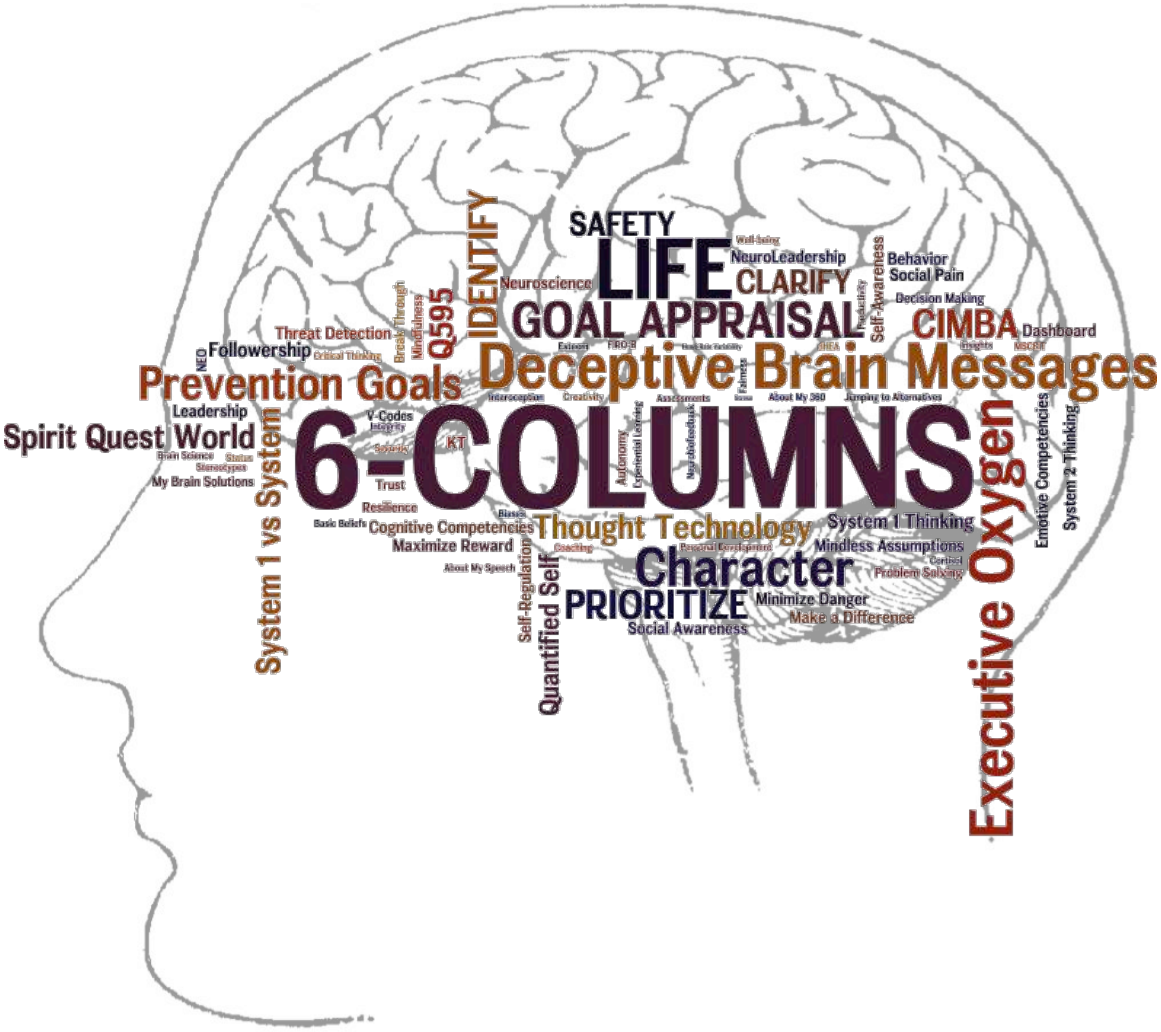
6-Columns Coaching Tool

Your Powerful Personal Development Accelerator for LIFE



This ***6-Columns*** Workbook Belongs to: _____

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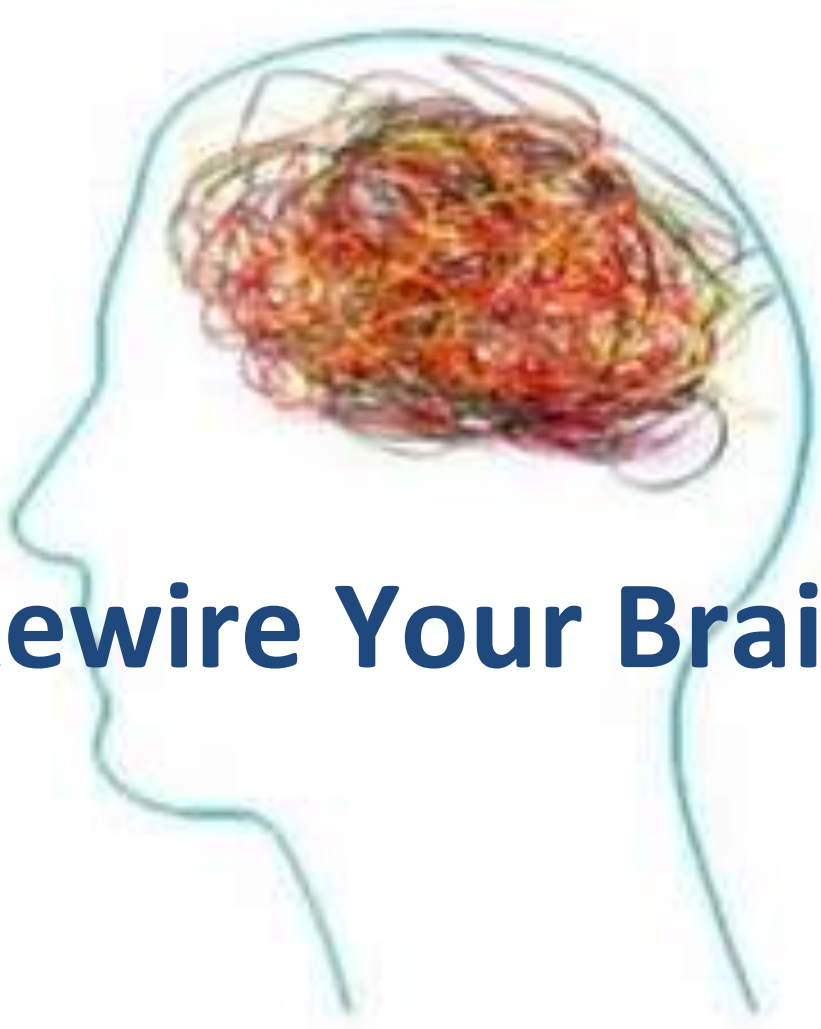


Rewire Your Brain

INTRODUCTION

The 6-Columns Development Accelerator provides a systematic approach to meaningful and sustainable behavioral change. Beneficial in both personal and professional environments, and often used with the assistance of a coach, it is a highly-effective development tool for both individuals and teams. Based on and incorporating recent brain-science research and cutting-edge awareness technology, the 6 - Columns assists you in building an objective understanding of the physiological, emotional, and mental processes that consciously and unconsciously affect, and often drive, your behaviors. You become aware of how those evolved processes intent on self-preservation and self-protection can seriously inhibit behavior change by creating a brain goal in competition with your developmental goal. Although well intentioned, those processes can put in place significant and nearly imperceptible mental barriers to sustainable behavioral change. The 6-Columns assists in elevating your self-awareness of the existence of those barriers, building resilience to the stressors they generate, and guiding you in rewiring your brain to embrace more productive, constructive, and healthy habits.

The 6-Columns begins with a pressing developmental need, a goal you see as important in developing your Social Brain, in building character (Column 1). It then assists you in exploring the physiological, emotional, and mental processes motivating inconsistent behaviors - often triggered by your habitual or automatic reactions to powerful concerns, worries, anxieties, fears, and even panic those processes generate in response to your efforts to achieve your developmental goals (Column 2). It shows you how in the interest of gaining relief from those physiological and emotional sensations, these rapid, automatic processes encourage your brain to implement a second, more powerful self-preservation brain goal that often overrides your developmental goal (Column 3). As an indication of its debilitating affect on behavioral change, this internal brain competition is most frequently waged outside of your realm of self-awareness.

