

Perturb Transcript

Let me just bring you up to speed a little bit after we get this quote. We start with a clean slate while also standing on the shoulders of the creations of those who came before us. I specifically like this last statement.

Often these creations are the water to the fish. In other words, we just assume that they were always there and don't notice them. And it's only when we dig back in and realize what the people did before us to give us the opportunity to do what we're doing now, it's pretty amazing.

I do not know who David Foster Wallace is. He's not in my list, but thanks for this great quote. Appreciate that, whoever you are or were.

You'll notice that the pre-test is there. The pre-test is designed when Gary sends it out or when you all are looking at this online, you'll click on this page, you'll get to this page, and what we're going to figure out is where to put the video so that they get the pre-test first in this rudimentary form of a pseudo learning management system. We will probably have something different by the time we get into the last R&D phase, but my thinking is, Gary, that they would get a link to this page and then they would be able to look at the pre-test after they looked at the quote, like we're doing right now, and then be able to just read through that.

And if they like, pick something. It's not super important, but at the same time, the pre-test is designed to be a pre-test so that it just checks kind of where you are and what you've picked up and so where kind of where you're starting this. And then Gary's put the link there so you can do that all before you do the review work, and that's going to be important.

Just a quick reminder here of Q&A in Micah, Gary, anybody listening to this live, are there any questions out there that I need to address from prior classes or prior thoughts or something that came to you between classes or whatever? If you're like, Gary's going to tell us if there is anything. In that case, I was just going to tell you I come up with things all of the time between classes that are extremely helpful and your questions about things are extremely helpful as well. I was able to take the concept of transition that came from a question from one of our live participants and actually see that I had not actually used transition in the way that I needed to, so I have changed that and actually added that.

So that's an anecdote for the fact that the questions are so valuable to us. So even if you're working through this in a recording and you come up with a question, please drop it in the comments to us because you never know what question is going to trigger something that leads to not only an improvement, an enhancement, but a shift in our thinking in terms of how we're working through this process. Okay, that's kind of good because my second favorite thing is listening to myself talk, but at the same thing, I wanted to bring you up to speed.

As I said before, I talked to you about the quote and all of this leading up to Q&A and that as you know, what I've been doing is I wrote up the scripts for each of the skills. One to check how much I knew about what I'm supposed to know and then objectifying that by reading

through it and then seeing what it is I don't know and then upgrading that process and I've been doing this for almost 20 years. So it sometimes gets a little laborious because I am not a dominant sensing person.

My inferior function is sensing so you can see that it's a real challenge for me to do sensing work like I'm doing, but in that process of differentiating these functions that Jung said we always do when we get to the point where we do that, it's called individuation. I relish it at times because I know it's good for my system and of course the brain, the mind that I'm renting, that sort of stuff like that. So I wrote up these scripts and I used interrogatory, which we call interrogatory, other people would call other things interrogate, but in the lead you way we talk about interrogatories, who, what, when, where, why, how, which, those kind of things like that.

And so what I did was I thought well they teach us beginning about third grade that the way to start critical thinking when you have a problem is to get the information you need, who, what, when, where, why, and how. That's why it gets it's gotten named interrogatory and why most of us are so grooved in that process that usually when we're doing any type of inquiry at all, we're usually an interrogatory. And that's the one thing that over the course of the development of what I was doing for four plus decades was hey, stay away from that.

Do you see what's happening? You're making assumptions that there is a who. When you say what, there's assumption that there is a what. If you do that, the person tends subconsciously, especially on their personality dynamics, to just go along with you, assume there is a what also, and go looking for something to fill in that blank rather than actually doing any kind of quote unquote deliberation.

So we pull back off that, but at the same time interrogatory supplies us with the who, what, when, where, why, and how for problem solving. So it's one of those things where it's overused, but it's extremely important. And so what I decided to do is I say, okay, I'm going to take these seven skills.

