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**La nouvelle économie  
Recension des écrits**

par Aïssatou Oumarou Oumoul

Sous la direction de Ginette Legault  
Titulaire de la Chaire Bell en Gestion des compétences  
avec la collaboration de Ginette Lévesque

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## **Introduction**

Cette recension des écrits a été réalisée pour la préparation du séminaire sur la *nouvelle économie* qui se tiendra le 8 février 2002 et qui réunira les chercheurs-es associés-es à l'Axe travail et emploi du CRISES. La liste des références présentée dans ce document n'est pas exhaustive; au contraire elle a fait l'objet d'une sélection importante.

Le travail de recherche bibliographique consistait à effectuer un appel de textes sur certaines bases de données bibliographiques informatisées et dans les répertoires des bibliothèques universitaires de Montréal. La période couverte par cette recherche se situe entre 1995 et 2001.

Les quatre (4) bases de données suivantes ont été interrogées afin de repérer les articles et ouvrages scientifiques :

- ABI-INFORM;
- EMERALD;
- PSYCLIT;
- SOCIOLOGICAL ABSTRACTS.

La recherche bibliographique s'est faite aussi dans les bibliothèques de l'École des Hautes Études Commerciales, de l'Université MCGILL et de l'Université du Québec à Montréal pour la recension des ouvrages.

Une première série de mots-clés a été identifiée en anglais et en français :

- **Nouvelle économie / New Economy**
- **Économie des services / Service Economy**
- **Économie du savoir / Knowledge economy**
- **Société en réseau / Network Economy or Society / Networked Economy or Society**
- **Société apprenante / Learning Society**

Ces premiers mots-clés ont été « croisés », un à un, avec ceux qui suivent :

- **Travail / Work or Labour**
- **Emploi /Job or Professional Occupation**
- **Organisation du travail / Work Organization**
- **Qualifications / Qualifications or Professional Qualifications**
- **Compétences / Competencies, Skills or Abilities**
- **Technologie ou nouvelles technologies de l'information et de la communication ou technologies de l'information et des communications / Technology or New Technologies or Information Technology**
- **Syndicalisme ou syndicat / Labour Unions or Syndicalism or unionism / Unionization**
- **Genre / Gender**
- **Diversité / Diversity**

Nous présentons les références choisies, ainsi qu'un bref résumé des écrits lorsque celui-ci était disponible, sous les catégories suivantes :

- Articles scientifiques
- Actes de colloque
- Ouvrages
- Chapitre de livre
- Rapports de recherche – Working papers
- Résumés de quelques ouvrages cités
- Recensions

## ARTICLES SCIENTIFIQUES

ANTIKAINEN, Ari, 1998. *Life Histories of Learning, the "Learning Society" and Globalization*. **International Sociological Association (ISA)**. (Revue non disponible à la bibliothèque de l'UQAM).

Discusses a research project that is exploring the meaning of education and learning in the lives of Finns, with particular focus on life-long learning in the social context of a swiftly changing society. In addition to formal education, adult education and other less formal ways of acquiring knowledge and skills are examined. The theoretical framework analyzes the meaning of education on three levels: (1) how do people use education in constructing their life courses? (2) what do educational and learning experiences mean in the production and formation of individual and group identity? (3) what significant experiences do Finns have in the different stages of their lives, and do those experiences originate in school, work, adult study, or leisure-time pursuits? What is the substance, form, and social context of significant learning experiences? Education is considered as a productive - vs only reproductive - factor in the individual's life. It is hypothesized that education has several, emancipatory meanings. Also considered is whether a cultural pattern of lifelong learning exists in Finnish society, and whether a new learning society is emerging. Implications for educational policy are addressed.

ARTHURS, H. W., 1996, *The New Economy and the Demise of Industrial Citizenship*. Queen's University, **Industrial Relations Centre**, 18 p.

Cet article présente une communication donnée au « Don Wood Lecture ». L'auteur met en évidence les caractéristiques de la nouvelle économie (NE) qui invalident le concept de la « citoyenneté industrielle » qu'il a lui-même créé. Développé à partir de l'évolution des législations et des négociations collectives depuis les années trente, ce concept reste toujours une idée plausible et utile quoique sans avenir dans la NE. L'auteur suggère que le dynamisme de la discipline des relations industrielles est fonction de la vitalité d'une citoyenneté industrielle.

La nouvelle économie (NE) implique une convergence de trois changements distincts mais interreliés : les changements technologiques et leur impact sur l'organisation du travail, la globalisation et une tolérance moins grande du marché face à l'intervention de l'état. Les nouvelles technologies ont entraîné des changements notables au niveau des modes de production, passant d'une production de masse organisée selon le modèle fordisme à une production diversifiée, « just-in-time » et exigeant la mobilisation d'un réseau externe de fournisseurs et de travailleurs spécialisés. Les effets de ces changements sur l'organisation du travail et le marché du travail sont majeurs : la réduction de la sécurité d'emploi si chèrement acquise lors des négociations collectives antérieures; la réduction de l'emploi et par ricochet de la participation syndicale, la réduction des emplois semi-qualifiés, la création d'emplois souvent précaires en périphérie d'un noyau central d'emplois protégés et qualifiés et enfin l'isolement des gestionnaires. Cet environnement est défavorable à la construction d'une citoyenneté industrielle.

Avec la globalisation, le rôle de l'état à titre de régulateur est passablement réduit par l'existence d'ententes internationales ou nationales (GATT, ALENA, UE), d'une nouvelle structure des affaires et des nouvelles technologies qui imposent leurs politiques sur le marché. Bien qu'il serait théoriquement possible d'imaginer l'émergence d'une « citoyenneté industrielle globale », celle-ci ne peut se développer puisque, laissées à l'auto-régulation, seules les bonnes entreprises appliqueront de hauts standards d'emploi; et que la plupart des travailleurs ordinaires dans les économies post-industrielles sont peu préoccupés par les effets de la globalisation du marché du travail, ayant eux-mêmes perdu leur revenu, leur sécurité et leur pouvoir. Les syndicats ne

participent pas encore au marché du travail global étant nationaux par leur caractère et leurs structures. Il n'est pas question dans la NE de globalisation des lois sur l'emploi, de la gestion des relations du travail et de la citoyenneté industrielle. Enfin, le déclin de la citoyenneté politique et civile influencerait la citoyenneté industrielle. Celle-ci est basée sur trois fondements : des emplois à long terme dans une économie en croissance; une allocation de sécurité sociale pour les chômeurs ainsi qu'un régime de droits du travail. Or, la NE ne garantit aucun de ces fondements. En somme, dans la NE, la citoyenneté industrielle semble être une analogie du pouvoir qui s'éclipse; on ne sait pas où la trouver, ni comment la protéger.

Malgré ce point de vue assez pessimiste, l'auteur propose trois scénarios possibles de la citoyenneté industrielle dans le cadre de la NE :

- Le scénario «Athénien» selon lequel la création de la richesse par l'intermédiaire de la technologie va créer ultimement une société globale plus riche et où la réduction de l'intervention de l'État va permettre une grande expression de créativité humaine. Ce modèle s'approche de la démocratie athénienne où il y avait une réelle participation civile, des citoyens motivés, etc. L'inconvénient est que les avantages ne seront en réalité réservés qu'à quelques privilégiés, et pendant un temps seulement.
- Le scénario «Doomsday» dans lequel les peuples posent des actions dont ils croient que les conséquences protégeront leur qualité de vie et le futur de leurs enfants.
- Le scénario «Back-to-the Future» dans lequel les petites réformes viendront avec le temps ébranler les forces de la NE et pourraient permettre l'émergence de nouvelles valeurs et arrangements propices à une citoyenneté industrielle (ex. la production de haute technologie exige des relations de confiance qui obligent d'offrir une grande sécurité aux travailleurs).

En conclusion, l'auteur suggère l'idée que la citoyenneté industrielle se développera ou s'éteindra selon la nature des forces dominantes de la NE car ce sont elles qui vont définir les relations industrielles, les législations du travail et les processus de négociation. L'ALENA ne peut être un moyen de réaliser ce concept puisqu'elle ignore les relations du travail. Dans ce contexte, on aura besoin d'un nouveau cadre de référence.

BAYLISS, Valerie, 2001. *Work in the Knowledge-Driven Economy*. **Industry and Higher Education**, vol 15, # 1, 6 p.

The knowledge-driven economy has become a "given," yet there is disagreement over what it entails and who is helped or harmed. The aging of the work force, disappearance of unskilled jobs, and changes in business and social organization suggest that the social, economic, and infrastructural problems of the knowledge economy will not solve themselves. (SK)

BUTERA, Federico, 1997. *The Transition from Fordism to an Economy Based on Organizations and Knowledge-Intensive Work*. **Sociologia del Lavoro**, 65, 31-75. (Revue non disponible à la bibliothèque de l'UQAM).

