

Title:

Using GAI in Negotiation and HRM courses: An experiential session in which we explore four activities, our reflections on using them, and students' learning outcomes

Abstract (97 words):

The integration of Generative Artificial Intelligence (GAI) into management education represents a (potentially) transformative shift in learning and teaching practices. We are excited to engage with others interested in exploring the applications and implications of this teaching tool. In this interactive session, we present four GAI-based activities - three formative exercises and one summative assignment - from negotiation and HRM courses. The exercises can be applied to any discipline in management education. MOBTSers who attend should bring their laptops so we can experientially engage in at least two of the activities, maybe more, depending upon our discussion.

Keywords: experiential exercises, generative artificial intelligence (GAI)

Introduction

In the continuously evolving landscape of management education, the integration of cutting-edge technologies has brought about a transformative shift in how we approach teaching and learning. One of the most significant recent innovations in this area is the integration of Generative Artificial Intelligence (GAI) into the classroom environment. The introduction of GAI into the realm of education represents an integration of diverse disciplines including artificial intelligence, cognitive science, pedagogy, and management studies. Using it as a tool within our classrooms presents both opportunities and challenges that warrant scholarly examination and thoughtful deliberation. From adaptive learning systems that help students generate summaries and reports to the unique roles of AI-driven teaching assistants, the integration of GAI into management education presents multifaceted implications that have the potential to reshape conventional educational models and change the overall educational experience for both educators and students. Oh, and by the way, 97% of this introductory paragraph was generated by Chat GPT (except for this last sentence).

Now on to writing generated by the authors of this submission...

Theoretical Foundation and Teaching Implications

Interestingly, when we put in the prompt to write an introduction to this submission and requested citations, we received a four paragraph relatively well-written text with five hallucinated references. In terms of the text, it was not in our own voices which meant it would have to be shaped if we were going to use it in a way that reflected our perspectives. However, it did provide a well-crafted stimuli for our thinking and shaping of the introductory section.

In terms of the references, they were all bogus. One of them was:

McPhee, R. D., & McCall, M. W. (2018). A review of the literature on MOBTS for the last 30 years: An exploration of our evolving understanding of organizations and organizing.

Management Teaching Review, 3(4), 254-271

This is a citation that looks legitimate, but is not.

It is this type of engagement, experimentation, and learning that we believe is critical to embed into students' educational experiences. Although there are ways in which GAI can be useful to students, there are also risks of using it. Using critical analysis and paradox theory, Lim and colleagues' (2023) provide a comprehensive summary of the transformative potential and challenges associated with using GAI in management education. They share this information through four paradoxes as follows (p.9):

- Paradox #1: Generative AI is a 'friend' yet a 'foe',
- Paradox #2: Generative AI is 'capable' yet 'dependent',
- Paradox #3: Generative AI is 'accessible' yet 'restrictive', and
- Paradox #4: Generative AI gets even 'popular' when 'banned'

We support Lim and colleagues' (2023) assertion that, "generative AI tools such as Bard, ChatGPT, and DALL-E are opening up new frontiers that will affect the way we learn, interact, and work with each other and thus requiring us to reimagine existing practices in order to be prepared for and stay relevant in the future" (p.9). Our session will contribute to effective teaching and learning in the field of management through: (1) a discussion of how GAI has been used in four exercises run within two courses (negotiation and HRM) and (2) an interactive exploration of the strengths and challenges of integrating it using a variety of applications in the courses taught by session participants.

Learning Objectives

We have four short activities (one summative assignment and three formative exercises) we will be discussing. For purposes of space, we describe the learning objectives for two of them below (noting that we will have a lengthier discussion with attendees at the session):

(1) Brief description of the HRM GAI assignment goals and learning objectives:

In the ever-changing landscape of Human Resource Management, understanding and complying with relevant legislation is crucial for HR managers. With the rise of AI tools and potential misinformation, developing critical thinking skills and leveraging AI effectively are essential in producing managerial insights related to HR.

Through this assignment, students will:

- Explore the HR legal environment in Australia using an AI-powered approach, which will allow the (industry partner) HR managers to gain valuable insights into the most important things they need to know about HR legislation relevant to their context.
- Create an in-depth analysis of HR's legal considerations as a central component of strategic HRM.

(2) Brief description of Negotiation GAI exercise goals and learning objectives:

The exercise described below has numerous learning objectives associated with it. Through this formative exercise, students will:

- Learn to critically analyze content (identifying key points, main ideas, and supporting details) in practitioner-oriented negotiation books.
- Develop the ability to condense lengthy and detailed information into concise summaries. This skill is valuable for effective communication and information synthesis.

- Practice comparing their own summaries with those generated by ChatGPT, highlighting similarities and differences. This exercise encourages critical thinking and self-reflection.
- Examine whether ChatGPT's summary is objective or biased and consider how their own biases might influence their summaries. This helps foster an understanding of the importance of impartiality in summarization.
- Gain an understanding of the capabilities and limitations of AI, including its ability to generate summaries. They can explore the role of AI as a tool for enhancing productivity and learning.
- Engage in discussions about the ethical use of AI tools, considering issues such as plagiarism and proper attribution when using AI-generated content.

