
Jindal Global Business School
Course Outline

Course Title	Future of Work
Core or Elective	Elective
Program and Batch	MBA-2025, IBM-2022
Semester & Academic Year	Fall 2025
Credits	1.5
Discipline/Area	Organizational Behavior and Human Resource Management
Name of the Faculty Member/Course Instructor	Rya Ray
Contact Details of the Faculty Member	rya.ray@jgu.edu.in
Contact Details of Support Staff	jgbs-co@jgu.edu.in
Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

The world of work is undergoing rapid transformation and paradigm shifts due to technological disruptions and advancements, globalization, demographic shifts, and changing workplace expectations of both employers and employees. This course explores the future of work by examining emerging trends such as automation, artificial intelligence, the gig economy, remote work, flexible work arrangements, and evolving organizational structures. The course will equip students with insights into how businesses can adapt to these changes while fostering innovation, inclusion, and sustainability. Through theoretical frameworks, real-world case studies, and experiential learning, students will gain a comprehensive understanding of the key forces shaping the future of work and how organizations can build resilient and adaptive strategies.

Course Learning Objectives

At the end of the course, students should be able to

1. CLO1- Understand the key shifts and drivers shaping the future of work.
2. CLO2- Analyze the impact of automation, AI, and digital transformation on the nature of work and organizations.
3. CLO3- Identify the implications of changing workforce demographics and flexible work arrangements.
4. CLO4- Design strategies for organizations to adapt to the evolving nature of work.

Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies 2. Understand future technologies in business domain
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues 4. Demonstrate sensitivity towards ethical issues 5. Demonstrate sensitivity towards social issues 6. Address societal issues
3	Effective communication: Ability to effectively exchange ideas and information	7. Present their ideas with clarity 8. Prepare an organized and logical business document 9. Use technology for effective communication
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems 11. Examine information from different sources 12. Draw inferences from analysis 13. Evaluate alternatives 14. Summarize and conclude
5	Leadership: Ability to take initiative, inspire and collaborate with others	15. Take initiative 16. Contribute effectively in groups

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PCG1- PLO2	PCG1	A1, A2, A3, A4, A5
PCG2-PLO4 PCG2-PLO5	PCG2	A3, A4, A5
PCG3-PLO 7 PCG3-PCG8	PCG3	A1, A4, A5
PCG4-PLO10 PCG4-PLO13	PCG4	A2, A3, A4, A5
PCG5-PLO16	PCG5	A4

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1: Class Participation	10%	Individual	Continuous	PCG1- PLO2, PCG3- PLO 7
A2: Quiz	15%	Individual	Session 6	PCG1- PLO2, PCG4- PLO13
A3: Reflection	20%	Individual	Session 12	PCG1- PLO2, PCG2- PLO4 & PLO5, PCG4-PLO10,
A4: Group Analysis and Presentation	25%	Group	During class sessions	PCG1- PLO2, PCG2- PLO4 & PLO5, PCG3-PLO7, PCG4- PLO10, PCG5- PLO16
A5: End-term Examination	30%	Individual	In JGU Exam week	PCG1- PLO2, PCG2- PLO4 & PLO5, PCG3-PLO7, PCG4- PLO10, PCG5- PLO13

Description of Assessments:

A1- Class Participation: Learning happens best through active participation. In this course, this means coming to class prepared to discuss assigned readings, offering thoughtful insights, and actively participating in discussions, and critically analyze benefits and limitations of developments in the future of work. The assessment for this component will be continuous (throughout the semester), including the guest lecture. The formats of participation include- verbal in-class, participating in a discussion started by the facilitator or another student, a recapitulation of previous session learning outcomes, answering questions raised in class by the facilitator or another student.

A2- Quiz: Multiple Choice Questions based questions to be answered in class during Week 4.

A3- Reflection: Students will write a semi-structured reflection of around 400-500 words in class employing their understanding of the course material and class discussions.

A4- Group analysis and presentation: Students will be divided into groups, and each will be asked to analyze and present a real-world case of adoption of future-ready work practices. Students can also propose their own theme or focus of presentation with the facilitator's approval. Within their groups, students will research the business whose transformation they are focusing on, and exploring its social, ethical, and business implications. They can use case studies, news articles, essays, movies, and any other academic resources. Each group will get 10 minutes for presentation and 5 minutes for Q & A. Presentations should demonstrate a deep understanding and critical engagement with the topic, connecting it to the discussions and learnings in class.

