

**Managing Knowledge
And Leading Change
In The Printing
And Publishing Industries:
Creator To Consumer In A Digital Age**



Bill Cope, Mary Kalantzis and Christopher Mackenzie

Learning Framework

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About The Course Developer

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Important terminology

The 'Learning Framework' is the overall educational endeavour of '*Managing Knowledge And Leading Change In The Printing And Publishing Industries*'. This is comprised of three 'themes', presented in the left-hand column of the Framework map. Each theme is divided into three learning 'processes', presented in the top row of the Framework map. Altogether this constitutes nine 'elements'. The Learning Framework is also referred to as the 'course'.

Aims

Knowledge scope

Managing Knowledge And Leading Change In The Printing And Publishing Industries looks at key issues including the changing character of the publishing supply chain, the notion of value chain clustering, and the skills requirements of the ‘knowledge worker’ in the changing business environment. ‘Knowledge economy’ is a term increasingly used to describe three key aspects of the current phase of economic development. First, the knowledge economy is heavily dependant on technologies which assist the flow of information—within enterprises, between enterprises, and between enterprises and consumers. Second, in the knowledge economy, the capital value of an enterprise’s asset base and market value of its tradeable products is increasingly located in intangibles: brand, reputation, business systems, intellectual property, human skills and the capacity of the organisation to capture, systematise, preserve and apply knowledge. And third, human needs in the knowledge economy have been transformed to the point where, in the marketplace, consumers focus on representations as much as they do on physical entities: design, aesthetics, concepts, associations and meanings.

The publishing supply chain represents a quintessential knowledge economy industry, with activities ranging from IT businesses, which face the challenge of creating viable business models, to traditional manufacturing enterprises, which face the challenge of transforming themselves into effective players in the new ‘product-service systems’.

Knowledge and capability aims

As a result of working through this course you will have the capacity to:

- ⊗ identify and discuss the primary features of the knowledge economy;
- ⊗ discern the links between the ‘knowledge economy’, ‘knowledge management’ and economic competitiveness;
- ⊗ demonstrate how the knowledge economy, particularly digital technology, is impacting on printing and publishing industries;
- ⊗ discuss the ‘value chain’ principle with respect to the notion of competitive advantage and determine its applicability to the printing and publishing industries;
- ⊗ identify examples of successful value chain ‘clusters’ in Australia;
- ⊗ appreciate the history of ‘knowledge work’ and ‘knowledge workers’;
- ⊗ discern types of work that can be classified as knowledge work;
- ⊗ identify and understand the synergies between knowledge management, value chains and knowledge workers;
- ⊗ develop a proposal for a major piece of work on a theme relevant to the course; and
- ⊗ write a major assignment on a theme pertinent to the course.

Learning pathways

A feature of this course is that it allows you to choose your own pathway according to your learning preferences, although suggested pathways are provided at the end of each element. You can choose to begin the course at any element and proceed to any other element. On completion of the course you must have worked through all nine elements. Your navigation path will reflect your past professional experiences and future interests. You can use the possible pathways presented below as a guide, but it is recommended that you design your own pathway.

Possible pathways

You may wish to approach a learning theme by exploring the empirical data in the field taken up in an *Empirical And Experiential* learning process, then progress to broadening your knowledge of current theories of that theme. Or, you may progress to the empirical evidence of another theme.

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<i>Theme 1: Knowl. Economy & Knowl. Management</i>	1.1 → Economic Activity & Knowl. ↓	1.2 Knowl. Management: Technology & People	1.3 Printing & Publishing In The Knowl. Economy
<i>Theme 2: Value Chain Clustering</i>	2.1 Searching For Competitive Advantage	2.2 Value Chains & EPublishing	2.3 Cooperation & Competition
<i>Theme 3: Developing Knowl. Workers</i>	3.1 Work In The Twenty-First Century	3.2 Characterising Knowl. Work	3.3 Knowl. Work In Print & Publishing Industries

If you have a strong practical understanding in a particular area, you may wish to begin the course in an *Applied And Transferred* theme and then progress to engage with this theme from a more theoretical perspective. Alternatively, you may then wish to explore another theme with the same learning process.

