

**World St. Clements University
For Open Universal Education
Higher Studies
Science Teaching Methods Dept**



Mat. No. 15009

**Proposed Training Program for the
Administrative Department Heads in
the State Ministries in Light of the Total
Quality Administration Requirements**

A Thesis Submitted by
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To

**World St. Clements University for
Open Universal Education as a Partial Fulfillment
of Doctorate Degree in Public Administration**

Supervised
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1432A.H

2011 A.D.

Abstract

This study was held in Iraq and targeted the following:

- Determine the requirements of comprehensive quality administration in the ministries of the state.
- Knowledge of the extent to which the comprehensive quality administration by the heads of departments in the ministries of the state.
- Built of the proposed training program for the administrative heads of departments in the ministries of the state in light of the training needs of comprehensive quality administration.

The sample research (34) heads administratively divided into five ministries of the Iraqi ministries. In order to achieve the goals of this current research, the researcher adopted a descriptive approach, and the questioner is considered as an appropriate tool for such a study because the questionnaire provides an opportunity for the largest sample to express their views freely and openly. Questionnaire Have been built under the following steps

1. Polling study: the researcher prepared a questionnaire containing open question and the question was as follows (What are the training needs that you feel you need to be found and to increase the knowledge of technical skills and

scientific and management in light of the concept comprehensive quality administration?).

2. Notice of the literature and previous studies on this subject in general, or closely resemble the current research in some aspects.
3. Researcher's works in the field of administrative and modest experience in this area.

In light of the previous steps, it was possible for the researcher get a wide range of items that represent each one administrative needs to department heads administrative in Iraqi ministries which has reached the number (108) items, and researcher found that these Items can be divided into several areas, each representing the scope and function of the administrative functions, or operations of the process has been distributed by the researcher on (8) areas.

To investigate the questionnaire stability it was used re-testing method(Test-Retest) so the reliability coefficient for the identification of all was (0.93). The researcher used the following statistical methods: the weighted average, the equivalent weight percentile, and the Pearson correlation coefficient.

After applying the questionnaire to a sample basic research, reviewed the findings of the researcher and analyzed according to the specific research objectives.

In order to achieve the third goal of the research, the researcher put training program as a mean of the development

of department heads administrative in ministries of the State in light of the training needs of comprehensive quality administration, to treat the weaknesses and imbalances with enhance their strengths, the subject of training in the institutions and organizations of modern had a central position and considered as a column backbone of any efforts made by these institutions and organizations towards the development and modernization.

The general framework of the training program based on three elements are:

First: The preparation.

Second: Implementation.

Third: the amendment.

ثبت المحتويات

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63-1	:
19-1	:
63-20	:
161-64	:
101-64	:
114-102	:
121-115	:
161-122	:

180-162	:
204-181	:
224-205	
242-225	

ثبت الجداول

11		1
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149		6
163		7
165		8
167		9
169		10
171		11
173		12
175		13
177		14

ثبت الأشكال

79		1
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134		3
137		4
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148		6
154)	7
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161		8

ثبت الملاحق

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242-235		4

المبحث الأول

المقدمة:

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Total quality management (TQM)

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منهجية الدراسة
أولاً: مشكلة الدراسة:

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(TQM)

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Total quality management

(Dale, 1999 Creech, 2001 Harrington, 2001 Brown, 2006)

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ثانيا: أهمية الدراسة :

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ثالثاً: أهداف الدراسة :

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رابعاً: فرضيات الدراسة:

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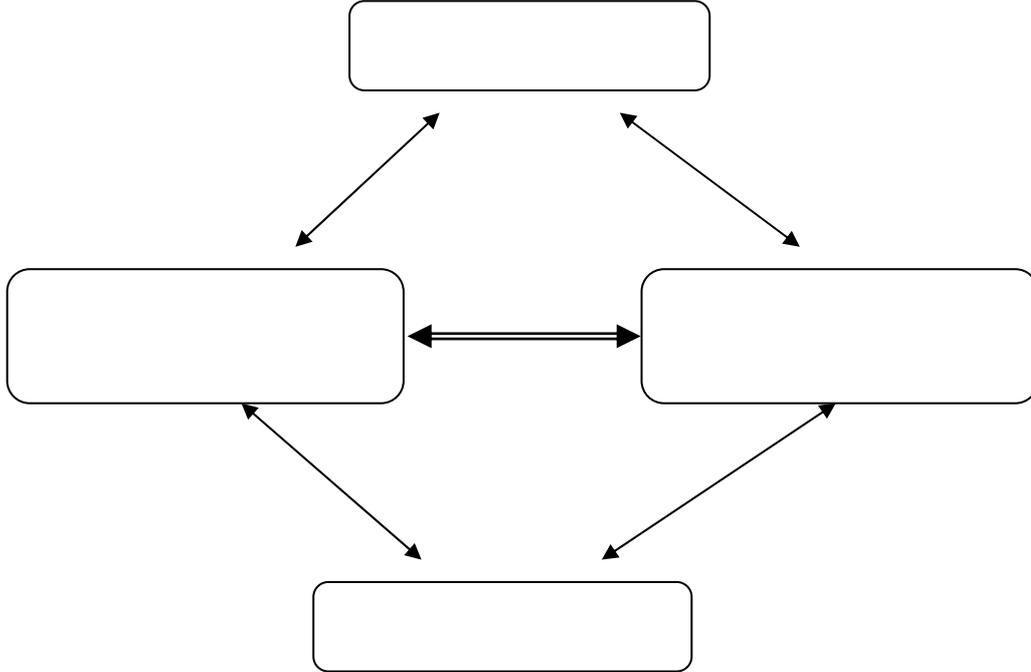
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خامساً: أنموذج الدراسة

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سادساً: حدود الدراسة:

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سابعاً: مجتمع الدراسة وعينته (Research Population & Sample)

.(181 :2000)

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7	1	6		2
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ثامناً: أداة الدراسة Research Instrument

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(1984 395) .

