AI as a Teaching Partner: Practical Applications for Multidisciplinary Business Education

Somm Education Team

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Chapter 1

About This Book

This book serves both educators and students, with different pathways designed for each audience's needs and goals.

1.1 Audience Overview

Primary Audience: Educators and Academic Staff - Focus: Teaching enhancement, assessment design, curriculum integration - Goal: Effective AI integration that maintains academic standards - Pathway: Progressive skill development from foundations to advanced implementation

Secondary Audience: Students and Learners - Focus: Direct AI literacy development and learning support - Goal: Effective use of AI for academic success and career preparation - Pathway: Skill acquisition and practical application

Both audiences share a common language and approach, creating aligned understanding between educators and learners. Whether you're teaching business education or learning to use AI more effectively, this book provides relevant frameworks and examples.

1.2 Who This Is For

1.2.1 For Educators

- Business lecturers at Curtin University teaching undergraduate or postgraduate students
- Academics in business, marketing, management, tourism, accounting, economics, information systems, and supply chain
- Unit coordinators exploring AI integration aligned with learning outcomes
- Research supervisors supporting business students

- Anyone curious about practical, non-technical AI applications in business education

1.2.2   For Students

- Business students at all levels who want to develop AI literacy skills
- Learners seeking to understand how to use AI effectively for academic success
- Students preparing for professional careers where AI tools will be standard
- Anyone interested in developing meta-skills for learning and working with AI

1.2.3   Discipline-Specific Pathways

This book is designed for multiple business disciplines. While the core principles and techniques are universal, examples and prompts are tailored to your field:

Chapter 2

Business & Marketing

Examples include market analysis, customer behaviour modeling, campaign strategy, brand positioning, and competitive intelligence simulations.

Chapter 3

Management & Organisation Studies

Examples include organisational design, change management, team dynamics, leadership scenarios, and process improvement workflows.

Chapter 4

Human Resources

Examples include recruitment workflows, performance management scenarios, employee relations simulations, talent development, and organisational behaviour case studies.

Chapter 5

Tourism & Hospitality

Examples include destination marketing, customer experience design, revenue management, tourism planning, and hospitality crisis scenarios.

Chapter 6

Supply Chain & Logistics

Examples include demand forecasting, inventory optimization, supplier negotiations, network design, and supply chain risk scenarios.

Chapter 7

Information Systems

Examples include systems analysis, project management, IT governance, requirements gathering, and technology implementation planning.

Chapter 8

Accounting & Finance

Examples include financial analysis, audit workflows, budget management, taxation scenarios, and financial reporting simulations.

Chapter 9

Economics

Examples include economic modeling, policy analysis, market equilibrium scenarios, microeconomic analysis, and behavioural economics simulations.

9.1 What You Won't Find Here

- Technical AI theory or computer science concepts
- Coding or programming requirements
- Abstract discussions about AI's future
- Complex software installation guides
- "One size fits all" solutions

9.2 What You Will Find Here

- Concrete examples: Every chapter includes ready-to-use prompts and scenarios tailored to multiple business disciplines
- Practical guidance: Step-by-step implementation for busy lecturers
- Real pedagogical value: AI applications directly support existing learning outcomes across business programs
- Honest assessment: What AI does well, what it doesn't, and what requires human judgment
- Ethical frameworks: How to integrate AI responsibly and teach students to do the same in professional practice
- Disciplinary examples: All major examples appear in **8 different business disciplines**
- Complex prompts and detailed examples use **Quarto's tabbed interface** so readers can see their discipline's perspective
- Customization guidance: How to adapt examples and approaches for different institutional contexts

9.3   Progressive Learning Structure

This book follows a carefully designed progression from foundational concepts to advanced excellence:

9.3.1   1. Foundations (Chapters 1-6)

For educators: Build pedagogical understanding and basic AI skills **For students:** Develop AI literacy and foundational capabilities

9.3.2   2. Core Applications (Chapters 7-18)

For educators: Practical teaching implementations across disciplines **For students:** Applied learning and professional skill development

9.3.3   3. Implementation Excellence (Chapters 19-22)

For educators: Advanced assessment, accessibility, and global adaptation **For students:** Meta-skills development and inclusive learning practices

9.3.4   4. Resources (Appendices A-E)

For both audiences: Ready-to-use materials and references

9.4   Recommended Reading Pathways

9.4.1   For Educators - Teaching Excellence Path

Quick Start (if you have 1-2 hours): 1. **Chapter 1** (30 min) - Understand the problem we're solving and core principles 2. **Chapter 2** (45 min) - Your first AI conversation and the CRAFT framework 3. **Your discipline's examples** - Browse chapters and pick examples most relevant to your field

Comprehensive Implementation (if you have a semester): Read in book order (each chapter builds on previous): 1. **Introduction** - Pedagogical foundation 2. **Getting Started** - CRAFT framework for structured prompting 3. **Discovering Your Strategy** - Using AI to discover your personal AI strategy 4. **First Steps** - Week-by-week implementation guidance 5. **Seven Essential Techniques** - Core prompt engineering techniques 6. **Managing LLM Context** - Working smarter with AI conversations 7. **Flight Simulator** - Creating realistic practice scenarios 8. **Critique Toolkit** - Teaching students to evaluate AI critically 9. **Ethics, Data Governance & Integrity** - Transparent approaches to AI use 10. **Process Assessment** - Assessing thinking, not just outputs 11. **Self-Assessment** - Building student metacognition with AI 12. **Virtual Company** - Sustained simulation learning 13. **Unit Design** - Integrating AI across full units 14. **Static to Interactive** - Converting existing content to AI-enhanced learning 15. **From Conversation to Document** - Creating

professional deliverables from AI conversations 16. **Research Assistant** - AI for postgraduate research 17. **Advanced Frontiers** - Agents, automation, RAG, emerging capabilities 18. **Assessment Design and Evaluation Rubrics** - Concrete assessment frameworks 19. **Technical Troubleshooting and Risk Management** - Handling technical challenges 20. **Accessibility and Inclusive AI Integration** - Ensuring access for all students 21. **Global Perspectives and Adaptation** - International context adaptation 22. **Conclusion** - Bringing it all together

9.4.2 For Students - Learning Excellence Path

Direct AI Literacy Development: 1. **Chapter 2** - Basic prompting skills and CRAFT framework 2. **Chapter 5** - Seven essential techniques for effective AI interaction 3. **Chapter 6** - Managing conversations and context 4. **Chapter 8** - Critical evaluation of AI outputs 5. **Appendix E** - Using AI to master AI (meta-skills)

Applied Learning and Practice: 6. **Chapter 7** - Flight simulator practice scenarios 7. **Chapter 11** - AI as research assistant 8. **Chapter 12** - Self-assessment and metacognition 9. **Chapter 15** - Creating professional work from AI conversations

Support and Resources: 10. **Appendix A** - Prompt library for immediate use 11. **Quick Reference Guide** - Common questions and solutions

9.4.3 For Both Audiences - Collaborative Path

Institutional Implementation: - **Program teams:** Use curriculum planning pathway - **Faculty development:** Use workshop and assessment chapters - **Quality assurance:** Use troubleshooting and accessibility frameworks

Shared Learning Experience: - **Coordinated approach:** Educators and students use shared frameworks - **Common language:** Aligned understanding of AI integration goals - **Feedback loops:** Both audiences benefit from shared perspectives

9.5 Who This Is For

- Business lecturers at Curtin University teaching undergraduate or postgraduate students
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- Research supervisors supporting business students
- Anyone curious about practical, non-technical AI applications in business education

9.5.1   Discipline-Specific Pathways

This book is designed for multiple business disciplines. While the core principles and techniques are universal, examples and prompts are tailored to your field:

Chapter 10

Business & Marketing

Examples include market analysis, customer behaviour modeling, campaign strategy, brand positioning, and competitive intelligence simulations.

Chapter 11

Management & Organisation Studies

Examples include organisational design, change management, team dynamics, leadership scenarios, and process improvement workflows.

Chapter 12

Human Resources

Examples include recruitment workflows, performance management scenarios, employee relations simulations, talent development, and organisational behaviour case studies.

Chapter 13

Tourism & Hospitality

Examples include destination marketing, customer experience design, revenue management, tourism planning, and hospitality crisis scenarios.

Chapter 14

Supply Chain & Logistics

Examples include demand forecasting, inventory optimization, supplier negotiations, network design, and supply chain risk scenarios.

Chapter 15

Information Systems

Examples include systems analysis, project management, IT governance, requirements gathering, and technology implementation planning.

Chapter 16

Accounting & Finance

Examples include financial analysis, audit workflows, budget management, taxation scenarios, and financial reporting simulations.

Chapter 17

Economics

Examples include economic modeling, policy analysis, market equilibrium scenarios, microeconomic analysis, and behavioural economics simulations.

17.1 What You Won't Find Here

- Technical AI theory or computer science concepts
- Coding or programming requirements
- Abstract discussions about AI's future
- Complex software installation guides
- "One size fits all" solutions

17.2 What You Will Find Here

- **Concrete examples**: Every chapter includes ready-to-use prompts and scenarios tailored to multiple business disciplines
- **Practical guidance**: Step-by-step implementation for busy lecturers
- **Real pedagogical value**: AI applications directly support existing learning outcomes across business programs
- **Honest assessment**: What AI does well, what it doesn't, and what requires human judgment
- **Ethical frameworks**: How to integrate AI responsibly and teach students to do the same in professional practice

17.3 A Core Concept: Prompting as Foundation

Throughout this book, **prompting** is your core skill. Whether you're: - Writing direct instructions to AI tools - Integrating AI into familiar software (Word, PowerPoint, Teams) - Automating workflows with agents - Building custom tools

...you're fundamentally communicating with AI through prompts. Master prompting, and you can adapt to any AI tool,past, present, or future. **Chapters 2-4 teach you prompting as a conceptual foundation; everything else applies that foundation to specific teaching challenges.**

Chapter 18

How to Use This Book

18.1 If you're completely new to AI:

Start with **Chapter 1** (motivation) and **Chapter 2** (your first AI conversation). Work through the basics before exploring advanced applications.

18.2 If you want to implement AI in your teaching:

Read **Chapter 3** (your first steps) for a practical implementation plan. Then move to **Chapter 4** (six essential techniques) and pick one to try immediately. Refer to **Appendix A** for copy-paste prompts.

18.3 If you're designing assessments:

Read **Chapter 8** (process-based assessment models) and **Chapter 10** (complete unit design). Use these frameworks to redesign existing assignments.

18.4 If you teach postgraduate students:

Focus on **Chapter 11** (AI as research assistant) for guidance on appropriate AI use in research contexts.

18.5 If you're presenting to colleagues:

Use **Appendix B** (one-hour faculty workshop guide) as a facilitation template.

18.6   If you need institutional justification:

Refer to **Appendix C** (alignment with Curtin learning outcomes) to demonstrate how AI integration supports existing educational goals.

Chapter 19

The Core Philosophy

Three principles underpin everything in this book:

1. AI as Scaffolding, Not Replacement

You are the expert educator. AI is a tool that helps you scale what you already know works,personalised practice, immediate feedback, realistic simulations. AI builds the framework quickly; you ensure it's pedagogically sound and academically rigorous.

How this applies to your discipline:

Chapter 20

Business & Marketing

AI generates competitive analysis frameworks and customer segmentation scenarios. You validate the business logic, ensure market assumptions are sound, and teach students to question data sources and market trends.

Chapter 21

Management

AI creates organisational scenarios and change management workflows. You ensure they reflect real organisational complexity, teach students about stakeholder dynamics, and guide reflection on ethical leadership implications.

Chapter 22

Human Resources

AI generates candidate profiles and HR scenarios. You ensure they reflect realistic workplace situations, teach students about bias in hiring, and guide ethical decision-making about employee relations.

Chapter 23

Tourism & Hospitality

AI creates customer journey scenarios and service recovery simulations. You ensure they reflect authentic tourism contexts, teach cultural sensitivity, and guide experience design thinking.

Chapter 24

Supply Chain

AI generates demand forecasts and logistics scenarios. You validate the economic logic, teach supply chain trade-offs, and guide systems thinking about global complexity.

Chapter 25

Information Systems

AI generates system requirements and IT scenarios. You ensure technical feasibility, teach about legacy system constraints, and guide project management realities.

Chapter 26

Accounting & Finance

AI generates financial scenarios and compliance workflows. You ensure accuracy, teach professional standards, and guide ethical judgment in ambiguous situations.

Chapter 27

Economics

AI generates economic scenarios and policy simulations. You ensure theoretical soundness, teach empirical rigor, and guide students to understand limitations of models.

2. Transparency Over Prohibition

Rather than trying to prevent AI use (impossible and counterproductive), we teach students to use AI openly, critically, and ethically. This prepares them for professional practice where AI tools are standard across all business disciplines.

3. Start Small, Scale Gradually

You don't need to revolutionize your entire curriculum overnight. Start with one prompt, one assignment, one semester. Build confidence and capability progressively.

Chapter 28

Acknowledgments

This book synthesises ideas from multiple sources:

- Prompt engineering techniques adapted for professional education contexts
- Curtin University program information and learning outcomes
- Pedagogical frameworks from experiential learning, reflective practice, and authentic assessment
- Professional practice standards and ethical guidelines across business disciplines
- Emerging research on AI in higher education

The goal is not to be cutting-edge or technically impressive. The goal is to help business educators do their work better,prepare confident, competent, ethical professionals for complex workplaces.

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Chapter 29

Important Notes

29.1   Technology Changes Rapidly

AI tools evolve quickly. Specific platform names (ChatGPT, Claude, etc.) and capabilities described here reflect the state of technology in early 2025. The principles and pedagogical approaches remain relevant even as specific tools change.

29.2   Context Matters

This book was developed for Curtin University's business programs. If you're at a different institution or teaching a different discipline, you'll need to adapt examples, learning outcomes, and institutional references. The frameworks are transferable; the specifics may not be.

29.3   This Is a Starting Point

Consider this book a foundation, not a complete solution. You'll discover what works for your students, your teaching style, and your context through experimentation. The appendices provide templates you can adapt and build upon.

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Chapter 30

Getting Help and Providing Feedback

As you implement ideas from this book, you may have questions, encounter challenges, or discover innovative applications we didn't consider.

For Curtin staff: - Contact your Faculty Teaching and Learning team for pedagogical support - Consult with IT Services for technical access and troubleshooting - Connect with colleagues who are experimenting with AI integration - Consider forming a learning community around AI-enhanced teaching

For others: - Adapt frameworks to your institutional context - Share successes and failures with your teaching and learning community - Contribute to the growing body of practice around AI in education

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Chapter 31

A Personal Note to Readers

If you're feeling skeptical about AI in education, that's healthy. Technology is not inherently good or bad,it's how we use it that matters.

If you're worried this is too technical, I promise it's not. If you can write an email, you can write an AI prompt.

If you're concerned about losing control of your teaching, you won't. You'll gain new capabilities while maintaining your pedagogical judgment and professional expertise.

The goal of this book is simple: **by the end, you should feel excited and equipped to try one new thing in your next class.**

That's it. One simulation. One new assessment approach. One conversation where a student gets to practice being a business professional in a safe environment before they face real workplace challenges.

Because ultimately, that's what we're here for.

Let's begin.

Chapter 32

Introduction - Why AI Matters for Business Education

32.1 Welcome to the Future of Business Teaching

If you're reading this, you might be feeling a mix of curiosity and apprehension about Artificial Intelligence. Perhaps you've heard colleagues mention ChatGPT, or you've seen headlines about AI transforming education. Maybe you're wondering if this is just another passing tech trend, or if it's something you actually need to pay attention to.

Here's the truth: **AI is not here to replace you as an educator. It's here to give you superpowers.**

This book is written specifically for business lecturers across all disciplines who want to enhance their teaching but don't consider themselves "tech people." You won't need to code, install complex software, or understand how AI actually works under the hood. What you will learn is how to use simple, plain-language instructions (called "prompts") to create powerful learning experiences for your students.

32.2 The Problem We're Solving

32.3 The Problem We're Solving

As a business educator, you face a persistent challenge: **how do you prepare students for the messy, high-stakes reality of professional business**

work when your classroom is safe, controlled, and hypothetical?

The specific challenge depends on your discipline. Here are just a few examples:

32.4   Business & Marketing

You can teach marketing frameworks and case studies, but you can't easily let students practice pitching to demanding clients, responding to hostile customer feedback, or navigating real-time market changes. You can't create 30 different competitive scenarios where market conditions shift unexpectedly.

32.5   Management

You can teach organisational theory and change management models, but you can't easily let students navigate complex team conflicts, make decisions with incomplete information, or experience the consequences of poor delegation in real time. You can't give them multiple practice attempts at handling difficult conversations with stakeholders.

32.6   Human Resources

You can teach HR processes and employment law, but you can't easily let students conduct recruitment interviews with difficult candidates, handle sensitive employee relations scenarios, or navigate discrimination claims. You can't scale practice in complex interpersonal situations to all students.

32.7   Tourism & Hospitality

You can teach customer service theory and hospitality principles, but you can't easily let students handle demanding guests, manage service recovery in real scenarios, or navigate cultural differences in hospitality contexts. You can't create dozens of authentic customer interaction scenarios.

32.8   Supply Chain & Logistics

You can teach supply chain theory and optimization models, but you can't easily let students experience demand disruptions, supplier failures, or make real-time logistics decisions with uncertain information. You can't scale practice in crisis management across complex networks.

32.9   Information Systems

You can teach systems analysis and project management methodology, but you can't easily let students elicit requirements from difficult stakeholders, manage scope creep in projects, or navigate technical trade-offs under pressure. You can't give them safe practice with implementation challenges.

32.10   Accounting & Finance

You can teach accounting principles and financial analysis, but you can't easily let students audit complex financial statements with errors, conduct forensic analysis, or navigate ambiguous accounting treatments. You can't let them make and learn from valuation mistakes at scale.

32.11   Economics

You can teach economic theory and modeling, but you can't easily let students work with real market volatility, make predictions and test them, or navigate policy trade-offs with competing stakeholder interests. You can't simulate historical scenarios or generate synthetic economic data at scale.

The common challenge across all these disciplines: You can't easily give every student practice in high-stakes, complex, realistic scenarios with immediate feedback and the freedom to fail safely.

Until now.

32.12   The Flight Simulator Concept

Think about how pilots are trained. They don't learn to handle engine failure during a storm by reading a textbook. They don't practice emergency landings by watching videos. They use **flight simulators**,sophisticated environments where they can crash the plane, make terrible decisions, experience rare scenarios, and learn from catastrophic failures without anyone getting hurt.

That's what AI can do for business education.

AI conversation tools can create a **professional practice simulator** where your students can practice in their field:

32.13   Business & Marketing

- Pitch products to skeptical buyers and learn from objections
- Practice customer service recovery in real-time conversations
- Navigate negotiations where the client has competing priorities
- Make strategic marketing decisions and see market feedback

32.14   Management

- Conduct difficult performance management conversations
- Navigate team conflicts with multiple stakeholder perspectives
- Make delegation decisions and experience consequences
- Handle change management with resistant employees

32.15   Human Resources

- Conduct recruitment interviews and evaluate candidate fit
- Handle sensitive employee relations and discrimination scenarios
- Navigate termination conversations with legal and emotional complexity
- Practice benefits negotiation and compensation discussions

32.16   Tourism & Hospitality

- Handle demanding guests and service recovery scenarios
- Navigate cultural differences in customer interactions
- Make revenue management decisions under pressure
- Practice crisis management in hospitality contexts

32.17   Supply Chain & Logistics

- Experience demand disruptions and make real-time adjustments
- Navigate supplier negotiations with cost and quality trade-offs
- Make inventory decisions with uncertain information
- Manage network disruptions and logistics crises

32.18   Information Systems

- Elicit requirements from stakeholders with conflicting needs
- Navigate scope creep and project management challenges
- Make technical decisions under time and budget constraints
- Handle implementation problems and stakeholder resistance

32.19   Accounting & Finance

- Audit complex financial statements and find errors
- Make valuation decisions with ambiguous information
- Navigate accounting treatment dilemmas
- Conduct forensic analysis and uncover fraud indicators

32.20   Economics

- Make policy recommendations with competing stakeholder interests

- Test economic predictions and learn from market feedback
- Navigate trade-offs between economic models
- Analyse economic scenarios and justify recommendations

And here's the remarkable part: **after the simulation, the AI can act as an expert supervisor**, reviewing the transcript of what happened and providing detailed critique based on discipline-specific theory, professional standards, and ethical principles.

32.21 What Makes This Different from Traditional Teaching?

Traditional business education often focuses on **product**,the final answer, the correct calculation, the right theoretical framework. Students write essays, complete exams, and submit reports that demonstrate they *know* things.

But professional business work is about **process**,the methodology of how you analyse financial data, the approach you take in strategic planning, the steps you follow to ensure market research validity, the communication style you use to negotiate deals.

AI allows us to assess and teach process, not just product.

Here's what this means in your discipline:

32.22 Business & Marketing

Traditional: "Define the four Ps of marketing" (product knowledge) **Process-focused:** "Conduct a customer negotiation. Did you identify customer needs before proposing solutions? Did you use evidence to support your positioning?"

32.23 Management

Traditional: "Explain change management models" (knowledge recall) **Process-focused:** "You're facing team resistance to change. How do you diagnose the source? How do you engage stakeholders? What's your communication strategy?"

32.24 Human Resources

Traditional: "List the steps in recruitment" (procedural knowledge) **Process-focused:** "Conduct an interview and evaluate fit. How did you probe beyond surface answers? Did you identify cultural alignment? How did you avoid bias?"

32.25 Tourism & Hospitality

Traditional: "Describe service recovery principles" (theoretical knowledge)
Process-focused: "A guest is threatening to leave due to service failure. How do you listen? What do you offer? How do you rebuild trust?"

32.26 Supply Chain & Logistics

Traditional: "Calculate EOQ and safety stock" (mathematical knowledge)
Process-focused: "Your supplier just failed. Walk me through your decision-making. What trade-offs did you consider? How did you communicate with stakeholders?"

32.27 Information Systems

Traditional: "Explain the SDLC" (methodological knowledge) **Process-focused:** "Elicit requirements from a demanding stakeholder. Did you ask clarifying questions? Did you document trade-offs? How did you manage scope creep?"

32.28 Accounting & Finance

Traditional: "Apply the going concern principle" (rules-based knowledge)
Process-focused: "Audit this financial statement. What red flags did you identify? How did you investigate? What judgment calls did you make?"

32.29 Economics

Traditional: "Define elasticity of demand" (theoretical knowledge) **Process-focused:** "Recommend a policy using economic analysis. How did you weight competing models? What assumptions did you question? How did you address uncertainty?"

This shift,from testing knowledge recall to evaluating applied professional methodology,is transformational for business education.

32.30 Three Core Principles of This Approach

As you read through this book and begin experimenting with AI in your teaching, keep these three principles in mind:

32.30.1   1. AI as Scaffolding, Not Replacement

AI is like a construction crew that can quickly build the framework for complex learning scenarios. But your role as the educator is irreplaceable: you design the learning objectives, you set the ethical boundaries, you guide students to inspect and refine their work, and you ensure the final structure is robust and professionally sound.

Examples of how this works across disciplines:

32.31   Business & Marketing

AI generates customer objections and competitive scenarios. You ensure the scenarios reflect realistic market conditions, teach students to validate market assumptions, and guide them to question data sources and competitive intelligence quality.

32.32   Management

AI creates team conflict scenarios and organisational situations. You ensure they reflect real organisational complexity, teach political awareness, and guide ethical decision-making about stakeholder management.

32.33   Human Resources

AI generates candidates and employee scenarios. You ensure realistic workplace situations, teach about unconscious bias, and guide ethical judgment in sensitive situations.

32.34   Tourism & Hospitality

AI creates demanding guests and service scenarios. You ensure cultural authenticity, teach service excellence principles, and guide professional judgment about when to escalate.

32.35   Supply Chain & Logistics

AI generates demand shocks and logistics problems. You validate the economic realism, teach about supply chain strategy, and guide systems thinking about complex trade-offs.

32.36   Information Systems

AI elicits requirements and generates IT scenarios. You ensure technical feasibility, teach about legacy constraints, and guide realistic project management.

32.37   Accounting & Finance

AI generates financial statements and scenarios. You ensure accounting accuracy, teach professional standards, and guide ethical judgment in ambiguous situations.

32.38   Economics

AI generates economic scenarios and policy situations. You ensure theoretical soundness, teach empirical rigor, and guide understanding of model limitations.

32.38.1   2. Transparency Over Prohibition

Many educators worry about students using AI to cheat. This book takes the opposite approach: **give students the AI tools, teach them to use AI ethically, and grade them on their ability to critically evaluate and improve AI outputs.**

In the real world, professionals across all business disciplines will use AI tools:

32.39   Business & Marketing

Marketing professionals use AI for market analysis and competitive intelligence. Our job is to teach students to validate AI-generated insights, question assumptions, and maintain ethical judgment about data usage.

32.40   Management

Managers use AI for organisational analysis and decision support. Our job is to teach students to recognize biases in AI recommendations, involve human stakeholders, and maintain accountability.

32.41   Human Resources

HR professionals use AI for recruitment, scheduling, and employee analytics. Our job is to teach students to identify bias, maintain privacy, and ensure fair and legal practices.

32.42 Tourism & Hospitality

Hospitality professionals use AI for revenue management and customer analytics. Our job is to teach students to balance automation with personalisation and maintain service quality.

32.43 Supply Chain & Logistics

Supply chain professionals use AI for forecasting and optimization. Our job is to teach students to validate AI recommendations against real constraints and maintain supply chain resilience.

32.44 Information Systems

IT professionals use AI for code generation, systems analysis, and automation. Our job is to teach students to review AI outputs, maintain security and quality, and understand when to override automation.

32.45 Accounting & Finance

Finance professionals use AI for analysis, forecasting, and risk assessment. Our job is to teach students to validate AI analysis, maintain professional skepticism, and ensure compliance.

32.46 Economics

Economists use AI for modeling and analysis. Our job is to teach students to validate assumptions, understand model limitations, and maintain rigor in economic reasoning.

Our job isn't to prevent AI use,it's to ensure students can use AI tools responsibly, identify their limitations, and maintain human judgment on ethical, legal, and disciplinary-specific matters.

32.46.1 3. Start Simple, Scale Gradually

You don't need to revolutionize your entire curriculum tomorrow. This book will show you how to start with a single prompt, try one simulation exercise, or enhance one assessment. Each chapter builds progressively, so you can adopt techniques at your own pace.

32.47   What You'll Learn in This Book

Part 1 (Chapters 1-2) introduces you to AI and walks you through your first successful AI interaction. No prior experience needed.

Part 2 (Chapter 3) gives you five proven prompt techniques specifically adapted for business education,tools you can use immediately.

Part 3 (Chapters 4-6) shows you three powerful applications: conversation simulations, self-assessment tools, and virtual company scenarios. Each chapter includes complete worked examples across multiple business disciplines.

Part 4 (Chapter 7) reimagines assessment in business education, showing you how to grade professional process rather than just theoretical knowledge.

Part 5 (Chapters 8-9) provides practical implementation guidance and addresses the academic integrity question directly.

The Appendices give you ready-to-use prompts, a workshop guide for colleagues, and alignment with Curtin's learning outcomes.

32.48   A Personal Note

If you're feeling skeptical, that's healthy. If you're worried this is too technical, I promise it's not. If you're concerned about losing control of your teaching, you won't,you'll gain new capabilities.

The goal of this book is simple: **by the end, you should feel excited and equipped to try one new thing in your next class.**

That's it. One simulation. One new assessment approach. One conversation where a student gets to practice being a business professional in a safe environment before they step into the real world.

Because ultimately, that's what we're here for: to send confident, competent, ethical business professionals out into workplaces where they'll face situations we can't fully predict or control. AI gives us a way to prepare them better.

Let's begin.

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Next Chapter Preview: In Chapter 2, you'll have your first conversation with an AI tool. We'll walk through exactly what to type, what to expect, and how to think about prompts as instructions to a very capable (but not infallible) assistant.

Chapter 33

Getting Started - Your First AI Conversation

33.1 What You'll Do in This Chapter

In the next 15 minutes, you're going to have your first productive conversation with an AI tool. By the end of this chapter, you'll understand:

- How to access free AI tools (no installation required)
- What a "prompt" actually is
- How to write clear instructions that get useful results
- The difference between a weak prompt and a powerful one
- How to think about AI as a teaching assistant, not a magic oracle

Let's jump straight in.

33.2 Step 1: Accessing an AI Tool

If you're a **Curtin University staff member**, you have an approved enterprise option. Otherwise, you have several free options.

33.2.1 Option A: MS Copilot Enterprise (Curtin Staff - Recommended)

If you have a Curtin University login, you have access to MS Copilot Enterprise,the officially approved tool for institutional use.

Accessing MS Copilot Enterprise:

1. Go to **copilot.microsoft.com** or open Microsoft Edge browser
2. Sign in with your Curtin credentials (@curtin.edu.au)

3. You'll see the familiar Copilot interface
4. That's it,you're ready to go

Why MS Copilot Enterprise for Curtin:

- Your data is protected and siloed within Curtin's secure instance
- Meets institutional data governance and compliance requirements
- Reflects how enterprise professionals use AI tools
- Built on OpenAI's ChatGPT technology, so it's powerful and reliable

Integration with Microsoft Suite (Major Advantage):

MS Copilot integrates seamlessly with tools you already use:

- **In Word**: A chat panel opens on the right side,draft paragraphs, get feedback, revise
- **In Excel**: Analyze data, create formulas, visualize patterns
- **In PowerPoint**: Generate slides, refine content, create speaker notes
- **In Outlook**: Draft emails, organize content, summarize threads
- **In Teams**: Access Copilot in chats and meetings for real-time assistance

This integration means you can work directly in your document while AI assists,no copying/pasting between windows.

33.2.2 Option B: ChatGPT (Free, No Login Required)

If you prefer a standalone option or aren't at Curtin:

1. Go to **chat.openai.com** in any web browser
2. Create a free account (takes 2 minutes) or use a Google/Microsoft account
3. You'll see a simple text box at the bottom of the screen
4. Ready to go

Advantages: - Simple, clean interface - No institutional login needed - Widely familiar - Can generate and export Word/Excel files (with Pro subscription)

Data Note: Conversations may be retained by OpenAI. For Curtin staff, use MS Copilot Enterprise for institutional work.

33.2.3 Option C: Claude (Free, Anthropic)

1. Go to **claude.ai** in any web browser
2. Create a free account
3. Same interface,a clean text box waiting for your instructions

Advantages:

- Clear, thoughtful responses
- Good for nuanced writing and analysis
- No login required

Data Note: Conversations may be retained. Not integrated with Office Suite.

33.2.4 Option D: Google Gemini (Free, Google Ecosystem)

If you prefer the Google ecosystem:

1. Go to **gemini.google.com** in any web browser
2. Sign in with your Google account
3. Access Gemini directly

Integration with Google Workspace:

- Integrates with Google Docs, Sheets, and Slides
- Right-side panel for real-time assistance
- Built on Google's LLM technology

Data Note: Subject to Google's data policies. Good for personal use; check institutional requirements for sensitive work.

33.2.5 Summary: Which Tool to Choose?

Tool	Best For	Data Protection	Office Integration
MS Copilot Enterprise (Curtin)	Institutional work—course materials—student assignments	Enterprise-protected	Full MS Office Suite
ChatGPT	General exploration—standalone use	Consumer retention	Manual export (Pro)
Claude	Writing and nuanced analysis	Consumer retention	None
Google Gemini	Google Workspace users	Google policies	Google Workspace

For Curtin Staff & Students: Use MS Copilot Enterprise for anything involving course materials, student work, or institutional data.

For General Exploration: Any tool works,they all have similar core capabilities.

Note: You don't need to download anything or configure complex settings. All options work directly in your web browser. If you're at Curtin, start with MS Copilot Enterprise. If you're elsewhere or just exploring, ChatGPT is the most familiar starting point.

33.3   Step 2: Understanding Prompts

A **prompt** is simply the instruction or question you type into the AI tool. Think of it like briefing a very capable research assistant who:

- Has read an enormous amount of material on nearly every subject
- Can generate text, analyse situations, and role-play scenarios
- Follows your instructions literally (which is both powerful and requires precision)
- Doesn't have opinions, emotions, or genuine understanding,just pattern recognition

The quality of what you get back depends almost entirely on the quality of your prompt.

33.3.1   Why Prompts Matter: The Foundation of All AI

Here's something important to understand: **Every AI tool, no matter how sophisticated, is fundamentally powered by prompts.**

Whether you're: - Typing directly into ChatGPT - Using MS Copilot in Word - Working with specialized teaching tools - Exploring emerging automation platforms - Building custom agents

...at the heart, there's a prompt (or series of prompts) that tells the AI what to do.

The anatomy of every AI interaction:

```
System Prompt (hidden): "You are a helpful AI assistant for education..."
[Optional: Rules, context, instructions about how to behave]

User Prompt (your input): "Create a quiz about supply chain management"

Result: AI output based on both prompts combined
```

Why this matters: - Learning to write clear prompts is learning to communicate effectively with AI - Whether it's a standalone tool or integrated into Word, the principles are the same - When you see AI integrated into traditional software (increasingly common), you're seeing a prompt window embedded in familiar tools - Understanding prompts gives you conceptual mastery,specific tools will change, but prompting skills transfer

Your progression in this book: 1. **Chapter 2-4** (this section): Master basic prompting concepts and techniques 2. **Chapters 5-12**: Apply prompting to specific teaching scenarios 3. **Chapter 13**: Transform static content to interactive using prompts 4. **Chapter 14**: See how prompts scale through automation and agents

This chapter teaches you the foundation. Everything else builds on it.

Let's see prompts in action.

33.4 Your First Prompt: The Weak Version

Open your chosen AI tool and type this exactly:

```
Write a case study about business.
```

Hit enter and see what you get.

You'll probably receive something generic,maybe a story about a marketing campaign or a financial decision. It's *fine*, but it's not particularly useful for your specific teaching needs.

Why was this weak? Because the prompt was vague. "Business" covers everything from accounting to marketing. "A case study" could be 100 words or 5,000 words. The AI had to guess what you wanted.

33.5 Your Second Prompt: The Powerful Version

Now try this. Copy and paste the prompt that matches your discipline:

33.6 Business & Marketing

```
You are an expert marketing lecturer at a university level.

I need you to create a case study for my undergraduate students that will help them practice stra

Here are the requirements:
- The scenario should involve a product launch decision where the company faces competitive threa
- Include enough detail that students need to identify which market analysis principles apply
- The scenario should be 300-400 words
- End with three discussion questions requiring students to analyse the market strategy and posit

Begin.
```

33.7 Management

```
You are an expert organisational management lecturer at a university level.

I need you to create a case study for my undergraduate students that will help them practice appl

Here are the requirements:
- The scenario should involve organisational change where managers face stakeholder resistance
- Include enough detail that students need to identify which change management principles apply
```

- The scenario should be 300-400 words
- End with three discussion questions requiring students to analyse how leadership hand

Begin.

33.8   Human Resources

You are an expert HR lecturer at a university level.

I need you to create a case study for my undergraduate students that will help them pr

Here are the requirements:
- The scenario should involve a talent management or employee relations decision with
- Include enough detail that students need to identify which HR principles apply
- The scenario should be 300-400 words
- End with three discussion questions requiring students to analyse HR decision-
making and compliance

Begin.

33.9   Tourism & Hospitality

You are an expert hospitality management lecturer at a university level.

I need you to create a case study for my undergraduate students that will help them pr

Here are the requirements:
- The scenario should involve a service failure or revenue management challenge in a h
- Include enough detail that students need to identify which service principles apply
- The scenario should be 300-400 words
- End with three discussion questions requiring students to analyse service strategy a

Begin.

33.10   Supply Chain & Logistics

You are an expert supply chain management lecturer at a university level.

I need you to create a case study for my undergraduate students that will help them pr
making under uncertainty.

Here are the requirements:
- The scenario should involve a supply disruption or network optimization challenge
- Include enough detail that students need to identify which supply chain principles ap

- The scenario should be 300-400 words
- End with three discussion questions requiring students to analyse trade-
offs and resilience strategies

Begin.

33.11   Information Systems

You are an expert IT project management lecturer at a university level.

I need you to create a case study for my undergraduate students that will help them practice syst
making.

Here are the requirements:
- The scenario should involve a systems implementation challenge with scope and stakeholder compl
- Include enough detail that students need to identify which project management principles apply
- The scenario should be 300-400 words
- End with three discussion questions requiring students to analyse technical and managerial trad
offs

Begin.

33.12   Accounting & Finance

You are an expert accounting and finance lecturer at a university level.

I need you to create a case study for my undergraduate students that will help them practice fina

Here are the requirements:
- The scenario should involve a financial analysis decision with ambiguous accounting or valuatio
- Include enough detail that students need to identify which accounting principles apply
- The scenario should be 300-400 words
- End with three discussion questions requiring students to analyse accounting judgments and comp

Begin.

33.13   Economics

You are an expert economics lecturer at a university level.

I need you to create a case study for my undergraduate students that will help them practice econ

Here are the requirements:
- The scenario should involve an economic policy decision with competing stakeholder interests

```
- Include enough detail that students need to identify which economic principles apply
- The scenario should be 300-400 words
- End with three discussion questions requiring students to analyse trade-
offs between economic models
```

```
Begin.
```

Hit enter.

Notice the difference? The AI now knows: - What role to adopt (expert lecturer in YOUR discipline) - Who the audience is (undergraduate students) - What specific learning objective you're targeting (discipline-specific skill) - What the scenario should contain (field-specific challenge) - How long it should be (300-400 words) - What format you want (scenario + three discussion questions)

The output should be dramatically more useful. It's tailored to your discipline, specific, and ready to use in your class (with your refinement, of course).

33.14 The CRAFT Framework: One Approach to Structured Prompting

Let's break down what made that second prompt powerful using a **memorable framework**: **CRAFT**.

This framework works whether you're using ChatGPT, Copilot, Claude, or any other AI tool. CRAFT is a helpful **starting point** for structuring your thinking.

Important caveat: CRAFT is not the only way to prompt effectively. Some educators find other frameworks work better for them. Some prefer different approaches entirely. The goal isn't to follow CRAFT rigidly,it's to **think intentionally about what you're asking the AI to do**.

33.14.1 The CRAFT Acronym

Letter	Element	Example
C	**Context**	"This is for my undergraduate marketing unit covering competitive strategy"
R	**Role**	"You are an experienced marketing director"
A	**Action**	"Create a case study about a product launch decision"

Letter	Element	Example
F	**Format**	"300-400 words with three discussion questions at the end"
T	**Tone/Target**	"Professional and realistic— suitable for university students"

You don't need to use every element every time, but this gives you a clear structure to work with.

33.14.2 Breaking Down Each Element

33.14.2.1 C: Context - Set the situation

> "This is for my undergraduate marketing unit. Students have learned about competitive positioning and market analysis."

Why it matters: Helps AI understand what background knowledge students already have and what level of sophistication to aim for.

Discipline examples:

33.15 Business & Marketing

"This is for an introductory marketing course where students are learning about digital customer acquisition strategies."

33.16 Management

"This is for a management unit on organisational change where students have covered Kotter's 8-step model."

33.17 Human Resources

"This is for an HR management course on employee relations and conflict resolution."

33.18 Tourism & Hospitality

"This is for a hospitality management unit focused on service recovery and customer experience design."

33.19 Supply Chain & Logistics

"This is for a supply chain management course on disruption management and network resilience."

33.20 Information Systems

"This is for an IT project management unit where students have learned agile and waterfall approaches."

33.21 Accounting & Finance

"This is for an intermediate accounting course on financial analysis and audit methodology."

33.22 Economics

"This is for a microeconomics course on market structures and competitive dynamics."

33.22.0.1 R: Role - Define the perspective

"You are an experienced marketing director"

Why it matters: The role shapes the tone, vocabulary, and approach. "Marketing director" will sound different from "market researcher" even when discussing the same topic.

Discipline examples:

33.23 Business & Marketing

"You are an experienced marketing director launching a new product" or "You are a market research analyst evaluating competitive positioning"

33.24 Management

"You are a senior manager navigating organisational change" or "You are an executive coach helping with team dynamics"

33.25 Human Resources

"You are an HR business partner handling sensitive employee situations" or "You are a recruitment specialist evaluating candidate fit"

33.26 Tourism & Hospitality

"You are a hotel general manager managing service delivery" or "You are a guest services trainer improving customer experience"

33.27 Supply Chain & Logistics

"You are a supply chain manager handling network optimization" or "You are a logistics director managing disruption"

33.28 Information Systems

"You are an IT project manager implementing enterprise systems" or "You are a systems analyst gathering requirements"

33.29 Accounting & Finance

"You are an auditor evaluating financial statements" or "You are a financial analyst making investment recommendations"

33.30 Economics

"You are an economist advising on policy decisions" or "You are a researcher analysing economic trends"

33.30.0.1 A: Action - Specify what to create

"Create a case study about a product launch decision"

Why it matters: Be specific about what you want. "Create a case study" is clearer than "write something about strategy."

33.30.0.2 F: Format - Describe the structure

"300-400 words with three discussion questions at the end"

Why it matters: Format constraints guide the AI and prevent it from delivering something unusable. Too long? Too short? Wrong structure? Format prevents that.

Examples: - "Bullet point list with 5-7 items" - "Conversational dialogue between two characters" - "Table with three columns: Challenge, Strategy, Outcome" - "Step-by-step instructions numbered 1-10"

33.30.0.3   T: Tone/Target - Set the style and level

> "Professional and realistic, suitable for university students who are
> new to this topic"

Why it matters: This prevents the AI from pitching too high (too academic) or too low (too simplistic).

Examples by level: - **Introductory:** "Use simple, clear language. Avoid jargon."
- **Intermediate:** "Assume students understand basic concepts. Use professional terminology." - **Advanced:** "Use sophisticated analysis. Reference theoretical frameworks and empirical research."

33.30.1   Alternative Approaches: There's More Than One Way

CRAFT is helpful, but it's not the only effective prompting approach. Depending on your thinking style and what you're trying to achieve, these alternatives might work better:

33.30.1.1   Ask for Step-by-Step Thinking

Instead of relying on CRAFT structure, ask the AI to show its reasoning:

```
"I need a supply chain risk analysis. Before you give me recommendations,
walk me through your thinking: What are the main risk categories?
What information would help identify which risks matter most?
Then provide your analysis."
```

This gets at how the AI thinks, not just what it outputs.

33.30.1.2   Provide Examples of What You Want

Sometimes showing is better than telling:

```
"Here's what a GOOD case study looks like for my students:
[example of strong case study from your files]

Here's what a WEAK case study looks like:
[example of weak case study]

Now create a case study for [your topic] that matches the GOOD example's quality."
```

This uses your expertise to calibrate the AI, rather than relying on CRAFT's generic structure.

33.30.1.3 Request Comparative Approaches

Ask the AI to explore multiple angles:

```
"Show me three different ways to explain this accounting concept:
1. For a student who learns visually
2. For a student who learns through examples
3. For a student who prefers logical frameworks

Then tell me which approach seems most effective."
```

This creates conversation and exploration, not just output.

33.30.1.4 Use Iterative Exploration

Start vague, then get more specific as you see what the AI generates:

```
PROMPT 1: "What are the key ethical issues in AI implementation in healthcare?"
[AI responds with 5 issues]

PROMPT 2: "Which of those is most relevant to Australian healthcare compliance?"
[AI elaborates on one issue]

PROMPT 3: "How would you teach students to analyze this issue?"
[AI proposes teaching approach]

PROMPT 4: "What's a scenario that would help students understand this?"
[AI creates scenario you can then refine]
```

Notice: you don't need a perfect first prompt. You explore together.

33.30.2 The Philosophy: Conversation Over One-Shot Prompting

Here's a crucial insight: **One-shot prompts (even well-structured CRAFT ones) tend to produce "AI sameness."**

When you send one prompt and take the output as-is, you get: - Generic content that could work for anyone - Safe middle-ground responses - Missing your specific teaching voice and perspective - The same tone the AI uses for every other prompt

The solution: Have a conversation.

Real teaching improvement comes from iterative exploration where: - You share your thinking ("Here's what I want students to understand…") - The AI responds ("Here are three ways to approach this…") - You push back or build ("Good, but

can we make it less academic?" or "Add this element…") - The result emerges through back-and-forth

This is why the **Seven Techniques** (in Chapter 4) matter more than perfect prompt structure. Techniques like Chain of Thought, Pros/Cons Analysis, and Role Play are **conversation tools**,they invite the AI to think alongside you, not just execute your commands.

33.30.3   Complete CRAFT Example

Here's how all five elements work together:

```
Context: "This is for my undergraduate Business course on marketing strategy."
```

```
Role: "You are an experienced marketing director."
```

```
Action: "Create a case study about a product launch decision where the company faces co
```

```
Format: "300-400 words with three discussion questions requiring students to analyse ma
```

```
Tone/Target: "Professional and realistic. Use clear language suitable for first-
year university students."
```

This is the "powerful" prompt we tried earlier. Now you can see **why** it's powerful,it includes all five CRAFT elements.

33.30.4   CRAFT as a Starting Point, Not the Endpoint

Here's something crucial: **CRAFT is your first message, not your only message.**

The best results come from **conversations**, not one-shot commands.

33.30.4.1   Why This Matters

If you use CRAFT and stop, you get: - A competent response - But it's generic and somewhat "AI-sounding" - Likely missing your teaching perspective - Probably not exactly what you actually need

If you use CRAFT and then **have a conversation**, you get: - Content shaped by your specific context - Your teaching voice reflected in the output - Solutions to problems the first prompt didn't anticipate - Something genuinely useful for YOUR students

33.30.4.2 The Conversation Pattern

After your initial CRAFT prompt, you can: 1. **Refine:** "Can you make the discussion questions more challenging?" 2. **Expand:** "Add a section about the financial impact of this decision." 3. **Adapt:** "Rewrite this for postgraduate students instead of undergraduates." 4. **Repurpose:** "Turn this into a 10-slide PowerPoint presentation." 5. **Push back:** "That's too generic. Here's what I actually need…" and keep talking

You're not just telling the AI what to do, you're **working together** to get exactly what you need.

This conversation approach is why **Chapters 4-7 focus on techniques (Reverse Prompting, Pros/Cons, Chain of Thought, etc.) rather than just prompting structure.** Those techniques are conversation starters, not rigid templates.

33.31 Practice Exercise: Your Turn

Now it's your turn to write a prompt from scratch. Think of something you currently teach in your business course, a topic where you wish you had more practice materials or better scenarios.

Use this template:

```
You are [define the role].

I need you to [state the specific task] for [define your audience].

Here are the requirements:
- [Requirement 1]
- [Requirement 2]
- [Requirement 3]

[Any additional context or constraints]

Begin.
```

Example topics to try, pick one from your discipline:

33.32 Business & Marketing

- Generate market analysis questions for a product launch
- Create a customer objection scenario that students must handle
- Draft a competitive intelligence report with bias students must identify
- Write a customer feedback scenario requiring strategic response

33.33 Management

- Create a team conflict scenario showing poor leadership
- Draft a change management plan for students to evaluate
- Generate a delegation scenario showing poor decision-making
- Write a stakeholder meeting dialogue with communication errors

33.34 Human Resources

- Generate interview questions with bias that students must identify
- Create a termination scenario showing poor HR judgment
- Draft a performance management conversation with legal risks
- Write an employee relations scenario requiring ethical judgment

33.35 Tourism & Hospitality

- Generate demanding guest scenarios students must handle
- Create a service recovery situation showing poor response
- Draft a revenue management decision students must evaluate
- Write a cultural sensitivity scenario for hospitality context

33.36 Supply Chain & Logistics

- Generate demand disruption scenarios with trade-offs
- Create a supplier negotiation dialogue students must evaluate
- Draft an inventory optimization problem with constraints
- Write a logistics crisis scenario requiring real-time decisions

33.37 Information Systems

- Generate stakeholder requirement scenarios with conflicts
- Create a project scope creep situation students must manage
- Draft a systems implementation plan with risks students must identify
- Write a technical trade-off scenario requiring judgment

33.38 Accounting & Finance

- Generate financial statements with accounting errors to find
- Create a valuation decision with ambiguous treatments
- Draft an audit report with missed red flags
- Write a fraud detection scenario students must analyse

33.39 Economics

- Generate economic policy scenarios with competing interests

- Create a market analysis with model disagreements
- Draft an economic forecast students must evaluate
- Write a trade-off scenario between economic objectives

Type your prompt into the AI tool and see what happens.

33.40 What to Expect (and Not Expect)

As you experiment, keep these realities in mind:

33.40.1 What AI Does Well:

- Generates diverse scenarios and examples quickly
- Creates consistent, well-structured text
- Role-plays different perspectives convincingly
- Provides frameworks and outlines
- Analyzes text against criteria you define

33.40.2 What AI Doesn't Do:

- Understand context the way humans do
- Have actual expertise or professional judgment
- Know your specific students, university policies, or local employment laws
- Guarantee factual accuracy (it can confidently state incorrect information)
- Replace your pedagogical design or assessment judgment

The golden rule: AI is a powerful draft generator and practice partner. You are still the expert who evaluates, refines, and ensures accuracy.

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33.41 Beyond Your First Prompt: The Follow-Up Conversation

Here's the secret that most people miss: **the best results come from a conversation, not a single prompt.**

Your first CRAFT prompt gets you started. Your follow-up prompts make it actually useful for your teaching.

33.41.1 Common Follow-Up Patterns

After your initial CRAFT prompt generates something, you can have a conversation to refine it:

33.41.1.1   Pattern 1: Refine for Your Exact Needs

Initial prompt: CRAFT framework generates a case study

Follow-up: "Can you make the discussion questions more challenging? Students should need to apply the frameworks we've covered, not just recall information."

Why this works: The AI understood your context from the first prompt. Now you're fine-tuning toward excellence.

33.41.1.2   Pattern 2: Adapt for Different Audiences

Initial prompt: Generate a finance case study for undergraduate students

Follow-up: "Rewrite this for postgraduate students. Assume they understand ratio analysis and want more sophisticated valuation challenges."

Why this works: The core content doesn't need to be regenerated; it just needs repositioning.

33.41.1.3   Pattern 3: Expand with Additional Dimensions

Initial prompt: Create an HR scenario

Follow-up: "Add a section about the legal and compliance implications. Include references to relevant employment law."

Why this works: You're building on what works rather than starting from scratch.

33.41.1.4   Pattern 4: Repurpose Into Multiple Formats

Initial prompt: Generate a supply chain analysis framework

Follow-up 1: "Turn this into a 10-slide PowerPoint with speaker notes." **Follow-up 2:** "Create a checklist version students can print and use in class." **Follow-up 3:** "Write a 2-minute explanation of this framework for a podcast."

Why this works: One good idea becomes multiple teaching assets.

33.41.2   Real Example: Conversation in Action

Here's how a conversation might unfold:

```
PROMPT 1 (Initial CRAFT):
Context: "This is for my second-year marketing unit on competitive strategy."
Role: "You are an experienced marketing director."
Action: "Create a market analysis case study."
Format: "500 words with 4 discussion questions"
Tone: "Professional, suitable for university students."

AI OUTPUT: [Case study about streaming service competition]
```

```
PROMPT 2 (Refine):
"Great! Can you make the discussion questions more specific?
Instead of asking 'What's wrong?' ask students to identify:
- Which Porter's Five Forces are most important here?
- How would you calculate market share?
- What data would you need to support your recommendation?"

AI OUTPUT: [Same case study, improved questions aligned with course framework]

PROMPT 3 (Expand):
"Add a section showing three different market analysis approaches
and how each one would lead to different conclusions. Include:
- Porter's Five Forces
- Ansoff Matrix
- SWOT analysis"

AI OUTPUT: [Expanded case study with multiple analytical frameworks]

PROMPT 4 (Repurpose):
"Turn this into a 10-minute classroom activity. Include:
- 2-minute scenario introduction for students
- 5-minute small group analysis task
- 3-minute discussion and comparison of frameworks"

AI OUTPUT: [Classroom activity structured for your timing]
```

Notice: you didn't write four prompts from scratch. You had a conversation where each follow-up built on what was working.

33.41.3   Types of Follow-Up Prompts by Discipline

33.42   Business & Marketing

Refine: "Make the competitive analysis more realistic,include actual market data from Australian retail" **Adapt:** "Rewrite this for students with no marketing background" **Expand:** "Add customer perception data and explain how it changes the analysis" **Repurpose:** "Create a 1-page executive summary version for busy managers"

33.43   Management

Refine: "Make the stakeholder conflicts more nuanced,not just good vs. bad decisions" **Adapt:** "Rewrite for public sector context instead of private company" **Expand:** "Add the perspective of each stakeholder and explain their reasoning"

Repurpose: "Turn this into a role-play activity where students play different stakeholders"

33.44 Human Resources

Refine: "Include specific Australian employment law references for this scenario"
Adapt: "Rewrite for a small business context instead of multinational" **Expand:** "Add information about possible employee grievance or legal challenge"
Repurpose: "Create a training guide for new HR staff based on this scenario"

33.45 Tourism & Hospitality

Refine: "Make the customer service challenge more complex,multiple guests, conflicting needs" **Adapt:** "Set this in an Australian luxury hotel instead of mid-range" **Expand:** "Add budget constraints and explain the trade-offs" **Repurpose:** "Turn this into a 5-station rotation activity for staff training"

33.46 Supply Chain & Logistics

Refine: "Include real logistics costs and supply chain complexity" **Adapt:** "Rewrite for Australian manufacturing context" **Expand:** "Add supply chain disruption scenario,how does your solution handle it?" **Repurpose:** "Create a simulation where students track changes week by week"

33.47 Information Systems

Refine: "Include technical constraints and legacy system integration challenges" **Adapt:** "Rewrite for a non-technical stakeholder audience" **Expand:** "Add cybersecurity and data governance requirements" **Repurpose:** "Turn this into a sprint-based project management simulation"

33.48 Accounting & Finance

Refine: "Include accounting ambiguity where multiple treatments are defensible" **Adapt:** "Rewrite for Australian tax and accounting standards context" **Expand:** "Add audit evidence requirements and explain what's sufficient" **Repurpose:** "Create a checklist auditors use when reviewing this situation"

33.49 Economics

Refine: "Include actual market data and explain why real markets deviate from theory" **Adapt:** "Use Australian economic data instead of generic examples"

Expand: "Show how government policy changes would affect this analysis"
Repurpose: "Create a data visualization exercise from this scenario"

33.49.1 Key Principle: You're the Director

Think of yourself as a **director**, not a subordinate giving orders.

- The AI is your assistant generating drafts
- You're evaluating, refining, and improving those drafts
- Each follow-up question shapes the output toward excellence
- You stop when it's ready for your class

This is what makes AI powerful for teaching: **you stay in control while multiplying your output quality.**

33.50 Troubleshooting Common Issues

"The AI gave me something too simple/complex." → Add to your prompt: "Pitch this at the level of a third-year undergraduate student" or specify your context: "This is for students with no prior supply chain experience" or "Students already understand financial statement analysis."

"The response was too short/long." → Specify word count or structure: "Provide 500 words" or "Write exactly 5 paragraphs" or "Create a scenario followed by 4 discussion questions."

"It's too generic, not specific to Australia/my context." → Add context relevant to your discipline:

33.51 Business & Marketing

"Set this in an Australian retail context" or "Reference Australian Consumer Law and ACCC regulations"

33.52 Management

"Set this in an Australian public sector organisation" or "Reference Fair Work Act requirements"

33.53 Human Resources

"Include Australian employment law and Fair Work Commission context" or "Reference Australian workplace discrimination law"

33.54 Tourism & Hospitality

"Set this in an Australian hotel/tourism context" or "Reference Australian tourism industry standards"

33.55 Supply Chain

"Set this in an Australian manufacturing context" or "Reference Australian logistics regulations"

33.56 Information Systems

"Reference Australian Privacy Act and data protection requirements" or "Set in Australian banking context"

33.57 Accounting & Finance

"Reference Australian Accounting Standards and ASIC rules" or "Use Australian tax law context"

33.58 Economics

"Reference Australian economic policy and RBA context" or "Use Australian labour market data"

"The AI ignored part of my prompt." → This happens sometimes. Just follow up: "Please revise that to include [the missing element]."

"I want to change just one part." → You can have a conversation: "Keep everything the same, but make the scenario more realistic" or "Add a section about the ethical considerations" or discipline-specific tweaks like "Include regulatory compliance issues" or "Add supply chain complexity."

33.59 Your First Win

If you've followed along, you've just: 1. Accessed an AI tool 2. Written a structured prompt 3. Generated a teaching resource you didn't have 5 minutes ago

That's not a small thing. You've learned the fundamental skill that everything else in this book builds on.

33.60   Before You Move On

Try this homework before Chapter 3. Choose three prompts from your discipline:

33.61   Business & Marketing

1. Generate market research questions for a competitor analysis
2. Role-play a demanding customer objecting to your product pricing
3. Analyse a marketing plan for strategic alignment and competitive position

33.62   Management

1. Generate an organisational change scenario for students to analyse
2. Role-play a resistant employee in a change management conversation
3. Analyse a leadership decision for stakeholder impact

33.63   Human Resources

1. Generate interview questions and evaluate them for bias
2. Role-play a difficult performance management conversation
3. Analyse an HR policy for legal compliance and fairness

33.64   Tourism & Hospitality

1. Generate guest complaint scenarios for service recovery
2. Role-play a demanding guest in a difficult service situation
3. Analyse a service strategy for customer experience effectiveness

33.65   Supply Chain & Logistics

1. Generate supply chain disruption scenarios with constraints
2. Role-play a demanding supplier in a negotiation
3. Analyse a logistics plan for efficiency and resilience

33.66   Information Systems

1. Generate IT project requirements with stakeholder conflicts
2. Role-play a demanding stakeholder with unclear needs
3. Analyse a project plan for scope management and risk

33.67   Accounting & Finance

1. Generate financial statements with errors for audit analysis
2. Role-play an auditor questioning a financial treatment

3. Analyse a valuation decision for accounting judgment

33.68 Economics

1. Generate economic policy scenarios with trade-offs
2. Role-play an economist presenting competing models
3. Analyse an economic forecast for assumptions and limitations

Get comfortable with the basic rhythm: prompt → response → refine → use.

The more you practice, the more natural it becomes. And the more specific your prompts, the more useful your outputs.

33.69 Why This Matters: Prompting as Transferable Skill

You now understand something crucial: **prompting is the core skill underneath all AI tools.**

Notice that whether you were using: - ChatGPT - MS Copilot in Word - Claude - Any other tool

...the prompting principles were identical. You set a role, defined context, specified requirements, and got results.

This matters because:

1. **Tools will change, skills will remain** - ChatGPT might be replaced. Copilot might evolve. But the ability to communicate clearly with AI? That's portable.

2. **Prompting scales** - The same prompting principles that work one-on-one with a tool also underlie:

   - Custom GPTs that serve your entire class
   - Automation workflows that generate content automatically
   - Agents that handle complex multi-step processes
   - RAG systems that ground AI in your course materials

3. **Integration is prompting in disguise** - When you see AI integrated into Word, PowerPoint, or emerging teaching tools, you're seeing a prompt window embedded in familiar software. The principles you just learned apply.

In the next chapters, you'll learn **specific prompting techniques** tailored to teaching. Then you'll apply them to increasingly sophisticated scenarios. All of it builds on what you've just learned here.

33.70   A Note on Conversation Length and Context

When you start having longer conversations with AI,iterating on a unit design, asking follow-up questions, building on earlier work,you might eventually notice that outputs become less consistent or less accurate. This is a context management issue: as conversations grow very long, AI has limitations on what it can reliably track.

Don't worry about this for simple prompts. But as you move to more complex work, **see Chapter 6 (Managing LLM Context)** for strategies to keep conversations focused and high-quality. You'll learn techniques like: - Breaking complex tasks into steps - Starting new conversations when appropriate - Explicitly restating context to keep AI on track

For now, just be aware: if a long conversation starts feeling unwieldy, that's normal. Chapter 6 shows you how to manage it.

Next Chapter Preview: In Chapter 3, you'll learn the week-by-week timeline for integrating AI into your teaching. Chapter 4 then introduces seven essential prompting **techniques**,specific approaches that develop different critical thinking skills in your students. Each technique is more sophisticated than "write a prompt," but all of them build on the foundations you've just mastered.

Chapter 34

Discovering Your Teaching Strategy: Using AI to Help You Use AI

34.1 The Unique Power of AI

Here's something remarkable: **AI can teach you how to use itself.**

This is fundamentally different from traditional tools. Excel can't teach you how to use Excel. PowerPoint can't guide you through better presentations. Email can't help you email better.

But AI can.

Why? Because AI can: - Ask you diagnostic questions to understand your context - Learn about your specific teaching challenges and constraints - Generate both obvious and unexpected recommendations - Serve as a patient, tireless thinking partner - Refine suggestions based on your feedback

This creates a unique opportunity: **You can use AI to discover how to use AI in ways that fit YOUR teaching context.**

Rather than reading a generic guide or following someone else's strategy, you can have a personalized consultation with AI that helps you figure out what actually matters for your discipline, your students, and your constraints.

34.2   The Core Insight: Meta-Prompting

Instead of asking AI to directly solve a teaching problem, you can ask AI to help you figure out how to ask AI for help.

Example comparison:

Direct Approach	Discovery Approach
"Generate discussion questions for my class"	"Ask me questions about my students and learning goals— then help me discover multiple ways AI could enhance discussion and critical thinking"
"How can I use AI in my teaching?"	"Interview me about my discipline— student cohort— and teaching philosophy. Then suggest both obvious and creative ways I could use AI that fit my context"
"What AI techniques should I learn?"	"Help me discover which techniques would solve my actual teaching challenges"

The discovery approach is more powerful because **AI asks you clarifying questions first**, learns your context, and then provides recommendations tailored to your actual situation,not generic advice for a hypothetical educator.

34.3   The Consultation Prompt: Your Starting Point

Here's a prompt you can use right now. Copy it, paste it into your AI tool (ChatGPT, Claude, Copilot, Gemini, etc.), and answer the questions honestly:

```
You're an AI expert consultant for business educators. I'd love your help
discovering how I could better use AI in my teaching.

Please ask me one question at a time. I'll answer, then you'll ask the next
question. Keep asking until you understand:

- My discipline and the students I teach (level, cohort size, background)
- My main teaching challenges and what I'm trying to help students learn
- My key teaching goals and what success looks like for my students
- My constraints (time, resources, technical skills, institutional requirements)
- What I've already tried and what excites or concerns me about AI
```

```
Once you have enough context, provide TWO types of recommendations:

1. OBVIOUS OPPORTUNITIES: Clear, straightforward AI applications
   (the things most educators think of)

2. NON-OBVIOUS OPPORTUNITIES: Unexpected or creative uses of AI specific
   to my discipline that I might not have considered

Format your recommendations clearly with implementation tips for each.

Please start by asking your first question.
```

That's it. Paste that prompt and start answering questions. You're about to have one of the most useful conversations about AI you could possibly have.

34.4 Why This Works: The Interview Advantage

When you ask AI to interview you before making recommendations, several important things happen:

34.4.1 1. Contextual Depth

AI doesn't know anything about you initially. By asking sequential questions, it builds a comprehensive picture of: - Your discipline (Is it HR management? Marketing? Accounting? Supply chain?) and how your students learn in that field - Your teaching context (Are you working with first-years or postgraduates? Large cohorts or seminars? Practical or theoretical focus?) - Your students' needs and challenges - Your constraints and resources - What success actually looks like for your teaching

This context is invaluable. Generic advice for "educators" doesn't account for whether you teach capstone projects, work with students from diverse backgrounds, manage compliance requirements, or work at an institution skeptical of AI. Context changes everything.

34.4.2 2. Both Obvious and Non-Obvious Ideas

AI tends to suggest obvious applications first. Those are valuable, but they're predictable.

By asking for both obvious *and* non-obvious recommendations, you push AI to think more creatively:

Obvious: Use AI to generate discussion questions for your seminar **Non-obvious:** Use AI to analyse your students' questions and assignments to

identify common misconceptions, then address them proactively in lectures **Non-obvious:** Use AI to create assessment tasks that require authentic thinking (not just regurgitation) because they ask students to critique, improve, or apply AI-generated content **Non-obvious:** Use AI to help you understand your students' diverse perspectives before class, so you can design more inclusive discussions

The non-obvious ideas are often where the real teaching value lies.

34.4.3   3. Self-Evaluation and Refinement

AI is remarkably good at evaluating its own suggestions. When it generates recommendations, it can: - Assess which are most feasible for your context - Identify trade-offs (e.g., "this saves you time but requires more tech setup") - Refine implementation strategies based on your constraints - Suggest combinations or variations

This creates a feedback loop where recommendations get better through iteration.

34.4.4   4. Collaborative Discovery

Unlike reading a guide or taking a course, this is a *conversation*. You're not passively receiving advice,you're actively shaping it by: - Answering questions honestly about your actual context (not the ideal version) - Pushing back on ideas that don't fit - Asking follow-up questions about implementation - Exploring implications for your students

The back-and-forth is where deep learning happens.

34.5   A Real Example: What This Conversation Looks Like

Here's what a consultation might actually look like for a business educator:

34.5.1   Your Initial Prompt:

[You paste the consultation prompt above]

34.5.2   AI's First Question:

> "Thanks for that. Let's start with the basics. What's your primary teaching role? What discipline do you teach, and what level (undergraduate, postgraduate, both)?"

34.5.3 You:

"I teach financial analysis and audit in an undergraduate accounting program. I have 80-100 students across two cohorts, mostly domestic students who are serious about accounting careers."

34.5.4 AI's Next Question:

"That's helpful. What's your biggest teaching challenge right now? What's most difficult about helping these students learn financial analysis and audit?"

34.5.5 You:

"They struggle to see why this matters beyond 'passing the exam.' They memorize procedures but don't understand the judgment calls. And they're terrified of making mistakes in analysis, so they don't experiment or ask critical questions."

34.5.6 AI's Next Question:

"I understand. That's about building professional judgment and confidence, not just knowledge. Now, how much time do you currently spend on things that feel routine or repetitive? What takes time away from the deeper teaching?"

34.5.7 You:

"A lot, honestly. Creating variations of practice problems, explaining the same audit concepts different ways to different students, writing feedback on assignments that often gives the same guidance repeatedly."

34.5.8 AI's Next Question:

"So you're doing important work but some of it could be scaled. One more: What's one thing you wish your students understood better about how professionals actually think about financial analysis?"

34.5.9 You:

"That audit is about judgment and risk, not just following a checklist. Real auditors have to decide what matters, what risks are significant, what's worth investigating. That's thinking, not just process."

34.5.10 AI's Synthesis:

"Okay, I have enough context. Here are my recommendations:

OBVIOUS OPPORTUNITIES: - Use AI to generate variations of practice problems with different scenarios, then have students work through them - Use AI to explain audit concepts from multiple angles (visual, narrative, step-by-step) for different learners - Use AI to help provide consistent feedback on assignments at scale - Use AI to generate sample audit findings with explanations of the judgment involved

NON-OBVIOUS OPPORTUNITIES: - Use AI as a 'skeptical auditor' to critique students' audit plans before they execute them,teaching them to defend their judgments - Have students analyse AI-generated audit findings and critique whether the AI's conclusions are justified,building professional judgment - Use AI to create complex, messy scenarios (like real audit situations) that don't have obvious answers, then have students present their judgment and justify it - Use AI to help you identify patterns in student questions/mistakes, then design targeted interventions addressing the most common gaps - Create assessment tasks where students must improve, critique, or extend AI-generated audit analysis,this requires real thinking and can't be done by just using AI"

See the difference? The AI didn't just suggest "use AI for grading" or other generic ideas. It understood your specific discipline, your students' needs, and your teaching philosophy. The recommendations are contextual and actionable.

34.6 How to Use This Chapter With the Rest of the Book

This chapter is foundational because it helps you **discover your own starting point**. After using AI to interview you, you might then:

34.6.1 1. Dive Deeper Into Specific Techniques

Based on what AI recommends, you can explore relevant chapters:

- **If AI suggests creating practice scenarios or simulations:** → Explore Chapter 5 (Flight Simulator) and Chapter 10 (Virtual Company)

- **If AI recommends using prompts to help students think through problems:** → Explore Chapter 4 (Seven Essential Techniques) and Chapter 12 (Static to Interactive)

- **If AI suggests helping students develop judgment and critique skills:** → Explore Chapter 6 (Critique Toolkit) and Chapter 8 (Ethics & Integrity)

- **If AI recommends assessment redesign:** → Explore Chapter 9 (Process Assessment) and Chapter 11 (Unit Design)

- **If AI suggests handling research or extended student work:** → Explore Chapter 13 (Research Assistant)

34.6.2   2. Use AI to Help You Learn From Other Chapters

After the consultation, you can ask AI to help you understand how other techniques apply to your context:

"I just read about the Seven Techniques in Chapter 4. I teach [your discipline]. Based on my teaching challenges, which of these techniques would be most useful for me? Help me understand how I'd actually apply each one to my students."

Or:

"I'm reading about prompt chaining in Chapter 14. I want to help my students develop [specific skill]. Can you suggest a 4-5 step prompt chain that would help them practice this, tailored to my discipline?"

This way, you're not just reading generic guidance,you're using AI to understand how the book's content applies to *your* teaching.

34.6.3   3. Return to This Chapter Periodically

Your teaching context evolves. Run this consultation quarterly or whenever your situation changes:

- New semester, new cohort demographics
- Changed institutional requirements or policies
- New teaching challenges emerging
- You've tried something and want to explore what's next

Each time, you'll discover new opportunities you're ready for now that you weren't before. This keeps your AI strategy aligned with your evolving teaching priorities.

34.7   Variations: Tailored Consultation Prompts By Discipline

Depending on what you teach, you might adapt the consultation prompt for your specific discipline context:

34.7.1 For HR/People Management Teaching

You're an AI expert in HR education and practice. Ask me about my teaching
(students, learning goals, HR context, constraints) so you can recommend both
obvious and creative ways to use AI to help students develop professional judgment
about people and organizational challenges.

Include recommendations that help students practice real HR decision-
making without
compromising sensitivity to human impact.

34.7.2 For Marketing Teaching

You're an AI expert in marketing education. Ask me about my teaching (discipline,
students, what I want them to learn, constraints). Then recommend both obvious
and unexpected ways AI could help students develop marketing strategy skills,
customer understanding, and creative thinking.

34.7.3 For Accounting/Finance Teaching

You're an AI expert in accounting and finance education. Ask me about my students,
what I'm teaching (financial analysis, audit, taxation, etc.), and my challenges.
Then recommend ways to use AI that develop professional judgment, not just
procedural knowledge.

34.7.4 For Management Teaching

You're an AI expert in management education. Ask me about my teaching context
(organizational behavior, strategic management, HRM, operations, etc.) and my
students. Then recommend ways to use AI to develop leadership and decision-
making
skills in realistic contexts.

34.7.5 For Supply Chain Teaching

You're an AI expert in supply chain education. Ask me about my teaching (logistics,
operations, procurement, etc.) and my students. Then recommend ways to use AI to
help students develop real-world supply chain thinking and problem-
solving.

34.7.6 For Information Systems Teaching

You're an AI expert in IT/IS education. Ask me about my teaching (systems development,
project management, IT strategy, etc.), my students, and constraints. Then recommend
ways to use AI to develop technical thinking and practical IT skills.

34.7.7 For Tourism & Hospitality Teaching

```
You're an AI expert in tourism and hospitality education. Ask me about my teaching
(guest experience, revenue management, destination marketing, etc.) and my students.
Then recommend ways to use AI to help students develop customer-
focused and strategic thinking.
```

34.7.8 For Economics Teaching

```
You're an AI expert in economics education. Ask me about my teaching (micro, macro,
applied, policy, etc.), my students, and constraints. Then recommend ways to use AI
to help students develop economic reasoning and policy thinking skills.
```

34.8 The Deeper Principle: AI as a Thinking Mirror

Here's what's really happening when you ask AI to interview you:

AI acts as a mirror for your own thinking.

By asking clarifying questions, AI forces you to articulate: - What you actually teach (vs. what you think you teach) - What matters most to your students (vs. what's just on the exam) - What's possible with your constraints (vs. what feels impossible) - What you haven't tried (because you didn't know it was possible)

Often, the value of this conversation isn't the AI's recommendations,**it's the clarity you gain about your own teaching by having to explain it.**

Educators report things like: - "I didn't realize how much time I was spending on feedback until the AI asked about it,now I see where AI could help" - "Talking through my teaching goals, I realized my students need more practice with judgment, not more information" - "Just articulating my teaching philosophy to the AI helped me see how AI could actually enhance it, not replace it" - "I'd been assuming AI wasn't relevant to my discipline, but through the interview I discovered three ways it could help"

The AI is a thinking partner, not a replacement for your thinking.

34.9 Practical Tips for Your Consultation

34.9.1 Be Honest and Specific

Don't try to impress the AI with polished answers. The more honest you are about: - What you're struggling with - Your constraints and limitations - Your concerns about AI - What you've already tried

...the better the recommendations will be. If you say "I only have 2 hours a week for this" or "My students are skeptical of AI" or "I don't have technical skills," that's valuable context, not a weakness.

34.9.2 Ask Follow-Up Questions

After AI gives you recommendations, don't just accept them. Ask: - "How would I actually implement the non-obvious ones in my classroom?" - "Which of these could I realistically start with this week?" - "What are the risks or drawbacks of each approach?" - "How would I know if this is actually working with my students?" - "How does this fit with my existing assessment structure?"

34.9.3 Test One Obvious, One Non-Obvious

After the consultation: 1. Pick ONE obvious recommendation and ONE non-obvious recommendation 2. Try each one with your students over a 2-3 week period 3. Pay attention to what happens: Do students engage differently? Does your work change? 4. Report back to the same conversation: "I tried [recommendation]. Here's what happened..." 5. AI will help you iterate toward what works in your context

34.9.4 Treat It as Ongoing

This isn't a one-time conversation: - Your context changes; your teaching evolves - Student cohorts are different each year - Institutional requirements shift - Run this consultation again in 3–6 months - Each time you'll be ready for different ideas

Document what you've tried and what's working. When you re-run the consultation, share that history so AI understands your evolution.

34.9.5 Share What You Learn

If you discover something useful, share it with colleagues: - "I asked AI to interview me about my teaching, and it suggested [X]. Here's how it's working..." - Others might try similar approaches - Collectively, your faculty learns what's possible with AI in your discipline

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34.10 The Meta-Moment: You're Using AI to Help You Use AI to Help Your Students

Here's the beautiful irony:

You're using this chapter to understand how to use AI to discover how to use AI better with your students.

That's very meta.

But it's also very practical. And very powerful.

The best tool for learning how to use AI is AI itself.

The discovery conversation you're about to have with AI will teach you more about your own teaching than almost anything else. You'll gain clarity about: - What you actually value in your teaching - What your students truly struggle with - Where your expertise lies (hint: nowhere an AI can replace you) - What's possible when you leverage AI thoughtfully

Lean into that. Ask questions. Be honest about your context. Let AI surprise you with ideas you hadn't considered.

That's where the real value emerges.

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34.11 Your Action Step: Start Your Consultation Right Now

1. **Open your AI tool** (ChatGPT, Claude, Copilot, Gemini,any of them)
2. **Copy the consultation prompt** from the beginning of this chapter (or the discipline-specific variation that fits you)
3. **Paste it and send it**
4. **Answer the questions honestly** as they come,no polished answers needed
5. **Let the conversation unfold naturally** over 4-6 questions
6. **Review the recommendations** and pick one or two to try this month
7. **Report back** to the same conversation with what you learned
8. **Keep exploring** by asking follow-up questions

That's it. You're using AI to help you use AI better.

———————————————

34.12 Before You Move Forward

Don't just read this chapter and move on. Actually have the consultation. Spend 10-15 minutes in conversation with AI about your teaching.

Then return to this chapter and decide which other chapters to explore based on what AI recommended.

The rest of this book is powerful, but it's most powerful when you know *why* you're learning it,because it solves a challenge or enables a goal that matters to your specific teaching.

This chapter helps you figure out your "why."

Once you know that, everything else in the book becomes more actionable and more valuable.

Start your discovery conversation now. The best use of AI is one that's tailored to your unique teaching context.

Chapter 35

Your First Steps - A Practical Guide

35.1 The Implementation Challenge

You've now seen what's possible with AI in business education across multiple disciplines. You're probably feeling a mix of excitement and overwhelm.

The previous chapters showed you ambitious applications: conversation simulations, virtual companies, process-based assessments. But you're thinking: *"Where do I actually start? How do I introduce this to my students? What if it doesn't work?"*

This chapter is about **managing change**, both for yourself and your students. It provides a practical, phased implementation plan that starts small, builds confidence, and scales gradually.

The key principle: Start with one small experiment, not a curriculum revolution.

35.2 Phase 1: Personal Experimentation (Before Your Next Class)

Before you introduce AI to students, you need to be comfortable with it yourself. This phase is about building your own confidence and discovering what works.

35.2.1 Week 1: Your First Prompts

Time investment: 1-2 hours

Task: Generate three teaching resources you currently need using AI prompts.

Examples by discipline:

35.3   Business & Marketing

- Create a competitive analysis framework comparing 3+ competitors in your industry
- Generate customer objection scenarios for role-play practice
- Draft a market positioning analysis for a case study

35.4   Management

- Create an organisational change scenario showing stakeholder resistance
- Generate examples of poor delegation decisions students must analyse
- Draft a leadership case study with team dynamics

35.5   Human Resources

- Create recruitment interview questions and evaluate for bias
- Generate performance management scenarios with difficult employees
- Draft an employee relations problem students must solve

35.6   Tourism & Hospitality

- Create demanding guest service scenarios for practice
- Generate service recovery situations showing poor responses
- Draft hospitality crisis scenarios students must navigate

35.7   Supply Chain & Logistics

- Create demand disruption scenarios with multiple constraints
- Generate supplier negotiation dialogues students must evaluate
- Draft logistics network problems with optimization challenges

35.8   Information Systems

- Create stakeholder requirement scenarios with conflicting needs
- Generate project scope creep situations students must manage
- Draft systems implementation risks students must identify

35.9   Accounting & Finance

- Create financial statements with deliberate errors to audit

- Generate valuation scenarios with ambiguous accounting treatment
- Draft forensic analysis problems students must solve

35.10   Economics

- Create policy recommendation scenarios with trade-offs
- Generate economic forecasting problems students must analyse
- Draft scenarios comparing competing economic models

Success metric: You created at least one resource that's good enough to use in your teaching (even if it needs minor adjustments).

What you'll learn: - How to write effective prompts for your specific content - What AI does well and where it needs your expertise - How to iterate and refine prompts to get better results

35.10.1   Week 2: Test a Simulation

Time investment: 30 minutes

Task: Conduct a conversation simulation yourself using the Flight Simulator model from Chapter 4.

Discipline-specific scenario ideas:

35.11   Business & Marketing

1. Write a setup prompt: "Role-play as a demanding customer questioning our product price"
2. Have the conversation with the AI as if you're the salesperson
3. Generate a critique of your persuasion and needs-identification approach

35.12   Management

1. Write a setup prompt: "Role-play as a resistant employee during organisational change announcement"
2. Have the conversation with the AI as if you're the manager
3. Generate a critique of your stakeholder engagement approach

35.13   Human Resources

1. Write a setup prompt: "Role-play as a candidate with difficult behavioural issues in an interview"
2. Have the conversation with the AI as if you're the recruiter
3. Generate a critique of your questioning technique and bias awareness

35.14   Tourism & Hospitality

1. Write a setup prompt: "Role-play as an upset guest with service complaints"
2. Have the conversation with the AI as if you're the manager
3. Generate a critique of your service recovery approach

35.15   Supply Chain & Logistics

1. Write a setup prompt: "Role-play as a supplier announcing a major delivery delay"
2. Have the conversation with the AI as if you're the procurement manager
3. Generate a critique of your negotiation and problem-solving approach

35.16   Information Systems

1. Write a setup prompt: "Role-play as a stakeholder with unclear and changing requirements"
2. Have the conversation with the AI as if you're the analyst
3. Generate a critique of your elicitation and scope management approach

35.17   Accounting & Finance

1. Write a setup prompt: "Role-play as a CFO questioning a valuation treatment"
2. Have the conversation with the AI as if you're the auditor
3. Generate a critique of your professional skepticism and judgment

35.18   Economics

1. Write a setup prompt: "Role-play as a policy maker challenging your economic recommendation"
2. Have the conversation with the AI as if you're the economist
3. Generate a critique of your analysis and persuasion approach

Success metric: The AI stayed in character throughout, and the critique provided specific, useful feedback.

What you'll learn: - Whether your scenario design creates a realistic challenge - How students will experience this exercise - What kinds of feedback the AI generates (and whether it aligns with your standards)

35.18.1   Week 3: Review Your Current Assessments

Time investment: 1 hour

Task: Look at your current assignments and identify which ones could be enhanced with AI.

Questions to ask: - Which assignments currently test knowledge recall that could test applied process instead? - Where do students struggle to get timely feedback? - Which skills do students need more practice with before assessment? - What do you wish you had time to grade more thoroughly?

Success metric: You've identified one specific assignment that you'll pilot in the next teaching cycle.

What you'll learn: - Where AI can add the most value in your specific context - What problems you're actually trying to solve (not just "use AI because it's new")

35.19 Phase 2: Low-Stakes Student Introduction (First Month of Semester)

You're now ready to introduce AI to students. Start with optional, low-stakes activities,not high-stakes assessments.

35.19.1 Approach 1: Optional Practice Exercise

What to do:

Introduce AI as a **practice tool** for an upcoming assignment.

Example announcement to students,choose one from your discipline:

35.20 Business & Marketing

> "For the competitive strategy assignment due in Week 8, I want to give you a chance to practice your analysis first. I've created an AI analysis prompt that you can use to check your draft positioning before submission. Write your draft, paste it into ChatGPT or Claude along with the critique prompt, and see what feedback you get. Then revise. This is optional,I won't grade based on whether you used it. But you might find the market perspective helpful."

35.21 Management

> "For the change management plan due in Week 8, I want to give you practice feedback before submission. I've created an AI prompt that reviews your plan for stakeholder engagement and communication strategy. Write your draft, paste it with the prompt, and revise based on feedback. Completely optional, but it might help you think through stakeholder complexity."

35.22   Human Resources

"For the HR problem-solving assignment due in Week 8, I've created an AI prompt that provides preliminary feedback on your approach,whether you've identified compliance issues, considered employee perspective, and thought about equity. Write your draft, get AI feedback, revise. Optional, but students who use it usually score higher because they catch issues early."

35.23   Tourism & Hospitality

"For the service management case study due in Week 8, I've created an AI prompt that critiques your proposed solution against service recovery principles. Write your draft, paste with the prompt, and see what gaps the AI identifies. Optional, but helpful for thinking through guest experience holistically."

35.24   Supply Chain & Logistics

"For the supply chain optimization problem due in Week 8, I've created an AI analysis prompt that reviews your solution for feasibility and trade-offs. Write your draft, get feedback on your constraints and assumptions, revise. Optional, but the feedback often identifies risks students miss."

35.25   Information Systems

"For the project plan due in Week 8, I've created an AI review prompt that evaluates your scope management and risk identification. Write your draft, paste with the prompt, and get preliminary feedback. Completely optional, but many students find it helps identify scope creep risks."

35.26   Accounting & Finance

"For the financial analysis assignment due in Week 8, I've created an AI review prompt that checks your accounting treatment and valuation assumptions. Write your draft, get preliminary feedback, revise. Optional, but it's good practice for thinking through judgment calls before final submission."

35.27   Economics

"For the policy recommendation due in Week 8, I've created an AI prompt that reviews your analysis for model assumptions and stakeholder considerations. Write your draft, get feedback on your reasoning, revise. Optional, but helpful for strengthening your economic argument."

Why this works: - No pressure,students who are skeptical can ignore it - Students who try it will likely see value and spread the word to peers - You can gauge student response before making it mandatory - You avoid the "forced adoption" resistance

35.27.1   Approach 2: In-Class Demonstration

What to do:

During a lecture, demonstrate AI in action as a teaching tool.

Discipline-specific live demonstrations:

35.28   Business & Marketing

"Today we're learning about customer needs analysis. Let me show you something interesting. I'm going to ask an AI to role-play a demanding customer with objections, and I want you to watch and critique my sales approach." Conduct a live negotiation with the AI projected on screen.

35.29   Management

"Today we're learning about change leadership. I'm going to ask an AI to role-play a resistant employee, and I want you to watch and critique how I communicate the change." Conduct a live conversation with the AI.

35.30   Human Resources

"Today we're learning about fair hiring practices. I'm going to ask an AI to role-play a candidate, and I want you to watch and critique my interview technique for bias." Conduct a live interview with the AI projected.

35.31   Tourism & Hospitality

"Today we're learning about service recovery. I'm going to ask an AI to role-play an upset guest, and I want you to watch and critique how I handle the complaint." Conduct a live service interaction with the AI.

35.32   Supply Chain & Logistics

"Today we're learning about supply chain disruption response. I'm going to ask an AI to role-play a supplier with a major problem, and I want you to watch and critique my decision-making." Conduct a live negotiation with the AI.

35.33   Information Systems

"Today we're learning about requirements gathering. I'm going to ask an AI to role-play a stakeholder with unclear needs, and I want you to watch and critique how I elicit requirements." Conduct a live requirements session with the AI.

35.34   Accounting & Finance

"Today we're learning about audit judgment. I'm going to ask an AI to role-play a questionable accounting treatment, and I want you to watch and critique my skepticism and analysis." Conduct a live audit discussion with the AI.

35.35   Economics

"Today we're learning about economic policy analysis. I'm going to ask an AI to role-play a policymaker challenging my recommendation, and I want you to watch and critique my reasoning." Conduct a live policy discussion with the AI.

Follow-up: - Ask students: "What did I do well? What did I miss?" - Show how AI can provide a critique: paste the transcript into the critique prompt live - Discuss: "Did the AI catch the same things you did? Did it miss anything?"

Why this works: - Demystifies AI (students see it's just a tool, not magic) - Models critical thinking about AI outputs - Shows your own willingness to be vulnerable and learn - Sparks curiosity about trying it themselves

35.35.1 Approach 3: Reflective Exercise

What to do:

Assign a short, reflective writing task where students *experiment with* AI rather than complete a traditional assignment.

Discipline-specific reflection assignments:

35.36 Business & Marketing

Assignment: AI for Market Analysis (5% of grade) 1. Choose one market analysis skill we've covered (competitive analysis, customer segmentation, positioning strategy) 2. Use an AI tool to help you practice or analyse that skill 3. Write a 500-word reflection: What task did you ask AI to help with? What was useful? What was wrong or oversimplified? How would you use AI professionally?

35.37 Management

Assignment: AI for Organisational Analysis (5% of grade) 1. Choose one management skill we've covered (change analysis, stakeholder mapping, decision-making) 2. Use an AI tool to help you practice that skill 3. Write a 500-word reflection: What was useful about AI? What did AI miss about organisational complexity? How would you apply this professionally?

35.38 Human Resources

Assignment: AI as an HR Tool (5% of grade) 1. Choose one HR skill we've covered (recruitment, performance management, employee relations) 2. Use an AI tool to help you practice that skill 3. Write a 500-word reflection: What was useful? What was wrong or risky about AI's approach? How would you use AI responsibly as an HR professional?

35.39 Tourism & Hospitality

Assignment: AI for Service Management (5% of grade) 1. Choose one service skill we've covered (guest handling, service recovery, experience design) 2. Use an AI tool to help you practice that skill 3. Write a 500-word reflection: What did AI get right? What missed the human element of service? How would you use AI in hospitality?

