

Future of Work: Strategy and Leadership

Fall 2021 B
Date and Time

Uris Hall XXX

Professors Stephan Meier and Jeff Schwartz
sm30871@gsb.columbia.edu,
Jeffrey_schwartzdc@hotmail.com
Office: Uris 713
Office hours: by appointment only

Course Assistants: XXX

COURSE OVERVIEW

In 2020 the world found itself accelerated into the future of work (FoW) across multiple dimensions -- challenging business leaders to expand their thinking, strategies and the models they apply to work, workforces, and workplaces. In the coming years, this acceleration will be combined with disruption leading to the re-ordering of business models, workforce ecosystems, and how people and technology partner together.

This integrative course is designed for advanced MBA students to develop an understanding of the drivers changing the nature of work, jobs, management, and leadership, explore the primary dimensions reshaping work and careers, and to prepare students to lead large organizations and startups with an understanding of these new dynamics. The course is designed to link and apply core management disciplines (organization, technology, supply chain, HR, marketing, strategy, finance and operations) with the complexities leaders face redesigning and re-imagining work, employing new workforce ecosystem models, and rethinking workplaces, collaboration and virtual work.

Topics will include the changing nature of work with special attention on human-machine teams, the expanding nature of the workforce including the growth and challenges of the open talent economy (and the combination of on balance sheet employees and alternative employment models), and the evolving nature of workplace arrangements with a focus on remote, hybrid workplaces strategies. In exploring the impact on leadership, the course will consider the changing nature of careers (including the longevity dividend, the multi-generation workforce,

and the challenges of life-long learning and re-invention); the dynamics of organizational strategies shifting beyond hierarchical (bureaucratic and administrative models) to ecosystems, networks, teams, and platforms; the opportunity to expand leadership and management models from a focus on direction and control to teaming, development, social dynamics and design. The course will conclude with consideration of how these changes impact individual workers, business and organization managers, and an introduction to public policy implications.

In this course, we use case studies, hands-on exercises and discussion with leading practitioners to understand how to manage and lead the accelerated future of work. The class builds on insights about human behavior and microstructure, and as such will be relevant for large and small organizations.

COURSE ORGANIZATION

This course is organized in three parts:

Part 1 is about *Strategy and the FoW*. This module builds on strategy formulation and how the FoW is affecting different business models differently and is changing the way we think about business strategy and corporate scope.

Part 2 is about how *work and workplace* have to change in an accelerated FoW. How teams are formed and interact is changing rapidly and influencing how firms are organized in a world of networks, teams, and platforms. In this section, we examine machine and human collaboration and how this affects work and organizational design and practices.

Part 3 is about *workforces in the FoW*. In this section, we think about how the FoW affects individual workers and workforce composition. More and more work is being done via alternative employment models and careers path are changing rapidly. What does this mean for individuals and the meaning and purpose of work? How do we manage the workforce as it shifts from supervising talent in an enterprise employee life cycle to orchestrating people—and machines—in extended workforce ecosystems.

CONNECTION TO THE CORE

The learning in this course will utilize, build on, and extend concepts covered in the following core courses:

Core Course	Connection with Core
Strategy Formulation	<ol style="list-style-type: none"> 1. Competitive Advantage 2. Competitive Dynamics 3. Corporate Scope
LEAD	<ol style="list-style-type: none"> 1. Individual and group biases 2. Introduction to networks 3. Leadership

CONNECTION TO OTHER ELECTIVES

This course is complementary to a number of electives. The most important ones are the following:

Economics of Organizational Strategy (B8215) is a course that sheds light on the inner working of firms and how strategy informs how workers have to be organized. The course focus on HR policies such as recruitment, compensation, and performance management while this class is about how the FoW is changing how leaders think about HR. The topics are obviously interlinked and both courses should be taken in order to get the full picture of how HR strategies are changing in the future.

Advanced Org Change (B8512) is about the principles of new management approaches to structure, processes and norms which fits the current era of a new workforce (millennials), of new complexities in managing globally and digitally, and the onset of disruptive and VUCA threats. As such, it focuses on the emerging laboratory of new management approaches and revolutions called Management 2.0. It focuses on a set of organizational inventions—designs and cultures-- which are meant to be more agile and responsive. It is complementary to this course’s focus on the concept of the FoW is affecting strategic decisions.

Technology Strategy (B8570) provides an introduction to the strategy management of technology. The class is about how to integrate technology into strategic decisions and how strategy is affected by technology. The class is about business models being affected by technology while this class is about how technology changes the workplace profoundly. Both classes are complementary.