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<i>Theme 1: Knowl. Economy & Knowl. Management</i>	1.1 Economic Activity & Knowl.	1.2 Knowl. Management: Technology & People	1.3 Printing & Publishing In The Knowl. Economy
<i>Theme 2: Value Chain Clustering</i>	2.1 Searching For Competitive Advantage	2.2 Value Chains & EPublishing	← 2.3 Cooperation & Competition ↓
<i>Theme 3: Developing Knowl. Workers</i>	3.1 Work In The Twenty-First Century	3.2 Characterising Knowl. Work	3.3 Knowl. Work In Print & Publishing Industry

If you are well versed in the theory of a particular area, you may wish to begin the course in a *Conceptual And Critical* theme and then progress to address this theme from a more empirical perspective. Alternatively, you may then wish to apply your theoretical knowledge on a practical level.

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<i>Theme 1: Knowl. Economy & Knowl. Management</i>	1.1 Economic Activity & Knowl.	1.2 Knowl. Management: Technology & People	1.3 Printing & Publishing In The Knowl. Economy
<i>Theme 2: Value Chain Clustering</i>	2.1 Searching For Competitive Advantage	2.2 Value Chains & EPublishing	2.3 Cooperation & Competition
<i>Theme 3: Developing Knowl. Workers</i>	3.1 Work In The Twenty-First Century	← 3.2 → Characterising Knowl. Work	3.3 Knowl. Work In Print & Publishing Industries

Framework map

Managing Knowledge And Leading Change In The Printing And Publishing Industries

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<p>Theme 1: Knowledge Economy And Knowledge Management</p>	<p>1.1</p> <p>Economic Activity And Knowledge</p> <p><i>What are the defining features of the knowledge economy?</i></p>	<p>1.2</p> <p>Knowledge Management: Technology And People</p> <p><i>How does knowledge management maximise economic competitiveness?</i></p>	<p>1.3</p> <p>Printing And Publishing In The Knowledge Economy</p> <p><i>How is printing and publishing being effected by the knowledge economy?</i></p>
<p>Theme 2: Value Chain Clustering</p>	<p>2.1</p> <p>Searching For Competitive Advantage</p> <p><i>What is the value chain principle?</i></p>	<p>2.2</p> <p>Value Chains And EPublishing</p> <p><i>How amenable are printing and publishing industries to traditional value chain analysis?</i></p>	<p>2.3</p> <p>Cooperation And Competition</p> <p><i>What is the potential for value chain clustering in printing and publishing industries?</i></p>
<p>Theme 3: Developing Knowledge Workers</p>	<p>3.1</p> <p>Work In The Twenty-First Century</p> <p><i>Who are knowledge workers and what do they do?</i></p>	<p>3.2</p> <p>Characterising Knowledge Work</p> <p><i>Why is the concept of knowledge work problematic?</i></p>	<p>3.3</p> <p>Knowledge Work In The Printing And Publishing Industries</p> <p><i>How can printing and publishing be conceptualised as knowledge work?</i></p>

Assessment

There are three forms of assessment in this course. Two significant pieces of work must be submitted: **Assessment Task A** (worth 25% of your final mark) and **Assessment Task B** (worth 75% of your final mark). There is also the **Hurdle Requirement** that you participate in the Discussion Groups for each of the element topics.

You should aim to ensure that the work you complete for Assessment Task A and the Discussion Groups builds toward your major piece of assessment, Assessment Task B. Helping you to achieve this is the **Assessment Co-design** process you undertake with your teacher.

Assessment Criteria

Your assessment tasks will be assessed in accordance with the following criteria:

- ⊗ Have you clearly identified the issue(s) you intend to explore?
- ⊗ Have you clearly identified the assessment format through which you intend to carry out your exploration, and then properly applied that format?
- ⊗ Have you justified your choice of issue and choice of format?
- ⊗ Have you clearly stated your key arguments and/or conclusions?
- ⊗ Have you gathered evidence appropriate to your issue and assessment format?
- ⊗ In your analysis of the evidence have you clearly shown how it supports your arguments/conclusions?
- ⊗ Have you related your arguments/conclusions back to the print and publishing industries?

Assessment Co-design

Your choice of an assessment task topic must be made in consultation with your teacher. During the introductory week you should familiarise yourself with the content of all nine Learning Elements of the Framework. The descriptions of the course readings are designed to assist you to do this. This will help you develop a sense of the topics and the **assessment format** that interests you and suits your background and/or professional experiences.