Overall, our goals across the assignment and exercise described above, as well as the other two exercises we will present at MOBTS (if the submission is accepted), are to encourage students to develop critical thinking, summarization, and evaluation skills while recognizing the evolving role of GAI in the learning process.

Activity Overview

We provide brief overviews for the HRM assignment and negotiation exercise below as well as overviews of the other two negotiation exercises we are not discussing here, because of space constraints, as appendices below (Appendix A: “AI-Powered Negotiation Self-Assessment Exercise” & Appendix B: “Exploring Hofstede’s Cultural Dimensions in Negotiation using AI”).

Human Resource Management assignment overview:

In an undergraduate Human Resource Management class, students are required to complete a written assignment worth 30% due at the end of semester. It is designed to build on legal content that was covered earlier in the semester and develop students' abilities in critical thinking and appropriate use of GAI tools. Materials which students will draw from include class notes and references to Australian government HR factsheets, and free GAI tools such as ChatGPT. Any size class is suitable as it is an individual assignment. No information about the debrief or student responses is yet available as this assignment is being trialled for the first time in the current trimester. These details will be presented as part of this MOBTS session if accepted.

Task description:

1. Create an appropriate AI prompt designed to elicit the most essential pieces of information that the (industry partner) HR manager in Australia must be aware of concerning HR legislation. Utilize appropriate AI tools and techniques to generate the prompt.
2. Use the learning materials and resources provided during the semester to critically evaluate the AI output. Identify any potential inaccuracies or biases in the AI output and address how such limitations might impact HR decision-making processes.
3. Provide a reflection on legal considerations for strategic HRM within the context of the (industry partner). Analyse how compliance with HR legislation in Australia impacts an organization's overall strategy, HR practices and workforce management. Discuss how a thorough understanding of the legal environment empowers HR managers to make informed decisions and mitigate legal risks effectively. Finally, summarize the key insights gained from using AI to understand the HR legal environment in Australia. Emphasize the importance of critical thinking skills in validating AI-generated information and its application in strategic HRM. Highlight

the role of HR managers in upholding legal compliance and fostering a legally sound work environment.

Negotiation exercise overview:

Students are given the prompt below as well as a list of 16 popular press practitioner books in the area of negotiation and persuasion (e.g., *Never split the difference: negotiating as if your life depended on it* by Chris Voss, 2016; *Rebel talent: why it pays to break the rules at work and in life* by Francesca Gino, 2019; *Negotiation genius: how to overcome obstacles and achieve brilliant results at the bargaining table and beyond* by Deepak Malhotra, 2007). This formative assignment is used at the halfway point of the course, when the students have developed a sense of the basics of negotiation and are beginning to consider advanced concepts (e.g., culture, dynamics of multiparty negotiations) as well as furthering their own reflections about their skills as negotiators. The class size is best suited to smaller classes (e.g., 20-35) to give students time to share/present about the differences they found between their own reading of the book and the summaries generated by GAI. There are no materials required beyond students' access to books and Chat GPT (free online). We do not have students' responses to include here because we are running this for the first time in September semester, 2023. We will have that information ready to share at MOBTS Oceania.

Exercise prompt:

Pick one of the books included in our subject's "Books to Select From" list in the resources folder of our iLearn subject or, if there is another book that is related to the topic of negotiation that you are interested in reading, please have it approved by me. Once you have a book selected, please read the book so you are prepared to talk about it with our class. I would also like you to use GAI to generate a summary of the book's key concepts and applications. Please compare the GAI output with your own interpretation of the book and the content/messages/take aways you derived from reading it. I will be asking you to give us a

brief presentation about: (1) what you learned from the book, (2) how it will transform your future behaviour as a negotiator and (3) your thoughts on the GAI created summary versus the one you created based on your other reading(s) related to it. It's important to engage ourselves in thoughtful assessments of the limitations and strengths of GAI.

Session Description

90 Minute Session request

(1) 15 minutes to introduce ourselves and have participants in the room introduce themselves including how they are using GAI in their classes (if at all). We will ask attendees to briefly share:

- where they are from
- what classes they teach
- what experience they have using GAI in the classroom (very briefly) and
- what they hope to get out of the session

(2) 30 minutes to provide an overview of the four different activities we have used in our classes and how our students responded to each one (roughly 6-8 minute overview of each exercise).

(3) 15 minutes to break participants into groups based on which activity they think they could use in their classes and have them do the activity they selected on their laptops (they pick which of the four they would like to do). The activities themselves don't take long; they are information generation exercises on Chat GPT.

(4) 15 minutes for within group discussion about what they are doing in the activity and how they could apply it in their classes (note, attendees will be grouped into sets of between 3-4 to facilitate small group discussion and opportunity for everyone's voice to be heard).

(5) 15 minutes large group wrap up discussing what each of the attendees learned with the session facilitators sharing tips in terms of how we have used and will adapt these activities in our own classes. Any remaining Q&A will take place here.