The 6-Columns then shows you how these anxieties and fears are largely due to your brain's interpretation or misinterpretation of prior social group experiences or lack of experience. Those interpretations then form your brain's perception of how the world works, with its underlying assumptions motivating your brain's physiological, emotional, and mental processes to create a competing brain goal in the interest of surviving in the world it perceives (Column 4). The 6-Columns then guides you in testing the validity of those assumptions through measured "Quantified-Self" exploration and investigation (Columns 5). Based on your "Quantified-Self" results, and with the assistance of your coach, the 6-Columns guides and supports you in building an action plan focused on achieving your developmental goal. In essence, after identifying and then confirming the root cause of a behavior shortcoming in Columns 2 though 5, you find yourself working toward an adaptive solution -- rewiring your brain through self-directed neuroplasticity -- in Column 6. Importantly, it is not at unusual to find that the same mental barriers to behavior change in one domain are holding you back in other domains of your life.

COLUMN 1
Identify Your Personal Development Commitment (Your System 2 Goal)

Procedure

The purpose of Column 1 is to set out the ***Prevention*** or ***Character*** goal upon which you will be focusing your developmental attention. The success of your 6-Columns experience is directly related to the quality and specificity of this goal. In your initial efforts in setting your goal, the questions below may serve to stimulate your thinking. We also suggest you make use of our ***Goal Appraisal*** tool, which will guide you in identifying, clarifying, and prioritizing your goals. We encourage you to carefully reflect upon and analyze the data and information on your character you have collected. Make an effort to specifically identify and define the situations and people arousing your physiological, emotional, and mental processes in ways that undermine your behavior. After completing your goal appraisal process, it is often useful to have your coach assist in confirming your analysis. Consistent with neuroscience research, please list your goal here in a "goal format" using the following structure. We encourage you to be as specific as possible:

I ***want*** to [***action verb***] my [***behavior***] in [specific situation]

COLUMN 1
Identify Your Personal Development Commitment (Your System 2 Goal)

State your Commitment

What is going on in my professional and personal life that concerns me?
What is limiting or adversely affecting my performance and well-being?
What is going on in my professional and personal life that keeps me up at night?
If I could change something in my personal and professional life, what would it be?
Is there something I am doing or not doing in my personal and professional life that concerns me?
What do my friends, family, classmates, work colleagues say about me that most concerns me?
What is the one thing I want my friends, family, classmates, work colleagues to say about me that currently they are not?
If today were the last day of my life, what would I like to have accomplished?

