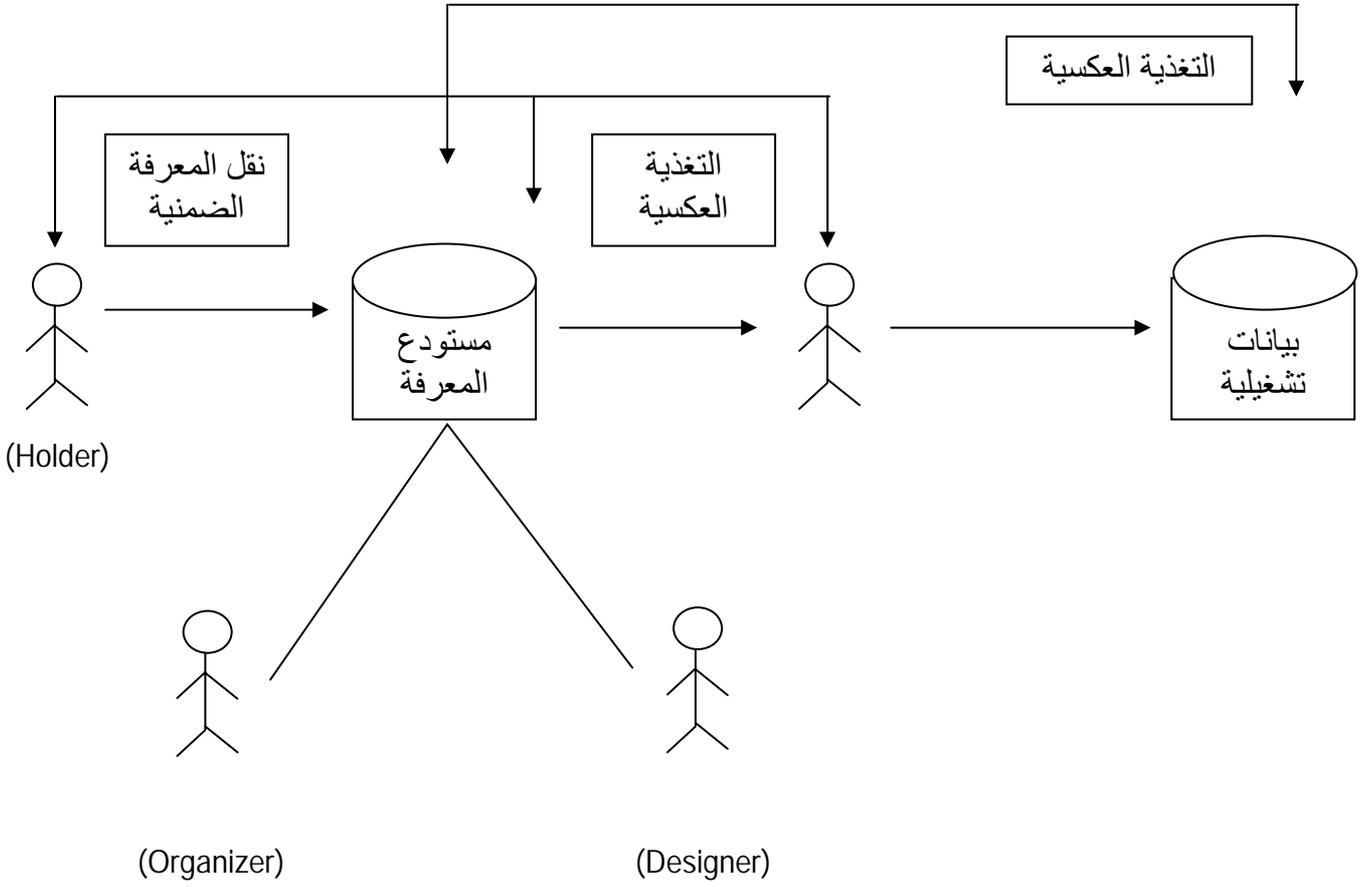
.(

: (Internalization) -

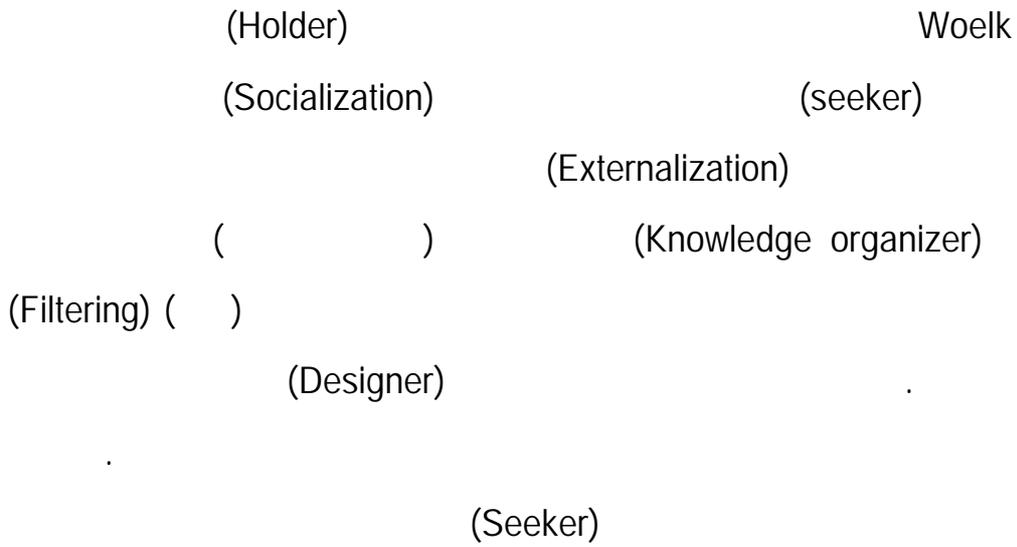
: (Cognition) -

: (Feed Back) -

: (29)



(Quassim, 2011,p. 64):



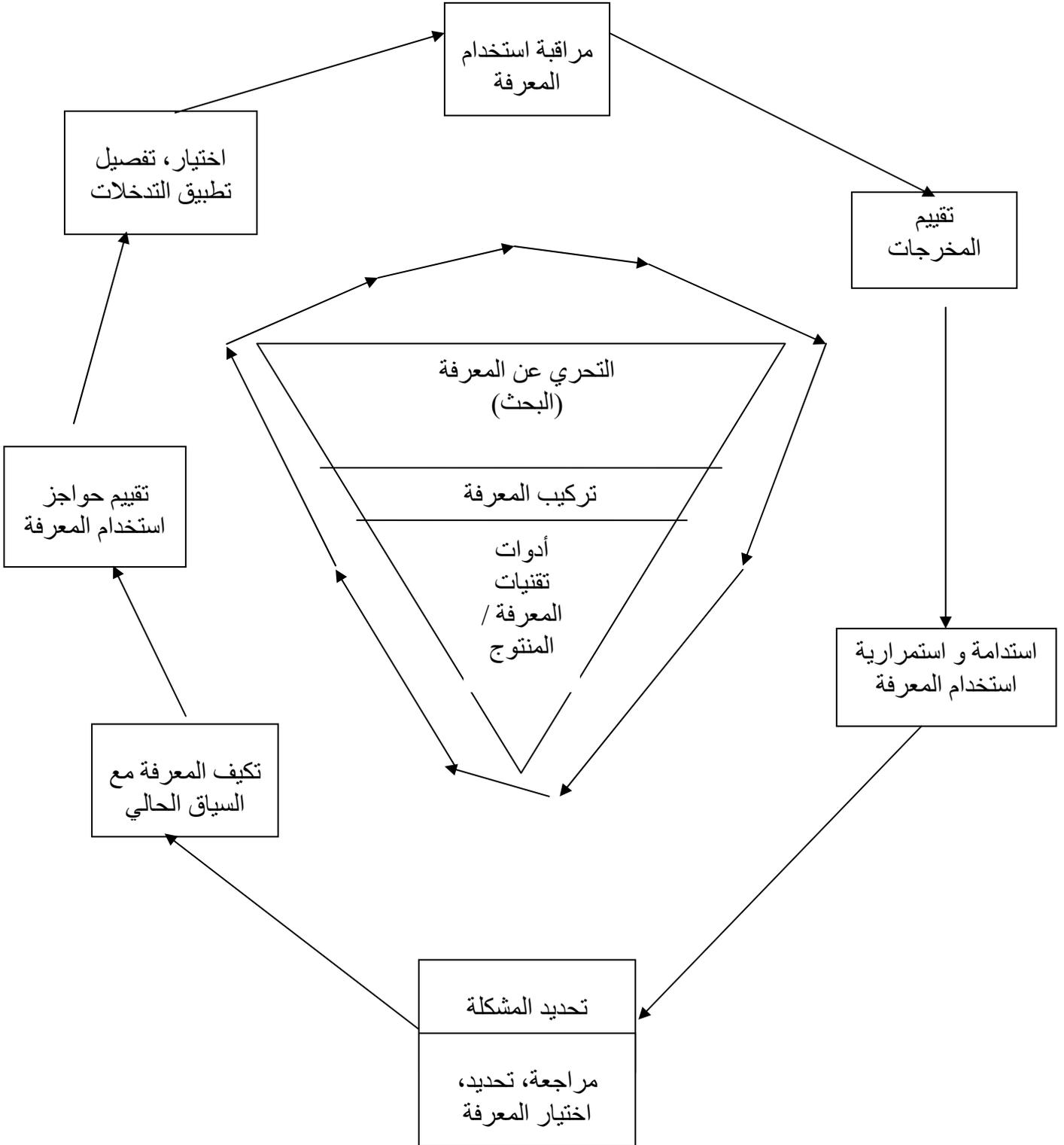
() (Seeker)

(Quassim, 2011,p. 65).

2-4-3-2

Graham et al .

:



(Tetroe, 2007, p.04) (Harrington et al, 2008,p .10) :

(Stake holders)
(Decision Makers)

(Practitioners)

:

-1

-2

(action)

()

(Harrington et al, 2008,p. 09)

:

(Tetroe,2007,p.3)

Martensson

Nonaka ;

Tackeuchi

:

Grant

: (directives)

-

) : (Routines) -
(

: (Self – contained Task teams) -

.(Martensson , 2000,p.211)

: 5-3-2

.(Groth , 2005,p. 30) (Filemon,Uriarte, 2008,p.52)

()

:

: 1-5-3-2

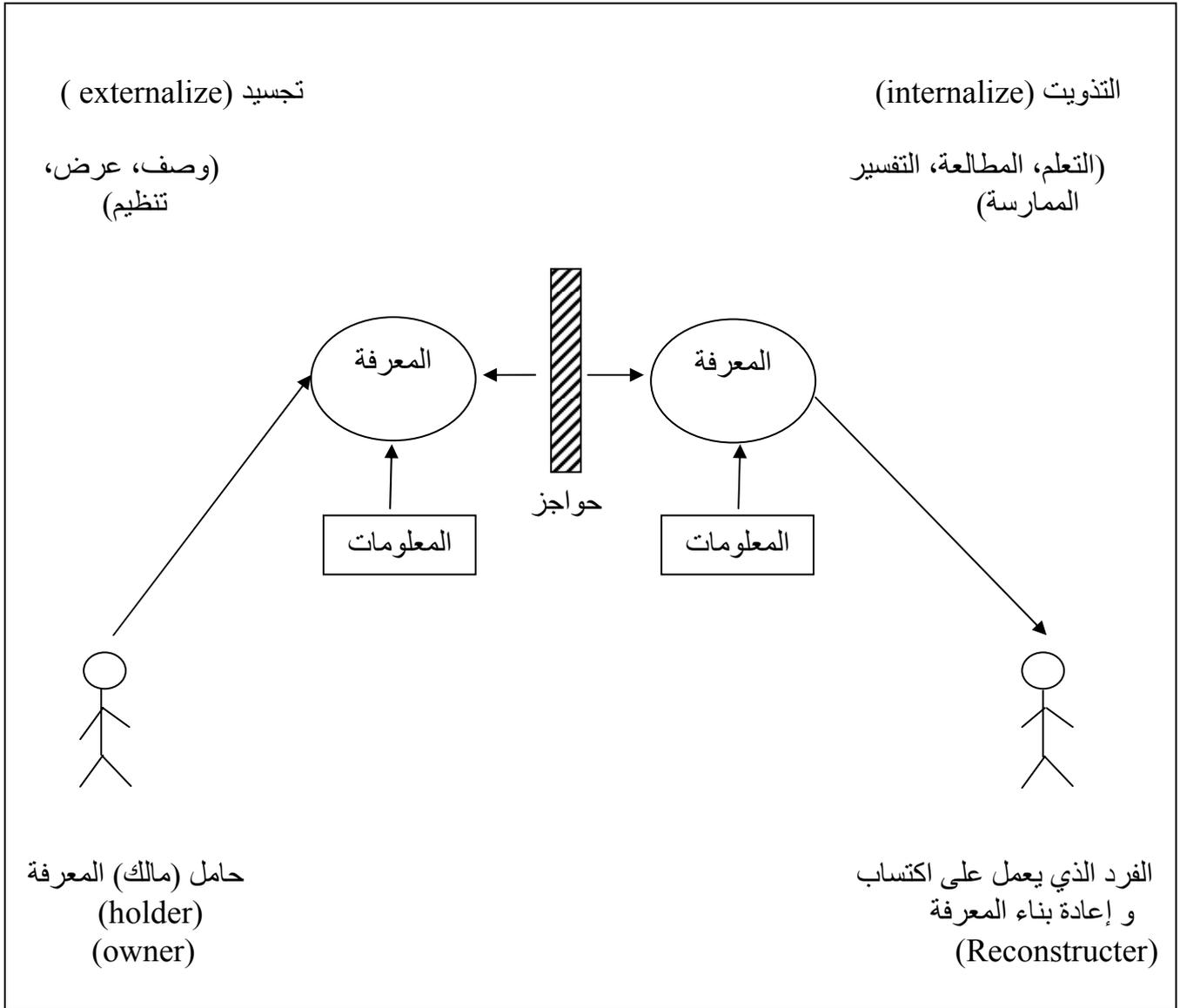
(...)

:

..

(Hendriks, 1999, p. 92)

: (31)



(Hendriks, 1999,p. 93):

:

(Knowledge holder)

()

()

()

) (Reconstructor)

(
)
.Vriens (

: Devenport and Prusak

.(Absorption) + (Transmission) =

(Wang, Noel, 2010,p. 116)

:

:

-

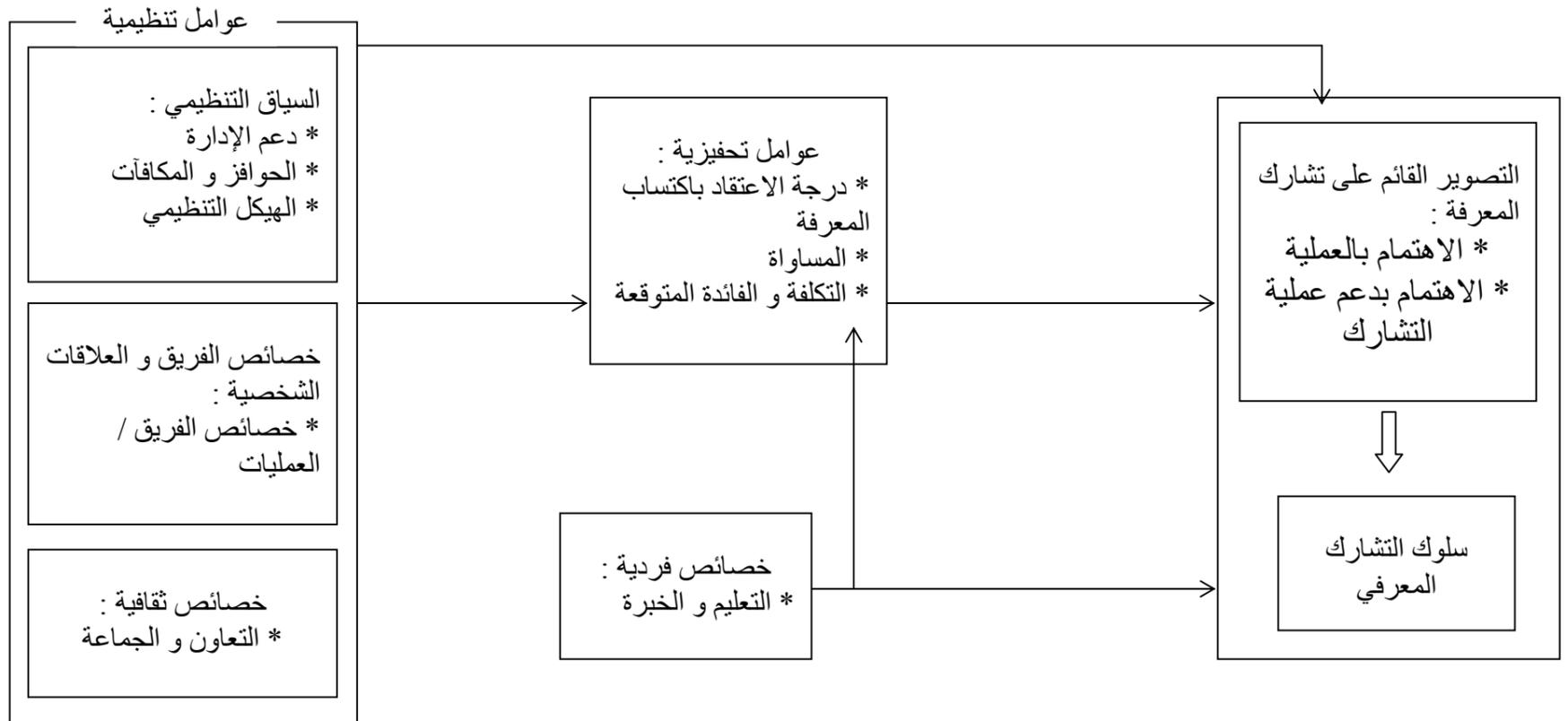
:()

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:



(Wang, Noel, 2010, p. 117):



(Wang : (Sharing) (Transfer) (Exchanging) 2-5-3-2
and Noel, 2010, p.117)

(Transfer) Jensen Cappetta Szulanki

Salgado Cabrera Collins

. (interchangeably)

: Devenport and Prusak

+ = =
) =
(Seeker) + (Holders
)

(Socialization)

(exchange)

.(

:

: exchange -

: Socialization -

:

:

(Communities of interest, Communities of practice)

.(:) .

