

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

**Learning element 3.3**

## **Knowledge Work In The Printing And Publishing Industries:**

*How can printing and publishing be conceptualised as  
knowledge work?*



*Bill Cope, Mary Kalantzis and Christopher Mackenzie*



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

## Aims

### Knowledge scope

**Knowledge Work In The Printing And Publishing Industries** is designed to show how empirical and/or conceptual understandings of knowledge work can be applied to the printing and publishing industries. Set mainly at an organisational level, this element considers the relationship between knowledge and learning and how each can be understood as a determinant of organisational change. A further aim of this element is to review some of the competencies needed in printing and publishing industries, including skills for knowledge workers, if they are to take full advantage of the knowledge economy and succeed in it. Finally, it also endeavours to enlighten you to efforts to educate and train people for work and leadership in the printing and publishing industries.

### Knowledge and capability aims

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

- ⊗ discuss the nature and role of knowledge and learning within companies in the printing and publishing industries;
- ⊗ describe the relationship between learning, organisational change and knowledge;
- ⊗ identify education and skills requirements of future book production personnel;
- ⊗ discuss the ways by which Australian educational institutions are preparing people for work in the printing and publishing industries;
- ⊗ identify trends in the training for people working in the printing and publishing industries;
- ⊗ discern the strengths and limitations of the vocational education and training (VET) system in respect of printing and publishing;
- ⊗ describe current initiatives to develop leadership skills in the publishing and printing industries; and
- ⊗ write a project proposal and use it as a basis for the major assessment if you choose to pursue the issues raised in this element.

## 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) How can knowledge and learning be conceptualised as determinants of change?**
- 2) What are some of the key skills required for work in printing and publishing industries, particularly in light of the impact of digitisation and international competition?**
- 3) How are higher education institutions endeavouring to equip people with competencies and skills necessary for success in printing and publishing?**
- 4) What are the strengths and weaknesses of the VET system in terms of printing and publishing?**
- 5) Are leadership skills important for the printing and publishing industry and, if so, why?**

### **Recommended reading:**

To answer the questions above it is recommended that you focus initially on Martin (2002), Scown (2002), Vines (2002), Young and Leitch (2002) and Zигuras et al (2002). They will provide you with a solid introduction to the issues and guide further reading

## 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

<b>Title:</b>	<a href="#">The Changing Role Of Higher Education In Developing 'New Knowledge Workers'</a>
<b>Author(s):</b>	Scown, Andrew
<b>Year:</b>	2002
<b>Book Title:</b>	Developing Knowledge Workers In The Printing And Publishing Industries
<b>Editor:</b>	Cope, Bill and Freeman, Robin
<b>City:</b>	Melbourne
<b>Publisher:</b>	Common Ground Publishing
<b>Pages:</b>	75-90
<b>Perspective:</b>	Business
<b>Keywords:</b>	Knowledge Worker, Knowledge Production, University, Knowledge Economy, Critical Pedagogy
<b>Abstract:</b>	<p>In this chapter the author argues that new social relations are impacting on universities, the type of knowledge being produced by them and the professional capabilities with which students graduate. He explores the dramatic transformations in what must be learnt and the demand that learning be engaged with real world needs, and an economic environment in which knowledge has become a factor of production. University educators, he argues, need to move away from the 'elitist and disengaged' university knowledge and teaching practices of the past, and move in the direction of what he calls 'self-transforming pedagogies' — pedagogies capable of creating personal knowledge which is at once self- and world-transforming. The purpose of higher education is not simply to know the world, but to know how to change the world. He describes one example of this kind of approach in the form of the Evidence-Critique-Impact model. Source: Cope and Kalantzis (2002).</p>