References

Lim, W. M., Gunasekara, A., Pallant, J. L., Pallant, J. I., & Pechenkina, E. (2023). Generative AI and the future of education: Ragnarök or reformation? A paradoxical perspective from management educators. *The International Journal of Management Education*, 21(2), 100790.

Appendices

APPENDIX A:

AI-Powered Negotiation Self-Assessment Exercise

This exercise is designed to leverage Generative AI tools, such as ChatGPT, to facilitate student feedback and learning regarding their negotiation performance after an in-class simulation. The primary aim is to employ Generative AI as a self-assessment tool to enhance students' negotiation skills. This exercise is ideally suited for implementation in the latter half of the semester, strategically timed after students have received foundational instruction in negotiation principles and techniques. Here is the step-by-step guide:

Step 1: Select a Multi-Issue Negotiation Exercise

Choose a two-party negotiation exercise encompassing multiple issues and requires a collaborative approach.

Step 2: Record the Negotiation

Advise students to audio-record their negotiation sessions to ensure a comprehensive review.

Step 3: Summarize the Negotiation

After the negotiation, instruct students to transcribe or summarize the key points, including dialogue, questions, decisions, and outcomes. This summary should be thorough to ensure that all aspects of the negotiation are covered.

Step 4: Identify Areas for Feedback

Encourage students to reflect on their negotiation performance and pinpoint specific areas where they seek feedback. These areas may encompass negotiation strategy, communication skills, objection handling, framing, offers, counteroffers, and any encountered challenges.

Step 5: Prepare Actionable Feedback Questions

Guide students in formulating a list of questions related to the identified areas. These questions should be specific and actionable. Examples include:

- “How could I have framed my initial offer more effectively?”
- “What alternative approaches could I have employed when met with strong resistance from the other party?”
- “Were there missed opportunities for creating value during the negotiation?”
- “What specific steps can I take to enhance my communication skills?”

Step 6: Engage the AI Platform

Students should open the AI platform (e.g., ChatGPT) and use their prepared questions as prompts. Initiate a conversation with ChatGPT, providing context about the negotiation scenario, attaching the summary or transcription they prepared, and inputting the questions for feedback. For instance:

“ChatGPT, I recently participated in an in-class negotiation simulation and encountered several challenges. Here is a summary of the negotiation, along with my feedback questions.

Can you provide insights and suggestions for improvement in the following questions? *Use the same questions students prepared.*

Step 7: Review and Reflect on AI Responses

Students should thoroughly review the responses generated by ChatGPT. These responses may offer valuable insights, suggestions, and alternative approaches to address the areas they inquired about.

Step 8: Analyse and Apply the AI Feedback

Students should analyse the feedback provided by ChatGPT within the context of their negotiation performance. They should consider how the suggestions align with negotiation principles they studied in the class and whether they resonate with their own assessment. Encourage students to identify actionable steps they can take to improve.

Step 9: Seek Instructor Feedback

Students should also seek instructor feedback to gain different perspectives and additional guidance for improvement. Identify any potential loophole in AI tool's feedback.

Conclusion

This AI-enhanced self-assessment framework empowers students to refine their negotiation skills through structured analysis and feedback. Combining AI-driven insights with instructor feedback allows students to become more proficient negotiators. This exercise fosters a dynamic and interactive learning experience, enhancing students' negotiation capabilities.

APPENDIX B:

Exploring Hofstede's Cultural Dimensions in Negotiation using AI

This exercise aims to deepen students' understanding of the impact of cultural dimensions on negotiation strategies and tactics, as defined by Hofstede's cultural framework. In a culturally diverse classroom setting, this exercise encourages students to explore how different cultural dimensions influence negotiation approaches.

Instructions

1. Divide the class into small groups, ensuring diversity in cultural backgrounds.
2. Assign each group one of Hofstede's cultural dimensions, which include Power Distance, Individualism vs. Collectivism, Masculinity vs. Femininity, Uncertainty Avoidance, and Long-Term Orientation vs. Short-Term Orientation.
3. Instruct each group to use AI tools and at least one academic source to find answers to the following questions:

Question 1: How does their assigned Hofstede's cultural dimension influence the strategy and tactics of negotiators?

Question 2: What lessons do you learn from these findings as a negotiator?

4. Each group should prepare a concise presentation summarizing their findings. The presentation should include a brief explanation of Hofstede's cultural dimension assigned to their group, insights on how it influences negotiation strategies and tactics, and practical lessons for negotiators when dealing with individuals from cultures associated with their assigned dimension.
5. After each group's presentation, facilitate a class discussion where students can compare and contrast the findings across different cultural dimensions. Encourage critical analysis and the exchange of ideas.

Conclusion

This exercise fosters a deeper appreciation of the role of culture in negotiation and equips students with valuable insights on navigating cross-cultural negotiation challenges. By examining Hofstede's cultural dimensions and leveraging AI for research, students gain a comprehensive understanding of negotiation dynamics in diverse cultural contexts, enhancing their ability to excel as negotiators in an increasingly globalized world.