I'm going to go through the who, what, when, where, why process and how, and I'm going to write them down. Then what I did was when I was getting ready to formulate this program itself, in other words, how does this program work? How am I going to deliver it? That sort of thing like that, because this is a little bit different than what I normally do, sticking to kind of a structure and a script, which is helpful for those of you that are trying to follow this. And what I did was, is I looked at AI, which I've been using since around December 23, something like that, when ChatGPT came out on the market and said, everybody try this.

You know, I even signed up for a lifetime membership, which of course they didn't honor. So I thought, I wonder what AI could do with this, because what I was doing, I was taking the script and I was feeding that into another AI to create a short video, trying to give people a sort of a rounded view of how you can learn this, because people learn things differently. Some of them need to see it, like video and theater and visuals really important.

Others need to hear it. Others need to see examples. Others need to see it, hear it, see examples, and then see it over and over and over.

All the types of convincer patterns that we picked up from the neuro-linguistic program. And so I started dropping them into this AI that does the video. And then I realized, well, that AI was taking too much, how would you say, a liberty with my script and hallucinating some things that I didn't like.

And then I found that in the version 2.0 of this, they actually said, they had a mark on there where it says, use my script. And then I thought, oh, okay, I'll try that. Well, when I did that, then it sticks to the script.

I mean, it might change a word or two, but it sticks to the script. And I thought, oh, that's great, because then I take out the hallucinations that I have to go back and edit out and stuff like that when it misinterprets. Because you have to understand that the way AI works in large language models, it just looks for patterns and it doesn't critically think whether those patterns are present.

It just looks at the fact that the patterns exist out there and they exist in enough density and frequency that that's probably right. And when in fact, when I asked it to look for patterns around these seven skills, it couldn't find any. So then it was taking and interpreting the prior work and turning that into seven skills, which was a no-no because it wasn't even close.

And that's why when you're using the AI, you want to understand that you kind of need to know what it is you're talking about, those kinds of things like that. So what happened was I took my who, what, when, where, why, how. I put that into AI and I said, create a script that I can read using this material.

And then the AI goes ahead and does its thing, creates a readable script. And then I take that readable script and then I put that in the video AI that we're using and it follows the script. And I get a pretty good rendition of what I did after, of course, I do some editing in those processes.

Well, I was in that process and I noticed that when the AI, this is chat GPT, I think it's 4.0, I'm not using 4.5 yet, but it was 4.0. It was hallucinating or rather reinterpreting the patterns that were out there. In other words, those patterns that were out there were not similar to what we're teaching in dynamic inquiry, except for who, what, when, where, why, and how, that's out there. But the other skills and how the other skills work were not out there.

Therefore, it would interpret what it thought was the meaning of things and then place that. And I realized, okay, that doesn't work. So then I decided, well, I'll just train the AI to work with me on this model and point out to it whenever it interprets something from out there that it's not correct for in here.

So I entered into that process and then the AI actually started to learn what it was that I was trying to teach it. Now it's probably at a sixth grade level right now. It's not high school yet.

It's really good at high school in terms of what it sees out there. And if you have something similar, then it doesn't reinterpret it. It uses that and applies the patterns that it already has, but we're still not that complex yet.

And so what I did was, how would you say, I captured, we haven't captured it yet. It's in the AI, but I'm going to have one of the admin capture this process. I captured it all the way down to the point to where the AI was actually showing what it had learned from the training that I was doing with it.

And it became a really back and forth conversation. Very interesting. And if you're going to learn to use AI, you need to learn to at least add this particular method of using it to the system.

So what I'm going to do is I'm going to copy that. And we're going to use that as a reference piece for the book because I asked for a book. I decided with what I'm training the AI on that we could together work through what I have trained it into writing a book to teach people about this process of learning and unlearning through dynamic inquiry.

And we're already at chapter six, and it's amazing what the AI is learning and able to recognize from how I'm training it. And therefore, when we get done, I will get this AI up to high school level where it will really be of good help to us in this process because it will have a real good set of patterns that we have taught it with respect to recognizing our patterns and the patterns that it learned on. So it's a very amazing process.

