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(106)

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(Management Knowledge)

.2009/3/31

2007/3/26

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(Knowledge) ."

Leonard &) (actionable) (relevant) :

.(Sensiper,1998

.(Turban et.al., 2005)

:(Data)

.(Turban et.al., 2005

:(Information)

(Intpretation)

(Lee Sr, 2000).

: (Polanyi ,1966)

:(Tacit Knowledge) :

(Know- Skills)

How

(Polanyi, 1966)

"

"

"we can Know more than we can tell"

(Oakes et.al,. 2002)

%80

:(Explicit Knowledge) :

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" (Brelade & Harman, 2000)

(Brelade & Harman, 2001)

• " (Beijerse, 1999)

• " (Martinez, 1998)

" : Lueg,) (2001

Dimensions of Knowledge) : (Snowden, 1999)

(Bhatt, 2001) (Management (Intellectual Assets)

: (Davenport and Prusak, 1998)

(Knowledge Creation) :

(novel and useful idea) (Davenport, 1994)

: (Taylor, 1996)

: (Ponelis et al.,1998)

(Nonaka, 1991) : (Kinney, 1998)

:

-1

(Individual Tacit to Group Tacit) •

(Socialization)

-2

(Externalization)

(Tacit to Explicit)

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-3

(Explicit to Explicit)

(Knowledge Storage

and presentation)

(Combination)

Tacit)

-4

(Internalization)

(Explicit to

Base)

(Database)

(Knowledge

(Digital Document)

(Case Base)

(Dieng 2004)

(Knowledge distribution)

(Knowledge Validation)

(Nonaka et al.,2000)

Knowledge)

(Creation

()

(De Tienne et

.al., 2001)

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•

.(Carlson, 1999)

" (Nonaka, 1991) (Knowledge application) :

: (Knowledge-Creating Company)

(Masseti, 1996)

:

:

.(Creativity Support Systems)

Leidner, 1999)

(Alavi &

(109)

(Perspectives on KMS)

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Adams &

.(Lamont, 2003)

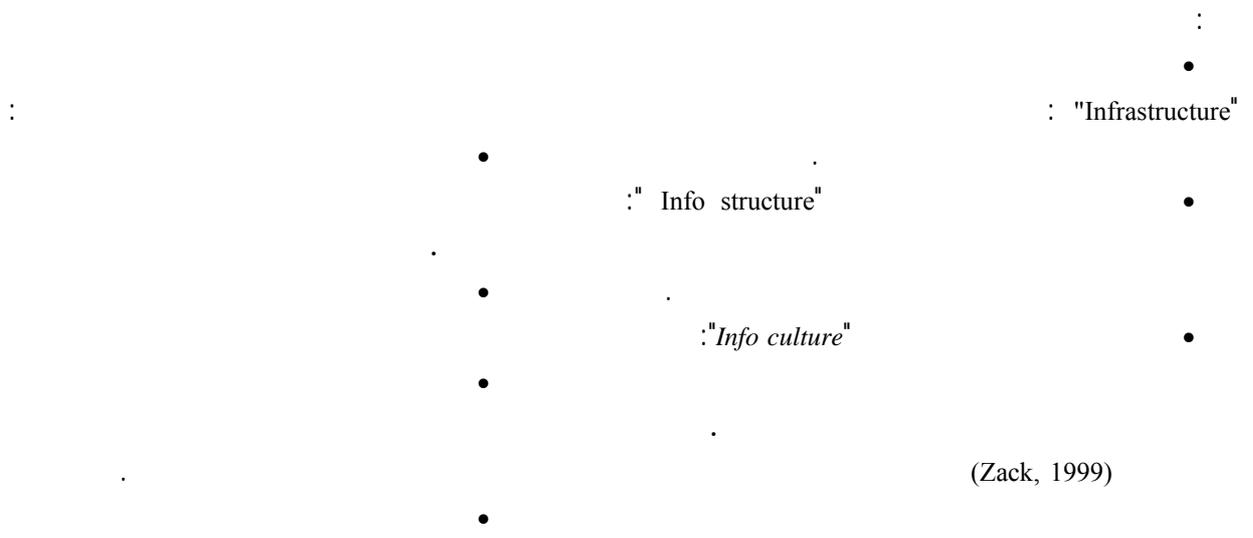
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•