A4- End term examination: The end term examination will be of 30 marks of 1.5 hours duration. It builds on the experiences and learnings from all sessions and with the internal assessments. The end term examination is worth 30% of your final grade. One long answer (essay type, across modules) - 10 marks, two shorter answers - 5 marks each, four short answer questions- 2.5 marks each. This will be an invigilated exam held on the JGU campus according to the mode decided by Controller of Exams.

Rubric for Assessment

A1- Class Participation:

Criteria	Excellent (3-4 marks)	Good (2 marks)	Needs Improvement (0-1 marks)
Preparation	Always prepared with insightful questions and comments	Usually prepared with relevant comments	Rarely prepared, seldom contributes
Frequency of Participation	Contributes to all discussions actively	Contributes to most discussions	Rarely contributes to discussions
Quality of Participation	Contributions are consistently insightful and advance the conversation	Contributions are relevant but may not always deepen the discussion	Contributions are off-topic or do not add value to the discussion

A2- Quiz:

Student will be rewarded proportionally to number of correct answers.

A3- Reflection

Criteria	Excellent (3-4 marks)	Good (2 marks)	Needs Improvement (0-1 marks)
Engagement with the reflection prompts	Demonstrates in-depth understanding of the reflection prompts	Demonstrates limited understanding of the reflection prompts	Demonstrates little to no understanding of the reflection prompts
Giving individual perspectives	Critically connects responses and insights to personal experiences	Connects responses and insights to personal experiences in a limited manner.	Does not connect responses to personal experiences.
Quality of expression	Coherent and covers all aspects of the reflection prompts	Coherent and covers some aspects of the reflection prompts	Not coherent and does not cover all aspects of the reflection prompts

A4- Group analysis and presentation:

Criteria	Excellent (3-4 marks)	Good (2 marks)	Needs Improvement (0-1 marks)
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Content Accuracy	Accurate and insightful interpretation of the case study	Generally accurate with minor errors in interpretation	Inaccurate or misinterpreted case study
Presentation Skills	Clear, engaging, and well-structured presentation with effective visual aids	Mostly clear presentation with some use of visual aids	Unclear, unengaging presentation with poor or no use of visual aids
Teamwork	Demonstrates excellent teamwork and balanced participation	Good teamwork but uneven participation	Poor teamwork and dominated by one or few members

A5- End term examination:

Criteria	Excellent (7-8 marks)	Good (4-6 marks)	Needs Improvement (0-4 marks)
Depth of Analysis	Provides comprehensive and insightful analysis with well-supported arguments	Provides a solid analysis with support	Analysis is superficial with little or no support
Comprehensiveness	Response is thorough and addresses all aspects of the question	Response covers most aspects of the question	Response is incomplete or misses key aspects
Synthesis of Information	Integrates information from various parts of the course seamlessly	Shows some synthesis but may be disjointed	Lacks synthesis of course material
Writing Quality	Writing is clear, well-organized, and free of grammatical errors	Writing is mostly clear with minor errors	Writing is unclear and contains many errors

Teaching Method

The course will employ a mix of lectures, case studies, podcasts, experiential exercises, and guest lectures from industry experts. A strong emphasis will be placed on interactive discussions and critical thinking exercises. The instructor will serve as a facilitator, encouraging students to explore different perspectives and engage in real-world problem-solving.

Textbook / Other Readings

Books:

- **B1:** Artificial Intelligence, Automation and the Future of Competence at Work by *Jon-Arild Johannessen*
- **B2:** HR without people? Industrial evolution in the age of automation, AI, and machine learning by *Anthony R. Wheeler and M. Ronald Buckley*
- **B3:** Patterns of Inclusion: How Gender Matters for Automation, Artificial Intelligence and the Future of Work by *Elisabeth Kelan*
- **B4:** Automation and Collaborative Robotics: A Guide to the Future of Work by *Peter Matthews and Steven Greenspan*

Other Readings:

1. A hybrid approach to work in *Life at Google* by Sundar Pichai (<https://blog.google/inside-google/life-at-google/hybrid-approach-work/>)
2. Amazon Upskilling 2025 Report by Amazon (<https://assets.aboutamazon.com/e0/56/15f7599d4bd8b0be344b6fc56bae/amazon-upskillingreport-2020.pdf>)
3. America's Digital Divide: Where Workers Are Falling Behind in *Working Knowledge* by Harvard Business School
4. Broadening ownership for a responsible digital revolution by Nien-hê Hsieh in *Sustainable By Design: Industrial Policy for Long-Term Competitiveness In The EU* (https://www.hbs.edu/ris/Publication%20Files/whitepaper-sustainable-by-design_ff26bbe6-ad96-4a5e-a362-928624cc8195.pdf)
5. Can AI Help Managers Love Their Jobs (Again)? in *Working Knowledge* by Harvard Business School
6. Corporate Culture and HR Practices at Salesforce.com, Inc. IBS Center for Management Research, HROB217, December 2020. (<https://www.icmrindia.org/casestudies/catalogue/Human%20Resource%20and%20Organization%20Behavior/HROB217.htm>)
7. Gaining employment for people living with mental health conditions in *WHO Guidelines on mental health at work* by WHO (<https://iris.who.int/bitstream/handle/10665/363177/9789240053052-eng.pdf?sequence=1>)
8. Health impact of telework in *Healthy and Safe Telework* (Technical Brief, Geneva, 2021) by WHO (<https://iris.who.int/bitstream/handle/10665/351182/9789240040977-eng.pdf?sequence=1>)
9. Landmark Decision Brings Clarity on Employment Rights for 'Gig Economy' (<https://www.lawcentreni.org/wp-content/uploads/2022/08/Adviser-Legal-Briefing-Uber-Decision.pdf>)
10. Protecting and promoting health, safety, and well-being while Teleworking (Technical Brief, Geneva, 2021) by WHO (<https://iris.who.int/bitstream/handle/10665/351182/9789240040977-eng.pdf?sequence=1>)
11. Stanton, Christopher, Matt Higgins, Shira Aronson, and Meg Shriber. "Generative AI and the Future of Work." Harvard Business School Case 824-130, December 2023. (Revised November 2024.)
12. The Partnership Imperative: Community Colleges, Employers, and America's Chronic Skills Gap *Managing the Future of Work* by Harvard Business School (<https://www.hbs.edu/managing-the-future-of-work/Documents/research/The%20Partnership%20Imperative%2012.12.2022.pdf>)
13. workmonitor 2025: a new workplace baseline by Randstad (<https://workforceinsights.randstad.com/hubfs/Inbound%20Program/Content%20offers/LV%20journeys/LV-CJ23/Randstad%20Workmonitor%202025.pdf?hsLang=en>)

Session Plan

Session Details	Topics	PLOs Covered
Session 1	Introduction to the Future of Work	PLO 2
Objective of the session	1. Understand the key trends in the world of work these days. 2. Explore historical shifts which have transformed work. 3. Understand the impact of recent digital and technological transformations	

Subtopics to be covered	Key trends in work, Historical shifts, Impact of digital and technological transformations	
Readings/Listening	1. Chapter 1, B2: <i>The Evolution of Humans and Their Work</i> , in <i>HR Without People</i> by Wheeler & Buckley 2. Podcast: Jacob Morgan on managing the new normal in <i>Managing the Future of Work</i> by Harvard Business School (https://www.hbs.edu/managing-the-future-of-work/podcast/Pages/podcast-details.aspx?episode=4254257008)	
Case Title & Number	-	
Pedagogy	Lecture, Podcast, Class Discussion	
Sessions 2 & 3	Automation & AI: Opportunities and Challenges	PLOs 2, 4, & 5
Objective of the session	1. Assess the role of automation and AI in reshaping work. 2. Explore social and ethical concerns of automation and AI 3. Analyze and identify impacted industries	
Subtopics to be covered	Automation and AI-driven job shifts, ethical concerns, sectoral impacts	
Readings/Listening	1. Chapter 1, B4: <i>Will Robots Replace You?</i> In <i>Automation and Collaborative Robotics</i> by Matthews & Greenspan 2. David Deming on workforce shifts and the future of college in <i>Managing the Future of Work</i> by Harvard Business School (https://www.hbs.edu/managing-the-future-of-work/podcast/Pages/podcast-details.aspx?episode=3642410666)	
Case Title & Number	Stanton, Christopher, Matt Higgins, Shira Aronson, and Meg Shriber. " <i>Generative AI and the Future of Work</i> ." Harvard Business School Case 824-130, December 2023. (Revised November 2024.)	
Pedagogy	Lecture, Podcast, Case Analysis, Class Discussion	
Session 4	Gig Economy	PLO 2
Objective of the session	1. Analyze gig economy's impact on when, where, how, and for how long work gets done	
Subtopics to be covered	Gig and Platform economy, gig-providers, and workers	
Readings	1. Chapter 5, B2: Near-term Human Resources Challenges in the Age of Automation, Artificial Intelligence, and Machine Learning in <i>HR Without People</i> by Wheeler & Buckley 2. Broadening ownership for a responsible digital revolution by Nien-hê Hsieh in <i>Sustainable By Design: Industrial Policy for Long-Term Competitiveness In The EU</i> (https://www.hbs.edu/ris/Publication%20Files/whitepaper-sustainable-by-design_ff26bbe6-ad96-4a5e-a362-928624cc8195.pdf)	