(Javascript Web :)

. (Wick , 2000 ,p.518)

Lave and (Cops)

1991 () Situated Learning Wenger

. (Hoodley , 2010 , p.287) (Hinton , 2003 , p.5)

.(Wenger et al , 2002 ,p. 04)

:

. (Devenport and Prusak)

-2

(entreprise)

.(Stewart)

-3

:

4-5-3-2

(Filemon, Uriarte, 2008,p .83)

:

<p>الإمكانية (Potential) يواجه الأفراد حالات مماثلة دون الاستفادة من الممارسة المشتركة</p> <p>أيجاد بعضهم البعض، اكتشاف القواسم المشتركة</p>	<p>التلاحم (Coalescing) التقاء الأفراد و التعرف على امكانياتهم</p> <p>استكشاف حلقات الترابط، و التواصل، تحديد المشاريع المشتركة ، التفاوض، النقاش</p>	<p>مزاولة النشاط (Active) مشاركة الأفراد في تطوير الممارسة</p> <p>أنشطة نموذجية : الانخراط في الأنشطة، المشاركة، التكيف مع الظروف المتغيرة، تحديد الاهتمام المشترك، الالتزام، العلاقات</p>	<p>التشتت (التنافر) (Dispersed) لم تعد درجة الانخراط و المشاركة كما كانت سابقا (يقل مستوى الاشتراك للأعضاء)</p> <p>ومع هذا فإن المجتمعات لا تزال قائمة كقوة و مركز للمعرفة الالتقاء، على اتصال دائم، تواصل، عقد اجتماعات و الاستدعاء فقط للحصول على النصائح و الاقتراحات.</p>	<p>محافظة في الذاكرة (Memorable) (البروز) زوال الدور المركزي للمجتمعات و مع هذا لا يزال الأفراد يعتبرونها و يتذكرونها بأنها تمثل جزء كبير من هويتهم و شخصيتهم</p> <p>رواية و سرد القصص، الحفاظ على الأعمال و الأثار، جمع التذكارات</p>
--	---	--	---	--

→
الزمن

(Campbell ,2008, p. 60) (Filemon , Uriate , 2008 ,p.. 53):



()

(Callahan,2002,p.7)

:

(Wenger , 2006 , pp. 1 - 2) (Wenger , 2000,p.229)

: (Domain) -

: (Community) -

.(Web)

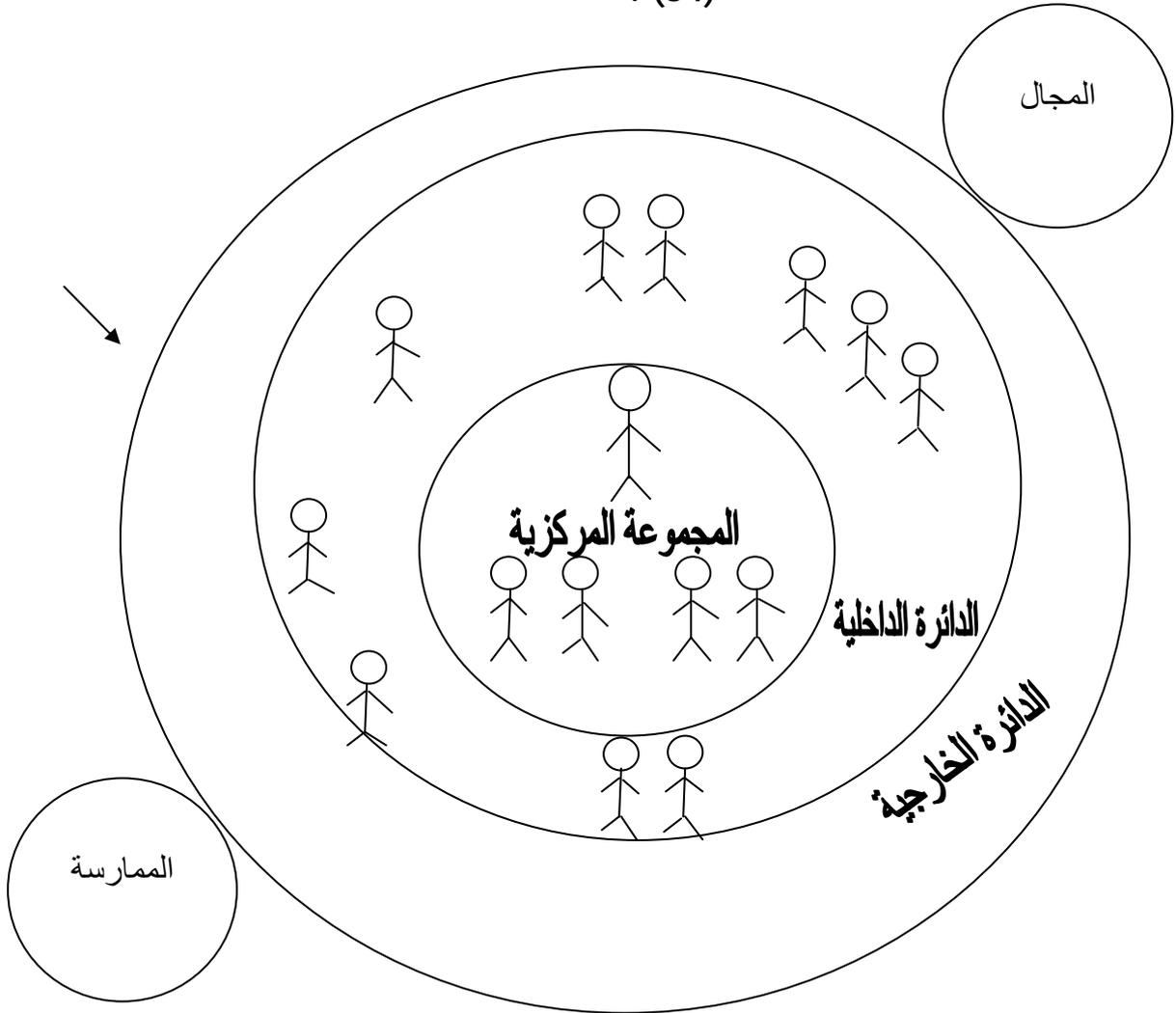
: (The practice) -

(practitioners)

(Repertoire)

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: (34)



(E. Wenger)

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: () (Core group)

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:(inner circle)

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.(

: (outer circle)

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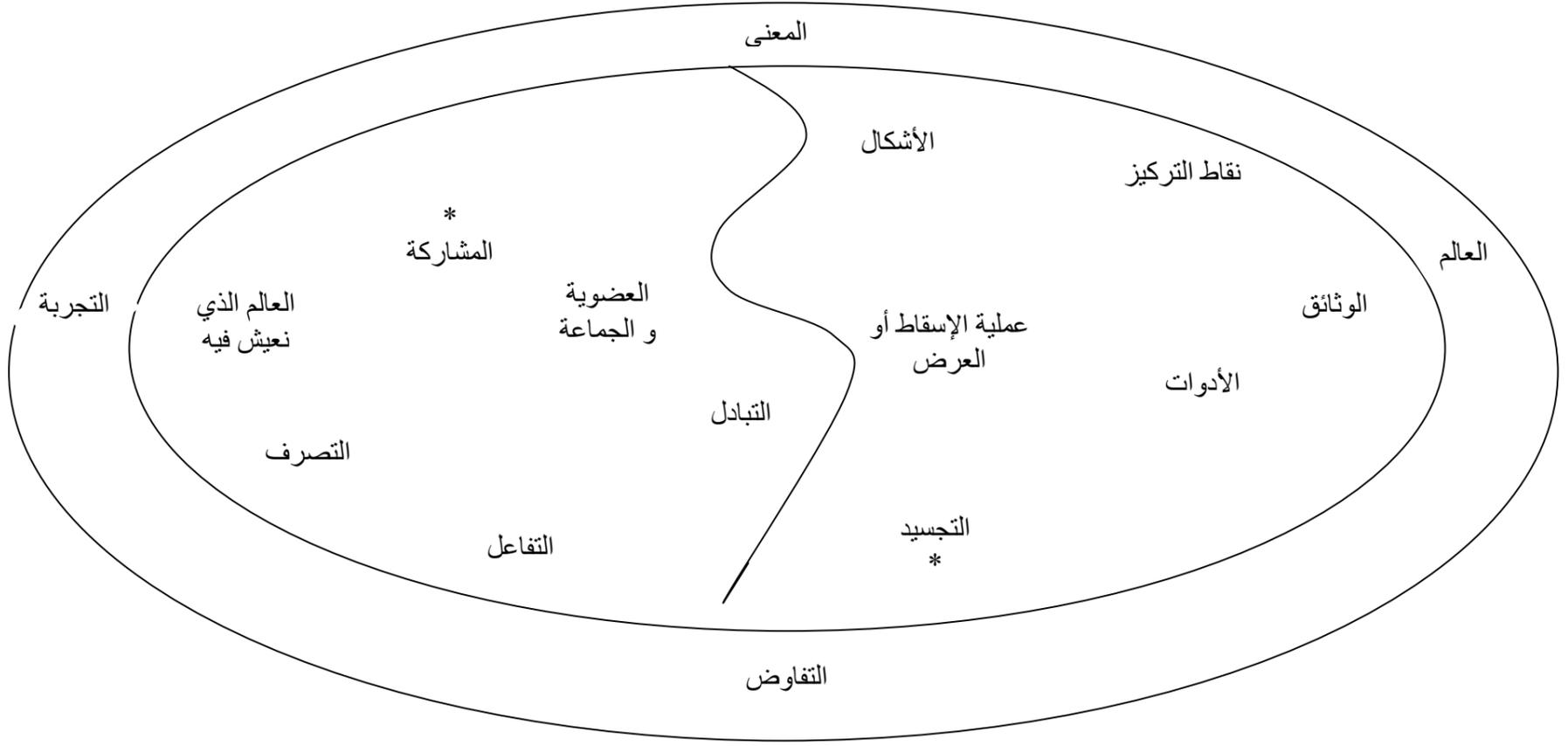
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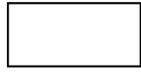
:

E. Wenger

(Martin, Hatzakis, Lycett, 2004,pp. 27 - 28)



(Martin, Hatzakis, Lycett, 2004,p.28):



: Wenger

: (Participation) -

: (Reification) () -

Star

Wenger

(Wenger ; Synder)

(Cultivated)

(Martin et al; 2004;P 28)

(Facilators)

: 5-5-3-2

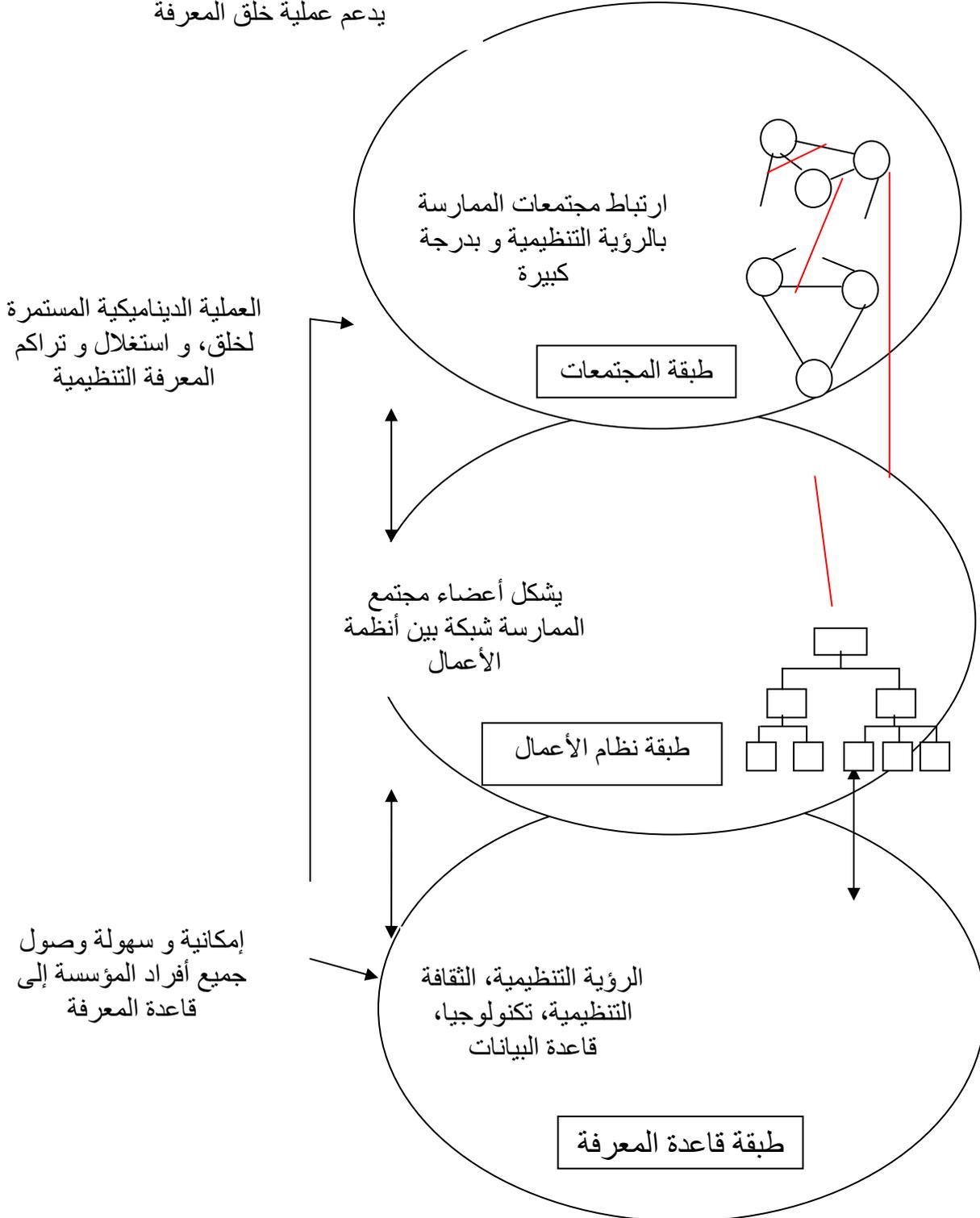
(Rhoads, 2004,p. 5)

: Nonaka Hepertext

: (36)

(Nonaka“ Hepertext; 1993”)

التعاون بين مجتمعات الممارسة (Cops)
يدعم عملية خلق المعرفة



(Rhoads,2004,p. 05):

Nonaka

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(Task force)

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E. Rhoads

Nonaka

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(

(Rhoads, 2004 ,pp. 5 - 6) .

M. Campbell

Brown and Duguid

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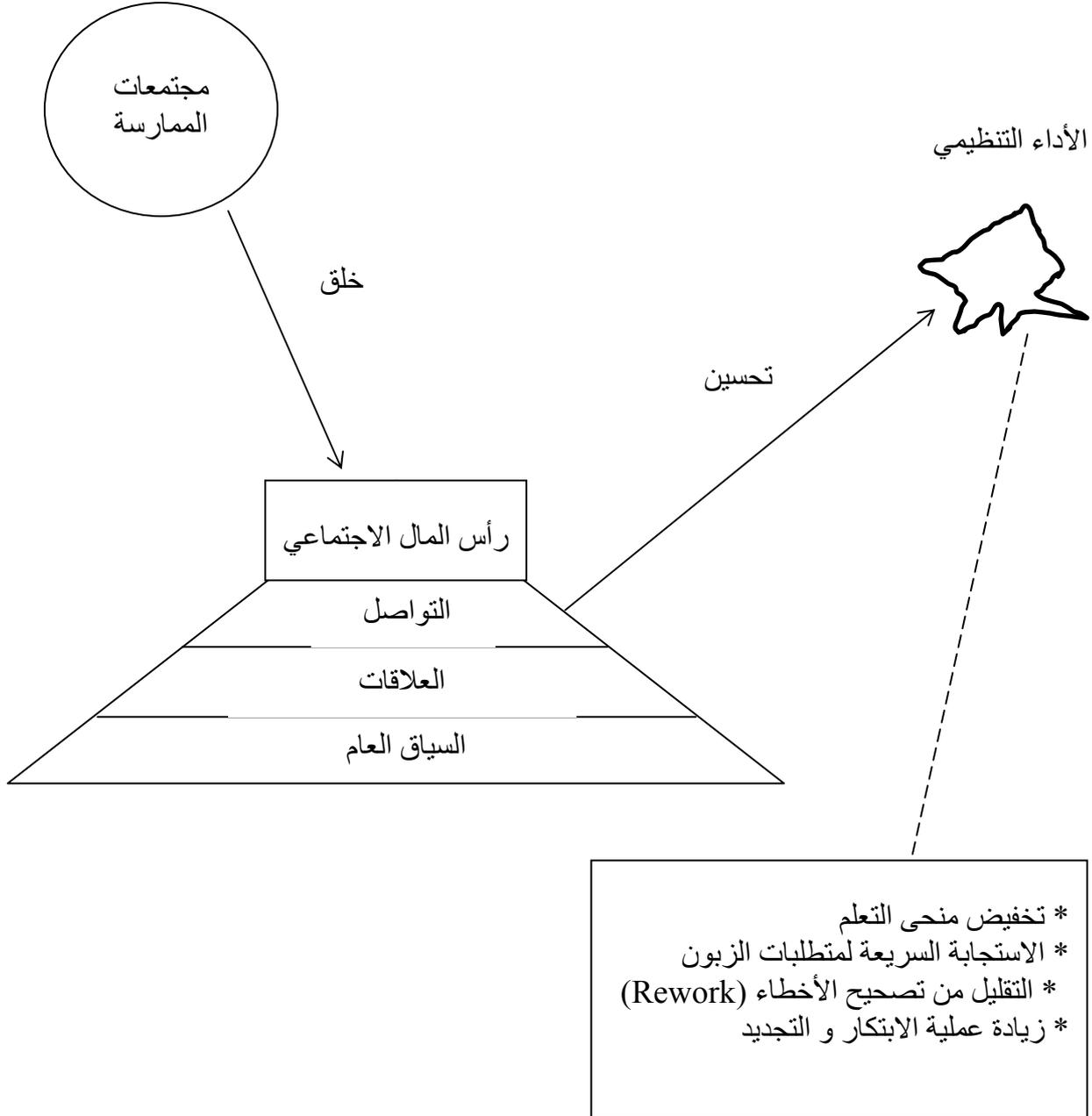
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(Campbell, 2008,p. 61) :

(

: (30)

Daniels et al, Lesser and Stork



(Filemon, Uriarte, 2008,p. 55) (Campbell, 2008, p. 61):

()

(infree -

(Wenger and Synder)

flowing)

: Lesser and Storck

-1

-2

.Rework -3

.(Hinton, 2003,p. 06) -4

: 6-5-3-2

F. Cantoni

(Cantoni, 2001 pp. 668 - 670):

: (Training) -1

.()

()

: (Incentives) -2

(Brelad and Harman, 2002, p. 31)

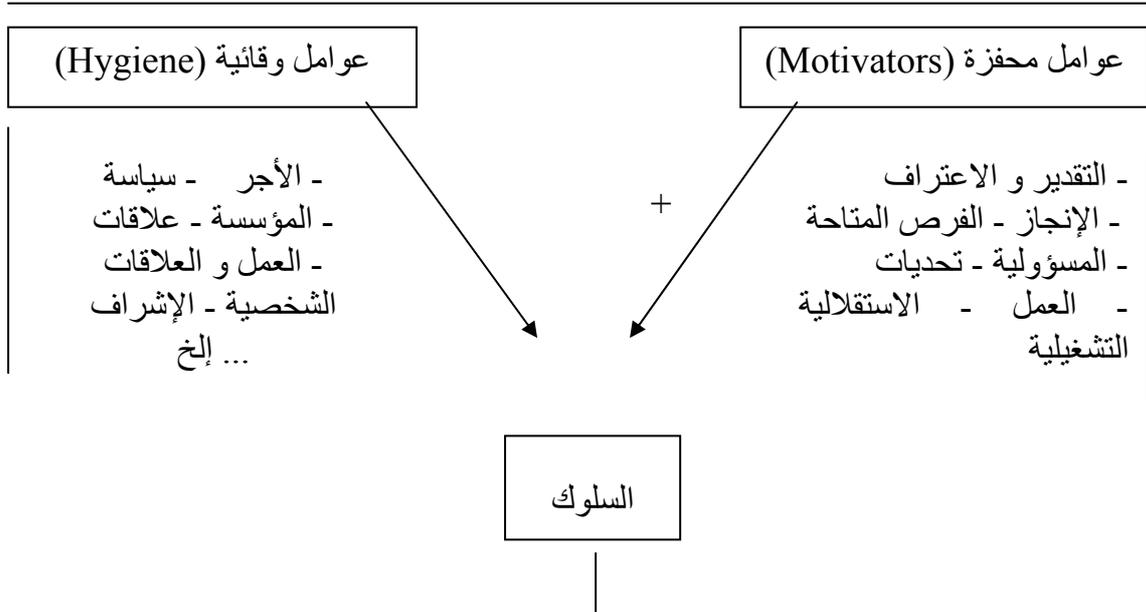
Herzberg

Hendriks

:

: (38)

(Herzberg s two- factors theory) Herzberg



(Hendriks, 1999, p.95):

(-)

.(Hendriks,1999,p.95)

(Knowledge – Creating divisions

.(Cantoni, 2001, p. 668)