<b>Title:</b>	<a href="#">Knowledge And Learning As Drivers Of Change In The Organisation</a>
<b>Author(s):</b>	Martin, Bill
<b>Year:</b>	2002b
<b>Book Title:</b>	Developing Knowledge Workers In The Printing And Publishing Industries
<b>Editor:</b>	Cope, Bill and Freeman, Robin
<b>City:</b>	Melbourne
<b>Publisher:</b>	Common Ground Publishing
<b>Pages:</b>	17-33
<b>Perspective:</b>	Business
<b>Keywords:</b>	Knowledge, Learning, Supply Chain, Knowledge Management, Knowledge Workers
<b>Abstract:</b>	<p>This chapter looks at the interrelationships between knowledge and learning in the context of continuing organisational change. These key concepts are investigated as both the drivers of change and as the context for it, and their relevance to developments in the printing and publishing industries is assessed. In broadening the conceptual treatment to include both knowledge management and learning organisations, the chapter also reviews some of the competences needed if the printing and publishing industries are to prosper in an economy where much of the value in products, services and markets resides in intangibles. The chapter is concerned with the nature and role of knowledge and learning within firms and their value in commercial contexts, not least in the printing and publishing industries. The chapter begins with a look at the core concepts of learning and the learning organisation, of knowledge, intellectual capital, knowledge management and supply chains. Other concepts covered in the chapter include those of knowledge workers, competences for knowledge workers, and knowledge-based cultures. Source: Martin (2002).</p>

<b>Title:</b>	<a href="#">Learning By Doing: Lessons From The Book Profit Program</a>
<b>Author(s):</b>	Paroz, Colin
<b>Year:</b>	2002
<b>Book Title:</b>	Developing Knowledge Workers in The Printing And Publishing Industries
<b>Editor:</b>	Cope, Bill and Freeman, Robin
<b>City:</b>	Melbourne
<b>Publisher:</b>	Common Ground Publishing
<b>Pages:</b>	145-164
<b>Perspective:</b>	Business
<b>Keywords:</b>	Learning, Knowledge, Organisation, Book Profit Program
<b>Abstract:</b>	<p>It is possible to use learning to improve the bottom line result of a profit-focused organisation. This is due to the inherent value of knowledge as a business asset. Knowledge, or the acquisition of facts, information and skills, adds to the collective production capacity of an organisation. In this sense, knowledge is no different from efficient plant and equipment, improved systems or process efficiencies. The purpose of the Book Profit Program was to validate and promote the concept of knowledge as a business development methodology. It was agreed that the measure of validation for the Program would be the bottom line improvement of participants that could be directly attributed to a specific learning activity. This chapter provides an overview of the Book Profit Program, and a review of the lessons learned. Future opportunities to build on the success of the Program are also considered. Source: Paroz (2002).</p>

<b>Title:</b>	<a href="#">Knowledge Management, Capacity Development And Publishing</a>
<b>Author(s):</b>	Vines, Richard
<b>Year:</b>	2002
<b>Book Title:</b>	Developing Knowledge Workers In The Printing And Publishing Industries
<b>Editor:</b>	Cope, Bill and Freeman, Robin
<b>City:</b>	Melbourne
<b>Publisher:</b>	Common Ground Publishing
<b>Pages:</b>	201-226
<b>Perspective:</b>	Business
<b>Keywords:</b>	Knowledge Management, Capacity Development, Publishing Service Systems, Literacy, Project Management
<b>Abstract:</b>	<p>The effectiveness and sustainability of capacity development projects are likely to be increased if publishing service systems are used to assist with knowledge management practices within capacity development projects. Capacity development projects aim to enhance the ability of individuals to work collaboratively across institutional and wider levels in order to implement decisions and to perform functions that are effective, efficient and sustainable. The focus of capacity development tends to be on facilitating innovation and change at grass roots institutional and wider policy levels in integrated ways. In this chapter the author explores the particular case of organisational learning within capacity development programs. His particular focus is the role of publishing processes and systems as a core element in the creation of knowledge management systems for governments, communities, education systems and enterprises in the context of international aid. Source: Cope and Kalantzis (2002).</p>

<b>Title:</b>	<a href="#">Learning to Lead Sustainable Enterprise Development</a>
<b>Author(s):</b>	Young, Ian and Leitch, Brenton
<b>Year:</b>	2002
<b>Book Title:</b>	Developing Knowledge Workers In The Printing And Publishing Industries
<b>Editor:</b>	Cope, Bill and Freeman, Robin
<b>City:</b>	Melbourne
<b>Publisher:</b>	Common Ground Publishing
<b>Pages:</b>	165-182
<b>Perspective:</b>	Business
<b>Keywords:</b>	Leadership, Print Industry, Education
<b>Abstract:</b>	Leadership21 is a professional development program that provides participants with a broad awareness of issues and an opportunity to explore and discover a wide range of related concepts and approaches. Participants are encouraged to learn more about themselves within their peer group and at the same time, develop a wide informal network within the print industry. Leadership21 divides the learning of leadership into three main areas: the leader as individual; the leader within their own organisation; and, the leader of their organisation within the broader printing industry. This chapter provides a case-study of Leadership21: the rationale; the program development approach; the industry needs identified; and the delivery framework developed. Lessons from other industries facing similar transition issues into the 21st century are also presented for discussion. Source: Young and Leitch (2002).

