

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

Learning element 1.1

Economic Activity And Knowledge:

What are the defining features of the knowledge economy?



Bill Cope, Mary Kalantzis and Christopher Mackenzie

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About The Course Developer

Christopher Mackenzie
Course Developer
Faculty of Education, Language
and Community Services
RMIT University

Christopher has an Honours degree in Politics and Asian Studies and a doctorate in Policy Studies. His thesis examined the development of Asian languages and studies policy in Australian schools. He has lectured at Victoria University in Australian Politics, Asia-Australia Relations and Globalisation as well as at RMIT University in Public Policy. Christopher is a research assistant for the Australian Council of Deans of Education.

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

Aims

Knowledge scope

Economic activity and knowledge assists you to develop an understanding of the knowledge economy and the closely related discipline of knowledge management. Its scope covers two main areas. First, it uncovers the underlying and central elements of the knowledge economy, that is, technical progress in the areas of computing, telecommunications, transportation and others which have forced immense changes in the way economies, organisations and governments carry out their work. Second, it considers the emergence of knowledge management, the way organisations identify, capture and extract knowledge in order to fully exploit their reservoirs of intellectual capital and gain competitive advantage. This learning element shows how knowledge management is a direct effect of the knowledge economy.

Knowledge and capability aims

On completing this Learning Element you will have the capacity to:

- ⊗ identify the fundamental features of the knowledge economy;
- ⊗ discuss the origins and historical development of the knowledge economy;
- ⊗ describe the elements of a knowledge-intensive organisation;
- ⊗ clearly articulate what is meant by the term knowledge management;
- ⊗ discuss the relationship between knowledge management and the knowledge economy;
- ⊗ describe some of the measures organisations and firms are adopting to ensure quality knowledge management systems; and
- ⊗ develop an understanding of the knowledge economy and knowledge management as a foundation on which to discuss them from a critical standpoint.

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'.

Learning processes

The main learning process in this element is to discuss with fellow students the questions set out below. In your discussion you need to make reference to the readings provided. It is recommended that you also search for additional sources.

You will notice that the information included with each source indicates its perspective, whether it tends to be:

Business,
Cultural studies or
Technology oriented.

In your discussions and learning activities you should take account of the different perspectives represented by the readings and acknowledge those in your responses. You may wish to address this theme from a particular perspective, such as technological change taking place in the industry.

Learning activity: Online/Tutorial Issues

Engage in Online/Tutorial discussion in response to the following questions:

- 1) **What is knowledge?**
- 2) **What are the hallmarks of the new ‘knowledge economy’? If economies are now driven by knowledge and intellectual assets, what drove economies in the past?**
- 3) **What is globalisation and what is its role in the emergence of the knowledge economy?**
- 4) **How and from where did the knowledge economy originate?**
- 5) **What is knowledge management?**
- 6) **What is the relationship between the knowledge economy and knowledge management?**
- 7) **What changes have companies and organisations made in order to manage their knowledge assets and remain competitive?**

Recommended reading:

To answer the questions above it is recommended that you focus initially on Burton-Jones (2001), Demarest (1997), Drucker (1998) and Neef (1999a, 1999b). These readings will provide you with a detailed introduction to the issues and guide further exploration.

Sources

When viewing this online you can click on a learning source title to go to the reading. Each reading in the list is provided with a label titled ‘**Perspective**’. Use this as a guide in determining its relevance to the three categories: Business, Technology and Culture

Title:	Understanding Knowledge Management
Author(s):	Demarest, Marc
Year:	1997
Journal:	Journal of Long Range Planning
Volume:	30
Issue:	3
Pages:	374-384
Perspective:	Business
Keywords:	Knowledge Management, Management, Commercial Knowledge, Firm
Abstract:	<p>It has become commonplace to assert that the post-industrial, global economy is information-intensive. What is perhaps more remarkable is that the call to knowledge is being sounded at all levels of economic analysis: at the macro level of global markets and economic trends, at the meso level of the interfirm networks and value chains that construct and deliver value to customers, and at the micro level of the firm: the basic unit of analysis. The notion that more and more of what is delivered by value chains to end-consumers is based on information, either as the raw material from which value is produced, as the means of production, or as components of the actual end-product. In some senses, knowledge--the actionable information embodied in the set of work practices, theories-in-action, skills, equipment, processes and heuristics of the firm's employees--is now the core intangible asset of firms competing in global information-intensive economies. This article discusses the rise of knowledge management as a discipline, defines the relationship between knowledge management and traditional measures of firm performance like marketplace innovation, internal efficiency and profitability, describes some basic models for understanding how knowledge is created, embodied and distributed within organizations, and traces the connection between knowledge management and the infrastructure that supports it: particularly, new information technologies. Source: Demarest (1997).</p>