(work

Intranet

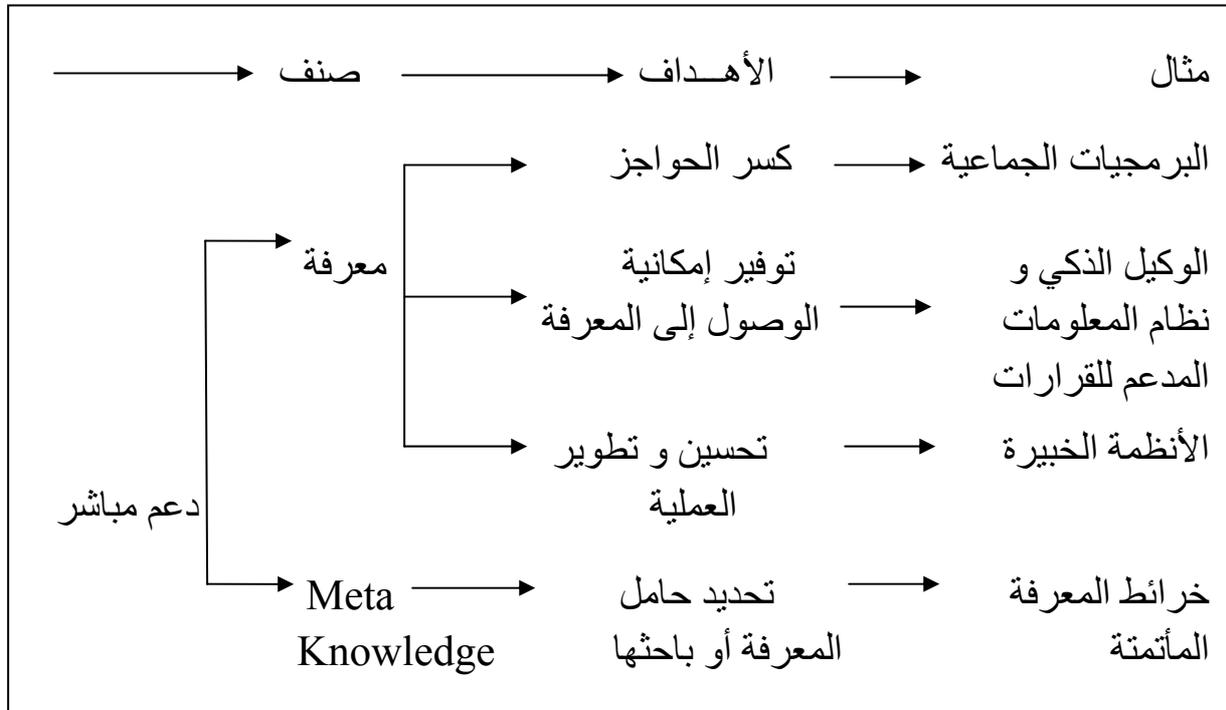
group)

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(Hendriks, 1999,p. 94) (

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:(39)



(Hendriks, 1999,p. 94):

Reach, Range, :

Keen, Balance:

Easy

:() Reach -

(TCP / IP)

) on-line : (-) Range -
(w.w.w)

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: () Easy -

: -4

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(
.(Shorratt, Usoro, 2003, pp. 189 - 190)
(War Rooms or Talk)

)

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Kramer and Tyler : (Trust) -5

(Reliability)

(Concern)

:

Mishra

Fukuyama

.(openess)

(Competence)

(Trustee)

Masher et al

: (Sharrett,Usoro,2003,pp.190-191)

:(Integrity – Based Trust) -1

.(Trustor)

: (Benvolence – Based Trust) -2

(Trustor)

(Trustee)

(Concern)

: (Competence – Based - Trust) -3

(Situated learning)

(Masterful Practitioner)

. Lave , Wenger :

Cook

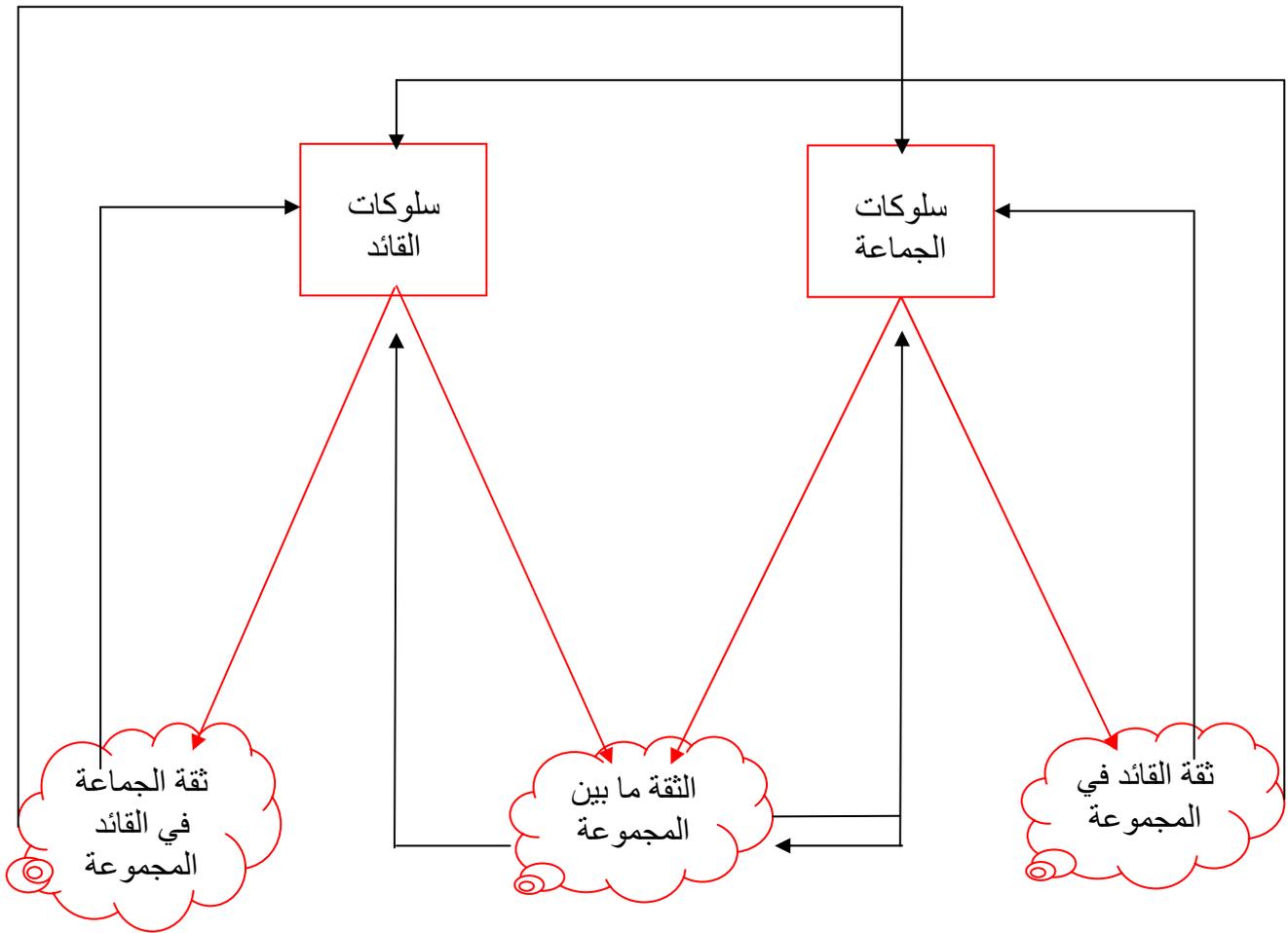
(Trustworthiness)

(Dubrin, Bennis, Vangen, Huxham)

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: (Storck and Storck, 2004 ,pp. 244 - 245)

(40) :



(Storck and torck, 2004 ,p. 245) :

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Mcdermott and O'Dell : -6

: (Mcdermott and O'Dell,2001,p.76)

: (41)



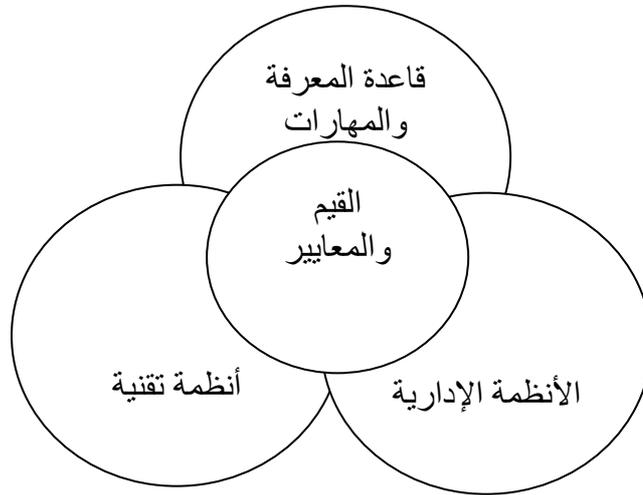
(Mcdermott and O'Dell, 2001,p. 77) :

: Leonard Barton -1

(Core capabilities)

(Barton, 1992, pp. 113 - 114) :

Barton (42)



(Barton, 1992, pp. 114):

(-) - :

(Core capabilities)

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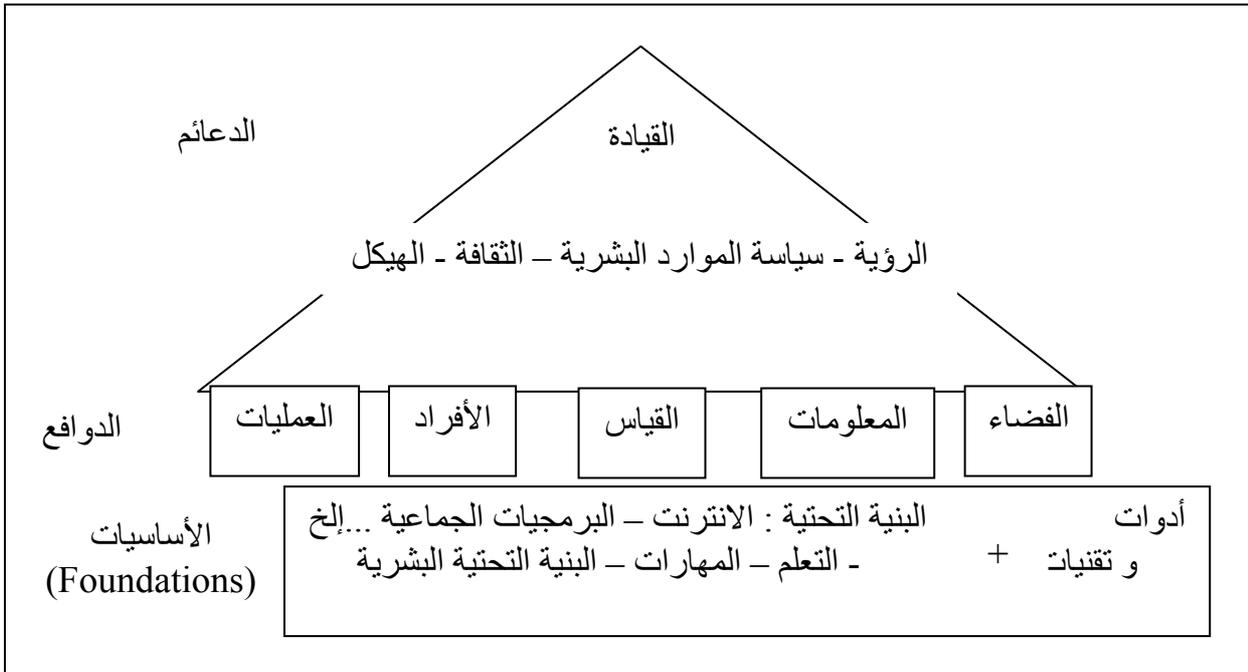
) -
(()

: (Norms) -
(Pragmatic) ()

: D. Skyrme -2

: (Felemon and Uriarte, 2008,pp.94-95)

:(43)



(Felemon and Uriarte , 2008,p.94):

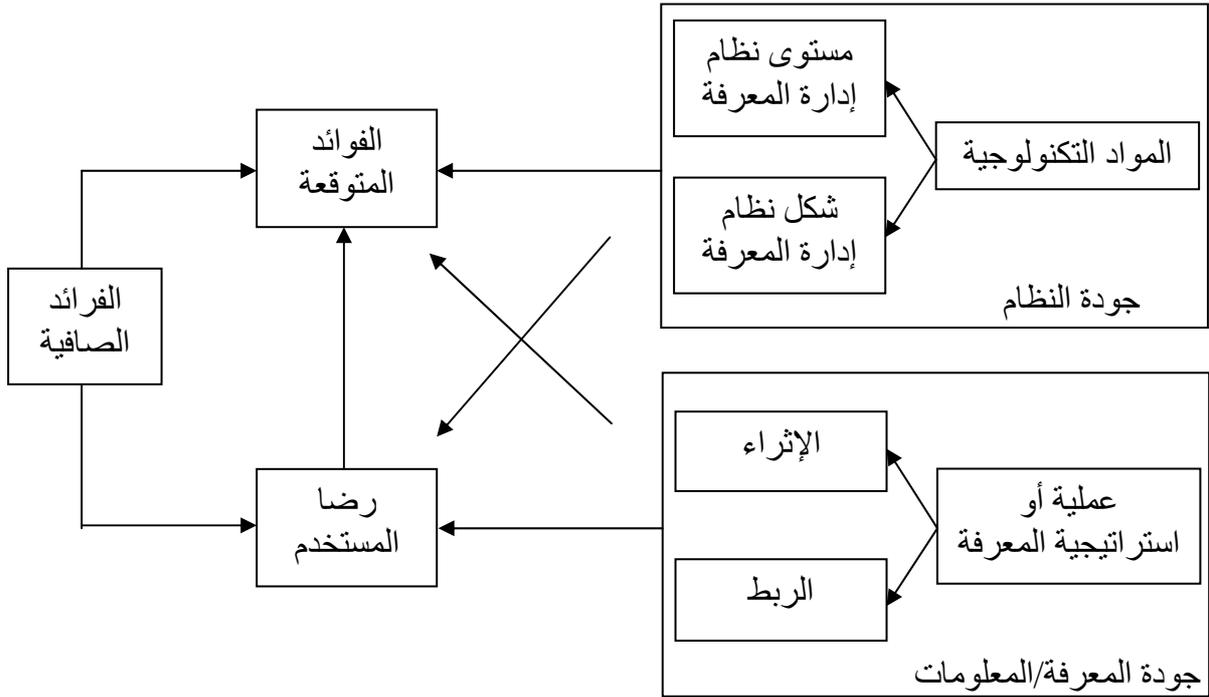
(Skyrme : www.Skyrme.com/pubs/lawlib99.htm)

()

(... -)

:(Jennex ,Olfman,2004,p.8)

Jannex and Olfman :(44)



(Sharma ; 2004 ; P.12) ,(Jennex and Olfman,2004,p.8):

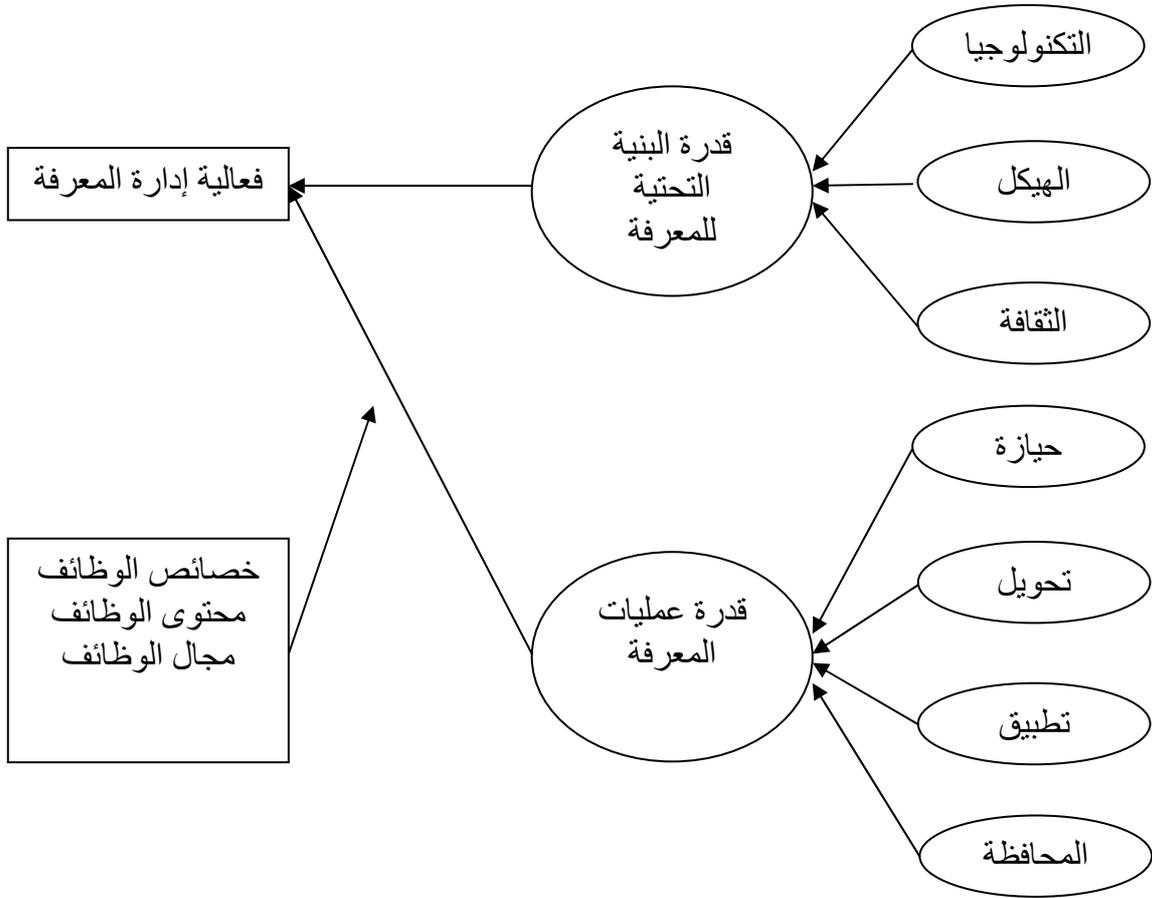
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(Sharma , 2004 ,p.10)

(45):



(Sharma , 2004 ,p.11)(Jennex and Olfman,2004,p.7) :

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.(Jennex and Olfman,2004,p.6)