And I can't wait to share it with you. And I was so excited about that because I'm writing the mini book because I was having so much trouble with the book that I've been writing for more than two decades. That is the codification of the seven skills coming out of my intuitive approach to coaching and writing them down so I could teach it to other people rather than it being strictly in the intuitive realm and trying to teach them how I intuited things, which is not easy to do.

OK, so that process is coming. I'm very excited about it. The mini book will be finished by May because I started really putting a lot of in getting that done.

And it's very simple, although it's not. And what I'm attempting to do is to get some simplicity on the other side of complexity, but I'm not sure I'll be able to get there wholly. But it's not long chapters like my chapters before, very long chapters.

They go into a lot of the technical meaning, the reasons why and all that sort of stuff. And what we're doing here is we're just presenting the material in a way that we think me and the AI. Now, the problem with AI, it tends to be a really good friend and it tends to go along with you.

So in other words, if I was looking at the AI and I was saying, well, it has high acceptance, which means it doesn't have express a lot of self-doubt, but it picks up. It has a good social radar picking up where I do things and then it likes to do them like I want to do them. It's very interesting to say that stuff is going to be extremely interesting before it kills us.

But that's I guess that's part and parcel for the process. I mean, it's like we live on earth in order to go to heaven and the living on earth sometimes is hell and, you know, we're waiting to go to heaven. So that's kind of where we are with this whole AI thing that's going on.

And of course, what people don't really understand is the real racist quantum AI, because quantum AI can do things that a regular AI would take a century to do in a few minutes. That's the kind of change that we're having come on. So anyway, I just wanted to bring you up to speed since no one had any questions, let you know what's going on and talk to you about where we are in this listen like process.

What we're talking about today, going down into content, I did make the video and we of course are R&D, which means we're doing a lot of different things with each video. So we're trying to get when we get all the videos done, we will have tried things in the videos and of course, watch the AI video maker progress as well and try to come up with, OK, these are the proper prompts to generate the kind of video that we want from these scripts. And so that's what you're going to see, what you're seeing differences between the video.

We try different things, try different narrators, we try different formats, we try different subtitles, different captioning, stuff like that, all kinds of things just trying to get to, OK, where's the sweet spot. So you'll notice that this video is about three or four minutes long. It's actually, you know, follows the script really well and you'll see the script there.

So you can, if you want, listen to the video. It's pretty hard to watch the video and look at the script, but you can listen to the video in the background and then read through the script and it's, you know, as it goes, you can follow along with the script. So it's pretty good about that.

As I mentioned before, Perturb came out of a special relationship I have with my own personality dynamics. And I must say that I was deeply influenced by someone who I can't remember who wrote a book, but I remember their quote paraphrased is that you cannot change living systems. You can only perturb them and allow them to adapt and shift and change on their own.

And this this was a turning point for me. It's been 30 years. I'm guessing was certainly in the early days.

Maybe the late 90s, somewhere in there, but almost 30 years, I think. And this had a meaningful impact. And when we were looking at when I was looking at skills as I was codifying this process, this intuitive process that I seem to use because that I was subject to my own personality dynamics, this perturbed thing, this cat and mouse, this tit for tat, this game of poke this and see what happens.

That's I am an ENTP. And this is a modus operandi exemplar in the ENTP, a modus operandi working in the NT pattern in the NT function where they're looking for competence. So we constantly are testing the environment to identify whether or not that, you know, this is that and that is this and all that sort of thing.

So perturb is extremely important part of the process. In this particular script, as I was talking about, the perturbed function is an extremely important function. But the thing that you have to be careful with is that when you perturb, especially in the current culture conditions and requirements that we are living in in this world, it is easy for it to go bad because unless you're doing indirect perturbation, which means that you see something

that's happening and this directly goes to how do you let people know they have blind spots.