Examines the progressive changes in the workforce toward a higher level of professionalism and training. Engineers, technicians, and computer workers are more involved in positions requiring a broader understanding of business, organization, and market processes. Drawing on 1996/97 research by the Italian Instit of Intervention Research on Organizational Systems, highly complex and evolving work situations are matched with personnel skilled in independent work, motivated, and ready to assume responsibility. Growth of professionalism in organizations is linked to the

evolution of science and technology, development of the service economy, and the crisis of bureaucratic organizations. Specialized knowledge is crucial to the progression of businesses and public administration. The management of commodified knowledge (vs professionalism) marks the collapse of one of the pillars of Taylorism/Fordism. 1 Table, 3 Figures, 65 References.

BUTTS, Dan, 1997. *Joblessness, Pain, Power, Pathology and Promise*. **Journal of Organizational Change Management**, vol 10, # 2, 19 p.

Corporate downsizing has destroyed millions of well-paying jobs just in the USA. The psychological, medical, and social costs are staggering. Families are fragmented, communities impoverished, democracies weakened by oligopolistic, plutocratic corporarchies, and Third World nations recolonized and their subsistence economies decimated. Most of the employee survivors of this economic and class warfare are working longer and harder and are suffering various stress, burnout, and psychiatric symptoms. In addition to intense global competition, cheap foreign labour, and superefficient technologies, there are psychocultural factors contributing to the "jobless economy": executive ambition, greed, power-lust, and winner-take-all ideologies. Solutions include changes in tax and other federal policies, restrictive corporate charters, shorter workweeks, community development programmes, and co-operative, employee-owned enterprises. The learning organization and fourth-wave business suggest an evolutionary paradigm for the twenty-first century based on global responsibility, economic justice, a new bottom line, and a restoration of meaningful, sustainable work.

CASTELLS, Manuel; AOYAMA Yuko, 1994. *Paths Towards the Informational Society : Employment Structure in G-7 Countries 1920-90*. **International Labour Review**, vol 133, # 1, 28 p.

Analysis of occupational structures in Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States shows divergent paths toward postindustrial society, with different forms of knowledge-based production (service-economy and info-industrial) that reflect cultural and institutional diversity. (SK)

CASTELLS, Manuel, 1999. *Globalization, Society and Politics in the Information Era*. **Analysis Politico**, 37, May-August, 3-16. Berkeley.

The major lines of investigation in the three volumes of the author's work, *La era de informacion. Economia, sociedad y cultura* (The Information Era. Economy, Society and Culture) are summarized. Volume I, *La sociedad red* (The Network Society), deals with global economic, technological, and communication transformations in the last 15 years. Volume II, *El poder de la identidad* (The Power of Identity), analyzes social movements and political transformation. Volume III, *El fin del milenio* (The End of the Millenium), analyzes macrolevel changes in the global society in the last 10 years, touching on the breakup of the Soviet Union and the emergence of a global criminal economy. Three dimensions of the economic transformation - the information economy, economic networks, and the global economy - are analyzed. The technological revolution has affected work, social movements, and state structure. The specific impact of this revolution on Latin America is discussed. To survive the social contradictions that technological change has engendered, nation-states need to adopt political cooperation, constant political negotiation, the Internet as a major communication channel, and a civil society-state adjustment.

CASTELLS, Manuel, 2000. *The Contours of the Network Society*. **Foresight**, 2, 2, April, 151-157. Berkeley.

This article identifies contemporary society as a network society made possible by new information and communication technologies which are both a necessary condition for, and inextractable dimension of that society, and pose complex results and challenges. The prevalence of networks means that we have entered a new technological paradigm and new form of organizational structure having shifted from vertical to more flexible and adaptable networking forms of activity in economy, society, politics and culture. Historical problems of networks are overcome by the new network technologies. In the network society, the integration of the core of global financial activities works through causal interactions and the ability to assess and change the value of any security in the global market. This is only made possible via telecommunications and powerful information systems which assess risks and provide alternatives. Characteristics and consequences of the new economy are outlined as are patterns of governmental power. Current processes of globalization have diminished the capacity of the nation state to control the processes of cultural, economic, political and social dimensions and the network state is emerging in a world of different kinds of networks of which governmental networks is one. The main conclusion is that the network society of the contemporary, or post-industrial, age is centrally organized around new information communication technologies which have enabled, rather than technologically determined, extraordinary changes in the social structure.

CONCEIÇÃO, P; Gibson D; Heitor M. V.; Shariq S., 1997. *Towards a Research Agenda for Knowledge Policies and Management*. **Journal of Knowledge Management**, vol 1, # 2, 13 p.

The need to advance in the understanding of the processes associated with knowledge creation and diffusion is becoming critical for policy-making and for management. This understanding was emphasized during the First International Conference on Technology, Policy and Innovation, based on which a research agenda is developed to inform policy-making and management decisions in the emerging knowledge-based economy. Three main directions for research are proposed: the development of a better conceptual understanding of the mechanisms that make knowledge so relevant nowadays; the construction of indicators associated with the immaterial aspects of the knowledge-based economy; and the study of the opportunities and threats faced by developing nations.

COOPER, Marianne, 2000. *Being the « Go-to Guy » : Fatherhood, Masculinity, and the Organization of Work in Silicon Valley*. **Qualitative Sociology**, 23, 4, Winter, 379-405, Berkeley.

Based upon in-depth interviews with fathers who are employed as knowledge workers in Silicon Valley, this article argues that a newly constituted masculinity has emerged that coincides with the new way work is organized in the new economy. The article examines the relationship among this gendered subjectivity, processes of labor control, and fathering. It finds that the new masculinity functions as a key mechanism of control in high-tech workplaces that rely on identity-based forms of control and that the enactment of this new masculinity impacts the way fathers think about, experience, and manage their work and family lives. 47 References.

DEL COURT, Jacques, 1995. *The Links between Society and Service Economy : Introduction to the Works of Jean Gadrey ; Les Rapports entre économie de services et société : introduction aux travaux de Jean Gadrey*. **Recherches Sociologiques**, 26, 3, 77-91. Leuven.

An overview of Jean Gadrey's theory of the global service economy is presented. While others have argued that the rise of the service economy has occurred following the demise of industrial production and capacity and the deprofessionalization of work, Gadrey argues that these processes have occurred only in those industries that are readily standardizable. Instead, he views the move to information production as necessitating an increase in professionalization and industrialization, though it now comes in arenas and products not previously recognized as such. Gadrey cites as evidence of this the increased emphasis on quality rather than productivity and the fact that this emphasis now pervades the business world rather than being isolated to one profession or industry. 11 References.

DONAHUE, John-D. ; Lynch, Lisa-M. ; Whitehead, Ralph Jr., 2000. *Opportunity Knocks : Training the Commonwealth's Workers for the New Economy*. **Massachusetts Institute for a New Commonwealth**, Boston. [Texte complet accessible à partir du site web suivant : <http://www.massinc.org/publications/index.html>]

The current situation regarding training Massachusetts' workers for the new economy was reviewed. Special attention was paid to the following topics: Massachusetts and the skill-centered economy; opportunities for workforce system reform; skills demanded in the new economy; ways other states are building workers' skills; and the fragile setting for system building. Among the review's main findings were the following: (1) the income gap between high-end professional/technical workers and less-skilled workers is increasing; (2) businesses' competitive advantages are eroding because critical positions are going unfilled; (3) the current boom cannot be sustained without adequate supplies of skilled labor; and (4) Massachusetts's weak suit (compared with that of other states) is providing skill-building opportunities for lower-middle-class and working-class adults. The following seven recommendations for improving the state's work force development system were formulated: (1) focus on measurable performance outcomes, and hold elements of the system accountable for results; (2) encourage business and labor support, and invite business and labor pressure; (3) build the nation's best work force information system; (4) build a work force development system that provides training opportunities to a broad spectrum of workers, not just the unemployed; (5) take consolidation and customer choice seriously but gradually; (6) fund the workforce development system at a level that reflects its growing importance to the state's shared prosperity; and (7) Provide the bipartisan leadership vital to the effort's success. (Includes 13 tables and figures.)

GARVIN, D. A., 1993. *Building a Learning Organization*. **Harvard Business Review**, vol 71, 4, Juillet- Août, 78-91, 14 p. Boston.

Continuous improvement requires a commitment to learning. In the absence of learning, companies simply repeat old practices, change remains cosmetic, and improvements are either fortuitous or short-lived. In most discussions of learning organizations, 3 critical issues are left unresolved: 1. A plausible, well-grounded definition of learning organizations, 2. Clear guidelines for practice, and 3. Tools for assessing the rate and level of learning. A learning organization is defined as an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights. Distinctive policies and practices are responsible for learning organizations' success: 1. Systematic problem solving, 2. Experimentation with new approaches, 3. Learning from their own experience and past history, 4. Learning from the experiences and best practices of others, and 5. Transferring knowledge quickly and efficiently throughout the organization.

KEELING, Debbie ; JONES, Eleri ; BOTTERILL, David, 1998. *Work-based Learning, Motivation and Employer-Employee Interaction : Implications for Lifelong Learning*. **Innovations in Education and Training International**, vol 35, # 4, 191 p.

A qualitative study examined factors promoting participation in and the success of work-based learning. Identifies congruence and dissonance between employer and employee perspectives of work-based learning as a major influence affecting motivation and participation. Discusses the implications of the findings for lifelong learning and the creation of a learning society.

