JINDAL GLOBAL BUSINESS SCHOOL
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL

O.P. Jindal Global University
*A Private University Promoting Public Service*
NAAC Accreditation - 'A' Grade

Jindal Global Business School
*Course Outline*

| | |
|---|---|
| Course Title | Generative AI and The Future of Work |
| Core or Elective | Elective |
| Program and Batch | MBA-2, IBM-4 |
| Semester & Academic Year | Spring 2026 |
| Credits | 1.5 |
| Discipline/Area | IS & Analytics |
| Name of the Faculty Member/Course Instructor | Prof. Mohit Bhatnagar |
| Contact Details of the Faculty Member | Email: mohit.bhatnagar@jgu.edu.in |
| Contact Details of Support Staff | jgbs-eo@jgu.edu.in |
| Faculty Member's Open Office Day/s & Time | TBD |

**Introduction to the Course**

This elective course is designed for post graduate management students keen on harnessing the power of Generative AI (GenAI) in their professional pursuits. The course delves deep into the realm of Generative AI, examining its myriad applications and the transformative value it holds for businesses across industries. The primary objective of this course is to furnish students with a comprehensive understanding of Generative AI, elucidating its functionalities, capabilities, and potential impact on the future of work. Through a blend of theoretical discourse, practical applications, and real-world case studies, participants will explore the diverse landscape of Generative AI technologies.

By the culmination of this course, students will have a comprehensive understanding of the current applications and prospects of GenAI. Moreover, they will have gained practical experience in interacting with GenAI models through APIs, enabling them to implement and integrate these technologies into real-world business scenarios. Through a well-rounded curriculum that balances theoretical insights with hands-on learning experiences, students will be equipped with the requisite knowledge and skills to effectively leverage the power of GenAI in their future careers.

**Course Learning Objectives**

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

1. CLO1- Define and explain the concept of Generative AI.
2. CLO2- Outline the key components of Gen AI infrastructure.

3. CLO3- Utilize Generative AI to generate open-ended outputs such as text and close-ended outputs such as market research.
4. CLO4- Examine the impact of Generative AI on changing business models and functions.
5. CLO5- Predict the future of work and the evolving dynamics of human-AI collaboration.
6. CLO6- Critically analyse the ethical considerations surrounding the use of Generative AI.

**Programme Competency Goals**

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

**PLO-PCG Assessments Mapping Matrix**

| **Program Learning Objectives (PLOs)** | **Program Competency Goals (PCGs)** | **Course Assessment Item** |
|---|---|---|
| This course helps you to develop the following Program Learning Outcomes: | This course helps you to develop the following Program Competency Goals: | This learning outcome will be assessed in the following items |
| PLO1, PLO2 | PCG1 | A1, A2 |
| PLO1, PLO2, PLO10 | PCG1, PCG4 | A3 |
| PLO7, PLO11, PLO12, PLO13, PLO14 | PCG3, PCG4 | A1, A3, A4 |
| PLO8, PLO9, PLO10 | PCG4 | A4 |
| PLO8, PLO15, PLO16 | PCG4, PCG5 | A1, A4, A5 |
| PLO3-PLO6 | PCG2 | A4, A5 |

**Evaluation Schema**

The course grade will be determined based on:

| **Assessment Task** | **Weightage (Percentage)** | **Nature (Individual/Group)** | **Week of Assessment** | **PLOs to be Assessed** |
|---|---|---|---|---|
| **A1:** Class Participation | 10% | Individual | Throughout class | PLO1, PLO2, PLO7, PLO15, |
| A2: Assignment | 20% | Individual | After 4th week | PLO1-PLO6 PLO11-PLO14 |
| A3: Quiz | 20% | Individual | 3rd/6th Week | PLO1-PLO6 PLO11-PLO14 |
| A4: GenAI Project Presentation | 20% | Group | Last week of class | PLO7-PLO16 |
| A5: End-term Examination (90 Minutes) | 30% | Individual | In Examination Week | PLO1-PLO6, PLO10-PLO14 |

**Description of Assessments:**

**A1 Class participation -** Class participation is assessed through attendance, quantity, and quality of comments. Regular attendance and punctuality show commitment. Active and frequent contributions to class discussions reflect engagement. The quality of comments, characterized by relevance and depth, demonstrates understanding and critical thinking. Grading varies from excellent to unsatisfactory based on these criteria.