:Massey; Montoya-Weiss and Driscoll -5

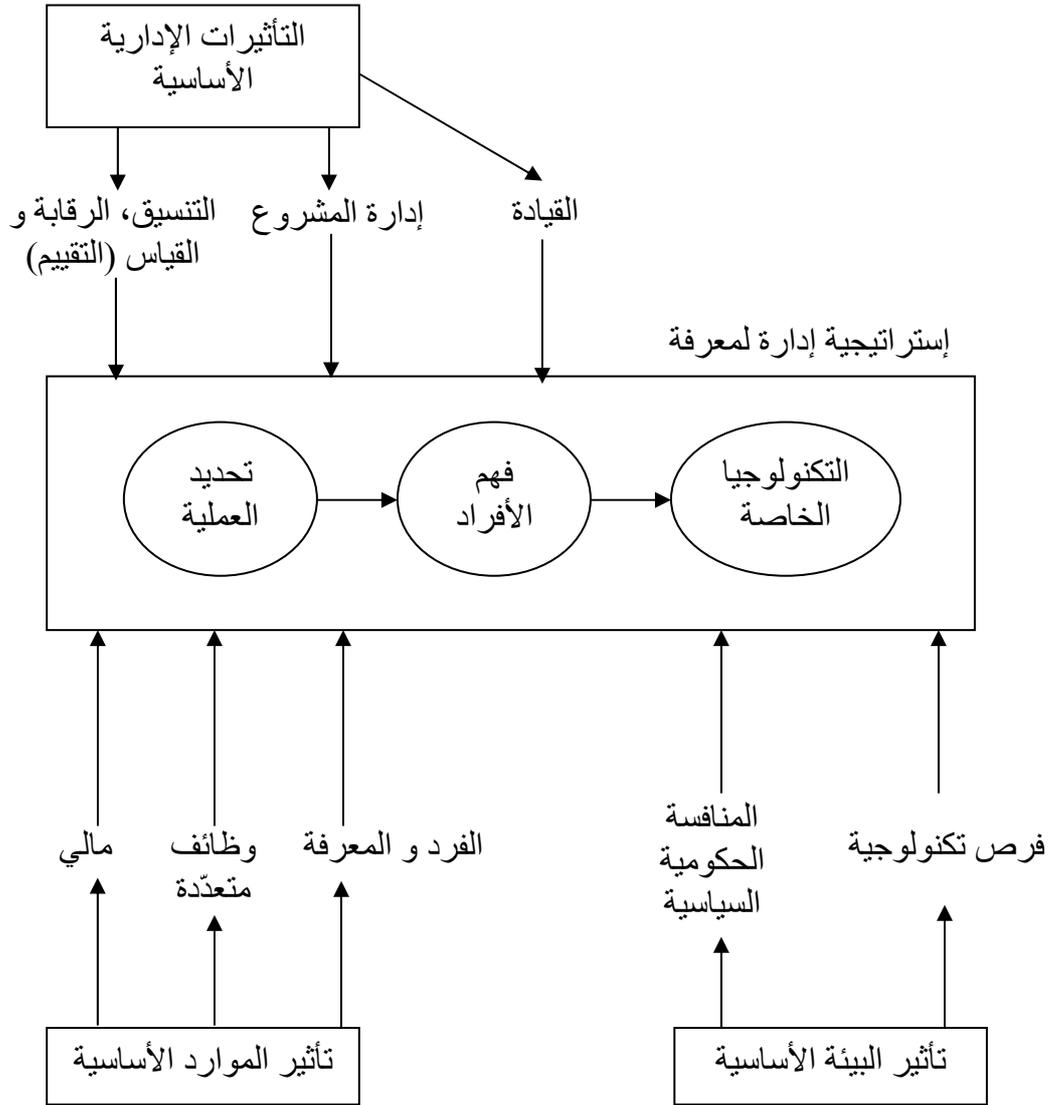
Massey et al

Holsapple and Joshi

Nortel

(Sharma , 2004 ,pp..9-10)

Masey et al : (46)



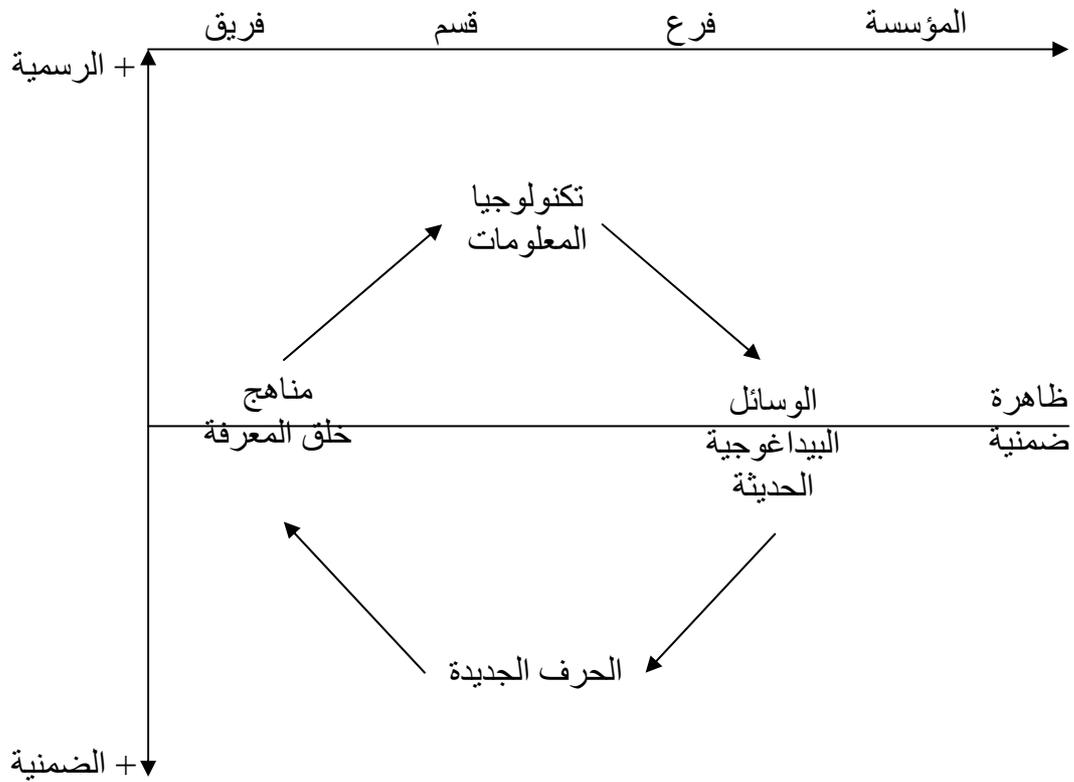
(Sharma , 2004 , p.9) ,(Jennex and Olfman,2004,p.6):

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- :

-6 : J-YvesPrax
J.Y.Prax

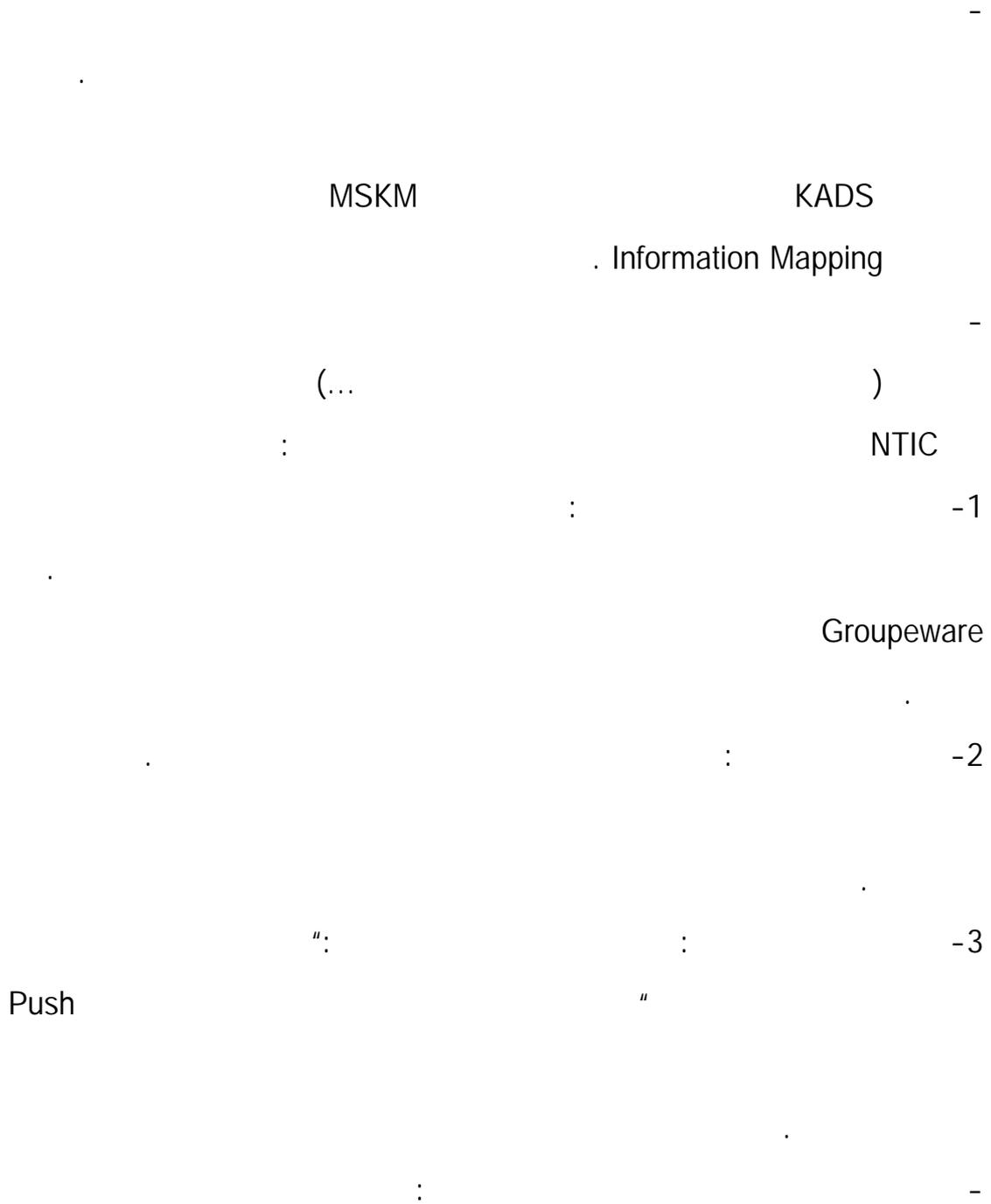
.Nonaka

J-Yves Prax (47)



(Yves-Prax, 2004 ,p..4) :

(Yves-Prax, 2004,pp.4-5):



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: 5-2

: 1-5-2

(Kasten, 2007,p..44)

A.Smith

(Superior Knowledge)

M.Zack

(Organization Knowledge-based)

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Zack

Bierly

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.(Kasten, 2007, p.47) (- - -)
: Kasten

Zack

2-5-2

(-)

((1)+5) 1980 Porter

Teece

1984

(Inherent)

Ressources-)

Nelson and winter,) (Teece, Spender; 1994) : (based view

(Zack, 1999) (Grant, 1999) (Kogut and Zander, 1999) (1982

(E. PENROSE)

.(Rents)

(Jones,2000,p.3-4)

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1-2-5-2

(Alavi and leinder, 1999, p.43)

Saito, Chou and

Anumba

(Yanchinda et al, 2011,p.808)

Choi)

.(and lee, 2002, p .173

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2-2-5-2

Zack

(Zack, 1999,p.128)

Hansen et al

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(Hansens et al, 1999,p.107)

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3-5-2

(SWOT)

P. Kotler

:)

(Kasten, 2007,p..44) (

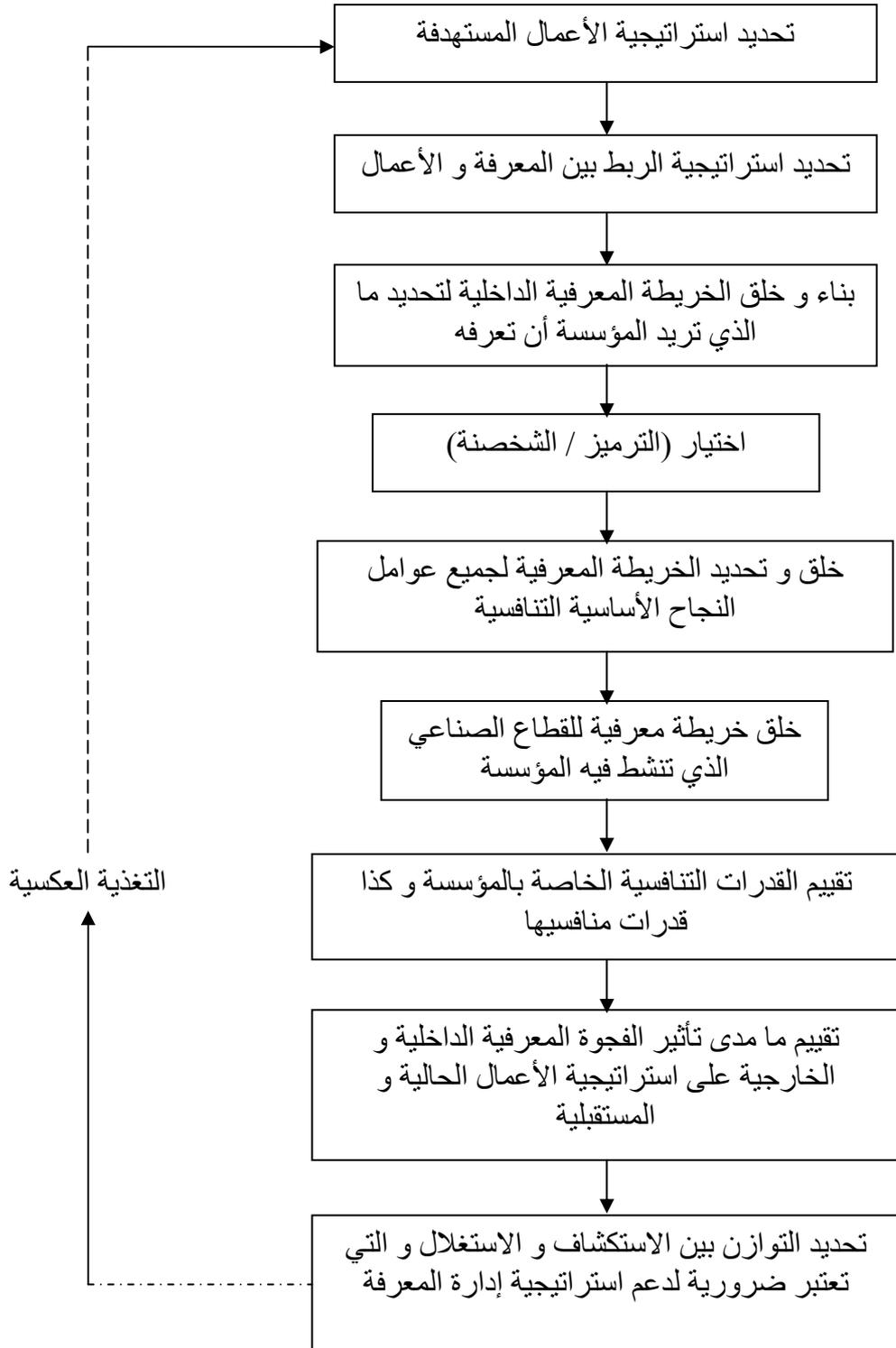
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A. Tiwana

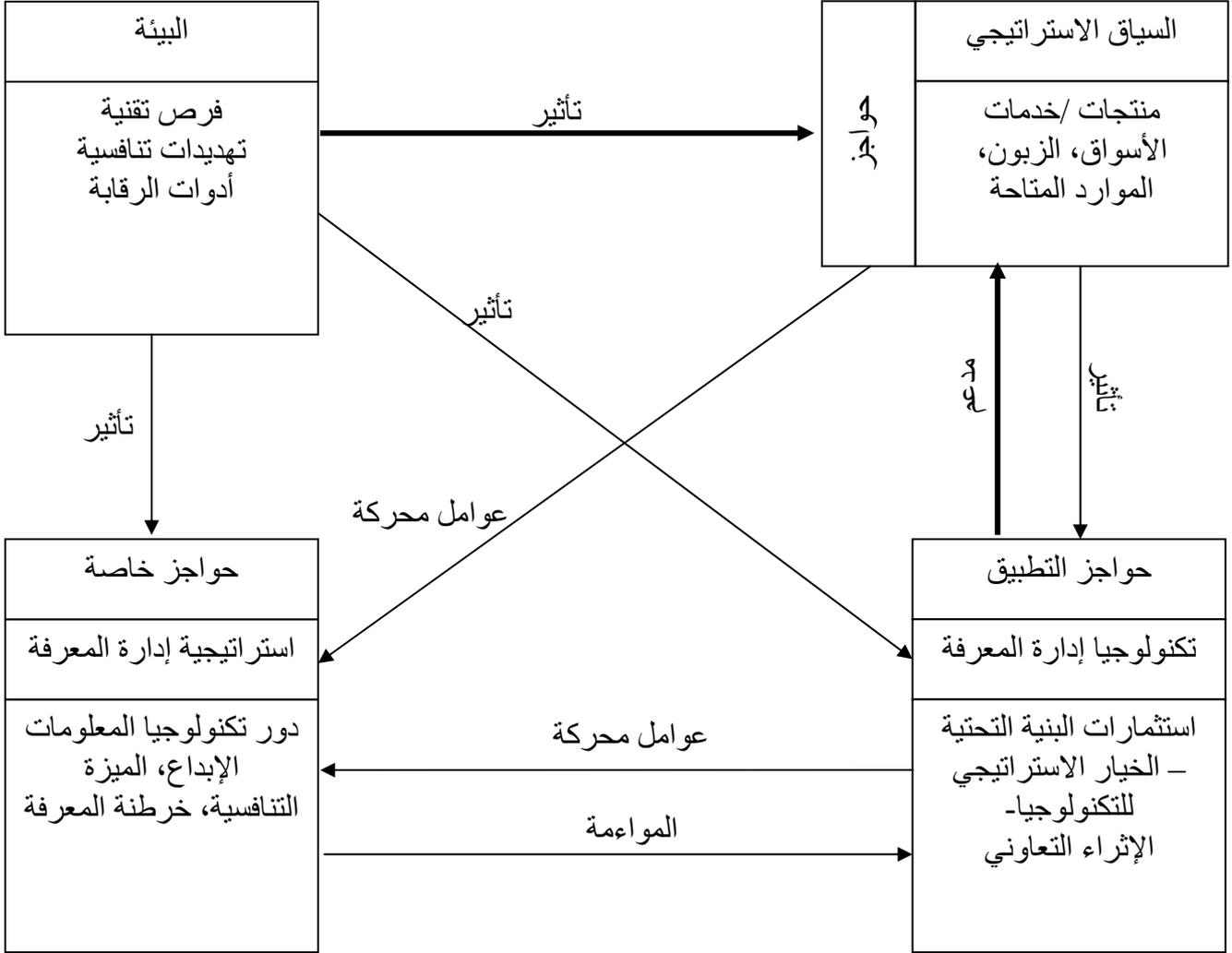
(48):

. M. Zack; M. Hensen et al



(Tiwana, 1999,p. 135) :

(49)



(Tiwana, 1999,p.129):

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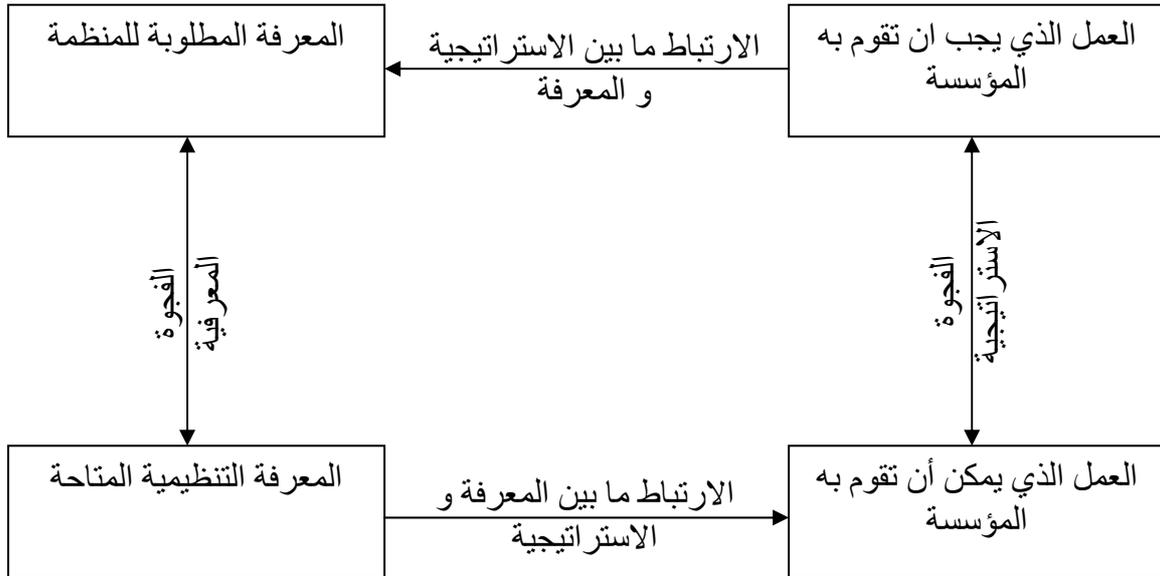
(Refine)

.M.Zack

.(Tiwana, 1999, pp.133-134)

: A.Tiwana

:(50)



.(Tiwana , 1999 ,p.129) :

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(Tiwana, 1999,p.129)

4-5-2

(Organization Knowledge-based)

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- () - :

Whinston; Holsapple; Paradise; Courtney; Bennet and Bennet.