(Pan & Harry, 1999)

(Nonaka et al.,2000)

(Socio-technical perspective)

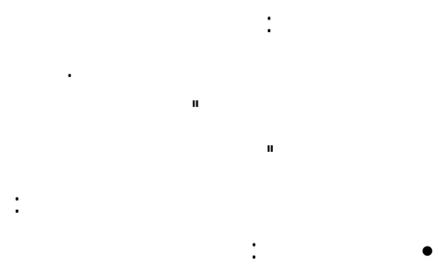


(Stevenson et al., 2001)

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(Stevenson, 2000)

(De Tienne et al., 2001)



(Choi & Lee, 2002)

(Knowledge Creation)

(58)

(Hewlett-Packard)

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(Fullan, 2002)

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(Kalling,2003)

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(Petrides & Zahra, 2002)

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(Moffett et al., 2003)

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1000

%13

%27

%43

(Knowledge Creation)

(Knowledge Validation)

(Knowledge Storage and presentation)

(Knowledge dissemination)

Filtering) (Knowledge application)

Community) (Knowledge

(Knowledge development) (of practice

(Codification strategy)

(Personalization)

%3

(Feng et al.,2005)

(Nonaka et al., 2000)
Carlson, : :
(1999)
:
(Lee Sr., James 2000) (Originality)
:
:
(Zack, 1999)
:
(Nonaka et al.,2000)
:
(Adams & Lamont, 2003)
:
(De Tienne et al., 2001)
:
(400) (Dieng, 2003)
:
(Convenient) (Bhatt, 2001)
:
(150) (Bhatt, 2001)
:
:

(10) (6) (112) (106)
 (15) .(%70.7)

:

10	78	6	12	106

(Cronbach Alpha)

.(1)

(1)

(0.70)

(0.54)

(56)

(7-1)

(12-8)

(16-13)

(20-17)

(26-21)

-31)

(30-27)

(46-42)

(41)

(50-47)

.(56-51)

(Likert Scale)

:

3.49

2.50

2.50

5

3.50

:(1)

α			
0.803	7		1
0.878	5		2
0.887	4		3
0.816	4		4
0.844	6		5
0.541	4		6
0.734	11		7
0.879	5		8
0.872	4		9
0.850	6		10

(SPSS)

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:
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(Spearman)

(2)

" : (2)

(106) "

	0.83	4.09		1
	0.77	4.26		2
	0.67	4.28		3
	0.96	4.06		4
	0.70	4.26		5
	0.70	4.19		6
	0.79	3.81		7
		4.18		

(2)

(1)

(4.18)

(2)

(4.28)

(4.26)

(Libowitz, 2003; Brelade & Harman, 2002;)

Thomas, et al. 2001; Davenport, 1998

(4.19)

(4.09)

(4.06)

(3.81)

(3)

الجدول (3): الأوساط الحسابية والانحرافات المعيارية لاستجابات أفراد عينة الدراسة على "مدى ممارسة نشاط حيازة المعرفة في وزارة التربية والتعليم " حجم العينة (106)

	0.873	3.98		8
	0.873	3.98		9
	.990	3.68		10
	0.883	3.64		11
	0.864	3.70		12
		3.80		

(3)

(3.68)

(3.80)

(3)

(3.64)

(1)

(3.98)

(3.70)

(Montano et al.,2001)

)
.(

(4)

" : (4)
(106) "

	0.989	3.37		13
	0.896	3.36		14
	0.887	3.37		15
	0.928	3.47		16
		3.39		

(4)

(3.37)