People Analytics and Strategy (B8590) is about how data analytics can help firms make better personnel decisions. The course touches on how data allows to make better HR decision while this class is about how the FoW changed organizations, strategy and leadership in a permanent way.

COURSE ADMINISTRATION AND GRADING

Grading will be based on 1) class participation, 2) two case write-ups, and 3) an optional final project. These components are weighted in the following way to calculate the course grade:

1. Class Participation	40%
2. Two Class Write-ups	20% (10% each)
3. Optional Final Project	40%

All the foregoing components of the grade are individual of type C vis-à-vis the honor code.

A student who only participates actively in class and does a good job on the two case write-ups can receive a maximum grade of HP. Students who wish to receive an H must also submit an individual final project as described below in addition to actively participating in class and doing well on the two case write-ups. There is no reason to do a final project unless you are going to put forth a serious effort on all three components of the grade.

1. Class Participation

Your participation is essential for both your own learning and that of other students. Because “XXX” is a case-based course, most of the learning will take place in our class discussion of these very cases. I expect that every student will arrive having done the required readings and able to answer the day’s assignment questions. Students should also expect to be cold called in class. 40% of your overall course grade will be your participation grade, which is further decomposed into three components: 1) Poll question completion (10%), 2) Frequency of class participation (10%), and 3) Quality of class participation (20%).

Poll question: There is one poll question for each case and guest speaker in class. Poll questions will be posted as assignments in your Canvas Calendar. They require you to read the relevant case or article and give a short response to 1-2 questions. You must submit your answer to the poll question through Canvas by 9 AM on the day the relevant case or guest speaker is scheduled for class. If are you submitting a class write-up (see below) that addresses the poll question, you must still submit an answer to the multiple choice question(s), but you may write “Please see write-up” in the short response section.

Frequency and quality of class participation: Both the frequency and quality of your class participation will be affected by non-attendance. Obviously, not coming to a class means that you will not have a chance to take part in class discussion, which is a critical component of your overall grade. In terms of the quality, the best class comments:

- Articulate a clear stance or argument
- Raise issues from past classes, current events, or other anecdotes that are relevant to the discussion
- Show curiosity and a willingness to experiment
- Use data, examples, or your own personal and professional experience to support arguments
- Be respectful when disagreeing by summarizing the contravening opinion before delivering your own

If you are comfortable with participating in class, I encourage you to help others feel safe about participating by inviting further discussion or referring to points that have already been made by your classmates. Students are also expected to be present, prepared, and participate per the Columbia Core Culture. For excused absences, please submit the OSA administered survey on Canvas before the session you have to miss to make sure that your participation grade does not suffer. Use of electronic devices in class is not allowed except in answering Poll Everywhere questions during class.

2. Two Class Write-Ups

You must complete two (2) case write-ups for a specific cases. A standard response would include a summary of the business problem, the specific challenges related to future of work, workforce, and workplace dynamics, and a summary of management options and recommendations. The objective is to view the cases through the integrative lens of the FOW and not narrowly as a functional problem where we are seeking to identify a particular tool or approach. Case write-ups should analyze and persuade rather than recite facts. Each write-up should not exceed 600 words, which is approximately equivalent to 2 pages at 12-pt Times New Roman font with 1-inch margins.

You may do two case write-ups, two guest speaker write-ups, or one of each. Please indicate the two sessions for which you plan to do write-ups via the survey link on Canvas by XXX (you are not obligated to stick to these choices). Write-ups should be uploaded to Canvas by 9 AM on the day the relevant case or guest speaker is scheduled.

3. Optional Final Project

The final project is for students hoping to receive an H in the course. However, doing a final project does not guarantee that a student will receive an H, and receiving an H also requires doing well in participation and the two write-ups.

For the final project, I ask that you analyze and evaluate a particular strategic decision or (set of decisions) facing a company or industry using the concepts from the course (essay form, 1,800 word limit, including all exhibits). While providing some details is necessary, you should emphasize analysis over description. Do not use cases covered in this course or other courses at Columbia Business School. You are welcome to make use of industry contacts. I am also happy to provide a real-world 'case' if you have trouble deciding on your own.

Students who wish to do a final project must sign up on Canvas by XXX to confirm the project's topic. Not signing up with a proposal by XXX means that you will not have an opportunity to submit a final project. Discussing your topic with me in advance is advised but not required. The optional final project is due on XXX.

