

COURSE OUTLINE

(1) GENERAL

SCHOOL	Royal Holloway Business School		
ACADEMIC UNIT	Faculty of Business and Law		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	MN5823	SEMESTER	Spring
COURSE TITLE	AI and Future of Work		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS / ECTS
Credits are awarded for the whole course (module)		3	15 / 7.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Special background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	English		
MODE OF TEACHING <i>in-person (%)</i> <i>synchronous distance learning (%)</i> <i>asynchronous distance learning (%)</i> <i>(In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In-person 100%		
AVAILABILITY TO ERASMUS STUDENTS	N/A		
COURSE WEBSITE (URL)	https://aisbd.aegean.gr/el/c/ai-and-future-work		

(2) LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Brief Guide for drafting Learning Outcomes

By the end of the course students should be able to:

- LO1 Articulate how AI technologies are reshaping various professions and job roles
- LO2 Assess the automation potential of different job functions and develop strategies to adapt to these changes
- LO3 Critically assess news and predictions about AI's impact on work, distinguishing between hype and realistic projections
- LO4 Demonstrate practical skills in using and managing AI tools relevant to their professional interests

- LO5 Understand and apply leadership strategies for managing AI-integrated teams and organisations
- LO6 Propose innovative AI-supported solutions for remote work and virtual collaboration

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

<i>Search, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adaptability to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Other...</i>
	<i>.....</i>

Search, analysis and synthesis of data and information, with the use of the necessary technology

Adaptability to new situations

Decision-making

Working independently

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Production of free, creative and inductive thinking

(3) COURSE SYLLABUS

Module Description

This module equips students with the knowledge and skills to navigate the transformative impact of artificial intelligence (AI) in the rapidly evolving landscape of work and job roles. Students will develop a deep understanding of how AI technologies are reshaping various professions and occupational roles, from automation potential to the emergence of new job functions. By critically assessing the latest news and predictions around AI's impact on the workforce, students will learn to distinguish hype from realistic projections, empowering them to make informed decisions and develop effective strategies for adapting to these changes. The module also provides opportunities for students to demonstrate practical skills in utilizing and managing AI tools relevant to their professional interests, preparing them to be proactive in leveraging these technologies. Recognizing the increasing integration of AI in organizations, the module explores leadership strategies for managing AI-integrated teams and driving innovation. Students will also propose innovative AI-supported solutions for remote work and virtual collaboration, equipping them with the tools to succeed in evolving work environments. Finally, the module empowers students to embrace digital transformation leadership, capable of articulating the transformative potential of AI, assessing its impact on job functions, and implementing AI-driven solutions to drive business success in the digital age.

Lecture Schedule

Week	Topics	Theme
1	01 – Setting the Scene: AI and Future of Work	Key Notions
2	02 – Automation, Augmentation and Agential Capabilities	
3	03 – Hype, Opportunity or Both? Agentic Value Propositions	
4	04 – Leading Digital Knowledge Collaboration	Leading in the era of the Algorithm
5	05 – Microsoft Agentic Framework	
6	READING WEEK	
7	06 – Justifying AI investments	
8	07 – Guest Lecture: AI in Practice Dr Carlos Pullen	AI Value: Responsible Deployment
9	08 – Guest Lecture: The Evaluators’ Perspective (I) Dr Moritz Gruban	
10	09 – Guest Lecture: The Evaluators’ Perspective (II) Dr Moritz Gruban	

Workshop Schedule

Week	Workshops	Theme
1	Fundamentals of cybersecure, AI-tool agnostic, multi-agent orchestration frameworks	Key Notions
2	Klarna Case Study (I): Context Engineering: Building Agenting Infrastructure (Gemini CLI; GPT 5.2)	
3	Klarna Case Study (II): Case Study	
4	Klarna Case Study (III): Alternative Agentic Workflows	Leading in the era of the Algorithm
5	Microsoft Copilot: Building Agents	
6	READING WEEK	
7	Leading AI Collaborative Teams (using N8N)	
8	Case Study: Virgin Airlines	
9	Case Study: Social Evaluations	AI Value: Responsible Deployment
10	Formative Feedback: Presentations & Peer Review	

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face-to-face	
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Face-to-face communication in weekly classes. Online communication through Moodle, Teams, and emails.	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Teamwork in seminars. Discussion in Moodle Forums.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	AI agents such as Microsoft Copilot, Moodle, Microsoft Teams	
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Audiovisual equipment for PowerPoint presentation	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Turnitin	
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances</i> <i>(2) The use of Artificial Intelligence is allowed only with the permission of the instructor</i> <i>(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> <i>(4) Students are free to use Artificial Intelligence</i>	(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>	Activity	Semester workload
	Lecture	20 hours
	Seminar	10 hours
	Guided Independent Study	120 hours
	Course total	150 hours
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Summative Assessment Overview • Reflexive essay on building an AI agent • Weighting: 100% of total module grade • Word Count: 2,500 (±10%) Assessment marking rubric available to students on Moodle.	

(5) RECOMMENDED BIBLIOGRAPHY

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Faraj, S. *et al.* (2016) 'Special Section Introduction—Online Community as Space for Knowledge Flows', *Information Systems Research*, 27(4), pp. 668–684

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Lombi, L. and Rossero, E., 2024. How artificial intelligence is reshaping the autonomy and boundary work of radiologists. A qualitative study. *Sociology of health & illness*, 46(2), pp.200-218.

Willcocks, L., 2020. Robo-Apocalypse cancelled? Reframing the automation and future of work debate. *Journal of Information Technology*, 35(4), pp.286-302.

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