(3.39)

(4)

(3.36)

(3.47)

De Tienne et 2001)

(1)

(al.,

(4)
(16 -13)

:

(5)

"

:(5)

(106)

"

	.990	3.58	()	17
	0.810	3.83	.	18
	0.818	3.81	.	19
	0.974	3.41		20
		.663		

(3.83)

(5)

(3.81)

.(3.66)

(5)

()

(3.58)

(mapping of knowledge)

Knowledge) or Yellow Pages)

Directories

.(3.41)

(1)

.(Who know what)

-

()

What they

.(know)

-

(End user (Gottschalk et al., 2004)

Artificial intelligence))

tool)

:

(End user tool)

(6)

:

-

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" (106) " : (6)

	0.76	4.14		21
	0.64	4.03		22
	0.99	3.53		23
	0.86	3.85		24
	0.95	3.73		25
	0.99	3.41		26
		3.78		

(3.53)

(6)

.(3.78)

.(3.41)

(6)

(1)

(4.14)

Brelade & Harman, 2002))

(4.03)

(3.85)

.(3.73)

(Allee, 1997)

: (Bhatt, 2001)
Dieng) (Montano et al.,2001)
(7) (et al.,2004)

" : (7)
(106) "

	0.761	3.86		27
	0.839	3.90		28
	.990	2.76		29
	0.83	3.84		30
		3.59		

(2.76) (7)
(3.59)
(7)
(3.90)
(1) (3.86)
:
(8) (3.84)

" " : (8)
(106)

	0.991	3.07		31
	0.986	2.70		32
	0.974	3.36		33
	0.885	3.32		34
	0.897	3.32		35
	0.859	2.91		36
	0.951	3.97		37
	0.837	3.74		38
	0.801	3.60		39
	0.850	3.97		40
	0.865	3.74		41
		3.42		

(8)

(3.97)

(3.42)

(8)

(3.74)

(3.60)

.(3.36)

:) (3.32)

(

(

:)
(41 -37)

.(3.07)

(2.91)

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(9)

(1)

.(2.70)

الجدول (9): الأوساط الحسابية والانحرافات المعيارية لاستجابات أفراد عينة الدراسة على مدى ممارسة نشاط تنمية المعرفة في وزارة التربية والتعليم حجم العينة (106)

	0.781	.04		42
	0.798	3.83		43
	0.752	3.92		44
	0.825	3.79		45
	0.881	3.67		46
		3.84		

(9)

(3.67)

(1)

(3.84)

(9)

(4.00)

()

(3.92)

(Montano et.al.,2001)

(3.83)

(3.79)

(10)

" : (10)
" (106)

	0.860	3.82		47
	0.843	3.74		48
	0.828	3.71		49
	0.729	3.96		50
		3.81		

(3.74) (10)

.(3.81)

(3.71) (10)

(1)

(3.96)

& Zahra, 2002; Lee Sr, 2000) (Liebowitz,2003;

Petrides

(3.82)

(11)

(11):

(106)

	0.863	3.92)	51
	0.952	3.73	(52
	0.804	3.96		53
	0.785	3.69		54
	0.871	3.58	:	55
	0.926	3.65	.	56
		3.75		

(11)

(3.73)

(5 -3.51)

(3.75)

(3.69)

(11)

(3.96)

(3.65)

)

(

(3.92)

:

:

.(3.58)

(1)

:
(Liebowitz 2003; Nonaka et al., 2000; Allee,1997) (Choi et al.,
2002; Montano et al., 2001)

:

(12)

:(12)

(106)

	4.18		1
	3.80		2
	3.40		3
	2.80		4
	3.78		5
	3.59		6
	3.42		7
	3.84		8
	3.81		9
	3.75		10
	3.64		

(12)

(3.75)

(3.59)

.(3.64)

(12)

.(3.42)

(4.18)

(3.40)

(3.84)

.(2.8)

(3.81)

.(3.80)

(3.78)

... :

.(0.01 $\geq \alpha$)

:
":

(0.554)

.(0.01 $\geq \alpha$)

(0.497)

.(0.01 $\geq \alpha$)

."

