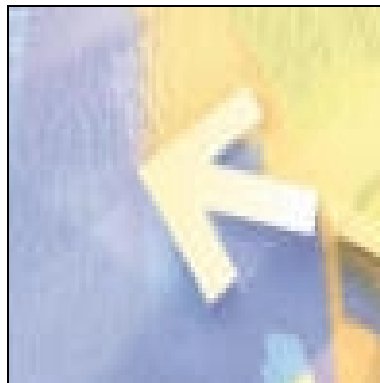


Managing Knowledge And Leading Change In The Printing And Publishing Industries: Creator To Consumer In A Digital Age

Learning element 1.2

Knowledge Management: Technology And People
*How does knowledge management maximise economic
competitiveness?*



Bill Cope, Mary Kalantzis and Christopher Mackenzie

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

Knowledge Management: Technology And People:
*How does knowledge management maximise economic
competitiveness?*

Bill Cope, Mary Kalantzis and Christopher Mackenzie

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.

This Learning Element is published at RMIT University

First Published in Australia in 2003
by the Faculty of Education, Language
and Community Services
PO Box 71
RMIT University
Bundoora

Copyright © 2003 RMIT University

All rights reserved. Apart from fair dealing for the purposes of study, research, criticism or review as permitted under the Copyright Act, no part of this book may be reproduced by any process without written permission from the publisher.

[Cataloguing-in-Publication and ISBN data]

Cover image: <http://www.docflow.com/>

Contents

Framework map	2
Aims	3
Knowledge scope	3
Knowledge and capability aims	3
Important terminology	3
Learning processes	4
Learning activity: Online/Tutorial Issues	4
Recommended reading:.....	4
Sources	5
Assessment Task A option.....	12
Learning pathways	13
Transition from Learning Element 1.2	13
Pathway options	13

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 the printing and publishing industry?</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 Characterising 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

Knowledge Management: Technology And People seeks to develop a critical awareness of knowledge management and its limitations. It encourages you to think critically about what is implied by knowledge management and the means by which firms and organisations are developing and implementing knowledge management initiatives. It addresses some fundamental questions – Is knowledge as amenable to management as the traditional resources of capital, land and labour. Are sophisticated ICT tools (such as intranets, e-mail, groupware, datahousing) enough to deliver productivity improvements and competitive advantage? What are the limitations of an ICT-based approach to knowledge management? What roles do people play in knowledge management? In organisations is the development of a knowledge sharing culture important? Are there alternative approaches to the management of knowledge?

Knowledge and capability aims

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

- ⊗ discuss the problems associated with managing knowledge;
- ⊗ critically appreciate the role of ICTs in the management of knowledge specifically;
- ⊗ critically analyse different models of knowledge management, particularly the ICT-based model and the community and knowledge-sharing approach;
- ⊗ discuss the importance of individuals, groups, networks, trust and respect in knowledge management initiatives; and
- ⊗ distinguish between data, information and knowledge.

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 listed below the questions. 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? For instance, is it something that relates to facts, data and information or does it imply something that emerges through learning and action?**
- 2) How is ICT commonly harnessed to manage knowledge? Can knowledge management systems based on ICT alone guarantee productivity growth and a competitive edge for firms?**
- 3) Why may some forms of knowledge not be amenable to capture and codification? For example, is it possible that knowledge is highly contextualised or difficult to express in a written form?**
- 4) What is meant by ‘knowledge sharing’? Should knowledge management initiatives include a significant human aspect – an emphasis on relationships between groups and individuals?**
- 5) What are some of the main challenges facing knowledge managers?**

Recommended reading:

To answer the questions above it is recommended that you focus firstly on Bhatt (2001), Denning et al (2002), Johnston (2000), Lank (1997) and Newell et al (2002). 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:	Leveraging invisible assets : the human factor
Author(s):	Lank, Elizabeth
Year:	1997
Journal:	Journal of Long Range Planning
Volume:	30
Issue:	3
Pages:	406-12
Perspective:	Business
Keywords:	Knowledge, Knowledge Management, Knowledge Based Organisation
Abstract:	Though invisible and therefore difficult to measure, knowledge and human expertise are the principal creators of value for every organization. What new approaches might business leaders adopt to ensure that this intangible source of value is managed and enhanced? The success of a knowledge-based organization will always depend on the willingness of its people to share their knowledge and expertise. Because of this dependence on the human factor, the following areas are key to making progress: 1. shifting management attention from tangible to intangible assets; 2. focusing resources--e.g. new roles with titles like 'Chief Knowledge Officer'; 3. encouraging and rewarding people for sharing their knowledge and expertise. Source: Lank (1997).

