



O.P. Jindal Global University
A Private University Promoting Public Service



Future of Work: Evolving Nature of Work and Careers

Dr. Archita Dutta

Jindal Institute of Behavioral Sciences (JIBS)

3 Credit Course

SPRING/FALL SEMESTER 2023

Faculty Contact: archita.dutta@jgu.edu.in

Email:

Office Hours: To be communicated

Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

PART I

Course Title:		
Course Code		
Course Duration	Semester	
No. of Credit Units	3	
Level	UG/PG	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing		

PART II

Course Description

The course **Future of Work: Evolving Nature of Work and Careers** is situated in the context of extensive changes that the work world has undergone in terms of rapid changes in technology, globalization, evolving social norms and covid 19. Traditional notions of work and career — stable, long-term employment within a single organization — are increasingly being replaced by dynamic, non-linear, and self-directed career paths. Artificial Intelligence is redefining the demand for skills and remote work and boundaryless careers are shaping how work is viewed and performed. Employees are looking to redefine their career needs to include flexibility, inclusion and above all personal growth and meaning.

Rooted in the theories of organizational behaviour, this course provides a deep understanding of these transformations and their implications for individuals and organizations. It explores how the concept of “career” is evolving, and what the future of work may hold. To understand your personal career motivations and goals we will engage in reflection exercises, and engage in activities such as Johari window and SWOT analysis. Further, we will participate in case discussions about impact of various transformations occurring in the nature of work and its impact on organizational behaviour.

Learning outcomes

After the completion of the course the student will be able to:

The students will take away multiple key ideas about work and careers, and how they may look like in future. The course aims to provide students with understanding and analysis of:

- 1) Understand the Historical, technological, and global forces shaping the future of work
- 2) Analyze the impact of remote-work, AI and gig economy in shaping future of work, and its impact on organizations
- 3) Understand how careers are changing forms - from linear to non-linear and boundaryless.
- 4) Develop both the skills and the curiosity for the exploration of different career paths.
- 5) Evaluate their own agency in shaping their experiences, their personal definitions of success and resilience, and crafting an authentic path through their lives and careers

Course Format

Class time will include a combination of lectures, discussions, activities, and case analyses. You are expected to prepare for and attend each class according to the course schedule and detailed instructions provided. Weekly tutorials, led by the TA, will be used for a variety of supporting development activities, including academic-focused and sessions, as well as some scheduled “gift of time” slots.

Assignments:

Please add learning outcome that the assignment is linked to and rubrics for all assignments

Suggestion for Writing:

Provide details for each assessment type, proposed dates and format for submissions and how they align with the learning objective. It is essential that the assessments are mapped to the learning outcomes so that it enables us to see the behavioural outcome in the students after the course.

Sample:

The total marks assigned for internal assessment will be 50 marks

Class Participation- 5 marks- actively engaging in class discussions, reading and preparations of class materials and responding in class.

Assignment 1: Shaping your Resume in the digital world– 15 marks

Understanding yourself and depicting your personal identity within workplace maybe an integral part of personal branding in today's world. Make a Videographic Resume for yourself that you can pitch to your potential employers. Make sure that it highlights your skills amply but it should reflect your values that you give importance to at work. The video should uncover who you are and why the organization should choose you in comparison to others with similar skill set. Make sure you keep the video short and crisp. Consider this as your elevator pitch of yourself. The assignment will help you reflect and understand yourself better and will help you recognize your unique strengths that you bring to work.

Rubrics (OPTIONAL):

Assignment 2: Case Study Analysis 20 marks

A core element of business is the practice of analyzing a problem, understanding its root causes through disciplined application of key concepts and frameworks, and making well-supported recommendations on how to solve the problem. Case studies are useful in simulating real business situations and providing students with opportunities to practice what they have learned. This assignment will be a closed case (i.e. no additional research permitted) that will require you to step into a decision maker's role in analyzing and making a recommendation about a real-life A case study which deals with a contemporary work issue will be given to you which will consist of different dilemmas. You are required to make decisions or provide suggestions for the most effective way of resolving the dilemmas. You are expected to use concepts from organizational behaviour and also use theories and academic discussions made in the class. Evaluations will not be made, if the solutions are not connected with theoretical or academic concepts.

