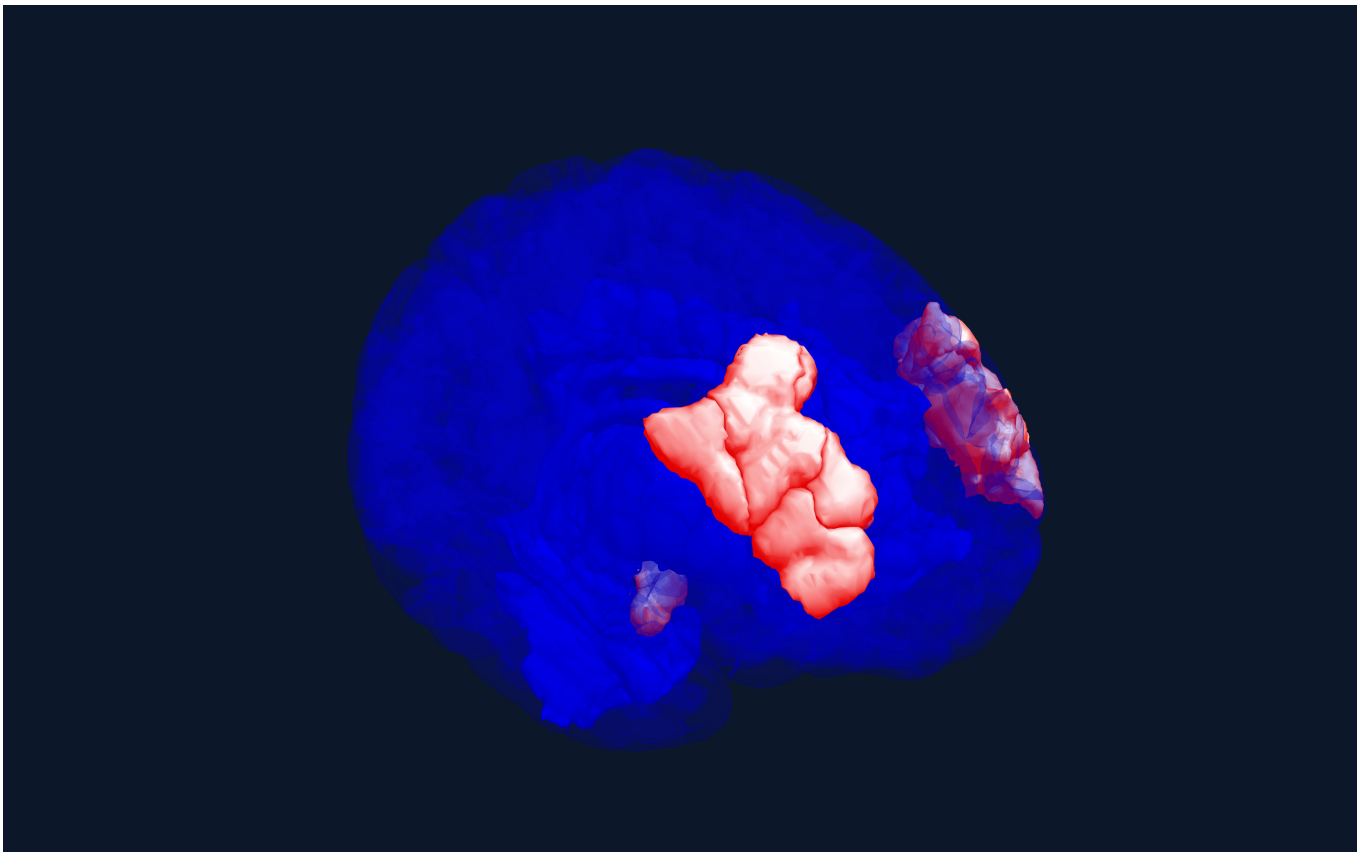
Neuroleadership Competency Instrument

Full sample report

Synthetic participant - not a real assessment. All 115 responses are generated for this example. The report uses the app's canonical NCI Version 1.0 scoring function.



