Neuroplasticity for Learning and Workplace Performance Training Course

14 – 18 February 2027
Chicago

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Training Center

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Ref: 1645_221527 **Date:** 14 – 18 February 2027 **Location:** Chicago **Fees:** 12000 Euro

Overview

Neuroplasticity for Learning and Workplace Performance Training Course is a one-week professional programme for leaders, managers, and specialists who want to apply cautious neuroscience literacy to learning, attention, habits, adaptability, and sustainable performance. Participants build a Workplace Learning and Habit Experiment Plan that defines a target behaviour, relevant practice, attention conditions, feedback, habit cues, recovery boundaries, and observable measures. The course explains evidence limits and avoids diagnosis, treatment, neurological rehabilitation, IQ enhancement, medical advice, and guaranteed brain-change claims. Agile Leaders Training Center turns evidence-informed concepts into bounded workplace experiments.

Who Should Attend

- Leaders and managers shaping learning and performance routines
- Professionals adapting to new roles, systems, or complex skills
- Learning and development practitioners designing workplace practice
- Coaches and facilitators seeking responsible neuroscience literacy
- Project and knowledge workers managing attention and habit demands

Learning Objectives

- Explain neuroplasticity without common myths or unsupported promises
- Distinguish task improvement from broad cognitive transfer
- Design deliberate practice relevant to an observable workplace behaviour
- Manage attention conditions, distraction, challenge, and feedback
- Map cues, routines, rewards, friction, and reflection in habit experiments
- Plan learning intervals and recovery boundaries without medical claims
- Measure behavioural evidence and revise an experiment responsibly

Course Agenda

Day 1: Neuroplasticity Literacy and Evidence Limits

- Structural and Functional Change Concepts
- Learning, Practice, and Task Specificity
- Near Transfer, Far Transfer, and Uncertainty
- Common Brain Myths and Claim Checks
- Scope, Ethics, and Non-Clinical Boundaries

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Day 2: Attention and Deliberate Practice

- Attention as a Limited Resource
- Target Behaviour and Task Analysis
- Challenge, Repetition, Variation, and Relevance
- Feedback Timing and Error Information
- Focused Practice Session Design

Day 3: Habits and Behavioural Scaffolding

- Habit and Deliberate Choice Distinction
- Cue, Routine, Reward, and Context Map
- Environment, Friction, and Default Design
- Implementation Intentions and Reflection
- Habit Experiment and Failure Review

Day 4: Learning Consolidation and Sustainable Conditions

- Encoding, Consolidation, and Retrieval
- Spacing, Interleaving, and Retrieval Practice
- Sleep-Aware Scheduling Without Health Prescriptions
- Stress, Workload, and Recovery Boundaries
- Learning Journal and Progress Evidence

Day 5: Adaptability and Workplace Experimentation

- Novelty, Change, and Skill Updating
- Assumption, Measure, and Review Cycle
- Behavioural Indicators and Transfer Checks
- Ethical Communication of Neuroscience
- Capstone: Workplace Learning and Habit Experiment Plan

Practical Exercises

- Audit a workplace claim for neuroscience overstatement
- Break a complex skill into relevant practice components
- Redesign an attention environment for a defined task
- Map the cues and friction around a professional habit
- Build a spaced practice and retrieval schedule
- Present an experiment with measures, limits, and review points

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Course Outputs

- Neuroplasticity Claim-Check Guide
- Task and Deliberate Practice Map
- Attention Environment Checklist
- Professional Habit Experiment Canvas
- Learning and Recovery Schedule
- Behavioural Measure and Review Log
- Workplace Learning and Habit Experiment Plan

FAQs

Is this a medical or clinical neuroscience course?

No. It is a professional learning and performance course and does not provide diagnosis, treatment, rehabilitation, or medical advice.

Does neuroplasticity guarantee improved intelligence?

No. The course rejects guaranteed IQ or general cognitive improvement claims and distinguishes specific task learning from broader transfer.

Are participants asked to change sleep, diet, or medication?

No. The course discusses learning conditions and scheduling boundaries but provides no health prescription or personal medical recommendation.

What type of habit is developed?

Each participant selects a bounded workplace behaviour that is safe, observable, relevant to the role, and suitable for a short experiment.

How is progress assessed?

Participants define behavioural indicators, collect simple workplace evidence, review limitations, and decide whether to continue, adapt, or stop the experiment.