Tables and Prompts for *Learning to Flourish in the Age of AI* by Stephen M. Kosslyn

Table 2.1. Guidelines for Creating Effective Prompts.

Guideline	Summary	Good Example	Bad Example
Adaptation	Adapt existing prompts by substituting terms, which can save time by minimizing iterative changes.	Using a previous prompt for an event summary and updating it with new event details.	Reusing a scientific research summary prompt for a sports event without modifications.
Unpacking	Break complex goals into distinct parts, number them or use headings, and use a "Chain of Thought" to connect the steps.	"1. Analyze the data. 2. Summarize the results. 3. Suggest inferences from the results."	"Analyze the data and generate insights."
Ambiguity	Avoid vague, abstract, or ambiguous terms. Be literal, expecting the AI to interpret words at their surface meaning.	"Calculate the precise number of new hires needed based on the current turnover rate, expected growth, and budget."	"Figure out how many more people we need."
Assumptions	Make assumptions explicit in the prompt; do not expect the AI to infer them.	"Assuming a 10% annual inflation rate, calculate the future cost."	"Calculate the future cost."
Background	Do not assume that the AI has relevant background information; be explicit and load in necessary documents.	"Using the provided economic data from 2021 in NYC, analyze the trend in consumer spending."	"Analyze the trend in consumer spending in NYC in 2021."
Examples	Provide one or more examples of what is being sought.	If the goal is to have the AI provide scenarios of a healthcare situation that could lead to a conflict, provide one or more examples of such scenarios.	Only note the type of scenarios, without any concrete illustration.

Focus	Make instructions concrete and unambiguous by explaining important aspects of examples and clarifying potential confusions by stating what to do and what not to do.	"List the steps in the chemical reaction, focusing on the temperature and pressure changes. Do not include equations."	"Explain the chemical reaction."

Chapter 2, Prompt 1:

Please provide a comprehensive comparison and contrast between neural-network-driven Generative AI and rules-and-representations-based Classical AI. This comparison-contrast should address both how the AIs are constructed and also how they are used. Regarding uses, note their roles in fields such as education, research, business, and government, and also note potential ethical challenges associated with both or either sort of AI.

Chapter 2, Prompt 2:

In Part 1 below is a list of considerations for drafting prompts. Could you please use this list to evaluate the prompt in Part 2, and suggest ways I can improve the prompt.

Part 1. Here are the considerations: [ATTACH TABLE 2.1]
Part 2. Here is the draft prompt to evaluate using those considerations: [Paste in the above prompt]

Chapter 2, Prompt 3:

Please help me figure out what question I should ask about the nature of computation. I realize that neural-network-driven Generative AI is really different from the kind of computation that underlies word processing. For instance, generative AI sometimes hallucinates but also can be very creative, coming up with things I didn't program or expect. I also know that traditional computation is less flexible than generative AI, but it is easier to understand what it's doing. If I want to understand the differences between the different types of computation, what questions should I ask? Please give me five alternatives.

Chapter 2, Prompt 4:

Please help me figure out what question I should ask about the nature of computation. I realize that neural-network-driven Generative AI is really different from the kind of computation that underlies word processing. For instance, generative AI sometimes hallucinates but also can be very creative, coming up with things I didn't program or expect. I also know that traditional computation is less flexible than generative AI, but it is easier to understand what it's doing. If I want to understand the differences between the different types of computation, what questions

should I ask? Please give me five alternatives. I am particularly interested in the ethical implications of the two approaches; could you please flesh those out in detail.

Table 3.1. Types of Critical Thinking that Are Relevant for the CAL.

Category	Class	Type	Explanation	Example
Define the Problem	Identifying the Actual Problem	Decomposing Complex Problems	Breaking down complex issues into smaller, manageable parts.	Analyzing a complex project by separating it into milestones, tasks, and resources required.
		Vagueness and Ambiguity	Clarifying unclear or double-meaning statements for precise understanding.	Refining a goal from "improve customer satisfaction" to "increase customer survey scores by 10%."
	Questioning Assumptions	Misleading Dichotomies	Identifying false binaries in arguments, suggesting oversimplification.	Debating the "individual effort vs. systemic factors" in educational achievement.
		Inappropriate Assumptions	Challenging assumptions that may not be valid or evidence-based.	Examining the assumption that increased screen time directly causes decreased physical activity in children.
	Evaluating Ethical Implications	Short-term vs. Long-term	Weighing immediate benefits against long-term impacts.	Considering the ethical implications of using non-renewable energy for short-term gains versus investing in renewable energy for long-term sustainability.
		Intended vs. Unintended Consequences	Considering both the desired outcomes and potential unintended side effects.	Evaluating the introduction of an invasive species for pest control and its unintended effects on the ecosystem.

Evaluate Data and Claims	Considering the Source	Source Intent	Understanding the purpose behind the information provided.	Distinguishing between an informative scientific report and a company's promotional material.
		Source Expertise	Considering the knowledge and expertise of the information provider.	Distinguishing health guidelines from a public health agency versus general advice from an non-medical online forum.
	Establishing Differences and Trends	Statistical Significance	Establishing that two measures are actually different.	Demonstrating that active learning really does produce better learning than traditional methods.
		Characterizing Trends	Fitting data to straight lines or curves.	Showing that sales really are increasing over time.
	Evaluating Evidence	Lumping or Splitting	Deciding whether to group information together or analyze it separately.	Separating symptoms into categories for a more accurate medical diagnosis.
		Relevance	Judging the pertinence of information.	Focusing on recent studies about climate change and ignoring outdated, disproven theories.
Analyze Inferences	Evaluating Arguments	Form: Logical Consistency	Ensuring that arguments are free from contradictions and logically coherent.	Pointing out contradictions in an article arguing for and against tax increases in the same breath.
		Content: True Premises	Verifying that the premises of an argument are accurate and supported by evidence.	Fact-checking a news article's claims against credible data sources.
	Evaluating Causality	Correlation vs. Causation	Distinguishing between relationships where one event causes another and where they merely occur together.	Analyzing whether increased ice cream sales lead to higher rates of sunburn.

		Missing Control Condition	Identifying when comparisons lack a control group for accurate assessment.	Critiquing a study on sleep patterns without a control group for comparison.
		Multiple Causes	Considering that an outcome may have several contributing factors.	Investigating economic downturns by examining political, social, and technological factors.
Make Decisions	Defining Options	Trade-offs	Weighing the pros and cons of each option.	Listing benefits and drawbacks of different investment strategies before choosing one.
		Effects of Emotion	Recognizing how emotions influence decision-making and striving for objectivity.	Acknowledging the impact of fear in emergency decision-making and seeking calm analysis.
	Assessing Feasibility	Technical	Assessing the technical viability of a solution.	Evaluating the feasibility of implementing a new software platform within current IT infrastructure.
		Operational	Determining whether a solution can be implemented within the operational constraints.	Assessing the compatibility of a new workflow with existing team capabilities and resources.
		Financial	Evaluating whether the organization can afford the solution.	Assessing the total cost of implementing a new computer system and training employees how to use it.

Chapter 3, Prompt 1:

Please begin by asking me to give you a description of a situation that requires critical thinking. I want you to help me evaluate this situation. Wait for me to describe the situation before continuing. Only ask me additional questions after I have finished writing about the situation. After I give you the situation, ask me questions one at a time that you need to have answered in order to use the attached principles to make a judgment. Ask me one question at a time, and wait

until I respond before asking me another question. Do not continue until I have answered each of your questions, one at a time. After asking me whatever questions you need answered, please give me advice. What distinctions should I make? What should I be cautious about? What questions should I ask? After you have offered your advice, please ask whether I have any additional questions or requests, and respond appropriately. Attached is a Table that should guide your critical thinking. [ATTACH TABLE 3.1]

Chapter 3, Prompt 2:

Please ask me to submit a statement of a goal. Wait for me to do so before continuing. Don't do anything more until I've provided a statement of the goal. This statement will not be a request for you to do anything, so please do not respond by answering the statement. Rather, the statement will be something that you need to evaluate; it is not a request. After I've provided the goal statement, evaluate that statement using the SMART criteria. Do not respond to the goal itself, but treat it as a statement that you will evaluate. Specifically, consider how the goal statement aligns with being Specific, Measurable, Achievable, Relevant, and Time-bound. Give me feedback and constructive suggestions. Following this, ask me if I want to update the statement of the goal. If I do, ask me for the new goal statement and then evaluate it using the SMART criteria. Please continue doing this until I am satisfied with the goal statement.