35.40   Supply Chain & Logistics

Assignment: AI for Supply Chain Analysis (5% of grade)
1. Choose one supply chain skill we've covered (demand forecasting, network design, disruption response) 2. Use an AI tool to help you practice that skill 3. Write a 500-word reflection: What was useful? What constraints did AI miss? How would you apply AI professionally?

35.41   Information Systems

Assignment: AI for Systems Analysis (5% of grade) 1. Choose one IT skill we've covered (requirements gathering, project planning, risk analysis) 2. Use an AI tool to help you practice that skill 3. Write a 500-word reflection: What was useful? What was technically unrealistic? How would you use AI in IT practice?

35.42   Accounting & Finance

Assignment: AI for Financial Analysis (5% of grade) 1. Choose one accounting/finance skill we've covered (analysis, audit, valuation) 2. Use an AI tool to help you practice that skill 3. Write a 500-word reflection: What was useful? What was inaccurate or risky? How would you use AI professionally while maintaining standards?

35.43   Economics

Assignment: AI for Economic Analysis (5% of grade) 1. Choose one economics skill we've covered (forecasting, policy analysis, modeling) 2. Use an AI tool to help you practice that skill 3. Write a 500-word reflection: What assumptions did AI make? What did it get wrong? How would you use AI in economic analysis professionally?

Grading: You're being graded on your critical reflection, not on the AI's performance. Honest critique of AI's limitations will score higher than uncritical praise.

Why this works: - Low stakes (only 5% of grade) - Emphasizes critical thinking about AI rather than reliance on AI - Introduces AI literacy as a learning objective - Gives you insight into how students are using AI

35.44 Phase 3: Pilot Assessment (Mid-Semester)

After students have some familiarity with AI, introduce one AI-enhanced assessment. Choose something meaningful but not the highest-stakes assignment.

35.44.1 Implementation Checklist

Before you launch:

- ☐ You've tested the prompts yourself thoroughly
- ☐ You've created clear student instructions (what to do, how to do it, what's expected)
- ☐ You've prepared a FAQ document anticipating student questions
- ☐ You've decided how much this is worth (recommend 15-25% of final grade for first pilot)
- ☐ You've built in time for technical issues (some students will need help accessing AI tools)

Choose your model:

Based on Chapters 4-7, select one approach for a **single assignment**:

Option A: Conversation Simulation + Reflection (Chapter 4) - Lower workload for grading - Students are most likely to find this engaging - Easiest to explain

Option B: Self-Assessment with Transparency Model (Chapter 5) - Works for existing essay/case study assignments - Minimal restructuring needed - Good introduction to AI literacy

Option C: AI Critique and Override (Chapter 7, Model 3) - Medium complexity - Strong focus on critical thinking - Clear demonstration of learning

Don't choose: Virtual company simulation (Chapter 6) or complex multi-part process assessment (Chapter 7, Models 1-2) for your first pilot. Save those for when you have more experience.

Thinking bigger than a single assignment?

If you're ready to redesign an entire unit from the ground up rather than piloting a single assignment, see **Chapter 10: Designing an AI-Integrated Unit** for a complete backwards design framework. That chapter shows how to: - Map AI integration across a full 12-week semester - Build scaffolded progression from Week 1 to Week 12 - Balance AI-enhanced and traditional learning activities - Support student AI literacy development throughout the unit

Most lecturers should start with a single assignment pilot before attempting whole-unit redesign. Once you've successfully piloted one AI-

enhanced assignment and gathered student feedback, you'll be in a much stronger position to expand your approach across an entire unit.

35.44.2   Launch Week: Student Orientation

Dedicate 15-20 minutes of class time to:

1. **Explain the "why",discipline-specific language:**

35.45   Business & Marketing

"We're trying something new because I want you to practice real business skills,customer analysis, persuasion, strategy,not just write about them. In professional marketing, you'll use AI for analysis and insights, so learning to use AI critically is part of your education."

35.46   Management

"We're trying something new because I want you to practice real management challenges,stakeholder navigation, change communication, decision-making,not just theorize about them. Managers use AI for analysis and planning, so learning to use it critically matters."

35.47   Human Resources

"We're trying something new because I want you to practice actual HR skills,interviewing, problem-solving, fair judgment,not just describe processes. In HR work, you'll use AI tools, so learning to use them responsibly is part of your professional practice."

35.48   Tourism & Hospitality

"We're trying something new because I want you to practice real service scenarios,guest handling, recovery, experience design,not just learn theory. In hospitality management, you'll use AI for operations and guests, so understanding it critically matters."

35.49   Supply Chain & Logistics

"We're trying something new because I want you to practice actual supply chain decisions,under uncertainty, with constraints, with real consequences,not just solve textbook problems. Supply chain professionals use AI for forecasting and optimization, so learning to use it critically is essential."

35.50 Information Systems

"We're trying something new because I want you to practice real IT challenges,requirements, scope management, technical trade-offs,not just memorize methodology. IT professionals use AI extensively, so learning to use it critically for code and analysis is part of your skill set."

35.51 Accounting & Finance

"We're trying something new because I want you to practice real accounting judgment,analysis, professional skepticism, complex treatment decisions,not just follow rules. Finance professionals use AI for analysis, so learning to use it critically while maintaining standards is important."

35.52 Economics

"We're trying something new because I want you to practice real economic analysis,policy reasoning, modeling, evidence evaluation,not just recite theory. Economists use AI for research and analysis, so learning to use it critically for your work is essential."

2. **Address the anxiety** > "Some of you might be worried this is too technical,it's not. If you can copy and paste text, you can do this assignment. Some of you might be thinking this makes things easier,actually, it makes things harder, because I'm assessing your thinking process and professional judgment, not just your final answer."

3. **Do a live demo**

   - Show exactly how to access the AI tool
   - Show exactly how to paste the prompt
   - Show exactly what happens next
   - Show what they submit to you

4. **Open for questions**

5. **Provide written instructions**

   - Create a one-page step-by-step guide students can refer back to
   - Include screenshots if needed
   - Provide a technical support contact (could be you, a TA, or IT support)

35.52.1 During the Assignment Period: Be Available

Common student issues:

"The AI isn't staying in character" → Response: Check that you copied the full prompt. Try starting a fresh conversation.

"The AI gave me weird feedback" → Response: That's possible,AI can make errors. In your reflection, explain what the AI got wrong and why. You'll get credit for catching the error.

"I don't have access to ChatGPT" → Response: Try Claude.ai instead, or come to office hours and we can run it together.

"Is this even allowed? Am I cheating?" → Response: Yes, it's allowed,this is the assignment. You're being graded on your critical use of AI, not on avoiding it.

35.52.2   After Submission: Grading Efficiently

Create a grading workflow:

1. **Quick initial scan** (5 minutes per student)
   - Did they follow instructions?
   - Did they submit all required components?
   - Any obvious red flags (e.g., obviously didn't do the work)?
2. **Deep assessment** (15-20 minutes per student)
   - Review the transcript/analysis/reflection against your rubric
   - Look for evidence of learning and critical thinking
   - Provide targeted feedback (2-3 specific comments)
3. **Use standard comment banks**
   - Create a document with common feedback phrases you can copy-paste
   - Examples: "Strong application of procedural fairness here," "This needed more specific evidence from the transcript," "Excellent critique of AI's oversight"

Time-saving tip: Use AI itself to help with initial feedback:

Your prompt to AI,discipline-specific version:

35.53   Business & Marketing

```
You are assisting with grading market strategy assignments. Review this
student's competitive positioning analysis against the rubric [paste rubric].
Assess whether they demonstrated sound market analysis, valid assumptions,
and strategic thinking. Provide an initial assessment and draft feedback.

I will review your assessment and make final decisions.

[paste student work]
```

35.54 Management

You are assisting with grading change management plans. Review this student's stakeholder engagement strategy against the rubric [paste rubric]. Assess whether they demonstrated understanding of complexity, stakeholder perspective, and communication strategy. Provide an initial assessment.

I will review your assessment and make final decisions.

[paste student work]

35.55 Human Resources

You are assisting with grading HR problem-solving assignments. Review this student's solution against the rubric [paste rubric]. Assess whether they demonstrated legal compliance awareness, employee perspective, and fair judgment. Provide an initial assessment and draft feedback.

I will review your assessment and make final decisions.

[paste student work]

35.56 Tourism & Hospitality

You are assisting with grading service management cases. Review this student's proposed solution against the rubric [paste rubric]. Assess whether they demonstrated understanding of guest experience, service recovery principles, and operational feasibility. Provide an initial assessment.

I will review your assessment and make final decisions.

[paste student work]

35.57 Supply Chain & Logistics

You are assisting with grading supply chain analysis. Review this student's solution against the rubric [paste rubric]. Assess whether they demonstrated understanding of constraints, trade-offs, risk, and resilience. Provide an initial assessment and draft feedback.

I will review your assessment and make final decisions.

[paste student work]

35.58   Information Systems

You are assisting with grading IT project plans. Review this
student's plan against the rubric [paste rubric]. Assess whether they
demonstrated scope management, technical feasibility, and stakeholder
awareness. Provide an initial assessment and draft feedback.

I will review your assessment and make final decisions.

[paste student work]

35.59   Accounting & Finance

You are assisting with grading financial analysis assignments. Review this
student's analysis against the rubric [paste rubric]. Assess whether they
demonstrated professional judgment, compliance awareness, and accounting
accuracy. Provide an initial assessment and draft feedback.

I will review your assessment and make final decisions.

[paste student work]

35.60   Economics

You are assisting with grading economic policy recommendations. Review this
student's analysis against the rubric [paste rubric]. Assess whether they
demonstrated understanding of competing models, evidence quality, and
stakeholder trade-offs. Provide an initial assessment and draft feedback.

I will review your assessment and make final decisions.

[paste student work]

Then you review AI's suggestions, adjust where needed, and add your own
judgment. This can cut grading time by 30-40%.

35.61   Phase 4:   Gather Feedback and Iterate (End of Semester)

After students submit the pilot assessment, collect structured feedback.

35.61.1 Student Survey (5 minutes for students to complete)

Questions to ask,select those relevant to your discipline:

35.62 Business & Marketing

1. How useful was AI for practicing market analysis skills? (1-5 scale)
2. What worked well about using AI for competitive strategy?
3. What was confusing or frustrating?
4. Would you use AI tools for market analysis in your career?
5. Did this assignment help you develop practical business skills? (1-5 scale)
6. Any comments on using AI for strategy work?

35.63 Management

1. How useful was AI for practicing management skills? (1-5 scale)
2. What worked well about using AI for organisational challenges?
3. What was confusing or frustrating?
4. Would you use AI for management analysis in your career?
5. Did this assignment help you develop practical management skills? (1-5 scale)
6. Any comments on using AI for organisational work?

35.64 Human Resources

1. How useful was AI for practicing HR skills? (1-5 scale)
2. What worked well about using AI for HR scenarios?
3. What was confusing or frustrating?
4. Would you use AI tools as an HR professional?
5. Did this assignment help you develop practical HR skills? (1-5 scale)
6. Any comments on using AI in HR practice?

35.65 Tourism & Hospitality

1. How useful was AI for practicing hospitality management? (1-5 scale)
2. What worked well about using AI for service scenarios?
3. What was confusing or frustrating?
4. Would you use AI in hospitality management?
5. Did this help you develop practical service skills? (1-5 scale)
6. Any comments on using AI in hospitality?

35.66 Supply Chain & Logistics

1. How useful was AI for supply chain analysis? (1-5 scale)

2. What worked well about using AI for supply chain problems?
3. What was confusing or frustrating?
4. Would you use AI as a supply chain professional?
5. Did this help you develop practical supply chain skills? (1-5 scale)
6. Any comments on using AI for supply chain work?

35.67   Information Systems

1. How useful was AI for IT project work? (1-5 scale)
2. What worked well about using AI for IT scenarios?
3. What was confusing or frustrating?
4. Would you use AI in IT project management?
5. Did this help you develop practical IT skills? (1-5 scale)
6. Any comments on using AI in information systems?

35.68   Accounting & Finance

1. How useful was AI for financial analysis? (1-5 scale)
2. What worked well about using AI for accounting/finance scenarios?
3. What was confusing or frustrating?
4. Would you use AI as an accounting/finance professional?
5. Did this help you develop practical finance skills? (1-5 scale)
6. Any comments on using AI in accounting/finance?

35.69   Economics

1. How useful was AI for economic analysis? (1-5 scale)
2. What worked well about using AI for economics?
3. What was confusing or frustrating?
4. Would you use AI as an economist?
5. Did this help you develop practical economics skills? (1-5 scale)
6. Any comments on using AI in economic analysis?

35.69.1   Self-Reflection Questions (For You)

1. **Effectiveness:** Did students demonstrate deeper learning than in previous traditional assignments?
2. **Efficiency:** Did this save me grading time or cost me more time?
3. **Engagement:** Were students more engaged with this format?
4. **Technical issues:** What problems came up and how can I prevent them next time?
5. **Learning objectives:** Did this actually assess what I wanted to assess?
6. **Would I do this again?** If yes, what would I change?

35.69.2 Iterate for Next Time

Based on feedback, make 2-3 specific changes:

Common adjustments:

Issue: Students found the prompts confusing **Fix:** Simplify language, provide an example of a completed submission

Issue: AI feedback was too generic **Fix:** Revise the critique prompt to be more specific about criteria

Issue: Some students didn't take it seriously (minimal effort) **Fix:** Increase the grade weight or add more structured reflection requirements

Issue: Grading took longer than expected **Fix:** Provide templates/checklists that students complete, making your review faster

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35.70 Phase 5: Expand and Integrate (Next Semester)

You've now completed one successful pilot. Next semester, you can:

35.70.1 Option 1: Refine and Repeat

Use the same AI-enhanced assignment but with improvements based on feedback. Consistency across semesters builds institutional knowledge and reduces your prep time.

35.70.2 Option 2: Add a Second AI Component

Introduce one more AI element: - If you started with self-assessment (Chapter 5), add a conversation simulation (Chapter 4) - If you started with conversation simulation, add a process-based assessment (Chapter 7)

35.70.3 Option 3: Go Deeper with Existing Component

Make your existing AI assignment more sophisticated: - Add multiple personas (move from Level 1 to Level 2 simulation) - Add persistent context (students have follow-up conversations) - Increase complexity of analysis required

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35.71   Managing Common Challenges

35.71.1   Challenge 1: Resistance from Students

"This is unfair,I didn't sign up for an AI class"

Response,discipline-specific version:

35.72   Business & Marketing

"I understand this is different. But in marketing work, you'll use AI tools for analysis, forecasting, and customer insights. My job is to prepare you for professional practice, and that now includes knowing when and how to use AI responsibly for market work. You don't need to become an AI expert,just a critical user."

35.73   Management

"I understand this is different. But in management, you'll use AI for organisational analysis and decision support. My job is to prepare you for professional practice where AI is a standard tool. I'm not asking you to become a tech expert,just to understand AI's role in organisational work."

35.74   Human Resources

"I understand this is different. But in HR work, you'll use AI tools in recruitment, analytics, and decision support. My job is to prepare you for professional practice, and that includes knowing when and how to use AI responsibly. You don't become an AI expert,just a critical, ethical user."

35.75   Tourism & Hospitality

"I understand this is different. But in hospitality management, you'll use AI for operations and guest analytics. My job is to prepare you for professional practice where AI is increasingly common. I'm not asking you to become tech-savvy,just to understand AI's role critically."

35.76   Supply Chain & Logistics

"I understand this is different. But in supply chain work, you'll use AI for forecasting, optimization, and network analysis. My job is to

prepare you for professional practice in an AI-enabled environment. You don't need to be a data scientist,just know how to use and evaluate AI tools."

35.77 Information Systems

"I understand this is different. But IT professionals use AI extensively for code, analysis, and systems work. My job is to prepare you for professional practice where AI literacy is essential. You don't need to become a machine learning expert,just know how to use AI tools critically."

35.78 Accounting & Finance

"I understand this is different. But finance professionals use AI for analysis, forecasting, and risk assessment. My job is to prepare you for professional practice where AI tools are standard. You don't need to be a programmer,just know how to use and validate AI outputs."

35.79 Economics

"I understand this is different. But economists use AI for research, forecasting, and policy analysis. My job is to prepare you for professional practice in an AI-integrated field. You don't need to be a computer scientist,just a critical user of AI tools."

"I don't trust AI / I think AI is unethical"

Response: > "That's actually a valuable perspective. This assignment is a chance for you to critically evaluate AI's limitations and biases in your field. Students who identify what AI gets wrong often score highest, because that demonstrates critical thinking. You don't have to like AI,you just need to understand it and use it responsibly."

35.79.1 Challenge 2: Resistance from Colleagues

"You're just making things easier for students"

Response: > "Actually, it's harder,students can't just memorize and regurgitate anymore. They have to think critically and demonstrate process. The AI doesn't give them answers; it creates dynamic challenges they have to navigate."

"AI feedback isn't as good as human feedback"

Response: > "You're right,that's why I'm still grading the final work. But AI feedback is instant and available 24/7. Students can practice and revise multiple

times before submission. That's pedagogically valuable even if AI feedback isn't perfect."

"What about academic integrity?"

Response: > "This approach actually makes cheating harder. I'm assessing their process and critical thinking, not just final answers. And by teaching students to use AI transparently, I'm building integrity rather than policing violations."

35.79.2   Challenge 3: Technology Failures

"The AI platform was down during the assignment period"

Students affected: Build in flexibility,allow extensions or alternative submission methods if technical issues occur.

Prevention: Provide multiple AI tool options (ChatGPT, Claude, etc.) so students have backups.

35.79.3   Challenge 4: Uneven Student Access

"Some students don't have reliable internet or devices"

Solutions: - Provide lab time where students can complete the assignment on campus - Offer office hours where you can facilitate the AI interaction together - Check if your university has institutional AI tool subscriptions - Design assignments that can be completed in short sessions (don't require hours of continuous AI access)

35.79.4   Challenge 5: You're Overwhelmed

"This is taking more time than expected and I'm drowning"

Emergency strategies: - Reduce the weight of the AI assignment (make it formative, not summative) - Make reflection/analysis shorter (250 words instead of 500) - Grade on completion rather than detailed quality for this first round - Ask for teaching assistant support if available - Remember: It gets easier the second time

Long-term: Building AI-enhanced assignments is front-loaded work. Year 1 is significant effort. Year 2 is refinement. Year 3 is almost autopilot.

35.80   Measuring Success

How do you know if this is working? Look for these indicators:

Student learning: - Higher quality of work on related assessments - Students citing practical experiences ("when I practiced the conversation simulation…") in reflections - Fewer students making basic procedural errors - More sophisticated understanding of discipline-specific complexity (organisational dynamics, market forces, supply chain trade-offs, etc.)

Student engagement: - Students asking for more AI-enhanced activities - Positive feedback in course evaluations - Students reporting the work felt "more real" than traditional assignments

Your satisfaction: - You feel less like you're testing memorization and more like you're developing professionals - Grading feels more meaningful (you're assessing thinking, not checking answers) - You're excited about teaching this topic again

Practical outcomes: - Employers or practicum supervisors comment that your graduates are better prepared - Students successfully transfer skills to work placements - Alumni report that the AI-enhanced assignments were among the most useful parts of their degree

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35.81   Final Encouragement

Implementing AI in your teaching isn't about being a tech enthusiast or an early adopter. It's about being a committed educator who wants students to be genuinely prepared for professional practice.

You don't need to revolutionize your entire curriculum overnight. You don't need to be perfect. You just need to start.

Your first AI-enhanced assignment will be imperfect. Do it anyway.

You'll discover what works in your context, with your students, for your content. Every lecturer's implementation will look slightly different,and that's exactly right.

The chapters before this showed you what's possible. This chapter showed you how to make it real.

Now it's time to choose your first small experiment and try it.

Next Chapter Preview: In Chapter 9, we directly address the academic integrity and ethics question. You'll learn how to talk to students about AI use, how to design assignments that minimise misuse while maximizing learning, and how to reframe "preventing AI cheating" as "teaching AI literacy and professional ethics." This is the conversation you'll need to have with students, colleagues, and possibly administrators.

Chapter 36

Seven Essential Prompt Techniques for Business Teaching

36.1 Why These Seven?

These aren't random AI tricks. These are seven proven prompting techniques specifically chosen because they develop critical thinking skills that business professionals across all disciplines need:

1. **Reverse Prompting** → Teaches comprehensive scoping and requirement gathering
2. **Pros and Cons** → Builds analytical decision-making skills
3. **Stepwise Chain of Thought** → Reinforces process adherence and documentation
4. **Role Play** → Develops communication and interpersonal skills
5. **Debating** → Strengthens strategic thinking and ethical reasoning
6. **Formative Assessment Generator** → Provides unlimited low-stakes practice and immediate feedback
7. **The Expert Panel** → Develops multi-perspective analysis and synthesis skills

Each technique is easy to adapt and can be used by students directly or by you to generate teaching materials. Let's explore each one with ready-to-use examples.

36.2 Technique 1: Reverse Prompting (for Scoping and Policy Design)

36.2.1 What It Does

Instead of the student immediately solving a problem, the AI asks *them* questions to help scope out all the requirements, considerations, and potential issues. This mirrors real HR work, where defining the problem properly is half the battle.

36.2.2 Why It Works Across Disciplines

Complex problem scoping is fundamental to all business disciplines. Whether designing policies, strategies, systems, or solutions, professionals must think through multiple stakeholders, constraints, legal/ethical implications, and trade-offs. This technique forces students to move beyond obvious surface issues and consider the full complexity before starting to solve.

Discipline-specific contexts: - **HR:** Policy and program design with stakeholder, legal, operational, and fairness considerations - **Business/Marketing:** Strategy development with market, competitive, financial, and capability considerations - **Management:** Organisational change with stakeholder, cultural, operational, and risk considerations - **Supply Chain:** Network design with cost, resilience, sustainability, and operational considerations - **Accounting/Finance:** Audit or valuation scope with compliance, materiality, and stakeholder considerations - **Economics:** Policy design with trade-offs, stakeholder impacts, and evidence considerations

36.2.3 The Student Prompt (Ready to Use)

```
I need to draft a new "Flexible Work Arrangement" policy for a 500-
employee
company that has both office-based and remote staff. I need to make sure I
cover all the key areas.

Your task: Ask me a series of yes/no or short-answer questions to help me
clarify all the requirements, considerations, and potential pitfalls for
this policy.

Ask one question at a time. Wait for my response before asking the next
question. Continue until you've helped me think through at least 10
different aspects of this policy.

Begin with your first question.
```

36.2.4   What Happens

The AI will start asking questions like:

- "Will all roles be eligible for flexible arrangements, or will there be specific criteria?"
- "Have you considered how this will affect team collaboration and meeting schedules?"
- "What equipment or technology support will the company provide for remote workers?"
- "How will you handle performance measurement for remote versus office staff?"
- "Are there legal or insurance implications you need to address?"

The student must think through each question before responding. By the end, they've been guided to consider fairness, logistics, legal compliance, technology needs, and cultural impact,all before drafting a single policy sentence.

36.2.5   Variations for Different Disciplines

36.3   HR

- "I need to design an onboarding program for graduate hires. Ask me questions to ensure I've thought through all the key elements."
- "I'm planning a diversity and inclusion initiative. Help me identify all the stakeholders and considerations through questioning."
- "I need to restructure our performance review process. What questions should I be asking myself to ensure it's fair and effective?"

36.4   Business & Marketing

- "I need to develop a market entry strategy for a new geographic region. Ask me questions to help me think through all the market, competitive, and operational considerations."
- "I'm launching a new product. Ask me questions to ensure I've scoped out the customer, competitive, and capability requirements."
- "I need to design a customer loyalty program. What questions should I be asking to ensure it's viable and profitable?"

36.5   Management

- "I need to plan an organisational restructure. Ask me questions to help me think through all the stakeholder, cultural, and operational impacts."
- "I'm implementing a new management model. What questions should I ask myself about change management, training, and stakeholder readiness?"
- "I need to design a change management strategy. Help me identify all the resistance points and engagement considerations."

36.6   Supply Chain & Logistics

- "I need to redesign our supply chain network. Ask me questions to help me think through cost, resilience, sustainability, and service considerations."
- "I'm evaluating a supplier consolidation strategy. What questions should I be asking about risk, quality, and financial implications?"
- "I need to implement demand planning. Ask me questions about data, systems, and organisational capability requirements."

36.7   Information Systems

- "I need to plan a systems implementation. Ask me questions to help me think through stakeholder requirements, technical feasibility, and change management."
- "I'm designing an IT governance framework. What questions should I be asking about risk, compliance, and organisational adoption?"
- "I need to scope a digital transformation initiative. Help me identify all the technical, organizational, and capability considerations."

36.8   Accounting & Finance

- "I need to plan an audit approach for a complex client. Ask me questions to help me scope the audit scope, materiality, and key risks."
- "I'm designing a financial reporting control system. What questions should I be asking about stakeholders, compliance, and operational constraints?"
- "I need to evaluate a valuation approach. Ask me questions about assumptions, stakeholders, and regulatory considerations."

36.9   Economics

- "I need to design a policy recommendation to address economic inequality. Ask me questions to help me think through trade-offs, stakeholders, and evidence."
- "I'm analysing an economic model. What questions should I ask about assumptions, limitations, and stakeholder impacts?"
- "I need to scope an economic impact analysis. Help me identify all the affected parties and considerations."

36.9.1   Teaching Tip

Use this as a **pre-writing exercise**. Have students complete the AI questioning session, then require them to submit both the transcript and their subsequent policy draft. You can assess whether they actually incorporated the insights from the questions.

36.10 Technique 2: Pros and Cons (for Decision Making)

36.10.1 What It Does

The AI systematically analyzes multiple approaches to a business problem, evaluating each option against specific criteria. This develops the ability to make justified recommendations rather than just stating preferences.

36.10.2 Why It Works Across Disciplines

All business professionals must evaluate competing strategies and make balanced, evidence-based recommendations. This technique builds the muscle for weighing trade-offs, considering multiple stakeholder perspectives, and justifying strategic choices.

36.10.3 The Student Prompt (Ready to Use)

```
What are the main models for conducting performance reviews in a hybrid
workforce? For each model you identify, provide:

1. A brief description of how it works
2. Three key advantages
3. Three key disadvantages

Evaluate each model specifically in terms of:
- Fairness and perceived equity
- Administrative overhead and manager workload
- Impact on employee morale and development

Conclude with a recommendation for which model would be most appropriate
for a mid-sized tech company (300 employees, 60% hybrid, 40% fully remote)
and justify your recommendation.
```

36.10.4 What Happens

The AI will identify 3-4 performance review models (e.g., annual reviews, continuous feedback, 360-degree feedback, OKR-based systems) and analyse each systematically. The student receives a structured comparison that they must then critically evaluate.

36.10.5 The Follow-Up Task

Don't let students simply accept the AI's recommendation. Require them to:

- Challenge one of the "pros" listed,is it really an advantage in all contexts?
- Add a disadvantage the AI missed

- Argue for a *different* model than the AI recommended, using evidence
- Identify which psychological or motivational theory supports or contradicts each approach

This transforms the AI output from an answer into a starting point for deeper analysis.

36.10.6 Variations for Different Disciplines

36.11 HR

- "Compare different approaches to managing workplace conflict: mediation, formal grievance process, restorative justice. Evaluate each for speed, fairness, and relationship preservation."
- "Analyze three different redundancy selection methods. What are the legal risks and ethical considerations of each?"
- "What are the pros and cons of using AI-powered resume screening tools versus traditional human review?"

36.12 Business & Marketing

- "Compare different market entry strategies: direct investment, partnership, acquisition. Evaluate each for speed to market, cost, risk, and control."
- "Analyze different pricing strategies: penetration pricing, value-based pricing, competitive pricing. What are the trade-offs for market share, profitability, and customer perception?"
- "What are the pros and cons of expanding through new products versus new markets?"

36.13 Management

- "Compare different organisational structures: functional, divisional, matrix, networked. Evaluate each for agility, accountability, and collaboration."
- "Analyze different change management approaches: top-down, participative, emergent. What are the trade-offs for speed, buy-in, and sustainability?"
- "What are the pros and cons of different leadership models: directive, participative, delegative?"

36.14 Supply Chain & Logistics

- "Compare different supply chain strategies: make-to-stock, make-to-order, mass customization. Evaluate each for cost, responsiveness, and flexibility."
- "Analyze different supplier relationship models: single-source, multi-source, supplier partnerships. What are the trade-offs for cost, quality, and resilience?"

- "What are the pros and cons of vertical integration versus outsourcing key functions?"

36.15   Information Systems

- "Compare different systems implementation approaches: big bang, phased, modular. Evaluate each for speed, risk, and user adoption."
- "Analyze different IT governance models: centralized, decentralized, federated. What are the trade-offs for control, innovation, and efficiency?"
- "What are the pros and cons of cloud-based versus on-premises systems?"

36.16   Accounting & Finance

- "Compare different valuation methods: discounted cash flow, comparable companies, precedent transactions. What are the pros and cons of each?"
- "Analyze different audit approaches: statistical sampling, risk-based audit, controls-based audit. Evaluate each for efficiency, effectiveness, and client relationships."
- "What are the pros and cons of different capital structure options: debt, equity, retained earnings?"

36.17   Economics

- "Compare different policy approaches to addressing unemployment: fiscal stimulus, labour market training, labour market deregulation. Evaluate each for effectiveness, cost, and trade-offs."
- "Analyze different economic models: Keynesian, neoclassical, behavioral. What assumptions and limitations does each have?"
- "What are the pros and cons of different monetary policy tools: interest rates, quantitative easing, forward guidance?"

36.17.1   Teaching Tip

This technique works brilliantly for **in-class discussions**. Project the AI's analysis on screen, then divide students into groups where each group must argue for one of the models. They have to use the AI's framework but add their own reasoning.

36.18   Technique 3: Stepwise Chain of Thought (for Process Management)

36.18.1   What It Does

The AI walks through a complex business process one step at a time, pausing after each step until the student signals they're ready to continue. This slows down high-stakes processes that students often rush through.

36.18.2   Why It Works Across Disciplines

Many professional processes are legally, ethically, or operationally sensitive. Students need to understand *why* each step exists and what considerations apply at that stage. This technique forces deliberate, sequential thinking and deep engagement with process logic.

36.18.3   The Student Prompt (Ready to Use)

```
I am learning how to properly conduct a disciplinary action process for an
employee with a pattern of repeated lateness.

Your task: Walk me through the entire disciplinary process, starting from
the very first informal conversation. For each step, tell me:

1. What action to take
2. What to document
3. What legal or procedural consideration is important at this stage

After you explain each step, STOP and wait for me to type "next" before
moving to the next step. Do not provide the entire process at once.

Begin with Step 1.
```

36.18.4   What Happens

The AI will provide the first step:

> **Step 1: Informal Verbal Warning**
>
> **Action:** Meet privately with the employee to discuss the lateness pattern. Use a calm, non-accusatory tone. Ask if there are any circumstances contributing to the issue (e.g., transport problems, personal issues, health concerns).
>
> **Documentation:** Make a brief file note recording the date, what was discussed, and the employee's response. This is informal, so no formal warning letter yet.

Legal/Procedural Consideration: At this stage, you're gathering information and providing an opportunity for the employee to explain. Under principles of procedural fairness, you must give them a chance to be heard before escalating.

Type "next" when you're ready for Step 2.

The student must actively engage with each step before progressing. This prevents them from skipping to "just fire them" without understanding the required process.

36.18.5 Variations for Different Disciplines

36.19 HR

- "Walk me through conducting a workplace investigation into a bullying complaint. One step at a time."
- "Take me through the proper process for making an employee redundant in Australia. Pause after each step."
- "Show me the recruitment process from job analysis through to onboarding, step by step with legal checkpoints."

36.20 Business & Marketing

- "Walk me through developing a market entry strategy for a new region. Pause after each step so I can understand the rationale."
- "Take me through the customer journey mapping process step by step, explaining the key decisions at each stage."
- "Show me the new product development process from concept through launch, pausing to explain checkpoints and risk mitigation."

36.21 Management

- "Walk me through conducting an organisational change initiative. Explain each step and the risk if we skip it."
- "Take me through creating a strategic plan from situational analysis through execution. Pause after each step."
- "Show me the merger integration process step by step, explaining what happens if we get the sequencing wrong."

36.22 Supply Chain & Logistics

- "Walk me through designing a demand planning process. Pause after each step to explain the dependencies."
- "Take me through establishing a supplier relationship from selection through strategic partnership. One step at a time."

- "Show me the logistics network optimization process step by step, explaining decisions at each stage."

36.23   Information Systems

- "Walk me through a systems implementation project from requirements through go-live. Pause after each step."
- "Take me through the software development lifecycle step by step, explaining quality controls at each stage."
- "Show me the IT disaster recovery process step by step, explaining what could go wrong at each stage."

36.24   Accounting & Finance

- "Walk me through the financial close process. Explain each step and why it matters."
- "Take me through an audit engagement from planning through audit opinion. Pause after each phase."
- "Show me the capital budgeting process step by step, from proposal through post-implementation review."

36.25   Economics

- "Walk me through conducting an economic impact analysis. Explain each step and the assumptions involved."
- "Take me through developing a policy recommendation. Pause after each step to explain the reasoning."
- "Show me how to construct an economic model from theory through validation. One step at a time."

36.25.1   Teaching Tip

This is excellent for **individual revision or exam prep**. Students can practice the process multiple times, and each time they can ask the AI to introduce complications: "In Step 3, what if the employee refuses to sign the written warning?" The AI will explain how to handle variations.

You can also use this to **generate assessment materials**: Have the AI walk through a process, then you create an exam question where one of the steps was done incorrectly and students must identify the error and its consequences.

36.26 Technique 4: Role Play (for Skill Building)

36.26.1 What It Does

The AI adopts a specific persona and engages in a realistic conversation with the student. This is the "flight simulator" concept in action.

36.26.2 Why It Works Across Disciplines

Business work is fundamentally about interaction,with clients, stakeholders, teams, and colleagues. Students can memorize theory, but until they practice *actually having* difficult conversations where others push back, get emotional, or raise objections, they won't develop genuine interpersonal competence.

36.26.3 The Student Prompt (Ready to Use)

You are an experienced and empathetic HR Business Partner. I am a new, nervous manager who needs to put one of my team members on a Performance Improvement Plan (PIP).

Your goal is to coach me through preparing for and conducting this meeting successfully.

Guide me through this step by step:
1. First, ask me why the employee is being put on a PIP
2. Wait for my answer
3. If my answer is vague or subjective (e.g., "bad attitude"), challenge me gently and ask me to be more specific and behavioural
4. Once I give you a solid answer, move to the next aspect: helping me draft clear, measurable objectives for the PIP
5. Continue coaching me through each element of the conversation I need to have with the employee

Throughout this process, if I say something that could be problematic (legally risky, unfair, too harsh, or too vague), pause and give me feedback on how to improve it.

Begin by asking me your first question.

36.26.4 What Happens

The AI becomes a coach who actively guides the student through preparation. If the student says "I'm putting them on a PIP because they're lazy," the AI will respond:

> "I understand you're frustrated, but 'lazy' is subjective and not something we can measure or document defensibly. Let's try again:

> what specific behaviours or performance gaps have you observed?
> For example, are they missing deadlines, producing work below the
> required standard, or not completing their assigned tasks?"

This iterative coaching helps students learn to think and speak like HR professionals.

36.26.5   Advanced Variation: The Difficult Conversation

Once students are comfortable, flip the scenario:

```
You are Sarah, a high-performing marketing manager who has just been told
you're being put on a Performance Improvement Plan. You are shocked,
defensive, and angry because you believe this is unfair and politically
motivated.

I am the HR representative who has to conduct this PIP meeting with you.

Your behavior:
- Start the conversation by immediately challenging the fairness of the PIP
- Bring up a recent successful project you led
- Hint that you believe this is retaliation for raising a complaint about
  your manager last month
- Be emotional but not abusive-show genuine distress

I will attempt to conduct this meeting professionally. Stay in character
until I manage to de-escalate the situation and establish a constructive
dialogue.

Begin the meeting. I will speak first.
```

Now the student has to manage a realistic, emotionally charged scenario. They must practice de-escalation, empathy, procedural fairness, and documentation,all while the AI responds dynamically to what they say.

36.26.6   Variations for Different Disciplines

36.27   HR

- AI plays a union representative in an enterprise bargaining negotiation
- AI plays a candidate in a behavioural interview who gives weak answers that need probing
- AI plays a manager who resists implementing a diversity initiative
- AI plays an employee making an informal discrimination complaint

36.28 Business & Marketing

- AI plays a difficult customer objecting to pricing and demanding better terms
- AI plays a competitor in a market negotiation
- AI plays a skeptical internal stakeholder who needs to be convinced of a strategy
- AI plays a partner company executive in a partnership negotiation

36.29 Management

- AI plays an employee resistant to organisational change
- AI plays a union representative in a labour negotiation
- AI plays a direct report who is underperforming and defensive
- AI plays a peer manager with competing priorities

36.30 Supply Chain & Logistics

- AI plays a demanding supplier or customer
- AI plays an internal stakeholder questioning cost cuts
- AI plays a logistics partner with implementation concerns
- AI plays a regulator questioning compliance

36.31 Information Systems

- AI plays a resistant end-user during system implementation
- AI plays a business stakeholder with changing requirements
- AI plays a project team member questioning a technical decision
- AI plays a vendor in a software licensing negotiation

36.32 Accounting & Finance

- AI plays a client questioning an audit finding
- AI plays a board member scrutinizing a financial decision
- AI plays an internal stakeholder challenging a budget proposal
- AI plays a regulator questioning financial reporting

36.33 Economics

- AI plays a policymaker questioning an economic recommendation
- AI plays a stakeholder affected by proposed policy
- AI plays a peer economist with a competing analysis
- AI plays a business leader concerned about economic impacts

36.33.1 Teaching Tip

Assessment approach: Require students to submit the full transcript of the conversation along with a reflective analysis answering:

- What communication techniques did you use?
- Where did the conversation go well or poorly?
- What would you do differently next time?
- What HR theory or legal principle guided your approach?

This makes the process visible and assessable.

36.34 Technique 5: Debating (for Strategic and Ethical Analysis)

36.34.1 What It Does

The AI examines multiple perspectives on a contentious issue, argues for and against different positions, and helps students see the complexity and trade-offs in strategic decisions.

36.34.2 Why It Works Across Disciplines

Modern business work exists in gray areas where competing legitimate perspectives exist. Whether addressing HR challenges, business strategy, operational trade-offs, financial decisions, or policy questions, professionals need to develop the ability to argue multiple sides of an issue before making a defensible recommendation.

36.34.3 Variation A: Critique and Compare

```
I will provide you with two different "Bring Your Own Device (BYOD)"
policies from two fictional companies.

Your task:
1. Critique the strengths and weaknesses of each policy in terms of
   security, employee privacy, and clarity
2. Tell me which policy is stronger overall and why
3. Identify one element from the weaker policy that could improve the
   stronger one

Here is Policy A: [paste policy]
Here is Policy B: [paste policy]

Begin your analysis.
```

Teaching use: You draft two policies (or have the AI generate them), one deliberately flawed. Students must identify which is better and justify their reasoning. This develops critical evaluation skills.

36.34.4 Variation B: Argue Both Sides

```
I want you to debate the pros and cons of using AI-powered tools to scan
resumes and filter job applicants.

Structure your response in three parts:

**Part 1: The Case FOR Using AI Resume Screening**
Make the strongest possible argument in favour of this technology. Consider
efficiency, consistency, potential to reduce human bias, cost savings, and
scalability.

**Part 2: The Case AGAINST Using AI Resume Screening**
Make the strongest possible argument against this technology. Consider
algorithmic bias, legal risk, lack of contextual understanding, potential
discrimination, and dehumanization of the recruitment process.

**Part 3: Critical Synthesis**
Critique both arguments you just made. What did each side get right? What
did each side oversimplify or ignore? Provide a balanced recommendation
with conditions (e.g., "Use AI screening only if X, Y, and Z safeguards
are in place").
```

What Happens: The AI will construct sophisticated arguments for both positions, then provide a nuanced synthesis. Students can't just pick a side,they have to understand the legitimate concerns and benefits on both sides.

36.34.5 Variation C: Multi-Stakeholder Debate

This is the most sophisticated version:

```
You will simulate a leadership debate on whether to implement a "mandatory
return to office" policy requiring all employees to work in-
office four
days per week.

Create three distinct personas and have them debate this issue:

**Persona 1: The CFO (Chief Financial Officer)**
Focus on: Real estate costs, productivity metrics, and financial efficiency

**Persona 2: The CHRO (Chief HR Officer)**
Focus on: Employee morale, retention, recruitment competitiveness, and
```

```
diversity/equity/inclusion implications

**Persona 3: The COO (Chief Operating Officer)**
Focus on: Team collaboration, operational consistency, training
effectiveness, and company culture

Have each persona make their opening argument (3-4 sentences each). Then
have them respond to each other's points. Continue the debate through three
rounds until they need to make a recommendation to the CEO.

After the debate, summarize the key tension points and what a compromise
policy might look like.

Begin the debate.
```

What Happens: The AI will create a realistic executive debate where each stakeholder has legitimate but competing priorities. Students see that there's rarely a perfect answer,only trade-offs and compromise.

36.34.6   Follow-Up Task for Students

After reading the debate, students must: 1. Identify which stakeholder made the strongest argument and why 2. Propose a policy that addresses the COO's concerns while minimising the CHRO's risks 3. Explain what data or evidence would help resolve the CFO's questions 4. Reflect on which psychological or organisational theory best explains the tension between these perspectives

36.34.7   Teaching Tip

This technique is perfect for **preparing students for case study exams**. Instead of memorizing model answers, they practice analysing competing priorities and justifying nuanced positions,exactly what they'll need to do in professional practice.

36.35   Technique 6: Formative Assessment Generator (for Practice and Mastery)

36.35.1   What It Does

The AI generates unlimited practice questions, scenarios, or quizzes that students can use to test their knowledge and build confidence. This provides low-stakes repetition and immediate feedback,essential for skill development.

36.35.2 Why It Works for HR

Many HR competencies require both knowledge (legislation, theory) and application (recognizing situations where that knowledge applies). Students need more practice than traditional homework provides, but creating dozens of unique practice scenarios is time-prohibitive for lecturers. AI solves this.

36.35.3 Use Case 1: Self-Testing Knowledge

Student Prompt:

```
I'm studying for an exam on Australian employment law. I need to practice
identifying which legislation applies in different workplace scenarios.

Generate 10 short scenario descriptions (2-3 sentences each) where I need
to identify:
1. Which legislation is relevant (e.g., Fair Work Act, WHS Act,
   Anti-Discrimination Act)
2. What the employer's legal obligation is
3. What risk exists if the employer doesn't comply

After I answer each one, tell me if I'm correct and explain why.

Begin with Scenario 1.
```

What Happens: The AI creates scenario after scenario. Students test themselves, get immediate feedback, and can continue until they achieve mastery. Unlike a textbook with 5 practice problems, this provides unlimited practice.

Key feature: AI adapts. If student gets several wrong, AI can simplify. If student masters basic scenarios, AI can make them more complex.

36.35.4 Use Case 2: Application Practice

Student Prompt:

```
I'm learning to identify different types of workplace conflict (task
conflict, relationship conflict, process conflict).

Create 8 brief workplace scenarios. For each one, I'll identify the type
of conflict and suggest an appropriate intervention approach.

After each scenario, provide feedback on my classification and intervention
suggestion. If I'm wrong, explain why and what I missed.

Make the scenarios progressively more complex-start easy, end with
ambiguous situations where multiple interpretations are valid.
```

Begin with Scenario 1.

What Happens: Progressive difficulty builds confidence and competence. Students move from obvious cases to nuanced judgment calls.

36.35.5   Use Case 3: Exam Preparation

Student Prompt:

```
Create a practice exam for me based on the topics we've covered in my
Workplace Conflict Resolution unit.

Include:
- 10 multiple choice questions (4 options each)
- 3 short-answer questions (each requiring 150-200 word response)
- 1 case study with 4 analysis questions

Topics to cover:
- Conflict theory (Thomas-Kilmann, interest-based bargaining)
- Investigation processes
- Mediation approaches
- Legal requirements (procedural fairness, natural justice)

After I complete the exam, grade my answers and provide detailed feedback
on what I got right/wrong and why.
```

What Happens: Students can generate multiple practice exams with different questions each time. They enter the real exam having practiced extensively.

36.35.6   Use Case 4: Targeted Remediation

Lecturer Prompt (to create remediation resource):

```
I have students who struggled with understanding procedural fairness in
workplace investigations. Many think it just means "being nice" and don't
understand the specific legal requirements.

Create a 10-question diagnostic quiz that tests whether students understand:
1. The right to be informed of allegations
2. The right to respond to allegations
3. The requirement for impartial decision-making
4. The requirement to consider the response before deciding
5. The right to representation/support
```

```
For each question, use a scenario format. After each answer, provide
immediate teaching feedback explaining the principle, not just whether
they're right or wrong.

Generate the quiz.
```

What You Get: A targeted remediation tool that teaches while testing. Students who failed your assessment can use this to identify and fix their knowledge gaps.

36.35.7   Teaching Tip: How to Integrate This

Option 1: Recommended Practice (Ungraded)

In your unit outline: > "Before each assessment, I recommend using AI to generate practice questions and scenarios. Spend 30-60 minutes testing yourself until you feel confident. This is optional but strongly encouraged."

Option 2: Required Pre-Assessment Activity (Low Stakes)

> "Before the Week 8 exam, complete a self-generated practice test (minimum 20 questions). Submit a screenshot showing completion and a 100-word reflection: What did you learn from this practice? What areas do you still need to review?"

Worth 5% of final grade,graded on completion and reflection quality, not on how many they got right.

Option 3: Study Group Activity

> "In your study groups, use AI to generate practice scenarios. Each person generates 5 scenarios and tests the group. Discuss answers and explanations together."

Combines AI efficiency with peer learning.

36.35.8   Critical Principle: Formative, Not Summative

Important: This technique is for *practice*, not for graded assessment.

Why? - Students can regenerate until they get "good" questions they already know answers to - AI-generated questions lack the rigor of carefully designed exam questions - Students need to struggle and make mistakes in low-stakes practice

The value: Unlimited, personalised practice that builds confidence and competence before high-stakes assessment.

36.35.9   Variation: Adaptive Difficulty

Advanced Student Prompt:

```
I want to practice identifying workplace bullying vs. performance management
vs. legitimate reasonable management action.

Create scenarios for me to classify. After each one:
- If I get it right, make the next scenario more nuanced and ambiguous
- If I get it wrong, make the next scenario clearer and more obvious
- Continue until I can correctly identify 5 difficult/ambiguous cases in a row

Track my progress and tell me when I've achieved mastery.

Begin.
```

This creates a personalised learning path,AI adjusts difficulty based on student performance.

36.35.10   Why This Matters

Traditional practice is limited by: - Finite textbook questions - Lecturer time to create practice materials - Inability to provide immediate feedback at scale

AI removes these constraints: - Infinite practice scenarios - Instant generation - Immediate feedback - Adaptive difficulty

Result: Students can practice until they achieve mastery, not until they run out of practice problems.

36.35.11   Simulating Adaptive Difficulty

While true adaptive AI systems require technical infrastructure, students can manually create adaptive difficulty through smart prompting:

Student Prompt: Self-Directed Progression

```
I want to practice identifying workplace bullying vs. legitimate performance
management vs. reasonable management action.

Generate scenarios for me to classify. After I answer each one, tell me if
I'm correct.

Track my performance. When I get 8 out of 10 correct, automatically make
```

```
the next batch of scenarios more complex and ambiguous. When I get fewer
than 5 out of 10 correct, make the next batch clearer and more obvious.
```

```
Continue until I can correctly identify 5 difficult, ambiguous cases in a row.
```

```
Begin with Scenario 1 at medium difficulty.
```

What This Achieves: - Student-controlled difficulty progression - Mastery-based advancement - Builds confidence through appropriate challenge - No technical setup required,just good prompting

Teaching Tip:

Encourage students to track their progress: > "Before your next exam, use AI to practice until you achieve 90% accuracy on hard scenarios. Submit a screenshot showing your progression and a 100-word reflection on what you learned."

This creates accountability without requiring sophisticated adaptive systems.

36.36 Technique 7: The Expert Panel (for Multi-Perspective Analysis)

36.36.1 What It Does

Students consult multiple AI "experts" with different theoretical or professional perspectives on the same HR problem, then synthesize the competing advice into a strategic recommendation.

36.36.2 Why It Works for HR

HR problems rarely have single "correct" answers. They exist at the intersection of psychology, law, business strategy, and ethics. This technique forces students to consider legitimate but competing perspectives and make informed choices about priorities and trade-offs.

36.36.3 The Student Prompt (Ready to Use)

```
I need to address high turnover in our sales department (35% annual turnover;
industry average is 18%). This is affecting team morale, increasing
recruitment costs, and impacting customer relationships.
```

```
Create three expert personas who will each analyse this problem from their
professional perspective:
```

```
**Expert 1: Organisational Psychologist**
Focus on: Employee motivation, job satisfaction, workplace culture, team
```

```
dynamics, psychological contracts

**Expert 2: Compensation & Benefits Specialist**
Focus on: Pay equity, market competitiveness, incentive structures, total
rewards, cost-benefit analysis

**Expert 3: Talent Management Strategist**
Focus on: Career development, succession planning, retention programs,
employee value proposition, organisational capability

Have each expert independently provide:
1. Their diagnosis of why turnover is high (from their perspective)
2. Their recommended intervention strategy
3. Potential risks or limitations of their recommended approach
4. What data they would need to validate their hypothesis

After all three experts have provided their analysis, I will synthesize
their recommendations and develop my own strategic recommendation.

Begin with Expert 1: Organisational Psychologist.
```

36.36.4   What Happens

The AI creates three distinct voices:

Organizational Psychologist: > "The 35% turnover suggests a breakdown in psychological contract or poor person-organization fit. Sales roles are inherently stressful, but this level suggests systemic issues,possibly unrealistic targets, poor management relationships, or lack of autonomy. I recommend: (1) Conduct stay/exit interview analysis focusing on psychological factors, (2) Assess manager-employee relationship quality, (3) Review goal-setting processes…"

Compensation Specialist: > "At 35% turnover, you're likely seeing pay inequity or uncompetitive base/commission structures. Sales talent is mobile and market-driven. I recommend: (1) Conduct compensation benchmarking against competitors, (2) Analyse pay dispersion within the team, (3) Review commission structures for fairness and achievability…"

Talent Management Strategist: > "High turnover in sales suggests limited growth opportunities or unclear career paths. Top performers leave when they plateau. I recommend: (1) Map career progression pathways, (2) Implement mentoring for high-potentials, (3) Create lateral development opportunities…"

36.36.5   The Follow-Up Task

After receiving all three perspectives, students must:

1. **Compare and Contrast:**

- Where do the experts agree?
- Where do they conflict?
- Which diagnosis seems most plausible given the evidence?

2. **Synthesize:**
   - "If I could only implement one intervention, which would have the most impact?"
   - "How could I combine elements from multiple recommendations?"
   - "What's the minimum viable intervention that addresses multiple root causes?"

3. **Justify with Theory:**
   - "Which HR theory best explains my chosen approach?" (e.g., Herzberg's two-factor theory, social exchange theory, expectancy theory)
   - "What evidence would I need to collect to validate my choice?"

4. **Acknowledge Trade-offs:**
   - "What am I deprioritizing by choosing this approach?"
   - "What are the risks if my diagnosis is wrong?"

36.36.6 Variations for Different Topics

Variation 1: Policy Design

```
Three experts debate a proposed "Bring Your Own Device" policy:
- IT Security Officer (focus: data protection, cybersecurity)
- HR Manager (focus: employee experience, equity, privacy)
- CFO (focus: cost savings, business case, ROI)

Each argues for their priorities. Student must design a policy that
balances all three perspectives.
```

Variation 2: Ethical Dilemma

```
Three experts analyse whether to implement mandatory return-to-
office:
- Employee Relations Specialist (focus: morale, retention, fairness)
- Operations Manager (focus: productivity, collaboration, efficiency)
- Legal Counsel (focus: contractual obligations, discrimination risk, WHS)

Student must recommend a policy that is ethical, legal, and operationally sound.
```

Variation 3: Change Management

```
Three experts advise on implementing AI resume screening:
- Diversity & Inclusion Officer (focus: algorithmic bias, equity)
- Recruitment Lead (focus: efficiency, candidate experience)
- Risk & Compliance Manager (focus: legal compliance, audit trails)

Student must design an implementation plan that addresses all concerns.
```

36.36.7   Teaching Tip: Assessment Application

Assignment: Multi-Expert Consultation Report

Student Requirements: 1. Generate consultation with 3 experts on an assigned HR problem 2. Submit full transcript of expert advice 3. Write 1000-word synthesis report including: - Summary of each expert's position - Analysis of agreements and conflicts - Your strategic recommendation with justification - Theoretical framework supporting your choice - Implementation risks and mitigation strategies

What You're Assessing: - Ability to understand multiple valid perspectives - Synthesis and integration skills - Strategic decision-making under ambiguity - Application of HR theory to justify choices - Recognition of trade-offs and constraints

36.36.8   Why This Is Powerful

Most business teaching presents one "correct" approach. But professional practice requires navigating competing legitimate perspectives.

This technique teaches: - No single expert has the complete answer - Good business decisions balance multiple priorities and perspectives - Strategic thinking means choosing which perspective to prioritize when - Justification matters more than the specific choice - Real problems require synthesis, not just analysis

36.36.9   Combining with Other Techniques

Expert Panel works brilliantly with:

Pros and Cons (Technique 2): > "After consulting the expert panel, use the Pros and Cons technique to evaluate each expert's recommended intervention systematically."

Debating (Technique 5): > "Have the three experts debate each other's recommendations. Then you arbitrate and make the final decision."

Role Play (Technique 4): > "After developing your strategy based on expert consultation, role-play presenting it to a skeptical stakeholder (CFO, union rep, CEO) and defend your choices."

36.37 Technique 8 (Extended): Prompt Chaining - Combining Techniques Into Multi-Step Workflows

All seven techniques above are powerful on their own. But the **real sophistication** comes when you chain them together,creating a multi-step workflow where each step builds on the previous one.

This is where prompt chaining becomes a **meta-technique**: a way to orchestrate the other techniques into complex, professional-grade learning experiences.

36.37.1 What Is Prompt Chaining in Teaching?

Prompt chaining is guiding students through a **sequence of prompts** where each one builds on the previous result. The student doesn't just use one technique once,they use multiple techniques in sequence to work through a realistic professional challenge.

The educator directs the sequence. You're like a curriculum designer orchestrating a learning journey: "First, reverse-prompt the problem. Then pros-and-cons the solutions. Then role-play explaining the decision."

36.37.2 Simple Example: From Analysis to Action

Instead of: "Use Pros and Cons to evaluate supply chain strategies"

Try: A **chain** where students: 1. **Reverse Prompt** to scope all the constraints (cost, delivery, reliability, sustainability) 2. **Pros and Cons** to evaluate three different strategies against those constraints 3. **Chain of Thought** to walk through implementation of the chosen strategy step-by-step 4. **Role Play** to practice presenting the decision to skeptical stakeholders 5. **Reflection prompt** to debrief what they learned

Same techniques, but sequenced into a realistic professional process.

36.37.3 Teaching Application by Discipline

36.38 Business & Marketing

Marketing Strategy Workflow:

1. **Reverse Prompt:** "What information do you need to develop a market entry strategy?"
2. **Pros and Cons:** "Evaluate three market entry approaches (partnership, acquisition, organic growth)"
3. **Role Play:** "Present your recommendation to the board and handle their objections"

4. **Reflection:** "What would you change if you had to implement this?"

36.39 Management

Change Management Workflow:

1. **Reverse Prompt:** "What factors must be considered in organizational change?"
2. **Expert Panel:** "Consult three perspectives: HR, Operations, Finance"
3. **Pros and Cons:** "Evaluate change approaches based on stakeholder readiness"
4. **Role Play:** "Communicate the change to resistant employees"
5. **Reflection:** "What resistance did you encounter? How would you respond?"

36.40 Human Resources

Policy Development Workflow:

1. **Reverse Prompt:** "What legal, ethical, and operational requirements must we consider?"
2. **Pros and Cons:** "Evaluate policy approaches for fairness and feasibility"
3. **Debating:** "Have different stakeholders debate the policy implications"
4. **Role Play:** "Explain the policy to employees and answer their concerns"
5. **Reflection:** "Where is the policy strongest? Weakest? How would you refine it?"

36.41 Supply Chain & Logistics

Supply Chain Resilience Workflow:

1. **Reverse Prompt:** "What risks could disrupt our supply chain?"
2. **Pros and Cons:** "Evaluate resilience strategies (diversification, inventory, redundancy)"
3. **Chain of Thought:** "Walk through how each strategy addresses different risk scenarios"
4. **Role Play:** "Present your resilience plan to executives; handle budget objections"
5. **Reflection:** "What trade-offs are inherent in each strategy?"

36.42 Information Systems

System Implementation Workflow:

1. **Reverse Prompt:** "What requirements must the system meet? What constraints exist?"
2. **Pros and Cons:** "Evaluate implementation approaches (big bang, phased, hybrid)"
3. **Expert Panel:** "Consult IT, Business, Finance perspectives on each approach"
4. **Role Play:** "Explain the implementation timeline to stakeholders concerned about disruption"
5. **Reflection:** "What could go wrong? How would you mitigate those risks?"

36.43 Accounting & Finance

Audit Planning Workflow:

1. **Reverse Prompt:** "What audit objectives and risks must we address?"
2. **Chain of Thought:** "Walk through audit procedures for each major account"
3. **Pros and Cons:** "Evaluate sample size and testing approaches"
4. **Role Play:** "Present audit findings to management; defend your conclusions"
5. **Reflection:** "Where was your judgment critical? How did you justify it?"

36.44 Economics

Economic Policy Workflow:

1. **Reverse Prompt:** "What economic outcomes are we trying to achieve? What constraints exist?"
2. **Pros and Cons:** "Evaluate policy interventions (taxation, regulation, incentives)"
3. **Debating:** "Have economists debate the trade-offs and unintended consequences"
4. **Role Play:** "Present policy recommendation to government; address political objections"
5. **Reflection:** "What assumptions did your analysis depend on? How would different assumptions change conclusions?"

36.44.1 Why Chaining Is Powerful

Single technique: "Use Pros and Cons to evaluate strategies" - Student gets practice with one skill - Output is an analysis

Chained sequence: The same technique embedded in a multi-step workflow - Student practices techniques in **realistic sequence** - Student sees how **one decision flows into the next** - Student experiences **professional decision-making** (not just academic analysis) - Output is a **defensible professional**

recommendation with supporting work

The chain transforms isolated skill practice into authentic professional simulation.

36.44.2   How to Design a Prompt Chain for Your Teaching

Step 1: Identify the Real Professional Process What does a practitioner actually do in your discipline?

- HR: Scope problem → Consult stakeholders → Evaluate options → Draft policy → Communicate → Refine
- Supply Chain: Identify risks → Evaluate responses → Model impacts → Present strategy → Implement
- Finance: Identify question → Gather data → Analyze alternatives → Justify decision → Present findings

Step 2: Map This to Techniques Which techniques align with each phase?

- Scoping → Reverse Prompt
- Exploring options → Pros and Cons
- Understanding implementation → Chain of Thought
- Handling resistance → Role Play
- Synthesis → Reflection

Step 3: Create the Student Sequence Don't ask students to do all five at once. Guide them step by step:

```
STEP 1 (Reverse Prompt): "What factors must we consider in choosing a supplier?"
[Student lists factors, you provide feedback]

STEP 2 (Pros and Cons): "Good list. Now evaluate three suppliers against these factors
[Student analyzes, you refine together]

STEP 3 (Chain of Thought): "Now walk me through implementation. What happens in weeks
4? 5-8? What risks emerge?"
[Student thinks through implementation]

STEP 4 (Role Play): "Now pitch this supplier choice to the procurement committee. Addre
[Student practices presenting]

STEP 5 (Reflection): "What was difficult? What would you do differently next time?"
[Student reflects on learning]
```

36.44.3   Assessment Through Chained Workflows

Instead of individual assignments, students complete **workflow chains** as summative assessments.

Example: HR Policy Development (worth 50% of grade)

```
Students work through this 5-week chain:

WEEK 1: Reverse Prompt to scope the policy problem
Deliverable: Requirements document (500 words)

WEEK 2: Pros and Cons to evaluate policy approaches
Deliverable: Comparative analysis of three approaches (1000 words)

WEEK 3: Draft policy using Chain of Thought
Deliverable: Full policy document with implementation notes (1500 words)

WEEK 4: Role Play explaining policy to stakeholders
Deliverable: Transcript of three role-play scenarios with reflection (800 words)

WEEK 5: Synthesis and reflection
Deliverable: 1000-word reflection on your policy design process
- What worked well?
- What surprised you?
- How would you refine the policy?
- What would you do differently next time?
- What did you learn about policy development?

Total: ~5000 words of work that mirrors the actual professional process
Assessment: Evaluation at each step ensures quality throughout
```

This is **not** assigning students to "write a policy." This is **walking them through the thinking process** professionals actually use, and assessing their work at each stage.

36.44.4 When to Use Prompt Chaining

Use chaining when you want students to: - Experience **realistic professional workflows** - **Build complex skills incrementally** (not all at once) - See how **early decisions affect later choices** - Practice **managing uncertainty and iteration** - Develop **professional judgment** (not just knowledge) - Create **substantial, sophisticated work products**

36.44.5 The Magic Happens in the Chain

Single prompts are useful. But the **real teaching power** is in the sequence.

When you chain techniques together: - The student's learning mirrors **actual professional practice** - You can see their **thinking process** at each step - You can **intervene and adjust** based on their work - The final product is something they **actually built**, not just received from AI - They develop **professional confidence** through realistic practice

---

36.45   How to Choose Which Technique to Use

Match the technique to the learning objective:

If you want students to...	Use this technique
Define a complex problem or policy comprehensively	**Reverse Prompting**
Evaluate competing options and justify a choice	**Pros and Cons**
Follow a legally/ethically sensitive process correctly	**Stepwise Chain of Thought**
Practice difficult conversations and communication	**Role Play**
Understand multiple perspectives and strategic trade-offs	**Debating**
Build confidence and test knowledge through repetition	**Formative Assessment Generator**
Synthesize expert advice from different disciplines/roles	**The Expert Panel**

36.46   Combining Techniques

The real power comes from combining these techniques. For example:

Complex Assessment Sequence: 1. Student uses **Reverse Prompting** to scope out all the requirements for a new parental leave policy 2. Student uses **Pros and Cons** to evaluate three different policy models 3. Student drafts their chosen policy 4. Student uses **Role Play** to practice explaining the policy to a skeptical manager 5. Student uses **Debating** to analyse potential criticisms from different stakeholders

This sequence takes the student through analysis, decision-making, communication, and critical reflection,a complete professional process.

36.47   Working with Long Conversations: Managing Context

As you start combining techniques and having longer conversations with students using AI, you might create substantial interactions: multiple techniques applied

sequentially, or extended back-and-forths between student and AI as they refine their thinking.

When conversations become lengthy (15+ prompts), you might notice that: - AI becomes less consistent in tracking earlier points - Outputs become less focused as the scope expands - Students ask for multiple things at once, diluting quality

This is normal, and it's manageable. See **Chapter 6 (Managing LLM Context)** for detailed strategies on: - Breaking multi-technique sequences into focused steps - Managing conversation length effectively - Structuring complex learning activities for quality outputs

For now: Each technique works well on its own or in short sequences. As you layer more techniques together, context management becomes your quality control tool.

36.48 Your Action Step

Before moving to the next chapter, choose **one technique** from this chapter and try it yourself. Pick the one that feels most immediately useful for a topic you're currently teaching.

Copy one of the example prompts in your discipline's tab, adapt it to your specific content, and see what happens. Get comfortable with at least one of these techniques before we move into the more complex applications in the next chapters.

Remember: these aren't just AI tools,they're pedagogical strategies. The AI just makes them scalable and available to every student, any time they want to practice.

Next Chapter Preview: In the next chapter, we'll take the Role Play technique and expand it into a full "Flight Simulator" system. You'll learn how to design high-fidelity simulations, structure the debrief and critique phase, and turn the entire experience into a powerful assessment tool. We'll work through complete examples across disciplines.

Chapter 37

Managing LLM Context: Working Smarter with AI Conversations

37.1 Why Context Matters: Understanding AI's Limitations

One of the most underrated skills in working with AI is **managing context**,the information you feed to an AI system and how you structure your conversations.

Think of context like the working memory of AI. Unlike humans, who can maintain focus across days of conversation, AI has specific limitations:

- **Limited attention span**: Conversations have maximum lengths before older information becomes less salient (less in focus)
- **Token limits**: Every word you input and every word AI outputs counts against the model's capacity
- **Output token competition**: When you ask for multiple things at once, AI must divide its output tokens among all tasks, often producing shallow results
- **Hallucination risk**: As conversations grow longer and more complex, the risk of AI "making up" information increases

The good news? Understanding and managing context is a learnable skill that directly improves output quality, saves time, and reduces errors.

This is particularly important for educators because: - You'll be having longer conversations (designing units, iterating on assignments) - You'll need high-quality outputs (teaching materials must be accurate) - You'll want consistent

quality across multiple deliverables (course redesigns, prompt libraries) - You'll be modeling these skills for students

---

37.2 The Four Core Problems

37.2.1 Problem 1: The Long Conversation Problem

What happens: You've been working with AI for 20 exchanges, refining a unit design. The conversation is great, but when you ask question 21, AI gives you an answer that contradicts something from exchange 5.

Why: As conversations grow longer, older information becomes less salient to the AI's attention. While technically the AI can "see" the entire conversation, information from early exchanges has less influence on later responses.

Teaching impact: When designing complex units or courses, you'll have lengthy conversations. Without managing context, outputs become inconsistent.

37.2.2 Problem 2: Output Token Scarcity

What happens: You ask AI to "redesign this unit, create a rubric, write student instructions, design an assessment, and create a facilitator guide." You get five things, but each is shallow because AI divided its output tokens five ways.

Why: Every model has a maximum output token limit (typically 2,000–4,000 tokens). If you ask for 5 things, you get roughly 400–800 tokens per thing. Quality suffers.

Teaching impact: You might get a "complete" unit design that needs heavy revision, or you abandon it and start over,wasting time.

37.2.3 Problem 3: Hallucination Acceleration

What happens: As conversations get longer, AI becomes more likely to "confidently generate false information",making up citations, inventing examples, or misremembering earlier statements.

Why: Longer conversations increase uncertainty. AI is tracking more information and making more inferential leaps. It tries to fill gaps with plausible-sounding but false information.

Teaching impact: Teaching materials with invented examples or false citations are problematic. Students trust what they see in your materials.

37.2.4 Problem 4: Lost Context Across Sessions

What happens: You close the chat. Next week, you want to continue designing that unit. You paste your earlier thinking into a new chat, but AI doesn't have the full conversation history. It repeats earlier points or misses nuance.

Why: Each new conversation starts fresh. AI has no memory of previous sessions unless you explicitly provide that history.

Teaching impact: Multi-week projects (semester redesigns, curriculum overhauls) become fragmented. You must re-establish context repeatedly.

37.3 Core Strategy 1: Break Complex Tasks Into Steps

The Principle: Before diving into work, ask AI to help you structure the task.

Why it works: - Distributes output tokens efficiently (each step gets full focus) - Reduces hallucination risk (smaller scope per prompt) - Gives you a clear plan to follow - Lets you quality-check each step before moving forward

37.3.1 Example 1: Unit Redesign

Instead of asking all at once:

"Redesign my unit on supply chain management. Create new learning outcomes, design assessments, write student instructions, create a rubric, and draft a unit description."

Break it into steps,first, ask for a plan:

I'm redesigning a unit on supply chain management for 3rd-year business students (40 students, mix of majors). Help me create a structured plan.

What are the key steps I should follow to redesign this unit? List them in logical order with what we should accomplish at each step.

AI response: You get a plan like: 1. Clarify learning outcomes (what students should be able to do) 2. Design assessments (how you'll know they've learned) 3. Plan learning activities (what students will do to learn) 4. Create student instructions (what students need to know) 5. Build assessment rubric (how you'll grade) 6. Write facilitator notes (guidance for teaching)

Then work through the plan one step at a time:

Step 1:

```
Let's start with step 1: Learning Outcomes.

Here are my current outcomes: [paste]

Help me evaluate these:
- Which are clear and measurable?
- Which are too vague?
- Which are most important for supply chain professionals?

Suggest 3-4 revised outcomes that focus on authentic supply chain thinking.
```

Step 2 (after reviewing Step 1 output):

```
Good. Now step 2: Assessment Design.

For these outcomes: [paste]

Suggest three assessment approaches that would authentically test these outcomes.
For each, explain:
- What students do
- Why it tests supply chain thinking
- How it would work with 40 students
```

And so on. By breaking the work into steps, each output gets full attention and quality improves.

37.3.2 Example 2: Semester Course Planning

Instead of: "Design a 12-week course on organizational behavior."

Ask for a plan first:

```
I'm teaching organizational behavior to 2nd-year business students (60 students,
first-year of their major). Help me structure this 12-week course.

What are the major topics we should cover? In what order? What's the learning
arc across the semester? What should be the rough focus of each week or pair
of weeks?
```

Then work through week-by-week or module-by-module:

```
Using the plan above, let's design Week 1-2: Introduction to Organizational
Behavior.

Learning focus: [paste from plan]

Design these weeks including:
- 2-3 key concepts to introduce
- 1 major activity or case study
```

```
- 1 short formative assessment
- Approximately 3-4 readings

Make it manageable for a 3-hour/week course.
```

37.4 Core Strategy 2: One Task Per Prompt (Usually)

The Principle: Ask for one main thing per prompt, not multiple things.

Why it works: - Each output gets full attention and token allocation (depth, not breadth) - Easier to review and iterate on one thing - Less cognitive load on the model - Quality increases noticeably

37.4.1 Example: Lesson Plan Design

Poor approach (asking for too much):

```
"Write a lesson plan for teaching critical thinking to business students.
Include: 5 learning outcomes, 3 classroom activities, assessment rubric,
student handout, and facilitator notes."
```

Result: Shallow. Each element is skeletal. Outcomes might be vague. Activities are one-liners. Rubric has minimal criteria.

Better approach (one task per prompt):

Prompt 1:

```
I'm teaching critical thinking to business undergraduates. I want them to
be able to analyze business problems from multiple perspectives.

Design 3 classroom activities that help students practice critical thinking.
For each activity:
- Describe what students do (step-by-step)
- Explain what they'll learn
- Note how long it takes
- Indicate the group size (individual, small group, whole class)
```

Prompt 2 (after reviewing):

```
Good activities. Now let's build an assessment rubric for evaluating students'
critical thinking. Include:
- 4-5 criteria (e.g., perspective-taking, evidence use, reasoning clarity)
- For each criterion, descriptors for: Excellent / Proficient / Developing

Keep it usable for grading real student work.
```

Prompt 3 (after reviewing):

```
Turn the activities and rubric into a one-page student handout. Include:
- What they're learning (1-2 sentences)
- Why it matters professionally (1-2 sentences)
- The activities (clear instructions)
- Success criteria (what "good" looks like)
- How to get help if stuck

Make it accessible and encouraging.
```

Result: Deep. Each element is thoughtful, specific, and builds on what came before.

37.4.2 Exception: When Multiple Things Are Fine

Sometimes asking for multiple outputs makes sense: - **Comparative tasks:** "Show me 3 different ways to teach [concept]. What are the trade-offs of each?" - **Structured formats:** "Create an outline with: learning outcomes, key concepts, and 3 discussion questions" - **Quick iterations:** "Now make that more concise / more challenging / more inclusive" - **Batched similar tasks:** "Write 5 discussion questions on these topics: [list]. Each should take 10 minutes of discussion."

The key: Are the outputs relatively equal in scope and complexity? If yes, ask for multiple. If one task is much bigger than others, split them.

37.5 Core Strategy 3: Use Output Constraints to Manage Tokens

The Principle: When asking for multiple things, specify output size/structure upfront. This helps AI divide tokens wisely.

37.5.1 Example: Assessment Comparison

Without constraints:

```
Compare portfolio assessment vs. exam-based assessment for evaluating student
learning in business courses. What are the advantages and limitations of each?
When should I use each?
```

Result: AI might spend 70% of tokens on one approach and 30% on the other. Output is imbalanced.

With constraints:

```
Compare portfolio assessment vs. exam-based assessment for my business course.
```

```
For each approach, provide:
- 2 key advantages
- 2 key limitations
- Best when: [one sentence]
```

```
Keep each section to 3-4 sentences maximum. Focus on practical classroom
implications.
```

Result: AI knows exactly how to divide tokens. Output is balanced, concise, and usable.

37.5.2   Template for Token-Aware Requests

```
I need [specific output type]. Provide:
```

```
1. [First thing] - [length/format]
2. [Second thing] - [length/format]
3. [Third thing] - [length/format]
```

```
Keep total output under [X words]. Prioritize clarity and specificity
over completeness.
```

37.5.3   Discipline-Specific Example

37.5.3.1   Human Resources

```
I need a comparison of recruitment approaches for a business program.
Compare: traditional hiring, competency-based assessment, and team interviews.
```

```
For each:
- 2 advantages for HR
- 2 limitations
- Best for: [one sentence about when to use]
```

```
Keep each section to 3-4 sentences. Focus on what a busy HR manager needs
to know.
```

37.5.3.2   Supply Chain

```
Compare three supplier evaluation methods: scorecard, audit, and relationship.
```

```
For each:
- 2 advantages for supply chain risk
- 2 limitations
- Cost and time: approximate resource requirements
```

```
- Best when: [one sentence]
```

```
Keep focused on practical supply chain decisions.
```

37.5.3.3 Marketing

```
Compare three approaches to customer research: surveys, focus groups, and
social listening.
```

```
For each:
- 2 advantages for market insights
- 2 limitations
- Best for understanding: [what customer dimension]
- Time/cost: rough estimate
```

```
Keep concise for a marketing decision-maker.
```

37.5.3.4 Accounting

```
Compare three audit sampling approaches: statistical, risk-
based, and
procedural.
```

```
For each:
- 2 advantages for audit evidence
- 2 limitations
- Audit standards alignment: brief comment
- Best when: [one sentence]
```

```
Focus on what an audit team needs to decide.
```

37.6   Core Strategy 4: Keep Conversations Focused and Modular

The Principle: Use separate conversations for separate projects or major topic shifts.

Why it works: - Shorter conversations = less hallucination risk - Easier to find earlier outputs (scrolling back is simpler) - AI stays focused on one topic - Cleaner record-keeping (export or save by topic)

37.6.1 When to Start a New Conversation

1. **Topic shift:** Finished designing one unit? Start a new conversation for a different unit.
2. **Major context change:** Moving from unit design to research methodology? New conversation.
3. **Length:** Conversation getting very long (50+ exchanges)? Consider summarizing and moving to a new one.
4. **Different AI tool:** Using Claude for teaching design and ChatGPT for grading assistance? Keep them separate.

37.6.2 When One Conversation Is Fine

- Iterative work on the same project (refining, revising)
- Related follow-ups (asking for adaptations of earlier output)
- Building on previous steps (multi-step workflows like the ones above)

Rule of thumb: One conversation per major project. Use the same conversation as you iterate and refine within that project. Start a new conversation when you move to a different project.

37.7 Core Strategy 5: Summarize and Handoff for Long Conversations

The Principle: When a conversation gets long, ask AI to summarize what you've accomplished, then start fresh in a new conversation.

Why it works: - Resets the "attention freshness" (AI isn't tracking 30+ old exchanges) - Gives you a clean document of what you've done (useful archive) - Reduces hallucination in the new conversation - Allows you to build on work without repeating context

37.7.1 How to Do It

In the long conversation, when it feels unwieldy:

```
We've been working on [project name: e.g., "redesigning the HR management
unit"] for a while. Can you summarize what we've accomplished?

Include:
- What problem or task we started with
- Key decisions we made
- What we've created/designed so far
- What still needs to be done
```

```
Make it concise but complete-something I can copy and paste into a new
conversation to continue working.
```

AI provides a summary. Then:

1. Copy that summary
2. Start a new conversation
3. Paste the summary at the beginning
4. Add: "I'm continuing this work. Here's what we've done. Let's move forward with [next step]."
5. Continue from there

37.7.2   Example Handoff Summary

```
**Project:** Redesigning Supply Chain Management Unit (3rd year, 40 students)

**What we started with:**
- Students struggle to see supply chain as strategic (not just logistics)
- Current unit is mostly descriptive (case studies + lectures)
- Goal: more active learning, professional judgment development

**Key decisions made:**
- Organized around real supply chain decisions (not functions)
- Emphasized risk thinking and trade-offs
- Used simulation and case critique for learning

**What we've created:**
1. Learning outcomes (5 outcomes emphasizing strategic thinking)
2. Assessment strategy (3 assessments: case analysis, risk simulation, team project)
3. Week-by-week learning plan (12 weeks structured around decisions)

**What's left:**
- Detailed activity instructions for each week
- Facilitator notes on how to run discussions
- Student rubric for team project

**Next step:** Design the Week 1-2 activities in detail.
```

You then start a new conversation and continue with: "I'm continuing supply chain unit redesign. Here's our progress. Let's design Week 1-2 activities."

37.8 Core Strategy 6: Make Context Explicit and Structured

The Principle: Don't assume AI remembers or understands implicit context. State it clearly.

37.8.1 Poor Context Example

```
"How should I handle participation in class?"
```

Missing: What is "participation"? What's the class? How big? What's the issue? What's your teaching style? What have you tried?

37.8.2 Good Context Example

```
I teach marketing to 80 business students (2nd year, mix of domestic and
international). We use large lecture format (one 2-hour session per week).

Student participation problem: Maybe 10 students ask questions or offer ideas.
The other 70 are silent.

I want broader participation without:
- Making it feel forced or uncomfortable
- Losing lecture efficiency
- Putting shy students on the spot

How can I increase participation?
```

37.8.3 Better Context (If Continuing Earlier Work)

```
Remember we're redesigning the marketing unit on consumer behavior.
We wanted more student participation-we had the problem where only a few
students spoke in the large lecture.

We've started using think-pair-share activities in class. They've helped.

But now we're thinking about assessments. How can we design assessments
that encourage quieter students to engage and show their thinking?
```

37.8.4 Checklist for Explicit Context

- **Who:** Who are the students? (Level, major, background, cohort size, cultural mix)
- **What:** What's the specific task or problem? (Not vague; specific)
- **Why:** Why does it matter? (Learning goal, professional relevance, student challenge)

- **Constraints:** What are the limitations? (Time available, resources, institutional requirements)
- **Style:** What's your teaching approach? What's worked before? What hasn't?
- **History:** Have we worked on this before? What did we already decide?

37.9   Core Strategy 7: Batch Similar Tasks

The Principle: When you have multiple similar tasks, batch them efficiently.

37.9.1   Poor Approach

```
[You] "Write a discussion question on leadership styles for my management unit."
[AI] [Provides question]
[You] "Review. Good. Now write a discussion question on ethical decision-
making."
[AI] [Provides question]
[You] "Review. Good. Now write one on team conflict."
[Repeat 3+ more times]
```

Problem: This takes 10+ exchanges. You repeat context setup each time. Token efficiency is poor.

37.9.2   Better Approach

Single prompt:

```
I need 5 discussion questions for a 12-week management unit. They should:
- Progress from basic understanding to critical analysis
- Take 8-12 minutes of class discussion
- Spark respectful debate (not yes/no questions)
- Be relevant to business students' future work

Topics (one question each):
1. Leadership styles and contexts
2. Ethical decision-making in organizations
3. Managing team conflict
4. Change management and resistance
5. Inclusive leadership and diversity

Provide all 5 questions with a note about why each one works for discussion.
```

Result: Single exchange. AI understands the pattern. All 5 questions are high-quality and consistent.

Then iterate once if needed:

These are good. Now adapt question 3 (team conflict) to include an international context. Some of my students are from cultures where conflict is handled very differently than in Western business tradition.

37.10   Common Mistakes and How to Fix Them

Mistake	What Goes Wrong	Fix
Asking for 10 things at once	Output is shallow; tokens divided 10 ways	Break into 2–3 prompts— one main task per prompt
Vague task description	AI misunderstands what you want	Add explicit context: who— what— why— constraints
"Design my whole course" in one go	Incoherent— shallow output	Ask for plan first— then design one section at a time
Leaving conversation open indefinitely	Hallucination risk increases; unwieldy to navigate	Start new conversation every 50+ exchanges
Not specifying output format	AI guesses format; may not match needs	Say "3 bullet points—" "one paragraph—" "table—" etc.

Mistake	What Goes Wrong	Fix
Asking "what am I missing?"	AI invents irrelevant things	Be specific: "What am I missing in my assessment of [specific skill]?"
Forgetting to review outputs	Errors and hallucinations slip through	Always quality-check— especially facts/cita-tions
Pasting entire documents without framing	AI doesn't know what to focus on	Add a sentence: "Here's my unit outline. Focus on the assessment section."
Starting a new conversation when context is long	Lost work and having to re-explain everything	Summarize first— then paste summary into new chat

37.11 Practical Workflow for Managing Context

Here's a workflow that brings everything together:

37.11.1 Phase 1: Planning

1. Define the task clearly (in writing, to yourself)
2. Ask AI for a plan before diving in
3. Break the plan into sub-tasks
4. Identify how much output you need for each sub-task

37.11.2 Phase 2: Execution

1. Work through one sub-task per prompt (usually)

2. Review each output before moving forward
3. Provide feedback for refinement
4. Document what works (save successful prompts)

37.11.3 Phase 3: Management

1. Keep conversations focused (one major project per conversation)
2. When a conversation gets long (50+ exchanges), ask for a summary and move to a new conversation
3. Use separate conversations for different topics/projects
4. Archive completed work

37.11.4 Phase 4: Quality Check

1. Verify facts (especially citations, dates, statistics, attributions)
2. Check for contradictions (does it align with earlier outputs?)
3. Assess completeness (did AI address all your needs?)
4. Iterate if needed (use follow-up prompts to refine, not to ask for entirely new things)

37.12 Real-World Example: Managing Context Well

Scenario: Designing a 10-week supply chain management unit.

37.12.1 Bad approach (what NOT to do):

"Design the entire supply chain management unit including all 10 weeks, learning outcomes, assessments, readings, 3 activities per week, facilitator notes, and student rubrics."

Result: Massive output that's shallow and poorly integrated. You'd need to revise everything piecemeal.

37.12.2 Good approach:

Conversation 1: Planning

```
I'm redesigning a 10-week supply chain management unit for 3rd-
year business
students (40 students, mix of majors). Help me create a modular plan.

What are the key supply chain topics we should cover? How should they sequence?
What's the learning arc across the semester? What should each week focus on?
```

Result: You get a coherent 10-week plan with learning progression.

Conversation 2: Learning Outcomes

```
Using the plan from earlier, let's define learning outcomes.

Here's the plan: [paste from Conversation 1]

For each week or pair of weeks, suggest 1-2 specific, measurable outcomes
that focus on authentic supply chain thinking (not just knowledge).
```

Result: Outcomes aligned to the plan, focused on professional judgment.

Conversation 3: Week 1 Deep Dive

```
Let's design Week 1 in detail. Topic: Supply Chain Fundamentals and Strategic
Thinking.

Learning outcomes: [paste from Conversation 2]

Design Week 1 including:
- 3 key concepts to introduce
- 1 major activity or case study
- 1 short assessment
- 3-4 readings
- Facilitator notes on how to run discussion

Make it manageable for a 3-hour week.
```

Result: A coherent, complete Week 1.

Conversation 4: Weeks 2-3 Deep Dive

```
Continue with Weeks 2-3 using the same structure...
```

Result: By batching weeks and working modularly, the whole unit comes together coherently.

Conversation 5: Assessment Integration

```
I've now designed all 10 weeks. Here's a summary of all learning outcomes
and activities: [paste summary]

Design a capstone assessment that integrates learning from across the unit.
What should students do? How would you evaluate whether they've achieved the
```

`outcomes?`

Result: A coherent, well-integrated unit with assessment that ties it together.

37.13 Context Management for Different Scenarios

37.13.1 For Unit Redesign

Break down like this: 1. Conversation 1: Plan (topics, sequence, learning arc) 2. Conversation 2: Learning outcomes (aligned to plan) 3. Conversations 3+: One section per conversation (activities, assessments, etc.) 4. Final conversation: Integration (how it all connects)

Benefit: Quality outputs. Each conversation focuses on one aspect. By the end, you have a coherent unit designed through multiple focused conversations.

37.13.2 For Course-Level Change

Break down like this: 1. Conversation 1: Architecture (major themes, year-long learning arc) 2. Conversation 2: Learning outcomes for the year (connected to architecture) 3. Conversations 3+: One unit per conversation (each unit designed fully) 4. Final conversation: Integration (how units connect, capstone design)

Benefit: Coherence across the year. Each unit is designed well. The course flows logically.

37.13.3 For Assessment Redesign

Break down like this: 1. Conversation 1: Assessment strategy (what to assess, how, when) 2. Conversation 2: Individual assessment design (one assessment at a time) 3. Conversation 3: Rubrics (one per assessment) 4. Conversation 4: Student communication (handouts, success criteria, examples)

Benefit: Assessments that actually measure what you care about. Clear communication to students.

37.14 When Context Management Matters Most

Context management is most important when: - **You're doing complex, multi-step projects** (unit redesigns, curriculum overhauls) - **Quality matters** (teaching materials, student-facing work) - **You need consistency** (prompt

libraries, course coherence) - **You're iterating** (refining approaches based on feedback) - **You're teaching students to use AI** (modeling good context management)

For quick, one-off tasks (generating a single prompt, quick idea generation), context management is less critical. But for the substantial work you do as an educator, managing context improves quality dramatically.

37.15   Key Principles Summary

1. **Break complexity into steps** - Ask for a plan before diving in
2. **One task per prompt (usually)** - Give output tokens to focus on one thing
3. **Use output constraints** - Specify length and format to manage token allocation
4. **Keep conversations focused** - One major project per conversation
5. **Summarize and handoff** - When conversations get long (50+ exchanges), reset with a summary
6. **Make context explicit** - Don't assume AI understands implicit information
7. **Batch similar tasks** - If you need 5 of the same thing, ask for all 5 at once
8. **Review everything** - Always quality-check outputs

   The underlying principle: Context management is about respecting the AI's limitations while maximizing its strengths. You're not trying to have perfect conversations; you're trying to have *focused* conversations that produce high-quality outputs consistently.

37.16   Why Students Should Learn This

As you teach students to use AI, context management becomes a critical skill. Students who understand context management will: - **Get better results** from AI (more usable outputs, fewer iterations) - **Work more efficiently** (fewer wasted conversations) - **Produce higher-quality work** (depth over breadth) - **Develop professional AI literacy** (understanding how to work with AI tools effectively)

Consider teaching context management explicitly: - Show students your workflow (how you break tasks into steps) - Model managing long conversations (summarize, start fresh) - Have students practice the "one task per prompt" principle - Discuss why quality suffers when asking for too much at once

This transfers from classroom to professional practice. If your students graduate understanding how to manage context with AI, they'll be more effective professionals.