You must then discuss with your teacher your preferred assessment format for Assessments A and B and indicate the proposed focus. A Learning Report will be created between you and the teacher and will record your negotiations with regard to the assessment tasks and your preferred learning style.

The research for your final task will evolve as the course progresses; this will be documented in the Learning Report. As you progress through the Learning Elements, and engage in Online or Tutorial discussions, you will be testing ideas that can be used in your work for Assessment Tasks A and B. The smaller Assessment Task A represents a chance for you to trial the assessment format you intend to use in Assessment Task B. On completion of Assessment Task A you may decide to pursue a different assessment format for Assessment Task B. This will require renegotiation with your teacher.

Assessment tasks

Assessment Task A

This assessment is worth **25%** of the total course mark. It must be approximately (but not exceed) **1,500 words** and presented in the assessment format you choose during the Assessment Co-design process.

Assessment Task A has two purposes:

- (i) to help you begin to format the structure of Task B; and
- (ii) to help you begin to build the content for Task B.

In this task you will develop a proposal, which you will then implement for Assessment Task B.

Assessment Task A gives you the chance to develop your proposal in a particular format before you undertake the major Assessment Task B. Assessment Task A must be **submitted by the end of Week 4**. It will be marked and returned to you promptly in order to maximise the time you have to develop your Assessment Task B. With your approval, Assessment Task B may be uploaded onto the website on completion of the course.

Assessment Task B

This assessment task is worth **75%** of the total course mark. It must be approximately (but not exceed) **3,500 words** and will be assessed by the teacher on completion of the course.

The purpose of this assessment is to provide you with the opportunity to explore course-specific knowledge through a particular assessment format in a more substantive nature. Templates will be supplied for the purposes of completing this assessment task. Remember—before undertaking this work, you must confirm with your teacher:

- (i) the subject matter and topic of the assessment task; and
- (ii) the assessment format.

Hurdle Requirement

The Hurdle Requirement must be fulfilled before you are eligible for final assessment. This course sets as a Hurdle Requirement the satisfactory involvement in online Discussion Groups and/or attendance at tutorials before your Assessment Task B may be submitted for evaluation. ‘Satisfactory’ means a reasonable participation in online Discussion Groups (**3 posts or more**) in a **minimum of 6 of the 9 weekly Elements**. If this course is being delivered face-to-face, ‘satisfactory’ means reasonable participation at **70% of tutorials**.

Assessment formats

The following pages provide information about different task formats you can choose for your assessment. Examples of specific studies are provided following each format.

Case Study

Below are some possible steps to follow when undertaking a Case Study:

- ⊗ Identify the key intellectual positions established by the literature in this field.
- ⊗ Review the literature. This should be relatively brief—around 500–800 words out of a total of 3,500.
- ⊗ On the basis of your understanding of the literature, decide on a research question you wish to explore.
- ⊗ If possible, break your research question down into smaller component parts that come together logically to help you answer the larger question.
- ⊗ In order to build an answer to your research question, select a case to be studied—it might be an institution or a phenomenon (issue or action).
- ⊗ Justify why that particular case has been chosen. How is it similar to, or different from, other cases in this field? How might your potential findings answer your research question?
- ⊗ Compile the data relevant to the case. This is usually unmediated data, e.g. primary documents (such as government and industry reports), commercial documentation (such as company annual reports), newspaper reportage, interviews with participants, etc.
- ⊗ Set out your data in a structured manner. You might do this thematically, chronologically or in a manner that reflects the institutional structure of the case studied.
- ⊗ Where possible, ‘triangulate’ between the different forms of data (i.e. compare how different data sources interpret a particular event or institution).
- ⊗ Analyse your research findings. How is your case study similar to, or different from, the key intellectual positions in this academic field?

Case studies tend to focus on empirical and experiential skills, although conceptual and critical abilities are also required.

An introductory text to case study methodology can be found in [Burns \(1996\)](#).

Case Study example

This example is based on issues raised in the Theme
Knowledge Economy And Knowledge Management

Literature review

- Identify key themes in material such as Lank's (1997) article titled 'Leveraging invisible assets: the human factor' or the conference paper by Denning, Pommier and Shneier (2002) 'Are There Laws of Knowledge Management?'. A theme may include how organisation's share and manage their knowledge resources.