OVERALL NCI	INTERPRETIVE BAND	FIRST DEVELOPMENT FOCUS
3.29 / 5.00	Moderate - Emerging Competency	ERR - Emotional Regulation and Resilience

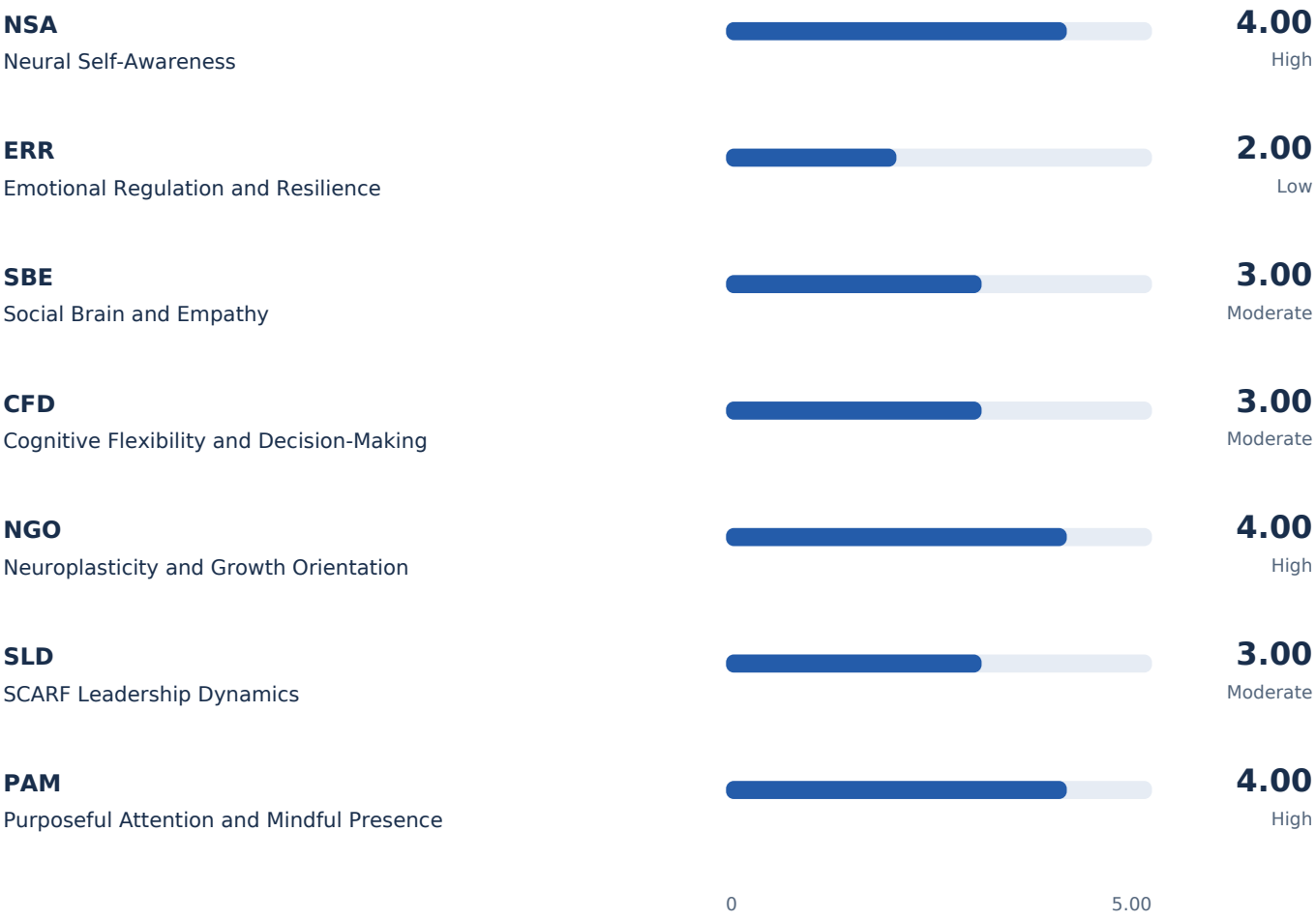
The brain images illustrate anatomy discussed by the instrument. They do not show this participant's brain activity, perfusion, damage or a diagnosis.

Instrument: Dato' Dr. Rizal Abu Bakar | Brain Story Sdn. Bhd.

01 / YOUR SAMPLE PROFILE

Seven domains. One leadership profile.

Each score summarizes self-reported behaviour on the five-point instrument scale. There is no population percentile or normative comparison in this report.



What stands out in this sample

NSA, NGO and PAM are the strongest self-reported domains at 4.00/5.00 (High). ERR is the lowest at 2.00/5.00 (Low). SBE, CFD and SLD each score 3.00/5.00 (Moderate).

