

BUILDING LEADERS

FOR THE

IMAGINATION

AGE



THE CASE FOR THE

i4 NEUROLEADER MODEL

The About my Brain Institute

A White Paper by Katharine McLennan

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FOR THE IMAGINATION AGE |
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*A White Paper by Katharine McLennan
Chief Talent Officer
The About my Brain Institute*

A NOTE FROM OUR FOUNDER

Throughout the years, I have had the opportunity to work in many projects related to leadership development and culture transformation. Along the way, I discovered that despite the good intent of those who see the need for change and are keen to initiate such processes, the majority of people struggle to embrace the change, unless a significant commitment is clearly demonstrated by the leaders at the top of the organisation.

CHANGE IS INEVITABLE and can no longer rely on the people at the top to be initiated or managed effectively.

I am certain that the time has arrived for anyone and everyone in an organisation to grow their leadership capacities. We are witnessing a new working era where imagination will be queen and the ideas of the best brains will create value for the economy.



Wouldn't it be healthier for everyone in an organisation to take ownership of their own individuality and be more accountable and proactive without depending on what happens at the top?

In today's workplaces, people are eager to share their views and ideas to explore new solutions to their problems. Developing new mindsets and behaviours that can support this 'renaissance' is key.

We could say that behaviour is the manifestation of everything we say and do (following what we think and how we feel). This is, after all, what people notice. For many years, the focus of how to change the culture of an organisation and develop its leaders has been about reshaping people's behaviours following psychological and cognitive frameworks that only considered the external display of a person's behaviour, with the expectation that the organisation would transform.

*Now, with the emergence of brain science, there is enough evidence to suggest that the **BRAIN** has a lot more to do with **RESHAPING BEHAVIOURS** than we may have originally thought.*

For example, when the brain is stressed or under pressure, it simply can't perform to its full potential, no matter how much we try. On the other hand, given the right conditions, the brain is able to do some incredible things, sometimes beyond what we believe is possible. Once we understand how the brain works in its optimal state, then we can start looking at behaviours and 'culture' through different lenses and utilise effective and leading edge models and frameworks different to those we have used in the past.

At the About my Brain Institute, we like to use the term

BRAIN FRIENDLY CULTURE™

which could then be applied to an organisation and defined as an entity that aims to improve the performance of all the brains working within it, in order to increase business productivity and employees' well-being and engagement.

Companies such as Zappos, Atlassian and Google which are having the most success, pay attention to providing the proper environment to their staff. They are the pioneers, the innovators, who know that most of today's organisational practises still reflect the patterns of the industrial or the information eras.

Creating a brain friendly workplace where people can become creators or co-creators of how they want to handle their work-flow, so their brains can offer their best thinking, is what will differentiate the best organisations from the average ones in the years to come.

**THIS NEW
UNDERSTANDING
OF HOW WE BEST
FUNCTION IS
HERE TO STAY.
THE SOONER
WE EMBRACE IT
AND SHARE IT
WITH OTHERS,
THE HEALTHIER
THE COLLECTIVE
WILL BE.**



In this White Paper, our in-house leadership expert and Chief Talent Officer, Katharine McLennan, explores this new understanding of how we best function, and builds the case for the application of the **i4 Neuroleader Model & Methodology**.

We hope this document will shed valuable light on how to build the leaders for the Imagination Age and how to create brain friendly cultures that improve the way we do business and harness the collective talent of the organisation.

Silvia Damiano
Founder & CEO
About my Brain Institute

A NOTE FROM THE AUTHOR

Over the last few months, I was invited to speak at both my 30-year reunion of high school and my 20-year reunion of my Stanford MBA class. Both occasions gave me cause to reflect on how much the world has changed since 1985 and 1995, respectively.

In 1985, President Reagan was sworn into office for a second time, Gorbachev became the de facto leader of the U.S.S.R., and the FDA approved a blood test for AIDS. Microsoft released its first version of Windows, otherwise known as Windows 1.0. The Nintendo Entertainment System hit the U.S. shores.

We were in a cold war between the Western and Eastern bloc European countries, and our KNOWLEDGE of the rising Asia Pacific rim was rather limited.



In our business schools, we were learning the art of management and capitalism, systemic approaches to organisations, complex task management, and new forms of measurement that had arrived from our Japanese competition were refining our 150-year approach in management required for an Industrial Age.

By the time I graduated from my MBA class in 1995 in the middle of Silicon Valley, the world had changed. There were three events that marked this change in my mind:

1. November 9, 1989 the fall of the Berlin Wall, particularly important to me as I spent two years in West Berlin as a teenager behind the wall with my father acting as the American Army liaison officer with the French-British-American-occupied West Berlin – signalling an end to the East versus West Europe and a decline in the power of the USSR.
2. The 1994 identification of the East Asian Miracle in the growth of Hong Kong, Singapore, South Korea and Taiwan: the Four Asian Tigers that signalled an end to an American-European focus for any successful global corporation.
3. The IPO of Netscape in 1995, that signalled the first large enabler of the internet, which indicated to me the firm arrival of the Information Age.

*This paper explains a model of leadership for our organisations faced with the challenges of the **VUCA WORLD** - Volatile, Uncertain, Complex and Ambiguous.*

This model called the **i4 Neuroleader Model** after four of its pillars: **Integration**, **Inspiration**, **Imagination** and **Intuition** - equips leaders with the challenge that leadership development must be more than the cognitive behavioural changes that we have been teaching for generations.

We must also learn about the biological processes of our brain, our gut, our heart and the way we integrate our minds with the health of our bodies. By doing so, we can perform more effectively, collaborate with others instead of achieving by ourselves, innovate and execute with an agility never pondered by our Sigma Six/Kaizen/Lean project managers.

Please join me in this White Paper as I look at the arrival of the Imagination Age, while I explore a new leadership model and the leadership development techniques that we will need to learn, in order to thrive in the future of work.



Katharine McLennan
Chief Talent Officer
About my Brain Institute

IT'S ABOUT HOW WE CAN ACCELERATE THE EVOLUTION OF THE VERY BIOLOGICAL PROCESSES IN THE BRAIN, GUT, HEART AND BODY THAT HAVE BROUGHT US TO THIS CRUCIBLE OF HUMAN DEVELOPMENT THUS FAR.



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LEADERS WILL NEED
TO DEVELOP SUPERIOR
SKILLS OF INNOVATION
REQUIRING **IMAGINATION**
AND A SYSTEMIC 'SEEING'
OF HOW ALL THE PARTS
FIT TOGETHER TO MAKE
A COHERENT WHOLE.

2 THE EVOLUTION OF LEADERSHIP MODELS

FROM THE INDUSTRIAL TO THE IMAGINATION AGE

As we throttle towards the end of the second decade of this new millennium, we might reflect on where leadership models have evolved over the last century.

 MANAGER INDUSTRIAL AGE	 LEADER INFORMATION AGE	 NEUROLEADER IMAGINATION AGE
<p><i>Control = Power</i></p> <p><i>Systematic</i></p> <p><i>Task focused</i></p> <p><i>Measured</i></p> <p><i>I know</i></p> <p><i>No feedback</i></p>	<p><i>Knowledge = Power</i></p> <p><i>Visionary</i></p> <p><i>People focused</i></p> <p><i>Courageous</i></p> <p><i>We know</i></p> <p><i>One-way feedback</i></p>	<p><i>Ideas = Power</i></p> <p><i>Creator</i></p> <p><i>Brain focused</i></p> <p><i>Vulnerable</i></p> <p><i>Who knows?</i></p> <p><i>Every direction feedback</i></p>

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THE INDUSTRIAL AGE

At this point, a hundred years ago, we were defining leadership in the well-entrenched 20th Century context of World War I. The British ocean liner Lusitania was being sunk, the one millionth Ford automobile rolled off the line, the 200,000th soldier lost his life at Gallipoli, and all of this, while the Red Sox were playing the Philadelphia Phillies in the World Series.

In 1915, we looked to Woodrow Wilson and King George V for leadership and celebrated the genius of Thomas Edison and Babe Ruth. I'm not sure where the women were in 1915, but they weren't at the end of the fountain pens of the historians and journalists.

The leadership model we needed for most of the last century, the Industrial Age, was based on a Manager who had control of physical assets and equity and could leverage this capital to gain the most return on equity through efficiency, repetition, scale and scope. The Industrial Age occurred between 1800 and 1960 as humans created tools and machines that fostered our manipulation of nature. The Industrial Age's leadership model was based on top-down and directive autocracy.

The leader at the top was expected to know more about the organisation and the market than anyone else in the company and therefore have the most informed view of what actions to take. Strict rules were in place, and accountability infringements had consequences. In this model, the workers were not expected or empowered to think for themselves.

THE PERSON AT THE TOP HAD TO HAVE THE INTELLECT, EXPERIENCE, SKILL, UNDERSTANDING AND THE POWER SO THAT HE COULD DIRECT THE STRATEGY AND TACTICS DOWN THE RANK AND FILE.

At the centre of this Manager's craft was politics: knowing how to manage upwards and across to win allies, knowing how to demonstrate promotion worthiness and knowing how to protect his flanks from attacks from both within and from the market. The art of 'P.R.' for management would have been established at this time, as external and internal communications departments arose and began to track not only the reputation of the companies, but also the reputation in the top 100 lists of influential leaders.

As pressures for a more participative management model began to grow with workers demanding a greater say in their work, a more democratic leader needed to emerge. Towards the end of the 20th Century, we wrote many articles distinguishing Leadership from Management, arguing that people follow their Manager because they had to, but they followed leaders because they wanted to. We began to seek a 'visionary' leader, a leader who could see through to the future, painting the perfect pitch to the more and more data-hungry Wall Street analysts made famous in the 1980s.

In this 20th Century, one could begin their career as an individual contributor and work their way up from Supervisor to Manager, and then finally reach the superior class of 'Leader' – if they were successful. Ram Charan and Steve Drotter's influential work in *The Leadership Pipeline* (Charan & Drotter 2000) was very useful in this, alongside Elliot Jacques' *Requisite Organisation* (Jacques 1989). A successful leader had to respect the differences he would have in the people working for him across their different contexts. Paul Hersey and Ken Blanchard's *Situational Leadership* model guided these leaders on when to coach, when to direct, when to delegate and when to support (Hersey & Blanchard 1969).

I entered the workforce in 1990 - approximately at the culmination of the Industrial Age. I studied Edward Deming's *Total Quality Management* and persuaded my clients with *Process Re-engineering* to reduce cost and drive efficiency (Deming 1993). Logic reigned. Businesses were represented as closed systems of complexity, and we became enthralled with how much we could measure, benchmark and exhibit by the newly emerging tools of Excel and PowerPoint.

*The word **CULTURE** referred to the ethnicity of your workforce – and General Electric (GE) ruled in the definition of leadership with its concepts of leadership pipeline and the nine-box grid of measurable potential and performance.* (Charan & Drotter 2011)

We got lost in hundreds of hours of performance management and the introduction of Jacques' Requisite 7-layer of complexity to design our corporations of complexity (Jacques 1989).

I am old enough to at least reflect on the last decade of the Industrial Age. Indeed, I recently had a chance to send myself back to my 30th high school reunion, teleporting my virtual self instantaneously from Sydney to Washington DC via Youtube. In a digital message to my former high school classmates, I reflected on the figures and events in leadership in 1985: Ronald Reagan, General Secretary Gorbachev, Pope John Paul II, and a female Prime Minister Maggie Thatcher. Thanks Maggie and Queen Elizabeth II for getting a woman in there somewhere – not to mention Justice Sandra Day O'Connor.

At the same time, the French were sinking the Rainbow Warrior in Auckland, the FDA was developing a blood screening test for AIDS and the first heart transplant occurred. The movie Back to the Future debuted in 1985, forecasting what 2015 would look like, actually getting right wearable tech, videoconferencing, mobile payments, virtual reality and drones.

**I DARE YOU TO
WRITE ABOUT 2030
BUT WATCH WHAT
YOU WISH FOR.**



THE INFORMATION AGE

In this same year I also attended the 20th reunion of my Stanford Business School class of 1995. When I think of that intervening decade of 1985 to 1995, between graduating high school and graduating business school, I recognise that just as I was leaving Stanford in 1995 we entered an age that called for a new model of leadership.

In my graduating class were Jeff Skoll, one of the founders of eBay, as well as the venture capitalist behind Hotmail, Steve Jurvetson.

This time, I attended 'old-school style' in the flesh via the airplane tube to speak to the 1995 Stanford MBA alumni. I reflected on Warren Buffet speaking to my corporate investment class in 1995 about avoiding technology investment, as it would never be as reliable as the steel-capped boot industry.

Being reminded of the dot.com crash in 2001, he had some points, but if his close friendship with Bill Gates is anything to reflect on, even Warren would have had to agree that with 1995's Netscape getting listed, we had entered a new age of Information. It was not ONLY about who had the most physical property – it was also who could get to information the fastest, distribute it across the relevant value chain most effectively and grow that information most exponentially.

With the arrival of electronic email, the consulting houses of McKinsey, Booz, BCG and Bain would flourish in the race to harness information as a value-leveraging point as they learned to share and leverage global know-how the quickest.

In this Information Age, leadership changed from managerial to visionary – he who had the most knowledge and the most compelling picture of a future could rise to the top. We extolled our leaders during the 1990s as we watched Louis Gerstner, Andy Groves, Jeff Bezos, Michael Dell, and Bill Gates reinvent the way we grew capital and how fast we could grow markets.

We created our own version of global Greco-Roman theatre at the launch of the latest technology by Microsoft and Apple. We rewarded our leaders with more and more share options. Our Boards became obsessed with the complexity and fairness of short-term and long-term incentives, as their very survival depended on their satisfaction that these remuneration structures were truly rewarding real value being created.

In leadership development in the Information Age, we began to teach our leaders more than just the requisite managerial skills of delegating, project management, resource allocation, capital management and running efficient team meetings.

We began to see that the ancient art of conversation and Socratic questioning must be restored. As one-way feedback became an important tool, the rise of the Leadership Coach began. We started to combine the insight of the psychologist with the wisdom of the strategic advisor - our society's latest incarnation of the Court Jester for the King.

John Whitmore provided the world with the coaching GROW model which we could follow when we wanted to convert our mindsets to become better leaders (Whitmore 1992).

LEADERSHIP 360 tools became the *weapon of choice to open our human psyches to a new understanding of how we were being 'seen' by our people, peers and managers.*

With Daniel Goleman, we adopted the term 'emotional intelligence'. We began to agree that perhaps humans were emotional at work as well as home - and that IQ wasn't all that we needed (Goleman 2005). Some of us dared to add Spiritual Intelligence as a trifacta of IQ, EQ and SQ, looking for that perfect all-round leader.

As we celebrated the resourcefulness of everyone, we saw hundreds of versions of the 'high performance' team models and how to create and sustain one. All were various iterations of forming, storming, norming and performing.

We dared to suggest that self-managed teams could actually lead organisations without having the smartest guy at the top. Even more challenging to hierarchical mindsets was Robert Greenleaf's Servant Leadership: the leader at the top being there to serve the employees, the client, the shareholders and the community (Greenleaf 1977).

But most of us were papering these new tools and techniques over a leadership model that remained, at its heart, Command and Control.

When Lehman Brothers collapsed in 2008, following hot on the heels of Enron and Arthur Andersen, we went back to revel in methodologies such as Lean Six Sigma and Agile Workforces, while we worked under an extraordinary increase in regulation.

Sadly we never reached the promised land of 'Change We Can Believe In' that Obama enticed us with in his 2008 election victory. The day he was elected was an extraordinary day of possibility in so many ways – perhaps we have all taken it for granted over the last eight years in our determination to see only mediocrity. We were insistent that the world was simply complex, not chaotic, and could be managed as such.

To have been in Silicon Valley in 1995 was an honour in some ways. I personally witnessed the rise of the type of young worker who would demand more control, autonomy and power, all centred in self-leadership.

*When Stanford advertised for people to do their MBA in 1993, they argued that 70% of those graduating would be able to secure a job with a Fortune 100 company within six months. Having attended my reunion twenty years later, this scene has drastically changed. Stanford now argues that **70%** of those graduating will be **STARTING THEIR OWN COMPANY** while they are studying.*

These individuals entering the workforce are at their highest productivity when they understand the desired results, have the resources to get the job done, and are left alone to get results. Heavy supervision irritates them, motivating them to leave companies that limit their freedom to perform.

In fact, 'Diversity and Inclusion' policies incessantly searching for a solution to getting more women into senior positions in large corporations often overlook the very culture that these amazingly independent and courageous women require to thrive.

Having a look around at the 100 women I graduated with at Stanford twenty years later, I can safely say that 90% of them choose not to work for corporates and instead adore the freedom, creativity, accountability and results-driven focus of running their own small companies or consultancies.

They have more time and often far more money to live the life they want –with time for their families, their communities and for themselves.

One of the challenges to this rising individual who has had many jobs to choose from and can afford to leave every few years, is that teams do not have time to learn how to norm and perform. In fact, 'high performance teaming' depends on teams remaining intact, focused, and honoured above the individuals.

