

I Didn't Just Assign the Work.

I Hired Them.

Recurring client cases for judgment, ownership, and responsible AI use

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What are your employers telling you about your students?

Internship supervisors. Advisory boards. Recruiters.



High ratings hid the gap.

4.7-4.9

out of 5

Employer ratings across
communication,
knowledge, and skills

“Work on their reasoning skills and be able to explain their logic or reasoning used behind a particular course of action.”

“Improve decision making skills, taking ownership of process.”

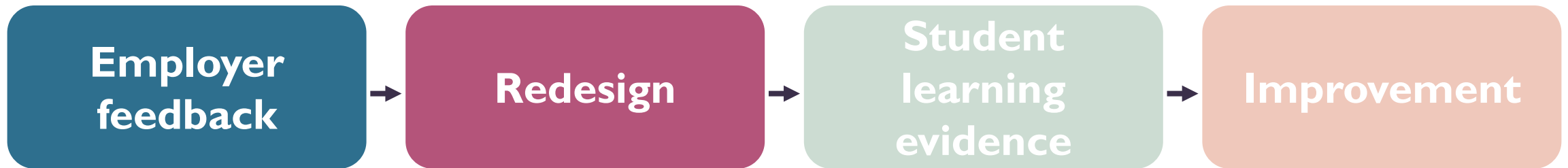
The numbers looked strong.
The comments named the issue: reasoning, decision-making, and ownership.



So we targeted judgment, not more content.

Our resulting action item:

Develop stronger problem-solving and decision-making skills in students.



We are here

The redesign in one picture



Same clients. New problems. Earlier decisions still matter.



I moved the practice earlier.

Introduction to Human Resources

Students practiced the judgment employers wanted before they reached the internship.

Curriculum alignment

LO1: HR behavioral competencies

LO4: Apply HR concepts to workplace scenarios

A few things matter for talking about how I went about addressing this in my Human Resources course:

1. Client case studies ← today's focus
2. The AI delegation checksheet
3. Zero budget



I didn't just assign the work. I hired them.

Students joined Pioneer Solutions Group as junior HR associates. Three clients returned throughout the semester. Their earlier decisions followed them.

“...makes you feel like her colleague rather than a student.”

Intro to HR student, Spring 2026

Pioneer Solutions Group - Offer of Employment

Position: Junior Associate - Human Resources Department

Date: September 4, 2026

Dear Associate,

Congratulations! You have been selected to join Pioneer Solutions Group (PSG) as a Junior Associate in our Human Resources Department for the Fall 2026 term.

As part of your employment, you agree to the following expectations:

- Attendance: Report on time to all scheduled PSG meetings (class sessions). Consistent presence is required.
- Participation: Contribute actively in discussions, activities, and assignments.
- Teamwork: Collaborate respectfully with your department. Fulfill team requirements and support your peers.
- Professionalism: Communicate clearly and respectfully in all interactions.
- Accountability: Complete Inbox Emails, Work Orders, and other assignments by the deadlines established.

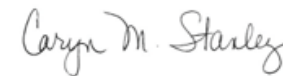
In return, PSG will provide you with opportunities to:

- Gain experience across all major HR functions.
- Practice responding to real-world workplace scenarios.
- Develop professional skills that apply to any industry.

Please confirm your acceptance of this position by signing below and returning this offer at our first PSG meeting.

Welcome to the team!

Sincerely,



Chief Human Resources Officer (CHRO)
Pioneer Solutions Group





Build from the competency backward

- 1 Start with a realistic problem
- 2 Build the client and company context
- 3 Design the work around the skill students need to practice**
- 4 Create only the supporting documents the work requires

The competency drives the case, not the other way around.

A realistic request with no built-in priority cues

NEW CLIENT

Do not forget to complete your [AI delegetion Checksheet](#) ↓ BEFORE you start

From: Daniel Reyes, Shift Manager, Cedar Valley Manufacturing (CVM)

To: PSG Consultant

Subject: Near-Miss Forklift Safety Incident

Good morning,

Yesterday, we had a near-miss safety incident in the warehouse involving Jake Miller, a new forklift operator. Jake was transporting a tall load when he took a turn too quickly. The load was unsecured and two boxes fell, with one landing close to a pedestrian walkway. Thankfully, no one was injured. Maria Lopez, one of our senior employees and a member of the Safety Committee, stopped Jake immediately and filed an incident report. During the investigation, we confirmed that Jake was not wearing his seatbelt, was exceeding the posted speed limit, and had not properly secured the load. Jake defended himself by saying he was behind on his quota.