Example: I want to better manage my stress when I have many tasks to complete.

Gather information from all domains (Family or home; Work or School; Community and other Social Groups; and Self).

COLUMN 2
Clarify Your Current Actions

Procedure

The intent of Column 2 is to assist in identifying actions or behaviors you are currently undertaking that are ***inconsistent*** with your Column 1 goal. Begin by mentally placing yourself in a situation that elicits those inconsistent behavioral reactions. Take a moment and reflect on the emotional triggers that seem to elicit them. As you reflect upon your behavior in those situations, do you see yourself reacting in this way frequently enough that a neutral but observant third-party might label it as being your predictable, habitual reaction? Do you later berate yourself for having reacted in that way and make an insistent note to yourself to respond in a manner more inline with your Column 1 goal the next time? Make an effort to list these behaviors in the space provided below. Importantly, note that you should be listing specific behaviors (for example, avoidance, losing your temper, sulking, allowing your mind to wander) and not your mental attitude at the time (for example, feelings of frustration, negativity, impatience, or boredom). It is in this stage of your 6-Columns experience where we begin to sense the distinction between behavior others might observe (for example, inability to delegate) and an underlying cause driven by our brain's physiological, emotional, and mental processes (lack of trust, for example,). Not infrequently, we seek a technical solution (a course on delegation, for example,) rather than an effective adaptive solution (assistance from a coach or mentor to understand the lack of trust issue). The following questions may stimulate your thinking and introspection - we encourage you to be as specific and concrete as possible. List these behaviors and actions without explanation.

COLUMN 2
Clarify Your Current Actions

State your current actions.

What actions or behaviors am I currently undertaking taking that are not consistent with my behavior goal? What else?
What actions or behaviors am I currently undertaking taking that are working against my behavior goal? What else?
What are others observing about my actions or behaviors that they would consider to be inconsistent? What else?
Example: When others on my team do not agree with me I become angry and defiant.

COLUMN 3 (Part I)
Identify Your Worries, Concerns, Anxieties and Fears

Procedure

The intent of Column 3, Part I, is to identify the concerns, worries, anxieties, and fears behind the inconsistent actions and behaviors you listed in Column 2. Acting in the interest of your self-protection and self-preservation, your brain's System 1 physiological, emotional, and mental processes drive those concerns, worries, anxieties, and fears as a means to alert you to a possible threat (real or perceived). Importantly, as System 1 processes they are operating below your level of consciousness and, although well intentioned, are preventing you from achieving your System 2 goal. That is, despite your System 2 conscious efforts at behavior modification or adaptation, your System 1 circuitry is acting subconsciously to move you away those efforts; your brain is fighting with itself and you are not even aware of it!

To get a sense of this, let's follow your brain as it finds itself in a situation it perceives as being threating to you. To bring about relief from your concerns, worries, anxieties, and fears, your brain's threat detection circuitry activates physiological processes (bringing about changes in cardiovascular function and hormonal levels as it prepares you for fight, flight, or freeze), then emotional processes (manifesting those physiologies through physical changes, such as dry mouth, cold hands, or a tightness in your stomach), and finally mental processes in the form of some habitual response (avoidance, losing your temper, sulking). The key to Column 3 is your ability to reflect deeply in identifying those fears -- not on labeling your reaction to them. For example, suppose your System 2 goal was that you want to be able to say "No" to colleagues' requests; you find yourself always saying "Yes" even when you are far too busy. As a colleague approaches with such a request, your brain's threat detection circuitry kicks in. You want to say "No" but you begin to have a general sense of nervousness and unease. You sense a growing tightness in your stomach, find yourself saying, "Yes," and then later regretting and blaming and chastising yourself for it. Column 3 is interested in the worry, concern, anxiety, or fear you felt or sensed as you began to have that general sense of nervousness and unease (For example, "I fear they will not work with me in the future if I don't work with them now; I fear they will think less of me and lose trust in our relationship"). Importantly, Column 3 is not about your sense of regret or being upset with yourself after the situation; it is about your fear. Experience has taught us that these fears have as their source your ***SAFETY*** profile; your threat detection circuitry is most likely to activated when it senses your security, autonomy, fairness, esteem, or trust is being attacked and that, as a consequence, your standing in the social group may be threatened. List your worries, concerns, anxieties, and fears in the space below. Be as specific as possible:

COLUMN 3 (Part I)
Identify Your Worries, Concerns, Anxieties and Fears

Identify your worries, concerns, anxieties, and fears

Ask yourself:

In which situations do I find myself feeling uneasy or uncomfortable in implementing my Column 1, System 2 Goal?

Why am I reluctant to push beyond those thoughts and feelings?