LANG, Josephine Chinying, 2001. *Managing in Knowledge-Based Competition*. **Journal of Organizational Change Management**, vol 14, # 6, 15 p.

Globalization and digitization with connectivity are fast transforming fundamental business assumptions. These two forces - more aggressive global competition and accelerating technological change, especially in information communication and Internet technologies - translate into competition that is increasingly knowledge-based. This increasingly knowledge-based nature of competition is driving change in how supply chains are being managed within and across firms. It also signals a demographic shift in the workforce to knowledge work whose mobile exponents demand a different type of work environment and executive leadership. There are also heightened demands from more knowledgeable customers. To manage in the knowledge economy characterized by diversity, complexity and ambiguity, firms must therefore harness the competencies of workers, suppliers and customers.

LETICHE, Hugo ; VAN HATTEM, René, 2000. *Self and Organization : Knowledge Work and Fragmentation*. **Journal of Organizational Change Management**, vol 13, # 4, 23 p.

A normative hurdle needs to be taken of moving beyond claims that relationship(s) of exploitation (neo-Marxism) and bureaucracy (neo-Weberian) are determinate, and that there is nothing new under the sun. Descriptive research is needed into what is new in the knowledge work economy/society. New relationships between self and organization demand the rethinking of logocentricism. In knowledge work, management by content mobilizes the self via individualist and creative work. An organizational (epistemic) regime emerges where the claim on the self is total. Ethnographic research has revealed self/organization identification, wherein the identification of the two leads via divergence and conflict to (organizational) fragmentation. Kunda has shown that self/organization identification can endanger the self through burn-out and an unhealthy fixation on work. Establishes that identification between self and organization can endanger necessary boundary objects threatening requisite meanings and structures.

LÉVESQUE, Benoît ; BÉLANGER, Paul-R. ; MAGER, Lucie, 1998. *The Service Reengineering of Financial Services : An Exemplary Sector of the Service Economy. The Case of the Credit Unions and the Economy of Desjardins ; La Réingénierie des services financiers : un secteur exemplaire de l'économie des services. Le Cas de Caisses populaires et d'économie Desjardins*. **Lien social et politiques RIAC**, 40(80), Autumn, 89-103.

During the 1990s, banks began a reengineering of their administrative processes, which are being redefined on the basis of customer relations. For employees, the reengineering is producing a radical restructuring of the organization and is changing the very nature of work. In the case of Desjardins credit unions in Quebec, increased autonomy, versatility and flexibility, and new skills now characterize the organization of work. The quality of the services offered is greater, and consulting activities are increasing, but the objective of providing the most universal access possible to all sectors of the population now seems to be compromised. 30 References.

LYNN, Bernadette, E., 1998. *Performance Evaluation in the New Economy : Bringing the Measurement and Evaluation of Intellectual Capital into the Management Planning and Control System*. **International Journal of Technology Management**, vol 16, 1-3 Geneva, 15 p.

The measurement and evaluation of intellectual capital is an exercise in trying to determine the value of ideas, skills and other products of the human intellect. Rather than trying to place a value on human beings, the study tries to determine the value-added by the services they are performing now, have performed in the past and their potential in the future. The history of intellectual capital valuation is both fraught with problems and replete with opportunities. Current experiments in reporting and evaluating knowledge assets show that intellectual capital, once it is recognized and cultivated, is a potent force in enhancing organization value, that is, increasing results. The study reports briefly on this history and current experiments and then proposes a generalized four-phase model of implementing an intellectual capital evaluation system based on the organization's analysis of its core competencies and a set of balanced performance evaluation measures.

MARSHALL, Nancy L. ; BARNETT, Rosalind C. ; SAYER, Aline, 1997. *The Changing Workforce, Job stress, and Psychological Distress*. **Journal of Occupational Health Psychology**, vol 2, # 2, 8 p.

The change in the United States from a manufacturing economy to a service economy has important implications for theoretical models of the relationships between job characteristics and workers' psychological distress. A sample of 600 men and women employed full-time were recruited to test 2 theoretical models. The job demand-control model posits that jobs that are both high in job demands and low in decision latitude are associated with greater psychological distress. The job demand-service model posits that jobs that are high in job demands and low in service to others are associated with greater psychological distress. Results show that the job demand-control model is a significant predictor of psychological distress among employees in the manufacturing industry, whereas the job demand-service model is a significant predictor of psychological distress among employees in the services industries.

NEWTON, K., 1998. *The High Performance Workplace : HR-Based Management Innovations in Canada*. **International Journal of Technology Management**, vol 16, 1-3, 16 p.

Human resource development, ideas, invention, and innovation are the lifeblood of a new knowledge-based economy. What are some of the innovative human-resource (HR) based strategies that management is using to meet the challenges of the knowledge-based economy? This study looks at the uptake of organizational innovations and the new HR management in Canada. It examines the links between such innovations and the bottom line in high performance work systems. Policy issues, the role of government, and research needs are addressed.

NIKOLAS, Theodore ; HERZENBERG, S. A. ; ALIC, J. A. ; WIAL, H., 2000. *New Rules for a New Economy : Employment and Opportunity in Postindustrial America*. **Work, Employment and Society**, 14,3, Sept, 580-584.

Résumé non disponible sur la base de données.

OSTERMAN, Paul, 2000. *Work Reorganization in an Era of Restructuring : Trends in Diffusion and Effects on Employee Welfare*. **Industrial and Labor Relations Review**, vol53, # 2, Ithaca, 18 p.

High Performance Work Organizations took root in the early 1990s but then faced an environment of organizational turmoil and restructuring. This paper, drawing on a second-round survey of employers that replicated and extended a 1992 survey, addresses 2 questions: whether HPWO practices continued to spread, and whether their productivity and quality gains redounded to employees benefit. The results show the HPWO practices continued to diffuse at a rapid rate between the 1991 and 1997 survey dates, although more slowly for self-managed teams than for other practices.

OXBROW, Nigel, 2000. *Skills and Competencies to Succeed in a Knowledge Economy*. **Information Outlook**, vol 4, # 10, 5 p.

Discussion of knowledge management (KM) explores the need for new roles and considers the skills mix required by the people and teams who design KM environments. Highlights include the knowledge economy; the roles of senior executives, planning teams, and implementation teams; business units; and the role of the information profession. (LRW)

RICHARDS, G.; GOH, S. C., 1995. *Implementing Organizational Learning : Toward a Systematic Approach*. **Optimum**, automne, 26(2), 25-31, 7 p.

The Organizational Learning Survey (OLS) was developed in response to the lack of a systematic approach for developing organizational learning (OL). Conventional wisdom holds that organizations will have to operate in turbulent environments from now on. Among the keys to success will be organizational designs that permit continuous improvement in business processes. To encourage continuous improvement, systematic approaches that allow organizations to learn faster and more effectively will be needed. Although research on the OLS is in its early stages, the survey may be a suitable approach. It can be used as a benchmarking tool for initiating specific

organizational changes; to establish baseline measures for the organization; and more importantly, to track results.

ROCHA, Cynthia, 2001. *From Plant Closure to Reemployment in the New Economy: Risks to Workers Dislocated from the Declining Garment Manufacturing Industry*. **Journal of Sociology and Social Welfare**, 28, 2, June, 53-74, Chattanooga.

Investigates financial and emotional consequences to workers as the US economy continues to shift from a manufacturing to a service economy. Survey data were obtained from 188 garment workers before their plant closed in 1998 and 6 months later to assess reemployment opportunities, financial difficulty, and emotional well-being. All workers experienced some financial difficulty after the plant closed, with single parents reporting the greatest financial difficulty. Workers who became immediately reemployed lost an average of \$2.41 in wages per hour; 16% of the sample lost their health insurance. Overall depression and anxiety scores declined over 6 months, but not evenly; men and single women did not significantly decline in depression or anxiety. Financial difficulty was the most important predictor for both depression and anxiety. Immediate reemployment served to increase depression in the presence of financial difficulty. 4 Tables, 3 Figures, 44 References.

SHARIQ, Syed Z., 1997. *Knowledge Management: An Emerging Discipline*, **Journal of Knowledge Management**. Vol 1, # 1, 8 p.

Society is entering into an era where the future essentially will be determined by people's ability to wisely use knowledge, a precious global resource that is the embodiment of human intellectual capital and technology. As people begin to expand their understanding of knowledge as an essential asset, they are realizing that in many ways the future is limited only by imagination and the ability to leverage the human mind. As knowledge increasingly becomes the key strategic resource of the future the need to develop comprehensive understanding of knowledge processes for the creation, transfer and deployment of this unique asset are becoming critical. Educational institutions and training organizations and businesses and knowledge-based organizations in the public sector are in need of an integrative discipline for studying, researching and learning about the knowledge assets - human intellectual capital and technology. An international society of knowledge professionals is proposed which can provide the necessary focus for fostering collaboration among the best minds and organizations on study, research and learning dedicated to the underlying disciplines and their integrative evolution into the emergence of Knowledge Management as a new discipline.

TOMASSINI, Massimo, 2000. *Knowledge Dynamics, Communities of Practice : Emerging Perspectives on Training*. **Vocational Training European Journal**, 19, 9 p.