UNTIL VERY RECENTLY, HOWEVER, OUR PERFORMANCE MANAGEMENT & REMUNERATION SYSTEMS HAVE BEEN FOCUSED WHOLEHEARTEDLY ON THE INDIVIDUAL.

...

Teams are honoured as a nice thing to have, but they certainly do not remain intact for long periods of time. This makes team leadership difficult. It also leaves us with a major challenge in the type of leadership we require.



THE IMAGINATION AGE ENTERS

The arrival of Uber, Paypal and Airbnb is a relief to us. Perhaps we are now back on some kind of expansionary path in seeing the world in very different ways – unexpected ways.

Unlike the Industrial Age's 150-year reign, the Information Age seems to have come and gone over 20-30 years. Now something new is brewing, something that is evoking different leadership models. Witnessing the launch of Tesla's Home Battery that powers our homes through the solar panels on our roof makes me think that we do have a future amidst the chaos of terrorism and environmental destruction.

Whilst control of physical assets and access to information are helpful to a successful strategy, they are no longer sufficient to create value sustainably. A third element is required - the 'asset' of **CREATIVITY**. This asset requires organisations to be nimble, courageous and forgiving. These organisations are places where ANYONE can be a leader and in fact, must be a leader, which is this time defined as a 'creator'.

Teams and companies come together from all over the world, coordinating virtually to accomplish things we would never have dreamed of even a decade ago. They disband just as rapidly to re-form in another geography for another project.

Each person must lead the group around them through different elements of personal power, that is less and less defined by a location on the hierarchy of the org chart but rather by the influence of their idea.

No one member of the team can now come up with the idea themselves – and the Wisdom of the Crowds does really prevail (Surowiecki 2005). In fact, a leader in this world must be trained to accept vulnerability in the face of NOT knowing, because it is in the rested beginner's mind that new ideas will emerge. So from the Industrial Age of Deming to the Information Age of Gates and Jobs, we enter the Imagination Age of leadership with no clear role models – yet.

Ervin László, the Hungarian philosopher of science, systems theorist, and integral theorist, writes that we have arrived at a “Chaos Point” in which we now must choose a future of evolution or a future of extinction. Laszlo (2006) identified 2012 as the world at the crossroads, where it can either devolve towards untenable disaster or become the “gateway” to a “new epoch of planetary development” and the birth of a “radically new kind of consciousness.” If it is indeed the latter that is borne out, he saw this new world flourishing by 2025.

To flourish, we must integrate the best of our insights in technology and science with lessons we have learned from our short history on earth socially, economically, and politically, and with the ancient sources of wisdom that have accompanied us throughout.

This leader may be created from the highly sophisticated left-brained capitalist who led us through the Industrial Age and who learned to leverage information assets to produce amazing companies arriving overnight. But these leaders will need to activate the rest of themselves to help us into this new age. They need to unlock and leverage their creativity.

WHAT KIND OF LEADERSHIP WILL WE REQUIRE FOR THIS AGE THAT IS UNFOLDING?



Millennials are arriving into our workforce who are even more fiercely independent. They have been better educated about working in groups than any other generation, and their digital networks and instinct to collaborate rather than compete are more developed. They don't want to be constrained by devotion to one team and they need to move across teams regularly.

In some ways, 2015 might indeed mark a Back to the Future, as these Millennials in their own version of covered wagons become the pioneers of our next decades. Instead of pickaxes and ploughshares, they will use data, networks and robotics. They won't be constrained by geographic, cultural, gender or language barriers. That the World Is Flat (Friedman 2007) is taken as a given to them. No part of the world is considered overly adventurous to them. The cottage industries of the pioneering days will be seen in the rise of home-based industries.

A variety of new arrangements for global working will emerge. People from all over the world will transact via eBay-inspired bids that allow someone in Mongolia to contract someone in Ecuador and be coordinated by someone in New Zealand.

A leader will now be responsible for coordinating the big picture and contracting a wide range of independent workers and consortia to deliver on it. They will need to develop superior skills of innovation requiring imagination and a systemic 'seeing' of how all the parts fit together to make a coherent whole.

Successful leaders will master the art of **COLLABORATION**, connecting independent performers into networks focused on specific goal accomplishment. Motivations for these people will include various forms of compensation, but will be strongly focused on making a positive difference for others.

These leaders will know how to influence rapid waves of innovation that alternate with execution, with an agility of resources that can constantly adjust to the new horizon that emerges with each stage of development. As with the pioneers of ancient times, the ability to adapt to meet the unexpected will be critical.

AS WITH THE PIONEERS OF ANCIENT TIMES, THE ABILITY TO ADAPT TO MEET THE UNEXPECTED WILL BE CRITICAL. THE LEADER WHO IS IN THE HIGHEST HEALTH OF MENTAL FITNESS – PERFORMANCE— WILL SUCCEED.





THE IMAGINATION AGE IS A THEORETICAL PERIOD BEYOND THE INFORMATION AGE WHERE **CREATIVITY** AND **IMAGINATION** WILL BECOME THE PRIMARY CREATORS OF ECONOMIC VALUE. THIS CONTRASTS WITH THE INFORMATION AGE WHERE ANALYSIS AND THINKING WERE THE MAIN ACTIVITIES.

DR. RITA KING
NASA SCIENTIST



THE INFORMATION AGE
IS OVER AND THE WORLD
HAS MOVED TO THE
IMAGINATION AGE,
WHERE IDEAS, RATHER
THAN KNOWLEDGE,
EQUAL POWER.

SILVIA DAMIANO
FOUNDER & CEO

2 → **A NEW LEADERSHIP
MODEL FOR THE
IMAGINATION AGE**

THE i4 NEUROLEADER MODEL AND METHODOLOGY

The About my Brain Institute's i4 Neuroleader Model, created by Leadership Expert Silvia Damiano, has been designed around the 21st Century leader.

THE i4 NEUROLEADER MODEL

The i4 Model is a personal leadership model based on neurobiology and made up of four key organisational competencies and sixteen underpinning pillars. The model takes into account brain and body processes that have been relegated and in many cases forgotten when it comes to leadership and management practices.

The model shows how a leader can develop their mental fitness to **Perform**, create the **Collaboration** framework to get the best from constantly changing groups, spark the **Innovation** required to determine where growth can occur and encourage the **Agility** to weave strategy and implementation together in interacting experiments of learning.

THE i4 METHODOLOGY CURRICULUM

Each of the sixteen pillars encompasses three key elements designed to teach people about how they can expand and develop their leadership capacities.

This structured mapping forms the basis of the i4 Methodology Curriculum shown on the next page, which is at the core of all About my Brain Institute's workshops, certifications and corporate programs.

The experiential activities follow principles of neuroplasticity and its effects on learning and change. The conceptual teachings of the i4 Curriculum are based on the latest findings from the fields of neuroscience, neurogastroenterology, sleep, nutrition, movement, design thinking, strategy & positive psychology.

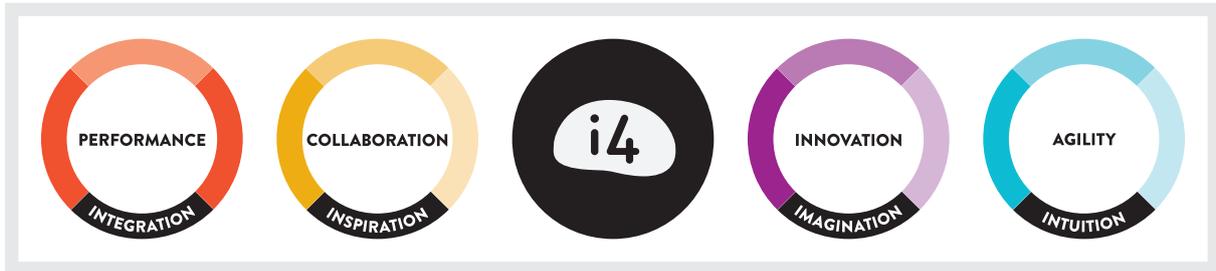
HOW i4 FITS IN THE VUCA WORLD

The i4 Model is named after four of the sixteen pillars that sit under **Performance**, **Collaboration**, **Innovation** and **Agility**. These 4 pillars or abilities are: inspiration, intuition, imagination and integration. These abilities, when enhanced, can have a direct impact on leadership effectiveness and help us respond to a 'VUCA' world, a world that is Volatile, Uncertain, Complex and Ambiguous.

Below, the relationship between these 'i's and the VUCA concept is shown:



THE VISUAL REPRESENTATION OF THE i4 MODEL & CURRICULUM



PERFORMANCE	COLLABORATION	INNOVATION	AGILITY
INTEGRATION	INSPIRATION	IMAGINATION	INTUITION
Executive Function	Vision	Daydreaming	Intuitive Insights
Mind Body Alignment	Passion	Ideas Generation	Decision-Making
The 'Care' Factor	Trust	Pattern Recognition	Sense of 'Knowing'
BALANCE	COMMUNICATION	DRIVE	AWARENESS
Physicality	Presence	Optimism	Mindfulness
Down Time	Self-Expression	Resilience	Open to Feedback
Sociability	Chunking Down	Determination	Peripheral Vision
ETHICS	GENEROSITY	CURIOSITY	INFLUENCE
Values	A Win-Win Approach	Eagerness to Learn	Personal Power
Judgment	Thinking Beyond Self	Inquisitive Nature	Clear Priorities
Congruency	Willingness to Help	Honesty	Respect
MENTAL READINESS	COURAGE	ATTITUDE	ADAPTABILITY
Confidence	Fear Management	Positivity	Versatility
Focus	Ability to Redirect Efforts	Embracing Change	Dealing with Uncertainty
Planning	Trying New Things	Proactivity	Self-Correction

A BRAIN-BASED MODEL: THE HOLY GRAIL OF LEADERSHIP

Interestingly, we are at last back to the place that our ancient teachers of the human mind, would have us be: how can we have this human mind work most effectively?

*Neuroscience is being looked to as the Holy Grail to show us how the **BRAIN** can work more **EFFECTIVELY**.*

Being able to see the brain through imagery such as PET Scans, functional MRI, SPECT scans and diffusion tensor imagery have helped us make breakthroughs in beginning to understand the art of neural networks – how they form, how they decay, and how they can be rebuilt and enhanced.

We are beginning to see which part of our brains are responsible for which functions and how new regions of the brain can be established to replace regions that are damaged. We can see how fragile the human brain is – how a seemingly small fall at the age of 4 still shows up in a brain scan at 48 and can explain behavioural traits originally thought to be innate, inherited and even psychopathological, requiring medication. We can see the cumulative effects of an average of 6 hours a night's sleep, as opposed to the required 8 hours, to maintain healthy brain/body function.

We can disprove the belief that many of us hold that we can 'get by' without sleep for long periods of time. We can see the toxicity of our addictions – alcohol, drugs, nicotine, sugar and so many other elements that kill off our brain activities.

Yet it is not a depressive picture by any means as Norman Doidge (2007) reminds us of by the very title of his book 'The Brain that Changes Itself'. We are beginning to learn the means of healing, improving and expanding the brain, and we are being continuously surprised at how little we really know.

Every neuroscientist I have ever met, has reminded me we are still very much babes in the wood in this science - in coming to terms with a universe we carry on our shoulders. And it is not just on our shoulders – the brain must now be thought in the heart, in the gut, in the energy systems.

We are beginning to see that our ancestors knew this far better than we did. Most importantly we are beginning to understand the 'collective brain' we keep between us - one that can never be captured by one individual.

This of course calls into the importance of what we've always known – that we are not just heads – we are very much bodies of interconnecting systems that can not be dissected into separate compartments like cardiology, dermatology, neurology, orthopaedics, urology and oncology without understanding the whole.

**TO NOURISH THE
BRAIN FOR THE
IMAGINATION
AGE MEANS TO
NOURISH THE
INDIVIDUAL AND
THE COLLECTIVE
BODY. NOW MORE
THAN EVER, WE
MUST LOOK AT
THE CHAOS OF THE
WORLD THROUGH
EYES THAT SEE
THE WHOLE.**



THE **BRAIN** MUST NOW
BE THOUGHT IN THE
HEART, IN THE **GUT**,
IN THE ENERGY SYSTEMS.

THE FOUR COMPETENCIES OF THE 21ST CENTURY

‘Strategy without execution is a daydream. Execution without strategy is a nightmare. Either, without a way to coordinate is unsustainable. All without a kind and curious awareness of Self is meaningless.’ - Japanese Proverb

Strategy, execution, coordination, and self-development have been, are and always will be the primary components of a leader’s work.

Silvia Damiano’s research, as outlined in her book and workbook **LEADERSHIP IS UPSIDE DOWN (Damiano 2014) identifies the meta-competencies that are required to deliver these components at all levels of leadership complexity and for all organisational contexts. They are:**



PERFORMANCE

Performance fuels self-development so we can constantly expand our brain’s ability to create, find purpose, integrate our many lives, and live according to principles and purpose by which we believe we are called to live.

With the rise in neuroscience and the recall of our thousands-year-old wisdom of what it takes to discipline our mind, we can now expect our leaders to be as mentally, physically and emotionally ready as we would an Olympic athlete.



COLLABORATION

Collaboration fuels coordination across our ever changing boundaries, where authority to one fixed manager no longer applies to our ever-changing virtual teams, shifting functional lines and evolving supply chains, where we are all called to collaborate in the moment, rolling up our sleeves to think new thoughts and see new paradigms together. A new form of communication that transcends the ‘communicate the strategy down and gather the engagement survey results upwards’ is required.

Generosity and courage will be necessary to inspire people to work with us when they don’t have to, in a time when it will be easier to both vote with your feet as well as talk about poor leadership in the social media.

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INNOVATION

Innovation fuels strategy as 'last year plus a bit' is no longer sufficient to move us into a successful future. We need constant new ideas to respond to a world that is no longer just turbulent (the world after 2008). For a few years after 2008, we expected the world to return to a normal level of predictability, and when it didn't, we had to revise the word turbulent to the word disruptive and accept that 'disruptive' was the new normal.

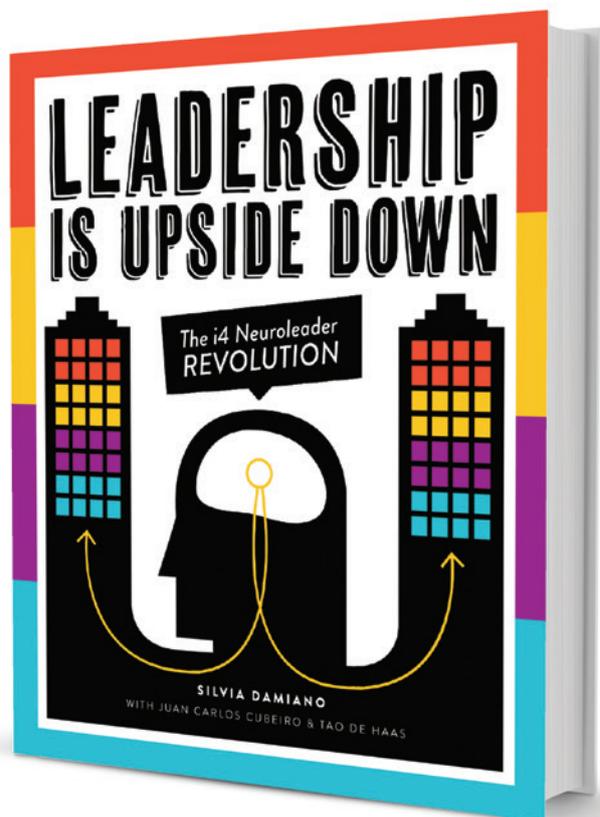
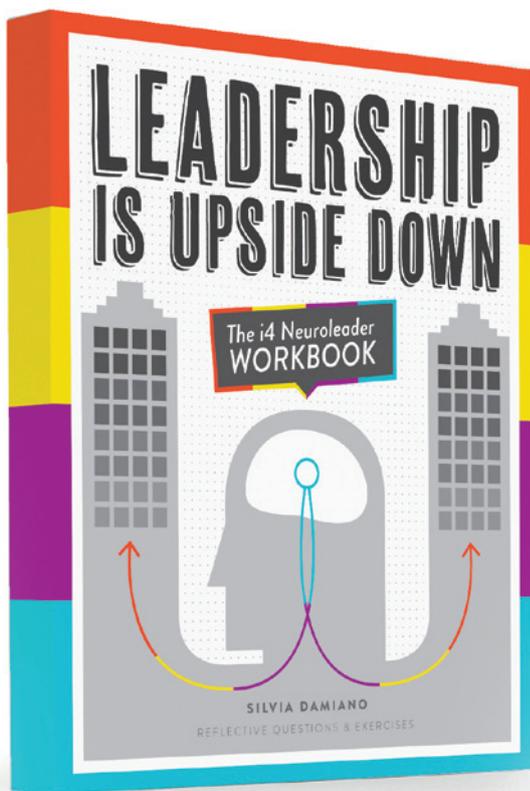
Strategy based on stagnant 5-10-year analyses of markets, products and competitors no longer suffices. We must call forth an ability to imagine, a curiosity that will energise our people, a drive that will keep them going and an attitude that will expect failure and success in a world in which we are constantly experimenting.



