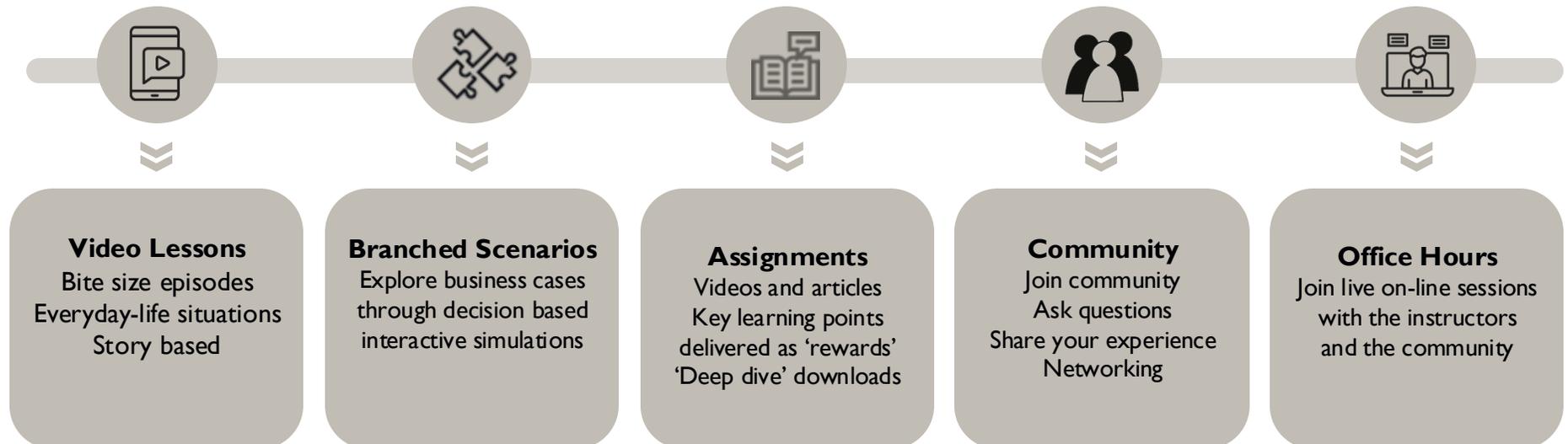


Course instructions:

5 week course duration. New modules released each week.
 Total time commitment 15-20 hours (3-4 hours per week).
 'Office hours' are fixed at the end of each week. All other steps are self-paced.
 Access continues for 7 weeks after the course commences.
 Participants will earn a BTFA Certificate in their name, upon successful completion of the pre-requisite lessons in the first 4 modules. In the final week you will consider BTFA application.
 For questions and help, please contact us at info@Duxinaroe.com

Weekly schedule:



Week / Module	Lesson	Example learning outcomes	Opening date	Office hours
Week 1 Intro.	<ul style="list-style-type: none"> • The Journey • I controlled my world • I improved processes and systems • I improved Strategy • I developed culture • But ... where is the missing piece? • I am falling apart 	<p>“Our business is different” ... “Everyone has the same problems” Both claims are heard regularly in the performance improvement and change arena. Can they both be right?</p> <p>In our Intro, leaders are introduced to a story they will no doubt recognise, where development follows a very common path, from process improvement, through strategy deployment frameworks to culture change ... before recognising there is something, quite foundational, missing from this ‘best practice’ approach ...</p>	<p>Date TBA, Friday Time TBA</p>	<p>Date TBA, Friday Time TBA</p>
Week 1 B - Believe	<ul style="list-style-type: none"> • Beliefs overview • My beliefs change rapidly • Can I trust my beliefs? • Why do we defend our beliefs? • What are beliefs from a neuroscience perspective? • The brain is hard wired ... really? • Complex business language 	<p>Many approaches and much of the leadership guidance available in the world today, accepts that change requires the acceptance of the people involved. This realisation can be found in such terms and objectives as creating a guiding coalition or stakeholder management. Current approaches state the need to create such outcomes, few, if any, detail what that means at a neurological level (root cause), or how to achieve it.</p> <p>In our (B) Believe module, leaders come to understand what it takes to create a ‘belief, in any proposed change being ‘good / right’.</p>	<p>Date TBA, Friday Time TBA</p>	<p>Date TBA, Friday Time TBA</p>

Week / Module	Lesson	Example learning outcomes	Opening date	Office hours
Week 2 T - Think	<ul style="list-style-type: none"> Thoughts overview I am aware of my thoughts I can change someone else's thoughts Is my dream real? Why do people have different opinions? Why do I have conflicting thoughts? Limitations of the brain Consequences of the limitations I am intelligent I can control my brain But I am in a hamster wheel How can I get out? Please! 	<p>Most professional minds have been conditioned by their training to think in logical and rational ways. This is very attractive to those who must deal with logical and rational issues (i.e. process improvement, finance, problem solving).</p> <p>What this conditioning doesn't adequately demonstrate is how the humans in the change process react.</p> <p>In our (T) Think module, Leaders come to understand the power of thought and what social and technical conditions are required to align and improve thinking patterns.</p>	Date TBA, Friday Time TBA	Date TBA, Friday Time TBA
Week 3 F - Feel	<ul style="list-style-type: none"> Feelings overview What are feelings? Thoughts and feelings (Chicken and Egg) Firing produces chemicals (T→F) Chemicals drive firing (F→T) The voting system Relationship between feelings and chemicals Neurotransmitter recycling and systems Neurotransmitters associated with positive and negative emotions Further insights You can choose chemicals New Dux The peace 	<p>As people experience the outcome of changes to their environment, what it means to them and how it impacts their world, will evoke an emotional reaction.</p> <p>They will <i>feel</i> the impact of the change, reflected in their behaviours and attitudes.</p> <p>In our (F) Feel module, Leaders come to understand 'emotion' as a neurological process within themselves and others, recognising what conditions are required in the environment, to improve individual/ team experience, leading to attitudes and attributes associated with a high-performance culture.</p>	Date TBA, Friday Time TBA	Date TBA, Friday Time TBA

Week / Module	Lesson	Example learning outcomes	Opening date	Office hours
Week 4 A - Act	<ul style="list-style-type: none"> • Lens Shop. Dux's theory of control fails • .. because of the way he sees others • .. because of his distorted lenses • Improving the lenses • Psychology Shop • Neuroscience Shop • Experience Shop • New lenses • A new life 	<p>Leaders know, logic should drive the actions taken by people, based on the results of their previous choices and actions.</p> <p>The reality couldn't be further from the truth. Adding BTFA to the PDCA lens helps leaders strike the balance and do business better.</p>	Date TBA, Friday Time TBA	Date TBA, Friday Time TBA
Week 5	<ul style="list-style-type: none"> • Webinar (Key lessons review) (Monday) • Submit BTFA application & project ideas (Wednesday cut off) • Review a selection of ideas during final office hours session (2 hrs – Friday 10-11) 	<p>In the final week, students will review a pre-recorded webinar, in which David and Levent discuss some of the key points from the course.</p> <p>Students consider how they can integrate BTFA into their thinking / what can be done practically to ensure BTFA features in their approach and submit their ideas for consideration in the final (extended) 'Office hours' session, hosted by their instructors.</p>	Date TBA, Friday Time TBA	Date TBA, Friday Time TBA