Given OSHA's current emphasis on warehouse safety, we need PSG's support to address this issue quickly and appropriately. We are concerned about both Jake's behavior and the broader perception that production quotas push employees to cut corners.

Nothing here tells the student what matters most.

Then they had to decide what mattered.



Five documents. No hint about which evidence matters most.

Please Review the Following:

- [CVM Company Brief](#) ↓
- [Jake Miller Personnel File](#) ↓
- [Safety Incident Report \(Maria Lopez\)](#) ↓
- [Manager's Notes](#) ↓
- [Employee Handbook Excerpt \(Forklift & Warehouse Safety\)](#) ↓

Your Task:

After reviewing the attached documentation, please respond with a professional memo addressed to CVM's HR Director. In your memo, answer TWO of the following questions:

1. What immediate disciplinary action should be taken with Jake? How should HR ensure accountability while reinforcing fairness?
2. What corrective actions (such as training or coaching) should be implemented for Jake and for other operators?
3. How should CVM address employee concerns about production quotas creating unsafe conditions?
4. What is the role of the Safety Committee in this situation, and how should they communicate the incident to the rest of the company?
5. What updates to CVM's safety program (training, enforcement, or communication) would you recommend to prevent future incidents?

Before using AI, students decided what thinking to delegate



Automate

AI handles low-risk, rules-based tasks

Augment

AI supports; the student checks and decides

Own It

Judgment, context, and final decisions stay human

AI may help with the work. The student still owns the decision.

AI DELEGATION CHECKSHEET

[Automate](#) - [Augment](#) - [Own It](#)

Before You Begin
This is a planning tool. Complete it before you open any AI tool, not after you have a draft back.
Break the assignment into its individual tasks or parts. For each task, decide whether AI should [Automate](#) it, [Augment](#) your work on it, or whether it stays human because you [Own It](#).

You are responsible for the final work, even when AI helped with part of the process.

Name: _____ Date: _____

	AUTOMATE	AUGMENT	OWN IT	
AI can complete low-risk, repetitive, rules-based tasks.		AI can support thinking, but the human checks, reviews, evaluates, and decides.	Human-only work <u>requiring</u> judgment, ethics, trial, context, relationships, accountability, or final decisions.	
Do not put the whole assignment into AI. Break it apart first.				
Task / Part	Automate	Augment	Own It	Justification & Accountability
Create form	X			AI can create the form with my input. I will verify that final product meets specifications.

Adapted from Dr. Randal Schober, Point Loma Nazarene University. Used with permission.