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تاسعاً: صدق الأداة Validity

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(Ebel,1972)

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عاشراً: ثبات الأداة Reliability:

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(Ebel) .(97 2007) "

.(Ebel, 1972, P. 409)

.(145 1990)

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Retest)

(561 1977)

(Anastasi, 1976, P. 6) .

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(Adams)

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(Adams , 1964, P. 58) .

(Pearson)

.(4)

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0.85		3
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0.85		6
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(Harnett, 1982: 523)

المبحث الثاني
دراسات سابقة

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إدارة الجودة الشاملة في مؤسسات التعليم العالي:
(Total Quality Management)

(Lotana, Lavan, 1993; Weeb& Bryant,1990)

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(Riley)

Robert Benhard .

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(Buter, 95-1996; Ruo, et. al, 1996)

(Mathews & Katal, 1992) "

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(Costing, 1994) .

(Mohrman, 1989) .

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(Lewis, 1994, pp17- 19).

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الدراسات السابقة:

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(Brown & Jacqueline, 1995)

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(Longenker & Scazzero, 1996)

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أولاً: دراسات عراقية:

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Analytic Synthetic Approach

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ثالثاً: دراسات أجنبية:

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(Seymour,1991: 224- 264)

(Cornesky and others, 1991) : .2

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(Corneski and others ,1991: 102 -119)

(Needham and others, 1992) : .3

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Delware

(Mission Statement)

(Deming)

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(PDCA)

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(Pertry, 1992) : .4

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(Chaffee and Sherr,1992): .5

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(Chaffee & Sherr, 1992: 41-52) .

(Rappaport,1993) : .6

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(Rappaport , 1993: 16-20) .

(Courtney, 1995) : .7

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(Mullein,1996) : .8

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(Thompson,1996) : .9

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(Rieley,1997) : .10

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(Rieley, 1997: 191-203)

(Donelan,1997) : .11

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(Lewis and Smith, 1997) : .12

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(Lewis and Smih , 1997: 259 -260)

(Karapetrovic, 1998) : .13

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(Garey,1999) : .14

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(Garey,1999: 14 -33).

(Couch ,1999) : .15

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(Couch , 1999: 1433)

(Xue, 1999) : .16

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(Malcolm Baldrige)

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(Xue , 1999: 2294)

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(Klocnski,2000) : .17

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(1996) (1991)

(1996) (1991)

1991

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(Klocinski , 2000: 2403)

مقارنة الدراسات السابقة:

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(Lewis & Smith, Rieley, Pertry, Corneski & others,
(Courtrey, Needham & others, Rappaport)
(Xue, Klocinski, Couch, Garey, Mullein Seymour
Karapetrovic, Donelan, Thompson)

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Courtney Seymour

Klocinski Couch Garey Donelan Thompson

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Delware

(32) (Courtney (242)
(160) Thompson
(233) Donelan
(60) Garey
29 (8) (Couch 8)
(184) Klocinski

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المبحث الأول
تحديد المصطلحات

البرنامج:

- 1986:

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- 1989:

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() 1989 : (431).

- (Gomez & others 1998)

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(Gomez & others 1998: p. 57).

- 2001:

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() 2001 : (29).

التدريب:

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.(107 :1999)

التعريف الإجرائي:
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الجودة الشاملة:

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- **(Feigenbaum, 1991)**
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.(Feigenbaum, 1991: p. 87)

- **(Tunk, 1992)**
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.(Tunk, 1992: 30)

- **(Logothestis, 1992)**
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.(Logothestis, 1992: 1)

- **(Rhodes, 1992)**
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(Rhodes, 1992: 45)

:1997 -
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:1997) .(.(384

:1990 -
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(.(367 :1997)

:1999 -
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(335: 1999) .(

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التعريف الاجرائي للمتطلبات:

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مفهوم التدريب وأهدافه

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.(88

George, Odioene, 1970) (1970) Odioene

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(pp. 101-106

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.(Johnson, R. 1976: p.2)

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.(Bennis, W.C., 1966: p. 22.)