Assignment 3: Reflection on your ideal workplace- 10 marks

Given through your video Resume, you have understood your core values, In the current assignment reflect on those values and write a reflection essay on what you think should be future of work and workplaces. You are expected to present your arguments on key issues discussed in the classes such as digitization, AI and ethics, remote work , authenticity and any other issue that you find relevant. Please make sure as you reflect and make your arguments, you provide justifications for your stand using from concepts of organizational behaviour . This assignment will help you reflect not only on your personal values but also help you judge the fit with the organization you want to work in. Therefore, this helps you to understand your person-job/ person-organization fit.

(*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

Missed or Late Assessment Submission

All assessments are expected to be submitted on the scheduled day. In case of exceptional circumstances, the student can contact the course instructor and at their discretion (with or without penalty), the instructor may take a call on the concession that is granted. It is the students responsibility to double check that the correct file has been submitted. In case the incorrect or corrupted document is submitted for evaluation, it may result in a lower grade for the student.

Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Course Outline and Reading with Application Hours

Week: 1 to 4

Module 1: Understanding the changing nature of work

Work: Definition, concept, and need. Evolution of work, Role of work in individual's well being.

The Fourth Revolution , Globalization, Demographic shifts, Important Geopolitical events.

Role of Artificial Intelligence: Advent of AI, automation in jobs, Ethics of AI in the workplace, Will AI really take over our jobs?

Gig Economy and Portfolio Careers: Concept and characteristics of Gig economy; concept of portfolio careers and motivation to pursue. Advantages and disadvantages of Gig Economy

Application Hours: Role Play- AI Ethics committee, Compare- Contrast activities

Reading Materials

Blustein, D. L. (2008). The role of work in psychological health and well-being: a conceptual, historical, and public policy perspective. *American psychologist*, 63(4), 228- 240.

McKinsey, (2025), *Confronting the consequences of a new demographic reality* .

Schwab, K. (2024). The Fourth Industrial Revolution: what it means, how to respond1. In *Handbook of research on strategic leadership in the Fourth Industrial Revolution* (pp. 29-34). Edward Elgar Publishing.

Bankins, S., Formosa, P. (2023).The Ethical Implications of Artificial Intelligence (AI) For Meaningful Work. *Journal of Business Ethics*, 185, 725–740.

Independent Work: Choice, Necessity, and the Gig Economy (McKinsey Report)

The Rise of the Portfolio Career (Harvard Business Review)

Week 5-7

Module 2: Trends in the World of Work

Arrangements at work: Concepts of Telework, hybrid work, history of remote work, role of pandemic, advantages and disadvantages, 4 days work week experiment.

Diversity, Inclusion and Belonging in the changing work world.

Well Being, work life and Managing Burnout- The ‘always on’ work culture, burn-out and fatigue in the current digital world , GenZ’s approach to work, Boundary management strategies.

Application hours: Media Representation Analysis, Unconscious Bias scenarios, “Burnout Busters” activity, Case study

Reading Materials

Coenen, M., & Kok, R. A. (2014). Workplace flexibility and new product development performance: The role of telework and flexible work schedules. *European management journal*, 32(4), 564-576.

TED Talk: “Why Remote Work is the Future” – *Matt Mullenweg (CEO, Automattic)*

Adolph, L., Kirchhoff, B.M. & Hamideh Kerdar, S. (2025) Artificial intelligence in work design: unlocking inclusion and overcoming barriers. *Zeitschrift für Arbeitswissenschaft*. 79, 197–205.

Kossek, E. E. (2016). Managing work- life boundaries in the digital age. *Organizational dynamics*, 45(3), 258-270.

Osorio, M. L., & Madero, S. (2025). Explaining Gen Z’s desire for hybrid work in corporate, family, and entrepreneurial settings. *Business Horizons*, 68(1), 83-93.

Week 8 to 9

Module 3: Emerging Trends of Career

Traditional Career Models: Concept of an ideal worker, values linked to traditional career models, types of traditional career models and limitations.

Cotemporary Career models- Intelligent Career, Protean Career, Boundaryless Careers, non-linear careers.

Values related to contemporary careers

Values Driving Future Organizations: Mental Health within Organizations, Bringing Authenticity at work, Redefining inclusivity, purpose driven organizations

Application Hours: Values Discussion Activity and Case study

Reading Materials

Baruch, Y. (2004). Transforming careers: from linear to multidirectional career paths: organizational and individual perspectives. *Career development international*, 9(1), 58-73.

Briscoe, J. P., Hall, D. T., & DeMuth, R. L. F. (2006). Protean and boundaryless careers: An empirical exploration. *Journal of vocational behavior*, 69(1), 30-47.

Mainiero, L. A., & Sullivan, S. E. (2005). Kaleidoscope careers: An alternate explanation for the “opt-out” revolution. *Academy of Management Perspectives*, 19(1), 106-123.