What are the worries, concerns, anxieties, or fears that are driving that reluctance?

What consequences do I fear if I implemented my Column 1, System 2 Goal?

Which specific element of my SAFETY profile is most affecting my behavior in these situations?

Example: I fear I will disappoint others.

COLUMN 3 (Part II)
Identify Your Brain's System 1 Goals

Procedure

The intent of Column 3, Part II, is to identify your brain's System 1 goals. Your brain's System 1 circuitry is largely organized for your self-protection, your self-preservation. Its basic organizing principle is to ***Maximize Reward, Minimize Danger***, and as to the latter it manages your fight, flight, or freeze reaction. The "dangers" your Social Brain's threat detection circuitry detects are largely influenced by past experience and its ability to use its pattern-making ability to compare current situations with those past experiences. If it determines that a situation is the same or comparable, it will then deploy the habituated physiological, emotional, and mental processes that have defined or hardwired your reaction in the past. That reaction will serve to relieve the immediate worry, concern, anxiety, or fear sensation, with the brain then providing a chemical reward in the form of serotonin, oxytocin, and particularly dopamine, all but assuring that your brain will deploy a similar reaction to those situations in the future. Unfortunately, the brain does not differentiate between good and bad habitual reactions. If you demonstrate a preferential reaction to a particular social stimulus, your brain's System 1 circuitries will continue to provide it until you make the effort to rewire your brain and implement a more productive, constructive, creative, or healthy response. In this sense, if you have made it clear to your brain that you have a strong fear of a particular social stimulus, then when it senses that stimulus it will perceive it as a threat and deploy the hardwired, habitual reaction that relieves the worry, concern, anxiety, or fear you have associated with the stimulus. Importantly, it will do that rapidly, effortlessly, and below your level of consciousness. It is your brain's hardwired, habitual behavioral reaction to that social stimulus. A fundamental objective of the 6-Columns experience is to understand whether such social stimuli are perceived (a deceptive brain message) or real, productive or unproductive, healthy or unhealthy.

In Column 3, Part I, you identified important worries, concerns, anxieties, and fears. Here, in Column 3, Part II, we identify your brain's System 1 goals that have been developed, hardwired, to manage those fears. If you have a fear to a social stimulus, real or perceived, your brain's System 1 circuitries will work in your self-protective interest to embrace a behavior to make sure you do not encounter that fear. If you fear confrontation, for example, your brain's System 1 circuitries will develop the goal: "To make sure you avoid confrontation." If, however, you then find that this hardwired reaction is unproductive in your current social environment and you make it your System 2 goal in Column 1, your brain will be in conflict with itself as it attempts to manage both the confrontation into which you consciously want to engage and your brain's System 1 physiological, emotional, and mental processes which are hardwired to believe you do not.

Take a moment and look at your list of fears in Column 3, Part I. In the space below, take those fears and write them in your brain's System 1 goal format. For example, if you stated "I fear being humiliated" as a fear in Column 3, Part I, then your brain's System 1 goal is: "To make sure I am not humiliated".

COLUMN 3 (Part II)
Identify Your Brain's System 1 Goals

Identify your Brain's System 1 Goals

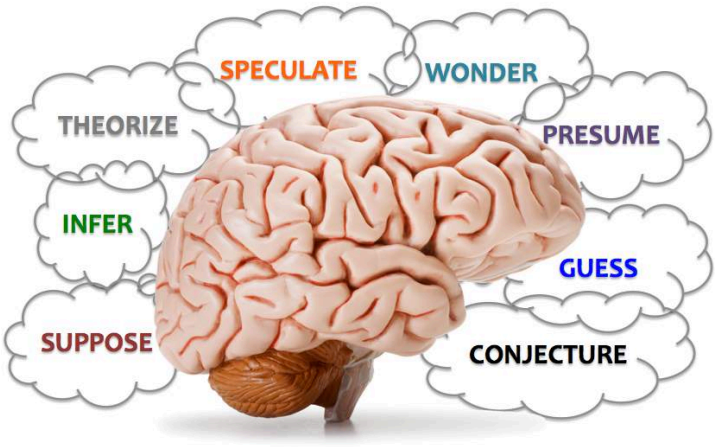
On the basis of my worries, concerns, anxieties, or fears I have identified in Part I, what are my brain's System 1 goals?
What are my brain's System 1 goals compelling me to do in the interest of my self-protection, self-preservation?
Example: To make sure I do not disappoint others.

COLUMN 4
Recognize Your Behavior Assumptions

Procedure

The intent of Column 4 is to assist you in identifying the assumptions you are making that underlie your Column 3 worries, concerns, anxieties, and fears. To survive in a social world, science shows that our brain evolved as a social structure, providing us with the neurobiological means and abilities to receive, interpret, understand, and respond to social signals and cues. In this way, our Social Brain is able to quickly grasp an understanding of social norms, perceive any violation thereof (particularly if our social inclusion may be threatened), and adapt our behavior accordingly. With our Social Brain wired by *meaningful* social interactions and experiences, its development is heavily influenced by both our primary social group (our family, friends, neighbors, and teachers) and what we subsequently learned or unlearned from social transitions beyond our primary group. Those experiences -- good or bad -- form our brain's perception of how the social world works, with the underlying assumptions molded by those perceptions driving our brain's System 1 physiological, emotional, and mental processes, processes which are very much attuned to surviving in the world our Social Brain perceives.