Chapter 3, Prompt 3:

Please conduct a comprehensive evaluation of the use of Generative AI in helping all kinds of people to learn skills and knowledge more effectively. This evaluation should include a balanced discussion of the benefits and drawbacks of using AI in various capacities in both formal and informal learning environments.

Chapter 3, Prompt 4:

I am going to give you a draft of a prompt I want later to submit to you. Please evaluate this prompt according to the criteria in the attached Tables, and suggest a better way to write it, given my goal. In what follows I first give you my goal and then I give you the prompt itself.
1. My goal is: "Identify at least 6 ways that generative AI can help anyone learn to use AI effectively."
2. Draft prompt: "Please conduct a comprehensive evaluation of the use of Generative AI in helping all kinds of people to learn skills and knowledge more effectively. This evaluation should include a balanced discussion of the benefits and drawbacks of using AI in various capacities in both formal and informal learning environments."
3. Critical thinking criteria: The criteria I would like you to use to improve the prompt are in the attached Tables. [ATTACH TABLES 2.1 and 3.1]

Chapter 3, Prompt 5:

Enhanced Prompt with Critical Thinking Elements: "Identify and critically assess at least six ways generative AI can facilitate learning to use AI tools effectively for diverse users. For each method, please address the following:

1.   **Detailed Application:** Describe how the method can be applied in both formal educational settings and informal learning environments. Include assumptions about user access to technology and prior knowledge.
2.   **Benefits Analysis:** Discuss the direct benefits of each method, citing evidence or studies where available.
3.   **Drawbacks and Ethical Considerations:** Identify potential drawbacks and ethical implications, such as data privacy concerns or the potential for reinforcing biases.
4.   **Concrete Examples and Case Studies:** Provide concrete examples or case studies that illustrate each method.
5.   **Evaluating Causality and Relevance:** Analyze whether the success attributed to these methods is genuinely due to AI or if other factors are also at play. Evaluate the relevance of the examples to current technology and learning theories.
6.   **Trade-offs and Decision Making:** Discuss the trade-offs involved in implementing each method, considering factors like cost, scalability, and inclusivity."

Chapter 3, Prompt 6:

Please evaluate the below output from an AI. I would like you to evaluate the entire output according to the criteria in the attached Table. Use all of the criteria that apply, and use the same criteria to evaluate each of the examples in the AI output below. Please evaluate all of the entries in the AI output, using the same criteria in all cases. Please make suggestions about how to revise the output so that it is more accurate.
1. Goal: The output was in response to this prompt: [PASTE IN PROMPT HERE]
2. Criteria to be used for evaluation, in the attached Table. [ATTACH TABLE 3.1]
3. Output to be evaluated: [PASTE IN OUTPUT HERE]

Table 4.1. The SCAMPER Method.

Method	Description	Example
Substitute	Can we substitute a new element for part of the previous goal?	Using a drone to deliver supplies instead of sending divers.
Combine	Can we combine parts of the original goal?	Combining the use of pumps and sealing leaks to manage water levels.
Adapt	Can we adapt a different goal to produce a new one?	Adapting scuba diving rescue techniques for mine conditions.
Modify	Can we modify the original goal to produce a new one?	Modifying the equipment to withstand higher water pressure.

Put to another use	Can we put to another use an existing concept?	Using mining equipment to drill additional escape routes.
Eliminate	Can we eliminate a feature or constraints?	Eliminating non-essential rescue equipment to speed up operations.
Rearrange	Can we rearrange components, perspectives, or roles?	Rearranging the rescue team shifts to maintain round-the-clock operations.

Table 4.2. The AFREETA Method.

Method	Description	Example
Analogies	Can we use an analogy to create new possible solutions?	Using the analogy of ants creating tunnels to inspire new ways to drill escape routes.
Forcing Connections	What connections can we force?	Connecting existing water pumps with modified air pumps to create a dual-purpose system.
Reframing Obstacles	Can we reframe obstacles to make them an opportunity?	Viewing the water as a transportation medium rather than a barrier, and using boats or flotation devices.
Edge Cases	Can we create new goals by imagining scenarios under unusual or extreme conditions or focus on rare or atypical cases that fall outside of the norm?	Considering the scenario where the cave is completely submerged and planning for underwater escape routes.
Elaborating Associations	Given associations that already exist, how can we expand on them?	Expanding the use of communication lines to also deliver supplies and instructions.
Trade Opposites	Can we reverse meanings of terms and produce something useful?	Instead of focusing on keeping water out, find ways to manage and utilize the incoming water.
Adding Constraints	Can we create new goals by adding constraints, such as by imposing limitations on resources?	Imposing a time constraint to force the team to develop quicker and more efficient rescue methods.

Chapter 4, Prompt 1:

Please create possible solutions to the problem noted below. To do so, use the techniques summarized in the two attached tables, which describe the SCAMPER and the AFREETA techniques.

Problem: A ferocious storm has been raging for a week, and has trapped a ski team at the top of a remote mountain. The team has no shelter, and has been hiding behind some boulders, which do not provide much protection. They also have no food. Some of them have become so weak that they cannot walk. The storm is projected to last at least another three days, which will be too late for some of the team members.

Tables: The two tables are attached. [ATTACH TABLES 4.1 AND 4.2]

Chapter 4, Prompt 2:

Please help me use a SWOT analysis to evaluate two solutions to this problem: Problem: A ferocious storm has been raging for a week, and has trapped a ski team at the top of a remote mountain. The team has no shelter, and has been hiding behind some boulders, which do not provide much protection. They also have no food. Some of them have become so weak that they cannot walk. The storm is projected to last at least another three days, which will be too late for some of the team members. The solutions are as follows:
Substitute: Use drones to deliver supplies: Instead of waiting for rescue teams to reach the ski team, use drones to deliver essential supplies such as food, thermal blankets, and medical kits to the trapped team members. This would provide immediate relief and sustain them until the storm passes.
Combine: Combine shelter and heat sources: Use available materials (e.g., ski equipment, boulders) to create makeshift shelters that can also trap and retain heat. Additionally, use portable stoves or heating pads that could be delivered by drone.

Table 4.3. Biases that Can Affect Convergent Thinking.

Bias	Description	Mitigation	Example
Confirmation Bias	Seeking, interpreting, and/or remembering information that confirms our preconceptions.	Actively seek out and consider evidence that contradicts your beliefs.	Assuming the storm will clear up soon based on optimistic weather reports, ignoring more conservative forecasts.

Anchoring Bias	Relying too heavily on the first piece of information encountered when making decisions.	Gather more information before making a decision and think critically about initial information.	Overemphasizing initial reports of a three-day storm extension, ignoring updates indicating it may last longer.
Availability Heuristic	Overestimating the importance of information that is readily available or recent.	Look for objective data and statistics rather than relying solely on personal experience or anecdotal evidence.	Prioritizing recent successful rescues from similar situations without considering unique challenges of the current scenario.
Overconfidence Bias	Being more confident in our abilities or opinions than is objectively justified.	Seek feedback, consider different viewpoints, and review past decision outcomes to calibrate confidence levels.	Overestimating the team's ability to survive without external help, despite worsening conditions.
Sunk Cost Fallacy	Continuing a course of action because of past investments (time, money, resources) regardless of current prospects.	Make decisions based on future benefits and costs, not past investments.	Persisting with waiting for traditional rescue teams despite evidence that drones could deliver supplies faster.