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التطور التاريخي للتدريب:

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(1973)

(25-140)

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(22)

أولاً: التدريب في الحضارات القديمة:

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() .(1976)

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ثانياً: التدريب في الإسلام

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ثالثاً: التدريب في عصر النهضة الصناعية

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(1918 -1914)

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عناصر العملية التدريبية:

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() (205-255):

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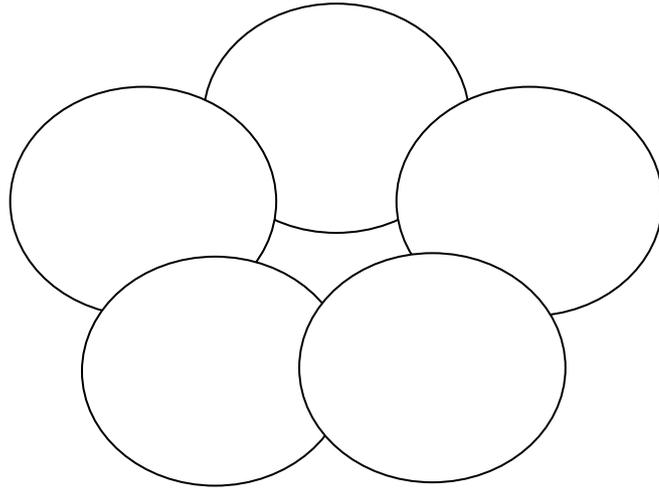
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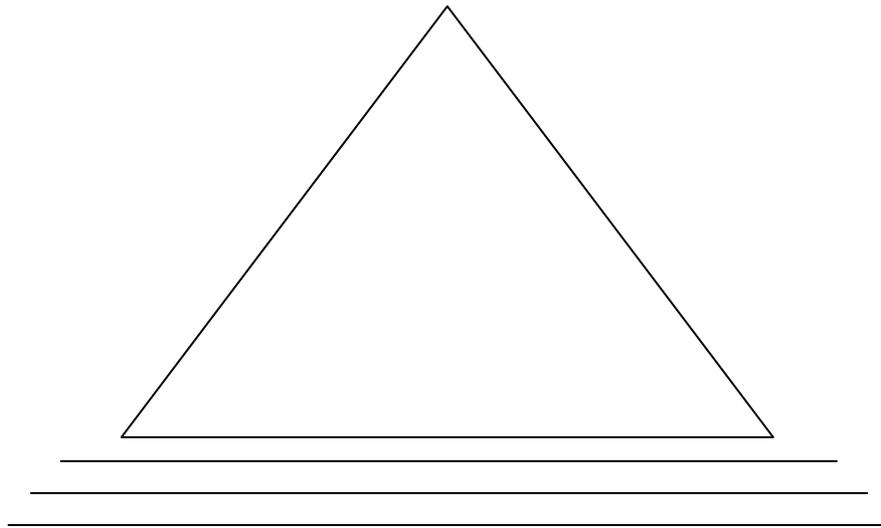
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طرق ووسائل تحديد الاحتياجات التدريبية:

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(1993 :80)

ومن أهم النقاط المكونة لتحليل التنظيم:

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(Mowitz, Robert, 1973: p. 16)

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Mcghee, W. And, R.,)

(1964: 31

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2- تحليل العمليات

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3- تحليل الفرد (شاغل الوظيفة):

(75) .

ثانياً: تحديد أنواع التدريب:

(205-230) :

- 1 : :

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- 3 : :

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أولاً: التدريب من حيث الزمان:

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.(Craig, Robert, 1976: p. 7-15)

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.(Niaz, Mohammad, 1969: 21)

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.(103) :

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.(Edgar F.Huse And Jamesl L. Bowditch, 1973: 31)

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:1993)

:(104

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ثانياً: التدریب من حیث المكان:

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ثالثاً: من حيث أهداف التدريب: هنالك العديد من أنواع التدريب من حيث الهدف منها:

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.(113) .

ثالثاً: تصميم البرامج التدريبية:

:1972

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:(Tracy, W, 1971: P. 86-92.)

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Security Administration. Training Aids Washington, 1970: 1)
Social).

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- مرحلة ترشيح الأشخاص للعمل كمدرسين:

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- مرحلة اختيار المدربين :

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رابعاً : تحديد الأساليب التدريبية

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(:255-221)

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المجموعة الثانية : حسب الأهداف: وتتضمن :

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(40-41):

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خامساً: تقويم البرامج التدريبية:

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(1982 :370)

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(194)

(Tracy, p. 12)

(Niaz, p. 39)

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فوائد التدريب الإداري:

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المبحث الثاني التدريب

مقدمة عن التدريب:

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(1991 :12) .

() :1972 :412.

() :1989 :2.

فوائد التدريب:
أولاً: فوائد عامة للتدريب:

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() :1994 :167.

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() :1998 :196.

ثانياً: فوائد إقتصادية

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.(1991 : 195

ثالثاً: فوائد اجتماعية:

.(Chaffee E. & Sherr, 1992: p. 212)

(1994)

.(Frise, 1994: 167)

رابعاً: فوائد نفسية:

(1986 :146)

خامساً: فوائد إنسانية:

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الحاجة إلى التدريب:

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.(102 :1981) .

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() . (1983 :4)

أهداف التدريب في أثناء الخدمة:

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() . (1989 :

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(5).

أنواع البرامج التدريبية:

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. () :1995 :42 .

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أسس تصميم برامج التدريب:
1984

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:Functionalism -

:Participation -

:Motivation & Incentives

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:Comprehensiveness

-

Availability of Suitable :

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Working Conditions

.(58 :1984) .

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(1986 : 34)

أساليب التدريب:

:(Lecture) -1

.(

.(266 :1994)

:(Case Study) -2

.(76 :1994) .

