# Integrating AI in Business Education: Developing Domain-Specific Teaching Strategies

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**Primary Sponsor:**
Management Consulting (MC)

**Potential Sponsor:**
Management Education and Development (MED)

## Abstract:
A human working with AI will outperform a human working without it. That is a thought that we all keep thinking of. Is it true and will it eventually come to that? What does the future of work hold for each one of us and how can educators integrate artificial intelligence (AI) tools into business education to enhance learning outcomes and bridge the gap between academic instruction and professional practice? This workshop is intended to equip participants with practical strategies to create and enhance domain-specific teaching practices using AI tools. Our aim in this workshop is for participants to engage in an interactive session focused on creating teaching strategies personalized to key business domains, such as Human Resources, Business Communication, Strategy, Entrepreneurship, and Healthcare Management.

By leveraging AI tools such as ChatGPT and adaptive learning platforms, educators can streamline curriculum development and address complex real-world challenges. Through hands-on activities and peer feedback, participants will leave with concrete strategies and insights to enhance their teaching effectiveness while maintaining ethical and equitable practices in AI integration.

# Benefits for Sponsors:

*For the Management Consulting (MC) Division:*

This workshop aligns with the MC Division's mission to bridge consulting practice and management knowledge. Through a series of questions addressed by a group of panelists, the workshop aims to showcase how AI tools can enhance decision-making and strategic implementation in educational settings. This also highlights the division's commitment to integrating technology and its advancements into consulting practices. Additionally, the workshop showcases how AI can support real-world problem-solving, equipping participants, both scholars and practitioners, with tools to create new teaching strategies or case studies that reflect the dynamic nature of consulting work (Valcea et al., 2024).

*For the Management Education and Development (MED) Division:*

The MED Division's emphasis on innovative teaching methodologies is directly supported by this workshop. This workshop aims to equip scholars with the knowledge needed to integrate AI into domain-specific teaching strategies. Participants will explore how AI enhances engagement, collaboration, and the application of theory to real-world challenges. Moreover, the workshop will emphasize how AI tools can be used to simplify difficulty teaching tasks thus opening new grounds to foster deeper student engagement and understanding (Surugiu et al., 2024).

**Rationale:**

The rise in AI utilization in businesses highlights a growing discrepancy in skill levels, with nearly half of employees struggling to meet productivity expectations and 40% feeling overwhelmed by AI-related demands (Robinson, 2024). Employees report not knowing how to use AI tools to meet those productivity demands/expected gains, leading companies to hire freelancers to meet the productivity gains and innovation that AI brings to the workplace (Robinson, 2024). The mismatch between skills needed and what is available will only increase if educators do not take a stance and start working on a solution.

This shift reflects a broader educational and workforce challenge, where traditional curriculum and teaching methods must evolve to meet the demands of a rapidly advancing AI-driven economy. Thus, curriculum must enhance problem-solving to advance skills that are related to both crystallized and fluid intelligence. Both types of intelligence work together in practical scenarios, where fluid intelligence is used to approach new problems, and crystallized intelligence helps in solving them based on past learning and expertise.

To make the right transition, we must also look at what companies are looking for. The top ten skills that companies are looking for are: problem solving skills, teamwork, communication skills, strong work ethics, flexibility / adaptability, technical skills, analytical quantitative skills, initiative and detail orientation (Indeed Editorial Team, 2024).

Achieving this would require curriculum to move towards a student centric approach which is described by having an educational strategy that combines experiential

learning, collaborative projects, simulations, learning scaffolding, situated problem solving, and cases studies as well as analytical related tasks. Each of these approaches operates at the higher levels of Bloom's Taxonomy, fostering critical thinking, problem-solving, and active engagement with complex concepts.

Therefore, to prepare the future workforce, curriculum needs to embed AI-related knowledge and ethical usage to develop such key skills such as collaboration, resilience, and critical thinking—abilities that are uniquely human and less likely to be automated by AI. The challenge of AI is also an opportunity to reinvigorate education and the workforce, ensuring that students with AI skills can succeed in today's rapidly changing job market. The AI imperative presents a future where humans and machines collaborate to reshape the dynamics of work and learning.

The new classroom is taking shape and AI technologies have a big role in doing so. In business education, AI tools can be used to reshape education by creating personalized learning, real-time analytics, and innovative problem-solving scenarios. These tools can broaden access to excellent educational materials and simplify complex subjects for both students and teachers. For instance, AI-powered platforms such as ChatGPT, Gemini and others can create adaptive learning environments that cater to individual student needs, improving engagement and comprehension (Surugiu et al., 2024). Similarly, generative AI tools like ChatGPT can assist in creating case studies and simulations, making abstract ideas more tangible and easily comprehended (Valcea et al., 2024).

However, there is justifiable cause to remain vigilant while using those AI tools (Valcea et al., 2024). Educators need to use the tools but be wary of students gaining an over-reliance on these tools as that will counter productivity especially in terms of critical thinking. For example, students would work independently solving a problem without the use of AI then allowing them the use of AI to enhance their responses (Valcea et al., 2024). Ethical considerations, including built-in biases and data privacy, must also be addressed to ensure that AI tools are implemented responsibly (Sollosy & McInerney, 2022).

This workshop responds to these challenges by providing educators with practical strategies to balance technological innovation with pedagogical integrity. By focusing on domain-specific approaches, it bridges the gap between AI capabilities and the diverse needs of business education.

**Connecting to Broader AOM Goals:**
This workshop contributes to the Academy of Management's commitment to advancing education, research, and practice through collaboration and innovation. This session explores how AI can be used in teaching. It shows how technology can make good education available to more people and create a more inclusive learning environment for everyone.