CLASSROOM NORMS AND EXPECTATIONS

Students are expected to adhere to CBS Core Culture in this class by being Present, Prepared, and Participating.

Present:

- On time and present for every session
- Attendance tracked

Prepared:

- Complete pre-work needed, expect cold calling
- Bring nameplates and clickers

Participating:

- Constructive participation expected and part of grade
- No electronic devices unless explicitly called for by the instructor

READINGS

All cases, required readings, and videos will be made available via links in the Calendar section of the course Canvas page. There is no physical casebook for this course.

Optional, but Highly Recommended Readings

Brynjolfsson, Erik, and Andrew McAfee. *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. WW Norton & Company, 2014.

Gratton, Lynda, and Andrew J. Scott. *The 100-year life: Living and working in an age of longevity*. Bloomsbury Publishing, 2016.

Hyman, Louis. *Temp: The real story of what happened to your salary, benefits, and job security*. Penguin, 2018.

Iansiti, Marco, and Karim R. Lakhani. *Competing in the age of AI: strategy and leadership when algorithms and networks run the world*. Harvard Business Press, 2020.

Malone, Thomas W. *Superminds: The surprising power of people and computers thinking together*. Little, Brown Spark, 2018.

Schwartz, Jeff. *Work Disrupted: Opportunity, Resilience, and Growth in the Accelerated Future of Work*. John Wiley & Sons, 2020.

Tett, Gillian. *The silo effect: The peril of expertise and the promise of breaking down barriers*. Simon and Schuster, 2015.

Topol, Eric. *Deep medicine: how artificial intelligence can make healthcare human again*. Hachette UK, 2019.

Yeung, Arthur, and Dave Ulrich. *Reinventing the Organization: How Companies Can Deliver Radically Greater Value in Fast-changing Markets*. Harvard Business Press, 2019.

INSTRUCTORS

Stephan Meier is the chair of the Management Division and the James P. Gorman Professor of Business at Columbia Business School. His research and teaching interest is on the human side of strategy, i.e. human decision-making and organizing workers are at the center of a sustainable competitive advantage. He holds a PhD in Economics from the University of Zurich, was previously a senior economist at the Center for Behavioral Economics and Decision-Making at the Federal Reserve Bank of Boston. He also teaches the core strategy formulation class and various immersion classes.

Jeff Schwartz was the founding partner and leader of Deloitte Consulting's Future of Work practice in the United States and is a recognized global advisor and thought leader in the field. He is the author of [WORK DISRUPTED](#) and a visiting lecturer at Cornell Tech's MBA program. He has been a consulting partner for 25 years and has extensive experience in workforce and workplace transformation, work redesign, and organization and human capital issues in global and growth markets.

COURSE OUTLINE

Session	Date	Module	Topic	Key Concepts	Cases/Readings
Week 1	XXX	Part 1: Strategy	Introduction & Drivers	Introduction & Drivers of FoW	Redefining Work, Workforces, and Workplaces (Article), Navigating the FOW (Article) Radically Open (Article), AT&T, Retraining, and the Workforce of Tomorrow (Case, HBS)
Week 2	XXX		Strategy & FoW		Reframing the Future of Work (Article) Unilever's Response to the Future of Work (Case, HBS) Chapter 7, WORK DISRUPTED, Leaders as Coaches and Designers pp 95-109 (book excerpt)
Week 3	XXX	Part 2: Work & Workplace	Human-Machine Interaction	Managing Human-Machine Interaction	How Human-Computer "Superminds" Are Redefining the Future of Work (Article) Cloudphysician: Collaboration Between Man and Machine to Save Lives (Case, ISB) Chapter 6, Deep Medicine, Doctors and Patterns pp 111-135 (book excerpt)
Week 4	XXX		Remote and Hybrid Work	Work from anywhere and work arrangements	GitLab and the Future of All- Remote Work (HBS) TCS: From Physical Offices to Borderless Work (HBS)
Week 5	XXX	Part 3: Workforce	Alternative Talent Models	The open talent continuum from full time workers to crowds; from the employee life cycle to workforce ecosystems	Alternative Work is Now Mainstream Workforce Ecosystems: A New Strategic Approach to the Future of Work Catalant's Operating System for the Future of Work (Case HBS) Google: To TVC or Not to TVC? (Case HBS)
Week 6	XXX		Careers & Meaning	FoW changes careers, development and meaning	The Corporate Implications of Longer Lives (Article), Learning in the Flow of Life (Article)