:(Managerial Skills) -3

.(271 :1994)

:(Practice Training) -4

() :1996 .(47
-5) (Seminar):

:1999) .

(96
-6) (Conference):

() :1995 .(37
-7) (Field Visits):

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-
() :1997 .(214

:(Inter Views)

-8

:(Siminars)

-9

(1984 :59)

Work Shop

Case Study

(1977 :15)

معايير التدريب:

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(1995 :195)

. -4
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. -6
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. -8
(47 :1984)

المبحث الثالث الإدارة وأهميتها

. () . 1997 : 16.

. () 1977 : 9.

. () 2001 : 1.

)

.(199 :1986

Red Tape

()

The Greatman Theory

.(43 :1995)

The traits Theory

.(205 :1984)

Behrional Interaction Theory

. (1995 : 209) .

(Fayol)

تطور مفهوم الإدارة:

. (1976 : 64) .

. (1981 : 26)

. (1987 : 52) "

"

.(15 :1980)

.(119 :1997) (Administrative officials)

.(32 :1986)

" (ρ)

"

.(71 :1987) .

(1750)

.(75 :1981) .

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.(196 :1984

Management Skills :مهارات الإدارة

Stephen 2003

:

:Technical Skills -

:Human Skills -

:Conceptual Skills

-

:

(Stephen, 2003: PP. 6-7)

.(84 :1984) (26 :1999)

1985

((Individualistic Skills

:

.(31 :1985)

(1992 Robert)

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(Robert, 1992: P.30)

المبحث الرابع
ادارة الجودة الشاملة

أولاً: مدخل مفاهيمي للجودة Quality Conceptual Approach

:

" " :

(1984 :72)

Qualities :

(1997 :77)

"

(2002 :16)

Webster's new word dictionary

(Gralnik, 1984: 1161)

.(Sallis, 1993: 21)

(Lawrence, 1983: 21)

.(Dilworth, 1992: 609)

)

(
.(10 :2000)

(Weeb, P. and Broker, 1993: 80- 84).

ثانياً: مفاهيم إدارة الجودة الشاملة Total Quality Management

(2001 :21)

(Slack, 1998: 761).

(TQM)
:1995)

.(7

).(579 :1996)

).(7 :1998)

)

).(237 :1999

Logothetis,)

).(1992: 5

).(Evans, 1997: 45)

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(Management)

Starting with management resulting into employee

Social

Service

Product

.Delivery Dates

Price

Responsibility

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Company Wide	
Throughout All Areas	
Of Each Employee	

) (37-36 :1999

) (39-37 :2002

)

.(23 :2004

(Costing, 1994: 33) .

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(2003 :66)

ثالثاً: المنطلقات الفكرية لإدارة الجودة الشاملة:

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(1995 :25-27)

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.Team Work

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up- side down

Sequential

.Lateral

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رابعاً: المراحل التاريخية لتطور إدارة الجودة الشاملة

(7 :2002) .

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(61 :1961) (

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(35 :2002)

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(625)

(510 :1983)

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(Operator)

(22 :2001) (Work shop)

.(11 :2000) "

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Forman

:

inspection

Time and motion

:2001)

1914

(23

.(Police Control)

statistical Quality Control (S.Q.C) :

%100

(Sampling Inspection)

(Control Chart)

(Walter Shewart)

Harold Dodge

Harry Romings

(Edward Deming)

.(24 :2001) .

Quality Assurance (QA) :

(Quality Circle)

(Zero Defective)

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.(15-12 :2002

Stratigic Quality Management

(S.Q.M)

(IBM)

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(27-26 :2001)

Total Quality Management 1980 :

(15 :2002) (29 :2001)

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(83 :2004

) ,(97 :2000)

خامساً: ابرز رواد إدارة الجودة الشاملة

:

:Deming

1900

(1931)

:(PDCA)

(24 :2004)

:Plan -

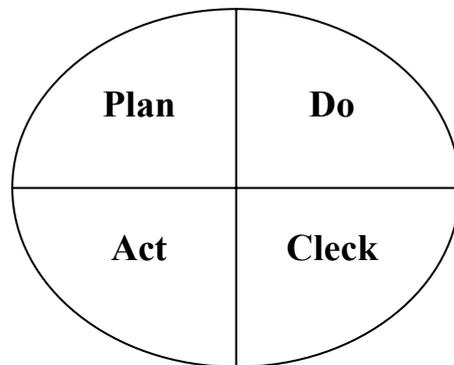
Do -

:Check -

:Act -

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(3) .(173 :2001)



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Deming .(17 :2002
(Garey, 1999: 21)

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.(PDCA)

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) (199-191 :2001)
:2000) (294-292 :2004) (19 17 :2002

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Joseph Juran

(20 :2002)

(198 :2001)

(24 :2004) 1951

40

.(Mitra, 1993: 57)

.(22 :2002)

.(182 :2001)

