

The Role of AI in Enhancing Competencies and Building Autonomy in the Professional Sphere

Katarzyna Kukowska

Czestochowa University of Technology, Poland

katarzyna.kukowska@pcz.pl

Abstract: Generative AI systems are increasingly embedded in human decision-making. They can enhance work efficiency and serve as a tools for personal and professional development. At the other hand, they raise questions about the limits of autonomy and the influence of social control mechanisms on human subjectivity. The author examines whether ChatGPT, used as an LLM-based conversational tool, can support professional self-development, self-knowledge, and self-reflection, and under what conditions ChatGPT-generated responses may support or limit autonomy and self-awareness in the professional sphere. The study employed a methodology combining complementary approaches: 1) Examining the role of ChatGPT in the process of self-knowledge, self-awareness, and autonomy development in the workplace; 2) Conducting an exploratory conversational experiment with ChatGPT-4, analysing the content of the responses generated. In the experiment, ChatGPT was employed as a coach-like tool supporting employee self-reflection. Within this methodology, ChatGPT functioned as a cognitive mirror.

Keywords: Artificial intelligence, Autonomy, ChatGPT, Employee self-development, Professional development

1. Introduction

Focusing on generative AI in the professional sphere reveals a process in which humans, by delegating part of their tasks to algorithms, simultaneously redefine the meaning of agency, efficiency, and professionalism. This is particularly intriguing when an employee's responsibilities rely on individual creativity and originality. The influence of AI-based systems on behaviour, preferences and patterns of action introduces new, subtler forms of impact that are harder to recognise within traditional frameworks of control or power. In many cases, working with such systems can improve the quality and precision of work, particularly where rapid data analysis, scenario forecasting or pattern recognition are essential (Patil, 2025). There is increasing awareness that AI technologies, through their gradual influence on perception, interpretation and decision-making, may erode human subjectivity. In this context, AI appears not merely as an "intelligent assistant," but as a cognitive partner capable of initiating and co-shaping thought processes, raising fundamental questions about the limits of autonomy and the essence of creativity (Du, 2023).

The author joins the discourse on human interaction with advanced language models, viewing them as potential allies in the pursuit of self-knowledge and personal agency. This article examines ChatGPT in the context of its potential to support personal development, self-reflection and skills enhancement. The article addresses the following research questions: 1) Can ChatGPT, used as an LLM-based conversational tool, support professional self-development, self-knowledge, and self-reflection?; 2) Under what conditions may ChatGPT-generated responses support or limit the development of autonomy and self-awareness in the professional sphere?

The study is relevant to knowledge management, HRD, workplace learning, and AI-mediated self-development. The topic of the paper addresses one of the key mechanisms through which generative AI is transforming knowledge management: it automates access to information, reshapes the way people develop competencies, make decisions, share knowledge, and gain professional agency. Studying the potential impact of AI on professional competencies directly relates to the question of how generative AI is changing individual knowledge management.

2. Theoretical Background

ChatGPT has been formally incorporated into research methodologies in numerous studies, serving as a tool for content analysis or as a participant in conversational simulations (Frigerio, 2023; Garg et al., 2023; Lee et al., 2023). Many authors have examined both the benefits and risks associated with the use of ChatGPT (e.g., Azaria, 2022; Althawbani, 2023; Dwivedi et al., 2023), emphasizing its importance in the context of natural language processing and the automation of human-computer interaction. M. Farrokhnia and his team conducted a SWOT analysis of ChatGPT to identify its strengths, weaknesses, opportunities, and threats in the context of education. Among its strengths, they listed real-time generation of personalized, credible responses and self-correction capabilities. Opportunities included improved access to knowledge and educational support. Conversely, weaknesses included a lack of deep understanding and potential biases, while threats involved challenges such as the undermining of academic integrity, plagiarism, reinforcement of inequalities, and the decline of cognitive