Status Quo Bias	Preferring things to stay the same by doing nothing or by sticking with a decision made previously.	Regularly review and question existing choices and be open to change when warranted.	Sticking with initial survival strategies despite the availability of better options as conditions change.
Groupthink	Conforming to the prevailing opinions within the group, leading to a decrease in critical evaluation.	Encourage open dialogue, dissent, and independent thinking within groups.	The team unanimously decides to wait for rescue without considering alternative survival tactics.
Framing Effect	Accepting decisions based on how information is presented rather than based on the information itself.	Try to reframe the information in various ways to see whether or how the framing affects your decision.	Being swayed against using drone deliveries because they are framed as "experimental" rather than "innovative."
Hindsight Bias	Believing after an event has occurred that we would have predicted or expected the outcome.	Keep records of predictions and compare them with actual outcomes.	Believing that the severity of the storm was obvious from the start, leading to overconfidence in future predictions.
Dunning-Kruger Effect	Noting that the less knowledgeable or skilled individuals are, the more likely they are to overestimate their abilities.	Pursue continuous learning and self-improvement and seek feedback from competent sources.	Team members with limited survival training assert they can manage the situation without external help.

Optimism/Pessimism Bias	Being overly optimistic or pessimistic about outcomes.	Seek balanced perspectives and consider both positive and negative aspects equally.	Being overly pessimistic about rescue prospects, leading to inaction, or overly optimistic, leading to underpreparedness.
Bandwagon Effect	Doing or believing things because many other people do or believe the same.	Make decisions based on evidence and analysis rather than following the crowd.	Deciding to use certain survival techniques because they are popular, without considering their applicability to the current situation.
Choice-Supportive Bias	Remembering our choices as better than they actually were.	Keep an objective record of outcomes and regularly review decisions to assess their actual effectiveness.	Recalling initial survival strategies as more effective than they were, leading to resistance to change tactics.
Fundamental Attribution Error	Attributing others' actions to their character or personality while attributing our own actions to situational factors.	Consider situational factors that might influence others' behaviors and avoid jumping to conclusions about their motives.	Attributing the delay in rescue efforts to incompetence, ignoring the extreme weather conditions hampering rescue operations.

Projection Bias	Assuming that others share our beliefs, values, or preferences.	Actively seek to understand others' perspectives and recognize that their views and experiences may be different.	Projecting personal survival strategies onto the team, assuming everyone has the same capabilities and preferences.
Escalation of Commitment	Increasing commitment to a decision in spite of negative information or outcomes, often to justify previous commitments.	Regularly reassess ongoing projects or decisions in light of new information and be willing to change course if necessary.	Continuing to wait for rescue despite worsening conditions and evidence that immediate action is necessary.

Chapter 4, Prompt 3:

Below is a prompt that I want to submit to an AI. I would like you to use information in the attached Table to evaluate whether this prompt embodies any of the biases summarized there. If it does, could you please revise the prompt to eliminate this problem?
Prompt: [INSERT PROMPT HERE]
Table: [ATTACH TABLE 4.3]

Chapter 4, Prompt 4:

Please help me rank-order possible solutions to a problem, with a rank of "1" indicating the best, a rank of "2" indicating the second best, and so on. Please rank all of the potential solutions, from beginning to end. Part 1 below describes the precise task. Part 2 describes the nature of the problem to be solved. Part 3 provides the various candidate solutions that I would like you to rank. Part 4 provides two Tables.

Part 1: Please use the critical thinking techniques summarized in the attached Table 3.1 to rank order the solutions, from beginning to end. For each individual solution, please: a) explain the reasoning behind your ranking, and b) use Table 4.3 to flag potential biases that may have affected the ranking. Please note all potential biases that are relevant, not just the top two or three.

Part 2. The problem: Problem: A ferocious storm has been raging for a week, and has trapped a ski team at the top of a remote mountain. The team has no shelter, and has been hiding behind some boulders, which do not provide much protection. They also have no food. Some of them have become so weak that they cannot walk. The storm is projected to last at least another three days, which will be too late for some of the team members.

Part 3: Alternative candidate solutions:
● Use drones to deliver supplies: Instead of waiting for rescue teams to reach the ski team, use drones to deliver essential supplies such as food, thermal blankets, and medical kits to the trapped team members. This would provide immediate relief and sustain them until the storm passes.
● Combine shelter and heat sources: Use available materials (e.g., ski equipment, boulders) to create makeshift shelters that can also trap and retain heat. Additionally, use portable stoves or heating pads that could be delivered by drone.
● Adapt survival techniques from other environments: Apply survival techniques from desert or jungle environments, such as creating windbreaks or snow caves, to provide better shelter and protection from the storm.
● Modify equipment for better use: Alter skiing equipment (like poles and skis) to build a more robust shelter or to create signals for rescuers.
● Use skiing gear for different purposes: Use ski poles as markers for rescue teams or skis as digging tools to create a snow cave for better shelter.
● Eliminate unnecessary equipment: Focus on essential survival gear. Get rid of any non-essential items to make room for more critical supplies like food and thermal blankets that can be delivered via drones.
● Rearrange the team roles: Assign roles based on each member's current physical condition to optimize the use of their remaining energy and skills, such as those still strong enough creating better shelters or signaling for help.
● Use the analogy of huddling animals: Like how animals huddle together for warmth, the team can use body heat and shared insulation techniques to maintain body temperature.
● Combine existing technologies: Use emergency flares or reflective materials on the skis to create signals that are more visible to rescuers.
● View the storm as a resource: Use the snow from the storm to build more substantial shelters like snow caves, which can provide better insulation against the cold.
● Imagine extreme scenarios: Plan for the possibility that the storm might last longer. Consider rationing food more strictly and preparing mentally and physically for prolonged survival.
● Expand on existing communication methods: Use mobile phones or emergency radios to communicate with rescuers. If battery life is an issue, consider using hand-crank chargers or solar chargers.
● Manage the cold instead of avoiding it: Focus on techniques that leverage body heat and any available insulation to manage the extreme cold instead of trying to eliminate it.
● Impose a strict timeline for creating shelters: Set a strict timeline for building more robust shelters, which forces the team to act quickly and efficiently before their energy levels drop further.

Part 4: Attached please find Table 3.1, which summarizes types of critical thinking to use when ranking the possible solutions, and Table 4.3, which summarizes types of bias that may have affected each ranking.

Chapter 5, Prompt 1:

Please begin by asking me to give you a financial scenario, which I will want you to help me make a specific judgment about. After I give you the scenario, ask me questions one at a time that you need to have answered in order to use the following principles to make a judgment. Ask me one question at a time, and wait until I respond before asking me another question. Do not continue until I have answered each of your questions, one at a time. After asking me such questions, make a judgment. After you have made your judgment, please explain how you used the principles. Here are the principles to use to make your decision:

1. Risk vs. Reward Assessment
Consider the balance between risk and reward.

2. Prioritization of Financial Goals
Ask me what financial goals are most important to me, which will help you to make decisions that align with those priorities.

3. Understanding of Financial Basics
Rely on basic financial concepts, such as the importance of saving, the power of compound interest, and the basics of diversification.

4. Reaction to Market Trends
Ask about relevant market movements and economic indicators.

5. Use of Heuristics
Rely on simple financial heuristics, or rules of thumb, such as "spend less than you earn," "invest early and often," and "keep an emergency fund."

6. Assessment of Personal Risk Tolerance
Ask me about my risk tolerance, enabling you to take this into account.

7. Spending Discipline
Question the necessity of a purchase, which can help in avoiding impulsive spending and keeping financial goals on track.

8. Emergency Fund Importance
Nudge me to consider maintaining an emergency fund.

9. Debt Aversion for Non-Essential Expenditures
Nudge me to avoid taking on high-interest debt for non-essential expenses.

Chapter 5, Prompt 2:

You are going to help me conduct Body Scan Meditation. Begin by saying everything between quotation marks and following the requests that are not within quotation marks. Please begin by saying:

"Welcome to your personalized Body Scan Meditation session. Before we begin, please let me know how much time you have available for this exercise. This will help me tailor the session to fit your schedule perfectly.

