

Niche Markets, Global Markets And Productive Diversity In The Market For Published Materials: Creator To Consumer In A Digital Age

Learning element 1.2

From Fordism To Productive Diversity: *The end of the culture of mass production?*



Bill Cope, Tom Davis and Mary Kalantzis

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Market For Published Materials:
Creator To Consumer In A Digital Age**

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The end of the culture of mass production?

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Contents

Framework map	6
Aims	7
Knowledge scope	7
Knowledge and capability aims	7
Important terminology	7
Learning processes	8
Learning activity: Online/Tutorial Issues	8
Recommended reading:.....	8
Sources	9
Assessment Task A option.....	16
Learning pathways	17
Transition from Learning Element 1.2	17
Pathway options	17

Framework map

Niche Markets, Global Markets And Productive Diversity In The Market For Published Materials

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<p>Theme 1: Production: Mass To Customised</p>	<p>1.1</p> <p>The Economics Of Book Production</p> <p><i>What is the scope and nature of the print and publishing business?</i></p>	<p>1.2</p> <p>From Fordism To Productive Diversity</p> <p><i>Are we seeing the end of the culture of mass production?</i></p>	<p>1.3</p> <p>Customisation: The New Production Perspective</p> <p><i>Is customised print and publishing profitable?</i></p>
<p>Theme 2: Consumption: Mass To Niche</p>	<p>2.1</p> <p>The Current Book Market</p> <p><i>Who reads? How many read?</i></p>	<p>2.2</p> <p>Customised V Mass Marketing</p> <p><i>Why do people read?</i></p>	<p>2.3</p> <p>Developing Niche Markets</p> <p><i>Is there a viable business model for publishers in the digital age?</i></p>
<p>Theme 3: Globalisation & Multilingualism</p>	<p>3.1</p> <p>Global Markets, Global Languages</p> <p><i>Is the digital book market truly without borders?</i></p>	<p>3.2</p> <p>Think Local, Buy Global</p> <p><i>Do global communities of interest produce global niche markets?</i></p>	<p>3.3</p> <p>A Global, Multilingual Industry</p> <p><i>Are global niche markets economically viable?</i></p>

Aims

Knowledge scope

From Fordism To Productive Diversity engages you in key arguments about the rise of mass production techniques, the work culture they interacted with and helped produce, and the reasons why these processes and cultures are now undergoing significant change. It raises questions about how producers engage with the greater complexity represented by customisation. Do technological developments not only push this change but also assist in overcoming its dilemmas, or are there social and cultural factors also at work? What might this mean for the Australian print industry? Can the old ‘economies of scale’ notions be overcome in new, complex work environments that approach productivity in a range of ways?

Knowledge and capability aims

By the completion of this Element you will have the capacity to:

- ⊗ understand and debate the key critical arguments relating to the dominance of mass production and the more recent emergence of post-Fordism and what has been termed ‘productive diversity’;
- ⊗ critically evaluate the nexus between production, technology and work culture—with an eye toward the implications for the print industry and book production in Australia;
- ⊗ assess the value of competing arguments by referring to existing primary sources, secondary analyses and your own experiences; and
- ⊗ better structure an academic argument as you work your way to a considered position on the substantive issues raised in this element.

Important terminology

The ‘Learning Framework’ is the overall educational endeavour of ‘*Niche Markets, Global Markets And Productive Diversity In The Market For Published Materials*’. 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 primary learning process in this element is to discuss with fellow students the questions set out below. In your discussion you are to make reference to the readings listed underneath the questions. You should also seek out other material, starting from the list of weblinks provided.

You will notice that the information included along with each reference indicates the perspective of the reading, 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 changes taking place in the industry.