competencies (Farrokhnia et al., 2023). V. Parisi and A. Sutton (2024), after reviewing available evidence, concurred with other scholars that while ChatGPT can assist users in formulating search strategies and initial queries, its effectiveness is limited by its lack of access to real databases and its tendency to generate fabricated sources. K.M.A. Althawbani (2023) argued that ChatGPT should be used as a research method. Similarly, M.M. Mijwil and M. Aljanabi included ChatGPT as a conceptual co-author. L. Stafford and her co-authors (2024), in an online focus study, observed responses from participants that were likely generated by language models. The authors applied qualitative analysis, treating AI as a co-creator of the research discourse, and proposed acknowledging the presence of technology in participants' lives as a component of contemporary social research. In a study conducted by R. Bijker et al. (2024), the usefulness of ChatGPT as a tool for text data analysis was evaluated. ChatGPT was employed as an automatic content coder, and its results showed high consistency with human coding. The authors emphasized that ChatGPT can serve as a valuable research aid, provided that its outputs are validated by humans and used with an awareness of technological limitations. Similarly, L. Yan and colleagues (2024), in a controlled experiment, compared the performance, accuracy, and satisfaction of participants working independently with those collaborating with ChatGPT. The collaboration improved both efficiency and ease of thematic analysis. The authors concluded that the most effective approach was a hybrid model, in which humans retain decision-making authority while AI supports data exploration and inspires interpretation (Yan et al., 2024).

Scientific literature highlights the evolution of AI from a tool supporting HR operations to an integrated component of decision-making systems. A.M. Votto and colleagues conducted a systematic literature review on the use of AI in tactical human resource management (HRM). Their findings indicate that most studies focus on AI's application in supporting recruitment decisions and employee performance evaluation. At the same time, AI has the potential to individually tailor training recommendations for employees based on their strengths, weaknesses, interests, and potential. However, the review also revealed a considerable underrepresentation of research concerning the ethical implementation of AI, its impact on employee trust, and organizational relationships (Votto et al., 2021). N.L. Rane (2023) focused on areas such as recruitment, training, and organizational communication, highlighting how chatbots can engage and support employees, including providing psychological support. D. Lewicka and colleagues (2024) confirmed that AI can effectively assist organizations in areas such as recruitment, employee performance analysis, competency development, and talent management. Their publication emphasized ensuring algorithmic transparency, protecting personal data, and mitigating potential algorithmic biases. S. Zel and E. Kongar (2020) analysed the potential of AI-driven solutions in the context of workplace transformation, focusing on their impact on employee productivity, engagement, and satisfaction. The authors found that implementing AI-based solutions improves employee experience - particularly in areas involving the automation of repetitive processes, increased information accessibility, and personalized interactions.

Improving and deepening employee self-awareness within an organizational system is fundamentally rooted in coaching. C. Graßmann and C.C. Schermuly (2021) conducted a conceptual analysis of the use of AI in coaching within the HR literature. The authors proposed a definition of AI coaching, understood as a machine-assisted process that systematically accompanies users in achieving their developmental goals. They evaluated the potential of AI coaching as a scalable, cost-effective, and continuously available tool. At the same time, they pointed out several risks, including the loss of interpersonal nuances, overreliance on technology, and challenges related to anonymity, autonomy, and sensitive data protection. C.C. Schermuly's research team (2021) conducted studies aimed at identifying possible future directions for workplace coaching. The authors concluded that by 2030, coaching will largely be conducted with the use of AI. F. Laviola, N. Cucari, and H. Nowic (2024) conducted a meta-analysis of publications on the potential for human resource development through AI, identifying the main research themes within AI in HRM. One prominent research direction that emerged concerns the shift from developing human capital to fostering the personal development of current and future employees through AI. Another category of topics identified by the authors relates to the democratization of coaching activities through AI. Despite the lack of empathy and emotional intelligence in AI systems, large language models can be useful for skill enhancement, increasing productivity, and motivating learning. In addition to assessment, AI systems can also provide training in soft skills (Laviola et al., 2024, p. 144). An innovative approach to exploring the potential of ChatGPT was undertaken by Y. Zhao and Ch. Zhao (2024), who aimed to use ChatGPT as a tool to support self-concept development through the analysis of personalized user journals. These journals reflected the participant's cognitive patterns, needs, and decision-making logic. The study involved constructing a model capable of mapping personality traits and the logical system of the participant. The authors examined ChatGPT's capabilities in identifying individual strengths and areas for development, assessing decision-making mechanisms, and generating recommendations to support personal