Development order

Start with ERR. For equal scores, use a practical leadership need or colleague feedback to decide which Moderate domain to work on next. Do not infer an anatomical weakness from this ordering.

Overall score: 3.29/5.00 - Moderate / Emerging Competency.

How the scores and images work

Scoring method

A subtheme score is the mean of its item ratings. A domain score is the mean of its subtheme scores. The overall NCI score is the mean of the seven domain scores. The app rounds subtheme, domain and overall scores to two decimal places at each scoring stage. All seven domains have equal weight in the overall score, even though SLD has more items.

Response scale

VALUE	LABEL	ANCHOR
1	Never	This does not describe my behaviour at all. I have rarely or never engaged in this behaviour.
2	Rarely	This occasionally describes my behaviour, but it is inconsistent and not yet a reliable pattern.
3	Sometimes	This describes my behaviour in some situations but not reliably or consistently across contexts.
4	Often	This describes my behaviour most of the time. I do this regularly and with increasing consistency.
5	Always	This consistently and accurately describes my behaviour. It is a stable and dependable leadership practice.

Interpretive bands used by the existing instrument

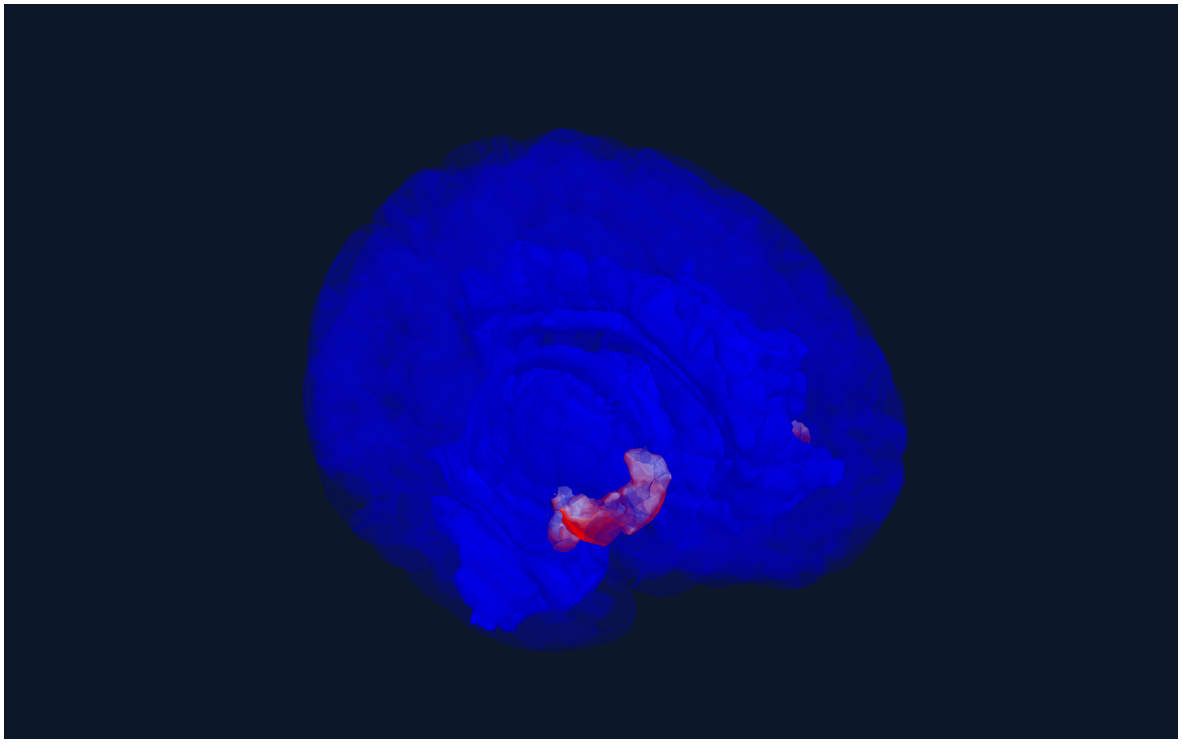
SCORE RANGE	LEVEL	DESCRIPTOR
1.00-1.99	Very Low	Critical Development Zone
2.00-2.99	Low	Developing Awareness
3.00-3.79	Moderate	Emerging Competency
3.80-4.49	High	Strong Competency
4.50-5.00	Exceptional	Neuroleadership Mastery

Blue identifies reference anatomy. Red/white identifies the selected domain's educational examples. Color and brightness never encode the score. NGO and SLD intentionally show no localized highlight. The anatomy is HCPex v1.1 reference anatomy, not an individual brain scan.

