

Redesigning Work for the Age of Generative AI: Human/AI Collaboration Through Supervisory Prompting

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Abstract:

As generative AI becomes increasingly embedded in professional workflows, the nature of work is shifting from task execution toward supervision, judgment, and creative direction. This paper presents insights from the design and delivery of an upper-level undergraduate course that reframes ChatGPT not as an automation tool, but as an “intern” requiring clear context, constraints, and accountability. Rather than emphasising technical proficiency alone, the course focuses on how roles, responsibilities, and professional judgment evolve when AI is treated as a junior collaborator within organisational processes.

Using experiential learning, structured prompt laboratories, and applied projects across business functions, including finance, marketing, human resources, operations, and international business, students were trained to manage and critically evaluate AI output rather than delegate cognitive work to it. Evidence drawn from weekly prompt labs, transcription based productivity assignments, departmental AI application projects, and final implementation plans demonstrates the development of future work capabilities central to effective human/AI collaboration. These include task decomposition, supervisory prompting, ethical evaluation of AI generated content, and reflective oversight of decision-making processes.

The findings suggest that preparing future workers for AI augmented environments requires a fundamental redesign of how work is conceptualised, taught, and practised. This paper contributes a transferable framework for rethinking job design, training, and human resource development in organisational contexts where generative AI increasingly functions as a co-worker rather than a tool.

Keywords:

Future of Work, Human/AI Collaboration, Job Redesign, Generative AI, Human Resource Innovation.