In addition to formal training, the knowledge society needs a new learning-based paradigm involving knowledge transformation processes. These processes take place in communities of practice, where learning emerges from engagement with others who share beliefs, values, and ways of doing. (SK)

THUROW, Lester, C., 2000. *Globalization : The Product of a Knowledge-Based Economy*. **Annals of the American Academy of Political and Social Science**, 570, July, 19-31. Cambridge.

The shift to an era of manmade brainpower industries is devising the technologies that are creating a global economy. Leaving behind the role of regulator or the function of controlling their national economies, governments are becoming platform builders that invest in infrastructure, education, and

research and development to allow their citizens to have the opportunity to earn world-class standards of living. Countries themselves are being put into play, and inequality is rising. The rest of the world sees an invasion of the US system, but in reality, it is a brand new global system. Intellectual property rights have become a central and contentious unresolved issue. 11 References.

VENKATRAMAN, N. ; TANRIVERDI, Huseyin ; STOKKE, Per, 1999. *Is it Working ? Working from Home at Statoil*, Norway. **European Management Journal**, vol 17, # 5, London, 19 p.

Statoil made home PCs, private ISDN connections and Internet access freely available to virtually all of its about 18,000 employees worldwide in 1997. The goal of this unprecedented initiative was to improve information technology skills of Statoil employees in preparation for competition in the emerging knowledge economy. Although the initiative has resulted in improvement of employee IT skills, as predicted, it has also brought about many emergent outcomes including a rapidly growing working from home practice at Statoil. This practice, in turn, has surfaced the need to rethink organizing principles and human resource policies at Statoil. Evaluation and outcomes of Statoil's working from home initiative are described. Combining insights from the initiative and the broader virtual work literature, it is argued that working from home is an essential part of the knowledge strategy of the firm. A framework that conceptualizes working from home strategy in terms of administrative efficiency and knowledge effectiveness at individual and team or task unit levels is proposed.

WEBSTER, Juliet, 1999. *Technological Work and Women's Prospects in the Knowledge Economy: An Agenda for Research*. **Information, Communication and Society**, 2, 2, Summer, 201-221. Dublin.

Describes the conceptual and analytical framework underlying a 3-year, 8-country research project that will examine the dynamics of women's employment in sectors critical to the so-called information society. The project's central objective is to examine the prospects for women workers to develop new forms of expertise and skill that will promote their careers and personal development potential - particularly in two growing service sectors, retailing and retail financial services - in the context of leading-edge innovations in technology and work organization. Questions are raised about how far these dynamics might be present in other European economies, and what their implications are for women's ability to develop significant bodies of expertise and career prospects. 74 references.

WRIGHT, Ruth, 1995. *Forging Sustainable Alliances in a New Economy*. **Canadian Business Review**, Vol 22, # 2, Ottawa, 5 p.

Across Canada, labor-management alliances are emerging in unionized work sites. All reflect a growing recognition that traditional autocratic styles of management and confrontational labor relations are not conducive to highly empowered, high performance work systems. Thus, a growing awareness of the strategic importance of human resources has been accompanied by rising interest in new mechanisms that build relationships, take some of the pressure off of collective bargaining and promote cooperation. There are many techniques that parties reported using to involve employees, to build relationships, and to problem solve on thorny issues. To assist in classifying the principles and characteristics that appeared to underlie sustainable practices, 4 basic elements or cornerstones have been identified: 1. Cultivating mutual gain principles, 2. Establishing formal commitment, 3. Fostering the support of key constituents, and 4. Adhering to procedure.

WURZBURG, Gregory, 1998. *Markets and the Knowledge Economy : Is Anything Broken ? Can Government Fix it ?* **Journal of Knowledge Management**, vol 2, # 1, Kempston, 15 p.

The knowledge economy, though difficult to describe or measure, has observable manifestations. It seems to be associated with developments at an aggregate level. There are visible changes at the level of enterprise, in the form of changes in output, methods of production, work organization and qualifications requirements. But they fall short of what companies see as desirable. This raises a question as to whether markets are functioning efficiently. Apparently product and labor markets work well; where there are signs of problems, governments have taken action. But capital markets seem more problematic. Current financial accounting and reporting systems provide too little information on the kinds of intellectual assets that would appear to be important in a knowledge economy. But there has been little progress in changing financial information, or improving non-financial information. Government could play a role in guiding reporting of new information that would allow investors to make better-informed decisions.

## ACTES DE COLLOQUE

ADLER, Richard P., 1998. *Jobs, Technology, and Employability : Redefining the Social Contract*. Aspen Institute, Publications Office, Queenstown. Site web : <http://www.aspeninst.org>

The topic of the 1997 annual meeting of the Aspen Institute's Forum on Communications and Society (FOCAS) sprang from the previous work of the FOCAS in the areas of education, lifelong learning, and technology. This report examines the changing nature of the employee-employer relationship and whether the economic, technological, demographic, and social trends driving the global economy will lead to the development of a new "social contract" between them. It is an informed observer's interpretation of the discussions that took place at the meeting in Aspen. The main themes of the conference are placed into a broader context to allow for the understanding of the changing employment relationship, and the collaborations and other initiatives suggested by conference participants are highlighted. Following an "Introduction" and "Overview," the body of the report is divided into four sections: (1) "The New Economy"; (2) "Learning and Employability"; (3) "New Initiatives, New Proposals"; and (4) "Beyond Employability." An Afterword "Beyond Employability" (John Epperheimer), a list of conference participants, and a brief profile of the Aspen Institute Communications and Society Program are also included.

Department of Labour, Washington, DC. 2000. *Building Skills for the New Economy : Innovative Initiatives. National Skills Summit*. [Texte complet accessible à partir des sites web suivants : [http://www.dol.gov/dol\\_sec/public/events/skills\\_summit/table\\_of\\_contents.htm](http://www.dol.gov/dol_sec/public/events/skills_summit/table_of_contents.htm) or [http://www.dol.gov/dol\\_sec/public/events/skills\\_summit/NSSBestPractices.pdf](http://www.dol.gov/dol_sec/public/events/skills_summit/NSSBestPractices.pdf) ]

This booklet presents 12 examples of innovative initiatives to skill shortages nationwide. The description of each one provides this information: the challenge, partners, the story, and contacts with addresses and telephone numbers. The initiatives are Communications Workers of America and Cisco Systems: Military to Work Project; Knowbility and Powershift Group: Accessibility Internet Rally; Bell Atlantic Corporation and Northeast Career Planning: Train for 2000; Turner Jobs Corps Center and Albany State University: EXPECTS SUCCESS; Women Unlimited and Maine Department of Transportation: Connecting Women to Jobs in Construction; Home Builders Institute, National Association of Home Builders Women's Council, and Pozzi Window Co.: Cornerstone Project; ELTECH Systems Corporation: Cross-Training Full-Time Employees To Create a More Flexible Workforce; International Association of Machinists and the Boeing Co.: Quality through Training Program; City of Baltimore, Maryland and Civic Works: Community Improvement Teams; WomenVenture, Minnesota Teamsters Service Bureau, and Auto Dealerships: Increasing Women's Representation in Automobile Service Jobs; UPS, State of Kentucky, University of Louisville, Jefferson Technical College, and Jefferson Community College: Metropolitan College Program; and Paraprofessional Healthcare Institute and Home Care Associates of Philadelphia: Training and Retention Program.

HOLLAND, Chris ; FRANK, Fiona ; COOKE, Tony, 1998. *Literacy and the New Work Order. An International Literature Review*. National Institute of Adult Continuing Education. Leicester (England). (Revue non disponible à la bibliothèque de l'UQAM).

Résumé non disponible sur la base de données.

LEFEBVRE, Louis-A. ; LEFEBVRE, Élisabeth ; MOHNEN, Pierre, 2001. *La conduite des affaires dans l'économie du savoir*. Économica et Industrie Canada, collection Gestion, Paris, 575 p.

Voir en particulier les chapitres suivants :

- GERA, Surendra ; LEE-SING, Clifton ; et NEWTON, Keith. « *L'émergence d'une économie du savoir à l'échelle planétaire : dynamique et tendance* ». Chapitre 1, p. 1-58.
- MORCK, Randall ; YEUNG, Bernard. « *Fondements économiques de l'économie du savoir* ». Chapitre 2, p.59-100.
- NEWTON, Keith ; MAGUN, Sunder. « *Apprentissage organisationnel et capital intellectuel* ». Chapitre 4, p.141-180.