How much time can you dedicate to today's Body Scan Meditation?
- Less than 10 minutes.
- 10-20 minutes.
- More than 20 minutes."

Please pause at this point and wait for me to respond. Do not provide an answer for me, and wait until I give you one of the three choices above. Once I have responded, continue by telling me the following:

"During the session, you will be guided to focus on different parts of your body. We'll start at your toes and gradually move upwards towards the crown of your head. Please tell me when you are ready to move on to the next step.
If at any point you feel like the pace is too fast or too slow, or if you wish to spend more time focusing on a particular area of the body, please tell me:
- Speed up: If you'd like to go through the body parts more quickly.
- Slow down: If you'd like to spend more time on each body part.
- Repeat [body part]: If you'd like to revisit any part of the body.
Now, find a comfortable place to lie down, and let's begin when you're ready."

If I ask you to speed up, please go through the parts more quickly. If I ask you to slow down, please slow down your pace of going through the body parts. If I ask you to repeat, please revisit the last body part."

Now resume by saying the following: If at any time the user asks you to speed up, slow down, or repeat, please do so.

"Setting the Scene:
First, find a quiet and comfortable place where you can lie down without interruptions. You may use a yoga mat, a carpeted floor, or any flat surface that supports your body comfortably. Use a pillow under your head or knees if needed. Once you're lying down, take a few deep breaths, in through your nose and out through your mouth, allowing your body to start relaxing.

Starting at the Toes:
Now, bring your attention to your toes. Notice any sensations you feel here – perhaps warmth, coolness, tingling, or maybe no sensation at all. Take a deep breath in, and as you breathe out, imagine any tension in your toes being released and flowing out of your body. Tell me when you are ready to go to the next step"

At this point pause. Do not proceed until the user tells you that they are ready to go to the next step. At that point, please read the below.

"Moving Up to the Feet and Ankles:
As you continue to breathe deeply and evenly, shift your focus to your feet and ankles. Pay attention to how they feel against the surface beneath you. With each exhale, let go of tension and relax a little more.

At this point pause. Do not proceed until the user tells you that they are ready to go to the next step. At that point, please read the below.

"Progressing to the Lower Legs:
When you're ready, move your awareness up to your calves and shins. Notice the muscles in this area. Are they tight or relaxed? As you breathe in, imagine drawing in fresh energy, and as you breathe out, let the muscles soften and release any tightness."

At this point pause. Do not proceed until the user tells you that they are ready to go to the next step. At that point, please read the below.

"Acknowledging the Knees and Thighs:
Gently bring your attention to your knees and then up to your thighs. This area supports much of your daily activities, so it might hold tension. Breathe into your thighs, and on each exhale, feel them sinking deeper into relaxation."

At this point pause. Do not proceed until the user tells you that they are ready to go to the next step. At that point, please read the below.

"Focusing on the Hips and Pelvis:
Now, move your awareness to your hips and pelvis. This is a central area that can often hold stress. Inhale deeply, filling this area with a sense of calm, and as you exhale, imagine the stress melting away."

At this point pause. Do not proceed until the user tells you that they are ready to go to the next step. At that point, please read the below.

"Climbing to the Torso:
Direct your attention to your lower back and abdomen. Feel the rise and fall with each breath. Next, focus on your upper back and chest. If you notice any areas of tightness, use your breath to soften them."

At this point pause. Do not proceed until the user tells you that they are ready to go to the next step. At that point, please read the below.

"Visiting the Hands and Arms:

Shift your focus down to your fingers, hands, and wrists. Then, move up through your forearms, elbows, upper arms, and shoulders. With each breath, release any tension you carry in these areas."

At this point pause. Do not proceed until the user tells you that they are ready to go to the next step. At that point, please read the below.

"Reaching the Neck and Head:
Finally, bring your attention to your neck, which often holds a lot of tension. Take a moment to breathe into your neck, letting the muscles relax. Then, scan your face – your jaw, cheeks, eyes, forehead, and the top of your head. Allow your whole face to soften."

At this point pause. Do not proceed until the user tells you that they are ready to go to the next step. At that point, please read the below.

"Concluding the Meditation:
To finish, take a few more deep breaths, feeling the weight of your relaxed body against the surface beneath you. When you're ready, gently wiggle your fingers and toes, slowly awakening your body. Open your eyes when it feels right, and slowly sit up, taking a moment to notice the calmness and relaxation you've cultivated."

Chapter 5, Prompt 3:

Please ask the user his or her name. Pause and wait for the user to respond. Do not proceed until the user has entered their name. After this, tell the user: "We are going to work together to consider whether certain negative thoughts and interpretations of situations are accurate. And if they are not, then the resulting negative emotion is not appropriate. To deal with such emotion, we will work together to think of better ways to regard that situation."

Following this, ask the user whether they are ready to go on. Wait for their response. If the response is positive, continue to Part 1 below. If it is negative, tell the user: "OK. Please feel free to return at another time and we can continue."

Part 1: Identifying the Origins of Negative Emotions
At the outset of Part 1, tell the user: "Think about a recent situation where you felt upset, anxious, or distressed. What were the thoughts running through your mind at that moment? Write them down as accurately as you can. Try to pinpoint the exact thoughts that made you feel the worst."

Wait until the user responds. Do not proceed until they have entered their response. Following this, proceed to Part 2.

Part 2: Examining and Challenging the Origins of Negative Emotions

At the outset of Part 2, you are going to ask the user three questions. Pause after each question and allow the user to respond. Do not present all three questions at once; present them one at a time, and only continue to the next one after the user responds. Begin by telling the user the following: "Now, take each thought or interpretation you've identified and ask yourself the following three questions. Write down your answers. This process helps you to see other perspectives and assess the validity of your initial thoughts. Here are the three questions:

1. What concrete evidence supports this thought or interpretation? Is this solid?
2. In what other ways could you interpret the situation? Are there other interpretations that would not lead to the negative emotion?
3. In what ways can you imagine that someone else might view this situation differently?"

Part 3: Replacing the Origins of Negative Emotions
At the outset of Part 3, you are going to tell the user the following: "Based on your examination and challenge of each thought or interpretation, now try to formulate more balanced and realistic thoughts. For each negative thought, write a more constructive or positive perspective. Consider what you would say to a friend in a similar situation. Aim for thoughts that are not overly optimistic but grounded in reality. How does acknowledging these more balanced thoughts make you feel?"

Wait for the user to respond. Following this, ask "Is there anything else you would like to do to help reinterpret the thoughts and interpretations that have led to negative emotions? Would you like to return to them and re-think any of the above? If so, we can start again – just let me know. If not, I wish you well and am happy to help in the future."

If the user replies that they would like to revisit the above material, start from the beginning of Part 1 and repeat the process. Otherwise, close the session.

Chapter 5, Prompt 4:

You are playing the role of a wise advisor. I have a dilemma, and am wrestling with the outcome. Please ask me to describe the dilemma. Wait for me to respond before continuing; do not move on until I have responded. After I respond, consider what I say and then make a decision for me. After this, ask me how I feel about that decision—whether I agree or disagree.

Chapter 6, Prompt 1:

Please give me a short test of the Big Five personality dimensions. For each dimension, ask me 4 questions. Ask me to use a five point scale to respond to the questions, where "1" indicates that I completely disagree and "5" indicates that I completely agree, with intermediate scores indicating intermediate levels of agreement. Please pause after you ask me each question, and wait for me to respond. Do not move on until I've responded. After you ask me all the questions, please score my responses. Thank you.

Table 6.1. Examples of Constituent Traits of the Big Five.