## Format of the Professional Development Workshop:

## Workshop Overview:

**Objective:**
This workshop aims to empower educators to design domain-specific teaching strategies that leverage AI tools, bridging the gap between theoretical knowledge and practical applications. Participants will leave with actionable strategies, ethical guidelines for AI use in education, and insights into the transformative potential of AI in fostering innovative teaching practices.

**Key Takeaways:**
- Learn to create AI-integrated teaching strategies tailored to specific business domains.
- Understand the ethical and practical challenges of AI implementation in education.
- Discover the potential of AI tools to enhance experiential and problem-based learning.
- Collaborate with peers to refine teaching methodologies and ensure impactful outcomes.

**Panel Discussion Participants / Facilitators:** A panel of experienced researchers will discuss their experiences and provide practical insights into their teaching strategies in the face of new technologies like AI.

## Structure and Timeline (90 mins):

### 10 Minutes: Introduction
Overview of AI's role in business education.
Objectives and structure of the workshop.

### 15 Minutes: Understanding AI Foundations
Key concepts: Generative AI, adaptive learning platforms, and machine learning.
Examples of AI applications in business domains, including HR, marketing, and healthcare management. Key questions addressed by expert panelists in the field.

### 30 Minutes: Domain-Specific Teaching Strategies

Divide participants into groups representing Human Resources, Business Communication, Strategy, Entrepreneurship, and Healthcare Management.

Each group develops a teaching strategy integrating AI tools, focusing on:
    - HR: AI for recruitment simulations and decision-making.
    - Business Communication: AI-enhanced collaboration tools.
    - Strategy: AI-driven market simulation.
    - Entrepreneurship: AI-assisted business planning.
    - Healthcare Management: AI for patient data analysis and management.

Facilitators guide discussions to ensure actionable and innovative outputs.

**20 Minutes: Presentation and Feedback**
Each group presents their strategy.
Peer and facilitator feedback focuses on alignment with educational goals and AI integration challenges.

**10 Minutes: Challenges and Ethical Considerations**
Discuss algorithmic bias, data privacy, and equity in AI usage.
Explore strategies to mitigate ethical risks while maximizing AI's educational potential.

**5 Minutes: Conclusion and Next Steps**
Recap key insights and strategies.
Provide resources for further exploration, including articles and AI toolkits.
Closing remarks and Q&A.

**Material Requested:**
4 Flip Charts and 8 markers in two colors.

**Panelist / Facilitators:**
Prof. James (Jim) Hazy - 25 plus years in a variety of leadership roles with responsibilities in operations, finance, business development, M&A and entrepreneurship. Editor & author of three books: Complex Systems Leadership Theory: New Perspectives on Social and Organizational Effectiveness, Complexity and Social Entrepreneurship, and Complexity and the Nexus of Leadership. Professor of Management and Entrepreneurship at Adelphi University.

Prof. Gita Surie - An author and professor who has worked at the highest tiers of business, Dr. Surie believes an innovative and creative mind will overcome any obstacle. Dr. Gita Surie is a Professor of Strategy and Innovation at Adelphi University's Robert B. Willumstad School of Business. She has served as Associate Dean, Chair of the Department of Management, and Director of the Don Center for Innovative Technologies. A Senior Fellow at the Mack Institute, Wharton School, she holds a PhD from Wharton and an MA from Columbia University. Her research spans globalization, innovation ecosystems, and renewable energy, with a Fulbright-Nehru grant to study rural energy in India. Dr. Surie has worked with the UN, Control Data Corporation, and The Economist Group.

Prof. Alan Cooper - Alan Cooper is the former Associate Dean of Willumstad School of Business and is currently a Clinical Associate Professor of Management. Prior to joining Adelphi University, Dr. Cooper founded the Tudor Advisory Group in 2012 after over 15 years of experience in the areas of organizational learning, operational excellence, customer experience, and overall organization development. Since the inception of the Tudor Group, Dr. Cooper has had extensive experience working with numerous organizations providing consulting services. His work is consistently aligned with an overarching emphasis on the achievement of an organization's strategic mission. He is a

nationally recognized speaker in the areas of process improvement, customer satisfaction, leadership development, and corporate learning. He has published several articles and book chapters including chapters on leadership development and corporate education.

Prof. Laura Messano - Laura M. Messano is an Associate Teaching Professor in the Management Department at Adelphi University's Robert B. Willumstad School of Business. She holds an M.A. from the New School for Public Engagement. In her role, Professor Messano teaches courses such as Business Communications and Podcasting for Business. She actively integrates practical experiences into her curriculum, collaborating with Adelphi's Learning and Writing Centers to enhance students' writing skills through personalized tutoring sessions. Through her comprehensive approach to business education, Professor Messano plays a pivotal role in preparing students for professional success in the dynamic field of business communication.

Prof. Raghida Abdallah Yassine - An accomplished academic and dedicated educator, Dr. Abdallah Yassine brings over two decades of expertise in Human Resource Management, research, and teaching. Dr. Abdallah Yassine's scholarly pursuits focus on advancing organizational performance through emotional intelligence, employee development, and diversity initiatives. She has contributed extensively to the field through published papers, presentations at esteemed international conferences, and a steadfast commitment to making meaningful progress in HR practices globally. Beyond academia, Dr. Abdallah Yassine serves as a consultant, trainer, and mentor, designing and delivering impactful programs that empower HR professionals and organizational leaders. Actively engaged with industry trends, she facilitates advanced workshops and provides strategic advisory support. Through these multifaceted roles, Dr. Abdallah Yassine is dedicated to shaping the future of Human Resources while fostering growth and innovation in the profession.

# References

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