AGILITY

Agility that fuels execution in this new disruptive world forces us to learn a new way of implementing. Ironically, the armies of the world who taught us hundreds of years of command and control from the headquarters, are now teaching us what it takes to act with agility.

Armed with technology that puts the intelligence in the field, the field force becomes just as important in forming the strategy as the General back in Headquarters. The plan must constantly evolve as the awareness of requirements builds and then must be adapted to be deployed effectively at all levels. Influence up, down, across and diagonal must be used as the intelligence flows in all directions. Intuition from the gut must be trusted so that we are not overwhelmed by the over-abundance or absence of data.



DEVELOPMENT METHODOLOGY

FOR THE IMAGINATION AGE

If this is the type of leader we will require, what are the development methodologies that will be needed? We still have yet to develop an MRI machine that can measure the amount of ethics, mental readiness, imagination or influence that the leader has within them, of course.

A survey that is based on observation of these behaviours through a 360 view of direct reports, peers, clients, managers and suppliers is still important for us to gauge the perceptions of these behaviours. In this 21st Century leadership assessment – the people we call our ‘family’ group and our ‘friends’ group are just as important as our ‘work group’. The ability to mask destructive emotions when we walk through the door at work no longer works for most of us.

The ‘work face’ SUPPRESSION we have all perfected in the late 20th Century has led to massive depression, anxiety, alcohol and drug addictions. It has also created cultures that are struggling to engage the hearts, much less the bodies, of their sleep-deprived employees.

To date, we have learned through evolutionary psychology backed by neuroscience that we are still stuck in the evolutionary trap of the survivor’s mind. We have learned through neuroscience that it is difficult to stay in the Goldilocks nirvana of the pre-frontal cortex. Throughout the day various forms of amygdala hijacks take us back to our primeval limbic brain.

Through the work of many years of psychology we have known what causes this amygdala hijack: BF Skinner in 1948 to Maslow in the

60s to the 1970s work on intrinsic/extrinsic motivation (Maslow 1970), to McClelland’s work on achievement in the 80s (McClelland 1987).

We have actually charted, without the help of seeing the brain what causes us to lose the rationality of the prefrontal cortex and resort to the emotional memory-driven behaviours of our limbic system, geared to helping us survive. We have seen that threats of uncertainty, powerlessness, losing tribal connections, and losing status in power, money or sexual affairs causes us to behave as if our life was under danger, because it was in danger in our ancestors’ life. Our brains have not evolved much in the relatively short time since sabre tooth tigers roamed and our life revolved around the daily need to survive legitimate death threats.

The game in leadership development has always been to expand the capacity of our prefrontal cortex capability, where our rational decision-making lies. It’s here where we can begin to construct a future, where we can break a complex problem into smaller pieces that make sense and then create project plans that take us from A to B. The buzz so far in ‘neuroscience-meets-leadership’ has focused on us preventing the amygdala hijack by becoming aware of the circuitry of how it happens. In the very awareness of that circuitry, the brain educates itself to catch a hijack in the act and gives us every chance to ‘choose consciously’: in many ways an excellent synonym for leadership.

In fact, each of us has our own signature response to threats, and one of the most compelling reasons to use such personality tests as the Enneagram, Myers Briggs Type Indicator, Herman Brain, and DISC is to help us see that we all react differently to motivation and threat.

We have also become fascinated through psychology about how humans make decisions – and how bias impacts the way customers buy, how employees are engaged, how we assess our employees, what strategies we choose to invest in, and the list goes on.

Daniel Kahneman, the psychologist, made these biases easy to understand through his work called 'Thinking, Fast and Slow'. He described the 'System 1' thinking of the limbic system: fast, instinctive and emotional; and the 'System 2' thinking of the pre-frontal cortex slower, more deliberative, and more logical (Kahneman 2011). Neuroscience allows us to see this in action – and, again, we can see the activity of the brain reflect these various systems long hypothesised by our psychologists and even longer-known by our ancient philosophers.

SO, WHERE ARE WE REALLY AT IN LEADERSHIP DEVELOPMENT METHODOLOGIES?

We have ample tools that all organisations have to deliver content to their leaders for training. Some examples are outlined on the right.

- The 360s that give the leader awareness of how their behaviours are being seen by others.
- The personality tests that describe a limited number of aspects of personality that may involve how they take information in, how they communicate, how they make decisions, how they organise their thinking.
- The psychometric tests that assess specific types of intelligences, particularly ability with numerate and literate skills.
- The vertical development assessments that are just emerging that can assess where the leader is in their ability to work with complexity and even chaos.
- Coaching and mentoring for leaders in all kinds of forms – 1:1, virtual, small group, reverse.
- Workshops – live, online, intact teams, non-intact teams.
- Development plans, both short-term and long-term and career plans.
- Project-based learning where we give stretch assignments to our people with directed capabilities to build.
- High potential acceleration work for our typical 28-32-year-old talent where we can 'spot the CEO' in succession planning which should have us planning critical transitions for our people well in advance of when they are due to take on more complexity.
- An explosion of mindfulness programs that help us calm the amygdala hijack and track back into brain waves that help us think new thoughts.

These tools are all excellent vehicles to deliver content. But in the Imagination Age, we must now reflect on exactly what content we need to deliver and select that which best matches the way our 21st Century leaders learn most effectively. And this is where neuroscience combined with biological insights into how the body works becomes more important.

LEADERS OF THE IMAGINATION AGE DEPEND ON THE WELLNESS OF THEIR BRAINS, WHICH NECESSARILY DEMANDS THE WELLNESS OF THEIR BODIES.



We can learn and apply all the psychological insights in the world to our leadership development programs, but without the health of the brain system, it is like taking a person through all the preparation mileage required to complete a great marathon while allowing them to chain smoke. It is time we treated our leaders like the great athletes of our time. The very culture of an organisation is dependent on the brain fitness of each and every one of its leaders.

So far, our content that has included neuroscience and some of the 360s that have integrated the work of vertical development and motivational theory, have helped us to identify where we are strong in achievement, affiliation, self awareness, and ability to deal with complexity.

We are particularly effective at knowing how we derail into amygdala hijack. We also definitely remember our weaknesses far longer than our strengths when we see them depicted on the various 360s that are out there. We know intimately how we fight, flee or freeze. Those of us who can access the therapy that goes with seeing those survival behaviours in ourselves can begin to understand where in our childhood there may have been the original trigger – if not in our DNA.

*The issue we have in **LEADERSHIP DEVELOPMENT** is that we are not as effective in knowing how to remember the strengths we have and how to further build them.*

Dr. Martin Seligman in his life-career shift from studying depression to studying optimism, showed us a world that the brain could revel in – at last a chance to focus on what was working instead of all the reasons why something wasn't working (Seligman 2006).

Timothy Gallwey's work in the 'Inner Game of Tennis' and the 'Inner Game of Golf' still remain some of my favourite work with simple analogies of how our brains love to learn. Timothy argues that he can teach anyone to play tennis in 20 minutes by getting them out on the court and giving them only very specific feedback on what is right about each of their swings – nothing more, and no negative feedback (Gallwey, 1997, 2009) Compare that to the nine-to-one negative-to-positive feedback that a child receives in a very healthy upbringing.

We are conditioned to catch out ourselves and others on what they are doing wrong, but it is not helpful in encouraging the evolution of our brain to move out of the survival way of thinking. We have enjoyed the effect that the Positive Psychology movement has had on the leadership development field.

We have also watched the impact of the legacies of Milton Erickson-derived hypnosis (Erickson & Rossi 1991), Fritz Perls' Gestalt (Perls 1992), Bandler-Grinder's NLP (Bandler & Grinder 1975), Gregory Bateson's systems theory (Bateson 2000) and Virginia Satir's family therapy (Satir 2006) that helped us begin to understand how our subconscious dynamics cause us to see and act through the limbic system and how we can work with that to access the more constructive, calm thinking that we need in our leaders.

Aaron Beck and Albert Ellis (Beck & Beck 2011, Ellis 2001) brought us cognitive behavioural therapy (although we must remind ourselves that we have always had access to this through our philosophies going back to Aristotle, Epictetus and Plato). At the core of all of this work applied to leadership development, is the importance of mindset to the success of the leader and their ability to impact the world they see: an 'observer-created reality' that quantum physicists would say we live in: we see what we believe.

Where we have lacked to date in leadership development is that we have kept it to our head. We have restricted ourselves to the cognitive training of capacity. Even when we permitted ourselves to have emotions at work through Daniel Goleman's 'EQ,' (Goleman 2005) we still explained it with the help of the brain and kept our explanation and leadership models so that they worked for the left part of our cognitive brain.

*If we are going to access the type of **PERFORMANCE**, **COLLABORATION**, **INNOVATION** and **AGILITY** skills required by the *Imagination Age*, we must go far beyond changing the cognitive thoughts we have about ourselves.*

We have seen repeatedly how the benefits of the most wonderful leadership models and training are overpowered by sub-conscious patterns and beliefs developed and (negatively) reinforced over a lifetime.

IN A WORLD THAT IS NOW RIDDLED BY FEAR AND ANGER IN THE TERRORISM WE HAVE WITNESSED AROUND THE WORLD, WE MUST LOOK FOR WAYS TO REPLACE THE LIMBIC BRAIN'S RESPONSE WITH PATTERNS OF A NEW FORM OF LEADERSHIP.

We can't simply do that by paying more and more attention to this survival brain, hoping we will somehow overcome it. We must construct the supporting blocks so that a new way of being, interacting, and leading our communities and organisations is aligned with the way we thrive.

Let's now look at how we address development for each of the i4 Neuroleader Model competencies and underpinning pillars.



DEVELOPING PERFORMANCE

We have always been reminded of the importance to ‘Know Thyself’ described by Plato as adorning the entrance to the home of the Oracle at the Temple of Apollo.

Through Daniel Goleman, we have learned there were four processes for knowing our ourselves under the term ‘emotional intelligence’ (Goleman, 2005):

- Self awareness
- Self management
- Social awareness
- Social skills

Leadership starts with awareness and an ongoing discovery of who we are, what we stand for, what we will fight for, and where we will be threatened. Many 360s help us understand this – how we see ourselves and how others see us.

So many of us are ‘unconscious’ to who we are, who we are becoming, and who we could be. Instead, we go through the days on autopilot, merely showing up and responding to what occurs. To go on a journey of understanding our Self and Others is a lifelong pursuit and through authentic dialogue we grow as we play out ideas and learn from them with others. Martin Buber’s ‘I and Thou’ is one of the most beautiful philosophies on the concept of growth through dialogue (Buber, 1971).

The very word ‘dialogue’ itself is derived from the Greek ‘dia’—meaning ‘through’ and ‘logue’ – meaning ‘word’. We create meaning through the people we meet and the way we have discourse.

The mindfulness movement that we have seen erupt lately has been a way to train our brains to develop this awareness through learning the art of listening to our own thoughts.

It is a dialogue with ourselves. By strengthening the observer within, we gain the power of choice – choice on what to believe, feel, think and say. We watch how we come to conclusions and we can then question that perhaps we are not always right and also that we are not always wrong. This is how we can make meaning of a world that doesn’t always make sense and how we can become better leaders.

MAINTAINING THIS MINDFULNESS, HOWEVER, ONLY OCCURS IF WE HAVE MINDS THAT ARE ATTACHED TO BODIES THAT ARE ‘PERFORMING’.

We don’t mean performing in the corporate ‘performance management’ sense, but rather flourishing mentally and physically, so that we can have the capacity to access that power of choice.

*If we are not flourishing mentally and physically, we resort to **SURVIVAL THINKING** and then it is a matter of fighting, fleeing or freezing to protect a very delicate ego.*

‘HALTS – ‘Hungry, Angry, Lonely, Tired, Stressed’ – is often a shorthand notion I use to check out my physical and emotional health to determine if my brain is at the optimal leadership performance potential it can be. Without this performance, there is no chance I can get to collaboration, strategy, or execution.

*In the **i4 NEUROLEADER MODEL**, Silvia Damiano proposes the notion that a high performance mind and body comes about through the development of four pillars; Integration, Balance, Ethics and Mental Readiness.*



INTEGRATION

In developing a leader’s brain and body integration, at the About My Brain Institute (AMBI) we concentrate on exercises that strengthen our access to the pre-frontal cortex and reduce our distraction levels by improving our short-term memory and attention levels. We also focus on developing the brain network that is the social network, which is quite distinct from the one we use for analytical thinking. This is essential, and we call it developing the ‘care factor’.

It is important that we understand that leaders are not just built from the neck up, so at AMBI, we examine the gut, the sleep, the breathing, and the movement of the body to develop the mind of a great leader. We share the latest science in all of these domains to show that leadership development focusing only on cognitive behavioural change will not stick unless all aspects of the body are adopted.



BALANCE

*Now, more than ever before, balance is required for leadership. Our 24-7 **WAY OF LIVING** with ‘always-on’ technology have deadened our approach to clear thinking, collaboration & new ideas.*

We must build in time to look after our bodies so that our minds work effectively, and that really does mean 8 hours of sleep a night, no matter what people may tell you. Look at a picture of anyone’s brain that doesn’t get that much sleep, and you will see all kinds of inactivity and poor functioning, brains that begin to show signs of disease many years in advance of the actual manifestation of the disease.



ETHICS

One of the best studies of Enron’s downfall is Ronald R. Sims and Johannes Brinkmann’s article on ‘Enron’s Ethics’ published in the ‘Journal of Business Ethics’ in 2003. Using Edgar Schein’s model of culture, it traces how the culture of Enron brought Enron’s ethics down.

This was a company that in 1994 was one of the most attractive startup companies for my Stanford class – a company that had a Chief Ethics Officer and prided itself on Respect, Integrity, Communications and Excellence. Without the values, judgement and congruency of the top leadership, no amount of organisational values mattered (Sims & Brinkmann 2003).

Understanding how the brain can undermine the very values we all hold the highest is essential to being able to catch ourselves in the throes of the addictive call for property, prestige and money.

Showing how the brain works in these types of addictions helps us catch ourselves scientifically 'in the act' and strengthens our override function, what neuroscientists call the 'veto function' - also known as 'free won't' (versus 'free will') (Libet 1985). Learning how the brain gets engaged in decision making is also extremely helpful as we begin to determine the best conditions for great decisions to occur and the right ethics to be relied upon.

Finally, a CONGRUENCY in what we expect others to do and how we act as expressed through what we say, how we carry ourselves physically, our tone of voice, our facial expressions, and our attitudes matter.

Without this congruency, we can declare that we subscribe to the most magnanimous values, yet ones that our people will never take seriously, as they watch us for the cues they need to make these words come alive.



MENTAL READINESS

With all the focus of the 20th Century on physical fitness, we have neglected the art of mental readiness. We are only now coming back to the thousands of years old practices of our ancestors in which they taught us the arts of mental readiness. We learn from wonderful teachers like Buddhist Monk Matthieu Ricard who works with Professor Rich Davidson from the University of Wisconsin, to show how brains that are mentally fit look extremely different from the brains of most of us who have been educated in a Western education system (Lutz et al 2004).

The measures and education of the IQ have not correlated to the three key elements of mental readiness: confidence in ourselves, the ability to focus, and the ability to visualise and plan for the future.

We are aware of the ever-increasing ATTENTION DEFICIT in our executives and the inability to pause and visualise a future that is more than the analysts' half-yearly profitability report.

In the About my Brain Institute's leadership development of the Performance Competency, we use the research of neurobiology to assembly daily pragmatic exercises that people can do to strengthen the integration of mind and body, build more balance in their day and their brain, derive a greater congruence of ethics and hone in their mental health alongside their physical health.

We keep our leaders abreast of all the latest insights into the 'brainwear' that now exists in the market that help us work with the brain in this type of training – Neurofeedback, to voice-activated whole brain integration exercises, ancient practice of meditation and more modern approaches of Healthy Body, Healthy Mind.



WITHOUT THIS PLATFORM OF THE INTEGRATED, BALANCED, ETHICAL, MENTALLY READY SELF, NO OTHER LEADERSHIP DEVELOPMENT BEHAVIOURS CAN BE CHANGED SUSTAINABLY.

Some research findings on **INTEGRATION**, one of the underpinning pillars of Performance.

Only **33%** of the people we surveyed take the time to relax and completely disconnect.

We also found that **54%** are able to eliminate distractions & focus for a reasonable period of time on the task at hand.

Performing optimally requires basic abilities, but above all, it requires 'maintenance'. Our brains and bodies form an integrated system and failing to take care of it, may lead to mood disorders, poor performance & disease.

DEVELOPING COLLABORATION

The Latin root of collaboration is ‘collaborare’, which means to ‘work with’ as opposed to ‘work alongside’, like so many of us do. Most teams that we work with, are not teams at all, but groups of individuals who come together to report on their own portfolios of work to a single leader.

While their colleagues are speaking to the boss in the room, their minds drift until it’s their turn to report. Educated as a solitary achiever, most of us have not learned the art of collaboration in day-to-day work and find it difficult to think out loud with each other, creating new ideas and overturning old ideas as we speak. I think of the magic word ‘abracadabra’, which apparently derives from an Aramaic phrase meaning ‘to create as we speak’.