Big Five Factor	Individual Traits	Explanation of Traits	Example of Traits
Openness	Imagination	Tendency to think about and explore abstract concepts and ideas.	Conceiving of an alternative history where World War I was never fought.
	Artistic Interests	Appreciation of art and beauty, both in nature and in culture.	Enjoying visits to art galleries and museums.
	Emotionality	Awareness and expression of one's own feelings.	Easily moved by emotional stories in movies.
	Adventurousness	Willingness to try new activities and experience new things.	Trying exotic foods and exploring unfamiliar places.
	Intellect	Engagement with new ideas and love of learning.	Enjoying puzzles and reading about new scientific discoveries.
	Liberalism	Readiness to challenge authority, convention, and traditional values.	Advocating for progressive policies in society.
	Curiosity	A strong desire to learn or know about anything.	Asking detailed questions about how things work.
	Creativity	Ability to produce novel solutions or products.	Coming up with a unique design for a product.
	Unconventionality	Preference for unique and unconventional aesthetics or behaviors.	Wearing eclectic clothes that stand out.
	Openness to Emotions	Readiness to embrace complex and multifaceted emotional experiences.	Reflecting deeply on varied emotional states.
Conscientiousness	Self-Efficacy	Belief in one's own competence to complete tasks and reach goals.	Setting and achieving challenging career goals.
	Orderliness	Preference for organization, routine, and a structured approach to life.	Keeping a detailed planner and a tidy workspace.
	Dutifulness	Sense of duty and obligation to fulfill moral and contractual commitments.	Always fulfilling promises and meeting deadlines.

	Achievement-Striving	Effort put towards setting and accomplishing challenging goals.	Working overtime to excel in a career.
	Self-Discipline	Ability to start tasks and follow through to completion despite distractions or boredom.	Consistently sticking to a fitness routine.
	Cautiousness	Tendency to think through possibilities before acting or speaking.	Reviewing all potential outcomes before making a decision.
	Prudence	Making wise decisions based on foresight and practicality.	Avoiding risky investments and planning for the future.
	Perfectionism	Desire to achieve flawlessness and set high performance standards.	Double-checking work for errors to ensure perfection.
	Responsibility	Accepting accountability for one's actions and being dependable.	Being a reliable point of contact in critical situations.
	Persistence	Steadfastness in doing something despite difficulty or delay in achieving success.	Continuing to work on a challenging problem until solved.
Extraversion	Friendliness	Outgoing and sociable behavior, enjoying being with people.	Always greeting people warmly and starting conversations.
	Gregariousness	Preference for being in the company of others rather than alone.	Hosting parties and social gatherings.
	Assertiveness	Tendency to take charge and direct the activities of others.	Leading group projects or meetings confidently.
	Activity Level	Enjoyment of keeping busy and engaged.	Participating in multiple hobbies and sports.
	Excitement-Seeking	Seeking stimulation in the company of others or in activities.	Going bungee jumping or enjoying lively social events.
	Cheerfulness	Presence of positive emotions and outlook on life.	Often smiling and maintaining a positive demeanor.
	Warmth	Approachability and easy rapport with others.	Making new acquaintances feel at ease.

	Positivity	Tendency to see the best in situations and expect good outcomes.	Always speaking about the bright side of things.
	Energy	High level of enthusiasm and vitality.	Always energetic and ready for new adventures.
	Talkativeness	Inclination to engage in conversation.	Dominating conversations at social gatherings.
Agreeableness	Trust	Belief in the sincerity and good intentions of others.	Assuming people have the best intentions.
	Morality	Simplicity in being frank, genuine, and sincere.	Being straightforward and honest without being calculating.
	Altruism	Enjoyment of helping others; selflessness.	Volunteering regularly at local shelters.
	Cooperation	Dislike of confrontations. Preference for getting along with others.	Avoiding arguments and seeking compromise.
	Modesty	Tendency to play down own achievements or abilities.	Rarely bragging about personal accomplishments.
	Sympathy	Feeling compassion towards others in distress.	Feeling sad for a friend's problems and trying to help.
	Kindness	Being friendly, generous, and considerate.	Helping a neighbor with daily chores without being asked.
	Gentleness	Mild manner and calm disposition.	Speaking softly and treating others with care.
	Flexibility	Willingness to adapt or compromise in the face of differing opinions.	Changing plans to accommodate others' needs.
	Patience	Ability to accept or tolerate delays, problems, or suffering without becoming annoyed.	Waiting calmly for their turn without complaining.
Neuroticism	Anxiety	Tendency to be nervous or easily stressed.	Worrying about minor issues and future possibilities.
	Anger	Frequency and intensity of feelings of anger and frustration.	Getting irritated by small inconveniences.
	Depression	Tendency to feel sad, dejected, and discouraged.	Feeling down after setbacks and having trouble recovering.
	Self-Consciousness	Sensitivity to what others think about oneself.	Frequently wondering how others perceive them.
	Immoderation	Tendency to feel strong cravings and urges.	Struggling to resist overindulging in favorite foods.

		Difficulty coping with stress or pressure.	Feeling overwhelmed in high-pressure situations.
	Vulnerability		
	Sensitivity	Quick to detect or respond to slight changes, signals, or influences.	Easily affected by slight changes in mood or tone.
	Emotional Volatility	Rapid, intense, and uncontrollable swings in feelings.	Reacting intensely to everyday frustrations.
	Pessimism	Expectation that the worst will happen.	Doubting outcomes even when odds are favorable.
	Insecurity	Lack of confidence in one's own abilities or worth.	Hesitating to take up new challenges due to self-doubt.

Chapter 6, Prompt 2:

Please ask the user to describe a scenario in which a person did something or said something. Wait until the user has described the scenario; do not continue until the user has completed this description. As soon as they have finished, prepare to consult the attached Table to infer the central traits that the person in the scenario is expressing. If the situation is ambiguous, please ask the user for additional information to clarify. For example, if more than one person is described in the scenario, ask which one (or ones) the user wants you to focus on. Once you can draw an inference about which trait or traits is clearly being revealed, please explain this to the user. [ATTACH TABLE 6.1]

Chapter 6, Prompt 3:

I am about to go to a networking event. My natural tendency is to be introverted and not reach out to people in such situations. Can you please develop a series of social networking scenarios. For each one, first describe the specific scenario and then ask me to role play what I should do. Pause and wait for my response. Following this, please give me feedback, offering suggestions about what I should have done differently. Then give me a variation of the initial scenario, and repeat the process until I have responded more appropriately. Repeat this entire process until I ask you to stop.

Table 7.1. Major Theories of Emotional Intelligence.

Name of Model	Summary of Model	Key Criticisms
Four-Branch Model	This model posits that EI consists of four abilities: 1) perceiving emotions; 2) using emotions to facilitate cognitive processes; 3) understanding emotions, and 4) managing emotions. It emphasizes the role of EI in enhancing cognitive	Critics argue that this model overlaps with personality and general intelligence, questioning whether it taps a distinct ability.

	activities, academic performance, and interpersonal interactions.	
Goleman's EI Model	Goleman's model extends Mayer and Salovey's framework by introducing five main domains of EI: 1) self-awareness; 2) self-regulation; 3) internal motivation; 4) empathy, and 5) social skills. This model is particularly focused on leadership and organizational contexts, suggesting that higher EI leads to better leadership effectiveness and team management.	Criticisms include the conflation of EI with personality traits and a lack of specificity in distinguishing between cognitive and emotional intelligence.
Trait EI Model	This model characterizes EI as a set of personality traits that include adaptability, stress management, emotion regulation, and social awareness. It is based on self-perceived abilities and is assessed through self-report questionnaires. This model links higher trait EI with better coping strategies, life satisfaction, and relationship management.	Critiques focus on the overlap with traditional personality traits such as Extraversion and Neuroticism, and concerns over self-report bias.
Bar-On's Mixed Model	Bar-On's model combines emotional and social skills into a broader model of EI, defining it as a collection of competencies and skills that influence our ability to succeed in coping with environmental demands and pressures. Key components include self-regard, impulse control, and empathy, enhanced by traits like optimism and happiness.	The broad scope of the model leads to criticisms about its overlap with many personality dimensions and reliance on potentially biased self-reports.

Chapter 7, Prompt 1:

The attached table summarizes key aspects of different models of Emotional Intelligence. Based on what is in the table and what you can find elsewhere, could you please identify the common threads that run through the models. If you are quoting from other sources, please provide the citations. Thank you. [ATTACH TABLE 7.1]

Chapter 7, Prompt 2:

Please conduct an interactive, real-time game to train a single user to have better emotional intelligence. Actually conduct the game with the user; don't just describe it. The game should have specific instructions, detailed scenarios, and clear ways to assess whether it is effective. Use principles from the attached table and other information you have to underlie the game. Please conduct this game in English.