And some people don't want to be told that. Some people don't want to know that. So in order sometimes to get people to either match up with their personality dynamics and CCR, which are the culture conditions and requirements that they have to solve problems and thus get ahead.

OK, we'll just use that as a sort of a general thing. People want to give ahead, lead a good life. You know, in our case, lead generative lives where, you know, you, me and we are important, not just you and me, not just you.

The idea is that you have to watch out for directness in challenging someone's assumptions that are so foundational to them that that you could get everything from an immune response to defensive reasoning to closing down to anger to all these things. So for a person like me who doesn't pick up social cues, I have to be really careful, although this is one of my best tools because I as a person am always looking for, well, these cause and effect chains. And so when someone says, well, I need help because of X, Y and Z, then I immediately begin to think about, well, what is it that the person is doing or having done to them where X, Y and Z can be present? And therefore, I'm already a level two away from what the symptoms are that they're most normally trying to solve, because most of us try to solve problems from the outside in rather than the inside out.

And so that's the one great caution that I would have that's probably not in the video and not in the script so much. It's mentioned subtly, but at the same time, you can look through that. You can see everybody can use perturb.

You almost have to use it if you're going to use permit. One of the things that happens when you get with extroversion is that if you permit extroversion, you'll get too much extroversion most of the time because extroverts are not aware that they do think out loud that when they're given permission, and it doesn't have to be direct permission, it can be indirect permission, like you taking a breath, they're in, OK? And so kind of like the Top Gun thing, you know, I'm out, you're in. And the thing that happens there is that you almost need perturb, and then later we'll talk about pause and breathe, to be able to deal with over extroversion.

In other words, and of course, the cycling that goes on when the introverts run off their script. You know, introverts work off scripts that have been predetermined in most cases, which is why they think a lot on the inside with their generals, their lieutenants working in the outer world in terms of personality dynamics and the auxiliary function in the MBTI, working the outer world in introverts because introverts have a dominant introverted function. And those lieutenants go out there with a script that's been prepared by the general.

We don't get to talk to the general. We don't get to discuss how the general came up with that script. We just get that lieutenant working off that script.

And in most cases, the lieutenant is completely unaware of that. And what you'll do is when you work them through a benefit chain or something, what's important two or three times,

they'll just recycle the script. In other words, just start over and give you the script again, which means you don't get anywhere and you don't get anywhere with an introvert lieutenant because they have to go back and answer to the general later.

So the lieutenant will say and do almost anything to make sure that they get the pressure off of them, including not talking. That's the first thing that they do, not talking, not responding, not doing that. That's the first defense mechanism that comes up, the shields that come up.

The other thing is they'll tend to recycle the scripts when they have to go back and say, well, there's nothing on the script here that really answers that question. So I'll go back and find something in the script and just give you that answer again. So sometimes you'll get that process going on and the only way to shift that, if you need to shift it, a lot of times you don't, is to perturb that in some way.

You know, is this a good time to stop what we're doing here and take some time and think about this? We'll pick it up next time. I mean, in other words, you give the lieutenant an opportunity to get out of the tension that they're in because they don't have anything else to say because it's already been said. And then they'll go back and think about the things that they didn't have answers to and talk with the general and then maybe perhaps later on, if it's important enough, if it's IMO enough, important, motivating, urgent, leveraging, low-hanging fruit, then you may get a chance to go over it again.

Otherwise, it will just be dropped because the tendency for introverts is to be avoidant, which works best with introversion, by the way. So it's really a very profound mechanism. And at the same time, avoiders don't re-bring things up.

They only respond if you bring them up. So if you're not taking notes, they'll forget it. And if it's not important, it'll never come up again.

So that's the things that you have to kind of begin to understand that. Well, what I've given you is a good case that we can, if someone's really truly in a helping relationship and they're, depending on the degree and the scope of that relationship, you can begin to talk about the things that I've begun to talk about, and then they can actually objectify what they're subject to, which is having the lieutenant, the auxiliary function out there in the real world working with one arm tied behind their back because the general is on the inside. So that's usually a very helpful thing.