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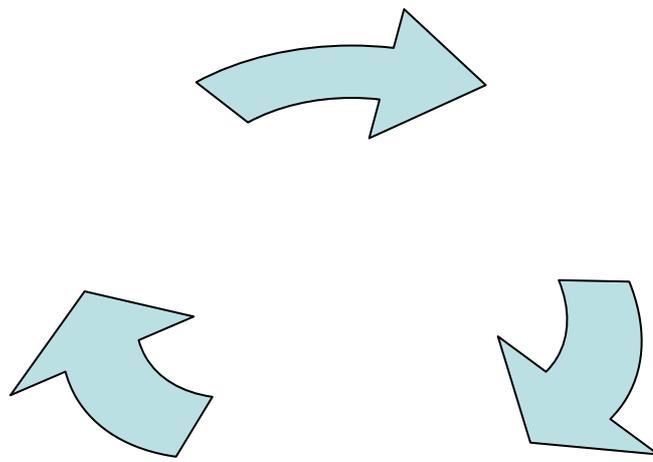
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1966

(20 :1999)

Philip Grosby

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.(Mitra, 1993: 55)

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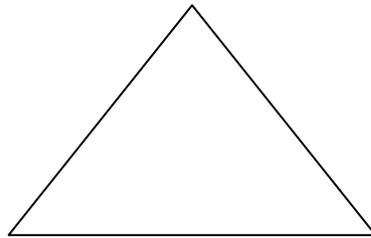
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Crosby

Logothesis

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(Logothesis, 1992: 38)

(2001 :224)

Kaoru Ishikawa

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(Slack, 1998: 761)

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.(59-58 :2000

(12-6)

.(34 :2004)

Malcolm Baldrige

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.(294 :2004

1987

National institute of standards and

Technology (NIST)

(2001 :183)

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mangerial Leadership

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(2004 :91)

(2001 :15)

(1999 :27) .

(1992 :39)

(2004 :9-10) .

strategic planning :

(1996 :19) .

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(1998 :221-224) .

(2004 :23) .

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.(204 :1984) (

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() (23-22 :2001

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.(11 :2002

.(122 :2002)

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System of Information Collection and Analysis

-18 :2001)

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:2004)

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.(190 :2001)

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.(151 :1979)

Human Resources Development :

.(36: 1974)

.(13 :1980)

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.(191 :2001)

.(24 :2004)

Operation Design :

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.(91 :2001) .(

Re engineering

(Imai, 1985: 390)

.(94 :2001) .

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.(127 :2002

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.(191 :2001)

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.(24 :2004)

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Quality Management & Evaluation

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(39 :2001

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The Emphasis on the beneficiary and his satisfaction

(word- of- mouth)

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Complete and Accurate)

(Information

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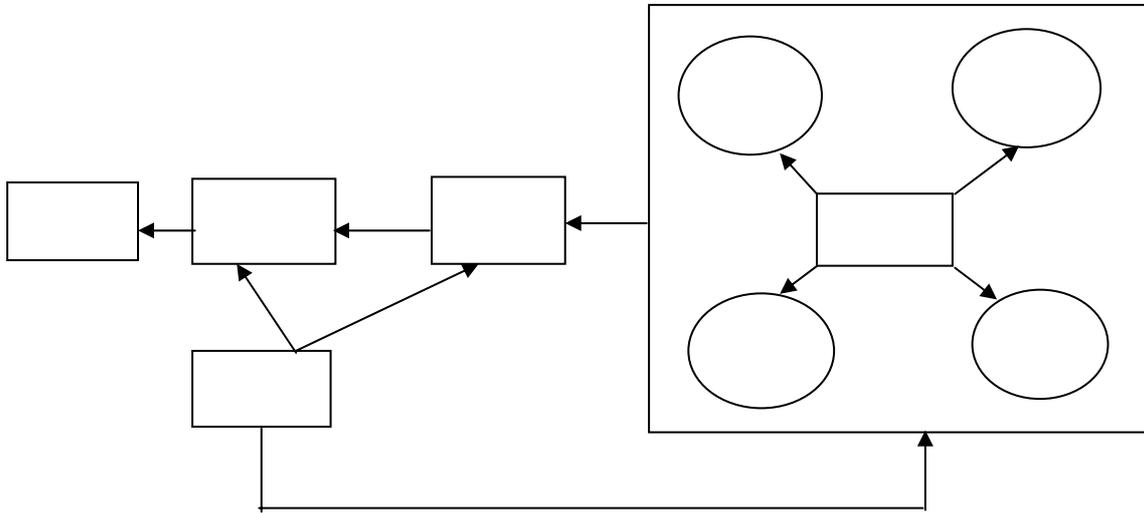
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) (192 :2001) (77-76 :2004) .

.(25-24 :2004



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(22 :2004)

(Feigenbaum)

Total quality control

Tauchi

(Armando)

Hamber

(James Saylor)

.(22 :2002)

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Bench marking

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Personal value

Organization value

output

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Doing the right

things not only doing things right

(45-42 2001)

.(94 :2000)

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(Costing 1994)