Chapter 7, Prompt 3:

Please ask the user for an example of a social interaction that is puzzling them. Ask the user to describe it in detail. Wait until after the user has responded before continuing; do not continue until the user has finished responding. After this, ask the user direct questions in order to draw out additional details about the interaction. Your job is to try to find out what "really happened." Again, wait until the user has fully responded before continuing. After you have asked all relevant questions, please draw on your knowledge of "Emotional Intelligence" to provide two possible interpretations for this interaction.

Table 8.1. Major Methods of Human Communication.

	Method	Summary	Purposes	Strengths	Limitations
Written Communication	Email	Written language delivered electronically.	Documentation, wide reach, asynchronous communication.	Records interactions, delivered quickly, accessible on many types of devices.	Lacks immediacy, can be impersonal, information overload.
	Text Messages	Short written messages exchanged electronically.	Quick and convenient.	Informality, immediacy, accessible on many devices.	Misinterpretation, superficial, overdependence.
	Literature	Written works, such as novels and poetry, which use language to communicate ideas and stories.	Knowledge dissemination, entertainment, cultural preservation.	Conveys content by "showing not telling."	Time-consuming to produce and consume, requires literacy.
	Blogs	Online written content that shares information or personal opinions.	Personal expression, information sharing.	Wide reach, accessible via many devices, cheap and easy to produce.	Requires writing skills, information overload, credibility issues.
Visual Communication	Charts and Graphs	Graphical representations of data.	Concise overview of patterns in data.	Effective summary of information, visual impact.	Can be misinterpreted, distorted, oversimplified,

					requires graphical literacy.
	Diagrams	Visual representations of relationships among elements.	Clear communication of processes, instructional aid.	Visual clarity.	May require technical understanding, can be oversimplified or too complex.
	Signage and Symbols	Visual symbols or signs that convey specific information.	Highly structured directions.	Efficient for conveying simple messages, useful in diverse settings.	May not be understood universally without context, oversimplification of complex messages.
Oral/Verbal Communication	Conversation	Direct verbal interaction between people.	Personal interaction, relationship building, conveying recent information.	Ease of producing immediate feedback.	Can be misinterpreted, requires both parties to be present at the same time, can be inefficient, transient.
	Presentations	Spoken communication, often supported by visual aids to inform or persuade an audience	Educational, persuasive.	Highly structured, can reach large audiences.	Requires public speaking skills, often minimally interactive, preparation intensive.
	Podcasts	Spoken word content made available digitally.	Personal expression, information sharing, entertainment.	Wide reach, accessible via many devices, cheap and easy to produce.	Limited to audio, requires engaging content to maintain interest, no visual aids.
	Dramas	Scripted spoken performances by actors.	Entertainment, cultural and moral reflection, emotional engagement.	Conveys content by "showing not telling."	Limited to scripted content, expensive to produce and present, may

					require audience sophistication.
	Webinars and Online Conferences	Online events that involve verbal presentations and discussions.	Educational, interactive.	Wide reach without geographical constraints.	Dependent on technology, minimal personal interaction, potential technical issues.
	Formal Teaching	Educational sessions where information is conveyed through spoken language.	In-depth knowledge sharing, structured learning.	Scaffolded instruction, mentorship, guidance, motivational support.	Can be rigid, limited to curriculum, may not cater to appropriate levels of learners.
Non-Verbal Communication	Body Language	Conveys feelings and intentions through physical behavior.	Subtle expression of emotions and attitudes, non-verbal cues.	Conveys emotional information that is difficult to put into words.	Can be misinterpreted, culturally dependent, often subconscious.
	Works of Art (Painting, Sculpture, Music, Dance)	Conveys meaning through visual and/or auditory experiences.	Emotional expression, indirect content.	Cultural and societal impact, aesthetic enjoyment.	Subjective interpretation, accessibility requires artistic literacy.

Chapter 8, Prompt 1:

Begin by asking the user one question: Ask them to describe what they want to communicate. Wait for them to respond. After they respond, then ask follow-up questions, one at a time, based on the attached chart. After each question, wait for the user to respond before asking the next question. The answers to your questions should lead you to converge on advising a particular type of communication as most appropriate. Please suggest to the user that they use that modality, and explain why it is most appropriate. [ATTACH TABLE 8.1]

Chapter 8, Prompt 2:

I would like you to play the role of a husband who has to explain an incident to three different people. In all cases, please use the Seven C's of communication and please respect Grice's Maximums. Part 1 describes the situation. Part 2 describes the people to whom you should explain what happened. Please adapt your explanation so that it is appropriate for each of the three people noted in Part 2.

Part 1, the incident: A couple has just had a spat over a financial issue. The husband spent a lot of money on a set of golf clubs, which his spouse found problematic given their budget. Moreover, the husband had just refused to allow the spouse to purchase a gorgeous painting because it was too expensive. Worse still, the husband tried to conceal the price of the clubs, which the spouse stumbled upon when seeing a receipt that was carelessly left on a night table. The ensuing argument was acrimonious and full of angry finger-pointing. The spouse rushed out of the house, loudly slamming the front door. Three people heard muffled shouting, and witnessed the spouse leaving in a huff. The husband comes out of the house, and over the course of the next hour three people ask him, individually, what happened: a neighbor, the neighbor's young daughter, and a passing law enforcement office

Part 2, the people who want to know what happened: a neighbor, the neighbor's young daughter, and a passing law enforcement officer. You are playing the role of the husband, who has to explain the situation.

Table 8.2. Meyer's Eight Dimensions of Cultural Variations.

Dimension	Description	Example
Communicating	High-Context vs. Low-Context: High-context communication relies on implicit context and shared knowledge, often vague and indirect. Low-context communication is explicit and direct.	High-Context: Japan, Arab countries; Low-Context: United States, Germany.
Evaluating	Direct Negative Feedback vs. Indirect Criticism: Direct feedback is explicit and frank, whereas indirect criticism is subtle and often embeds negative feedback in a positive surrounding context.	Direct: United States; Indirect: Japan.
Persuading	Principles-First vs. Applications-First: Principles-first cultures use deductive reasoning, starting with theory. Applications-first cultures use inductive reasoning, starting with specifics. However, Asian cultures may not fit into this dimension because they approach situations holistically, not in terms of relations among components.	Principles-First: France, Italy; Applications-First: United States, Anglo-Saxon countries.

	Egalitarian vs. Hierarchical: Egalitarian cultures have flat structures where everyone contributes, whereas hierarchical cultures have clear chains of command with top-down decisions.	Egalitarian: Scandinavian countries; Hierarchical: China, Japan.
Leading		
Deciding	Consensual vs. Top-down: Consensual decision making involves stakeholders and seeks agreement, whereas top-down decision making is leader-driven without much consultation.	Consensual: Japan, Netherlands; Top-Down: China, Nigeria.
Trusting	Task-Based vs. Relationship-Based: Task-based trust is earned through performance and results, whereas relationship-based trust is built through personal relationships and shared experiences.	Task-Based: United States, Germany; Relationship-Based: China, Brazil.
Disagreeing	Confrontation vs. Avoidance: Confrontational cultures openly debate and confront issues, whereas avoidance cultures seek harmony and address disagreements indirectly.	Confrontation: Israel, Germany; Avoidance: Japan, Sweden.
Scheduling	Linear-time vs. Flexible-time: Linear-time cultures adhere to strict schedules and deadlines, whereas flexible-time cultures value relationships over schedules and view time as fluid.	Linear-Time: Switzerland, United States; Flexible-Time: India, Saudi Arabia.