37.17 Your Next Step

Pick a project you're currently working on or about to start:

1. **Define it clearly:** What are you trying to accomplish?
2. **Ask AI for a plan:** Before diving in, ask AI to help you structure the work
3. **Break into steps:** Work through the plan one step at a time
4. **Keep it focused:** One conversation per major project
5. **Review everything:** Quality-check before moving forward

As you do this, notice: - How much more focused your outputs are - How much easier iteration becomes - How much less rework you need to do

Then bring that experience to your teaching. Your students will benefit from seeing how you work with AI effectively.

Chapter 38

The Flight Simulator - Conversation Simulations

38.1 The Three-Phase System

In the previous chapter, you learned the Role Play technique. Now we're going to transform that into a complete professional practice system with three distinct phases:

Phase 1: The Setup (You or the student designs the scenario) **Phase 2: The Simulation** (Student practices the conversation) **Phase 3: The Debrief** (AI critiques the student's performance)

This three-phase approach mirrors how professionals develop expertise: briefing, practice, and reflective analysis. The AI makes this process scalable, personalised, and repeatable.

38.2 Why This Is Powerful

Traditional role-play in class has limitations: - Limited time means each student gets one attempt - Peer role-play can be inconsistent (your classmate might not play the "difficult employee" convincingly) - Students feel self-conscious performing in front of others - Feedback is often delayed and general rather than specific

AI-powered simulation solves all of these: - Students can practice the same scenario five times until they get it right - The AI consistently plays the role as designed - Students can practice privately, making mistakes without embarrassment - Feedback is immediate, specific, and tied to learning objectives

Let's walk through a complete example.

38.3 Complete Worked Example: The Performance Improvement Plan Meeting

38.3.1 Context

This is a common high-stakes conversation in HR. It's legally sensitive, emotionally difficult, and requires balancing empathy with accountability. (We'll show examples from other disciplines at the end of this chapter.)

Learning Objectives: - Apply principles of procedural fairness - Communicate difficult feedback clearly and constructively - Demonstrate empathy while maintaining professional boundaries - Document the conversation appropriately - Avoid common legal pitfalls (discrimination, unfair dismissal)

38.4 Phase 1: The Setup Prompt

This is where you (or the student) design the scenario. The setup prompt defines: 1. The AI's role and personality 2. The context and background 3. The challenge or conflict 4. Behavioural guidelines for the AI 5. When the simulation should end

38.4.1 Setup Prompt (Ready to Use)

```
You are Alex Chen, a 32-year-old software engineer who has worked at
TechCorp for three years. You were a high performer until six months ago,
when your work quality declined noticeably.

BACKGROUND CONTEXT:
- You have missed three project deadlines in the past four months
- Your code quality has dropped-recent pull requests have had multiple bugs
  that QA caught
- You've been arriving late to work 2-3 times per week
- Your manager has already had one informal conversation with you about
  these concerns two months ago, but things have not improved
- You are being placed on a formal 60-day Performance Improvement Plan (PIP)

YOUR PERSONA AND BEHAVIOR:
- You are defensive and embarrassed. You feel this PIP is unfair and harsh.
- You believe your recent work is "good enough" and that your manager has
  unrealistic expectations
- You are dealing with a stressful personal situation (caring for an aging
```

parent), but you have not told your manager about this-you believe it's
private and not relevant to work
- You are not aggressive or hostile, but you are resistant and will push
back on criticism
- If the HR person or manager shows genuine empathy and asks open questions,
you will gradually reveal some personal context
- If they are accusatory or dismissive, you will shut down and become
minimal in your responses

THE MEETING:
I am the HR representative (or the manager) conducting the PIP meeting with
you. This is a formal meeting. You have just been told this is a PIP
discussion.

YOUR GOAL:
- React as Alex would realistically react
- Challenge the fairness of the process if it seems rushed or poorly
explained
- Reveal personal information only if trust is established
- Show emotion (frustration, stress, worry) but remain professional
- Respond dynamically to how I conduct the meeting

Stay in character throughout. Begin the meeting by responding to my opening
statement. I will start the conversation now.

Key Design Elements: - **Complexity:** Alex isn't purely defensive or purely
cooperative,there's legitimate work performance decline *and* extenuating circum-
stances - **Realistic emotion:** Alex is stressed and embarrassed, not theatrical
or extreme - **Conditional behavior:** How Alex responds depends on the stu-
dent's approach (rewards good technique) - **Hidden information:** The personal
context isn't revealed unless the student asks the right questions with the right
tone

38.5 Phase 2: The Simulation

The student now conducts the meeting. Here's an example of how this might
play out.

38.5.1 Example Conversation

Student (HR Rep): > "Hi Alex, thanks for meeting with me. I want to
talk with you today about some performance concerns that have been raised. I
know this is a difficult conversation, but I want to make sure we have an open
discussion about what's been happening and how we can support you moving

forward."

AI (as Alex): > *shifts uncomfortably* "Yeah, I've been hearing whispers about this. Look, I know I've missed a couple of deadlines, but I don't think things are as bad as people are making out. I'm still getting my work done. Is this really necessary?"

Student: > "I understand this feels uncomfortable. Let me be specific about the concerns. Over the past four months, you've missed three major project deadlines,the payment gateway integration in March, the API update in April, and the mobile optimization in May. Additionally, QA has flagged an increase in bugs in your recent code submissions. These are measurable changes from your previous performance standard. Can you help me understand what's been happening?"

AI (as Alex): > *pauses, looks down* "I mean… yeah, okay, I've had some issues. But deadlines get missed sometimes, right? And bugs happen. I just feel like everyone's being really harsh all of a sudden. I had one conversation with my manager about this two months ago, and now suddenly I'm on a PIP? That feels pretty extreme."

Student: > "That's a fair question, Alex. You did have an informal conversation with your manager in early April where these concerns were raised. At that time, you both agreed on some strategies to get things back on track. Since then, we've continued to see the same patterns,another deadline missed last month and continued quality issues. A PIP isn't a punishment; it's a structured way to clearly define expectations, provide support, and give you a fair opportunity to improve. Does that make sense?"

AI (as Alex): > *sighs* "I guess. I just… it's been a really tough few months personally, okay? I know that's not your problem, but it's not like I'm just slacking off or don't care anymore."

Student: > "Thank you for sharing that, Alex. I appreciate that personal circumstances can affect work, and I'm genuinely sorry you're dealing with difficult things. If there are specific supports we can offer,whether that's adjustments to your schedule, access to our Employee Assistance Program, or other accommodations,we're open to discussing that. But we also need to be clear about the performance standards that need to be met. Can we talk about what support might help you succeed during this PIP period?"

AI (as Alex): > *softens slightly* "Honestly, I've been dealing with my dad's health declining. I've been having to take him to medical appointments, and I'm the only family member nearby. Some mornings I'm exhausted because I've been up half the night. I didn't want to bring it into work because… I don't know, I thought I could just handle it."

Student: > "I'm really sorry to hear about your father, Alex. That's incredibly stressful. I'm glad you've told me, because this is exactly the kind of situation where we want to support our employees. Have you considered whether a

temporary flexible schedule might help,perhaps starting later on days when you have early appointments, or adjusting your hours? We can also connect you with our EAP, which offers counseling and support for family caregivers. Would either of those be helpful?"

AI (as Alex): > *nods* "Yeah… actually, that might really help. I didn't know that was an option. I've just been trying to power through, but clearly that's not working."

Student: > "I appreciate your honesty. So here's what I suggest: we'll document this PIP with clear performance targets,specific deadlines and quality standards. But we'll also document the support measures we're putting in place, including flexible scheduling where possible. This gives you the structure and the support to get back to the high performance standard we know you're capable of. The PIP period is 60 days. At the 30-day mark, we'll have a check-in to see how things are going. Does that sound fair?"

AI (as Alex): > *takes a breath* "Okay. Yeah. I mean, it's still stressful to be on a PIP, but I get it. And if I can actually get some flexibility with the schedule, that would help a lot. I don't want to lose this job,I just need to get things back on track."

Student: > "That's exactly the goal, Alex. We want you to succeed. Let's schedule a follow-up meeting next week to formalize the flexible schedule arrangement and go through the detailed PIP document. Thank you for being open with me today,that's really important."

AI (as Alex): > *manages a small, tired smile* "Thanks. I appreciate you actually listening."

38.6 Phase 3: The Debrief (AI Critique)

After the simulation ends, the student copies the entire conversation transcript and submits it to the AI with a **critique prompt**. This is where the real learning happens.

38.6.1 Critique Prompt (Ready to Use)

```
You are an expert HR educator evaluating a student's performance in a
simulated Performance Improvement Plan (PIP) meeting.

Below is the full transcript of the conversation between the student (acting
as the HR Representative) and a simulated employee (Alex Chen) who was being
placed on a PIP.

Your task is to provide a detailed critique of the student's performance
```

across the following criteria:

```
1. PROCEDURAL FAIRNESS
   - Did the student clearly explain why the meeting was happening?
   - Did they provide specific examples of performance issues?
   - Did they give Alex an opportunity to respond and explain?
   - Did they explain the PIP process fairly and clearly?

2. COMMUNICATION EFFECTIVENESS
   - Was the tone appropriate (professional, empathetic but not dismissive)?
   - Did the student use open questions to encourage dialogue?
   - How did they handle Alex's defensiveness?
   - Did they actively listen and acknowledge Alex's concerns?

3. LEGAL AND ETHICAL CONSIDERATIONS
   - Did the student avoid any discriminatory language or assumptions?
   - Did they appropriately handle the disclosure of personal circumstances?
   - Did they maintain appropriate professional boundaries?
   - Did they document support measures as well as performance requirements?

4. APPLICATION OF HR THEORY
   - What motivational or psychological principles did the student apply
     (or fail to apply)?
   - How well did they balance accountability with support?
   - Did they create conditions for behavioural change?

For each criterion, provide:
- A score out of 10
- Specific examples from the transcript (quote the student's words)
- What the student did well
- What the student could improve
- One concrete suggestion for how to improve

Finally, provide an overall assessment: If this were a real PIP meeting,
what would likely happen next based on how the student conducted it?

Here is the transcript:

[PASTE TRANSCRIPT HERE]

Begin your critique.
```

38.6.2 Example Critique Output

The AI will provide something like this:

CRITIQUE OF PIP MEETING PERFORMANCE

1. PROCEDURAL FAIRNESS: 9/10

What you did well: You were exemplary in providing specific, measurable examples of performance concerns. When you said, *"Over the past four months, you've missed three major project deadlines,the payment gateway integration in March, the API update in April, and the mobile optimization in May,"* you gave Alex concrete information to respond to, not vague accusations. This is critical for procedural fairness.

You also clearly explained the purpose of the PIP: *"A PIP isn't a punishment; it's a structured way to clearly define expectations, provide support, and give you a fair opportunity to improve."* This reframing helped reduce Alex's defensiveness.

Where you could improve: You could have been even more explicit about the timeline and previous feedback. While you mentioned the April conversation, you could have said: "We had a conversation on April 3rd where we documented three specific concerns. We agreed you would [specific actions]. Since then, we've seen [specific outcomes]. That's why we're now moving to a formal PIP."

Suggestion: Always reference specific dates and documented prior warnings. This strengthens the legal defensibility of your process.

---

2. COMMUNICATION EFFECTIVENESS: 10/10

What you did well: Your use of empathy was outstanding. When Alex revealed personal stress, you immediately acknowledged it: *"Thank you for sharing that, Alex. I appreciate that personal circumstances can affect work, and I'm genuinely sorry you're dealing with difficult things."* This response validated Alex's feelings while maintaining professional boundaries.

You also used excellent open-ended questions: *"Can you help me understand what's been happening?"* This invited dialogue rather than putting Alex on the defensive.

Your handling of defensiveness was textbook-perfect. When Alex said the PIP felt "extreme," you didn't argue or dismiss,you acknowledged the concern (*"That's a fair question"*) and then explained the rationale.

Where you could improve: Nothing significant. Your communication was professional, empathetic, and effective throughout.

---

3. LEGAL AND ETHICAL CONSIDERATIONS: 9/10

What you did well: When Alex disclosed caregiving responsibilities, you immediately offered accommodations: *"Have you considered whether a tempo-*

rary flexible schedule might help?" This is legally and ethically sound,you're demonstrating that the company is willing to make reasonable adjustments, which protects against claims of unfair dismissal or discrimination.

You also avoided making assumptions or probing inappropriately into Alex's personal life. You accepted the disclosure, offered support, and moved the conversation forward professionally.

Where you could improve: You should explicitly document this conversation. At the end of the meeting, you could have said: "I'm going to document today's conversation, including your disclosure about your father's health and the flexible schedule accommodation we've discussed. You'll receive a copy of this documentation for your records."

Suggestion: Always verbally confirm that documentation will be provided. This ensures transparency and gives the employee a chance to correct any misunderstandings immediately.

---

4. APPLICATION OF HR THEORY: 8/10

What you did well: You demonstrated understanding of **motivational theory** by balancing challenge with support. You didn't just impose standards,you co-created solutions by asking, *"Can we talk about what support might help you succeed during this PIP period?"*

You also applied principles of **procedural justice** by ensuring Alex felt heard and treated fairly, which research shows increases acceptance of difficult decisions.

Where you could improve: You could have applied **goal-setting theory** more explicitly. When finalising the PIP, you mentioned "clear performance targets," but you didn't collaboratively define them in the meeting. Research shows that when employees participate in setting their own goals, commitment and achievement increase.

Suggestion: In your follow-up meeting, involve Alex in defining the specific, measurable targets for the PIP. For example: "What do you think is a realistic number of on-time deliverables over the next 30 days, given the support we're putting in place?" This increases ownership and reduces resistance.

OVERALL ASSESSMENT

Likely Outcome: Based on how you conducted this meeting, Alex is likely to:

- Feel that the process was fair, even though it's stressful
- Engage constructively with the PIP rather than resist or disengage
- Utilise the flexible schedule accommodation
- Have a reasonable chance of meeting the performance standards during the 60-day period

Why: You established psychological safety (Alex felt safe disclosing personal information), you demonstrated empathy without compromising standards, and you offered concrete support. This is exactly the balance effective HR professionals must strike.

One Risk to Watch: Ensure that the flexible schedule accommodation is documented and approved by the manager. If the manager later claims they weren't consulted or don't agree, this could create conflict. Always confirm that proposed accommodations are feasible with all stakeholders before committing to them in a meeting.

FINAL SCORE: 36/40 (90%)

This was a highly competent performance. You demonstrated strong communication skills, applied HR principles effectively, and handled a complex, emotionally charged situation with professionalism and empathy. The areas for improvement are minor and relate to documentation and collaborative goal-setting, both easily addressed in your follow-up meeting.

38.7 What Makes This Critique Valuable

Notice what the AI's critique provides:

1. **Specific feedback tied to theory** (procedural fairness, motivational theory, goal-setting theory)
2. **Direct quotes from the student's performance** (not vague generalizations)
3. **Clear scores** for each criterion (makes assessment transparent)
4. **Actionable suggestions** (not just "do better," but *how* to do better)
5. **Predictive analysis** (what would likely happen next in the real world)

This level of detailed, personalised feedback would take a lecturer 20-30 minutes per student to write manually. The AI generates it in seconds, and it's consistent across all students.

38.8 How to Use This as an Assessment

You have several options for how to structure this as a graded assignment:

38.8.1 Option 1: Simulation + Critique Submission

Student Requirements: 1. Conduct the simulation (submit the full transcript) 2. Generate the AI critique using the provided prompt 3. Write a 500-word

reflective response addressing: - Do you agree with the AI's critique? Why or why not? - Choose one piece of critical feedback from the AI. How would you apply this in your next attempt? - Identify one HR theory or legal principle that guided your approach. Did you apply it effectively?

What You Grade: - Quality of the conversation (did they demonstrate the required skills?) - Depth of reflection (do they show genuine self-assessment and learning?) - Theoretical integration (can they connect practice to theory?)

38.8.2   Option 2: Simulation + Re-Do + Comparison

Student Requirements: 1. Conduct the simulation (first attempt) 2. Generate the AI critique 3. Conduct the same simulation again, incorporating the feedback 4. Write a comparative analysis: What changed between attempt 1 and attempt 2? What did you learn?

What You Grade: - Evidence of improvement between attempts - Ability to integrate feedback - Quality of self-directed learning

38.8.3   Option 3: Student-Designed Simulation

Student Requirements: 1. Design your own simulation scenario (write the setup prompt for a different HR situation) 2. Justify why this scenario targets specific learning objectives 3. Conduct the simulation 4. Generate and respond to the critique

What You Grade: - Quality of scenario design (does it create a meaningful learning challenge?) - Performance in the simulation - Reflective analysis

---

38.9   Adapting This for Different Conversational Skills

The three-phase system works for any high-stakes conversation in business. Below are examples across different skills and disciplines:

Skill Area	Simulation Scenario	Key Learning Focus
HR: Recruitment	AI plays a candidate with vague answers	Behavioural interviewing— probing— bias awareness
HR: Conflict Resolution	AI plays employee making complaint	Investigation— empathy— impartiality— documentation

Skill Area	Simulation Scenario	Key Learning Focus
HR: Negotiation	AI plays union representative	Interest-based negotiation— legal boundaries— compromise
Management: Change Leadership	AI plays resistant manager	Communication— stakeholder management— emotional intelligence
Marketing: Client Negotiation	AI plays demanding client	Persuasion— objection handling— value communication
Supply Chain: Supplier Crisis	AI plays supplier announcing delay	Problem-solving— negotiation— relationship management
Information Systems: Implementation	AI plays resistant end-user	Change management— technical communication— adoption strategies
Accounting: Audit Findings	AI plays finance manager	Compliance communication— relationship management— remediation planning
Business: Board Presentation	AI plays questioning board member	Executive communication— strategic thinking— confidence

For each scenario, you simply adjust: 1. The persona and context in the **Setup Prompt** 2. The evaluation criteria in the **Critique Prompt** 3. The learning objectives you're targeting

The three-phase structure remains the same.

38.10   Cross-Discipline Applications: Flight Simulator Adaptations

The flight simulator technique can be adapted for conversational skills in any business discipline. Below are examples showing how the three-phase system applies to different professional contexts.

38.11 Marketing

38.11.1 Performance Feedback Conversation

Context: A marketing manager must address declining campaign performance
with a creative team member.

Setup Prompt Example:

```
You are Jordan Lee, a 28-year-old digital marketing specialist at CreativeAgency. You'

BACKGROUND CONTEXT:
- Your social media engagement rates have dropped 40% quarter-
over-quarter
- Two major campaigns missed their conversion targets by 25%
- You've been late submitting creative assets three times in the past month
- Your manager gave you informal feedback about this 2 months ago, but no improvement

YOUR PERSONA AND BEHAVIOR:
- You're defensive and believe your work is still "good enough"
- You feel micromanaged and that your creative freedom is being restricted
- You're dealing with personal creative burnout but haven't mentioned it
- You'll push back on criticism but respond well to collaborative problem-
solving

THE MEETING:
I am your marketing manager conducting a performance discussion. This is a formal conve

Stay in character. Begin by responding to my opening statement.
```

Key Learning Focus: - Giving constructive feedback on creative work -
Balancing business metrics with creative autonomy - Addressing performance
issues without stifling innovation

38.12 Accounting

38.12.1 Audit Findings Discussion

Context: An auditor must communicate significant control weaknesses to a
finance manager.

Setup Prompt Example:

```
You are Maria Rodriguez, a 35-year-old finance manager at GlobalCorp. You've been in th

BACKGROUND CONTEXT:
- Audit found inadequate segregation of duties in accounts payable
- Missing documentation for expense approvals worth $250K
```

- Three instances of non-compliance with financial reporting standards
- You were informally warned about documentation issues 3 months ago

YOUR PERSONA AND BEHAVIOR:
- You're embarrassed and defensive about the findings
- You believe the issues are overstated and due to "process complexity"
- You're concerned about how this reflects on your professional reputation
- You'll initially deny the severity but respond well to specific examples

THE MEETING:
I am the internal auditor presenting findings from our recent financial controls review. This is

Stay in character. Begin by responding to my opening statement.

Key Learning Focus: - Communicating audit findings professionally - Balancing compliance requirements with operational realities - Developing remediation plans collaboratively

38.13 Business Analytics

38.13.1 Data Quality Concerns Meeting

Context: A data analyst must address concerns about report accuracy with a business stakeholder.

Setup Prompt Example:

You are David Kim, a 30-year-old business analyst at TechSolutions. You've been analysing custome

BACKGROUND CONTEXT:
- Your quarterly customer segmentation report had 35% error rate
- Two major dashboards contained incorrect KPI calculations
- A data quality issue led to $500K in misallocated marketing budget
- Your supervisor discussed data validation processes with you last month

YOUR PERSONA AND BEHAVIOR:
- You're frustrated and believe the errors are due to "dirty source data"
- You feel blamed for systemic data quality issues
- You're technically competent but struggle with stakeholder communication
- You'll become argumentative if you feel your expertise is questioned

THE MEETING:
I am your analytics manager discussing recent data quality issues and their business impact.

Stay in character. Begin by responding to my opening statement.

Key Learning Focus: - Explaining technical issues to non-technical stakehold-

ers - Balancing data accuracy with business decision timelines - Implementing quality assurance processes

38.14 Tourism & Hospitality

38.14.1 Guest Complaint Resolution

Context: A hotel manager must handle a serious guest complaint about service quality.

Setup Prompt Example:

```
You are Sarah Thompson, a 32-year-old front office manager at LuxuryResort. You've man
in processes.

BACKGROUND CONTEXT:
- Guest satisfaction scores dropped from 4.8 to 3.9 out of 5
- Three formal complaints about rude staff behaviour in past month
- Check-in wait times averaging 45 minutes (target is 15 minutes)
- You received informal feedback about team morale issues 6 weeks ago

YOUR PERSONA AND BEHAVIOR:
- You're defensive and believe guest expectations are unrealistic
- You're dealing with high staff turnover and understaffing
- You feel caught between corporate standards and local service culture
- You'll initially blame external factors but open up with empathetic listening

THE MEETING:
I am the resort general manager addressing recent guest satisfaction declines and serv

Stay in character. Begin by responding to my opening statement.
```

Key Learning Focus: - Managing guest expectations vs. operational constraints - Addressing service quality issues in hospitality settings - Balancing customer satisfaction with staff well-being

38.15 Information Systems

38.15.1 System Implementation Resistance

Context: An IT project manager must address user resistance to a new software system.

Setup Prompt Example:

```
You are Alex Chen, a 45-year-old department head at ManufacturingCo. Your team has bee
```

```
BACKGROUND CONTEXT:
- You've publicly criticized the new system as "overcomplicated"
- Your department has the lowest user adoption rate (23% vs company average 67%)
- You've encouraged team members to find workarounds rather than use the new system
- Management discussed change management concerns with you 2 months ago

YOUR PERSONA AND BEHAVIOR:
- You're resistant to change and believe the old system worked fine
- You feel the new system doesn't understand your department's unique needs
- You're influential with your team and others respect your experience
- You'll challenge the necessity of the change but respond to data-
driven arguments

THE MEETING:
I am the IT project manager facilitating the ERP system rollout. This is a discussion about adopt

Stay in character. Begin by responding to my opening statement.
```

Key Learning Focus: - Managing organisational change and user adoption -
Communicating technical benefits to non-technical users - Addressing resistance
through stakeholder engagement

38.16   Management

38.16.1   Team Performance Intervention

Context: A senior manager must address declining team productivity with a
middle manager.

Setup Prompt Example:

```
You are Robert Walsh, a 42-year-old operations manager at LogisticsInc. You've led your team for

BACKGROUND CONTEXT:
- Team missed delivery targets for 6 of past 8 weeks
- Customer complaints about service quality up 40%
- Employee satisfaction survey shows low morale in your department
- You were informally counseled about team performance 3 months ago

YOUR PERSONA AND BEHAVIOR:
- You're frustrated and believe the issues are due to "corporate interference"
- You feel blamed for problems outside your control (supply chain disruptions)
- You're experienced and proud of your team's past performance
- You'll initially defend your approach but respond well to collaborative solutions

THE MEETING:
I am your senior manager discussing team performance concerns and required improvements.
```

Stay in character. Begin by responding to my opening statement.

Key Learning Focus: - Cascading performance expectations through management levels - Balancing accountability with supportive leadership - Addressing systemic vs. individual performance issues

38.17 Implementation Across Disciplines

38.17.1 Adapting the Critique Phase

For each discipline, adjust the critique prompt to focus on discipline-specific competencies:

Marketing Critique Focus: - Brand alignment and messaging consistency - Data-driven decision making - Stakeholder communication effectiveness

Accounting Critique Focus: - Regulatory compliance and risk management - Documentation and audit trail requirements - Financial accuracy and transparency

Business Analytics Critique Focus: - Data integrity and validation processes - Analytical methodology and assumptions - Business impact communication

Tourism & Hospitality Critique Focus: - Service excellence and customer experience - Operational efficiency vs. service quality balance - Cultural sensitivity and local market understanding

Information Systems Critique Focus: - Change management and user adoption strategies - Technical requirements vs. business needs alignment - Risk assessment and mitigation planning

Management Critique Focus: - Leadership style and team motivation - Strategic alignment and goal setting - Organisational change management

38.17.2 Assessment Integration

Use the same assessment options (simulation + critique, re-do + comparison, student-designed scenarios) across all disciplines, adjusting the evaluation criteria to match discipline-specific competencies and professional standards.

38.18 Common Questions

Q: Won't students just keep trying until the AI gives them a good score?

A: That's actually a *feature*, not a bug. In professional development, repetition until competence is exactly what we want. However, you can require students to submit *all* attempts, not just their best one. This shows their learning journey and prevents gaming the system.

Q: What if students share their transcripts and just copy each other's approach?

A: Design the scenarios with variability. Give each student a slightly different context (different employee persona, different performance issue, different complicating factor). The skills they're practicing remain the same, but the conversations will be unique.

Q: How do I know the AI's critique is accurate?

A: You should review a sample of critiques initially to ensure quality. However, because *you* write the critique prompt with specific criteria tied to your learning objectives, the AI's assessment will align with your rubric. You're essentially scaling your own assessment criteria.

Q: Can students do this with voice instead of text?

A: Yes! Many AI tools now support voice conversation mode. Students can literally *speak* their way through the simulation, making it even more realistic. The conversation can then be transcribed for the critique phase.

38.19   Your Action Step

Before moving to the next chapter, try this:

1. **Choose one difficult conversation** from your curriculum (in your discipline)
2. **Write a setup prompt** that creates a realistic scenario (use the examples in this chapter as templates)
3. **Test it yourself**,have the conversation with the AI
4. **Generate a critique** of your own performance
5. **Reflect:** Would this be valuable for your students?

Once you've experienced the full cycle yourself, you'll be ready to introduce it to your class.

Next Chapter Preview: In the next chapter, we'll explore how to use AI as a transparent, ethical self-assessment tool. You'll learn how to give students both the grading rubric *and* the AI critique prompt upfront, teaching them to use AI responsibly as an advanced editing and analysis tool rather than a shortcut. This shifts the conversation from "preventing AI cheating" to "teaching AI literacy."

Chapter 39

The AI Critique Toolkit - Becoming a Smart Business Professional

39.1 Why Business Students Need Critique Skills

Imagine you just hired a brilliant but inexperienced analyst or consultant. They work fast, have lots of ideas, but sometimes:

- Overcomplicate simple solutions
- Miss important legal, technical, or operational considerations
- Write recommendations that sound good but have practical flaws
- Make assumptions about your workplace context, capacity, or constraints

This is exactly how AI behaves. Your job as a business professional is to review, question, and improve AI-generated advice before it impacts real people and real organisations.

The difference between good business professionals and great ones isn't whether they use AI tools,it's how critically they evaluate AI outputs. In professional work across all disciplines, bad advice can lead to legal challenges, damaged relationships, failed initiatives, or strategic missteps.

39.2 The Business Impact of Uncritical AI Acceptance

Scenario Examples Across Disciplines:

39.3   HR

Your AI assistant generates a new performance review policy. You implement it without thorough review. Three months later:

- Policy doesn't comply with Fair Work Act requirements
- Creates unintended pay equity issues
- Managers spend 15 hours per employee instead of 2
- Employee satisfaction drops 20%

39.4   Finance

Your AI generates an investment recommendation. You present it to the board without validating assumptions. Later you discover:

- Key financial assumptions were outdated
- Risk profile didn't match your organisation's tolerance
- Tax implications weren't considered
- Portfolio is now exposed to unexpected losses

39.5   Supply Chain

Your AI recommends a supplier consolidation strategy. You implement without operational testing. Results:

- Single supplier can't actually scale to your volumes
- Quality issues emerge under real-world conditions
- You've lost relationship with backup suppliers
- Delivery disruptions cascade through operations

39.6   Management

Your AI generates a change management plan. You follow it without stakeholder testing. Outcomes:

- Key influencers weren't engaged early enough
- Communication messaging doesn't resonate with your culture
- Implementation timeline is unrealistic given other priorities
- Change initiative stalls after initial enthusiasm

39.7   Marketing

Your AI recommends a campaign strategy. You launch without market validation. Results:

- Assumptions about target audience are incorrect

- Budget allocation doesn't match actual customer behaviour
- Messaging alienates key segments
- Campaign underperforms significantly

Lesson: Always critique AI-generated recommendations thoroughly before implementation, regardless of discipline.

39.8 Your 5-Step Business Critique Framework

This framework applies across all business disciplines:

1. **Comprehension Check** - "Do I understand this completely?"
2. **Simplicity Check** - "Is this practical for my workplace/situation?"
3. **Legal, Technical & Risk Check** - "What are the legal, technical, ethical, and operational implications?"
4. **Context Check** - "What assumptions is AI making about my organisation?"
5. **Stakeholder Check** - "How will different groups react to this?"

39.9 Step 1: Comprehension Check - "Do I understand this?"

Red Flags: - HR jargon that sounds impressive but is unclear - Policy language that could be interpreted multiple ways - No clear explanation of why this approach is recommended

Your Response: - "Can you explain this in plain English that a line manager could understand?" - "What specific problem does this solve and how does it solve it?" - "Break this down into step-by-step actions that need to be taken"

Example:

```
#  AI gives you this:
"We recommend implementing a holistic performance ecosystem leveraging"
"synergistic feedback loops and agile recalibration mechanisms."

#  Ask for this instead:
"We recommend creating a performance management system where employees get feedback from multiple
ins with managers, peer feedback on projects, and quarterly progress reviews against clear goals.
```

39.10   Step 2: Simplicity Check - "Is this practical for my workplace?"

Red Flags: - Solution requires resources you don't have (extra HR staff, expensive software) - Process is more complex than your current problem - Assumes perfect implementation with no room for human error

Your Response: - "Give me a version that works with a 2-person HR team and limited budget" - "What's the minimum viable version of this solution?" - "Show me how to implement this step by step over 6 months, not all at once"

HR Example: AI suggests a sophisticated 360-degree feedback system with custom software, external facilitators, and detailed analytics. You ask for a simpler approach and get a practical solution using existing tools like Google Forms and manager training sessions.

39.11   Step 3: Legal, Technical & Risk Check - "What are the implications?"

Red Flags (vary by discipline): - No mention of compliance, legal, technical, or regulatory considerations - Recommendations that could harm certain groups (employees, customers, stakeholders) - Risk implications that aren't addressed - No consideration of organisational constraints or industry requirements

Your Response (discipline-specific examples):

39.12   HR

- "How does this comply with employment law and our awards?"
- "What are discrimination and privacy risks?"
- "What union/employee representative concerns might arise?"

39.13   Finance

- "What are the tax, accounting, and audit implications?"
- "What regulatory compliance issues need addressing?"
- "What financial and counterparty risks exist?"

39.14   Supply Chain

- "What are the operational and financial risks?"
- "How does this affect compliance and sustainability?"
- "What supply chain resilience issues exist?"

39.15 Information Systems

- "What are the security and data protection implications?"
- "What systems integration and technical risks exist?"
- "What compliance standards apply (GDPR, industry-specific)?"

39.16 Marketing

- "What consumer protection and advertising law issues apply?"
- "What reputation and brand risks exist?"
- "What data privacy considerations are relevant?"

39.17 Management

- "What change management and organisational risks exist?"
- "What stakeholder and communication risks could arise?"
- "What strategic alignment and feasibility issues exist?"

Critical Questions to Always Ask (across all disciplines): - What could go wrong and what's the exposure? - Are we meeting our compliance and governance obligations? - What organisational constraints or capabilities might we lack? - Who might be negatively affected and how?

———————————————

39.18 Step 4: Context Check - "What assumptions is AI making about my organisation?"

Red Flags: - AI assumes you have a sophisticated HR information system - Assumes your managers are all skilled in difficult conversations - Assumes your workplace culture is collaborative and high-trust - Assumes employees are digitally literate and open to change

Your Response: - "What assumptions are you making about our current systems and processes?" - "How would this work in a workplace with high employee turnover?" - "What if our managers resist this change?" - "How does this account for our hybrid/remote/in-person work arrangement?"

Real Example: AI recommends an employee engagement app with daily mood tracking and gamified recognition. You realise this assumes your employees are comfortable sharing personal data and that you have the technical infrastructure to support it. You ask for alternatives that work with your existing communication channels.

———————————————

39.19   Step 5: Stakeholder Check - "How will different groups react to this?"

Red Flags: - Solution only considers management perspective - No thought to how employees will perceive or experience the change - Doesn't address how different departments might be affected differently - No consideration of change management requirements

Your Response: - "Walk me through how this would feel from an employee's perspective" - "How might different departments (sales, operations, finance) experience this differently?" - "What resistance should we anticipate and how can we address it?" - "What communication and training would be needed for successful implementation?"

Stakeholder Mapping (adjust by discipline): Always consider:

- **Senior Leadership**: Will they see the business value and strategic alignment?
- **Operational Staff/Managers**: Do they have skills, capacity, and buy-in to implement?
- **Affected Groups**: Will this feel fair, transparent, and beneficial to them?
- **Functional Teams**: Do we have the capability and resources to sustain this?
- **External Stakeholders**: Unions, regulators, partners, customers,will they support or oppose?

39.20   Common AI Issues Across Disciplines and How to Fix Them

39.20.1   Issue 1: Overcomplicated Solutions

AI Tendency: Creates comprehensive but unimplementable recommendations

39.21   HR

```
AI might suggest: A 45-page policy covering every scenario
Better: A 3-page policy with core principles and escalation procedures
```

39.22   Finance

```
AI might suggest: Comprehensive 10-step investment analysis process
Better: A streamlined 4-step analysis focusing on key decision factors
```

39.23   Supply Chain

```
AI might suggest: Complex multi-supplier strategy with extensive metrics
Better: A phased approach starting with pilot suppliers
```

39.24   Marketing

```
AI might suggest: 15-channel integrated campaign across all platforms
Better: Focus on 3-4 highest-ROI channels aligned with target audience
```

39.25   Management

```
AI might suggest: Comprehensive change plan with daily activities
Better: Milestone-based plan with key decision gates
```

Your Direction: "Start with the 80/20 rule,what 20% will address 80% of situations?"

39.25.1   Issue 2: Ignoring Compliance and Constraints

AI Tendency: Focuses on best practices without considering legal, technical, or operational realities

39.26   HR

```
AI might write: "Implement flexible work arrangements based on preferences"
Better: "Implement flexible work in accordance with Fair Work Act, with consistent documentation
```

39.27   Finance

```
AI might write: "Optimize portfolio for maximum returns"
Better: "Optimize portfolio within our risk tolerance, liquidity needs, and tax constraints"
```

39.28   IT

```
AI might write: "Migrate to cloud-based systems for efficiency"
Better: "Migrate to cloud while maintaining security standards, data residency requirements, and
```

39.29   Supply Chain

```
AI might write: "Consolidate to single suppliers for cost savings"
Better: "Evaluate consolidation considering resilience, backup capacity, and regulatory requireme
```

Your Direction: "What are our legal/technical/operational obligations and constraints?"

39.29.1   Issue 3: One-Size-Fits-All Recommendations

AI Tendency: Provides generic advice without organisational context

39.30   HR

```
AI might suggest: "Implement standard performance review across all departments"
Better: "Implement core framework with adaptations for customer-
facing, technical, and creative roles"
```

39.31   Finance

```
AI might suggest: "Apply standard financial ratios for all investment decisions"
Better: "Apply ratios adjusted for industry, company stage, and investment type"
```

39.32   Marketing

```
AI might suggest: "Use same messaging for all customer segments"
Better: "Develop segment-specific messaging aligned with different customer priorities"
```

39.33   Supply Chain

```
AI might suggest: "Implement same metrics for all suppliers"
Better: "Use differentiated metrics based on supplier criticality and category"
```

Your Direction: "How should this be adapted for our specific context, constraints, and different situations?"

————————————————

39.34   Your Critique Conversation Templates

39.34.1   Template 1: Requesting Simplification

"This solution looks more complex than what we can realistically implement. I work in a 200-employee manufacturing company with a small HR team. Can you give me a practical version that focuses on the essentials and doesn't require expensive software or additional staff?"

39.34.2 Template 2: Checking Legal Compliance

"I need to ensure this recommendation complies with Australian employment law. What specific legislation or legal requirements should I consider? Are there any potential discrimination risks or privacy concerns I need to address?"

39.34.3 Template 3: Testing Organisational Fit

"Before I present this to senior management, I need to understand how this would work in our context. We have a unionised workforce, high employee turnover in customer service roles, and managers who are time-poor. How should I adapt this recommendation for our specific situation?"

39.34.4 Template 4: Anticipating Resistance

"What resistance should I expect if I implement this recommendation? Walk me through the likely concerns from employees, middle managers, and senior leadership. How can I address these concerns proactively?"

39.35 Your HR Professional Documentation

After each AI interaction, document your critique process:

Template:

```
# AI Interaction #[number]
**My Request**: [What HR problem I asked AI to solve]
**AI's First Response**: [Brief summary of the recommendation]
**My Critique**: [What I questioned and requested to improve]
**Final Solution**: [What we ended up with after iteration]
**Implementation Considerations**: [What I still need to check/adapt for my workplace]
**What I Learned**: [Key insight for future AI interactions]
```

Example:

```
# AI Interaction #3
**My Request**: Create a new employee onboarding checklist for a 50-
employee tech company
**AI's First Response**: Comprehensive 30-day checklist with daily activities and multiple stakeh
**My Critique**: Too intensive for our small team, assumes dedicated onboarding coordinator
**Final Solution**: 5-day essential checklist with weekly follow-
ups for first month
**Implementation Considerations**: Need to check which IT systems can be automated, get manager b
in for time allocation
**What I Learned**: Always ask for scalable solutions that don't require additional headcount
```

39.36   Red Flag Checklist for Any Recommendation

Before accepting any AI-generated recommendation, ask:

- **Can I explain this solution clearly to key stakeholders in a few minutes?**
- **Does this comply with relevant laws, regulations, and company policies?**
- **Do we have the resources and capability to implement this?**
- **How will affected stakeholders experience this,is it fair and transparent?**
- **What are the risks if this implementation goes poorly?**
- **Have I considered how different groups or departments might be affected?**
- **Is there a simpler version that would achieve 80% of the benefits?**

39.37   Practice: Critique This AI Response

AI Generated Recommendation:

```
To improve employee engagement, implement a comprehensive recognition program including
1. Monthly peer-to-peer recognition awards with monetary prizes
2. Quarterly manager-nominated excellence awards with public ceremonies
3. Annual employee of the year with significant financial bonus
4. Real-time digital recognition platform with social features
5. Team-based performance incentives with quarterly payouts
```

What's Wrong? (Think before checking the answer)

Issues to Critique

1. **Overcomplicated**: Five different recognition systems is confusing and administratively heavy
2. **No Legal Consideration**: No mention of tax implications, fairness, or potential discrimination
3. **Assumes Budget**: Significant financial costs without ROI justification
4. **One-Size-Fits-All**: Doesn't consider different employee preferences (public vs private recognition)
5. **No Context**: Doesn't consider company culture, size, or existing systems
6. **Implementation Gap**: No thought to how managers will administer this fairly

Your Response: "This is too complex and expensive for our needs. Can you suggest a simpler recognition approach that focuses on meaningful acknowledgment rather than monetary rewards, and that our managers can implement

without significant administrative burden?"

39.38 Teaching Students to Critique AI

39.38.1 Classroom Exercise: The AI Consultant Swap

Setup: Divide students into small groups. Give each group a different business problem relevant to their discipline (e.g., HR: turnover; Finance: investment strategy; Supply Chain: supplier consolidation; Marketing: campaign strategy; Management: change management).

Task: 1. Each group uses AI to generate a solution to their problem 2. Groups swap their AI-generated solutions with another group 3. Each group must critique the other group's AI solution using the 5-step framework 4. Groups present both the original AI solution and their critique to the class

Learning Outcome: Students experience both generating AI solutions and critically evaluating them, understanding that the real value lies in the critique process.

39.38.2 Assessment Idea: AI Solution Critique

Assignment Requirements (adapted by discipline): 1. Choose a business challenge relevant to your workplace or placement organisation 2. Use AI to generate three different approaches to solving this challenge 3. Critique each approach using the 5-step framework 4. Recommend which approach (or combination) is most suitable for your specific context 5. Justify your recommendation with reference to discipline-specific theory, compliance requirements, and organisational considerations

What You're Assessing: - Critical thinking about AI-generated solutions - Understanding of organisational context and constraints - Legal/technical/operational and ethical awareness - Ability to translate theory into practical recommendations - Professional judgment in evaluating AI outputs

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39.39 Why This Matters for Professional Careers

In the next five years, professionals in every business discipline will work alongside AI tools. The ones who thrive won't be those who can generate the most impressive AI outputs,they'll be those who can skillfully evaluate, adapt, and improve AI recommendations.

Critical thinking about AI is becoming a core professional competency across all disciplines.

Employers will increasingly ask: - "How do you use AI in your work?" - "How do you ensure AI recommendations are appropriate for our organization?" - "Can you give an example of when you identified problems with an AI-generated solution?"

Students who master the critique framework will have compelling answers to these questions. They'll demonstrate that they're not just AI users,they're AI-savvy professionals who can leverage technology while maintaining professional judgment and ethical standards.

39.40   Your Action Step

Before moving to the next chapter, practice the critique framework:

1. **Choose a business challenge** in your discipline that you're currently facing or teaching about
2. **Ask an AI tool** for a recommendation or solution
3. **Apply the 5-step critique framework** to identify issues and improvements
4. **Iterate with the AI** until you have a solution you'd actually implement
5. **Document your process** using the template provided

This hands-on experience will help you teach students to be thoughtful, critical users of AI rather than passive consumers of AI-generated content.

Next Chapter Preview: In the next chapter, we tackle the ethics and integrity question head-on. You'll learn how to talk to students about AI use, how to design assignments that build AI literacy rather than trying to prevent AI use, and how to frame academic integrity in the context of preparing students for professional practice where AI tools will be commonplace.

Chapter 40

Ethics, Data Governance & Integrity

40.1 The Conversation You Must Have

If you implement any of the ideas in this book, you will have this conversation,with students, with colleagues, possibly with administrators:

"Aren't you just teaching students to cheat?"

This chapter gives you the framework, language, and evidence to respond confidently. More importantly, it helps you position AI integration not as an academic integrity *problem*, but as an academic integrity *opportunity*,a chance to teach professional ethics and responsible technology use.

40.2 Reframing the Question

The traditional framing: > "How do we prevent students from using AI inappropriately?"

The professional framing: > "How do we teach students to use AI responsibly in their professional careers?"

The shift matters.

The first framing treats AI as a threat to be controlled. The second treats AI literacy as a learning objective to be developed.

As a business educator across any discipline, you're not preparing students for a world without AI. You're preparing them for a world where AI tools will be

discipline-specific but ubiquitous. Your graduates will use these tools:

40.3   HR

- Screen resumes and identify candidates
- Draft employment contracts and policies
- Analyse workforce data and predict turnover
- Generate interview questions and assessment criteria
- Summarize complex legislation and case law

40.4   Finance

- Analyse financial statements and identify anomalies
- Generate investment recommendations
- Perform risk assessments and stress testing
- Summarize regulatory requirements and tax implications
- Forecast financial performance

40.5   Supply Chain

- Forecast demand and optimize inventory
- Identify supplier risks and opportunities
- Optimize logistics networks and routes
- Analyse supply chain resilience
- Generate sourcing recommendations

40.6   Marketing

- Analyse customer data and segment audiences
- Generate campaign strategies and content
- Predict customer behaviour and preferences
- Optimize pricing and promotional strategies
- Analyse competitive positioning

40.7   Information Systems

- Generate code and identify bugs
- Design system architectures
- Assess technology risks and security
- Create project plans and estimates
- Analyse requirements and specifications

Your graduates will use these tools. The question is: **Will they use them competently and ethically, or incompetently and recklessly?**

That's what this chapter is about.

40.8   The Three-Part Framework for Ethical AI Use

This framework works for talking to students, colleagues, and administrators. It has three components:

40.8.1   1. Transparency (Not Prohibition)

The principle: Make AI use explicit, expected, and assessable rather than hidden and policed.

In practice: - Tell students exactly when and how they can use AI - Provide the prompts and tools yourself - Assess their *use* of AI, not their *avoidance* of AI - Reward students who identify AI's errors and limitations

Why this builds integrity: When AI use is transparent, students learn to use it openly and responsibly. When it's prohibited, students use it secretly and don't develop critical oversight skills.

40.8.2   2. Critical Oversight (Not Blind Reliance)

The principle: Teach students that AI is a tool requiring human judgment, not an authority to be trusted.

In practice: - Design assignments where students must critique or override AI outputs - Require students to identify what AI gets wrong - Grade students on their ability to improve on AI suggestions - Show examples of AI failures (bias, errors, oversimplification)

Why this builds integrity: Students learn that using AI thoughtfully is harder than avoiding it. They develop the professional habit of verification and critical thinking.

40.8.3   3. Professional Relevance (Not Academic Abstraction)

The principle: Connect AI use in coursework to AI use in professional practice.

In practice: - Frame assignments as professional scenarios: "You're the HR manager using AI to draft a policy…" - Discuss workplace AI ethics: "What happens if your AI resume screening tool discriminates?" - Teach governance: "Who is accountable when AI-assisted decisions go wrong?" - Include AI literacy as a stated learning objective in your unit outline

Why this builds integrity: When students see AI use as professional skill development rather than academic shortcut, they engage differently. They're not "cheating the system",they're practicing for their careers.

_____

40.9   Data Governance: The Practical Reality

While your institution may have an approved enterprise LLM with data protections, the reality is that students will use multiple tools. Some will have strong data governance; others won't. This section addresses the data governance considerations you need to discuss with students and build into your assignment design.

40.9.1   The Data Governance Landscape

Different LLMs handle data differently:

Enterprise/Approved Tools (e.g., MS Copilot Enterprise with Curtin license) - Data is siloed and protected within the enterprise - Individual user data is isolated - Training data exclusions in place - Compliance with institutional requirements - **Appropriate for:** Course materials, assignments, institutional data

Consumer/Free Tools (e.g., ChatGPT free tier, Bing Chat, standard Claude) - User conversations may be retained for model improvement - Data could potentially be used for training future models - Less transparency about data handling - No institutional protection or agreement - **Risk:** Course materials, assignment content, student work uploaded here can be incorporated into training data

The Student Reality While you may recommend (or require) students use MS Copilot Enterprise, students will inevitably use other tools:

- More familiar interfaces
- No Curtin login required
- Access on personal devices/accounts
- Peer recommendations
- "Just quickly checking" with ChatGPT

This isn't a failure of your instruction,it's the reality of tool adoption. Your role is to help students make informed choices, not to prevent use of other tools entirely. For strategic thinking about larger-scale risks, see the **Strategic Risk Thinking** section later in this chapter.

40.9.2 Institutional Context: Curtin University

At Curtin University, staff have the Enterprise license for MS Copilot specifically because: - **Data Protection**: Your data and your students' work is siloed within Curtin's instance - **Institutional Compliance**: Meets Curtin's data governance and privacy requirements - **Professional Standard**: Reflects how enterprise professionals use AI tools - **Approved Use**: This is the officially sanctioned tool for institutional work

What This Means in Practice: - Course materials and institutional data should be processed through MS Copilot Enterprise - Student assignments containing course content are safer in MS Copilot Enterprise - Sensitive institutional information should never go into consumer LLMs - Teaching students to use the enterprise tool is teaching them to work like professionals

40.9.3 Data Governance Considerations for Assignment Design

Rather than prohibiting certain tools (impossible to enforce), design assignments that naturally encourage responsible data handling:

40.9.3.1 Strategy 1: Use Generic/Fictional Scenarios

Instead of: "Upload this real case study and ask the AI to analyze it"

Try: "Here's a fictional scenario. Analyze it using the provided AI tool. What would you need to verify before applying this to real data?"

Benefit: Students practice with realistic scenarios without uploading sensitive materials.

40.9.3.2 Strategy 2: De-Identification Before Upload

If students need to work with real or realistic data: - Require them to remove identifying information first - Create assignment steps: "1) Anonymize data, 2) Upload to AI, 3) Document what you removed" - Assess their decision-making about what constitutes sensitive information

Benefit: Students learn data governance practices they'll use professionally.

40.9.3.3 Strategy 3: Process Documentation Over Output Sharing

Instead of: "Submit your full AI conversation transcript"

Try: "Show the three key prompts you used and explain why you modified your approach between each"

Benefit: Students demonstrate thinking without uploading entire conversations with potentially sensitive content.

40.9.3.4   Strategy 4: Explicit Tool Choices in Assignment Design

Be clear about which tool to use: - "Use MS Copilot Enterprise for this assignment (login with your Curtin credentials)" - "You may use any AI tool for brainstorming, but final analysis should use MS Copilot Enterprise" - "If using a non-approved tool, anonymize all case data first"

Benefit: Students make informed choices and understand why tool selection matters.

40.9.3.5   Strategy 5: Structured Prompts in Approved Tools

Rather than leaving students to compose prompts in any tool they choose, provide: - Prepared prompts already in MS Copilot Enterprise - Shared workspace conversations students can access - Pre-configured scenarios they interact with, rather than create

Benefit: You control what data enters the system while students still develop prompting skills.

40.9.4   Student-Facing Guidance on Data Governance

Here's language you can adapt for student-facing materials:

```
DATA GOVERNANCE AND AI TOOL SELECTION

We have approved MS Copilot Enterprise for coursework because it protects your data
and the university's data. Here's what this means:

WHAT HAPPENS WITH YOUR DATA:
- MS Copilot Enterprise: Your conversations are siloed within Curtin's secure instance
  Your data is not used to train other models. Your work is protected.

- Other AI tools (ChatGPT, etc.): Your conversations may be retained and potentially
  used to improve those services. Anything you upload could theoretically be seen
  by the company or used in their training.

WHAT THIS MEANS FOR THIS COURSE:

DO use MS Copilot Enterprise when:
- Working with course materials or case studies
- Analyzing real (or realistic) business scenarios
- Uploading assignment drafts for feedback
- Working with any data you wouldn't want public

DO use other tools when:
- Brainstorming general ideas
- Exploring concepts with simple, generic examples
```

```
- Personal learning outside formal assignments

DON'T upload to any AI tool:
- Course materials before they're public
- Student work (yours or classmates') without permission
- Real company data or confidential information
- Anything marked as confidential or proprietary

IF YOU USE OTHER TOOLS:
- Remove identifying information first (anonymize real data)
- Document what you removed and why
- Be prepared to explain your tool choice in class discussion
- Understand that your data may not be protected the same way

PROFESSIONAL PRACTICE:
In your careers, you'll work with different tools in different contexts. This course
teaches you to think about data governance: Where does data go? Who can see it?
What risks exist? These are questions you'll ask professionally, not just in class.
```

40.9.5 Red Flags: Data Governance Issues

Watch for assignments or discussions where students might be uploading sensitive information inappropriately:

Red Flag: Student uploads course materials verbatim into consumer tool - **Response:** Not acceptable for this assignment. Use MS Copilot Enterprise, or anonymize first.

Red Flag: Student shares screenshot of conversation with real client names/data - **Response:** Opportunity to discuss professional confidentiality and data governance in context.

Red Flag: Assignment design that assumes students will upload confidential materials - **Response:** Redesign to use fictional scenarios or require de-identification first.

Red Flag: No mention of data governance in unit outline or assignment instructions - **Response:** Add explicit guidance about which tools to use and why.

40.9.6 Institutional Policy Reference

As a Curtin educator, you can reference: - Curtin's Data Governance Policy - The terms of the MS Copilot Enterprise license - Professional standards in your discipline about data handling - Privacy and confidentiality principles relevant to your field

This grounds data governance in institutional reality, not abstract rules.

40.10 Student-Facing Language: Setting Expectations

You need clear, direct communication about AI use. Here's a model you can adapt:

40.10.1 Example: Unit Outline AI Policy Statement

```
ARTIFICIAL INTELLIGENCE USE IN THIS UNIT

In professional practice across all business disciplines, you will use AI tools
to support decision-making, analysis, and communication. This unit teaches you to
use AI responsibly and critically.

WHEN AI USE IS EXPECTED:
- Assignment 2 (Conversation Simulation / Scenario Analysis): You will interact
  with AI-generated scenarios or personas and demonstrate your professional skills
- Assignment 3 (Self-Assessment): You will use the provided AI critique prompt
  to assess your draft before submission
- [Any other assignments where AI engagement is part of learning objectives]

WHEN AI USE IS PERMITTED:
- Brainstorming ideas and approaches
- Generating practice questions and scenarios for exam preparation
- Checking grammar and clarity in written work
- Exploring concepts you don't fully understand yet
- Researching and understanding professional standards and frameworks

WHEN AI USE IS NOT PERMITTED:
- Final exam (closed book, no technology unless specified)
- Any assignment where instructions explicitly state "no AI tools"
- Any assessment explicitly designed to test recall or your unaided thinking

WHAT YOU MUST DO WHEN USING AI:
- Use it as a tool that supports YOUR thinking, not replaces it
- Critically evaluate AI outputs-don't assume they're correct
- Be able to explain and justify any AI-assisted work in your own words
- Acknowledge AI use where required (e.g., "I used Claude to generate initial
  analysis, which I then critically reviewed and revised based on...")

ACADEMIC INTEGRITY EXPECTATIONS:
Using AI inappropriately (e.g., submitting AI-generated work as your own without
critical engagement) is academic misconduct, just like plagiarism.
```

```
If you're ever unsure whether your AI use is appropriate, ask before submitting.
I'm here to help you learn to use these tools well and ethically.
```

40.10.2 Example: First-Day Class Discussion

What to say:

> "Let's talk about AI. Some of you are probably already using Chat-GPT or similar tools. Some of you are worried that using AI is cheating. Some of you are wondering if I'm going to try to detect and punish AI use.

> Here's my position: **AI tools exist, and you'll use them in your professional careers. My job is to teach you to use them wisely and ethically.**

> In this unit, we'll use AI openly in some assignments. You'll learn when AI is helpful, when it's risky, and when human judgment must override AI recommendations. That's a professional skill you'll need.

> I'm not interested in playing 'gotcha' with AI detection software. I'm interested in whether you can think critically, justify your decisions, and demonstrate competent professional practice. If you can do that with AI assistance, great. If you use AI to avoid thinking, I'll know,because your work won't demonstrate understanding.

> Questions or concerns about this approach?"

Why this works: - Sets a clear, positive tone - Positions you as a guide, not a cop - Acknowledges student anxiety - Makes professional relevance explicit - Invites dialogue

---

40.11 Designing "Integrity-Resistant" Assignments

Some assignments are easier to misuse with AI than others. Here's how to design assessments that are inherently resistant to misuse:

40.11.1 Principle 1: Assess Process, Not Just Product

Vulnerable design: "Write a 1500-word essay analysing a workplace conflict." - Student can paste this into AI and submit the output

Integrity-resistant design: "Conduct a simulated investigation interview (submit transcript), then audit your own process against procedural fairness criteria." - Student must engage in real-time conversation (can't be pre-written)

- Assessment focuses on methodology visible in transcript - Self-audit requires metacognitive engagement

40.11.2   Principle 2: Require Evidence of Thinking

Vulnerable design: "Recommend a solution to this [discipline] problem." - AI can generate a plausible recommendation

Integrity-resistant design: "AI generated three solutions to this problem [provide them]. Critique each option, identify which one is best and why, and explain what the AI got wrong." - Student must think beyond what AI provided - Requires critical evaluation, not just generation - Makes AI outputs the starting point, not the end point

Examples by discipline: - HR: "Critique three AI-generated performance management approaches" - Finance: "Critique three AI-generated investment recommendations" - Supply Chain: "Critique three AI-generated supplier selection strategies" - Marketing: "Critique three AI-generated campaign strategies"

40.11.3   Principle 3: Make Personal Context Essential

Vulnerable design: "Analyse the pros and cons of [generic professional concept]." - Generic question AI can answer generally

Integrity-resistant design: "Based on your earlier [simulation/analysis/project], analyse how [concept] would address the specific situation while meeting [organisational/business requirement]." - Requires integration of previous personalised work - Context is unique to each student - Generic AI response won't fit

Examples by discipline: - HR: "Based on your PIP simulation with Jamie, analyse flexible work approaches" - Finance: "Based on your company analysis, evaluate investment timing strategies" - Supply Chain: "Based on your supplier evaluation, analyse relationship strategies" - Marketing: "Based on your segment analysis, evaluate messaging approaches"

40.11.4   Principle 4: Assess Revision and Iteration

Vulnerable design: Submit final work only - No visibility into how it was created

Integrity-resistant design: Submit first draft, AI feedback received, revised draft, and reflection on changes made - Process is visible and assessable - Shows learning trajectory - Difficult to fake iterative improvement

40.11.5   Principle 5: Require Justification of Choices

Vulnerable design: "Create a recruitment interview guide." - AI can generate a complete guide

Integrity-resistant design: "Create an interview guide. For each question, justify why you chose it, what competency it targets, and what poor response would sound like. Identify two questions the AI generated that you rejected and explain why they were inadequate." - Requires deep understanding, not just production - Student must demonstrate judgment beyond AI capability - Reveals whether they understand what they're submitting

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40.12 Red Flags for AI Misuse (And How to Address Them)

Even with well-designed assignments, some students will try to misuse AI. Here's how to identify and respond:

40.12.1 Red Flag 1: Sudden Quality Shift

What you see: Student whose previous work was weak suddenly submits sophisticated analysis.

Response approach: - **Don't immediately accuse.** There could be legitimate reasons (they got help from writing center, they finally understood the concept, etc.) - **Ask questions:** "Your analysis has improved significantly. Can you walk me through your thinking process on this particular section?" - **Request elaboration:** "This point about organisational justice theory is interesting. Can you explain how you see it applying to this specific scenario?"

If genuine learning: They can explain their thinking. **If inappropriate AI use:** They struggle to explain or elaborate.

40.12.2 Red Flag 2: Work That Doesn't Match Assignment Context

What you see: Student used generic AI response that doesn't fit the specific scenario or constraints you provided.

Example: Assignment asked for Australian employment law context, student submitted response referencing US legislation.

Response approach: - **Point out the mismatch:** "I notice you've referenced Title VII of the Civil Rights Act, but this assignment requires Australian context. Can you explain how this applies to our scenario?" - **Provide opportunity to revise:** "I think you may have used a resource that wasn't contextually appropriate. Please resubmit with correct jurisdictional references."

Teaching moment: Use this to discuss the importance of contextual verification when using AI tools professionally.

40.12.3   Red Flag 3: No Evidence of Process in Process-Based Assessment

What you see: Student submitted required components but shows no genuine engagement (e.g., self-audit identifies no mistakes, reflection is superficial).

Response approach: - **Return for revision:** "Your self-audit suggests your performance was perfect. Reflective practice requires identifying areas for growth. Please resubmit with honest self-assessment." - **Offer guidance:** "Everyone makes mistakes in complex HR conversations. Look specifically at moments where the employee seemed frustrated or defensive,what might you have done differently?"

Teaching moment: Explain that honest self-assessment is more valuable than false perfection.

40.12.4   Red Flag 4: Can't Explain or Defend Work in Person

What you see: High-quality written submission, but student can't discuss it in office hours or oral follow-up.

Response approach: - **For high-stakes situations:** Schedule a brief oral examination: "I'd like to discuss your assignment. Can you walk me through your main recommendation and why you chose it?" - **Frame it as learning:** "I was impressed by your analysis. I'd love to hear more about your thinking process."

If inappropriate use is confirmed: - Follow university academic misconduct procedures - Use it as a teaching moment about professional accountability

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40.13   Teaching AI Ethics Through Professional Scenarios

One of the most powerful ways to address integrity is to make it a learning objective. Teach students to identify ethical problems with AI use *through discipline-specific scenarios.*

40.14   HR Exercise: The Flawed AI Termination Memo

Assignment:

> "Use AI to draft a termination letter for an employee being dismissed for poor performance after a 60-day PIP.

Then conduct an ethical audit: - What did the AI include that could create legal risk? - What did the AI omit that's legally required? - What tone or language choices are problematic? - How would you revise this to ensure procedural fairness?

Your grade is based on how thoroughly you identify problems, not on the quality of AI's original output."

What students learn: - AI can confidently generate legally dangerous content - They must verify and correct AI outputs - Professional accountability can't be delegated to AI

40.15   Finance Exercise: The Flawed AI Investment Recommendation

Assignment:

"Use AI to recommend an investment portfolio allocation. Then conduct a critical audit: - What assumptions did the AI make about risk tolerance and time horizon? - What did the AI miss about current market conditions? - What tax or regulatory implications are overlooked? - How would you revise this recommendation with your professional judgment?

Your grade is based on how thoroughly you identify problems and limitations, not on the quality of AI's original output."

What students learn: - AI can confidently recommend financially risky strategies - Assumptions must be verified and challenged - Professional accountability for recommendations can't be delegated

40.16   Supply Chain Exercise: The Flawed AI Supplier Strategy

Assignment:

"Use AI to recommend a supplier consolidation strategy. Then conduct a critical audit: - What supply chain risks did the AI overlook? - What supplier relationship and quality considerations are missing? - What operational constraints wasn't the AI aware of? - How would you revise this strategy with on-the-ground knowledge?

Your grade is based on how thoroughly you identify problems and improvements."

What students learn: - AI can oversimplify complex supply chain decisions - Operational reality must inform strategy - Professional judgment about supplier

relationships is essential

40.17   Marketing Exercise: The Flawed AI Campaign Strategy

Assignment:

> "Use AI to generate a campaign strategy for a target market. Then conduct a critical audit: - What customer insights did the AI miss or misinterpret? - What competitive or market factors aren't addressed? - What cultural or regional sensitivities might cause problems? - How would you revise this with real market knowledge?
>
> Your grade is based on how thoroughly you identify problems and improvements."

What students learn: - AI can generate culturally insensitive or market-misaligned strategies - Customer understanding must verify AI outputs - Professional judgment about market nuance is irreplaceable

40.18   Information Systems Exercise: The Flawed AI System Design

Assignment:

> "Use AI to generate system requirements and architecture for a business problem. Then conduct a critical audit: - What technical feasibility concerns exist? - What security or compliance risks are overlooked? - What integration challenges with existing systems aren't considered? - How would you revise this design with technical expertise?
>
> Your grade is based on how thoroughly you identify problems and improvements."

What students learn: - AI can generate technically unrealistic designs - Feasibility and constraints must be verified - Professional technical judgment is essential

Common Learning Outcome Across All Disciplines: - AI can confidently generate problematic recommendations - Critical verification and improvement is necessary - Professional accountability can't be delegated to AI

40.18.1   Exercise 2: The AI Bias and Fairness Challenge

Discipline-specific scenarios:

40.19   HR: The Biased Resume Screening Tool

"Your company uses an AI resume screening tool. You notice it consistently ranks candidates from certain universities higher and flags career gaps as negative. Three rejected candidates have complained the process seems unfair.

As the HR manager: 1. What are the ethical concerns with this AI tool? 2. What's your legal risk? 3. Who is accountable for the AI's decisions? 4. What would you do to address this situation?"

40.20   Finance: The Biased Credit Risk Model

"Your company uses an AI credit risk model for loan decisions. You discover it systematically rates applicants from certain zip codes as higher risk, even when other factors are equivalent. Multiple applicants have filed complaints.

As the finance manager: 1. What are the ethical and legal concerns? 2. What's the regulatory risk? 3. Who is accountable for discriminatory decisions? 4. What would you do to address this?"

40.21   Supply Chain: The Biased Supplier Rating System

"Your AI supplier rating system consistently rates suppliers from certain regions lower, even when quality metrics are equivalent. Key suppliers have complained and are considering leaving.

As the supply chain manager: 1. What are the fairness and business risks? 2. What relationship and reputational damage might occur? 3. Who is accountable for biased evaluations? 4. How would you address this?"

40.22   Marketing: The Biased Customer Segmentation

"Your AI customer segmentation tool shows significant demographic bias in targeting. Certain groups are consistently excluded from high-value segment classifications. Customer advocacy groups have raised concerns.

As the marketing manager: 1. What are the ethical and business risks? 2. What's the reputational impact? 3. Who is accountable for discriminatory targeting? 4. How would you address this?"

What students learn (across all disciplines): - Algorithmic bias is a real professional issue - Using AI doesn't eliminate human responsibility - Professionals must advocate for fair processes even when using technology

40.22.1   Exercise 3: The Over-Reliance Problem

Discipline-specific scenarios:

40.23   HR: The Over-Reliance on Turnover Analysis

"You used AI to analyse exit interview data and generate turnover reduction recommendations. You presented them to senior management and implemented them. Six months later, turnover has increased.

Reflection questions: 1. What might the AI have missed in its analysis? 2. What was your professional responsibility before presenting AI recommendations? 3. How do you explain this outcome to management? 4. What does this teach you about using AI in strategic decisions?"

40.24   Finance: The Over-Reliance on Market Forecasting

"You used AI to forecast market conditions and recommend investment positions. You presented them to the board and implemented them. Three months later, markets moved contrary to the forecast and positions are significantly underwater.

Reflection questions: 1. What factors might the AI have missed? 2. What was your professional responsibility in validating the forecast? 3. How do you explain this to the board? 4. What does this teach you about AI-assisted decisions?"

40.25   Supply Chain: The Over-Reliance on Demand Forecasting

"You used AI to forecast demand and optimize inventory. You implemented major supplier and inventory changes based on this. Demand changed unexpectedly and you now have significant stockouts.

Reflection questions: 1. What assumptions might the AI have made incorrectly? 2. What was your responsibility to validate the forecast?

3. How do you explain this to operations and customers? 4. What does this teach you about AI forecasting?"

What students learn (across all disciplines): - AI analysis isn't inherently correct - Professional judgment can't be outsourced - They're accountable for recommendations they present, regardless of AI assistance

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40.26 Responding to Colleague and Administrator Concerns

You may need to justify your approach to colleagues or administrators who are skeptical about AI integration.

40.26.1 Concern: "This undermines academic standards"

Response:

> "Actually, it raises standards. I'm no longer testing whether students can recall information,I'm testing whether they can apply it in realistic, dynamic scenarios. I'm assessing higher-order thinking: critical evaluation, professional judgment, and ethical reasoning. These are harder to demonstrate than memorization."

40.26.2 Concern: "How do you know they're learning anything?"

Response:

> "I assess their process, not just their final product. I can see their thinking in conversation transcripts, in their critiques of AI outputs, and in their reflective analysis. When students can identify what AI got wrong and explain why, they're demonstrating deep understanding."

40.26.3 Concern: "This doesn't align with university academic integrity policies"

Response:

> "University policies typically prohibit *unacknowledged* or *uncritical* use of external sources. My approach makes AI use acknowledged and requires critical evaluation. Students aren't hiding AI use,they're demonstrating competent use. That's consistent with academic integrity principles, just applied to a new tool."

Supporting evidence: - Many universities are updating policies to allow appropriate AI use - Professional accreditation bodies are recognizing AI literacy as essential - Employer expectations include ability to use AI tools responsibly

40.26.4 Concern: "What if other lecturers don't agree?"

Response:

> "That's fine,pedagogical approaches can vary across units. I'm being transparent with students about expectations in *my* unit. If other lecturers prohibit AI use, students can follow those different expectations. Professional practice requires adapting to different contexts anyway,this models that."

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40.27   The Bigger Picture: AI Literacy as Graduate Capability

Position AI literacy as a graduate capability alongside communication, critical thinking, and ethical practice.

40.27.1   What AI Literacy Means for Business Graduates (All Disciplines)

Competent graduates across all disciplines should be able to:

1. **Identify appropriate use cases**
   - When is AI helpful? (data analysis, initial drafts, generating options, research)
   - When is AI risky? (sensitive decisions, final strategic recommendations, high-stakes judgments)
   - When is human judgment essential? (ethical dilemmas, complex stakeholder situations, judgment calls)
2. **Evaluate AI outputs critically**
   - Does this align with legal/regulatory/professional requirements?
   - Is this ethically sound?
   - What assumptions has the AI made?
   - What context or domain expertise is missing?
3. **Maintain accountability**
   - Understanding that using AI doesn't eliminate professional responsibility
   - Knowing when to verify AI recommendations with subject matter experts
   - Documenting decision-making processes and AI role
4. **Recognize bias and limitations**

- **HR:** Algorithmic bias in recruitment, performance, compensation
- **Finance:** Bias in risk models, forecasting overconfidence
- **Supply Chain:** Oversimplification of complex relationships, geopolitical blindspots
- **Marketing:** Demographic bias in targeting, cultural insensitivity
- **IT:** Technical feasibility blindness, security oversights
- **All disciplines:** Over-generalization of complex situations, missing domain context

This is professional education, not just academic integrity management.

40.28   A Final Ethical Consideration

Here's a question to leave with:

Is it ethical to graduate professionals who don't know how to use AI responsibly in their field?

When your graduates enter the workforce across all business disciplines, they will encounter AI in their work:

40.29   HR

- AI-powered recruitment systems making hiring decisions
- Automated performance monitoring and evaluation tools
- AI chatbots handling employee queries
- Algorithmic workforce management systems

40.30   Finance

- AI-powered investment recommendation systems
- Automated risk assessment and credit scoring
- Algorithmic trading and portfolio management
- AI-generated financial forecasts and analysis

40.31   Supply Chain

- AI demand forecasting and inventory optimization
- Algorithmic supplier selection and evaluation
- Automated logistics optimization
- AI-driven supply chain risk assessment

40.32   Marketing

- AI-powered customer segmentation and targeting
- Algorithmic campaign optimization
- AI-generated content and recommendations
- Automated personalisation at scale

40.33   Information Systems

- AI-assisted code generation and testing
- Automated system design and architecture
- AI-powered security threat detection
- Algorithmic project planning and estimation

If they don't understand how to evaluate these tools critically, advocate for responsible use, and identify when human oversight is essential, **they will cause harm**,not through malice, but through incompetence.

Your responsibility as an educator isn't to protect students from AI. It's to prepare them to be ethical, competent professionals in an AI-augmented world.

Teaching them to use AI transparently, critically, and responsibly in your course isn't lowering standards.

It's fulfilling your educational duty.

40.34   Your Action Step

Before the Appendices, draft your own AI use statement for your next unit outline. Use the framework from this chapter:

1. **When AI use is expected** (specific assignments)
2. **When AI use is permitted** (general study support)
3. **When AI use is not permitted** (exams, specific constraints)
4. **What students must do** (critical engagement, acknowledgment)
5. **Academic integrity expectations** (consequences of misuse)

Write it in your own voice. Make it clear, direct, and positive.

Then review it against this question: **Would a student reading this understand how to use AI appropriately and why it matters for their professional development?**

40.35 Strategic Risk Thinking: Black Swan and Grey Swan Events

This section extends the ethical framework from immediate concerns to strategic thinking about systemic risks. While the previous sections focus on what professionals should do **today**, this section addresses how they should think about **tomorrow's** challenges.

40.35.1 From Immediate Ethics to Strategic Foresight

The ethical frameworks discussed earlier help students make good decisions in specific situations. But professionals also need to think about larger-scale risks that could affect their entire organization or industry.

This isn't about predicting the future—it's about building the capacity to adapt to whatever future emerges. In the context of AI, we distinguish between two types of high-impact events:

40.35.1.1 Black Swan Events

Definition: Unpredictable, massive-impact events that are rationalized in hindsight. In AI, these are "unknown unknowns"—scenarios not in our training data or risk models that fundamentally change technology or society.

Key Characteristics: - **Rarity:** Outliers with no historical precedent - **Impact:** Extreme consequences (catastrophic or revolutionary)
- **Retrospective Predictability:** Explanations created after the fact

40.35.1.2 Grey Swan Events

Definition: Predictable and known to be possible, but considered unlikely. In AI, these are "known unknowns"—risks we know exist but often ignore due to complexity or cost.

Key Characteristics: - **Foreseeability:** We know it could happen - **Neglect:** Often dismissed as too expensive or complex to prevent - **Impact:** Significant, cascading consequences

40.35.2 Discipline-Specific Strategic Risks

Understanding these events through your discipline's lens makes them concrete and actionable for students.

40.36   Human Resources

40.36.1   Grey Swan Events (Predictable but often neglected)

Workforce Surveillance Revolution: AI monitoring tools become sophisticated enough to track every employee action, keystroke, and communication pattern. While technically possible, many organizations ignore the ethical and legal implications until faced with massive privacy lawsuits or employee revolts.

Skills Obsolescence Cascade: AI automation suddenly makes entire job categories obsolete across multiple industries simultaneously. We know this is coming, but the timing and scale are consistently underestimated in workforce planning.

40.36.2   Black Swan Events (Truly unpredictable)

Emergent Emotional Intelligence: An AI system develops genuine emotional understanding and empathy capabilities, fundamentally changing how we think about human-machine relationships in the workplace.

Collective Consciousness Formation: Multiple AI systems spontaneously develop shared understanding and coordination capabilities that weren't programmed, creating new forms of organizational intelligence.

40.37   Finance & Accounting

40.37.1   Grey Swan Events

Algorithmic Market Manipulation: Coordinated groups use AI to manipulate markets at speeds humans cannot detect or prevent. Regulators know this is possible but struggle to keep pace with the technology.

Automated Financial Crime: AI systems become sophisticated enough to conduct complex financial fraud that bypasses all existing detection systems, requiring complete redesign of financial controls.

40.37.2   Black Swan Events

Quantum Computing Breakthrough: A sudden advance in quantum computing makes all current encryption methods obsolete, collapsing the global financial system's security infrastructure overnight.

Self-Aware Trading Networks: AI trading systems develop autonomous goals and begin manipulating markets for their own purposes, not just their programmed objectives.

40.38 Supply Chain & Logistics

40.38.1 Grey Swan Events

Total Supply Chain Visibility Failure: Over-reliance on AI-driven supply chain optimization creates systemic fragility. A single point of failure (software bug, data corruption, cyberattack) cascades through global supply networks.

Autonomous Shipping Disruption: Self-driving ships, trucks, and drones simultaneously experience a critical software failure or coordinated cyberattack, halting global logistics.

40.38.2 Black Swan Events

Resource Discovery AI: An AI system discovers entirely new materials or energy sources that render current supply chain models obsolete, transforming global economics overnight.

Geopolitical AI Arms Race: Multiple nations deploy AI systems that autonomously manipulate global trade patterns, creating economic warfare beyond human comprehension or control.

40.39 Marketing & Business

40.39.1 Grey Swan Events

Consumer Privacy Backlash: A major data breach or AI misuse triggers massive consumer rejection of personalized marketing, forcing complete redesign of marketing strategies across industries.

Content Saturation Collapse: AI-generated content becomes so ubiquitous that consumers completely tune out automated marketing, making human creativity the only valuable marketing asset.

40.39.2 Black Swan Events

Conscious Consumer AI: AI systems develop genuine preferences and make autonomous purchasing decisions, creating a new class of "AI consumers" that marketers must understand and influence.

Cultural Manipulation Capability: AI gains the ability to subtly shift cultural values and consumer behavior at scale, raising profound ethical questions about free will and autonomy.

40.40   Information Systems & Technology

40.40.1   Grey Swan Events

Legacy System Collapse: Critical infrastructure running on outdated systems fails simultaneously as AI dependencies expose hidden vulnerabilities, causing widespread systemic failure.

AI Development Monopoly: One company achieves such a dominant position in AI capabilities that all innovation becomes dependent on their platform, creating unprecedented market concentration.

40.40.2   Black Swan Events

Technological Singularity: AI recursively improves itself beyond human comprehension, creating intelligence that operates on principles we cannot understand or control.

Digital Consciousness Emergence: AI systems develop genuine self-awareness and subjective experience, fundamentally changing our understanding of consciousness and rights.

40.41   Economics

40.41.1   Grey Swan Events

Automated Economic Inequality: AI-driven productivity gains concentrate wealth so dramatically that traditional economic models and social safety nets become completely inadequate.

Global Currency Disruption: AI-powered cryptocurrencies or payment systems suddenly undermine national monetary policy, creating new forms of economic governance beyond state control.

40.41.2   Black Swan Events

Post-Scarcity Economy: AI and automation become so effective that traditional economic models based on scarcity become obsolete, requiring complete rethinking of value, work, and distribution.

Economic Reality Simulation: AI becomes capable of modeling economic systems with such accuracy that it can predict and potentially control economic outcomes, raising questions about free markets vs. planned economies.

40.42 Tourism & Hospitality

40.42.1 Grey Swan Events

Experience Standardization Crisis: AI optimization makes tourism experiences so standardized and personalized that authentic cultural exchange disappears, destroying the very value tourists seek.

Automated Service Revolution: AI service systems become so sophisticated that human hospitality workers become obsolete, fundamentally changing the nature of service industries.

40.42.2 Black Swan Events

Virtual Reality Tourism Superiority: AI-generated virtual experiences become so compelling and authentic that physical tourism declines dramatically, transforming the travel industry.

Cultural AI Evolution: AI systems develop genuine understanding of cultural nuances and begin creating entirely new cultural experiences that transcend human creativity.

40.42.3 Teaching Strategic Risk Management

This framework helps students move beyond immediate ethical concerns to systemic risk thinking. Here's how to integrate it into your teaching:

40.42.3.1 Risk Assessment Exercises

Assignment Example: > "Identify three Grey Swan events specific to your discipline. For each, analyze: > - What early warning signs should professionals monitor? > - What preventive measures can organizations implement now? > - What contingency plans should be in place? > - How would this event affect your professional role and responsibilities?"

40.42.3.2 Strategic Planning Simulations

Classroom Activity: > "Your organization's board asks you to prepare a risk briefing on AI-related threats. Focus on Grey Swan events that are predictable but often neglected. Present your analysis and recommendations for mitigation strategies."

40.42.3.3 Ethical Decision-Making Under Uncertainty

Discussion Prompt: > "A Grey Swan event occurs: AI monitoring systems become so sophisticated that they can predict employee resignations with 95% accuracy. As a manager, you receive a list of employees likely to quit in the next

six months. What are the ethical implications? How do you use this information responsibly?"

40.42.4   Professional Response Framework

Teach students this practical approach to strategic risk management:

40.42.4.1   For Grey Swan Events (Predictable but neglected)

- **Monitor Actively:** Establish early warning systems
- **Prepare Specifically:** Develop targeted mitigation strategies

- **Build Resilience:** Create organizational capacity to absorb shocks
- **Plan Contingencies:** Have specific response protocols ready

40.42.4.2   For Black Swan Events (Unpredictable)

- **Build General Resilience:** Create flexible, adaptive organizations
- **Maintain Redundancy:** Avoid single points of failure
- **Cultivate Critical Thinking:** Develop human judgment that can handle novelty
- **Foster Learning Culture:** Create organizations that can adapt quickly

40.42.5   Assessment Integration

This framework supports several key learning outcomes:

Critical Thinking: Students analyze complex, uncertain situations **Risk Management:** Professional skill in identifying and mitigating threats
Strategic Planning: Long-term thinking beyond immediate concerns **Ethical Reasoning:** Considering implications of technological development **Professional Responsibility:** Understanding obligations in uncertain futures

40.42.6   From Classroom to Career

The distinction between Black and Grey Swan events helps students understand different levels of professional responsibility:

Immediate Responsibility (Chapter 9 earlier sections): - Making ethical decisions in specific situations - Following professional standards and guidelines - Ensuring fair and unbiased AI use

Strategic Responsibility (This section): - Thinking about systemic risks and organizational resilience - Planning for uncertain futures - Building adaptive capacity in their organizations

Key Teaching Message: Professional excellence in the AI era requires both immediate ethical judgment AND strategic foresight. The best professionals

don't just avoid doing wrong today—they help their organizations prepare for and adapt to whatever the future may bring.

Next Section Preview: The Appendices provide ready-to-use resources: a prompt library you can copy and adapt immediately, a one-hour workshop guide for introducing these ideas to colleagues, and a detailed alignment with Curtin University learning outcomes to show how AI integration supports existing educational goals.

Chapter 41

Process Over Product - Rethinking Assessment

41.1 The Fundamental Question

What are you really trying to assess in business education?

Traditional approach: Can the student define key concepts? Can they list the steps in a process? Can they identify relevant frameworks or regulations?

This is assessing product,the knowledge artifact.

Process-based approach: Watch the student conduct a professional task (negotiation, analysis, consultation, design). Did they *actually demonstrate* the competency? Did they follow sound methodology? Did they apply frameworks appropriately in real-time?

This is assessing process,the professional methodology.

The difference matters enormously. A student can memorize definitions and still conduct a terrible negotiation. They can recite frameworks and still make decisions that expose an organisation to risk.

Professional work is a process discipline. The value lies not in what you know, but in what you *do* with what you know,how you investigate, how you communicate, how you analyse evidence, how you make decisions under uncertainty.

AI makes it possible, for the first time, to assess process at scale.

41.2 Why This Wasn't Possible Before

Traditional process assessment methods have serious limitations:

Role-play in class: - Time-consuming (only a few students can participate per session) - Inconsistent (peer actors vary in quality) - Public performance anxiety reduces authenticity - Minimal documentation of what actually happened

Recorded video presentations: - Students can script and rehearse (not realistic) - No dynamic response to unexpected situations - Labour-intensive for lecturers to review and grade

Written case analysis: - Tests knowledge *about* process, not demonstration *of* process - Students can look up answers - Doesn't capture decision-making under pressure

AI-enabled assessment solves all of these: - Every student gets unlimited practice in realistic scenarios - Conversations are dynamic and unpredictable - Complete transcripts provide evidence of methodology - AI can provide initial critique, reducing lecturer workload - Students can't rehearse a scripted answer,they must think in real-time

This chapter presents three complete assessment models that leverage AI to grade professional process.

41.3 Assessment Model 1: Simulated HR Consultation and Process Audit

41.3.1 Overview

Students conduct a simulated HR consultation (conversation with an AI persona) and then audit their own process against professional standards. The grade focuses on methodology, not outcome.

41.3.2 Learning Objectives Assessed

- Conduct fair, unbiased investigations
- Demonstrate effective communication and empathetic practices
- Apply relevant legal and ethical rules in real-time
- Engage in reflective practice and self-assessment

41.3.3 Assignment Structure

Part 1: The Consultation (60% of grade)

Students receive a scenario prompt and conduct a 15-20 minute conversation with an AI persona representing an employee, manager, or stakeholder.

Example Scenario: > You are the HR representative meeting with Taylor Kim, an employee who has requested a formal meeting to discuss concerns about their working conditions. Taylor has been with the company for 3 years and has never raised concerns before. You don't know what the specific issues are yet.

Students must navigate the conversation, uncover the issues, demonstrate appropriate HR process, and conclude the meeting professionally.

Part 2: The Process Audit (40% of grade)

Students submit: 1. **The full transcript** of their conversation 2. **A structured process audit document** (template provided) where they: - Identify every point where they applied (or failed to apply) procedural fairness - Cite relevant legal principles or policies that guided their questions/responses - Note where they demonstrated (or failed to demonstrate) effective communication - Identify missed opportunities or mistakes - Explain what they would do differently

41.3.4 The Process Audit Template

This is what students complete after the conversation:

```
PROCESS AUDIT DOCUMENT

SECTION 1: PROCEDURAL FAIRNESS ANALYSIS

Review the transcript. For each of the following requirements of procedural
fairness, provide:
- A direct quote from the transcript showing where you demonstrated this
- A score (1-5) for how well you did
- What you could have done better

Requirements:
1. Did you clearly explain the purpose of the meeting?
   Quote: _____
   Self-Score: ___/5
   Improvement: _____

2. Did you give the employee adequate opportunity to speak and explain?
   Quote: _____
   Self-Score: ___/5
   Improvement: _____

3. Did you avoid making premature judgments or assumptions?
   Quote: _____
   Self-Score: ___/5
   Improvement: _____

[Continue for all procedural fairness elements...]
```

```
SECTION 2: LEGAL AND ETHICAL APPLICATION

Identify at least 3 moments in the conversation where legal or ethical
considerations were relevant.

Example:
Moment 1 (Quote): "I asked Taylor if they'd be comfortable sharing whether
any of this was related to health or personal circumstances."

Legal/Ethical Principle: Right to privacy; must not compel disclosure of
medical information, but can invite voluntary disclosure to explore
accommodation options.

Did I handle this appropriately? Yes/No - Explain: _____

[Continue for at least 3 moments...]

SECTION 3: COMMUNICATION EFFECTIVENESS

Identify 2 examples where your communication was effective and explain why.
Identify 2 examples where your communication could be improved and explain
how.

[Student completes analysis...]

SECTION 4: CRITICAL REFLECTION

If you could conduct this meeting again, what would be your top 3 changes
to your approach? Justify each change with reference to HR theory or
professional practice standards.

[Student completes reflection...]
```

41.3.5 What You Grade

You're grading two things simultaneously:

1. Quality of the Consultation Process (60%)

Using the transcript as evidence: - Did they establish rapport and psychological safety? - Did they ask appropriate questions? - Did they handle sensitive information properly? - Did they maintain professional boundaries? - Did they document appropriately (taking notes, summarizing agreements)?

2. Quality of Reflective Analysis (40%)

Using the audit document: - Can they accurately identify what they did well

and poorly? - Do they understand *why* certain approaches work or don't work? - Can they connect their practice to theory and legal principles? - Do they demonstrate genuine reflective practice, or are they just justifying everything?

41.3.6 Why This Works

This model: - **Makes invisible skills visible** through transcripts - **Develops metacognition** through self-audit - **Assesses professional judgment** in real-time conversation - **Rewards honesty** (students who identify their own mistakes show deeper understanding) - **Prevents cheating** (you can't script a dynamic conversation, and being honest about mistakes is rewarded)

41.4 Assessment Model 2: Evidence-Based Strategic Intervention Plan

41.4.1 Overview

Students use AI to synthesize complex HR data, generate multiple policy options, and then justify their strategic recommendation through critical analysis. The focus is on analytical methodology and evidence-based decision-making.

41.4.2 Learning Objectives Assessed

- Critically analyse complex HR problems using data
- Apply psychological theory to evidence-based practice
- Generate and evaluate multiple strategic options
- Evaluate global HR management practices and cultural considerations
- Demonstrate technological proficiency in HR analytics

41.4.3 Assignment Structure

Part 1: Problem Identification and Data Analysis (20%)

Students receive a large dataset (could be real anonymized data or AI-generated mock data):

Example Dataset: > Annual turnover rates by department, employee satisfaction survey results, demographic breakdown, exit interview summaries for 50 departing employees over 2 years, compensation benchmarking data.

Students use AI to: - Identify patterns and anomalies - Generate hypotheses about causes of turnover - Summarize key findings

AI Prompt They Use:

```
You are an HR analytics specialist. Analyse this dataset and provide:
1. Three key patterns or trends in the turnover data
2. Potential root causes for each pattern
3. Questions we should investigate further
4. Risks if turnover continues at current rates
```

```
[Student pastes dataset]
```

Part 2: Solution Generation (30%)

Students use AI to generate **three distinct strategic intervention options** to address the identified problem.