Despite their many benefits, these same assumptions can provide significant obstacles to making a successful social transition. As an initial matter, in entering a social transition we may simply lack experience in being open and receptive to social signals and cues in that environment, assuming instead that our behavioral "if-then" assumptions operate in the same basic way across all social groups. Social signals and cues in one social group may not function or function in a different way in another. Additionally, the social-skill strengths we developed on the basis of our behavior assumptions that propelled us effectively in prior social groups may actually be getting in the way in subsequent groups. In such situations, our behavioral "if-then" assumptions may lead us to misinterpret the social cues and signals we are receiving, activating our Social Brain's threat detection circuitry. The resulting worries, concerns, anxieties, and fears may elicit an unproductive, unconstructive, or unhealthy reaction in the current social group placing our inclusion at risk and dampening our effectiveness as a leader. In fact, disappointment with the results of your social interactions in such a transition may have generated your Column 1, System 2 goal here.



Take a moment and reflect upon the worries, concerns, anxieties, and fears you have listed in Column 3, Part I. They are the manifestation of your brain's System 1 physiological, emotional, and mental processes. Those processes are driven by a need to survive in a social world and are based on your brain's assumptions of the likely consequences of your behavior in that social world. In the space below, list the behavioral assumptions for the worries, concerns, anxieties, and fears you listed in Column 3, Part I. Reflect on when your behavior assumptions show up (take note of who, what, where, and when). Make a note of your reactions as well as those of others. Your assumptions should be written in an "if-then" format. For example, if you listed as a fear in Column 3, Part I, "I fear being humiliated," your assumption could take the form: "If I am humiliated, then important others will think less of me" or, alternatively: "If I am humiliated, then I will not be worthy of inclusion by my colleagues" (that is, you will be isolated, ignored, or rejected).

COLUMN 4
Recognize Your Behavior Assumptions

Identify the story behind your worries, concerns, anxieties, and fears

What are the assumptions behind each of your fears?

Generate as many assumptions as possible.

Example: If I say "No" to others requests of my time, they will think less of me and stop asking.

COLUMN 5
Challenge Your System 1 Thinking

Procedure

The intent of Column 5 is to test the validity of your Column 4 behavior assumptions. If we find that your behavior assumptions are in fact valid, then your Column 3 worries, concerns, anxieties, fears may be well-placed. However, if they are not valid then those same fears may be the likely consequence of ***deceptive brain messages***, your brain's well-intentioned System 1 physiological, emotional, and mental processes misinterpreting social stimuli to your detriment. Column 5 involves testing the validity of those assumptions through measured ***Quantified-Self*** exploration and investigation. Note that the test is about the Column 4 behavior assumption, not your Column 1 System 2 goal.

It begins with you reflecting upon the behavior assumptions you have listed in Column 4, and then prioritizing them on the basis of the impact they are currently having on your performance and well-being. Although we could test several assumptions at one time, we would prefer to focus on just your most significant assumption, particularly if this is your first time using the 6-Columns. In setting up your test or experiment, our most important consideration is that it is safe, safe in the sense that you are not placing yourself at risk of doing serious harm to an important social relationship. It is principally for this reason that we encourage you to enlist the assistance of your coach or an experienced mentor in designing your Column 5 tests.

After selecting the behavior assumption to test, you will then identify situations where your assumption is activated. In some cases, your coach may first advise the use of awareness technology to measure and assess your physiological response in those situations before conducting an experiment testing its validity. In this way, you and your coach will verify the relationship between your behavioral assumption and the situation you have identified as activating it. Establishing awareness is one of the principal and most important uses of our technology. Objective data assures we will not overestimate our otherwise immeasurable abilities, something psychologists show us that we do, and do so with confidence.

Let's suppose that your most significant assumption is: "If I say "No" to other's requests for assistance even when I am too busy, they will exclude me from the social group." Your test or experiment would involve finding the appropriate time to say "No" and then collecting the relevant data. The relevant data will likely include facial expressions, body language and spoken words, or perhaps something as simply as asking the person to honestly share their thoughts and feelings. The challenge in saying "No" will be overcoming your Column 3 fears and anxieties as your brain's System 1 physiological, emotional, and mental processes work to pull you in the direction of saying "Yes." In the vast majority of such tests, well over 90 percent, the data shows the behavior assumption to be false. Again, your coach can assist you in designing the experiment, understanding how to collect the data, and then how to analyze it to reach a conclusion.

COLUMN 5
Challenge Your System 1 Thinking

Plan a test

Which behavior assumption listed in Column 4 is the one that most gets in my way?
Which one has the most significant negative impact on my current performance and well-being?

What situations give me the best information about the validity of my behavior assumption?
How could I arrange an appropriate, safe test or experiment of my behavior assumption?
What actions and behaviors can I put into place that will best test the validity of my behavior assumption?

Plan a test, confirm it with your coach, and then gather the data.