(Jones and Holsapple, 2006,p..419)

1-4-5-2

Jones and Holsapple

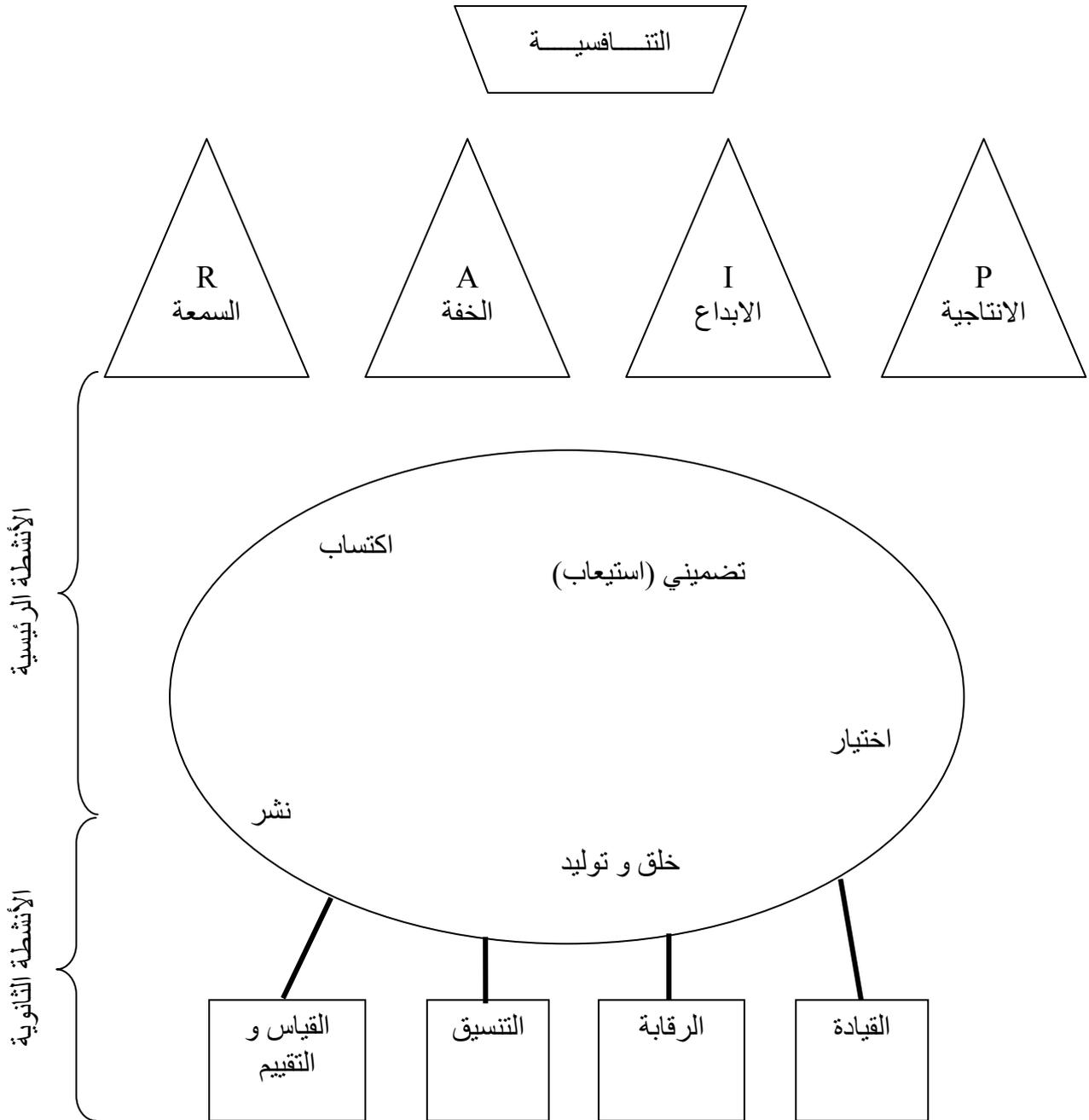
) (1985) Porter

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(Jones and Holsapple, 2006, p.421)

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:(51)



.(Jones and Holsapple, 2006 ,p.422) :

- - - -):

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Knowledge)

(Workers

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Productivity, Agility, Innovation,) (PAIR)

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.(Jones and Holsapple, 2006,pp. 421-422) (Reputation

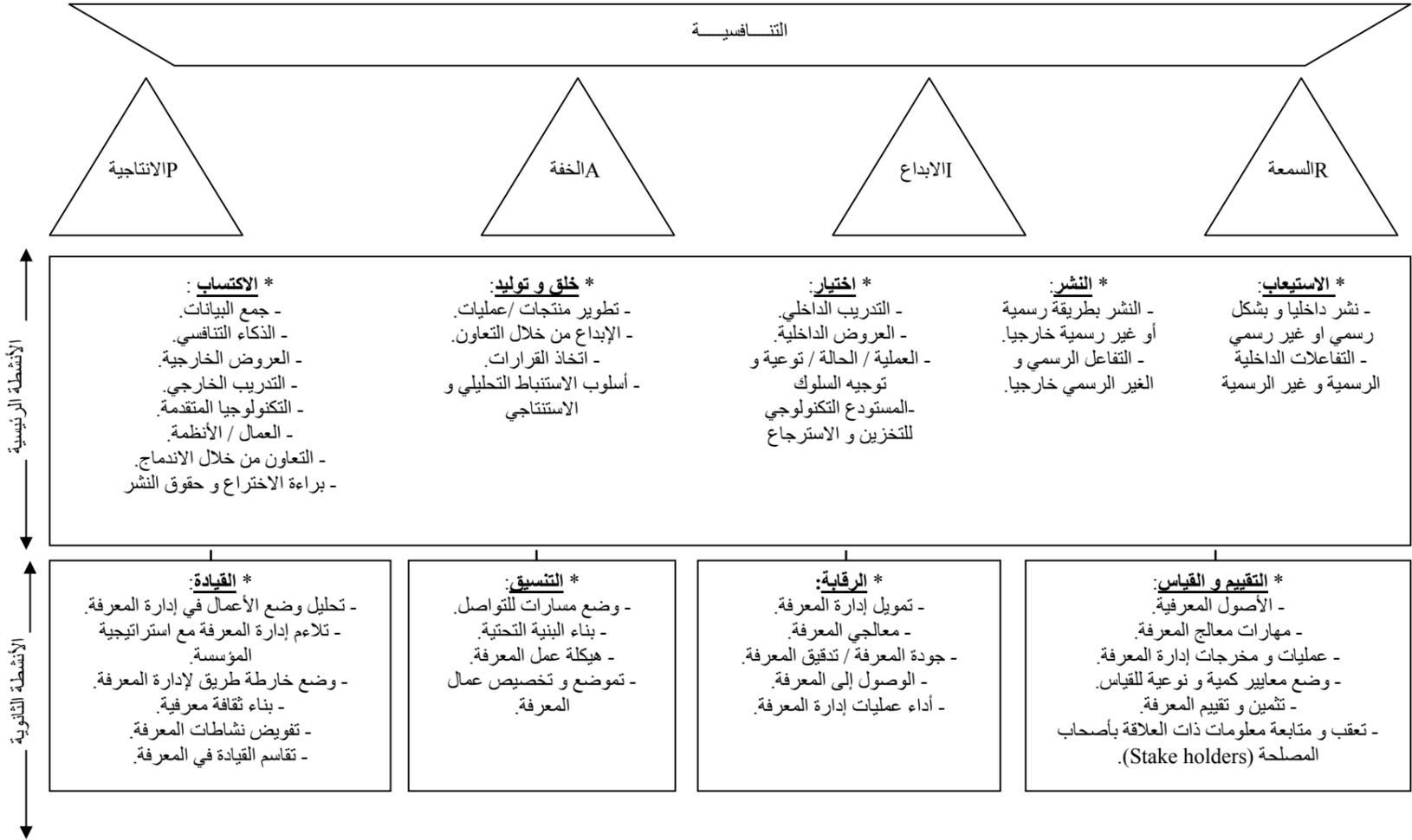
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2-4-5-2

Jones and Holsapple

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(Jones and Holsapple, 2006,p.424) :

.(Jones and Holsapple, 2006,p. 424)

: 5-5-2

:() Zack 1-5-5-2

: (Zack,1999)

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: ()

:(Conservative) -

:(Aggressive) -

(Hypercompetition)

(Zack; 1999,pp.137-139)

:

: (53)

بدون حدود			
خارجي			
داخلي			

(Zack, 1999,p.140) :

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2-5-5-2

: **Turban and Wetherbe; Choi and lee; Hansen et al**

:

Choi and Lee,2002,p.) (Turban et al, 2004,pp.458-459):

(Hensen et al, 1999, p.107) (173

: -

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Choi and Lee, 2002,)

(

Hensen et al, 1999,) (Codification strategy)

(p.174

Process) (Turban et al, 2004,p.458) (P.107
.(strategy

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." :

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Vander spek et al .(←

(embedded)

Delong and Fahey; Hargadon; .

Brownd and Duguid; Von Krogh.

)

.(Turban et al, 2004, p.458) (

:(Human strategy) -

)

(Choi and Lee, 2002, p.174) . (

(Practice strategy) (Turban et al, 2004, p.458)

.(Personalization) (Hensen et al, 1999,p.107)

BCG)

.(Mckinsey

.(Brain storing)

Hansen et al, 1999,) (Turban et al, 2004 ,p.459) (Customization)

.(p.108

:

:(06)

.(Choi and Lee, 2002,p.174) :

Hansen et al, 1999,)

(Hybrid Model)

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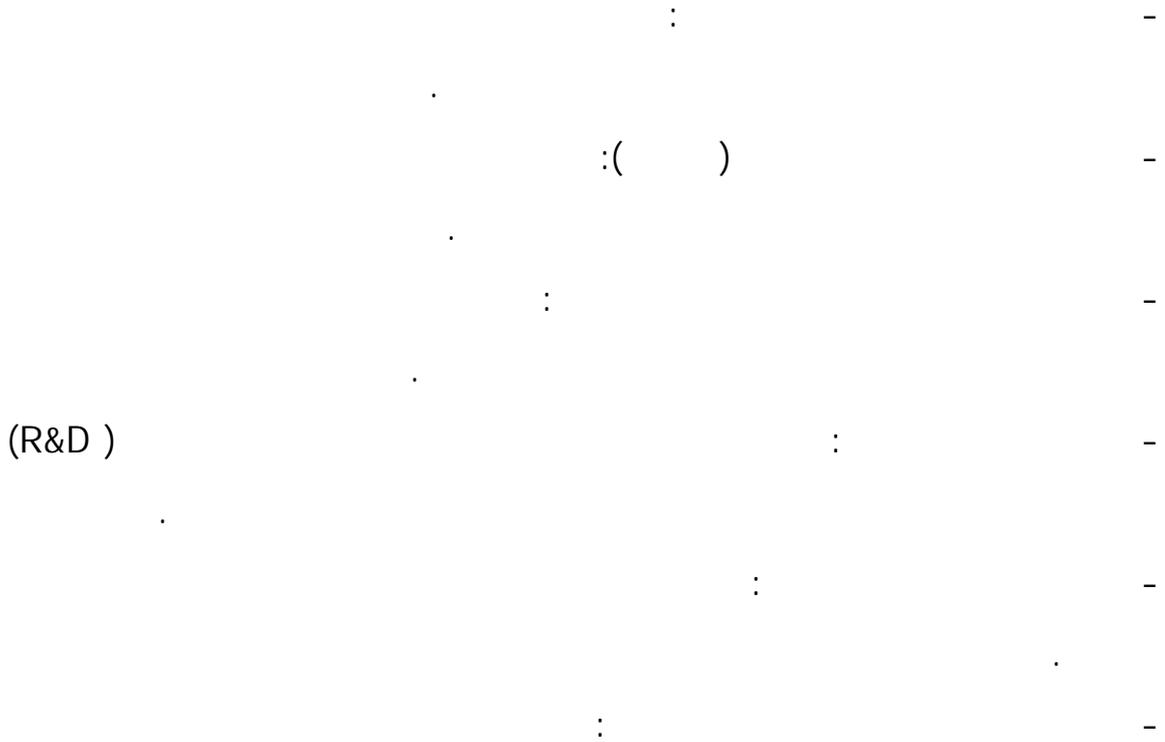
(p. 109

:
(APQC)

3-5-5-2

Wiig

(Haggie and Kingston, 2003,p.3) :



:Bierly and Chakarabarti

4-5-5-2

Bierly and Chakarabarti

:(08)

.(Fahahiyan et al , 2013,p. 152) :

(-) : (Fahahiyan et al, 2013, p.150)
()

:
:(Explorer strategy) -1

:(Exploiter strategy) -2

:(Innovator strategy) -3

()
:(Loners strategy) -4

(Fattahiyan et al, 2013 ,pp.151-152) ()

(Haggie and Kingston, 2003)

(Choi and Lee, 2002, p.183)

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(Fattahitan et al, 2013, p.161)

:

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(Nonaka,1998)

Nonaka

Nonaka

1995

Tackeuchi

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(Montano et al, 2001)

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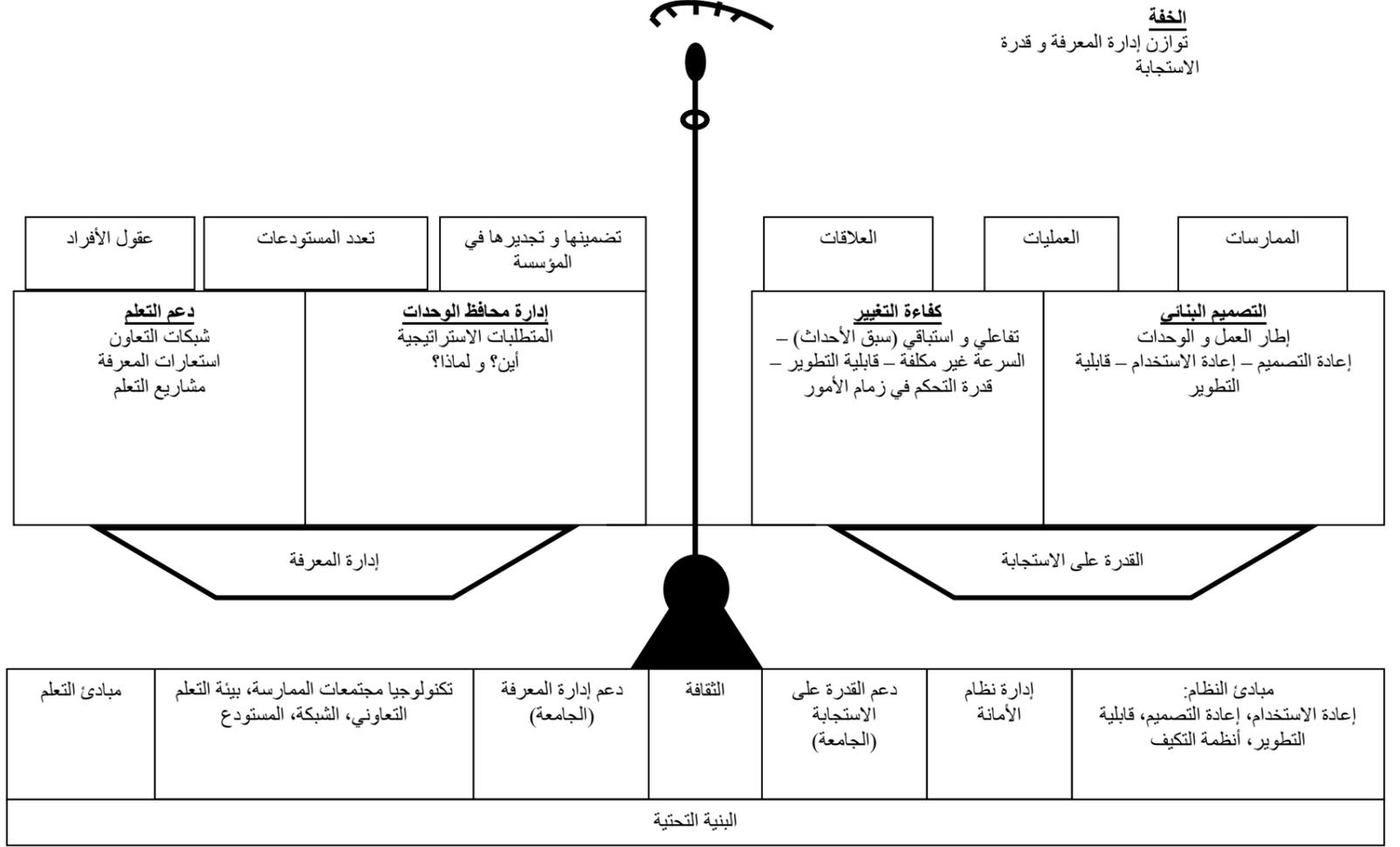
Dove

(Agility)

(Groenewald,2004 ,) :

(Agility Theory)

.(pp.56



المصدر: (Groenewald, 2004 , p.06).

Dove

Dove

Vernadat Meredith Francis :

+ = :

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:() Catatonic -

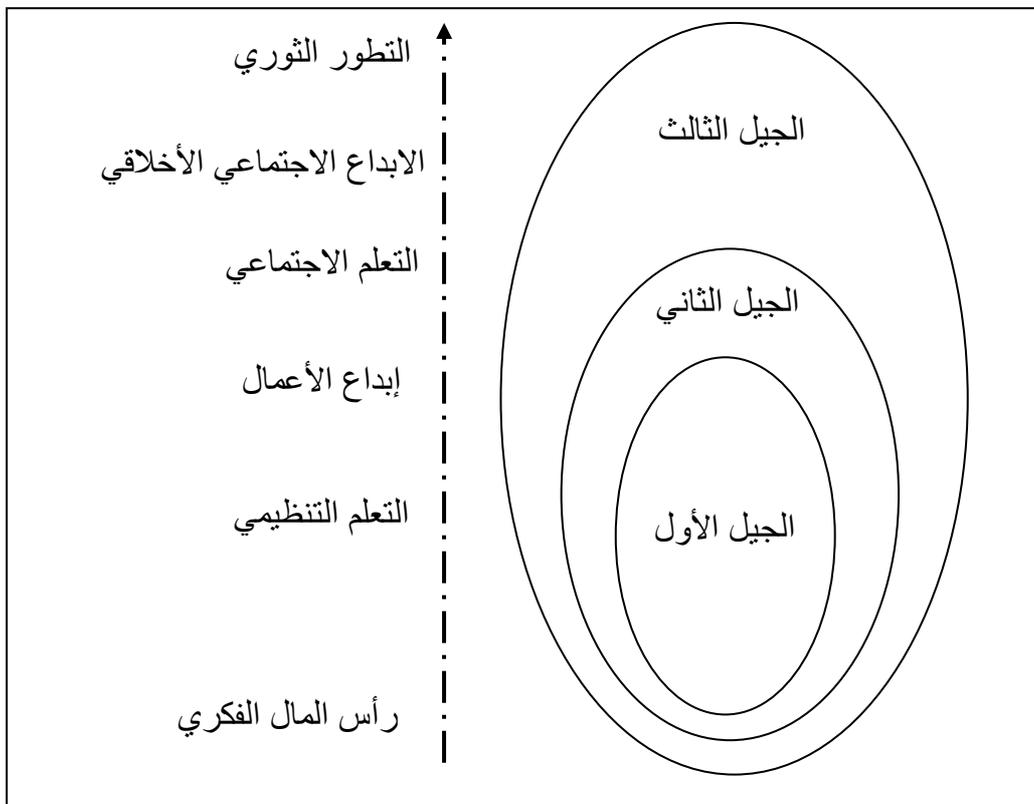
:() Spastic -

lazlo and lazlo

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(Groenewald, 2004,pp.15-16)

: (55)



.(Groenewald, 2004,p.16) :

(What is?)

lazlo and lazlo

.)