Research question

- *Why are traditional concepts of knowledge management being challenged?*
- Sub-questions: *What is knowledge? Can ICT alone deliver competitive advantage for organisations? How do organisations incorporate personnel knowledge resources into their knowledge management strategies?*

Select a case

- An industry-wide focus: Australian printing and publishing.
- Alternatively, you could focus on a single business: e.g. Publishing and Broadcasting Ltd (PBL).
- Identify strengths and weaknesses in PBL's knowledge management strategies. In this case you would need to investigate whether PBL's conception of knowledge management encapsulates the management of human knowledge and, if so, the measures the company has taken to ensure this knowledge is exploited.

Gather data

- Draw on sources including: government reports; research reports on the industry; PBL annual reports; newspaper articles; and/or academic journal articles.
- Where appropriate (and in line with your academic institution's research ethics policy) you may wish to conduct interviews with key stakeholders in the industry or the particular organisation on which you are focusing.

Case Study example (continued)

Analyse data and make findings

- Provide detailed reasons for your findings and conclusion with reference to the data you have presented.
- Indicate where different types of data agree or disagree on particular issues (i.e., triangulation).
- Use theoretical literature to support your claims e.g. you may find that PBL has significant human and knowledge sharing elements in its overall knowledge management strategy.
- You could present your case study using the following format:
Introduction; Literature Review; Industry and/or Company Background; Presentation of Data; Data Analysis; Conclusion.

Action Research project

Action research is 'learning by doing'. It is usually undertaken by a researcher (or a group) who is working within the organisation that is the object of study or is engaged in activities in the study area.

Outlined below are possible steps to follow when undertaking an Action Research project:

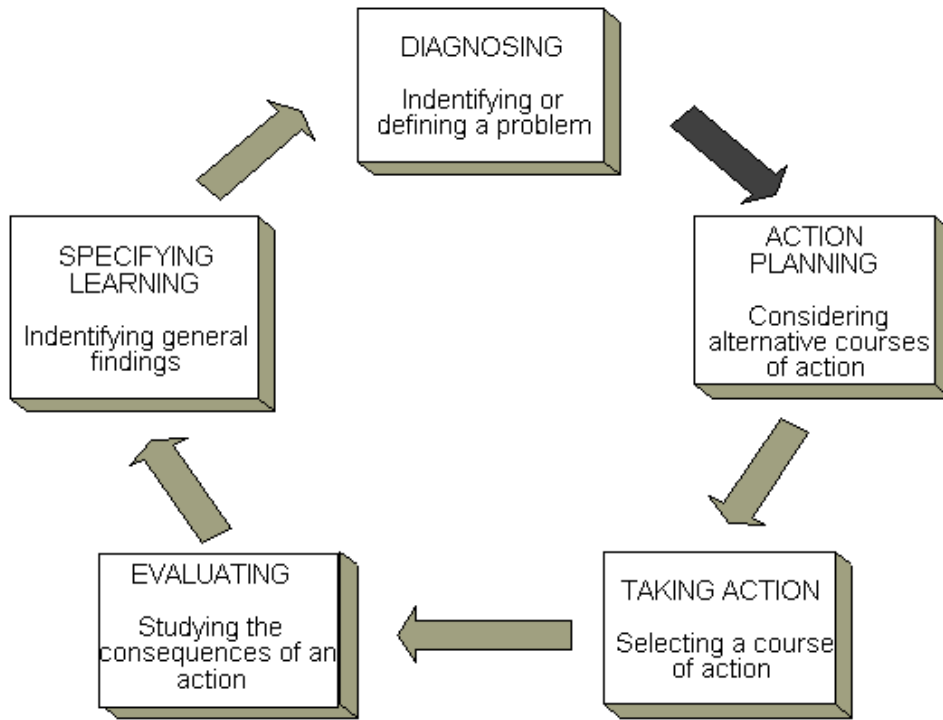
- ⊗ The first step in action research is to define the real world problem that requires resolution.
- ⊗ A possible solution to the problem is then proposed.
- ⊗ This solution is then implemented, with performance outcomes regularly monitored.
- ⊗ The criteria by which performance is measured are also regularly re-assessed.
- ⊗ This research method is primarily qualitative, although quantitative measurements and data gathering may also be employed. In general, data is sourced through daily journals, interviews and group discussion, as well as primary documentation.
- ⊗ In the context of this course, an Action Research project may be conducted in a more 'second-hand' manner, where the researcher examines the experience of an organisation, or several organisations, in responding to a specific problem.
- ⊗ This assessment task incorporates elements of all three learning styles, though its focus is on *Empirical And Experiential* and *Applied And Transferred* approaches.