Neural Self-Awareness

4.00 / 5.00 | High - Strong Competency

The capacity to recognize and accurately interpret one's own brain states, emotional signals, and cognitive patterns in real-time leadership situations.



Anterior insula and amygdala

Representative anterior-insular parcels and the amygdala provide context for interoception and affect labeling. These are examples from a wider network, not locations of your self-awareness score.

Subtheme profile

SUBTHEME	SCORE
Interoceptive Leadership Awareness	4.00 / 5.00
Emotional Identification and Labeling	4.00 / 5.00
Threat and Reward State Recognition	4.00 / 5.00

From the result to practical reflection

Instrument interpretation

The leader demonstrates reliable and effective application of neuroleadership principles in this domain. Minor refinements may enhance consistency under extreme pressure. Continued practice recommended.

What the subthemes describe

Interoceptive Leadership Awareness - 4.00/5.00

Ability to detect and interpret body-based physiological signals that signal emotional and cognitive states before they influence behaviour.

Emotional Identification and Labeling - 4.00/5.00

Ability to accurately name and differentiate emotional states - linked to affect labeling research showing that precise emotional labeling reduces amygdala reactivity.

Threat and Reward State Recognition - 4.00/5.00

Ability to detect shifts between threat (away) and reward (toward) motivational states - foundational to David Rock's SCARF framework and threat-reward neuroscience.

Illustrative practice options

These are sample coaching prompts for the report demonstration, not a prescribed or validated individualized plan.

1. Before a difficult meeting, name your emotion and note two physical cues without interpreting them as brain measurements.

2. Keep a short trigger-and-response log after one leadership interaction each day.

3. Ask a trusted colleague whether your description of your behaviour matches what they observed.

Reflection prompt

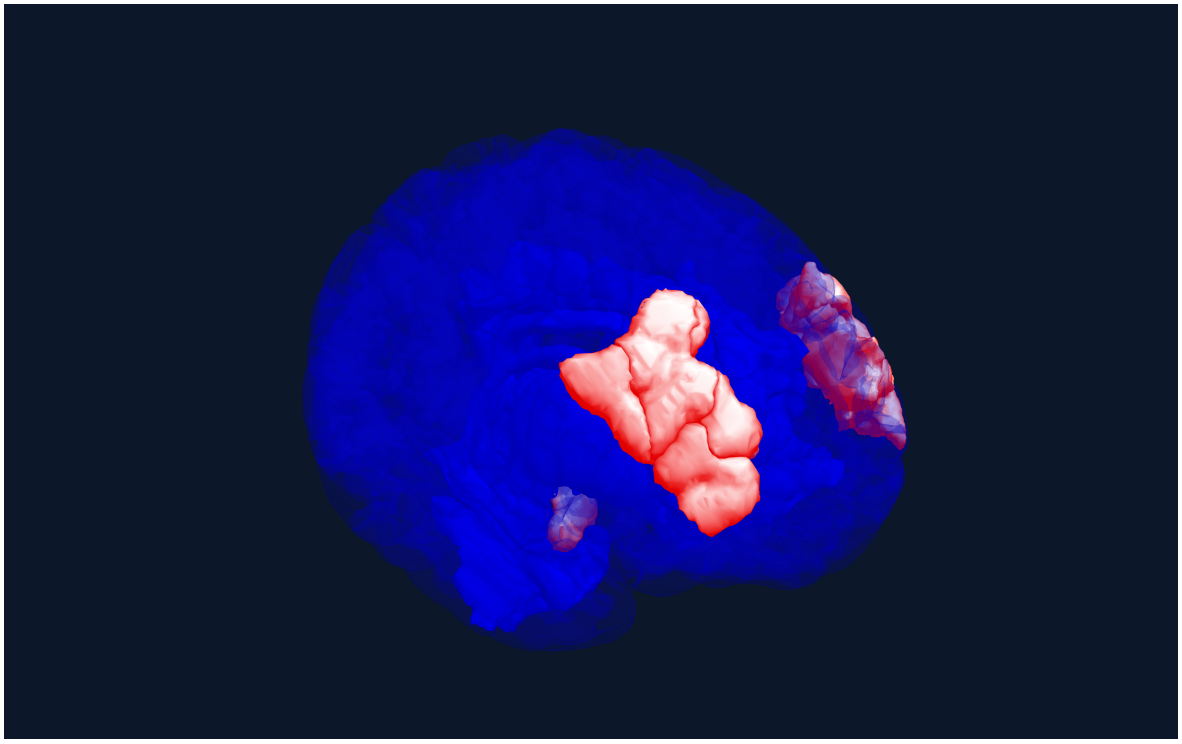
What would a colleague observe you doing differently if this behaviour became more consistent? Choose one example and one way to collect feedback.