Most of us do not have the training to think on our feet and want to present ‘fait accompli’s’ in our PowerPoint presentations to our meetings and most of us would prefer not to have to be challenged on this and go back to the drawing board.

How many of our meetings start with a well-formed question and then are artfully facilitated so that we are able to get the best **COLLECTIVE** thinking we can?

James Surowiecki’s *The Wisdom of the Crowds* expounds on the power of this thinking (Surowiecki 2004). It is worth a read to our beginner’s minds that are simply not skilled at dialogue that leads to a higher form of solution that not one of us could have gotten to by ourselves. What we are used to is coming into the meeting room with a view point and debating it to prove that we are the smartest person in the room. If our idea loses, we lose face, and our survival brain is once again called into action.

NOWHERE HAVE I EXPERIENCED AS MUCH COLLABORATION AS I DID IN THE FOUR YEARS I DIRECTED THE OPERATIONAL PLANNING OF THE SYDNEY OLYMPIC GAMES (1996-2000).

Collaboration didn’t come naturally by any means; we spent four years in constant tensions of allocations: allocations of seats, of construction dollars, of golf carts, of mobile phones, of tables, of accreditations, and of about 1000 other categories that we planned to distribute among 40 venues and 40 functions (such as Catering, Medical, Transport, Logistics, Sport, Press & Broadcasting). We learned to hash it out with a higher purpose in mind – the safety and enjoyment of our main customers: the athlete, the spectator, the sponsor, the press, the broadcaster, the IOC, the International Federation, the volunteer.

We learned to constantly form and reform various teams to put on large world championships and then pull them down to go on to the next one. Multiple matrices of leadership were constantly at play as people reported through functions, through geography and through service lines. It worked possibly because it only had to work for a year with a concentration of two months. Perhaps human society is not quite ready to sustain this level of collaboration. I don't think we have a choice, though, if we are to truly serve the customer and the employee whose needs are met most effectively from a wisdom of the many experts who come together to solve issues.

So, we must learn collaboration and we find it much more powerful to teach when we understand a bit about the how the brain will 'buy the argument' to collaborate when it learns about the four pillars of the **COLLABORATION** Competency; Inspiration, Communication, Generosity, Courage:



INSPIRATION

As we inspire others, we figuratively breathe into them vision, passion and trust. Most teams that are really actually groups of individuals have access to a vague notion of vision, but they are missing an understanding of the collective work they have to do together that not one of them could do on their own.

At the About my Brain Institute, we work with teams to experience a collective visualisation of the future that guides their intuitive direction and provides the scaffolding on which they can now have open conversations that lead to new thoughts.

We also look for the conditions of 'passion', which is provided by the levels of dopamine that we can teach leaders to nurture through creativity, laughter and the freedom to explore different ideas and not be tied to being right or wrong. Finally, inspiration comes through oxytocin, the hormone that helps us build trust with one another so that we can build collaboration.



COMMUNICATION

There is no collaboration without artful dialogue, and at AMBI we spend a lot of our leadership development time in teaching the skills of dialogue, teaching how the brain works to be in the present with others so that new ideas can form between each other. 'Presencing' is an art form that has been critical to innovation practices, since guilt about the past and anxiety about the future take us away from the ability to really see the possibilities in the moment (Senge et al 2005). It is possible to train our brains to stay in the present more through practice.

My absolutely favourite saying in leadership comes from the South African Natal Tribe's greeting to each other and illustrates presencing remarkably:

- 'Sawu Bona' -- which means 'Hello, I see you AND your potential'. The response is
- 'Sikhona' -- 'Thank you. Because you have seen me AND my potential, I now exist in the world.'

The art of communication is strengthened with the types of skills we teach at the About my Brain Institute, which work with the art of self expression and chunking large complex ideas down into smaller ones so that our people's brains can follow the ideas and directions we would like them to be.

The insights of neuroscience are helping us to understand what types of communication work best to transmit to the human mind so that our people understand the way forward, are empowered to a vision that is possible through collaboration and understand their role in this vision.



GENEROSITY

Collaboration is not possible if we remain in the limbic brain, which is most concerned with the survival of our own life. Our human society has not been particularly strong at understanding that we are only as good as our whole, and we have a tendency to love ideas that help others as long as these ideas do not impinge on our own 'backyard.'

Our education and society has instilled a deep sense of competitiveness in our deep belief sets that allow us to exhibit generosity only when it suits our reputation.

Many of the corporations established in the Industrial Age were built upon the notion of Darwinian competition – 'the survival of the fittest', which only calls for collaboration if it will lead to the survival of both of us. To live by the writings of a great man such as St. Francis of Assisi is very difficult in the world of today:

Lord, make me an instrument of thy peace. Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; where there is sadness, JOY.

O, Divine Master, grant that I may not so much seek to be consoled as to console; to be understood as to understand; to be loved as to love; for it is in giving that we receive; it is in pardoning that we are pardoned; it is in dying that we are born again to eternal life (Assisi 1224).

We urgently need to work with the brain to redefine what human survival and thriving really means so that we can as a species take care of this Planet and each other in a way of generosity—a 'win, win' mentality that has us thinking beyond ourselves, with a willingness to help that is an end unto itself.

NEUROSCIENCE IS NOW SHOWING US WHAT WE HAVE LONG KNOWN TO BE TRUE: SERVICE TO OTHERS CALMS US, CONNECTS US, AND ALLOWS OUR BRAIN TO BE AT ITS OPTIMAL FITNESS.



COURAGE

To collaborate well, we must overcome the FEAR response of our amygdala (FEAR standing for False Evidence Appearing Real).

Our 'thermostat' set by our amygdala sees threat extremely easily, and other people often seem to set it off for us throughout the day when we perceive even the tiniest degree of threat to our emotional and physical wellbeing.

The challenge of the 21st Century brain is to re-condition our amygdala so that it only alerts us when there is real danger to ourselves - when we need that high blood pressure and heart rate to pump the glucose to our extremities so that we can run, freeze or fight.



With constant daily practice and awareness, science is showing what we have always felt – that brains can reach a higher state of ‘calmness’ and ‘alertness’ that allows us to be more precise with the decision of what constitutes a life and death response.

We are able to deal with apparent ‘failures,’ transforming them into insights that take us on to a greater discovery and even more potent impact on our people and our customers. We train our minds to jump out of the rumination track to see new possibilities for ourselves and our people by laying down new tracks.

*Through **EPIGENETICS** we are finally seeing the impact of thought on our own biology – we can impact the way our genes work through the thoughts we have.*

(Lipton 2007, 2010)

This field will be ever-growing as more of us are convinced through the Western scientific approach that the long-held ideas of our ancient ancestors are true. Rather than having to see it to believe it, we will understand the power of believing it to see it.

*Some research findings on **INSPIRATION**, one of the underpinning pillars of Collaboration.*

*77% of the people we surveyed agree that **INSPIRATION** is not taken seriously in most workplaces.*

While 97% think that inspiration can mobilise people into action more than a ‘command & control’ approach.

The emergence of virtual teams and a global economy requires us to develop the ability to inspire others, work fluidly across boundaries and collaborate with diverse teams to successfully accomplish our goals.

DEVELOPING INNOVATION

The Latin etymology of innovation is ‘innovare’ – ‘in’, meaning ‘into’ and ‘novus’ meaning ‘new’. To innovate within ourselves, we must think new thoughts that we have never had before, not last year’s results plus or minus 10%

Neuroscience has taught us again what we have always suspected. New thoughts are not possible in a brain experiencing high frequency beta-brain-wave thoughts – a brain that is rushing from one meeting to the next, from one email to the next, from one plane to the next.

In our innovation seminars we always ask people where they get their best thinking done. The two most common answers are ‘in the shower’ and ‘at 2 am’. This is when a large amount of lower frequency waves (alpha to theta and to delta) are present. This is now understood as necessary to the precursor ‘Aha’ moment when we create a new connection in our brains through the presence of lightning fast gamma rays (Kounios & Beeman 2009).

**INNOVATION IS
BECOMING MORE
AND MORE
IMPORTANT
IN THE LEADERS
OF TODAY ➔**

**BUT IN A WORLD
FULL OF
SPREADSHEETS,
POWERPOINT
ANALYSIS AND
OVERWHELMING
DATA, WE SEEM
TO HAVE LOST
BOTH THE ART
AND CONFIDENCE
OF HAVING NEW
THOUGHTS.**

*At the About my Brain Institute, we develop the leader's **INNOVATION** through exercises that strengthen these four pillars of Imagination, Drive, Curiosity and Attitude:*



IMAGINATION

Neuroscientists are assisting us to understand the mechanism of reaching in to the depth of our stored knowledge, assembling the pieces of information in new ways, and then examining the various combinations, visualising how they might play out in entirely new conditions.

We can now see the power of daydreaming in the mechanics of the 'default network', which is a network we use when we seem to be drifting, a network necessary to help us imagine future possibilities, remember the past and link disparate concepts.

*Teaching the art of **DAYDREAMING** to leaders is the quickest link to expanding their strategic mind – far more powerful than even Porter's Five Forces. (Porter 2008)*

Teaching leaders how to get in the state of mind we have to be in to daydream is helping them see futures that are possible. Being able to then use the art of story to communicate this future to their people and customers allows them to expand continuously. Training our leaders in pattern recognition is also helping them step back from the data and use all of their senses to see possibilities opening up.



DRIVE

If imagination provides us the spark to head towards, drive provides us with the fuel we need to keep going through doubt, fear and failure. We can cultivate drive by teaching leaders how to develop optimism, resilience and determination, elements which have always been part of good leadership development programs.

What makes our training different, however, is that we are now able to provide insights for our leaders into what happens within the brain when we are experiencing optimism versus pessimism and how these states open or close the possibilities of new circuits being created. We see the impact of brain states on the way we take in the world and begin to understand how we can change these brain states through training the mind, observing, adjusting and watching the impacts of the world we take in.

We learn to develop mental resilience in the face of inevitable disappointments that all of us face as we begin to understand what the brain and body need to recover from these life challenges. We learn about the very precursors to all of our neurotransmitters that we have to have present in the gut. This means that the microbiome of the gut has to be in a healthy state (Galland 2014) to foster the production of these precursors. Precursors like zinc, magnesium, and B6 are amazingly low in our stressed guts that are not getting the types of foods we need. Without these precursors, we can't produce the neurotransmitter levels we need to maintain the drive.



CURIOSITY

If curiosity killed the cat, we humans seemed to have killed the conditions for curiosity in many of our workplaces. The punishment for failing outweighs the curiosity of 'what if' ventures.

CURIOSITY COMES WHEN THERE IS A GAP BETWEEN WHAT WE KNOW AND WHAT WE DON'T KNOW. THE VERY STATE OF IT TRIGGERS DOPAMINE IN THE CAUDATE NUCLEUS AND THE NUCLEUS ACCUMBENS, BOTH LOCATED IN THE LIMBIC PART OF OUR BRAIN.



DOPAMINE is known as the reward neurotransmitter, and helps us to anticipate the pleasure of solving problems – the 'aha' moment.

(Rock 2011)

We need the dopamine to urge us on through the sometimes fearful state of the unknown, in which our brain cannot recognise any patterns it has stored in its memory. We need curiosity as the wick in the candle of learning.

A leader who knows how to create the conditions for learning and rewards the inquisitive natures of their teams will create the conditions for innovation.



ATTITUDE

An attitude that combines the three elements of positivity, embracing change and proactivity creates a brain that can see opportunity everywhere rather than threat.

The question that this brain remains in is 'how can we make this work for us?' rather than the limbic survival brain's 'there is no way we can make this work' Our very presence in this world is a result of the fact that our ancestors believed they could survive impossible odds. Through their belief, their brains created solutions to seemingly impossible-to-survive conditions.

Orville and Wilbur Wright exemplified this attitude. Ask people what life will be like without the airplane in the future and you will quickly receive their assumptions that we will always have airplanes. Our minds find it difficult to conceptualise how we might get to another part of the world in a matter of a few minutes rather than a few days.



Flying to Sydney to New York may one day be instantaneous, but only if we can begin to create the willingness in our brains to concede that it could be possible. Having that attitude gives us the brain environment with the right amount of less frequent electrical wavelength as well as the level of neurotransmitters that allow us the possibility of creating new neuronal connections, thereby letting us see patterns that could never be seen as clearly before.

*Rather than ‘if we can see it, we will believe it’, this attitude teaches the brain that if it can ‘believe it’ through first **IMAGINING THE POSSIBILITY**, the brain can then start working on how to translate that belief into reality.*

*Some research findings on **IMAGINATION**, one of the underpinning pillars of Innovation.*

*93% of the people we surveyed believe that leaders in the workplace should encourage **IMAGINATION**, otherwise innovation will stagnate.*

However, 55% think that their capacity to imagine has decreased since childhood.

Discoveries about how the brain functions when an insight moment occurs has shed a new light on how we can tap into our imagination. This gives us the possibility of being co-creators rather than passive observers.

DEVELOPING AGILITY

The word agile has come into our daily business vernacular through the evolution from sequential (waterfall) project management to agile project management in the software development cycle.

In sequential project management, progress is seen as flowing steadily downwards like a waterfall through the phase of conception, initiation, analysis of needs, design, construction, testing, production, implementation and maintenance. This project management approach is used extensively in the Industrial Age's manufacturing and construction industries.

It is a very linear model and thus easy to understand for employees. It can be used where user requirements and scope are fixed, the product/service is stable and the technology is clearly understood.

When the software industry exponentially increased in size at the arrival of the Knowledge Age, however, linear approaches were no longer sufficient. Clients would often not know exactly what their requirements were before they saw the working software, at which point they would often change their requirements, leading to redesign, redevelopment and retesting, and thereby increased cost. So, agile software development came in to allow the requirements and solutions to evolve through collaboration between self-organising, cross-functional teams (Beck et al 2001). It promoted first and foremost adaptive planning that required awareness, evolutionary development, early delivery for testing, continuous improvement and rapid and flexible response to change.

This type of execution method is necessary in a 'VUCA' – Volatile, Uncertain, Complex and Ambiguous - world, where change in technology, change in supply, and change in consumer demand are far more rapid than ever before.

Now in the IMAGINATION AGE, the call for an agile workforce is a constant – agile ways of working far beyond just the software development cycle.

The flat world's exponentially increasing global competition in all of our products, the rapid rate of start-ups interrupting the field and the drastic reduction of product life cycles requires fast movement like never before.

The great recession of 2008 actually brought us a new normal of increasingly compressed product and life cycles and many more interruptions economically, politically and socially than we could deal with from our linear-based workforce capability. We have to respond to this post-2008 world that created more regulation and compliance into our processes that have become so cumbersome that workforce agility is the only response. Our response now must be simplification and far less prescription of what we are going to do to get there. We must trust our self-managed teams to follow our vision but allowing them to determine the implementation plan at a local level, getting things done quickly, learning from mistakes and then executing the next version of product or service that meets the customer's need.

As consumers who have already grown accustomed to the regular IOS and cloud Window updates, we know this is the way in all things computer-system generated, and we will soon be demanding the same continuous, rapid evolution in all types of products and services.

Agile thus applies to the way we expect our talent to move and grow. Just as software development no longer relies on design that is locked down after the first stage of the project, there are no job descriptions or sets of KPIs that should survive more than a few months.

IN A WORLD WHERE CREATIVITY AT WORK THRIVES, WE MUST CONSTANTLY REASSESS WHAT WE ARE DOING AND THE SKILLS WE NEED TO MEET THE NEEDS OF THE ORGANISATION.



Even the very structure of the workforce has to constantly flex and change. The organisations that can respond with the best mix of ad hoc teams, crowdsourcing, independent contracting, outsourcing, offshoring, etc. and monitor and adjust this mix constantly to meet local demands and needs of talent will thrive.

The agile individual leader is the type of leader who is constantly scanning the environment through both 'left' analytical brains as well as 'right' intuitive minds, sensing the constant changes of wind in both the needs of the consumers and the needs of their people.

This type of leader knows how to take risks and creates conditions in which their people are rewarded for taking risks, stepping out of their box when they see a better way to deliver a service or meet an emerging need of a client that never existed before. Just as a typical mobile phone life cycle is now about 2.5 months, the compression of how long our capabilities last will also cycle faster.

The agile individual must be able to grow their skills regularly, move within companies, be talented at many types of thinking and within many flavours of organisational culture. 'Employability' and 'skill transferability' will be the name of the game as we grow accustomed to companies needing us for certain projects and periods but not forever.

Agile talent will be able to flow easily between being a paid employee and being a contractor, as we grow in fascination with the employment model. The dramatic hold on employees will evaporate and holding on to great talent will require the agile leader to provide conditions for this talent that will constantly enhance their employability.

At the About my Brain Institute, we train our leaders to **DEVELOP AGILITY** through the development of their Intuition, Awareness, Influence and Adaptability.



INTUITION

The Industrial Age and the Knowledge Age relied on rational thinking, analysis, and tools that include 'conjoint analysis', 'business process re-engineering', 'benchmarking,' and 'cognitive behavioural change'.