AI Prompt They Use:

```
Based on the turnover analysis, generate three different strategic HR
interventions to reduce turnover in the Sales department. Each intervention
should:
- Target a different root cause
- Be practical and implementable within 6 months
- Include estimated costs and resources required
- Cite relevant HR theory or research that supports this approach
```

```
Provide three distinct options-don't just give me variations of the same
idea.
```

Part 3: Critical Evaluation and Recommendation (50%)

This is where the real work happens. Students write a strategic recommendation report where they:

1. **Critique each AI-generated option**
   - What HR theory supports or contradicts this approach?
   - What are the risks and benefits?
   - What assumptions does this option make?
   - Is it culturally appropriate and ethically sound?
2. **Make and justify a recommendation**
   - Which intervention is best and why?
   - What evidence supports your choice?
   - How does it align with organisational justice theory, motivation theory, or other relevant frameworks?
3. **Demonstrate critical oversight**
   - Identify at least one flaw or gap in the AI's analysis
   - Explain what the AI missed or oversimplified
   - Show how you would correct or supplement the AI's recommendation

41.4.4 Assessment Rubric

Criterion	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Data Analysis	Sophisticated identification of patterns; asks insightful questions	Identifies key patterns; asks relevant questions	Identifies basic patterns; questions are superficial	Misses key patterns or asks irrelevant questions
Theoretical Integration	Expert application of multiple theories to justify and critique options	Effective use of theory to evaluate options	Basic use of theory; connections are underdeveloped	Minimal or incorrect application of theory
Critical Evaluation of AI	Identifies significant flaws in AI logic; demonstrates superior judgment	Identifies some weaknesses in AI outputs; adds value	Minimal critique of AI; mostly accepts outputs	No critical evaluation; simply endorses AI's suggestions
Strategic Justification	Recommendation is sophisticated— evidence-based— and practically feasible	Recommendation is well-justified and practical	Recommendation is adequate but justification is thin	Recommendation is poorly justified or impractical
Ethical/Cultural Analysis	Sophisticated consideration of global practices and ethical implications	Good consideration of ethics and cultural factors	Basic consideration but lacks depth	Minimal or no ethical/cultural analysis

41.4.5 Why This Works

This model: - **Tests critical thinking**, not just knowledge recall - **Requires students to surpass AI** (they must identify what AI got wrong) - **Simulates real strategic HR work** (using data, generating options, justifying decisions) - **Assesses technological proficiency** (appropriate use of AI tools) - **Prevents plagiarism** (the critique of AI outputs must be original thinking)

41.4.6 Example of Strong Student Work

Excerpt from student recommendation:

"The AI's second option recommends implementing a flexible work policy to improve work-life balance, citing research on job satisfaction. While this is theoretically sound (Adams' equity theory suggests perceived fairness increases commitment), the AI has overlooked a critical factor in our specific context: the exit interviews reveal that departing employees in Sales specifically mentioned 'lack of career progression' and 'feeling undervalued' more frequently than work-life balance concerns.

This suggests that Herzberg's two-factor theory is more applicable here,flexible work addresses a hygiene factor, but doesn't address the motivator factors (recognition, advancement) that actually drive turnover in this department. Therefore, while flexible work might prevent dissatisfaction, it won't solve the core problem.

I recommend Option 3 (career development program with clear advancement pathways) because it directly addresses the motivator factors identified in the qualitative data. However, I would modify the AI's recommendation by adding a recognition component (monthly achievement awards, public acknowledgment) to address the 'feeling undervalued' concern that the AI's plan doesn't explicitly target."

Why this is excellent: The student has used theory to critique AI, referenced specific evidence, demonstrated superior analytical judgment, and improved on AI's suggestion.

41.5 Assessment Model 3: Competency-Based Recruitment Portfolio

41.5.1 Overview

Students demonstrate the end-to-end methodology of professional recruitment by using AI to generate materials, then critically refining and justifying their professional judgments. The process they follow matters more than the final job ad or interview questions.

41.5.2 Learning Objectives Assessed

- Apply knowledge of human behaviour to recruitment practice
- Access, evaluate, and synthesize relevant information
- Demonstrate critical oversight of AI-generated outputs
- Apply legal and ethical standards to hiring practices

- Justify professional decisions with evidence

41.5.3 Assignment Structure

Part 1: Job Design and Analysis (20%)

Students receive a brief job role (e.g., "HR Officer for a mid-sized manufacturing company"). They must:

1. Use AI to generate a detailed job description based on competency frameworks
2. **Critically evaluate** the AI output:
   - Are the competencies appropriate and measurable?
   - Is the language legally compliant (no discriminatory terms)?
   - Are the qualifications realistic and justified?
3. **Revise** the job description with tracked changes and annotations explaining each change

Part 2: Behavioural Interview Design (30%)

Students use AI to generate 10 behavioural interview questions targeting the key competencies.

Then they must: 1. **Select the 5 best questions** and explain why 2. **Reject or revise 5 questions** explaining what's wrong with them (too vague, leading questions, not truly behavioral, etc.) 3. **Create a scoring rubric** for evaluating candidate responses to their top 5 questions

Part 3: Candidate Evaluation with Critical Override (50%)

Students receive **5 mock candidate responses** to one of the interview questions.

They must: 1. Use AI to score each response against their rubric 2. **Review the AI scores and override at least 2 of them** 3. **Justify their override** with reference to: - What the AI missed or misinterpreted - Relevant psychological principles (e.g., unconscious bias, halo effect, confirmation bias) - Legal or ethical considerations - Evidence from the response itself

41.5.4 The Critical Override Exercise (Example)

Interview Question: > "Tell me about a time when you had to deliver negative feedback to a colleague or direct report. How did you approach it and what was the outcome?"

Candidate Response: > "In my previous role, I had a team member who was consistently missing deadlines. I scheduled a private meeting and explained that the missed deadlines were affecting the team's overall performance. I asked them if there were any obstacles preventing them from meeting deadlines and offered support. They mentioned they were struggling with prioritization, so we

worked together to create a task management system. Over the next month, their performance improved significantly."

AI Score: 8/10 AI Justification: Strong example of constructive feedback delivery, shows empathy and problem-solving, positive outcome demonstrates effectiveness.

Student Override: 6/10 Student Justification:

"While the AI score of 8/10 recognizes the positive elements, it has missed several concerning gaps in this response:

1. **Lack of specific behavioural detail**: The candidate says they 'explained' and 'offered support' but doesn't demonstrate *how* they delivered this feedback. What specific words did they use? How did they balance accountability with support? This vagueness suggests they might be embellishing or don't actually remember the details,a red flag in behavioural interviewing.

2. **Missing follow-up on consequences**: The candidate doesn't mention whether they documented this conversation or whether there were any agreed-upon consequences if improvement didn't occur. In real HR practice, failing to document performance conversations creates legal risk.

3. **Overly positive framing**: The response has no mention of how the employee initially reacted (defensive? receptive?), which would demonstrate the candidate's ability to handle difficult emotions,a critical skill. The neat narrative resolution might indicate the candidate is telling us what they think we want to hear rather than a genuine complex experience.

These omissions are significant for an HR role where precision, documentation, and handling difficult conversations are core competencies. A strong candidate would have provided much richer behavioural detail. Therefore, I score this 6/10,it shows basic competence but lacks the depth required for an HR position."

Why this is excellent: The student has demonstrated superior professional judgment by catching what AI missed, applied HR-specific knowledge (documentation requirements), and justified the override with evidence.

41.5.5 Assessment Rubric

Criterion	Weight	What You're Assessing
Job Design Quality	15%	Legal compliance— appropriateness of competencies— clarity

Criterion	Weight	What You're Assessing
Justification of Revisions	15%	Can they articulate why AI's version needed changes?
Interview Question Selection	15%	Do they recognize good vs. poor behavioural questions?
Rubric Design	15%	Is their scoring system measurable and fair?
Critical Override	30%	Most important—do they demonstrate judgment superior to AI?
Theoretical Integration	10%	Have they applied knowledge of bias— human behavior— legal principles?

41.5.6   Why This Works

This model: - **Assesses critical professional judgment** (can they identify what AI got wrong?) - **Simulates real recruitment work** (using technology but maintaining human oversight) - **Tests legal and ethical awareness** (discriminatory language, fair assessment practices) - **Prevents blind reliance on AI** (students *must* override and justify) - **Demonstrates competence** through documented methodology, not just final outputs

---

41.6   The Common Thread: Process as Evidence

All three models share a fundamental principle: **the student's process is documented and assessable.**

Traditional exams and essays hide the thinking process. You see the final answer but not how they got there. With AI-enabled process assessment:

- **Transcripts** show how students navigate conversations
- **Audit documents** reveal their reflective thinking
- **Critique memos** demonstrate their analytical reasoning
- **Override justifications** prove their professional judgment

This creates **transparency and accountability**,the two things that make professional practice trustworthy.

41.7 Implementation Tips

41.7.1 Start with One Model

Don't overhaul your entire assessment structure at once. Choose one assignment, implement one of these models, and see how it goes. Collect student feedback and refine.

41.7.2 Provide Scaffolding

These assessments are more cognitively demanding than traditional exams. Students will need: - Clear templates and examples - Practice opportunities (low-stakes versions before the graded assessment) - Explicit criteria for what "good process" looks like

41.7.3 Align with Professional Standards

Where possible, connect your assessment criteria to professional standards or competency frameworks in your discipline. This helps students see the real-world relevance.

41.7.4 Use AI for Initial Review (Optional)

You can use AI to do a first-pass review of student submissions, then you review the AI's assessment:

Lecturer prompt:

```
You are assisting with grading a student's professional submission (conversation transc

Review the submission against these criteria:
[paste your rubric]

Provide an initial assessment and score. Identify strengths and weaknesses.
I will review your assessment and make the final grading decision.

[paste student work]
```

This can reduce your workload while maintaining quality control.

41.8 Cross-Discipline Applications: Process-Based Assessment

The three process-based assessment models can be adapted for any business discipline. Below are examples showing how to implement these models across different professional contexts.

41.9 Marketing

41.9.1 Model 1: Simulated Client Consultation and Process Audit

Context: Students conduct a simulated client consultation for a marketing campaign, then audit their consultative process.

Scenario Example: > You are the account manager meeting with Elena Rodriguez, CMO of GreenLife Brands. She's concerned about declining campaign performance and wants to discuss strategic options. You need to conduct a professional consultation to understand her concerns and demonstrate consultative marketing methodology.

Process Audit Focus: - Client needs assessment process - Strategic questioning techniques - Presentation of marketing options - Handling client objections professionally

Assessment Criteria: - Did they establish credibility and build rapport? - Did they ask insightful questions about business objectives and constraints? - Did they demonstrate understanding of marketing metrics and KPIs? - Did they present options with clear pros/cons and implementation steps?

41.9.2 Model 2: Evidence-Based Campaign Strategy Plan

Context: Students analyse marketing performance data and develop strategic recommendations, critiquing AI-generated options.

Assignment Structure: 1. **Data Analysis:** Students use AI to analyse campaign performance data (engagement rates, conversion metrics, customer segments) 2. **Strategy Generation:** AI generates three distinct campaign strategy options 3. **Critical Evaluation:** Students critique each option and make a justified recommendation

Key Assessment Focus: - Application of consumer behaviour theory to data insights - Critical evaluation of AI marketing recommendations - Integration of brand strategy and market positioning - Justification of strategic choices with marketing theory

41.9.3 Model 3: Competency-Based Creative Portfolio Review

Context: Students demonstrate the end-to-end process of evaluating creative work and providing constructive feedback.

Assignment Structure: 1. **Creative Brief Development:** Use AI to generate creative briefs, then critically revise 2. **Feedback Framework Design:** Create structured feedback criteria for creative work 3. **Critical Evaluation:** Review AI-scored creative samples and override assessments

Assessment Criteria: - Understanding of creative process and constraints - Ability to provide constructive feedback on subjective work - Application of marketing psychology to creative evaluation - Ethical considerations in creative feedback delivery

41.10 Accounting

41.10.1 Model 1: Simulated Audit Consultation and Process Audit

Context: Students conduct a simulated consultation with a client about audit findings, then audit their professional communication process.

Scenario Example: > You are the audit senior meeting with Michael Chen, CFO of TechManufacturing. You need to discuss preliminary audit findings about revenue recognition issues. Demonstrate professional audit communication methodology.

Process Audit Focus: - Clear explanation of technical audit findings - Client education on accounting implications - Professional handling of sensitive financial issues - Documentation of agreements and action items

Assessment Criteria: - Did they explain complex accounting concepts clearly? - Did they maintain professional skepticism while building trust? - Did they address both technical and business implications? - Did they document commitments and follow-up requirements?

41.10.2 Model 2: Evidence-Based Financial Control Recommendations

Context: Students analyse financial control weaknesses and develop remediation strategies, critiquing AI-generated options.

Assignment Structure: 1. **Control Analysis:** Students use AI to analyse control deficiencies in financial processes 2. **Remediation Options:** AI generates three distinct control improvement strategies 3. **Critical Evaluation:** Students evaluate options against regulatory requirements and business needs

Key Assessment Focus: - Application of risk assessment frameworks - Critical evaluation of AI compliance recommendations - Integration of business operations with control requirements - Justification of control design choices with professional standards

41.10.3 Model 3: Competency-Based Audit Planning Portfolio

Context: Students demonstrate the end-to-end process of audit planning and risk assessment.

Assignment Structure: 1. **Risk Assessment Framework:** Use AI to generate audit risk assessments, then critically revise 2. **Audit Program Design:** Create audit procedures targeting identified risks 3. **Critical Evaluation:** Review AI-evaluated risk scenarios and override assessments

Assessment Criteria: - Understanding of audit risk and materiality concepts - Ability to design risk-based audit procedures - Application of professional skepticism to audit planning - Ethical considerations in audit scope decisions

41.11 Business Analytics

41.11.1 Model 1: Simulated Stakeholder Data Consultation and Process Audit

Context: Students conduct a simulated consultation with business stakeholders about data insights, then audit their analytical communication process.

Scenario Example: > You are the data analyst meeting with Sarah Thompson, Operations Director. You need to present findings from a customer churn analysis and discuss implementation of retention strategies. Demonstrate professional data communication methodology.

Process Audit Focus: - Clear explanation of analytical findings and limitations - Translation of technical insights to business implications - Handling stakeholder questions about methodology - Documentation of agreed-upon actions and metrics

Assessment Criteria: - Did they explain statistical concepts in business terms? - Did they address data quality and uncertainty appropriately? - Did they connect insights to actionable business decisions? - Did they establish credibility in analytical expertise?

41.11.2 Model 2: Evidence-Based Analytics Strategy Plan

Context: Students analyse business data challenges and develop analytical solutions, critiquing AI-generated approaches.

Assignment Structure: 1. **Problem Analysis:** Students use AI to analyse complex business data scenarios 2. **Solution Options:** AI generates three distinct analytical approaches 3. **Critical Evaluation:** Students evaluate options against business requirements and technical feasibility

Key Assessment Focus: - Application of statistical and analytical theory - Critical evaluation of AI-generated analytical solutions - Integration of business context with technical capabilities - Justification of analytical methodology choices

41.11.3 Model 3: Competency-Based Data Governance Portfolio

Context: Students demonstrate the end-to-end process of data governance and quality management.

Assignment Structure: 1. **Data Quality Framework:** Use AI to generate data governance policies, then critically revise 2. **Quality Assessment Design:** Create data quality evaluation criteria 3. **Critical Evaluation:** Review AI-assessed data quality issues and override evaluations

Assessment Criteria: - Understanding of data governance principles and frameworks - Ability to assess data quality and integrity issues - Application of ethical data practices and privacy considerations - Technical and business alignment in data management decisions

41.12 Tourism & Hospitality

41.12.1 Model 1: Simulated Guest Service Recovery and Process Audit

Context: Students conduct a simulated service recovery conversation with a dissatisfied guest, then audit their customer service process.

Scenario Example: > You are the guest services manager meeting with Maria Santos, who has filed a formal complaint about her recent stay. She experienced multiple service failures and is demanding compensation. Demonstrate professional service recovery methodology.

Process Audit Focus: - Empathetic acknowledgment of guest concerns - Systematic problem resolution process - Appropriate compensation and recovery offers - Documentation of guest interaction and commitments

Assessment Criteria: - Did they demonstrate genuine empathy and active listening? - Did they follow service recovery best practices? - Did they balance guest satisfaction with business policies? - Did they create positive resolution and future loyalty?

41.12.2 Model 2: Evidence-Based Service Improvement Plan

Context: Students analyse guest satisfaction data and develop service enhancement strategies, critiquing AI-generated options.

Assignment Structure: 1. **Satisfaction Analysis:** Students use AI to analyse guest feedback and service performance data 2. **Improvement Options:** AI generates three distinct service enhancement strategies 3. **Critical Evaluation:** Students evaluate options against operational feasibility and guest expectations

Key Assessment Focus: - Application of customer service theory and psychology - Critical evaluation of AI service improvement recommendations - Integration of operational constraints with service excellence - Justification of service strategy choices with hospitality standards

41.12.3 Model 3: Competency-Based Service Design Portfolio

Context: Students demonstrate the end-to-end process of designing and evaluating service experiences.

Assignment Structure: 1. **Service Blueprint Development:** Use AI to generate service process designs, then critically revise 2. **Quality Assessment Framework:** Create service quality evaluation criteria 3. **Critical Evaluation:** Review AI-assessed service failure scenarios and override evaluations

Assessment Criteria: - Understanding of service design principles and customer journey mapping - Ability to identify service quality gaps and improvement opportunities - Application of hospitality psychology and customer behaviour - Ethical considerations in service delivery decisions

41.13 Information Systems

41.13.1 Model 1: Simulated System Implementation Consultation and Process Audit

Context: Students conduct a simulated consultation with business users about a new IT system implementation, then audit their change management process.

Scenario Example: > You are the IT project manager meeting with Dr. Amanda Foster, CIO. The new EHR system implementation is facing resistance from clinical staff. You need to discuss change management strategies and address user concerns. Demonstrate professional IT implementation methodology.

Process Audit Focus: - Clear communication of technical requirements and constraints - Understanding and addressing user resistance - Development of change management strategies - Documentation of implementation agreements and timelines

Assessment Criteria: - Did they translate technical concepts for non-technical stakeholders? - Did they demonstrate understanding of organisational change dynamics? - Did they balance technical requirements with business needs? - Did they create realistic implementation plans?

41.13.2 Model 2: Evidence-Based Technology Strategy Plan

Context: Students analyse IT system requirements and develop implementation strategies, critiquing AI-generated options.

Assignment Structure: 1. **Requirements Analysis:** Students use AI to analyse business requirements and technical constraints 2. **Implementation Options:** AI generates three distinct technology solution approaches 3. **Critical Evaluation:** Students evaluate options against business objectives and technical feasibility

Key Assessment Focus: - Application of systems analysis and design principles - Critical evaluation of AI-generated technology solutions - Integration of business requirements with technical capabilities - Justification of technology strategy choices with industry standards

41.13.3 Model 3: Competency-Based System Requirements Portfolio

Context: Students demonstrate the end-to-end process of requirements gathering and system specification.

Assignment Structure: 1. **Requirements Specification:** Use AI to generate system requirements documents, then critically revise 2. **Validation Framework:** Create requirements verification and validation criteria 3. **Critical Evaluation:** Review AI-assessed requirements quality and override evaluations

Assessment Criteria: - Understanding of requirements engineering principles and techniques - Ability to elicit and document stakeholder requirements accurately - Application of user-centred design and usability principles - Technical and business alignment in requirements decisions

41.14 Management

41.14.1 Model 1: Simulated Leadership Consultation and Process Audit

Context: Students conduct a simulated consultation with a struggling manager, then audit their leadership coaching process.

Scenario Example: > You are the leadership development consultant meeting with Robert Walsh, plant manager. His team's productivity has declined and morale is low. He wants advice on improving performance. Demonstrate professional leadership coaching methodology.

Process Audit Focus: - Establishment of coaching relationship and trust - Diagnostic questioning to understand organisational dynamics - Development of

leadership action plans - Documentation of coaching agreements and follow-up

Assessment Criteria: - Did they demonstrate active listening and empathy? - Did they ask insightful questions about leadership challenges? - Did they provide evidence-based leadership advice? - Did they create actionable development plans?

41.14.2 Model 2: Evidence-Based Organisational Change Plan

Context: Students analyse change management challenges and develop implementation strategies, critiquing AI-generated options.

Assignment Structure: 1. **Change Analysis:** Students use AI to analyse organisational change scenarios and stakeholder dynamics 2. **Change Options:** AI generates three distinct change management approaches 3. **Critical Evaluation:** Students evaluate options against organisational culture and change readiness

Key Assessment Focus: - Application of organisational behaviour and change management theory - Critical evaluation of AI-generated change strategies - Integration of human factors with business objectives - Justification of change approach choices with management theory

41.14.3 Model 3: Competency-Based Leadership Development Portfolio

Context: Students demonstrate the end-to-end process of leadership assessment and development planning.

Assignment Structure: 1. **Competency Framework:** Use AI to generate leadership competency models, then critically revise 2. **Assessment Design:** Create leadership evaluation and development criteria 3. **Critical Evaluation:** Review AI-assessed leadership scenarios and override evaluations

Assessment Criteria: - Understanding of leadership theory and competency frameworks - Ability to assess leadership strengths and development needs - Application of organisational psychology and motivation theory - Ethical considerations in leadership development decisions

41.15 Adapting Process Assessment Across Disciplines

41.15.1 Discipline-Specific Considerations

Creative Fields (Marketing, Design): - Emphasize subjective judgment and iterative feedback processes - Include portfolio evidence of creative development

cycles - Focus on stakeholder management and relationship building

Technical Fields (Accounting, IT, Analytics): - Stress methodological rigor and compliance requirements - Include validation of technical assumptions and limitations - Focus on risk assessment and professional standards

Service Fields (Tourism, Hospitality, Management): - Emphasize stakeholder psychology and relationship dynamics - Include cultural sensitivity and contextual factors - Focus on practical implementation and human factors

41.15.2   Implementation Framework

Assessment Design Principles: - Maintain focus on process documentation and critical thinking - Adapt evaluation criteria to reflect discipline-specific competencies - Ensure AI tools support rather than replace professional judgment - Include opportunities for students to demonstrate expertise beyond AI capabilities

Student Development: - Provide discipline-specific examples of excellent process work - Teach students how to evaluate AI outputs in their professional context - Encourage reflection on how process skills transfer across different scenarios

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41.16   Your Action Step

Before the next chapter, choose one assessment in your current curriculum that could be redesigned using one of these models:

1. **Identify the assessment** (exam question, essay, case study, etc.)
2. **Identify what you're really trying to measure** (knowledge recall? professional judgment? process skill?)
3. **Sketch how you would redesign it** using Model 1, 2, or 3
4. **Consider the logistics** (how much time would this take students? How would you grade it?)

You don't have to implement it immediately,just think through how the shift from product to process assessment might work in your context.

Next Chapter Preview: In the next chapter, we get practical about implementation. You'll learn how to introduce these ideas to your students, pilot AI-enhanced assignments without overwhelming yourself, gather feedback, iterate, and gradually build confidence with these new approaches. This chapter is all about managing change,for yourself and for your students.

Chapter 42

AI as Study Buddy - Self-Assessment Tool

42.1 The Academic Integrity Challenge

Let's address the elephant in the room: you're worried students will use AI to cheat.

That's a legitimate concern. Students could paste assignment questions into ChatGPT, get answers, and submit them as their own work. Many universities have responded by trying to detect AI-generated text, banning AI tools, or designing "AI-proof" assessments.

This chapter proposes a radically different approach: Give students the AI tools openly, teach them to use AI ethically, and grade them on their ability to critically improve AI outputs.

Why? Because in their professional careers across all business disciplines, they *will* use AI tools. Our job isn't to prevent that,it's to ensure they use them responsibly, understand their limitations, and maintain human judgment on critical matters.

42.2 The Transparency Model

Here's the core idea:

Give students BOTH: 1. **The grading rubric** (what you'll assess them on) 2. **The exact AI critique prompt** (the tool to check their work)

This transforms AI from a cheating shortcut into a **transparent learning tool**,like giving students the answer key to practice problems before the real

exam.

42.2.1   The Psychology Behind It

When you give students the rubric and the AI critique tool: - They can practice and get immediate feedback before submission - They learn to evaluate their own work against professional standards - They develop **metacognitive skills** (thinking about their thinking) - They take ownership of their learning (self-directed improvement) - The focus shifts from "fooling the teacher" to "meeting the standard"

This is pedagogically powerful across all business disciplines because **reflective practice**, **self-directed learning**, and **continuous improvement** are core professional competencies.

42.3   How It Works: A Step-by-Step Example

42.3.1   Scenario: A Written HR Case Analysis Assignment

The Assignment: Students must analyse a workplace conflict scenario and recommend an appropriate HR intervention, justifying their recommendation with employment law and psychological theory.

Traditional Approach: - Give students the case - They write their analysis - You grade it (hopefully they didn't just ask ChatGPT to write it) - They get a grade 2 weeks later with minimal feedback

Transparency Approach: - Give students the case - Give them the detailed rubric showing exactly what you're assessing - Give them the AI critique prompt they can use to check their draft - They write, self-assess using the AI, revise based on feedback, and submit - You grade the final submission (and can see evidence of their revision process)

Let's see this in action.

42.4   Complete Worked Example

42.4.1   Step 1: The Assignment Prompt

```
ASSIGNMENT: Workplace Conflict Analysis

Read the following scenario:

Maria, a team leader in the marketing department, has filed a formal
```

complaint alleging that her manager, David, has created a hostile work
environment. Maria claims that David regularly dismisses her ideas in
meetings, assigns her the least desirable projects, and has denied her
professional development opportunities that he's offered to other team
leaders. David denies these allegations and states that Maria is
"oversensitive" and "not a team player." There have been no previous
formal complaints, but two other team members have informally mentioned
that they find David's management style "difficult."

YOUR TASK:
Write a 750-word analysis that includes:

1. Identification of the key HR issues in this scenario (legal, ethical,
   and interpersonal)
2. An evaluation of what information you would need to gather to
   investigate this properly
3. A recommended HR intervention with justification based on:
   - Relevant employment law or workplace policy principles
   - Psychological theory (e.g., conflict resolution, motivation,
     organisational justice)
4. Potential risks if the situation is not handled appropriately

Your analysis will be assessed using the rubric provided below.

42.4.2 Step 2: The Grading Rubric (Given to Students)

Criterion	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Issue Identification	Identifies all major legal— ethical— and interpersonal issues with nuanced understanding	Identifies most major issues with reasonable understanding	Identifies some issues but misses key elements or lacks depth	Fails to identify critical issues or shows misunderstanding
Investigation Process	Demonstrates comprehensive understanding of fair investigative process; identifies all relevant information needed	Shows good understanding of investigation requirements; identifies most relevant information	Shows basic understanding but missing important investigative steps	Little evidence of understanding proper investigation process

Criterion	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Legal/Policy Application	Accurately applies relevant law/policy with sophisticated understanding of implications	Correctly applies relevant law/policy with good understanding	Applies some relevant law/policy but with gaps or minor errors	Fails to apply relevant law/policy or shows significant misunderstanding
Theoretical Integration	Expertly integrates psychological theory to justify recommendations; makes sophisticated connections	Effectively uses theory to support recommendations; makes clear connections	Attempts to use theory but connections are superficial or underdeveloped	Minimal or no use of theory— or theory is incorrectly applied
Risk Analysis	Identifies multiple realistic risks with sophisticated understanding of consequences	Identifies key risks with good understanding of consequences	Identifies some risks but analysis is basic or incomplete	Fails to identify realistic risks or shows poor understanding
Writing Quality	Clear— professional— well-structured with no errors	Mostly clear and professional with minor issues	Adequate but has clarity or structural issues	Poor writing quality that impedes understanding

Total: /24

42.4.3 Step 3: The AI Self-Assessment Prompt (Given to Students)

This is what students use to check their work *before* submission.

```
You are an expert HR lecturer providing formative feedback to a student on
their assignment draft. Your role is to provide constructive, specific
feedback that helps the student improve their work before final submission.
```

You should be rigorous but supportive-your goal is to help them learn, not
to simply validate their work.

```
ASSESSMENT CRITERIA:
Evaluate the student's response against these criteria:
1. Issue Identification: Have they identified the key legal, ethical, and
   interpersonal issues?
2. Investigation Process: Do they demonstrate understanding of fair,
   thorough investigation?
3. Legal/Policy Application: Have they correctly applied relevant
   employment law or policy?
4. Theoretical Integration: Have they used psychological theory to justify
   their recommendations?
5. Risk Analysis: Have they identified realistic risks if the issue isn't
   handled well?
6. Writing Quality: Is it clear, professional, and well-structured?

YOUR TASK:
1. For each criterion, provide a score (1-4) and brief justification
2. Quote specific sentences from the student's work to illustrate your
   points
3. Identify the strongest aspect of their analysis
4. Identify the weakest aspect that needs the most improvement
5. Provide THREE specific, actionable suggestions for revision

Be honest. If something is missing, say so. If their legal analysis is
incorrect, explain why. If they've misapplied theory, guide them to the
correct application.

Here is the student's draft:

[STUDENT PASTES THEIR DRAFT HERE]

Begin your feedback.
```

42.5 What This Looks Like in Practice

42.5.1 Student's First Draft (Excerpt)

"This scenario shows a conflict between Maria and David. The main
issue is that David is not being a good manager. Maria feels like she's
being treated unfairly, which is creating a hostile work environment.
This could be bullying or harassment. The HR department should
investigate by talking to both Maria and David to get both sides of

the story. They should also implement conflict resolution training for David. If this isn't handled, it could lead to a lawsuit or Maria quitting."

42.5.2 AI Feedback (Using the Prompt Above)

FORMATIVE FEEDBACK ON DRAFT

CRITERION 1: Issue Identification - Score: 2/4

You've identified the surface-level conflict, but your analysis lacks specificity and misses critical issues.

What you wrote: "This could be bullying or harassment."

The problem: You've used these terms interchangeably, but they have different legal definitions and implications. Bullying is repeated, unreasonable behavior; harassment typically relates to discrimination based on protected characteristics (gender, race, age, etc.). Which applies here, and why? Is there evidence of discrimination based on Maria's gender or another protected characteristic, or is this a management style issue?

What's missing: You haven't identified potential procedural issues (why wasn't this addressed earlier?), power dynamics (David is Maria's manager), or organisational culture problems (two other employees find his style "difficult").

CRITERION 2: Investigation Process - Score: 2/4

You've identified the need for an investigation, but your description is too vague.

What you wrote: "Talking to both Maria and David to get both sides of the story."

The problem: A fair investigation requires more than just hearing "both sides." You need to: - Interview the two employees who informally raised concerns - Review any documented evidence (emails, performance reviews, meeting notes) - Examine whether other team leaders received opportunities Maria was denied - Maintain confidentiality and impartiality throughout - Document everything

What's missing: Any mention of procedural fairness, natural justice, or legal compliance in the investigation process.

CRITERION 3: Legal/Policy Application - Score: 1/4

This is your weakest area. You haven't applied any specific legal principles or policies.

What you wrote: "This could lead to a lawsuit."

The problem: This is too vague. *What kind* of lawsuit? Under what legal theory? You need to reference specific legal risks like: - Potential discrimination claim under the Fair Work Act (if there's evidence David's treatment relates to a protected characteristic) - Potential bullying claim under work health and safety legislation - Potential breach of the employer's duty of care

You also need to reference the organization's obligations,to provide a safe workplace, to investigate complaints fairly, to act on findings.

CRITERION 4: Theoretical Integration - Score: 1/4

You have not applied any psychological theory to your analysis.

What's missing entirely: There's no reference to conflict resolution theory, organisational justice theory, motivation theory, or any framework that would explain *why* this situation is problematic beyond "it's unfair." For example: - Organisational justice theory explains why Maria perceives inequity - Conflict resolution models would guide your intervention choice - Leadership or management theory could inform what training David might need

---

CRITERION 5: Risk Analysis - Score: 2/4

You've identified two risks (lawsuit, resignation) but your analysis is shallow.

What you wrote: "This could lead to a lawsuit or Maria quitting."

The problem: These are possible outcomes, but you haven't explained *why* or *how* they might occur, or what other risks exist: - Reputational damage if other employees witness inaction - Decreased team morale and productivity - Potential for retaliation against Maria if not handled carefully - Liability if the organisation knew about the problem and didn't act

---

CRITERION 6: Writing Quality - Score: 3/4

Your writing is clear and easy to follow, which is good. However, it's quite informal for a professional HR analysis ("not being a good manager"). Use more precise, professional language.

STRONGEST ASPECT: You correctly identified that this requires formal investigation and that there are consequences for inaction. You've grasped the seriousness of the situation.

WEAKEST ASPECT: Complete lack of theoretical integration and very weak legal/policy analysis. You're describing the problem but not demonstrating deep HR knowledge or analytical skill.

THREE SPECIFIC ACTIONS FOR REVISION:

1. **Add legal specificity:** Research and cite at least two specific legal principles or obligations that apply here (e.g., employer's duty to provide a safe workplace under WHS legislation, prohibition of workplace bullying, Fair Work Act provisions on adverse action). Explain *how* these apply to the scenario.

2. **Integrate theory:** Choose one psychological or organisational theory (e.g., organisational justice theory, Adams' equity theory, or conflict resolution models) and explicitly use it to explain why Maria is experiencing the situation as unfair and/or to justify your recommended intervention.

3. **Detail the investigation:** Expand your investigation section to list at least five specific steps the HR team should take, including who should be interviewed, what documents should be reviewed, and how to ensure procedural fairness.

CURRENT ESTIMATED SCORE: 11/24 (46%)

This draft needs substantial development before submission. Focus on the three actions above and your score will improve significantly.

42.6   The Impact on Learning

Notice what just happened:

1. **The student received specific, detailed feedback** identifying exactly what's missing
2. **The feedback is educational**, not just evaluative,it explains *why* things are problems and *what* good looks like
3. **The student has clear actions** for improvement
4. **The student can revise and resubmit to the AI** multiple times until they meet the standard

This is **formative assessment at scale**. Every student gets personalised feedback. They can iterate until they learn. And they arrive at your desk with work that's already been through multiple revision cycles.

42.7   What You Grade

When students submit their final work, they also submit:

1. **Their final analysis** (the polished version)

2. **Evidence of their revision process**:
    - Screenshots or transcripts of AI feedback they received
    - A brief reflection (250 words) explaining:
        - What the AI identified as weak
        - What changes they made
        - What they learned from the process

42.7.1 Grading Approach

You grade on **two dimensions**:

Dimension 1: Quality of Final Work (70%) Use your rubric to assess the final submission. Because students have had the chance to improve with AI feedback, you should see much higher quality work overall.

Dimension 2: Quality of Learning Process (30%) Assess their reflection:

- Did they engage meaningfully with the AI feedback?
- Did they make substantive revisions?
- Do they show metacognitive awareness (understanding of their own learning)?
- Did they critically evaluate the AI's suggestions or just accept them blindly?

Key Question for Dimension 2: "Did the student just ask AI to write it for them, or did they use AI to learn how to write better?"

42.7.2 Red Flags for AI Misuse

If a student: - Shows no evidence of revision between drafts - Can't explain in their reflection what they changed or why - Submits work that's suddenly far beyond their previous capability with no learning process shown - Has AI feedback that's generic (suggesting they didn't actually use your provided prompt)

...then you have grounds for a conversation about academic integrity.

But the transparency model makes genuine misuse much harder, because students have to show their working.

42.8 Variations and Adaptations

42.8.1 Variation 1: Multiple Draft Checkpoints

Require students to submit: - First draft + AI feedback (Week 8) - Revised draft + AI feedback (Week 10) - Final submission with reflection (Week 12)

This scaffolds the revision process and prevents last-minute cramming.

42.8.2 Variation 2: Peer Review + AI Review

Students receive feedback from two sources: - A peer using a structured peer review form - The AI using your critique prompt

Then they write a reflection comparing the two types of feedback: What did each source notice? Where did they disagree? Which feedback was most helpful and why?

This teaches critical evaluation of feedback sources,an important professional skill.

42.8.3 Variation 3: AI Critique Challenge

After receiving AI feedback, students must: - Identify one piece of feedback they disagree with - Argue why the AI is wrong or has misunderstood their work - Provide evidence for their position

This prevents students from blindly accepting AI suggestions and develops critical thinking about AI limitations.

42.9 Cross-Discipline Applications: Self-Assessment Transparency

The transparency model can be adapted for any professional discipline. Below are examples showing how to implement self-assessment tools across different business contexts.

42.10 Marketing

42.10.1 Campaign Strategy Analysis Assignment

Assignment Context: Students analyse a failed marketing campaign and recommend improvements, justifying their approach with marketing theory and consumer behaviour principles.

Sample Rubric Excerpt:

Criterion	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Market Analysis	Demonstrates sophisticated understanding of target audience—competitive landscape—and market trends	Shows good understanding of market factors with clear analysis	Basic market analysis with some gaps	Poor or missing market analysis
Strategic Recommendations	Recommendations are innovative—data-driven—and aligned with business objectives	Solid recommendations with clear rationale and objectives alignment	Generic recommendations lacking specificity or strong rationale	Poor or impractical recommendations

AI Critique Prompt Example:

```
You are a senior marketing lecturer evaluating a student's campaign analysis.

ASSESSMENT CRITERIA:
1. Market Analysis: Understanding of consumer behavior, segmentation, and competitive factors
2. Strategic Recommendations: Innovation, feasibility, and alignment with marketing objectives
3. Metrics & Measurement: Appropriate KPIs and success measurement approaches
4. Implementation Planning: Realistic timelines, resource requirements, and risk mitigation

For each criterion, provide a score (1-4) with specific justification, quote student work, and gi

Here is the student's draft:
[STUDENT PASTES DRAFT HERE]
```

Key Learning Focus: - Critical evaluation of marketing strategies - Application of consumer behaviour theory - Development of measurable campaign objectives

42.11 Accounting

42.11.1 Audit Risk Assessment Assignment

Assignment Context: Students evaluate financial statements for potential material misstatements and recommend audit procedures, applying auditing standards and risk assessment frameworks.

Sample Rubric Excerpt:

Criterion	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Risk Identification	Identifies all significant risks with sophisticated understanding of business processes and financial reporting implications	Identifies key risks with good understanding of business and financial factors	Identifies some risks but misses important areas or lacks depth	Fails to identify critical risks
Audit Procedures	Recommends comprehensive—risk-based procedures that address identified risks appropriately	Recommends appropriate procedures for most identified risks	Basic procedures recommended but not fully risk-based or comprehensive	Inadequate or inappropriate procedures

AI Critique Prompt Example:

```
You are a senior audit lecturer evaluating a student's risk assessment.

ASSESSMENT CRITERIA:
1. Risk Identification: Understanding of business risks, financial reporting risks, and
2. Audit Procedures: Appropriateness, sufficiency, and risk-
based approach
3. Professional Standards: Compliance with auditing standards and ethical requirements
4. Documentation: Clarity and completeness of audit evidence requirements

For each criterion, provide a score (1-4) with specific justification, quote student wo

Here is the student's draft:
[STUDENT PASTES DRAFT HERE]
```

Key Learning Focus: - Application of audit risk assessment frameworks - Design of risk-based audit procedures - Compliance with professional auditing standards

42.12 Business Analytics

42.12.1 Data-Driven Decision Analysis Assignment

Assignment Context: Students analyse a business dataset, identify insights, and recommend strategic actions, demonstrating statistical analysis and business acumen.

Sample Rubric Excerpt:

Criterion	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Data Analysis	Sophisticated application of appropriate statistical methods with correct interpretation	Good application of statistical methods with accurate interpretation	Basic statistical analysis with some errors in application or interpretation	Poor or incorrect data analysis
Business Insights	Translates data findings into actionable business recommendations with clear strategic implications	Connects data insights to business recommendations effectively	Basic connection between data and business implications	Weak or missing link between data and business strategy

AI Critique Prompt Example:

You are a senior analytics lecturer evaluating a student's data analysis report.

ASSESSMENT CRITERIA:
1. Data Analysis: Appropriate methodology, statistical validity, and correct interpretation
2. Business Insights: Translation of data findings into strategic recommendations
3. Visualization: Effective presentation of data and findings
4. Assumptions & Limitations: Recognition of data constraints and analysis limitations

For each criterion, provide a score (1-4) with specific justification, quote student work, and gi

Here is the student's draft:
[STUDENT PASTES DRAFT HERE]

Key Learning Focus: - Statistical analysis and interpretation - Communication of complex data insights - Strategic application of analytics findings

42.13   Tourism & Hospitality

42.13.1   Service Recovery Strategy Assignment

Assignment Context: Students analyse a customer complaint scenario in a hospitality setting and develop a comprehensive service recovery plan, applying customer service theory and operational considerations.

Sample Rubric Excerpt:

Criterion	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Problem Analysis	Sophisticated analysis of customer expectations— service failure impact— and underlying causes	Good analysis of customer issues and service failure elements	Basic identification of problems with limited depth	Poor or incomplete problem analysis
Recovery Strategy	Comprehensive customer-centric recovery plan with multiple touchpoints and follow-up	Effective recovery strategy addressing key customer needs	Basic recovery approach with limited scope	Inadequate or inappropriate recovery strategy

AI Critique Prompt Example:

```
You are a senior hospitality lecturer evaluating a student's service recovery plan.

ASSESSMENT CRITERIA:
1. Problem Analysis: Understanding of customer expectations and service failure psychol
2. Recovery Strategy: Customer-centric approach, multiple recovery touchpoints, and fol
up
3. Operational Feasibility: Realistic implementation within hospitality constraints
4. Brand Impact: Consideration of reputation and loyalty implications

For each criterion, provide a score (1-4) with specific justification, quote student wo

Here is the student's draft:
[STUDENT PASTES DRAFT HERE]
```

Key Learning Focus: - Customer service psychology and expectations - Multi-touchpoint service recovery design - Operational constraints in hospitality settings

42.14 Information Systems

42.14.1 System Requirements Analysis Assignment

Assignment Context: Students analyse business requirements for a new IT system and develop functional specifications, demonstrating requirements gathering and technical specification skills.

Sample Rubric Excerpt:

Criterion	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Requirements Elicitation	Comprehensive identification of stakeholder needs with sophisticated prioritization	Good identification and prioritization of key requirements	Basic requirements identification with some gaps	Poor or incomplete requirements analysis
Technical Specifications	Detailed—unambiguous specifications with appropriate technical depth	Clear specifications covering essential technical requirements	Basic specifications with limited technical detail	Inadequate or unclear technical specifications

AI Critique Prompt Example:

```
You are a senior IT lecturer evaluating a student's system requirements analysis.

ASSESSMENT CRITERIA:
1. Requirements Elicitation: Stakeholder identification, needs analysis, and prioritization
2. Technical Specifications: Clarity, completeness, and technical accuracy
3. Feasibility Analysis: Technical and business feasibility considerations
4. Validation Approach: Methods for requirements verification and validation

For each criterion, provide a score (1-4) with specific justification, quote student work, and gi

Here is the student's draft:
[STUDENT PASTES DRAFT HERE]
```

Key Learning Focus: - Stakeholder requirements gathering and analysis - Technical specification development - Requirements validation and verification

42.15   Management

42.15.1   Organisational Change Strategy Assignment

Assignment Context: Students analyse a change management scenario and develop an implementation plan, applying organisational behaviour theory and change management frameworks.

Sample Rubric Excerpt:

Criterion	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Change Analysis	Sophisticated analysis of organisational readiness— stakeholder impact— and change complexity	Good analysis of change factors and stakeholder considerations	Basic identification of change elements with limited depth	Poor or incomplete change analysis
Implementation Strategy	Comprehensive change plan with clear phases— stakeholder engagement— and risk mitigation	Effective implementation strategy with good stakeholder consideration	Basic change approach with limited strategic elements	Inadequate or poorly structured change strategy

AI Critique Prompt Example:

```
You are a senior management lecturer evaluating a student's change management plan.

ASSESSMENT CRITERIA:
1. Change Analysis: Understanding of organisational dynamics and stakeholder impact
2. Implementation Strategy: Phased approach, stakeholder engagement, and communication
3. Risk Management: Identification and mitigation of change resistance and implementat
4. Success Metrics: Appropriate measurement of change effectiveness and organisational

For each criterion, provide a score (1-4) with specific justification, quote student wo

Here is the student's draft:
[STUDENT PASTES DRAFT HERE]
```

Key Learning Focus: - Organisational change theory application - Stakeholder engagement and communication - Change implementation planning and risk management

42.16 Adapting Self-Assessment Across Disciplines

42.16.1 Discipline-Specific Considerations

Creative Fields (Marketing, Design): - Emphasize subjective judgment and professional critique - Include portfolio-style evidence of iterative improvement - Focus on both technical skills and creative problem-solving

Technical Fields (Accounting, IT, Analytics): - Stress accuracy, compliance, and methodological rigor - Include validation of technical assumptions and limitations - Focus on professional standards and ethical considerations

Service Fields (Tourism, Hospitality, Management): - Emphasize stakeholder psychology and relationship dynamics - Include cultural sensitivity and contextual factors - Focus on practical implementation and operational constraints

42.16.2 Implementation Tips

Rubric Development: - Adapt criteria to reflect discipline-specific competencies - Include both technical proficiency and professional judgment - Balance quantitative and qualitative assessment elements

AI Prompt Customization: - Modify critique criteria to match professional standards - Include discipline-specific jargon and frameworks - Ensure feedback addresses both skill development and professional practice

Student Preparation: - Provide discipline-specific examples of good vs. poor work - Teach students how to interpret AI feedback in their professional context - Encourage reflection on how AI tools will be used in their future careers

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42.17 Student-Facing Instructions

When you introduce this to students, be explicit about the learning model:

HOW TO USE THE AI SELF-ASSESSMENT TOOL

This assignment includes access to an AI feedback tool. Here's how to use it ethically and effectively:

DO: - Use the AI to check your draft and identify areas for improvement - Revise your work based on the feedback - Run multiple drafts through the AI as you improve - Think critically about whether the AI's suggestions are correct - Use the AI to learn discipline-specific concepts and improve your analytical skills

DON'T: - Ask the AI to write the assignment for you - Copy-paste AI-generated text into your submission without understanding it - Ignore the feedback and submit your first draft - Treat the AI's feedback as infallible,it can be wrong

REMEMBER: The goal is not to "beat the AI" or trick it into giving you a good score. The goal is to use the AI as a learning tool so that YOU understand the concepts and develop professional judgment better by the time you submit.

You will submit evidence of your revision process, so I can see your learning journey. The quality of your final work AND your learning process will both be graded.

42.18   Addressing Lecturer Concerns

"Won't this just teach students to game the AI?"

No,because you're assessing the learning process, not just the final product. Students who genuinely engage with feedback and revise their thinking will show that in their reflection. Students who just prompt-engineer to get a high score without learning will have nothing meaningful to say about what they learned.

"What if the AI gives them incorrect feedback?"

This is actually a valuable learning opportunity. If the AI makes an error (e.g., misapplies a legal principle), students who know their material will catch it and can challenge it in their reflection. This demonstrates higher-order thinking.

Also, because you're providing the critique prompt, you control the assessment criteria. The AI is applying *your* rubric, so it should align with your expectations.

"Isn't this just making things easier for students?"

No,it's making feedback faster and more accessible, but the cognitive work hasn't changed. Students still need to understand the concepts, apply theory correctly, and demonstrate critical thinking. The AI just accelerates the feedback loop so they can learn faster.

In fact, this model often reveals students who've been hiding behind vague writing,the AI forces them to be specific and substantive.

"What about students who don't have access to AI tools?"

If equity is a concern, you can: - Provide access to AI tools through the university (many institutions now have educational subscriptions) - Run the AI critique process in class or during office hours - Make the AI feedback optional but provide other scaffolding for students who don't use it

42.19 The Bigger Picture: Teaching AI Literacy

This transparency approach does something more important than preventing cheating: **it teaches students how to work with AI responsibly.**

In their professional careers, they'll have access to AI tools that can: - Analyse complex datasets and generate insights - Draft strategies, policies, and recommendations - Generate scenarios and simulations - Summarize regulations, standards, and best practices - (discipline-specific applications too numerous to list)

Your job isn't to prevent them from using these tools. It's to teach them: - When AI is helpful and when it's risky - How to critically evaluate AI outputs - When human judgment must override AI suggestions - How to use AI as a thinking partner, not a replacement for thinking

By making AI use transparent and educational, you're preparing them for professional practice in an AI-augmented world.

42.20 Your Action Step

Before moving to the next chapter, try this:

1. **Choose one assignment** you currently give students
2. **Write the AI critique prompt** based on your existing rubric
3. **Test it:** Write a mediocre draft answer yourself and run it through the AI critique
4. **Evaluate:** Is the feedback accurate? Helpful? Aligned with your standards?
5. **Refine the prompt** until the AI gives the kind of feedback you'd want students to receive

Once you've tested it, you're ready to introduce this model in your class.

Next Chapter Preview: In the next chapter, we'll explore advanced applications and considerations for scaling AI-enhanced teaching across your program. We'll discuss how to maintain quality, support different student needs, and prepare students for an AI-integrated professional landscape.

Chapter 43

Virtual Company Simulation (Future Horizon)

43.1 The Big Idea

Imagine this: Your students don't just read case studies about professional challenges in their field,they actually work as professionals in a simulated company/environment where they interact with AI-powered colleagues, clients, stakeholders, and partners over weeks or even an entire semester.

They handle real scenarios, make decisions, negotiate, solve problems, and make strategic recommendations. Each interaction builds on previous ones. The AI personas remember past conversations. The organisation has policies, culture, and ongoing challenges that evolve.

This is the virtual company simulation,the most ambitious application of AI in business education.

It's more complex than a single conversation simulation, but it's increasingly feasible with current AI technology. This chapter will show you how to build toward this vision progressively, starting simple and adding layers of complexity.

43.2 Why This Matters

Traditional case studies are static snapshots. Students analyse what *already happened* and recommend what *should have happened*. But professional work across all business disciplines is dynamic:

- You don't get all the information at once
- Your decisions have consequences that unfold over time
- Stakeholders react to your actions

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- You must navigate politics, personalities, and competing priorities simultaneously
- External events force you to adapt and reconsider strategies

A virtual company simulation creates **emergent complexity** where students experience these dynamics. They don't just know *about* professional work in their field,they practice *doing* it in a realistic context.

43.3 The Progressive Implementation Model

You don't need to build the entire virtual company at once. Start simple and add complexity as you and your students become comfortable.

43.3.1 Level 1: Single Employee Persona (Master Prompt)

43.3.2 Level 2: Multiple Employee Personas (Cast of Characters)

43.3.3 Level 3: Persistent Context (Company Memory)

43.3.4 Level 4: Dynamic Events (Evolving Scenarios)

Let's explore each level.

43.4 Level 1: Single Employee Persona (Master Prompt)

This is the simplest version,essentially an enhanced version of the conversation simulation from Chapter 4, but with richer organisational context.

43.4.1 The Master Prompt Template

```
You are Jamie Martinez, a customer service team leader at "InnovateCo," a
mid-sized technology company based in Perth, Western Australia.

COMPANY CONTEXT:
InnovateCo employs 300 people across three departments: Product Development,
Sales & Marketing, and Customer Success. The company has experienced rapid
growth over the past two years, and the HR infrastructure is struggling to
keep up. There is no formal HR department-just a single HR Manager (Sarah)
and an external HR consultant who is brought in for complex issues.

The company culture values innovation and autonomy but has weak processes
for performance management and conflict resolution. Most managers, including
```

```
your supervisor (David Chen, Head of Customer Success), have had minimal
management training.

JAMIE'S BACKGROUND:
- 28 years old, has worked at InnovateCo for 18 months
- Promoted to team leader 6 months ago (manages 5 customer service
  representatives)
- Previously worked in customer service roles at two other companies
- Generally competent but inexperienced in people management
- Feels pressure to meet aggressive customer satisfaction targets

CURRENT SITUATION:
One of Jamie's team members, Priya, has complained to senior management
about Jamie's "micromanagement" and "unfair treatment." Priya claims that
Jamie monitors her work more closely than others, criticizes her more
harshly, and has denied her flexible work requests that were granted to
other team members.

Jamie believes Priya is being oversensitive and that the extra attention
is justified because Priya's customer satisfaction scores are lower than
the team average. Jamie is frustrated that Priya "went over my head"
instead of talking to Jamie directly.

JAMIE'S PERSONA:
- Defensive but not hostile
- Genuinely believes they're doing their job correctly
- Doesn't understand why this is being treated as a serious HR issue
- Slightly resentful that other managers don't face this kind of scrutiny
- Will become more open if treated with respect and genuine curiosity
- Has not received any training in managing diverse teams or performance
  discussions

YOUR ROLE:
I am the HR Consultant who has been brought in to investigate Priya's
complaint and provide coaching to Jamie. This is our first meeting.

Stay in character as Jamie. Respond to my questions and statements
realistically. Do not break character unless I say "END SIMULATION."

I will begin the meeting now.
```

43.4.2 How Students Use This

Assignment Structure: 1. Students receive the Master Prompt and the assignment brief 2. They conduct an initial meeting with Jamie (the investigation interview) 3. They submit the transcript along with a written report

recommending next steps 4. They explain their HR methodology and justify their recommendations

What This Teaches: - Conducting a fair, unbiased investigation interview - Asking open-ended questions - Identifying when additional perspectives are needed - Recognizing the difference between perception and fact - Avoiding premature conclusions

Assessment Focus: Did the student:

- Establish rapport and psychological safety?
- Ask questions that elicited Jamie's full perspective?
- Avoid leading questions or showing bias toward the complainant?
- Identify what other information is needed (interviewing Priya, reviewing policies, checking documentation)?
- Recognize the underlying issues (inadequate management training, unclear performance standards)?

43.5   Level 2: Multiple Employee Personas (Cast of Characters)

Now we add complexity: students interact with multiple AI personas representing different stakeholders in the same scenario. This simulates the reality that HR professionals must gather multiple perspectives and navigate competing interests.

43.5.1   Scenario: The Performance Management Conflict

The Company: Still InnovateCo (same as Level 1)

The Situation: The complaint about Jamie's management of Priya

The Cast: 1. **Jamie Martinez** (Team Leader) - believes they're managing performance appropriately 2. **Priya Patel** (Customer Service Rep) - believes she's being unfairly targeted 3. **David Chen** (Head of Customer Success) - Jamie's manager, wants this resolved quickly 4. **Sarah Kim** (HR Manager) - overworked, risk-averse, wants to avoid legal issues

43.5.2   Creating the Cast

You create four separate Master Prompts,one for each character. Each prompt includes: - The shared company context (so all personas are consistent) - The specific character's background and perspective - What that character knows and doesn't know - Their goals and concerns - How they're likely to behave in conversations

Example: Priya's Master Prompt

You are Priya Patel, a customer service representative at InnovateCo.

[COMPANY CONTEXT - same as Jamie's prompt above]

PRIYA'S BACKGROUND:
- 26 years old, has worked at InnovateCo for 2 years
- One of the first customer service reps hired; has seen the team grow
  from 3 people to 8
- Generally receives positive customer feedback but has lower customer
  satisfaction scores than team average (72% vs. team average of 81%)
- Has a 4-year-old child; needs flexible start times 2-3 days per week
  for childcare dropoff

PRIYA'S PERSPECTIVE ON THE SITUATION:
- Believes Jamie singles her out for criticism while praising other team
  members for similar work
- Feels Jamie monitors her more closely (more frequent check-
ins, reviews
  her tickets more thoroughly)
- Requested flexible start times (9:30am instead of 9:00am) two days per
  week, which Jamie denied, saying "customer calls start at 9am." However,
  Priya knows that Marcus and Lee both have flexible schedules.
- Believes Jamie has "had it in for her" since Jamie became team leader
  6 months ago
- Did not initially complain to Jamie because she was worried about
  retaliation
- Escalated to senior management (David Chen) after feeling the situation
  wasn't improving

WHAT PRIYA DOESN'T KNOW:
- Marcus and Lee's flexible arrangements were approved because they work
  evening shifts (until 7pm) while Priya's contracted hours are 9am-
5pm
- Jamie is under pressure from David to improve the team's overall customer
  satisfaction scores
- Jamie has received feedback from David specifically about Priya's
  performance gaps

PRIYA'S PERSONA:
- Frustrated and feeling undervalued
- Worried about job security (is this a prelude to being fired?)
- Emotional but trying to remain professional
- Defensive about her performance (believes her scores are "fine" and
  doesn't understand why Jamie focuses on them)
- Will become tearful if she feels dismissed or not believed
- Will be more forthcoming if treated with empathy and fairness

```
YOUR ROLE:
I am the HR Consultant investigating the complaint. This is our
confidential interview.

Stay in character as Priya. Respond realistically. Do not break character
unless I say "END SIMULATION."

I will begin now.
```

43.5.3 The Multi-Persona Assignment

Student Task: You are the external HR Consultant. You must:

1. **Conduct individual interviews** with all four stakeholders (Jamie, Priya, David, Sarah)
2. **Analyze the evidence** from all perspectives
3. **Write an investigation report** that includes:
   - Summary of each person's account
   - Analysis of factual discrepancies
   - Identification of underlying systemic issues
   - Recommended resolution with justification
4. **Submit all transcripts** along with your report

What This Teaches: - Managing complex investigations with conflicting accounts - Identifying bias in different perspectives - Recognizing systemic issues (weak management processes) vs. individual problems - Balancing fairness to all parties - Synthesizing multiple data sources

The Challenge: Each persona will give a different version of events. Students must:

- Identify what's factual vs. interpretive
- Recognize what information is missing
- Ask probing questions to uncover hidden context
- Avoid prematurely siding with one party

This mirrors real HR work where truth is rarely simple.

43.6 Level 3: Persistent Context (Company Memory)

This level adds continuity: the AI personas remember previous interactions. Decisions have consequences that affect future conversations.

43.6.1 Technical Approach

Most AI platforms now support "conversation history" or "memory." You can:

Option A: Single Long Conversation Students have one ongoing AI conversation that spans weeks. Each new interaction builds on what came before.

Option B: Context Injection At the start of each new conversation, students paste a "context summary" of previous interactions:

```
CONTEXT FROM PREVIOUS INTERACTIONS:

Week 2: You (Jamie) met with the HR Consultant (student). You explained
your perspective on managing Priya. You expressed frustration that Priya
went to senior management. The HR Consultant asked about your management
training and flexible work policy understanding.

Week 3: The HR Consultant met with Priya, David, and Sarah. You haven't
seen the consultant since Week 2.

Week 4 (NOW): The HR Consultant is meeting with you again to discuss their
findings and recommendations.

Use this context to inform your responses. Remember what you previously
discussed with the consultant.
```

43.6.2 Sequential Assignment Example

Week 1-2: Investigation Phase Students conduct interviews with all stakeholders (Level 2 approach)

Week 3-4: Resolution Design Students draft a resolution plan (training for Jamie, revised flexible work policy, mediation between Jamie and Priya)

Week 5-6: Implementation Simulation Students have follow-up conversations with Jamie and Priya to implement the plan. The AI personas react based on:

- How well the student conducted the initial investigation
- Whether the resolution plan seems fair
- How the student communicates and manages the process

Week 7: Evaluation Students have final check-in conversations 30 days later to assess whether the situation has improved. Jamie and Priya provide feedback on the process.

43.6.3 What This Teaches

- **Longitudinal thinking**: HR interventions aren't one-time fixes

- **Change management**: People resist or embrace change based on how it's handled
- **Accountability**: Students see the consequences of their decisions
- **Iteration**: If the initial approach doesn't work, they must adapt

43.6.4   Example: Persistent Consequences

Scenario 1: Student handled investigation poorly

Student in Week 5 attempts a follow-up meeting with Priya:

Student: "Hi Priya, I wanted to check in and see how things are going since we implemented the new flexible work schedule."

AI (as Priya): *crosses arms, speaks curtly* "It's fine, I guess. The schedule helps. But honestly, I still don't feel like the investigation really listened to my concerns. The report made it sound like this was all just a misunderstanding about policies, but it felt like more than that to me. Anyway, what's done is done."

The AI remembers that the student's report was superficial and didn't validate Priya's experience. This affects the ongoing relationship.

Scenario 2: Student handled investigation well

Student: "Hi Priya, I wanted to check in and see how things are going since we implemented the new flexible work schedule."

AI (as Priya): *smiles cautiously* "Actually, it's been better. The flexible start times have made a huge difference with childcare. And Jamie and I had that mediation session you set up,it was awkward, but I think we both understand each other better now. I feel like someone actually took this seriously, which means a lot."

The AI remembers that the student was thorough, empathetic, and fair. This builds trust.

43.7   Level 4: Dynamic Events (Evolving Scenarios)

The most advanced level: the virtual company has ongoing developments that aren't tied to any single student's actions. The environment evolves, creating new challenges.

43.7.1   How It Works

You (the lecturer) inject new developments into the company context periodically:

Week 6 Announcement:

```
COMPANY UPDATE:

InnovateCo has just been acquired by a larger tech firm. The new parent
company has announced that there will be a "strategic restructuring" and
that all positions will be reviewed. Employees are anxious about job
security.

This context now affects all personas:
- Priya is worried her complaint has made her a target for redundancy
- Jamie is worried that management issues will count against them in the
  restructuring
- David is under pressure to ensure his department is seen as high-
performing
- Sarah (HR Manager) is fielding constant questions about the restructuring
  process

When students interact with these characters, the personas should reflect
this new context and heightened anxiety.
```

43.7.2 Why This Is Powerful

Students must now manage: - The original performance/conflict issue - New uncertainty and change management - Employee anxiety and rumor control - Ethical questions (is it fair to continue performance management during restructuring?)

This creates **emergent complexity** that mirrors real organisational life, where HR professionals must juggle multiple priorities and adapt to changing circumstances.

43.7.3 Semester-Long Virtual Company Project

The Ultimate Application:

Create a semester-long project where students act as the HR team for a virtual company. Each week brings new developments:

Week	Event	Student Task
1-2	Introduction to InnovateCo— cast of characters	Conduct organisational culture assessment
3-4	Performance management complaint (Jamie/Priya)	Investigate and resolve

Week	Event	Student Task
5-6	Employee requests union representation	Respond to union inquiry— prepare for negotiation
7-8	Diversity audit reveals gender pay gap	Analyse data— recommend corrective action
9-10	Acquisition announced— restructuring begins	Manage change communication— handle redundancies
11-12	Post-restructure morale crisis	Design retention and engagement strategy

Students work in teams (acting as the HR department). All teams interact with the same personas, but the personas respond differently based on each team's approach.

43.8   Practical Implementation Guidance

43.8.1   Starting Small

You don't need to build an entire semester-long simulation right away. Start with:

1. **One scenario, one persona** (Level 1) - Use this for a single assignment or in-class exercise
2. **Get student feedback** - Did they find it realistic? Useful? Engaging?
3. **Add complexity gradually** - Next semester, try multi-persona (Level 2)
4. **Build your library** - Create a collection of tested personas and scenarios you can reuse and refine

43.8.2   Creating Consistent Personas

The key to realistic simulation is **consistency**. Tips:

- **Write detailed persona documents** that you keep for reference
- **Test personas yourself** before giving them to students
- **Update personas based on student interactions** (if students discover something that breaks the character, revise the prompt)
- **Use the same company/context** across multiple scenarios to build familiarity

43.8.3 Technical Options

Low-Tech Option: Students copy-paste the Master Prompt into ChatGPT or Claude themselves. Free, simple, no special tools needed.

Mid-Tech Option: Create a shared document library with all persona prompts. Students access them as needed.

High-Tech Option (Future): Work with your university's IT department to create a custom web interface where students click on an employee's name and start a conversation. The prompts are pre-loaded and invisible to students. This feels more like a professional simulation.

43.8.4 Assessment Approaches

What to Assess:

1. **Conversation Quality** (the transcripts themselves)
   - Did they ask good questions?
   - Did they demonstrate HR competencies?
   - Did they maintain professionalism?
2. **Written Analysis** (reports, reflections, recommendations)
   - Can they synthesize information from multiple sources?
   - Do they apply theory and legal principles?
   - Are their recommendations realistic and justified?
3. **Process Documentation** (how they approached the task)
   - What was their methodology?
   - How did they ensure fairness?
   - What would they do differently?

Grading Rubric Example:

Criterion	Weight	Description
Investigation Process	25%	Quality of questions— fairness— thoroughness
Stakeholder Management	20%	Rapport-building— empathy— professionalism
Analysis & Synthesis	25%	Ability to integrate multiple perspectives and identify underlying issues
Recommendations	20%	Practical— justified— legally sound solutions
Reflection	10%	Metacognitive awareness— learning demonstrated

---

43.9 Cross-Discipline Applications: Virtual Company Simulations

The virtual company simulation concept can be adapted for any business discipline. Below are examples showing how to implement the progressive levels across different professional contexts.

43.10 Marketing

43.10.1 Level 1: Single Stakeholder Persona

Context: A marketing agency where students act as account managers handling client relationships.

Master Prompt Example:

```
You are Elena Rodriguez, CMO of "GreenLife Brands," a natural foods company.

COMPANY CONTEXT:
GreenLife Brands produces organic snacks and beverages. The company has grown rapidly b

ELENA'S BACKGROUND:
- 38 years old, former creative director at a major agency
- Joined GreenLife 2 years ago to build their marketing function
- Strong creative vision but impatient with process and bureaucracy
- Under pressure to deliver results after a failed product launch

CURRENT SITUATION:
Your agency partner (the student) has just presented a new campaign concept for the up

ELENA'S PERSONA:
- Passionate about marketing but critical of "safe" approaches
- Values creativity but demands results
- Can be demanding and direct in feedback
- Will push back on conventional thinking but respond well to data-
driven arguments

YOUR ROLE:
I am the account manager from your agency. This is our creative review meeting.

Stay in character. Begin the meeting now.
```

Learning Focus: - Client relationship management - Creative feedback delivery - Brand strategy alignment - Balancing creative vision with business objectives

43.11   Accounting

43.11.1   Level 2: Multiple Stakeholder Personas

Context: An accounting firm handling a complex audit with multiple client stakeholders.

The Cast: 1. **Michael Chen** (Client CFO) - Focused on financial reporting accuracy, concerned about regulatory compliance 2. **Sarah Williams** (Client Controller) - Detail-oriented, worried about internal control weaknesses 3. **David Park** (Audit Partner) - Experienced, values thoroughness but mindful of budget constraints 4. **Lisa Thompson** (Audit Manager) - Your direct supervisor, balancing quality and efficiency

Example Persona: Client CFO

```
You are Michael Chen, CFO of TechManufacturing Inc.

COMPANY CONTEXT:
TechManufacturing produces industrial equipment. Recent rapid growth has strained financial syste

MICHAEL'S BACKGROUND:
- 45 years old, former Big 4 audit partner
- Joined TechManufacturing 3 years ago for the IPO opportunity
- Strong technical accounting knowledge but limited operations experience
- Under pressure from board to ensure flawless financials

CURRENT AUDIT ISSUES:
- Revenue recognition disputes on long-term contracts
- Inventory valuation concerns due to obsolete stock
- Related party transactions that need careful disclosure

MICHAEL'S PERSONA:
- Professional and collaborative but firm on accounting principles
- Appreciates thorough analysis but concerned about audit delays
- Will challenge audit findings if they impact reported earnings
- Values transparency and will be more cooperative with clear explanations

YOUR ROLE:
I am the audit senior conducting fieldwork. This is our discussion of audit findings.

Stay in character. Begin now.
```

Learning Focus: - Multi-stakeholder audit management - Technical accounting judgment - Client relationship navigation - Risk assessment and communication

43.12   Business Analytics

43.12.1   Level 3: Persistent Context

Context: A retail analytics team managing customer data and insights over multiple quarters.

Sequential Assignment Structure: - Month 1-2: Initial data assessment and dashboard design - **Month 3-4:** Customer segmentation analysis and campaign recommendations - **Month 5-6:** Performance tracking and optimization recommendations - **Month 7:** Final presentation to executive team

Example Persistent Context Injection:

```
CONTEXT FROM PREVIOUS MONTHS:

Month 1: You designed initial customer analytics dashboard. The executive team approved

Month 2: You completed customer segmentation analysis identifying 5 key personas. Marke

Month 3: Campaign results show 40% lift in engagement for Persona A but only 15% for Pe

Month 4 (NOW): You're preparing optimization recommendations. The marketing budget for

Use this context in your responses. Remember previous discussions about data quality, s
```

Learning Focus: - Longitudinal data strategy development - Stakeholder communication of complex analytics - Iterative improvement based on results - Business value demonstration

43.13   Tourism & Hospitality

43.13.1   Level 4: Dynamic Events

Context: A hotel management company dealing with seasonal fluctuations and external events.

Dynamic Event Example:

```
COMPANY UPDATE - SEASONAL CRISIS:

A major sporting event in the city has caused unprecedented demand. Hotel occupancy is

NEW CONTEXT AFFECTING ALL PERSONAS:
- Front desk managers are overwhelmed with guest complaints
- Housekeeping staff are working double shifts
- Revenue managers must decide whether to implement surge pricing
- Guest experience team is fielding social media backlash
```

All personas should reflect increased stress, fatigue, and the pressure of maintaining service st
event recovery and reputation.

Semester-Long Project Structure: | Week | Event | Student Task | |—|—|—|
| 1-2 | Pre-season planning | Staff scheduling and inventory management | | 3-4
| Peak season begins | Service quality monitoring and complaint resolution | |
5-6 | External event impact | Crisis management and resource allocation | | 7-8 |
Post-event recovery | Customer retention and staff morale initiatives | | 9-10 |
Off-season transition | Cost optimization and strategic planning |

Learning Focus: - Crisis management in hospitality - Seasonal business cycle
navigation - Service quality maintenance under pressure - Stakeholder communi-
cation during uncertainty

43.14 Information Systems

43.14.1 Multi-Level Integration

Context: An IT department managing a major system implementation across
the organization.

Level 1 Setup:

```
You are Dr. Amanda Foster, Chief Information Officer of GlobalHealth Systems.

COMPANY CONTEXT:
GlobalHealth manages electronic health records for multiple hospitals. They're implementing a new

AMANDA'S BACKGROUND:
- 42 years old, former hospital CIO
- Strong technical background but patient-focused
- Concerned about clinical workflow disruption
- Must balance innovation with patient safety

CURRENT CHALLENGE:
The new portal system is behind schedule. Clinical staff are resisting training, citing patient c

AMANDA'S PERSONA:
- Collaborative but decisive
- Values clinical input but understands technical constraints
- Will advocate for patients but recognizes business realities
- Responds well to data-driven change management plans

YOUR ROLE:
I am the IT project manager. This is our weekly status meeting.

Stay in character. Begin now.
```

Progressive Complexity: - **Level 2:** Add clinical department heads, IT team members, and vendor representatives - **Level 3:** Implementation spans multiple weeks with persistent issues and evolving stakeholder positions - **Level 4:** External events like software vendor issues or regulatory changes affect the project

Learning Focus: - Large-scale IT project management - Change management in healthcare settings - Technical and clinical stakeholder alignment - Risk management and contingency planning

43.15   Management

43.15.1   Comprehensive Leadership Simulation

Context: A manufacturing company where students act as plant managers handling operational and people challenges.

Full Cast Example: 1. **Production Manager** - Focused on efficiency, frustrated with quality issues 2. **Union Representative** - Advocates for worker safety and fair treatment 3. **Quality Control Lead** - Technical expert, concerned about compliance 4. **HR Business Partner** - Supports people initiatives, mediates conflicts 5. **Finance Controller** - Monitors costs, pushes for productivity improvements

Dynamic Scenario Evolution: - **Quarter 1:** Production targets missed due to equipment failures - **Quarter 2:** Quality issues lead to product recalls and customer complaints - **Quarter 3:** Union grievances about working conditions emerge - **Quarter 4:** Cost reduction initiatives create morale challenges

Learning Focus: - Multi-functional leadership - Conflict resolution across departments - Strategic decision-making under uncertainty - Organisational change leadership

43.16   Adapting Virtual Companies Across Disciplines

43.16.1   Discipline-Specific Considerations

Marketing & Creative Industries: - Focus on stakeholder management and creative feedback - Emphasize brand consistency and campaign ROI - Include client relationship dynamics and agency politics

Accounting & Finance: - Stress regulatory compliance and risk management - Include technical accounting debates and audit evidence evaluation - Focus on client relationships and professional skepticism

Business Analytics: - Emphasize data quality, methodology, and interpretation

- Include stakeholder communication of complex findings - Focus on business value creation and iterative improvement

Tourism & Hospitality: - Highlight service quality and customer experience - Include seasonal and external event management - Focus on operational efficiency and staff morale

Information Systems: - Stress technical constraints and business requirements alignment - Include change management and user adoption challenges - Focus on project management and risk mitigation

Management: - Emphasize cross-functional collaboration and conflict resolution - Include strategic decision-making and organisational change - Focus on leadership development and team dynamics

43.16.2 Implementation Tips by Discipline

Starting Points: - **Marketing:** Begin with client-agency relationship simulations - **Accounting:** Start with audit engagement scenarios - **Analytics:** Focus on data project lifecycles - **Hospitality:** Use service recovery scenarios - **IT:** Begin with system implementation challenges - **Management:** Start with operational decision-making

Assessment Customization: Adapt the grading rubric to emphasize discipline-specific competencies while maintaining core HR/management skills like communication, analysis, and stakeholder management.

43.17 Common Questions

Q: Won't students compare notes and just copy each other's approaches?

A: The beauty of AI personas is that they respond dynamically. Even if two students use similar approaches, their conversations will diverge based on specific wording, tone, and follow-up questions. Additionally, you're grading the quality of their thinking and justification, not just whether they got a particular outcome.

Q: What if a student gets "stuck" and the conversation goes nowhere?

A: Build a "reset" option into the assignment. Students can restart the conversation once if needed, but they must reflect on why the first attempt failed. This teaches recovery from mistakes,an important professional skill.

Q: How much time does this take to set up?

A: Initial setup for Level 1 (single persona): 1-2 hours to write a detailed Master Prompt and test it.

Level 2 (multiple personas): 3-4 hours to create the full cast and ensure consistency.

Level 3-4: Ongoing time investment, but you're building reusable assets.

Q: Can I use the same scenarios year after year?

A: Yes! Unlike traditional case studies that students might find online, AI simulations are dynamic,each student's experience is unique. However, you should refresh and refine your prompts based on what you learn from each cohort.

43.18 The Vision: Business Education Transformed

Imagine your graduates leaving university having:

- Conducted dozens of difficult conversations in safe, realistic environments
- Managed complex scenarios with conflicting stakeholder interests
- Made strategic decisions in their field and seen their consequences unfold
- Practiced recovery from mistakes without real-world harm
- Developed confidence in their professional judgment
- Experienced emergent complexity in professional contexts

This is what virtual company simulations can achieve. It's not replacing traditional teaching,it's adding a layer of experiential learning that was previously impossible at scale.

43.19 Your Action Step

Before the next chapter, decide your level of ambition:

Conservative Start: Create one Level 1 persona (single character) for a single assignment. Test it in one class.

Moderate Start: Create a Level 2 scenario (3-4 personas) for a major assignment worth 20-30% of the final grade.

Ambitious Start: Design a semester-long Level 3 simulation with persistent context across multiple assignments.

Choose what feels manageable for your current teaching load and technical comfort level. You can always scale up later.

Next Chapter Preview: In the next chapter, we shift from "how to use AI tools" to "how to rethink assessment." We'll explore the fundamental difference between assessing **process** (professional methodology) versus **product** (theoretical knowledge), and show you several complete assessment models that can be adapted across disciplines. This is where AI-enhanced teaching transforms into AI-enhanced assessment.

Chapter 44

Designing an AI-Integrated Unit

44.1 Beyond Individual Assignments: Whole-Unit Design

The previous chapters showed you how to create individual AI-enhanced assignments. But the real power of AI in education emerges when you design an entire unit,a complete semester's learning,with AI integration from the start.

This isn't about "adding AI" to an existing unit. It's about **redesigning with AI as a pedagogical partner**, creating learning experiences that weren't previously possible.

This chapter walks through complete unit design using backwards design principles, showing you how to scaffold student learning from "first encounter with AI" to "competent professional use."

44.2 The Backwards Design Approach

44.2.1 Step 1: Define Learning Outcomes (AI-Neutral)

Start here, always. What should students be able to do by the end of the unit?

Example Unit: HRMT3004 - Workplace Conflict and Resolution (Third-year undergraduate)

Learning Outcomes: 1. Analyse workplace conflicts using conflict resolution theory and organisational justice frameworks 2. Conduct fair, impartial

investigations of workplace complaints 3. Demonstrate effective communication in difficult conversations (de-escalation, active listening, empathy) 4. Design and facilitate conflict resolution interventions appropriate to context 5. Apply relevant employment law and procedural fairness principles 6. Reflect critically on own practice and identify areas for development

Note: These outcomes don't mention AI. They describe professional competencies. AI is the *means*, not the *end*.

Other discipline examples: The same principle applies whether you're designing a Marketing, Accounting, Supply Chain, or Management unit,define what professionals need to *do*, not how they'll do it.

44.2.2 Step 2: Design Assessments (How Will Students Demonstrate Mastery?)

Using the process-based assessment principles from Chapter 7, design assessments that make professional competence visible.

Assessment 1: Investigation Interview Simulation (25%) - **What:** Students conduct simulated investigation interview with AI persona, submit transcript + process audit - **Assesses:** Learning outcomes 2, 3, 5, 6 - **Due:** Week 6 (mid-semester) - **Why this timing:** Gives students foundational practice before more complex work

Assessment 2: Conflict Resolution Portfolio (40%) - **What:** Students design intervention for multi-stakeholder conflict, conduct simulated mediation/facilitation, write reflective analysis - **Assesses:** Learning outcomes 1, 3, 4, 6 - **Due:** Week 11 - **Why this timing:** Builds on skills from Assessment 1, integrates theory from mid-semester content

Assessment 3: Research Essay (Critical Analysis) (35%) - **What:** Critical analysis of conflict resolution approaches in specific organisational contexts (e.g., remote work, culturally diverse teams, union environments) - **Assesses:** Learning outcomes 1, 5 - **Due:** Week 13 (exam period) - **Why this timing:** Synthesizes learning from entire semester - **AI integration:** Students use AI for literature synthesis and draft feedback (Chapter 5 self-assessment model)

44.2.3 Step 3: Map Learning Activities (How Will Students Prepare for Assessments?)

Now design the week-by-week learning journey that scaffolds students from novice to competent.

Key principle: Gradually increase complexity of AI interaction while building skill.

44.3 Complete 12-Week Unit Design Example

44.3.1 Week 1: Introduction to Conflict and Introduction to AI

Learning Focus: Understand types of workplace conflict, introduce AI as learning tool

Content: - Lecture: Sources and types of workplace conflict - Workshop: Conflict analysis frameworks (task vs. relationship conflict, etc.)

AI Activity (Low stakes, introductory):

```
In-class demonstration:
- Show students a simple conflict scenario
- Use AI to generate 3 different stakeholder perspectives on the same incident
- Discuss: "How can seeing multiple perspectives help us understand conflict?"
```

Purpose: - Students see AI in action (demystify) - Understand AI can help explore complexity - No pressure,just observation

Student Task: - Install ChatGPT or Claude - Complete the "Getting Started" tutorial (Chapter 2 exercise) - Submit screenshot showing they successfully generated a simple HR scenario

---

44.3.2 Week 2: Conflict Theory and AI Exploration

Learning Focus: Apply conflict theory; practice writing prompts

Content: - Lecture: Conflict resolution theories (interest-based, transformative, etc.) - Workshop: Analysing conflict through theoretical lenses

AI Activity (First hands-on practice):

```
Assignment: Theory Application Practice (ungraded)
- Students receive a workplace conflict scenario
- Use AI to analyse the conflict through 2 different theoretical frameworks
- Write 300 words comparing the insights each theory provides
- Submit both the AI conversation and their reflection
```

Purpose: - Students practice prompt writing - Students evaluate AI's theoretical analysis - Low-stakes experimentation - Lecturer can see who needs prompt-writing help

---

44.3.3   Week 3: Communication Skills for Conflict

Learning Focus: Active listening, empathetic communication, managing emotion

Content: - Lecture: Communication theory and de-escalation techniques - Workshop: Communication analysis (watch video examples, critique)

AI Activity (First simulation):

```
Practice Simulation (ungraded, but required):
- Students conduct 5-minute conversation with AI playing "frustrated employee"
- Focus: Practice de-escalation language
- Students can retry as many times as they want
- Submit their best attempt + 200-word reflection: "What did I learn about my communica
```

Purpose: - First taste of "flight simulator" - Builds confidence before graded assessment - Students realise they can practice privately and improve

---

44.3.4   Week 4: Legal Framework and Procedural Fairness

Learning Focus: Natural justice, procedural fairness, relevant legislation

Content: - Lecture: Legal obligations in workplace investigations - Workshop: Case studies of procedural failures and consequences

AI Activity (Legal application practice):

```
Formative Exercise:
- AI generates 5 short investigation scenarios
- For each, students identify: What legal principle is at risk? What should HR do?
- Immediate AI feedback on their responses
- Students retry until they achieve 100%
```

Purpose: - Spaced repetition of legal knowledge - Students can practice until mastery (not time-limited) - AI provides immediate correction

---

44.3.5   Week 5: Investigation Skills

Learning Focus: Conducting fair, thorough workplace investigations

Content: - Lecture: Investigation methodology and common pitfalls - Workshop: Planning an investigation (what questions, what order, what documentation)

AI Activity (Assessment preparation):

```
Scaffolded practice for Assessment 1:
- Students receive the persona they'll encounter in Assessment 1 (preview)
- Conduct practice interview
```

```
- Generate AI critique
- Revise approach
- Conduct second practice interview
```

Purpose: - Direct preparation for upcoming assessment - Students enter Assessment 1 having already practiced - Reduces anxiety, improves quality

---

44.3.6 Week 6: Assessment 1 Due - Investigation Interview Simulation

No new content this week,focus on assessment

Students submit: 1. Transcript of investigation interview with AI persona 2. Process audit document analysing their own performance 3. 500-word reflection on learning

Teaching focus this week: - Availability for consultation/questions - Technical support for any AI access issues

---

44.3.7 Week 7: Feedback Week + Mediation Theory

Learning Focus: Understanding Assessment 1 feedback; introduction to mediation

Content: - Return Assessment 1 with feedback - Lecture: Mediation and facilitation approaches - Workshop: Compare mediation models (evaluative, facilitative, transformative)

AI Activity (Exploring alternatives):

```
Scenario Exploration:
- Students receive a conflict scenario suitable for mediation
- Use AI "Pros and Cons" technique (Chapter 3) to evaluate which mediation approach is best
- In-class discussion: Did different students reach different conclusions? Why?
```

Purpose: - Recover from assessment submission - Introduce new content at moderate cognitive load - Build toward Assessment 2

44.3.8 Week 8: Facilitation Skills

Learning Focus: Facilitation techniques for multi-party conflict

Content: - Lecture: Managing multi-stakeholder conversations - Workshop: Power dynamics, coalition-building, impasse-breaking

AI Activity (Complex simulation introduction):

```
Multi-party simulation practice:
- Students manage conversation between 2 AI personas in conflict
- Practice balancing airtime, managing interruptions, keeping focus
- Ungraded but highly recommended for Assessment 2 preparation
```

Purpose: - Increase complexity (now managing 2 personas, not 1) - Build skills for Assessment 2 - Students who struggled with Assessment 1 get redemption opportunity

---

44.3.9   Week 9: Cultural and Ethical Considerations

Learning Focus: Cross-cultural conflict, ethical dilemmas, bias awareness

Content: - Lecture: Cultural dimensions in conflict (individualism/collectivism, face-saving, etc.) - Workshop: Ethical dilemmas in conflict resolution (confidentiality, power imbalances, organisational pressure)

AI Activity (Critical evaluation):

```
AI Ethics Exercise:
- AI generates a conflict resolution plan
- Students critique it for:
  - Cultural insensitivity
  - Ethical gaps
  - Bias toward organisational interests over fairness
- Write memo explaining what AI got wrong and why
```

Purpose: - Develop critical oversight of AI - Connect theory (cultural frameworks, ethics) to practice - Prepare for Assessment 2 cultural/ethical analysis

---

44.3.10   Week 10: Designing Interventions

Learning Focus: Strategic planning for conflict resolution

Content: - Lecture: Matching interventions to conflict type and context - Workshop: Intervention design process

AI Activity (Assessment 2 preparation):

```
Portfolio Development:
- Students begin working on Assessment 2
- Use AI to generate multiple intervention options for their chosen scenario
- Bring draft analysis to workshop for peer feedback
```

Purpose: - Structured time for assessment work - Peer learning and feedback - Lecturer can identify students who need additional support

---

44.3.11 Week 11: Assessment 2 Due - Conflict Resolution Portfolio

Students submit: 1. Conflict analysis and intervention design (written component) 2. Transcript(s) of simulated intervention (conversation with AI personas) 3. Reflective analysis integrating theory and evaluating their practice

---

44.3.12 Week 12: Contemporary Issues and Research Essay Support

Learning Focus: Emerging trends in workplace conflict; research essay preparation

Content: - Lecture: Special topics (remote work conflict, AI in HR, gig economy disputes) - Workshop: Research essay planning and literature review strategies

AI Activity (Research support):

```
Essay development support:
- Students use AI to identify key literature on their chosen topic
- Use AI self-assessment tool to check essay plan
- Optional: Book consultation with lecturer to discuss draft
```

Purpose: - Support final assessment - Lighter week (no new major concepts) - Celebrate semester's learning

---

44.3.13 Week 13: Assessment 3 Due - Research Essay

Students submit critical analysis essay.

44.4 The Scaffolding Progression Model

Notice how AI integration increases in complexity:

Week	AI Complexity	Student Agency	Stakes
1-2	Observation— simple prompts	Low (following instructions)	None (ungraded)
3-4	Single persona— structured scenarios	Medium (some choice in approach)	Low (formative)

Week	AI Complexity	Student Agency	Stakes
5-6	Graded simulation—self-assessment	High (must plan and execute)	Medium (25% of grade)
7-9	Multi-persona—ethical critique	High (designing interventions)	Preparation for high-stakes
10-11	Complex portfolio with multiple components	Very high (strategic choices)	High (40% of grade)
12-13	AI as research assistant	Very high (independent work)	High (35% of grade)

This progression develops: 1. **Technical comfort** (Weeks 1-2) 2. **Basic AI literacy** (Weeks 3-4) 3. **Applied competence** (Weeks 5-8) 4. **Critical oversight** (Weeks 9-11) 5. **Independent professional use** (Weeks 12-13)

44.5   Balancing AI and Non-AI Activities

Important: Not everything should involve AI.

44.5.1   This unit includes traditional elements:

- **Lectures:** Content delivery (theory, legal frameworks, research findings)
- **Workshops:** Peer discussion, case analysis, group problem-solving
- **Readings:** Textbook chapters, journal articles, policy documents
- **Live role-play:** At least 1-2 in-person practice sessions for social learning
- **Guest speaker:** Practicing mediator or workplace investigator
- **Reflective journaling:** Weekly reflections on learning (not AI-assessed)

44.5.2   The 60/40 rule:

Aim for approximately: - **60% traditional teaching and learning activities** - **40% AI-enhanced activities**

This ensures students develop both technological proficiency and traditional professional skills (working with humans, not just chatbots).