A clear description of Action Research methodology can be found in [O'Brien \(1998\)](#).

Action Research project example

This example is based on issues raised in Element 2.3
Cooperation And Competition.

The Action Research Cycle



Source: <http://www.web.net/~robrien/papers/arfinal.html>

The Problem

- *Is there scope for value chain clustering arrangements in the Australian printing and publishing industries?*

Action Research project example (continued)

The Plan

- Conduct a pilot study of a printing or publishing business and its value chain.
- Research the possibilities of establishing a value chain cluster.
- Identify the advantages (and disadvantages) that may accrue for your chosen business if it were part of a cluster.

The Project Strategy

- Identify all potential costs and opportunities through an issue identification forum with work colleagues.
- Examine the relevant literature and establish links between your empirical findings (above) and the issues discussed in the literature.
- Establish if there are cost savings and market advantages in becoming part of a value chain cluster.

Findings and the Identification of New Problems

- The conclusion that may be drawn from this research process is that there are advantages in businesses operating in cluster arrangements. The findings might show that cost advantages significantly increase if your firm were to be part of a value chain cluster.
- A plan for further action, leading toward implementation, would take into account the problems encountered in the course of this project.

Business or Strategy Plan

Business and Strategy Plans seek to apply pre-existing evidence and analysis to real world scenarios.

Outlined below are some possible steps to follow when preparing a Business or Strategy Plan:

- ⊗ The goal here is to detail a course of future action for a private organisation (not necessarily a for-profit company) operating in the print, publishing or digital media markets.
- ⊗ The first action in drawing up a plan is to define the organisation for which the plan is intended and the environment in which it operates e.g. publishing, printing, digital media, etc. The organisation may be fictional or an existing entity.
- ⊗ Using the pro formas and business literature provided in the course readings, as well as the business data gathered from the organisation itself e.g. annual reports. The task is to determine: the goals of the organisation (long-term and short-term); the market environment; the strategy whereby those goals might best be achieved within that environment; the capability of the organisation to follow that strategy; and the range of options the organisation has open to it.
- ⊗ While full financial costings are not required for the purposes of this exercise, there has to be evidence of some cost–benefit analysis.

A pro forma business plan can be found at ([PlanWare, 1999a](#)), while information on Strategy Plans and SWOT Analysis is located at ([PlanWare, 1999b](#)) and ([PlanWare, 1999c](#)) and ([MindTools, 1995](#)) respectively.

Business Plan example

- Assess the business' EXISTING Strengths & Weaknesses (internal to the business) and the current Opportunities & Threats presented by the industry (external to the business). This can be done in extended dot point format under the respective headings.
- Set out the vision you have of where the business will be in 4 to 5 years time. For example, your business will be of a certain size, scope and nature—it will have a certain position in the market and in the industry.
- Provide a short paragraph setting out the mission/purpose statement for business to cover the next 4–5 years. For example, your business performs certain activities in pursuit of the defined vision.)
- Provide a statement of corporate values and beliefs. (*How does your business see its relationship with customers, staff, suppliers and stakeholders—how does it behave?*)
- Set out the key long-term objectives.
- Identify the business's key strategies and major functional areas.
- Assess possible FUTURE strengths, weaknesses, opportunities and threats.
- Review your vision, mission, values and objectives of the business.
- Specify major goals achievable over the next 4–5 years.
- Define strategic action programs.

Reflective Journal

The purpose of this task is to provide a personal reflection on how the knowledge and techniques imparted in the course may, or may not, be applicable to daily work within the industry. The focus is on the participant's own practice, although observations on broader workplace practice can be made.

