

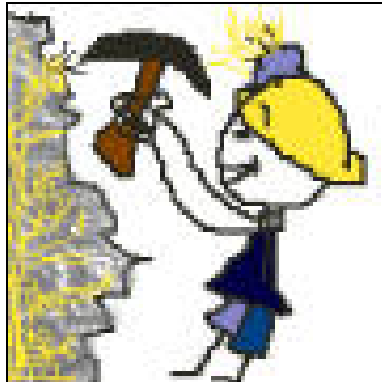
Managing Knowledge And Leading Change In The Printing And Publishing Industries:

Creator To Consumer In A Digital Age

Learning element 3.1

Work In The Twenty-First Century:

Who are knowledge workers and what do they do?



Bill Cope, Mary Kalantzis and Christopher Mackenzie

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www.C-2-CCourse.com

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

Aims

Knowledge scope

Work In The Twenty-First Century is an introduction to the concepts of knowledge work and knowledge workers. Knowledge is becoming an increasingly important source of economic prosperity. It is widely recognised that nations which do not invest heavily in knowledge-based industries will suffer an economic disadvantage. This element is designed to develop your understanding of knowledge, particularly knowledge and its importance in the twenty-first century. The element explores the concept of the knowledge worker and its origins and considers some of the occupations that may be considered knowledge work.

Knowledge and capability aims

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

- ⊗ understand and distinguish between different types of knowledge;
- ⊗ discuss the origins of knowledge work and knowledge workers;
- ⊗ understand the nature and characteristics of knowledge work and the role of knowledge workers within organisations;
- ⊗ understand why specialised knowledge has become a key source of economic competitiveness;
- ⊗ discern the links between knowledge work and knowledge management;
- ⊗ identify occupations that may be classified as knowledge work;
- ⊗ research and structure empirical data to provide a platform for further critical analysis; and
- ⊗ research and structure empirical data to provide a platform for further critical analysis.

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 you should take account of the different perspectives represented by the readings and acknowledge those in your responses. You may wish to concentrate on one approach rather than another, 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? Are there different types of knowledge?**
- 2) What is knowledge work? What is the role of a knowledge worker in a knowledge-intensive organisation?**
- 3) From where did the term 'knowledge worker' originate? What is the history of knowledge work and the knowledge worker?**
- 4) Why is knowledge so important in the twenty-first century?**
- 5) What is knowledge management? Identify the links, if any, between knowledge management and knowledge workers.**
- 6) What sort of occupations can be categorised as knowledge work? Is a librarian a knowledge worker? If so, why?**

Recommended reading:

To answer the questions above it is recommended that you focus on Cairney (2000), Cortada (1998), Fisher and Fisher (1998), Kearns (2001) and Reich (1991a, 1991b). 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:	The Knowledge Based Economy: A Review of Literature
Author(s):	Cairney, Trevor
Year:	2000
City:	Sydney
Institution:	New South Wales Board of Vocational Education and Training
Pages:	4-8
Perspective:	Business, Culture
Keywords:	Knowledge Economy, Innovation, Skills
Abstract:	This review seeks to extend our understanding of the impact of the knowledge based economy on the content of work and training. It does this by acknowledging multiple perspectives on how economies grow and by embracing new definitions of skills, knowledge and training that reflect recent research. It considers the types of skills necessary in a knowledge based economy, the effects of the knowledge based economy on work and the importance of innovation and VET in the workplace.

Title:	review of research: generic skills for the new economy
Author(s):	Kearns, P
Year:	2001
City:	Adelaide
Institution:	NCVER
Perspective:	Business
Keywords:	Knowledge Worker, Skills, New Economy, Business Performance
Abstract:	This review of research examines how sets of key competencies/key skills/generic skills have developed in Britain, United States and Australia. The review analyses the literature that relates to the following questions: *What are the generic skills? *What are the teaching and learning implications for VET providers? *What impact do generic skills have on business performance? Source: Kearns (2001).

Title:	Where Did Knowledge Workers Come From?
Author(s):	Cortada, James
Year:	1998
Book Title:	Rise of the Knowledge Worker
Editor:	Cortada, J
City:	Woburn U.S.A
Publisher:	Butterworth - Heinemann
Pages:	3-22
Perspective:	Culture
Keywords:	Knowledge Worker, Professions, History, Information
Abstract:	Today, management throughout the industrialized world have become wary of new management concepts, calling new ideas "fads" and wondering where it will all end. Into this stew of suspicion many are pouring "knowledge work", "knowledge management", and "knowledge workers. But not all concepts are fads; some have staying power. Knowledge work is one of those - it is not a fad. Source: Cortada (1998).