Example: I will conduct the following test of my behavior assumption:

Behavior Assumption: If I speak up in a meeting, then I may not look intelligent and others will think less of me.
Quantified-Self Test: I will speak up at the appropriate times in the next team meeting. I will then schedule individual meetings with my colleagues to collect data on their perceptions of my performance.

Collect and analyze the data relevant to your test (Facial Expressions, Body Language, Spoken Words, Thoughts, Feelings, Sensations, Stress Data, Sociometric Data, other):

COLUMN 6
Build Your Resilience

Procedure

The intent of Column 6 is to direct your brain's attention toward an effective developmental strategy that serves to rewire your brain and embrace your behavioral needs as reflected in your Column 1 Goal. Column 6 becomes important when your Column 5 Quantified-Self test shows that the behavioral assumptions driving your Column 3 fears are in fact invalid. The basic developmental tenets of Column 6 is to face your fears, to practice, practice, practice to build resilience against the stress those fears elicit by taking on more stress. It this way, you develop the productive and healthy behaviors your brain's System 1 physiological, emotional, and mental processes have been subconsciously preventing you from undertaking.

A fundamental component of the Column 6 process is to continue building your ***self-awareness*** of the people or situations that trigger your behavioral assumptions. Our awareness technology can assist you by providing objective data and information on your physiological reactions in such situations.

Your coach or mentor will encourage you to take up the practice of ***mindfulness***, to strengthen your self-regulatory ability. It is important to slow your brain down in emotional situations, to comprehend and realize that the sensations you are experiencing are driven by your brain's System 1 circuitries. Slowing your brain down gives you the opportunity to choose between that habitual unproductive and unhealthy behavioral reaction, and a more beneficial one. Our awareness technology can support you in undertaking your mindfulness practice in the most effective way, accelerating your ***self-regulation*** development.

Awareness technology can also be used to track your progress toward your Column 1 goal. Over time, it can be used to collect and systematically compare physiological data as you encounter situations triggering your behavioral assumptions. You can also make use of our ***"About My" mobile technologies*** to supplement the awareness technology with peer-based data and information on your performance.

Your coach may also suggest the use of our ***computer-based brain exercises*** to support your development. These brain exercises have been specifically engineered to focus on strengthening Social Brain circuitries, particularly self-regulation and social awareness.

It is also fundamentally important to place attention on your body's physical needs, as they can have a significant impact on your cognitive and self-regulatory abilities. Your coach will encourage you to pay particular attention to your ***diet, exercise, and sleep***. We are also finding that downtime and time spent with important family members and friends play critical roles in our mental health. Lack of attention on these critical components of your "Healthy Mind Platter" can have a debilitating impact on your performance and well-being, slowing down and impeding your developmental efforts.

It is also important to note that behavior modification will be very challenging, and often frustrating. You will be building resilience toward stressful situations by taking on stress, rewiring your brain's System 1 physiological, emotional, and mental processes -- something neuroscientist refer to as ***self-directed neuroplasticity***. In some cases, you may feel worse before you feel better. This is expected and quite normal. To assist you, your coach will provide a series of tools to better manage your emotions, Depending upon the intensity of the emotion you are experiencing and your self-regulatory ability, your coach may suggest making use of one of the following mental processes:

Relabel: Neuroscience shows that by "labeling" an emotion, discussing with yourself or with others, your level of physiological and emotional arousal will decline. It can often be beneficial in this regard to seek the support of others and make your developmental goal known to them. This mental process is generally more effective when the emotional sensations being encountered are moderate.

Reappraisal: This mental process involves looking at an event from a different, more positive perspective. As your developmental experience grows, and particularly your self-regulatory ability, you will find yourself more readily able to engage this mental process as the event is unfolding in front of you.

Refocus: This mental process involves directing your brain's attention away from its System 1 unproductive or unhealthy reaction and toward a more beneficial one. It encompasses positive self-talk ("I can" versus "I can't"), and encourages your to visualize yourself taking a more productive, constructive course of action (your "refocus" event or action) in advance of an emotional situation.

Revalue: The *Revalue* mental process is a more advanced process, relying on your mindfulness skills and abilities. If the situation allows, your coach may encourage you to confront the emotion it elicits by undertaking a mindfulness practice such as mindful breathing. As you become more skilled and comfortable with your mindfulness abilities, you will be able to recognize in the moment emotional sensations for what they are -- your System 1 self-protective, but deceptive, brain messages and move your brain's attention to a more productive and healthy mental place.

Finally, your Column 6 developmental strategy will also give you an opportunity to apply the interpersonal tools you learned during ***your LIFE experience***. Importantly, your developmental strategy will not be about fixing a problem; rather, it is about assisting you in building your personal and leadership competencies thereby allowing you to be the better professional, team member, friend, and family member -- the person you want to be.

COLUMN 6
Build Your Resilience

Plan Exercises

What activities can I undertake to practice managing the stress caused by my behavior assumptions?
Which situations that trigger my behavior assumption can I best practice on? Which situations might be similar?
How will I measure my results? How will I know that I making progress?
How might mindfulness practice, computer-based brain exercises, journaling, and biofeedback best assist me in my development efforts?

With the guidance and assistance of your coach and/or support partner, utilize the appropriate tools and technologies to track your progress.