Author:	Johnston, Christine
Year of Conf:	2000
Title:	The business of knowledge management in the knowledge aware organisation
Conf Name:	ALIA 2000: proceedings of the 6th ALIA conference
Conf Loc:	Canberra
Publisher:	Australian Library and Information Association
Perspective	Business
Keywords:	Knowledge Management, Organisational Change, Business Communication
Abstract:	Formal surveys and anecdotal evidence both indicate that knowledge management has gained general acceptance as a business concept. However, despite this acceptance, many businesses have yet to fully implement an effective knowledge management program. This paper examines the challenges facing organisations that are preventing successful implementation. In particular it focuses on the need for the knowledge-aware organisation to recognise the business of knowledge management, that is, the effect of knowledge management on the profitability and competitiveness of an organisation. Source: Johnston (2000).

Author:	Scarborough, Harry
Year:	2001
Title:	From knowledge management to knowledge sharing
Magazine:	BHERT News
Issue No:	11
Pages:	18-20
Date:	July
Perspective:	Culture, Business
Keywords:	Knowledge Management, Knowledge Sharing, Social Networks
Abstract:	The author challenges the value of information technology based attempts at managing knowledge through increasing its availability. He argues the need for a more action oriented approach based on social networking and knowledge sharing. This in turn implies a change in managerial style from top down to bottom up, and a shift in emphasis from IT systems to HR practices.

Author: Denning, Stephen., Pommier, Michel and Lesley Shneier
Year of Conf 2002
Title: [Are There Laws of Knowledge Management?](#)
Conf Name: Connecting the Future: Global Summit of Online Knowledge Networks
Conf Loc: Dulwich, South Australia
Perspective: Business, Technology, Culture
Keywords: Knowledge, Information Technology, Economy
Abstract: Knowledge sharing is becoming the central driver of the 21st century economy. Among the many companies which now recognise their stock of human capital as the major asset to business success, access to knowledge and just-in-time learning is more important than ever before. The continuous changes and innovations in information technology and telecommunications will make knowledge even more accessible. As the unit cost of computing, communications and transactions decline towards zero, all economic sectors are going through major and rapid transformations. Economic success in this fast pace environment requires considerable agility and adaptability. Those countries, sectors, and organisations that can adapt will be the winners of the 21st century. Source: Denning et al (2002).

Author: Spender, J-C
Year: 2001
Title: [Management's options in the knowledge economy](#)
Magazine: BHERT News
Issue No: 11
Pages: 10-12
Perspective: Business
Keywords: Knowledge Management, Economic Change, Business Management
Abstract: This article addresses the question as to what is new about the new knowledge economy. The author argues that the value of knowledge management, contrary to popular conceptions of its role, is essentially about managing firms' responses to an uncertain environment. Awareness of the profound uncertainties induced by economic change leads to an entirely different conception of knowledge management.

Author:	Reid, Ian
Year:	2001
Title:	What is needed to make Australia a knowledge-driven and learning-driven society?
City:	Melbourne
Institution:	Business/Higher Education Roundtable
Report No:	5
Perspective:	Business, Technology
Keywords:	Knowledge Management, Information Society, Knowledge Economy
Abstract:	<p>This paper aims to identify major public policy challenges that stem from a proper understanding of the nature of knowledge and learning. The question under consideration has two aspects: Are our prevailing notions about "knowledge" and "learning" adequate to the demands of contemporary society? Are our systems of education appropriately structured to maximise their potential social and economic benefits? It suggests for consideration a number of priorities: establishing, on the model of the government's present literacy program, a national program for schools that focuses on information literacy; funding a national scheme for coordinating and training volunteer retirees as tutors in literacy and numeracy, including information literacy. Source: Reid (2001).</p>