Learning activity: Online/Tutorial Issues

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

- 1) **What were Henry Ford and Frederick Taylor trying to achieve with mass production and “scientific management”? Why were they successful?**
- 2) **Are post-Fordism and “productive diversity” one and the same thing? How might they differ?**
- 3) **Do technological changes lead to alterations in work cultures?**
- 4) **Referring to publishing and print, do the economic and management principles of mass production still have some relevance or are they increasingly being usurped by productive diversity-style approaches?**

Recommended reading:

Focus your initial reading efforts on the chapters “[Fordism](#)”, “[Post-Fordism](#)” and “[Productive Diversity](#)” in the Cope and Kalantzis book [Productive Diversity: A New, Australian Model for Work and Management](#) Use these to help you begin your responses to the above questions and to direct further exploration of the sources.

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, Culture or Technology.

Chapter(s):	2. “Fordism” ; 3. “Post-Fordism” ; 5. “Productive Diversity”
Author(s):	Cope, Bill & Kalantzis, Mary
Year:	1997
Book Title:	<u>Productive Diversity: A New, Australian Model for Work and Management</u>
City:	Annandale, NSW
Publisher:	Pluto Press
Pages:	Ch2: 28-52; Ch3: 53-88; Ch5: 128-208
Perspective:	Business, Culture, Technology
Keywords:	Mass Production, Work Cultures, Complexity, Customisation, Technological Change, Globalisation
Abstract:	Examines the way in which “the Fordist metaphor of work-as-machine was replaced by the post-Fordist metaphor of work-culture-as-similarity” and how that, in turn, has come to be challenged by the paradigm of Productive Diversity, which is shaped by the principles of “flexibility, multiplicity, devolution, negotiation and pluralism”.

Chapter(s):	4. “Mechanical Displacements”
Author(s):	Doray, Bernard
Year:	1988
Book Title:	<u>From Taylorism to Fordism: A Rational Madness</u>
City:	London
Publisher:	Free Association Books
Pages:	64-71.
Perspective:	Business, Culture, Technology
Keywords:	Mass Production, Labour, Industrialisation, Control, Taylorism
Abstract:	[Quote (p65)] "The only property that the assembly line has in common with the operational machine is that it consumes labour power. From that point of view, the question of whether it is the machine or the worker who is central to the operation is less important than the fact that a wide variety of human activities are included within the uniform movements of a machine, and that the producer's subjective relationship with their work is based upon an obsessive cycle of 'tasks to be carried out' (an endless cycle of moments; the object of labour appears to be an empty matrix to operate upon; when the task has been completed by traces of physical action, the task disappears and then immediately reappears)."

Chapter:	"Puzzling out the Post-Fordist Debate: Technology, Markets and Institutions"
Author(s):	Elam, Mark
Year:	1994
Book Title:	<u>Post-Fordism: A Reader</u>
Editor(s):	Amin, Ash
City:	Oxford
Publisher:	Blackwell
Pages:	43-70
Perspective:	Technology, Business
Keywords:	Fordism, Mass Production, Economies Of Scale, Modernity, Management Culture
Abstract:	[Quote from author's introduction] "The post-Fordist debate is the contemporary expression of a classic debate. The debate is about capitalism's future; its dynamics and its survival. ... New models for the future development of capitalis, appear to be taking shape; new industrial paradigms signalling the end of the global diffusion of 'Fordism' and the 'American Way of life'. However, the extent to which new technological possibilities add up to the basis for a new qualitatively different phase of capitalist development remains very much open to discussion."

Article title:	"Adaptive Enterprise: Creating and Leading Sense-and-Respond Organizations (book review)."
Author:	Beam, Harry
Date:	2000.
Journal title:	<u>Business Horizons</u>
Volume:	43
Number:	3
Page(s):	78
Perspective:	Business
Keywords:	Productive Diversity, Mass Consumption, Mass Production, Markets, Reflexivity
Abstract:	[Quote] "A familiar theme of business writers over the past decade has been that the command-and-control structure that worked so well for the first 75 years of the past century is no longer suited to today's rapid pace of change. When customer needs were stable, predictable, or controllable, businesses could afford to operate like closed systems and place their primary emphasis on improving internal efficiency. This is no longer the case now that companies have entered the Information Age."