(

) Nonaka

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: (Sveiby ,2001,p.08)

(Fundamental shift)

Paradigm

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الفصل الثالث
مستقبل مؤسسات التعليم العالي في ظل
التوجه الى تطبيق ادارة المعرفة

:(Kidwell et al, 2000,p.29)

(e-business)

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1-1-3

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Kidwell et al

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Kidwell et)

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(al, 2000, p.29

Mikuleka and Mikulecky

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.(Mikuleka, Mikulecky, 2005, pp.1-2)

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ASTD

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(Kidwell et al, 2000, p.31)

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Data ware

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:(Knowledge Audit) .4

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.(Mapping)

:(Key Features :) .5

.(- (-))

:(Blooks) .6

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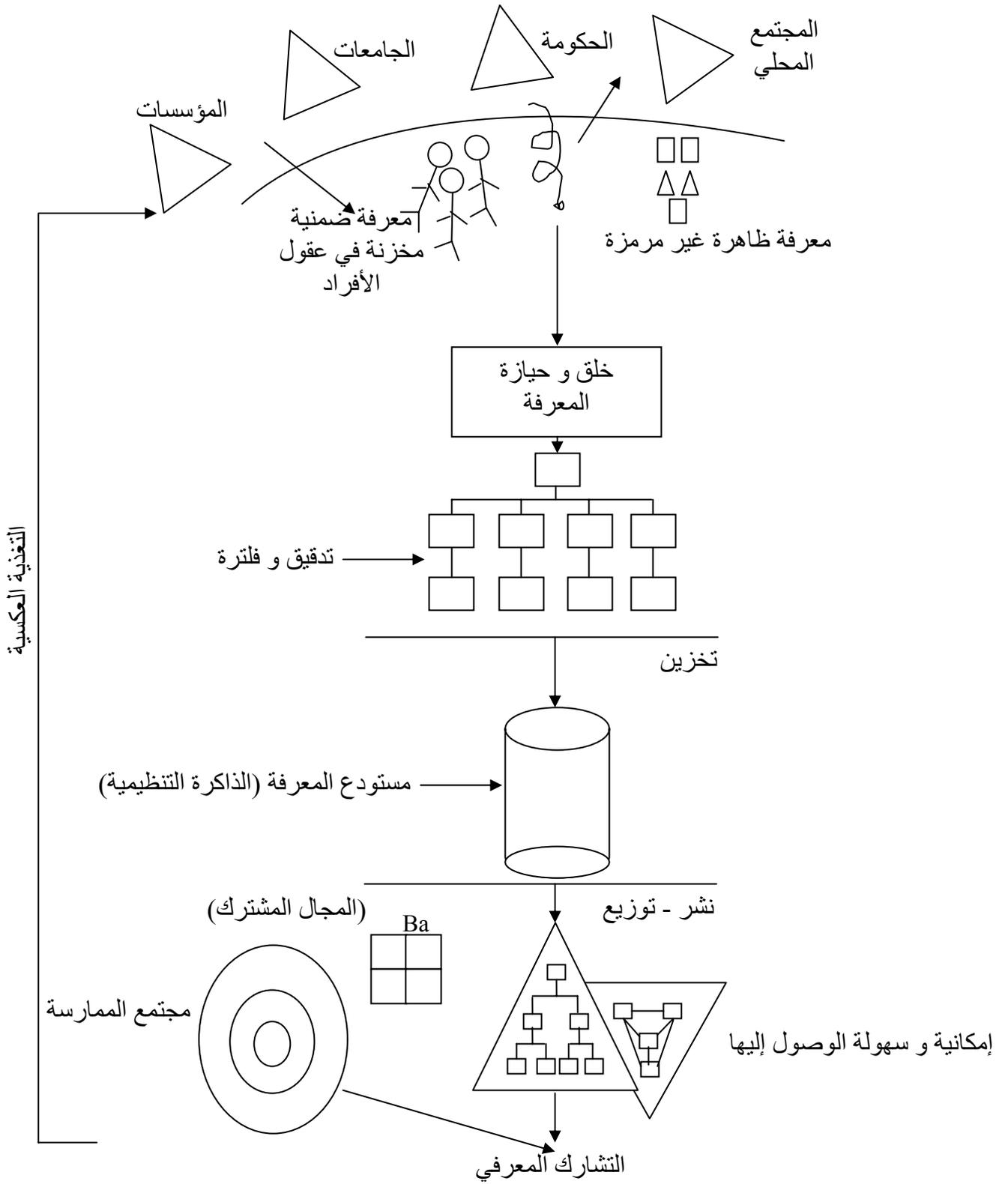
.(

(Linking Knowledge to people) : - .7

.(Data Ware Technologie, 1998, p.03)

(Nonaka et al, 2000) (wenger,2006)

: (56)



:

(Know what) (Know How)
(Cost of Recreating)

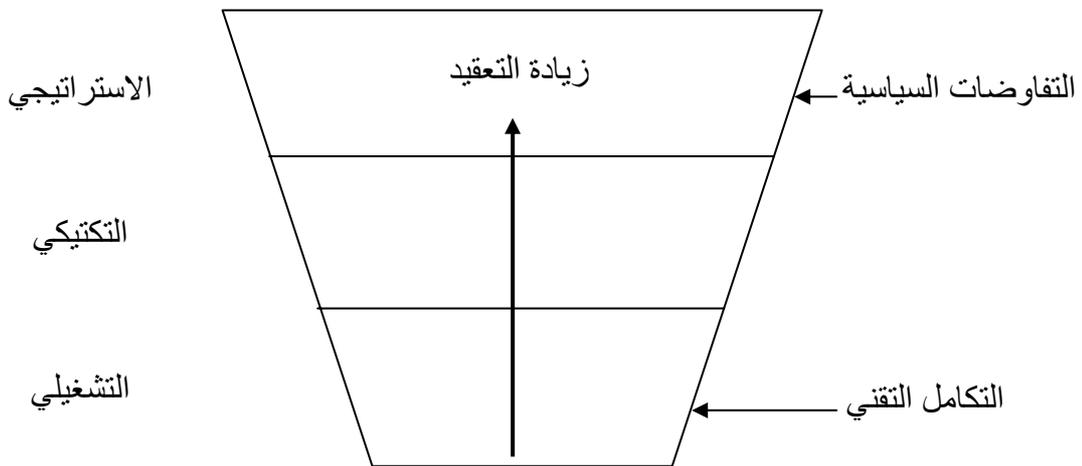
Skandia

K. Dalkir .(1995-1994)

(Dalkir , 2005 ,pp.16-17) :

: (57)

الأصول الفكرية



(Dalkir , 2005 ,p.17) :

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(Capabilities)

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(Things)

Potentiel Core competencies

: -

(Kok , 2007 ,p.184)

(OECD)

Prusak and Klein

.(Malholtra , 2003 ,p.03)

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.(Kok , 2007 , p.184)

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Mattanen and Iounquist

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.(Fazlagic , 2005 , pp.2-3)

" " " "

(Intellectual Assets)

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(Intellectual capital)

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Lynn

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.(Kok, 2007, pp.184-185) (

Kavida and Sivakonar

M. Ulmer

(Dalkir ; 2005 ; P.17)

.(Fazlagic, 2005 , p.02)

Kok , 2007 ,) :

Bontis Sveiby Saint Onge

.(p.185

:(Humain capital)

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:(Structural capital)

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:(Customer Capital)

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(Benchmarking)

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Fazlagic ,)

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.(2005 , pp.3-4

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(BSC) Balanced scorcard sheet

1997 Edvinson

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1992

Nortan and Kaplan

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Sveidy

1997

Stewart

.(Kok , 2007 , p.185)

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(Fazlagic , 2005 , pp.4-5-6)

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.2 : (Activities)

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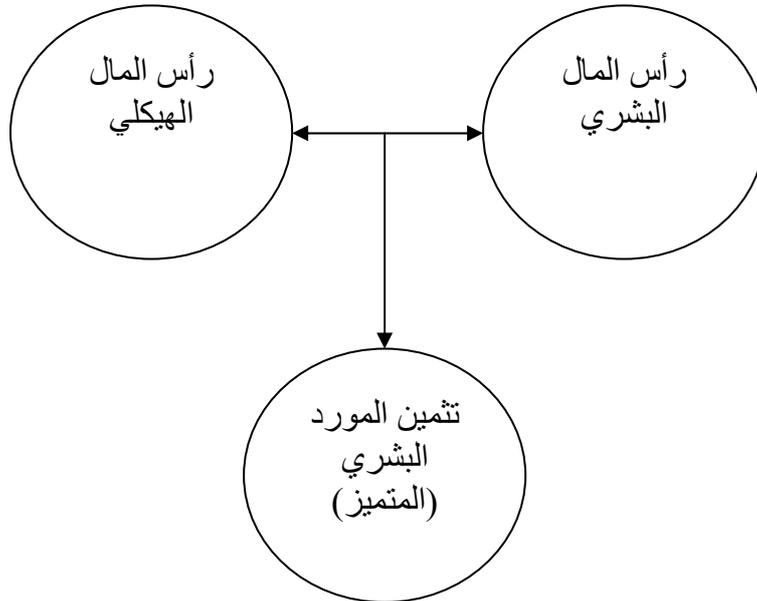
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:(58)



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Fazlagic.A

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(Intellectual Property)

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(Kok , 2007 , p.190) :

(Process Capital)

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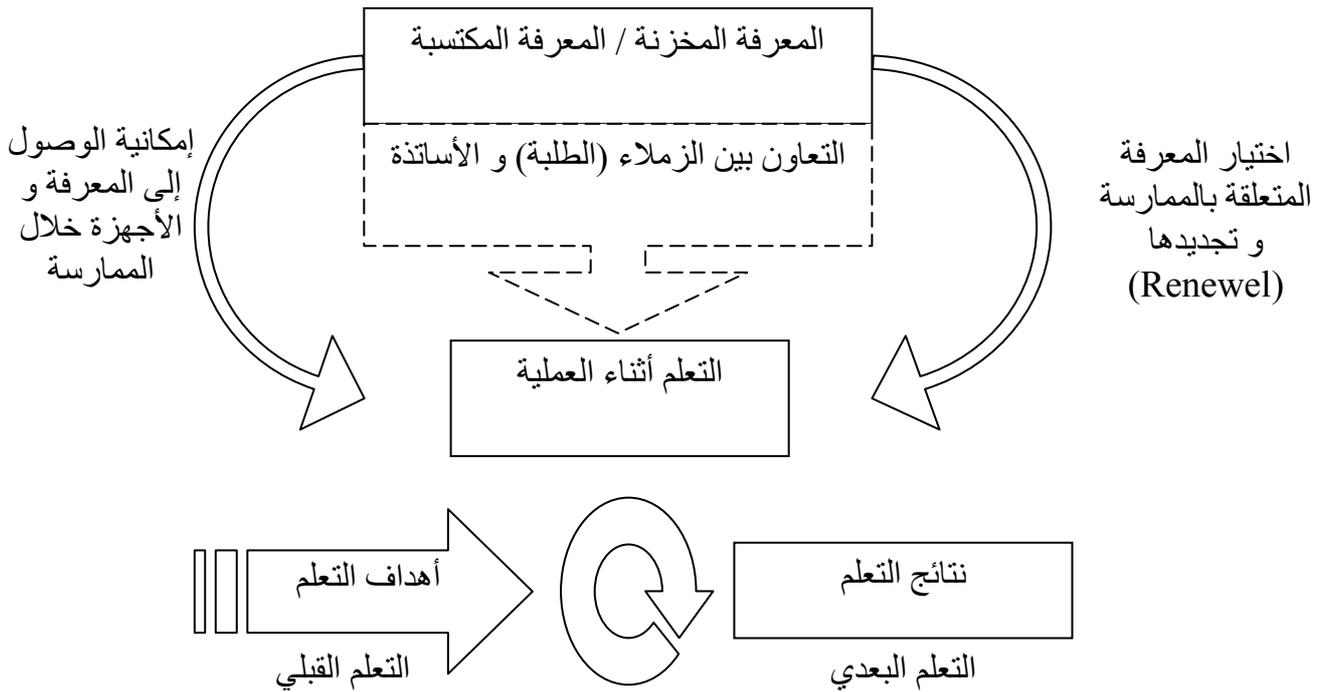
(Fazalagic , 2005 , p.08)

Sedziuvience, Vveinhardt

Collison and Parcell

:(Sedziuvience, Vveinhardt,2009,pp.84-85)

() :(59)



:(Sedziuvience , Vreinhardt , 2009 , p.85) :

learning) : (systematic Process)
 (learning after) (learning in process) (before)

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.(Meta-Knowledge)

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2-2-3

(48)

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(Descriptive Methodology)

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(350)

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%57,14

(160)

22	32	26	11	69	160

: **4-1-3-3**

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,(Kalling , 2003),(2009,) ,(2007,)

(Bhatt,2001) (Karadcheh et al, 2009) (Nonaka et al, 2000)

(Karadcheh et al, 2009)

(42-38)	(5)	:	-6
(45-43)	(3)	::	-7
-46)	(6)	:	-8
			(51
		:	5-1-3-3
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	(5)	:	-
	(4)	:	-
	(3)	:	-
	(2)	:	-
	(1)	:	-
	2.5	:	-
	2.5 - 3.49:		-
	3.50 - 5 :		-
	(%5)		
			6-1-3-3
	(Instrument Validity)	:	
	: (Face validity)		-

10

:(Content Validity) -

(Instrument Reliability) :

(SPSS)

Cronbackes-)

(Statistical Package for Social Science)

). (Alpha

T3: T2: T1:) (1
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0.825	1
0.819	2
0.854	3
0.776	4
0.657	5
0.743	6
0.673	7
0.839	8

(13)

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Statistical Package for)

(SPSS), (Social Science

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:(Reliability Test)

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%20.6	33	30
%21.9	35	39 – 30
%35.6	57	49 – 40
%21.9	35	50
%100	160	

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%62.5	100	
%37.5	60	
%100	160	

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(34)

: (16)

%24.4	39	5
%22.5	36	10 - 6
%21.3	34	15 - 11
%31.9	51	16
%100	160	

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 (38) - - (%26.3)
 . (9.4) (15) - - (%23.8)
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 (17)

%36.9	59	- -
%26.3	42	- -
%23.8	38	- -
%9.4	15	- -
%3.8	6	
%100	160	

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). (18)
 (7)
 (%43.1) (69)
 (26) (%20) (32)
 (22) (%16.3)
 (11) . (13.8)
 . (%6.9)

: (18)

6.9%	11	
16.3%	26	
43.1%	69	
20%	32	
13.8%	22	
100%	160	

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	0.94	2.70		1
	0.89	2.54		2
	1.02	2.62		3
	0.91	2.63		4
	0.97	2.73		5
		2.64		

(19)

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(0.89-1.02)

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.(Q1-Q5 :

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),(Brelade,S, & Harman ,2002), (Nonaka et al, 2000)

(2009,

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:(20)

	0.82	2.81		6
	0.94	2.76		7
	0.98	3.60		8
	0.91	2.48		9
	0.85	2.26		10
	1.18	3.15		11
	1.09	3.27		12
	0.77	3.51		13
		2.98		

(20)

.(Q27-Q34 : 8) (2.98)

" (8) (20)

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(13)		(0.98)	(3.60)
"			"
	(0.77)	(3.51)	
		"	(12)
(3.27)	"		
		.	(1.09)
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(3.15)	"		
"	(6)	.	(1.18)
(2.81)		"	
"	(7)	.	(0.82)
(0.94)	(2.76)	"	
"	"	(9)	
		(0.91)	(2.48)
		"	(10)
		"	
		(0.85)	(2.26)

Cohen and Levinthal

Dusage

. (Done, 2011,p.16)

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:(21)

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	1.12	2.70		14
	1.01	2.56		15
	0.88	2.36		16
		2.54		

(21)

.(Q43-Q45 8)(2.54)

" " (14) (21)

"

(1.12) (2.70)

		"	(15)
(2.56)		"	
"	(16)		(1.01)
(0.88)	(2.36)		"

(Karadasheh et al,2009)

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:(22)

:(22)

	0.93	2.48	()	17
	0.78	2.61		18
			()	
	0.83	2.53		19
	0.81	2.48		20
	0.96	2.85		21
	0,86	2.18		22
	0.75	2.24)	23
			(
	0.88	2.31		24
	0.81	2.16		25
		2.42		

(22)

.(Q6-Q14 : 8) (2.42)

" (22)

"

(18) (0.96) (2.85)

"

"()

(0.78) (2.61)

": (19)

"

(0.83) (3.53)

": (20) (17) :

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(2.48)

"

(24) (0.81) (0.93)

":

(0.88) (2.31)

"

": (22)

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()

(0.75) (2.24)

" ": (22)

(2.18)

"

(25) (0.86)

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(0.81)

(2.16)

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(25 24 23

16

(Brelade,S, & Harman ,2002, p.33)

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: (23)

:(23)

	0.86	2.35		26
	0.93	2.01		27
	1.29	3.02		28
	0.94	3.92		29
	0.81	3.43		30
	1.00	3.43	" "	31
	0.92	2.76		32
	1.00	3.70		33
	0.92	2.63		34
	0.86	2.53		35
	0.74	3.87		36
	0.75	2.43		37
		3.00		

(3.00) (23)

.(Q15-Q26 : 8) (0.66)

" (29)

"

(36) (0.94) (3.92)

" "

(33) (0.74) (3.87)

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. (1.00) (3.70)

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(31)(30)

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(3.43) "

. (1.00) (0.81)

" : (28)

(1.29) (3.02) "

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. (0.92) (2.76)

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(35) . (0.92) (2.63)

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. (0.75) (2.43) "

" : (37)

(2,40)

	(26)	.	(0,78)
			":
(0.86)	(2.35)	"	
		"	(27)
		"	
	(0.93)		(2.01)
)
		(

(Tetroe,2007),(Hrrington et al,2008)

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: (24)

:(24)

	1.21	2.71		38
	0.81	3.38		39
	1.07	2.68		40
	0.89	2.67		41
	0.90	2.57		42
		2.80		

(24)

(2.80)

.(Q38-Q42 : 8

" (39)

(3.38)

"

"

(38)

(0.81)

(2.71)

"

(40)

(1.21)

"

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(41)

(1.07)

(2.68)

":

(0.89)

(2.67)

"

(2.57) " (42)
" (0.90)

(De long and Fehey, 2000)

Knowledge-)

.(Sharing Culture

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.(Ghoshal and Tsai, 1998)

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: (25)

:(25)

	0.89	2.93	/	43
	0.98	2.56		44
	1.12	3.10		45
		2.86		

(25)

.(Q35-Q37 : 8) (2.86)

" (45)

(3.10)

"

"

(43)

.