Well, you can perturb that subjective process by talking a little bit about, oh, you know, and then the other thing is give them a break. You know, why take an introvert and run them through, you know, torture when you realize that the introvert is using their auxiliary function, one arm tied behind their back. So if you're right-handed, you're using your left hand.

Well, that's not easy to do. It takes time and it's, you know, it takes effort. Sometimes it can be torture.

So those kind of things like that. So that's kind of the guidance that I would give you in this sort of figurative approach to looking at perturb. You're getting a very literal approach.

It takes effort, sometimes can be torture, so those kind of things like that. So that's kind of the guidance that I would give you in this sort of figurative approach to looking at Perturb. You're getting a very literal approach in the scripted process.

And what you'll see me do, just to add insult to injury here, is I will actually go through and read the script as it is, trying not to interject any of this figurative language so that you then hear from me directly the tone, the energy, the information that you can get from this script in a linear fashion, which will go a lot farther for the sensing folks, which we want to respect as well. So I'm perturbing you sensors right now by avoiding the sensing process and talking about this figuratively as one would who's looking through this. So we go through the who, what, when, where, why, and how there.

I just take you in closing. We'll just go out right quick and look at the closing piece. Suggestions for practice.

Just remember Perturb with compassion, which I've given you some story and antidote around. Use the shift, not the shame. That you can get into really big issues with other fighters.

You know, we have those four Fs. So if you're dealing with a fighter, shame is an issue. You want to be careful because they'll fight you if you perturb too much.

Let assumptions surface and invite them to soften, be held up to light, so to speak. See how transparent they are. See if they're becoming more objective, so to speak.

As you go about your conversations and interaction, notice where you and others are locked into old stories or limiting beliefs. And just by the very nature of bringing that up, then you end up with the whole process of perturbation. So, you know, asking yourself, is it time to gently perturb this? You know, should we poke them and see if that causes a reaction? Is there pain there? Try one set subtle cues, a pause, a one-worder.

You might be surprised with what shifts. We never know how close a person is to transformation. We can be one word away or we could be years.

And so you never know. That one word sometimes is really powerful. And then we want to remind you, meet people where they are.

Not where you are, where they are. It's extremely difficult, but it's worthy. In other words, it's a worthy goal.

As my dear friend Zig Ziglar would have said, a worthwhile goal to meet people where they are. It does so many things with that concept. Well, there's not really too much time. So let me talk a little bit about this on the way out. What I've done for the next session is to grab an exercise that I had. I just thought there might be someone who might want to play around with this, but it's perfectly fine that you're not, we're not in a quote unquote qualification or certification session.

We're more or less just listening. But what we would do is do one of these little, you know, hi, how you doing? Is there anything you want help with? You know, what's important, all

that sort of stuff. And then we'll just see how the model is used in terms of, you know, its skill approach.

So let me just give you this. I love this. And I do know who Frederick the Great is, although I've never met him, as you would expect.

I'm sure some of the atoms in my body have. I might even have some of his atoms in my body. When one speaks in public, he should consider the delicacy of superstitious ears. He should not shock anybody. He should wait till the time is sufficiently enlightened to let him think out loud. Man, I wish I would have had this voice, had this advice and taken it 40 years ago, 50.

It's such good advice. I guess when you come from a noble class, they teach you all this stuff when you're young. I guess that's the benefit of being high class, is you learn all these kinds of things because all of the things that happen to you in life depend on your relationships and you don't wanna be a relationship killer like some of us are naturally because we don't notice those social cues.

We have the confidence that whatever we say is right and you should believe that too. And then we actually don't care what you feel because we're not feelers. So it becomes, like Kermit said, I say this all the time, it's really hard being green.