The Imagination Age needs all of these but also needs to surpass the limited constraints we have on our prefrontal cortex's ability to make sense of patterns that are increasingly complex and rapidly
CHANGING .

Malcolm Gladwell's popular 'Blink' brought readers to the science of intuition (Gladwell 2005), and more and more of our scientists are inquiring into the question of how it works and how we can increase our access to it. James Surowiecki's 'Wisdom of Crowds' suggests that a collective access to both data and intuition is even more powerful. Scientists have shown that we have two very different operating systems.

System 1 is our instinctual and often subconscious way of operating – which is controlled more in the limbic and reptilian part of our brain. System 2 is our slower more analytical and conscious way of operating – controlled by our left brain and by newer parts of our brain that have only developed since prehistoric times (Kahneman 2011).

Intuition is part of System 1, which is why it comes on so rapidly and often doesn't make rational sense to us. Intuition is the result of choices that have arisen quickly out of instinct. Science is beginning to show us some remarkable insights – that we have access to insights from System 1 that come to us thousands of times faster than the analytical reasoning we get from System 2.

If we can overcome the lightning fear response that comes from System 1 and instead take in the lightning insight response, we begin to see possibilities and solutions to seemingly intractable problems, and we do so far more quickly.



AWARENESS

When working with a major national bank in 2009, I asked each of 50 executives one question to determine how 'large' in space and time their awareness was of the business environment around them.

The question was: 'How has the organisation fared since Lehman Brothers collapsed and how is it set up to compete in the next 5 years?'

All the answers I received from the executives represented the highly analytical and well thought out responses I would have expected from a very high IQ executive. The content of their answers, however, reflected the following:

- 85% answered the question from a strictly 1-year Profit-and-Loss perspective for their own business unit only
- 8% could do that as well as answer it for the whole organisation from a 1-year perspective
- 4% were able to answer at these two levels as well as to look at the whole financial services industry in Australia for the next year or two
- 2% were able to do all three things and look at the global financial services industry for the next year or two
- 1% was able to do all four of these AND consider the next 5-10 years, looking at different potential scenarios and what would determine those scenarios

The development of awareness is extraordinarily important in our executives – getting us out of the day-to-day distractions so that we can see beyond ourselves to see our own people, our clients, our markets and our future.

The neuroscience of attention and awareness is receiving more and more focus as we begin to understand some of the causes of ADHD, autism, and Alzheimers.

We can also begin to see that the so-called healthy lives we are living as business leaders are causing our brains to resemble those afflicted by these diseases. We grow interested in a network in the brain known as the 'default mode network', which includes the medial prefrontal cortex, the medial parietal cortex, and the medial temporal lobes.

This default network turns on when we are seemingly not thinking, but our scientists are beginning to show us that this network is necessary to start seeing larger contexts, to integrate all that we have learned, and to make sense of individual patterns in parts of the larger parts (Greicius et al 2002). If we insist on remaining active all day without 'resting' in this default mode network state, we risk not being able to access our awareness, and instead only seeing reality right in front of us. This makes us extraordinarily short-sighted.

The new leadership development programs will show us how to access this default mode network by choice, allowing it to help us expand our awareness so that we are seeing much more of the bigger picture and the future, enabling us to act with more insight and wisdom.



INFLUENCE

Expanding one's influence has always been part of leadership development programs. Typical leadership programs give participants many cognitively based frameworks on how to expand their influence and we wonder why they don't work. Social neuroscience, however, is beginning to help us be much more precise when it comes to understanding what we need to influence in terms of behavioural change.

A recent study conducted by Emily Falk and Matt Lieberman (2013) examined what type of brain state an influencer had to have to create excitement about a potential TV pilot idea in the minds of potential producers.

They found that two things were necessary for influence to be successful:

- The 'influencer' had to be excited about the prospect of finding an idea that could be saleable to their producers. The more excited they were about the prospect of finding an idea, the more the experimenters could see activity in the reward processing areas of the brain (ventral striatum, medial prefrontal cortex, precuneus/posterior cingulate cortex).
- The 'influencer' then had great skill at activating the temporo-parietal junction (TPJ), which is the area of our brain that lights up when we are very interested in activating the brains of others.

So, someone who wants to influence well, has to do things such as:

- Anticipate that the people they want to influence WILL find their message pleasurable (i.e. be optimistic about audience reaction) and;
- Immediately work on determining how they can best communicate to the other person so that the person would 'get' it (a 'mentalising' function in which we try to imagine what is going on for the other person).

The conclusions from this study are important:

- The effective spread of ideas appears to be dependent on the influencer's social-cognitive abilities, affects and motivations, far more than on the raw IQ-intelligence. None of the areas that are responsible for higher-level abstract reasoning and executive functioning (frontal-parietal network) were involved in these studies.
- The default network mode we introduced under 'awareness' is even more important in influence, as it appears that we can connect more effectively to people when our brains are in the default network mode.



ADAPTABILITY

The term 'change management' always seemed a bit of an oxymoron—how do we 'manage' change. As if we know the end state we need to be in for a future environment we are not exactly sure exists.

CHANGE MANAGEMENT was useful in stable markets where you could plan a movement from the 'A' state to the 'B' state and know that this move would be successful.

You could predict employee behaviour, anticipate and counter resistance and know that you stood at least a reasonable chance of creating the positive change required to meet business needs.

Now, however, the market environment and consumer choices are moving too fast for us to envisage a 'B' that won't have already shifted to a 'Z' state before we even are half way there.

Adaptability, defined as 'an ability to repeatedly try novel or different strategies, incorporating useful feedback with the ultimate goal of improving overall success,' (Gallagher 2013, p4) is a far better word for what we need in the 21st Century.

How do we develop adaptability in our leaders? 'Although long considered static and hereditary, there is compelling evidence that fluid intelligence is closely related to working memory and can be trained or improved.' (Gallagher 2013, p2)

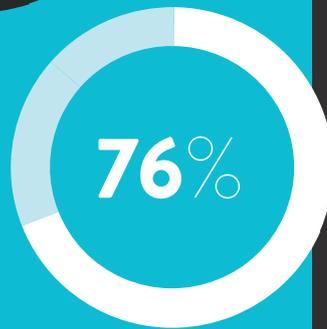
More and more research now is going into how we can train our brain to be more adaptive through techniques that teach us how to 'think about our thinking,' otherwise known as 'metacognition' (Haynie 2005).

OUR OWN EDUCATION SYSTEMS ARE CHANGING AS WE SHIFT OUT OF THE KNOWLEDGE AGE AND INTO THE CREATOR AGE.



*It is less about the 'content' that we need to learn and more about the 'thinking' methods we need to learn as we develop higher orders of **CONSCIOUSNESS**.*

The very plasticity of our brain's circuitry appears to be directly correlated to how well we can observe it in action.



Some research findings on **INTUITION**, one of the underpinning pillars of Innovation.

Almost **88%** of the people we surveyed believe that using their **INTUITION** to make important decisions in their lives has served them well.

While **76%** believe that many still treat the concept of intuition with contempt in the business world.

Leading in a complex world where uncertainty and ambiguity are constant factors, requires us to intuitively anticipate and solve issues that appear more often in rapidly changing environments.



IN THE FUTURE,
LEADERSHIP DEVELOPMENT
WILL FOCUS ON THE
BRAIN AND **BODY** OF
LEADERS AS THEY ARE,
24-HOURS A DAY,
365 DAYS A WEEK.

3 ▶ **IMPLICATIONS OF**

THE IMAGINATION AGE

THE i4 MODEL

LEADERSHIP DEVELOPMENT PRINCIPLES

If we are in the era of needing to develop ‘creators’, we cannot expect to take our leaders away for a three-day seminar, feed them with a tonne of new frameworks on strategy, execution, management and self-reflection and then expect them to go forth and transform themselves into creators who can themselves lead other creators. Our current models of leadership development are variations of a cycle of:

360 FEEDBACK

Leader takes a 360 survey that collects perceptions from their Manager, Direct Reports, and Peers that points out their strengths (prefrontal cortex executive functions that are doing well) and their weaknesses (limbic behaviours of fight, flight and freeze).

COACHING WITH MODELS

A well-intentioned coach explains the leadership model of strengths and weaknesses, attempting to get the executive to commit to doing more of the good executive functions and to do less of the bad limbic behaviours, and debriefs the leader.

In doing so, this coach accidentally is telling the leader to ‘not to think of a pink elephant’, and the executive’s ego is drawn to even more focus on the limbic behaviour, trying to avoid behaving that way without understanding the underlying causes of why they needed to use that behaviour in the first place.

The leader might then be given a series of workshops, which are aimed to teach them different frameworks for the
EXECUTIVE FUNCTIONS *such as:*



- **Porter’s Five Forces** for thinking more strategically
- **Lean Six Sigma** for executing more efficiently
- **The GROW Model** for coaching more empathetically
- **The JOHARI Window** for understanding how to learn more about themselves and others

These frameworks are useful for the cognitive brain and certainly do help. The issue is not so much with these frameworks. In an Imagination Age, where the environment is constantly changing and becoming more complex, the issue is with the fact that these frameworks are taught in a context-less classroom rather than in the real work world.

ACTION LEARNING PROJECTS

The leader might be assigned an ‘action-learning’ project with a few colleagues from across the business so that they can apply their new skills to a real project. The issue with this, however, is that this action learning always come as an extracurricular load to the leader’s normal workload.

This causes the leader even more stress and doesn’t usually lead to new behaviour at all – in fact it often leads to more limbic behaviour.

Additionally, the action-learning project does not resemble the real conditions of everyday work, so the leadership behaviours learned on the action-learning project are often impossible to replicate when the leader returns to home base.

RE-MEASURE

Finally, the leader would be re-tested on the 360 survey perhaps a year later to see if any progress had been made. Note that this has often been done for leaders despite the fact that the context that they were operating in a year later had been completely changed – different markets, different managers, different direct reports, different peers. No one really stopped to ask whether the measuring inputs had remained stable to determine if progress had been made, and the participant rarely had a say on the critical business outcomes of their learning journey.

EXPERIMENTAL LEADERSHIP FOR A VUCA WORLD

To meet the needs of the VUCA world, we must change our leadership development methodologies so that the techniques we teach are immediately applied to real-life situations.

*Leaders will be taught as scientists are taught – how to set up experiments to test certain hypotheses in strategy, operations, **PEOPLE MANAGEMENT** and self expansion, how to run those experiments, how to measure the results, and how to reflect on the insights so that the next experiment can be established.*

THESE LEADERS WILL ALSO KNOW HOW TO COACH THEIR PEOPLE AS THEIR PEOPLE SET UP THESE EXPERIMENTS THEMSELVES.

Work will become laboratories where success is not a guarantee, but instead insight is required. Insight will be rewarded as we discover and create more of the world that is emerging – both through failure and success.

Our suppliers and our customers will be part of the extended team of scientists who enter into this laboratory as we try different things and we continue to stay in the question about ‘what will make life better for us?’ The new ‘us’ will be an expanded ‘us’ – and will include the plants and animals of this Earth that we have heretofore taken for granted in our corporate expansionary life. The learning will be immediate—viscerally felt through the leader, their team, their suppliers and their customers.

Leadership development will also concentrate on the brain and the body of the leader as they are 24-hours a day, 365 days a week. Imagine the swimmer at the Olympic level of participation. They are coached in the pool with stroke technique and sets designed to increase their strength, stamina and speed. They are also taken care of outside the pool through psychology, meditation, diet, and sleep.

THE LEADERSHIP DEVELOPMENT PROGRAMS OF THE 21ST CENTURY MUST GO FAR BEYOND THE 'MINDFULNESS' MOVEMENTS THAT ARE CURRENTLY TAKING OUR FANCY. TO BUILD MINDFULNESS ON A BODY THAT IS RIDDLED WITH ALCOHOL, ALWAYS ON TECHNOLOGY, LESS THAN 8 HOURS OF SLEEP A NIGHT, BAD DIET & NO EXERCISE IS LARGELY FUTILE.

...

Mindfulness techniques without context of 'why' make no sense to our brains. We are highly unlikely to follow them unless we know what it is we are trying to do and we have the necessary physical health to support the change.

There will be no such labelling of 'hard' leadership skills such as accounting, finance, project management and marketing or of 'soft' leadership skills such as emotional intelligence, feedback and self-reflection.

*As Korn Ferry argues, 'in today's highly disruptive, competitive environments, decisions about **BUSINESS MODELS** must be suffused with concerns about culture, and discussions about culture should reflect concerns about how money is to be made'. (Korn Ferry 2015 p 6)*

Leadership development will integrate the necessary 21st Century 'learning muscles' we have identified earlier in this paper and apply them to the capabilities required to manage organisations in disruptive times.

Times when industry supply chains are radically changing from week to week and leaders need to deploy the levers of performance, collaboration, innovation and agility competences constantly and in ever more complex ways.

These aren't particular traits that can be picked and selected to match different organisational contexts. Rather, they are the 'meta-competencies' needed to successfully and happily navigate the 21st Century, 'learning muscles' that must be developed 'in the pool' and 'out of the pool', 24 hours a day, 365 days a year.

Leaders need these meta-competencies so that they can determine in any context the particular competency they require to match the context of a particular challenge.

LEADERSHIP learning for the 21st Century must thus have the following 4 characteristics:



1 TRACKING

We must continuously build the meta-competencies of leadership in the form of performance, collaboration, innovation and agility, with the participant always tracking their progress in building these learning muscles that will fuel their development of any particular competency required to meet the organisational challenge.

The i4 Neuroleader 360 Assessment measures meta-competencies which also include inputs from customers, suppliers, family and friends as the way this person is developing and will show up in every aspect of his/her life - at work, at home and in the community.

3 BRAIN & BODY

We must include brain and body education so that we understand the conditions under which we can best access our pre-frontal cortex executive function and not be hijacked by our limbic fear system. It is also important for us to learn how we can create new brain circuits so that we are continually expanding our vision of the future – expanding our notions of what is possible and not possible based on neuroplasticity principles.

The addition of neurobiologists, sleep scientists, gut specialists, intuition and body movement experts to the coaching panels will be essential as we develop the whole body of the executive in order to develop the leader as creator.

2 FEEDBACK

Feedback must be on the job with built in experimentation techniques that include how to test hypotheses, run experiments, determine success and failure, and develop insights that inform the next level of experimentation.

Every-direction feedback on processes and behaviours must be sought so that the participants learn cognitively and emotionally, as well as individually and collectively.

Critical questions about the direction of the business, the industry and the world must be tackled in these experiments as leaders come to grips with the relentless pace of disruption in social, economic, cultural and technological domains. These experimentation efforts must then be followed up by critical analysis and reformulation into the next experimentation cycle.

4 CO-CREATION

We must include our customer, our community, our suppliers and our government so that we can learn with them as the world emerges continuously into newer possibilities – possibilities made by the ability of our minds to create them rather than having them happen to us.

THE HUMAN RESOURCE FUNCTION

The very term ‘Human Resources’ connotes that it is a discipline constructed in the Industrial Age when humans were resources akin to property and plant – resources that were cost items, to be administered by hiring, paying, training, and firing when behaviours were not acceptable.

The Information Age introduced us to the concepts of talent management as a ‘decision science’ that could be used to ensure that knowledge, the source of value, was treated and grown in the guise of our ‘talent’.

Just as the finance profession arose in the early 20th Century to guide decisions about how corporations compete for money and the marketing profession arose in the 1950s to guide decisions about how to compete for customers, the Information Age’s talent strategists are now guiding decisions on how to define, attract, develop and retain people while measuring the factors driving their performance and linking their capability to critical business outcomes.

**THE IMAGINATION
AGE IS NOW
CALLING EVEN
MORE FROM
THESE TALENT
STRATEGISTS.**



THE RISE OF THE TALENT ADVISORY FUNCTION

The acceleration of talent has become both a major competitive differentiator for organisations as well as the number one risk facing corporate leaders seeking to drive sustainable growth.

In an economy that is based on lightning-fast knowledge transmission and continuous ideation, having the right talent at the top who can nimbly innovate, execute and lead is critical.

*This talent backed up by effective long-term **SUCCESSION PLANNING** and development has become essential to shareholder confidence and therefore influences billions in business value.*

We already employ many talent development processes, especially in our large corporate organisations. These range from 360s; nine-box reality/potential grids; and psychometrical assessments run by organisational psychologists; to long-term succession plans and 12 month development plans.

Yet when it comes to answering vital questions on talent risk assessment and establishing long-term talent pipeline sustainability, the talent profession still has a lot to learn about how adults truly develop long-term capability and how to accommodate that systemically in a large corporation.

HUMAN RESOURCE professionals who are not concentrating on how to source, develop, mobilise and retain talent as the core strategic and commercial advantage will risk having their duties of case management, recruiting, payroll, and firing outsourced into a shared service model that can be accommodated anywhere in the world.

Our current HR practices that include a stagnant annual performance management system, a remuneration system that is linked to financial outcomes only or a HR staff that is often focused mostly on case management of bad behaviour are simply not keeping up with what our business requires by the way of creating talent strategists.