Definitions

Prevention vs. Promotion Goals: Research in Social Psychology defines two universal sets of goals, differentiated by the general needs they are intended to meet: (1) Promotion Goals and (2) Prevention Goals. *Promotion* goals encompass our individual need for advancement, to develop technical skills and attributes. Commonly referred to as Performance goals, development needs typically focus on programmatic instruction guided by a project plan. *Prevention* goals embrace our human need for security and survival within our social environments. Referred to within our system as *Character* goals, development needs typically place emphasis on understanding the physiological, emotional, and mental processes driving behavior. The 6-Columns focuses exclusively on supporting the achievement of Prevention or Character goals.

System 1 vs System 2 Brain Circuitries: The brain has evolved two core sets of circuitries to assist our Social Brain: (1) a fast, unconscious, and automatic system that cannot be turned off to provide us with the means to react quickly to threats -- it is primarily responsible for our fight, flight, or freeze reactions and is particularly interested in self-protection; and, (2) a slow, controlled, and conscious system to allow us to allocate the brain's attention to the effortful mental activities that demand it. We will be referring to this fast system as our *System 1 Circuitry* and the slow system as our *System 2 Circuitry*.

Character: Character refers to that crucial to effectiveness **combination** of critical thinking, decision-making, and behavior, and particularly behaviors influencing our ability to get along with others. Neuroscience allows us to divide these character attributes into two distinct groups: Cognitive and Emotive. While they clearly overlap and interrelate, *Cognitive Competencies* more actively involved Social Brain circuitries that engage the brain's executive center, largely the prefrontal cortex; *Emotive Competencies* are more heavily influenced by Social Brain circuitries that engage the brain's emotion center, largely the limbic system.

SAFETY: With our Social Brains wired by experience, no two brains are alike. Although every brain shares the same basic organizing principle as an essential requirement for survival, to ***Maximize Reward, Minimize Danger***, differences in our experiences make it likely we will respond with different levels of intensity to the same social stimuli. In this sense, it is important to understand the primary triggers activating Social Brain circuitries both in others and ourselves. We have grouped these primary triggers systematically and conveniently labeled them as ***SAFETY***:

Security: The brain has a particular need for certainty and the comfort of the status quo; ambiguity and change activate our Social Brain's threat detection circuitry;

Autonomy: The brain prefers to have a sense of being in control; being told what to do without the ability to chose or otherwise have input activates our threat detection circuitry;

Fairness: The human brain has sense of fairness to encourage us to cooperate, so when we observe bias, oppression, favoritism, or other acts of unfairness our Social Brain's threat detection circuitry is likely to be aroused;

Esteem: The brain is very sensitive to social status and how others see us; our sense of social status and self esteem are highly correlated; having the sense -- real or perceived -- of being humiliated, ridiculed, isolated, shunned or rejected rapidly activates our Social Brain's threat detection circuitry;

Trust: The brain's strong survival sense is reflected in its in-group versus out-group processing; in the absence of trust, the brain sees the other person or group as a threat, a foe, rather then as a friend; the activated level of arousal in our threat detection circuitry makes deep thinking or creativity more difficult.

These five initial components of SAFETY most significantly impact our *Emotive Competencies*.

You: In the interest of survival, the brain developed the ability to recognize patterns rapidly and unconsciously, anticipate threatening emotional triggers from those patterns, and deploy habitual or automatic reactions to defend itself. Much of our behavior is dictated by demonstrations of these brain connections. Our concern here is the degree to which the System 1 Circuitry has become habituated to jumping to conclusions, by being overly influenced by biases, stereotypes, judgments, and preconceived ideas.

The "Y" in SAFETY most significantly impacts our *Cognitive Competencies*.

Quantified-Self Experiment: A "Quantified Self" experiment involves collecting data about an individual's activities using technological tools such as heart rate monitors, EEGs, skin conductance, step counters, sleeps monitors, and body scales, which make specific use of advances in sensor, mobile communication, portability, and battery life technologies. In conducting a Quantified-Self experiment, these technological tools make it convenient for an individual to both gather needed data in the form of inputs (consumable products, such as alcohol or coffee, etc.), states (angry, happy, sad, productive, unproductive), physiology (heart rate, heart rate variability, brain waves, etc.), and other such data and then analyze it. The intent of the typical Quantified-Self experiment is to assist an individual in understanding and, if attention is warranted, addressing mental and physical performance concerns.

Deceptive Brain Message: Deceptive brain messages include any false or inaccurate thought or any unhelpful or distracting impulse, urge, or desire that takes you away from your true goals and intentions. Driven by your brain's System 1 physiological, emotional, and mental processes, deceptive brain messages lead to uncomfortable sensations (both physical an emotional) causing you to act in automatic ways that are not necessarily beneficial to you. Those System 1 processes generate a pattern of behavior: deceptive brain message (often provoked by a behavior assumption), uncomfortable sensations, and habitual reaction. For example, "I am not good enough" (deceptive brain message); followed by the sensations of having a pit in stomach and a tightness in your chest (uncomfortable sensations); and, a need to get assurances from someone that you are okay (habitual reaction).