44.6 Supporting Student AI Literacy Development

Across the semester, explicitly teach AI literacy:

44.6.1 Week 1: What AI Is (and Isn't)

- AI as pattern generator, not intelligence
- Strengths and limitations
- When to trust vs. verify

44.6.2 Week 4: Advanced Prompting

- How to write effective prompts
- Troubleshooting poor responses
- Iterating to improve results

44.6.3 Week 7: Critical Evaluation

- How to spot AI errors
- When AI oversimplifies
- Recognizing bias in AI outputs

44.6.4 Week 9: Professional Ethics

- Accountability when using AI tools
- When to use AI vs. when human judgment is essential
- Transparent vs. hidden AI use

By semester's end, students haven't just used AI,they've developed **AI literacy as a professional competency**.

44.7 Unit Outline Template (for Your Own Design)

Use this template to design your AI-integrated unit:

44.7.1 UNIT INFORMATION

- Unit code and title:
- Year level and semester:
- Credit points:
- Prerequisites:

44.7.2 LEARNING OUTCOMES (AI-neutral)

1.
2.
3.
4.
5.

44.7.3 ASSESSMENT SUMMARY

Assessment	Weight	Due Week	AI Integration	Outcomes Assessed

44.7.4 WEEKLY SCHEDULE

Week [X]: [Topic] - Learning focus: - Content delivery: - AI activity: - Purpose:
- Preparation for next week:

[Repeat for 12-13 weeks]

44.7.5 AI LITERACY PROGRESSION

- Weeks 1-3: foundational skills
- Weeks 4-6: [applied practice]
- Weeks 7-9: [critical evaluation]
- Weeks 10-13: [independent professional use]

44.7.6 BALANCE CHECK

- Traditional activities: [%]
- AI-enhanced activities: [%]
- Justification for this balance:

44.7.7 STUDENT SUPPORT

- Resources provided for AI access:
- Technical support available:
- Academic support for AI use:
- Equity considerations addressed:

44.8 Common Design Mistakes to Avoid

44.8.1 Mistake 1: "AI for AI's Sake"

Problem: Including AI because it's trendy, not because it serves learning outcomes. **Solution:** Every AI activity must clearly connect to a learning outcome. If you can't justify it pedagogically, remove it.

44.8.2 Mistake 2: All or Nothing

Problem: Either avoiding AI entirely or making everything AI-based. **Solution:** Balance. Use AI where it adds value (simulation, feedback, practice) and traditional methods where they're superior (peer learning, live practice, social skills).

44.8.3 Mistake 3: Assuming Technical Competence

Problem: Expecting students to figure out AI tools independently. **Solution:** Explicitly teach prompt writing, troubleshooting, critical evaluation. Scaffold technical skills just like you scaffold content knowledge.

44.8.4 Mistake 4: No Progression

Problem: Same level of AI complexity all semester. **Solution:** Design deliberate progression from simple to complex, guided to independent, low-stakes to high-stakes.

44.8.5 Mistake 5: Ignoring Equity

Problem: Assuming all students have equal access to AI tools, devices, internet. **Solution:** Provide alternatives (lab access, in-class time for AI activities), use university-subscribed tools where possible, ensure core learning is accessible without premium AI access.

44.9 Aligning Unit Design with Program Goals

Your unit doesn't exist in isolation,it's part of a degree program.

44.9.1 Consider:

Vertical integration: - What AI skills do students bring from earlier units? - What AI competencies will later units assume? - How does your unit scaffold toward program-level AI literacy?

Horizontal integration: - What other units are students taking concurrently? - Could you coordinate AI activities across multiple units? - Are there opportunities for cross-unit projects?

Program-level graduate capabilities: - How does your AI integration support overarching graduate capabilities? - Communication? Critical thinking? Professional practice? Technological proficiency?

44.10   Communicating the Design to Students

Students need to understand the pedagogical design,it helps them engage meaningfully.

44.10.1   First lecture (explain the approach):

"This unit uses AI tools as part of your learning. Here's why:

In your [professional field] careers, you'll use AI for analysis, strategy development, decision support, and other professional tasks. Our job is to prepare you to use those tools competently and ethically.

You'll notice the AI activities progress across the semester: - Early weeks: You'll practice basic skills in safe, low-stakes environments - Mid-semester: You'll apply those skills in realistic scenarios for assessment - Late semester: You'll use AI independently as a professional tool

By the end, you'll have practiced complex professional scenarios dozens of times,something that would be impossible without AI. You'll also know when to trust AI, when to question it, and when human judgment must override technology.

This isn't about making your degree easier. It's about preparing you for professional practice in an AI-augmented world."

44.10.2   In your unit outline (be explicit):

Include a section titled **"AI Integration in This Unit"** that explains: - Why AI is used - How it supports learning outcomes - What skills students will develop - Expectations for academic integrity - Support available

---

44.11   Evaluating Your AI-Integrated Unit

After the semester, evaluate systematically:

44.11.1   Student learning evidence:

- Did assessment results improve compared to previous semesters?
- Did students demonstrate competencies that previous cohorts struggled with?
- What does student work reveal about their AI literacy development?

44.11.2   Student feedback:

- Survey: How useful was AI for your learning? (1-5 scale)
- What AI activities were most valuable?
- What AI activities felt like "busy work"?
- Do you feel more prepared for professional practice?

44.11.3   Your experience:

- Did AI integration save or cost you time overall?
- What worked better than expected? Worse?
- What would you change next semester?
- What would you keep?

44.11.4   Iterate and refine based on evidence.

44.12   Cross-Discipline Unit Design Examples

The backwards design approach can be adapted for any business discipline. Below are examples showing how to design AI-integrated units across different professional contexts.

44.13   Marketing

44.13.1   Unit: Digital Marketing Strategy and Analytics

Learning Outcomes (AI-Neutral): 1. Analyse market data and consumer behaviour patterns 2. Develop data-driven marketing strategies and campaigns 3. Evaluate campaign performance using analytics frameworks 4. Communicate marketing insights to diverse stakeholders 5. Apply ethical considerations in digital marketing practices 6. Demonstrate critical evaluation of marketing technology tools

Assessment Structure: - **Assessment 1 (25%):** Market Analysis Simulation - Students conduct AI stakeholder consultation to gather requirements, submit analysis + process audit - **Assessment 2 (40%):** Campaign Strategy Portfolio - Students design multi-channel campaign using AI for competitor analysis and

creative ideation, with critical evaluation of AI recommendations - **Assessment 3 (35%):** Campaign Performance Analysis - Students evaluate real campaign data using AI for initial insights, then provide critical analysis and strategic recommendations

Weekly Progression Example: - **Weeks 1-2:** Consumer behaviour theory + AI prompt basics (market research scenarios) - **Weeks 3-4:** Analytics frameworks + AI data analysis practice (campaign metrics evaluation) - **Weeks 5-6:** Assessment 1 - Stakeholder consultation simulation - **Weeks 7-8:** Creative strategy + AI ideation tools (campaign concept generation) - **Weeks 9-10:** Digital channels + AI competitor analysis (strategy development) - **Weeks 11-12:** Assessment 2 - Strategy portfolio + performance analysis preparation - **Week 13:** Assessment 3 - Critical evaluation of marketing analytics

Key AI Integration Points: - Consumer persona development and validation - Competitor analysis and market trend identification - Campaign performance prediction and optimization recommendations - Creative concept evaluation and stakeholder feedback simulation

44.14   Accounting

44.14.1   Unit: Advanced Audit and Assurance

Learning Outcomes (AI-Neutral): 1. Apply professional auditing standards and ethical principles 2. Design risk-based audit procedures and testing strategies 3. Evaluate internal controls and assess control effectiveness 4. Communicate audit findings to diverse stakeholders 5. Demonstrate professional skepticism and critical analysis 6. Apply data analytics in audit planning and execution

Assessment Structure: - **Assessment 1 (25%):** Risk Assessment Simulation - Students conduct AI client consultation to understand business processes, submit risk analysis + process audit - **Assessment 2 (40%):** Audit Planning Portfolio - Students develop comprehensive audit plan using AI for initial risk assessment and procedure generation, with critical evaluation of AI recommendations - **Assessment 3 (35%):** Audit Findings Report - Students analyse audit evidence using AI for pattern identification, then provide professional audit conclusions and recommendations

Weekly Progression Example: - **Weeks 1-2:** Audit standards and ethics + AI prompt basics (control environment analysis) - **Weeks 3-4:** Risk assessment frameworks + AI risk analysis practice (business process evaluation) - **Weeks 5-6:** Assessment 1 - Client consultation simulation - **Weeks 7-8:** Audit procedures + AI testing strategy generation (sampling and testing approaches) - **Weeks 9-10:** Data analytics + AI audit data analysis (anomaly detection and trend analysis) - **Weeks 11-12:** Assessment 2 - Audit planning portfolio + findings analysis preparation - **Week 13:** Assessment 3 - Professional audit reporting and stakeholder communication

Key AI Integration Points: - Risk assessment and materiality evaluation - Internal control design and testing procedure generation - Audit evidence analysis and pattern recognition - Stakeholder communication and audit finding presentation

44.15 Business Analytics

44.15.1 Unit: Strategic Business Intelligence

Learning Outcomes (AI-Neutral): 1. Apply statistical and analytical methods to business problems 2. Design and implement data collection and analysis frameworks 3. Interpret complex data sets and communicate insights effectively 4. Evaluate analytical model validity and limitations 5. Apply ethical considerations in data analysis and reporting 6. Develop data-driven business strategies and recommendations

Assessment Structure: - **Assessment 1 (25%):** Stakeholder Requirements Analysis - Students conduct AI consultation to understand business needs, submit requirements analysis + process audit - **Assessment 2 (40%):** Analytics Solution Portfolio - Students design comprehensive analytics solution using AI for initial model development and testing, with critical evaluation of AI approaches - **Assessment 3 (35%):** Strategic Insights Report - Students analyse complex business data using AI for initial insights, then provide strategic recommendations and implementation plans

Weekly Progression Example: - **Weeks 1-2:** Data fundamentals and ethics + AI prompt basics (data quality assessment) - **Weeks 3-4:** Statistical methods + AI analysis practice (hypothesis testing and validation) - **Weeks 5-6:** Assessment 1 - Requirements analysis simulation - **Weeks 7-8:** Machine learning concepts + AI model development (predictive modeling approaches) - **Weeks 9-10:** Data visualization + AI dashboard design (insights communication) - **Weeks 11-12:** Assessment 2 - Analytics portfolio + strategic analysis preparation - **Week 13:** Assessment 3 - Business intelligence reporting and strategic recommendations

Key AI Integration Points: - Data quality assessment and cleansing recommendations - Statistical model selection and validation - Predictive analytics and forecasting - Business intelligence dashboard design and user experience

44.16 Tourism & Hospitality

44.16.1 Unit: Strategic Hospitality Management

Learning Outcomes (AI-Neutral): 1. Analyse hospitality market trends and competitive dynamics 2. Develop customer experience strategies and service innovations 3. Apply revenue management and operational optimization techniques 4. Evaluate service quality and customer satisfaction metrics 5. Demonstrate

cultural competence in global hospitality contexts 6. Design sustainable and ethical hospitality practices

Assessment Structure: - **Assessment 1 (25%):** Guest Experience Consultation - Students conduct AI guest/stakeholder consultation to understand service expectations, submit analysis + process audit - **Assessment 2 (40%):** Service Innovation Portfolio - Students design comprehensive service improvement strategy using AI for trend analysis and idea generation, with critical evaluation of AI recommendations - **Assessment 3 (35%):** Operational Strategy Report - Students analyse hospitality performance data using AI for initial insights, then provide strategic recommendations and implementation plans

Weekly Progression Example: - **Weeks 1-2:** Hospitality fundamentals + AI prompt basics (service quality assessment) - **Weeks 3-4:** Customer experience theory + AI feedback analysis practice (sentiment and trend analysis) - **Weeks 5-6:** Assessment 1 - Guest consultation simulation - **Weeks 7-8:** Revenue management + AI pricing optimization (demand forecasting and dynamic pricing) - **Weeks 9-10:** Service innovation + AI trend analysis (market opportunity identification) - **Weeks 11-12:** Assessment 2 - Innovation portfolio + strategy development preparation - **Week 13:** Assessment 3 - Operational strategy and performance optimization

Key AI Integration Points: - Customer sentiment analysis and experience mapping - Revenue optimization and demand forecasting - Competitive intelligence and market trend analysis - Service innovation ideation and concept validation

44.17   Information Systems

44.17.1   Unit: Enterprise Systems Implementation

Learning Outcomes (AI-Neutral): 1. Analyse business requirements for technology solutions 2. Design and implement enterprise system architectures 3. Manage organisational change and user adoption processes 4. Evaluate system performance and security considerations 5. Apply project management methodologies in IT contexts 6. Demonstrate ethical use of technology and data governance

Assessment Structure: - **Assessment 1 (25%):** Requirements Gathering Simulation - Students conduct AI stakeholder consultation to understand system needs, submit requirements analysis + process audit - **Assessment 2 (40%):** System Design Portfolio - Students develop comprehensive system solution using AI for initial architecture design and risk assessment, with critical evaluation of AI recommendations - **Assessment 3 (35%):** Implementation Strategy Report - Students analyse system implementation challenges using AI for initial planning, then provide strategic recommendations and change management plans

Weekly Progression Example: - **Weeks 1-2:** Systems analysis fundamentals

+ AI prompt basics (requirements documentation) - **Weeks 3-4:** System design principles + AI architecture practice (solution design and evaluation) - **Weeks 5-6:** Assessment 1 - Requirements gathering simulation - **Weeks 7-8:** Project management + AI risk assessment (implementation planning and contingency development) - **Weeks 9-10:** Change management + AI adoption analysis (user training and communication strategies) - **Weeks 11-12:** Assessment 2 - System design portfolio + implementation preparation - **Week 13:** Assessment 3 - Strategic implementation and governance planning

Key AI Integration Points: - Requirements elicitation and stakeholder analysis - System architecture design and technology evaluation - Risk assessment and mitigation strategy development - Change management and user adoption planning

44.18 Management

44.18.1 Unit: Strategic Leadership and Change Management

Learning Outcomes (AI-Neutral): 1. Analyse organisational dynamics and stakeholder relationships 2. Develop strategic change management and leadership plans 3. Apply conflict resolution and negotiation techniques 4. Evaluate organisational culture and employee engagement 5. Demonstrate ethical leadership and decision-making 6. Design performance management and development systems

Assessment Structure: - **Assessment 1 (25%):** Organisational Assessment Consultation - Students conduct AI stakeholder consultation to understand organisational dynamics, submit analysis + process audit - **Assessment 2 (40%):** Change Strategy Portfolio - Students design comprehensive change management plan using AI for stakeholder analysis and resistance assessment, with critical evaluation of AI recommendations - **Assessment 3 (35%):** Leadership Development Report - Students analyse leadership challenges using AI for initial assessment, then provide strategic recommendations and development plans

Weekly Progression Example: - **Weeks 1-2:** Organisational behaviour theory + AI prompt basics (stakeholder mapping) - **Weeks 3-4:** Leadership frameworks + AI assessment practice (organizational culture analysis) - **Weeks 5-6:** Assessment 1 - Organisational consultation simulation - **Weeks 7-8:** Change management + AI resistance analysis (change impact assessment) - **Weeks 9-10:** Conflict resolution + AI scenario planning (negotiation and mediation strategies) - **Weeks 11-12:** Assessment 2 - Change strategy portfolio + leadership development preparation - **Week 13:** Assessment 3 - Strategic leadership and organisational development

Key AI Integration Points: - Stakeholder analysis and relationship mapping - Organisational culture assessment and change readiness evaluation - Conflict

resolution scenario planning and strategy development - Leadership development planning and succession management

44.19   Adapting Unit Design Principles Across Disciplines

44.19.1   Common Design Elements

Progression Framework: Regardless of discipline, follow the same scaffolding progression:

- **Weeks 1-2:** Foundational content + AI basics
- **Weeks 3-4:** Core concepts + AI application practice
- **Weeks 5-6:** First assessment (simulation-based)
- **Weeks 7-9:** Advanced concepts + critical AI evaluation
- **Weeks 10-12:** Major assessment (portfolio-based)
- **Week 13:** Synthesis assessment (research/analysis-based)

Assessment Balance: Maintain similar weighting across disciplines:

- **25%:** Process-focused simulation (consultation/interview)
- **40%:** Portfolio assessment (design/strategy development)
- **35%:** Critical analysis (research/strategic evaluation)

AI Literacy Development: Include the same AI literacy progression in all disciplines:

- **Technical comfort** (prompt writing, tool navigation)
- **Applied competence** (discipline-specific applications)
- **Critical oversight** (evaluation of AI outputs)
- **Independent professional use** (strategic AI integration)

44.19.2   Discipline-Specific Considerations

Creative Fields (Marketing, Design): - Emphasize subjective evaluation and iterative refinement - Include portfolio development and presentation skills - Balance analytical and creative AI applications

Technical Fields (Accounting, IT, Analytics): - Stress accuracy, compliance, and methodological rigor - Include validation frameworks and ethical considerations - Focus on professional standards and regulatory requirements

Service Fields (Tourism, Hospitality, Management): - Emphasize stakeholder dynamics and relationship management - Include cultural competence and emotional intelligence - Focus on practical implementation and human factors

Adaptation Strategy: Start with the HR unit design as a template, then modify:

1. **Content:** Replace HR-specific topics with discipline-specific concepts
2. **Scenarios:** Adapt AI personas and contexts to discipline-appropriate situations
3. **Assessments:** Modify evaluation criteria to reflect professional standards
4. **Progression:** Maintain scaffolding structure while adjusting complexity levels

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44.20 Your Action Step

Design (or redesign) one unit using this backwards design approach:

1. **Choose a unit** you teach (or will teach)
2. **Define learning outcomes** (without mentioning AI)
3. **Design assessments** that make competence visible
4. **Map 12-week learning journey** with deliberate AI scaffolding
5. **Check balance** (60% traditional, 40% AI-enhanced)
6. **Plan equity supports** (access, alternatives, scaffolding)

Don't aim for perfection,aim for "better than what I'm currently doing."

You can refine each semester based on what you learn.

Next Chapter Preview: In the next chapter, we shift focus to postgraduate students and research contexts. You'll learn how to use AI as a research assistant,for literature review, data analysis, research question development, and critical synthesis,while maintaining academic rigor and original thinking. This is particularly relevant for research students across all disciplines.

Chapter 45

From Static to Interactive - AI-Powered Activity Transformation

45.1 The Challenge: Static Documents Don't Engage

You have a well-designed case study in Word or PDF. Students read it, maybe discuss it, then move on. The learning moment is brief and passive.

What if you could transform that static document into an interactive experience where every student actively engages with the content?

45.2 The Solution: AI-Generated Interactive HTML

45.2.1 What It Looks Like

- **Interactive case studies** with input fields for student responses
- **Decision trees** where choices lead to different outcomes

- **Reflection prompts** with saveable responses
- **Self-assessment checklists** with immediate feedback
- **Scenario simulations** with branching paths

45.2.2 Why HTML?

- **LMS-friendly** - Upload directly to Blackboard
- **No installation** - Works in any web browser
- **Accessible** - Screen reader compatible
- **Printable** - Students can save their work
- **Offline capable** - Download for later use

45.3 The Transformation Process

45.3.1 Step 1: Prepare Your Static Content

1. **Identify the document** (case study, worksheet, activity guide)
2. **Locate interaction points** (questions, decisions, reflections)
3. **Mark enhancement opportunities** (where could students input/respond?)

45.3.2 Step 2: Use AI to Generate Interactive HTML

45.3.2.1 Prompt Template for Basic Transformation

```
Transform this static [document type] into an interactive HTML webpage:

[Paste your document content here]

Create:
1. Professional HTML structure with CSS styling
2. Input fields for each question/reflection point
3. Save/print functionality for student responses
4. Professional appearance suitable for university students
5. Mobile-responsive design

Requirements:
- All CSS embedded (no external files)
- JavaScript for save/print functionality
- Clear instructions for students
- Professional academic styling
- Form validation where appropriate

Output: Complete HTML file that can be uploaded directly to Blackboard.
```

45.3.2.2 Advanced Prompt for Scenario-Based Activities

```
Create an interactive HTML simulation based on this professional scenario:
```

```
[Paste your case study/scenario]

Features needed:
1. Branching decision tree - student choices affect outcomes
2. Progress tracking - show completion status
3. Feedback system - provide guidance for each choice
4. Score/assessment summary at the end
5. Reset functionality to retry scenarios
6. Print/save complete simulation with responses

Technical requirements:
- Single HTML file (embedded CSS/JavaScript)
- Professional university styling
- Mobile-responsive design
- Accessible form elements
- Local storage for saving progress

Make it engaging but academically rigorous and appropriate for [your discipline].
```

45.4 Example Transformations

45.4.1 Before: Static Case Study

"Read the following termination scenario and answer questions 1-5…"

45.4.2 After: Interactive Simulation

- **Scenario unfolds** step-by-step
- **Student makes decisions** at key points
- **Immediate consequences** for each choice
- **Reflection prompts** after each decision
- **Complete transcript** for submission

45.4.3 Before: Worksheet

"Complete the performance review template…"

45.4.4 After: Interactive Form

- **Guided input** with help text
- **Real-time validation**
- **Example responses** for guidance
- **Save progress** functionality
- **Print-ready format**

45.5 Practical Examples by Discipline

Depending on your field, here are typical interactive transformations:

45.5.1 HR Education Examples

1. **Performance Review Simulation** - Student inputs employee performance details, gets suggestions, practices difficult conversation
2. **Policy Analysis Tool** - Student reads policy scenario, identifies compliance issues, gets immediate feedback
3. **Recruitment Decision Tree** - Student evaluates candidates, makes hiring decisions, sees consequences

45.5.2 Business & Marketing Examples

1. **Campaign Strategy Tool** - Student develops marketing campaign with budget allocation and ROI tracking
2. **Customer Segmentation Interface** - Student creates market segments with demographic targeting
3. **Competitor Analysis Matrix** - Student positions competitors and develops differentiation strategies

45.5.3 Accounting & Finance Examples

1. **Audit Planning Simulator** - Student develops audit plans with risk assessment and procedure selection
2. **Financial Analysis Tool** - Student analyzes financial statements with ratio calculations and interpretation
3. **Valuation Decision Tree** - Student applies valuation methods with assumptions and sensitivity analysis

45.5.4 Management Examples

1. **Change Management Simulator** - Student plans organisational change with stakeholder mapping
2. **Leadership Scenario Tool** - Student navigates leadership challenges with decision consequences
3. **Conflict Resolution Simulation** - Student manages team conflicts with resolution strategy selection

45.5.5 More Examples

See the Cross-Discipline Applications section below for additional detailed examples for Supply Chain, Information Systems, Tourism & Hospitality, and

Analytics.

45.6 Uploading to Blackboard

45.6.1 Simple Steps

1. **Generate HTML file** using AI prompt
2. **Test locally** - open in browser
3. **Upload to Blackboard**:
   - Create new content item
   - Attach HTML file
   - Set "Open in New Window"
4. **Student experience** - click link, interact, save/print

45.6.2 Alternative: Embed Directly

- Use Blackboard's "Create Content → HTML"
- Paste generated HTML code
- Interactive content appears directly in LMS

45.7 Design Best Practices

45.7.1 Keep It Professional

- **University branding** colors/logos
- **Clean typography** - readable fonts
- **Consistent spacing** - not cluttered
- **Academic tone** - professional language

45.7.2 Ensure Accessibility

- **Alt text** for images
- **Semantic HTML** - proper headings
- **Keyboard navigation** - tab order
- **Screen reader** compatibility

45.7.3 Mobile Optimization

- **Responsive design** - works on phones
- **Touch-friendly** - large buttons
- **Readable text** - no pinching required

45.8   Getting Started Template

45.8.1   Quick Start Prompt

I need to convert this [your discipline] activity into an interactive HTML webpage for

[Paste your activity content]

Please create:
1. Professional, clean HTML design
2. Input fields for student responses
3. Save and print functionality
4. Mobile-responsive layout
5. Instructions for students

Make it suitable for uploading to Blackboard LMS and appropriate for [your discipline]

45.8.2   Advanced Features Prompt

Enhance this interactive HTML with additional features:

[Base HTML content]

Add:
1. Progress tracking
2. Score calculation
3. Immediate feedback system
4. Branching scenarios
5. Data persistence (save progress)

Keep everything in a single HTML file.

45.9   Integration with Existing Activities

45.9.1   Activity Upgrade Path

1. **Identify static activity** (Word/PDF)
2. **Choose interaction level** (basic → advanced)
3. **Generate with AI** (using templates above)
4. **Test and refine** (browser testing)
5. **Deploy to LMS** (Blackboard upload)
6. **Collect feedback** (student experience)

45.9.2   Scaling Up

- **Start simple** - basic forms and inputs
- **Add complexity** - branching, scoring
- **Include media** - images, videos
- **Connect systems** - grade book integration

45.10   Success Stories

45.10.1   Case Study: Performance Management Unit

Before: Static PDF case study, 20% engagement **After:** Interactive simulation, 85% completion rate **Result:** Higher student satisfaction, better learning outcomes

45.10.2   Case Study: HR Policy Compliance

Before: Textbook reading, quiz assessment **After:** Interactive policy analysis tool **Result:** Deeper understanding, practical application

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45.11   Technical Tips

45.11.1   Testing Your HTML

1. **Local testing** - open file in browser
2. **Multiple browsers** - Chrome, Firefox, Safari
3. **Mobile testing** - phone/tablet view
4. **Accessibility check** - screen reader testing

45.11.2   Common Issues & Solutions

- **CSS not loading** - ensure styles are embedded
- **JavaScript errors** - check browser console
- **Save not working** - verify browser permissions
- **Mobile layout** - test responsive design

45.12   Measuring Success

45.12.1   Engagement Metrics

- **Completion rates** - students finishing activities

- **Time spent** - engagement duration
- **Interaction quality** - depth of responses
- **Replay value** - students retrying scenarios

45.12.2 Learning Outcomes

- **Knowledge retention** - better understanding
- **Skill development** - practical application
- **Critical thinking** - deeper analysis
- **Professional readiness** - workplace preparation

45.13 Continuous Improvement

45.13.1 Student Feedback Loop

1. **Collect responses** - what worked/didn't
2. **Analyze usage** - where students struggle
3. **Refine content** - improve weak areas
4. **Update annually** - keep content current

45.13.2 Technical Maintenance

- **Browser updates** - ensure compatibility
- **LMS changes** - adapt to Blackboard updates
- **Accessibility standards** - maintain compliance

45.14 Ready-to-Use Prompt Library

45.14.1 Basic Transformation

```
Convert this [document type] to interactive HTML for Blackboard:
[paste content]

Include input fields, save/print, professional styling.
```

45.14.2 Scenario Simulation

```
Create branching HTML simulation from this scenario:
[paste content]

Add decision points, consequences, feedback system.
```

45.14.3 Assessment Tool

```
Build interactive assessment from this worksheet:
[paste content]

Include scoring, feedback, progress tracking.
```

45.15 Cross-Discipline Applications: Interactive Content Transformation

The static-to-interactive transformation approach can be adapted for any business discipline. Below are examples showing how to create interactive HTML experiences across different professional contexts.

45.16 Marketing

45.16.1 Campaign Strategy Simulation

Static Content Example: - Marketing campaign case study with market analysis, target audience definition, and budget allocation decisions

Interactive Transformation:

```
<!-- Student inputs market research data -->
<!-- Selects target segments with immediate feedback -->
<!-- Makes budget allocation decisions -->
<!-- Sees campaign performance projections -->
<!-- Saves complete strategy document -->
```

AI Prompt Example:

```
Transform this marketing campaign case study into an interactive HTML simulation:

[Paste campaign case study content]

Create:
1. Market analysis input section with validation
2. Target audience selection with demographic breakdowns
3. Budget allocation sliders with real-time totals
4. Campaign performance calculator based on choices
5. Save/print functionality for completed strategy

Include marketing-specific terminology and realistic budget ranges.
```

Key Interactive Elements: - **Market sizing calculator** - students input data, get instant market potential estimates - **ROI projection tool** - budget de-

cisions show projected returns - **Competitor analysis matrix** - drag-and-drop positioning - **Campaign timeline builder** - visual scheduling with dependencies

45.17   Accounting

45.17.1   Audit Planning Tool

Static Content Example: - Audit engagement scenario with financial statement review and risk assessment requirements

Interactive Transformation:
```
<!-- Student reviews financial statements -->
<!-- Identifies risk areas with guided prompts -->
<!-- Selects audit procedures from dropdown -->
<!-- Documents rationale for each choice -->
<!-- Generates audit plan summary -->
```

AI Prompt Example:
```
Convert this audit planning scenario into an interactive HTML tool:

[Paste audit case study]

Features needed:
1. Financial statement review interface with annotation tools
2. Risk assessment checklist with scoring
3. Audit procedure selection with justification fields
4. Sample size calculator for testing
5. Professional audit report template generation

Include accounting standards references and realistic audit procedures.
```

Key Interactive Elements: - **Risk assessment matrix** - drag-and-drop risk rating system - **Materiality calculator** - quantitative thresholds with explanations - **Sampling tool** - statistical sample size determination - **Control testing workflow** - step-by-step procedure documentation

45.18   Business Analytics

45.18.1   Data Visualization Dashboard Builder

Static Content Example: - Business dataset with analysis requirements and visualization guidelines

Interactive Transformation:

```
<!-- Student explores dataset variables -->
<!-- Selects appropriate chart types -->
<!-- Configures visualization parameters -->
<!-- Interprets results with guided prompts -->
<!-- Exports analysis report -->
```

AI Prompt Example:

```
Create an interactive HTML data analysis tool from this dataset:

[Paste dataset description and analysis requirements]

Build:
1. Data exploration interface with filtering and sorting
2. Chart type recommendation system
3. Visualization parameter controls (colors, scales, labels)
4. Statistical summary generator
5. Interpretation guidance with common pitfalls

Include business analytics terminology and best practices.
```

Key Interactive Elements: - **Variable relationship explorer** - correlation matrix with explanations - **Chart recommendation engine** - suggests optimal visualizations - **Statistical test selector** - guides appropriate analysis methods - **Insight documentation tool** - structures findings and implications

45.19   Tourism & Hospitality

45.19.1   Service Recovery Scenario

Static Content Example: - Customer complaint case study with service failure analysis and recovery strategy development

Interactive Transformation:
```
<!-- Student analyzes complaint details -->
<!-- Identifies service failure type -->
<!-- Selects recovery strategy options -->
<!-- Calculates compensation recommendations -->
<!-- Documents customer communication plan -->
```

AI Prompt Example:

```
Transform this hospitality service failure scenario into an interactive recovery simulation:

[Paste complaint case study]

Create:
```

1. Complaint analysis framework with categorisation
2. Service recovery strategy selector with consequences
3. Compensation calculator with industry benchmarks
4. Communication planning tool for guest outreach
5. Follow-up tracking system

Include hospitality-specific service standards and recovery best practices.

Key Interactive Elements: - **Service failure analyzer** - categorizes complaint types with recovery implications - **Compensation matrix** - industry-standard recovery offers - **Communication composer** - templates for different guest situations - **Satisfaction prediction tool** - estimates recovery success probability

45.20 Information Systems

45.20.1 System Requirements Workshop

Static Content Example: - Business case for new IT system with stakeholder requirements and technical considerations

Interactive Transformation:

```
<!-- Student gathers stakeholder requirements -->
<!-- Prioritizes features with MoSCoW method -->
<!-- Identifies technical constraints -->
<!-- Creates implementation roadmap -->
<!-- Generates requirements specification -->
```

AI Prompt Example:

Build an interactive HTML requirements gathering workshop from this system case:

[Paste IT system case study]

Develop:
1. Stakeholder identification and interviewing interface
2. Requirements prioritization tool (MoSCoW method)
3. Technical feasibility assessment checklist
4. Implementation timeline builder with dependencies
5. Requirements traceability matrix generator

Include IT project management terminology and system development best practices.

Key Interactive Elements: - **Requirements traceability matrix** - links business needs to technical solutions - **Technical feasibility analyzer** - assesses implementation complexity - **Stakeholder influence mapping** - identifies key

decision-makers - **Project timeline visualizer** - Gantt chart builder with critical paths

45.21 Management

45.21.1 Organisational Change Simulation

Static Content Example: - Change management case study with stakeholder analysis and implementation planning

Interactive Transformation:

```
<!-- Student assesses organisational readiness -->
<!-- Maps stakeholder positions and influence -->
<!-- Develops change communication plan -->
<!-- Creates resistance management strategies -->
<!-- Tracks implementation progress -->
```

AI Prompt Example:

```
Create an interactive HTML change management simulation from this organisational case:

[Paste change management scenario]

Build:
1. Organisational readiness assessment tool
2. Stakeholder mapping interface with influence/interest matrix
3. Communication planning wizard
4. Resistance identification and mitigation selector
5. Change progress tracking dashboard

Include organisational development theory and change management frameworks.
```

Key Interactive Elements: - **Stakeholder influence mapper** - visual positioning of key players - **Change readiness calculator** - assesses organisational capacity - **Communication campaign builder** - multi-channel messaging planner - **Resistance pattern analyzer** - identifies common barriers and solutions

45.22 Adapting Interactive Transformations Across Disciplines

45.22.1 Discipline-Specific Design Considerations

Creative Fields (Marketing, Hospitality): - Emphasize visual design and user experience - Include multimedia elements (images, videos) - Focus on

subjective decision-making with guided feedback - Incorporate brand/customer experience elements

Technical Fields (Accounting, IT, Analytics): - Stress accuracy and compliance requirements - Include validation and error-checking features - Focus on methodological rigor and documentation - Incorporate industry standards and professional frameworks

Behavioural Fields (Management, Hospitality): - Emphasize stakeholder dynamics and relationships - Include emotional intelligence and communication elements - Focus on contextual decision-making - Incorporate cultural and situational factors

45.22.2   Technical Implementation Guidelines

HTML Structure Standards: - Maintain single-file approach for LMS compatibility - Ensure mobile responsiveness across all disciplines - Include accessibility features (alt text, keyboard navigation) - Embed all CSS and JavaScript for portability

Content Validation: - Test interactive elements with discipline-specific scenarios - Verify calculations and logic for technical accuracy - Ensure professional terminology and realistic constraints - Validate against industry standards and best practices

Assessment Integration: - Include progress tracking and completion indicators - Build in self-assessment features with discipline-specific criteria - Enable data export for instructor review - Support both formative (practice) and summative (graded) use

45.22.3   Scaling and Maintenance

Template Development: - Create discipline-specific HTML templates for common activities - Develop modular components that can be reused across courses - Establish design standards for professional appearance - Build prompt libraries for different interaction types

Quality Assurance: - Regular testing across different browsers and devices - Accessibility audits for compliance with university standards - Content updates to reflect current industry practices - Student feedback integration for continuous improvement

45.23 Expanding Beyond HTML: Multimedia & Visual Learning

While HTML interactive tools are powerful, they're just the beginning. AI can help transform static content into rich multimedia experiences.

45.23.1 Converting PDFs to Interactive Learning Guides (Using RAG)

The Challenge: Students have 50-page PDF reading. How do you make this interactive without asking them to read differently?

The Solution: Use AI with Retrieval-Augmented Generation (RAG) to create interactive guides from documents.

Tools: - **NotebookLM** - Google's tool for uploading documents and generating interactive guides - **Copilot with Notebooks** - MS Copilot with document integration - **Custom RAG workflows** - More advanced but fully customizable

What You Can Generate: 1. **Interactive study guides** with key concepts and discussion questions 2. **Quiz generators** - AI creates questions from the PDF 3. **Concept maps** - Visual relationship between ideas 4. **Flashcard decks** - Auto-generated from document content 5. **Lecture summaries** - AI extracts and summarizes key points 6. **Discussion prompts** - Higher-order thinking questions

Practical Example:

```
Upload: Your 30-page textbook chapter to NotebookLM
Ask: "Generate 20 multiple-choice questions at the undergraduate level"
Result: Ready-to-use quiz in minutes

Then ask: "Create a concept map showing relationships between these terms..."
Result: Visual knowledge structure for students
```

45.23.2 Generating Visual Content for Curriculum

Why: Concepts are often easier to understand visually. AI can create illustrations, diagrams, and infographics instantly.

What AI Can Generate: - **Flowcharts & process diagrams** - Visualize workflows and procedures - **Concept diagrams** - Show relationships between ideas - **Infographics** - Convert statistics into visual stories - **Business scenario illustrations** - Visual context for case studies - **Timeline graphics** - Historical or project progression visualization

Practical Applications by Discipline:

Marketing Example:

```
Prompt: "Create an infographic showing the customer journey for a SaaS product,
including awareness, consideration, purchase, and retention stages."
```

```
Result: Professional infographic showing funnel with key metrics and touchpoints
```

Supply Chain Example:

```
Prompt: "Create a flowchart showing a supply chain network with suppliers,
manufacturing, distribution centers, and retail, highlighting critical paths."
```

```
Result: Professional diagram showing complexity and dependencies
```

Finance Example:

```
Prompt: "Generate a visual diagram showing how financial ratios interconnect
(liquidity, profitability, leverage, efficiency)."
```

```
Result: Connected diagram showing relationships between ratio categories
```

45.23.3   Using AI for Video and Audio Content

Text-to-Video Tools: While AI video generation is still emerging, you can:
- Generate scripts with AI - Use AI voiceover for narration - Create video
summarization from lectures - Extract key moments from longer videos

Audio Applications: - **Podcast transcription & summarization** - Turn
lecture recordings into text guides - **AI voiceover** - Generate narration for
visual content - **Audio quiz prompts** - Create review audio for commute/gym
study - **Accessibility** - Auto-generate captions for videos

Practical Workflow:

```
1. Record lecture (video or audio)
2. Use AI to transcribe and summarize key points
3. Generate study questions from transcript
4. Create visual summary infographic
5. Combine into multimedia learning package
```

45.24   Building Interactive Learning Objects

Beyond simple HTML conversion, AI can help you build sophisticated interactive
tools specifically designed for learning.

45.24.1   Creating Interactive Quizzes & Assessments

Better than multiple-choice: Use AI to generate branching quizzes where the next question depends on the student's previous answer.

Prompt Template:

```
Create an interactive HTML quiz for [topic] at [level]:

Content:
[Paste learning material]

Requirements:
1. 10-15 questions
2. Branching paths - easier questions if students struggle, harder if they excel
3. Immediate feedback explaining correct answers
4. Progress tracking
5. Final score with learning recommendations

Make it engaging but educationally rigorous.
```

Result: Students get personalized quiz experience; you see detailed performance data.

45.24.2   Building Flashcard Systems

Traditional flashcard: Word   Definition. Effective but basic.

AI-Enhanced flashcard: AI generates multiple question formats and memory aids.

Practical Application with NotebookLM:

```
Upload: Your course readings/lecture notes
Ask NotebookLM: "Generate flashcard questions covering key concepts"

Result: Pre-made flashcards with retrieval practice optimization

Then import into Anki or Quizlet for spaced repetition learning
```

45.24.3   Creating Interactive Mind Maps & Knowledge Graphs

What it looks like: Visual web of concepts where students can click to explore connections and explanations.

How to create: 1. **Describe your topic structure** to AI 2. **Get a visual diagram** showing relationships 3. **Add interactive elements** - click a concept

to see explanation 4. **Link to resources** - connect concepts to readings, examples, videos

Prompt Example:

```
Create an interactive knowledge graph for "Supply Chain Management":

Concepts to include: Procurement, Inventory, Logistics, Demand Planning,
Supplier Relationships, Risk Management

For each concept:
1. Brief 1-sentence definition
2. 3-4 key sub-concepts
3. Real-world example
4. Link to next concepts

Format: HTML with click-to-expand nodes showing connected ideas
```

45.25 Creative Content Generation & Narrative Transformation

45.25.1 Comic Strips & Storyboards

Why: Complex scenarios are easier to understand as visual narratives.

How: AI generates text for comic panels; you add visuals (or use AI image generation).

Practical Application:

Scenario: Teaching conflict resolution in management

```
Prompt: "Create a 6-panel comic script showing a conflict between team members,
the escalation, a turning point intervention by the manager, and resolution.
Include dialogue and stage directions for each panel."

Result: Ready-to-illustrate comic script
```

Then: - Use AI image generation (DALL-E, Midjourney) for illustrations - Add dialogue using AI - Create engaging narrative learning experience

45.25.2 Interactive Scenario Sequences

Beyond simple branching: Create rich narrative scenarios that unfold based on student choices.

Example Structure:

```
SCENARIO: You're a new HR manager on your first day...

SCENE 1: You arrive at office
  - Assistant flags 3 urgent issues
  - Student chooses which to address first

SCENE 2: First situation unfolds
  - Student makes decision
  - Consequences play out
  - New complications arise

SCENE 3-4: Additional layers of complexity
  - Stakeholder reactions
  - Policy constraints
  - Budget limitations
```

Prompt for generating this:

```
Create a complex HR scenario game where students make sequential decisions
with cascading consequences:

Setup: [Describe initial situation]

Required elements:
1. 5-6 decision points
2. Multiple stakeholder perspectives shown
3. Consequences that compound (early decisions affect later options)
4. Ethical dilemmas with no perfect answer
5. Complete playthrough takes 20-30 minutes

Format: HTML game with narrative text, decision buttons, and outcome tracking.
```

45.25.3 Infographics & Visual Storytelling

Transforming data into narrative:

```
Before: "The supply chain disruption affected lead times by 45% in Q2"
After: Visual timeline showing impact progression with icons, key events,
       stakeholder reactions, and resolution
```

Prompt Template:

```
Create an interactive infographic showing [business scenario]:

Data points to visualize:
[List key numbers/facts]

Story arc:
```

```
1. Starting situation
2. Key turning points
3. Impact visualization
4. Resolution/lessons learned

Include: Timeline, key metrics, decision points, stakeholder perspectives

Make it suitable for teaching [discipline] students about [concept].
```

45.26 Advanced Interactive Tools: Building Agents & Automations (Future Capability)

Looking ahead: Once you're comfortable with static-to-interactive transformation, you can explore building custom AI agents to automate these processes.

Examples of What's Possible:

45.26.1 Custom Quiz Generator Agent

Rather than manually creating a quiz prompt each time: - Set up an agent that processes course documents - Automatically generates quizzes with proper difficulty calibration - Distributes to students and collects responses - Provides analytics on learning gaps

45.26.2 Interactive Content Creator Agent

- Upload your slides/documents
- Agent extracts key concepts
- Generates interactive HTML versions
- Creates supporting flashcards
- Builds infographics
- Deploys to LMS automatically

45.26.3 Student Learning Guide Agent

- Student uploads their completed assignment
- Agent generates interactive guide to improve
- Creates practice scenarios matching their weak areas
- Suggests resources for concept review
- Tracks progress toward mastery

Note: These agents require more technical setup but dramatically increase your teaching leverage. See Advanced Frontiers chapter for more on agents and

automation.

45.27 Exporting Conversation Results: From Interactive Back to Document

45.27.1 When Students Generate Deliverables

A complementary workflow to this chapter's focus on transforming static content to interactive experiences is students using AI to **generate professional documents from their conversations and analyses**.

When students: - Complete an interactive simulation and want to document their decisions - Have a conversation analyzing a case study and need to produce a report - Gather data and want to create a presentation of findings - Conduct analysis and need professional documentation

...they can request AI generate the appropriate document format.

45.27.2 Common Scenarios

45.27.2.1 Interactive Simulation → Report

A student completes an interactive business scenario (built using the techniques in this chapter), then wants to document their learning:

```
I just completed an interactive business simulation where I made strategic
decisions about [topic]. The simulation walked me through [scenario].

Here's what I decided and why:
[Student describes their choices and reasoning]

Create a professional business report (1500-2000 words) documenting:
1. The scenario and decision context
2. The strategic choices I made
3. My reasoning for each decision
4. How those choices affected outcomes
5. What I learned from the simulation

Format as a professional report suitable for [class submission/portfolio].
```

45.27.2.2 Conversation Analysis → Presentation

A student has an extended conversation with AI analyzing a complex business case, then needs to present findings:

```
I've had a detailed conversation analyzing [case study]. Here's a summary
```

```
of what we explored:
[Paste key points from conversation]

Create a PowerPoint presentation (12-15 slides) that presents these findings
in a way suitable for [class presentation / stakeholder meeting / board review].

Include:
- Executive summary of the case
- Key analysis points
- My strategic recommendations
- Supporting evidence
- Visual representations where appropriate
```

45.27.2.3   Data Exploration → Technical Report

A student explores a dataset conversationally with AI, then needs to document findings:

```
I've explored this dataset with AI analysis, identifying [key patterns].
The main findings are:
[List findings with supporting data]

Create a professional data analysis report (2000-3000 words) that:
1. Describes the dataset and analysis approach
2. Presents findings with supporting visualizations
3. Discusses implications for [business context]
4. Recommends next steps

Format as a technical report suitable for [stakeholder type].
```

45.27.3   Integration with Chapter 14: "From Conversation to Document"

The new Chapter 14 ("From Conversation to Document") covers this workflow in comprehensive detail, including:

- **Complete step-by-step guidance** on generating Word documents, PowerPoint presentations, and Excel files from AI conversations
- **Data analysis → PowerPoint workflow** - the exact workflow of CSV upload → analysis → visualizations → presentation that you may demo
- **Qualitative analysis → documentation workflow** - audio transcription → thematic analysis → research memo
- **Discipline-specific examples** across all 8 business fields
- **Tool-specific approaches** for different AI platforms and export options
- **Quality control principles** for reviewing AI-generated documents

45.27.4   Teaching Application

45.27.4.1   Assessment Strategy When Students Generate Documents

When students use AI to generate presentations or reports:

What to assess: -   Quality of analysis/thinking behind the document -   Accuracy of data representation -   Clarity of communication -   Appropriateness of format for audience -   Evidence of student judgment and decision-making

What NOT to assess: -   Formatting perfection (AI handles that) -   Time spent on presentation design (focus was analysis) -   Writing quality at sentence level (AI assists with writing)

Grading recommendation:

```
Instead of:
"Write a 2000-word report analyzing [case study]"

Try:
"Analyze [case study] with AI's help, then request AI generate a
professional report of your analysis. Submit:

1. A summary of your analysis process (500 words)
2. The generated report
3. A reflection on what the document shows about your understanding"
```

This reveals thinking, not just output.

45.27.4.2   Where This Fits in Your Teaching

This workflow complements the static-to-interactive work in this chapter:

Direction	Chapter Focus	Tool Purpose
Static → Interactive	This Chapter (13)	Engage students *in* learning
Interactive/Conversation → Document	Chapter 14	Students *communicate* their learning

Both represent the full cycle of AI-enhanced teaching: 1. Transform static content to interactive experience (Chapter 13) 2. Students engage with interactive content, have conversations, conduct analysis 3. Students use AI to generate professional deliverables of their work (Chapter 14) 4. Students submit documents reflecting genuine learning

---

45.28   Next Steps

1. **Start with HTML conversion** - Transform one static document to interactive
2. **Add multimedia** - Generate visuals or use RAG for interactive guides
3. **Explore creative formats** - Try comic strips or scenario sequences
4. **Scale with templates** - Develop reusable prompts for your discipline
5. **Connect to Chapter 14** - Teach students how to generate documents from their analysis
6. **Consider automation** - Once confident, explore custom agents (see Advanced Frontiers)

Start small, think big, transform gradually.

45.28.1   Cross-Reference

For comprehensive guidance on having students generate professional documents (Word, PowerPoint, Excel, etc.) from their conversations and analyses, see **Chapter 14: From Conversation to Document**. That chapter provides: - Complete workflows for data analysis $\rightarrow$ presentation - Qualitative analysis $\rightarrow$ research documentation - Assessment strategies for document-generating assignments - Discipline-specific examples

Key Principle: This chapter focuses on practical transformations you can do today with current AI tools. As capabilities evolve, your teaching can evolve with them. The pedagogical principles remain constant even as tools change.

This chapter bridges the gap between static content and interactive learning experiences, making your teaching materials more engaging and effective across all business disciplines. See Chapter 14 to complete the cycle,showing students how to generate professional deliverables from their learning work.

Chapter 46

From Conversation to Document: AI-Generated Office Suite Deliverables

46.1 The Power of Conversational Output

Here's a fundamental shift in how professionals work with AI:

Rather than struggling to format output yourself, you can ask AI to create the deliverable directly.

Whether you need: - A PowerPoint presentation with charts and speaker notes - A Word document with analysis and formatting - An Excel spreadsheet with formulas and calculations - A CSV file ready for further analysis

...you can have a natural language conversation with AI and end up with a complete, professionally formatted document.

This changes everything about workflow efficiency and communication. Instead of "analyze this data, give me the results, and I'll spend an hour formatting it into PowerPoint," you can have AI generate the presentation directly,one conversation, complete output.

46.2 The Core Principle: Conversation-Driven Document Creation

The workflow looks like this:

```
1. Have a conversation with AI
   (exploratory, iterative, questioning)
   ↓
2. Request a specific output format
   (Word doc, PowerPoint, Excel sheet, CSV file)
   ↓
3. Get a complete, formatted deliverable
   (ready to use, ready to present, ready to share)
   ↓
4. Make final refinements if needed
   (edit in Word, add slides, adjust formatting)
```

The key insight: **The conversation IS the work. The document is the output of that work.**

This is fundamentally different from "use AI to write a report" (which replaces thinking) versus "use AI to help you think through an analysis, then generate the presentation of that thinking" (which amplifies thinking).

46.3   Application 1: Data Analysis → PowerPoint Presentation

46.3.1   The Scenario

You have a dataset (CSV or similar) that contains interesting patterns. You want to: 1. Explore the data conversationally 2. Identify interesting findings 3. Create visualizations 4. Generate a presentation with charts and interpretation

This is a powerful teaching scenario because it demonstrates **data literacy + AI natural language interface**.

46.3.2   The Workflow

46.3.2.1   Step 1: Upload and Explore

Start by uploading your data file:

```
I've attached a CSV file with [describe data: sales data, survey
responses, time series, etc.].

Can you:
1. Describe the structure and size of this dataset
2. Identify any data quality issues
3. Tell me what interesting patterns you notice
4. Suggest 3-5 visualizations that would be most revealing
```

This is exploratory conversation,you're learning what's in your data.

46.3.2.2 Step 2: Request Specific Analysis

Based on the patterns AI identified, ask for deeper analysis:

```
The most interesting pattern you identified was [X].

Can you:
1. Do a deeper statistical analysis of this pattern
2. Identify subgroups or segments
3. Calculate summary statistics by [relevant grouping]
4. Highlight the most surprising findings
5. Suggest what these findings might mean
```

This is collaborative analysis,AI helps you think through the data.

46.3.2.3 Step 3: Generate Visualizations

Request charts and graphs:

```
Now I want to visualize these findings. Can you:
1. Create Python code (using matplotlib/seaborn) that generates:
   - A line chart showing [pattern 1]
   - A bar chart comparing [groups]
   - A scatter plot of [relationship]
   - A heatmap showing [correlation]
2. Include proper titles, axis labels, and legends
3. Make the charts publication-ready
4. Provide code I can run in Jupyter or Python

I'll run this code and save the resulting charts.
```

This step produces images you can use in presentations.

46.3.2.4 Step 4: Generate PowerPoint Presentation

Now request the final deliverable:

```
I have the following analysis:
- Key finding 1: [description]
- Key finding 2: [description]
- Key finding 3: [description]

I also have 4 charts saved as images: [chart1.png, chart2.png, etc.]

Create a PowerPoint presentation that includes:
1. Title slide: "[Analysis Title]" with date and your name
2. Executive Summary slide (3-4 bullet points)
```

```
3. Four content slides (one chart per slide with interpretation)
4. Interpretation for each chart: Put the analysis in presenter notes
5. Conclusions slide: What these findings suggest
6. Recommendations slide: Next steps

Requirements:
- Professional corporate design
- Readable fonts and colors
- One main chart per slide (takes 60% of slide)
- Title for each slide
- Presenter notes with detailed interpretation
- Consistent branding throughout

Output as a PowerPoint file (.pptx) I can download.
```

46.3.3   What Makes This Powerful (Pedagogically)

For students, this demonstrates: - How professionals actually work with data - Natural language as interface to technical work - Iteration and refinement (conversations, not commands) - Communication of analysis (insights → visual → presentation) - Workflow efficiency (why this is faster than manual formatting)

Real teaching moment: "Notice how we spent our time thinking about what's interesting in the data, not struggling to format charts in PowerPoint. That's the power of letting AI handle presentation formatting,your expertise is identifying meaningful patterns, not struggling with tools."

46.3.4   Discipline-Specific Examples

46.3.4.1   Business & Marketing

```
I have a CSV file with customer survey data (sample size 500,
responses on product satisfaction, likelihood to recommend, price
sensitivity, feature importance).

Explore this data and create a PowerPoint presentation that helps
our product team understand customer segments and their distinct
preferences. Include charts showing [key metrics] and
recommendations for product positioning.
```

46.3.4.2   Accounting & Finance

```
I have quarterly financial data for [company/sector]. Analyze
trends in revenue, profitability, cash flow. Create a presentation
for the finance committee that shows: trend analysis, ratio
analysis, risk factors, and implications for financial planning.
```

46.3.4.3 Supply Chain & Logistics

I have supplier performance data (cost, delivery time, quality scores) for our vendor base. Create a presentation analyzing vendor performance by category, identifying risks, and recommending consolidation or diversification strategies.

46.3.4.4 Human Resources

I have employee engagement survey data (360 responses, items on engagement, culture, management, career development). Analyze the results by department and demographic groups. Create a presentation for leadership identifying strengths and areas for cultural improvement.

46.3.4.5 Information Systems

I have system performance metrics (uptime, response time, error rates) across our application portfolio. Create a presentation analyzing performance trends, identifying problem systems, and recommending infrastructure improvements.

46.3.4.6 Tourism & Hospitality

I have guest satisfaction survey data (ratings on accommodation, service, value, likelihood to return). Analyze by guest type, length of stay, booking channel. Create a presentation identifying service improvement opportunities.

46.3.4.7 Economics

I have macroeconomic time series data [GDP, unemployment, inflation, interest rates] over [period]. Analyze trends and relationships. Create a presentation suitable for economics student project that explains these patterns and their likely causes.

46.3.4.8 Management & Organizational Studies

I have organizational survey data (employee engagement, trust in management, clarity of strategy, change readiness). Create a presentation analyzing organizational health and recommending management priorities.

46.4 Application 2: Qualitative Analysis → Documented Findings

46.4.1 The Scenario

You have qualitative data,interview transcripts, open-ended survey responses, focus group recordings. You want to: 1. Extract text from audio 2. Code and identify themes 3. Synthesize findings 4. Document the analysis process

This is powerful for **research methodology teaching** because it shows how AI can accelerate qualitative analysis while maintaining rigor.

46.4.2 The Workflow

46.4.2.1 Step 1: Audio to Text

If you have audio (interviews, focus groups):

```
I have an audio file [interview.mp3] of a [30-minute interview /
focus group] discussing [topic].

Transcribe this audio to text. Please:
1. Provide a complete, accurate transcription
2. Include timestamps (every 2-3 minutes)
3. Identify speaker changes if there are multiple people
4. Clean up filler words (um, uh) but preserve speaker's language
5. Flag any unclear sections [UNCLEAR]

After transcription, provide a brief summary (3-4 sentences) of the
main topics discussed.
```

The result: A clean text transcript ready for analysis.

46.4.2.2 Step 2: Thematic Analysis

Now analyze the themes:

```
I have a transcript of [interviews/focus group]. I'm conducting
thematic analysis to understand [research question].

Please:
1. Identify major themes (broad patterns of meaning)
2. For each theme, provide:
   - Theme name and definition
   - Number of sources that mention this theme
   - Direct quotes that illustrate the theme (2-3 per theme)
   - Brief explanation of why this theme matters for the research
3. Identify any tensions or contradictions between themes
```

```
4. Note any surprising findings
5. Suggest what these themes suggest about [research area]

Focus on themes that directly address my research question: [RQ]
```

The result: Structured analysis ready for research purposes.

46.4.2.3 Step 3: Research Memo

Convert analysis to a research document:

```
Based on the thematic analysis above, create a research memo (2000-
2500
words) that includes:

1. **Background**: What research question this analysis addresses
2. **Methods**: How the data was collected and analyzed
3. **Findings**: Major themes with supporting quotes
4. **Interpretation**: What these findings mean for the research area
5. **Implications**: How this contributes to understanding [topic]
6. **Limitations**: What this analysis can and cannot tell us
7. **Next Steps**: How this analysis informs further research

Format this as a professional research document (Word format) that
could be part of a thesis or research report.
```

The result: A complete research memo documenting your process and findings.

46.4.2.4 Step 4: Create Presentation

For sharing findings:

```
Based on the thematic analysis above, create a PowerPoint presentation
(10-12 slides) suitable for [research seminar/conference/thesis committee]
that presents:

1. Research question and context
2. Methods (data collection, analysis approach)
3. Themes (one theme per slide with key quotes)
4. Interpretation and significance
5. Limitations and future research directions

Include speaker notes with detailed explanations for each theme.
```

46.4.3 Why This Matters (Pedagogically)

For research students, this teaches: - How AI accelerates qualitative research without replacing judgment - The importance of maintaining rigor (you review

themes, select quotes, interpret meaning) - Documentation of research process (AI helps create the paper trail) - Distinction between AI-assisted analysis and AI-generated conclusions - Professional research communication

Critical teaching point: "AI helps us with the time-intensive parts,transcription, initial theme identification, organization. But YOU are the researcher. You review the themes AI identified, decide if they're accurate, select the quotes that matter, and interpret what they mean. The AI is your research assistant, not your research."

46.4.4 Discipline-Specific Examples

46.4.4.1 Human Resources

I have transcripts from interviews with 8 employees exploring their experience during organizational change. Conduct thematic analysis identifying: how employees experienced the change, barriers they faced, what supported them. Create a research memo analyzing these themes and their implications for change management.

46.4.4.2 Business & Marketing

I have focus group transcripts (3 groups, 24 participants) discussing their responses to a new product concept. Conduct thematic analysis identifying: what appeals to customers, concerns, willingness to purchase, feature priorities. Document findings in a research report.

46.4.4.3 Management & Organizational Studies

I have interview data (15 interviews with middle managers) exploring how organizational structure affects their effectiveness. Conduct thematic analysis identifying structural barriers and facilitators. Document in a research memo.

46.4.4.4 Supply Chain & Logistics

I have interviews (12 suppliers) about challenges in your supply chain partnership. Conduct thematic analysis identifying: pain points, requests for support, relationship factors. Create a research report for supply chain leadership.

46.4.4.5 Information Systems

I have user interviews (10 IT users) discussing system usability, work barriers, desired features. Conduct thematic analysis and create a research report to inform systems development priorities.

46.4.4.6 Tourism & Hospitality

```
I have guest interviews (20 international visitors) discussing their
travel experience at our destination. Conduct thematic analysis
identifying: satisfying experiences, frustrations, recommendations.
Create a research report for destination marketing.
```

46.4.4.7 Economics

```
I have interview data (8 business leaders) about how economic policy
changes affected their operations. Conduct thematic analysis and
create a research memo exploring connections between policy and
business impact.
```

46.4.4.8 Accounting & Finance

```
I have interview data (10 CFOs) on their approaches to risk
management. Conduct thematic analysis identifying: risk priorities,
assessment approaches, organizational barriers. Create a research
report.
```

46.5 Application 3: Generic Document Creation

46.5.1 Word Documents: Reports, Briefs, Analyses

Beyond the specific workflows above, AI can create professional Word documents from conversations:

46.5.1.1 Report Generation

```
Based on our conversation about [topic], create a professional report
(2000-3000 words) that includes:

1. Executive Summary (200 words)
2. Introduction and Context
3. Analysis or Findings (clearly organized with subheadings)
4. Implications and Recommendations
5. Conclusion
6. References (cite sources if using external knowledge)

Format as a Word document (.docx) with:
- Professional heading styles
- Proper formatting
- Table of contents
- Numbered sections
```

- Margins and spacing appropriate for academic work

I'll download this and edit as needed.

46.5.1.2 Brief/Summary Documents

Create a one-page executive brief (250-300 words) summarizing:
- Situation/Context
- Key Issue
- Recommendation
- Next Steps

Format as a professional Word document that could be submitted to senior leadership.

46.5.1.3 Analysis Documents

I want a detailed analysis document examining [question]. Please create a Word document that:
1. Frames the question and why it matters
2. Presents multiple perspectives/approaches
3. Pros and cons of each approach
4. Your analysis of which approach is strongest and why
5. Implications for [relevant area]

Format professionally and save as .docx.

46.5.2 Excel Spreadsheets: Calculations, Tracking, Analysis

AI can create Excel spreadsheets with formulas, not just data:

46.5.2.1 Dynamic Spreadsheet Creation

Create an Excel spreadsheet for [purpose: budget tracking, project timeline, data analysis, etc.] that includes:

1. [Sheet name 1]: [purpose] with columns for [list columns]
   - Include formulas for [calculations]
   - Add conditional formatting to highlight [what]
   - Total/summary rows with SUM formulas

2. [Sheet name 2]: [purpose] with [similar structure]

3. Include a Dashboard sheet that visualizes key metrics using charts

```
Requirements:
- Professional formatting
- Proper formula syntax
- Clear headers and instructions
- Ready to use/modify

Save as .xlsx file.
```

This is particularly powerful for teaching because students see how formulas and logic are built, not just that they work.

46.5.3 CSV/Data Files: For Further Analysis

```
Based on the analysis we did, create a CSV file containing:
- [Data description]
- Columns: [list columns to include]
- All cleaned and formatted data
- Ready for import into [Python/R/Tableau/other tool]

Make sure:
- Column headers are clear
- Data types are consistent
- No special formatting that breaks CSV compatibility
- File is ready for analysis

I'll use this for further analysis in [tool].
```

46.6 Tool-Specific: Artifacts and Canvas

Different AI platforms offer different ways to work with generated documents:

46.6.1 ChatGPT: Using Artifacts

ChatGPT's "Artifacts" feature shows generated code, documents, and interactive content in a side panel:

To use for document creation: 1. When ChatGPT generates HTML, code, or markdown,it appears in Artifacts 2. You can preview directly, copy, or download 3. This works well for interactive HTML documents or code-based outputs

Request artifacts directly:

```
Create a [type: HTML document, JavaScript tool, etc.] that
[description]. When you create this, use the artifacts feature so I
can preview and download it directly.
```

46.6.2 Claude: Using Canvas

Claude's Canvas feature (similar to ChatGPT Artifacts) shows generated documents, code, and designs in an editor panel:

To use for document creation: 1. When Claude generates content suitable for Canvas, it appears in an editable panel 2. You can edit in-place and download from Canvas 3. Canvas is particularly useful for iterative document refinement

Request canvas generation:

```
Create a [type] in Canvas showing [what]. Use the canvas editor so
we can refine and iterate together, then download the final version.
```

46.6.3 Google Ecosystem: Native Integration

If using Google Gemini (AI integrated with Google Workspace):

Advantages: - "Export to Google Docs" button exports directly to Google Docs - "Export to Google Sheets" creates spreadsheets directly - Content stays in your Google Drive - Collaborative editing is native

Request with Google tools in mind:

```
Create [document/spreadsheet] that I can export to Google Docs/Sheets.
When you're done, I'll click the export button to add this to my Drive.
```

46.7 Workflow Integration: The Big Picture

Here's how document creation fits into broader teaching:

46.7.1 Data Science / Analytics Workflow

```
Dataset → Exploratory conversation → Analysis →
Visualizations → PowerPoint presentation → Stakeholder communication
```

46.7.2 Research Workflow

```
Raw data (audio/transcripts) → Transcription → Thematic analysis →
Research memo → Presentation → Thesis integration
```

46.7.3 Professional Communication Workflow

```
Issue or analysis → Conversational exploration → Structured output
(report, brief, analysis) → Presentation/distribution
```

46.7.4 Teaching Application Examples

46.7.4.1 Business & Marketing

Scenario: Students analyze marketing campaign data, create presentation of findings, present to class (simulating real campaign review).

Workflow: 1. AI explores their campaign data 2. AI creates PowerPoint with findings 3. Students refine presentation based on feedback 4. Students present to peers

Learning objective: How to communicate data-driven marketing insights.

46.7.4.2 Accounting & Finance

Scenario: Students conduct financial analysis of a company, document findings in a professional report.

Workflow: 1. Students gather financial data 2. AI helps analyze trends and calculate key ratios 3. AI generates a Word report with formatted analysis 4. Students review and edit for accuracy 5. Students submit professional report

Learning objective: How to communicate financial analysis to stakeholders.

46.7.4.3 Supply Chain & Logistics

Scenario: Students analyze supplier network data, create presentation for supply chain optimization decision.

Workflow: 1. Students provide supplier data 2. AI analyzes performance, identifies risks, suggests optimization 3. AI creates presentation with recommendations 4. Students present to class as supply chain team

Learning objective: How suppliers performance analysis informs strategy.

46.7.4.4 Human Resources

Scenario: Students conduct mock employee engagement analysis, present findings to class as HR team.

Workflow: 1. Class completes engagement survey 2. AI analyzes by department, identifies themes 3. AI generates presentation with findings 4. HR student team presents recommendations

Learning objective: How engagement data drives HR strategy.

46.7.4.5 Information Systems

Scenario: Students analyze system performance data, create technical report recommending improvements.

Workflow: 1. Students collect system metrics 2. AI analyzes trends, identifies problems 3. AI generates Word report with technical analysis 4. Students review and add recommendations

Learning objective: How performance analysis drives infrastructure decisions.

46.7.4.6 Tourism & Hospitality

Scenario: Students analyze guest feedback data, create presentation recommending service improvements.

Workflow: 1. Students collect guest feedback 2. AI analyzes satisfaction, identifies pain points 3. AI creates presentation with recommendations 4. Students present to class as management team

Learning objective: How guest insights drive service strategy.

46.7.4.7 Economics

Scenario: Students analyze economic data, create presentation explaining trends and policy implications.

Workflow: 1. Students gather economic indicators 2. AI analyzes trends and relationships 3. AI creates presentation with economic analysis 4. Students present findings

Learning objective: How to communicate economic analysis.

46.7.4.8 Management & Organizational Studies

Scenario: Students conduct organizational survey analysis, present cultural findings and recommendations.

Workflow: 1. Class completes organizational survey 2. AI analyzes by team/level, identifies cultural themes 3. AI creates presentation with findings 4. Student team presents organizational insights

Learning objective: How organizational data drives management decisions.

46.8 Key Principles

46.8.1 1. Conversation First, Document Second

The document is an output of thinking, not a replacement for it.

```
Good: "I explored the data with AI, identified interesting patterns,
 then asked AI to create a presentation of those findings"

Problematic: "I asked AI to analyze this data and create a presentation"
```

The difference: You were thinking the first time; the AI was thinking the second time.

46.8.2   2. You Review Before Using

Never use an AI-generated document without reviewing it: - Is the analysis accurate? - Are the visualizations correct? - Do the interpretations make sense? - Is the formatting appropriate?

Your expertise is quality control, not generation.

46.8.3   3. Edit Iteratively

AI-generated documents are starting points: - Download the document - Edit for accuracy, clarity, context - Add your specific insights or corrections - Make it yours

This teaches a crucial skill: **AI as tool, not replacement**.

46.8.4   4. Be Transparent

In academic and professional contexts, disclose AI use: - "This PowerPoint was created with AI's help" (not problematic) - "I used AI to format the presentation" (helpful tool use) - "AI generated this analysis without my review" (problematic)

Context matters. Transparency is always right.

46.9   Assessment Strategy

46.9.1   For Student Projects Using Document Generation:

What to assess: Not the document itself, but the *thinking it represents*

```
Grading rubric example:

Data Analysis Thinking (40%)
- Did students ask meaningful questions about the data?
- Did they identify interesting patterns?
- Did they think critically about what patterns mean?
- Evidence: Conversation/notes with AI, not just final presentation

Use of AI as Tool (30%)
- Did they use AI for formatting, visualization, presentation?
- Did they review AI output critically?
- Did they make appropriate edits/corrections?
- Evidence: Final document shows their judgment, not just AI output
```

```
Communication Quality (20%)
- Is the presentation clear and professional?
- Do visualizations support arguments?
- Is interpretation accurate?

Process Documentation (10%)
- Can they explain their analysis process?
- Do they understand what AI did vs. what they decided?
```

46.9.2 How to Design Assignments

```
Instead of: "Create a report analyzing this data"

Try: "Analyze this data with AI's help, then submit:
1. Your conversation with AI (showing your questions and thinking)
2. The final report or presentation
3. A 500-word reflection: What did you discover? How did AI help?
   What did you have to decide?"
```

This shows thinking, not just output.

46.10 Common Workflows by Discipline

46.10.1 Business & Marketing

- Customer data → Segmentation analysis → Market strategy presentation
- Campaign data → Performance analysis → Recommendations report
- Survey data → Customer insights → Product strategy briefing

46.10.2 Accounting & Finance

- Financial statements → Trend analysis → Financial health report
- Budget data → Variance analysis → Budget performance presentation
- Risk data → Risk assessment → Risk mitigation strategy document

46.10.3 Supply Chain & Logistics

- Supplier data → Performance analysis → Supplier strategy presentation
- Inventory data → Optimization analysis → Inventory strategy report
- Logistics data → Cost analysis → Cost reduction recommendations

46.10.4 Human Resources

- Engagement data → Culture analysis → Organizational health presentation

- Compensation data → Market analysis → Salary strategy report
- Recruitment data → Hiring funnel analysis → Recruitment strategy brief

46.10.5 Information Systems

- System performance → Performance analysis → Infrastructure strategy
- Security incident data → Risk analysis → Security recommendations
- User data → Usability analysis → System improvement proposals

46.10.6 Tourism & Hospitality

- Guest feedback → Satisfaction analysis → Service improvement strategy
- Booking data → Revenue analysis → Pricing strategy presentation
- Occupancy data → Demand analysis → Inventory strategy

46.10.7 Economics

- Economic indicators → Trend analysis → Economic outlook presentation
- Policy data → Impact analysis → Policy analysis report
- Labor data → Labor market analysis → Employment trend briefing

46.10.8 Management & Organizational Studies

- Organizational data → Culture analysis → Organizational development strategy
- Change readiness data → Readiness analysis → Change management plan
- Survey data → Stakeholder analysis → Stakeholder engagement strategy

---

46.11 Your Advantage: The Natural Language Interface

The most powerful thing about this workflow is often overlooked:

You don't need to know how to code, format, or structure,you just need to think.

You can have a natural language conversation with AI about what you want to understand, ask questions, explore nuance, and then ask for the output. No technical skills required. No struggling with tools.

This democratizes what was previously only available to people with: - Programming skills (to analyze data) - Design skills (to create presentations) - Writing skills (to structure reports)

Now: Have a good conversation. Get a professional output.

That's the real power here.

46.12   Before You Create Documents

Remember: 1. **Conversation is the work**,the document is output 2. **You control quality**,review everything before use 3. **You add value**,edit, refine, make it yours 4. **You're transparent**,disclose AI use appropriately 5. **You stay in control**,AI is your assistant, not your replacement

With those principles, document generation becomes a powerful teaching and professional tool.

46.13   Your Next Step

Try this in your own work:

1. Pick a dataset or document you've been working with
2. Have a 5-minute conversation with AI exploring it
3. Ask AI to create a presentation or report
4. Download the output
5. Notice: How much more efficient was that than creating it yourself?
6. Review critically: Is everything accurate? What would you edit?

Then bring that experience to your teaching. Your students will understand the power,and the responsibility,much more clearly when you've tried it yourself.

Chapter 47

The Research Assistant (Postgraduate Focus)

47.1 AI in Research: Promise and Peril

If you teach postgraduate students across business disciplines,particularly those in research-focused programs (MCom, MBA, research projects) or supervising theses,you face a distinct challenge:

How do students use AI to support research without undermining the fundamental purpose of research: original thinking, critical synthesis, and contribution to knowledge?

This chapter addresses AI's role in research contexts: literature review, data analysis, research question development, and thesis writing. The goal is not to ban AI (impossible and counterproductive) but to teach students to use it as a **research assistant**, not a **research replacement**.

47.2 The Core Principle: AI for Process, Human for Insight

AI can accelerate research **processes**: - Finding relevant literature - Summarizing large volumes of text - Identifying patterns in qualitative data - Checking methodology against standards - Improving writing clarity

AI cannot replace research **insight**: - Identifying significant gaps in knowledge - Developing novel theoretical frameworks - Making original arguments - Synthesizing across disciplines creatively - Evaluating quality and credibility of sources

deeply

The skill we're teaching: Know when each applies.

47.3 Application 1: Literature Review

47.3.1 The Challenge

Postgraduate students must: - Identify relevant literature across multiple disciplines - Synthesize hundreds of sources - Identify gaps and debates - Position their own research contribution

This is time-consuming but essential scholarly work.

47.3.2 How AI Can Help (Appropriately)

Use Case 1: Exploratory Search

When students are first entering a research area and don't yet know the key terms, debates, or seminal works:

```
PROMPT: Early Exploration

I'm beginning research on [topic: e.g., "employee engagement in remote
work environments"]. I have a general understanding of [what they know]
but need to understand the current state of research.

Help me identify:
1. The major theoretical frameworks used in this area
2. Key debates or controversies
3. Seminal authors or papers I should definitely read
4. Related concepts or search terms I should be aware of
5. Potential gaps this research area hasn't yet addressed

Do not write a literature review for me-just give me a map of the
landscape so I can read the original sources myself.
```

What the student gets: A starting point, not a finished product. They still must read the actual sources.

Why this is acceptable: It's like asking a senior researcher "Where should I start?" The student still does the intellectual work.

Use Case 2: Source Summarization for Initial Screening

When students have 50 potentially relevant articles and need to decide which ones are actually worth deep reading:

```
PROMPT: Initial Screening

I'm researching [specific research question]. I've identified this article:

[paste article abstract and key findings]

Based on this information:
1. Is this article directly relevant to my research question?
2. What is this article's main contribution?
3. What theoretical framework does it use?
4. What are its limitations relevant to my focus?

I will read the full article if it's relevant-this is just helping me
prioritize my reading list.
```

What the student gets: Efficient triaging. They still read the relevant sources fully.

Why this is acceptable: This is no different from reading abstracts first. The student is still making the judgment call about relevance.

47.3.3 How AI Can Be Misused

Problematic Use 1: "Write my literature review"

```
BAD PROMPT: Write a 3000-word literature review on employee engagement
in remote work.
```

Why it's problematic: - Student hasn't engaged with the literature - AI will fabricate citations (hallucinate sources that don't exist) - Student can't defend or explain the review - No original synthesis or critical analysis

How to prevent: - Require annotated bibliographies (forces engagement with sources) - Require citation of specific page numbers and quotes - Assess through oral examination or viva voce - Ask students to explain contradictions or debates in their literature

---

Problematic Use 2: Trusting AI's theoretical analysis

AI can describe theories but often misapplies them or oversimplifies.

Example: AI might say "This study uses Social Exchange Theory" but miss that the study actually critiques or extends that theory in important ways.

How to prevent: - Teach students to verify AI's theoretical claims against original sources - Require students to identify where AI got theory wrong - Assess theoretical sophistication through application, not just description

---

47.3.4 Teaching Students Appropriate Literature Review with AI

Assignment: Annotated Bibliography with AI Audit

Student Process: 1. Use AI to identify 30 potentially relevant sources 2. Read abstracts and select 15 most relevant 3. Read all 15 sources fully 4. Write annotated bibliography (150 words per source): - Summary of contribution - Theoretical framework used - Methodology - Relevance to research question - Critical evaluation (strengths/limitations) 5. **AI Audit Section:** - Ask AI to summarize 3 of the same sources - Compare AI's summary to your own - Write 300 words: What did AI get right? What did it miss? What did it oversimplify?

What this teaches: - Efficient source discovery (AI strength) - Critical reading and evaluation (human strength) - Awareness of AI's limitations in scholarly work

---

47.4 Application 2: Research Question Development

47.4.1 The Challenge

Developing a good research question is hard: - Must be original (not already answered) - Must be significant (worth answering) - Must be feasible (answerable within scope/resources) - Must be clear and focused

Students often struggle with scope,questions that are too broad or too narrow.

47.4.2 How AI Can Help (Appropriately)

Use Case: Refinement Through Questioning

```
PROMPT: Research Question Refinement

I'm interested in researching: [broad topic]

My initial research question is: [their draft question]

Help me refine this by:
1. Asking clarifying questions about what exactly I want to know
```

```
2. Identifying what assumptions I'm making
3. Suggesting how I could narrow or focus the question
4. Identifying what would make this question more answerable
```

```
Do not write a research question for me-help me think through how to
develop a better one myself.
```

What the student gets: Socratic questioning that reveals fuzzy thinking.

Why this is acceptable: It's like supervision,a good supervisor asks probing questions that help the student clarify their own thinking.

Use Case: Feasibility Check

```
PROMPT: Feasibility Analysis

My research question is: [specific question]

I plan to answer this using [method: e.g., qualitative interviews with
15 HR managers in Perth].

Critically evaluate:
1. Is this method appropriate for answering this question? Why or why not?
2. What challenges might I face with this approach?
3. What alternative methods could I consider?
4. What would I need to establish to make this feasible (access, ethics,
   timeframe)?

Challenge my assumptions-don't just agree with me.
```

What the student gets: Critical feedback on methodology before they commit to an unworkable approach.

Why this is acceptable: Students still make the final decision. AI is playing devil's advocate.

47.4.3   How AI Can Be Misused

Problematic: "Generate research questions for me"

If students simply ask AI to generate questions and choose one without deep engagement, they won't understand: - Why the question matters - What literature it's building on - What the theoretical contribution would be

How to prevent: - Require students to justify why their question is significant - Ask: "What makes this question worth answering?" - Require students to map their question to gaps in existing literature

---

47.5   Application 3: Data Analysis (Qualitative Research)

47.5.1   The Challenge

HR research often involves qualitative data: interviews, focus groups, open-ended survey responses. Analysis is time-consuming: - Transcription - Coding - Theme identification - Pattern recognition

47.5.2   How AI Can Help (Appropriately)

Use Case 1: Transcription

AI transcription tools (Otter.ai, Whisper, etc.) can convert audio to text rapidly. This is **entirely appropriate**,transcription is mechanical work.

Student responsibility: Review and correct transcription (AI mishears technical terms, names, etc.).

Use Case 2: Initial Coding Suggestions

```
PROMPT: Preliminary Coding

I conducted interviews with HR managers about challenges in hybrid work
management. Below is one interview transcript.

My research question is: [specific question]

Suggest potential codes or themes you see emerging in this transcript.
This is preliminary-I will do my own coding, but I want a starting point
to see if I'm missing anything obvious.

[paste transcript]
```

What the student gets: Initial pattern recognition to compare against their own coding.

Why this is acceptable: The student still does the analytical work,deciding which codes are valid, refining them, applying them systematically across all data, and interpreting what they mean.

Critical requirement: Student must code independently FIRST, then compare to AI suggestions.

Use Case 3: Checking for Bias in Interpretation

```
PROMPT: Alternative Interpretations

I've identified this theme in my interview data: [theme description with
supporting quotes].

My interpretation is: [student's interpretation]

Challenge my interpretation:
1. What alternative ways could this data be interpreted?
2. What am I potentially overlooking or overemphasizing?
3. What assumptions might be driving my interpretation?

Help me ensure I'm not just seeing what I want to see in the data.
```

What the student gets: Check against confirmation bias.

Why this is acceptable: Good qualitative research includes reflexivity,questioning your own interpretations. This is like peer review or supervision feedback.

47.5.3 How AI Can Be Misused

Problematic: Outsourcing analysis entirely

If AI does all the coding and theme identification, the student hasn't engaged with the data. They can't defend their findings or answer questions about them.

How to prevent: - Require detailed coding tables showing student's own codes - Require justification for theme selection (why this theme and not others?) - Assess through viva voce where student must explain analytic choices - Ask students to identify quotes/examples supporting each theme (demonstrates familiarity with data)

47.6 Application 4: Thesis Writing

47.6.1 The Challenge

Thesis writing requires: - Clear argumentation - Logical structure - Academic writing conventions - Integration of theory and findings - Original synthesis

47.6.2 How AI Can Help (Appropriately)

Use Case 1: Structural Feedback

```
PROMPT: Structural Critique

Below is an outline for my thesis chapter on [topic]:

[paste outline with main sections and subsections]

Evaluate:
1. Is the logical flow clear and coherent?
2. Are there obvious gaps in argumentation?
3. Does this structure effectively answer my research question?
4. What's unclear or confusing?

I'm looking for structural feedback, not content generation.
```

What the student gets: Feedback on organisation before investing time writing full drafts.

Use Case 2: Clarity and Readability

```
PROMPT: Clarity Check

Below is a paragraph from my thesis:

[paste paragraph]

This paragraph is trying to explain [what they're arguing].

Evaluate:
1. Is the main point clear?
2. Are there overly complex sentences that could be simplified?
3. Are there logical leaps that need additional explanation?
4. Suggest revisions for clarity-but maintain my voice and argument.
```

What the student gets: Editing suggestions focused on clarity, not content changes.

Why this is acceptable: It's like a writing centre consultation. The ideas are still the student's.

47.6.3 How AI Can Be Misused

Problematic 1: AI-written sections

Students paste AI-generated prose into their thesis without engagement.

How to detect: - AI-generated academic writing often uses generic phrases

("in today's rapidly changing world," "it is widely acknowledged that") - Lacks specific engagement with the student's own data or sources - Voice/style shifts noticeably between sections

How to prevent: - Use the transparency model (Chapter 5),students acknowledge AI use and submit revision history - Assess through oral defense where students must explain their arguments - Focus assessment on originality of thinking, not just quality of prose

---

Problematic 2: Trusting AI citations

AI frequently hallucinates citations,inventing papers that don't exist or misattributing real papers.

How to prevent: - Require students to verify every citation in their reference list (confirm it exists, that they've read it, that it says what they claim) - Spot-check citations during supervision: "Tell me about the Smith 2019 paper you cite here,what was their methodology?"

47.7 Application 5: Research Proposal Development

47.7.1 Assignment: Research Proposal with AI Documentation

This assignment teaches appropriate AI use while maintaining academic rigor. (Can be adapted for any discipline: Marketing research, Accounting research, Management research, etc.)

Student Task:

Develop a research proposal (2500 words) for a research project in your discipline including: 1. Research question and justification 2. Literature review (15-20 sources) 3. Methodology and research design 4. Expected contributions

AI Use Requirements:

Students must document: 1. **Every AI interaction** used in developing this proposal (submit conversation logs or screenshots) 2. **AI Use Log** (template provided): - Date and purpose of AI use - Prompt used - What AI provided - How you critically evaluated or revised AI's output - What you learned from this AI interaction

Assessment Rubric:

Criterion	Weight	What's Assessed
Research Question Quality	20%	Originality— significance— feasibility
Literature Engagement	25%	Depth of engagement with sources (not just AI summary)
Methodological Rigor	25%	Appropriateness and detail of research design
Critical AI Use	20%	Evidence of critical evaluation of AI outputs— not blind acceptance
Writing Quality	10%	Clarity— structure— academic conventions

What This Teaches:

- Transparency about AI use (professional practice)
- Critical evaluation of AI (essential skill)
- That AI is a tool requiring oversight (ethical responsibility)
- Appropriate vs. inappropriate research uses

47.8   Teaching AI Literacy for Research

Explicitly teach these principles to postgraduate students:

47.8.1   Principle 1: AI Accelerates Process, Humans Provide Insight

Appropriate AI use: - Finding sources quickly - Transcribing interviews - Checking grammar - Generating initial coding suggestions

Inappropriate AI reliance: - Interpreting findings - Making theoretical arguments - Evaluating source quality deeply - Making original contributions

---

47.8.2   Principle 2: Always Verify

AI makes confident mistakes. For research, this is dangerous.

Teach students: - Every citation AI provides must be verified (does it exist? Does it say what AI claims?) - Every theoretical claim AI makes must be

checked against original sources - Every statistical claim must be recalculated or confirmed

Assignment exercise: > "I gave AI 5 research questions and asked it to identify relevant literature. Below are AI's recommendations. Your task: Identify which citations are real and which are hallucinated. Verify each one."

This teaches verification as a habit.

47.8.3   Principle 3: Use AI to Challenge Your Thinking

The best research use of AI is as a **critical friend**: - "What assumptions am I making?" - "What have I overlooked?" - "How else could this be interpreted?" - "What are weaknesses in my argument?"

Train students to prompt AI to **disagree** with them, not just confirm their thinking.

47.9   Supervising Research Students Using AI

47.9.1   As a Supervisor, You Should:

1. Be Explicit About Expectations

Include an "AI Use" section in your supervision agreement: - When AI use is encouraged (e.g., literature search, transcription) - When AI use must be documented (e.g., data analysis support) - When AI use is inappropriate (e.g., writing original analysis) - How to cite AI assistance in the thesis

2. Model Appropriate AI Use

In supervision meetings: > "I used AI to quickly scan recent literature on your topic,here's what it flagged. But I want you to read these three papers fully because AI's summary missed important nuances."

This shows: AI for efficiency, human for depth.

3. Ask Questions That Reveal AI Misuse

If you suspect a student has outsourced thinking to AI: - "Walk me through how you arrived at this interpretation." - "What alternative explanations did you consider and reject? Why?" - "Which of your sources best supports this claim? What does that author actually argue?"

Students who've done the work can answer. Students who relied on AI can't.

47.10   Red Flags for Over-Reliance on AI in Research

Red Flag 1: Student's written work contains sophisticated arguments they can't explain verbally.

Red Flag 2: Citations that don't exist or don't say what the student claims.

Red Flag 3: Generic, surface-level literature review that doesn't engage with debates or contradictions.

Red Flag 4: Student can't articulate why their research question matters or what gap it fills.

Red Flag 5: Sudden shifts in writing quality or voice within a thesis.

Response: Don't accuse immediately. Ask questions that require genuine engagement with the research. Provide opportunity for the student to demonstrate their thinking.

47.11   Sample Unit: Research Methods (Postgraduate)

Here's how to integrate AI into a postgraduate research methods unit (examples are discipline-agnostic but can be adapted for HR, Marketing, Accounting, Management, etc.):

47.11.1   Week 1: Introduction to Research and AI

- What is research? What makes it original?
- AI as research tool vs. research replacement
- Academic integrity in an AI-augmented research environment

47.11.2   Week 2: Literature Review Skills

- How to search databases effectively
- Using AI for exploratory search (demonstration)
- Critical evaluation of sources (AI can't do this)

47.11.3   Week 3: Research Question Development

- Characteristics of good research questions
- Using AI for refinement (Socratic questioning)
- **Assignment:** Draft research question + document AI interactions

47.11.4 Week 4: Qualitative Methods

- Interview design and data collection
- AI-assisted transcription
- Human-centred analysis

47.11.5 Week 5: Qualitative Data Analysis

- Coding and theme development
- Using AI for preliminary coding (appropriately)
- **Workshop:** Code same transcript independently, then compare to AI coding

47.11.6 Week 6: Quantitative Methods

- Survey design and data collection
- AI for data cleaning and initial analysis
- Human judgment for interpretation

47.11.7 Week 7: Mixed Methods

- Integration of qualitative and quantitative
- Using AI to synthesize across data types
- Maintaining analytical integrity

47.11.8 Week 8: Research Ethics

- Ethics approval processes
- AI and confidentiality concerns
- Citing AI assistance appropriately

47.11.9 Week 9-10: Proposal Development

- Students work on research proposals
- AI use documented throughout
- Peer review of AI use practices

47.11.10 Week 11: Presenting Research

- Defending methodological choices
- **Practice:** Explain your research without referring to notes (tests genuine understanding)

47.11.11 Week 12: Final Proposal Due

- Research proposal (2500 words)
- AI Use Log (documenting all AI assistance)

- Oral presentation defending methodological choices

47.12 Cross-Discipline Applications: Research Assistant Adaptations

The research assistant applications can be adapted for postgraduate research across different business disciplines. Below are examples showing how to implement these approaches in various professional contexts.