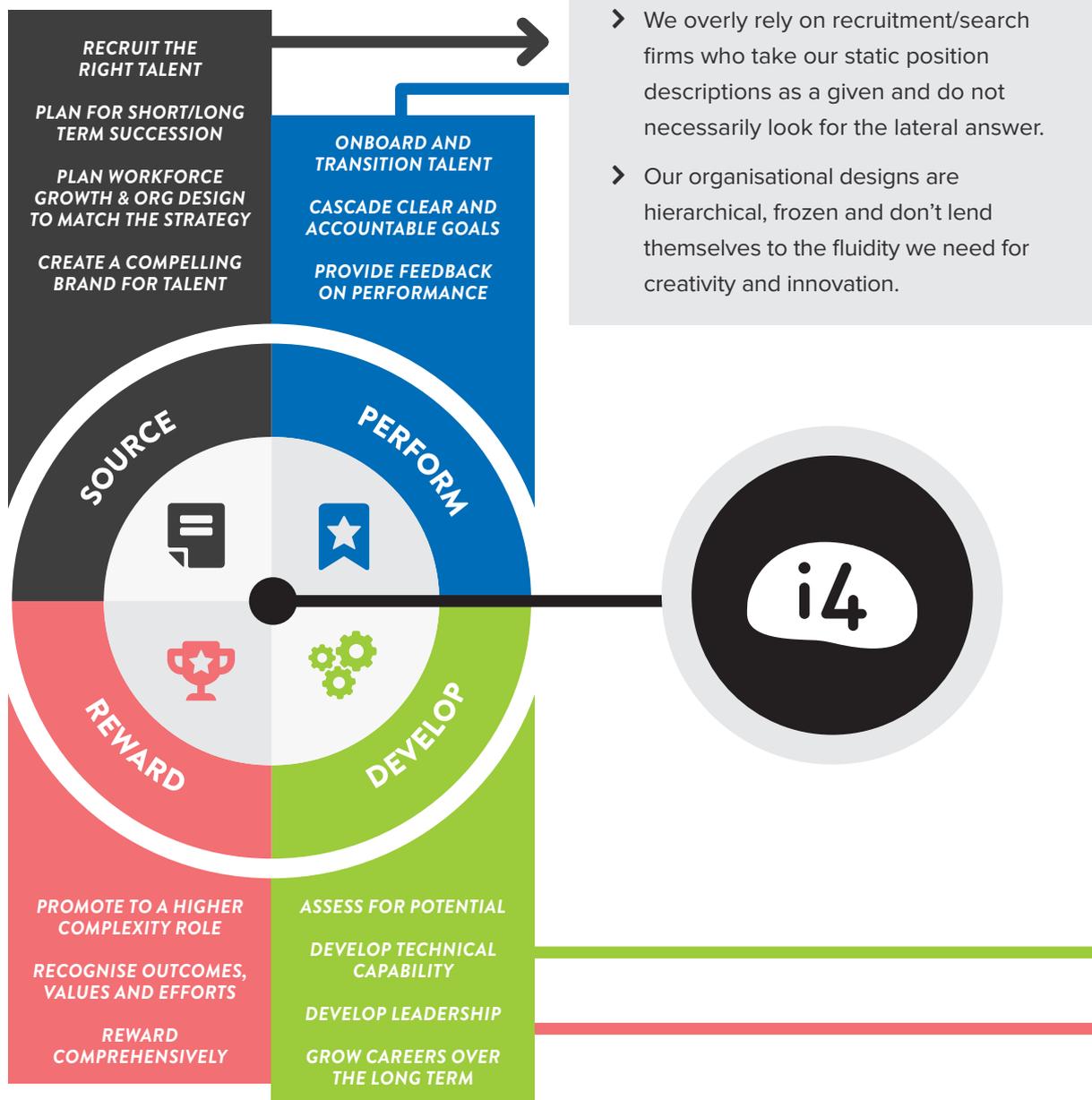
**WHAT IS NEEDED
IS A TALENT
STRATEGIST
SERVICE HEADED
UP BY A CHIEF
TALENT OFFICER.**



WHERE HR IS CHALLENGED TODAY

The following framework outlines the current challenges HR is facing as it seeks to keep pace with what is required for talent management in the Imagination Age.

At the centre of this talent management framework would be the **i4 Model** competencies that would inform **Sourcing**, **Performing**, **Developing** and **Rewarding** leadership behaviours – along with the technical competencies required to deliver the products and services of the organisation.





PERFORM

- The art of on-boarding and transitioning talent is little understood — especially when it involves a jump in complexity. The newest developments in cognitive psychology allow us to articulate, assess and develop these complexity jumps and onboard executives much more effectively.
- Performance management systems in use today are causing depression, anxiety and an all-time low level of engagement. They were designed for the industrial age of widget production and need radical transformation.



DEVELOP

- Whilst most organisations have notions of potential, they are still not accessing the latest information about understanding a person's potential to grow.
- Leadership development is still in its infancy as far as the return on investment — and knowing what 'really works' to develop leaders.
- Our organisations seldom take a long-term view of a career for an individual — coaching them through at each major transition and looking at their growth over at least a ten-year perspective.



REWARD

- Our interviewing techniques for identifying the right talent are often riddled with bias that we are unaware of — hence we keep attracting the same type of people who look like us and fail to find the diversity we will need for innovation.
- We overly rely on monetary reward for financial outcomes, failing to recognise 'how' those outcomes were delivered as well as the sustainability of those outcomes.
- Our current reward schemes that receive so much attention by our Boards and our Regulators may not exactly be rewarding the long-term sustainability and the real value being created by the organisation.

HOW THE i4 MODEL AND METHODOLOGY CAN ASSIST

In this section we describe how the i4 Neuroleader Model and Methodology can assist the talent advisory function to respond to the Imagination Age.



SOURCE

PLAN FOR SHORT AND LONG-TERM SUCCESSION

The i4 Methodology teaches us about how bias works in our brains so that we can instead look for the meta-competencies of the 21st Century leader – in performance, collaboration, innovation and agility.

CREATE A COMPELLING BRAND FOR TALENT

The i4 Methodology shows leaders how to create the type of workplace people thrive in – part of a community of people who want to learn, to be challenged and to be nurtured without begin overwhelmed – a place where they can develop themselves to the fullest extent in a way that supports new thought without the punishment of failure.

PLAN WORKFORCE GROWTH AND ORG DESIGN TO MATCH THE STRATEGY

The i4 Methodology shows us how our brains work best in new types of work designs that permit us to move more into our pre-frontal cortex and out of the limbic fear responses that we have found increasing in old, hierarchical organisations.

The i4 Methodology creates organisations that have eliminated the stagnant organisation charts, fixed job descriptions, and standard working hours/working places that have kept our best talent from delivering in their best conditions.

The i4 Methodology creates the learning engine in our brains so that we can constantly expand on skills to meet the challenges of the market and customers that are rapidly emerging.

RECRUIT THE RIGHT TALENT

The i4 Methodology provides a new language for the meta-competencies that sit behind an ever-changing array of job descriptions and experiences.

These no longer have to be static – as long as we know what we are seeking in the initial ingredients of performance, collaboration, innovation and agility.



PERFORM

ONBOARD AND TRANSITION TALENT

Through both the 360 and the developmental model, we point out where strengths and vulnerabilities can be addressed early on in the first few months that the executive spends with the organisation.

These changes are often transformative in the way that person leads their lives and manages their cognitive and emotional capacity so that it is always present.

PROVIDE FEEDBACK ON PERFORMANCE

Through an understanding of the way our brains learn, we learn to give feedback in ways that create stronger and newer circuits in the brain without setting us back into survival mode of rejection, fear and self-loathing as we accept our 'mediocrity' and fixed learning minds.

CASCADE CLEAR AND ACCOUNTABLE GOALS

The i4 Methodology develops brains that are designed for high performance and collaboration, with the innovation and agility required to set clear goals and know how to achieve them.

The types of goals that an evolved brain can determine and articulate are far more complex yet far more compelling than any goals that we have had to date in our 20th Century Industrial Age organisations.

These have typically given us 'orders' rather than self-reliant objectives, calling upon our passion, our loyalty and our commitment – and our energy.

CREATE A COMPELLING BRAND FOR TALENT

The i4 Methodology shows leaders how to create the type of workplace people thrive in – part of a community of people who want to learn, to be challenged and to be nurtured without being overwhelmed – a place where they can develop themselves to the fullest extent in a way that supports new thought without the punishment of failure.



DEVELOP

ASSESS FOR POTENTIAL

With new ways of describing 21st Century leadership qualities, we begin to assess our leaders much more holistically on the 'health' of their leadership brain/body – their ability to mentally and emotionally operate and expand, their ability to connect to the brains of others, their ability to think new thoughts in the midst of a VUCA world and their ability to execute in a way that is constantly adjusting itself to the emerging terrain.

The i4 Neuroleader Model underlying descriptions of the meta-competencies help us to look more pragmatically and deeply into people to determine if the potential is there...and, if so, where to develop.

DEVELOP TECHNICAL CAPABILITY

Developing technical capability is possible when the brain is healthy – and capable of determining the next technical skill that must be acquired.

First and foremost, the i4 Neuroleader Model ensures that the self, the team, the strategy and the execution provide the brain-friendly environment necessary to take on new technological learning.

DEVELOP LEADERSHIP

Through the four principles of the i4 Neuroleader Model, we can create leaders who are self-sustaining learning units, ever- expanding in their ability to deal with complexity:

- Our experimentation method where leadership learning takes place within the business.
- Our 360 which collects feedback on performance, collaboration, innovation and agility from all parts of the leader's system including their family and friends.

The i4 Methodology provides brain and body education that expands our usage of the executive function and shows us how to create new learning circuits supported by neurobiologists, sleep scientists, gut specialists, intuition experts and body movement experts.

The i4 Methodology is a development approach that includes our customer, our community, our suppliers and our government so that we can learn with them.

GROW CAREERS OVER THE LONG-TERM

As we understand more about how the brain expands its capacity for increasing in response to volatility, uncertainty, complexity and ambiguity, we begin to understand how to move people to the next highest complex level when they are ready.

We explain to them in neurobiological terms as well as the vertical development terms the jump in complexity they need to make – supporting them to make this transition at each shift, and providing the brain-friendly culture that will ensure their careers flourish.



REWARD

REWARD COMPREHENSIVELY AND RECOGNISE OUTCOMES, VALUES AND EFFORTS

As we begin to understand what inspires our loyalty, our discretionary effort and our willingness to show our vulnerability in learning, we also begin to adapt our reward and recognition programs to align with the dopamine systems in our brains – what really drives our reward and motivation, and what sustains this energy over the long term.

We will find that intrinsic rewards become much more important in this era and we will stop spending so much time and brain power to get the extrinsic reward system right.

PROMOTE TO A HIGHER COMPLEXITY ROLE

We can use the i4 Neuroleader Model to review the level of complexity that the current leader is at to determine readiness to move to a higher state of complexity.

We look at their ability to perform, collaborate, innovate and implement in today's environment and we forecast ahead with these capabilities applied to the more complex position, working with the leader to determine where she is ready and where she is going to need the most transition help.

THE EMERGENCE OF A TALENT ADVISORY FUNCTION

An integrated talent strategist service that goes beyond the provision of transactional search and leadership development will not only save millions of dollars wasted on transactional search and prevent hundreds of talented executives exiting because they were not developed in leadership, skills or career. It will, above all, accelerate the right capability at the right time.

As the Chief Internal Auditor works to test and suggest mitigation against compliance, process and financial risk, a Chief Talent Officer works to test and suggest mitigation against talent risk, as well as to catalyse the dramatic appreciation of talent capital. These roles can be seen in the following framework.

In our experience, however, the function of talent management in most organisations is to drive a series of talent reviews conducted without long-term contextual and strategic frameworks for looking at both the individual leader's career trajectory and where the organisation's strategy needs the talent to grow.

Talent intelligence, retention strategy, tailored and strategic development planning and constant replenishment becomes a 10-15-year capability play with a board that constantly changes in size and shape, rules that emerge and change as the market changes, and pieces that come on, go off and grow and decline over time.

An organisation's EXECUTIVE TALENT is its most precious asset, and planning for the senior talent pipeline is one of the most strategic activities the executive team should undertake.

Spending 5% annually on a million-dollar piece of software for annual upgrading or 5% on a million-dollar property for depreciation is business as usual. Spending 5% annually on a million-dollar leader in the assessment, development and maintenance of their skills, behaviours, knowledge and long-term career is NOT business as usual.





BUSINESS STRATEGY

Talent Strategy can work with executive teams in interactive workshops that drive the most collaborative approach to strategy formulation possible. Talent Facilitators know how to design scenario testing, assumption building, decision making and 5-year vision exercises that incorporate the 'From' and the 'To' of business over the long term.

Whilst the team is working on strategy, the Talent Facilitator is also strengthening the team's clarity in purpose, accountability, decision making processes and trust through their deep experience of high performance team building.

The Talent Strategy Facilitators are also getting to know executives intimately in the context of the business strategy, which allows them to assess and coach individuals from a much more strategic vantage point ('in situ').



CAPABILITY REQUIRED TO DELIVER STRATEGY

Knowing how to translate business strategy into capability required is not a skill most organisations have. We have found organisations very adept at creating the project management plans and timelines for executing against strategy, but we have not seen the associated clear articulation of capability required to deliver against these plans.

The Talent Strategy function works with business executives to assemble not only a picture of the current set of capabilities required for each of the positions under review, but even more importantly a view as to what is needed in the future to differentiate in the market in the eyes of clients today and tomorrow. In our experience, this is seldom tied to existing organisational charts and needs a much more laterally creative definition of what talent needs to look like for the future.

In this model, Talent Advisors will be well versed in the new form of leadership development methodology that includes the overall brain-body competencies of the **i4 Model: Performance, Collaboration, Innovation and Agility.**



ASSESSMENT OF CURRENT/ POTENTIAL CAPABILITY

The Talent Strategy function takes the business strategy and the capability set and then works with executives intensely to assess their current and future potential against what the organisation is trying to build for the future both strategically and culturally.

Talent Strategists will need many hours with each executive in a dialogue that covers the spectrum of assessment and development. They will interview direct reports, peers, clients and managers to deliver the most comprehensive feedback report on the leadership capability that leaders will ever receive.

The i4 Model could form an essential part of the assessment methodology of leaders as the talent strategists examine the 21st Century **i4 Neuroleader** competencies of **Performance, Collaboration, Innovation and Agility.**



LONG-TERM DEVELOPMENT AND CAREER PLANNING FOR THE INDIVIDUAL

After the assessment is complete, the Talent Strategy function works with the executive, their manager and the Board and/or CEO team to produce and then execute on the short-term development and long-term career plans that each individual requires.

This is completely tailored to match the individual's own life situation and ambition and align it the organisational need for the candidate's skills and character strengths.

Many of the leaders we assess then engage with the Talent Strategy function on a long-term basis in ongoing coaching or particularly in coaching for critical career transition points. This allows us to revise the assessment reports on a regular basis. The Talent Strategy function is particularly adept at the first year coaching for executives in new positions.

It will be important in this function to employ the development techniques we have been talking about that honour the principle of behavioural change in the context of brain-friendly cultures.



TALENT MOBILITY AND SUCCESSION PLANS FOR THE TOP 100 AS A WHOLE

With our intimate knowledge of internal talent, their ambitions and their retention risk, combined with our search knowledge of the external market, we can now help executives to facilitate internal talent reviews that plot the short and long term talent pipelines of the organisation in the format of succession plans, long-term position phases (in which 10 years are shown of people scenarios for the organisation) and long-term career plans (which are, in contrast, sorted by the individual person).



LONG-TERM EXTERNAL SOURCING PLANS

The Talent Strategy function is then in a position where it can strategically partner with search firms to keep an eye out looking for external talent for three purposes – so that they may know how internal talent stacks up against the market and can be developed against this benchmark, so that they know what competitive advantage their competitors have through talent, and so that they know which talent in the market could likely come over that would be worth the investment, whether to fill a vacancy or to simply come in proactively.

When talent is identified, the Talent Strategy function and search partners work together to assemble the most rigorous selection process in order to determine psychometric health, cultural fit, and general leadership potential.

*The **i4 NEUROLEADER** Assessment has proven to be instrumental in ensuring the right selection is made as well as representing the first step of a comprehensive on-boarding process that the Talent Strategy function can provide for your new executive in their first year.*



AN ORGANISATION'S
EXECUTIVE TALENT IS ITS
MOST PRECIOUS ASSET,
AND PLANNING FOR THE
SENIOR TALENT PIPELINE
IS ONE OF THE MOST
STRATEGIC ACTIVITIES
THE EXECUTIVE TEAM
SHOULD UNDERTAKE.

THE CHARACTERISTICS OF THE NEW

HR/TALENT ADVISOR

Chief Talent Advisors of the next generation organisations will sit on executive teams and drive strategic decisions around the sourcing, performing, development and rewarding of talent.

These Advisors will be experts on brain-body-based leadership development and will know how to apply this to the **i4 Model** competencies of **Performance**, **Collaboration**, **Innovation** and **Agility**. These Advisors will also have to respond to characteristics of an Imagination Age that will influence their focus on how they apply these competencies.