<b>Title:</b>	<a href="#">Trends in Education for the Book Industry</a>
<b>Author(s):</b>	Ziguras, Christopher., Reinke, Leanne and Christopher Scanlon
<b>Year:</b>	2002
<b>Book Title:</b>	Developing Knowledge Workers In The Printing And Publishing Industries
<b>Editor:</b>	Cope, Bill and Freeman, Robin
<b>City:</b>	Melbourne
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	4
<b>Pages:</b>	91-106
<b>Perspective:</b>	Education, Business
<b>Keywords:</b>	Knowledge Worker, Knowledge Production, University, Book Industry, Education
<b>Abstract:</b>	<p>The authors discuss the state of undergraduate higher education for the print and publishing industry. The writers note the relative paucity of dedicated programs, and the narrowness of these programs. They also note the growing role of hardware and software suppliers such as Fuji Xerox, Heidelberg and Adobe in providing training. The consequence is that vocationally-oriented higher education programs need to be pitched more generally and more broadly. The details of today's technologies are transitory, and training in these details is best left to the owners of these technologies. Source: Cope and Kalantzis (2002).</p>

<b>Title:</b>	<a href="#">Ad Rem: The Australian Book Industry - Challenges and Opportunities</a>
<b>Author(s):</b>	Accenture/Department of Industry, Science and Resources
<b>Year:</b>	2001
<b>URL:</b>	<a href="http://www.adrem-online.net/">http://www.adrem-online.net/</a>
<b>Perspective:</b>	Business
<b>Keywords:</b>	Australian Book Industry, Existing And Emerging Markets, Market Share, Sales And Growth, Industry Employment
<b>Abstract:</b>	The report argues that a joint industry approach to supply chain reform would dramatically lower the overall cost structure of the industry. Greater collaboration and consolidation offer opportunities worth approximately \$155 million. Adopting this approach would shift the basis of competition in the Australian book industry away from supply chain activities, towards customer acquisition and satisfaction. By focusing intensively on customers, the industry could shift gears from "survival" to "growth" and accelerate into a positive future.

## **Assessment Task A option**

You may wish to draw on the issues raised in this element, **Knowledge Work In The Printing And Publishing Industries**, 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 Work In The Printing And Publishing Industries** 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 3.3

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

After completing this element you should have acquired an understanding of how work in the printing and publishing industries can be construed as knowledge work. You may now wish to take this knowledge and study it in terms of a broader theoretical and historical framework. This could be achieved by undertaking the *Conceptual And Critical* learning element **Characterising Knowledge Work**.

Another avenue would be to explore a different but related theme such as the *Empirical And Experiential* learning element **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 another *Applied And Transferred* element you need to bear in mind that you may be covering information you have not 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>	<b>2.1 Searching For Competitive Advantage</b>	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	<b>3.2 Characterising Knowledge Work</b>	<b>3.3 Knowledge Work In The Printing And Publishing Industries</b>

## About this Learning Element

**Knowledge Work In The Printing And Publishing Industries** looks at the concept of knowledge work with reference to the printing and publishing industries. In doing so it focuses on a range of pertinent issues. For example, it considers the relationship between learning, knowledge and organisational change in the context of an increasingly competitive operating environment; the skills and competencies required to work in an industry increasingly characterised by information communication technologies; and initiatives of the higher and vocational education and training sector to furnish people with these skills. This element also pays some attention to leadership skills and current initiatives to foster leadership know-how across the printing and publishing industries

### **Keywords**

Competencies

Higher Education

Knowledge

Leadership

Learning

Organisational Change

Skills

Vocational Education and Training