SYMES, Colin, 2000. *Working Knowledge : Productive Learning at Work*. Proceedings of the International Conference. Sydney (Australia). Site Web:  
<http://www.governance.com.au/ravl/workingknowledge.htm>

The proceedings for this conference contain 65 presentations and 3 colloquiums from a conference that dealt with knowledge at work and knowledge that works and with how education can be successfully integrated into work and work into education. The papers are "Reading the Contexts of Complex Incidents of Adult Education Practice" (Apte); "Models of Work Based Learning for Undergraduates" (Armsby et al.); "Just-in-Time Training as Anticipative Action and as Inferential Understanding" (Beckett); "Learning to Compete" (Beckett et al.); "Co-Participation at Work" (Billett); "Globalization, Work, and Education" (Boland); "Work as the Curriculum" (Boud, Solomon); "Working Towards a Curriculum Framework for Work-Related Learning" (Brown); "Evaluating Organizational Change" (Butler et al.); "New Knowledge and the Construction of Vocational Education and Training (VET) Practitioners" (Chappell); "Facing Realities" (Cornford); "Subcontractors in the Australian Construction Industry" (Crowley et al.); "Learning; Design; Practice; Practitioner Perspectives of Workplace Learning" (Cys); "Learning at the Point of Production" (Daly, Mjelde); "Teaching Online" (Dewar, Whittington); "Spirituality of Work" (Dirkx); "Learning to Work" (Eames); "A Working Ethic?" (Edwards); "Transforming Management Education's Working Knowledge" (Elliott); "Negotiating Knowledge in the Knowledge Economy" (Farrell); "Work Knowing on the Fly" (Fenwick); "Productive Learning at Work" (FitzSimons); "Teachers Redefining Professionalism and Professional Development" (Gambell, Hunter); "Modelling the Invisible" (Gamble); "The New Capitalism" (Gee); "Conceptions of Learning" (Hager); "Recognition of Prior Learning in Higher Education" (Harris); "Promoting Knowledge Sharing in a Training and Further Education Organization" (Hill); "Incentives and Barriers to Learning in the Workplace" (Hodkinson et al.); "Reflections on Empowerment, Workplace Language and Literacy Policy, and Professional Development in England" (Holland); "Enabling Productive Learning at Work" (Holland, Leggett); "Learning Through Working" (Hopkins, Maglen); "Supervisor and Facilitation" (Hughes); "Writing-Up People at Work" (Jackson); "Whiteness as a Social Construct That Drives Continuing Education" (Johnson-Bailey, Cervero); "Knowledge Workers and the Office Economy" (Kurth); "Teaching with Global Awareness" (Lekoko); "Accrediting and Assessing Learning at Work" (Lyons); "Working Knowledge and Work-Based Learning" (McIntyre); "Working Knowledge in Management and Medicine" (Mulcahy); "Workplace Learning from a Curriculum Perspective" (Munby et al.); "The 'Good' Teacher?" (Nicoll); "Professional Identity as Learning Processes in Life

Histories" (Olesen); "Local Perspectives on Globalization and Learning" (Payne); "Implementing Work-Based Learning in Higher Education" (Reeve, Gallacher); "Working Knowledge, Economic Metaphors, and the 'Cogito-Economic' Subject" (Rhodes, Garrick); "Technical and Vocational Education in China" (Rongguang); "Preparing Undereducated and Unemployed Parents for the Workplace Through Effective Family Literacy Programs in Texas" (Seaman, Seaman); "Working Knowledge of Online Learning Amongst VET Practitioners" (Schofield et al.); "Working Knowledge for New Educational Landscapes" (Seddon); "Links Between Corporate and Academic Research" (Shannon, Sekhon); "Towards a Definition of Work Based Learning" (Shaw); "Relationships Between R (Research) and D (Development) and Decision-Making in VET" (Smith); "Context Variety Means Four Stories?" (Smid); "Reflecting upon Experiences" (Staley); "Ordering the Menu" (Symes); "Critical Literacy, Cultural Inclusiveness, and Text Selection in English for Academic Purposes Courses" (Thompson); "Communicative Practices in Web-Enhanced Collaborative Learning" (Treleaven et al.); "Role of Emotion in Situated Learning and Communities of Practice" (Turnbull); "Alternative Conception of Competence" (Velde); "Learning in/Through/with Struggle" (von Kotze); "More Things Change" (Wallace); "Deschooled Learning" (Whittington, McLean); "Quality Online Participation" (Wiesenberg, Hutton); and "Emergence of New Types of Communities of Practice" (Young, Mitchell).

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AUBREY, Robert ; COHEN, Paul M., 1995. *Working Wisdom : Timeless Skills and Vanguard Strategies for Learning Organizations*. Jossey-Bass Publishers inc. San Francisco.

BENYAHIA, Hadj, 2000. *Les paradoxes des technologies de l'information : productivité, emploi, formation*. Orbicom, Montréal, 117 p.

BECK, Nuala, 1994. *La nouvelle économie*. Transcontinentales, Montréal, 232 p.

BECK, Nuala, 1996. *Excelerate : Growing in the New Economy*. Harper Perennial, Toronto, 350 p.

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BOULTON, Richard E. S.; LIBERT, Barry D.; SAMEK, Steve M., 2000. *Cracking the Value Code: How Successful Are Businesses in Creating Wealth in the New Economy*. Harper Business, New-York, 261 p.

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CHANCEL, Claude, 1996. *L'entreprise dans la nouvelle économie mondiale*. PUF, Paris, 436 p.

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DALLENNE, Pierre, 2000. *Des trente glorieuses à la nouvelle économie*. Ellipses, Marketing, Paris, 160 p.

DAWSON, Ross, 2000. *Developing Knowledge-Based Client Relationships : The Future of Professional Services*. Butterworth-Heinemann, Oxford, Boston.

DENIEUL, François, 1999. *Internet et les sept piliers du XXe siècle : concepts clés pour la nouvelle économie*. Connaissance partagée, Paris, 300 p.

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- FITZ-ENZ, Jac, 2000. *The ROI of Human Capital : Measuring the Economic Value of Employee Performance*. AMACOM, American Management Association, New-York, 298 p.
- GADREY, Jean, 2000. *Nouvelle économie, nouveau mythe ?* Coll. Essais, Flammarion, Paris, 229 p.
- GAGNÉ, Pierrette ; LEFÈVRE Michel, 1995. *Le futur présent : l'individu et l'organisation dans la nouvelle économie*. Publi-Relais, Montréal, 239 p.
- GÉLINIER, Octave ; PATEYRON, Emmanuel, 2000. *La nouvelle économie du 21<sup>e</sup> siècle : les 28 règles du jeu*. Économica, Paris, 206 p.
- GERBER, Paul J. (Ed); BROWN, Dale S. (Ed). 1997. *Learning Disabilities and Employment*. Book. Austin, 400 p.
- GROARKE, Léo (Éd), 1998. *The Ethics of the New Economy : Restructuring and Beyond*. Wilfrid Laurier University Press, 332 p.
- HERZENBERG, Stephen, 1998. *New Rules for a New Economy : Employment and Opportunity in Postindustrial America*. Herzenberg, S.; Alic, J. A. and Wial H. ILR Press, Ithaca.
- JACQUEMIN, Alex, 1993. *Enjeux de la nouvelle économie industrielle européenne*. Presses Universitaires de Grenoble, Grenoble, 37 p.
- KELLY, Kevin, 1998. *New Rules for the New Economy : 10 Radical Strategies for a Connected World*. Viking Press, 179 p.
- LOWE, Graham, S., 2000. *The Quality of Work : A People-Centred Agenda*. Oxford University Press, Don Mills, Ont.
- MAGRETTA, Joan, 1999. *Managing in the New Economy*. Havard Business School Press, 278 p.
- MAÎTRE, Bernand ; ALADJIDI Grégoire, 1999. *Les business models de la nouvelle économie : stratégies de développement pour les entreprises de l'Internet et du secteur high tech*. Dunod, Paris, 233 p.
- MENZIES, Heather. 1996. *Whose Brave New World ? : The Information Highway and the New Economy*. Between the Lines, Toronto, 192 p.
- MONGRAND, Jean-Pierre. 2001. *Le manager dans la nouvelle économie*. Éditions d'Organisation, Paris, 211 p.
- OCDE, 2000. *Une nouvelle économie ? : transformation du rôle de l'innovation et des technologies de l'information dans la croissance*. Organisation de coopération et de développement économique, Paris, 100 p.
- OCDE, 2000. *A New Economy : The Changing Role of Innovation and Information Technology in Growth*. Organisation for Economic Co-operation and Development, Paris.
- OSTERMAN, Paul, 1999. *Securing Prosperity : The American Labor Market : How It Has Changed and What To Do About It*. Princeton University Press, Princeton. N. J.

SERIEYX, Hervé, 2001. *Nouvelle économie : nouveaux enjeux de formation*. IQ, Montréal, 130 p.

SMITH, Tony, 2000. *Technology and Capital in the Age of Lean Production : A Marxian Critique of the « New Economy »*. State University of New-York Press, Albany.

STOLOVITCH, Harold, D.; KEEPS, Erica, J. (Eds), 1999. *Handbook of Human Performance Technology : Improving Individual and Organizational Performance Worldwide*. Jossey-Bass / Pfeiffer, San Francisco.

TEULON, Frédéric, 2000. *Le cas du siècle : faut-il croire en la nouvelle économie ?* Denoël, Paris, 258 p.

THUROW, Lester C., 2000. *La pyramide de la prospérité : la nouvelle économie du savoir*. Village mondial, Paris, 284 p.

VOYER, Roger ; RYAN, Patti, 1994. *The New Innovators : How Canadians are Shaping the Knowledge-Based Economy*. J. Lorimier, Toronto, 239 p.