Title:	Introduction
Author(s):	Newell, Sue., Robertson, Maxine., Scarbrough, Harry and Jacky Swan
Year:	2002a
Book Title:	Managing Knowledge Work
City:	New York
Publisher:	Palgrave
Pages:	2-21
Perspective:	Business, Culture
Keywords:	Knowledge, Knowledge Management, Knowledge Work, Scientific Management, Specialist Knowledge
Abstract:	This chapter considers the question of what is knowledge and the principles of scientific management. It looks at how the world of work has changed and occupations in the 'knowledge economy' have been transformed. It focuses on the centrality of the knowledge worker and the importance of specialist knowledge.

Title: [The Education of the Symbolic Analyst \(I\)](#)
Author(s): Reich, Robert
Year: 1991b
Book Title: The Work of Nations: Preparing Ourselves for 21st - Century Capitalism
City: New York
Publisher: Alfred A. Knopf, Inc
Pages: 225-233
Perspective: Business, Technology
Keywords: Symbolic Analyst, Education, Universities, Curriculum
Abstract: As the value placed on new designs and concepts continues to grow relative to the value placed on standard products, the demand for symbolic analysis...performed by those who solve, identify, and broker new problems...will continue to surge. This burgeoning demand should assure symbolic analysts ever higher incomes in the years ahead. Source: Reich (1991).

Title: [The Education of the Symbolic Analyst \(II\)](#)
Author(s): Reich, Robert
Year: 1991c
Book Title: The Work of Nations: Preparing Ourselves for 21st Century Capitalism
City: New York
Publisher: Alfred A. Knopf, Inc
Pages: 234-242
Perspective: Technology, Culture
Keywords: Symbolic Analyst, Education, Universities, Curriculum
Abstract: The education of the symbolic analyst does not end with graduation. As the data on American incomes reveal, a college education is usually necessary but far from sufficient for symbolic analytic success. Learning continues on the job. Source: Reich (1991)

Title:	Knowledge Work: Understanding Mental Labor
Author(s):	Fisher, Kimball and Fisher, Mareen
Year:	1998
Book Title:	The Distributed Mind: Achieving High Performance Through the Collective Intelligence of Knowledge Work Teams
City:	New York
Publisher:	American Management Association
Pages:	8-25
Perspective:	Culture, Business
Keywords:	Knowledge Work, Mental Labor, Skills, Work Process, Linear Knowledge Work, Work Outcome, Multiskilling
Abstract:	<p>For the first time in history, more employees work with their minds than with their muscles. Their value lies in their mental abilities and their knowledge. Collectively, they are the "mind" of the company—a mind spread across many individual brains. The authors of this breakthrough book call it "the distributed mind." The distributed mind is a powerful force, for if two heads are better than one, imagine how much better 20 heads are—if it is possible to manage them all! That's the fascinating subject of this book: how progressive companies are creating teams of "knowledge workers" and coordinating their individual efforts into a web of high performance. Using interviews they conducted with hundreds of knowledge workers, the Fishers have identified six trends that will change forever the way we work. The Distributed Mind provides an intriguing look at how to: understand the characteristics of knowledge work teams (and the innovative concept of "vertical multiskilling") • organize multiple specialists into a cohesive unit • share knowledge without creating information overload • coordinate activities when half the team is spread across the globe (or never in the office) • understand the critical role of technology in this new work structure • grasp a whole new organizational form, called "the learning lattice". The Fishers point out that "knowledge workers" aren't just engineers, lawyers, and programmers. They can be found on the assembly line, as well. It's a new world of work for all! Source: http://www.amanet.org/books/catalog/0814403670.htm</p>

Assessment Task A option

You may wish to draw on the issues raised in this element, **Work In The Twenty-First Century**, 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 **Work In The Twenty-First Century** 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 3.1

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 this element you should be familiar with knowledge workers and the concept of knowledge work. You may now wish to further your understanding of these issues by undertaking the *Conceptual And Critical* learning element *Characterising Knowledge Work*.

Alternatively, you could explore an entirely different 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 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

Work In The Twenty-First Century is designed to develop your understanding of knowledge work and knowledge workers. To aid this process these concepts are examined in a historical context and in terms of the knowledge economy and the knowledge-based organisation. It endeavours to show why knowledge has become a central component in economic success at the enterprise and national level and considers occupations that may be classified as knowledge-based.

Keywords

Competitive Advantage

Digital Technology

Information And Communication Technology

Internet

Knowledge

Knowledge Management

Knowledge Worker

Work