Title:	Conclusions: key challenges in the management of knowledge work
Author(s):	Newell, Sue., Robertson, Maxine., Scarbrough, Harry and Jacky Swan
Year:	2002b
Book Title:	Managing Knowledge Work
City:	New York
Publisher:	Palgrave
Pages:	171-189
Perspective:	Business, Culture
Keywords:	Knowledge, Knowledge Management, Knowledge Work, Knowledge Sharing
Abstract:	This chapter outlines some of the challenges that face knowledge managers now and into the future. It aims to help the reader understand the barriers and facilitators impinging on knowledge managers. It considers job design, the establishment of a culture in organisations premised on knowledge-sharing and knowledge transfer.

Title.	Knowledge management in organizations: examining the interaction between technologies, techniques, and people
Author.	Bhatt, Ganesh
Year.	2001
Journal	Journal of Knowledge Management
Volume:	5
Number:	1
Pages:	68-75
Perspective:	Culture, Business, Technology
Keywords:	Information Technology, Knowledge Management, Knowledge Management Systems, Knowledge Workers, Interaction
Abstract:	<p>The author argues that the knowledge management process can be categorized into knowledge creation, knowledge validation, knowledge presentation, knowledge distribution, and knowledge application activities. To capitalize on knowledge, an organization must be swift in balancing its knowledge management activities. In general, such a balancing act requires changes in organizational culture, technologies, and techniques. A number of organizations believe that by focusing exclusively on people, technologies, or techniques, they can manage knowledge. However, that exclusive focus on people, technologies, or techniques does not enable a firm to sustain its competitive advantages. It is, rather, the interaction between technology, techniques, and people that allow an organization to manage its knowledge effectively. Source: Bhatt (2001).</p>

Title:	Exploring The Foundations Of Knowledge Management Practice
Author:	Vines, Richard and Naismith, Luke
Year:	2002b
Book Title:	Developing Knowledge Workers In The Printing And Publishing Industries
Editor:	Cope, Bill and Freeman, Robin
City:	Melbourne
Publisher:	Common Ground Publishing
Pages:	35-58
Perspective:	Business, Technology
Keywords:	Knowledge Management, Integrated Support System, Leadership, Skills, Context Management
Abstract:	<p>The authors argue that the management of knowledge in all its forms is now critical to all areas of economic and social development, encompassing institutions, individual or clusters of enterprises, industries, regional areas and nation-states. The major theme of the chapter is that knowledge management must increasingly be conceptualised as an integrated support system. In teasing-out this concept, the authors discuss knowledge management itself, the boundaries that define it as a discrete area of inquiry, its evolution as a discipline, its relationship with other disciplines and the various skills, such as leadership, that are necessary for knowledge management practice.</p>

Assessment Task A option

You may wish to draw on the issues raised in this element, **Knowledge Management: Technology And People**, 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 **Knowledge Management: Technology And People** 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 1.2

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

Some possible pathways are indicated below. You may wish to adopt these or choose an alternative path based on your own design or in consultation with your teacher.

Pathway options

By the completion of **Knowledge Management: Technology And People** you should have an understanding of the debates in the area of knowledge management and problems associated with the term itself. You may now wish to use this conceptual knowledge by undertaking the **Applied And Transferred** learning element **Publishing And Printing In The Knowledge Economy**.

Alternatively, you could examine another theme by choosing an **Empirical And Experiential** learning element such as **Searching For Competitive Advantage**. This will enable you to identify relationships between this theme and the one you have just completed.

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

Knowledge Management: Technology And People encourages you to develop a critical perspective on knowledge management and the knowledge economy. In this element you are required to consider what is meant by knowledge and to think about popular perceptions of knowledge management and consider how those perceptions may be challenged. It endeavours to show how an effective knowledge management initiative needs investment in both ICT and strategies that encourage knowledge sharing between groups and individuals. This element will help you develop a conceptual framework in which to understand knowledge management in the context of the printing and publishing industry.

Keywords

Competitive Advantage
Information And Communication Technology
Internet
Knowledge
Knowledge Economy
Knowledge Management
Learning Organisation