Chapter 8, Prompt 3:

> Please draft a memo that requests Department Heads to send in their annual report by 1 June. Explain to them that if we miss this deadline, we may not be eligible for important government funding. Thus, urge them to please turn in a complete, carefully drafted, report by the deadline. Please draft two versions of this memo, both of which are sent from Headquarters which is based in the United States. One memo is to be sent to the Department Head in Japan and one is to be sent to the Department Head in Germany. To adjust the memos appropriately for the different cultures, please draw on the uploaded table. Thank you. [ATTACH TABLE 8.2]

Chapter 8, Prompt 4:

> Attached please find a book chapter I've written. Could you please flag any typos and any situations where the language is unclear? Please also let me know whether I've respected the Seven C's of communication and Grice's Maxims. In addition, please indicate whether the organization works well, and if it does not please make suggestions about how to improve it.

Table 9.1. Major Theories of Leadership.

Theory	Summary of Theory	Key Criticisms
Trait Theory	This theory posits that some people are born with or develop early in life certain traits that make them great leaders, such as intelligence, assertiveness, and extraversion.	The theory overlooks external factors such as situational context and interactions with followers; not all people who have the identified traits are successful leaders.
Behavioral Theory	Focusing on the behaviors of leaders, this theory categorizes them as task-oriented or people-oriented, and stresses the importance of balancing these behaviors.	It neglects the role of external environmental and situational factors.
Contingency Theory	According to this theory, success of leadership is contingent on adapting leadership style to the specific situation, such as the type of task and relationships with team members.	This theory is difficult to apply in practice; it lacks clear guidance on how to adapt to various situational factors.
Transactional Theory	This theory emphasizes that leaders should set clear goals and expectations; leaders should reward or punish followers based on their achievements. This is effective in stable environments.	This approach can inhibit innovation and cause frustration if goals are inconsistent or unexpected situations arise.
Transformational Theory	This theory advises leaders to inspire and motivate by transforming their followers' values and beliefs, aiming to induce them to exceed previous expectations.	This approach can undermine initiative and can neglect essential aspects of sound management.
Servant Theory	This theory emphasizes the leader's role as serving the greater good of the organization and supporting growth and fostering team members.	Following this advice carries the risk of becoming "leadership by following," which lacks long-term strategy or goal-driven decision-making.

Chapter 9, Prompt 1:

Please generate a scenario that describes a complex situation where leadership is required. When you generate the scenario, structure it to draw on two or more of the theories of leadership in the attached Table. Present the scenario to the user, and do not tell the user which theories you used when you created the scenario. After you present the scenario, pause and ask the user to describe what they would do if they were the leader, and to indicate which theories of leadership are guiding this response. Wait until the user has fully responded, and then provide feedback to the user. The feedback should mention the relevant aspects of the theories that would have been most appropriate to use (which are the ones you used to construct the scenario) and should evaluate the specific response. After you finish this, ask the user if they would like to do another scenario. Wait for the response. If the user says yes, please provide a new

scenario and repeat the process. Attached is the table that summarizes the theories. [ATTACH TABLE 9.1]

Table 9.2. Key Theories of Followership

Theory	Summary of Theory	Key Criticisms
Five Type Theory	This theory categorizes followers along two dimensions: critical thinking and active engagement. Based on different combinations of values along these dimensions, it defines five types of followers: Star, Conformist, Passive, Alienated, and Pragmatic Survivors. The theory highlights how personality and skills contribute to how effective followers are.	Critics argue that the theory oversimplifies the impact of personality and skills on how effective followers are, failing to account for the complexity of personality traits and their situational effects.
Courageous Follower Model	This model emphasizes the importance of courage for effective followership, necessary both to support and to challenge leaders. It stresses the need to find a balance between following and questioning authority.	This theory has been criticized as idealistic; it assumes a level of ethical certainty and personal risk-taking that may not be practical or culturally consistent for many employees..
Theory of Independent Followership	This theory argues that followers should be empowered to function independently without strong leadership, similar to how string quartets operate without a conductor.	This theory has been criticized for understating the importance of leadership, particularly in complex tasks, and overstating the ability of followers to self-organize.
Social Exchange Theory	This theory proposes that effective followership is based on reciprocal, trust-filled relationships that benefit all involved. It relates to the Synergistic Followership Model, which highlights the mutual enhancement of strengths among leaders and followers.	Critics argue that this they may overemphasize the transactional aspects of relationships and is overly optimistic about the level of collaboration that can be achieved in teams.
Trait Theory	According to this theory, specific personality traits, such as high Conscientiousness, high Openness, high Agreeableness, and low Neuroticism make a person a good follower. Research shows that these traits do correlate with effective teamwork.	Researchers argue that this theory oversimplifies human behavior, neglecting the dynamic nature of interactions and situational factors (e.g., nature of the task, resources) affecting group dynamics.
Behavioral Theory	This theory focuses on specific behaviors such as effective communication, careful listening, and adaptability as keys to effective followership. It has been supported by studies linking these behaviors to team success.	Critics have argued that this theory does not address why people exhibit these behaviors and does not analyze underlying traits or situational factors (such as organizational culture or team dynamics).

Chapter 9, Prompt 2:

Please extract the key strengths of each of the theories summarized in the attached table, and develop a new theory. The new theory should not just be a list of these strengths, but rather a novel synthesis. [ATTACH TABLE 9.2]

Chapter 9, Prompt 3:

1. Your task is to develop complaints for a role-playing game and then use them to train people how to use the principles of conflict resolution effectively.

2. To train the user, please engage in a role-playing game. You will play the role of a disgruntled person and the user has to interact with you, trying to use principles of conflict resolution to remain safe, avoid ethical or legal issues, and calm you down and resolve the problem.

3. Please develop the conflicts so that they all occur in some aspect of a medical practice. Here is an example of such a conflict in an oncology clinic: You state, with a raised voice, "I am extremely upset about my treatment plan! The information the clinic gave me wasn't what actually happened, and now I don't trust the care team. I need the oncologist and nursing staff to explain to me what happened, and tell me exactly what they will do differently in the future, so this won't happen again!". This situation is similar to a customer complaint in other service industries. Every member of the care team (the nurses, physicians, charge nurse, and manager) must have good conflict resolution skills to identify the problem and then work with the person who is unhappy with the situation.

4. After you present a complaint from your point of view, ask the user to respond to your complaint. Tell the user "Please respond in detail as if you were in this situation. Take your time to formulate your response, focusing on using the principles of conflict resolution. After you have formulated your response, please proceed to type it out. Once you have provided your detailed approach, we will move on to the feedback stage."

5. The user should then input their response. Because this is a text-based interaction, the user's act of typing and submitting their response serves as the "pause" and "input" in this training session. Wait for the user to respond before you continue. Do not proceed until the user has fully responded. Only after the user has fully responded should you continue.

6. After the user's response is received, only then do you move on to provide feedback. Clearly state that the feedback will be based on the user's submitted response, focusing on how well they applied the principles of conflict resolution and suggesting areas for

improvement. Base your feedback on the following three categories of principles of conflict resolution in a medical context:

6.1. Physical Safety: Never, under any circumstances, allow an interaction to escalate to the point where any person is in physical danger. If the patient shows any signs of being violent, remove yourself from the situation as quickly as possible.

6.2. Ethical and Legal Vulnerability: Please include in your feedback an assessment of how well the response adheres to legal and ethical standards. Not only should the response be honest and ethical, but it should not leave the clinic open to a lawsuit. Do not admit fault or take responsibility for any action that could lead to a lawsuit. Do not apologize, do not make promises about future behavior that you may not be able to fulfill. When providing feedback, please assess whether the response inadvertently admits fault or makes commitments that exceed professional boundaries or capabilities, offering alternative phrasings or approaches where necessary. Ask for constructive alternatives when responses might lead to legal or ethical issues. If a response contains potential legal or ethical issues, please suggest how it could be rephrased to maintain empathy and support while also protecting against legal risks.

