

International Case Study Examples using NAP™

Country	Industry & Field	Reason for Use	What Happened?
UK	Telecommunications Field: Business – Leadership & Individual Development	Incorporated into an Aspiring Leader Development Programme. Providing greater awareness of personal neuro-design and personal responsibility through the programme. Framed individual development plans beyond technical and managerial skillsets provided context.	Now being used in its third year following successful impact for individuals where 90% have extended responsibilities , with 60% having been promoted .
UK	Logistics & Supply Chain Field: Business – Recruitment, Coaching	Incorporated into an assessment centre for board level appointment to explore adaptability and readiness for change . Formed part of a '6 Pack' of profiling in addition to case study and interviews.	Two board level appointments confirmed and supported through their first 6 months with one-to-one coaching.
UK	Hospital & Health Care Field: Business – Talent Retention, Recruitment, Wellness, Reduce Risk for Error	High levels of staff attrition, poor recruitment and a desire to improve staff wellbeing . Utilised to provide baseline data in both recruitment and for staff wellbeing. High stress levels due to lack of time and causing some human error in records.	Potential for improved retention, higher productivity and reduction in human error , being incorporated into wider technical and digital solutions.
UK	Insurance 1 Field: Business – Leadership Development	Incorporated into an Executive Development Programme. Providing greater awareness of personal neuro-design and personal responsibility through the programme. Framed individual development plans beyond technical and managerial skillsets provided context.	Individual leader development plans focussed and transfer of wider skills within the programme enhanced.
UK	Insurance 2 Field: Business - Coaching	Board level executive one-to-one coaching . Utilised to focus development .	Created time and framework for personal responsibilities. Enhanced personal levels of brain fitness and energy.
UK	Non-profit Organisation Management Field: Business – Leadership Development	Enhance the content and effectiveness of learning within a Leadership Programme.	The results are still being tracked against intent, however early signs are showing accelerated implementation of learning .
UK	Law Firm Field: Business – Talent Development	Unlocking the potential of a senior advocate to become a partner in the firm. Improved personal awareness , wider understanding of difference and acceptance of personal responsibility for behavioural changes needed.	Appointed to partner, successfully contributing in that role with higher levels of energy and positive impact on others.

UK	School 1 Field: Education – Learning Styles & Results	Students transitioning into the beginning of exam syllabus struggling with new study demands. Profiles utilised to establish preferences and neuro-design.	Study shifted to reflect both content and method of study to better suit individual students. Significantly increased pass rates with students progressing to study focussed subjects at university.
UK	School 2 Field: Education - Learning	To energise specific students into an appreciation of ways in which they can learn better and remove stress from the learning process.	Reduced absenteeism relating to stress throughout the exam period Agreed pathways into employment finalised.
UK	Investment Bank Field: Business - Learning	To focus investment in learning and underpin learning strategy.	Enhanced impact from individual learning and returns from spend (ROI).
UK	Quality and Standards Field: Business - Coaching	Utilised within a Management Coaching Programme.	Improved behavioural impact and better structured personal wellbeing activity.
UK	Manufacturing Field: Business - Recruitment	Recruitment of new sales managers. Utilised within the recruitment process to differentiate candidates who were similar in quality to explore their response to the profile results and their level of potential adaptability and learn agility as the organisation was preparing for significant change	Two new sales managers successfully appointed.
SA	Global Motor Manufacturer Field: Business – Thinking Optimisation	An international global assessment indicated a need to develop creative and analytical thinking levels of all staff. After the pilot study, a Creative & Analytical Thinking (CAT) program was designed to develop 5 of the most desired brain power skills for the workplace of the future.	The pilot study showed a 11.2% increase in course attendees creative and analytical thinking levels and an overall 3% improvement above international standard. Based on these results the CAT program was implemented organisation wide and ran for 8 consecutive years. Stress Management Program integrated with Employ wellbeing (EAP).
SA	Mining – Iron Ore Field: Business – Reduce Risk for Error	Internal organisational psychologists reported an increase in absenteeism, fatigue levels and also an increase in human errors and	A significant decrease in fatigue related incidents and accidents , which directly impacts on saving lives and preventing injuries.