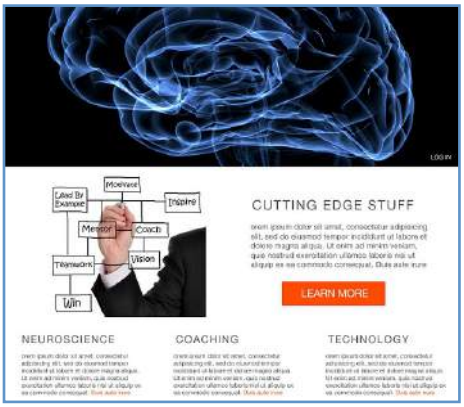
Self-Directed Neuroplasticity: The science term "neuroplasticity" refers to the brain's ability to change, to rewire itself, to transform with new experiences. Essentially, the brain has the ability to reorganize itself, allowing information to get from one part to another part more easily, faster, or more efficiently. It is because of the brain's plasticity that we continue to learn and grow from experiences throughout our entire life. Self-Directed Neuroplasticity means simply that we intentionally change the function and organization of our brain. It is primarily the ability of someone to intentionally focus on something -- anything that will allow our brains to learn to form new and better synapses. With self-directed neuroplasticity the brain is altered by conscious thought. Meditation and cognitive behavior therapy are conscious processes that have been shown to alter the brain. Prior to the advent of advanced brain-imaging technology, it was widely believed that the adult brain is incapable of change.

Executive Oxygen

Personal Development for the Effective Practice of Leadership

Taken together, Assessment, Training, and Data-driven coaching provide powerful ingredients for a for behavioral modification system intent on bringing out the best in your people. Our system is perfectly suited for high potentials as well as those who really need to make changes to move forward in their career development.

Data Driven Coaching IT Infrastructure



DiscoveringMyBest.com is our unique IT infrastructure used in our data-driven, evidence-based coaching process. Our infrastructure brings all coaching tools together in one place for ease of data storage, simplicity, user control, and comparative metrics - something simply not possible before. Its main features include: Coachee Dashboard, Coach Dashboard, Coaches Discussion Forum, Assessment Battery Access, Journaling, Mobile Bio-Metric Integration (HRM, EEG), Brain Exercises, (*MyBrainSolutions*®), Lifestyle Tracking (*FitBit*®), Communications, Coach and Administration Section Controls, and Corporate Customization Capabilities.

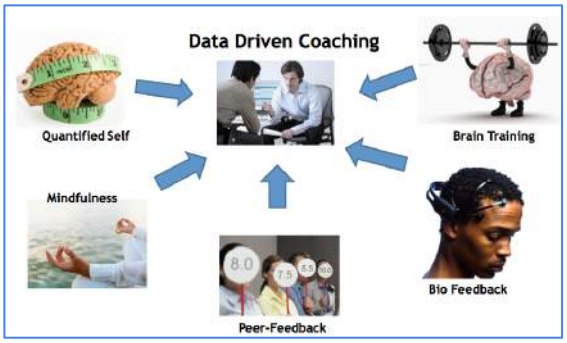
Assessment Catalogue

The Dashboard provides assessments from leading providers ***in one location*** to fully support our data-driven coaching process. Assessments, both traditional psychometric and biofeedback, support the coachee discovery and development process, with our coaches specially trained to use the assessment results toward that important goal.

Personal and Team Stress Tracking

Our Mobile app allows for stress monitoring during coachee-defined activities including presentations, customer meetings, challenging situations, or mindful breathing among other events or activities. These data can be saved and uploaded to the coachee's personal dashboard to assist in coaching in those specific situations where the activation of behavior assumptions is at issue. The event data can be easily charted over time to track progress. Stress tracking is an important component in the data-driven coaching system, which when combined with journaling gives powerful data-driven insights to the coach to support development. We also have a Mobile-based app that works in conjunction with a wireless Bluetooth sensor worn on a single finger that tracks a combination of skin conductance, heart rate, heart rate variability, and skin temperature on up to 5 people per team and uses a proprietary algorithm to provide a measure of overall team and individual stress during such an activity. We have developed both the specialized dry-electrode hardware and software to collect near medical grade EEG on a device that can be "put on" by a novice in less than 30 seconds. It is the only device on the market of its type and can be used for a number of training situations, including measuring brain bias, distractibility, and meditative effectiveness.

Data-Driven Coaching



Our data-driven coaching model provides a rich data set so coaches can take a more focused, evidence-based, approach to coaching. Our approach integrates psychometric, bio-metric, and peer-based data into the behavior modification process along with brain-based training for both better results and performance tracking.

About *Executive Oxygen*

Executive Oxygen creates leadership excellence by growing character skills beyond traditional technical competencies.

At *Executive Oxygen* we use cutting edge methods and technologies to allow true performance enhancement through ongoing testing, measurement, and feedback.

Executive Oxygen is a consortium of leading organizations in the area of neuro- and biofeedback, neuroscience and research, leadership development and multi-media:

CIMBA Leadership Labs - Italy

Q595 GmbH - Germany

Thought Technology LTD - Canada

Spirit Quest World - USA

For further information on LIFE programs in your region and LIFE programs tailored to your needs, please contact our LIFE team:

life@executiveoxygen.com

Further information can be found on:
www.executiveoxygen.com

Executive Oxygen