**A2 Assignment-** In this individual assignment, students will utilize GenAI to develop a novel business idea focusing on the idea generation, market estimation and planning.

**A3 Quiz- 2** UMS based MCQ quiz of 10 marks each will be conducted.

**A4 GenAI Project Presentation-** Each student group will develop a business case for a unique application of Generative AI. Throughout the project, Generative AI will be utilized in all phases, including idea generation,

positioning statement creation, market potential estimation, application prototyping, promotional material design, and the development of an executive summary and presentation slides. This is a group assignment with three to four students per group.

**A5 End-term examination**- The pen and paper end-term exam will be worth 30 marks and will last for 1.5 hours. This will be an invigilated exam held on the JGU campus according to the mode decided by CoE.

**Rubrics for GenAI Project Presentation:**

| Criteria | Excellent (3 points) | Good (2 points) | Satisfactory (1 point) | Needs Improvement (0.5 points) | Unsatisfactory (0 points) |
|---|---|---|---|---|---|
| Idea Generation and Screening (20%) | Innovative and well-defined application with clear rationale and potential impact. | Creative application with a clear rationale but may lack depth. | Adequate idea with a basic rationale; potential impact needs further development. | Basic idea with limited rationale and unclear impact. | Vague or unoriginal idea without clear rationale or impact. |
| Positioning Statement Writing (10%) | Clear, concise, and compelling positioning statement. | Well-crafted statement with minor areas for improvement. | Adequate statement that communicates the value proposition but lacks clarity. | Unclear, generic, or fails to effectively communicate the value proposition. | Missing or completely ineffective statement. |
| Market Potential Estimation (20%) | Thorough and realistic estimation with clear supporting data and analysis. | Solid estimation with some supporting data and analysis. | Basic estimation with limited supporting data and analysis. | Incomplete or unrealistic estimation with little supporting data or analysis. | No attempt to estimate or completely inaccurate estimation. |
| Prototyping of Application and Promotional Materials (30%) | High-quality prototype and compelling promotional materials. | Good-quality prototype with some areas for improvement. | Adequate prototype and promotional materials needing refinement. | Basic prototype with limited functionality and poor-quality materials. | No prototype or promotional materials provided. |
| Executive Summary and Presentation Slides (20%) | Concise and comprehensive summary and visually appealing, clear slides. | Well-structured summary and slides with minor areas for improvement. | Adequate summary and slides needing refinement for clarity and structure. | Incomplete or unclear summary and poorly organized slides. | No summary or slides provided or completely ineffective |

**Teaching Method**

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here, the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning 'what to do', the cases will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students' and managers' different experiences.

**Textbook / Other Readings**

- Alammar, J., & Grootendorst, M. (2024). *Hands-on large language models: language understanding and generation*. " O'Reilly Media, Inc.

**Journal Article:**

- Banh, L., & Strobel, G. (2023). Generative artificial intelligence. Electronic Markets, 33(1), 63.
- Hutson, Matthew. "Guinea Pigbots: Doing research with human subjects is costly and cumbersome. Can AI chatbots replace them?" https://www.science.org/doi/pdf/10.1126/science.adj6791
- Ooi, K. B., Tan, G. W. H., Al-Emran, M., Al-Sharafi, M. A., Capatina, A., Chakraborty, A., ... & Wong, L. W. (2023). The potential of generative artificial intelligence across disciplines: Perspectives and future directions. Journal of Computer Information Systems, 1-32.
- Frey, C. B., & Osborne, M. (2023). Generative AI and the future of work: a reappraisal. Brown Journal of World Affairs, 30(1).

**Websites/reports:**

- Ekin, S. (2023). Prompt engineering for ChatGPT: a quick guide to techniques, tips, and best practices. Authorea Preprints.
- Iyengar, Sheena. "AI Could Help Free Human Creativity." https://time.com/6289278/ai-affect-human-creativity/
- https://techcrunch.com/2023/03/29/that-wasfast-microsoft-slips-ads-into-ai-powered-bing-chat/
- https://www.marketplace.org/2023/07/25/howwill-ai-companies-make-money/
- https://www.theinformation.com/articles/smalldevices-could-soon-handle-large-language-models
- Mitchell, Melanie. "How do we know how smart AI systems are?"
- Perrigo, Billy. "Exclusive: OpenAI Used Kenyan Workers on Less than $2 Per Hour to Make ChatGPT Less Toxic.".
- Roose, Kevin. "A Conversation with Bing's Chatbot Left Me Deeply Unsettled; The Shift," International New York Times.