Title:	The New World of the Knowledge-Based Economy
Author(s):	Neef, Dale
Year:	1999a
Book Title:	A Little Knowledge Is A Dangerous Thing: Understanding Our Global Knowledge Economy
City:	Woburn U.S.A
Publisher:	Butterworth - Heinemann
Pages:	27-44
Perspective:	Business, Technology
Keywords:	Knowledge Economy, Computer Technology, Automation, Telecommunications
Abstract:	In this chapter Neef provides a detailed introduction to the main features of the knowledge economy including computer technology, automation, telecommunication and the emergence of knowledge-based business.

Title:	Globalization and the Knowledge-Based Economy
Author(s):	Neef, Dale
Year:	1999b
Book Title:	A Little Knowledge Is A Dangerous Thing: Understanding Our Global Knowledge Economy
City:	Woburn U.S.A
Publisher:	Butterworth - Heinemann
Pages:	45-68
Perspective:	Business, Technology
Keywords:	Globalization, Knowledge-Based Economy, Multinational Company, Labor Markets, Global Finance, Growth, Convergence, Government
Abstract:	For the first time in history products can be made and sold almost anywhere on the globe. Design and test elements of manufacturing can be sensed and responded to with much greater accuracy and speed. The entire supply chain, when organized effectively, can be accomplished globally, without boundaries, at a fraction of the cost it would require to complete in a single domestic economy subject to traditional high – and low-skill labor or supply and demand...so what is the direct evidence that globalization is occurring? Source: Neef (1999).

Title:	From Capitalism to Knowledge Society
Author(s):	Drucker, Peter
Year:	1998
Book Title:	The Knowledge Economy
Editor:	Neef, Dale
City:	Woburn U.S.A
Publisher:	Butterworth - Heinemann
Pages:	15-34
Perspective:	Culture, Technology
Keywords:	Knowledge Society, Capitalism
Abstract:	Drucker explains the broad global shift from factories and man-power to knowledge-based societies and sets it in a historical context.

Title:	A century of Social Transformations - Emergence of Knowledge Society
Author(s):	Drucker, Peter
Year:	2001
Book Title:	The Essential Drucker: Selections from the Management Works of Peter F. Drucker
City:	New York
Publisher:	Harper Collins
Pages:	299-320
Perspective:	Culture
Keywords:	Knowledge, Knowledge Economy, Knowledge Society, Capitalism, Change
Abstract:	Drucker considers the transformation of society over the last 100 years, arguing that it is social rather than politics and/or violent upheavals that have left the most indelible mark on humanity. He tracks these changes from early in the twentieth century to the present moment, considering farmers and domestic servants, the rise and fall of industrial and factory-based work and the emergence of knowledge workers. This account of transformation is delivered mainly from a social perspective.

Title:	The challenge of the knowledge economy: managing knowledge
Author:	Johnston, Ron
Year of Conf:	1999
Conf Name:	Australia's Information Future: Innovation and knowledge management for the 21st century
Conf Loc:	Canberra
Publisher:	Department of Education, Training and Youth Affairs
Pages:	51-58
Perspective:	Business, Technology
Keywords:	Knowledge Economy, Knowledge Management, Knowledge Skills
Abstract:	The paper provides an overview of the emergence of the knowledge economy and the consequent importance of knowledge management and knowledge skills. The author makes some propositions about the nature if ICTs and how organisations manage and share knowledge to enable competitiveness. Johnston also considers the implications of technological knowledge and innovation for government policy, how knowledge management is being treated in the private sector and its consequences for scholarly publishing.

Author:	Burton-Jones, Alan
Year:	2001
Title:	The Knowledge Economy and Knowledge Management
Magazine:	B - HERT News
Issue No:	11
Pages:	1-3
Perspective:	Business, Technology
Date:	July
Keywords:	Knowledge Management, Knowledge Economy, Information Technology
Abstract:	This editorial looks at the growing awareness of knowledge as a strategic resource and knowledge management initiatives to date.