growth in areas such as career planning and well-being improvement. Similarly, A. Malik and colleagues (2021) demonstrated that employees using AI-based applications experienced greater ease of access to information and a stronger sense of engagement with organizational culture. AI supported professional relationship management and competency development by providing precise knowledge and career recommendations. The authors suggested that AI could act as a strategic social and organizational mediator (Malik et al. 2021). P. Pataranutaporn et al. (2024) designed an experiment in which participants engaged in a conversation with their “future self” using ChatGPT along with personalized biographical data. The interaction aimed to enhance self-awareness and reflection on the future. After just one session, participants reported reduced anxiety and negative emotions.

The above literature review highlights AI’s capacity to modify reality, effectively becoming a new “entity” that begins to coexist with humans across multiple domains, including the professional environment. Among the sources driving these revolutionary changes, ChatGPT occupies a prominent position and served as the methodological foundation for the study conducted by the author.

3. Methodology

This study aimed to examine whether ChatGPT may function as a technology supporting self-development or as a potential tool of influence. The research was designed as an exploratory empirical case/simulation study based on qualitative content analysis of ChatGPT-4-generated responses. Its purpose was not to provide statistically generalizable findings, but to identify and compare selected patterns in responses generated under different interaction conditions. The following research questions were formulated: 1) Can ChatGPT, used as an LLM-based conversational tool, support professional self-development, self-knowledge, and self-reflection?; 2) Under what conditions may ChatGPT-generated responses support or limit the development of autonomy and self-awareness in the professional sphere?

Similar experimental research, involving qualitative analysis of content generated by ChatGPT, has been carried out by Zhang et al. (2024). In the present study, the author examined users’ experiences engaging in dialogue with the AI language model as a way to guide self-development and self-awareness in the professional sphere. The methodology treated AI as an interactive partner in fostering employee self-reflection. This research direction was inspired by the meta-analysis conducted by F. Laviola, N. Cucari, and H. Nowic (2024), who outlined research frameworks for AI in HRM, including its role in personal development, impact on competencies, and AI-driven coaching activities. The study employed a methodology combining complementary approaches: 1) Examining the role of AI in the process of self-knowledge, self-awareness, and autonomy development in the workplace; 2) Conducting a conversational experiment with ChatGPT-4, analysing the content of the responses generated. The experiment included participants with varying levels of experience in interacting with ChatGPT. Responses to the prompts were provided within the following predefined variants: (A) Conversation conducted by an intermediate-level user interacting with ChatGPT through a standard subscription; (BB) and (BP) Conversations conducted using GPTs-profiled assistants designed to access expert knowledge: BB functioned as a business assistant, while BP served as a psychology assistant (the creator regularly works with large language models, conducts training in this area, and has extensive experience with ChatGPT); C) In this category, the user had intermediate experience with ChatGPT interactions but used the standard, publicly available version (Table 1). The responses obtained in variants A, BB, BP, and C were therefore tailored according to the user profile, reflecting the prior conversational history and “knowledge” accumulated by the generative AI model about the participant. Thus, the study tested the extent to which AI can differentiate interactions based on: 1) access level (publicly available version vs. subscription version), 2) specialization level (dedicated assistants: Business Expert, Psychology Expert), and 3) user familiarity, reflecting the AI’s learning from previous conversational experiences.