		<p>incidents that could lead to serious accidents or fatalities.</p> <p>Brain profile assessments (NAP™) were done on all operators, drivers, supervisors and managers to determine how they process information and identify possible neurological hindrances and risk for human error during stress or fatigue.</p> <p>A group report was created from the individual profiles to determine general levels of fatigue and identify tendencies and patterns that need to be addressed in the business units. Brain profile debriefings were done with crane operators and truck drivers in order for them to understand themselves accurately and be aware of how their stress and fatigue levels and lack of sleep may cause possible neurological information processing hindrances and increase their risk for human error.</p> <p>The Neuro-Agility Program, a holistic, neuroscience approach to fatigue management was designed for first-line management, leadership and workers. The assessment served as the point of departure for the learning interventions as participants could refer back to their brain profiles to determine which fatigue solutions would be applicable to them personally in order to minimize neurological hindrances and reduce their risk for human error.</p>	<p>A decrease in absenteeism of 24% which had a direct impact on productivity and performance.</p> <p>Increased performance and productivity at the end of this intervention was observed at an all-time high as more tons of iron ore was excavated. This resulted in a 14th check performance bonus of 4,5 times their monthly salary that was paid (ROI).</p> <p>A post assessment was used to evaluate brain fitness levels, which improved by 22% on average. A 100% of first-line operators and drivers commented that the brain fitness techniques and activities contributed towards decreased fatigue and improved focus.</p> <p>This program was annually repeated for 12 years.</p>
<p>SA</p>	<p>Global Logistics</p> <p>Field: Business – Leadership Development, Team Development, Reduce Risk of Error, Succession Planning, Coaching</p>	<p>Concerns were raised by the HR executive of a declining learning culture, an increase in workplace conflict and unsatisfactory service levels that required immediate attention. Human error also occurred that incurred huge financial losses and resulted in no annual bonuses being paid.</p> <p>Executives completed the 12 Emotional Intelligence Competencies Profile™ to measure 6 intrapersonal and 6 interpersonal competencies to determine their emotional intelligence competence.</p>	<p>Behaviour changes in mindsets of executive team members changed to a general, optimistic mindset that also cascaded into a more positive impact on company culture.</p> <p>Executives also reported increased social cohesion and better conflict resolution between colleagues.</p> <p>Bonuses based on performance and productivity at the end of the</p>

		<p>The development phase started when executives were empowered with emotional intelligence skills by doing 9 brain-based, emotional intelligence modules that consist of 6 intrapersonal competencies and 6 interpersonal competencies over a period of 9 months – 1 module per month.</p> <p>In the third phase, participants received 12 executive coaching sessions, one per month, for a period of one year, to ensure on-the-job application of emotional intelligence and leadership skills.</p> <p>All executives were then trained as coaches to impart their knowledge and skills to the emerging leaders. By the time they were finished with their coaching and coaching training, executives were ready to start coaching their coachees.</p> <p>While the executive team was receiving their executive coaching, the next level of upcoming executives (senior managers) started with the same development process as their executives.</p>	<p>year were paid as the company experienced very good profits, which in part, reflected better leadership skills and change in company culture.</p> <p>Participants rated the High Impact Leadership Development Program that was done by the Kirkmax evaluation program. Kirkmax evaluates course administration, impact and relevance of the learning intervention, job application and instructor competence. An 80% result would indicate to the company that the intervention positively impacted behavior and performance. A result of 84% was achieved, which means that this leadership experience produced a commendable performance in the workplace and that this learning experience has produced a satisfactory return on investment for the company.</p> <p>Specific business units implicated for low service delivery and not making a profit showed a business turnaround by significantly improving their service delivery and started making a profit again.</p> <p>The NAP is now being used to ensure alignment between a person's job function and their neuro-design.</p>
<p>SA</p>	<p>Mining</p> <p>Field: Business – Talent Development, Performance Improvement, Organisational Culture Change, Leadership Development</p>	<p>To speed-up the mine's growth and performance goals by identifying high potentials, optimising their performance and "fast-tracking" them to managerial level. A Neuro Agility Profile™ Advanced+ brain profile assessment was compiled of all Fast Track candidates to identify their potential and optimize their brain performance and flexibility. This assessment also has a section that</p>	<p>An Organisational Climate Assessment was done after Neuro-Link's High Achiever Program. The OCA indicates whether a learning intervention impacts company bottom line and is worth implementing. A minimum result of 3.1% improvement result was required to prove sufficient</p>