(1.12)

"

/

(0.89)

(2.93)

"

(44)

"

(0.98)

(2.56)

(Wenger et al,2002)

(Martan et al,2004) (Wick,2000)

: (26)

:(26)

	1.10	2.75		46
	0.97	2.50		47
	0.93	2.13		48
	0.86	2.19		49
	1.12	3.06		50
	1.07	3.17		51
		2.63		

(26)

.(Q46-Q51 8) (2.63)

" (51)

"

(50)

(1.07)

(3.17)

"

(1.12)

(3.06)

"

": (46)

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"

(1.10)

(2.75)

": (47)

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,

(0.97)

(2.50)

": (49)

(2.19)

"

(0.86)

" (48)

(2.13)

"

(0.93)

(Wiig,1997) (Zack,1999)

(Haggie and Kingston,2003)

"

"

:(27)

	2.64		1
	2.98		2
	2.54		3
	2.42		4
	3.00		5
	2.80		6
	2.86		7
	2.63		8
	2.73		

(27)

. (2.73)

(3.00-2.42)

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(3.00)

(2.98)

(2.86)

(2.80)

(2.64)

(2.63)

(2.54)

(2.42)

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						-	(p)
						-	
						**0.529	(P)
						0.000	
						-	(p)
						**0.354	
						0.000	
						**0.431	
						0.000	
						**0.614	(p)
						0.000	
						**0.453	
						0.000	
						**0.575	
						0.000	
						**0.701	(P)
						0.000	
						**0.444	
						0.000	
						**0.371	
						0.000	
						**0.500	
						0.000	
						-	(P)
						**0.575	
						0.000	
						**0.608	
						0.000	
						**0.409	
						0.000	
						**0.484	
						0.000	
						**0.483	
						0.000	
						-	(P)
						**0.640	
						0.000	
						**0.546	
						0.000	
						**0.497	
						0.000	
						*0.169	
						0.033	
						**0.443	
						0.000	
						**0.556	
						0.000	(P)

.(0.01> α)

**

.(0.05> α)

*

(0,05)

(P=0.033)

(0.05 $\geq\alpha$)

.(0.169)

.(0.640 – 0.354)

(0.701)

(0.001 $\geq\alpha$) (0.640) (0.001 $\geq\alpha$)

(0.608) .(0.001 $\geq\alpha$) (0.614)

(0.575) .(0.001 $\geq\alpha$)

(0.556) . (0.001 $\geq\alpha$)

.(0.001 $\geq\alpha$) (0.546) .(0.001 $\geq\alpha$)

(0.144) .(0.01 $>\alpha$)

(0.529) .(0.001 $\geq\alpha$)

.(0.001 $\geq\alpha$) (0.500)

.(0.001 $\geq\alpha$) (0.497)

(0.484) .(0.001 $\geq\alpha$)

(0.483) .(0.001 $\geq\alpha$)

(0.453) .(0.001 $\geq\alpha$)

(0.443) .(0.001≥ α)
(0.431) .(0.001≥ α)
(0.409) .(0.001≥ α)
(0.371) .(0.001≥ α)

. (0.001≥ α) (0.354)

(Karaddsseh,2009) (Turban et al, 2004)

(Power)

(Bhatt,2001)

.(K.Wiig, 1997)

":

:"

(Mann-Whitney)

:(29)

(09)

(Mann-Whitney) : (29)

:

(P)	U VALUE 1=			
*0.307	2820.000	76.09	83.68	

.(0.05>=α)

*

(29)

(P)

(0.05)

":

."

)

(kruskal-Wallis)

: (30)

(10

(kruskal-Wallis) : (30)

P	X ²	(N)			
*0.018	10.119	33	90.20	30	
		35	74.20	39-30	
		57	90.06	49-40	
		35	61.91	50	

.(0.05>=α)

*

(30)

(0,05)

(P)

0.05

:(16)

:(31)

0.53	2.90	33	30
0.66	2.67	35	39-30
0.43	2.80	57	49 -40
0.47	2.52	35	50

(30)

(0.53)

(2.90)

-40)

(39-30)

(2.80)

(49

. (2.52)

(50)

(2.67)

": :

."

(Mann-Whitney)

:(32)

(11)

(Mann-Whitney) :(32)

(P)	U VALUE 1=			
		(N=60)	(N=100)	
*0.001	2093.5	65.39	89.57	

.(0.05>=α) *

(32)

(0,05)

(P)

(0.05>=α)

:(17 :)

:(33)

0.54	2.84	100	
0.46	2.55	60	

(2.84) ()
 . (2.55) ()

.()

":

."

(kruskal-Wallis)

(12)

:(34)

(kruskal-Wallis)

:(34)

:

P	χ^2	(N)			
*0.031	8.902	39	82.63	5	
		36	88.33	10 -6	
		34	92.56	15-11	
		51	65.30	16	

.(0.05>= α)

*

(P)

(34)

(0,05)

:(18)

:(35)

:

0.54	2.82	39	5
0.65	2.79	36	10-6
0.44	2.83	34	15-11
0.45	2.55	51	16

.(2.79)

(2.83 – 2.82)

.(2.55)

:" :

."

(kruskal-Wallis)

:(36)

(13

) ()

: (kruskal-Wallis) :(36)

P	χ^2	(N)			
*0.005	14.813	59	93.8	--	
		42	79.65	--	
		38	60.38	--	
		15	70.60	--	
		6	107.83		

.(0.05>= α)

*

(0,05)

(P)

(36)

()

: (19)

:(37)

:

2.95	59	--
2.78	42	--
2.86	38	--
2.48	15	--
2.63	6	

.(2.78)

(2.95 – 2.86)

.(2.63)

.(2.48)

" : :

"

)

.(kruskal-Wallis)

:(38)

(14

(kruskal-Wallis)

:(38)

P	χ^2	(N)			
*0.000	71.585	11			
			22.45		
		26		49.17	
		69			
			74.11		
		32			
				98.91	
		22			
				139.82	

.(0.05>= α)

*

(0,05)

(P)

(38)

()

:(20)

:(39)

1.97	11	
2.41	26	
2.65	69	
2.90	32	
3.50	22	

(3.50)

.(2.90)

.(2.65)

:

.(2.41- 1.97)

: 4-2-3-3

:

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-

-

.(2.64)

-

(2.98)

-

(2.54)

-

.(2.42)

-

(3.00)

. (Seidman et al,2005)

-

(2.80)

-

(2.86)

-

-

(0.001 $\geq\alpha$)

(0.05 $\geq\alpha$)

.(P =0.033)

)

(

Nonaka

Blaich et al

(Blaich et al,2004,p.19) :

:(40)

(Blaich et al,2004, pp. 19-23)

:

:

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(

Gamble :

(Alm, 2005, P.09) Blackwell Walczak

:

.1

.(Alm,2005,p.9) Collison Parcell and sveiby :

.2

.3

(De Sequeira,2008,p.215)

Nonaka

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Spender

() Tasks

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.(Chou and Yong He, 2004, P. 148)

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(Allee, 1997)

Allee

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Explicit

Tacit Knowledge

(Nonaka & Takeuchi, 1995)

Knowledge

.(Duderstadt, 2001)

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(generative learning

Double- Loop learning)

(Argris and Schon,1978) (P.Senge,1990)

(

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(Bollinger and Smith, 2001)

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	:(Stake holders)	-3
	.	-4
(Data base)		-5
	()	-6
	.	-6

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-263.	12	-	-		
					.291
				(2007)	-
				:	
				14 13 :	
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			2007		-

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التسلسل	العبارة	مرتفعة جدا	مرتفعة	متوسطة	منخفضة	منخفضة جدا
	خلق المعرفة: القدرة على خلق و تطوير أفكار جديدة					
1	تعمل مؤسسات التعليم العالي علي تهيئة بيئة العمل للمساعدة علي الابداع والابتكار					
2	تقوم مؤسسات التعليم العالي بمقارنة موجودات المعرفة الحالية و موجودات المعرفة المطلوبة كنقطة بداية لتطوير افكار جديدة					
3	تعمل مؤسسات التعليم العالي علي اعداد أليات تحفيزية لتشجيع الجهود الابداعية والمعرفية					
4	تعمل مؤسسات التعليم العالي علي تفعيل العمل المعرفي انطلاقا من الجهود الفردية التي يمكن تسخيرها لتضخ في الجهود الجماعية					
5	تشجع مؤسسات التعليم العالي المبادرات والاقتراحات الجديدة المقدمة من طرف الاساتذة و تتبناها					
	حياة المعرفة: عملية الحصول على المعرفة من مصادر خارجية					
6	تهتم مؤسسات التعليم العالي بالتعاون والتنسيق مع كليات اخرى في مجالات البحث العلمي والتعليم بما يتيح تبادل الخبرات والمعلومات الجديدة					
7	الحضور الدائم والمتواصل لمؤسسات التعليم العالي في المؤتمرات وورشات العمل سواء كانت علي المستوي الداخلي او الخارجي للجزائر					
8	احرص علي حضور الندوات الدولية ذات الصلة بتخصصي لاغناء تجربتي وزيادة خبرتي					
9	تعمل مؤسسات التعليم العالي علي استضافة بعض المتخصصين من خارج الكلية للاستفادة من خبراتهم					
10	تعمل مؤسسات التعليم العالي علي تقديم منح دراسة للموظفين وكذا تربيصات تدريبية خارج الجزائر					
11	تهتم مؤسسات التعليم العالي بالاطلاع علي تجارب التعليم الاجنبية الناجحة و تتبناها					
12	تعمل مؤسسات التعليم العالي علي استقطاب اساتذة اجانب للمساعدة علي نقل الممارسات الجديدة وتطوير المهارات					

					13	احرص علي اقامة علاقات مع متخصصين في مجال تخصصي خارج الكلية وكذا خارج الجزائر للاطلاع علي آخر المستجدات في ميدان تخصصي وتبادل الافكار معهم
فترة المعرفة: عملية تحديد المعرفة المهمة في المؤسسة ليتم نشرها و تبادلها بين الأفراد						
					14	تستخدم مؤسسات التعليم العالي مدخل التوليفة لتوظيف المعرفة التي تبنتها من خلال ادخال تعديلات جزئية
					15	تاخذ مؤسسات التعليم العالي من التجارب الاجنبية الناجحة في ميدان التعليم فقط ما يتوافق والطبيعة التعليمية للكلية
					16	تقوم مؤسسات التعليم العالي بتحديد المهم من المعرفة التي تم الحصول عليها من المصادر الاجنبية ليتم توزيعها داخلها
التدقيق والتخزين المعرفي: عملية فحص و مراجعة لقاعدة المعرفة الخاصة بالمؤسسة						
					17	عند تبني برنامج جديد(معرفة جديدة)تقوم مؤسسات التعليم العالي بمراجعة نظام العمل القائم
					18	تعمل مؤسسات التعليم العالي علي وضع تعديلات للنظام الداخلي بما يتضمن قاعدة البيانات اخذة بعين الاعتبار مدى تلاؤمها مع البرنامج الجديد(المعرفة الجديدة)
					19	تعمل مؤسسات التعليم العالي علي تجهيز المختبرات والورش باحدث النظم والمعدات والتقنيات المتطورة كاداة لتحديث طرق العمل
					20	تهتم بمراجعة وتقويم الهيكل الاداري للجامعة للتأكد من ملائمتها لرسالتها واهدافها الجديدة
					21	تعمل مؤسسات التعليم العالي علي تطوير قدراتي ومهاراتي من خلال عمل دورات تدريبية
					22	تعمل مؤسسات التعليم العالي علي استخدام اسلوب المقارنة المرجعية حيث يتم مقارنة ادائها باداء غيرها من الجامعات المتفوقة والمتميزة
					23	تتوفر مؤسسات التعليم العالي علي وسائل تكنولوجية(قاعدة البيانات) لتوثيق وحفظ المعارف الجديدة والمكتسبة
					24	تعمل مؤسسات التعليم العالي علي تخزين وتوثيق المعرفة الجديدة بطريقة تسمح بان تكون متاحة للجميع وفي اي وقت

					25	تعمل مؤسسات التعليم العالي علي تخزين معرفة الخبراء علي شكل برامج,اساليب عمل للرجوع اليها عند الحاجة
نشر وتطبيق المعرفة: عملية الاستفادة من المعرفة						
					26	تحتوي قاعدة بيانات مؤسسات التعليم العالي علي اسماء جميع اصحاب الخبرة من الاساتذة للاستفادة منهم
					27	تتبنى مؤسسات التعليم العالي الاساليب والبرامج الالكترونية لتسهيل تدفق المعرفة كاعتماد شبكة انترنت داخلية
					28	اجد صعوبة في استخدام الحاسوب و تكنولوجيا المعلومات
					29	افضل عمل دورات تدريبية لي لتطوير وتحسين مهاراتي في التعامل واستخدام تكنولوجيا المعلومات
					30	اخصص بعض الوقت للتحدث عن امور العمل مع زملائي وكذا تبادل معهم الافكار,الاراء,والمعلومات
					31	اتبني مفهوم " الصداقة المعرفية" التي تقوم لدعم الاستخدام المتبادل للمعرفة
					32	تتبنى مؤسسات التعليم العالي عملية تغيير في اساليب وطرق التحفيز لخلق ثقافة المشاركة المعرفية واثاعتها في الكلية
					33	افضل الاحتكاك المباشر وغير الرسمي مع زملائي
					34	تعمل مؤسسات التعليم العالي علي تطوير اسلوب العمل الجماعي عن طريق فرق العمل لتدعيم التبادل المعرفي
					35	تعمل مؤسسات التعليم العالي علي ادماج المعرفة الجديدة ضمن مخطط الاداء
					36	احرص علي تطبيق الاساليب التي تم تدريبي عليها
					37	تقوم مؤسسات التعليم العالي بمراقبة مدى تنفيذ اجراءات العمل الجديدة باتباع اجراءات التدقيق الداخلي
تقاسم ومشاركة المعرفة: مدى رغبة الفرد في التنازل عن معارفه الخاصة و تقاسمها مع الاخرين						
					38	تشجع مؤسسات التعليم العالي مبدأ الثقة المتبادلة لتعزيز تقاسم المعرفة
					39	تعمل مؤسسات التعليم العالي علي تكوين ثقافة داخلية لمساندة التعاون بين الاساتذة

					40	اتمتع بالدافعية للانخراط في نشاط معرفي ومشاركة الاخرين معارفهم الخاصة
					41	تتوفر مؤسسات التعليم العالي علي حوافز تكافئ مشاركة وتقاسم المعرفة
					42	يتم تقييم ومكافاة الفرد علي اساس مساهمته المعرفية خاصة تبادل وتقاسم المعرفة
مجتمع الممارسة: مجموعة من الافراد لهم اهتمامات مشتركة أو يعملون في نفس المجال						
					43	تشجع مؤسسات التعليم العالي قيام جماعات/تجمعات الممارسة من نفس التخصص وتوفر لها ما يلزم من موارد ودعم
					44	تشجع مؤسسات التعليم العالي هذه الجماعات علي عقد لقاءات تعليمية,او مؤتمرات التي تساعد في تبادل المعرفة والمشاركة فيها
					45	تحرص مؤسسات التعليم العالي علي احتكاك تلك الجماعات مع جماعات خارجية اخرى من اجل استعراض افكار الآخرين والاستفادة منها
استراتيجيات ادارة المعرفة:						
					46	
					47	
					48	
					49	
					50	
					51	

ملحق رقم 4: التكرارات و النسب المئوية حسب متغير المؤهل العلمي

SCIENT					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1,00	100	62,5	62,5	62,5
	2,00	60	37,5	37,5	100,0
Total	160	100,0	100,0		

ملحق رقم 5: التكرارات و النسب المئوية حسب متغير الخبرة

EXP					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1,00	39	24,4	24,4	24,4
	2,00	36	22,5	22,5	46,9
	3,00	34	21,3	21,3	68,1
	4,00	51	31,9	31,9	100,0
Total	160	100,0	100,0		

ملحق رقم 6: التكرارات و النسب المئوية حسب متغير الرتبة

CLASS					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1,00	59	36,9	36,9	36,9
	2,00	42	26,3	26,3	63,2
	3,00	38	23,8	23,8	87,0
	4,00	15	9,4	9,4	96,2
	5,00	6	3,8	3,8	100,0
Total	160	100,0	100,0		

ملحق رقم 7: التكرارات و النسب المئوية حسب متغير التخصص

Spec					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1,00	11	6,9	6,9	6,9
	2,00	26	16,3	16,3	23,2
	3,00	69	43,1	43,1	66,3
	4,00	32	20,0	20,0	86,3
	5,00	22	13,8	13,8	100,0
Total	160	100,0	100,0		

ملحق رقم 8: المتوسطات الحسابية و الانحرافات المعيارية لأسئلة الدراسة

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Q1	160	1,00	4,00	2,7000	,9437
Q2	160	1,00	4,00	2,5437	,8962
Q3	160	1,00	5,00	2,6250	1,0202
Q4	160	1,00	5,00	2,6312	,9154
Q5	160	1,00	5,00	2,7313	,9759
Q6	160	1,00	4,00	2,4875	,9315
Q7	160	1,00	4,00	2,6187	,7841
Q8	160	1,00	4,00	2,5313	,8312
Q9	160	1,00	4,00	2,4812	,8163
Q10	160	1,00	5,00	2,8562	,9638
Q11	160	1,00	4,00	2,1813	,8678
Q12	160	1,00	4,00	2,2438	,7586
Q13	160	1,00	4,00	2,3187	,8857
Q14	160	1,00	4,00	2,1688	,8182
Q15	160	1,00	4,00	2,3562	,8640
Q16	160	1,00	4,00	2,0125	,9315
Q17	160	1,00	5,00	3,0250	1,2932
Q18	160	1,00	5,00	3,9250	,9487
Q19	160	1,00	5,00	3,4375	,8141
Q20	160	1,00	5,00	3,4312	1,0070
Q21	160	1,00	4,00	2,7625	,9214
Q22	160	1,00	5,00	3,7062	1,0006
Q23	160	1,00	4,00	2,6312	,9223
Q24	160	1,00	5,00	2,5375	,8607
Q25	160	1,00	5,00	3,8750	,7418
Q26	160	1,00	4,00	2,4375	,7581
Q27	160	1,00	4,00	2,8125	,8256
Q28	160	1,00	4,00	2,7625	,9483
Q29	160	1,00	5,00	3,6063	,9848
Q30	160	1,00	4,00	2,4812	,9178
Q31	160	1,00	4,00	2,2687	,8594
Q32	160	1,00	5,00	3,1562	1,1845
Q33	160	1,00	5,00	3,2750	1,0929
Q34	160	1,00	5,00	3,5187	,7768
Q35	160	1,00	5,00	2,9313	,8911
Q36	160	1,00	5,00	3,5625	,9822
Q37	160	1,00	5,00	3,1062	1,1249
Q38	160	1,00	5,00	2,7125	1,2100
Q39	160	1,00	5,00	3,3813	,8155
Q40	160	1,00	5,00	2,6875	1,0768
Q41	160	1,00	5,00	2,6750	,8941
Q42	160	1,00	4,00	2,5750	,9011
Q43	160	1,00	5,00	2,7000	1,1204
Q44	160	1,00	4,00	2,5688	1,0194
Q45	160	1,00	4,00	2,3687	,8875
Q46	160	1,00	5,00	2,7562	1,1032
Q47	160	1,00	5,00	2,5062	,9777
Q48	160	1,00	5,00	2,1313	,9392
Q49	160	1,00	4,00	2,1938	,8651
Q50	160	1,00	5,00	3,0625	1,1254
Q51	160	1,00	5,00	3,1750	1,0790
Valid N (listwise)	160				

ملحق رقم 9: اختبار مان ويتني لمتغير الجنس

Mann-Whitney Test

		Ranks			
		SEX	N	Mean Rank	Sum of Ranks
T	1,00		93	83,68	7782,00
	2,00		67	76,09	5098,00
	Total		160		

		T
Mann-Whitney U		2820,000
Wilcoxon W		5098,000
Z		-1,022
Asymp. Sig. (2-tailed)		,307

a Grouping Variable: SEX

ملحق رقم 10: اختبار كروسكال واليس لمتغير العمر

Kruskal-Wallis Test

		Ranks		
		AGE	N	Mean Rank
T	1,00		33	90,20
	2,00		35	74,37
	3,00		57	90,06
	4,00		35	61,91
	Total		160	