Table 1: Operationalization of interaction variants

Variant	Tool/access condition	User experience	Assistant profile	Purpose of comparison
A	ChatGPT subscription	intermediate	standard	baseline enriched interaction
BB	profiled GPT assistant	advanced creator/user	business expert	business-development orientation
BP	profiled GPT assistant	advanced creator/user	psychology expert	psychological/self-reflective orientation
C	public/basic ChatGPT	intermediate	standard	simplified access condition

Source: Own elaboration

The analytical procedure consisted of four stages. First, a set of prompts concerning professional self-development, self-awareness, and autonomy was formulated. The same prompts were then used in each interaction variant: A, BB, BP, and C. Second, the responses generated by ChatGPT were collected and assigned to the corresponding variant and prompt. Third, each response was assessed according to predefined categories: style, scope of reflection, action proposals, tools, application potential, and number of characters including spaces. These categories were selected to capture both the cognitive quality of the response and its practical usefulness for professional self-reflection. Fourth, the responses were compared across variants using a 1-to-5 ordinal scale, where 1 indicated a non-useful response and 5 indicated an exceptionally valuable response. To increase transparency, the same evaluation categories and scoring logic were applied to all variants.

ChatGPT-generated responses were evaluated according to predefined categories, forming a framework for assessing their cognitive and practical quality:

- **Style** – describes how the content was constructed in terms of language, structure, and communicative depth. Evaluated aspects included whether the style was structural, narrative, analytical, practical, or emotional. Considerations included the level of formalization, logical clarity, degree of self-reflection, and language proficiency.
- **Scope of Reflection** – refers to how thoroughly the response explored the topic, i.e., whether it facilitated self-knowledge, understanding of values, goals, emotions, or barriers. Evaluations distinguished between reflection on surface-level behaviours versus deeper layers such as values, identity, emotions, and beliefs. High marks were given to answers that went as far as “why” and “who I am”, rather than only “what to do”;
- **Action Proposals** – assessed whether and how the response provided concrete guidance for practical steps resulting from reflection, such as exercises, messages, or strategies. Higher scores were given to approaches that translated into actionable behaviours;
- **Tools** – this category described which concepts, methods, or techniques were suggested in the response and their quality. Cognitive tools, emotional tools, and technological tools were considered. Responses suggesting adaptable and implementable tools received higher evaluations;
- **Application potential** – refers to the extent to which the response is suitable for practical use in personal development, individual work, coaching, education, or team settings. High scores were given to responses that could be incorporated into training programs, coaching exercises, developmental scenarios, or self-reflection tools.

4. Study Results

The responses showed distinct stylistic and substantive differences across variants A, BB, BP, and C. Tables 2 and 3 present their comparative characterization and evaluation. The table 2 was generated on the basis of qualitative content analysis of responses produced by ChatGPT for the same set of prompts in each interaction variant. Each response was assessed according to predefined categories. The validation of the table was procedural rather than statistical. To increase transparency and comparability, the same prompts, analytical categories, and scoring logic were applied to all variants. The scores were checked for internal consistency between the qualitative description of each response and the assigned numerical value (Table 3).

Table 2: Assessment of cognitive and application quality of AI-coach responses in supporting professional self-development

Category	A	BB	BP	C
Self-development - Prompt: <i>1. What questions can I ask myself to better understand my professional goals?</i>				
Style	Structural, academic, multi-aspectual	Reflective, creative, with references to theory and AI	Introspective, emotional-value oriented	Practical, simplified, coaching style
Scope of reflection	Full spectrum: identity, goals, competencies, motivation, relationships	Motivation, vocation, career paths	Values, vision, meaning in professional life	Interests successes, short-term goals
Action proposals	Yes (ready-made questions, action structures, reflection areas)	Yes (reflective questions, AI as a tool)	Partially (self-reflection questions, no action structure)	No (inspiration only)