Background cited in the supplied instrument: Interoception (Craig, 2002); Affect Labeling (Lieberman et al., 2007)

Emotional Regulation and Resilience

2.00 / 5.00 | Low - Developing Awareness

The capacity to manage emotional and physiological responses in high-pressure leadership contexts, maintaining cognitive effectiveness under stress.



Dorsolateral prefrontal reference parcels and amygdala

Selected prefrontal parcels and the amygdala illustrate two structures discussed in emotion-regulation research. Regulation involves broader cortical and subcortical systems; a lower rating does not establish a difference in these structures.

Subtheme profile

SUBTHEME	SCORE
Prefrontal-Amygdala Regulation	2.00 / 5.00
Cognitive Reappraisal	2.00 / 5.00
Stress Recovery and Resilience	2.00 / 5.00

From the result to practical reflection

Instrument interpretation

Significant gaps exist in this domain. The leader may have conceptual understanding but limited behavioural application. A structured development plan with coaching support and accountability is needed.

What the subthemes describe

Prefrontal-Amygdala Regulation - 2.00/5.00

Ability to engage prefrontal cortex-mediated cognitive control to inhibit automatic amygdala-driven reactions in emotionally charged leadership situations.

Cognitive Reappraisal - 2.00/5.00

Use of higher-order prefrontal processing to consciously reinterpret the meaning of a situation, thereby altering its emotional impact - one of the most neurologically effective regulation strategies (Gross, 2001).

Stress Recovery and Resilience - 2.00/5.00

Speed and quality of neurophysiological return to baseline following acute stress - involving vagal tone, HPA axis regulation, and deliberate recovery practices.

Illustrative practice options

These are sample coaching prompts for the report demonstration, not a prescribed or validated individualized plan.

1. Use a brief pause before responding in one high-pressure conversation each day.

2. Write a second plausible interpretation of a challenging event before deciding how to respond.

3. Review one stressful interaction with a coach or colleague and identify a response to practise next time.

Reflection prompt

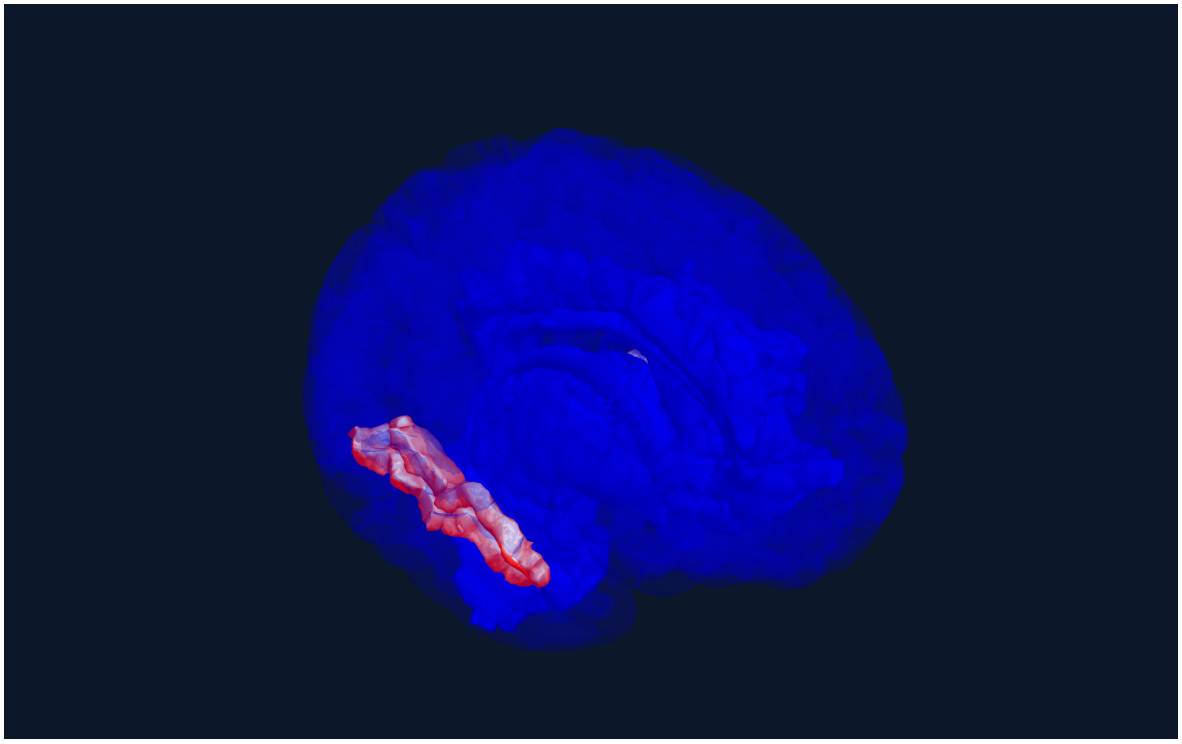
What would a colleague observe you doing differently if this behaviour became more consistent? Choose one example and one way to collect feedback.

