**1. Research and Critical Assessment Commands**

* **"Summarise and critically assess whether [Author X] supports the idea of an RMA due to UAS."  
  This command aligns with the need to engage critically with key authors in the field, evaluating their stance on whether UAS constitute an RMA, which is central to your research question and critical reading skills criteria.**
* **"List 5 peer-reviewed sources from military or security studies that critique the RMA thesis."  
  This supports broad and credible source gathering, fulfilling the assessment criterion of searching skills and ensuring engagement with counter-arguments.**
* **"Create a structured summary of Kaldor’s 'New Wars' and relate it to UAV warfare."  
  This links a foundational critical perspective on modern conflict to the specific technological focus, blending descriptive and critical writing as recommended.**
* **"What are the main theoretical differences between a techno-optimist and a critical theorist in RMA debates?"  
  This instruction helps clarify theoretical frameworks, supporting analytical skills and the ability to interrogate and map theoretical positions.**
* **"Using the Ukraine and Nagorno-Karabakh conflicts, summarise how UAS impacted tactical doctrine."  
  This command directly addresses case studies, ensuring empirical grounding and relevance to sub-questions on military adaptation and doctrinal change.**

**2. Writing Support (Chapters & Arguments)**

* **"Draft Chapter 1 introduction (600 words) that defines the research problem and scope."  
  Supports the expected thesis structure and clear argument introduction.**
* **"Write a 300-word paragraph evaluating doctrinal resistance using Nagl and Fitzgerald."  
  Targets focused critical writing on doctrinal and institutional learning, engaging key authors.**
* **"Refine this paragraph to follow the FOCSI model and enhance clarity and critical tone."  
  Ensures adherence to formal, cautious, succinct, and impersonal academic writing style.**
* **"Restructure this section to better follow the expected format: introduction, three chapters, conclusion."  
  Helps maintain logical flow and structured argument, key writing skills.**
* **"Insert counter-arguments against the idea that drones are revolutionary and provide sources."  
  Encourages critical engagement and balance in argumentation.**

**3. Skimming & Source Evaluation**

* **"Skim this academic article and tell me if it discusses IHL in relation to drone warfare."  
  Efficiently assesses source relevance to International Humanitarian Law, a key sub-question.**
* **"Check if this NATO report supports, challenges, or is neutral on the RMA thesis."  
  Evaluates source positioning, aiding critical reading and source credibility assessment.**
* **"Highlight key quotes from this article that relate to strategic adaptation in Western militaries."  
  Facilitates evidence gathering for argument support.**
* **"Map the theoretical positioning of this article: realist, critical, or techno-optimist?"  
  Supports theoretical clarity and analytical skills.**

**4. Referencing and Formatting**

* **"Convert this list of sources into full Maynooth Harvard citations."  
  Ensures compliance with citation rules and formatting consistency.**
* **"Audit this section for missing in-text citations and orphan references."  
  Helps avoid common errors and maintain academic integrity.**
* **"Format this chapter to match Maynooth expectations: font, spacing, headings, citations."  
  Aligns with formatting requirements and presentation standards.**
* **"Generate EndNote-compatible citations for these 10 sources using Maynooth Harvard style."  
  Supports efficient reference management and adherence to style.**

**5. Thinking & Analysis**

* **"Summarise the organisational learning implications of UAS using Wilson and Cohen."  
  Integrates theoretical and institutional learning frameworks, aiding deep analysis.**
* **"What gaps exist in current RMA literature concerning drone warfare and Western doctrinal change?"  
  Encourages critical interrogation of the literature and identification of research opportunities.**