Case Title & Number	-	
Pedagogy	Lecture, Class Discussion	
Session 5	Experiential Learning Session: Rise of Platform Work	PLO 2, 4, 5, & 10
Objective of the session	1. Explore the advantages and disadvantages of gigs, freelancing, and platform work 2. Discuss the regulation of different aspects	
Subtopics to be covered	Labor rights and responsibilities under evolving work, regulation of platforms	
Readings	-	
Case Title & Number	Landmark Decision Brings Clarity on Employment Rights for 'Gig Economy' (https://www.lawcentreni.org/wp-content/uploads/2022/08/Adviser-Legal-Briefing-Uber-Decision.pdf) (to be used as material for role play exercise)	
Pedagogy	Role-Play, Case Analysis	
Session 6 & 7	Remote and Hybrid Work Models	PLO 2, 10, & 13
Objective of the session	1. Identify employer concerns towards remote and hybrid work modes 2. Analyze impact of hybrid work on productivity, 3. Identify the benefits and challenges of remote and hybrid work 4. Explore collaboration strategies between employers and employees	
Subtopics to be covered	Employer concerns towards remote and hybrid work, Productivity, collaboration, challenges, best practices of remote and hybrid work	
Readings/Listening	1. Nicholas Bloom on the unbundled workplace in <i>Managing the Future of Work</i> by Harvard Business School (https://www.hbs.edu/managing-the-future-of-work/podcast/Pages/podcast-details.aspx?episode=2236831514) 2. A hybrid approach to work in <i>Life at Google</i> by Sundar Pichai (https://blog.google/inside-google/life-at-google/hybrid-approach-work/)	
Case Title & Number	-	
Pedagogy	Lecture, Podcast, Class Discussion + Quiz	
Session 8 & 9	Diversity, Equity, and Inclusion in Future Workplaces	PLO 2, 4, 5 & 10
Objective of the session	1. Examine DEI trends in different parts of the world 2. Discuss technological biases 3. Explore leadership's role in ensuring DEI in future workplaces	
Subtopics to be covered	DEI policies best practices, Technological bias, Inclusive leadership	

Readings	<ol style="list-style-type: none"> Chapter 2, B3: Imaging Futures between Automation and Augmentation in <i>Patterns of Inclusion: How Gender Matters for Automation, Artificial Intelligence and the Future of Work</i> by Elisabeth Kelan Chapter 4, B3: Algorithmic Bias as Ultimately Fixable in <i>Patterns of Inclusion: How Gender Matters for Automation, Artificial Intelligence and the Future of Work</i> by Elisabeth Kelan Chapter 5, B3: In/Visibility by Design in <i>Patterns of Inclusion: How Gender Matters for Automation, Artificial Intelligence and the Future of Work</i> by Elisabeth Kelan workmonitor 2025: a new workplace baseline by Ranstad (https://workforceinsights.randstad.com/hubfs/Inbound%20Program/Content%20offers/LV%20journeys/LV-CJ23/Randstad%20Workmonitor%202025.pdf?hsLang=en) 	
Case Title & Number		
Pedagogy	Lecture, Class Discussion	
Session 10 & 11	Well-Being and Work-Life Balance in the Future Workplace	PLO 2, 5, 10, & 13
Objective of the session	<ol style="list-style-type: none"> Understand evolving expectations around work-life balance, Examine impact of digital, mental, and physical well-being in workplaces on employee engagement 	
Subtopics to be covered	Burnout, digital well-being, employee engagement	
Readings/Listening	<ol style="list-style-type: none"> workmonitor 2025: a new workplace baseline by Ranstad (https://workforceinsights.randstad.com/hubfs/Inbound%20Program/Content%20offers/LV%20journeys/LV-CJ23/Randstad%20Workmonitor%202025.pdf?hsLang=en) Health impact of telework in <i>Healthy and Safe Telework</i> (Technical Brief, Geneva, 2021) by WHO (https://iris.who.int/bitstream/handle/10665/351182/9789240040977-eng.pdf?sequence=1) Protecting and promoting health, safety, and well-being while Teleworking (Technical Brief, Geneva, 2021) by WHO (https://iris.who.int/bitstream/handle/10665/351182/9789240040977-eng.pdf?sequence=1) Gaining employment for people living with mental health conditions in <i>WHO Guidelines on mental health at work</i> by WHO (https://iris.who.int/bitstream/handle/10665/363177/9789240053052-eng.pdf?sequence=1) Cal Newport on slow productivity and next-wave AI in <i>Managing the Future of Work</i> by Harvard Business School (https://www.hbs.edu/managing-the-future-of- 	