		T
Chi-Square		10,119
df		3
Asymp. Sig.		,018

a Kruskal Wallis Test
b Grouping Variable: AGE

ملحق رقم 11: اختبار مان ويتني لمتغير المؤهل العلمي

Mann-Whitney Test

		Ranks		
SCIENT		N	Mean Rank	Sum of Ranks
T	1,00	100	89,57	8956,50
	2,00	60	65,39	3923,50
	Total	160		

Test Statistics

	T
Mann-Whitney U	2093,500
Wilcoxon W	3923,500
Z	-3,195
Asymp. Sig. (2-tailed)	,001

a Grouping Variable: SCIENT

ملحق رقم 12: اختبار كروسكال واليس لمتغير الخبرة

Kruskal-Wallis Test

		Ranks		
EXP		N	Mean Rank	Sum of Ranks
T	1,00	39	82,63	
	2,00	36	88,33	
	3,00	34	92,56	
	4,00	51	65,30	
	Total	160		

Test Statistics

	T
Chi-Square df	8,902 3
Asymp. Sig.	,031

a Kruskal Wallis Test
b Grouping Variable: EXP

ملحق رقم 13: اختبار كروسكال واليس لمتغير الرتبة

Kruskal-Wallis Test

		Ranks		
CLASS		N	Mean Rank	Sum of Ranks
T	1,00	59	93,80	
	2,00	42	79,65	
	3,00	38	60,38	
	4,00	15	70,60	
	5,00	6	107,83	

Total 160

Test Statistics

Chi-Square T
14,813
df 4
Asymp. Sig. ,005

a Kruskal Wallis Test
b Grouping Variable: CLASS

ملحق رقم 14: اختبار كروسكال واليس لمتغير التخصص

Kruskal-Wallis Test

Ranks

	Spec	N	Mean Rank
T	1,00	11	22,45
	2,00	26	49,17
	3,00	69	74,11
	4,00	32	98,91
	5,00	22	139,82
	Total	160	

Test Statistics

Chi-Square T
71,585
df 4
Asymp. Sig. ,000

a Kruskal Wallis Test
b Grouping Variable: Spec

ملحق رقم 15: معامل الارتباط بيرسون

		Correlations							
		T1	T2	T3	T4	T5	T6	T7	T8
T1	Pearson	1,000	,529	,431	,575	,500	,483	,556	,585
	Correlation								
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160
T2	Pearson	,529	1,000	,354	,453	,371	,484	,443	,484
	Correlation								
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160
T3	Pearson	,431	,354	1,000	,614	,444	,409	,169	,567
	Correlation								
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,033	,000
	N	160	160	160	160	160	160	160	160
T4	Pearson	,575	,453	,614	1,000	,701	,608	,497	,621
	Correlation								
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,000
	N	160	160	160	160	160	160	160	160
T5	Pearson	,500	,371	,444	,701	1,000	,575	,546	,596
	Correlation								
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000
	N	160	160	160	160	160	160	160	160
T6	Pearson	,483	,484	,409	,608	,575	1,000	,640	,703
	Correlation								
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,000
	N	160	160	160	160	160	160	160	160
T7	Pearson	,556	,443	,169	,497	,546	,640	1,000	,597
	Correlation								
	Sig. (2-tailed)	,000	,000	,033	,000	,000	,000		,000
	N	160	160	160	160	160	160	160	160
T8	Pearson	,585	,484	,567	,621	,596	,703	,597	1,000
	Correlation								
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	
	N	160	160	160	160	160	160	160	160

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

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ملحق رقم 16: متوسطات الحسابية لمتغير العمر

AGE Descriptives								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	Minimum	Maximum	
					Lower Bound	Upper Bound		
1,00	33	2,9055	,5374	9,355E-02	2,7149	3,0960	2,19	3,82
2,00	35	2,6795	,6632	,1121	2,4516	2,9073	1,29	3,93
3,00	57	2,8017	,4341	5,750E-02	2,6865	2,9169	1,38	3,48
4,00	35	2,5263	,4730	7,996E-02	2,3638	2,6888	1,60	3,65
Total	160	2,7361	,5332	4,215E-02	2,6529	2,8194	1,29	3,93

Post Hoc Tests

Multiple Comparisons
Dependent Variable: T

	(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Tukey HSD	1,00	2,00	,2260	,1264	,279	-9,8824E-02	,5508	
		3,00	,1038	,1140	,799	-,1891	,3966	
		4,00	,3792	,1264	,014	5,435E-02	,7040	
	2,00	1,00	-,2260	,1264	,279	-,5508	9,882E-02	
		3,00	-,1222	,1119	,694	-,4097	,1652	
		4,00	,1532	,1246	,608	-,1668	,4732	
	3,00	1,00	-,1038	,1140	,799	-,3966	,1891	
		2,00	,1222	,1119	,694	-,1652	,4097	
		4,00	,2754	,1119	,066	-1,2063E-02	,5629	
	4,00	1,00	2,00	-,3792	,1264	,014	-,7040	-5,4351E-02
			3,00	-,1532	,1246	,608	-,4732	,1668
		2,00	1,00	-,2754	,1119	,066	-,5629	1,206E-02
3,00			,3792	,1264	,032	2,183E-02	,7365	
3,00		1,00	-,1038	,1140	,842	-,2184	,4259	
		2,00	,1222	,1119	,755	-,4385	,1940	
	4,00	,1532	,1246	,680	-,1989	,5052		
Scheffe	1,00	2,00	,2260	,1264	,366	-,1313	,5833	
		3,00	,1038	,1140	,842	-,2184	,4259	
		4,00	,3792	,1264	,032	2,183E-02	,7365	
	2,00	1,00	-,2260	,1264	,366	-,5833	,1313	
		3,00	-,1222	,1119	,755	-,4385	,1940	
		4,00	,1532	,1246	,680	-,1989	,5052	
3,00	1,00	-,1038	,1140	,842	-,4259	,2184		
	2,00	,1222	,1119	,755	-,1940	,4385		
	4,00	,2754	,1119	,113	-4,0846E-02	,5917		
4,00	1,00	2,00	-,3792	,1264	,032	-,7365	-2,1829E-02	
		3,00	-,1532	,1246	,680	-,5052	,1989	
	3,00	-,2754	,1119	,113	-,5917	4,085E-02		

* The mean difference is significant at the .05 level.

Homogeneous Subsets

		N Subset for alpha = .05		T	
		1	2		
Tukey HSD	AGE	35	2,5263		
	4,00				
	2,00	35	2,6795	2,6795	
	3,00	57	2,8017	2,8017	
Scheffe	1,00	33		2,9055	
	Sig.		,096	,231	
	4,00	35	2,5263		
	2,00	35	2,6795	2,6795	
	3,00	57	2,8017	2,8017	
	1,00	33		2,9055	
	Sig.		,154	,314	

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 38,099.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Scient
ملحق رقم 17 المتوسطات الحسابية لمتغير المؤهل العلمي

*Descriptives

		N		Mean		Std. Deviation		T		95% Confidence Interval for Mean		Minimum		Maximum	
										Lower Bound	Upper Bound				
	1,00	100	2,8430	,5456	5,456E-02	2,7348	2,9513	1,29	3,93						
	2,00	60	2,5580	,4637	5,987E-02	2,4382	2,6778	1,38	3,65						
	Total	160	2,7361	,5332	4,215E-02	2,6529	2,8194	1,29	3,93						

Test of Homogeneity of Variances

		df		Sig.	
		df1	df2		
Levene Statistic	2,046	1	158	,155	

ANOVA

		Sum of Squares		df		Mean Square		F		Sig.	
Between Groups	3,047	1	3,047	11,421	,001						
Within Groups	42,157	158	,267								
Total	45,204	159									

ملحق رقم: 18 المتوسطات الحسابية لمتغير الخبرة

expDescriptives

		N		Mean		Std. Deviation		T		95% Confidence Interval for Mean		Minimum		Maximum	
										Lower Bound	Upper Bound				

1,00	39	2,8264	,5444	8,718E-02	2,6499	3,0029	2,01	3,82
2,00	36	2,7983	,6711	1,0000	2,5779	3,0187	1,29	3,93
3,00	34	2,8342	,4		2,6786	2,9898	1,38	3,60
4,00	51	2,5578	,4		2,4313	2,6844	1,60	3,65
Total	160	2,7361	,5332	4,215E-02	2,6529	2,8194	1,29	3,93

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1,776	3	156	,154

Multiple Comparisons

Post Hoc Tests

				Dependent Variable: T			
		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
					Lower Bound	Upper Bound	
(I) EXP	(J) EXP						
Tukey HSD	1,00	2,00	2,812E-02	,1211	,996	-,2829	,3391
		3,00	-7,7549E-03	,1229	1,000	-,3235	,3080
		4,00	,2686	,1114	,075	-1,7658E-02	,5548
	2,00	1,00	-2,8119E-02	,1211	,996	-,3391	,2829
		3,00	-3,5874E-02	,1253	,992	-,3577	,2859
		4,00	,2405	,1140	,150	-5,2457E-02	,5334
	3,00	1,00	7,755E-03	,1229	1,000	-,3080	,3235
		2,00	3,587E-02	,1253	,992	-,2859	,3577
		4,00	,2763	,1160	,080	-2,1591E-02	,5743
	4,00	1,00	-,2686	,1114	,075	-,5548	1,766E-02
		2,00	-,2405	,1140	,150	-,5334	5,246E-02
		3,00	-,2763	,1160	,080	-,5743	2,159E-02
Scheffe	1,00	2,00	2,812E-02	,1211	,997	-,3140	,3703
		3,00	-7,7549E-03	,1229	1,000	-,3551	,3396
		4,00	,2686	,1114	,126	-4,6317E-02	,5835
	2,00	1,00	-2,8119E-02	,1211	,997	-,3703	,3140
		3,00	-3,5874E-02	,1253	,994	-,3899	,3181
		4,00	,2405	,1140	,221	-8,1785E-02	,5627
	3,00	1,00	7,755E-03	,1229	1,000	-,3396	,3551
		2,00	3,587E-02	,1253	,994	-,3181	,3899
		4,00	,2763	,1160	,133	-5,1420E-02	,6041
	4,00	1,00	-,2686	,1114	,126	-,5835	4,632E-02
		2,00	-,2405	,1140	,221	-,5627	8,179E-02
		3,00	-,2763	,1160	,133	-,6041	5,142E-02

ملحق رقم 19: متوسطات الحسابية لمتغير الرتبة

class									
Descriptives									
T									
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	Lower Bound	Upper Bound	Minimum	Maximum
1,00	59	2,9525	3,155E-02	1,288E-02	2,9194	2,9857	2,91	2,98	
2,00	42	2,7863	,5614	8,662E-02	2,6114	2,9612	1,93	3,82	
3,00	38	2,8635	,5494	7,152E-02	2,7204	3,0067	1,29	3,93	
4,00	15	2,4869	,4874	7,907E-02	2,3267	2,6472	1,38	3,65	
5,00	6	2,6392	,3907	,1009	2,4228	2,8555	2,09	3,18	
Total	160	2,7361	,5332	4,215E-02	2,6529	2,8194	1,29	3,93	

Test of Homogeneity of Variances

T			
Levene Statistic	df1	df2	Sig.
3,002	4	155	,020

ANOVA

T					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,845	4	,961	3,603	,008
Within Groups	41,359	155	,267		
Total	45,204	159			

Multiple Comparisons

Dependent Variable: T

	(I) CLASS	(J) CLASS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	Lower Bound	Upper Bound
Tukey HSD	1,00	2,00	,1662	,2254	,948	-,4487	,7812	
		3,00	8,901E-02	,2213	,995	-,5148	,6928	
		4,00	,4656	,2269	,241	-,1534	1,0846	
	2,00	5,00	,3134	,2495	,718	-,3672	,9940	
		1,00	-,1662	,2254	,948	-,7812	,4487	
		3,00	-7,7229E-02	,1043	,947	-,3617	,2072	
	4,00	5,00	,1472	,1554	,878	-,2767	,5710	
		1,00	-8,9009E-02	,2213	,995	-,6928	,5148	
		2,00	7,723E-02	,1043	,947	-,2072	,3617	
	3,00	4,00	,3766	,1074	,004	8,351E-02	,6697	
		5,00	,2244	,1494	,561	-,1831	,6318	
		1,00	-,4656	,2269	,241	-1,0846	,1534	

		2,00	-,2994	,1157	,072	-,6148	1,610E-02
		3,00	-,3766	,1074	,004	-,6697	-8,3508E-02
		5,00	-,1522	,1575	,870	-,5819	,2775
	5,00	1,00	-,3134	,2495	,718	-,9940	,3672
		2,00	-,1472	,1554	,878	-,5710	,2767
		3,00	-,2244	,1494	,561	-,6318	,1831
		4,00	,1522	,1575	,870	-,2775	,5819
Scheffe	1,00	2,00	,1662	,2254	,969	-,5366	,8691
		3,00	8,901E-02	,2213	,997	-,6011	,7791
		4,00	,4656	,2269	,382	-,2419	1,1731
		5,00	,3134	,2495	,812	-,4645	1,0913
	2,00	1,00	-,1662	,2254	,969	-,8691	,5366
		3,00	-7,7229E-02	,1043	,968	-,4024	,2479
		4,00	,2994	,1157	,158	-6,1197E-02	,6599
		5,00	,1472	,1554	,925	-,3373	,6316
	3,00	1,00	-8,9009E-02	,2213	,997	-,7791	,6011
		2,00	7,723E-02	,1043	,968	-,2479	,4024
		4,00	,3766	,1074	,018	4,161E-02	,7116
		5,00	,2244	,1494	,689	-,2413	,6901
	4,00	1,00	-,4656	,2269	,382	-1,1731	,2419
		2,00	-,2994	,1157	,158	-,6599	6,120E-02
		3,00	-,3766	,1074	,018	-,7116	-4,1614E-02
		5,00	-,1522	,1575	,919	-,6433	,3389
	5,00	1,00	-,3134	,2495	,812	-1,0913	,4645
		2,00	-,1472	,1554	,925	-,6316	,3373
		3,00	-,2244	,1494	,689	-,6901	,2413
		4,00	,1522	,1575	,919	-,3389	,6433
Dunnett T3	1,00	2,00	,1662	,2254	,465	-9,1317E-02	,4238
		3,00	8,901E-02	,2213	,912	-,1216	,2997
		4,00	,4656	,2269	,000	,2288	,7024
		5,00	,3134	,2495	,070	-1,8144E-02	,6449
	2,00	1,00	-,1662	,2254	,465	-,4238	9,132E-02
		3,00	-7,7229E-02	,1043	,999	-,3995	,2450
		4,00	,2994	,1157	,117	-3,8015E-02	,6367
		5,00	,1472	,1554	,949	-,2477	,5420
	3,00	1,00	-8,9009E-02	,2213	,912	-,2997	,1216
		2,00	7,723E-02	,1043	,999	-,2450	,3995
		4,00	,3766	,1074	,007	7,067E-02	,6825
		5,00	,2244	,1494	,531	-,1472	,5960
	4,00	1,00	-,4656	,2269	,000	-,7024	-,2288
		2,00	-,2994	,1157	,117	-,6367	3,801E-02
		3,00	-,3766	,1074	,007	-,6825	-7,0667E-02
		5,00	-,1522	,1575	,922	-,5356	,2312
	5,00	1,00	-,3134	,2495	,070	-,6449	1,814E-02
		2,00	-,1472	,1554	,949	-,5420	,2477
		3,00	-,2244	,1494	,531	-,5960	,1472
		4,00	,1522	,1575	,922	-,2312	,5356

* The mean difference is significant at the .05 level.

		N Subset for alpha = .05	
		1	
Tukey HSD	CLASS		
	4,00	15	2,4869
	5,00	6	2,6392
	2,00	42	2,7863
	3,00	38	2,8635
	1,00	59	2,9525
		Sig. ,070	
Scheffe	4,00	15	2,4869
	5,00	6	2,6392
	2,00	42	2,7863
	3,00	38	2,8635
	1,00	59	2,9525
			Sig. ,155

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 16,644.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

ملحق رقم 20: متوسطات الحسابية لمتغير التخصص

Spec Descriptives									
T									
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
1,00	11	1,9789	,4671	,1408	1,6652	2,2927	1,29	2,58	
2,00	26	2,4111	,3217	6,309E-02	2,2812	2,5411	1,75	2,98	
3,00	69	2,6539	,3707	4,462E-02	2,5649	2,7430	1,94	3,29	
4,00	32	2,9090	,3612	6,386E-02	2,7787	3,0392	2,19	3,52	
5,00	22	3,5052	,4117	8,777E-02	3,3227	3,6878	2,52	3,93	
Total	160	2,7361	,5332	4,215E-02	2,6529	2,8194	1,29	3,93	

Test of Homogeneity of Variances

T			
Levene Statistic	df1	df2	Sig.
1,431	4	155	,226

Multiple Comparisons Dependent Variable: T							
		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
(I) Q51	(J) Q51				Lower Bound	Upper Bound	
Scheffe	1,00	2,00	-,4322	,1346	,040	-,8519	-1,2450E-02
		3,00	-,6750	,1215	,000	-1,0538	-,2961
		4,00	-,9300	,1308	,000	-1,3379	-,5222
		5,00	-1,5263	,1382	,000	-1,9572	-1,0954
		2,00	1,00	,4322	,1346	,040	1,245E-02	,8519
	2,00	3,00	-,2428	8,613E-02	,099	-,5113	2,574E-02
		4,00	-,4978	9,883E-02	,000	-,8060	-,1897

Dunnett T3	3,00	5,00	-1,0941	,1084	,000	-1,4321	-,7561
		1,00	,6750	,1215	,000	,2961	1,0538
		2,00	,2428	8,613E-02	,099	-2,5744E-02	,5113
		4,00	-,2551	8,005E-02	,042	-,5046	-5,4762E-03
	4,00	5,00	-,8513	9,164E-02	,000	-1,1370	-,5656
		1,00	,9300	,1308	,000	,5222	1,3379
		2,00	,4978	9,883E-02	,000	,1897	,8060
	5,00	3,00	,2551	8,005E-02	,042	5,476E-03	,5046
		5,00	-,5963	,1037	,000	-,9194	-,2731
		1,00	1,5263	,1382	,000	1,0954	1,9572
	1,00	2,00	1,0941	,1084	,000	,7561	1,4321
		3,00	,8513	9,164E-02	,000	,5656	1,1370
		4,00	,5963	,1037	,000	,2731	,9194
	2,00	2,00	-,4322	,1346	,117	-,9353	7,093E-02
		3,00	-,6750	,1215	,006	-1,1691	-,1808
		4,00	-,9300	,1308	,000	-1,4342	-,4259
	3,00	5,00	-1,5263	,1382	,000	-2,0492	-1,0034
		1,00	,4322	,1346	,117	-7,0931E-02	,9353
		3,00	-,2428	8,613E-02	,027	-,4681	-1,7459E-02
	4,00	4,00	-,4978	9,883E-02	,000	-,7590	-,2367
		5,00	-1,0941	,1084	,000	-1,4136	-,7746
		1,00	,6750	,1215	,006	,1808	1,1691
	5,00	2,00	,2428	8,613E-02	,027	1,746E-02	,4681
		4,00	-,2551	8,005E-02	,017	-,4807	-2,9380E-02
5,00		-,8513	9,164E-02	,000	-1,1453	-,5573	
1,00	1,00	,9300	,1308	,000	,4259	1,4342	
	2,00	,4978	9,883E-02	,000	,2367	,7590	
	3,00	,2551	8,005E-02	,017	2,938E-02	,4807	
2,00	5,00	-,5963	,1037	,000	-,9163	-,2762	
	1,00	1,5263	,1382	,000	1,0034	2,0492	
	2,00	1,0941	,1084	,000	,7746	1,4136	
3,00	3,00	,8513	9,164E-02	,000	,5573	1,1453	
	4,00	,5963	,1037	,000	,2762	,9163	

* The mean difference is significant at the .05 level.