## Session Plan

| **Session Details** | **Topics** | **PLOs Covered** |
|---|---|---|
| | | |
| **Session 1** | **Introduction to Generative AI** | PLO 1, PLO2 |
| Objective of the session | To provide students with a foundational understanding of what Generative AI is and its key concepts, techniques, and real-world applications. | |
| Subtopics to be covered | What is generative AI, different types of generative ai models, understanding how generative ai works. | |
| Readings | Chui, Michael, et al." What every CEO should know about generative AI." McKinsey Digital (2023) | |
| Case Title & Number | N/A | |
| Pedagogy | Lecture and discussion | |
| | | |

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|---|---|---|
| **Session 2** | **Gen AI infrastructure: Brief introduction of Gen AI Infra for social scientist** | PLO1, PLO2 |
| Objective of the session | To foster the understanding of the theoretical foundations of generative AI | |
| Subtopics to be covered | LLM, Attention Mechanism, Transformer, Encoder and Decoder Infrastructure | |
| Readings | Banh, L., & Strobel, G. (2023). Generative artificial intelligence. Electronic Markets, 33(1), 63. | |
| Case Title & Number | N/A | |
| Pedagogy | Lecture and discussion | |
| | | |
| **Session 3** | **Value Creation with Generative AI: Part 1** | PLO1, PLO10, PLO11 |
| Objective of the session | Using Generative AI for Open-Ended Output | |
| Subtopics to be covered | Working with Text output, Brainstorming with GPT, Images | |
| Readings | Iyengar, Sheena. "AI Could Help Free Human Creativity." | |
| Case Title & Number | N/A | |
| Pedagogy | Lecture and discussion | |
| | | |
| **Session 4** | **Experiential Learning 1** | PLO1, PLO3, PLO10, PLO11, PLO12, PLO13, PLO14 |
| Objective of the session | Go through the process of ideation, design, and implementation using available generative AI tools | |
| Subtopics to be covered | Understanding ChatGPT API and platforms, analysing the results of an experiment. | |
| Readings | Ekin, S. (2023). Prompt engineering for ChatGPT: a quick guide to techniques, tips, and best practices. Authorea Preprints. | |
| Case Title & Number | N/A | |
| Pedagogy | Hands-on activity, discussion | |
| | | |
| **Session 5** | **Value Creation with Generative AI: Part 2** | PLO1, PLO3, PLO10, PLO11, PLO12, PLO13, PLO14 |
| Objective of the session | Understand how to use generative AI to efficiently produce close-ended outputs for market research | |
| Subtopics to be covered | Using Generative AI for Close-Ended Output: Market research | |
| Readings | Hutson, Matthew. "Guinea Pigbots: Doing research with human subjects is costly and cumbersome. Can AI chatbots replace them?" | |
| Case Title & Number | N/A | |
| Pedagogy | Lecture and discussion | |
| | | |
| **Session 6** | **Value Creation with Generative AI: Part 3** | PLO1, PLO3, PLO10, PLO11, PLO12, PLO13, PLO14 |
| Objective of the session | Understanding how to use generative AI to efficiently produce close-ended outputs | |
| Subtopics to be covered | Using Generative AI for Close-Ended Output Opinion: | |