Article title:	"Price, Quality and Service on the Internet: Sense and Nonsense."
Author:	Koch, James V. and Richard J. Cebula
Date:	2002
Journal title:	<u>Contemporary Economic Policy</u>
Volume:	20
Number:	1
Page(s):	25-37
Perspective:	Business
Keywords:	Internet, Markets, Consumer Demand, Economic theory
Abstract:	The authors of this article are economics professors who attempt to understand the potential impact of the Internet on established economic principles. They find that the use of the Internet in commercial activity has brought about some shifting of efficiencies and the location of profit margins, but has not altered in any fundamental way the laws of economics. There is no such thing as the New Economy.

Chapter(s):	3: "Fordism, post-Fordism and the electronic panopticon"
Author(s):	McLoughlin, Ian
Year:	1999
Book Title:	<u>Creative technological change: The shaping of technology and organisations</u>
City:	London
Publisher:	Routledge
Pages:	47-68
Perspective:	Business, Culture, Technology
Keywords:	Mass Production, Labour, Control, Industrialisation, Work Cultures, Complexity, Customisation, Technological Change, Globalisation
Abstract:	[From author's introduction] "[This chapter subjects] ideas such as the emergence of a post-industrial information society and techno-economic paradigms to critical scrutiny and a radical re-interpretation. ... [Three arguments are considered.] First, radical critiques of positive images of the effects of advanced technology on work as exemplified in ideas such as the 'information society' and 'information technology paradigm'. Second, the argument that new production concepts are emerging to transform the hitherto predominant 'post-Fordist' mass production paradigm. Finally, the view that the post-modern forms of technology and organisation implicit in such ideas bring with them a new reality of increased economic surveillance."

Printing Firm websites:

Bertelsmann (includes print services)

www.bertelsmann.com

Southwood Press Pty Limited

www.southwoodpress.com.au

Gillingham Printers

www.gillingham.com.au

Advance Press

www.advancepress.com.au

Lane Print Group

www.laneprint.com.au

Government and Industry websites:

Printing Industries Action Agenda site at the Commonwealth Department of Industry,
Tourism and Resources

www.industry.gov.au/content/controlfiles/display_details.cfm?ObjectID=75B176A0-EF4D-4EE6-9E3AC6A85F4914C4

Printnet—The Internet Resource of the Printing Industries Association of Australia

www.printnet.com.au/

Assessment Task A option

You may wish to draw on the issues raised in this element, **From Fordism To Productive Diversity**, 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 **From Fordism To Productive Diversity** as the springboard for your Assessment Task A does not necessarily lock you into 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 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 this element, **From Fordism To Productive Diversity**, you should have improved critical capabilities and an in-depth knowledge of the issues in this element as analysed from the perspectives of Business, Cultural Studies or Technology.

You may now wish to apply this theoretical knowledge by undertaking the *Applied And Transferred* element of this Theme, **Customisation: The New Production Perspective**. Alternatively, you may wish to engage with a new theme by undertaking an *Empirical And Experiential* learning element and pursue more practical issues regarding the relationship between this element and the elements titled **The Current Book Market** or **Global Markets, Global Languages**.

Example pathways

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
Theme 1: Production: Mass To Customised	1.1 The Economics Of Book Production	1.2 From Fordism To Productive Diversity	1.3 Customisation: The New Production Perspective
Theme 2: Consumption: Mass To Niche	2.1 The Current Book Market	2.2 Customised V Mass Marketing	2.3 Developing Niche Markets
Theme 3: Globalisation & Multilingualism	3.1 Global Markets, Global Languages	3.2 Think Local, Buy Global	3.3 A Global, Multilingual Industry

About this Learning Element

From Fordism To Productive Diversity explores key arguments relating to mass production techniques (associated with Henry Ford and Frederick Taylor), work cultures and the emergence of post-Fordism and “Productive Diversity”. It considers how producers respond to complex technology, societies and markets. It opens the way for a questioning of established economic thinking as it has been applied to the Australian print industry.

Keywords

Australian Print Industry

Culture

Customisation

Economic Theory

Fordism

Mass Production

Post-Fordism

Productive Diversity

Society

Taylorism

Technological Change

Work Cultures