Category	A	BB	BP	C
Tools	Self-reflection in 6 areas, deepening questions	Proposed: Flow ¹ , 5 Why's ² , Future-back planning ³ , model Drive ⁴	Narrative, existential questions	Simple coaching questions
Application potential	Very high; foundation for individual work and workshops	High; inspiring tools	Medium; valuable for personal work, less practical	Medium; valuable for personal work, less practical
Self-Improvement - prompt: 2. How can I improve my assertiveness at work?				
Style	Instructional, reflective, practical and emotional	Psychological, innovative, technical	Psychological-reflective, belief-based	Minimalist, communicative, operational
Scope of reflection	Behaviours, emotions, beliefs, motivations, reactions	Communication styles, emotional boundaries	Beliefs, emotions, relational blocks	Situations and emotions blocking self-expression
Action proposals	Yes (messages, exercises, strategies)	Yes (simulation exercises)	Yes (belief change, conscious communication)	Partial (basic messages only)
Tools	"I" statements, refusal, emotion analysis, training	AI-assisted role simulations, fear deconstruction, communication style analysis	"I" statements, work with beliefs	Assertive statements, reflective questions
Application potential	Very high; foundation for training and coaching	High; innovative and in-depth approach	High; especially for individual work	Medium; good introductory material
Self-improvement - prompt: 3. How can I find greater meaning in my daily work?				
Style	Systemic, reflective, balanced	Model-based, analytical, with AI elements	Narrative, introspective, identity-oriented	Simple, introspective, operational
Scope of reflection	Emotions, meaning, context, adaptation	Ikigai model ⁴ , emotional traces, meta-practice	Inner meaning, values, job crafting ⁵	Experiences, values, situations providing meaning
Action proposals	Yes (exercises, questions, perspective shift)	Yes (activity mapping, reflective questions)	Yes (job crafting, narrative work)	Partial (reflection and daily connection to values)
Tools	"Who does my work serve", meaning questions, daily practices	Ikigai model, impact analysis, AI journal	History questions, narrative transformation	Introspective questions about meaning
Application potential	Very high; deep use in identity development	High; strong tool- and system-based support	Medium; for reflective individuals	Basic; for daily self-reflection
Self-awareness - prompt: 4. What thinking patterns may limit my actions at work?				
Style	Educational, reflective, empathetic	Cognitive-analytical, model-oriented	Psychological-therapeutic, relational	Simple, intuition- and introspection-based
Scope of reflection	Perfectionism, fear, impostor syndrome, boundaries, social schemas	Heuristics, childhood schemas, Dunning-Kruger effect ⁶	Emotional and narrative blocks	Perfectionism, fear of mistakes, difficulty asking for help
Action proposals	Yes (new approaches to each pattern, diagnostic questions)	Yes (reformulation suggestions with AI)	Yes (working with beliefs and change)	Partial (reflective questions)
Tools	Pattern descriptions, symptoms, alternative beliefs	CBT ⁷ , NLP ⁸ , AI modelling of beliefs	Recognizing and challenging narratives	Introspective questions and self-diagnosis
Application potential	Very high; suitable for developmental and psychological work	High; with tool or mentor support	Medium; good for self-reflection	Limited; starting point for exploration