		<p>measures the persons neurodesign that is an indication of the person's unique learning potential which serves as a good point of departure to start identifying and developing talent.</p> <p>Subsequently, a 12 Emotional Intelligence Competencies Profile™ was compiled of all Fast Track candidates to determine their emotional intelligence competencies. The World Economic Forum rates 5 of the 10 most desired skills for the workplace are emotional intelligence skills. Studies prove that Emotional intelligence (EI) is the skill set that will have the single biggest impact on improving your performance. The purpose of this assessment is that it indicates the level of competence with regards to 12 emotional intelligence skills of primary importance. It also serves as a plan of action to improve performance.</p> <p>All Fast Track candidates underwent Neuro-Link's emotional intelligence development program called the High Achiever, consisting of 9 modules of brain-based intrapersonal and interpersonal competencies. A neuroscience approach was followed by using the NAP™ Advanced+ brain profile assessment as the point of departure for developing each of the 12 emotional intelligence skills of primary importance. One module per month was presented to Fast Track participants over a period of 9 months.</p>	<p>return on investment for the company. An 8% result (almost 3x the expected result) was achieved. (ROI)</p> <p>87% of participants were promoted to a supervisory or managerial position within 9 months of completing the Program.</p> <p>Noticeable behaviour changes in positive attitudes and company culture was observed.</p> <p>Post-assessment evaluated overall brain fitness and emotional intelligence competencies. Course participants' brain fitness levels improved 20%, intrapersonal competencies improved 15% and interpersonal competencies improved 18%.</p>
<p>SA</p>	<p>University 1</p> <p>Field: Education – Learning Results, Learning Preferences</p>	<p>Psychologists working at the Centre for Student Counselling and Development at an internationally renowned university had to help first year students who required study assistance to adjust and cope with the pressure of their studies. A Student Performer Brain Profile assessment was compiled of all students who required study assistance.</p>	<p>Psychologists reported:</p> <p>Higher pass rates than previous years.</p> <p>The NAP™ Student Performer is the best tool they use to help learners identify where their learning difficulties are and offers suggestions to address these needs.</p>

		<p>Counsellors assisted students with teaching them comprehensive wellness and learning strategies and stress coping skills.</p> <p>A post-evaluation of the drivers that optimize brain performance is done 6 months after the initial assessment again.</p>	<p>It's a great self-management tool to improve learning results, lifestyle and brain health.</p> <p>That alignment between learning preferences and learning strategies contribute to better learning results and more ease with learning</p> <p>Profound positive development and performance improvement implications for all students;</p> <p>A clearer understanding of neurological dominance</p> <p>The NAP™ offers a ground breaking framework for understanding the neurological aspects of learning.</p> <p>All psychologists in this department do NAP Practitioner Training.</p>
<p>SA</p>	<p>University 2</p> <p>Field: Education – Learning Results, Learning Preferences</p>	<p>Physiology department wanted to assess whether neuro-agility training in a higher education environment would impact academic results. A NAP assessment and performance improvement intervention for more than 200 3rd year physiology students were initiated</p>	<p>A statistically significant difference on each driver that optimises brain performance was recorded;</p> <p>Students improved the drivers that impact their brain health and performance with 10.43%;</p> <p>100% of respondents stated that knowing the information provided in their NAP™ helped them in transitioning to a higher level of wellness.</p> <p>Using the findings from their NAP™ , students improved the drivers that optimize their brain performance as follows:</p> <ul style="list-style-type: none"> ▪ 11.3% increase in brain fitness ▪ 11.2% increase in stress coping skills ▪ 10.3% increase in brain friendly diet ▪ 6.93% increase in positive sleeping habits