Background cited in the supplied instrument: Prefrontal-Amygdala regulation (Ochsner & Gross, 2005); Cognitive Reappraisal (Gross, 2001)

Social Brain and Empathy

3.00 / 5.00 | Moderate - Emerging Competency

The capacity to activate and leverage the brain's social circuitry to build genuine connection, accurately decode social signals, and create psychologically safe environments.



Superior temporal sulcus reference parcels

Four superior-temporal-sulcus parcels per hemisphere provide a partial anatomical reference for the social-signal discussion in this instrument. The temporoparietal junction and the wider social network are not represented by this selection.

Subtheme profile

SUBTHEME	SCORE
Social Signal Accuracy	3.00 / 5.00
Empathic Engagement	3.00 / 5.00
Psychological Safety Creation	3.00 / 5.00

From the result to practical reflection

Instrument interpretation

The leader shows situational application - effective under normal conditions but inconsistent under stress or complexity. Targeted development, coaching, and deliberate practice are strongly recommended.

What the subthemes describe

Social Signal Accuracy - 3.00/5.00

Accuracy in detecting and correctly interpreting non-verbal, emotional, and relational cues in others - linked to the social brain network including the temporoparietal junction and superior temporal sulcus.

Empathic Engagement - 3.00/5.00

Active, deliberate effort to understand and connect with the subjective experience of others - involving affective empathy (feeling with) and cognitive empathy (perspective-taking).

Psychological Safety Creation - 3.00/5.00

Leader behaviours that reduce social threat signals and create conditions where team members feel safe to take interpersonal risks - foundational to collective intelligence and innovation.

Illustrative practice options

These are sample coaching prompts for the report demonstration, not a prescribed or validated individualized plan.