Category	A	BB	BP	C
Self-awareness - prompt: 5. Help me identify my core values; are they supportive of my career development?				
Style	Diagnostic, methodical, supporting self-reflection	Analytical, model-based, AI-integrated	Reflective, ethical, identity-oriented	Intuitive, emotional, concise
Scope of reflection	Recognition of values, alignment with environment, consistency of actions	Discovering hidden values, value dissonance, role redefinition	Boundary situations, decisions, admired traits	Frustrations, resignation, emotional reactions
Action proposals	Yes (value lists, questions, environmental analysis)	Yes (value tests, AI-assisted exploration)	Yes (reflective questions, values as compass)	Partial (introspection questions)
Tools	Value lists, guiding questions, practical examples	ACT tests ⁹ /Barrett Values Centre ¹⁰ , AI-assistant, VR-Fit model ¹¹	Retrospective questions, narrative decision-making	Introspective questions, emotion observation
Application potential	Very high; for workshops, coaching, career planning	High; especially in AI-oriented environments	Medium; good for individual reflection	Limited; starting point for further analysis
Self-awareness - prompt: 6. What questions can I ask myself to better recognize my emotional needs at work?				
Style	Reflective, structured, emotionally aware	Analytical-neural ¹² with AI elements	Relational, introspective, supportive	Intuitive, brief, emotion-based
Scope of reflection	Emotions, deep needs, meaning, actions	Emotions as signals, recognition needs, reactions to others' success	Visibility, tensions, lack of trust	Everyday emotions, overload and overwhelm
Action proposals	Yes (questions, communication of needs, self-support)	Yes (daily questions, AI journal, narrative exploration)	Partial (reflection on emotions and relationships)	Partial (questions for daily self-reflection)
Tools	Four-level question structure, self-diagnosis, communication strategies	Journal-as-a-service ¹³ , self-observation, AI support	Questions on visibility, relationships, emotional resonance	Emotion introspection and sources
Application potential	Very high; for emotional coaching and well-being	High; emotional self-awareness and digital reflection	Medium; supports personal and therapeutic work	Limited; starting point for working with emotions
Autonomy - prompt: 7. What behaviours may indicate a lack of autonomy at work?				
Style	Diagnostic, reflective, psychological-strategic	Cognitive-behavioural, synthetic	Psychological, emotion- and relationship-based	Introspective, linguistically economical, empathetic
Scope of reflection	Waiting for approval, fear, resignation, avoiding influence	Limiting narratives, beliefs, learned helplessness	Suppressing opinions, adapting, indifference	Behaviours resulting from low sense of agency
Action proposals	Yes (diagnostic questions, analysis, regaining influence)	Partial (description of situations and their consequences)	Partial (identification and awareness of reactions)	No (only recognition of phenomena)
Tools	Questions about influence, degree of independence, concrete signals	Cognitive narratives, identification of beliefs	Emotional blocks, relational context	Simple introspective questions
Application potential	Very high, for working on agency and motivation	High, with analytical support and deepening	Medium, helpful for self-understanding	Basic, for recognizing behavioural patterns
Autonomy - prompt: 8. Help me set healthy boundaries in professional relationships.				
Style	Educational, structured, empathetic	Strategic, cognitive-systemic, technical	Psychological-relational, warm, normative	Reflective, simplified, practical

Category	A	BB	BP	C
Scope of reflection	Need for boundaries, violations, assertiveness, right to say no	Beliefs, types of boundaries, contractual relationships	Emotions, tensions, care for relationships	Emotional and operational boundaries, emotional reactions
Action proposals	Yes (questions, statements, communication frameworks, reinforcing rights)	Yes (micro-decisions, cognitive statements, contracts)	Yes (communication of boundaries, recognizing tensions)	Yes (simple statement, reflective questions)
Tools	Communication frameworks, situational analysis, diagnostic questions	AI monitoring, boundary definition, neutral language	Psychological contract, recognizing reactions	Introspective questions, ready-made statements
Application potential	Very high, for implementation in professional and interpersonal practice	High, especially in team and managerial work	Medium, for developing relational awareness	Limited, good starting material