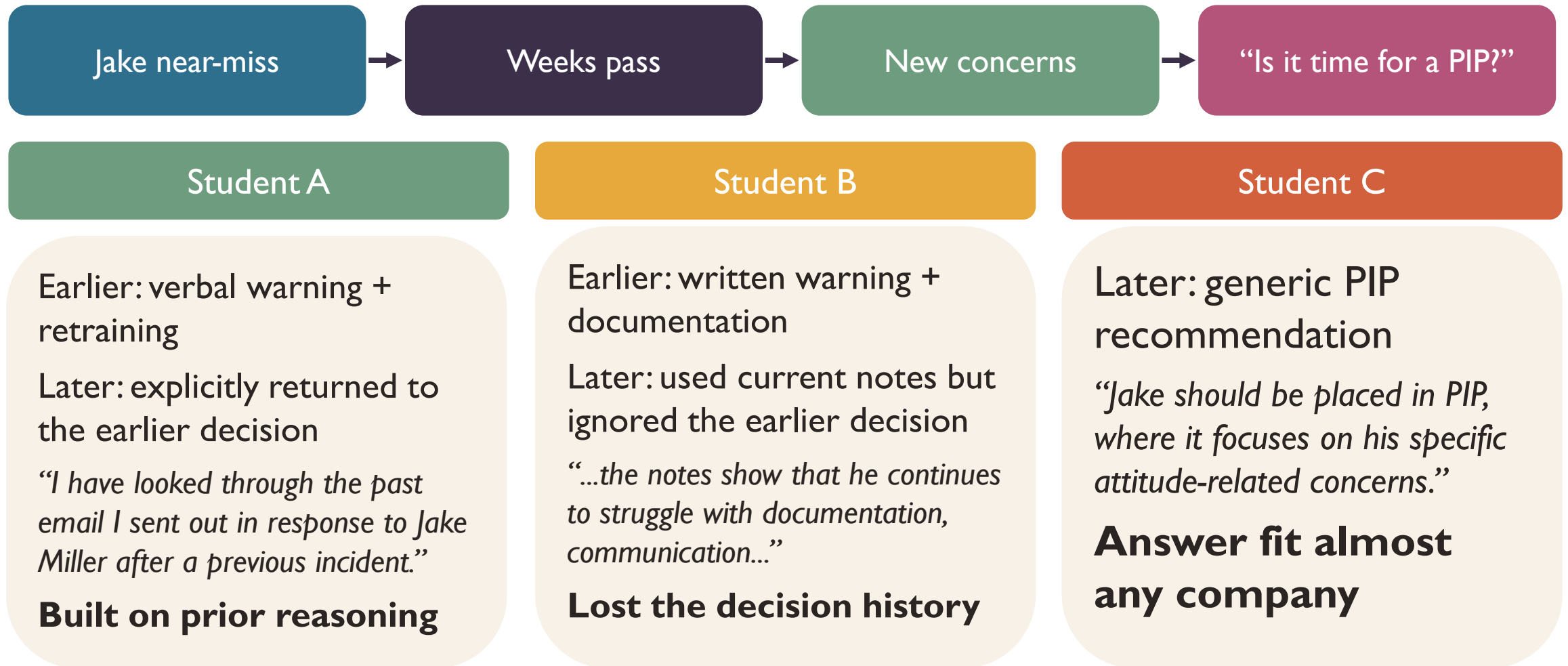
You are responsible for the final work, even when AI helped with part of the process.

Name:	Date:
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AUTOMATE	AUGMENT	OWN IT
AI can complete low-risk, repetitive, rules-based tasks.	AI can support thinking, but the human checks, revises, evaluates, and decides.	Human-only work <u>involving</u> judgment, ethics, trust, context, relationships, accountability, or final decisions.
Do not put the whole assignment into AI. Break it apart first.		

Task / Part	Automate	Augment	Own It	Justification & Accountability
Create form	X			AI can create the form with my input; I will verify that final product meetings specifications.

Same question. Three different answers.



Recurring clients exposed whether students carried their own reasoning forward.



The gap wasn't about AI.

It was about who was doing the critical thinking.



The redesign changed what I could assess

The old bar

Correctness

What became visible

- Judgment under ambiguity
- Adapting across clients
- Building on prior decisions
- Writing for a real audience
- Owning consequences

These are the behaviors the employer feedback pointed us toward.

Students wanted the model to stay.
They also showed me what to fix.

100%

voted at midterm, both semesters, to
keep the structure

*“I have heard people say ‘yeah, I love
that class’ when walking out of the
room.”*

What I'm fixing

Feedback arrives before the next client
decision.

The repetition stays because recurring
clients are the mechanism.

Then I had to make it manageable for 35 students.



Fall 2025



Spring 2026



Fall 2026

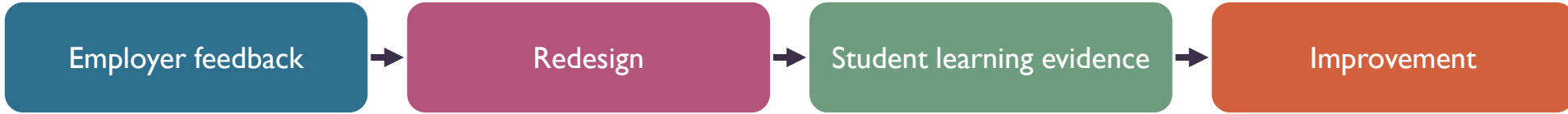
Tracked all decisions by hand

AI helped organize the record; I entered it manually

I de-identify the work by hand; AI records decisions and flags inconsistencies

AI keeps the record. I make the call.

The next question: does it transfer?



Do internship supervisors see stronger reasoning, decision-making, and ownership?

I don't know yet. That is the next evidence I want.

**Give students decisions worth owning.
Then bring the consequences back full circle.**

Take it into your own course

Client case templates

AI delegation checksheet

Getting-started guide

Rubrics

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carynstanley.com/acbsp-hired