

**Course
instructions:**

5 week course duration. New modules released each week.

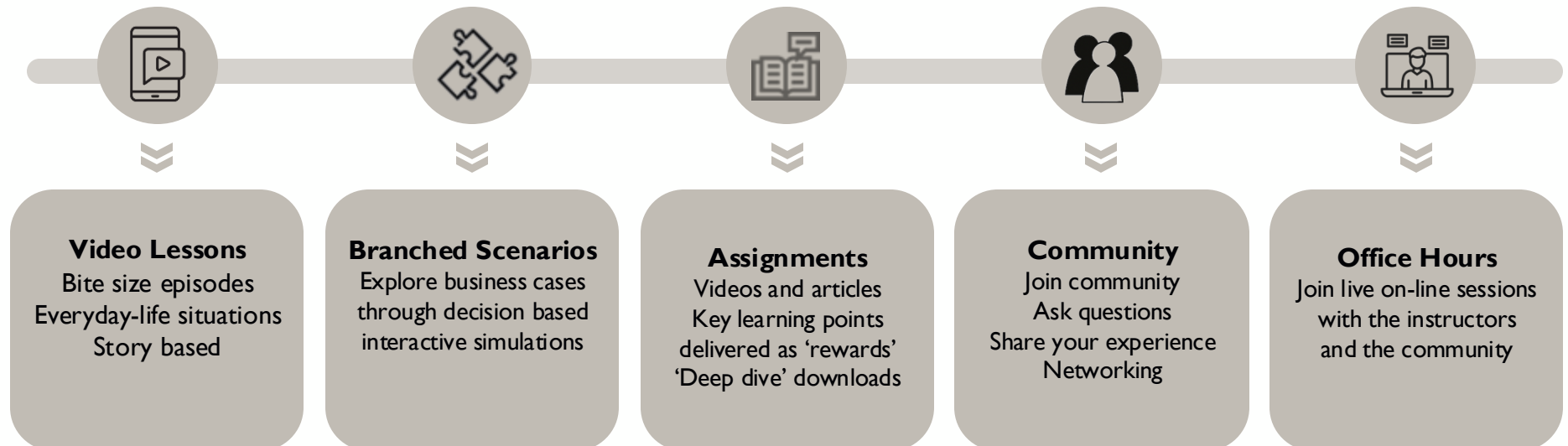
Total time commitment c.12 hours minimum, 35 hours with reading materials. (You can download and read these materials after the course).
'Office hours' are fixed at the end of each week. All other steps are self-paced.

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	Lessons	Example learning outcomes	Opening date	Office hours
Week I Intro.	• 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	“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? 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 ...	Dec.5 th , 2025 Friday	Kick-off meeting Dec.5 th , 2025 Friday 13:00-14:00 UK Time
Week I B Believe	• 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	Many approaches and much of the leadership guidance available in the world today, accept 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, but few, if any, detail what that means at a neurological level (root cause), or how to achieve it. In our (B) Believe module, leaders come to understand what it takes to create a ‘belief’, in any proposed change being ‘good / right’.	Dec.5 th , 2025 Friday	Dec.12 th , 2025 Friday 13:00-14:00 UK Time

Week / Module	Lessons	Example learning outcomes	Opening date	Office hours
Week 2 T Think	- 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!	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). What this conditioning doesn't adequately demonstrate is how the humans in the change process react in reality. 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.	Dec.12 th , 2025 Friday	Dec.19 th , 2025 Friday 13:00-14:00 UK Time
Week 3 F Feel	- 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	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. They will <i>feel</i> the impact of the change, reflected in their behaviours and attitudes. 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.	Dec.19 th , 2025 Friday	Dec.26 th , 2025 Friday 13:00-14:00 UK Time

Week / Module	Lessons	Example learning outcomes	Opening date	Office hours
Week 4 A Act	• Actions overview • Lens shop. Dux's theory of control fails. • ..because of the way he sees others • ..because of his distorted lens • Improving the lenses • Psychology Shop • Neuroscience Shop • Experience Shop • New lenses • A new life	Leaders know, logic should drive the actions taken by people, based on the results of their previous choices and actions. (PDCA lens). The truth is, people often act according to how they feel. (BTFA lens). Using BTFA and PDCA helps leaders create the conditions in which brains can perform at their best.	Dec.26 th , 2025 Friday	Jan.2 nd , 2026 Friday 13:00-14:00 UK Time
Week 5	• Webinar (Key lessons review) • Submit BTFA application & project ideas (Wednesday cut-off) • Review a selection of ideas during the final office hours session.	In the final week, participants will review a pre-recorded webinar, in which the instructors, David and Levent discuss some of the key points from the course. 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.	Jan.2 nd , 2026 Friday	Jan.9 th , 2026 Friday 13:00-14:00 UK Time