## CHAPITRE DE LIVRE

GERBER, Paul J. (Ed); BROWN, Dale S. (Ed). 1997. "The New Economy in the 21st Century : Implications for Individuals with Learning Disabilities". Chap. in *Learning Disabilities and Employment Book*, 18 p.

The purpose of this chapter is to provide a map of the changes in the economy brought about by the 21st century and implications for people with learning disabilities. A brief discussion of the impact of technology on learning disabilities and how it has changed the nature of many jobs ensues. The impact of organizational change on the learning disabled worker such as: faster work, the importance of teamwork, the increased empowerment of workers, and the increasing freedom from office work is discussed. The author summarizes changes in the workplace since the 1970s, reported in a book *The New Rules* (1995), that provides information useful to those contemplating their careers or providing services to help improve employment opportunities for underrepresented groups such as people with disabilities. Suggestions, based on the trends in the chapter, are given to people who are confronting career issues. Implications of the changing economy for the field of learning disabilities concludes the chapter.

## RAPPORTS DE RECHERCHE – WORKING PAPERS

BETCHERMAN, G. ; McMULLEN, K. ; DAVIDMAN, K., 1998. *Training for the New Economy*. Ottawa : Canadian Policy Research Networks.

Résumé non disponible sur la base de données.

CAMPBELL, Burke, 1994, *L'autoroute de l'information : les moyens de favoriser, au Canada, l'expansion de l'économie, de l'emploi et de la productivité dans un nouveau marché mondial : rapport sur le positionnement stratégique des industries du contenu pour leur transmission par réseaux*. Industrie Canada, 101 p.

Résumé non disponible sur la base de données.

CHAYKOWSKI, Richard P., 1997. *Fostering Human Resources in the New Economy : Challenges To the Way Ahead*. IRC Press, Kingston, 11 p.

Résumé non disponible sur la base de données.

CONGRESS OF THE UNITED STATES, 1990. *Worker Training : Competing in the New International Economy*. Office of Technology Assessment, 282 p.

Résumé non disponible sur la base de données.

DE LA MOTHE, John, 1999. *Some Economic Consequence of Knowledge, Information and ICTs*. Ottawa : SchoolNet Advisory Board, 20 p.

Résumé non disponible sur la base de données.

GERA, Surendra ; MASSÉ, Philippe, 1996. *Employment Performance in the Knowledge-Based Economy*. Working Paper # 14. Industrie Canada, Ottawa, 122 p. (version anglaise).

GERA, Surendra ; MASSÉ, Philippe, 1996. *Performance de l'emploi dans l'économie du savoir*. Document de travail # 14. Industrie Canada, Ottawa, 111 p. (version française).

There is a growing consensus among academics and policy-makers that most industrialized economies are increasingly becoming "knowledge-based." Knowledge, both as an input and an output, is seen a key source of long-term growth and job creation. The study examines the relationship between structural change and the employment performance of the Canadian economy over the period 1971 to 1991, using Statistics Canada's input/output model. Though largely based on previous work by the OECD (1992), the study employs more timely data and a finer industrial disaggregation (111 industries as opposed to 33), and explores more closely the employment implications of the emergence of the knowledge- based economy.

GERA, S.; WULONG, G. ; LIN, Z., 1999. *Technology and the Demand for Skills : An Industry-Level Analysis*. Working Paper # 28. Industrie Canada, Ottawa.

Résumé non disponible sur la base de données.

GROUPE D'EXPERTS SUR LES COMPÉTENCES, 2000. *Stepping up : Skills and Opportunities in the Knowledge Economy = Viser plus haut : compétences et esprit d'entreprise dans l'économie du savoir*. Advisory Council on Science and Technology, Ottawa, CD-Rom.

Résumé non disponible sur la base de données.

INDUSTRIE CANADA, 1997. *L'industrie canadienne des services de télécommunications de 1990-1996* [document électronique]. Industrie Canada, Ottawa, en ligne.

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INSTITUT DE LA STATISTIQUE DU QUÉBEC, 2000. *Rapport d'enquête sur l'industrie québécoise des services électroniques et du multimédia 1999* (analyse descriptive).

Résumé non disponible sur la base de données.

LAPOINTE, Alain ; FORTIN, Stéphane, 2000. *Positionnement de Montréal dans l'économie du savoir : comparaisons canadiennes et américaines*. HEC – Centre d'études sur les nouvelles technologies et les organisations, Montréal, 23 p.

L'objectif de cette étude est de positionner la région métropolitaine de Montréal dans la nouvelle économie du savoir (Knowledge Based Economy). À cette fin, nous comparons dans un premier temps Montréal aux plus grandes régions métropolitaines canadiennes et ensuite à un ensemble de régions métropolitaines américaines. Nous utilisons aux fins de ces comparaisons deux méthodes de classification de l'importance du savoir dans l'économie : une première méthode basée sur les secteurs d'activités économiques et une seconde sur la nature des occupations. Les données recueillies montrent que la région métropolitaine de Montréal subit une transformation profonde de sa structure économique. Elle dispose d'une structure favorable du point de vue des secteurs et des professions à haut contenu de savoir. Toutefois, sa performance de création d'emploi dans ces secteurs a été plutôt médiocre si on considère l'ensemble de la période 1981-1996. La période plus récente (1991-1996) montre une meilleure performance de Montréal tant en termes absolu que relatif. La comparaison avec les villes américaines montre que Montréal se retrouve dans le peloton de tête du point de vue de l'importance relative des secteurs du savoir. Par ailleurs, la croissance de l'emploi dans ces secteurs est relativement faible sur la période étudiée, 1988-1995. Il faut noter que cette période englobe la récession de 1990-1991 qui a particulièrement touché des régions comme Montréal, Boston ou New York.

LAROCHE, Gabriel, 2001. *Économie du savoir : Mythe ou réalité ?* Centre d'étude sur l'emploi et la technologie (CETECH), Montréal, 31 p. (en ligne).

Résumé non disponible sur la base de données.

NEWTON, K., 1996. *The Human Factor in Firms' Performance : Management Strategies, Productivity and Competitiveness*. Industrie Canada, Ottawa. Document hors-série, # 15.

Résumé non disponible sur la base de données.

OMAN, Kenneth, 2000. "Employment Inequality in the Technology Economy : Understanding the Role of Education". Southern Sociological Society. Working Paper. Charlottesville.

Social scientists increasingly agree that we are living in an information age, network society, or technology economy that deemphasizes traditional manufacturing while stressing the importance of information, innovation, and technology. In this new economy, US workers are put in direct competition with cheaper labor around the world, and employees without sophisticated skills are becoming marginalized, while well-educated knowledge workers enjoy higher incomes and more employment opportunity. Recent studies have highlighted the disparate participation by different ethnic, racial, and class groups, pointing to education as a key factor. Blacks, Hispanics, and American Indians have generally been underrepresented in most science and engineering fields, while Asians have been overrepresented. Here, data from the national 1% Public Use Microdata Sample of the 1990 US Census are used to study the relationship of educational attainment and employment levels in the information technology sector. Even when controlling for educational attainment, widely disparate levels of employment among ethnic and racial groups are found. It is argued that education alone will not equalize access to high-technology employment. Rather, public and private policy strategies are called for that coordinate educational policy with related issues of social efficacy, structural inequality, access to technology in the home, and business information initiatives.

RABEAU, Yves ; PERNEE, Anne-Laure, 2000. *Growth Crisis in the Digital Economy : The Quest for New Business Models*. Working Paper / UQAM – Centre de Recherche en Gestion, Montréal. 24 p.

Résumé non disponible sur la base de données.

RAYMOND, Louis ; MENVIELLE, William, 2000. *Gestion des technologies de l'information et des affaires électroniques dans les PME : rapport de veille-synthèse*. Développement économique Canada, Ottawa, 100 p.

Résumé non disponible sur la base de données.

WRIGHT, Ruth. 1995. *La gestion des relations du travail dans la nouvelle économie*. Rapport du Groupe de recherche en ressources humaines du Conference Board du Canada, Ottawa, 21 p.

Résumé non disponible sur la base de données.

## RÉSUMÉS DE QUELQUES OUVRAGES CITÉS

AUBREY, Robert ; COHEN, Paul M., 1995. *Working Wisdom : Timeless Skills and Vanguard Strategies for Learning Organizations*. Jossey-Bass Publishers, Inc. San Francisco.