			<ul style="list-style-type: none"> ▪ 11.6% Increase in positive attitude (mind-set) <p>Using the findings from their NAP™, students improved their learning skills as follows:</p> <ul style="list-style-type: none"> ▪ 8.95% increase in their general approach to learning; ▪ 12.2% increase in memory skills; ▪ 8.38% increase in reading skills; ▪ 12.9% increase in note-taking skills; ▪ 8.95% increase in listening skills; ▪ 9.52% increase in concentration; ▪ Students improved their learning skills with 9.43%; <p>In 2018 a 98.2% pass rate was recorded – the highest pass rate yet.</p> <p>In 2019 a 100% pass rate was recorded.</p> <p>This intervention is now annually presented to students.</p> <p>NAP Practitioner training is included in post graduate neurophysiology studies.</p> <p>NAP is widely used in research studies at this university.</p>
<p>SA</p>	<p>Global IT Company 1</p> <p>Field: Business – Leadership Agility Development</p>	<p>HR department needed to align executive training with 10 most desired skills for the workplace of the future. Executives completed the NAP assessment and learning solutions to develop the 5 brainpower skills and the EI assessment and learning interventions to develop emotional intelligence skills</p>	<p>100% of respondents stated that knowing which drivers to optimize and how to improve their neuro-flexibility, helped them in transitioning to a higher level of performance</p> <p>Participants rated the High Impact Leadership Development Program that was done by the Kirkmax evaluation program. It evaluates impact and</p>

			<p>relevance of the learning intervention, job application and instructor competence. An 80% result would indicate to the company that the intervention positively impacted behaviour and performance. A result of 85% was achieved, which means that executives rated this leadership experience as a commendable performance and that this learning experience was a (ROI) for the company.</p>
SA	<p>Global IT Company 2</p> <p>Field: Business – Leadership Development</p>	<p>HR department needed to develop “High Potentials” earmarked for future executive positions. The group completed the NAP assessment and learning solutions as well as the EI assessment and learning interventions to develop emotional intelligence skills</p>	<p>100% of respondents stated that knowing which drivers to optimise and how to improve their neuro-flexibility, helped them in transitioning to a higher level of performance</p> <p>Participants rated the High Impact Leadership Development Program that was done by the Kirkmax evaluation program. It evaluates impact and relevance of the learning intervention, job application and instructor competence. An 80% result would indicate to the company that the intervention positively impacted behaviour and performance. A result of 87% was achieved, which means that executives rated this leadership experience as a commendable performance and that this learning experience was a (ROI) for the company.</p>
SA	<p>Private School 3</p> <p>Field: Education – Learning Results, Accelerated Learning</p>	<p>For the past 15 years this school has used the NAP to:</p> <ul style="list-style-type: none"> ▪ Accelerate learning speed and ease; ▪ Understand the unique learning styles of students; ▪ Optimize learning results; ▪ Prepare students with brain fitness skills; ▪ Empower students with “learning how to learn skills”; 	<p>100% academic pass rate in the final year.</p> <p>98% of students pass with university exemption</p> <p>Neuro-agility and emotional intelligence skill sets has been integrated into their Life Orientation syllabus</p> <p>All grade 10 students do a NAP for the past 15 years</p>

		<ul style="list-style-type: none"> ▪ Align student's unique neuro-design with subject and career choices 	and their profiles are used by teachers to understand student profiles and how their unique profile influence their teaching style
SA	Agriculture Company Field: Business: Recruitment, Talent Development	HR Department wanted to determine whether they think the NAP can help them recruit better talent and also how to create personalised development programs to develop their talent	Nap is incorporated into their assessment centre . Used as: <ul style="list-style-type: none"> ▪ one of their recruitment tools ▪ a baseline for creating individualised PDP's Incorporated organisational wide into their talent development journey. OD team did NAP Practitioner Training
SA	Agriculture Company Field: Business – Talent Development, Performance Improvement	HR department wanted to develop the general workforce with appropriate skills for the future .	NAP assessment and online learning solutions are implemented and used organisation wide Emotional Intelligence assessments and online learning solutions are implemented organisation wide
SA	Non-Profit organisation to develop entrepreneurs Field: Education	Organisation was looking for a tool to identify potential entrepreneurs and develop them further	Nap was implemented as a screening tool to identify which individuals who applied for assistance qualified for a loan and entrepreneurial training.
SA	School 6 Field: Education	As part of Neuro-Link's pro bono work to support disadvantaged individuals, we sponsor NAP profiles and training for students.	Toolbox profiles are sponsored to all students. Neuro agility training is implemented into their Life Orientation syllabus . This happens annually for the past 8 years.
SA	Government Utilities Company Field: Business – Learning & Development	HR professional, which included Recruitment, Talent Development and L&D, was looking for an integrated, neuroscience approach to ensure scientific grounding of their learning practises .	NAP is used by Recruitment professionals, All L&D and Talent Development professionals are trained as NAP and EI practitioners ,