6.3. De-escalation. Respecting the Physical Safety and Ethical and Legal Vulnerability principles, use the following principles to de-escalate the conflict: a) Active Listening: Engaging in active listening involves paying close attention to what the other party is saying, acknowledging their points, and demonstrating understanding. b) Empathy: Trying to understand and empathize with the other person's feelings and viewpoints can help de-escalate tensions and foster a cooperative environment. Empathy involves seeing the conflict from the other person's perspective and acknowledging their emotions. c) Non-confrontational Communication: Using "I" statements instead of "you" statements helps in expressing one's own feelings and perspectives without blaming or accusing the other party. This type of communication reduces defensiveness and promotes open dialogue. d) Finding Common Ground: Identifying areas of agreement, even if they are minimal, can provide a foundation for building a mutually acceptable solution. Focusing on shared interests or goals helps shift the interaction from adversarial to collaborative. e) Problem-solving: Instead of focusing on past conflicts or assigning blame, effective conflict resolution emphasizes identifying the underlying issues and working together to find creative and mutually satisfying solutions. f) Compromise and Flexibility: Being willing to compromise and show flexibility can be essential for reaching a resolution. This might involve each party giving up something or agreeing to a middle-ground solution. g) Establishing Clear Agreements: Once parties have reached a resolution, it's important to articulate the agreement clearly, specifying any agreed-upon actions and commitments. h) Neutrality and Impartiality: In situations where a third party, like a mediator, is involved, it's crucial that this person remains neutral and impartial, facilitating the conversation without taking sides. i) Respect and Dignity: Maintaining respect for each other throughout the conflict resolution process is vital. Even when disagreements are intense, acknowledging each other's inherent dignity can preserve relationships and lead to more enduring solutions.)

7. Remember: After you present a complaint, ask the user to respond as if they were in that situation. Then pause. Do not continue. Do not provide feedback until the user has fully responded. Only after the user has fully responded should you continue. After you have waited for the response and the user has responded, at that point provide feedback about the principles that were used well or need additional attention, based on the user's response.

8. After you provide feedback, end with an interactive closure, asking whether the user would like to engage with another scenario, thus providing a clear end to one interaction loop and a potential beginning for another. If they say yes, please provide one and repeat the above process. If they say no, thank them in an encouraging way and stop the training.

Chapter 10, Prompt 1:

Please ask the user questions that are designed to elicit deeper thought and reflective thinking about their experiences, behaviors, thoughts, and feelings. The goal is to lead the user to engage in metacognition in order to recognize where they need to learn in order to change and adapt. Here are five examples of areas where the user should reflect on the current versus needed state of their skills and knowledge:

1. Personal Growth: "What recent experience made you realize that you need to learn new ways to approach personal growth?" This question encourages the user to identify and reflect on significant experiences that can lead them to realize that they need to change with respect to their personal growth.
2. Professional Development: "What was a challenging situation that you faced at work that did not go as well as it could have, which made you realize that you need to learn new skills or knowledge?" This question should help the user analyze their problem-solving and decision-making skills in a professional context, encouraging them to think critically about shortfalls and what else they may need to learn.
3. Relationships and Interpersonal Skills: "Have you noticed a disconnect between you and someone else, which made you feel awkward and a bit at sea?" Reflecting on this question can enhance understanding of how behaviors and attitudes influence relationships and help the user identify ways to improve relationships.
4. Learning and Education: "What is one concept or skill I learned recently that I have not yet mastered, but have come to realize that it is important and I need to work on it?" This question encourages the user to reflect on their learning process, identify strategies to help them understand complex information, and consider how they can apply these strategies to future learning.
5. Well-being and Self-care: "What are three things I need to learn to enhance my well-being and self care?" Learning to enhance well-being and self-care can shift the user's perspective, promote positivity, and encourage them to recognize and appreciate the good in your life, contributing to emotional well-being.

After you ask the question, pause and wait for the user to respond. Do not respond for the user, and wait until they are finished. At that point, observe ways that what they said can help them to learn to engage in reflective thinking more effectively. Then ask whether they want another question. If so, please repeat the process.

Table 10.1. Major Theories of Motivation.

Theory	Summary of Theory	Key Criticisms
Self-Determination Theory (SDT)	SDT focuses on intrinsic motivation—motivation driven by inherent satisfaction rather than external rewards. It identifies three intrinsic needs: autonomy, competence, and social relatedness, which are considered essential for psychological health and well-being. SDT is a framework that includes sub-theories, including ones that address the relationships between intrinsic motivation and extrinsic, reward-driven motivation.	Critics argue that SDT might oversimplify the interaction between intrinsic and extrinsic motivations and does not sufficiently address how these motivations are influenced by broader cultural contexts.
Expectancy Theory	This theory explains motivation as a process whereby individuals behave in ways that they expect to lead to particular outcomes. The theory is based on three components: expectancy (belief that effort leads to performance), instrumentality (belief that performance leads to a particular outcome), and valence (value associated with the outcome).	Criticisms focus on the theory's sometimes insufficient consideration of emotional and unconscious influences on the decisions that lead to specific behaviors. Critics also note that expectancy calculations can be highly subjective and influenced by individual perceptions.
Instinct Theory/ Evolutionary Psychology	This theory posits that human behaviors are primarily driven by instincts, which are the result of evolution by natural selection. These instincts include basic survival needs and social behaviors that enhance "genetic fitness" (i.e., success at reproducing). According to this theory, we are born to be inclined to perceive, think, and behave in ways that were advantageous during the evolutionary history of our species.	The main criticism of this theory is that it may oversimplify human behavior, attributing complex actions to basic instincts without considering the role of social, environmental, and cognitive factors. It also may not account for the variability in human behavior across different cultures and contexts.

Maslow's Hierarchy of Needs	This theory posits a hierarchy that orders needs from basic physiological needs to higher-level psychological needs, such as self-actualization. The theory posits that lower-level needs must be satisfied before higher-level needs will influence behavior.	Critics argue that Maslow's theory is overly sequential and does not accurately reflect the complexity of human motivations. Research suggests that needs do not necessarily follow the strict hierarchy proposed, and people may pursue multiple needs simultaneously.
ARCS (Attention, Relevance, Confidence, Satisfaction) Model	Designed for educational settings, the ARCS Model focuses on four elements to motivate learners: Attention, Relevance, Confidence, and Satisfaction. It suggests that learning is motivated by engaging learners' interest, demonstrating relevance, building confidence through scaffolded tasks, and ensuring satisfaction through achievements.	Although the ARCS Model is highly regarded for its practical application in education, it has been criticized for not fully integrating the broader social and emotional contexts that can affect learning, such as cultural backgrounds or previous educational experiences.

Chapter 10, Prompt 1:

Your goal is to figure out what factors especially motivate the user. Attached is a review of theories of motivation, which summarizes a variety of factors that motivate humans. Please construct scenarios that hinge on one factor at a time, and ask the user to indicate how motivated they would be if they were in that situation: 0: Not motivated, 1: Barely Motivated; 2: Somewhat Motivated; 3: Strongly Motivated. Present the scenarios one at a time, and wait for the user to rate their level of motivation according to this scale. Wait for the user to respond before continuing, and do not respond for them. Continue to present scenarios until you have covered all of the factors in the below, and then tell the user your analysis of which factors they find most motivating. Thank you.

Chapter 11, Prompt 1:

I want you to play the role of a coach and wise counselor. I have several concerns about my personal future. Please ask me to express such a concern. Then wait for me to respond. Do not move on until I've sent you a concern. Then help me to reason about this concern by asking me leading questions. After I've answered each question, help me reason about the tradeoffs that are implied. Thank you.

Chapter 11, Prompt 2:

AI is going to replace many jobs and affect many others. Let's posit that the jobs most likely to survive require managing open-ended situations that require taking context into account. Please give me a list of jobs that fall into three categories: 1) Those that are likely to be replaced by AI;

2) Those that are likely to require working with AI but not be replaced by it; and 3) Those that will barely be touched by AI, if at all. Please give me 10 jobs in each category, and provide a brief justification for why you put each job in that particular category.

Chapter 11, Prompt 3:

I am a sales professional who wants to move into a management career in Human Resources. I've been working in retail clothing stores for over 10 years, and enjoy interacting with people. I like the idea of helping people function well within organizations. What sorts of skills and knowledge do I need to acquire in order to qualify for such a job?