

Week	Module / Assignment	Lesson	Support materials	Example learning outcomes
	Engagement activities apply to all modules	Branched scenario quizzes Discussion forum (social media style), attended by peers and course instructors Webinar + Office hours (bookable 1-2-1 time with instructors)		
Week 1	Introduction	<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 		
	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 	<ul style="list-style-type: none"> • B – Sapphires • B – Dux Notes • B – Optional Tours (OT) • B – OT1. The communication system in our body • B – OT2. The wiring in our brain • B – OT3. Beliefs are wiring patterns • B – OT4. The wiring changes constantly • B – OT5. How do we learn, why do we forget? • B – OT6. Most beliefs work unconsciously • Deep Dive materials 	<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>

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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? • Is my brain limited? – Selective attention • Is my brain limited? – Filling in the blanks • Is my brain limited? – Effect of emotions • Is my brain limited? – Energy balance • Is my brain limited? – Working memory capacity • Is my brain limited? – Fallible long term memory • Is my brain limited? – 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! 	<ul style="list-style-type: none"> • T – Sapphires • T – Dux Notes • Deep Dive materials 	<p>Most professional minds have been conditioned by their training to think in logical and rational ways. This is very attractive to those who have to 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 in reality.</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>

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Week 3	F - Feel	<ul style="list-style-type: none"> • Feelings overview • What are feelings? • Thoughts and feelings (Chicken and Egg) • Firing produces chemicals ($T \rightarrow F$) • Chemicals drive firing ($F \rightarrow T$) • The voting system • Relationship between feelings and chemicals • Neurotransmitters' recycling • Neurotransmitter systems • Positive and Negative emotions • Neurotransmitters associated with negative emotions • Neurotransmitters associated with positive emotions • Further insights • You can choose chemicals • New Dux • The peace 	<ul style="list-style-type: none"> • F – Sapphires • F – Dux Notes • Deep Dive materials 	<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>

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Week 4	A - Act	<ul style="list-style-type: none"> • Overview • 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 	<ul style="list-style-type: none"> • A – Sapphires • A – Dux Notes • Deep Dive materials 	<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>
Week 5	Assignment	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • 14 point checklist 	You / Your team members get to explore the application of BTFA thinking using an aide memoir to help ask BTFA questions in every situation.