

# Managing Transformations in Work, Organizations & Society

## Session 1

### Managing the Changing Workforce and the Changing Nature of Work

# Welcome to MIT!

- An Experiment in Life Long Learning  
Addressing the Challenges we face as
  - Managers
  - Individual Employees, and
  - Citizens:

In:

***Managing Transformations in Work,  
Organizations, and Society***

# Going Beyond McGregor: Sloan's 50<sup>th</sup> Anniversary Project

- ***McGregor's Theory X & Y***
  - Do managers assume employees need to be controlled or empowered?
- ***Today's Question – What should we assume?***
  - Is a manager's job only to maximize shareholder value?  
or
  - Is it a manager's job to meet expectations of shareholders and other key stakeholders?

# 50<sup>th</sup> Anniversary Project (cont.)

- ***Our task for the 50<sup>th</sup> Anniversary:***  
Prepare a discussion paper exploring implications for the future of management
  - Throughout the term, we will be collecting 1-2 page “vignettes” as part of an “application notebook” on each course topic
    - Written by alums and students directly at the web site – based on personal experience – or written by students interviewing alums
  - Students (individually and in groups) will also have responsibility to do a more detailed analysis of one of the course topics

# Today's Learning Objectives

- Understand how the role of work has changed over the years, how the workforce is changing, and what has remained the same!
- Explore: What are the key challenges these changes pose for management today, and in the future?

# Three Levels of Learning

Course materials aimed at building:

- Awareness
  - Introduction to concepts and ideas
  
- Working Knowledge
  - Skills to apply concepts and ideas effectively
  
- Expert Knowledge
  - Able to teach others to apply concepts and ideas effectively

# Training Trainers & Promoting Organizational Change

- You are here to learn and – in specific cases, to teach others!
- Be a transmission belt--from individual to organizational learning
- Be an agent of change & innovation!
  - *Ensure that appropriate leaders in your organization anticipate a steady flow of difficult questions coming out of each session*

# Today's Format

- Course Design and Objectives (20 min)
- Check in: Introductions (5 min.)
- Framing Lecture: Work in Historical Context (20-30 min.)
- Discussion/clarification (20 min.)
- Break (15 min.)
- Site Specific Discussions (30-40 min.)
- Report outs and discussion (approx. 15-30 min.)
- Summarize key themes and action assignment (10-15 min.)

# Check In: Not your Typical MIT Class!

- Engineering and Management Students in the classroom
- Students enrolled at distance work sites
- Peers at our students' work sites
- Alumni—on line, providing vignettes, ready to be interviewed
- Industry Professionals from Leading Organizations at a Distance

# Presentation Overview

- Historical Context
- Moral Foundations
- Personal/Family Life
- Models of Employment Relations Past and Present
- Workforce Expectations: Past, Present & Future

# Work in Historical Context

How has work changed over the years?

How is it being transformed by changing technologies, new ideas on how to organize work--on the factory floor, in offices, working at home or on the road, or in globally dispersed teams and organizations?

# A Brief History

- Medieval Days: Work was for the Serfs!
- Marx (Karl or Groucho??): *“Do we work to live or live to work?”*
- Today: Source of Identity, Economic Necessity, Social Contribution....

# Moral Foundations: Historical

- Thomas Aquinas: A Source of Dignity
- Protestant Ethic: Achievement means a Healthy Soul--doing God's Work!
- Catholic Social Teaching: The Living Wage and Social Justice

# Moral Foundations for Today

- Efficiency--contribution to society
- Source of Dignity
- Solidarity & Social Cohesion
- Should support a Living Wage
- Equal Opportunity
- Voice and Democracy
- Subsidiarity--solve problems locally

# Relation to Family/Personal Life

- Agrarian Family
- Industrial Worker
- Organization Man
- Service/New Economy
- Total Overlap
- Separation:7-3:30; 9-5
- Separation--total commitment with spouse at home
- Blurred boundaries--24/7; traveling technologies...

# Nature of the Task

- Agrarian
- Craft
- Industrial
- Knowledge
- Social-Interactive
- Self sufficiency
- Skilled artisan
- Division of labor
- Learning & adaptation
- Emotional-customer service