Title:	From High Volume to High Value
Author(s):	Reich, Robert
Year:	1991
Book Title:	The Work of Nations: Preparing Ourselves for 21st - Century Capitalism
City:	New York
Publisher:	Alfred A. Knopf, Inc
Pages:	81-86
Perspective:	Business, Technology
Keywords:	United States, Volume, Value, Economic Change, Restructuring, Middle-class,
Abstract:	'America's core corporation no longer plans and implements the production of a large volume of goods and services; it no longer owns or invests in vast array of factories, machinery, laboratories, warehouses and other tangible assets; it no longer employs armies of production workers and middle-level managers; it no longer serves as a gateway to the American middle-class'. In fact, the core corporation is no longer even American. It is, increasingly, a facade, behind which teems an array of decentralized groups and subgroups continuously contracting with similarly diffuse working units all over the world'. In what has become a seminal work, Robert Reich argues, consequently, that the United States needs to rethink its traditional organizational structures and strategies as a consequence of the shift to a knowledge-based economy. Source: Reich (1991).

Author:	Bryson, J
Year of Conf:	2000
Title:	Building a knowledge-based economy and society
Conf Name:	ALIA 2000: proceedings from the 6th ALIA conference
Conf Loc:	Canberra
Publisher:	Australian Library and Information Association
Perspective	Business, Technology, Culture
Keywords:	Internet, Economic Growth, Information Economy
Abstract:	<p>The world is witnessing a phenomenon, the effect of which is similar to the industrial revolution and the invention of the printing press combining at the speed of sound. Information, transformed into shared knowledge and intellectual capital, is changing the face of work, education and every other aspect of life. This phenomenon is both the cause and effect of the global information economy and society. This paper provides an overview of the forces shaping the future of the knowledge economy and society, it identifies its characteristics and explores four building blocks; infrastructure, opportunities for lifelong learning, economic growth, and service delivery. Source: Bryson (2000).</p>

Assessment Task A option

You may wish to draw on the issues raised in this element, **Economic Activity And Knowledge**, for your Assessment Task A (worth 25% of your overall grade).

To complete Assessment Task A you must write a proposal (of approximately, but not exceeding, 1,500 words) for the larger work that will constitute Assessment Task B. In choosing the format of this proposal refer to the range of assessment formats provided in the framework level description of this course. If applicable, you can draw on experience from your own workplace to provide examples of how these issues impact on the education, communication and/or business sectors.

The aim of Task A is to:

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

You also need to consider how you will later integrate the final work you produce for Task A into Task B.

Note: You are required to do only one Assessment Task A throughout the course.

Choosing issues from **Economic Activity And Knowledge** as the springboard for your Assessment Task A does not necessarily confine you to pursuing them for Task B. For example, on completion of this task, you may decide to pursue a different theme for Task B.

Even if you choose not to base your Assessment Task on the issues raised in this element, the knowledge and capabilities you have gained here can be fed into the topic you eventually use as the basis for your Assessment Task A.

Note: Assessment Task A must be submitted by the end of week four.

Learning pathways

Transition from Learning Element 1.1

On completion of the learning process of this element (with or without completing the Assessment Task A option), you must decide which element to undertake next.

Possible transitions from this element are presented below, however it is recommended that you work out your own pathway in consultation with your teacher.

Pathway options

By the completion of **Economic Activity And Knowledge** you should have developed a basic but solid understanding of the issues it addresses. You may now wish to further your understanding of these issues by undertaking the **Conceptual And Critical** learning element **Knowledge Management: Technology And People**.

Alternatively, you could explore an entirely different theme by choosing an **Empirical And Experiential** learning element such as **Work In The Twenty-First Century**. This will enable you to identify relationships between this theme and the element you have just completed. If you wish to undertake an **Applied And Transferred** element you need to bear in mind that you will be covering information you may not have yet encountered.

Although there is no prescribed pathway, and you are required to complete all nine elements, your pathway planning should reflect your expertise, experience and interests.

Example pathways

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

About this Learning Element

Economic Activity And Knowledge encourages you to develop an understanding of the knowledge economy, globalisation and the shift from goods-based production to high-skill, high technology, service-based growth. In this element you are also required to explore the concept of knowledge management, or the means by which knowledge-based firms and organisations exploit and utilise the knowledge of their employees so as to create new and innovative products. In addition, the element seeks to attune you to the effect the knowledge economy is having on organisation and company structures. It provides you with a firm empirical base on which to develop further critical understandings of the knowledge economy and knowledge management.

Keywords

Information Communication Technology
Knowledge
Knowledge Economy
Knowledge Management
Learning Organisation
Technology