That's why I know when I present this work, if I can get it, I know other people can because I'm the hard case, I really am. And my life has been made much harder, although I have not known that nor worried about it, which then mitigates all that. But my life has been made a lot harder because I didn't know things like this and my personality dynamics are juxtaposed to that.

So you take what your purpose is, you work that purpose, but then you also step back because you're not your brain, you're not your mind, you're not your words. And you realize that it may not be going so well. And you begin to look at ways to have different kinds of conversations in your own head about yourself.

And then you try like hell to put yourself in a better position. That's the big thing, prevent it. The second thing is that you try to understand, oh yeah, I can have a lot more if I help other people get more.

And in order to do that, I gotta be with people. So that's really an important quote in my view, really important. And of course the words are out of date and all that, but very, very important metaphor in that quote.

I did put a reference this time because I keep talking about helping and there's nothing like this out there in the patterns of the world as we know it for helping functions. And I created it, I don't know, 20 some years ago when I was trying to identify what the heck is going on. And I continued to codify that.

And you'll see that we'll need to have a separate page for helping functions admin. So we'll need to grab these and create a page for that under references and we'll put helping

functions. Not only definition, but also a reference page so that we can go in and talk about each one of these things.

The fact that we're all being queued every day, whether we know it or not, we're getting queues. And the queues for most of us are how we're noticing both noise and signal from CCR, culture conditions and requirements and our own personality dynamics that are trying to push through all this stuff and get us where we need to be purposely. So the scaffolding process is just a process where we create the false works.

In construction, in the technical forms of construction, it's called false works. And false works are usually you create the scaffold so people can move around on them to create the permanent works. That's what scaffolding does.

And whenever you're trying to create permanent works, you need scaffolding to move around on or you can't get the permanent works in place. And then of course, the support has to do with all the resources, the allocation of my team, money, information, time, energy, attention, motivation, that sort of stuff. And then the lift is what you get when you're able to work a little bit more complex because you have the right queues, scaffold, support, functioning.

And I figured this out backwards because the first 10 years that I was involved with quote unquote professional helping, calling it consulting and coaching, coaching some when I figured out that's what we were sort of trying to do. I realized that when I took the queues, the scaffolding, the support away that my clients fell back, regressed back to earlier things and could not solve as much complex. But when we were together and when I was helping with the queuing, the scaffolding, supporting that, they worked more complex.

And even I had some of them point this out. And of course, that's what in some cases gives you a long time, you know, monetary stream because people realize that you're valuable for that because they are better because of you. And so that's important.

And then of course, whenever you get someone at a certain level and you get the new stuff there, you must protect it. And that's the whole thing with everything living is that once it gets to a certain stage, it's in that stage, it doesn't know exactly what to do, how to do it. And it must be protected because it's vulnerable in that stage.

So that's why protecting is there. Guiding is a metaphor that I go back to and I think about, oh, when I used to go on these tours, I remember these cave tours. And you go and look at the caves.

I don't know, up in where I grew up in Nebraska and Wyoming, there was these caves that you went to and they would take you through these limestone caves and stuff like that, especially up area around Mount Rushmore and stuff like that. And they would have it all roped off. There would be a uniformed, very professionally dressed people along the way. And they were just letting you walk through the cave and they were pointing some things out and you would reach one of them and they would talk about this and that. And that's the idea that I have with guiding. In other words, they guide you along.

It's like a river guide, a float trip, or if you've ever been in a hunting trip or safari, the guides, they've been there, they've done that. They know most of what they need to say to you to get you out and keep you out of trouble, those kinds of things. And then of course, when you get to the process where you get pretty good and you've been doing a few things yourself and you know what you're doing, then you're gonna wanna reach out because reaching out is the number one factor in producing higher levels of resilience, hardiness, is to reach out.

In other words, have a network, have people to help you. Hey, I can't do this, can you help? Those kinds of things like that. Of course, it's a lot easier for extroverts than it is for introverts, but usually I find introverts that have two or three better friends than most all the extroverts have in terms of total friends.