# Relation to Employment

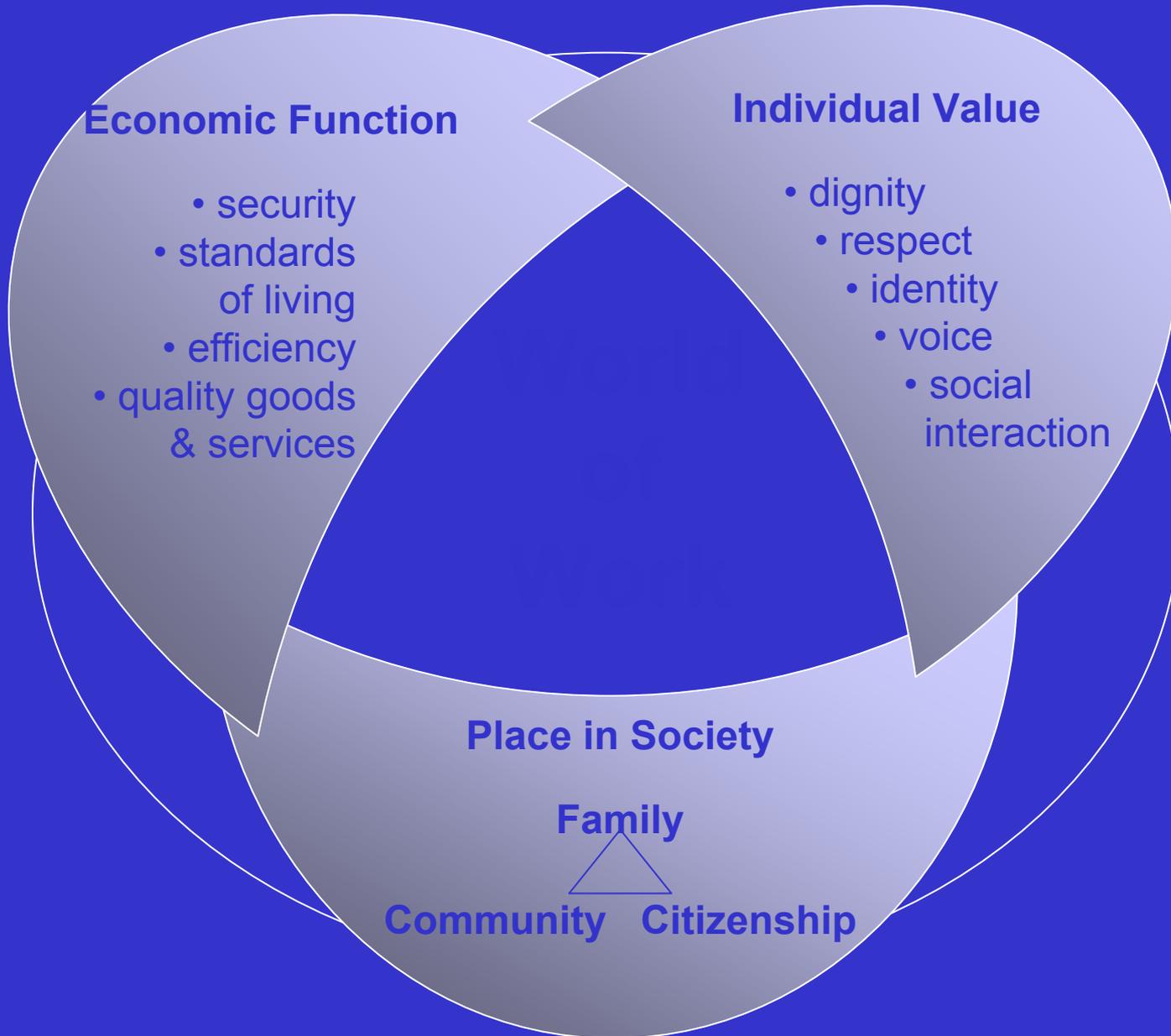
- Pre-industrial
- Factory System
- The New Deal
- Information Economy
- Self employment
- Hierarchical-- employees & employers; labor as a factor of production
- Human rights at work
- A strategic asset-- knowledge work

# Historical or Multiple Functions?

If work must fulfill multiple functions, then  
we need institutions, practices, and  
policies that support and enable them--  
in short we need a . . .

**HOLISTIC, SYSTEMIC APPROACH**  
to managing and governing work!

# A Holistic View of Work



# Changing Social Contract at Work?

- The Old Social Contract: Loyalty for Security
  - Male Breadwinner-Wife at home
  - Long term, full time job
  - Income, Security, Status increased with tenure
- Today's realities:
  - Variability in job duration; increased insecurity
  - Risks shifted from firm to individual
  - Variety of job types—standard, contractor, consultant...
  - Diversity in workforce
- Is a new Social Contract Emerging???

# The Problem

Nature of work and the workforce  
have changed dramatically, but  
our institutions, policies, and  
practices for governing and  
managing work still reflect their  
origins in the industrial economy  
of the past

# Past & Present

- Industrial Economy
- Domestic Competition
- Big Industrial Firm
- Two groups: managers and workers
- Adversarial Relations
- Male Breadwinner with Spouse at Home
- Information Economy
- Global Competition
- Services--size varies
- Diverse groups with blurred boundaries
- Mixed modes--conflict and cooperation
- Men & Women at Work--varied families

# Our Challenge

Update practices, institutions, and policies to catch up with the changes in the workforce and in work--to meet the needs of the modern economy, and the modern workforce and modern families!

# Today's Discussion Task

- Trace how work has changed in your family through 3 generations: Your parents, your generation, your children.
- What values have carried over? What's changed?
- What shaped your views of work?
- What is shaping your children's views?

# Report-Out Questions

- What is the single most important factor shaping your expectations of work?
- How, if at all, will the expectations of your children have of work differ from yours?
- What are the implications of your answers to your organization and your role as leaders?

# Action Assignment

- In your organization – or an organization you select:
  - Identify one organizational policy or practice that is a clear “disconnect” OR a new “connection” when it comes to the changing needs and expectations of the workforce
  - Conduct a “root cause” analysis (consider using the “5 whys”) to identify what accounts for the “disconnect” or the “connection”
  - Be prepared to discuss this in class next week – also, if appropriate, enter this as a vignette on the web site

# Summing Up

- Work's constants: Be “Multi-functional”
- Interpretive-Meaning: We are what we do!
- Work is a Social Process
- Must have a Moral Foundation--or in the words of the Director General of the ILO, we must provide “***Decent Work***”

# Beware: Gen Yers are coming!

- Grew up in age of prosperity--winner take all economy
- Saw end of job security
- “Latch-key” kids who want more for their kids
- Comfortable using modern technologies
- More accepting of diversity
- More accustomed to rapid, constant change
- More exposures to scandals, violence...
- Less trust -- don't count on social security.