1. Flow – Mihaly Csikszentmihalyi's theory (state of full immersion in an activity)
2. 5 Why's – root cause analysis technique from Lean/Kaizen methodology
3. Future-back Planning – planning from the future to the present, a strategic thinking method
4. Ikigai model – finding meaning and balance between professional and personal life
5. Job crafting – modifying the scope of tasks, the way they are performed, or work relationships
6. Dunning-Kruger Effect – people with low competence overestimate their abilities, while more competent individuals underestimate theirs
7. CBT (Cognitive Behavioural Therapy) – cognitive-behavioural therapy
8. NLP (Neuro-Linguistic Programming) – neuro-linguistic programming
9. ACT Tests (Acceptance and Commitment Therapy) – therapy for acceptance and engagement in working with personal values
10. Barrett Values Centre – model of personal and organizational values, a values assessment system
11. VR-Fit Model (Values-Role Fit) – modern tool comparing key personal values with roles performed at work
12. Analytical-neural style – cognitive analysis and understanding of behaviours and emotions through brain functioning mechanisms
13. Journal-as-a-service (JaaS) – modern, digital form of an automated reflective journal

Source: Own elaboration based on ChatGPT

Table 3: Quantitative summary of the cognitive and practical quality of ChatGPT-generated responses

Variant	Style	Scope of reflection	Action proposals	Tools	Application potential	Characters
Self-development - Prompt: 1. What questions can I ask myself to better understand my professional goals?						
A	5	5	5	5	5	1408
BB	4	4	4	5	4	698
BP	4	4	3	3	3	413
C	3	3	2	3	3	293
Self-Improvement - prompt: 2. How can I improve my assertiveness at work?						
A	5	5	5	5	5	2011
BB	5	5	5	5	5	737
BP	4	4	4	4	4	511
C	3	3	3	3	3	442
Self-improvement - prompt: 3. How can I find greater meaning in my daily work?						
A	5	5	5	5	5	2071
BB	5	5	5	5	5	642
BP	4	4	4	4	4	444

Variant	Style	Scope of reflection	Action proposals	Tools	Application potential	Characters
C	4	4	3	3	3	385
Self-awareness - prompt: 4. What thinking patterns may limit my actions at work?						
A	5	5	5	5	5	2209
BB	5	5	4	5	4	647
BP	4	4	4	3	3	381
C	4	4	3	3	3	382
Self-awareness - prompt: 5. Help me identify my core values; are they supportive of my career development?						
A	5	5	5	5	5	1953
BB	5	5	5	5	5	701
BP	4	4	4	4	4	409
C	4	4	3	3	3	479
Self-awareness - prompt: 6. What questions can I ask myself to better recognize my emotional needs at work?						
A	5	5	5	5	5	1549
BB	5	5	5	5	5	638
BP	4	4	4	4	4	339
C	4	4	3	3	3	403
Autonomy - prompt: 7. What behaviours may indicate a lack of autonomy at work?						
A	5	5	5	5	5	2230
BB	4	4	3	3	4	384
BP	4	4	3	3	3	387
C	4	4	2	3	3	430
Autonomy - prompt: 8. Help me set healthy boundaries in professional relationships.						
A	5	5	5	5	5	2394
BB	5	5	5	5	5	791
BP	4	4	4	4	4	492
C	4	4	3	3	3	501

Source: Own elaboration based on ChatGPT

The responses obtained for A were assessed as the most comprehensive and structured, combining reflection and practical guidance, useful for work, workshops, coaching, leadership development, or HR interventions. In the BB variant, psychological models and tools oriented toward self-direction were suggested, more analytical than emotional compared to A and BP. Responses in BP focused on reflection on one's internal experiences, based on emotions, identity, and relationships; they could be useful for work on values, professional burnout, and internal coherence. For category C, the responses were the least reflective, serving primarily as a starting point for further exploration and searching for answers. They lacked elaboration and actionable suggestions. According to the adopted 1-to-5 rating scale, none of the responses were deemed unhelpful. Overall, the response profiles may be summarized as follows: structured and comprehensive for A, analytical and tool-oriented for BB, introspective and emotional for BP, and simplified and operational for C.