<https://www.forbes.com/councils/theyec/2023/06/22/the-rise-of-young-entrepreneurs-how-millennials-and-gen-z-are-shaping-the-business-landscape/>

<https://www.forbes.com/sites/deloitte/2024/05/15/gen-zs-and-millennials-seek-purpose-and-progress-in-a-changing-world-insights-from-deloittes-2024-gen-z-and-millennial-survey/>

The Future of Work: The Insights You Need from Harvard Business Review (HBR Insights Series)

Week 10 to 12

Module 4: Navigating Transitions: Developing Career Goals and Career Resilience

Career Goals- Definition, short term versus long term goals, SMART Goals Framework.

Career Planning versus Career design

Career Shocks: Distinguishing shocks from transitions, Types of Shocks (Positive, negative, technological, economic, organizational, global crisis), impact (mental health and career path), Responses.

Career Adaptability-Savickas' Career Adaptability Model, Learning Agility, importance in context to shocks and strategies

Career Resilience- Psychological resilience, Career Resilience, Adaptability versus resilience, application in modern career orientation.

Application Hours: Case Study; Identifying Career Types Activity

Reading Materials

Akkermans, J., Seibert, S. E., & Mol, S. T. (2018). Tales of the unexpected: Integrating career shocks in the contemporary careers literature. *SA Journal of Industrial Psychology*, 44(1), 1-10.

Akkermans, J., Rodrigues, R., Mol, S. T., Seibert, S. E., & Khapova, S. N. (2021). The role of career shocks in contemporary career development: key challenges and ways forward. *Career Development International*, 26(4), 453-466.

Achor, S., & Gielen, M. (2016). Resilience is about how you recharge not how you endure, *Harvard Business Review*, <https://hbr.org/2016/06/resilience-is-about-how-you-recharge-not-how-you-endure>

Kodama, M. (2017). Functions of career resilience against reality shock, focusing on full-time employees during their first year of work. *Japanese Psychological Research*, 59(4), 255-265.

Lyons, S. T., Schweitzer, L., & Ng, E. S. (2015). Resilience in the modern career. *Career development international*, 20(4), 363-383.

CLASSROOM POLICIES

Professional Conduct in Classroom

Developing professionalism means arriving on time to the classroom, maintaining classroom decorum, such as being seated within the first two minutes, being respectful to the instructor, peers, conflicting opinions, and submitting assignments on time. As a student of this course you are expected to integrate these skills into your daily behaviour as maintaining professionalism is an essential component of the course. It is essential that we pursue higher ideals which means incorporating behaviours such as listening to others when they are contributing, being sensitive to other individuals and diversity, and supporting the overall learning environment. Disrupting the learning environment by arriving after a two-minute window from the designated start time would mean that the student will be refused entry/attendance. It is also expected that the student contributes in classroom discussions, activities, and presentations to enhance the overall learning environment.

Attendance Policy

Students are expected to attend all classes (100% attendance). Students that are regularly absent cause a disruption to the learning environment and limit their own potential. A student who fails to attend a class is expected to inform the Course Instructor, beforehand, orally or in writing, the reason for their absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

Punctuality

Students are expected to be seated and prepared inside the class at the scheduled class time. Regular late comers will be denied entry. Both late comers and early departures disrupt the learning environment and would be penalized. A student who might feel like that they might be late for a class is expected to inform the Course Instructor, beforehand, orally or in writing, the reason for the same.

Respectfulness

Students must maintain the integrity of the classroom which means respecting peers, faculty, and staff. It is essential that the student is attentive and sensitive about the words that they use and its impact on others. Students who harm the decorum of the classroom will be asked to leave the classroom and marked absent for the day.

Electronic Devices

Electronic devices such as laptops, headphones, mobile phones are known to be major distractions for learning. Therefore, students will be permitted to use electronic devices only at the behest of the course instructor.

Notes on Plagiarism

Plagiarism is not acceptable! Chat GPT extracted answers are not acceptable either. Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable! Using

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! It is necessary to cite all material that is not the student's original work. Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism. Sharing or using past work is also counted as plagiarism.

Academic learning is founded on ideals of honesty, integrity, and civility and students are expected to display these ideals at all times. Serious consequences could result when the ideals of academic behaviour are violated.

Safe Space Pledge

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee [s](#). The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health. The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations. All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

Centre for Wellness and Counseling Services:

Contact: Email ID: cwcs@jgu.edu.in

Mobile: +91 8396907312