- ⊗ Your reflections should be both chronological and thematic. They should explicitly refer to the relevant readings and analyse how those readings might relate to your workplace.
- ⊗ This assessment task combines all three learning approaches, although its emphasis is on the *Empirical And Experiential* learning process. For a methodological overview of two types of reflective journals refer to:

A: 'Keeping a Reflective Journal' by the Institute for Interactive Media and Learning, University of Technology Sydney, also at <http://www.clt.uts.edu.au/Scholarship/Reflective.journal.htm>

B: Australian National University's Centre for Educational Development and Academic Methods: 'Keeping A Reflective Journal', also at <http://www.anu.edu.au/CEDAM/ssfun.html>

Reflective Journal example

Questions to ask yourself:

- *What is the current problem or issue I wish to address?*
- *What additional information would be useful?*
- *What are my assumptions?*
- *What can I do to create a change? Be as adventurous as you can in your suggestions.*
- *What are the possible outcomes of these?*
- *What action will I take? Why?*
- *What outcomes do I hope to achieve?*
- *Reflect on the actual outcome: What worked well?*
- *How does this connect with an aspect of my practice?*
- *What are the teaching and learning principles that are involved?*
- *What could I change in relation to this?*
- *What would happen if I did...?*
- Focus on a critical incident and describe it as objectively as possible.
- *What were the assumptions that I was operating with?*
- *What other ways are there to see this event?*
- *How would my students explain this event?*
- *How do the two explanations compare?*
- *What could I do differently?*

You may wish to examine a written autobiography of a bilingual writer and discuss the author's negotiation of identities in the light of Blackledge (2001).

Argumentative Essay

This task involves the production of a critical academic paper. The essay must be argumentatively structured and focused on one of the key themes or debates within the course.

- ⊗ It is important to note that what is required here is an *argumentative* essay not a *descriptive* one.
- ⊗ In the Introduction to the paper you need to provide a brief, reasoned argument that responds to your chosen topic.
- ⊗ In the Main Body of the paper you need to indicate the counter-arguments to the position you are supporting, and then explain why, on balance, you arrive at your conclusion.
- ⊗ Argumentative essays tend to rely on the discussion of secondary sources and analytical material. It is for that reason they generally fall within the ***Conceptual And Critical*** learning style.
- ⊗ Some useful tips on writing an argumentative essay can be found in [Peterson \(1996\)](#).

Argumentative Essay example

Your essay should be set out in the following way:

- A clear and unambiguous conclusion.
This should be your first sentence, so the reader knows what you are trying to prove.
- Clearly state the issue and explain why it is important.
- Good organization.
Keep sub-arguments together. A sub-argument usually takes one to three paragraphs to develop. Make the conclusion of the sub-argument the first sentence.
- Support claims with evidence.
For every sentence, ask yourself, *why should my reader believe this?*
Then give the evidence that will justify belief.
- Clarify.
Do not assume the reader will understand what you mean.
- Define key terms.
- Use appropriate modalities.
(In other words don't overstep your evidentiary limits.) When you use a high modality (for instance, "certainly") then you must use a sound argument (valid with true premises). You must use a deductive argument form in order to prove a claim with a high modality.
- Evidence of open-mindedness.
It should be clear that thoughtful consideration is being given to all positions. The BEST reasons for both positions should be in evidence, and both should be fairly analysed, based on their logical adequacy, not their emotional appeal.

About this Learning Framework

Managing Knowledge And Leading Change In The Printing And Publishing Industries addresses the implications of the 'knowledge economy' for the printing and publishing industries. It considers the defining features of the knowledge economy and its effect on businesses and firms. To this end, it addresses 'knowledge management' practices as the means by which businesses achieve and maintain economic competitiveness. Ultimately, this course shows how various knowledge management practices can be applied to printing and publishing industries.

A further emphasis of the course is on the concept of the 'value chain', a metaphor intended to describe the steps involved in adding value to the final production of marketable goods and services. The course explores the value chain principle in the context of printing and publishing, the limitations of traditional value chain analysis and some alternatives. It pays particular attention to the concept of value chain 'clustering' and suggests that industry-wide clustering may be a way of achieving competitive advantage in Australian printing and publishing industries.

This course is also concerned with 'knowledge work' and 'knowledge workers'. It explores the origins of knowledge work and the emergence of knowledge worker occupations. Moreover, there is an emphasis on managing knowledge workers in teams and the gains for businesses that can accrue if they pursue this approach. The competencies, education and skills required in knowledge workers are considered, with particular regard to the printing and publishing industries.

Keywords

Competitive Advantage
Education
Information Communication Technology
Internet
Knowledge
Knowledge Economy
Knowledge Management
Knowledge Worker
Leadership
Learning Organisation
Printing
Publishing
Skills
Supply Chain
Team
Technology
Value Chain
Value Chain Cluster