The notion of the learning organization--popularized by management thinkers and extolled by leaders of today's most progressive companies--is finally made practical for modern managers in "Working Wisdom." Robert Aubrey and Paul M. Cohen offer a unique blend of historical context and contemporary examples from such worldwide companies as Dun and Bradstreet, LifeScan, Spectra-Physics, and Raychem to demonstrate how the new role of manager as learning guide can help build the capacity for competitive advantage. The authors show managers how to use existing resources and the age-old skills of providing capable guidance to nurture personal experiences so that the learning organization becomes a reality. Through a wealth of case studies--from international businesses, governments, and nonprofit organizations--and a grounded historical perspective in adult learning and personal development, the authors identify 5 tactics that wise managers use to trigger and enhance learning experiences at work. They also guide leaders through the organizational initiatives essential to supporting the new role for managers. Aubrey and Cohen masterfully demonstrate how to establish learning leadership, leverage the wisdom of middle managers, build learning networks, use technology, tackle public policy issues, and create learning alliances. (PsycINFO Database Record (c) 2000 APA, all rights reserved)

This book discusses wisdom as an organizational strategy for developing human potential in learning organizations. It explores learning at four levels: (1) where the learning revolution is going; (2) why wisdom is a paradigm for the new economy; (3) what organizations are doing to enhance learning; and (4) how to assess one's own learning strategies as well as one's ability to help others learn. The first three chapters, comprising part one, examine three revolutionary developments that are changing the nature of work: the need to maintain employability in a rapidly changing workplace; the renewal of wisdom in the shift from the Industrial Age to postindustrial economies; and the convergence of professional and personal development as a career strategy. Part two discusses five tactics to be used in relationships to produce effective learning. Each tactic--accompanying, sowing, catalyzing, showing, and harvesting--is described in the context of practices and philosophies that have best defined wisdom in the past. Also offered are contemporary illustrations of organizations that have capitalized on these tactics and the reflections of managers who use them. Part three identifies six strategic imperatives for implementing a learning strategy that harnesses the power of wisdom: leadership, middle management, learning networks, technology, public policy, and learning alliances. Each chapter spells out the tasks and defines the roles of key actors in strategic implementation as well as providing examples in leading-edge organization. The book concludes with a summary of working wisdom and an appendix provides a brief history of working wisdom. The book contains 19 references. (KC)

BÉLANGER, Paul (Éd) ; VALDIVIELSO, Sofia (Ed), 1997. *The Emergence of Learning Societies: Who Participates in Adult Learning ?* UNESCO, Hamburg (Germany)

This book contains nine papers in which data from the Adult Education Participation Survey (a part of the International Adult Literacy Survey) are used to identify and compare trends in organized learning in seven countries. The following papers are included: "Introduction: Who Participates in Organized Adult Learning?" (Paul Belanger, Sofia Valdivielso); "The Amplitude and the Diversity of Organized Adult Learning. An Overview of Adult Education Participation in Industrialized Countries" (Paul Belanger, Sofia Valdivielso); "Canada: The Growing Economic Imperative" (Pierre Doray, Kjell Rubenson); "The Netherlands: Impacts of a New Policy Environment" (Max van der Kamp); "Poland: Adult Learning and Economic Transition" (Ireneusz Bialecki); "Sweden:

The Impact of the Politics of Participation" (Kjell Rubenson); "The United States of American: The Current Predominance of Learning for the Job" (Thomas Valentine); "Switzerland: Growing Demand, Fragmented Responses" (Anna Borkowsky); "The Canary Islands: A Dual Learning Society" (Sofia Valdivielso, Gonzalo Rodriguez); "Methodologies for Monitoring Adult Education Participation" (Abrar Hasan, Albert Tuijnman); and "Conclusion" (Paul Belanger, Sofia Valdivielso). Appended are the questionnaire used in the Adult Education Participation Survey and a description of the survey's data collection procedures. The bibliography contains 114 references. (MN)

CASTELLS, Manuel, 2000. *The Rise of the Network Society*. Blackwell Publishers, Oxford ; Malden, MA.

Prologue: the Net and the Self -- 1. The Information Technology Revolution. Which Revolution? Lessons from the Industrial Revolution. The Historical Sequence of the Information Technology Revolution. Models, Actors, and Sites of the Information Technology Revolution. The Information Technology Paradigm -- 2. The New Economy: Informationalism, Globalization, Networking. Productivity, Competitiveness, and the Informational Economy. The Global Economy: Structure, Dynamics, and Genesis. The New Economy -- 3. The Network Enterprise: the Culture, Institutions, and Organizations of the Informational Economy. Organizational Trajectories in the Restructuring of Capitalism and in the Transition from Industrialism to Informationalism. Information Technology and the Network Enterprise Culture, Institutions, and Economic Organization: East Asian Business Networks. Multinational Enterprises, Transnational Corporations, and International Networks. The Spirit of Informationalism -- 4. The Transformation of Work and Employment: Networkers, Jobless, and Flex-timers. The Historical Evolution of Employment and Occupational Structure in Advanced Capitalist Countries: the G-7, 1920-2005. Is There a Global Labor Force? The Work Process in the Informational Paradigm. The Effects of Information Technology on Employment: Toward a Jobless Society? Work and the Informational Divide: Flex-timers. Information Technology and the Restructuring of Capital-Labor Relations: Social Dualism or Fragmented Societies? App. A. Statistical Tables for Chapter 4 -- App. B. Methodological Note and Statistical References -- 5. The Culture of Real Virtuality: the Integration of Electronic Communication, the End of the Mass Audience, and the Rise of Interactive Networks. From the Gutenberg Galaxy to the McLuhan Galaxy: the Rise of Mass Media Culture. The New Media and the Diversification of Mass Audience. Computer-mediated Communication, Institutional Control, Social Networks, and Virtual Communities. The Grand Fusion: Multimedia as Symbolic Environment. The Culture of Real Virtuality -- 6. The Space of Flows. Advanced Services, Information Flows, and the Global City. The New Industrial Space. Everyday Life in the Electronic Cottage: the End of Cities? The Transformation of Urban Form: the Informational City. The Social Theory of Space and the Theory of the Space of Flows. The Architecture of the End of History. Space of Flows and Space of Places -- 7. The Edge of Forever: Timeless Time. Time, History, and Society. Time as the Source of Value: the Global Casino. Flex-time and the Network Enterprise. The Shrinking and Twisting of Life Working Time. The Blurring of the Life-cycle: Toward Social Arrhythmia? Death Denied. Instant Wars. Virtual Time. Time, Space, and Society: the Edge of Forever. Conclusion: the Network Society.

GERBER, Paul J. (Ed); BROWN, Dale S. (Ed). 1997. *Learning Disabilities and Employment*. Book. Austin, 400 p.

This book addresses employment issues of adults with learning disabilities after their school-age years. The first section presents general discussions of employment of people with learning disabilities such as challenges in the workplace, implications for individuals with learning disabilities, their legal rights, and a review of findings on employment outcomes of learning disabled youth. The book continues with a section on training persons with learning disabilities for employment through colleges and the workplace. Employment testing, technology in the workplace, psychosocial issues and individual experiences of the learning disabled in the workplace are discussed. (PsycINFO Database Record (c) 2000 APA, all rights reserved)

GROARKE, Léo (Éd), 1998. *The Ethics of the New Economy : Restructuring and Beyond*. Wilfrid Laurier University Press, 332 p.

Pt. I. Introduction. 1. Editor's Introduction / Leo Groarke. 2. What Are the University's Obligations in the New Economy? / A. Scott Carson. 3. The Ethics of Restructuring / Barry Hoffmaster –  
Pt. II. The Case Against Restructuring. 4. Restructuring the Welfare State: Leaner, Meaner, and Inequitable / Ken Hanly –  
Pt. III. Responsible and Irresponsible Restructuring. 5. Responsible Restructuring in the Private Sector / Wayne F. Cascio. 6. Corporate Judo / Todd J. Hostager, David T. Bastten and Henry M. Miles –  
Pt. IV. Methods of Restructuring. 7. Cause-Related Marketing: A Restructuring Alternative? / Peggy Cunningham and Pamela J. Cushing. 8. Realism, Restructuring, and Amalgamation: What Can We Learn from the Mega-mess in Toronto? / Leo Groarke. 9. Ethics and Regional Health Boards / Michael Yeo, John R. Williams and Wayne Hooper. 10. Downsizing, Change, and Ownership / Vincent Di Norcia –  
Pt. V. Contents The Process of Restructuring. 11. What Restructuring Can Learn from EBDM / Sharon Dewey and Leo Groarke. 12. Discharging Employer Responsibilities to Employees during Major Organizational Change / David Drinkwalter. 13. Fair Change: Employment Equity and Restructuring / Norma J. MacRae –  
Pt. VI. Pitfalls of Restructuring. 14. Managing Risks in the Restructured Corporation: The Case of Dow Corning and Silicone Breast Implants / Conrad G. Brunk. 15. De-Professionalization in Health Care: Flattening the Hierarchy / Andrea Baumann and Barbara Silverman –  
Pt. VII. The Restructuring Economy. 16. Underemployment and the New Economy / Louis Groarke and Nebojsa Kujundzic. 17. Losing Community / Robert C. Evans. 18. Restructuring beyond the First World / Darryl Reed –  
Pt. VIII. Case Studies. 19. Rebuilding the Province of New Brunswick / Edmond P. Blanchard. 20. Community Health at the Willett Hospital / Mary Sylver. Contents 21. Alberta Education: Retooling through Deschooling / J. L. Kacbur and Derek Briton. 22. Bell Canada - from the Bottom Up: An Employee's Perspective / Monica Collins. 23. The Banking Sector: Avoiding the Pitfalls of Restructuring / Sylvia D. Chrominska –  
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HERZENBERG, Stephen, 1998. *New Rules for a New Economy : Employment and Opportunity in Postindustrial America*. Herzenberg, S.; Alic, J. A. and Wial H. ILR Press, Ithaca.

