Chapter 15
Unleashing Creative Potential:
The Role of Generative AI in Business Education

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ABSTRACT

This study examines the overlooked role of creativity in business school curricula, despite its recognized importance in fostering innovation and solving global challenges. It critiques traditional educational models for failing to nurture creative thinking and argues for the integration of Generative AI (GAI) systems to enhance creativity in business education. Using an exploratory case study approach, the authors examined the existing literature that supports the business imperative for creativity; then, GAI was posited as a tool to improve divergent and convergent thinking, offering practical applications across various business disciplines. Additionally, ethical considerations surrounding data usage, intellectual property, and privacy were highlighted. The study concludes that responsibly integrating GAI can revolutionize business education, preparing future leaders for an AI-augmented business world while maintaining the necessity for ethical, informed, and transparent use.

INTRODUCTION

In the dynamic global business arena, entrepreneurial thinking and innovation represent pivotal elements underpinning organizational competitive advantage, growth, and prosperity (Osiyevskyy et al., 2020). Creativity, defined as the ability to generate novel and useful ideas, is a crucial component of the innovation process (Sarooghi et al., 2015; Anderson et al., 2014). This critical aspect, however, faces a significant shortfall within business education as there is a marked lack of emphasis on creativity in business schools' curricula. This gap is more than an academic concern; it poses a substantial risk to the development of versatile, innovative leaders capable of tackling the complexities of contemporary business challenges. The relevance and urgency of addressing this educational deficiency are evident, given the proven success of creatively driven companies such as Apple and Amazon in achieving market dominance and resolving intricate global issues (Kelly & Kelly, 2013).

To bridge this educational void, the current study aims to offer an intervention involving the incorporation of Generative AI (GAI) systems – such as ChatGPT, Perplexity AI or Gemini – into business school programs. This approach seeks to cultivate creativity in students by leveraging GAI's capability to augment both divergent and convergent thinking processes (Girotra et al., 2023). The ability of GAI to process extensive data and generate innovative ideas presents a novel avenue for stimulating creative thought, prompting students to venture into unexplored territories of business models, strategies, and solutions. The integration of Generative AI across various fundamental business disciplines – from strategy and marketing to entrepreneurship and finance – is posited to transform the educational experience, equipping future business leaders with essential creative competencies for thriving in an AI-influenced business world.

Nevertheless, the adoption of Generative AI in business education brings forth significant ethical considerations. The study highlights the imperative to address concerns surrounding data ethics, intellectual property rights, and data privacy in the use of GAI (Gutiérrez, 2023). Ensuring responsible usage of GAI involves a comprehensive understanding of its functions and limitations, aimed at enhancing rather than substituting human creativity (Mahama et al., 2023). Moreover, it necessitates transparency in the application of GAI tools and the establishment of guidelines to ensure the ethical and legal integrity of AI-generated outputs. Through an exploratory case study approach, this paper will first examine the creativity deficiency in business schools. Following that, numerous suggestions for ways in which GAI can support divergent and convergent thinking will be provided across a spectrum of business disciplines. Finally, the study underscores that while GAI holds the potential to significantly elevate the process of creative thinking in business education,

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