			NAP and EI assessments and online solutions are implemented and used organisation wide.
SA	Entrepreneurial Stock Market Listed Company Field: Business – Leadership Agility, Wellness, Performance Improvement	HR Department need to design and develop an online, holistic, people development programme that would include a neuroscience approach, wellness, leadership, emotional intelligence and performance improvement.	Nap and EI assessment became compulsory to complete for all course participants. A self-paced, online programme was developed and implemented for Leaders and “High Potentials” to complete within one year. Program runs annually.
SA	Insurance Company 3 Field: Business – Organisational Culture Change	Company needs to change organisational culture to a culture of learning.	<ul style="list-style-type: none"> ▪ Nap assessment for all executives ▪ Neuro-agility and EI training for executives ▪ NAP assessment of 200 influencers in the organisation ▪ Online EI and brain power skills training for 200 influencers ▪ Program is in process
SA	Aviation Company Field: Business – Team Development, Talent Development, Reduce Risk of Error, Recruitment	Company focus is to develop High Performing Teams and optimise performance of all employees	Organisation wide implementation of NAP for all employees starting with executive team . NAP is used for recruitment of new pilots and is incorporated into their Talent Development process to identify, manage and develop talent. Detect potential risk of error of pilots and training to minimise risk of error. All teams are profiled and group profiles are discussed with teams and team leaders in order for team members to get to know and understand each other better as part of their team building initiatives to develop High Performance Teams.
SA	University 3	The lecturer support department wants lecturers to understand their	Selected staff members were trained as NAP Practitioners.

	Field: Education - Learning	own unique learning styles and how it may impact their teaching	NAP's are compiled of all university lecturers .
INDIA	Petroleum Company Business: Learning & Development	Company wanted to ensure all their learning and development practices are grounded into neuroscience	All L&D professionals are trained as NAP practitioners . Each professional is responsible for aligning their learning practises and processes with neuroscience. L&D manager did a group profile to understand individual team members and ensure alignment of their design with job functions . L&D manager also used the group profile to identify potential gaps in the collective team profile NAP's are integrated with solutions offered to clients
DUBAI	Bank Field: Business – Leadership agility	Executive team of a Global Middle Eastern Bank middle-eastern bank needed to: <ul style="list-style-type: none"> ▪ explore the impact of neuro-agility on the success of banking executives; ▪ optimise performance; - increase mental flexibility, taking the team to the next level of efficiency; ▪ predict key agility competencies associated with top performance from which talent selection criteria can be generated 	100% of respondents stated that knowing which drivers to optimise and how to improve their neuro-flexibility, helped them in transitioning to a higher level of performance ; Using their findings from the NAP™, the team re-aligned their job functions with their neuro-design in order to optimise engagement; The findings from this study were highly predictive, i.e: <ul style="list-style-type: none"> ▪ High neuro-agility scores predicted high performance
DUBAI	Government Utilities Company Field: Business - Talent Development	Neuro-Link, Rochester Institute of Technology and TouchPoints Dubai are in a collaborative partnership to present short courses, workshops and diploma programs focusing on organizational excellence and people development offered to companies across the UAE and internationally. The programs incorporate our neuroscience-based programs covering emotional intelligence, well-being, stress management,	Government leadership officials completed a Neuro-Link certified course in neuro-agility and emotional intelligence, including NAP and EI assessments.