(0.476)

.(0.01 $\geq \alpha$)

(13)

:(13)

(0.469)

.(0.01 $\geq \alpha$)

(106) =

(P)		
0.002	.296**0	
0.000	0.618**	
0.000	0.554**	
0.001	.319**0	
0.000	.497**0	
0.017	.232*0	
0.000	.384**0	
0.000	.4760**	
0.000	0.469**	

.(0.01 $\geq \alpha$)

(0.384)

$\geq \alpha$)

(0.319)

.(0.01

.(0.01 $\geq \alpha$)

(0.296)

(0.232)

.(0.05 $\geq \alpha$)

** Correlation is Significant at $\alpha \leq 0.01$

* Correlation is Significant at $\alpha \leq 0.05$

(13)

(13)

(.6180)

()

."

(14)

":

:(14)

(106) =

*0.296 P=0.002	**0.305 P=0.001	**0.349 P=0.000	**0.518 P=0.000	**0.355 P=0.000	**0.499 P=0.000	.475**0 P=0.000	.0290 P=0.766	.0340 P=0.733	.01	
0.618 P=0.000	**0.417 P=0.000	**0.250 P=0.010	.197*0 P=0.043	.2550 P=0.008	.326**0 P=0.001	.261**0 P=0.007	.633**0 P=0.000	.01		
.554**0 P=0.000	.425**0 P=0.000	.375**0 P=0.000	.455**0 P=0.000	.373**0 P=0.000	.385**0 P=0.000	.370**0 P=0.000	.01			
.319**0 P=0.001	.401**0 P=0.000	.472**0 P=0.000	.554**0 P=0.000	.524**0 P=0.000	.702**0 P=0.000	.01				
.497**0 P=0.000	.582**0 P=0.000	.538**0 P=0.000	.626**0 P=0.000	.407**0 P=0.000	.01					
.232*0 P=0.017	.316**0 P=0.000	.366**0 P=0.000	.578**0 P=0.000	.01						
.384**0 P=0.000	.404**0 P=0.000	.473**0 P=0.000	.01							
.476**0 P=0.000	.657**0 P=0.000	.01								
.469**0 P=0.000	.01									
.01										

** Correlation is Significant at $\alpha \leq 0.01$

* Correlation is Significant at $\alpha \leq 0.05$

	(3.78)		(14)
(.593)			
		(P=0.000)	(.7020)
(.843)	(.423)	(P=0.043)	(.1970)
	(.813)		
(3.75)			
	(1)		
	.2		
	.3		
	.4		
		:	.1
)		:	
	((4.18)	
	$\alpha \leq 0.01$		(3.80)
$\alpha \leq 0.05$		(2.80)	(3.40)
	.5		

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Knowledge Management Components: Analytical Study in the Jordanian Ministry of Education

ABSTRACT

The present study aims at knowing the actual practice of knowledge management activities at Ministry of Education in Jordan, and showing the importance of knowledge management as a contemporary concept that helps Ministry of Education to promote its service level and to contribute in building knowledge-economy society. To achieve the study objectives, a questionnaire was designed and distributed to a sample of (106) participants. The study concluded with:

1. Knowledge management activities practiced were mostly high; except for knowledge storage, knowledge exchange and publication, and knowledge screening, which were fairly practiced.
2. There was a positive statistical relationship between knowledge management strategy and practicing degree of such activities as knowledge creation, knowledge own, knowledge filtering, knowledge storage, knowledge validation, knowledge application, knowledge distribution and exchange, knowledge development, and formation community of practice.

KEYWORDS: Knowledge Management Dimensions: Creation, Acquisition, Filtering, Storage and presentation, validation, Application, dissemination, Development, Community of practice, Strategies, Ministry of Education.