GLOBALISATION

Talent Strategists must know how to source from, develop and move talent to all places of the world, knowing how to teach leaders how to adjust for different cultural requirements and making it easy to see talent across a broad array of people – allowing the organisational design to accommodate virtual teams and virtual communication.



SOCIAL MEDIA

Talent Strategists leverage social media both internally and externally to build innovation and communication, to build brand, to build engagement, with an eye to nurturing the networks across the organisation that will define the organisation far more than a hierarchical organisation chart ever will.



GENERATIONAL DIVERSITY

Talent Strategists must know the needs of different generations, cultivating the elders to be the teachers of expertise and a culture that can find new ideas from new work entrants as long as those ideas can flow easily across the organisation. They will know how to create flexible, flat and fluid organisational structures where everyone has the opportunity to participate in decision-making.



SUSTAINABILITY

Talent Strategists take on the responsibility for the organisation's social responsibility, fostering close collaboration between the organisation and its community, urging all people to be involved with the long-term sustainability of the community.

They determine how employees can learn both within the organisation as well as in the community. They become more involved in the overall health of the human in the organisation as the 24/7 culture takes over and we need to ensure we are operating at high 'brain friendliness' arises.



OPEN INNOVATION

As we adjust to a world where knowledge flows across borders and we see the rise of innovation ecosystems, co-development, innovation contests and crowdsourcing, our talent professionals will become innovation experts themselves – in how to teach our workers about innovation, how the brain comes up with new ideas, and the best environments for how the brain can do that.



PERSONAL TECHNOLOGY

As our technology becomes increasingly mobile (smartphones, laptop, tablets, wrist devices, Google Glass), we have unprecedented opportunities to rethink about how we work. When Alvin and Heidi Toffler wrote FutureShock, they wrote about the biggest insanity of the human race being the commute of millions of people into the city at 8:30 am and out at 5:30 pm (Toffler 1970).

Now, we have the ability to stop that insanity and build a way to balance our family requirements, our calls to be in nature, our needs to be part of a community and our needs to collaborate in person – and it doesn't have to be 9 to 5.

Talent professionals will help us determine new rhythms of work, which will honour our personal needs and balance that with the innovation and execution needs of the organisation.



GAMIFICATION

As our youngest generations teach us about the power of games, our talent professionals also need to understand the art of games as applied to development – bringing back the science of motivation, achievement and then interweaving this with the new gaming technology that entices us and entertains us while we are learning new behaviours.



BIG DATA

As we learn to query and interpret the large amount of data generated by our customer's buying patterns, talent professionals will need to turn to the data that tells us about our people.

- What motivates them?
- What accounts for their performance?
- What can improve their performance, their collaboration, their innovation and their agility?

TALENT PROFESSIONALS WILL ALSO HAVE TO FIGURE OUT HOW TO TELL STORIES AROUND DATA – TO MAKE THE DATA COME ALIVE.



THE TALENT DIALOGUE HELD

AT THE CEO & BOARD LEVEL

After we showed the i4 Neuroleader Model of Performance, Collaboration, Innovation and Agility to the HR team of one of our country's largest corporations, we were asked to help them make an argument to their CEO and his team as well as the Board about why they should invest in this new leadership model and the new ways of developing leaders.

We recommended that the HR function first start a dialogue with its Executive Committee and Board that reflects on the outcomes that an imagination age organisation must deliver. Below we outline how the i4 Model & leadership development principles can assist in this dialogue.

How do we create a workplace that attracts and **RETAINS** the most talented people?

The i4 Neuroleader Model develops the characteristics of a 21st Century Leader who will inspire their people to exchange their talent and their willingness to learn in a brain-friendly environment that fosters ever-expanding gains in **Performance**, **Collaboration**, **Innovation** and **Agility**. This will be the type of teacher and environment that our best minds will seek out, knowing that they will be able to expand their own portfolio's experience, knowing that experimentation and learning are rewarded first and foremost.

How can we ensure the **BRAINS** of our people are constantly growing new ideas so that we can serve our customers better than any competitor?

The i4 Neuroleader Model & Methodology of leadership development that we are continuously researching examines the combination of the latest in brain science and neurobiology so that we can understand the best conditions for having insight, for imagining and for thinking new thought in different forms.

How can we loosen up our structures so that **COLLABORATION** across borders, functions and products are a natural part of the way we do business – ideas flow across the world in seconds by flowing upwards, downwards, and diagonally?

As we experience the massive movements of globalisation and diversity in our workforce, we must learn that the wisdom of the many will provide us with the best solutions. Most of us have never learned to think in collective formats. We favour going away to analyse, determine conclusions and presenting back our answers to the group (not the team) as the 'right' answer in rigid meetings that do not move us towards the future but rather repeat the past.

In the i4 Neuroleader Model of leadership development, we teach what collaboration requires as we practise together, as we expand on the skills of feedback, experimentation, and adaptability and reach a level of communication few have yet seen in 20th Century workplaces. These workplaces relied on top-down management with orders being communicated top-down and knowledge dispersed on an as-needed basis.

How can we **TRANSFORM strategic planning, budget planning and asset allocation into a fluid process that breeds innovation and agility?**

Most of the organisations caught in the Industrial and the Information Age have rigid annual strategy and budget settings that lead to KPIs that are set to drive annual performance management cycles that cannot adapt to a landscape that is changing rapidly. They are caught in the Capitalist quarterly reporting era, always holding their breath until the next reporting season, ensuring that the analysts and Board are satisfied with the current numbers without developing the long-term story of the organisation.

The i4 Neuroleader Model with its competencies of Innovation and Agility teaches us what it takes to imagine a future, to cultivate curiosity, to foster an attitude of playful experimentation and an adaptability that keeps us continuously aware of our environment—through the increasing intimacy with our customer and our employees both through extraordinary data now available but also because of the intuitive insights we are learning to make about this data and the questions we must use to query it.

We teach the science and art of influence in this 21st Century. This equips us to continuously adapt strategic direction and responses to become

first movers in the market, forming products and services that our customers help us to shape for a better, more sustainable future.

How can we ensure that our organisation can deliver the results its shareholders and community requires – results that are **SUSTAINABLE for the long term?**

The i4 Neuroleader Model develops an integrated leader who understands how people and customers thrive over the long term, in environments that allow them to collaborate, innovate and implement in more complexity but with more ease and awareness of how to have great monetary results in synch with great environmental and community prosperity impact.

**THE i4 MODEL
RAISES THE LEVEL
OF SEEING OF
LEADERS AS THEY
BEGIN TO TAKE IN A
MUCH LARGER AND
LONGER VIEW FOR
THE COMPANY'S
SUCCESS –
NO LONGER
THE QUARTERLY
EARNER THAT
WE ONCE
CONSIDERED.**



OUR BOARDS & CEOs SHOULD BE FOCUSING MORE ON THE INDIVIDUAL **BEHAVIOURS** OF ITS PEOPLE BY ADDRESSING THE INTERACTION OF PEOPLE'S BRAINS & BODIES WITH THE ENVIRONMENT OF THE ORGANISATION. THESE INDIVIDUAL BEHAVIOURS CAN THEN ACCELERATE THE COLLECTIVE BUSINESS CULTURE, WHICH TURNS INTO **RESULTS**.

4 → **HOW THE i4 MODEL IMPACTS ON BUSINESS CULTURE**

HOW PERFORMANCE

IMPACTS BUSINESS CULTURE



HIGH LEVEL OF PERFORMANCE

AT AN INDIVIDUAL LEVEL		IMPACT ON BUSINESS CULTURE
Takes care of his/her body, mind and spirit	→	Higher levels of productivity
Is confident without being arrogant	→	Resourceful & solution driven teams
Can remain calm in stressful situations	→	Harmonious environments
Has good judgment and common sense	→	Better decisions
Is focused, disciplined and knows how to prioritise	→	Efficiency



LOW LEVEL OF PERFORMANCE

AT AN INDIVIDUAL LEVEL		IMPACT ON BUSINESS CULTURE
Lacks self awareness	→	Low level of consciousness
Loses control of his/her emotions easily	→	Increased conflict
Does not know how to plan ahead	→	Poor strategy & planning
Is inconsistent between his/her words and actions	→	Unethical choices
Does not know how to balance life activities	→	Increased high levels of stress, absenteeism & accidents

HOW COLLABORATION IMPACTS BUSINESS CULTURE



HIGH LEVEL OF COLLABORATION

AT AN INDIVIDUAL LEVEL		IMPACT ON BUSINESS CULTURE
Aims to achieve rather than compete		Achievement culture
Speaks with conviction and passion		Inspiring atmosphere
Is both caring and courageous		Improved relations
Knows when and how to praise others		Nurturing people's growth
Listens, asks meaningful questions & articulates his/her thoughts & feelings with clarity		Improved communication flow



LOW LEVEL OF COLLABORATION

AT AN INDIVIDUAL LEVEL		IMPACT ON BUSINESS CULTURE
Is usually thinking what he/she can gain from a situation		Lack of abundance mentality prevails
Likes to work in isolation		Silos
May have a sense of superiority		Elitism
Has trouble delegating tasks		Micromanagement & self-induced stress
Can be rude, harsh or disrespectful towards others		Bullying & toxic cultures

HOW INNOVATION

IMPACTS BUSINESS CULTURE



HIGH LEVEL OF INNOVATION

AT AN INDIVIDUAL LEVEL

IMPACT ON BUSINESS CULTURE

Is able to take a leap of faith even in uncertain situations



Progressive environment

Sees patterns and makes connections easily



Faster solutions to problems

Is always willing to offer alternative solutions



Outside the box thinking

Takes responsibility



Proactivity

Is persistent



“Make it happen” culture



LOW LEVEL OF INNOVATION

AT AN INDIVIDUAL LEVEL

IMPACT ON BUSINESS CULTURE

Is not willing to risk anything



Risk-aversion

Is satisfied with what he/she knows and the way things are



Conservatism

Lacks resilience and energy



Stagnation and fixed mindsets

Is cautious and skeptical



Bureaucracy

Is more inclined to think ‘it won’t work’



Negative Environment

IMPACTS BUSINESS CULTURE

 = 
HIGH LEVEL OF AGILITY

AT AN INDIVIDUAL LEVEL	IMPACT ON BUSINESS CULTURE
Can influence others easily	 Increased buy-in
Trusts his/her instincts	 Integrated decision making
Notices what needs to be done and acts on it	 Entrepreneurial spirit
Can easily change course and implement new measures	 "Fail quickly and try again" mindset
Has personal power	 People like and trust more

 = 
LOW LEVEL OF AGILITY

AT AN INDIVIDUAL LEVEL	IMPACT ON BUSINESS CULTURE
Cannot cope with ambiguity and complexity	 Inaction and/or slowness to act
Relies on rules and authority	 Red tape mentality
Has to go through facts and information in order to feel certain	 Analysis paralysis
Is unwilling to compromise	 Rigid mindset
Does not know how to guide others	 Lack of direction

OVERALL SUMMARY OF BUSINESS

IMPACT OF THE i4 MODEL

These are the business improvements you would expect to see from implementing the i4 Neuroleader Model & Methodology in your organisation.



PERFORMANCE

- Increasing retention of talent in critical roles (reflected in turnover statistics).
- Increasing attraction of better talent for critical roles.
- Increasing diversity of critical talent (as seen through gender, cultural, age, language, location).
- Improving rating of external employee brand in terms of qualitative comments.
- Improving internal/external culture - valued as one that holistically nurtures the individual to achieve at a high level sustainably.



COLLABORATION

- Expanded breadth and depth of thought topics explored by the organisation and its stakeholders (including customers, shareholders, suppliers, broader community and the future generation).
- Increasing cross-referral rates between divisions, businesses, and different parts of supply chain.
- Increasing flow of talent across divisions, geographies and supply chains.
- Higher quality decision making realised across the organisation.
- Greater impact on the community as measured by social, economic, education, health and cultural contributions.



INNOVATION

- A higher rate of innovation as measured by successful launches of products/services.
- A higher % of revenue derived from new products/services.
- Higher % growth of revenue and increased margins.
- Ability to deliver projects more rapidly and at lower cost.
- Increased capability to develop products/services in new sectors and markets.



AGILITY

- Higher % growth rate of profitability (measured by ROE, ROA).
- Better cost effectiveness measures of operational effectiveness improving.
- Decreasing rates of product development time as innovation, collaboration, agility and performance increase.
- Decreasing customer fulfillment time.
- Increasing customer satisfaction and lifetime loyalty.

THE FUTURE OF WORK

As we peer into the next 20-30 years of work trends, we see many roles that the i4 Model can play in the trends and transformations that are predicted. These trends are described in detail in the collaborative 2007 document ‘The Future of Work - perspectives’, developed by The Institute for the Future.



THE VISIBLE WORLD

As we move from information opacity to ubiquitous transparency, we have:

- › New methods of seeing as we self-document our work and our outcomes that no longer need to be performance managed or even visually overseen.
- › New ways of knowing as we make sense together with people all over the world and with artificial intelligence that becomes another colleague with which we can query and think.
- › New ways of communicating through such things as data arenas, immersive haptics, artistic rendering of strategies, internal wikis, crowdsourcing.

*The i4 Model and Methodology provides us with ways of understanding how the brain best collaborates – what it needs to **BUILD TRUST** with people – and how we actually make sense of data through both analysis and intuition.*

We begin to grow other capacities of our brains rather than just the 20th Century analytics and begin to access ways of seeing into the future through pattern recognition and pattern instigation.

We will use different capacities of visualisation as we can access new ways of seeing things. We will need to teach the brain how to step back to see the big picture as more and more data is accessed.

We will need to learn how to design simulations that allow us to test scenarios building the insights of the past. We will need to understand how our naked eyes will need augmentation through tactile technology that lets us step inside simulations and ‘move’ data around.

We will learn the power of the trails we are making in the digital world: the taste trails of what we like, the location trails of where we go, the collaboration trails of how we think together and the biometric trails of our voices, faces and gait that allow others to sense our presence and eventually our very state of mind and physicality.

We learn new ways of accessing the wisdom of the crowds through methods of crowdsourcing and collective visioning exercises.



SCIENCE AT WORK

We move with experience and intuition into data and design:

- Using neuroscience to teach our brains new tricks in remembering and then envisaging the future through an understanding of how we can build more and more insight and connect to our customers and people with more empathy.
- Optimising workflow across the world by using old manufacturing paradigms and applying them to creativity work.
- Applying mathematics to the way we can source, develop and retain our talent – biodata surveys, hiring algorithms.
- Ensuring our people are at their fittest – mentally, emotionally and physically – with rise of Chief Wellness Officers and Cognitive Resource Managers.

*Here the content of the i4 Model and **LEADERSHIP DEVELOPMENT** programs provides information at the cutting edge for leaders to understand the conditions that their brain works most effectively in – and what they need to do biologically to lift their performance, collaboration, innovation and agility capacity in their brain.*

The i4 Neuroleader Model of Leadership Development approach includes things we must do biologically to treat our overwhelmed ‘VUCA-nised’ brains which are increasingly depressed, anxious and suffering from attention-deficit.

Obtaining a thorough understanding of the effect of diet, breathing, exercise and sleep on the brain, we begin to change our underlying environments to create brains that are far more likely to stay in the executive function without wearying so often, without being hijacked by false evidence appearing real, and with the curiosity required to chemically create new circuitry.



THE SUSTAINABLE ENTERPRISE

As we move from seeing this as a financial burden to seeing it as an opportunity:

- The rise of ‘industrial ecology’
- Better measurement tools
- No such thing as waste; pollution as uneconomical
- Rise of personal sustainability

In the sustainability movement, the i4 Neuroleader Model helps us to understand ways we can collaborate and innovate more effectively so that we can begin to see our organisation’s much bigger systems. The motivations behind the Zero Waste Alliance movement are now aligning with the motivations of our people – bringing sustainability into our day-to-day functions and decision-making practices.

Sustainability is also starting to apply to careers – how to develop personal brands, survive during downturns and keep skills up-to-date.

More importantly, though, sustainability is starting to talk about how we use the i4 Model pillars of Ethics and Generosity to define sustainable careers as viable, coherent, meaningful and environmentally restorative. Sustainability is also referring to the health for our brains in the workplace – creating spaces to better support workers through natural sunlight, circulating air, and mandated green spaces.



HEALTH AS A WORKPLACE VALUE

- › DIY health practices
- › Health becomes visible
- › Health as a value & asset

*In the i4 Model & Methodology of Leadership Development, we explore many aspects of what we can learn about our own **HEALTH** and our 360 even identifies some of the underlying causes of where our brains, bodies and guts may be unhealthy.*

We are ushering in the age of the ‘biocitizen’: informed, activist individuals who understand themselves as biological entities with affinities to others who share similar genetic or biological afflictions.

We are now interested in being ‘better than well’ – using a variety of tools, supplements and the latest biological information to empower ourselves with enhanced capabilities: greater endurance, vitality, greater strength. We very much explore these issues together in our i4 community and keep each other abreast of the latest scientific findings.



