

SOCIETAL CHANGE AND ITS IMPACTS

**Table 1**  
**LABOUR (V1)/CAPITAL (V2)/KNOWLEDGE (V3) INTENSIVE ORGANISATIONS**

*(THIS TABLE ILLUSTRATES HOW CHANGING SOCIO-ECONOMIC ERAS CREATE DIFFERENT CHOICES)*

Note:-The Key Factors summarizing different socio-economic aspects of societal change are presented in the Vertical axis, and the choices created by different socio-economic eras are provided horizontally for each factor.

<b>KEY FACTOR (S) AND THE SPECTRUM OF SOCIETAL CHANGE</b>			
	<b>FROM</b>	<b>THROUGH</b>	<b>TO</b>
	<b>AGRARIAN ERA (V1)</b>	<b>MANUFACTURING ERA (V2)</b>	<b>INFORMATION / SERVICE ERA (V3)</b>
<b>FACTOR</b>	↓ <span style="border: 1px solid black; padding: 2px;">V1</span>	↓ <span style="border: 1px solid black; padding: 2px;">V2</span>	↓ <span style="border: 1px solid black; padding: 2px;">V3</span>
<b>STATUS OF WORK-FORCE</b>	Low Expectations of Worker(s) Low Education Levels Low Training Investment Low Labour Costs	Emergence of Skilled/Professional Classes →	High Expectations of Worker(s) High Education Levels High Training Investment High Labour Costs
<b>STATUS OF CAPITAL</b>	Small Size of Investment 'Pool' Capital held by elite few	Development of Capitalism →	Large, Global Investment 'Pool' Capital held through formal, identifiable structures
<b>ATTITUDE OF GOVERNMENT</b>	Poorly developed Government structures Focus on a few key functions eg. Defence, Treasury Non sophisticated Government measures	→ Restricted ownership Government domination Protected markets (tariffs, quotas) Simple regulatory systems	→ Open ownership Transparent Government frameworks Global markets Sophisticated Regulatory systems
<b>MANAGEMENT MEASURES</b>	Simple Relationships, Often not Formalised Into Organisations Low Levels of Need For Formal Management, Management Theory or Management Training (except for Church or Army)	→ Authoritarian Downward Imposed Rules Hierarchical Structures Quality by Inspection Low levels of freedom/ choice for workforce Responsibility directed upwards Quality as defined by Supervisors	→ Shared Authority Rules developed by agreement 'Flat' Structures Total Quality for all activities High levels of freedom/ choice for workforce Responsibility vested with those who need to make the decision Quality for customer(s) specifications
<b>PURPOSE AND STYLE OF SUPERVISION</b>	Poorly developed concept Only required in narrow usage areas (eg. specific skill development for relatively simple, usually physical tasks. E.g. craft guilds)	→ Supervision emerged as a body of knowledge to gain more effective performance from persons performing skilled, often cognitive tasks, in a hierarchical environment	→ Concept of supervision radically changed Team or self direction, with supervision as a supportive coaching function, in non hierarchical environments
<b>PROBABLE BASIS OF POWER</b>	[ Force - Physical or Religious ]	→ [ Wealth/Capital ]	→ [ Knowledge/Information ]

SOCIETAL CHANGE AND ITS IMPACTS

<b>STYLE OF ORGANISATION</b>	[Labour Intensive]            [Capital Intensive]            [Knowledge Intensive]
<b>LIKELY STRUCTURE (S) OF ORG'N</b>	SIMPLE HIERARCHICAL DIVISIONAL      BUREAUCRATIC DIVISIONAL      MATRIX FLEXIBLE
<b>LIKELY BASIS OF CHANGE STRATEGY</b>	POWER COERCIVE (P-C)      EMPIRICAL RATIONAL (E-R)      NORMATIVE RE-EDUCATIVE n-r)
<b>LIKELY BASES OF MANAGING PEOPLE</b>	THEORY X BASED DIRECTIVE BASED FEW RULES CLEAR OUTCOMES      THEORY X AND THEORY Y COMPETE LEADERSHIP BASED MANY RULES AND PREOCEDURES EVOLVED      THEORY Y PREVAILS CUSTOMER FOCUS BASED FEWER RULES VALUES AND ETHICS DRIVEN
<b>STATUS AND ROLE OF SCHOOLS</b>	Very Few Schools, Mostly For Training 'Elite Few' For Church Or Army      Schools And School Systems Started To Evolve, Main Role Was To Produce and Sort Labour For Manufacturing Era      Work IS Learning and Traditional Schools Challenged By Growth in 24/7 ICT Based Learning. "We All Need Learning, We May Not Need Schools"
<b>LEARNING</b>	Learning Occurred in Informal/ Small Group Settings, Usually For Survival Skills      Formal Learning and Teaching Evolved, Learning Concerned With Preparing To Work      Work Is Based On Learning; Learning Becoming Independent of Teaching / Knowledge is a Valuable Short Term Asset
<b>VIEWS ON KNOWLEDGE</b>	Knowledge was the preserve of the "educated few", restricted in access and frequently treated as 'mysterious' or 'secretive'. Only elite e.g. Church and Nobility could read and have books. Knowledge viewed as 'stable', 'long term' and 'finite'      Knowledge became more widely available as books and schools enabled most people to become literate and have access to, and use print based knowledge. Knowledge began to change and evolve and grow in scope i.e. Knowledge is 'relative' rather than 'absolute'      Knowledge became widely available to those with e-access. Formal education systems began to be bypassed by those with internet access. Knowledge explosion:- "too much knowledge"- accompanied by knowledge is transient but valuable. Rapid rise of Intellectual property as an asset
<b>PURPOSES OF MASTERY OF KNOWLEDGE</b>	Agricultural Knowledge Systems were focused on mastery of Domestic Production and Animals      Industrial Knowledge Systems were focused on mastering and enhancing Physical capabilities      Information Knowledge Systems Are Focusing on mastering and enhancing Intelligence capabilities
<b>FORMS OF GOVERNMENT</b>	SYSTEMS BASED ON 'POWERFUL FEW' E.G. KING NO CONCEPTS OF 'PEOPLE POWER' AND ACCOUNTABILITY      EVOLUTION OF DEMOCRACY AND VOTING RIGHTS PARLIAMENT AND "DEMOCRATIC RIGHTS" SLOW EMERGENCE OF "PEOPLE POWER"      EVOLUTION OF GOVERNMENT INTO ACCOUNTABLE SERVICE DELIVERY ICT ENABLES "PARTICIPATIVE / TRANSPARENT DEMOCRACY"
<b>TOFFLER VIEW OF SOCIETAL "WAVE" STRUCTURE (1)</b>	V1 (1st Wave Society) LABOUR INTENSIVE       V2 (2nd Wave Society) CAPITAL INTENSIVE       V3 (3rd Wave Society) KNOWLEDGE INTENSIVE

**Notes**

1:- These concepts of societal change as "Waves" and "Eras" were introduced into the literature by Toffler (1987)

This Table is expanded from the earlier version developed by Hough (2009,246-247).

Hough, M (2009). *Technology And The Principal: Implications For Leadership*. Ch 11 in: Cranston, N. & Ehrich, L. (2009) *Australian School Leadership Today*. Bowen Hill QLD. Australian Academic Press