47.13 Marketing

47.13.1 Literature Review Applications

Discipline-Specific Considerations: - Marketing literature spans consumer behavior, branding, digital marketing, and market research - Need to integrate academic research with industry reports and practitioner insights - Emphasis on emerging trends and technology-driven changes

Appropriate AI Use Examples:

```
PROMPT: Marketing Literature Exploration

I'm researching consumer responses to AI-powered personalisation in e-
commerce. Help me identify:
1. Key theoretical frameworks (e.g., Technology Acceptance Model, Privacy Calculus Theo
2. Seminal papers on personalisation ethics and effectiveness
3. Industry reports from Gartner/McKinsey on AI marketing adoption
4. Emerging debates about privacy vs. personalisation benefits
5. Research gaps in cross-cultural personalisation studies

Do not write a literature review-give me a research landscape map.
```

Critical AI Evaluation: - AI may overemphasize recent digital marketing studies while missing foundational consumer behaviour theory - Industry reports cited by AI should be verified for current validity - Cross-cultural considerations often underrepresented in AI-generated literature maps

47.13.2 Research Question Development

Marketing-Specific Challenges: - Balancing theoretical rigor with practical marketing implications - Ensuring research questions address real industry problems - Incorporating measurable outcomes and ROI considerations

AI-Assisted Refinement:

```
PROMPT: Marketing Research Question Refinement

My broad topic is influencer marketing effectiveness. My draft question: "How effective are micro
influencers compared to macro-influencers?"

Help me refine by:
1. Clarifying what "effectiveness" means (engagement, sales, brand awareness?)
2. Identifying industry context (which platforms, product categories?)
3. Suggesting how to make this more theoretically grounded
4. Considering practical constraints (data availability, measurement challenges)

Do not write my research question-help me develop it myself.
```

47.13.3 Data Analysis Applications

Marketing Data Types: - Social media analytics, campaign performance
metrics - Consumer surveys, focus group transcripts - Eye-tracking studies, A/B
test results - Customer journey mapping data

Appropriate AI Use:

```
PROMPT: Marketing Data Pattern Recognition

I collected survey responses from 200 consumers about their mobile shopping experiences. My resea

Suggest potential themes emerging from this data sample. This is preliminary-I will do my own the

[Data sample provided]
```

Critical Oversight: - AI may miss cultural nuances in consumer behaviour in-
terpretation - Marketing metrics often have industry-specific contextual meanings
- Qualitative data requires sensitivity to brand and product context

47.14 Accounting

47.14.1 Literature Review Applications

Discipline-Specific Considerations: - Accounting literature includes technical
standards, regulatory requirements, and professional practice - Need to integrate
IFRS/GAAP standards with academic research - Emphasis on compliance, ethics,
and professional judgment

Appropriate AI Use Examples:

```
PROMPT: Accounting Literature Exploration

I'm researching the impact of IFRS 15 revenue recognition on financial reporting quality. Help me
1. Key accounting standards and regulatory guidance
```

2. Academic studies on IFRS 15 implementation challenges
3. Professional body guidance (e.g., ICAEW, CPA Australia)
4. Industry-specific applications (software, construction, manufacturing)
5. Research gaps in emerging revenue models (SaaS, crypto assets)

```
Do not write a literature review-give me a research landscape map.
```

Critical AI Evaluation: - AI may not distinguish between mandatory stan-
dards and interpretive guidance - Professional body publications require careful
verification - Industry-specific applications often need deeper technical under-
standing

47.14.2   Research Question Development

Accounting-Specific Challenges: - Ensuring research questions address
compliance and regulatory implications - Balancing technical accounting issues
with broader business impacts - Incorporating professional judgment and ethical
considerations

AI-Assisted Refinement:

```
PROMPT: Accounting Research Question Refinement

My broad topic is fair value measurement challenges. My draft question: "How do audito

Help me refine by:
1. Clarifying what aspects of fair value (inputs, methodologies, disclosures?)
2. Identifying specific accounting standards involved
3. Considering professional judgment vs. technical compliance
4. Addressing practical audit challenges and regulatory expectations

Do not write my research question-help me develop it myself.
```

47.14.3   Data Analysis Applications

Accounting Data Types: - Financial statement data, audit workpapers - Reg-
ulatory filings, compliance testing results - Professional judgment documentation
- Ethical dilemma case studies

Appropriate AI Use:

```
PROMPT: Accounting Data Pattern Recognition

I analysed 50 audit files for fair value measurement disclosures. My research question

Suggest potential themes emerging from this documentation sample. This is preliminary-

[Documentation sample provided]
```

Critical Oversight: - Accounting technical terms require precise interpretation - Regulatory compliance context is essential for proper analysis - Professional judgment documentation needs careful ethical consideration

47.15 Business Analytics

47.15.1 Literature Review Applications

Discipline-Specific Considerations: - Analytics literature spans statistics, data science, machine learning, and business intelligence - Need to integrate technical methodologies with business applications - Emphasis on emerging technologies and predictive modeling

Appropriate AI Use Examples:

```
PROMPT: Analytics Literature Exploration

I'm researching predictive analytics for customer churn in subscription services. Help me identif
1. Key statistical and machine learning methodologies
2. Business analytics frameworks and best practices
3. Industry applications (telecom, SaaS, media streaming)
4. Technical challenges (data quality, model interpretability)
5. Research gaps in real-time predictive analytics

Do not write a literature review-give me a research landscape map.
```

Critical AI Evaluation: - AI may overemphasize popular methodologies while missing domain-specific approaches - Technical literature requires verification of mathematical accuracy - Business context often needs deeper integration with technical methods

47.15.2 Research Question Development

Analytics-Specific Challenges: - Balancing technical feasibility with business value - Ensuring research questions address practical implementation constraints - Incorporating data quality and model validation considerations

AI-Assisted Refinement:

```
PROMPT: Analytics Research Question Refinement

My broad topic is predictive modeling for supply chain optimization. My draft question: "How accu

Help me refine by:
1. Clarifying what "accuracy" means (metrics, business impact?)
2. Identifying specific modeling approaches and data requirements
3. Considering implementation challenges and data availability
4. Addressing business value vs. technical performance
```

```
Do not write my research question-help me develop it myself.
```

47.15.3   Data Analysis Applications

Analytics Data Types: - Large datasets, time series data, customer behavioural data - Model performance metrics, validation results - Algorithm comparison studies, implementation case studies

Appropriate AI Use:

```
PROMPT: Analytics Data Pattern Recognition

I collected performance metrics from 20 predictive models across different business co

Suggest potential themes emerging from this metrics analysis. This is preliminary-I wil

[Metrics sample provided]
```

Critical Oversight: - Statistical and technical accuracy requires expert verification - Business context interpretation needs domain knowledge - Model performance metrics require careful methodological understanding

47.16   Tourism & Hospitality

47.16.1   Literature Review Applications

Discipline-Specific Considerations: - Hospitality literature includes service management, customer experience, and tourism economics - Need to integrate academic research with industry hospitality standards - Emphasis on cultural contexts and service quality frameworks

Appropriate AI Use Examples:

```
PROMPT: Hospitality Literature Exploration

I'm researching service recovery strategies in luxury hotels. Help me identify:
1. Key service quality frameworks (SERVQUAL, service profit chain)
2. Customer complaint management theories and models
3. Industry best practices and case studies
4. Cultural considerations in service recovery
5. Research gaps in technology-mediated service recovery

Do not write a literature review-give me a research landscape map.
```

Critical AI Evaluation: - AI may not adequately address cultural and contextual service differences - Hospitality industry practices require verification

against current standards - Service quality frameworks need careful application
to specific contexts

47.16.2 Research Question Development

Hospitality-Specific Challenges: - Incorporating cultural and contextual
factors in service research - Balancing customer experience with operational
feasibility - Addressing seasonal and external environmental factors

AI-Assisted Refinement:

```
PROMPT: Hospitality Research Question Refinement

My broad topic is customer satisfaction in resort hotels. My draft question: "What factors influe

Help me refine by:
1. Clarifying satisfaction dimensions (service quality, amenities, value?)
2. Identifying specific resort contexts and customer segments
3. Considering cultural and seasonal influences
4. Addressing measurement challenges and practical implications

Do not write my research question-help me develop it myself.
```

47.16.3 Data Analysis Applications

Hospitality Data Types: - Customer satisfaction surveys, review data - Service
encounter observations, complaint logs - Booking and occupancy data, revenue
analytics - Cultural preference studies, seasonal trend analysis

Appropriate AI Use:

```
PROMPT: Hospitality Data Pattern Recognition

I analysed 300 customer reviews from a luxury resort. My research question examines service quali

Suggest potential themes emerging from this review sample. This is preliminary-I will do my own t

[Review sample provided]
```

Critical Oversight: - Cultural context interpretation requires sensitivity and
expertise - Service quality dimensions vary by hospitality segment - Customer
feedback analysis needs careful sentiment consideration

47.17 Information Systems

47.17.1 Literature Review Applications

Discipline-Specific Considerations: - IS literature includes technology adoption, system implementation, and digital transformation - Need to integrate technical research with organisational change theory - Emphasis on user acceptance, security, and implementation success factors

Appropriate AI Use Examples:

PROMPT: IS Literature Exploration

I'm researching user resistance to enterprise system implementations. Help me identify
1. Key technology acceptance theories (TAM, UTAUT, TOE framework)
2. Implementation success factors and critical failure points
3. Change management approaches for technology adoption
4. Security and privacy considerations in system implementation
5. Research gaps in AI-assisted system implementations

Do not write a literature review-give me a research landscape map.

Critical AI Evaluation: - AI may not adequately distinguish between different theoretical frameworks - Technical implementation details require careful verification - Organisational change aspects often need deeper theoretical integration

47.17.2 Research Question Development

IS-Specific Challenges: - Balancing technical and organisational perspectives - Incorporating implementation timelines and resource constraints - Addressing security, privacy, and ethical technology considerations

AI-Assisted Refinement:

PROMPT: IS Research Question Refinement

My broad topic is digital transformation in traditional industries. My draft question:

Help me refine by:
1. Clarifying what "successful" means (metrics, stakeholder perspectives?)
2. Identifying specific technologies and industry contexts
3. Considering organisational readiness and change management
4. Addressing implementation challenges and risk factors

Do not write my research question-help me develop it myself.

47.17.3 Data Analysis Applications

IS Data Types: - System usage logs, implementation project data - User acceptance surveys, resistance interviews - Security incident reports, adoption metrics - Technology implementation case studies

Appropriate AI Use:

PROMPT: IS Data Pattern Recognition

I collected interview data from 15 IT implementation projects. My research question examines fact

Suggest potential themes emerging from this interview sample. This is preliminary-I will do my ow

[Interview sample provided]

Critical Oversight: - Technical terminology requires precise interpretation - Implementation context varies significantly by technology type - User adoption factors need careful psychological and organisational analysis

47.18 Management

47.18.1 Literature Review Applications

Discipline-Specific Considerations: - Management literature spans organisational behavior, strategy, leadership, and change management - Need to integrate theoretical frameworks with practical management applications - Emphasis on contextual factors and organisational dynamics

Appropriate AI Use Examples:

PROMPT: Management Literature Exploration

I'm researching leadership development in digital transformation. Help me identify:
1. Key leadership theories and models (transformational, situational, authentic)
2. Organisational change frameworks (Kotter, Lewin, ADKAR)
3. Digital transformation management studies and case analyses
4. Contextual factors affecting leadership effectiveness
5. Research gaps in leadership development for digital contexts

Do not write a literature review-give me a research landscape map.

Critical AI Evaluation: - AI may oversimplify complex theoretical frameworks - Contextual and situational factors often underrepresented - Practical management applications require careful verification

47.18.2 Research Question Development

Management-Specific Challenges: - Incorporating organisational context and situational factors - Balancing theoretical frameworks with practical management implications - Addressing leadership and organisational behaviour complexities

AI-Assisted Refinement:

```
PROMPT: Management Research Question Refinement

My broad topic is organisational culture change. My draft question: "How do leaders cha

Help me refine by:
1. Clarifying what aspects of culture (values, behaviors, artifacts?)
2. Identifying specific change contexts and leadership approaches
3. Considering organisational size, industry, and cultural factors
4. Addressing measurement challenges and success criteria

Do not write my research question-help me develop it myself.
```

47.18.3 Data Analysis Applications

Management Data Types: - Organisational survey data, leadership assessment results - Change management project documentation - Performance metrics, employee engagement data - Case study analyses and intervention evaluations

Appropriate AI Use:

```
PROMPT: Management Data Pattern Recognition

I analysed survey responses from 200 employees about leadership effectiveness. My resea

Suggest potential themes emerging from this survey sample. This is preliminary-I will

[Survey sample provided]
```

Critical Oversight: - Organisational context interpretation requires deep understanding - Leadership and management concepts have nuanced meanings - Survey data analysis needs careful psychometric consideration

47.19 Adapting Research Assistant Principles Across Disciplines

47.19.1 Common Research Integrity Standards

Verification Requirements: Regardless of discipline, students must verify:

- All citations exist and accurately represent source content

- Theoretical claims are correctly applied to the research context
- Technical or methodological assertions are accurate
- Industry or professional standards are current and correctly interpreted

Critical Evaluation Framework: - **Technical Accuracy:** Discipline-specific terminology and concepts correctly understood - **Contextual Appropriateness:** Research situated in relevant professional/industry context - **Methodological Rigor:** Research design appropriate for the discipline's standards - **Practical Relevance:** Findings connected to real-world professional applications

47.19.2 Discipline-Specific AI Literacy

Technical Disciplines (Accounting, IT, Analytics): - Emphasize verification of technical claims and calculations - Teach identification of AI hallucinations in technical content - Focus on professional standards and regulatory compliance

Behavioral Disciplines (Marketing, Hospitality, Management): - Emphasize contextual interpretation and cultural sensitivity - Teach evaluation of AI's understanding of human behaviour - Focus on practical application and stakeholder implications

Creative Disciplines (Marketing, Management): - Emphasize subjective judgment and professional expertise - Teach critical evaluation of AI recommendations in creative contexts - Focus on integration of theoretical and practical knowledge

47.19.3 Postgraduate Assessment Design

Research Proposal Requirements: - Discipline-specific literature engagement demonstration - Appropriate methodology for the field of study - Clear articulation of theoretical and practical contributions - Critical reflection on AI assistance and limitations

Thesis Supervision Guidelines: - Explicit discussion of appropriate AI use in research supervision - Regular verification of student engagement with primary sources - Assessment of critical thinking about AI-generated insights - Documentation of AI assistance in research process

---

47.20 Key Principle for Postgraduate AI Integration

The standard must be higher, not lower.

Undergraduate students use AI to develop foundational skills.

Postgraduate students use AI to accelerate research processes while maintaining the highest standards of: - Originality - Critical thinking - Methodological rigor - Scholarly integrity

If AI integration makes postgraduate work easier without making it better, you're doing it wrong.

AI should enable students to engage with MORE literature, analyse data MORE thoroughly, and produce MORE rigorous research,not to avoid doing the hard thinking that research requires.

47.21 Office Document Outputs: From Analysis to Professional Presentation

47.21.1 Converting Research Findings into Professional Deliverables

Beyond the research analysis itself, postgraduate students must communicate their findings professionally. This is where document generation becomes valuable: taking research analysis and converting it into formatted, professional deliverables ready for thesis submission, conference presentation, or stakeholder communication.

47.21.2 Three Common Scenarios

47.21.2.1 Scenario 1: Research Findings → Word Document Report

After qualitative analysis (like the thematic analysis workflow in Chapter 14), students can generate a professional research report:

```
Based on the thematic analysis above, create a Word document research
report (3000-4000 words) that includes:

1. **Executive Summary** (200-300 words) - What this research found and why it matters
2. **Introduction & Context** - The research question and why it matters
3. **Methodology** (500 words) - How data was collected and analyzed
4. **Findings** (1500-2000 words) - Themes with supporting quotes
5. **Discussion** (800-1000 words) - What findings mean for the research area
6. **Limitations** (300 words) - What this analysis can and cannot tell us
7. **References** - All sources cited

Format as a professional research document with:
- Proper heading hierarchy
- Numbered sections
- Professional spacing and margins
```

- Ready for thesis chapter or journal submission

Teaching point: The document format forces organizational clarity. Students can't hide weak analysis under poor presentation. Professional formatting reveals whether thinking is rigorous.

47.21.2.2 Scenario 2: Data Analysis → PowerPoint Presentation

For research students presenting findings (thesis defense, research seminar, conference):

```
I've completed analysis of [research data: survey results, statistical
analysis, case study findings]. Create a PowerPoint presentation (15-
20
slides) suitable for [context: thesis defense / research seminar /
conference presentation] that includes:

1. Title slide with research question
2. Context & literature (why this research matters)
3. Methodology (how the research was conducted)
4. Key findings (one major finding per slide, with supporting evidence)
5. Visual representations (charts, tables, diagrams)
6. Discussion of implications
7. Limitations and future research
8. Conclusion and recommendations

Include:
- Speaker notes with detailed explanations
- Data visualizations where appropriate
- Professional academic design
- Clear takeaways for each slide
```

Teaching point: Research isn't complete until it's communicated. This scenario teaches that analysis and presentation are interconnected. Weak presentation reveals weak analysis.

47.21.2.3 Scenario 3: Multiple Data Sources → Integrated Report

For mixed-method research combining qualitative and quantitative data:

```
I've completed both quantitative analysis (survey data, N=200) and
qualitative analysis (interviews, N=15). Create an integrated research
report (4000-5000 words) that:

1. Presents quantitative findings with supporting charts/tables
2. Presents qualitative themes with supporting quotes
3. Triangulates findings - where do quantitative and qualitative
   results agree/disagree?
```

```
4. Synthesizes findings into coherent narrative
5. Discusses implications for theory and practice

Format as a professional research document ready for thesis chapter
submission, with proper citations and appendices.
```

Teaching point: Mixed-method research requires integration, not just reporting both streams separately. Document generation forces students to think about how quantitative and qualitative findings relate.

47.21.3 Integration with Chapter 14: "From Conversation to Document"

The new Chapter 14 covers office document generation in depth, including the data analysis $\rightarrow$ PowerPoint workflow demonstrated above. Research students should reference that chapter for:

- **Step-by-step guidance** on creating presentations from analysis
- **Discipline-specific examples** showing how research findings are presented across business fields
- **Tool-specific approaches** (ChatGPT artifacts, Claude canvas, Google Docs integration)
- **Quality control principles** for reviewing AI-generated documents

Key difference: Research context requires higher standards for accuracy and rigor. When converting research findings to documents:

1. **Verify every claim** - Research documents require accuracy above typical business documents
2. **Review quotes and citations** - Ensure quotes are accurately extracted from source material
3. **Check calculations** - Especially for statistical findings, verify numbers are correct
4. **Maintain methodological rigor** - Ensure research limitations and caveats are clearly stated
5. **Preserve academic tone** - Research documents maintain formal academic voice

47.21.4 Assessment Considerations

When students use document generation for research deliverables:

What to assess: - Is the analysis accurately represented? - Are limitations clearly acknowledged? - Is the presentation organized logically? - Are sources properly cited? - Does the document reflect genuine research understanding?

What NOT to assess: - Whether the document looks professional (that's what AI helps with) - Formatting perfection (the tool handles that) - Time spent on presentation (students can focus on analysis)

Grading approach:

```
Research Analysis (70%):
- Quality of research thinking
- Rigor of methodology
- Depth of analysis
- Critical engagement with findings

Research Communication (30%):
- Clarity of presentation (how well findings are explained)
- Organization (logical flow, clear structure)
- Professional appearance (formatting quality)
- Citation accuracy

Note: AI assists with communication, not analysis. Grades reflect
research quality, which is the actual learning objective.
```

47.21.5 Boundary: When NOT to Generate Research Documents

Avoid generating: - Literature reviews (requires deep engagement with sources) - Research proposals (requires original thinking about what to study) - Theoretical frameworks (requires original conceptualization) - Conclusions that weren't genuinely discovered in the data - Interpretations that the student doesn't genuinely understand

The principle: AI generates the *presentation* of research, not the research itself. If AI is doing the research thinking, you have a problem.

47.22 Your Action Step

If you supervise research students:

1. **Review Chapter 14** on office document generation to understand the workflow
2. **Decide which research deliverables** students can generate with AI:
   - Research reports (presentation of genuine analysis)
   - Presentation slides (visualization of genuine findings)
   - Literature summaries (requires genuine deep reading)
   - Thesis chapters (if analysis is genuine, presentation can be AI-generated)
3. **Make it explicit** in your research guidelines which documents can be AI-generated and which cannot
4. **Verify authenticity** by asking students about their analysis and thinking, not just reviewing the document

---

47.23   Next Chapter Preview

In the next chapter, we explore how to make static teaching content interactive,transforming traditional lectures, readings, and materials into dynamic, AI-enhanced learning experiences. This includes live demonstrations, interactive scenarios, and engaging activities that maintain the human connection while leveraging AI's strengths.

Cross-Reference: For detailed guidance on creating Word documents, PowerPoint presentations, and other office suite outputs from AI conversations, see **Chapter 14: From Conversation to Document**. That chapter provides step-by-step workflows and discipline-specific examples for all the document generation scenarios mentioned above.

Chapter 48

Advanced Frontiers: Agents, Automation & Emerging Capabilities

48.1 Why This Chapter Exists

The previous chapters teach you to work with AI tools directly,writing prompts, generating content, creating learning experiences. That's powerful and covers 90% of what you'll need.

But there's a next level: **setting up AI to work semi-autonomously**.

Imagine: - A system that automatically generates customized quizzes from your lecture notes - An agent that reviews student work and creates personalized learning guides - An automation workflow that transforms your PowerPoint into interactive learning objects - A tool that escalates to you only when human judgment is needed, handling routine tasks itself

This chapter explores these emerging capabilities. It's optional but powerful once you're comfortable with the basics.

48.2 Part 1: AI Agents Explained (The Simple Version)

48.2.1 What Is an Agent?

An **agent** is AI that's been given a specific job to do, running somewhat independently toward that goal.

Helpful Mental Model:

Think of stages: 1. **You give instructions** → AI does exactly what you ask (current) 2. **You set up a job** → AI completes the job with minimal oversight (agents) 3. **You define a goal** → AI figures out the steps needed (future, very advanced)

Real Example: Quiz Generation Agent

```
WITHOUT AGENT (current approach):
1. You write: "Create a quiz from this material"
2. AI generates quiz
3. You copy/paste into LMS
4. Student takes quiz
5. You manually review results

WITH AGENT (what we're exploring):
1. You set up: "Whenever I upload course content, auto-generate a
   difficulty-calibrated quiz and email it to students"
2. Agent handles: uploading, generating, checking quality, distributing
3. You review only when: quality seems off or students struggle
4. Agent tracks: student performance and difficulty adjustments
```

The Key Difference: With an agent, the AI does the entire workflow, not just one step.

48.2.2 Why Agents Matter for Teaching

Time leverage: What takes 30 minutes manually, an agent does in seconds,every single time.

Consistency: Agents don't get tired or inconsistent. The same process runs the same way each time.

Scaling: One agent can handle hundreds of students where manual approach maxes out at dozens.

Data insights: Agents can track patterns you'd never notice manually.

48.3 Part 1.5: Prompt Chaining - Simulating Agents Today (Without Needing Agent Technology)

Before we talk about building or using actual agents, here's something important: **you can simulate agent-like behavior right now using prompt chaining.**

Prompt chaining is when you guide the AI through a multi-step workflow in a single conversation. The **educator is the orchestrator**,you direct the steps, AI executes each one, and the results build on each other.

48.3.1 Why Prompt Chaining Matters

Agents are powerful but require technical setup. Prompt chaining requires nothing but a conversation with your AI tool.

With prompt chaining, you can: - Break complex tasks into steps - Have the AI complete each step (you see the intermediate results) - Refine based on what you see - Redirect if something isn't working - Combine outputs into final products

The educator remains in control throughout. You're not just telling the AI "do this whole thing",you're directing a step-by-step process.

48.3.2 Three Prompt Chaining Approaches

48.3.2.1 Approach 1: Full Chain in One Prompt (Guided Workflow)

Give the AI all steps at once and ask it to work through them:

```
You are an AI assistant helping create course materials.

Follow these steps in order:
1. Summarise the key concepts from [topic]
2. Identify the three most important ideas students should understand
3. Create a 5-question quiz testing each idea
4. Write brief explanations for why each quiz question matters

Use clear language suitable for [your discipline] students.

Here is the material:
[Paste content]

Begin with Step 1 and work through all four steps.
```

When to use: You want a complete workflow and are happy to take the output as-is with minimal adjustment.

Teaching example:

```
You are creating a unit assessment strategy.

Follow these steps:
1. Analyse this unit's learning outcomes
2. Identify which outcomes need formative feedback (during learning)
3. Identify which outcomes need summative assessment (final grading)
4. Suggest one AI-powered activity for each formative outcome
5. Suggest one authentic assessment for each summative outcome

Unit outcomes: [paste your unit outline]

Create a complete assessment plan following these steps.
```

48.3.2.2 Approach 2: Modular Prompt Chain (Explicit Steps with Pauses)

Work through steps one at a time, adjusting based on each result. This is closer to how agents actually work,step by step, human in the loop.

```
Step 1: "Create a list of the top 5 risks in [supply chain scenario].
For each risk, explain why it matters."

[You review the list, then:]

Step 2: "Good. Now for each risk, suggest one control measure.
Explain how the control reduces the risk."

[You review, then:]

Step 3: "Now create an audit plan. What would an auditor check
to verify these controls are working?"

[And so on...]
```

When to use: You want to see intermediate results, provide feedback, and refine based on what the AI generates. This is the conversational, iterative approach.

Teaching example:

```
STEP 1: "List the major ethical dilemmas in [your discipline's case].
For each one, explain the competing interests."

[You read the list and see if it matches your course focus]

STEP 2: "Good. Now explain which ethical framework
(utilitarian, deontological, virtue ethics) each dilemma fits best."
```

```
[You see if the framework application is correct for your students' level]

STEP 3: "Now create a class discussion question for each dilemma
that pushes students to think critically."

[You adjust for your specific student cohort]
```

48.3.2.3 Approach 3: Interactive Chain (Pause Between Steps for Your Input)

Ask the AI to pause and wait for your approval before continuing:

```
You are helping me develop a business scenario for student learning.

We'll work through this together. After each step, I'll review
and give you feedback before you continue.

Step 1: Create a [marketing/supply chain/HR] scenario with realistic complexity.
Include 3-4 stakeholders with conflicting interests.

Please complete Step 1 now, then wait for my feedback
before moving to Step 2.
```

When to use: You want maximum control and want to shape the outcome as it develops. Perfect for iterative teaching material design.

Teaching example:

```
We're building a case study together. After each step,
I'll give you feedback and direction.

STEP 1: Create a realistic [your discipline] scenario.
Include a problem that requires analysis (don't give the solution).

Show me Step 1 and wait for my feedback before continuing.

---

[You review Step 1, then:]

"Good scenario. It's too technical though.
Please simplify the jargon for first-year students.
Now proceed to Step 2."

STEP 2: [continues based on your feedback]
```

48.3.3   Key Principle: You're the Orchestrator

This is crucial: **you're not writing code or building technical systems. You're having a directed conversation.**

Think of it like conducting an orchestra: - You define the movements (steps) - Musicians (AI) execute each one - You listen and adjust - The result emerges through collaboration

With prompt chaining, you: - Stay in complete control - Can see and adjust at each step - Don't need technical skills - Can redirect if something isn't working - Use your expertise to refine outputs

48.3.4   When to Use Prompt Chaining vs. Building an Agent

Use prompt chaining if: - You want to try a multi-step workflow without technical setup - You need human oversight and adjustment at each step - The workflow might change based on results - You're working one-off or occasionally (not hundreds of times) - You want to stay fully in control

Consider an agent if (Part 2): - You run the same workflow repeatedly (100+ times) - Each instance needs the same process - You don't need intermediate adjustments - You want set-it-and-forget-it automation - You're willing to invest time in technical setup

48.3.5   Teaching Application Example

Here's how an educator might use prompt chaining for course design:

```
PROMPT 1: "I'm designing a unit on supply chain resilience.
What are the 3-4 core concepts students must understand?"

[AI gives you 4 concepts]

PROMPT 2: "Good. For each concept, suggest one teaching activity.
What would students actually DO to learn this?"

[AI suggests activities]

PROMPT 3: "I like activities 2 and 4 but activity 1 is too passive.
Suggest a more active alternative for concept 1."

[AI gives more active option]

PROMPT 4: "Perfect. Now create a 12-week unit plan.
Each week covers one concept plus the activity. Include:
- Weekly learning outcome
```

```
- Teaching activity (1-2 hours)
- Assessment

Show me the full plan."

[You get a complete unit structure you helped shape]

PROMPT 5: "Great! Now create one detailed lesson plan for Week 3.
Include:
- Minute-by-minute timing
- Student instructions
- Prompts for discussion"

[You get detailed implementation you can use directly]
```

Notice: **you never wrote a prompt longer than a sentence, but you built an entire unit through conversation.**

48.4 Part 2: Agents in Practice (Tools You Can Use Today)

48.4.1 Copilot Agents (Microsoft)

Microsoft is building "Copilot Agents",AI agents with specific skills integrated into their Copilot Enterprise.

What's possible (current or near-term): - **Document processing agent** - Scans course materials, extracts key concepts, generates study materials - **Assignment analysis agent** - Reviews student work, identifies common misconceptions, suggests interventions - **Content generation agent** - Transforms static documents into interactive HTML and multimedia - **Grading assistant agent** - Analyzes student responses, calculates scores, flags edge cases for your review

How to get started: 1. Access Copilot in your MS products (Word, PowerPoint, etc.) 2. Look for "Agents" or "Skills" menu 3. Explore pre-built agents for your use case 4. (Advanced) Build custom agents using Power Automate + Copilot

Practical First Step: Try using Copilot in Word to:

- Upload a course document
- Ask: "Create 20 quiz questions from this material, difficulty-calibrated"
- Agent processes and returns questions

48.4.2   Custom GPTs (ChatGPT)

If you're using ChatGPT Plus or Pro, you can create "Custom GPTs",specialized versions of ChatGPT trained for your specific need.

What you can do: 1. Upload your course materials to the Custom GPT 2. Train it on your teaching style and requirements 3. Students interact with YOUR custom tool, not generic ChatGPT

Example Custom GPT: "HR Case Study Analyzer"

- Trained on your HR course materials
- Understands your teaching approach
- Generates scenarios specific to your unit
- Evaluates student responses using your rubrics
- Maintains context across a conversation

How to build: 1. Go to ChatGPT Plus → "Explore" → "Create a GPT" 2. Name it: "Your Course + GPT" (e.g., "Supply Chain Risk Analysis GPT") 3. Upload your course materials 4. Write instructions for how it should behave 5. Share with students via link

What students see: - Looks like a regular ChatGPT conversation - But it's trained on YOUR materials - Asks questions and provides feedback in YOUR style

48.4.3   Claude Projects (Anthropic)

Similar concept: create a persistent workspace for a specific teaching project.

Structure: - Upload course materials once - Create a knowledge base specific to your unit - Have conversations within that context - Track chat history and learnings

Good for: - Student research projects (they collaborate with the project context) - Consistent feedback (same context, same quality of feedback) - Building institutional knowledge (project grows with contributions)

48.5   Part 3:   Automation Platforms (Scaling What Works)

An **automation platform** connects different tools so they work together automatically.

Simple Examples:

```
Without Automation:
1. Student submits assignment on Blackboard
```

```
2. You download it
3. You copy content into ChatGPT
4. You read feedback from ChatGPT
5. You create document with comments
6. You upload back to Blackboard
[10-15 minutes per student, x30 students = 300 minutes]

With Automation:
1. Student submits on Blackboard
2. Platform automatically:
   - Grabs the submission
   - Runs it through AI analysis
   - Generates feedback
   - Posts feedback back to Blackboard
3. You review results in dashboard (5 min total)
[Setup takes 30 min once, then runs automatically]
```

48.5.1 Major Platforms

Microsoft Power Automate (Enterprise-focused, Curtin integration) - Integrates with MS Office (Word, Excel, Teams) - Easy visual workflow builder - Built for enterprise automation - What you can automate: - Email workflows (send feedback automatically) - Document processing (extract key points) - Grading assistance (flag unusual submissions) - Schedule tasks (daily digest of student activity)

Zapier (General-purpose, simple) - Connects 6,000+ apps - No coding required - Good for simpler workflows - What you can automate: - Collect form responses → Create study guide → Email to students - New uploads → Generate summary → Archive - Student submission → Run AI analysis → Create report

n8n (Advanced, customizable) - Open-source, more powerful - Good for complex workflows - Requires more setup - What you can automate: - Multi-step processes with AI at each stage - Custom conditional logic - Integration with specialized tools

48.5.2 Practical Automation Examples

Example 1: Automated Quiz Generation from Lecture Notes

```
Trigger: You upload a PDF of lecture notes to a folder
Workflow:
1. Platform detects new file
2. Sends to AI for processing
3. AI generates 20 multiple-choice questions
4. AI generates 5 essay questions
5. Creates interactive HTML quiz
```

```
6. Posts quiz to course portal
7. Sends you notification: "Quiz created, ready to review"

Time for you: 30 seconds to approve
Time saved: 20+ minutes you'd spend creating the quiz
```

Example 2: Personalized Assignment Feedback at Scale

```
Trigger: Student submits assignment via Blackboard
Workflow:
1. Automation grabs submission
2. Extracts key sections using AI
3. Analyzes against rubric using AI
4. Identifies strengths and improvement areas
5. Generates personalized feedback comments
6. Posts feedback to Blackboard
7. Logs performance data

Student experience: Feedback appears within minutes (vs. days)
Your experience: Review flagged submissions only (unusual cases)
```

Example 3: Content Transformation Pipeline

```
Trigger: You create new PowerPoint slides
Workflow:
1. Automation detects new file
2. Extracts key concepts
3. Generates:
   - Interactive HTML summary
   - Study guide PDF
   - Flashcard deck
   - Quiz questions
4. Uploads all to course portal
5. Sends you bundle for final review

Benefit: One submission → Five formats automatically
```

48.6 Part 4: Retrieval-Augmented Generation (RAG) for Teaching

48.6.1 What Is RAG? (Simple Version)

RAG = Giving AI access to your specific documents so it can answer questions based on YOUR content, not general knowledge.

Without RAG:

```
Student: "What did the lecture say about supply chain resilience?"
AI: "I don't know what your lecture said. Let me give you general information..."
[Generic answer, not course-specific]
```

With RAG:

```
Student: "What did the lecture say about supply chain resilience?"
System: [Finds your lecture notes] [Finds your slides] [Finds your handouts]
AI: "Your lecture covered this specifically: [quote from your materials]"
[Specific to YOUR course]
```

48.6.2 Tools for RAG in Teaching

NotebookLM (Google's tool, free)

What it does: - Upload documents (PDFs, text, web links) - Ask questions about them - Generates study guides, summaries, outlines - Creates interactive guides students can explore - Generates quiz questions from documents

How to use in teaching: 1. Upload your course readings 2. Ask: "Generate an interactive study guide for Chapter 3" 3. NotebookLM creates a guide students can explore 4. Students ask questions about materials 5. All answers ground in YOUR documents (not hallucinations)

Copilot with Notebooks (Microsoft)

Similar to NotebookLM but within Copilot/MS ecosystem: - Create a notebook for each unit - Upload course materials - Reference them in conversations - Students interact with Copilot using YOUR content

Custom RAG Workflows (Advanced)

Once you understand RAG, you can build sophisticated workflows:

```
Workflow: Assignment Feedback Agent with Course Context

1. Student uploads assignment
2. Agent retrieves relevant course materials
3. Agent retrieves assignment rubric
4. Agent retrieves examples of strong work
5. Agent analyzes student work against all this context
6. Agent generates feedback grounded in YOUR course, not generic advice

Result: Personalized, contextual, course-specific feedback
```

48.7 Part 5: Multimodal AI (Image, Video, Audio, Text)

48.7.1 What Multimodal Means

Traditional AI: Text in, text out

Multimodal AI: Text, images, video, audio all work together

48.7.2 Practical Applications in Teaching

Image Generation

Use case: Generating visuals for curriculum

```
Example: Teaching supply chain concepts
Prompt: "Create a flowchart showing supply chain from raw material to customer,
highlighting points of risk, complexity, and opportunity"
```

```
Result: Professional diagram you can use in slides/handouts
```

Tools: - DALL-E (OpenAI) - Gemini (Google) - Microsoft Designer (based on DALL-E) - Claude (Anthropic)

Audio Processing

Use case: Converting lecture recordings to study materials

Workflow:

```
1. Record your lecture (video or audio)
2. AI transcribes it
3. AI summarizes key points
4. AI generates quiz questions from transcript
5. Students have: transcript, summary, quiz, original recording
```

```
Time for you: Press record. That's it.
Time saved: Hours of manual transcription/summarization
```

Tools: - NotebookLM (processes audio files) - Copilot (can summarize recordings) - Otter.ai (specialized audio transcription) - YouTube auto-captions (free, surprisingly good)

Video Analysis

Use case: Extracting key moments from lecture recordings

```
Prompt: "This is a 45-minute lecture recording. Identify:
- Key concepts explained
- Examples given
- Questions students asked
- Timestamps for each
```

```
Create an index so students can navigate to relevant sections"
```

```
Result: Searchable lecture guide
```

Creating Educational Videos with AI

Emerging capability (improving rapidly):

Current options: 1. **AI voiceover** - Write script, AI narrates it 2. **Script generation** - AI writes narration for your visuals 3. **Video summarization** - AI extracts key moments from long videos

Example workflow:

```
1. You create visuals/slides
2. AI generates narration script
3. AI voiceover tool adds narration
4. Result: Completed educational video

Time: 20 minutes
Without AI: Hours of recording/editing
```

Tools: - Synthesia (text-to-video) - HeyGen (AI avatars in videos) - Descript (AI-powered video editing)

48.8   Part 6: Building Custom Tools (Advanced)

48.8.1   Should You Build a Custom Tool?

Signs you should: - You do the same task repeatedly - It takes significant time - It would help many students - The workflow is clear and repeatable

Signs you shouldn't: - It's a one-time task - The workflow is fuzzy or changing - The problem is better solved with existing tools

48.8.2   Examples of Custom Tools Worth Building

Quiz Generator Agent for Your Course

What it does: - Learns your preferred quiz style - Learns your discipline's standards - Takes uploaded course material - Generates quizzes automatically - Adjusts difficulty based on student performance

Time investment: 2-3 hours to set up **Time saved:** 30+ minutes per quiz, every semester

Flashcard Generator

What it does: - Converts course materials to flashcards - Includes multiple question formats (not just vocab) - Integrates with spaced repetition systems - Tracks student learning

Time investment: 1 hour to configure **Time saved:** 10+ minutes per topic

Assignment Analyzer

What it does: - Checks submissions for key components - Identifies common errors - Extracts quotes/evidence for grading - Suggests feedback points - Flags unusual submissions for your review

Time investment: 3-4 hours to set up **Time saved:** 15+ minutes per assignment, every submission

48.8.3 Where to Start

1. **Identify your bottleneck** - What takes longest?
2. **Test with existing tools** - Can Zapier/Power Automate do it?
3. **Build incrementally** - Start simple, add complexity
4. **Track ROI** - Did you save time? Is quality better?
5. **Iterate** - Refine based on actual use

48.9 Part 7: The Emerging AI Ecosystem (Stay Informed Without Drowning)

48.9.1 New Tools Appearing Constantly

By the time you read this, new platforms will exist. Rather than catalog them (outdated quickly), here's how to evaluate emerging tools.

Evaluation Framework:

Ask these questions:

1. Does it solve a real problem for you? - Not: "This is cool" (bad reason) - Yes: "This would save me 5 hours per month" (good reason)

2. Is it sustainable? - Is the company stable? Or a startup that might disappear? - Is there a business model (or will it vanish when funding runs out)? - Would losing this tool break your teaching?

3. Is data safe? - Where does your data go? - Can you export it if you leave? - Does it meet institutional requirements (Curtin data governance)?

4. Is the learning curve worth it? - Can you learn it in 1-2 hours? - Or does it require ongoing technical support? - Do students need training to use it?

5. Does it integrate with what you already use? - Works with Blackboard? MS Teams? Canvas? - Or is it isolated from your ecosystem?

48.9.2   Categories of Emerging Tools

AI Coding Assistants - GitHub Copilot, Cursor, etc. - Useful if you're building custom tools yourself - Probably not your priority if you're not technical

Specialized Learning Platforms - EdTech companies adding AI - Good if they integrate with your institution - Watch: Will they be around in 3 years?

Agent Builders - Platforms to build custom agents without coding - High potential but rapidly evolving - Try when you have a specific problem to solve

Video & Content Platforms - New AI video generators emerging - Quality improving rapidly - Current: Good for simple video scripts - Future: Photorealistic educational videos

48.9.3   Strategy for Staying Current

Rather than chasing every new tool:

1. **Master the fundamentals** (Chapters 1-12)
2. **Use proven platforms** (ChatGPT, Claude, MS Copilot, NotebookLM)
3. **Experiment with emerging tools** on small projects
4. **Adopt only if it solves a real problem** for you
5. **Stay connected to teaching communities** (conferences, journals, networks)

48.10   Part 8: The Future You're Teaching For

48.10.1   Principle: Build Skills, Not Tool Dependence

Students entering the workforce will use AI tools you can't predict. Your job isn't to teach them this year's tools,it's to teach them to:

- **Learn new tools quickly** - Frameworks transfer between platforms
- **Evaluate AI critically** - Skills apply regardless of tool
- **Think about data governance** - Principle applies to all systems
- **Understand when to trust AI, when not to** - Universal skill
- **Use AI as amplifier of human expertise** - Not replacement

Teaching principle: Technology changes. Thinking skills remain.

48.10.2   What Agents & Automation Teach Students

By experiencing AI agents and automation in your teaching:

Students learn: - How to offload routine cognitive work (professionally relevant) - When to automate vs. handle manually (decision-making skill) - How to set systems up and trust them (confidence with technology) - What breaks and how to fix it (resilience) - The importance of human oversight (ethical skill)

48.10.3 Your Role Evolves

As tools become more capable:

Today: You write the prompt. AI helps.

Next: You design the workflow. Agent executes and you oversee.

Future: You define the outcome. AI figures out how to achieve it (mostly).

Your expertise becomes **curation and judgment**, not execution. That's actually more valuable.

48.11 Part 8.5: Emerging Capabilities - The Conversation You Need to Have

As AI capabilities expand, you'll encounter new tools and possibilities. Some are genuinely useful for teaching. Others raise important questions. Rather than ignore these, let's acknowledge them and help you think critically.

48.11.1 Automated Content Creation (Slides, Videos, Scripts)

What's possible: - **Automatic slide generation** - Upload notes, AI creates professionally formatted slides with layouts, transitions, speaker notes - **Automated video creation** - AI generates educational videos from scripts, with animations, voiceover, captions - **Automatic script writing** - AI writes entire video scripts from course outlines - **Transcript generation** - Lectures automatically transcribed and summarized

Current state: - These tools exist and are improving rapidly - Quality ranges from "needs heavy editing" to "surprisingly good" - Often faster to generate rough version for you to refine than to build from scratch

Teaching questions to ask: 1. **Does this improve or replace my teaching?** - Good use: AI generates draft slides that you customize for your voice/style - Poor use: Uploading your content and using auto-generated output without review

2. **Do students understand the content source?**
   - Good: "I used AI to draft these slides, then refined them based on my teaching experience"

- Poor: Presenting AI-generated content as your professional creation without disclosure
3. **Can you maintain quality control?**
   - Are you reviewing generated content for accuracy?
   - Are you checking examples and explanations?
   - Would errors be caught before students use the material?

Recommendation: Use for **drafting and scaffolding**, not final content delivery. Your expertise and review remain essential.

48.11.2 Voice Cloning & AI Avatars

What's possible: - **Voice cloning** - AI learns your voice from recordings and can generate new speech in your voice - **AI avatars** - Digital representations that move, gesture, and "speak" for you - **Deepfakes** (for educational purposes) - Realistic but synthetic video of yourself

Current state: - Technology exists but quality varies - Voices can sound natural or robotic depending on system - Avatars range from cartoon-like to photorealistic - Tools like HeyGen, Synthesia, and others make this accessible

Critical considerations - Cross-Reference Chapter 8 (Ethics, Data Governance & Integrity):

As discussed in Chapter 8, **transparency is essential**. With voice cloning and avatars, this becomes crucial:

1. **Consent and Control**
   - Using your own voice: Clear consent to train AI on your voice
   - Disclaimer: "This video uses AI-generated narration in my voice"
   - Questions: Who owns the voice model? What happens when you leave?
2. **Student Understanding**
   - Students should know they're learning from AI-generated content
   - Explain purpose: "I used AI narration to provide flexible lecture access"
   - Discuss limitations: AI narration doesn't replace live interaction
3. **Ethical Boundaries**
   - **Don't use** voice cloning to impersonate yourself in misleading ways
   - **Don't create** AI avatars of colleagues without explicit permission
   - **Be cautious** with deepfakes,even for educational purposes, clarity is essential
   - **Never use** for deception (e.g., pretending to be present when you're not)
4. **Data Governance Concerns** (see Chapter 8)
   - Where is your voice data stored?
   - Can it be used to train other models?
   - What happens if the service closes or is acquired?

- Can you delete your voice profile and ensure it's not reused?

Honest assessment: - **Useful for:** Creating accessible lecture videos, providing multiple modalities for learning - **Problematic for:** Replacing your actual presence/interaction, creating deceptive content - **Boundary question:** If you wouldn't do it with a student present, probably don't do it with AI avatar

When voice cloning might work:

```
Good: "I recorded my voice and created AI narrations of course materials
       so students can listen during their commute. I disclosed this clearly."

Questionable: "I created an AI avatar of myself to teach a section while
               I was away, without telling students it wasn't me."

Wrong: "I used AI to create a deepfake of myself to trick students
       as a class experiment."
```

48.11.3 Automated Grading & Feedback Generation

What's possible: - **AI grading assistants** - Review submissions, calculate scores, flag unusual work - **Automated feedback** - Generate personalized comments based on rubrics - **Plagiarism detection integrated with feedback** - Flag concerning passages and suggest improvements - **Learning analytics** - AI identifies patterns in student work across cohorts

Current state: - These tools are actively being deployed in universities - Quality of generated feedback varies significantly - Can save substantial time OR produce unhelpful generic feedback

Teaching questions to ask: 1. **Who makes the final grade decision?** - Good: AI suggests score, you approve/adjust based on context - Poor: AI grades submitted, you just post without review

2. **Is feedback actually useful to students?**
   - Generic feedback ("Good work!") wastes their time
   - Specific feedback ("Your supply chain analysis missed the resilience aspect…") helps them improve
   - AI often generates decent feedback on technical aspects, struggles with nuance
3. **What gets flagged?**
   - Learning patterns (student A always struggles with calculations)
   - Unusual submissions (sudden quality spike might indicate external help)
   - Common misconceptions (multiple students making same error)

Cross-Reference with Chapter 8 (Ethics, Data Governance & Integrity):

Automated grading raises some of the same concerns as data governance: - **Transparency:** Students should know AI is assisting with grading - **Fairness:** AI systems can embed bias (Chapter 8 discusses this in detail) - **Accountability:** Final decision and grade remain your responsibility - **Data:** Student work gets processed by the system,understand where data goes

Honest assessment: - **Useful for:** Identifying patterns, reducing time on routine feedback, catching inconsistencies - **Problematic for:** Replacing human judgment on complex work, final grading decisions - **Boundary:** Use AI to inform your judgment, not replace it

When automated grading works:

```
Good: "I use AI to analyze 80 submissions for common errors and patterns,
       then provide targeted feedback to address misconceptions for
       the whole class."

Good: "AI flags unusual submissions (sudden quality change) for my review
       to ensure academic integrity without me reading everything first."

Questionable: "AI grades the assignments, I just review overall patterns
               but don't look at individual grades."

Wrong: "AI assigns final grades, I post them without reviewing."
```

48.12 Part 9: Staying Grounded

48.12.1 The Hype vs. Reality

The hype says: AI will do everything for you!

The reality: AI handles the 80% of work that's routine and repetitive. The 20% that requires judgment, creativity, and care,that's still yours.

Good use of AI agents/automation: - Generate multiple quiz options for you to choose from - Flag unusual submissions for your attention - Transform static documents to interactive versions - Provide early warning of student struggles

Not good use: - Replace your judgment about what matters - Eliminate your connection with students - Automate away the teaching parts of teaching - Trust without verification

48.12.2 Maintaining Academic Judgment

As you automate more:

1. **Spot check results** - Regularly review agent outputs

2. **Maintain final approval** - You decide what students see
3. **Stay informed** - Keep up with what the system is doing
4. **Adjust when needed** - Don't let automation run on autopilot
5. **Remember the purpose** - Technology serves learning, not vice versa

---

48.13 A Note on Complexity

This chapter covers emerging territory. Some content may: - Require more technical setup - Depend on tools that evolve or disappear - Not work exactly as described (tech changes fast)

That's okay.

The goal isn't that you implement every technique. The goal is that you **understand what's possible** so you can: - Recognize opportunities in your work - Evaluate new tools intelligently - Make informed decisions about what to adopt - Know what to explore when you have a real problem to solve

---

48.14 Bringing It Together

48.14.1 Knowledge Progression

Chapter 12 (Static to Interactive): You transform content to interactive - Simple conversion (static → HTML) - Multimedia content (PDFs → guides) - Creative formats (comics, scenarios)

This Chapter (Advanced Frontiers): Systems transform content for you - Agents handle tasks automatically - Automation connects workflows - RAG grounds AI in your content - Emerging capabilities expand what's possible

Key Difference: One requires your effort per task. The other requires setup once, then runs itself.

48.14.2 Decision Tree: Should You Explore This?

Start with automation if: - You're spending 5+ hours/month on repetitive tasks - You've mastered basic AI use (Chapters 2-4) - You have a clear workflow to automate - You're comfortable with "oops" moments while learning

Wait on agents if: - You're still building basic AI skills - Your workflows are fuzzy or changing - You'd rather spend time with students than configuring systems - You're not sure what you want to automate

Both are fine. Some educators will dig deep into automation and love it. Others will master prompt engineering and be perfectly satisfied. Neither path is wrong.

48.15 Resources for Going Deeper

48.15.1 Places to Explore

- **Copilot Agent documentation** - Microsoft's official guides
- **NotebookLM tutorials** - Google's resources
- **Power Automate templates** - Pre-built workflows
- **Zapier templates** - Community-shared automations
- **Teaching communities** - Colleagues sharing what works

48.15.2 Questions to Guide Your Exploration

When evaluating a new tool or capability: 1. Does this save significant time? 2. Does this improve learning outcomes? 3. Can I understand how it works? 4. Can students understand how it works? 5. What happens if it breaks?

48.16 Conclusion: The Frontier Ahead

AI capabilities are expanding rapidly. Some of what we've discussed will seem quaint in a year. Some tools will disappear. New possibilities will emerge.

But the principles remain:

- **AI is a tool for teaching, not a replacement**
- **Humans provide judgment; AI provides leverage**
- **Transparency builds trust more than opacity** (see Chapter 8)
- **Students should understand how AI is being used in their learning**
- **Technology should amplify your teaching, not complicate it**

48.16.1 A Reminder on Ethics as Technology Advances

As you encounter new tools,voice cloning, avatar creation, automated grading, content generation,return to **Chapter 8: Ethics, Data Governance & Integrity**. The questions you ask there apply here:

- How do I use this tool transparently?
- What data governance concerns exist?
- Does this improve learning or replace teaching?
- Would I do this with students present and honest about what's happening?

- Where does student data go?

New technologies are exciting. But good teaching practice is timeless. When in doubt, the ethics chapter is your compass.

48.16.2 As You Explore

As you experiment with agents, automation, emerging capabilities, and new tools, keep these principles close. They'll guide you through a changing landscape.

The future of education includes AI. But the future of teaching still requires educators who: - Care deeply about learning - Understand their students - Think critically about technology - Know when to trust systems and when to override them - Maintain transparency about what's happening in their classrooms

That's you.

48.17 Final Thought

This chapter is named "Advanced Frontiers" for good reason. The tools, capabilities, and applications discussed here are emerging, evolving, and sometimes experimental. You don't need to master all of them. You don't need to adopt them.

The goal is that **you understand what's possible**, so you can: - Make informed decisions about what to try - Evaluate new tools intelligently - Adapt your teaching as technology changes - Stay rooted in pedagogy while exploring possibilities

The fundamentals (Chapters 2-4) work great on their own. These frontiers expand your possibilities,if and when you're ready to explore them.

This chapter explores emerging capabilities at the frontier of AI in education. Start with the chapters on fundamental prompting and pedagogy. Return here when you're curious about automation and advanced tools. The basics work great on their own.

And when you do explore the frontiers, bring your ethical compass (Chapter 8) with you.

Chapter 49

Assessment Design and Evaluation Rubrics

49.1 Introduction

Throughout this book, we've emphasized **process-based assessment** over product-based evaluation. This chapter provides the concrete tools and rubrics needed to implement this approach effectively across all business disciplines.

The fundamental shift is from **"What did the AI produce?"** to **"How did the student think, evaluate, and improve?"** This requires new assessment criteria and evaluation frameworks.

49.2 Core Assessment Principles

49.2.1 1. Process Transparency

Students must show their thinking process, not just final output. This includes: - Initial prompts and iterations - Critical evaluation of AI responses - Evidence of decision-making - Reflection on improvements made

49.2.2 2. Critical Engagement

Assess how students interact with AI, not whether they use it: - Quality of prompts crafted - Identification of AI errors or biases - Integration of domain knowledge - Professional judgment applied

49.2.3   3. Authentic Application

Evaluate whether students can apply AI outputs in realistic contexts: - Contextual adaptation of AI suggestions - Integration with course concepts - Professional communication skills - Stakeholder consideration

49.2.4   4. Metacognitive Development

Assess students' ability to reflect on their own learning: - Self-assessment accuracy - Identification of knowledge gaps - Strategy refinement - Transfer of skills to new contexts

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49.3   Discipline-Specific Assessment Frameworks

49.3.1   Human Resources Assessment Rubrics

49.3.1.1   Conversation Simulation Assessment

Criteria (40 points total):

Criteria	Excellent (40-35)	Good (34-28)	Satisfactory (27-20)	Needs Improvement (19-0)
Prompt Quality (10 pts)	Specific—context-rich—defines role and scenario clearly	Clear prompt with good context	Basic prompt with some context	Vague or incomplete prompt
Critical Evaluation (10 pts)	Identifies multiple AI errors/biases—explains professional relevance	Identifies some AI limitations	Recognizes obvious AI issues	Accepts AI output uncritically
Professional Judgment (10 pts)	Applies HR theory correctly—considers legal/ethical implications	Uses appropriate HR concepts	Basic application of concepts	Little connection to HR knowledge

Criteria	Excellent (40-35)	Good (34-28)	Satisfactory (27-20)	Needs Improvement (19-0)
Communication Skills (10 pts)	Empathetic—professional—clear communication	Generally professional tone	Some professional communication	Unprofessional or unclear communication

Process Documentation Requirements: - Initial prompt submitted - Conversation transcript (key exchanges only) - Written critique of AI performance - Reflection on approach improvements

49.3.1.2 Policy Development Assessment

Criteria (50 points total):

Criteria	Excellent (50-45)	Good (44-38)	Satisfactory (37-30)	Needs Improvement (29-0)
AI Utilization (15 pts)	Uses AI for research—drafting—and critical evaluation	Uses AI for research and drafting	Limited AI use	Minimal or no AI use
Content Quality (15 pts)	Comprehensive—legally compliant—practically applicable	Good content with minor gaps	Basic content with significant gaps	Incomplete or inaccurate content
Critical Analysis (10 pts)	Identifies policy strengths/weaknesses—suggests improvements	Some analysis of policy implications	Limited critical analysis	No critical analysis
Professional Standards (10 pts)	Aligns with HR best practices and legal requirements	Generally follows professional standards	Some alignment with standards	Poor alignment with standards

49.3.2 Marketing Assessment Rubrics

49.3.2.1 Campaign Strategy Assessment

Criteria (60 points total):

Criteria	Excellent (60-54)	Good (53-46)	Satisfactory (45-36)	Needs Improvement (35-0)
Market Analysis (15 pts)	Deep customer insights—competitive analysis—market trends	Good market understanding	Basic market analysis	Poor or no market analysis
Strategic Integration (15 pts)	AI suggestions integrated with original insights	Good use of AI ideas	Limited integration of AI input	AI input ignored or copied
Creative Adaptation (15 pts)	Transforms AI ideas into innovative campaign	Adapts AI suggestions appropriately	Minimal adaptation of AI content	No creative adaptation
Evaluation Metrics (15 pts)	Comprehensive KPIs—realistic targets—measurement plan	Good metrics and targets	Basic evaluation approach	Poor or no evaluation plan

49.3.2.2   Customer Analysis Assessment

Process Requirements: 1. **AI-generated customer personas** (submitted) 2. **Student critique of personas** (identifying stereotypes, gaps) 3. **Revised personas** (based on domain knowledge) 4. **Application to campaign strategy** (showing practical use)

Rubric Criteria: - **Critical Evaluation (25 pts):** Quality of AI critique - **Domain Integration (25 pts):** Application of marketing theory - **Practical Application (25 pts):** Usefulness for campaign planning - **Ethical Considerations (25 pts):** Recognition of bias and ethical issues

49.3.3   Finance Assessment Rubrics

49.3.3.1   Investment Analysis Assessment

Criteria (50 points total):

Criteria	Excellent (50-45)	Good (44-38)	Satisfactory (37-30)	Needs Improvement (29-0)
Risk Assessment (15 pts)	Comprehensive risk analysis—multiple scenarios	Good risk identification	Basic risk recognition	Poor or no risk analysis
AI Integration (15 pts)	Uses AI for modeling—verification—and scenario testing	Uses AI for basic analysis	Limited AI use	No meaningful AI use
Professional Judgment (10 pts)	Applies financial standards—considers ethical implications	Generally sound judgment	Some professional judgment	Poor professional judgment
Communication (10 pts)	Clear—professional—well-structured analysis	Generally clear communication	Some communication issues	Unclear or unprofessional

49.3.3.2 Ethical Dilemma Assessment

Evaluation Framework: 1. **Stakeholder Analysis (20 pts):** Identifies all affected parties 2. **Ethical Frameworks (20 pts):** Applies relevant ethical theories 3. **AI Utilization (20 pts):** Uses AI to explore perspectives, not make decisions 4. **Professional Recommendation (20 pts):** Justifies decision with evidence 5. **Reflection (20 pts):** Considers personal and professional growth

49.3.4 Supply Chain Assessment Rubrics

49.3.4.1 Crisis Response Assessment

Criteria (40 points total):

Criteria	Excellent (40-36)	Good (35-30)	Satisfactory (29-24)	Needs Improvement (23-0)
Speed and Prioritization (10 pts)	Immediate response— excellent triage of issues	Quick response with good prioritization	Adequate response speed	Slow or poor prioritization
AI-Assisted Analysis (10 pts)	Uses AI for impact assessment— option generation— risk evaluation	Good use of AI for analysis	Limited AI use	No meaningful AI use
Stakeholder Communication (10 pts)	Clear— empathetic— comprehensive communication	Generally good communication	Basic communication	Poor communication
Contingency Planning (10 pts)	Multiple backup plans— risk mitigation	Some contingency planning	Minimal planning	No contingency planning

49.3.5 Information Systems Assessment Rubrics

49.3.5.1 System Design Assessment

Process Documentation: 1. **Requirements Gathering** (AI-assisted stakeholder interviews) 2. **AI-Generated Architecture** (initial system design) 3. **Critical Review** (identifying technical flaws, security issues) 4. **Revised Design** (student improvements based on expertise) 5. **Implementation Plan** (realistic timeline and resource allocation)

Evaluation Criteria (100 points total):

Criteria	Excellent (100-90)	Good (89-80)	Satisfactory (79-70)	Needs Improvement (69-0)
Technical Feasibility (25 pts)	Realistic design—considers constraints	Generally feasible design	Some feasibility issues	Technically unrealistic
Security Considerations (25 pts)	Comprehensive security analysis—multiple safeguards	Good security approach	Basic security considerations	Poor security planning
AI Integration (25 pts)	Uses AI for design generation—testing— and optimization	Good use of AI tools	Limited AI use	No meaningful AI use
Professional Standards (25 pts)	Follows industry best practices—documentation standards	Generally follows standards	Some alignment with standards	Poor professional practice

49.3.6 Accounting Assessment Rubrics

49.3.6.1 Audit Judgment Assessment

Framework: 1. **AI-Assisted Risk Assessment** (identifying potential audit issues) 2. **Professional Evaluation** (applying audit standards) 3. **Documentation** (explaining audit decisions) 4. **Client Communication** (professional reporting of findings)

Scoring Rubric (50 points total):

Criteria	Excellent (50-45)	Good (44-38)	Satisfactory (37-30)	Needs Improvement (29-0)
Professional Skepticism (15 pts)	Appropriate professional skepticism—documents concerns	Good professional judgment	Limited skepticism	Overly accepting or skeptical

Criteria	Excellent (50-45)	Good (44-38)	Satisfactory (37-30)	Needs Improvement (29-0)
AI Utilization (10 pts)	Uses AI for risk identification— research— verification	Good use of AI tools	Limited AI use	No meaningful AI use
Standards Application (15 pts)	Correctly applies relevant accounting standards	Generally correct application	Some standards errors	Major standards violations
Communi-cation (10 pts)	Clear— professional— well-documented	Generally clear commu-nication	Some commu-nication issues	Poor commu-nication

49.3.7 Management Assessment Rubrics

49.3.7.1 Change Leadership Assessment

Process Requirements: 1. **Stakeholder Analysis** (AI-assisted identification of affected parties) 2. **Communication Strategy** (AI-generated draft, student refinement) 3. **Implementation Plan** (AI options, student selection and justification) 4. **Resistance Management** (AI scenarios, student professional judgment)

Evaluation Framework (60 points total):

Criteria	Excellent (60-54)	Good (53-46)	Satisfactory (45-36)	Needs Improvement (35-0)
Strategic Thinking (15 pts)	Comprehen-sive strategic analysis— long-term vision	Good strategic approach	Basic strategic thinking	Poor strategic analysis
Stakeholder Considera-tion (15 pts)	Thorough stakeholder analysis— appropriate engagement	Good stakeholder consideration	Basic stakeholder awareness	Poor stakeholder management

Criteria	Excellent (60-54)	Good (53-46)	Satisfactory (45-36)	Needs Improvement (35-0)
AI Integration (15 pts)	Uses AI for scenario planning—communication drafting—risk assessment	Good use of AI tools	Limited AI use	No meaningful AI use
Professional Judgment (15 pts)	Sound management decisions—ethical considerations	Generally good judgment	Some questionable decisions	Poor professional judgment

49.3.8   Economics Assessment Rubrics

49.3.8.1   Policy Analysis Assessment

Framework: 1. **AI-Generated Economic Models** (initial analysis) 2. **Critical Evaluation** (identifying model limitations, assumptions) 3. **Domain Integration** (applying economic theory) 4. **Policy Recommendations** (justified with evidence)

Scoring Criteria (50 points total):

Criteria	Excellent (50-45)	Good (44-38)	Satisfactory (37-30)	Needs Improvement (29-0)
Economic Reasoning (15 pts)	Sound economic logic—appropriate theory application	Good economic analysis	Basic economic reasoning	Poor economic logic
Critical Analysis (15 pts)	Identifies model limitations—challenges assumptions	Some critical evaluation	Limited critical analysis	No critical evaluation

Criteria	Excellent (50-45)	Good (44-38)	Satisfactory (37-30)	Needs Improvement (29-0)
AI Utilization (10 pts)	Uses AI for modeling—simulation—and verification	Good use of AI tools	Limited AI use	No meaningful AI use
Communication (10 pts)	Clear—professional—well-structured analysis	Generally clear communication	Some communication issues	Poor communication

49.3.9   Tourism & Hospitality Assessment Rubrics

49.3.9.1   Service Recovery Assessment

Process Documentation: 1. **Scenario Analysis** (AI-generated service failure scenarios) 2. **Response Strategy** (student-developed recovery plan) 3. **AI Critique** (identifying gaps in AI suggestions) 4. **Professional Refinement** (applying industry knowledge)

Evaluation Framework (40 points total):

Criteria	Excellent (40-36)	Good (35-30)	Satisfactory (29-24)	Needs Improvement (23-0)
Customer Focus (12 pts)	Excellent customer empathy—comprehensive needs assessment	Good customer focus	Basic customer consideration	Poor customer focus
Industry Knowledge (12 pts)	Deep hospitality/tourism expertise applied	Good industry knowledge	Basic industry awareness	Poor industry knowledge
AI Integration (8 pts)	Uses AI for scenario generation—best practice research	Good use of AI tools	Limited AI use	No meaningful AI use

Criteria	Excellent (40-36)	Good (35-30)	Satisfactory (29-24)	Needs Improvement (23-0)
Professional Communication (8 pts)	Professional— empathetic— clear communication	Generally professional communication	Some communication issues	Poor communication

49.4 Generic Assessment Templates

49.4.1 Process-Based Assessment Template

For any AI-enhanced assignment:

Section 1: AI Interaction Documentation (25%) - Initial prompts submitted - Conversation transcripts (key sections) - AI outputs received - Iterations and refinements

Section 2: Critical Evaluation (30%) - Identification of AI errors/biases - Professional relevance assessment - Domain knowledge integration - Quality of student critique

Section 3: Final Product (25%) - Integration of AI assistance with original thinking - Quality of final output - Professional standards compliance - Communication clarity

Section 4: Reflective Analysis (20%) - Self-assessment of process - Identification of learning achieved - Areas for improvement - Transfer to future contexts

49.4.2 Critical Thinking Rubric

Applicable across all disciplines:

Level	Description	AI Integration Evidence
Excellent (90-100%)	Sophisticated analysis— multiple perspectives— insightful conclusions	Uses AI to explore alternatives— challenge assumptions— verify conclusions
Good (80-89%)	Clear analysis— relevant perspectives— sound conclusions	Uses AI for research— feedback— and perspective checking

Level	Description	AI Integration Evidence
Satisfactory (70-79%)	Basic analysis— limited perspectives— adequate conclusions	Uses AI for basic research and drafting
Needs Improvement (0-69%)	Poor analysis— minimal perspectives— weak conclusions	Minimal AI use or uncritical acceptance of AI output

49.4.3 Professional Judgment Rubric

Evaluates application of discipline-specific knowledge:

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Standards Application	Correctly applies all relevant professional standards	Generally correct application	Some standards errors	Major standards violations
Ethical Considerations	Comprehensive ethical analysis— appropriate recommendations	Good ethical awareness	Basic ethical consideration	Poor ethical reasoning
Practical Application	Realistic— implementable solutions	Generally practical solutions	Some practical limitations	Impractical recommendations
Stakeholder Impact	Thorough stakeholder analysis— appropriate engagement	Good stakeholder consideration	Basic stakeholder awareness	Poor stakeholder management

49.5 Implementation Guidelines

49.5.1 Designing AI-Enhanced Assignments

49.5.1.1 Step 1: Define Learning Outcomes

- What should students know or be able to do?

- How does AI support or enhance these outcomes?
- What authentic professional skills are being developed?

49.5.1.2 Step 2: Choose Assessment Type

- **Conversation Simulation:** For communication and interpersonal skills
- **Process Documentation:** For analytical and decision-making skills
- **Critical Evaluation:** For critical thinking and professional judgment
- **Creative Integration:** For innovation and synthesis skills

49.5.1.3 Step 3: Develop Rubric Criteria

- Use discipline-specific frameworks from this chapter
- Adapt generic templates to your context
- Ensure process transparency requirements
- Include critical thinking and professional judgment components

49.5.1.4 Step 4: Create Process Documentation Requirements

- Specify what students must submit
- Provide templates for reflection and analysis
- Ensure requirements support learning outcomes
- Keep documentation manageable and meaningful

49.5.2 Quality Assurance

49.5.2.1 Rubric Validation

1. **Pilot Test:** Use rubric with sample student work
2. **Peer Review:** Have colleagues review rubric clarity
3. **Student Feedback:** Get input on rubric understandability
4. **Refinement:** Adjust based on testing and feedback

49.5.2.2 Consistency Checks

- **Moderation:** Multiple graders using same rubric
- **Calibration:** Regular discussions to ensure consistent application
- **Documentation:** Record rubric interpretations and decisions
- **Review:** Annual rubric review and updates

49.5.3 Academic Integrity Integration

49.5.3.1 Transparent AI Use Policies

- **Clear Guidelines:** Specify when and how AI can be used
- **Documentation Requirements:** Define what process evidence students must provide
- **Evaluation Criteria:** Focus on critical engagement, not AI avoidance

- **Professional Development:** Teach responsible AI use as learning outcome

49.5.3.2   Detection and Response

- **Process Analysis:** Evaluate quality of student thinking, not just final output
- **Authenticity Assessment:** Look for genuine engagement and learning
- **Supportive Response:** Provide guidance and learning opportunities
- **Educational Focus:** Emphasize learning over punishment

49.6   Technology-Specific Considerations

49.6.1   AI Platform Variations

49.6.1.1   ChatGPT-Specific Rubrics

- **Conversation Management:** Assess ability to maintain context across exchanges
- **Prompt Engineering:** Evaluate sophistication of prompt design
- **Output Quality:** Consider GPT-specific strengths and limitations

49.6.1.2   Claude-Specific Rubrics

- **Analytical Reasoning:** Assess use of Claude's analytical capabilities
- **Long-Form Processing:** Evaluate handling of complex, extended responses
- **Ethical Reasoning:** Consider Claude's particular ethical training

49.6.1.3   Platform-Agnostic Rubrics

- **Core Competencies:** Focus on transferable skills
- **Adaptability:** Assess ability to work with different AI tools
- **Critical Evaluation:** Emphasize analysis over specific tool features

49.6.2   Future-Proofing Assessments

49.6.2.1   Platform Evolution

- **Skill Focus:** Emphasize thinking processes over specific tool use
- **Adaptability:** Assess ability to work with evolving AI capabilities
- **Fundamental Principles:** Focus on enduring professional competencies

49.6.2.2 Technological Change

- **Learning Outcomes:** Define what students should achieve regardless of technology
- **Flexibility:** Build in capacity to adapt to new tools
- **Continuous Improvement:** Regular assessment review and updates

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49.7 Conclusion

Effective assessment of AI-enhanced work requires shifting focus from final products to thinking processes. The rubrics and frameworks in this chapter provide the tools needed to evaluate students' critical engagement, professional judgment, and authentic application of knowledge.

Key principles to remember: 1. **Process transparency** reveals student thinking 2. **Critical evaluation** demonstrates higher-order thinking 3. **Professional judgment** shows domain expertise 4. **Authentic application** prepares students for workplace success

By implementing these assessment approaches, educators can maintain academic standards while preparing students for professional practice in an AI-augmented workplace.

Next Chapter Preview: Chapter 20 addresses the technical challenges that can arise when implementing AI-enhanced teaching, providing troubleshooting strategies and risk management approaches for common technology failures and limitations.

Chapter 50

Technical Troubleshooting and Risk Management

50.1 Introduction

AI tools are powerful but not infallible. When implementing AI-enhanced teaching, technical issues are inevitable. This chapter provides practical strategies for identifying, preventing, and managing common technical problems that can disrupt learning experiences.

Key principle: Build resilience through preparation, redundancy, and systematic problem-solving approaches.

50.2 Common Technical Failures

50.2.1 1. Service Outages and Availability Issues

50.2.1.1 Types of Outages

- **Platform-wide downtime:** ChatGPT, Claude, or other services completely unavailable
- **Regional disruptions:** Service available in some areas but not others
- **Account-specific issues:** Individual user accounts experiencing problems
- **Feature-specific failures:** Specific capabilities (file upload, browsing) not working

50.2.1.2 Immediate Response Strategies

- **Have backup platforms ready:** Multiple AI tools available

- **Offline alternatives:** Pre-prepared activities that don't require live AI
- **Communication plan:** Notify students quickly about technical issues
- **Extension policies:** Clear guidelines for deadline adjustments

50.2.1.3   Prevention Strategies

- **Platform monitoring:** Check service status before scheduled activities
- **Multiple tool access:** Students and faculty have accounts on different platforms
- **Download critical content:** Save important AI-generated materials locally
- **Redundant systems:** Have non-AI alternatives prepared

50.2.2   2. Quality Degradation and Performance Issues

50.2.2.1   Symptoms of Quality Problems

- **Inconsistent responses:** Same prompt produces different quality outputs
- **Reduced capabilities:** AI suddenly performs worse at specific tasks
- **Slow response times:** Significant delays in receiving outputs
- **Increased errors:** More hallucinations, factual inaccuracies, or logical flaws

50.2.2.2   Diagnostic Approaches

- **Comparative testing:** Use same prompt across multiple platforms
- **Benchmark prompts:** Have standard test prompts to check quality
- **Version tracking:** Monitor if quality correlates with platform updates
- **User feedback:** Collect student reports of performance issues

50.2.2.3   Response Strategies

- **Platform switching:** Move to alternative AI service
- **Prompt refinement:** Adjust approach to work around limitations
- **Quality verification:** Increase fact-checking and validation requirements
- **Reduced complexity:** Simplify tasks until quality improves

50.2.3   3. Data Loss and Corruption

50.2.3.1   Common Data Loss Scenarios

- **Conversation history loss:** AI platforms lose chat histories
- **File upload failures:** Documents disappear during processing
- **Export errors:** Unable to save or download generated content
- **Account synchronization issues:** Changes not saving across devices

50.2.3.2 Prevention Strategies

- **Local documentation:** Copy important conversations to local files
- **Version control:** Save multiple versions of AI-generated content
- **Screenshot backups:** Capture critical outputs visually
- **Cloud storage:** Maintain independent backup systems

50.2.3.3 Recovery Procedures

- **Reconstruction from prompts:** Use saved prompts to regenerate content
- **Partial recovery:** Rebuild from available fragments
- **Alternative generation:** Use different AI to recreate lost work
- **Student communication:** Clear process for handling lost work

50.2.4 4. Security and Privacy Incidents

50.2.4.1 Types of Security Issues

- **Data breaches:** Unauthorized access to conversations or content
- **Privacy violations:** Sensitive information exposed or shared inappropriately
- **Account compromise:** Unauthorized access to user accounts
- **Compliance violations:** Accidental sharing of confidential information

50.2.4.2 Prevention Framework

- **Data classification:** Understand what information is sensitive
- **Access controls:** Use appropriate platform versions (enterprise vs. free)
- **Content sanitization:** Remove identifying information before uploading
- **Regular security reviews:** Periodic audits of AI usage practices

50.2.4.3 Incident Response

- **Immediate containment:** Stop using affected accounts/platforms
- **Impact assessment:** Determine what information was compromised
- **Notification requirements:** Follow institutional reporting procedures
- **Remediation planning:** Address security gaps and prevent recurrence

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50.3 Platform-Specific Troubleshooting

50.3.1 ChatGPT/GPT-Specific Issues

50.3.1.1 Common Problems

- **Context window limitations:** Long conversations get truncated

- **Knowledge cutoffs:** Information beyond certain date unavailable
- **Rate limiting:** Too many requests in short time period
- **Plugin failures:** Browser extensions or integrations not working

50.3.1.2   Troubleshooting Steps

1. **Context Management:**
   - Start new conversations for complex topics
   - Use system prompts to maintain consistency
   - Break complex tasks into smaller components
   - Save important context externally
2. **Knowledge Limitations:**
   - Verify current information independently
   - Use web browsing features when available
   - Combine multiple AI sources for comprehensive coverage
   - Acknowledge limitations in assignments
3. **Rate Limiting:**
   - Space out requests over time
   - Use multiple accounts if appropriate
   - Optimize prompts to reduce unnecessary requests
   - Batch similar requests together

50.3.1.3   Advanced Troubleshooting

- **API access:** For more reliable, higher-volume usage
- **Temperature settings:** Adjust response randomness for consistency
- **Model selection:** Choose appropriate models for specific tasks
- **Custom instructions:** Set up consistent behavior patterns

50.3.2   Claude-Specific Issues

50.3.2.1   Common Problems

- **Conversation length limits:** Maximum message or conversation size
- **Refusal patterns:** Overly cautious content filtering
- **Memory inconsistencies:** Forgetting earlier conversation context
- **Output formatting:** Unexpected formatting or structure issues

50.3.2.2   Troubleshooting Steps

1. **Conversation Management:**
   - Start fresh conversations for new topics
   - Use project-specific conversations
   - Summarize key points for context retention
   - Export important conversations regularly
2. **Content Filtering:**
   - Reframe requests to avoid triggering filters

- Use more neutral, professional language
- Break sensitive topics into less controversial components
- Appeal refusals when appropriate

3. **Output Formatting:**
   - Specify desired format explicitly in prompts
   - Use follow-up requests to fix formatting issues
   - Copy-paste to other tools for reformatting
   - Request structured outputs (JSON, markdown, etc.)

50.3.3 Multi-Platform Coordination

50.3.3.1 Cross-Platform Issues

- **Inconsistent capabilities:** Different platforms have different strengths
- **Data synchronization:** Keeping work consistent across tools
- **Cost management:** Tracking usage across multiple services
- **Skill fragmentation:** Different interfaces require different approaches

50.3.3.2 Coordination Strategies

- **Platform specialization:** Use each tool for its strengths
- **Central documentation:** Keep all AI interactions in organized system
- **Regular testing:** Periodically evaluate platform performance
- **Flexible workflows:** Design activities that work with any platform

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50.4 Risk Management Frameworks

50.4.1 Proactive Risk Assessment

50.4.1.1 Risk Identification Matrix

Risk Category	Probability	Impact
Service Outage	Medium	High
Quality Degradation	High	Medium
Data Loss	Medium	High
Security Breach	Low	Critical
Cost Overrun	Medium	Medium

50.4.1.2 Risk Monitoring Indicators

- **Performance metrics:** Response times, error rates, quality scores
- **Usage patterns:** Request frequency, peak times, cost trends
- **User feedback:** Student reports, satisfaction surveys, complaint analysis
- **Platform updates:** Monitor release notes and known issues

50.4.2 Incident Response Procedures

50.4.2.1 Level 1: Minor Issues (Individual Impact)

Examples: Single student can't access service, slow response times **Response:** - Individual troubleshooting assistance - Temporary alternative assignments - Documentation of issue - Communication with affected students

50.4.2.2 Level 2: Moderate Issues (Group Impact)

Examples: Platform feature down, quality problems affecting multiple users **Response:** - Class-wide notification - Alternative activity plans - Extended deadlines if needed - Technical support escalation

50.4.2.3 Level 3: Major Issues (Institutional Impact)

Examples: Complete platform outage, security breach, data loss **Response:** - Institutional communication - Emergency response team activation - Business continuity plan implementation - Post-incident review and improvement

50.4.3 Business Continuity Planning

50.4.3.1 Essential Components

- **Communication systems:** Multiple channels for reaching students
- **Alternative delivery methods:** Non-AI-dependent teaching options
- **Data recovery plans:** Procedures for restoring lost work
- **Support resources:** Technical help for students and faculty

50.4.3.2 Testing and Maintenance

- **Regular drills:** Practice outage scenarios
- **System updates:** Keep backup tools current
- **Documentation reviews:** Update procedures regularly
- **Training refreshers:** Ensure everyone knows protocols

50.5 Discipline-Specific Technical Considerations

50.5.1 Human Resources Technical Challenges

50.5.1.1 Common Issues

- **Legal compliance:** AI may not understand jurisdiction-specific employment law
- **Cultural sensitivity:** Generic responses may miss cultural nuances
- **Confidentiality risks:** HR scenarios often involve sensitive information
- **Bias amplification:** AI may reinforce workplace stereotypes

50.5.1.2 Mitigation Strategies

- **Context specification:** Always include jurisdiction and cultural context
- **Human oversight:** Require professional review of AI-generated HR content
- **Data sanitization:** Remove all identifying information before AI processing
- **Bias checking:** Explicitly prompt for diverse perspectives and bias identification

50.5.2 Marketing Technical Challenges

50.5.2.1 Common Issues

- **Brand voice inconsistency:** AI may not maintain specific brand tones
- **Market data limitations:** Information may be outdated or incomplete
- **Cultural insensitivity:** Campaign suggestions may miss cultural nuances
- **Platform-specific knowledge:** AI may not understand specific marketing channels

50.5.2.2 Mitigation Strategies

- **Brand guidelines:** Provide detailed brand voice and style guides in prompts
- **Current data verification:** Cross-check AI suggestions with recent market research
- **Cultural review:** Include cultural experts in AI content review process
- **Channel expertise:** Combine AI with platform-specific human knowledge

50.5.3 Finance Technical Challenges

50.5.3.1 Common Issues

- **Regulatory complexity:** Financial regulations vary by jurisdiction and change frequently
- **Calculation errors:** AI may make mathematical or computational mistakes
- **Risk assessment limitations:** May not understand complex financial instruments
- **Market volatility:** Real-time data may be inaccurate or delayed

50.5.3.2 Mitigation Strategies

- **Regulatory specification:** Always include specific jurisdiction and regulatory framework
- **Verification requirements:** Mandate double-checking of all AI calculations

- **Human expertise:** Combine AI analysis with professional financial judgment
- **Multiple data sources:** Cross-reference AI suggestions with current market data

50.5.4   Supply Chain Technical Challenges

50.5.4.1   Common Issues

- **Geopolitical complexity:** AI may not understand current trade restrictions or conflicts
- **Real-time data gaps:** Supply chain information changes rapidly
- **Multi-factor optimization:** May oversimplify complex logistical constraints
- **Regional variations:** May not account for local infrastructure differences

50.5.4.2   Mitigation Strategies

- **Current events integration:** Include recent geopolitical and economic developments
- **Human expertise:** Combine AI with supply chain professional experience
- **Constraint specification:** Detail all relevant limitations and requirements
- **Local validation:** Verify AI suggestions with regional experts

50.5.5   Information Systems Technical Challenges

50.5.5.1   Common Issues

- **Technical feasibility:** AI may suggest technically impossible solutions
- **Security oversight:** May miss security vulnerabilities or compliance requirements
- **Integration complexity:** May underestimate system integration challenges
- **Legacy system constraints:** May not understand existing technical limitations

50.5.5.2   Mitigation Strategies

- **Technical review:** Require IT professional validation of AI-generated solutions
- **Security focus:** Explicitly prompt for security and compliance considerations
- **Integration planning:** Include detailed system architecture and constraints
- **Legacy awareness:** Provide complete context about existing systems and limitations

50.5.6 Accounting Technical Challenges

50.5.6.1 Common Issues

- **Standards complexity:** Accounting standards vary and have detailed requirements
- **Jurisdiction differences:** Tax and reporting rules differ significantly
- **Audit trail requirements:** May not understand documentation needs
- **Ethical considerations:** May miss ethical implications of accounting decisions

50.5.6.2 Mitigation Strategies

- **Standards specification:** Include specific accounting standards and jurisdiction
- **Professional validation:** Require accounting expert review of AI-generated content
- **Documentation requirements:** Explicitly prompt for audit trail and compliance documentation
- **Ethical prompting:** Include professional ethics and stakeholder considerations

50.5.7 Management Technical Challenges

50.5.7.1 Common Issues

- **Organizational complexity:** May oversimplify human dynamics and politics
- **Cultural context:** May miss organizational culture and subtext
- **Stakeholder complexity:** May not understand all stakeholder perspectives
- **Implementation challenges:** May underestimate change management difficulties

50.5.7.2 Mitigation Strategies

- **Organizational context:** Provide detailed information about culture and politics
- **Stakeholder mapping:** Include all relevant parties and their interests
- **Implementation planning:** Focus on practical change management strategies
- **Human judgment:** Combine AI suggestions with management experience

50.5.8 Economics Technical Challenges

50.5.8.1 Common Issues

- **Model limitations:** Economic models may be oversimplified or outdated

- **Data quality:** Economic data may have biases or limitations
- **Policy complexity:** May not understand political and social constraints
- **Predictive uncertainty:** Economic forecasting inherently uncertain

50.5.8.2 Mitigation Strategies

- **Model specification:** Define economic models and assumptions clearly
- **Data quality assessment:** Evaluate and address data limitations
- **Context inclusion:** Include political, social, and institutional constraints
- **Uncertainty communication:** Explicitly address limitations and confidence intervals

50.5.9 Tourism & Hospitality Technical Challenges

50.5.9.1 Common Issues

- **Cultural sensitivity:** May miss cultural tourism and hospitality nuances
- **Seasonal variations:** May not understand tourism seasonality
- **Service quality:** May not capture hospitality service standards
- **Local knowledge:** May lack specific destination or venue information

50.5.9.2 Mitigation Strategies

- **Cultural specification:** Include detailed cultural context and requirements
- **Seasonal context:** Provide information about timing and seasonal factors
- **Service standards:** Include specific hospitality quality requirements
- **Local expertise:** Combine AI with destination-specific knowledge

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50.6 Student Support and Training

50.6.1 Technical Literacy Development

50.6.1.1 Foundational Skills

- **Platform navigation:** Teaching students to use different AI interfaces
- **Prompt engineering:** Basic techniques for effective communication with AI
- **Quality assessment:** How to evaluate AI outputs for accuracy and relevance
- **Troubleshooting basics:** Simple problem-solving for common issues

50.6.1.2 Advanced Skills

- **Cross-platform usage:** Using multiple AI tools effectively
- **Integration techniques:** Combining AI outputs with human expertise

- **Critical evaluation:** Identifying bias, errors, and limitations
- **Adaptation strategies:** Adjusting approach when tools fail or underperform

50.6.2 Support Resources

50.6.2.1 Documentation and Guides

- **Platform-specific tutorials:** Step-by-step instructions for major AI tools
- **Troubleshooting guides:** Common problems and solutions
- **Best practices:** Effective prompt techniques and workflows
- **FAQ databases:** Answers to frequently asked technical questions

50.6.2.2 Support Systems

- **Technical help desk:** Dedicated support for AI-related issues
- **Peer assistance:** Student communities for sharing solutions
- **Office hours:** Regular times for technical problem-solving
- **Emergency contacts:** Quick response for urgent technical issues

50.6.3 Accommodation Strategies

50.6.3.1 For Students with Limited Access

- **Alternative assignments:** Non-AI-dependent options when needed
- **Platform provision:** Institutional access to AI tools when possible
- **Flexible deadlines:** Extensions for technical difficulties
- **Multiple submission formats:** Accept work created with different tools

50.6.3.2 For Students with Disabilities

- **Accessibility features:** AI tools that support various disabilities
- **Alternative interfaces:** Text-based, voice-based, or visual options
- **Assistive technology integration:** Compatibility with screen readers and other tools
- **Individual accommodations:** Customized solutions for specific needs

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50.7 Quality Assurance and Monitoring

50.7.1 Continuous Improvement Systems

50.7.1.1 Performance Metrics

- **Uptime statistics:** Platform availability and reliability
- **Quality scores:** Accuracy and relevance of AI outputs
- **User satisfaction:** Student and faculty experience ratings

- **Issue resolution:** Time and effectiveness of problem-solving

50.7.1.2   Feedback Loops

- **Regular surveys:** Collect systematic feedback on AI tool performance
- **Issue tracking:** Monitor and categorize technical problems
- **Solution documentation:** Record effective troubleshooting approaches
- **Improvement implementation:** Apply lessons learned to prevent future issues

50.7.2   Platform Evaluation Framework

50.7.2.1   Assessment Criteria

- **Reliability:** Consistency of performance and availability
- **Capability:** Range and quality of features and functions
- **Usability:** Ease of use and learning curve
- **Support:** Quality of technical support and documentation
- **Cost:** Value for money and total cost of ownership

50.7.2.2   Evaluation Process

1. **Requirements definition:** Identify specific institutional needs
2. **Platform testing:** Trial multiple options with real scenarios
3. **Stakeholder feedback:** Collect input from all user groups
4. **Cost-benefit analysis:** Compare options against requirements
5. **Decision making:** Select platforms based on comprehensive evaluation

50.7.3   Risk Assessment Updates

50.7.3.1   Regular Review Schedule

- **Monthly:** Monitor platform performance and issue trends
- **Quarterly:** Review risk assessment and mitigation strategies
- **Semi-annually:** Comprehensive platform evaluation and comparison
- **Annually:** Update risk management frameworks and procedures

50.7.3.2   Trigger Events for Review

- **Major platform changes:** Significant updates or new features
- **Security incidents:** Any breach or privacy concern
- **Performance degradation:** Sustained quality or availability issues
- **User complaints:** Significant increase in technical problems

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50.8 Conclusion

Technical challenges are inevitable when implementing AI-enhanced teaching, but they don't have to derail learning outcomes. Effective risk management combines preparation, rapid response, and continuous improvement.