	work/podcast/Pages/podcast-details.aspx?episode=6892954714	
Case Title & Number	Corporate Culture and HR Practices at Salesforce.com, Inc. IBS Center for Management Research, HROB217, December 2020. (https://www.icmrindia.org/casestudies/catalogue/Human%20Resource%20and%20Organization%20Behavior/HROB217.htm)	
Pedagogy	Lecture, Podcast, Case Analysis, Class Discussion	
Session 12 & 13	Skill Development for the Future Workforce	PLO 2, 7, & 10
Objective of the session	<ol style="list-style-type: none"> 1. Identify skills required to continue working with future of work technology and workplaces 2. Explore and analyze reskilling strategies 3. Discuss lifelong learning 	
Subtopics to be covered	Reskilling strategies, emerging skills, lifelong learning	
Readings/Listening	<ol style="list-style-type: none"> 1. Chapter 1, B1: What competences will be in demand in the Fourth Industrial Revolution? In <i>Artificial Intelligence, Automation and the Future of Competence at Work</i> by Jon-Arild Johannessen 2. Chapter 2, B1: General and Specific Competencies in <i>Artificial Intelligence, Automation and the Future of Competence at Work</i> by Jon-Arild 3. Chapter 3, B1: Human Competencies in <i>Artificial Intelligence, Automation and the Future of Competence at Work</i> by Jon-Arild 4. Chapter 4, B4: Robots in Teams, In <i>Automation and Collaborative Robotics</i> by Matthews & Greenspan 5. Positive prompts: Sal Khan on AI in the classroom and beyond in <i>Managing the Future of Work</i> by Harvard Business School (https://www.hbs.edu/managing-the-future-of-work/podcast/Pages/podcast-details.aspx?episode=5974600346) 6. America's Digital Divide: Where Workers Are Falling Behind in <i>Working Knowledge</i> by Harvard Business School 7. Can AI Help Managers Love Their Jobs (Again)? in <i>Working Knowledge</i> by Harvard Business School 8. The Partnership Imperative: Community Colleges, Employers, and America's Chronic Skills Gap <i>Managing the Future of Work</i> by Harvard Business School (https://www.hbs.edu/managing-the-future-of-work/Documents/research/The%20Partnership%20Imperative%2012.12.2022.pdf) 	

Case Title & Number	Amazon Upskilling 2025 Report by Amazon (https://assets.aboutamazon.com/e0/56/15f7599d4bd8b0bc344b6fc56bae/amazon-upskillingreport-2020.pdf)	
Pedagogy	Lecture, Podcast, Case Analysis, Class Discussion + Reflection	
Session 14	Leadership in the Future of Work	PLO 2, 5, & 10
Objective of the session	1. Examine leadership's own transformation 2. Analyze inclusive leadership 3. Explore new management models, by engaging with industry expert	
Subtopics to be covered	Decision-making and leadership in future of work	
Readings	1. Chapter 6, B3: Conclusion: Unwritten rules in <i>Patterns of Inclusion: How Gender Matters for Automation, Artificial Intelligence and the Future of Work</i> by Elisabeth Kelan	
Case Title & Number	-	
Pedagogy	Guest Lecture	
Session 15	Reading & Revision Week/Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

*Elective End-term Examinations may take place in the last week of classes.

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class

and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Disclaimer: This course outline including assessments, sessions and/or readings may be revised during the semester if such need arises.