1. Ask a clarifying question before assigning meaning to a non-verbal signal.

2. Summarize the other person's perspective and ask whether you understood it correctly.

3. Invite one quieter team member to contribute, and acknowledge constructive disagreement.

Reflection prompt

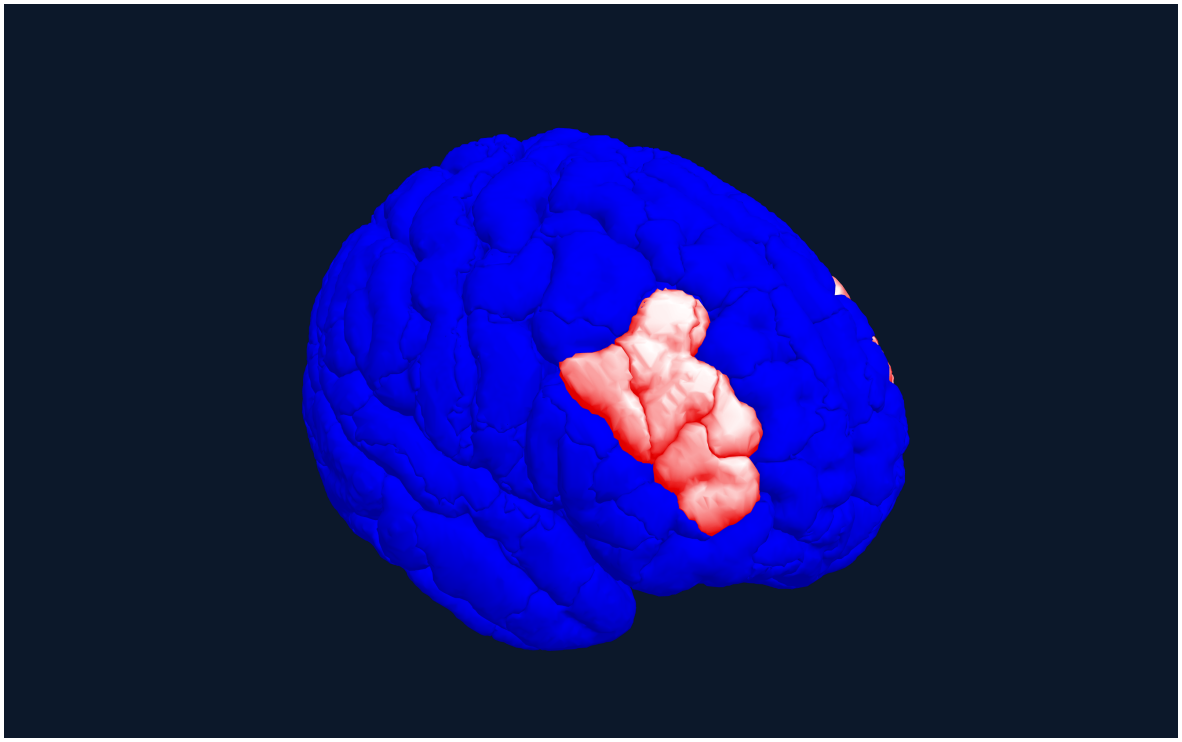
What would a colleague observe you doing differently if this behaviour became more consistent? Choose one example and one way to collect feedback.

Background cited in the supplied instrument: Mirror Neuron System; Social Brain Network; Psychological Safety (Edmondson, 1999)

Cognitive Flexibility and Decision-Making

3.00 / 5.00 | Moderate - Emerging Competency

The capacity to shift thinking patterns, integrate multiple perspectives, and make sound decisions under complexity and ambiguity.



Dorsolateral prefrontal reference parcels

These selected dorsolateral prefrontal parcels provide context for the instrument's executive-function discussion. Flexibility, working memory and decisions involve distributed systems, not a single decision-making center.

Subtheme profile

SUBTHEME	SCORE
Mental Flexibility and Adaptability	3.00 / 5.00
Decision Quality Under Uncertainty	3.00 / 5.00
Cognitive Load Management	3.00 / 5.00

From the result to practical reflection

Instrument interpretation

The leader shows situational application - effective under normal conditions but inconsistent under stress or complexity. Targeted development, coaching, and deliberate practice are strongly recommended.

What the subthemes describe

Mental Flexibility and Adaptability - 3.00/5.00

Ability to shift between cognitive frameworks, revise mental models, and approach problems from multiple angles - linked to set-shifting and cognitive flexibility functions of the prefrontal cortex.

Decision Quality Under Uncertainty - 3.00/5.00

Capacity to make sound, timely, and principled decisions when information is incomplete, stakes are high, and cognitive load is elevated.

Cognitive Load Management - 3.00/5.00

Conscious management of mental bandwidth limitations - including working memory capacity, decision fatigue, and attentional resources - as a strategic leadership asset.

Illustrative practice options

These are sample coaching prompts for the report demonstration, not a prescribed or validated individualized plan.

1. Write at least two viable options and the decision criteria before a consequential decision.
2. Record what is uncertain, then revisit the decision when new evidence arrives.
3. Protect one focused work block and break a complex decision into smaller steps.