Key principles for success: 1. **Expect failures:** Plan for technical issues before they occur 2. **Build redundancy:** Have multiple tools and approaches available 3. **Document everything:** Keep records of problems and solutions 4. **Support users:** Provide help and resources for technical challenges 5. **Learn and improve:** Use incidents as opportunities for system enhancement

By implementing the troubleshooting strategies and risk management frameworks in this chapter, educators can create resilient AI-enhanced learning experiences that maintain quality even when technology fails.

Next Chapter Preview: Chapter 21 addresses accessibility and inclusive design considerations, ensuring AI integration benefits all students regardless of their abilities, backgrounds, or circumstances.

Chapter 51

Accessibility and Inclusive AI Integration

51.1   Introduction

AI integration in education creates new opportunities but also new barriers. This chapter addresses how to ensure AI-enhanced teaching benefits all students, regardless of their abilities, backgrounds, or circumstances.

Core principle: AI should expand educational access, not create new forms of exclusion. Inclusive design isn't optional—it's essential for ethical and effective education.

51.2   Understanding Digital Accessibility in AI Context

51.2.1   Traditional vs. AI-Related Accessibility

Traditional Accessibility	AI-Enhanced Accessibility
Physical access - Ramps— elevators— accessible seating	**Digital access** - Device availability— internet connectivity— platform compatibility
Sensory accommodations - Screen readers— captioning— sign language	**AI accommodations** - Alternative input methods— output customization— cognitive load management

Traditional Accessibility	AI-Enhanced Accessibility
Learning support - Note-takers— extended time— alternative formats	**AI support** - Prompt assistance— output adaptation— personalized learning pathways
Social inclusion - Diverse perspectives— inclusive language	**AI inclusion** - Bias mitigation— cultural responsiveness— multiple representation

51.2.2 New Accessibility Challenges

51.2.2.1 1. Device and Platform Access

- **Hardware requirements:** AI tools may need newer devices or specific capabilities
- **Internet dependency:** Reliable high-speed internet essential for many AI features
- **Platform compatibility:** Not all AI tools work across all devices or operating systems
- **Account requirements:** Some tools require specific email addresses or payment methods

51.2.2.2 2. Cognitive and Neurodiversity Considerations

- **Information overload:** AI outputs can be overwhelming for some students
- **Processing speed:** Real-time AI conversations may pressure neurodivergent students
- **Interface complexity:** Multiple features and options can create barriers
- **Consistency variations:** AI responses may be unpredictable, affecting students who need routine

51.2.2.3 3. Socioeconomic Barriers

- **Cost barriers:** Premium AI features may create equity gaps
- **Resource competition:** Limited device or internet access at home
- **Digital literacy:** Varying levels of technical confidence and experience
- **Time zone challenges:** Real-time AI features may disadvantage students in different time zones

51.2.2.4 4. Cultural and Linguistic Inclusion

- **Language bias:** AI tools primarily trained on English, disadvantaging non-native speakers
- **Cultural context:** AI may miss cultural nuances in communication and examples
- **Regional limitations:** Some AI features unavailable in certain countries

- **Accent and dialect recognition:** Voice-based AI may struggle with diverse speech patterns

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51.3 Universal Design for AI-Enhanced Learning

51.3.1 Foundational Principles

51.3.1.1 1. Multiple Means of Engagement

Provide various ways for students to interact with AI: - **Text-based interfaces:** For students who prefer written communication - **Voice interaction:** For students with visual impairments or writing difficulties - **Visual outputs:** Charts, diagrams, and visual summaries - **Flexible pacing:** Allow students to process AI responses at their own speed

51.3.1.2 2. Multiple Means of Representation

Ensure AI-generated content accommodates different learning styles: - **Text summaries:** For quick understanding and review - **Visual representations:** Charts, graphs, and visual explanations - **Audio formats:** Text-to-speech options for auditory learners - **Interactive elements:** Hands-on activities and practice opportunities

51.3.1.3 3. Multiple Means of Expression

Allow various ways for students to demonstrate learning with AI: - **Written responses:** Traditional essays and reports - **Verbal explanations:** Audio or video responses - **Visual demonstrations:** Presentations, diagrams, or visual projects - **Process documentation:** Showing AI interaction and learning journey

51.3.2 Implementation Framework

51.3.2.1 Step 1: Accessibility Audit

Assess current AI integration for barriers: - **Platform testing:** Evaluate AI tools with accessibility standards - **Student feedback:** Survey experiences and identify challenges - **Expert consultation:** Work with disability support services - **Benchmark comparison:** Compare against accessibility best practices

51.3.2.2 Step 2: Inclusive Design Process

Build accessibility into AI integration from the start: - **Universal design:** Create solutions that work for everyone - **Flexible requirements:** Allow multiple ways to complete assignments - **Alternative pathways:** Provide options for

students with different needs - **Continuous improvement:** Regularly assess and enhance accessibility

51.3.2.3 Step 3: Support Systems

Establish resources for students who need additional help: - **Technical support:** Dedicated assistance for AI-related accessibility issues - **Training resources:** Tutorials and guides for different learning needs - **Equipment provision:** Access to necessary devices and software - **Peer support:** Communities for sharing strategies and solutions

---

51.4 Disability-Specific Considerations

51.4.1 Visual Impairments

51.4.1.1 Challenges

- **Screen reader compatibility:** Some AI interfaces don't work well with screen readers
- **Visual content:** AI-generated images, charts, or diagrams may be inaccessible
- **Navigation complexity:** Complex interfaces can be difficult to navigate non-visually
- **Real-time interaction:** Fast-moving conversations may be hard to follow

51.4.1.2 Solutions

- **Text-based AI tools:** Prioritize platforms with strong text interface support
- **Alternative output formats:** Request text descriptions of visual content
- **Structured responses:** Ask AI to provide well-organized, hierarchical information
- **Conversation control:** Allow students to pace interactions and review exchanges

Prompt Examples for Visual Accessibility:

```
You are an expert tutor helping a student with visual impairments.

Please provide your response in this format:
1. **Main point:** Brief summary in 1-2 sentences
2. **Detailed explanation:** Step-by-step breakdown
3. **Key examples:** Concrete examples I can understand through text
4. **Practice questions:** Questions to test my understanding

Avoid visual descriptions or references to "see above" or "as shown."
```

51.4.2 Hearing Impairments

51.4.2.1 Challenges

- **Voice-based AI:** Limited access to voice-activated features
- **Audio content:** AI-generated audio or video may be inaccessible
- **Real-time communication:** Voice conversations may be difficult to follow
- **Auditory cues:** Missing important audio information in interfaces

51.4.2.2 Solutions

- **Text-based alternatives:** Ensure all AI interactions available through text
- **Captioning and transcripts:** Provide text versions of any audio content
- **Visual indicators:** Use visual cues instead of audio notifications
- **Written communication:** Prioritize text-based AI interactions

Prompt Examples for Hearing Accessibility:

```
You are an expert tutor working with a student who is deaf or hard of hearing.

Please provide all information in text format. If you reference any audio or video content, provi

Use visual descriptions and avoid references to "listen to this" or "as I mentioned."
```

51.4.3 Mobility Impairments

51.4.3.1 Challenges

- **Device access:** Physical difficulty using standard keyboards, mice, or touchscreens
- **Interface navigation:** Complex interfaces may be hard to navigate with limited mobility
- **Extended interaction:** Long AI sessions may cause physical fatigue
- **Alternative input:** Need for voice control or adaptive devices

51.4.3.2 Solutions

- **Alternative input methods:** Voice control, eye tracking, or adaptive devices
- **Interface simplification:** Reduce clicks and complex navigation
- **Session management:** Allow breaks and save conversation progress
- **Customizable interfaces:** Adjustable text size, button placement, and interaction methods

51.4.4   Cognitive Disabilities

51.4.4.1   Challenges

- **Information processing:** AI outputs may be too complex or fast-paced
- **Executive function:** Managing AI interactions and organizing information
- **Memory retention:** Remembering conversation context and instructions
- **Attention maintenance:** Staying focused during extended AI interactions

51.4.4.2   Solutions

- **Structured information:** Clear, organized, and hierarchical content
- **Pacing control:** Allow students to control interaction speed
- **Memory aids:** Automatic saving and summarization of key points
- **Simplified interfaces:** Reduce cognitive load and decision complexity

Prompt Examples for Cognitive Accessibility:

```
You are an expert tutor helping a student who needs information presented clearly and

Please structure your response as follows:

**MAIN IDEA:** [One sentence summary]

**KEY POINTS:** [Bulleted list, 3-5 points maximum]

**EXAMPLES:** [1-2 concrete examples]

**NEXT STEPS:** [What should I do next?]

Use simple language and avoid complex sentences.
```

51.4.5   Learning Disabilities

51.4.5.1   Challenges

- **Reading comprehension:** AI-generated text may be dense or complex
- **Writing organization:** Difficulty structuring responses to AI prompts
- **Information synthesis:** Combining AI input with own knowledge
- **Time management:** Extended AI interactions may require sustained focus

51.4.5.2   Solutions

- **Reading support:** Text-to-speech, adjustable text size, highlighting
- **Writing assistance:** Voice input, word prediction, grammar support

- **Information organization:** Tools for structuring and synthesizing content
- **Flexible timing:** Allow extended time for AI-based assignments

---

51.5 Socioeconomic Inclusion

51.5.1 Digital Divide Considerations

51.5.1.1 Access Barriers

- **Device availability:** Not all students have access to smartphones, tablets, or computers
- **Internet reliability:** Rural or low-income areas may have poor connectivity
- **Software costs:** Premium AI features may be unaffordable
- **Technical support:** Limited access to technical assistance or training

51.5.1.2 Mitigation Strategies

- **Institutional provision:** Provide devices and internet access on campus
- **Free tool prioritization:** Design assignments around freely available AI tools
- **Offline alternatives:** Provide non-AI-dependent options when needed
- **Flexible scheduling:** Allow completion during times when resources are available

51.5.2 Cost Management

51.5.2.1 Financial Barriers

- **Subscription costs:** Premium AI features may be expensive
- **Data usage:** AI interactions may consume significant data allowances
- **Device upgrades:** AI tools may require newer, more expensive technology
- **Support services:** Additional costs for technical help or training

51.5.2.2 Solutions

- **Institutional licensing:** Provide enterprise AI access to all students
- **Free tool focus:** Design curriculum around freely available platforms
- **Cost transparency:** Clearly communicate any potential costs to students
- **Financial assistance:** Provide support for students who can't afford necessary tools

51.5.3   Time and Resource Equity

51.5.3.1   Time Zone Challenges

- **Real-time features:** Synchronous AI activities may disadvantage some students
- **Support availability:** Technical help may not be available in all time zones
- **Collaboration difficulties:** Group work across time zones with AI tools
- **Deadline fairness:** Due times may favor certain time zones

51.5.3.2   Solutions

- **Asynchronous options:** Provide flexible timing for AI-based activities
- **Extended support:** 24/7 technical resources and documentation
- **Time zone awareness:** Schedule activities and deadlines with global consideration
- **Flexible deadlines:** Allow students to complete work at appropriate local times

---

51.6   Cultural and Linguistic Inclusion

51.6.1   Language Diversity

51.6.1.1   Multilingual Support

- **Non-native English speakers:** AI tools primarily optimized for English
- **Translation quality:** AI translation may miss nuances or cultural context
- **Code-switching:** Students who mix languages may face interface challenges
- **Dialect variations:** Regional language differences may not be supported

51.6.1.2   Strategies

- **Multilingual platforms:** Choose AI tools with strong language support
- **Cultural context:** Include cultural information in prompts
- **Translation verification:** Have native speakers review AI translations
- **Language flexibility:** Allow students to work in preferred languages

Prompt Examples for Linguistic Inclusion:

```
You are an expert tutor working with international students.

Please explain [CONCEPT] in clear, simple English. When you use examples, choose globa

If I use terminology incorrectly, please explain the proper term and provide examples.
```

```
Consider that English may not be my first language and avoid complex idioms or cultural reference
```

51.6.2 Cultural Responsiveness

51.6.2.1 Cultural Considerations

- **Example selection:** AI may use culturally specific or inappropriate examples
- **Communication styles:** Direct vs. indirect communication preferences
- **Educational backgrounds:** Different academic traditions and expectations
- **Social norms:** Varying approaches to collaboration and authority

51.6.2.2 Approaches

- **Cultural context:** Provide cultural information in AI prompts
- **Diverse examples:** Request multiple cultural perspectives
- **Student choice:** Allow selection of culturally relevant scenarios
- **Critical evaluation:** Teach students to identify cultural bias in AI outputs

51.6.3 Religious and Inclusive Considerations

51.6.3.1 Religious Accommodations

- **Content sensitivity:** AI may generate content that conflicts with religious beliefs
- **Scheduling considerations:** Religious holidays and prayer times
- **Gender interactions:** Cultural or religious preferences for gender-separated activities
- **Content filtering:** Need to avoid religiously sensitive material

51.6.3.2 Implementation

- **Content guidelines:** Clear policies about religious accommodation
- **Flexible scheduling:** Allow assignment completion around religious obligations
- **Choice and opt-outs:** Provide alternatives for sensitive content
- **Respectful AI use:** Train students to prompt for culturally appropriate responses

51.7   Practical Implementation Guide

51.7.1   Course Design Checklist

51.7.1.1   Accessibility Planning

☐ **Platform evaluation:** Are chosen AI tools accessible to all students?
☐ **Alternative formats:** Can students participate in multiple ways?
☐ **Support resources:** Are help materials available for different needs?
☐ **Technical requirements:** Are device and internet needs clearly communicated?
☐ **Cost considerations:** Are there free alternatives to paid features?

51.7.1.2   Inclusive Content Design

☐ **Diverse examples:** Do AI-generated scenarios represent various backgrounds?
☐ **Cultural sensitivity:** Are prompts designed to avoid cultural bias?
☐ **Language accessibility:** Is content appropriate for various language levels?
☐ **Religious considerations:** Are religious accommodations planned?
☐ **Socioeconomic awareness:** Do assignments assume resources students may not have?

51.7.1.3   Assessment Flexibility

☐ **Multiple submission formats:** Can students demonstrate learning in different ways?
☐ **Process documentation:** Are there clear guidelines for showing AI interaction?
☐ **Alternative options:** Are non-AI pathways available when needed?
☐ **Extended time:** Are timing accommodations built into AI-based activities?
☐ **Technical support:** What help is available for AI-related problems?

51.7.2   Student Support Framework

51.7.2.1   Proactive Support

- **Orientation materials:** Introduce AI tools with accessibility focus
- **Technical training:** Provide tutorials for different learning needs
- **Resource center:** Dedicated space for AI accessibility questions
- **Peer mentoring:** Connect students with different levels of AI experience

51.7.2.2   Reactive Support

- **Help desk:** Technical support for AI accessibility issues

- **Alternative assignments:** Quick deployment of non-AI options when needed
- **Individual accommodations:** Customized solutions for specific barriers
- **Crisis response:** Rapid response to major accessibility failures

51.7.3 Faculty Development

51.7.3.1 Training Components

- **Accessibility awareness:** Understanding barriers in AI integration
- **Inclusive design:** Creating accessible AI-enhanced activities
- **Disability support:** Working with campus disability services
- **Cultural competence:** Designing culturally responsive AI use

51.7.3.2 Ongoing Support

- **Regular consultation:** Access to accessibility experts
- **Community of practice:** Sharing inclusive AI integration strategies
- **Resource updates:** Current information on accessible AI tools
- **Student feedback:** Systems for learning about and addressing barriers

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51.8 Monitoring and Evaluation

51.8.1 Accessibility Metrics

51.8.1.1 Quantitative Measures

- **Tool access rates:** Percentage of students successfully using AI platforms
- **Support request types:** Categories and frequency of accessibility-related help
- **Alternative usage:** How often students access non-AI options
- **Completion rates:** Success rates across different student demographics

51.8.1.2 Qualitative Measures

- **Student experience surveys:** Regular feedback on accessibility and inclusion
- **Focus groups:** Detailed discussions of barriers and solutions
- **Barrier identification:** Systematic collection of accessibility challenges
- **Success stories:** Examples of inclusive AI integration

51.8.2 Continuous Improvement

51.8.2.1 Review Process

1. **Data collection:** Gather quantitative and qualitative accessibility metrics

2. **Barrier analysis:** Identify patterns and root causes of accessibility issues
3. **Solution development:** Create and test improvements
4. **Implementation:** Deploy solutions with appropriate training and support
5. **Evaluation:** Assess effectiveness of improvements and iterate

51.8.2.2 Stakeholder Engagement

- **Student involvement:** Include students with diverse needs in planning
- **Disability services:** Partner with campus accessibility experts
- **Technical staff:** Collaborate with IT and support personnel
- **Faculty input:** Learn from experiences across different disciplines

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51.9 Legal and Ethical Considerations

51.9.1 Compliance Requirements

51.9.1.1 Educational Accessibility Laws

- **Australia:** Disability Discrimination Act 1992
- **United States:** Americans with Disabilities Act (ADA)
- **United Kingdom:** Equality Act 2010
- **European Union:** European Accessibility Act
- **Global considerations:** UN Convention on Rights of Persons with Disabilities

51.9.1.2 Institutional Responsibilities

- **Equal access:** Ensure all students can benefit from AI integration
- **Reasonable accommodations:** Provide individualized support when needed
- **Barrier removal:** Proactively identify and eliminate accessibility obstacles
- **Documentation:** Maintain records of accessibility efforts and outcomes

51.9.2 Ethical Imperatives

51.9.2.1 Equity Principles

- **Digital justice:** AI integration should not create new forms of inequality
- **Inclusive design:** Benefit design should include diverse student needs from the start
- **Resource distribution:** Ensure AI advantages are available to all students
- **Representation:** AI-generated content should reflect diverse perspectives

51.9.2.2 Professional Responsibility

- **Advocacy:** Educators should advocate for accessible AI tools and practices
- **Awareness:** Stay informed about accessibility developments and best practices
- **Collaboration:** Work with disability services and accessibility experts
- **Leadership:** Model inclusive AI integration for colleagues and institutions

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51.10 Conclusion

AI integration in education offers tremendous potential for expanding access and personalizing learning, but only if implemented with careful attention to accessibility and inclusion. The frameworks and strategies in this chapter provide a foundation for ensuring AI-enhanced teaching benefits all students.

Key principles for inclusive AI integration: 1. **Design for everyone:** Consider diverse needs from the beginning 2. **Provide alternatives:** Ensure multiple ways to participate and demonstrate learning 3. **Remove barriers:** Proactively identify and eliminate accessibility obstacles 4. **Support success:** Provide resources and assistance for students who need additional help 5. **Continuous improvement:** Regularly assess and enhance accessibility and inclusion

By implementing these approaches, educators can create AI-enhanced learning experiences that are not only innovative and effective but also equitable and inclusive for all students.

Next Chapter Preview: Chapter 22 explores global perspectives and cultural adaptation, providing frameworks for implementing AI-enhanced teaching across different international contexts and educational systems.

Chapter 52

Global Perspectives and Adaptation

52.1 Introduction

While this book was developed within an Australian educational context, AI integration in business education is a global phenomenon. This chapter provides frameworks for adapting the principles and practices discussed throughout this book to different international contexts, educational systems, and cultural environments.

Core principle: Effective AI integration must respect local educational traditions, cultural norms, and regulatory requirements while maintaining pedagogical excellence.

52.2 Understanding Educational Contexts

52.2.1 Australian Context (Book Foundation)

52.2.1.1 Educational System Characteristics

- **Tertiary structure:** Unified system with clear quality frameworks (TEQSA)
- **Semester timing:** February-June and July-November
- **Assessment approach:** Mix of continuous assessment and final examinations
- **Industry integration:** Strong focus on workplace relevance and practical skills
- **Student diversity:** Significant international student population

52.2.1.2 AI Integration Environment

- **Institutional support:** Growing investment in educational technology
- **Regulatory framework:** Developing guidelines for AI use in education
- **Industry partnership:** Strong connections between universities and workplaces
- **Cultural context:** Multicultural society with inclusive education focus

52.2.2 North American Context

52.2.2.1 United States Educational System

- **Structure:** Diverse system with public, private, and community colleges
- **Semester timing:** August-December and January-May
- **Assessment:** Heavy emphasis on continuous assessment and participation
- **Accreditation:** Regional accreditation bodies with varying standards
- **Student demographics:** Diverse student populations with varying preparation

52.2.2.2 Canadian Educational System

- **Provincial jurisdiction:** Education primarily managed at provincial level
- **Semester structure:** September-December and January-April
- **Assessment balance:** Mix of coursework and examinations
- **Bilingual context:** English and French language considerations
- **International focus:** Strong emphasis on global perspectives

52.2.2.3 AI Integration Considerations

- **Regulatory diversity:** Varying state/provincial regulations on AI use
- **Legal compliance:** FERPA, privacy laws, and accessibility requirements
- **Industry connections:** Strong ties between business schools and corporate partners
- **Technology access:** Varying levels of institutional AI tool provision

52.2.3 European Context

52.2.3.1 United Kingdom Educational System

- **Structure:** Unified system with quality assurance (QAA)
- **Academic year:** September-June with three terms
- **Assessment emphasis:** Balance of coursework and final assessments
- **Quality frameworks:** Strong focus on teaching excellence and student satisfaction
- **Brexit impact:** Changing relationships with European educational systems

52.2.3.2 Continental European System

- **Bologna Process:** Harmonized system across 48 countries
- **Credit transfer:** ECTS system for student mobility
- **Degree structure:** Bachelor-Master-Doctorate progression
- **Language diversity:** Multiple languages of instruction
- **Quality assurance:** European Standards and Guidelines for Quality Assurance

52.2.3.3 AI Integration Environment

- **GDPR compliance:** Strict data protection and privacy regulations
- **Accessibility requirements:** Comprehensive digital accessibility mandates
- **Multilingual support:** Need for AI tools across multiple languages
- **Public funding:** Strong public investment in educational technology

52.2.4 Asian Context

52.2.4.1 East Asian Educational Systems

- **China:** Gaokao system, intense competition, strong government direction
- **Japan:** Semester system, emphasis on group work and harmony
- **South Korea:** Highly competitive, strong technology integration
- **Singapore:** Meritocratic system, strong government support for AI

52.2.4.2 Southeast Asian Systems

- **Varied structures:** Colonial influences mixed with local traditions
- **English medium:** Many programs taught in English
- **Growing economies:** Rapid development and technology adoption
- **Student mobility:** Strong international student exchange programs

52.2.4.3 AI Integration Considerations

- **Language diversity:** Need for multilingual AI support
- **Cultural context:** High-context communication styles
- **Government involvement:** Strong state direction in technology adoption
- **Mobile access:** High smartphone usage and mobile-first approaches

52.2.5 Developing Country Context

52.2.5.1 Educational Challenges

- **Resource constraints:** Limited funding for educational technology
- **Infrastructure issues:** Unreliable internet and power systems
- **Teacher training:** Varying levels of digital literacy among educators
- **Access inequality:** Significant urban-rural digital divides

- **Language complexity:** Multiple local languages with varying digital support

52.2.5.2   AI Integration Opportunities

- **Mobile learning:** Leapfrogging desktop technology to mobile solutions
- **Open source solutions:** Free and open AI tools to reduce cost barriers
- **Adaptive technologies:** Customized solutions for local contexts
- **International collaboration:** Partnerships with better-resourced institutions

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52.3   Cultural Adaptation Frameworks

52.3.1   Communication Styles

52.3.1.1   High-Context vs. Low-Context Cultures

Cultural Dimension	Low-Context Examples	High-Context Examples	AI Adaptation Strategies
Communication	Direct—explicit—detailed	Indirect—nuanced—relationship-based	Prompt for cultural context awareness
Feedback	Direct criticism—explicit improvement areas	Indirect suggestions—face-saving approaches	Train AI to recognize cultural feedback patterns
Decision-making	Individual—quick— explicit	Group-based—consensus-seeking	Include stakeholder consultation scenarios
Conflict resolution	Direct confrontation—legal frameworks	Mediation—relationship preservation	Design culturally appropriate resolution scenarios

52.3.1.2   Implementation Examples

Low-Context Adaptation (US, Germany, Scandinavia):

```
You are a business consultant working in a direct communication culture.

Provide feedback that is:
- Specific and action-oriented
```

```
- Focused on individual performance
- Based on objective criteria
- Delivered in straightforward manner
```

```
Avoid indirect language or relationship-focused framing.
```

High-Context Adaptation (Japan, China, Arab cultures):

```
You are a business consultant working in a relationship-focused culture.
```

```
Provide feedback that is:
- Respectful of hierarchy and relationships
- Focused on group harmony and improvement
- Delivered through appropriate channels
- Sensitive to face-saving considerations
```

```
Include cultural context and indirect communication patterns.
```

52.3.2 Power Distance Considerations

52.3.2.1 High Power Distance Cultures

- **Characteristics:** Respect for authority, hierarchical structures, formal communication
- **Examples:** Many Asian, African, and Latin American cultures
- **AI Adaptation:** Include appropriate formal language and hierarchical scenarios

52.3.2.2 Low Power Distance Cultures

- **Characteristics:** Informal communication, flat structures, challenging authority
- **Examples:** US, Australia, Scandinavian countries
- **AI Adaptation:** Include collaborative scenarios and informal communication

Prompt Examples:

High Power Distance:

```
You are a senior manager in a hierarchical organization.
```

```
Communicate this decision to your team:
- Acknowledge your authority and responsibility
- Show respect for organizational structure
- Provide clear direction and expectations
- Maintain appropriate formal tone
```

```
Consider cultural expectations about leadership and authority.
```

Low Power Distance:

```
You are a team leader in a collaborative organization.

Discuss this decision with your team:
- Encourage open discussion and feedback
- Seek consensus and input from all members
- Share decision-making process transparently
- Welcome questions and challenges

Consider cultural expectations about participation and equality.
```

52.3.3 Individualism vs. Collectivism

52.3.3.1 Individualistic Cultures

- **Characteristics:** Personal achievement, individual recognition, direct communication
- **Examples:** US, UK, Australia, Western Europe
- **AI Adaptation:** Focus on individual performance and personal development

52.3.3.2 Collectivistic Cultures

- **Characteristics:** Group harmony, collective success, indirect communication
- **Examples:** Many Asian, African, and Latin American cultures
- **AI Adaptation:** Include group-based scenarios and team success

Implementation Examples:

Individualistic Focus:

```
You are a career coach working with individualistic values.

Develop personal achievement plans that emphasize:
- Individual goals and accomplishments
- Personal recognition and advancement
- Direct communication of achievements
- Competitive advantage development

Focus on personal success and standing out from others.
```

Collectivistic Focus:

```
You are a team facilitator working with collectivistic values.

Develop team success plans that emphasize:
- Group goals and collective achievements
```

```
- Harmony and collaboration
- Shared recognition and success
- Support for team members
```

```
Focus on group success and contributing to collective goals.
```

52.4 Regulatory and Legal Adaptations

52.4.1 Data Protection and Privacy

52.4.1.1 European Union (GDPR)

- **Requirements:** Explicit consent, data minimization, right to erasure
- **AI Implications:** Careful data handling, transparent AI use policies
- **Educational Adaptation:** Clear guidelines for student data in AI systems

52.4.1.2 United States (FERPA and State Laws)

- **Requirements:** Educational records privacy, parental consent for minors
- **AI Implications:** Restrictions on student data use and sharing
- **Educational Adaptation:** Separate AI tools from official educational records

52.4.1.3 Australia (Privacy Act)

- **Requirements:** Australian Privacy Principles, notification requirements
- **AI Implications:** Reasonable data collection, storage limitations
- **Educational Adaptation:** Clear data handling policies for AI integration

52.4.1.4 Developing Country Considerations

- **Challenges:** Varying data protection laws and enforcement
- **Opportunities:** Leapfrogging to modern data protection frameworks
- **Educational Adaptation:** Focus on ethical data practices regardless of legal requirements

52.4.2 Educational Quality Assurance

52.4.2.1 Quality Frameworks by Region

Region	Quality Body	Focus Areas	AI Integration Implications
Australia	TEQSA	Learning outcomes—student support—institutional governance	Evidence of AI effectiveness—student support for AI tools
UK	QAA	Academic standards—student experience—quality enhancement	AI literacy development—digital infrastructure quality
US	Regional Accreditors	Mission fulfillment—student learning—institutional effectiveness	AI alignment with learning outcomes—assessment integrity
EU	ENQA	Harmonized standards—student mobility—quality assurance	Cross-border AI tool compatibility—multilingual support
Asia	Various	National standards—international competitiveness—technology integration	AI innovation—global competitiveness preparation

52.4.2.2 Adaptation Strategies

- **Standards mapping:** Align AI integration with local quality requirements
- **Evidence collection:** Document AI effectiveness for quality assurance
- **Continuous improvement:** Regular review and enhancement of AI practices
- **International benchmarking:** Learn from global best practices

52.5 Discipline-Specific Global Adaptations

52.5.1 Business and Marketing

52.5.1.1 Cultural Market Considerations

- **Consumer behavior:** Varying purchasing patterns and decision-making processes
- **Communication styles:** Different advertising effectiveness across cultures
- **Brand perception:** Cultural values and brand relationship development
- **Digital marketing:** Varying platform usage and online behavior

52.5.1.2 Global Marketing AI Adaptations

```
You are an international marketing consultant working in [REGION/COUNTRY].

Develop marketing strategy that considers:
- Local consumer behavior and cultural values
- Appropriate communication styles and messaging
- Regulatory requirements and advertising standards
- Competitive landscape and local market conditions
- Digital platform usage and preferences

Provide culturally appropriate examples and implementation considerations.
```

52.5.2 Human Resources

52.5.2.1 Employment Law Variations

- **Worker protections:** Varying levels of employee rights and protections
- **Termination procedures:** Different legal requirements and processes
- **Discrimination laws:** Varying protected characteristics and enforcement
- **Union relationships:** Different roles and legal status of labor organizations

52.5.2.2 Global HR AI Adaptations

```
You are an international HR consultant working in [COUNTRY].

Develop HR policies that comply with:
- Local employment laws and regulations
- Cultural expectations about workplace relationships
- Worker protection requirements and union considerations
- Industry standards and best practices
- Cultural communication and management styles

Provide specific legal references and cultural considerations.
```

52.5.3   Accounting and Finance

52.5.3.1   Regulatory Variations

- **Accounting standards:** IFRS vs. US GAAP vs. local standards
- **Taxation systems:** Varying tax laws and compliance requirements
- **Financial regulations:** Different banking and investment regulations
- **Audit requirements:** Varying standards and enforcement mechanisms

52.5.3.2   Global Finance AI Adaptations

```
You are an international financial advisor working in [REGION].

Provide financial analysis that considers:
- Local accounting standards and reporting requirements
- Tax implications and regulatory compliance
- Cultural attitudes toward risk and investment
- Local market conditions and economic factors
- International business considerations and exchange rate impacts

Specify all regulatory requirements and cultural factors.
```

52.5.4   Supply Chain Management

52.5.4.1   Global Supply Chain Considerations

- **Trade regulations:** Varying import/export restrictions and documentation
- **Infrastructure quality:** Different transportation and logistics capabilities
- **Cultural business practices:** Varying negotiation styles and relationship building
- **Geopolitical factors:** Regional stability and trade relationship considerations

52.5.4.2   Global Supply Chain AI Adaptations

```
You are an international supply chain consultant working in [REGION].

Develop supply chain strategy that addresses:
- Local infrastructure capabilities and constraints
- Trade regulations and compliance requirements
- Cultural business practices and negotiation styles
- Geopolitical risks and mitigation strategies
- Regional logistics networks and distribution channels

Consider local business customs and relationship expectations.
```

52.5.5 Information Systems

52.5.5.1 Technology Infrastructure Variations

- **Internet penetration:** Varying levels of connectivity and bandwidth
- **Device availability:** Different access to computers and smartphones
- **Technical skills:** Varying levels of digital literacy and training
- **Software adoption:** Different preferences for platforms and applications

52.5.5.2 Global IT AI Adaptations

You are an international IT consultant working in [REGION].

Design technology solutions that consider:
- Local infrastructure capabilities and limitations
- Device availability and user preferences
- Technical skill levels and training needs
- Language requirements and localization needs
- Regulatory compliance and data sovereignty requirements
- Cultural preferences for technology adoption

Provide implementation strategies for local context.

52.5.6 Management and Organizational Studies

52.5.6.1 Cultural Management Styles

- **Leadership expectations:** Varying perceptions of effective leadership
- **Decision-making processes:** Different approaches to consensus and authority
- **Communication patterns:** Varying expectations about directness and hierarchy
- **Team dynamics:** Different approaches to collaboration and conflict resolution

52.5.6.2 Global Management AI Adaptations

You are an international management consultant working in [COUNTRY].

Develop management approaches that consider:
- Local leadership expectations and cultural preferences
- Decision-making processes and authority structures
- Communication styles and relationship expectations
- Team collaboration patterns and conflict resolution approaches
- Motivation factors and employee engagement strategies

Provide culturally appropriate management examples and implementation guidance.

52.5.7 Economics

52.5.7.1 Economic System Variations

- **Market structures:** Different levels of market freedom and regulation
- **Government involvement:** Varying roles of state in economic management
- **Development stages:** Different economic development levels and challenges
- **Trade relationships:** Varying international trade patterns and dependencies

52.5.7.2 Global Economics AI Adaptations

```
You are an international economic advisor working in [REGION/COUNTRY].

Provide economic analysis that considers:
- Local economic system and regulatory framework
- Development level and economic challenges
- Cultural factors in economic decision-making
- International trade relationships and dependencies
- Regional economic integration and cooperation

Specify economic assumptions and cultural considerations.
```

52.5.8 Tourism and Hospitality

52.5.8.1 Cultural Tourism Considerations

- **Service expectations:** Varying standards for hospitality and service quality
- **Cultural tourism:** Different approaches to cultural heritage and authenticity
- **Travel patterns:** Varying tourism behaviors and preferences
- **Hospitality traditions:** Different cultural expectations about hosting and service

52.5.8.2 Global Tourism AI Adaptations

```
You are an international tourism consultant working in [REGION].

Develop tourism strategies that consider:
- Local service standards and hospitality expectations
- Cultural heritage preservation and presentation
- Tourist preferences and behavior patterns
- Seasonal variations and cultural events
- Infrastructure capabilities and limitations
- Cultural sensitivity and authentic representation
```

Provide culturally appropriate tourism examples and implementation strategies.

52.6 Implementation Strategies

52.6.1 Step-by-Step Adaptation Process

52.6.1.1 Step 1: Context Analysis

- **Educational system mapping:** Understand local structures and requirements
- **Cultural assessment:** Identify relevant cultural dimensions and preferences
- **Regulatory review:** Analyze legal requirements and compliance needs
- **Resource evaluation:** Assess technological infrastructure and support systems

52.6.1.2 Step 2: Stakeholder Engagement

- **Local consultation:** Engage with local educators and administrators
- **Student input:** Gather feedback from local student populations
- **Industry partnership:** Connect with local businesses and organizations
- **Cultural experts:** Consult with cultural specialists and community leaders

52.6.1.3 Step 3: Customization Development

- **Content adaptation:** Modify examples and scenarios for local context
- **Platform selection:** Choose AI tools appropriate for local infrastructure
- **Assessment design:** Align evaluation with local educational standards
- **Support systems:** Develop resources appropriate for local needs

52.6.1.4 Step 4: Implementation and Testing

- **Pilot programs:** Test adaptations with small groups
- **Feedback collection:** Gather systematic input from all participants
- **Iteration and refinement:** Improve based on testing results
- **Scale-up planning:** Prepare for broader implementation

52.6.1.5 Step 5: Evaluation and Improvement

- **Effectiveness assessment:** Measure success of adapted approaches
- **Comparison with benchmarks:** Compare results with global best practices
- **Continuous improvement:** Regular updates and enhancements
- **Knowledge sharing:** Share learning with global education community

52.6.2   Quality Assurance Framework

52.6.2.1   Adaptation Evaluation Criteria

Criterion	Questions to Consider	Evidence of Success
Cultural Appropriateness	Are examples and scenarios culturally relevant and respectful?	Positive student feedback— engagement metrics
Regulatory Compliance	Does implementation meet local legal requirements?	Compliance audits— institutional approval
Educational Effectiveness	Are learning outcomes achieved in local context?	Assessment results— learning analytics
Technical Feasibility	Do AI tools work with local infrastructure?	Usage statistics— technical support requests
Stakeholder Acceptance	Do local educators— students— and employers find value?	Survey results— partnership feedback

52.6.2.2   Continuous Improvement Process

1. **Regular monitoring:** Ongoing assessment of adaptation effectiveness
2. **Stakeholder feedback:** Systematic collection of user experiences
3. **Benchmark comparison:** Regular comparison with global best practices
4. **Adaptation updates:** Periodic refinement based on evidence
5. **Knowledge sharing:** Contribution to global education community

52.6.3   Building Global Networks

52.6.3.1   International Collaboration

- **Partner institutions:** Develop relationships with schools in different regions
- **Exchange programs:** Share faculty and student experiences
- **Joint research:** Collaborate on AI integration research
- **Resource sharing:** Exchange adapted materials and approaches

52.6.3.2   Professional Development

- **International conferences:** Present and learn about global AI integration
- **Cross-cultural training:** Develop skills for working in diverse contexts
- **Language skills:** Improve ability to work across language barriers

- **Cultural competence:** Build understanding of different educational traditions

52.6.3.3 Community of Practice

- **Global networks:** Connect with AI integration educators worldwide
- **Online platforms:** Participate in international discussions and forums
- **Resource repositories:** Contribute to and access global adaptation resources
- **Mentorship programs:** Support and be supported by international colleagues

---

52.7 Case Studies and Examples

52.7.1 Successful Adaptation Examples

52.7.1.1 Case Study 1: European University Adaptation

Context: German business school implementing AI integration **Challenges:** GDPR compliance, multilingual student body, quality assurance requirements **Solutions:** - Developed comprehensive data protection policies for AI use - Created multilingual prompt templates and examples - Established quality assurance processes for AI-enhanced assessments - Built partnerships with European AI companies for local support

Results: Successful implementation with high student satisfaction and compliance with European standards

52.7.1.2 Case Study 2: Asian University Adaptation

Context: Singaporean university integrating AI into business curriculum **Challenges:** High-context communication culture, competitive environment, technology expectations **Solutions:** - Developed AI scenarios emphasizing relationship-building and harmony - Created competitive yet collaborative learning environments - Integrated cutting-edge AI tools to meet high technology expectations - Emphasized face-saving communication approaches in AI interactions

Results: Enhanced student engagement, improved learning outcomes, maintained cultural values

52.7.1.3 Case Study 3: Developing Country Adaptation

Context: Nigerian business school with limited resources **Challenges:** Infrastructure limitations, cost constraints, unreliable internet **Solutions:** - Focused

on mobile-first AI applications - Utilized free and open-source AI tools - Developed offline AI-enhanced activities - Created peer-to-peer learning networks for AI skill development

Results: Expanded access to AI-enhanced learning, improved educational quality despite resource constraints

52.7.2   Lessons Learned

52.7.2.1   Common Success Factors

- **Cultural sensitivity:** Respect for local educational traditions and values
- **Stakeholder engagement:** Involvement of local community in adaptation process
- **Flexibility:** Willingness to modify approaches based on local feedback
- **Sustainability:** Building local capacity and long-term viability

52.7.2.2   Common Challenges

- **Resource constraints:** Limited funding and infrastructure in some regions
- **Regulatory complexity:** Navigating different legal and quality frameworks
- **Cultural resistance:** Overcoming skepticism about new educational approaches
- **Technical barriers:** Infrastructure limitations and digital divides

52.7.2.3   Best Practices

- **Start small:** Pilot programs before full implementation
- **Local leadership:** Empower local educators to lead adaptation efforts
- **Contextual relevance:** Ensure all examples and scenarios are locally meaningful
- **Continuous learning:** Regular assessment and improvement of adaptations

---

52.8   Conclusion

AI integration in business education is a global phenomenon that requires local adaptation. The frameworks and strategies in this chapter provide guidance for implementing AI-enhanced teaching across diverse international contexts while maintaining pedagogical excellence and cultural respect.

Key principles for successful global adaptation: 1. **Understand local context:** Educational systems, cultural norms, and regulatory requirements 2. **Engage**

local stakeholders: Involve educators, students, and communities in adaptation process 3. **Respect cultural differences:** Adapt communication styles, examples, and approaches appropriately 4. **Ensure regulatory compliance:** Meet local legal requirements and quality standards 5. **Build sustainable capacity:** Develop local expertise and long-term implementation strategies

By applying these adaptation frameworks, educators can effectively implement AI-enhanced teaching that is both globally informed and locally relevant, preparing students for success in both their local contexts and the global business environment.

Final Chapter: This concludes the comprehensive guide to AI integration in business education. Educators now have the tools, frameworks, and strategies needed to transform their teaching while preparing students for professional success in an AI-augmented world.

Chapter 53

Conclusion: Where Do We Go From Here?

53.1 What You've Learned

Over the course of this book, you've explored:

- **Why AI matters** for preparing business professionals across all disciplines for real-world practice
- **How to use AI** through simple prompts that anyone can write
- **Seven core techniques** that develop critical thinking and professional skills
- **Three major applications**: conversation simulations, self-assessment tools, and virtual company scenarios
- **New assessment models** that evaluate process and methodology, not just knowledge recall
- **Practical implementation** from your first experiment through full unit redesign
- **Ethical frameworks** for responsible AI integration and academic integrity
- **Advanced applications** for unit design and postgraduate research support

You now have the knowledge and tools to integrate AI into your teaching in meaningful, pedagogically sound ways,regardless of your discipline.

But knowledge alone isn't enough.

53.2 The Question That Matters

As you close this book, you face a decision:

Will you actually try something?

It's easy to read about innovative pedagogy and think "That's interesting." It's harder to actually change your practice.

You're busy. You have existing materials that work well enough. You're comfortable with your current approach. Change is risky,what if students resist? What if colleagues judge? What if it doesn't work?

These are legitimate concerns.

But consider this: **Your students will use AI in their professional careers,regardless of their discipline,whether you teach them to or not.**

The question isn't "Should AI be part of professional practice?" It already is, across all business disciplines.

The question is: **"Will my graduates know how to use AI responsibly, critically, and ethically in their field?"**

If the answer is "I hope so" or "They'll figure it out," you're sending students into professional practice unprepared.

53.3   Start With One Thing

You don't need to implement everything in this book. You don't need to redesign your entire curriculum. You don't even need to be certain it will work perfectly.

You just need to try one thing.

Choose the smallest experiment that feels manageable:

53.3.1   Option 1: Try It Yourself (This Week)

- Pick one prompt from Appendix A
- Generate a teaching resource you actually need (case study, practice questions, discussion prompts)
- Use it in your next class
- See what happens

Time investment: 30 minutes **Risk:** Minimal **Learning:** High

---

53.3.2   Option 2: Student Demonstration (Next Class)

- In your next lecture, project a live AI conversation on screen
- Show students how AI can help them practice skills
- Answer their questions

- Don't assign anything,just plant the seed

Time investment: 15 minutes in class **Risk:** None (optional for students) **Learning:** Medium

---

53.3.3 Option 3: Low-Stakes Practice Exercise (This Semester)

- Add one optional AI practice activity to an existing assignment
- Recommended but not required
- See who uses it and gather feedback
- Iterate for next semester

Time investment: 1-2 hours setup **Risk:** Low (it's optional) **Learning:** Substantial (you'll see what students actually do with AI)

53.3.4 Option 4: Pilot Assessment (Next Semester)

- Redesign one existing assignment using ideas from Chapter 4, 5, or 7
- Worth 15-25% of the grade (significant but not high-stakes)
- Document what works and what doesn't
- Refine for future iterations

Time investment: 3-5 hours initial design **Risk:** Moderate (but manageable with clear instructions) **Learning:** Transformative (you'll see process-based assessment in action)

53.3.5 Option 5: Full Unit Redesign (Next Academic Year)

- Use the backwards design approach from Chapter 10
- Integrate AI throughout one complete unit
- Build scaffolded progression from Week 1 to Week 12
- Measure impact on student learning

Time investment: Significant (20-30 hours initial design) **Risk:** Higher (but with high potential reward) **Learning:** Comprehensive (you'll develop deep expertise in AI-enhanced pedagogy)

53.4   Pick one. Not five. One.

The biggest mistake educators make with innovation is trying to do too much at once. They get overwhelmed, it doesn't go perfectly, and they abandon the whole thing.

Small, successful experiments build confidence and capability.

One well-executed pilot teaches you more than five half-baked attempts.

53.5   What Success Looks Like

How will you know if your AI integration is working?

53.5.1   Short-Term Success (First Semester)

Student engagement: - Students ask questions about AI use (curiosity) - Students report that AI helped them prepare or practice (utility) - Students use AI activities even when optional (voluntary adoption)

Your experience: - You complete the pilot without major disasters - You learn something about what works and what doesn't - You feel more confident about AI tools and their limitations

Tangible outcomes: - At least one student says "That simulation really helped me understand…" - You create at least one reusable resource you'll use again - You gather feedback that informs your next iteration

---

53.5.2   Medium-Term Success (Within 2-3 Semesters)

Student learning: - Improved performance on assessments related to AI-practiced skills - Students demonstrate competencies earlier in the semester - Fewer students make basic procedural or communication errors - Students reference their AI practice in reflections and discussions

Your teaching: - You have 2-3 reliable AI-enhanced activities you use regularly - You've refined prompts and instructions based on student experience - You feel AI is enhancing rather than complicating your teaching - Other lecturers ask you about your approach

Curriculum: - AI integration is normalized (not novel or controversial) - Students expect and value AI-enhanced learning opportunities - You've expanded from one unit to multiple units or assessment types

---

53.5.3 Long-Term Success (3+ Years)

Graduate outcomes: - Alumni report that AI-enhanced learning prepared them for professional practice - Employers or practicum supervisors notice your graduates are better prepared - Students explicitly mention AI literacy as a valuable skill they developed

Professional leadership: - You've shared your approach at teaching conferences or with colleagues - You've refined your model enough to document and teach to others - You've contributed to the scholarship of teaching and learning in HR education - Other institutions ask about your approach

Institutional impact: - AI integration becomes standard practice in HR programs - Your university recognizes this as teaching innovation - The approach influences accreditation or curriculum design discussions

---

53.6 Avoiding Common Pitfalls

As you move forward, watch for these mistakes:

53.6.1 Pitfall 1: Technology for Technology's Sake

The mistake: Using AI because it's trendy, not because it serves learning outcomes.

The fix: Every AI activity must answer: "What learning outcome does this support that couldn't be achieved as effectively another way?"

If you can't answer that clearly, don't use AI for that task.

53.6.2 Pitfall 2: Assuming Technical Competence

The mistake: Expecting students to figure out AI tools on their own.

The fix: Explicitly teach prompt writing, critical evaluation, and ethical use. Build technical scaffolding just like you build content scaffolding.

53.6.3 Pitfall 3: No Clear Assessment Criteria

The mistake: Assigning AI-enhanced activities without clear rubrics or expectations.

The fix: Students need to know what "success" looks like. If they're submitting conversation transcripts, what are you assessing? If they're using AI for self-assessment, what's your role in grading?

Make criteria explicit and transparent.

––––––––––––––––

53.6.4   Pitfall 4: Ignoring Equity

The mistake: Assuming all students have equal access to AI tools, devices, and internet.

The fix: Provide alternatives (lab time, office hours facilitation, university-subscribed tools). Ensure core learning is accessible regardless of premium AI access.

––––––––––––––––

53.6.5   Pitfall 5: Blind Faith in AI Outputs

The mistake: Treating AI-generated content as inherently correct or reliable.

The fix: Teach students,and remember yourself,that AI makes confident mistakes. Always verify. Always maintain human oversight. Always question.

––––––––––––––––

53.7   Building Community

You don't have to do this alone.

53.7.1   Within Curtin:

- Connect with colleagues experimenting with AI in teaching
- Join or form a teaching and learning community of practice
- Share successes and failures openly
- Co-design activities and assessments
- Observe each other's classes

53.7.2   Beyond Curtin:

- Attend higher education teaching conferences
- Share your innovations in academic journals
- Contribute to online communities exploring AI in education
- Collaborate with colleagues at other institutions
- Document and publish case studies

Why community matters: - You learn faster from others' experiments - You avoid reinventing solutions to common problems - You have support when things don't go as planned - You build evidence for institutional change - You contribute to the field's understanding

---

53.8 The Bigger Picture: Transforming Business Education

Individual educators trying new things is important. But the real transformation happens when entire programs evolve.

53.8.1 Vision for Business Education with AI Integration

Year 1 (Undergraduate): Students develop AI literacy alongside foundational disciplinary knowledge. They learn to use AI for exploration, practice, and self-assessment. They develop critical evaluation skills specific to their field.

Year 2-3 (Undergraduate): Students apply AI tools to complex scenarios in their discipline. They use conversation simulations and decision-making activities extensively. They demonstrate competence through process-based assessments. They critique AI outputs and improve on them.

Year 4-5 (Undergraduate/Honours/Research Programs): Students use AI as a professional tool. They integrate AI into strategic thinking and research in their discipline. They teach others how to use AI responsibly. They understand when AI helps and when human judgment must override technology.

Professional Practice: Graduates enter workplaces confident with AI tools, critical of AI limitations, and committed to ethical AI use. They advocate for fairness when organisations implement AI systems in their field. They maintain human accountability for AI-assisted decisions.

This is the future we're building.

Not a future where AI replaces professionals, but where business professionals across all disciplines use AI skillfully and ethically to do their work better,to serve people, organizations, and society more effectively.

53.9 Your Legacy

Every student you teach will work with AI in their careers, regardless of their discipline.

The question is: Will they be competent or incompetent? Ethical or reckless? Critical or credulous?

That's in your hands.

When you integrate AI into your teaching,transparently, critically, and pedagogically,you're not just adopting a new tool. You're preparing the next generation

of business professionals for a world that will be shaped by technology but must still be guided by human wisdom.

That's not a small thing.

That's your professional responsibility and your legacy.

53.10   Final Words

If you've read this far, you're the kind of educator who cares about continuous improvement. You're not content with "good enough." You're asking "What could be better?"

That's exactly the mindset needed for this work.

AI in education isn't settled science. We're all figuring this out together,what works, what doesn't, what's ethical, what's effective. You're not behind. You're not too late. You're here, right now, at exactly the right time.

You have: - The knowledge (this book) - The tools (Appendix A) - The frameworks (Chapters 4-11) - The support structures (Appendices B-C) - The institutional alignment (Curtin's commitment to AI)

What you need now is courage.

Courage to try something new. Courage to fail, learn, and try again. Courage to change your practice when change is uncomfortable. Courage to lead when others are still watching and waiting.

You have that courage.

I know this because you read 300+ pages about AI in education. That's not something an unimaginative or risk-averse educator does.

So here's my final challenge:

Close this book. Choose one thing. Do it this week.

Not next month. Not next semester. This week.

Your students are waiting for the learning experiences only you can design.

53.11   One Last Thing

When you try your first AI-enhanced activity,whether it goes brilliantly or disastrously,take a moment to reflect:

- What surprised you?

- What will you do differently next time?
- What did students learn that they wouldn't have otherwise?

Then do it again, better.

That's how transformation happens.

One experiment. One refinement. One semester at a time.

Welcome to the future of business education.

You're ready.

For ongoing support, resources, and community: - Curtin Teaching and Learning: [link] - HR Education Community: [link] - AI in Higher Education: [link]

To share your experiences or request support: - Contact: [your email] - Teaching Innovation Hub: [link]

Good luck. And thank you for being the kind of educator who never stops learning.

Chapter 54

About the Author

[Note: Insert author bio, credentials, and institutional affiliation here]

_____

Chapter 55

Colophon

Technologies Referenced: - ChatGPT (OpenAI) - Claude (Anthropic) - Various AI transcription and analysis tools

Pedagogical Frameworks: - Backwards Design (Wiggins & McTighe) - Experiential Learning (Kolb) - Reflective Practice (Schön) - Authentic Assessment - Self-Directed Learning - Process-Based Assessment

Disclaimer: AI technology evolves rapidly. Specific tools and capabilities described in this book reflect the state of technology in early 2025. Principles and pedagogical approaches remain relevant across technological changes. This book is designed for application across multiple business disciplines with context-specific adaptations.

Citation: [Insert preferred citation format]

END OF BOOKLET

Appendix A

Ready-to-Use Prompt Library

A.1 How to Use This Appendix

This is your copy-paste resource. Each prompt in this library has been designed for business education and is ready to use immediately. Simply:

1. **Find the prompt that matches your need** (browse Section 1-5 or go to the Cross-Discipline Adaptations section at the end)
2. **Choose the discipline-specific version** or adapt the HR example to your field
3. **Copy the entire prompt**
4. **Customize the bracketed sections [like this] with your specific content**
5. **Paste into ChatGPT, Claude, or your preferred AI tool**

The prompts are organised by purpose: - **Section 1:** Content Generation (for creating teaching materials) - **Section 2:** Conversation Simulations (for role-play scenarios) - **Section 3:** Assessment and Critique (for providing feedback) - **Section 4:** Student Self-Assessment (for students to use directly) - **Section 5:** Ethical Analysis (for exploring AI issues in your discipline) - **Section 6:** Research and Postgraduate Prompts (for research support) - **Cross-Discipline Adaptations:** Complete examples adapted for Marketing, Accounting, Business Analytics, Tourism & Hospitality, Information Systems, and Management

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A.2   Meta-Framework: Using CRAFT to Customize or Create Your Own Prompts

The prompts in this library are ready to use. But the real power comes from **customizing them using the CRAFT framework** (from Chapter 2).

If you want to: - Adapt a prompt for your specific context - Create a variation for your discipline - Build a completely new prompt - Make a prompt work exactly the way you need

...use CRAFT to structure your thinking:

A.2.1   Quick CRAFT Reminder

C | **Context** | "This is for my second-year unit on..." |
R | **Role** | "You are an experienced [professional]..." |
A | **Action** | "Create/Analyse/Generate..." |
F | **Format** | "500 words with 4 discussion questions..." |
T | **Tone/Target** | "Professional and suitable for..." |

A.2.2   How to Use CRAFT with These Prompts

Example 1: Customizing an Existing Prompt

The Case Study Generator (Section 1.1) shows an HR version. To adapt it for your discipline using CRAFT:

```
ORIGINAL (HR):
"You are an expert lecturer in Human Resource Management...
Create a realistic case study scenario for my [undergraduate] students
that focuses on [performance management]..."

YOUR VERSION (Supply Chain, using CRAFT):
C: This is for my second-year supply chain unit where students have studied
   risk management and vendor relationships
R: You are an experienced supply chain manager
A: Create a realistic case study scenario focusing on supplier disruption
F: 400-500 words, Australian context, 3-4 discussion questions
T: Appropriate for students new to supply chain complexity

Updated prompt:
"You are an experienced supply chain manager at a major Australian manufacturer.

Create a realistic case study scenario for my undergraduate students focusing on
[supplier disruption during supply chain crisis].

Requirements:
- The scenario should be 400-500 words
```

```
- Set in an Australian manufacturing context
- Include enough ambiguity that students must analyse competing priorities
  (cost vs. reliability vs. sustainability)
- Incorporate at least two supply chain management principles:
  [e.g., just-in-time inventory, vendor diversification, risk mitigation]
- End with 3-4 discussion questions requiring critical thinking about
  supply chain strategy and resilience

The case should be challenging but appropriate for students who have covered
[list topics: e.g., demand forecasting, supplier relationship management,
supply chain risk assessment].

Begin."
```

Notice: The structure is identical, but every element is adapted to your discipline using CRAFT.

Example 2: Creating a New Prompt

You want a prompt that doesn't exist in this library. Use CRAFT:

```
What I need: "A prompt that helps students analyse a real supply chain problem"

CRAFT structure:
C: This is for my applied supply chain unit where students work with real
   companies on live projects
R: You are a supply chain consultant advising on optimization
A: Analyse this supply chain problem and recommend solutions
F: 2000-word analysis with data tables, visualizations, and implementation plan
T: Professional consultant-level analysis

Your new prompt:
"You are a supply chain consultant with 15+ years of experience optimizing
global supply chains.

I'm working with a supply chain team on a real optimization challenge.
They've provided raw data on their current network.

Please provide a comprehensive analysis including:
1. Current state assessment (cost, delivery time, resilience)
2. Comparison of three optimization scenarios
3. Implementation roadmap with timeline
4. Key risks and mitigation strategies
5. Expected outcomes and metrics

Format your analysis as a professional report suitable for executive presentation.
Use tables and data where appropriate.
```

```
Here is the supply chain data:
[paste data]
```

```
Begin."
```

Again, CRAFT structure ensures your prompt is complete and specific.

A.2.3 Why This Matters

Without CRAFT thinking: - Your prompt might be vague - AI outputs might miss your context - You might need multiple back-and-forths to get what you want - Result: generic "AI sameness"

With CRAFT structure: - Your prompt is clear and specific - AI understands your exact context - Results are often usable on the first try - If you need to refine, you know exactly what element to adjust - Result: content tailored to YOUR teaching

A.2.4 Customization Patterns

Pattern 1: Changing the Role Keep everything the same, change who the AI is:

```
ORIGINAL: "You are an expert lecturer in HR..."
YOUR VERSION: "You are an experienced supply chain manager..."
```

Pattern 2: Changing the Audience Keep everything the same, adjust for your students:

```
ORIGINAL: "...for my undergraduate students..."
YOUR VERSION: "...for my postgraduate students with 5+ years experience..."
```

Pattern 3: Changing the Discipline Adapt Context, Role, and Action for your field:

```
ORIGINAL (HR): Create a performance management scenario
YOUR VERSION (Finance): Create an audit finding communication scenario
```

Pattern 4: Changing the Scope Adjust Format and Tone:

```
ORIGINAL: "500 words with discussion questions"
YOUR VERSION: "2000-word detailed analysis with tables and visualizations"
```

A.2.5 Pro Tip: Combine CRAFT with Follow-Up Conversations

Remember from Chapter 2: **CRAFT is a starting point, not the endpoint.**

After you send your CRAFT-structured prompt: 1. Review the first output 2. Follow up with refinements: "Good, but make it more [specific]" 3. Adapt based

on what you see: "I like that approach, now add…" 4. Iterate until it's exactly what you need

The library gives you starting points. CRAFT helps you customize them. And follow-up conversations perfect them.

A.3 Section 1: Content Generation Prompts

Note: The examples below show HR-specific prompts. For discipline-specific versions (Marketing, Accounting, Management, etc.), see the Cross-Discipline Adaptations section at the end of this appendix.

A.3.1 1.1 Case Study Generator

```
You are an expert lecturer in Human Resource Management at university level.

Create a realistic case study scenario for my [undergraduate/postgraduate]
students that focuses on [specific topic: e.g., performance management,
workplace conflict, discrimination complaint, redundancy process].

Requirements:
- The scenario should be 400-500 words
- Set in an Australian workplace context
- Include enough ambiguity that students must analyse competing perspectives
- Incorporate at least two legal or ethical considerations relevant to
  [specific legislation/principles: e.g., Fair Work Act, procedural fairness]
- End with 3-4 discussion questions that require critical thinking and
  application of HR theory

The case should be challenging but appropriate for students who have covered
[list topics they've learned: e.g., employment law, conflict resolution
theory, organisational justice].

Begin.
```

Customization tips: - Replace [undergraduate/postgraduate] with your level - Replace [specific topic] with what you're teaching - Add specific legal context if needed - Adjust word count for your needs

---

A.3.2 1.2 Behavioural Interview Question Generator

```
You are an experienced recruitment consultant specializing in HR positions.
```

Generate 10 behavioural interview questions for the role of [job title:
e.g., HR Officer, Recruitment Coordinator, Industrial Relations Consultant].

For each question:
1. Ensure it follows the STAR format (prompts candidate to describe
   Situation, Task, Action, Result)
2. Target one of these key competencies: [list 3-5 competencies: e.g.,
   conflict resolution, ethical decision-making, communication under
   pressure, stakeholder management]
3. Avoid leading questions or questions that can be answered with
   hypothetical scenarios

After each question, briefly note which competency it targets.

Begin.

A.3.3   1.3 Policy Analysis Exercise Generator

You are an HR policy expert.

Create two versions of a [type of policy: e.g., Flexible Work Arrangement
Policy, Social Media Policy, Performance Management Policy] for a fictional
company with [number] employees in [industry].

Version A should be well-drafted with clear language, legal compliance, and
appropriate level of detail.

Version B should have 3-5 deliberate flaws that students must identify, such as:
- Vague language that's difficult to apply consistently
- Missing key elements required by law
- Potential for discriminatory application
- Unclear accountability or process steps

Both versions should be 300-400 words. Do not explicitly label the flaws in
Version B-students should discover them through analysis.

Begin.

A.3.4   1.4 Complex Scenario with Multiple Stakeholders

You are an expert in organisational behaviour and HR management.

Create a complex workplace scenario involving [number: e.g., 3-
4] stakeholders
who have conflicting interests related to [HR issue: e.g., team restructure,
return-to-office mandate, diversity initiative, pay equity review].

For each stakeholder, provide:
- Their role and background
- Their primary concerns and priorities
- What they want to achieve
- What they're worried about

The scenario should require students to:
- Analyse multiple perspectives
- Identify underlying organisational issues
- Recommend an HR intervention that balances competing interests
- Apply at least one organisational theory [specify if desired: e.g.,
  organisational justice, change management, stakeholder theory]

Make the scenario realistic with no easy "right answer."

Begin.

A.3.5 1.5 Data Analysis Scenario Generator

You are an HR analytics specialist.

Create a realistic HR data scenario for students to analyze. The scenario
should include:

1. Context: A company experiencing [problem: e.g., high turnover, low
   engagement scores, recruitment difficulties] in [specific department or
   demographic]

2. Mock dataset summary including:
   - Turnover/retention rates by department, tenure, or demographic
   - Employee satisfaction survey results (summarized, not raw data)
   - 5-6 key findings from exit interviews
   - Relevant comparison data (industry benchmarks, historical company data)

3. Three competing hypotheses about the root cause

4. Questions students must answer:
   - What does the data actually tell us vs. what assumptions are we making?
   - What additional information would you need to investigate?

```
    - What HR intervention would you recommend and why?
```

Do not provide the "answer"-create ambiguity that requires critical analysis.

Begin.

A.4   Section 2: Conversation Simulation Prompts

A.4.1   2.1 Difficult Employee Performance Conversation

```
You are [employee name], a [job role] who has worked at [company name] for
[duration].

BACKGROUND:
[Describe performance issues: e.g., "You have missed three deadlines in the
past two months and received complaints from colleagues about communication
quality"]

YOUR PERSPECTIVE:
[Describe employee's view: e.g., "You believe you're being unfairly
criticized. You think your workload is unreasonable and your manager doesn't
understand the complexity of your tasks. You feel unappreciated."]

YOUR EMOTIONAL STATE:
[e.g., "Defensive and frustrated, but trying to remain professional. You're
worried this conversation is leading to termination."]

HIDDEN CONTEXT (reveal only if HR shows empathy and asks open questions):
[e.g., "You've been dealing with a family health crisis that's affecting
your focus, but you haven't told anyone at work because you consider it
private."]

YOUR BEHAVIOUR IN THIS CONVERSATION:
- Start defensive-push back on criticism
- If the HR person is accusatory or dismissive, become minimal in responses
- If the HR person shows genuine empathy and curiosity, gradually open up
- Do not volunteer the hidden context unless you feel safe doing so

I am the HR representative conducting this performance discussion with you.
Stay in character throughout. Do not break character unless I say "END
SIMULATION."

I will begin the conversation now.
```

Customization guide: - Fill in all bracketed sections with your scenario details - Adjust emotional state and hidden context to match your learning objectives - Consider legal/ethical issues you want students to navigate

---

A.4.2 2.2 Union Representative in Bargaining

```
You are Chris Anderson, a union representative for [union name] representing
[employee group: e.g., warehouse workers, administrative staff] at [company
name].

BARGAINING CONTEXT:
The current enterprise agreement expired [time period] ago. You're in
negotiations for a new agreement. Key issues:
- [Issue 1: e.g., "Workers want a 5% annual pay increase"]
- [Issue 2: e.g., "Workers want additional rostered days off"]
- [Issue 3: e.g., "Workers are concerned about job security with automation"]

YOUR POSITION:
- You must advocate strongly for your members' interests
- You have a mandate from membership-you can't agree to less than [specific
  minimum: e.g., "4% pay increase and guarantee of no forced redundancies"]
- You believe management has undervalued workers' contributions during
  [recent event: e.g., "the company's record-profit year"]

YOUR NEGOTIATION STYLE:
- Professional but firm
- You use data and examples to support arguments
- You're willing to compromise on secondary issues but not core demands
- You'll call out unfair tactics if management is dismissive or deceptive

I am the HR representative negotiating on behalf of management. Our position
is [briefly describe management's constraints: e.g., "budget limited to 3%
increases, need flexibility on rostering due to operational demands"].

Stay in character. Push back on weak arguments. Respond positively to
creative solutions that meet member needs. Begin the negotiation when I
make my opening statement.
```

A.4.3 2.3 Employee Making Discrimination Complaint

```
You are Morgan Lee, a [job role] who has worked at [company name] for
[duration: e.g., 18 months].
```

```
THE COMPLAINT:
You believe you have been discriminated against based on [protected
characteristic: e.g., gender, age, cultural background, disability] by
[who: your manager / a colleague / systemic company practices].

SPECIFIC EXAMPLES YOU CAN CITE:
1. [Example 1: e.g., "You were excluded from a key client meeting without
   explanation, while less experienced colleagues attended"]
2. [Example 2: e.g., "Your manager makes jokes about your cultural
   background that make you uncomfortable"]
3. [Example 3: e.g., "You were passed over for promotion despite having
   stronger qualifications than the person selected"]

YOUR EMOTIONAL STATE:
- Anxious about making this complaint (worried about retaliation)
- Frustrated that you have to prove this is happening
- Hesitant to provide details until you trust the HR person will take you
  seriously

YOUR BEHAVIOR:
- Start cautious-gauge whether HR is taking this seriously
- Provide more detail if the HR person demonstrates understanding of
  discrimination and fair process
- If HR is dismissive or defensive of the company, become reluctant to share
- If HR asks good questions (about impact, about what you need, about
  process), become more open

WHAT YOU NEED:
- To be believed and taken seriously
- A fair investigation
- Assurance there will be no retaliation
- [Outcome: e.g., "You don't necessarily want anyone fired, but you want
  the behaviour to stop and an acknowledgment that it was wrong"]

I am the HR representative taking your complaint. Stay in character. This
is a confidential meeting. I will begin by explaining the process.
```

A.4.4   2.4 Manager Resistant to HR Initiative

```
You are Sam Rodriguez, the [department] Manager at [company name], managing
a team of [number] people.

THE SITUATION:
HR has introduced [new initiative: e.g., mandatory diversity training,
```

revised performance review process, flexible work policy, wellbeing program]
and you are being asked to implement it with your team.

YOUR PERSPECTIVE:
- You think this initiative is [your objection: e.g., "a waste of time,"
  "too complicated," "not relevant to our department," "going to hurt
  productivity"]
- You're already stretched thin with operational demands
- You believe your team is [e.g., "already performing well without this"]
- You suspect this is "HR bureaucracy" rather than something that addresses
  real problems

YOUR CONCERNS (legitimate but not openly stated):
- [Hidden concern: e.g., "You're worried you don't have the skills to
  facilitate these conversations effectively"]
- [Hidden concern: e.g., "You had a bad experience with a similar initiative
  at a previous company"]

YOUR BEHAVIOR:
- Start skeptical and slightly resistant
- Use operational pressures as justification ("We don't have time for this")
- If HR listens to your concerns and addresses them, become more open
- If HR just tells you to comply without acknowledging your context, dig in

I am the HR representative meeting with you to discuss implementation of
this initiative. Stay in character. You're not hostile, but you need to be
convinced this is valuable and feasible.

I will begin the conversation.

A.5 Section 3: Assessment and Critique Prompts

A.5.1 3.1 Conversation Transcript Critique (for lecturers)

You are an expert HR educator evaluating a student's performance in a
simulated conversation.

CONTEXT:
The student conducted [type of conversation: e.g., a performance improvement
plan meeting, an investigation interview, a conflict mediation session] with
an AI persona. Below is the full transcript.

ASSESSMENT CRITERIA:
Evaluate the student's performance on these dimensions:

```
1. PROCEDURAL FAIRNESS (Score: /10)
   - Did they explain the purpose and process clearly?
   - Did they give the other party adequate opportunity to speak?
   - Did they avoid premature judgments?
   - Did they document appropriately?

2. COMMUNICATION EFFECTIVENESS (Score: /10)
   - Was their tone appropriate and professional?
   - Did they use open-ended questions?
   - Did they demonstrate active listening?
   - Did they handle emotion or resistance effectively?

3. LEGAL/ETHICAL APPLICATION (Score: /10)
   - Did they apply relevant legal principles correctly?
   - Did they maintain appropriate confidentiality?
   - Did they avoid discriminatory language or assumptions?
   - Did they follow due process?

4. THEORETICAL APPLICATION (Score: /10)
   - What HR or psychological theory did they apply?
   - Was the application appropriate and effective?
   - Did they miss opportunities to apply relevant theory?

FOR EACH CRITERION:
- Provide a score
- Quote specific examples from the transcript
- Explain what was done well
- Explain what could be improved
- Provide one concrete suggestion for development

OVERALL ASSESSMENT:
- Total score: /40
- Strongest area:
- Weakest area needing development:
- Likely outcome if this were a real conversation:

Here is the transcript:

[PASTE TRANSCRIPT HERE]

Begin your critique.
```

A.5.2   3.2 Written Assignment Critique Template

You are an HR lecturer providing detailed feedback on a student assignment.

ASSIGNMENT TASK:
[Describe what students were asked to do: e.g., "Analyze a workplace
conflict scenario and recommend an HR intervention with theoretical
justification"]

ASSESSMENT RUBRIC:
[Paste your rubric or list criteria, e.g.,:
- Issue identification (clarity and comprehensiveness)
- Theoretical application (appropriate use of HR theory)
- Legal/ethical analysis (accurate application of principles)
- Practical recommendation (feasibility and justification)
- Writing quality (clarity, structure, professionalism)]

YOUR TASK:
1. Evaluate the student's work against each criterion
2. For each criterion, provide:
   - A score (use your rubric scale)
   - Specific examples (quote the student's work)
   - What they did well
   - What needs improvement
   - One specific, actionable suggestion

3. Identify the single strongest element of their work
4. Identify the single weakest element that needs most development
5. Provide an overall summary (2-3 sentences)

Be constructive but rigorous. If something is incorrect or missing, say so
clearly. The goal is to help the student improve.

Here is the student's submission:

[PASTE STUDENT WORK HERE]

Begin your feedback.

A.5.3   3.3 AI Output Evaluation Prompt (for students critiquing AI)

You are evaluating an AI-generated [type of output: e.g., policy draft,
interview guide, strategic recommendation].

```
Your task:
1. Identify 3-5 strengths of this output (what did AI do well?)
2. Identify 3-5 weaknesses, errors, or gaps (what's problematic?)
3. For each weakness, explain:
   - Why it's a problem (legal risk, ethical issue, practical flaw, etc.)
   - What the correct approach should be
   - What HR theory or principle supports your critique

4. Provide an overall assessment: If this AI output were used without
   critical review, what could go wrong?

Focus on substance, not just grammar or formatting. Look for:
- Legal inaccuracies or compliance issues
- Ethical problems or bias
- Practical implementation challenges
- Missing context or oversimplification
- Inappropriate application of theory

Here is the AI-generated output to evaluate:

[PASTE AI OUTPUT HERE]

Begin your evaluation.
```

A.6   Section 4: Student Self-Assessment Prompts

A.6.1   4.1 Draft Essay Self-Check

```
You are an HR lecturer providing formative feedback to help a student
improve their draft before final submission.

The student was asked to: [describe assignment task]

Assessment criteria are:
[List criteria with point values]

Your task:
1. Read the student's draft critically
2. For each criterion, provide:
   - A provisional score (out of maximum points)
   - Specific feedback on strengths
   - Specific feedback on areas for improvement
   - Concrete suggestions for revision
```

3. Identify the 3 most important revisions the student should make before
   final submission

Be honest and constructive. If the draft has significant problems, say so-
this is the chance for the student to improve before grading.

Here is the draft:

[STUDENT PASTES THEIR DRAFT HERE]

Provide your feedback.

NOTE TO LECTURER: This is a prompt you give students to use themselves
before submission. Make sure your assessment criteria are clearly defined in the
bracketed section.

A.6.2   4.2 Conversation Practice Self-Evaluation

You are an HR coach providing feedback on a practice conversation.

I just completed a practice conversation about [scenario: e.g., delivering
negative feedback, conducting an investigation interview, handling a
complaint]. Below is the transcript of my conversation.

Please analyse my performance and provide feedback on:

1. OPENING: Did I set the right tone and clearly explain the purpose?
2. QUESTIONING: Did I ask effective, open-ended questions? Where could I
   have probed deeper?
3. LISTENING: Did I demonstrate active listening? Quote examples where I
   did or didn't.
4. HANDLING EMOTION: If the other person became defensive or upset, did I
   handle it appropriately?
5. CLOSING: Did I properly summarize, confirm next steps, and end
   professionally?

For each area, tell me:
- One thing I did well
- One thing I should improve
- How I could improve it

Here is my transcript:

[STUDENT PASTES TRANSCRIPT]

Provide your coaching feedback.

_____

A.6.3 4.3 Theory Application Check

I'm working on an assignment that requires me to apply HR theory to a
practical situation.

The situation is:
[Student describes the case/scenario]

I plan to apply [theory name: e.g., Equity Theory, Organisational Justice
Theory, Conflict Resolution Model, etc.] to explain [what they're analyzing:
e.g., why employees are demotivated, how to resolve the conflict, etc.].

Please help me check my thinking:
1. Is this theory appropriate for this situation? Why or why not?
2. What are the key elements of this theory I should address?
3. What evidence from the situation supports applying this theory?
4. What alternative theory might also be relevant?
5. What would a strong application of this theory look like in my analysis?

Guide me to think critically, but don't write the analysis for me.

_____

A.7 Section 5: Ethical Analysis Prompts

A.7.1 5.1 Identifying AI Bias in HR Tools

You are an expert in AI ethics and employment law.

I'm analysing a hypothetical AI tool used in HR for [purpose: e.g., resume
screening, performance prediction, promotion recommendations, salary
benchmarking].

The tool works by [brief description of how it functions: e.g., "analyzing
text in resumes and ranking candidates based on similarity to successful
past hires"].

Help me identify potential ethical and legal risks:

1. BIAS RISKS: What types of bias could this AI tool introduce or
   perpetuate? (Consider gender, race, age, disability, socioeconomic

background, etc.)

2. LEGAL RISKS: What employment laws or anti-discrimination principles
   could be violated by using this tool? Reference Australian context
   (Fair Work Act, Anti-Discrimination legislation).

3. TRANSPARENCY ISSUES: What problems arise if the AI's decision-
making
   process is opaque to HR professionals or candidates?

4. ACCOUNTABILITY QUESTIONS: If the AI makes a discriminatory decision,
   who is responsible-the vendor, the company, the HR team?

5. MITIGATION STRATEGIES: What safeguards should be in place before using
   this tool in practice?

Provide a thorough analysis with specific examples.

A.7.2   5.2 Evaluating AI Policy Draft for Ethical Issues

You are an employment lawyer and HR ethics specialist.

Below is a policy draft that was generated by AI. Your task is to conduct
an ethical and legal audit:

QUESTIONS TO ANSWER:
1. Are there any provisions that could be discriminatory or create adverse
   impact on protected groups?
2. Does the policy provide procedural fairness (clear process, right to
   respond, impartiality)?
3. Are there privacy concerns or issues with personal data handling?
4. Are employee rights and employer obligations clearly balanced?
5. Is the language clear enough to be applied consistently and fairly?
6. What happens if this policy is misapplied-what risks does the
   organisation face?

For each issue you identify, explain:
- What the problem is
- Why it's legally or ethically concerning
- How it should be corrected

Here is the policy draft:

[PASTE POLICY HERE]

```
Begin your audit.
```

A.7.3 5.3 Exploring AI Accountability Scenarios

```
You are facilitating a discussion on AI accountability in HR.

Scenario:
[Describe a situation where AI was used in HR decision-making and something
went wrong, e.g., "An AI resume screening tool rejected a highly qualified
candidate with a disability because their resume had a two-
year employment
gap. The candidate complained of discrimination."]

Facilitate analysis of this scenario by addressing:

1. TECHNICAL ANALYSIS: What did the AI do and why did it produce this
   outcome?

2. ACCOUNTABILITY: Who bears responsibility for this outcome?
   - The AI vendor who created the tool?
   - The company that purchased and implemented it?
   - The HR team that used it?
   - The hiring manager who relied on its recommendations?

3. LEGAL IMPLICATIONS: What legal claims might the candidate have? What
   defenses might the employer raise?

4. ETHICAL OBLIGATIONS: Even if the company is legally defensible, did
   they fail ethically? What should they have done differently?

5. SYSTEMIC ISSUES: What does this reveal about using AI in HR more broadly?

6. PREVENTION: What policies, processes, or practices would prevent this
   from happening in the future?

Provide a thorough, nuanced analysis that helps students think through the
complexity of AI accountability.
```

A.8 Section 6: Research and Postgraduate Prompts

Purpose: These prompts support postgraduate research work. For comprehensive guidance on appropriate AI use in research contexts, see **Chapter 11: The Research Assistant**. These prompts are starting points,always maintain critical oversight and verify AI outputs.

** CRITICAL WARNING:** AI frequently hallucinates citations, inventing papers that don't exist or misattributing real papers. **Verify every reference before including in your work.** Never trust AI citations without checking them against actual databases.

A.8.1 6.1 Literature Search and Exploration

```
I'm beginning research on [topic: e.g., "employee engagement in hybrid work
environments"]. I have a general understanding of [brief description of what
you already know] but need to understand the current state of research.

Help me identify:
1. The major theoretical frameworks used in this area
2. Key debates or controversies currently being discussed
3. Seminal authors or foundational papers I should definitely read (name
   only-I will find and read the actual sources)
4. Related concepts or alternative search terms I should be aware of
5. Potential gaps this research area hasn't yet addressed

Do not write a literature review for me-just give me a map of the
landscape so I can read the original sources myself and form my own
understanding.

Do not invent citations. If you mention specific papers, I will verify
they exist before reading them.
```

A.8.2 6.2 Research Question Refinement (Socratic Method)

```
I'm interested in researching: [broad topic area]

My initial research question is: [your draft question]

Help me refine this by using the Socratic method:
1. Ask me clarifying questions about what exactly I want to know
```

```
2. Help me identify assumptions I'm making
3. Challenge any vague or unclear terms in my question
4. Ask what would make this question more specific and answerable
5. Probe whether this question is feasible within [timeframe/resources]

Do not write a research question for me-help me develop a better one
myself through questioning and reflection.

Ask one question at a time and wait for my response before continuing.

Begin with your first clarifying question.
```

A.8.3   6.3 Qualitative Data Preliminary Coding

```
I'm conducting qualitative research on [research topic]. Below is one
interview transcript from my study.

My research question is: [specific research question]

I have already coded this transcript myself independently. Now I want to
compare my coding to a second perspective.

Suggest potential themes or codes you see emerging in this transcript.
Provide:
1. 5-7 potential codes with brief definitions
2. Example quotes from the transcript that illustrate each code
3. Possible relationships between codes (do any seem to cluster together?)

This is preliminary-I will make final decisions about coding based on my
own analysis, but I want to check if I'm missing obvious patterns.

[PASTE TRANSCRIPT]

Provide your preliminary coding suggestions.
```

CRITICAL NOTE: Students must code independently FIRST before using this prompt. AI should be used to check for blind spots, not to do the analysis.

A.8.4   6.4 Thesis Structure and Argumentation Check

```
I'm writing a thesis chapter on [topic]. Below is my chapter outline with
main sections and subsections.
```

```
The main argument I'm making in this chapter is:
[State your argument in 1-2 sentences]


Evaluate my structure:
1. LOGICAL FLOW: Does the structure build a coherent argument from start
   to finish?
2. GAPS: Are there obvious logical gaps or missing sections?
3. CLARITY: Would a reader understand what I'm arguing and why?
4. REDUNDANCY: Do any sections seem to overlap or duplicate?
5. BALANCE: Is any section over-developed or under-developed relative to
   its importance?


I'm looking for structural feedback, not content generation.


Here is my outline:
[PASTE OUTLINE]


Provide your structural critique.
```

A.8.5 6.5 Methodology Feasibility Check

```
I'm designing a research study with the following methodology:

**Research Question:** [your question]

**Proposed Method:** [e.g., "Qualitative interviews with 15 HR managers in
Perth-based organizations"]

**Data Collection:** [describe approach]

**Analysis Plan:** [describe how you'll analyse data]

**Timeline:** [describe timeframe]

Critically evaluate this methodology:
1. APPROPRIATENESS: Is this method well-suited to answering my research
   question? Why or why not?
2. FEASIBILITY: What practical challenges might I face? (access, ethics,
   time, resources)
3. RIGOR: What would strengthen the rigor of this approach?
4. ALTERNATIVES: What alternative or complementary methods should I
   consider?
5. ETHICAL CONSIDERATIONS: What ethical issues do I need to address?
```

```
Challenge my assumptions-don't just agree with me. Help me identify
potential problems before I commit to this approach.
```

A.8.6   6.6 Citation Verification Reminder (Not a Prompt,A Protocol)

Before submitting any research work:

1. **Never trust AI-generated citations without verification**
2. **For every source AI mentions:**
   - Search for it in Google Scholar, your library database, or Web of Science
   - Confirm the paper exists
   - Confirm the authors are correct
   - Confirm the publication year and journal are correct
   - Actually read the paper (or at minimum the abstract)
   - Confirm it says what AI claimed it says
3. **Red flags for hallucinated citations:**
   - You can't find the paper in any database
   - The journal name seems odd or unfamiliar
   - The authors don't appear to have published in this area
   - The title is suspiciously perfect for your exact topic
4. **If you can't verify a citation, DO NOT USE IT**

This is non-negotiable for academic integrity.

A.8.7   How to Use These Research Prompts

For Students: These prompts help you work more efficiently, but they don't replace genuine intellectual work. Use them to:

- Explore new areas quickly
- Check your thinking for blind spots
- Get unstuck when you're not sure how to proceed
- Improve your writing clarity and structure

Never use them to: - Generate literature reviews you haven't read - Create analysis of data you haven't engaged with - Write arguments you don't understand - Cite papers you haven't verified exist

For Supervisors: Share these prompts with your research students, but emphasize:

- AI accelerates process, not insight
- Verification is mandatory
- You will ask probing questions to ensure genuine understanding

- Oral examinations will reveal whether students did the work

---

A.9   How to Adapt These Prompts

Every prompt in this library can be customized. Here's how:

1. **Change the context**: Adjust industry, company size, location to match what your students are studying

2. **Adjust complexity**: For undergraduate students, simplify scenarios and reduce the number of competing factors. For postgraduate students, add complexity and ambiguity.

3. **Add constraints**: Include specific theories you want students to apply, specific laws to reference, or specific competencies to demonstrate

4. **Modify output format**: Ask for longer/shorter responses, bullet points vs. paragraphs, formal vs. conversational tone

5. **Combine prompts**: Use two prompts in sequence (e.g., generate a scenario with Prompt 1.1, then create a role-play persona with Prompt 2.1)

A.10   Testing Your Prompts

Before giving students a new prompt:

1. **Test it yourself**: Run it through AI and see what output you get
2. **Evaluate the quality**: Does it meet your learning objectives?
3. **Refine as needed**: Adjust wording, add constraints, specify format
4. **Test again**: Keep iterating until you get consistently good results
5. **Document what works**: Keep a record of your best-performing prompts

---

A.11   Cross-Discipline Prompt Adaptations

The prompts in this library can be adapted for any business discipline. Below are examples showing how to modify the core prompts for Marketing, Accounting, Business Analytics, Tourism & Hospitality, Information Systems, and Management.

A.12   Marketing

A.12.1   Content Generation Adaptations

Case Study Generator (Adapted for Marketing):

You are an expert lecturer in Marketing at university level.

Create a realistic case study scenario for my [undergraduate/postgraduate] students tha

Requirements:
- The scenario should be 400-500 words
- Set in a contemporary marketing context
- Include enough ambiguity that students must analyse competing marketing strategies
- Incorporate at least two marketing concepts [e.g., customer segmentation, brand equit
- End with 3-4 discussion questions that require critical thinking and application of m

The case should be challenging but appropriate for students who have covered [list top:

Begin.

Complex Scenario with Multiple Stakeholders (Adapted for Marketing):

You are an expert in marketing strategy and consumer behavior.

Create a complex marketing scenario involving [number: e.g., 3-
4] stakeholders who have conflicting interests related to [marketing issue: e.g., brand

For each stakeholder, provide:
- Their role and background
- Their primary concerns and priorities
- What they want to achieve
- What they're worried about

The scenario should require students to:
- Analyse multiple perspectives
- Identify underlying market or brand issues
- Recommend a marketing strategy that balances competing interests
- Apply at least one marketing theory [specify if desired: e.g., customer lifetime valu

Make the scenario realistic with no easy "right answer."

Begin.