DIVERSITY REDEFINED

- › Group Intelligence
- › Transdisciplinary Rules
- › Thriving on deep diversity

*In the i4 Model & Methodology of Leadership Development approaches, we are learning how groups can access **WISDOM** – the type of diversity that is required and the methods of accessing that wisdom.*

This diversity will not be just the gender, race or ethnic characteristics we have seen in the last decade, but will be looking at age, skills, disciplines and backgrounds – and particularly the different styles of how we access our cognitive thinking, our work styles, our learning styles.

The i4 Neuroleader Model & Methodology of Leadership Development helps us to understand how brains can work differently and have access to different talents as we create teams that complement each other on diverse thinking. We will look to different approaches in our team members across abstract reasoning, problem solving, communication and collaboration, as these very differences will produce much more innovation.

Transdisciplinary rules will require that we start working across engineering, design, science, physics, arts, and medicine in order to solve our problems. The i4 Neuroleader Model of Leadership Development encourages the use of all kinds of specialists in order to innovate – to think of new ideas.



AMPLIFIED INDIVIDUAL

From individual to social, collective, improvisational, and augmented:

- › **Social** – with a mindset that wants to connect and a skillset that knows how to leverage tagging software, wikis, social networks, and other human intelligence aggregators.
- › **Collective** – with a mindset that wants to access the wisdom of the crowds and a skillset that knows how to leverage online collaboration software, mobile communication tools and immersive virtual environments that connect virtual teams globally.
- › **Improvisational** – knowing how to set up, disband and re-establish teams to solve problems as they emerge and take on opportunities that they can see together.
- › **Augmented** – knowing how to use visualisation tools, attention filters, e-displays, and ambient presence systems to enhance their cognitive and coordination skills thus enabling them to quickly access and process massive amounts of information.

*Here we will use the i4 Model & Methodology to show how you can recognise and create the **21ST CENTURY LEADER** who leverages their Performance, Collaboration, Innovation and Agility muscles to develop the new 'skills' of this 21st Century amplified individual:*



- › **Mobability**
The ability to work in large groups, and to organise and collaborate with many people simultaneously.
- › **Influency**
Knowing how to be persuasive in multiple social contexts and media spaces, and demonstrating awareness that each context and space requires a different persuasive strategy and technique.
- › **High Ping Quotient**
Responsiveness to other people's requests for engagement; propensity to reach out to others in a network.
- › **Protovation**
Fearless innovation in rapid, iterative cycles.
- › **Open Authorship**
Creating content for immediate public consumption and modification.
- › **Emergensight**
The ability to prepare for and handle surprising results and complexity.
- › **Multi-capitalism**
Fluency in working with different capitals (e.g., natural, intellectual, social, financial, virtual).
- › **Longbroadening**
Thinking in terms of higher-level systems, massively multiple cycles, and the very big picture.
- › **Signal/Noise Management**
Filtering meaningful information, patterns, and commonalities from the massively multiple streams of data and advice.
- › **Cooperation Radar**
The ability to sense, almost intuitively, who would make the best collaborators on a particular task.



A **BALANCED** AND
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IS THE FOUNDATION FOR
GOOD PERFORMANCE
AND ALSO THE BASIS
OF THE ATTRIBUTES
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THE TYPE OF LEADER
WHO COULD THRIVE IN
THE **IMAGINATION AGE**.

SILVIA DAMIANO
FOUNDER & CEO

5 A YEAR OF DEVELOPMENT
WITH THE i4 METHODOLOGY

*In the next few pages we chart an example of how we can introduce the **i4 NEUROLEADER MODEL** through the cadence of an executive's year of development. In the following time-line, we display 'The What' & 'The How', mapping each of the i4 Pillars to each phase.*

PRIOR TO MONTH 1

GETTING STARTED

Prior to Meeting 1, we would strongly suggest that the executive completes the i4 Neuroleader 360 Assessment online, which collects insights from key board members, managers, direct reports, peers, family, friends, suppliers and customers that could give us a sense of which traits of the Imagination Age leadership can be strengthened.

MONTH 1

PERFORMANCE INTEGRATION AND BALANCE

ENSURING UNDERLYING RESILIENCE

At the first meeting, we will determine the hot spots to focus on, in terms of the leader's duties ('the what') and the i4-model 360-identified traits ('the how').

We would examine resilience and impact-understanding where the executives need the most assistance to keep in 'flow'.

We would understand their needs and ensure a supportive context, e.g. family, trusted sparring partner.



MONTH 2

PERFORMANCE ETHICS AND MENTAL READINESS

SETTING BUSINESS AND LEADERSHIP LEARNING KPIs

Maximising the executive's leadership resilience, impact and legacy:

- What do they stand for as the leader of COMPANY/Business Unit ABC?
- What is the type of learning that they want to do in becoming a better leader?
- How will they find quiet times to think and regroup in times of stress? What are the daily resilience exercises they can employ? How will they deal with the isolation?
- What legacy do they want to leave at COMPANY ABC?

MONTH 3

COLLABORATION INSPIRATION & COMMUNICATION

EXAMINING THE CONTEXT

Understanding the external stakeholders of business - Shareholders, Board, Analysts, Customers, Media:

- How will the structure of the industry change over the next few years – how will the organisation and competitors respond? What are the current major profitability streams? What is the organisation's competitive edge?
- Where is the future of this business and how is the executive determining the ever changing direction of COMPANY ABC?
- What expectations are there on how to manage for each of the major stakeholders?
- How can they improve their external communication and influence?

MONTH 4

COLLABORATION GENEROSITY AND COURAGE

EXAMINING CORE CAPABILITIES OF THE ORGANISATION

Understanding internal stakeholders - determining and transforming the talent and culture:

- What core capabilities are needed in each pocket of the business?
- What capabilities are needed to build? Can the build be done with internal people or must the capability be sourced?
- What type of culture is desired for COMPANY ABC? What approach does the leader need to have?



*For more information about team development programs and cultural transformation journeys using the **i4 NEUROLEADER** Model & Methodology contact us.*



MONTH 5

INNOVATION IMAGINATION AND DRIVE

ACTION PLANNING

Shaping the Strategy, Execution and Capabilities required to deliver to these stakeholders:

- How will the executive lead long-term, 3-5-year horizon thinking, that includes the determination of investment required in tangible and intangible assets (e.g. capability)?
- How will the leader translate strategy into a 1-2 year execution plan geared towards P&L?
- What kind of capital investments will they need to make?
- What type of risk management systems will they establish?

MONTH 6

INNOVATION CURIOSITY AND ATTITUDE

DEVELOPING A CULTURE OF INNOVATION THERE TO DELIGHT THE CUSTOMER

- How will the leader establish a culture of innovation to continue to drive value?
- How can they improve customer insights across the organisation?
- How do they create a culture that embraces innovation and customer delight?
- How can they improve the way ideas are found and executed on in COMPANY ABC?



MONTH 7

AGILITY
INTUITION AND AWARENESS

DEVELOPING A CULTURE OF PERFORMANCE AND COLLABORATION

Defining performance expectations and coaching your people to account:

- › How will they establish accountability and performance pacts with their people and coach them into account?
- › Which of their people need more support than others – and what kind of support?
- › Are they establishing open dialogue between them and their people and amongst them?
- › How will they get their team working well together?
- › Which battles will they choose to wage? Which will they let go?

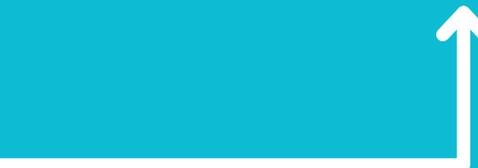
MONTH 8

INNOVATION
INFLUENCE AND ADAPTABILITY

DEVELOPING A CULTURE OF AGILITY

Creating effective communication and governance throughout the organisation:

- › What forums of decision making will they establish?
- › What lines of communication do they need to draw?
- › What style of governance do they need to install?





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SILVIA DAMIANO
FOUNDER & CEO

6 A CASE STUDY

CREATING A BRAIN FRIENDLY CULTURE

This case study examines the ongoing journey of Ultraceuticals in creating a brain friendly culture across the organisation to develop leaders and drive performance. Ultraceuticals is a privately owned Australian Company and leader in the Australian cosmeceuticals market.

BACKGROUND

Ultraceuticals has experienced significant growth in the past 3 years. Both revenue and headcount have doubled and the business is on a trajectory of continued rapid growth, including international expansions, in the next 5 years.



The CEO, Olivier Duvillard and founder Dr Geoffrey Heber, were aware that the growing executive team needed to examine and build their leadership capability to effectively plan for and achieve the growth and the accompanying challenges in managing their teams across functions and geographical areas.

In April 2015, the decision was made to embark on a leadership development program. Both the CEO and Founder had been exposed to the various common leadership models and tools in their careers.

CRITERIA & DECISION MAKING PROCESS

The criteria in choosing the i4 Neuroleader Model and 360 Feedback Assessment for this Leadership Program were that it:

- Must be relevant to the 21st Century business climate and contemporary global/flexible/diverse and technological based business practices.
- Would provide content and outcomes that could be applied throughout the organisation to develop the personal leadership qualities within every employee, not just at the top layers.
- Was strengths focused.
- Offered a program that could be customised to the needs of individuals and teams.
- Had a robust method for embedding the desired outcomes and behaviours.
- Offered self-paced as well as group-learning opportunities.
- Could work within the training budget.

The Directors felt there was a strong synergy between the model's core competencies of **Performance**, **Collaboration**, **Innovation** and **Agility** and the abilities, skills and traits required of all employees to take the organisation through this next growth phase. The decision was made to use the i4 Neuroleader Model & Methodology.

PROGRAM LAUNCH

The CEO and Founder particularly liked that the model was based on solid neuroscience research and the linkages between the brain and leadership behaviour. It was proposed that the program would be rolled out in two phases with a keen awareness that the direction could pivot at any time based on organisational needs. Between June and November 2015, Phase 1 of the program was rolled out across the organisation. The core participants for Phase 1 were the Executive Team and their direct reports who also managed teams. This phase involved a blend of group learning and autonomous learning activities.

THE SIGNIFICANT INITIATIVES

Of the brain friendly commitments two initiatives have had significant impact:

- A mindfulness training program was rolled out company wide.

76% of the organisation are practicing **MINDFULNESS** on a daily basis and reporting it helps regain a sense of calm during times of stress.

- An innovative lighting solution for open plan workstations to minimise interruptions and encourage 'flow state' for increased productivity.

100% of employees who have the workstation initiative have reported that it has enhanced their **PRODUCTIVITY** and collaboration.

NEXT STEPS

After reviewing the positive results and initiatives of Phase 1 with the About my Brain Institute and Executive Teams, the CEO made the decision to move the core participants onto Phase 2 and to roll out the leadership program to the next level of the business.

BRAIN FRIENDLY COMMITMENTS

The following 'brain friendly' commitments were created by the participants in the program:

PERFORMANCE

- **Mental Readiness** - Phone and open space policies to improve focus and 'flow' state.
- **Ethics** - Re-examining team values and how they are supported or hindered.

COLLABORATION

- **Generosity** - Overhaul of rewards and recognition program.
- **Communication** - Executive team using clean 'feedback techniques'. Introduction of company wide learning opportunities and attention to meetings and email practices.

INNOVATION

- **Drive** - Mindfulness program launched company wide.
- **Attitude** - Retraining the brains to look for positives.

AGILITY

- **Adaptability** - More interaction between departments to improve understanding of what do we all 'do' and contribute to the organisation. Introduction of brain friendly spaces and practices.
- **Intuition** - Changes to corporate practices to improve nutrition and brain/gut health. More team bonding activities.

TESTIMONIALS

*“I have chosen the **i4 MODEL** for this journey because we are really looking for the competencies that are going to help us as a modern company and take us through the challenges of today and to improve our overall management & leadership in the organisation.”*

Olivier Duvillard - CEO



MONICA MOORE

DIRECTOR, MOORE NOURISHING

In a world that is so often hijacked by material gain, I applaud Ultraceuticals in their attention towards the personal growth of their staff and their commitment towards high standards through all layers of their organisation using the i4 Neuroleader Program.

It seems obvious that less stressed, happier, healthier employees who feel valued and nurtured in their workplace, would produce high quality work, be skilful in their management and interactions, have a greater desire to stay in the job, and productivity would be exponentially increased. Ultraceuticals have recognised and instigated a forward thinking plan to capitalise on these outcomes.

OLIVIER DUVILLARD
CHIEF EXECUTIVE OFFICER



We have noticed a shift throughout the organisation since introducing the i4 Program. The levels of awareness amongst the members of the executive team have significantly improved the way we work and interact with each other. Understanding brain function is key to increasing engagement and productivity.

JACK DINH
CHIEF FINANCIAL OFFICER



This program gives you practical ideas to implement at work. I now understand the importance of being more compassionate to connect with others more successfully.

SAMANTHA MICHAEL
PROJECT MANAGER



Being part of the i4 Neuroleader Program has helped me to understand how critical it is to have the right tools to optimise my brain and my performance at work.

MATTHEW BOZINOVSKI
PROCUREMENT & PLANNING MANAGER

The workflow lights on my workstation have saved my sanity and made me far more productive!

HEATHER VONNOU
TRAINING INNOVATION MANAGER

In my 25 years of work experience I have never seen anything as progressive and innovative as the 'Creating a Brain Friendly Culture' program.

I feel that this is such an important step in creating an innovative corporate cultural movement unlike the out-dated, hierarchical corporate culture that still exists in so many companies. I believe this has the potential to put Ultraceuticals in front as one of the pioneers for vital, meaningful and productive change within the work force.



**WE NEED TO WORK
ACROSS BOUNDARIES
OF DISCIPLINES,
GEOGRAPHIES,
GENDER, RACE,
AGES AND DIFFERENT
TYPES OF **THINKING**.**

7 IN CONCLUSION

FINAL THOUGHTS

The Imagination Age has arrived. Yet many of our organisations are relying on leadership models and methodologies of development that still belong to the Industrial and Information Age.

This paper has traced the transition from Industrial to Information to Imagination Ages, and has shown how the i4 Neuroleader Model & Methodology of Leadership Development will provide the meta-competencies of **Performance**, **Collaboration**, **Innovation** and **Agility** that we now need to prosper in the VUCA world that is no longer turbulent, but rather continuously disruptive. We are at a pivotal choice point in our human evolution.

WE CAN CONTINUE TO RELY ON TOOLS THAT REMIND US OF OUR LIMITING ‘AMYGDALA-HIJACKED’ SURVIVAL BRAIN CAPACITY OR WE CAN BEGIN TO EXPLORE THE CAPACITY OF OUR CREATOR MIND.



To do this, we will need to work across boundaries of disciplines, geographies, gender, race, ages and different types of thinking.

We will need to learn many new skills that weren't taught to us in school, developing a neuroplasticity that allows us to adapt to the continuously changing conditions of this new world. None of us will be able to do it alone.

*We invite you to join the i4 Neuroleader community, a **COMMUNITY** that will thrive in a context of a business and government world that is relentlessly evolving, requiring perpetually adaptable strategies for the manifestation of **HUMAN TALENT**.*

GETTING & STAYING IN TOUCH

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WHEN OUR **BRAINS**
FUNCTION WELL,
WE HAVE THE **POWER**
TO **TELL STORIES** AND
THE INTELLIGENCE TO
DISCERN WHICH STORIES
ARE TO BE **BELIEVED** .

SILVIA DAMIANO
FOUNDER & CEO

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ABOUT THE AUTHOR

Katharine McLennan's combined career spans corporate strategy, operations, talent/leadership development and self transformation. Her corporate roles have included Head of the QBE Global Leadership Academy and Executive General Manager, Talent and Business Unit HR for the Commonwealth Bank of Australia.



KATHARINE MCLENNAN
CHIEF TALENT OFFICER
THE ABOUT MY BRAIN INSTITUTE

In addition to these corporate roles, Katharine has spent the last 14 years as an executive coach and leadership facilitator serving the Top ASX 50 clients of Heidrick & Struggles, Mettle and PricewaterhouseCoopers, where she focused on C-suite preparation, development and succession planning.

Before becoming the passionate leadership developer, Katharine's execution and pragmatic sense was fully developed in her role as Head of Operational Planning and Execution of the Sydney Olympic Games between 1996 and 2000, as well as her experience in the non-profit sector with her work with the YWCA NSW.

Her corporate strategic background started from her formative years with Booz & Co across multiple industries around Australia throughout the early 1990's. Katharine has degrees with honours in Biology/Neuroscience and History (Duke), Business (MBA, Stanford), and Political Science (MA, UNSW).

Katharine is a qualified psychotherapist, and a member of the UTS Business School Advisory Board. She is also a Director of the MINDD Foundation (mindd.org), an organisation focused on solving children's health challenges through integrative medicine.

*'Leadership for the 21st Century is not a choice between nature or nurture. It is an **INTEGRATION** of all that we have learned through our **COLLECTIVE** experiences: the newest science with the oldest philosophies, the mind with the heart, the left with the right, the analysis with the **INTUITION**, the male with the female, the part and the whole. To integrate, we must remember how to **IMAGINE** the possible and see the potential in everyone who works for us.'*





CREATING



BRAIN



FRIENDLY



CULTURES

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