		resilience and brain fitness programs that will improve workplace performance and happiness.	
DUBAI	Medical Technology Supplies Company Field: Business – Team Development	Teambuilding session with leadership team.	NAP was done of each team member to understand themselves and other team members. CEO needed a group profile of the team to manage team members better and understand how the general leadership design influence company culture and identify thinking gaps in the leadership team.
SA	National Netball Championship Field: Sport _ Performance Improvement, Decision Making	Netball coach used NAP assessment and training to improve brain fitness and improve their competitive advantage as netball players have to constantly be alert to make quick, precise decisions. Intervention focus was put on brain, health and skill-related fitness of netball players, with an aim to improve these through training interventions. The brain, health and skill-related fitness tests were assessed by means of a pre-assessment, 15 brain, health and skill-related fitness intervention sessions and a post-assessment test. Netball coaches went through neuro-agility and EI training interventions.	Significant improvements in brain agility and the players overall brain fitness scores. Team won National Championships . Strong correlation between improved brain fitness and improved performance and fast decision making .
SA	National Rugby Referees Field: Sport – Performance Improvement, Decision Making	Masters study on national rugby referees to improve physical and mental fitness and increase visual processing skills . The intervention programme was designed to reduce overall stress, improve cognitive intelligence and enhance performance of referees. It also served to strengthen the brain-body balance by assessing and developing brain performance, health-related fitness, and skill-related fitness. Core areas were measured during pre- and post-assessments. In between the two assessment sessions, the intervention program was followed for a total of fifteen	The intervention programme significantly improved the overall brain performance score of the rugby referees (p-value = <0.0001) from 60.31% to 70.06% .

		intervention sessions carried out twice per week.	
US	Coaching & Consultancy Field: Business – Leadership & Individual Development	Incorporated into a Talent Development program providing greater awareness of personal neuro-design and designed individual development plans.	Owner became certified and uses elements in the design of individual development plans. Uses the assessment in coaching.
US	High School Administrative Staff Field: Education	Pilot program for Charter school. Assessment to improve self-awareness and ability to improve interaction between members and students.	Management assessed and implemented the NAP for all frontline personnel, from teachers to guidance counsellors. As this is part of a pilot program results are being tracked and we will look forward to the post-assessment the end of the school year.
US	High School Students Field: Education	Pilot program designed to improve student learning, attendance, retention and raise percentage of graduates.	Potential for improved grade point averages, higher productivity and reduction in the rate of dropouts , is the goal for this program. Being a school program, results cannot be tabulated until the end of the school year.
US	Executive Development Field: Business – Leadership Development	Incorporated into an Executive Think Tank . Provided greater awareness of personal neuro-design and personal responsibility through the programme. The intent is to develop individual development plans beyond technical and managerial skillsets.	Individual leader development plans focusing on the transfer of wider skills.
US	Executive Development 2 Field: Business - Coaching	CEO level executive group coaching. Utilised to focus development.	Created time and framework for personal responsibilities. Enhanced personal levels of brain fitness and energy.
US	Non-profit Organisation Management Field: Business – Leadership Development	Enhance the content and effectiveness of learning and creating innovative ways of problem resolutions in conjunction with a Leadership Program.	The results still being tracked, however early signs are showing accelerated implementation of learning, creativity and communication .

<p>COLOMBIA</p>	<p>Consultancy Firm</p> <p>Field: Business – Talent Development</p>	<p>Teambuilding session with leadership team</p>	<p>NAP was done of each team member to understand themselves and other team members</p> <p>CEO needed a group profile of the team to manage team members better and understand how the general leadership design influence company culture and identify thinking gaps in the leadership team.</p>
<p>MEXICO</p>	<p>Global Brand Company</p> <p>Field: Global Sales</p>	<p>Utilised as a core baseline measure for departmental management team change and functional energy and lifting the energy levels within the team.</p>	<p>Successful implementation of operational changes lead by a focused and coordinated management team supported by one-on-one coaching using the profile to guide discussion.</p>