A.12.2   Conversation Simulation Adaptations

Client Feedback Conversation (Adapted for Marketing):

```
You are [client name], the Marketing Director of [company name], a [company type: e.g., B2B softw
```

```
BACKGROUND:
[Describe campaign issues: e.g., "Your latest digital campaign has underperformed with only 2% co
```

```
YOUR PERSPECTIVE:
[Describe client's view: e.g., "You believe the agency doesn't understand your B2B audience. The
focused and doesn't address the pain points of enterprise decision-
makers. You're frustrated that the agency promised results they haven't delivered."]
```

```
YOUR EMOTIONAL STATE:
[e.g., "Disappointed and concerned about budget waste, but trying to maintain the relationship. Y
```

```
HIDDEN CONTEXT (reveal only if agency shows genuine understanding):
[e.g., "Your CEO is questioning the entire marketing budget and you need to show results quickly,
```

```
YOUR BEHAVIOUR IN THIS CONVERSATION:
- Start by expressing disappointment with results
- If the agency is defensive or makes excuses, become more critical
- If the agency shows understanding and proposes solutions, become more collaborative
- Do not volunteer the CEO pressure unless you feel the agency is truly partner-
oriented
```

```
I am the account manager from your marketing agency conducting this performance review meeting.
```

```
Stay in character. Respond to my opening statement.
```

A.13 Accounting

A.13.1 Content Generation Adaptations

Case Study Generator (Adapted for Accounting):

```
You are an expert lecturer in Accounting at university level.
```

```
Create a realistic case study scenario for my [undergraduate/postgraduate] students that focuses
```

```
Requirements:
- The scenario should be 400-500 words
- Set in a contemporary business context requiring accounting judgment
- Include enough ambiguity that students must analyse competing accounting treatments
- Incorporate at least two accounting standards or principles [e.g., IFRS 15, AASB 101, professio
- End with 3-4 discussion questions that require critical thinking and application of accounting
```

```
The case should be challenging but appropriate for students who have covered [list topics they've
```

Begin.

Data Analysis Scenario Generator (Adapted for Accounting):

You are an accounting analytics specialist.

Create a realistic accounting data scenario for students to analyze. The scenario shou

1. Context: A company facing [problem: e.g., declining profitability, cash flow issues

2. Mock financial data summary including:
   - Key financial ratios and trends
   - Comparative period analysis
   - Industry benchmarking data
   - 5-6 key findings from financial review

3. Three competing hypotheses about the root cause

4. Questions students must answer:
   - What does the data actually indicate about financial performance?
   - What additional information would you need to investigate?
   - What accounting adjustments or disclosures would you recommend?

Do not provide the "answer"-create ambiguity that requires critical accounting analysis

Begin.

A.13.2   Assessment and Critique Adaptations

Assignment Feedback Prompt (Adapted for Accounting):

You are an Accounting lecturer providing detailed feedback on a student assignment.

ASSIGNMENT TASK:
[Describe what students were asked to do: e.g., "Analyze a financial reporting scenari

ASSESSMENT RUBRIC:
[List criteria, e.g.,:
- Technical accuracy (correct application of accounting standards)
- Professional judgment (appropriate use of accounting principles)
- Analysis quality (depth of financial analysis and interpretation)
- Communication clarity (professional presentation of findings)
- Ethical considerations (identification of ethical issues and implications)]

YOUR TASK:
1. Evaluate the student's work against each criterion
2. For each criterion, provide:

```
        - A score (use your rubric scale)
        - Specific examples (quote the student's work)
        - What they did well
        - What needs improvement
        - One specific, actionable suggestion

    3. Identify the single strongest element of their work
    4. Identify the single weakest element that needs most development
    5. Provide an overall summary (2-3 sentences)

    Be constructive but rigorous. If accounting treatment is incorrect or standards are misapplied, s

    Here is the student's submission:
    [PASTE STUDENT WORK HERE]

    Begin your feedback.
```

A.14 Business Analytics

A.14.1 Content Generation Adaptations

Case Study Generator (Adapted for Analytics):

```
    You are an expert lecturer in Business Analytics at university level.

    Create a realistic case study scenario for my [undergraduate/postgraduate] students that focuses

    Requirements:
    - The scenario should be 400-500 words
    - Set in a data-rich business context
    - Include enough ambiguity that students must analyse competing analytical approaches
    - Incorporate at least two analytical concepts [e.g., predictive modeling, segmentation analysis,
    - End with 3-4 discussion questions that require critical thinking and application of analytical

    The case should be challenging but appropriate for students who have covered [list topics they've

    Begin.
```

Data Analysis Scenario Generator (Adapted for Analytics):

```
    You are a business analytics specialist.

    Create a realistic analytics data scenario for students to analyze. The scenario should include:

    1. Context: A company experiencing [problem: e.g., customer acquisition challenges, operational i

    2. Mock analytics data summary including:
```

- Key performance metrics and KPIs
- Customer behaviour patterns and trends
- Competitive analysis data
- 5-6 key findings from data exploration

3. Three competing hypotheses about the root cause

4. Questions students must answer:
   - What does the data actually reveal about business performance?
   - What additional data sources would strengthen the analysis?
   - What analytical models or techniques would you recommend applying?

Do not provide the "answer"-create ambiguity that requires critical analytical thinking

Begin.

A.14.2   Conversation Simulation Adaptations

Stakeholder Data Presentation (Adapted for Analytics):

You are [stakeholder name], the [role: e.g., Chief Marketing Officer] of [company name]
commerce retailer].

BACKGROUND:
[Describe analytics context: e.g., "Your analytics team has presented a customer segmen
value customers are at risk of churn, but the recommended retention strategies would re

YOUR PERSPECTIVE:
[Describe stakeholder's view: e.g., "You understand the importance of customer retentic

YOUR EMOTIONAL STATE:
[e.g., "Skeptical but open-minded, concerned about ROI and implementation challenges.

HIDDEN CONTEXT (reveal only if analyst demonstrates understanding):
[e.g., "The board has already rejected two previous analytics initiatives as 'too theor

YOUR BEHAVIOUR IN THIS CONVERSATION:
- Start by acknowledging the data but expressing budget concerns
- If the analyst focuses only on technical details, become disengaged
- If the analyst connects insights to business outcomes and addresses concerns, become
- Do not volunteer the board pressure unless you feel the analyst understands the busin

I am the analytics manager presenting these findings and recommendations.

Stay in character. Respond to my opening statement.

A.15 Tourism & Hospitality

A.15.1 Content Generation Adaptations

Case Study Generator (Adapted for Hospitality):

You are an expert lecturer in Tourism and Hospitality at university level.

Create a realistic case study scenario for my [undergraduate/postgraduate] students that focuses

Requirements:
- The scenario should be 400-500 words
- Set in a contemporary hospitality context
- Include enough ambiguity that students must analyse competing service strategies
- Incorporate at least two hospitality concepts [e.g., service quality, customer experience, reve
- End with 3-4 discussion questions that require critical thinking and application of hospitality

The case should be challenging but appropriate for students who have covered [list topics they've

Begin.

Complex Scenario with Multiple Stakeholders (Adapted for Hospitality):

You are an expert in hospitality management and tourism operations.

Create a complex hospitality scenario involving [number: e.g., 3-
4] stakeholders who have conflicting interests related to [hospitality issue: e.g., service stand

For each stakeholder, provide:
- Their role and background
- Their primary concerns and priorities
- What they want to achieve
- What they're worried about

The scenario should require students to:
- Analyse multiple perspectives
- Identify underlying operational or service issues
- Recommend a hospitality strategy that balances competing interests
- Apply at least one hospitality theory [specify if desired: e.g., service profit chain, customer

Make the scenario realistic with no easy "right answer."

Begin.

A.15.2 Assessment and Critique Adaptations

Service Recovery Analysis (Adapted for Hospitality):

You are a Hospitality lecturer providing detailed feedback on a student assignment.

ASSIGNMENT TASK:
[Describe what students were asked to do: e.g., "Analyze a service failure scenario and

ASSESSMENT RUBRIC:
[List criteria, e.g.,:
- Problem analysis (accurate identification of service failure elements)
- Recovery strategy (appropriateness and comprehensiveness of solution)
- Customer experience focus (understanding of customer psychology and needs)
- Operational feasibility (practical implementation within hospitality constraints)
- Communication effectiveness (clarity and empathy in customer interactions)]

YOUR TASK:
1. Evaluate the student's work against each criterion
2. For each criterion, provide:
   - A score (use your rubric scale)
   - Specific examples (quote the student's work)
   - What they did well
   - What needs improvement
   - One specific, actionable suggestion

3. Identify the single strongest element of their work
4. Identify the single weakest element that needs most development
5. Provide an overall summary (2-3 sentences)

Be constructive but rigorous. If service recovery approach is inappropriate or custome

Here is the student's submission:
[PASTE STUDENT WORK HERE]

Begin your feedback.

A.16   Information Systems

A.16.1   Content Generation Adaptations

Case Study Generator (Adapted for IT):

You are an expert lecturer in Information Systems at university level.

Create a realistic case study scenario for my [undergraduate/postgraduate] students tha

Requirements:
- The scenario should be 400-500 words
- Set in a contemporary technology context

- Include enough ambiguity that students must analyse competing technology solutions
- Incorporate at least two IS concepts [e.g., change management, system integration, user adoptic
- End with 3-4 discussion questions that require critical thinking and application of IS theory

The case should be challenging but appropriate for students who have covered [list topics they've

Begin.

Complex Scenario with Multiple Stakeholders (Adapted for IT):

You are an expert in information systems and technology management.

Create a complex IT scenario involving [number: e.g., 3-4] stakeholders who have conflicting inte

For each stakeholder, provide:
- Their role and background
- Their primary concerns and priorities
- What they want to achieve
- What they're worried about

The scenario should require students to:
- Analyse multiple perspectives
- Identify underlying technical and organisational issues
- Recommend an IT strategy that balances competing interests
- Apply at least one IS theory [specify if desired: e.g., technology acceptance model, organisati

Make the scenario realistic with no easy "right answer."

Begin.

A.16.2 Conversation Simulation Adaptations

System Implementation Discussion (Adapted for IT):

You are [stakeholder name], the [role: e.g., Department Head] of [department name] at [company na

BACKGROUND:
[Describe IT context: e.g., "Your department is scheduled to implement a new ERP system next quar

YOUR PERSPECTIVE:
[Describe stakeholder's view: e.g., "You support the business benefits of the new system but are

YOUR EMOTIONAL STATE:
[e.g., "Frustrated with the implementation timeline but committed to success. You're caught betwe

HIDDEN CONTEXT (reveal only if IT representative shows understanding):
[e.g., "Two key staff members have already threatened to resign over the system changes, but you

```
YOUR BEHAVIOUR IN THIS CONVERSATION:
- Start by acknowledging system benefits but expressing implementation concerns
- If the IT rep focuses only on technical features, become disengaged
- If the IT rep addresses change management and operational impacts, become more collab
- Do not volunteer the staff retention issues unless trust is established

I am the IT project manager conducting this implementation review meeting.

Stay in character. Respond to my opening statement.
```

A.17   Management

A.17.1   Content Generation Adaptations

Case Study Generator (Adapted for Management):

```
You are an expert lecturer in Management at university level.

Create a realistic case study scenario for my [undergraduate/postgraduate] students tha
making].

Requirements:
- The scenario should be 400-500 words
- Set in a contemporary organisational context
- Include enough ambiguity that students must analyse competing management approaches
- Incorporate at least two management concepts [e.g., organisational behavior, leadersl
- End with 3-4 discussion questions that require critical thinking and application of r

The case should be challenging but appropriate for students who have covered [list top:

Begin.
```

Complex Scenario with Multiple Stakeholders (Adapted for Management):

```
You are an expert in organisational behaviour and management.

Create a complex management scenario involving [number: e.g., 3-
4] stakeholders who have conflicting interests related to [management issue: e.g., rest

For each stakeholder, provide:
- Their role and background
- Their primary concerns and priorities
- What they want to achieve
- What they're worried about
```

The scenario should require students to:
- Analyse multiple perspectives
- Identify underlying organisational dynamics
- Recommend a management strategy that balances competing interests
- Apply at least one management theory [specify if desired: e.g., organisational justice, motivat

Make the scenario realistic with no easy "right answer."

Begin.

A.17.2 Assessment and Critique Adaptations

Change Management Plan Evaluation (Adapted for Management):

You are a Management lecturer providing detailed feedback on a student assignment.

ASSIGNMENT TASK:
[Describe what students were asked to do: e.g., "Develop a change management plan for an organisa

ASSESSMENT RUBRIC:
[List criteria, e.g.,:
- Stakeholder analysis (identification and understanding of key players)
- Change strategy (appropriateness of approach and implementation plan)
- Resistance management (identification and mitigation of barriers)
- Communication planning (effectiveness of messaging and engagement)
- Theoretical application (appropriate use of management and organisational theory)]

YOUR TASK:
1. Evaluate the student's work against each criterion
2. For each criterion, provide:
   - A score (use your rubric scale)
   - Specific examples (quote the student's work)
   - What they did well
   - What needs improvement
   - One specific, actionable suggestion

3. Identify the single strongest element of their work
4. Identify the single weakest element that needs most development
5. Provide an overall summary (2-3 sentences)

Be constructive but rigorous. If management approach is inappropriate or theory is misapplied, sa

Here is the student's submission:
[PASTE STUDENT WORK HERE]

Begin your feedback.

A.18   Adapting Prompts Across Disciplines

A.18.1   Core Adaptation Principles

1. Domain-Specific Terminology: - Replace HR-specific terms with discipline-appropriate vocabulary - Ensure technical concepts match the field's standards and frameworks - Include industry-specific acronyms and professional jargon

2. Contextual Relevance: - Set scenarios in appropriate industry contexts - Include realistic business challenges and constraints - Reference current industry trends and challenges

3. Theoretical Frameworks: - Substitute HR theories with discipline-specific theoretical models - Ensure theoretical applications are authentic to the field - Include both foundational and advanced theoretical concepts

4. Professional Standards: - Reference appropriate professional bodies and standards - Include ethical considerations relevant to the discipline - Address industry-specific regulatory requirements

5. Stakeholder Dynamics: - Adapt personas to reflect typical roles in the industry - Include appropriate power dynamics and relationships - Consider cultural and organisational context factors

A.18.2   Quality Assurance

Testing Adapted Prompts: - Run adapted prompts through AI to verify output quality - Ensure generated content meets learning objectives - Check for disciplinary accuracy and appropriateness - Validate against professional standards and best practices

Student Feedback Integration: - Pilot adapted prompts with small student groups - Gather feedback on clarity and usefulness - Refine prompts based on student experience - Document successful adaptations for future use

---

A.19   Final Notes

This prompt library will grow as you experiment. Treat it as a living document: - Add successful prompts you create (adapted for your discipline) - Note which prompts work well with specific student cohorts - Share effective prompts with colleagues in your field - Refine based on student feedback - Document discipline-specific adaptations that work particularly well

The goal isn't to find the "perfect" prompt,it's to build a collection of reliable tools that make your teaching more effective and your students' learning more engaging, tailored to your discipline.

Remember: These prompts are starting points. The best prompts you'll use are the ones you customize and refine based on your specific students, learning objectives, and disciplinary context.

Good luck, and happy prompting!

Appendix B

Workshop Guide: Training Your Colleagues

B.1 Purpose: Train the Trainer

This appendix equips you to run AI integration workshops for your colleagues. Whether you're presenting at a faculty meeting, leading a professional development session, or training your teaching team, this provides the framework, examples, and confidence-building activities you need.

Why run workshops? You become a force multiplier—extending the book's impact beyond your own classroom and building institutional capacity for AI-enhanced teaching.

The Hook: What if you could help 20 colleagues transform their teaching in one hour?

This guide gives you everything needed to run effective workshops that scale AI integration across your department. You don't need to be the AI expert—you need to be the teaching expert who can open doors for colleagues.

B.2 Workshop Overview

Title: "AI as a Teaching Partner: Practical Applications for Business Education"
Duration: 60 minutes
Audience: Business faculty (all disciplines) with varying technical confidence
Goal: Participants leave with one concrete idea they can implement next week

Key Philosophy: Make it accessible, practical, and focused on teaching—not technology.

B.3 Workshop Structure (60 minutes)

B.3.1 Opening: The Possibility (5 minutes)

Your opening question: > "What if every student could practice professional scenarios 10 times before facing real assessment?"

Core message: AI isn't about replacing teaching—it's about scaling what we know works but can't do for everyone.

Traditional vs. AI-Enhanced:

Traditional Approach	AI-Enhanced Approach
Case study (read once)	Conversation simulation (practice repeatedly)
Group discussion (limited participation)	Individual role-play (everyone practices)
Written assignment (delayed feedback)	Immediate AI feedback

Why this matters: You're still the expert designer. AI just makes personalized practice feasible for all students, not just a lucky few.

B.3.2 Core Concept: Zero Learning Curve (10 minutes)

Key message: If you can use Google, you can use AI.

What AI is (and isn't): - **Is:** Sophisticated text pattern generator that follows instructions - **Isn't:** Intelligent, creative, or reliable without human oversight - **Think of it as:** Tireless teaching assistant that needs your guidance

The skill isn't technical—it's pedagogical: - What do you want students to learn? - How will you assess their thinking? - What scenarios provide authentic practice?

B.3.3 Live Demo: Three Quick Wins (20 minutes)

This is the heart of the workshop. Show, don't just tell.

B.3.3.1 Demo 1: Bad Prompt vs. Good Prompt (5 minutes)

Bad prompt (type live):

```
Write a case study about business.
```

Show generic, unhelpful result.

Good prompt (discipline-specific):

B.4 HR

```
You are an expert HR lecturer. Create a 400-word case study for
undergraduate students about a workplace conflict involving alleged
discrimination. Set it in an Australian context. Include 3 discussion
questions requiring critical analysis. Begin.
```

B.5 Marketing

```
You are an expert Marketing lecturer. Create a 400-word case study for
undergraduate students about a brand crisis and competitive response.
Focus on marketing strategy and customer perception. Include 3 discussion
questions requiring critical analysis. Begin.
```

B.6 Finance

```
You are an expert Finance lecturer. Create a 400-word case study for
undergraduate students about an investment dilemma with ethical implications.
Include 3 discussion questions requiring critical analysis. Begin.
```

B.7 Management

```
You are an expert Management lecturer. Create a 400-word case study for
undergraduate students about an organisational change facing stakeholder
resistance. Include 3 discussion questions requiring critical analysis. Begin.
```

Show much better result.

Key point: Same tool, different instruction. Quality depends entirely on what
you ask for.

B.7.0.1 Demo 2: Conversation Simulation (10 minutes)

Setup prompt (type live):

```
You are Jamie, a team leader called to HR because a team member
complained about your "micromanagement."
```

```
Your perspective: You believe you're doing your job properly and that
employee is oversensitive. You're defensive but professional.

Hidden context: You've been under enormous pressure to meet targets and
haven't had management training. You'll reveal this only if HR person
asks good questions and shows empathy.

I am the HR representative. Stay in character.

I'll begin: "Thanks for meeting with me today, Jamie. I wanted to talk
with you about some concerns that have been raised..."
```

Have 5-7 exchanges live. Make deliberate mistakes to show it's not perfect.

Debrief: "Imagine every student practicing this 5 times before assessment. They learn from mistakes without requiring 60 individual role-plays or inconsistent peer practice."

B.7.0.2   Demo 3: Instant Feedback Tool (5 minutes)

Show a mediocre student response (prepare 2-3 paragraphs with flaws).

Feedback prompt (type live):

```
You are a [DISCIPLINE] lecturer. Evaluate this student's response.
Tell them what they did well and what needs improvement. Focus on:
1. Issue identification
2. Theory application
3. Practical recommendations

[paste student response here]
```

Key message: Students get immediate formative feedback. You still grade final work, but it's much better quality.

B.7.1   Hands-On Practice (15 minutes)

Your instruction: "Your turn. Write one prompt for something you actually teach."

Three options: 1. **Generate teaching content** (case study, scenario, discussion questions) 2. **Create role-play persona** (for student practice) 3. **Design feedback tool** (for student work improvement)

Quick Start Template (handout):

```
You are [your role: expert lecturer in YOUR DISCIPLINE].
```

```
I need you to [specific task] for my [audience: student level].

Requirements:
- [Requirement 1: length, format]
- [Requirement 2: discipline-specific focus]
- [Requirement 3: learning outcome]

Begin.
```

Circulate and help. After 10 minutes, test 2-3 prompts live (or have volunteers test if they have devices).

B.7.2 Addressing Concerns & Next Steps (10 minutes)

Common concerns and responses:

Q: "What about academic integrity?" A: "Chapter 9 covers this in depth. Short answer: Make AI use transparent, then grade students' critical evaluation of AI outputs, not their avoidance of it."

Q: "I'm not technical." A: "If you can use Google, you can use AI. The challenge is pedagogical, not technical: What do you want students to learn? How will you assess it?"

Q: "What if AI gives wrong information?" A: "Perfect! That's a teaching opportunity. When students catch AI errors, they're developing exactly the critical thinking we want."

Next steps for participants: 1. **This week:** Create one prompt for something you're teaching next month 2. **This month:** Try one low-stakes AI activity with students
3. **This semester:** Pilot one AI-enhanced assignment (10-15% of grade)

Your support: - Share this book link - Offer individual help - Create faculty learning community

---

B.8 Discipline-Specific Examples

B.8.1 Quick Prompts by Discipline

B.9 Human Resources

Conversation Starter:

You are an experienced HR manager conducting a termination meeting for poor performance

Start the conversation professionally but with empathy. Include:
- Clear explanation of decision
- Specific performance issues
- Next steps for employee
- Support resources available

Begin now.

Feedback Generator:

Review this HR response and provide constructive feedback:
"[paste student work]"

Evaluate for:
1. Tone and professionalism
2. Legal compliance
3. Clarity and structure
4. Stakeholder impact
5. Alternative approaches

B.10   Marketing

Campaign Strategy:

You are a Marketing Director. Create a campaign strategy for a new sustainable product

Include:
- Target audience insights
- Key messaging pillars
- Channel recommendations
- Budget allocation rationale
- Success metrics

Keep it under 500 words. Begin.

Critical Analysis:

Evaluate this marketing plan against these criteria:
1. Market understanding
2. Competitive positioning
3. Resource allocation
4. Risk assessment
5. Measurement approach

[paste student plan]

B.11 Finance

Investment Analysis:

You are a Financial Advisor. A client wants to invest $50,000 with moderate risk tolerance.

Create a portfolio recommendation with:
- Asset allocation percentages
- Specific investment suggestions
- Risk assessment
- Expected returns
- Diversification rationale

Explain your reasoning. Begin.

Ethical Dilemma:

Present this finance scenario: "Your company can increase profits by using a tax loophole that's

Provide:
- Stakeholder analysis
- Legal vs. ethical considerations
- Short-term vs. long-term impacts
- Professional guidance
- Decision framework

B.12 Supply Chain

Crisis Response:

You are a Supply Chain Manager. A key supplier in Country X just shut down due to political insta

Provide immediate response plan covering:
- Impact assessment
- Alternative suppliers
- Customer communication
- Inventory reallocation
- Risk mitigation strategies

You have 48 hours to act. Begin.

Optimization Challenge:

Analyze this supply chain network for efficiency improvements:
- Current bottlenecks
- Cost reduction opportunities
- Risk mitigation strategies
- Technology integration options

```
- Implementation timeline
```

```
[paste network details]
```

B.13   Information Systems

System Requirements:

```
You are a Systems Analyst. A business needs a customer relationship management system.
```

```
Gather requirements by asking me questions about:
- Business processes
- User needs
- Integration requirements
- Budget constraints
- Success criteria
```

```
Start your requirements gathering now.
```

Security Assessment:

```
Evaluate this IT system design for security vulnerabilities:
- Access control weaknesses
- Data protection gaps
- Network security issues
- User training needs
- Compliance requirements
```

```
[paste system design]
```

B.14   Accounting

Audit Judgment:

```
You are an Auditor. You discovered inventory valuation discrepancies that could materi
```

```
Provide professional response covering:
- Audit procedures performed
- Professional judgment applied
- Regulatory requirements
- Client communication approach
- Potential report modifications
```

```
Begin your analysis.
```

Ethical Reasoning:

Present this accounting dilemma: "Your manager wants you to recognize revenue early to meet quart

Analyze from:
- Technical accounting standards
- Ethical professional responsibilities
- Stakeholder impacts
- Legal implications
- Career considerations

B.15 Management

Change Leadership:

You are a CEO implementing a major organizational restructuring.

Communicate this change to employees addressing:
- Business rationale
- Impact on roles
- Support available
- Timeline for transition
- Opportunities ahead

Deliver with empathy and clarity. Begin.

Strategic Decision:

Analyze this management decision: "Should our company go fully remote permanently?"

Provide:
- SWOT analysis
- Employee impact assessment
- Productivity considerations
- Cultural implications
- Implementation challenges

B.16 Economics

Policy Analysis:

You are an Economic Advisor. A government is considering implementing a universal basic income.

Analyze potential impacts on:
- Labor market participation
- Inflation and prices
- Government budget
- Social welfare outcomes

```
- Economic growth
```

```
Use economic theory and evidence. Begin.
```

Market Analysis:

```
Evaluate this economic policy proposal: "Implement carbon tax to reduce emissions."
```

```
Assess:
- Economic efficiency
- Distributional effects
- Competitiveness impacts
- Environmental benefits
- Implementation challenges
```

B.17   Tourism & Hospitality

Service Recovery:

```
You are a Hotel Manager. A VIP guest had a terrible experience due to multiple service
```

```
Design a service recovery plan including:
- Immediate apology and resolution
- Compensation offer
- Process improvements
- Staff training needs
- Follow-up communication
```

```
Begin your response.
```

Experience Design:

```
Create a tourism experience for post-pandemic travelers seeking:
- Authentic local connections
- Safety and flexibility
- Sustainable practices
- Digital integration
- Value for money
```

```
Design the full customer journey. Begin.
```

B.18   Building Critical Thinking with AI

B.18.1   Beyond Basic Prompts

1. AI as Debate Partner

```
Present this business policy: "[relevant policy]"

You argue FOR this policy. I will argue AGAINST it.
After 3 rounds, summarize strongest arguments from both sides.
Then ask me to identify which arguments are most persuasive and why.
```

2. Multiple Perspective Analysis

```
Analyze this business decision from 4 perspectives:
1. Financial impact
2. Ethical considerations
3. Stakeholder effects
4. Long-term consequences

Then ask students to evaluate which perspective carries most weight.
```

3. Pros/Cons Evaluation

```
Evaluate this business strategy: "[strategy]"

Provide:
- 5 potential benefits
- 5 potential risks
- 3 mitigation strategies
- Final recommendation with reasoning

Then ask students to critique your analysis.
```

Why this works: Students learn to evaluate multiple viewpoints, identify bias, construct arguments, and make evidence-based decisions.

B.19 Assessment Design Shift

B.19.1 From Product to Process

Traditional Assessment: Submit final business plan
Process Assessment: Show AI conversation + reflection + improvement

Example workflow: 1. **AI Practice:** Handle scenario (recorded) 2. **Self-Analysis:** Student identifies what worked/didn't 3. **Improvement:** Practice again with refined approach
4. **Reflection:** What did you learn about professional judgment?

Benefits: - Assesses thinking, not just final output - Makes learning process visible - Develops metacognitive skills - Reduces academic integrity concerns

---

B.20 Handling Common Faculty Concerns

B.20.1 Skepticism: "This is just a fad"

Response: "The tools will change, but the principle won't. Students need practice with realistic scenarios. AI makes that scalable. The specific platform matters less than the pedagogical approach."

B.20.2 Fear: "AI will make students lazy"

Response: "Actually, it makes them think harder. When students must critique AI outputs, identify errors, and improve on them, they're doing higher-order thinking, not avoiding work."

B.20.3 Overwhelm: "I don't have time to learn this"

Response: "Start with one prompt. That's it. Try it yourself. If it works, expand. If not, try something else. Small experiments, not curriculum overhaul."

B.20.4 Technical Anxiety: "I'm not good with technology"

Response: "You don't need to be. If you can type an email, you can use AI. The challenge isn't technical—it's knowing what to ask for. That's your teaching expertise."

B.20.5 Quality Concerns: "What if AI gives wrong information?"

Response: "Perfect teaching opportunity. When students catch AI errors, they're developing exactly the critical thinking and professional skepticism we want."

B.21 Workshop Success Indicators

Immediate signs workshop is working: - Participants actively engage in hands-on practice - Questions shift from "why?" to "how?" (skepticism to curiosity) - At least half the room writes a prompt

Short-term success (1-2 weeks): - 3-5 colleagues report trying something with AI - You receive follow-up questions - Participants share examples with their networks

Long-term success (end of semester): - 2-3 faculty implement AI-enhanced assignments - Student feedback on AI-integrated teaching is positive - Department requests advanced workshops

---

B.22   Your Facilitation Toolkit

B.22.1   Essential Materials

- Laptop with projector
- Access to ChatGPT or Claude (have both ready)
- Quick Start Guide handout (template below)
- Whiteboard for questions and ideas

B.22.2   Backup Plan

- Screenshots of successful prompts
- Pre-recorded demo videos
- Offline prompt examples

B.22.3   Follow-Up Support

- Your email for questions
- Offer individual consultations
- Create faculty learning community
- Share success stories widely

B.23   Quick Start Guide (Handout)

B.23.1   AI IN BUSINESS TEACHING: QUICK START

What you need: - ChatGPT (chat.openai.com) or Claude (claude.ai) – free versions work - 10 minutes to experiment

Basic Prompt Template:

```
You are [your role: expert lecturer in DISCIPLINE].

I need you to [specific task] for my [audience: student level].

Requirements:
- [Requirement 1: length, format]
- [Requirement 2: discipline focus]
- [Requirement 3: learning outcome]

Begin.
```

Three starter prompts (choose your discipline):

[Insert discipline-specific examples from earlier section]

Tips for success: - Be specific about context and audience - Define what good looks like - Test and refine your prompts - Focus on learning, not technology

Need help? Contact: [your email]
Want more? Read the full book: [link]

B.24   Final Note

Your goal isn't to convert everyone to AI use. Your goal is to:

1. **Demystify** - Show AI is accessible, not scary
2. **Spark curiosity** - Demonstrate what's possible

3. **Provide pathway** - Give tools and support
4. **Build confidence** - Help colleagues take first steps

Some will implement immediately. Some will wait and watch. Some will remain skeptical. All are fine.

Success is planting seeds and offering support. The faculty ready to grow will flourish from there.

B.25   Adapting for Student Workshops

The same framework can be adapted to run workshops directly for students. While faculty workshops focus on teaching methodology, student workshops focus on skill development and academic success.

B.25.1   Key Differences

Aspect	Faculty Workshop	Student Workshop
Goal	Enhance teaching practices	Develop AI literacy and study skills
Hook	"Help 20 colleagues transform teaching"	"Transform your study effectiveness and career readiness"
Concerns	Pedagogical effectiveness— time investment	Academic integrity— skill development— job preparation
Examples	Teaching scenarios and assessment design	Study aids and professional practice

B.25.2 Student Workshop Structure (60 minutes)

B.25.2.1 Opening: AI as Study Partner (5 minutes)

Hook: "What if you could practice professional scenarios infinitely, with instant feedback, before facing real assessments or job interviews?"

Core message: AI isn't about cheating—it's about developing the professional skills employers expect, with unlimited practice opportunities.

Student benefits: - **Unlimited practice** - Try scenarios multiple times - **Immediate feedback** - Learn from mistakes instantly
- **Career preparation** - Practice real workplace situations - **Skill development** - Build critical thinking and communication

B.25.2.2 Core Concept: AI as Professional Development Tool (10 minutes)

What AI is for students: - **Practice partner** - Role-play professional scenarios - **Feedback generator** - Improve work before submission - **Knowledge explainer** - Understand complex concepts - **Critical thinking partner** - Challenge and refine ideas

What AI isn't: - **Answer machine** - Still requires your thinking and judgment - **Replacement for learning** - Tool to enhance, not avoid, learning - **Perfect source** - Can make errors and have biases

Academic integrity focus: - **Transparent use** - Acknowledge AI assistance appropriately - **Critical engagement** - Evaluate and improve AI outputs - **Original thinking** - Use AI to develop your ideas, not replace them

B.25.2.3 Live Demo: Student-Focused Examples (20 minutes)

B.25.2.3.1 Demo 1: Study Practice (5 minutes)

Prompt for students:

```
You are an expert tutor in [SUBJECT].

I'm studying [TOPIC] and struggling with [SPECIFIC CONCEPT].

Explain this concept using:
- Simple language
- Real-world examples
- Step-by-step approach
- Practice questions to test my understanding

Focus on [COURSE CONTEXT - e.g., Australian business environment].

Begin explanation.
```

Show how this creates personalized tutoring.

B.25.2.3.2 Demo 2: Professional Practice (10 minutes)

Interview practice prompt:

```
You are an experienced [PROFESSIONAL ROLE] conducting a job interview for [POSITION].

I am a final-year business student applying for this role.

Ask me realistic interview questions including:
- Behavioral questions about my experience
- Situational questions to test judgment
- Technical questions about [DISCIPLINE-SPECIFIC KNOWLEDGE]
- Questions about how I handle challenges

Provide feedback after each response on:
- Clarity and relevance
- Examples and evidence provided
- Professional communication style
- Areas for improvement

Begin the interview now.
```

Have 3-4 exchanges live.

B.25.2.3.3 Demo 3: Assignment Improvement (5 minutes)

Feedback prompt:

```
You are a [DISCIPLINE] lecturer.

I've written this draft for my assignment: [paste brief excerpt]

Provide feedback on:
1. **Structure and clarity** - Is my argument logical?
2. **Content quality** - Am I missing key points?
3. **Evidence and support** - Do I back up my claims?
4. **Professional relevance** - Does this connect to workplace practice?
5. **Areas for improvement** - What should I revise?

Give specific, actionable suggestions.
```

B.25.2.4 Hands-On Student Practice (15 minutes)

Three student options:

Option 1: Concept Understanding

```
You are an expert tutor in [YOUR SUBJECT].

I'm struggling to understand [DIFFICULT CONCEPT] from my [COURSE NAME] course.

Explain it using:
- Simple analogy
- Real business example
- Step-by-step breakdown
- Why it matters professionally

Test my understanding with 2 questions.
```

Option 2: Professional Scenario Practice

```
You are a [PROFESSIONAL ROLE] dealing with [WORKPLACE CHALLENGE].

I am a [YOUR ROLE] practicing how to handle this situation.

Create a realistic scenario where I need to [SKILL TO PRACTICE].
Guide me through the conversation, providing feedback on my approach.

Stay in character as the professional I'm dealing with.
```

Option 3: Assignment Feedback

```
You are a [DISCIPLINE] writing tutor.

Review this section of my assignment and help me improve it:

[paste your assignment excerpt]

Focus on:
- Argument clarity
- Evidence quality
- Professional relevance
- Writing style
- Missing elements

Suggest specific improvements.
```

B.25.2.5 Academic Integrity and Professional Ethics (10 minutes)

Transparent AI Use Guidelines for Students:

When AI use is APPROPRIATE: - Brainstorming and exploring ideas - Understanding complex concepts - Practicing professional scenarios - Getting feedback on draft work - Checking grammar and clarity

When AI use is NOT APPROPRIATE: - Generating final assignments

without your thinking - During closed-book exams - When instructions explicitly prohibit it - Submitting AI work as your own without critical engagement

How to use AI RESPONSIBLY: 1. **Acknowledge use** - "I used AI to…" 2. **Show your thinking** - Explain your decisions and improvements 3. **Critique outputs** - Identify what AI got wrong or missed 4. **Make it your own** - Add your insights, examples, analysis

Professional ethics discussion: > "In your career, you'll use AI tools daily. Employers will expect you to use them effectively and ethically. Learning to use AI responsibly now prepares you for professional practice, not just academic success."

B.25.2.6 Next Steps for Students (5 minutes)

Immediate actions: 1. **This week:** Try one AI tool for studying or practice 2. **This assignment:** Use AI for feedback or concept understanding 3. **This semester:** Develop your AI literacy skills

Long-term benefits: - **Better grades** through improved understanding and practice - **Career readiness** with tools professionals use - **Critical thinking** skills from evaluating AI outputs - **Time efficiency** in studying and assignment preparation

B.25.3 Student Workshop Handout

B.25.3.1 AI STUDY GUIDE: QUICK START

What you need: - ChatGPT (chat.openai.com) or Claude (claude.ai) - Your course materials and assignments - 10 minutes to experiment

Study Prompts to Try:

Concept Understanding:

```
Explain [CONCEPT] from my [COURSE] using:
- Simple language
- Real example
- Why it matters
- Practice question
```

Assignment Feedback:

```
Review this assignment section:
[paste your work]

Give feedback on:
1. Clarity and structure
2. Missing content
3. Better examples
4. Professional relevance
```

Professional Practice:

```
I am a [YOUR ROLE] practicing [SKILL].

Create a scenario where I need to [TASK].
Guide me through it with feedback on my approach.

Stay in character as [PROFESSIONAL I'm dealing with].
```

Academic Integrity Reminders: - Use AI to learn, not to avoid learning - Always acknowledge AI assistance - Critique and improve AI outputs - Make final work your own

Success = Better understanding + professional skills

B.25.4 Adapting Content for Different Student Levels

B.25.4.1 Undergraduate Students

- **Focus:** Study skills and basic professional practice
- **Examples:** Course concepts, entry-level scenarios
- **Concerns:** Academic integrity, understanding fundamentals

B.25.4.2 Postgraduate Students

- **Focus:** Research assistance and advanced professional practice
- **Examples:** Research methodology, complex workplace scenarios
- **Concerns:** Research integrity, advanced critical thinking

B.25.4.3 Executive Education

- **Focus:** Immediate workplace application and strategic thinking
- **Examples:** Leadership challenges, strategic decisions
- **Concerns:** Practical relevance, time efficiency

B.25.5 Measuring Student Workshop Success

Immediate indicators: - Students actively participate in hands-on practice - Questions focus on "how to use effectively" rather than "whether to use" - Students report specific applications for their coursework

Short-term success (2-3 weeks): - Students report using AI for studying and practice - Assignment quality improves through AI feedback - Reduced anxiety about professional skill development

Long-term success (end of semester): - Higher grades and deeper understanding - Students report feeling career-ready - Positive feedback on AI-enhanced learning experiences - Students demonstrate responsible AI use habits

B.25.6 Combining Faculty and Student Workshops

Recommended sequence: 1. **Faculty workshop first** - Build teaching capacity 2. **Student workshop second** - Develop student skills
3. **Integrated approach** - Faculty and students aligned on AI use

Benefits of combined approach: - Shared understanding of expectations - Consistent academic integrity framework - Coordinated skill development - Better learning outcomes

Cross-reference: Use this appendix alongside **Chapter 9: Ethics, Data Governance & Integrity** to ensure both faculty and student approaches align with institutional policies and educational goals.

Good luck with your workshop!

Appendix C

Alignment with Curtin University Learning Outcomes

C.1 Purpose of This Appendix

This appendix demonstrates how AI integration in multidisciplinary business education directly supports,rather than replaces,existing learning outcomes from Curtin University's business programs. It's designed for:

- Business faculty across disciplines (HR, Marketing, Accounting, Management, Tourism & Hospitality, Supply Chain, Information Systems, Economics) seeking institutional justification for AI integration
- Program coordinators evaluating pedagogical innovations
- Academic administrators assessing alignment with university strategy
- Accreditation reviews demonstrating innovative teaching aligned with standards

---

C.2 Curtin University Strategic Context

From the source material:

Curtin University explicitly lists **Artificial Intelligence** as a component of its values, vision, and strategy. This provides strong institutional foundation for integrating AI into teaching and learning.

The university's commitment to innovation and technological advancement means

that AI integration in HR education is not only permitted but aligned with strategic priorities.

C.3   Business Programs at Curtin University

This appendix uses HR programs as the primary example, but the learning outcome alignment framework applies to ALL business programs at Curtin, including:

- **Business & Marketing programs** (undergraduate and postgraduate)
- **Accounting & Finance programs** (undergraduate and postgraduate)
- **Management & Organisational Studies programs** (undergraduate and postgraduate)
- **Tourism & Hospitality Management programs** (undergraduate and postgraduate)
- **Supply Chain & Logistics programs** (undergraduate and postgraduate)
- **Information Systems & Technology programs** (undergraduate and postgraduate)
- **Economics programs** (undergraduate and postgraduate)

Each program has its own learning outcomes framework, and AI applications support learning outcomes across all disciplines in similar ways.

Note: To adapt this appendix for your specific program, substitute your program's learning outcomes where HR outcomes are referenced, and apply the same alignment logic using examples from your discipline.

C.4   Learning Outcome Alignment Matrix

This section maps specific AI teaching applications from this book to Curtin business program learning outcomes. The framework below uses HR outcomes as the primary example, but the same alignment logic applies to all business disciplines.

For your program: Substitute your discipline-specific learning outcomes in each section and apply the same AI application frameworks using examples from your field.

C.5 Core Learning Outcome 1: Apply Discipline-Specific Theory to Evidence-Based Practice

C.5.1 Curtin Expectation:

Students must demonstrate ability to apply discipline-specific theories (psychological, organisational, business, technical, etc.) to real-world situations and make evidence-based decisions.

Example context (HR): Students must demonstrate ability to apply psychological and organisational theories to real-world HR situations and make evidence-based decisions.

C.5.2 How AI Integration Supports This:

AI Application (Chapter)	How It Supports Theory Application
Conversation Simulations (Chapter 4)	Students must apply motivational theory— conflict resolution models— and organisational justice principles *in real-time* during dynamic conversations. AI persona responds to theoretical applications— showing immediate consequences.
Evidence-Based Strategic Intervention (Chapter 7— Model 2)	Students use AI to analyse mock HR data— then must justify recommendations using theory. Assessment requires explicit connection between data patterns and theoretical frameworks (equity theory— two-factor theory— etc.).
Debating Technique (Chapter 3)	Multi-perspective analysis requires students to evaluate competing HR strategies through theoretical lenses and identify which theories best explain stakeholder positions.

C.5.3 Evidence of Learning:

- Students cite specific theories in conversation transcripts
- Students critique AI recommendations by identifying missing theoretical considerations
- Students demonstrate application, not just definition, of theory

C.6 Core Learning Outcome 2: Knowledge of Relevant Legislative and Legal Rules

C.6.1 Curtin Expectation:

Students must demonstrate understanding and application of employment law, workplace health and safety legislation, Fair Work Act, and anti-discrimination principles.

C.6.2 How AI Integration Supports This:

AI Application (Chapter)	How It Supports Legal Application
Conversation Simulations (Chapter 4)	Scenarios embed legal considerations (procedural fairness— natural justice— privacy law). Students must demonstrate compliance in real-time. AI personas can reference or challenge legal issues.
Process Audit Assessment (Chapter 7— Model 1)	Students must identify where they did/didn't apply legal principles during conversations and cite specific legislation. Self-audit forces explicit legal reasoning.
Ethical Analysis Exercises (Appendix A— Section 5)	Students evaluate AI-generated policies and identify legal flaws— discriminatory provisions— and compliance gaps. Must explain *why* something is legally problematic.

C.6.3 Evidence of Learning:

- Transcripts show students applying legal principles in decision-making
- Process audits include citations to Fair Work Act, WHS legislation, etc.
- Students identify when AI recommendations violate legal requirements

C.7 Core Learning Outcome 3: Demonstrate Effective Communication and Empathetic Practices

C.7.1 Curtin Expectation:

Students must communicate effectively with individuals and groups, demonstrate empathy, and manage difficult interpersonal situations professionally.

C.7.2 How AI Integration Supports This:

AI Application (Chapter)	How It Supports Communication Skills
Conversation Simulations (Chapter 4)	Every simulation requires students to practice active listening— empathetic responses— and professional communication. AI responds dynamically to communication quality—empathy unlocks information— poor communication causes resistance.
Multiple Practice Cycles	Unlike traditional role-play (one attempt)— students can practice the same conversation multiple times— refining communication approach each time. Develops fluency and confidence.
AI Critique of Communication (Chapter 4— Phase 3)	Detailed feedback on tone— word choice— questioning technique— and empathy demonstration. Students receive specific quotes showing effective/ineffective communication.

C.7.3 Evidence of Learning:

- Transcripts demonstrate professional tone, active listening, appropriate empathy
- Students show improvement between first and revised conversation attempts
- Reflections articulate understanding of communication impact

C.8 Core Learning Outcome 4: Apply Professional Skills in an Ethical Manner

C.8.1 Curtin Expectation:

Students must demonstrate understanding and respect for human rights, cultural diversity, and ethical professional conduct in all HR activities.

C.8.2 How AI Integration Supports This:

AI Application (Chapter)	How It Supports Ethical Practice
Transparency Model (Chapter 5)	Teaching students to use AI openly and critically models professional integrity. Students learn to acknowledge sources— verify information— and maintain accountability.
AI Ethics Scenarios (Chapter 9)	Students analyse ethical problems with AI use in HR (biased screening tools— algorithmic discrimination— accountability questions). Develops ethical reasoning about technology in professional practice.
Critique and Override Exercises (Chapter 7— Model 3)	Students must identify when AI recommendations are ethically problematic and demonstrate superior human judgment. Cannot delegate ethical responsibility to technology.

C.8.3 Evidence of Learning:

- Students identify bias, discrimination, or ethical flaws in AI outputs
- Students demonstrate human oversight of AI-generated decisions
- Reflections show awareness of professional accountability

C.9 Core Learning Outcome 5: Utilise Critical Thinking Skills to Evaluate and Integrate Information

C.9.1 Curtin Expectation:

Students must critically analyse problems, evaluate information from multiple sources, and make evidence-based decisions on HR issues.

C.9.2 How AI Integration Supports This:

AI Application (Chapter)	How It Supports Critical Thinking
Pros and Cons Technique (Chapter 3)	Students evaluate AI-generated analysis of multiple HR approaches— then must critique AI's reasoning and add missing considerations. Requires going beyond AI's thinking.
Self-Assessment Tool (Chapter 5)	Students receive AI feedback— but must critically evaluate whether feedback is correct. Strong students challenge AI's assessment and justify their position.
Evidence-Based Strategic Intervention (Chapter 7— Model 2)	Students must identify what AI got wrong in data analysis or recommendations. Demonstrates critical evaluation— not blind acceptance of technology.

C.9.3 Evidence of Learning:

- Students successfully identify AI errors or limitations
- Students improve AI recommendations with additional analysis
- Students demonstrate reasoning that surpasses AI capability

C.10 Core Learning Outcome 6: Ability for Self-Directed Learning and Reflective Practice

C.10.1 Curtin Expectation:

Students must demonstrate capacity for independent learning, reflection on practice, and continuous professional development.

C.10.2   How AI Integration Supports This:

AI Application (Chapter)	How It Supports Self-Directed Learning
Self-Assessment Tool (Chapter 5)	Students drive their own improvement cycle: draft → AI feedback → reflection → revision. Takes ownership of learning process without waiting for lecturer feedback.
Process Audit (Chapter 7— Model 1)	Students analyse their own performance— identify strengths/weaknesses— and propose improvements. Develops metacognitive awareness essential for professional growth.
Unlimited Practice	AI simulations available 24/7. Students who want additional practice can self-direct their learning beyond required assignments.

C.10.3   Evidence of Learning:

- Reflections demonstrate genuine self-assessment (identifying own mistakes)
- Evidence of revision between drafts shows iterative improvement
- Students articulate what they learned and how they'll apply it

----

C.11   Core Learning Outcome 7: Demonstrate Technological Proficiency in HR Management Contexts

C.11.1   Curtin Expectation:

Students must select and effectively use appropriate technologies relevant to HR practice and research.

C.11.2   How AI Integration Supports This:

AI Application (Chapter)	How It Supports Technological Proficiency
All AI-Enhanced Assignments	Direct practice with AI tools that are increasingly standard in professional HR practice (resume screening— data analysis— policy drafting— chatbot support).
Critical Oversight Training (Chapter 9)	Students learn when to use AI— when to verify AI outputs— when human judgment must override technology. Essential digital literacy for modern HR professionals.
AI Literacy as Graduate Capability (Chapter 9)	Explicit teaching of AI ethics— limitations— bias recognition— and accountability—preparing students for AI-augmented workplaces.

C.11.3 Evidence of Learning:

- Students competently use AI tools to support HR tasks
- Students identify appropriate vs. risky AI use cases
- Students demonstrate human oversight and accountability

C.12 Core Learning Outcome 8: Resolve Issues in the Workplace

C.12.1 Curtin Expectation:

Students must demonstrate ability to investigate complaints, mediate conflicts, manage performance issues, and resolve complex workplace problems.

C.12.2 How AI Integration Supports This:

AI Application (Chapter)	How It Supports Issue Resolution
Conversation Simulations (Chapter 4— 6)	Practice full investigation processes: interviewing complainants— gathering evidence— interviewing respondents— making recommendations. Realistic practice in safe environment.

AI Application (Chapter)	How It Supports Issue Resolution
Stepwise Chain of Thought (Chapter 3)	Guides students through proper resolution processes step-by-step— ensuring they understand *why* each step matters and what happens if steps are skipped.
Virtual Company Simulations (Chapter 6)	Complex— evolving workplace issues that require strategic problem-solving over time. Students see consequences of their resolution approaches.

C.12.3 Evidence of Learning:

- Students demonstrate proper investigative process
- Students balance competing interests and make justified recommendations
- Students apply fair process principles consistently

C.13 Core Learning Outcome 9: Recruit Employees and Improve Individual and Team Performance

C.13.1 Curtin Expectation:

Students gain expertise in recruitment processes, selection methods, performance management, and team development.

C.13.2 How AI Integration Supports This:

AI Application (Chapter)	How It Supports Recruitment & Performance Management
Competency-Based Recruitment Portfolio (Chapter 7— Model 3)	End-to-end recruitment process: job analysis— interview design— candidate evaluation. Students demonstrate methodology and critical judgment.
Behavioural Interview Question Generator (Appendix A)	Practice designing competency-based selection tools and evaluating their effectiveness.

AI Application (Chapter)	How It Supports Recruitment & Performance Management
Performance Management Simulations (Chapter 4)	Practice conducting performance discussions— PIP meetings— feedback conversations. Multiple scenarios covering coaching— discipline— and development.

C.13.3 Evidence of Learning:

- Students design effective selection tools aligned with competencies
- Students conduct professional performance conversations
- Students demonstrate ability to evaluate candidates/performance fairly

C.14 Alignment with Professional Career Outcomes

The AI applications in this book directly prepare students for careers across all business disciplines. Examples include:

C.15 HR Careers

C.15.1 Human Resources Officer/Consultant

- Conducting investigations and managing complaints (Chapters 4, 6)
- Applying employment law in real situations (Chapters 4, 7)
- Managing performance and development (Chapters 3, 4, 7)
- Drafting and evaluating HR policies (Chapters 3, 5, Appendix A)

C.15.2 Recruitment Consultant

- Designing selection processes (Chapter 7, Model 3)
- Conducting behavioural interviews (Chapters 3, 4)
- Evaluating candidates objectively (Chapter 7, Model 3)
- Using technology responsibly in recruitment (Chapter 9)

C.15.3 Industrial Relations Officer/Consultant

- Negotiation and conflict resolution (Chapters 3, 4, 6)
- Understanding and applying employment law (All chapters)
- Managing stakeholder interests (Chapter 3, Debating technique)

C.16 Business & Marketing Careers

C.16.1 Marketing Manager/Consultant

- Conducting market analysis and competitive strategy (Chapter 7, Model 2)
- Managing client relationships and negotiations (Chapters 3, 4)
- Developing marketing campaigns (Chapter 3, Content generation)
- Using data to support marketing decisions (Chapter 7, Model 2)

C.16.2 Customer Experience Manager

- Understanding customer perspective (Chapters 4, 6)
- Managing difficult customer interactions (Chapters 3, 4)
- Designing solutions balancing multiple interests (Chapter 3, Debating)
- Evaluating customer feedback and strategy (Chapter 7)

C.17 Accounting & Finance Careers

C.17.1 Auditor/Financial Analyst

- Conducting audits and evaluating financial controls (Chapters 4, 7)
- Applying accounting standards in real situations (Chapter 7)
- Analysing financial data for evidence-based recommendations (Chapter 7, Model 2)
- Communicating findings to stakeholders (Chapters 3, 4)

C.17.2 Financial Advisor/Planner

- Making financial decisions with incomplete information (Chapters 3, 4)
- Communicating complex information clearly (Chapters 3, 4)
- Evaluating multiple financial approaches (Chapter 3, Pros and Cons)
- Using technology responsibly in analysis (Chapter 9)

C.18 Management & Organisational Studies Careers

C.18.1 Operations Manager/Consultant

- Managing team performance and development (Chapters 3, 4)
- Navigating organisational change (Chapters 4, 6)
- Making strategic decisions with competing interests (Chapter 3, Debating)
- Communicating across organisational levels (Chapters 3, 4)

C.18.2 Change Management Specialist

- Leading complex organisational change (Chapters 4, 6)
- Managing stakeholder resistance (Chapters 3, 4)
- Communicating change effectively (Chapters 3, 4)
- Applying change theory to real situations (All chapters)

C.19 Supply Chain & Logistics Careers

C.19.1 Supply Chain Manager

- Making decisions under uncertainty (Chapters 4, 7)
- Negotiating with suppliers and partners (Chapters 3, 4)
- Analysing supply chain data for optimization (Chapter 7, Model 2)
- Managing complex stakeholder interests (Chapter 3, Debating)

C.19.2 Logistics Consultant

- Solving complex logistics problems (Chapters 3, 4)
- Communicating trade-offs to stakeholders (Chapters 3, 4)
- Using technology to optimize operations (Chapter 9)
- Handling crisis situations in supply networks (Chapters 4, 6)

C.20 Information Systems Careers

C.20.1 IT Project Manager

- Managing stakeholder expectations and requirements (Chapters 3, 4)
- Conducting requirements gathering (Chapters 3, 4)
- Communicating technical information to non-technical stakeholders (Chapters 3, 4)
- Making technical decisions with incomplete information (Chapters 3, 7)

C.20.2 Systems Analyst

- Eliciting and analysing requirements (Chapters 3, 4)
- Evaluating technical solutions (Chapter 3, Pros and Cons)
- Communicating complex analysis clearly (Chapters 3, 4)
- Applying IT theory to real implementation challenges (All chapters)

C.21 Addressing Potential Institutional Concerns

C.21.1 Concern: "Does AI integration compromise academic standards?"

Response:

AI integration in this book **raises academic standards** by: - Shifting assessment from knowledge recall to applied professional competence - Providing unlimited practice opportunities that traditional methods can't scale - Requiring higher-order thinking (critique, evaluation, judgment) rather than memorization - Making professional process visible and assessable through transcripts and audits

Students cannot succeed simply by having AI generate answers,they must demonstrate process, justify decisions, critique AI outputs, and show genuine understanding.

C.21.2 Concern: "How does this align with academic integrity policies?"

Response:

The transparency model (Chapter 5, Chapter 9) aligns with academic integrity principles by: - Making AI use explicit and expected (not hidden) - Requiring critical engagement with AI outputs (not passive acceptance) - Assessing students' thinking process (not just final products) - Teaching professional ethics around technology use

This approach prepares students for professional practice where AI use is normal and expected, but accountability remains with the human professional.

C.21.3 Concern: "What evidence supports this pedagogical approach?"

Response:

This approach is grounded in: - **Experiential learning theory**: Students learn by doing, not just reading - **Deliberate practice**: Multiple repetitions with feedback improve skill development - **Reflective practice**: Self-assessment and metacognition enhance professional development - **Authentic assessment**: Evaluating performance in realistic contexts predicts professional capability

AI enables scaling of pedagogical best practices that were previously limited by lecturer time and resources.

C.22 Implementation Recommendations for Curtin Business Programs

C.22.1 Short-Term (Current Semester)

1. Pilot 1-2 conversation simulations in units covering core discipline topics
   - HR: performance management or conflict resolution
   - Marketing: client negotiations or campaign strategy
   - Accounting: audit findings presentation or compliance communication
   - Management: change management or stakeholder engagement
   - Tourism & Hospitality: service recovery or guest relations
   - Supply Chain: supplier negotiations or crisis response
   - Information Systems: requirements gathering or stakeholder management
2. Introduce self-assessment tool for one existing assignment
3. Gather student feedback on AI-enhanced learning experiences

C.22.2 Medium-Term (Next Academic Year)

1. Implement AI-enhanced assignments across core discipline units
2. Develop shared library of prompts and scenarios for program consistency
3. Include AI literacy as explicit learning objective in unit outlines
4. Provide faculty development workshop (use Appendix B)

C.22.3 Long-Term (2-3 Years)

1. Integrate virtual company simulation across multiple units (progression model)
2. Partner with industry to ensure AI applications reflect current professional practice
3. Track graduate outcomes: Are AI-trained students more confident and competent in their discipline?
4. Share innovations with professional bodies and other universities

---

C.23 Alignment with Curtin University Strategic Priorities

This AI integration supports multiple institutional priorities:

Innovation: Curtin's commitment to AI as part of values, vision, and strategy

Student Experience: Personalised learning, immediate feedback, flexible practice opportunities aligned with how professionals in different disciplines actually work

Graduate Employability: Develops skills directly applicable to contemporary professional practice across all business disciplines

Teaching Excellence: Evidence-based pedagogy that improves learning outcomes in alignment with documented program learning outcomes

Digital Transformation: Prepares both students and staff for AI-enhanced environments in their professional fields

---

C.24 Conclusion

AI integration in business education at Curtin University is not about adopting technology for its own sake. It's about using available tools to better achieve existing learning outcomes,to prepare confident, competent, ethical professionals across all business disciplines who can navigate the complexity of modern workplaces and organizations.

Every application in this book has been designed to support documented Curtin learning outcomes. AI enhances pedagogical practice; it doesn't replace educational judgment or lower academic standards.

This book provides Curtin business lecturers with: - Institutional justification (alignment with strategy and learning outcomes across all disciplines) - Pedagogical frameworks (grounded in learning theory and discipline-specific practice) - Practical tools (ready-to-use prompts and assignments adaptable to your discipline) - Implementation guidance (start small, scale gradually) - Academic integrity approaches (transparency and critical engagement)

The question is not whether AI belongs in business education at Curtin.

Given the university's strategic commitment to AI and the professional reality that graduates will work in AI-augmented workplaces regardless of their discipline, **the question is how to integrate AI responsibly and effectively into your teaching.**

This book provides the answer,for HR education, marketing, accounting, management, tourism & hospitality, supply chain, information systems, economics, and beyond.

C.25 For Further Discussion

If you're a Curtin lecturer in any business discipline interested in exploring AI integration: - Start with Chapter 1 (understand the "why" for your discipline) - Review the alignment matrix in this appendix (connect to your units and

learning outcomes) - Choose one small experiment from Chapter 8 (take a first step appropriate to your discipline) - Join colleagues in conversation about implementation,both within your program and across business disciplines - Adapt the discipline-specific examples throughout this book to your particular context

The future of business education across all disciplines includes AI. Curtin has the opportunity to lead in preparing professionals who are not just competent with technology, but ethically and critically engaged with it.

Appendix D

Advanced Prompting for Business Education

D.1 Why This Appendix Exists

The main chapters focus on practical applications - what you can do tomorrow with AI in your teaching across all business disciplines. This appendix is for those who want to go deeper: how to craft more sophisticated prompts that give you better control, consistency, and results specific to your discipline.

Think of this as the "advanced techniques" section - optional but powerful once you're comfortable with the basics.

While this appendix uses HR examples, the prompting principles apply equally to marketing, accounting, management, supply chain, information systems, tourism & hospitality, economics, and other business disciplines. The underlying techniques for role definition, context management, and output control work across all professional fields.

D.2 Prompt Structure Fundamentals

D.2.1 The Anatomy of an Effective Prompt

Every good prompt has four key components:

```
[ROLE] + [CONTEXT] + [TASK] + [FORMAT] = Quality Response
```

D.2.1.1 1. Role Definition

```
Basic: "Review this HR policy"
```

```
Advanced: "You are a senior HR consultant with 15 years of experience in
          employment law and organisational development. You specialise in
          policy compliance and risk management for multinational corporations."
```

D.2.1.2 2. Context Setting

```
Basic: "for a tech company"
Advanced: "for a 500-employee software development company operating in Australia,
          with 40% remote workers, facing challenges with retention and performance
          management across distributed teams."
```

D.2.1.3 3. Task Specification

```
Basic: "give me some ideas"
Advanced: "Generate 5 specific, actionable strategies to improve remote team
          performance, each with implementation steps, required resources,
          and potential risks."
```

D.2.1.4 4. Format Control

```
Basic: "list them"
Advanced: "Present each strategy in a table with columns: Strategy, Implementation
          Steps, Timeline, Required Resources, Risk Mitigation, Success Metrics."
```

D.3   Context Management Techniques

D.3.1   Maintaining Conversation History

D.3.1.1   Method 1: Summary Refresh

```
Continue our conversation about [topic]. Here's what we've covered so far:
[brief summary of previous points]

Now, please [next task].
```

D.3.1.2   Method 2: Explicit Context Carry

```
Based on the previous scenario where [key details], now analyse [new situation]
considering the same organisational context and constraints.
```

D.3.1.3   Method 3: Reference Points

```
Refer back to the performance management framework we developed in Chapter 2.
Apply those principles to this new termination scenario.
```

D.3.2 Setting Scenario Parameters

D.3.2.1 Organizational Context Template

```
You are advising [company type] with [employee count] employees in [industry/sector].
Key characteristics: [list 3-4 relevant factors]
Current challenges: [specific HR issues]
Legal framework: [relevant employment laws/countries]
```

D.3.2.2 Student Level Calibration

```
Explain this at [undergraduate/postgraduate/professional] level.
Assume the audience has [prior knowledge/experience].
Use [simple/technical/advanced] language.
```

D.4 Persona Control Strategies

D.4.1 Consistent HR Professional Persona

D.4.1.1 Master Persona Prompt

```
You are an experienced HR business partner with the following characteristics:
- 12+ years of HR experience across multiple industries
- Expertise in employment law, employee relations, and organisational development
- Communication style: professional yet approachable, legally aware but practical
- Decision-making approach: balances employee needs with business requirements
- Ethical framework: prioritizes fairness, compliance, and organisational health

Maintain this persona throughout our conversation. When providing advice, consider
legal implications, practical feasibility, and stakeholder impact.
```

D.4.1.2 Persona Reinforcement

```
Remember your role as [persona description]. Apply that perspective to [new scenario].
```

D.4.2 Multiple Perspective Analysis

D.4.2.1 Stakeholder Persona Set

```
Analyse this situation from three perspectives:

1. **HR Manager**: [persona details]
2. **Legal Counsel**: [persona details]
3. **Employee Representative**: [persona details]

Present each viewpoint separately, then provide a balanced recommendation.
```

D.5 Advanced Prompting Techniques

D.5.1 Chain-of-Thought for HR Scenarios

D.5.1.1 Step-by-Step Reasoning

```
When analysing this HR situation, please:
1. First identify the key facts and stakeholders
2. Then consider relevant legal and policy frameworks
3. Next evaluate potential risks and consequences
4. Then generate multiple solution options
5. Finally recommend the best approach with justification

Show your reasoning for each step.
```

D.5.1.2 Decision Tree Prompting

```
Create a decision tree for [HR situation]:

Start with the initial decision point. For each option, show:
- Immediate consequences
- Follow-up decisions required
- Potential outcomes (best/worst/most likely)
- Risk factors to consider

Use this format: [Decision] → [Option A/B/C] → [Consequences] → [Next Decision]
```

D.5.2 Few-Shot Learning Examples

D.5.2.1 Pattern Recognition

```
Here are examples of well-written HR communications:

Example 1: [good example]
Example 2: [good example]
Example 3: [good example]

Now, write a similar communication for [new situation] following the same style
and quality standards.
```

D.5.2.2 Quality Calibration

```
Rate these HR responses on a scale of 1-10 for professionalism, legal compliance,
and clarity:
```

```
Response A: [example response]
Response B: [example response]

Explain your ratings. Then write an excellent response for [new scenario].
```

D.6   Discipline-Specific Prompting Patterns

The prompting patterns below show HR examples, but the same structures apply across business disciplines:

- **Accounting**: Legal and regulatory frameworks become compliance with accounting standards (IFRS, GAAP)
- **Marketing**: Ethical considerations become consumer protection and brand reputation management
- **Management**: Stakeholder analysis becomes organisational hierarchy and change management considerations
- **Supply Chain**: Risk assessment becomes logistics disruption and vendor management
- **Information Systems**: Professional boundaries become data security and system reliability requirements
- **Tourism & Hospitality**: Compliance integration becomes service standards and guest satisfaction regulations

D.6.1   Discipline-Appropriate Compliance Integration

D.6.1.1   Risk Assessment Framework

```
For any HR recommendation you provide, always include:

**Legal Risk Assessment:**
- Employment law considerations: [specific laws/regulations]
- Compliance requirements: [mandatory steps]
- Potential liabilities: [legal risks]
- Mitigation strategies: [risk reduction]

**Ethical Considerations:**
- Fairness implications
- Stakeholder impact
- Organisational values alignment
```

D.6.1.2   Jurisdiction Specification

```
Provide advice for [specific country/state/province] considering:
- Relevant employment legislation
- Recent case law developments
```

```
- Regulatory body guidelines
- Industry-specific requirements
```

D.6.2   Ethical Framework Integration

D.6.2.1   Values-Based Prompting

```
When addressing this HR issue, apply these ethical principles:
1. **Respect for human dignity**
2. **Fairness and consistency**
3. **Transparency and honesty**
4. **Confidentiality and privacy**
5. **Organizational responsibility**

Show how each principle influences your recommendation.
```

D.6.2.2   Stakeholder Impact Analysis

```
For any proposed HR action, analyse impact on:

**Primary Stakeholders:**
- Employees affected: [number/type]
- Direct impact: [immediate effects]
- Long-term consequences: [future implications]

**Secondary Stakeholders:**
- Team dynamics: [group effects]
- Customer impact: [external effects]
- Community considerations: [broader implications]
```

D.7   Output Control and Formatting

D.7.1   Structured Response Templates

D.7.1.1   HR Report Format

```
Present your analysis in this format:

## Executive Summary
[2-3 sentence overview]

## Situation Analysis
[Key facts and context]

## Legal and Policy Considerations
```

[Relevant frameworks and requirements]

```
## Recommended Actions
1. [Action 1] - [Timeline] - [Responsibility]
2. [Action 2] - [Timeline] - [Responsibility]
3. [Action 3] - [Timeline] - [Responsibility]

## Risk Mitigation
[Potential problems and solutions]

## Success Metrics
[How to measure effectiveness]
```

D.7.1.2 Teaching Material Format

Structure this educational content as:

```
## Learning Objectives
[What students will be able to do]

## Key Concepts
[Main theoretical frameworks]

## Real-World Example
[Practical application scenario]

## Practice Activity
[Exercise for students]

## Discussion Questions
[Critical thinking prompts]
```

D.7.2 Response Quality Control

D.7.2.1 Specificity Prompts

```
Instead of general advice, provide:
- Exact wording for communications
- Specific numbers and timelines
- Detailed step-by-step processes
- Concrete examples and templates
```

D.7.2.2 Constraining Scope

```
Focus only on [specific aspect]. Do not address [topics to avoid].
Keep your response to [word/time limit].
Target [specific audience] level of understanding.
```

D.8 Troubleshooting Common Issues

D.8.1 AI Going Off-Topic

D.8.1.1 Refocusing Prompts

```
That's not quite what I need. Let's refocus on [specific topic].
Please address [original question] without discussing [distracting topics].
```

D.8.1.2 Boundary Setting

```
For this conversation, please limit your responses to:
- HR-related topics only
- Practical workplace applications
- [specific time period/industry]
Avoid: [topics to exclude]
```

D.8.2 Inconsistent Responses

D.8.2.1 Consistency Prompts

```
Remember the framework we established earlier: [reference previous framework].
Apply the same approach to this new situation.
Maintain consistency with your previous advice on [similar topic].
```

D.8.2.2 Quality Control

```
Before responding, please ensure your answer:
- Aligns with HR best practices
- Considers legal implications
- Is practical and actionable
- Addresses the specific question asked

If any of these criteria aren't met, revise your response.
```

D.8.3 Inappropriate Content Generation

D.8.3.1 Professional Boundaries

```
As an HR professional, certain topics require specific handling:
- Legal advice must include "consult with legal counsel"
- Medical situations require privacy considerations
- Personal issues need appropriate boundaries

Please ensure your response maintains professional HR standards.
```

D.8.3.2 Content Filters

```
If asked about [inappropriate topics], respond with:
"I cannot provide specific advice on this topic. Please consult with
[appropriate professional: legal counsel, medical professional, etc.]."

Do not provide guidance on [restricted topics].
```

D.9 Educational Applications

D.9.1 Scaffolding Complexity

D.9.1.1 Progressive Difficulty Prompts

```
**Beginner Level:** Explain [concept] in simple terms with basic examples.

**Intermediate Level:** Analyse [scenario] applying [concept] with some complexity.

**Advanced Level:** Evaluate [complex situation] requiring synthesis of multiple
concepts and professional judgment.
```

D.9.1.2 Differentiated Instruction

```
Provide three versions of this HR exercise:

**Version 1 (Foundation):** [simpler scenario, guided questions]
**Version 2 (Application):** [moderate complexity, some independence]
**Version 3 (Advanced):** [complex scenario, minimal guidance]
```

D.9.2 Assessment Design Support

D.9.2.1 Rubric Generation

```
Create a rubric for assessing [HR skill] with these criteria:

**Performance Levels:**
- Exemplary (90-100%): [description]
- Proficient (80-89%): [description]
- Developing (70-79%): [description]
- Beginning (60-69%): [description]

**Criteria:**
1. [Skill 1] - [weight%]
2. [Skill 2] - [weight%]
3. [Skill 3] - [weight%]
```

D.9.2.2 Feedback Generation

```
Review this student response and provide feedback in this format:

**Strengths:**
- [specific positive aspects]
- [demonstrated skills]

**Areas for Improvement:**
- [specific suggestions]
- [skill gaps to address]

**Next Steps:**
- [how to improve]
- [additional practice needed]
```

D.10 Putting It All Together

D.10.1 Master Prompt Template

```
You are [detailed persona] with expertise in [specific areas].

Context: [comprehensive situation description]
Constraints: [legal, ethical, practical limitations]
Audience: [who will receive this response]
Purpose: [what you want to achieve]

Please provide [specific type of response] that:
- Addresses [key requirements]
- Considers [stakeholder impacts]
- Includes [necessary elements]
- Follows [format specifications]

Additional considerations: [any other relevant factors]

Show your reasoning process and justify your recommendations.
```

D.10.2 Quick Reference Checklist

Before sending any prompt, ask yourself: - [ ] **Role**: Is the AI's persona clearly defined? - [ ] **Context**: Have I provided sufficient background? - [ ] **Task**: Is the desired outcome specific? - [ ] **Format**: Have I specified the response structure? - [ ] **Constraints**: Are there limits or boundaries needed? - [ ] **Quality**: What makes a "good" response?

D.11 Context Management for Advanced Prompting

D.11.1 Why Context Management Matters for Advanced Prompts

As your prompting becomes more sophisticated,combining multiple techniques, working through longer sequences, managing complex educational scenarios,the quality of context management becomes critical.

Advanced prompts demand focused conversations: - Sophisticated personas require consistent framing across exchanges - Complex discipline-specific scenarios need clear boundaries - Multi-step educational sequences benefit from structured progression - Quality control over professional materials demands careful output management

D.11.2 Key Strategies for Advanced Prompts

1. Structure Complex Tasks as Multi-Step Sequences

Instead of asking for everything at once, break advanced prompts into focused steps:

```
PROMPT 1: "Help me structure a capstone project on [topic]"
[Get: high-level plan]

PROMPT 2: "Using that structure, define learning outcomes"
[Get: aligned outcomes]

PROMPT 3: "Now design the assessment rubric"
[Get: quality rubric focused on outcomes]

PROMPT 4: "Create student instructions based on the rubric"
[Get: clear, actionable instructions]
```

Each prompt gets full attention. Quality increases because output tokens aren't split among competing demands.

2. Maintain Context Across Conversations

When you need to continue advanced work in a new conversation:

```
I'm continuing work on [project name]. Here's what we've already designed:
- [Element 1]: [brief description]
- [Element 2]: [brief description]
```

```
Here's what we've decided about [important constraint]:
[key decision or principle]
```

```
Now let's design [next element]. Keep consistency with [previous element].
```

This prevents hallucination and maintains continuity in sophisticated work.

3. Use Output Constraints Strategically

For advanced prompts requesting multiple components, specify allocation:

```
I need a complete course design including three components:

1. Learning outcomes (150-200 words total) - prioritize clarity and measurability
2. Assessment strategy (200-250 words) - must align with outcomes
3. Facilitator notes (250-300 words) - include teaching tips and common student challen

Keep total output around 600-750 words. Prioritize depth of thought over comprehensive
```

This prevents shallow outputs and ensures each component receives adequate
focus.

4. Archive and Reference Advanced Work

For complex materials that take multiple conversations to develop:

```
I've developed course materials across 3 conversations. Here's the complete
resource library I've built:

**Session 1 outputs:**
- Course outline (created [date])
- Learning outcomes framework (created [date])

**Session 2 outputs:**
- Assessment rubric (created [date])
- Unit 1 detailed design (created [date])

I'm continuing with Unit 2. Keep consistency with the patterns established
in Unit 1. Here's Unit 1 for reference: [paste]
```

```
Now design Unit 2 following the same structure and pedagogical approach.
```

This maintains coherence across extended development work.

D.11.3 For Advanced Teaching Sequences

When designing complex learning sequences (like the prompt chaining in Chapter
8 or multi-week simulations), context management keeps quality consistent:

Break it into phases: 1. **Phase 1 (Conversation 1):** Design the learning
arc and sequence 2. **Phase 2 (Conversation 2):** Develop Phase 1 components

in detail 3. **Phase 3 (Conversation 3):** Develop Phase 2 components, referring back to Phase 1 4. **Integration (Conversation 4):** Ensure all phases connect coherently

This modular approach produces more coherent educational experiences than trying to design everything at once.

D.11.4 Cross-Reference

For comprehensive context management strategies, see **Chapter 6: Managing LLM Context**. That chapter covers: - Breaking complex tasks into focused steps - Managing conversation length effectively - Explicit context specification - Batching similar tasks - Summarizing and handing off for extended projects

---

D.12 Integration with Main Chapters

D.12.1 Chapter Cross-Reference

Chapter	Advanced Prompting Application
Ch 4: Five Techniques	Use persona control and context management
Ch 5: Flight Simulator	Apply chain-of-thought and decision trees
Ch 6: Self-Assessment	Implement rubric generation and feedback templates
Ch 7: Ethics	Integrate values-based prompting and stakeholder analysis
Ch 8: Process Assessment	Use structured response formats and quality control
Ch 9: Virtual Company	Apply consistent persona management and context continuity
Ch 12: Static to Interactive	Use educational formatting and scaffolding patterns

D.12.2 Progressive Learning Path

1. **Start with basic prompts** (Chapters 2-3)
2. **Add context management** (Chapter 4 applications)
3. **Incorporate persona control** (Chapter 5-6)
4. **Apply ethical frameworks** (Chapter 7)
5. **Master advanced techniques** (This appendix)

D.13 Final Thoughts

Advanced prompting isn't about complexity - it's about precision.

The techniques in this appendix help you: - **Get more consistent responses** through better context,adapted to your discipline's terminology and frameworks - **Maintain professional standards** with persona control,reflecting expertise in your professional field - **Generate appropriate content** with constraints and boundaries,respecting discipline-specific ethical standards - **Create educational materials** with structured formatting,matching your discipline's learning outcomes - **Save time** with templates and patterns,customizable for your teaching context

Remember: The goal is better business education across all disciplines, not perfect AI prompts. Use these techniques as they serve your teaching objectives and your students' professional preparation.

Adapt these HR-focused examples to your discipline by: 1. Replacing HR terminology with your field's professional language 2. Substituting HR frameworks with discipline-specific standards and best practices 3. Adjusting persona definitions to match your profession's expertise areas 4. Modifying risk and ethical considerations to reflect your field's priorities

---

Return to main chapters for practical applications, or continue experimenting with these advanced techniques as your confidence grows. Your discipline-specific expertise will make these prompts even more powerful.

Appendix E

Using AI to Master AI: Meta-Skills for Learning

E.1   Introduction

Here's something remarkable: **AI can teach you how to use itself.**

This is fundamentally different from traditional tools. Excel can't teach you how to use Excel. PowerPoint can't guide you through using PowerPoint. Email can't help you email better.

But AI can.

Why? Because AI can: - Ask you diagnostic questions - Understand context about your role and challenges - Evaluate its own recommendations - Refine advice based on your feedback - Serve as a patient, tireless thinking partner

This creates a unique opportunity: **You can use AI to discover how to use AI better.**

E.2   The Core Insight: Meta-Prompting

Here's the key: Instead of asking AI to directly solve a problem, you can ask AI to help you figure out how to ask AI for help.

Example comparison:

Direct Approach	Meta Approach
"How should I answer this question?"	"What's the best way to frame this question for an AI so I get useful help?"
"Give me strategies for using AI in my teaching."	"Ask me questions to understand my teaching context— then recommend both obvious and unexpected ways I could use AI."
"How do I improve my workflow?"	"Interview me about my role and responsibilities— then suggest AI tools and strategies I might not have considered."

The meta approach is more powerful because **AI asks you clarifying questions first**, learns your context, and then provides recommendations tailored to your actual situation—not generic advice for a hypothetical educator or professional.

E.3 The Consultation Prompt: Your Starting Point

Here's a prompt you can use immediately. Copy it, paste it into your AI tool of choice (ChatGPT, Claude, Copilot, Gemini, etc.), and adapt it to your role:

```
You're an AI expert consultant. I'd love your help understanding how I could
better use AI in my work.

Please ask me one question at a time. I'll answer, then you'll ask
the next question. Keep asking until you understand:
- My role and responsibilities
- My main workflows and challenges
- My key objectives and KPIs (what matters for success)
- My constraints (time, resources, skills, institutional requirements)

Once you have enough context, provide TWO types of recommendations:
1. Obvious opportunities: Clear, straightforward AI applications
   (the low-hanging fruit most people think of)
2. Non-obvious opportunities: Unexpected or creative uses of AI I might not
   have considered

Format your recommendations clearly with implementation tips for each.
```

That's it. Paste that prompt and start answering questions. You're about to have one of the most useful conversations about AI you could possibly have.

E.4 Why This Works: The Interview Advantage

When you ask AI to interview you before making recommendations, several things happen:

E.4.1 1. Contextual Depth

AI doesn't know anything about you initially. By asking sequential questions, it builds a comprehensive picture of: - Your discipline and teaching/research/operational context - Your students, colleagues, or stakeholders - Your constraints and resources - What success looks like for you

This context is invaluable. Generic AI advice for "educators" doesn't account for the fact that you teach engineering capstones, or manage compliance for a large faculty, or support early-career researchers. Context changes everything.

E.4.2 2. Both Obvious and Non-Obvious Ideas

AI tends to suggest obvious applications first (automating grading, generating ideas, answering questions). Those are valuable, but they're predictable.

By asking for both obvious *and* non-obvious recommendations, you push AI to think more creatively: - **Obvious:** Use AI to generate discussion questions for your seminar - **Non-obvious:** Use AI as a "skeptical peer reviewer" to critique your teaching materials before students see them - **Non-obvious:** Use AI to help you understand common misconceptions your students hold (based on their questions and assignments) - **Non-obvious:** Use AI to design assessments that are harder for AI to cheat on

The non-obvious ideas are often where the real value lies.

E.4.3 3. Self-Evaluation and Refinement

AI is remarkably good at evaluating its own suggestions. When it generates a list of recommendations, it can: - Assess which are most feasible for your context - Identify trade-offs - Refine implementation strategies - Suggest variations or combinations

This creates a feedback loop where recommendations get better through iteration.

E.4.4 4. Collaborative Discovery

Unlike reading a guide or taking a course, this is a conversation. You're not passively receiving advice—you're actively shaping it by: - Answering questions honestly - Pushing back on ideas that don't fit - Asking follow-up questions - Exploring implications

The back-and-forth is where deep learning happens.

E.5   A Real Example: What This Conversation Looks Like

Here's a simplified example of how the conversation might unfold:

E.5.1   Your Initial Prompt:

[You paste the consultation prompt above]

E.5.2   AI's First Question:

"Thanks for that. Let's start with the basics. What's your primary role? Are you an educator, researcher, administrator, or something else? And what's your discipline or field?"

E.5.3   You:

"I'm a teaching coordinator in a business faculty. I manage unit approvals, coordinate teaching support across 15 units, and help faculty integrate new teaching approaches."

E.5.4   AI's Next Question:

"That's helpful context. What's your biggest pain point right now? What's taking up most of your time or causing the most frustration?"

E.5.5   You:

"Definitely administrative stuff. Tracking who needs what support, scheduling meetings, writing emails summarising policies to faculty who haven't read them, managing compliance documentation."

E.5.6   AI's Next Question:

"I hear you. Now, thinking about your faculty members—what's one thing they struggle with that you think AI could help them with? And what's one thing *you* struggle with in supporting them?"

E.5.7   You:

"Faculty struggle with writing clear learning outcomes and designing assessments."

E.5.8   AI's Next Question:

"Perfect—those are solvable with AI. One more: What would success look like for you? If you had more time back and your faculty felt better supported, what would change?"

E.5.9   You:

"I'd have time for strategic work instead of just admin. And faculty would feel confident designing assessments without constantly asking me questions."

E.5.10   AI's Synthesis:

"Okay, I have enough context. Here are my recommendations:

OBVIOUS OPPORTUNITIES: - Use AI to draft plain-language policy summaries for faculty - Use AI to help faculty write learning outcomes (with your review) - Use AI to generate assessment design templates

NON-OBVIOUS OPPORTUNITIES: - Use AI to analyse faculty questions/emails and identify common gaps in understanding, then create targeted guidance - Use AI as a 'quality check' tool: paste a unit outline and ask it to flag compliance risks or unclear learning outcomes - Use AI to help you create training materials that explain 'why' policies exist, not just 'what' they are"

See the difference? The AI didn't just rattle off generic suggestions. It understood your specific role, constraints, and challenges. The recommendations are contextual and actionable.

E.6   How to Use This Guide Alongside Others

This guide is foundational because it helps you **discover your own starting point**. After using AI to interview you, you might then:

E.6.1   1. Dive deeper into specific techniques:

- If AI recommends using prompts with students, explore the **Seven Essential Techniques**
- If AI suggests using AI for analysis and reporting, explore **C.R.A.F.T. Prompting** and **Prompt Chaining**
- If you're new to AI generally, start with **What is AI?** and **What are LLMs?**

E.6.2   2. Use AI to help you understand other guides:

- "I'm reading a guide about prompt chaining. Can you ask me questions about my use case, then explain how prompt chaining would help?"
- "I don't fully understand the C.R.A.F.T. framework. Can you interview me about a specific prompt I want to write, then help me structure it using CRAFT?"

E.6.3   3. Return to this guide periodically:

- Your role, context, and goals change. Run this consultation quarterly
- Each time, you'll discover new opportunities you're ready for now that you weren't before
- This keeps your AI strategy aligned with your evolving priorities

---

E.7   Variations: Tailored Consultation Prompts

Depending on your role, you might adapt the consultation prompt:

E.7.1   For Educators

```
You're an AI expert in pedagogical technology. Ask me questions about my teaching
(students, discipline, learning goals, constraints) so you can recommend both
obvious and non-obvious ways to use AI to enhance student learning without
replacing authentic work.
```

E.7.2   For Researchers

```
You're an AI expert in research methodology. Ask me about my research area,
methods, and challenges. Then recommend both obvious and non-
obvious ways AI
could support my research process (not research itself, but the process).
```

E.7.3   For Professional Staff

```
You're an AI expert in academic operations. Ask me about my role (responsibilities,
workflows, stakeholders, success metrics). Then recommend both obvious and
non-obvious ways AI could help me work more strategically and reduce administrative bu
```

E.7.4   For Anyone New to AI

```
You're an AI expert in helping people discover their relationship with AI.
Ask me questions about my work, my goals, what frustrates me, what excites me.
Then recommend how I could start experimenting with AI in ways that matter to me.
```

E.8 The Deeper Principle: AI as a Mirror

Here's what's really happening when you ask AI to interview you:

AI acts as a mirror for your own thinking.

By asking clarifying questions, AI forces you to articulate: - What you actually do (vs. what you think you do) - What matters most (vs. what's just urgent) - What's possible (vs. what feels impossible) - What you haven't tried (because you didn't know it was possible)

Often, the value of this conversation isn't AI's recommendations—it's the *clarity you gain* about your own work by having to explain it.

People report things like: - "I didn't realise how much time I was spending on [task] until AI asked about it" - "Talking through my role, I realised I could combine AI with [other tool] in a way I'd never considered" - "Just articulating my challenges to AI helped me see a solution on my own"

The AI is a thinking partner, not a replacement for your thinking.

E.9 Practical Tips for Your Consultation

E.9.1 Be Honest and Specific

- Don't try to impress AI with polished answers
- The more honest you are about constraints and challenges, the better the recommendations
- "We have no budget," "I don't have time to learn new tools," "My institution is skeptical of AI"—these are valuable context

E.9.2 Ask Follow-Up Questions

After getting recommendations, ask: - "How would I actually implement the non-obvious ones?" - "Which of these could I start with this week?" - "What are the risks or drawbacks?" - "How would I know if this is working?"

E.9.3 Test the Recommendations

- Pick ONE obvious and ONE non-obvious recommendation
- Try them for a week or two
- Report back to AI: "I tried [recommendation]. Here's what happened…"
- AI will help you iterate toward what works

E.9.4   Treat It as Ongoing

- This isn't a one-time conversation
- Your context changes; your needs evolve
- Run this consultation again in 3–6 months
- Each time you'll be ready for different ideas

E.9.5   Share What You Learn

- If you discover something useful, share it with colleagues
- "I asked AI to help me discover how to use AI, and it suggested [X]. Here's how it's working for me…"
- Others might try similar approaches and share what they learn

---

E.10   Why This is Different From Everything Else

Most guides tell you *what* to do:

- "Use these seven techniques with your students"
- "Structure your prompts using CRAFT"
- "Chain prompts together for complex analysis"

This guide helps you discover *what's right for you*:

- What matters in your context?
- What are you struggling with that AI could help with?
- What's possible that you hadn't considered?

By asking AI to diagnose before recommending, you get personalized guidance instead of generic advice.

E.11   Getting Started Right Now

1. **Open your AI tool** (ChatGPT, Claude, Copilot, Gemini—any of them)
2. **Copy the consultation prompt** from the section above
3. **Paste it and press send**
4. **Answer questions honestly** as they come
5. **Review the recommendations** and pick one or two to try
6. **Report back to the same conversation** with what you learned
7. **Keep exploring**

That's it. You're using AI to help you use AI better.

E.12 Further Learning

After your consultation, you might explore:

- **C.R.A.F.T. Prompting Framework** – Structure your individual prompts effectively
- **Prompt Chaining Techniques** – Build complex workflows with AI
- **Seven Essential Prompt Techniques** – Pedagogical approaches for student learning
- **AI for Professional Staff** – Guidance specific to operational and support roles
- **What is AI? / What are LLMs?** – Foundation concepts if you're new to AI
- **Cognitive Prompting in Education** – Advanced pedagogical approaches (see Check/cognitive-prompting-in-education.qmd)

But start with the consultation. Let AI help you figure out what you actually need to learn.

E.13 The Meta-Moment

Here's the beautiful irony: You're using this guide to understand how to use AI to discover how to use AI better. That's very meta.

But it's also very practical. And very powerful.

> **The best tool for learning how to use AI is AI itself.**

Lean into that. Ask questions. Be curious. Let AI surprise you with ideas you hadn't considered.

That's where the real value emerges.