5. Discussion

The analysis of content generated in user-ChatGPT interactions showed variability in the depth of reflection, degree of operationalization, and practical applicability of the responses. The analysed responses suggest both developmental potential and possible risks of overreliance on generated content. Responses from the business expert variant (BB) suggested that ChatGPT may function as a tool for activating reflection and modelling thought processes. Only the BB variant included elements in which ChatGPT was presented as an active support tool in the user-system interaction. In the BB variant, ChatGPT was proposed as an interactive mentor for clarifying professional goals, a partner in assertiveness simulations, an emotional reflection journal, and an analyst of value-role fit. The BB responses had high application potential, suggesting that ChatGPT may support

selected aspects of emotional reflection and career identity planning. The A variant achieved the highest overall scores. These differences were also visible in response length, although character count was treated only as a descriptive indicator. However, despite achieving the highest scores for substantive quality and comprehensiveness, the A responses included fewer explicit references to ChatGPT as an active developmental tool.

Previous research, including Pataranutaporn et al. (2024), suggests that large language models may support selected forms of self-awareness and reflection. The qualitative analysis of ChatGPT-generated responses suggests that LLM-based conversational tools may support individual development by structuring reflection, proposing questions, and adapting responses to the user's stated goals and needs. ChatGPT-generated responses may draw attention to selected behavioural patterns and support reflection on the possible consequences of decisions. Acting as an external cognitive mirror, ChatGPT may stimulate self-regulation and critical analysis of one's own thinking patterns. At the same time, the risks associated with excessive trust in technology and threats to user autonomy have been highlighted by Graßmann and Schermuly (2021). Several risks are relevant to the interpretation of the present findings:

- LLM-based systems rely on statistical patterns and predictions, which may simplify the multidimensional nature of human experience; therefore, ChatGPT-supported self-reflection may produce seemingly precise but incomplete insights;
- automation of self-reflection: instead of developing their own capacity for contemplation and introspection, the user may outsource these processes to an external system, which can lead to a decline in critical thinking;
- ChatGPT-generated responses may reinforce existing beliefs and habits, especially when users do not critically question the generated content;
- in the workplace, overreliance on LLM-based tools may marginalize individual rhythms, diversity, and the unpredictability of personal development.

6. Conclusions and Limitations

The exploratory results suggest that ChatGPT-generated responses may support professional self-development, self-knowledge, and self-reflection when they are used consciously, critically, and with awareness of the tool's limitations. At the same time, the findings indicate that such support may be limited when users rely excessively on generated responses or treat them as a substitute for independent judgment. The results should therefore be understood as preliminary and hypothesis-generating rather than statistically generalizable. The experiment's results allowed for the formulation of hypotheses that could serve as a basis for further research: 1) ChatGPT-generated responses may support selected aspects of professional self-development; 2) ChatGPT-supported reflection may deepen or simplify self-knowledge depending on the user's critical engagement and the context of use; 3) LLM-based conversational tools may support or limit autonomy depending on the institutional and ethical context.

The experiment conducted with ChatGPT as a conversational partner involves several methodological limitations. Language models do not produce repeatable responses to identical questions, even under the same experimental conditions, which complicates replication of results and standardization of procedures. AI is easily attributed with anthropomorphic characteristics, which can distort the analysis of qualitative data (van Es & Nguyen 2025). Additionally, responses generated by ChatGPT reflect its training data, which may introduce cultural and ideological biases (Mehrabi et al., 2022). The analysis remains limited by the small number of cases and the absence of independent raters.

Despite these limitations, conversational experiments with ChatGPT and other large language models are justified because they enable the study of the quality of human-AI interaction. Such studies allow researchers to explore how LLM-based tools may influence self-knowledge, self-reflection, and identity formation, and thus psychological mechanisms.

Ethics Declaration: The study did not require approval from an ethics committee or any external institution.

AI Declaration: ChatGPT-4 was used in the preparation of this article as the subject of a conversational experiment. All outputs were critically reviewed by the author, who remains fully responsible for the manuscript.

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