Ch. 1. Recreating the Prosperity of the Past in the Economy of the Future -- Ch. 2. The Service Economy and the Service Worker -- Ch. 3. Work Systems -- Ch. 4. The Dynamics of Change in Work Systems -- Ch. 5. Reorganizing Work: Using Knowledge and Skill to Improve Economic Performance -- Ch. 6. Business Organization -- Ch. 7. Creating Multiemployer Institutions: Career Paths and Performance Improvement -- Ch. 8. A New Deal for a New Economy.

HOLLAND, Chris ; FRANK, Fiona ; COOKE, Tony, 1998. *Literacy and the New Work Order. An International Literature Review*. National Institute of Adult Continuing Education. Leicester (England).

This book is an international review of the literature on literacy and the new work order. The book begins with an overview examining the following topics: the history of workplace literacy education, the changing nature of work, the problem of illiteracy, and literacy in the context of the workplace. Part 1 presents texts critiquing or supporting the rhetoric of a New Work Order and analyses of the following current themes and issues: crisis and competitiveness (global restructuring, the literacy crisis, attempts to respond to and refute the crisis, and implications for provision); high-performance workplaces (total quality management and change, flexibility, impact of technology, core and periphery workers, and implications for provision); and the learning organization (competency-based training, progression and promotion, banking and liberating education, and implications for provision). Each section in part 1 contains a substantial bibliography. Part 2, which constitutes approximately one-third of the book, is an annotated bibliography of 120 publications: documents examining social science theory; management texts; research reports; policy documents; and documents exploring the role of unions in workplace literacy education and current workplace literacy education practice. The book contains 248 references.

LOWE, Graham, S., 2000. *The Quality of Work : A People-Centred Agenda*. Oxford University Press, Don Mills, Ont.

Ch. 1. The Future of Work -- Ch. 2. The Crisis in Work -- Ch. 3. What Canadians Want from Work -- Ch. 4. The 'New Economy' -- Ch. 5. Education, Skills, and the Knowledge Economy -- Ch. 6. Youth and Work -- Ch. 7. 'Putting People First' -- Ch. 8. Workplace Innovation -- Ch. 9. Unions and the Quality Agenda -- Ch. 10. Creating a Higher Quality of Work.

OSTERMAN, Paul, 1999. *Securing Prosperity : The American Labor Market : How it has Changed and What To Do About It*. Princeton University Press, Princeton. N. J.

Foreword / Richard C. Leone -- 1. Introduction -- 2. The Changing Structure of the American Labor Market -- 3. Experiencing the New Economy -- 4. Restructuring within Firms: The Shifting Employment Contract -- 5. Preliminaries to Policy -- 6. Policies for a Mobile Workforce -- 7. Redressing the Balance of Power -- 8. Conclusion.

SMITH, Tony, 2000. *Technology and Capital in the Age of Lean Production : A Marxian Critique of the « New Economy »*. State University of New-York Press, Albany.

Ch. 1. From Fordism to Lean Production -- Ch. 2. Lean Production and the Capital/Wage Labor Relation (i): The Deskilling Thesis -- Ch. 3. Lean Production and the Capital/Wage Labor Relation (ii): Structural Coercion, Exploitation, and Real Subsumption -- Ch. 4. The Capital/Consumer Relation in Lean Production -- Ch. 5. Intercapital Relations in Lean Production -- Ch. 6. Globalization and the "New Economy" -- Ch. 7. Socialism, an Alternative to Lean Production?

## RECENSIONS

CALABRESE, Andrew, 1999. *The Information Age According to Manuel Castells*. **Journal of Communication**, 49, 3, Summer, 172-186, 15 p. New-York.

A review essay of a three-volume work by Manuel Castells, *The Information Age: Economy, Society and Culture*. Vol 1: *The Rise of the Network Society*; Vol 2: *The Power of Identity*; and Vol 3: *End of Millennium* (all, Oxford, UK: Blackwell, 1996, 1997, 1998, respectively), discusses Castells's perspective on the future of democracy in the information age. He rejects technological determinism and posits informationalism as the impetus of change for modern social structures. Large quantities of empirical data from a multidisciplinary approach are presented to place informationalism as the fulcrum of transformative phenomena. Castells also distinguishes three identity types - legitimizing, resistance, and project - examining each in terms of their impact on society. Here, a critique of Castells's usage of Antonio Gramsci's notion of "civil society" is offered, relating the importance of civil society to the information age. Castells argues that legitimizing identities are insufficient to explain contemporary civil society. He instead suggests the possibility of a transnational civil society. 32 references.

HODKINSON, Phil, 2001. *Researching the Learning Society*. **Work, Employment and Society**, 15, 2, June, 385-393. Leeds.

A review article on four books edited by Frank Coffield: (1) *Learning at Work*; (2) *Why's the Beer Always Stronger Up North?: Studies in Lifelong Learning in Europe*; (3) *Speaking Truth to Power: Research and Policy on Lifelong Learning*; and (4) *The Necessity of Informal Learning* (all, Bristol: Policy, 1998, 1999, 1999, and 2000, respectively). These books resulted from the recent UK Economic and Social Research Council (ESRC) Research Program, "The Learning Society: Knowledge and Skills for Employment." The criteria for evaluation of these products include (1) the quality of the empirical findings, (2) the extent to which the program's 14 projects contribute to existing knowledge, and (3) the relevance of that knowledge to the intended beneficiaries. On that basis, it is argued that the third volume is the strongest because it uses research data to overturn certain overblown claims regarding the value of learning. 11 references.

NAS, Peter-J. M. ; HOUWELING, Antonia-J., 1999. *The Network Metaphor : Remarks on the Information Society According to Castells*. **Sociologische Gids**, 46, 1, Jan-Feb, 66-77. Leiden. (Revue non disponible à la bibliothèque de l'UQAM).

Aspects of Manuel Castells's three-volume work, *The Information Age: Economy, Society and Culture*. Vol.1: *The Rise of the Network Society*; Vol. 2: *The Power of Identity*; and Vol. 3: *End of Millennium* (Oxford: Blackwell, 1996-1998) are discussed, focusing on the strengths and weaknesses of his central metaphor of the "network" to describe the emerging global information society. Implications of the network metaphor are illustrated with a discussion of two dominant themes in Castells's work: (1) his argument that traditional democracy is threatened by the interplay of increasing globalization, primarily steered by electronic and visual media, and the simultaneous emergence of social movements that attempt to preserve an idea of national identity; and (2) his reasoning that the social movements that resist globalization are caused by the fact that large "Fourth World" (eg, in Africa and US inner cities) population groups are excluded from participation in the globalization process. Although the network paradigm is deemed interesting for

its comprehensiveness, it is also found too vague for specific application and too negative and ethnocentric in its worldview.

STERN, Mark-J., 2000. *Back to the Future ? Manuel Castell's The Information Age and the Prospects for Social Welfare*. **Cultural Studies**, 14, 1, Jan, 99-116, Philadelphia.

A review essay on a three-volume book by Manuel Castells, *The Information Age: Economy, Society, and Culture*, Vol I: *The Rise of the Network Society*; Vol II: *The Power of Identity*; and Vol III: *End of Millennium* (all, Oxford: Blackwell, 1996, 1997, and 1997 respectively). Vol I discusses how information technology has necessitated the reorganization of world capitalism. Vol II reveals the effects of the information age on "traditional" identity construction and argues that resistance identity movements are manifested in communal resistance rather than civil society. Vol III analyzes the social and political ramifications of these transformative processes. The gap between international time/space order and the lived experience of the layperson holds important implications for challenges to the conventional wisdom of social welfare, with four points outlined: (1) the debureaucratization of welfare institutions, (2) the breakdown of community and illusion of community consensus, (3) pessimistic views regarding the urban underclass, and (4) community as opposed to civil society as the basis for resistance. The book is praised for its scope and orientation.

WILENIUS, Markku, 1998. *A New Globe in the Making : Manuel Castells on the Information Age*. **Acta Sociologica**, 41,3, 269-276. Finland.

A review essay on a 3-volume work by Manuel Castells, *The Information Age: Economy, Society and Culture*, Vol. 1: *The Network Society*, Vol. 2: *The Power of Identity*, Vol. 3: *End of Millennium* (all, Malden: Blackwell, 1996, 1997, and 1998, respectively). Castells seeks to provide a new macrosociological theory concerning the paradigm shift from the industrial to the information age. He offers an overview of the economic and cultural developments underlying the growth of networking as a major pattern of social organization, social movements, challenges facing political systems based on nation-states, and developments in geopolitics. Castells's focus on the key role of informationalism and globalism in the shift to a new societal system is discussed, along with related issues, eg, the historical origins of the information age, changes in the structure of time, collective identity, the significance of the environmental movement, social conflicts, and the central role of human experience. Castells is criticized for avoiding in-depth analyses of numerous critical trends driving global environmental change. It is concluded that Castells presents a plausible, comprehensive, convincing, and always interesting analysis of the current world system that allows individuals to better understand that system. 1 reference.