| | | |
|---|---|---|
| | surveys, Perceptual maps | |
| Readings | Hutson, Matthew. "Guinea Pigbots: Doing research with human subjects is costly and cumbersome. Can AI chatbots replace them?" | |
| Case Title & Number | N/A | |
| Pedagogy | Lecture and discussion | |
| | | |
| **Session 7** | **Monetization of Generative AI: Part 1** | PLO1, PLO2, PLO3 |
| Objective of the session | Monetization by the developers of Generative AI models, monetization by third parties | |
| Subtopics to be covered | Subscription-Based Licensing and API Access, Custom AI solutions and enterprise partnerships | |
| Readings | https://techcrunch.com/2023/03/29/that-wasfast-microsoft-slips-ads-into-ai-powered-bing-chat/ | |
| Case Title & Number | N/A | |
| Pedagogy | Lecture and discussion | |
| | | |
| **Session 8** | **Monetization of Generative AI: Part 2** | PLO1, PLO2, PLO3, PLO4, PLO11 |
| Objective of the session | Learning from past disruptions, Looking Ahead: new applications, new business models | |
| Subtopics to be covered | Adaptation Strategies, comparing AI with Historical technological disruptions | |
| Readings | https://www.marketplace.org/2023/07/25/howwill-ai-companies-make-money/ https://www.theinformation.com/articles/smalldevices-could-soon-handle-large-language-models | |
| Case Title & Number | N/A | |
| Pedagogy | Lecture and discussion | |
| | | |
| **Session 9** | **Experiential Learning-2** | PLO1, PLO2, PLO3, PLO10, PLO11, PLO12, PLO13, PLO14, PLO15 |
| Objective of the session | Equip participants with advanced prompt engineering strategies | |
| Subtopics to be covered | Advanced Prompt Engineering Strategies, Real-World Applications of Prompt Engineering | |
| Readings | Ekin, S. (2023). Prompt engineering for ChatGPT: a quick guide to techniques, tips, and best practices. Authorea Preprints. | |
| Case Title & Number | N/A | |
| Pedagogy | Hands-on activity, discussion | |
| | | |
| **Session 10** | **Generative AI and the Workforce: Part 1** | PLO1, PLO2, PLO3, PLO4, PLO5, PLO6 |
| Objective of the session | To explore the potential impact of generative AI on the job market | |
| Subtopics to be covered | Potential impact of generative AI on jobs, Job displacement vs. | |

| | | |
|---|---|---|
| | job creation across industries | |
| Readings | Ooi, K. B., Tan, G. W. H., Al-Emran, M., Al-Sharafi, M. A., Capatina, A., Chakraborty, A., ... & Wong, L. W. (2023). The potential of generative artificial intelligence across disciplines: Perspectives and future directions. *Journal of Computer Information Systems*, 1-32. | |
| Case Title & Number | N/A | |
| Pedagogy | Lecture and discussion | |
| | | |
| **Session 11** | **Generative AI and the Workforce: Part 2** | PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO11 |
| Objective of the session | To identify the essential skillsets required | |
| Subtopics to be covered | The future of work: human-AI collaboration, required skillsets for the AI-powered workplace across business domains | |
| Readings | Frey, C. B., & Osborne, M. (2023). Generative AI and the future of work: a reappraisal. Brown Journal of World Affairs, 30(1). | |
| Case Title & Number | N/A | |
| Pedagogy | Lecture and discussion | |
| | | |
| **Session 12** | **Guest Lecture** | PLO1, PLO2, PLO3, PLO14, PLO15 |
| Objective of the session | Generative AI real world use cases in industry<br>Akshay Mathur Statusneo | |
| Subtopics to be covered | N/A | |
| Readings | N/A | |
| Case Title & Number | N/A | |
| Pedagogy | Presentation | |
| | | |
| **Session 13** | **Bright and dark side of Generative AI** | PLO1, PLO2, PLO3, PLO4, PLO5, PLO6 |
| Objective of the session | To understand positive and negative ethical, social and regulatory impacts of GenAI | |
| Subtopics to be covered | The Ethical, Societal and Regulatory impact of Generative AI, bias and fairness in generative models, explainability and transparency of AI decisions | |
| Readings | Mitchell, Melanie. "How do we know how smart AI systems are?"<br>Roose, Kevin. "A Conversation with Bing's Chatbot Left Me Deeply Unsettled; The Shift," International New York Times. | |
| Case Title & Number | N/A | |
| Pedagogy | Lecture and discussion | |
| | | |
| **Session 14** | **GenAI Business Case Presentation** | PLO7, PLO8, PLO9, PLO10, PLO11, PLO12, |
| Objective of the session | Evaluation of groups based on term report presentations. | |
| Subtopics to be covered | NA | |

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|---|---|---|
| Readings | NA | PLO13, PLO14, PLO15, PLO16 |
| Case Title & Number | N/A | |
| Pedagogy | Presentations & Q&A | |
| | | |
| **Session 15** | **Revision of the course contents** | PLO1 – PLO16 |
| Objective of the session | Reading and revision week | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | N/A | |
| Pedagogy | Discussion and clarifications | |
| | | |

**Disability Support**

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

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support. The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

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

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