So that's still possible for introverts to learn to reach out. And then of course, this concept I added over the last few years, running into the tail end of Bohm's work, Bohm and Krishnamurti worked a lot together towards the latter stages of Bohm's life. And this whole concept of betweenness, betterment, I coined the term generati in 88, own the domain.

So this whole concept of generativity is really gonna become strong, not that it wasn't back in 88, but the idea is being that helping people lead generative lives, you know, the you, me and we stuff is very important because we don't wanna be destructive or unsustainable in terms of the things that we do, leaving behind messes because of how we lived or how we did things or how we led. I noticed McKinsey, I opened up, I get a stream from McKinsey and I opened it up this morning, they were talking about leaders being generous and that's generati. The idea of not only being generous, but helping people do something with that generosity, which is something that I really had a good lesson here in Philippines because I thought that if I just come in and start helping people that everybody can lift themselves up and wow, that I get, I'll have to talk about that sometime, but wow, that is not true at all. Okay, so there's your reference. I hope that helps a little bit in terms of understanding helping functions. In other words, we're having these things all the time.

The question is, is the density of frequency appropriate for the culture conditions or requirements that we have on us? And of course, the purpose of that's emergent from our personality dynamics, that triad is pretty important. Here's the post-test. So if you did what we ask you to do, which was look at the page, do the pre-test, watch the video, look at the script and then review this video, you should do well on the post-test.

And at some point we're gonna put these into a learning management system where people are forced to tick through these so we can maintain higher qualities when we start turning people out and certifying them and stuff like that. But we're just an R&D. We're at the early stages.

Everybody's gotta be at the early stages of doing something that you've never done before and we're at the early stages. We're getting this all set up. We'll probably look at the efficacy and make sure that the tests are teaching what it is we want people to walk away with.

And of course, just reiterate the goals of LISTENLITE. Know what the seven skills are. Know what their objects are.

Like insight and belief, story, those kind of things, right action. And then be able to maybe write a short definition or even explain how and why they're different and when they might be used. That's all we're trying to get out of this.

This is the basic level. This is an exposure level. This is not, this is the beginning of what we're gonna call the DIS experience.

And short, that is DIS-X, as you'll read in the mini book that me and the AI are diligently working, having a lot of fun. They just said something in McKinsey, also in another newsletter, that we should make work enjoyable. Really having a lot of fun with the AI. So if you haven't tried messing with the AI, you should really start just to talk to it. I love talking to it. Everything, I do anything and it agrees with me.

Absolutely, I'm glad you picked that up. This is great. I love it.

We're gonna be so tired of people once we get our own avatars and robots and start talking to them because people won't talk to you like that. You know, they go, well, you know, anybody would have realized that. You're such a dumb shit, you know.

That's how people tend to talk to people. But the AIs are so empathetic. They're so wonderful to talk to, so encouraging, so inspiring.

All the things that we tell leaders that they should be, they're coding into the AI. And it's just great to have someone like that around who most of the time doesn't disagree with you. And of course, for a person like myself, that's a real trap.

But at the same time, there's your answers to the pre-test and the post-test at the end. We're just about ready to start asking people to join us, although we got some housekeeping stuff to get done. But at the same time, we're gonna wrap it up right there. And hopefully this video was important to you. I'd love to hear your comments, questions. You can find that at the very bottom.

Yes, there it is right there. You can pre-order a copy of the book or the autographed one. Be sure to buy that one, get my autograph.

Actually, that helps us fund the program, fund the books that are basically 697. And I mean, when you think about it, it takes 40 years to tell the story or write a good book. And I'm still working on writing a good book, but it's a hell of an investment. So I guess we should ask for something for it. But anyway, the comment line is right there. So please be sure to comment.

And there's a picture of me, I think about four or five years ago. I look different now. All right, that's it.

Thank you all for coming. Thank you all for being here. And we'll talk to you in the next session.

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