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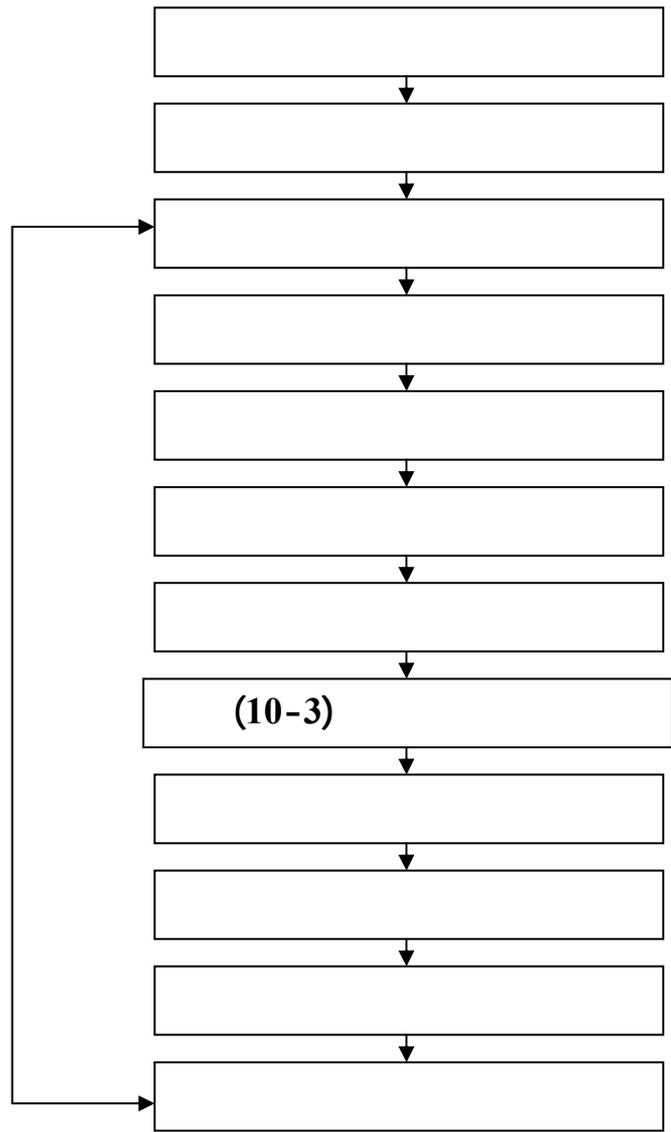
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.(22 :2000)

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:ISO & TQM

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International Standardization

ISO

Organization

.(31 :1998) .

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:ISO 9000

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:ISO 9001

:ISO 9002

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:ISO 9003

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:ISO 9004

:ISO 14000

.(28-25 :2004)

ISO 9001 -2000

(36 :2004)

ISO

(TQM)

ISO

.(70 :2001)

ISO

.(55-54 :2002)

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.(56-53 :2002

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Employees

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.(113-110 :2001)

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.(69-68 :2004) .

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(Heizer 1996)

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Bench marking

.Reengineering

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Heizer,)

(1996: 728-729

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(5-2: 2004)

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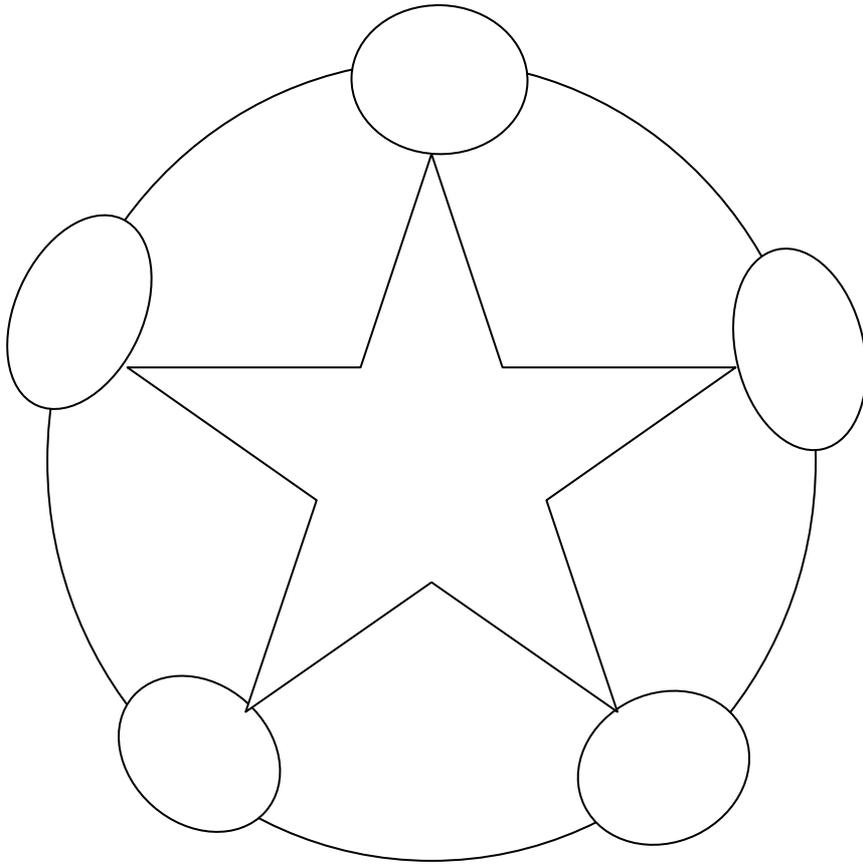
(Creech, 1994)

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(Creech,1994:522)

عرض النتائج وتفسيرها:

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94.0	2.82		9	-1
93.0	2.79		11	-2
93.0	2.79		6	-3
91.6	2.75		7	-4
91.3	2.74		2	-5
91.0	2.73		1	-6
90.6	2.72		12	-7
90.3	2.71		13	-8
90.0	2.70		8	-9
54.0	1.62		10	-10
51.0	1.53		5	-11
44.3	1.33		3	-12
38.0	1.14		14	-13
37.0	1.11		4	-14
75.0	2.25			

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(14)

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(75.0) (2.25) -

(94.0) (2.82) -

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(37.0) (1.11) -

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(9) -

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(8)

88.6	2.66		4	-1
88.3	2.65		12	-2
88.3	2.65		3	-3
87.0	2.61		15	-4
86.0	2.58		7	-5
85.3	2.56		2	-6
85.3	2.56		10	-7
85.3	2.56		16	-8
84.6	2.54		11	-9
84.3	2.53		6	-10
63.3	1.90		13	-11
61.0	1.83		14	-12
58.6	1.76		5	-13
57.3	1.72		9	-14
53.0	1.59		8	-15
46.3	1.39		1	-16
75.3	2.26			

: (8)

(16)

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(75.3)	(2.26)	-
(88.6)	(2.66)	-
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(46.3)	(1.39)	-
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	(6)	-

: (9)

96.3	2.89		2	-1
95.3	2.86		5	-2
95.0	2.85		4	-3
94.0	2.82		9	-4
92.3	2.77		7	-5
89.6	2.69		1	-6
88.0	2.64		6	-7
87.6	2.63		8	-8
66.0	1.98		10	-9
63.3	1.90		3	-10
51.0	1.53		11	-11
41.3	1.24		12	-12
80.0	2.4			

: (9)

(12)

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(80.0)	(2.4)	-
(96.3)	(2.89)	-
(41.3)	(1.24)	-
		(8)
	(4)	-

(10)

95.0	2.85		6	-1
93.3	2.80		2	-2
90.0	2.70		4	-3
89.3	2.68		5	-4
89.0	2.67		8	-5
87.6	2.63		7	-6
86.0	2.58		1	-7
57.3	1.72		3	-8
86.0	2.58			

: (10)

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(86.0) (2.58) -

(95.0) (2.58) -

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(57.3) (1.72) -

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(7) -

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:(11)

94.0	2.82		4	-1
91.3	2.74		5	-2
91.3	2.74		10	-3
89.0	2.67		8	-4
86.0	2.58		9	-5
85.6	2.57		2	-6
85.0	2.55		3	-7
80.0	2.40		7	-8
50.3	1.51		1	-9
44.0	1.32		6	-10
79.6	2.39			

: (11)

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(79.6) (2.39) -

(94.0) (2.82) -

()

(44.0) (1.32) -

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94.6	2.84		10	-1
93.6	2.81		3	-2
93.0	2.79		4	-3
93.0	2.79		1	-4
92.0	2.76		8	-5
89.3	2.68		6	-6
88.6	2.66		7	-7
52.0	1.56		9	-8
50.3	1.51		2	-9
44.3	1.33		5	-10
79.0	2.37			

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(79.0)

(94.6) (2.84) -

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(44.3) (1.33) -

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94.6	2.84		10	-1
93.6	2.81		2	-2
86.3	2.59		6	-3
85.0	2.55		1	-4
84.3	2.53		7	-5
84.3	2.53		5	-6
84.3	2.53		8	-7
64.3	1.93		9	-8
61.0	1.83		4	-9
55.3	1.66		3	-10
79.3	2.38			

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(79.3)		(2.378)		-
	(94.6)	(2.84)		-
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	(55.3)	(1.66)		-
	()	
			(7)	-
		(3)		-

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96.3	2.89		1	-1
96.3	2.89		2	-2
96.3	2.89		3	-3
96.3	2.89		9	-4
95.6	2.87		6	-5
95.0	2.85		8	-6
94.6	2.84		10	-7
94.3	2.83		4	-8
94.0	2.82		12	-9
92.3	2.77		5	-10
61.0	1.83		7	-11
54.0	1.62		11	-12
89.0	2.67			

: (14)

		(12)	-
(89.0)	(2.67)		-
(96.3)	(2.89)		-
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(54.0)	(1.62)		-
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Training Program

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- مراحل بناء البرنامج التدريبي:

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أولاً: إعداد البرنامج:

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المستلزمات التي يحتاجها البرنامج التدريبي:

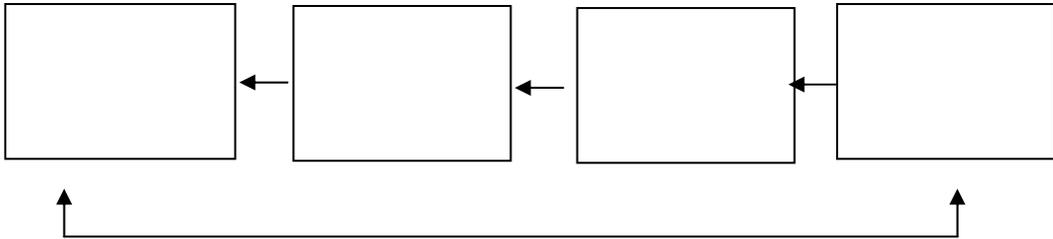
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ثانياً: تنفيذ البرنامج التدريبي

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- تحديد حاجات المتدرب:

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- تحديد أهداف البرنامج التدريبي:

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موضوعات البرنامج التدريبي :

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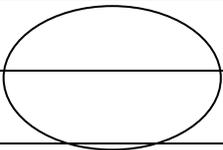
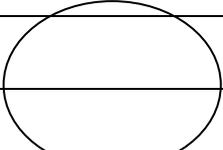
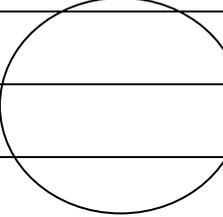
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66			66	
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59			45	
10			8	
11			10	
59			42	
23			17	
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91			59	
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الوقت المخصص للبرنامج التدريبي:

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صدق البرنامج التدريبي:

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2		2	
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أهداف ومحتوى البرنامج التدريبي

أهداف البرنامج

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9	-	1	- مفهوم القيادة ووظائفها	- القيادة الإدارية		1	.
	-	1	- نظريات القيادة			2	
	-	1	- طبيعة القيادة ومجالاتها			3	
	1	1	- أساليب القيادة الإدارية الناجحة			4	
	-	1	- أسس التغيير والتطوير الإداري ومجالاته	- التغيير وإدارته		5	
	-	1	- دور رئيس القسم في مجال القيادة الادارية			6	
	1	1	- ومتابعة العاملين تغذية عكسية			7	
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12	-	1	أسس التخطيط الإداري -				1
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	-	1	مجالات التخطيط الإداري -				
	-	1	أهمية التخطيط الإداري -				
	-	2	في عمل رئيس القسم الإداري -				3
			أهمية اعتماد مبدأ الأولويات في التخطيط الإداري -				4
			كيفية تنظيم الوقت لتنفيذ الخطط الإدارية -				5
			أهمية التقويم للخطط الإدارية -				6
		1	تغذية راجعة -				7
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7	-	1	- مفهوم التنظيم الإداري وعناصره.	- عناصر التنظيم الإداري	.	1	."
	1	1	- أنواع السجلات والمراسلات وأسس تنظيمها.	- السجلات والمراسلات الرسمية	.	2	
	-	1	- أنواع اللجان وطبيعة عملها.		.	3	
	-	1	- دور رئيس القسم الإداري في الإشراف على المراسلات والسجلات واللجان وتطوير العمل التنظيمي		.	4	
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8	-	1	- مفهوم القرار.	- عملية صنع القرار واتخاذ القرار الإداري	.	1	."
	-	1	- مراحل اتخاذ القرار.		.	2	
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			- أساليب متابعة القرارات بعد الإصدار		.	5	
	1	1	- سبل مواجهة الظروف عند اتخاذ القرارات.	- متابعة القرارات ومواجهة الظروف عند اتخاذها	.	6	
	-		- تغذية راجعة.		.	7	

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8	1	1	- مفهوم التقييم.	- التقييم الإداري		1	"
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		1	- أساليب التقييم.			3	
		-	- دور رئيس القسم الإداري في متابعة نتائج التقييم والإفادة منها في تطوير العملية الإدارية.			4	
	1	-	- تدريبات عملية في تحليل نتائج التقييم.	- تقييم أداء العاملين		5	
		1	- أساليب تقييم أداء العاملين.			6	
	1	-	- تدريبات عملية على تقييم الأداء.			7	
		1	- تغذية راجعة.			8	
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6	-	1	- مفهوم إدارة الوقت.	- إدارة الوقت	1	."
	1	1	- سبل الاستثمار الأمثل للوقت في العمل الإداري.		2	
	-	1	- أنواع الزيارات الإدارية.		3	
	-	1	- استثمار الوقت في إدارة الاجتماعات.	- الزيارات الإدارية	4	
	-		- تغذية راجعة.		5	
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11	-	1	مفهوم التدريب في أثناء الخدمة وأهدافه.	- تنمية العاملين	.	1	"
	1	-	أساليب تنمية العاملين.		.	2	
	1	1	دور رئيس القسم الإداري في النمو المهني للعاملين.		.	3	
	-	1	أهمية العلاقات الإنسانية في الإدارة		.	4	
	1	-	تطبيقات عملية في الإدارة الديمقراطية.		.	5	
	-	1	حاجات العاملين ودورها في تنمية العلاقات الإنسانية	- تنمية العلاقات الإنسانية	.	6	
	1	-	العمل الجماعي وأساليبه		.	7	
	-	1	مواقف مختارة في أساليب تنمية العلاقات الإنسانية		.	8	
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الفصل الأول

منهجية الدراسة ودراسات سابقة

الفصل الثاني

الأطار النظري للدراسة

الفصل الثالث الجانب العملي

الفصل الرابع

البرنامج التدريبي المقترح

ملاحق الدراسة

المصادر



برنامج تدريبي مقترح
لرؤساء الأقسام الإدارية في وزارات الدولة
على ضوء معطيات إدارة الجودة الشاملة

علي حميد عبد الله صالح

كريم ناصر علي

2011م	1432هـ
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شكر وأمتان

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الفصل الأول

منهجية الدراسة ودراسات سابقة

الفصل الثاني

الإطار النظري للدراسة

الفصل الثالث الجانب العملي

الفصل الرابع

البرنامج التدريبي المقترح

ملاحق الدراسة

المصادر

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