Reflection prompt

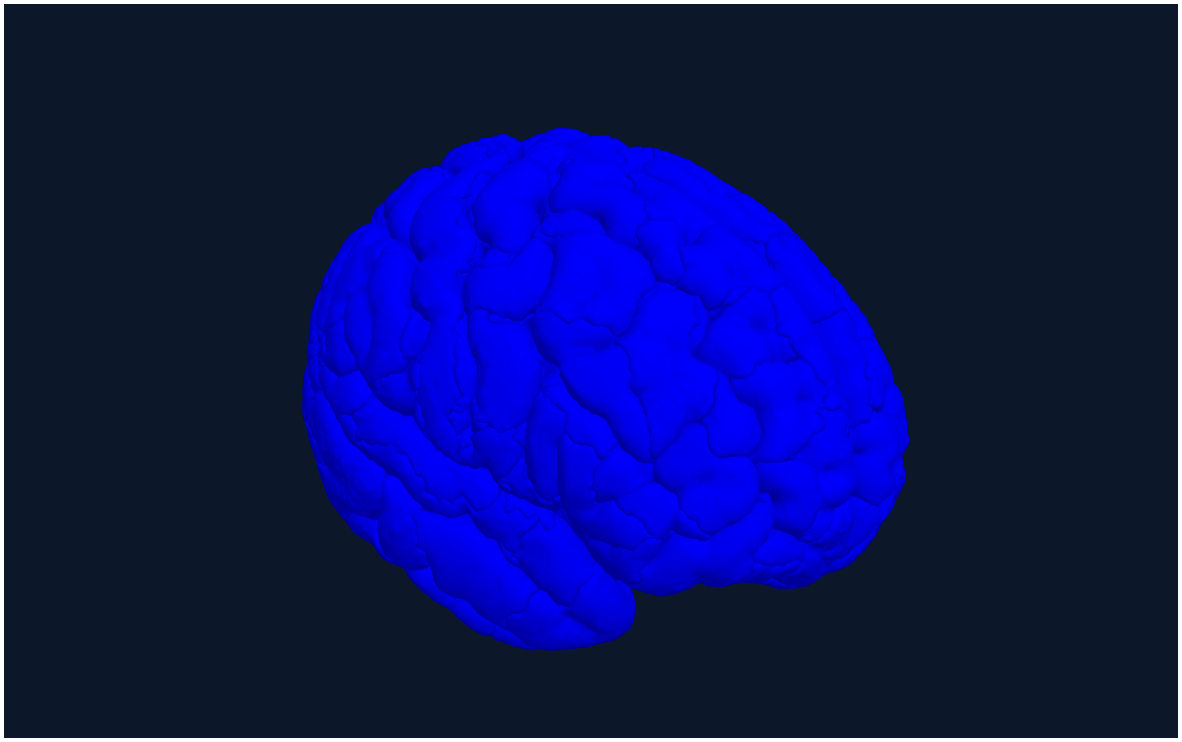
What would a colleague observe you doing differently if this behaviour became more consistent? Choose one example and one way to collect feedback.

Background cited in the supplied instrument: Executive Function (Miyake et al., 2000); Working Memory; Dual Process Theory (Kahneman, 2011)

Neuroplasticity and Growth Orientation

4.00 / 5.00 | High - Strong Competency

The degree to which a leader actively embodies and promotes the brain's capacity for structural change through experience.



Whole-brain reference · no localized highlight

Neuroplasticity and learning involve many systems. This questionnaire does not provide a defensible region-specific mapping for growth orientation, so the model shows reference anatomy without a localized highlight.

Subtheme profile

SUBTHEME	SCORE
Personal Neuroplasticity Practices	4.00 / 5.00
Growth Mindset Leadership	4.00 / 5.00
Organizational Learning Culture	4.00 / 5.00

From the result to practical reflection

Instrument interpretation

The leader demonstrates reliable and effective application of neuroleadership principles in this domain. Minor refinements may enhance consistency under extreme pressure. Continued practice recommended.

What the subthemes describe

Personal Neuroplasticity Practices - 4.00/5.00

Deliberate, evidence-based habits that promote synaptic growth, cognitive flexibility, and neural network strengthening in the leader's own brain.

Growth Mindset Leadership - 4.00/5.00

Communicating and demonstrating the belief that intelligence, character, and leadership ability are developed through effort and strategy - with clear neurobiological grounding.

Organizational Learning Culture - 4.00/5.00

Leader behaviours that embed neuroplasticity principles into the collective norms, processes, and practices of the team or organization.

Illustrative practice options

These are sample coaching prompts for the report demonstration, not a prescribed or validated individualized plan.

1. Choose one leadership skill to practise weekly and record feedback on the attempt.

2. Use a learning goal instead of a fixed ability label when discussing performance.

3. Run a short after-action review: what worked, what did not, and what to try next.

Reflection prompt

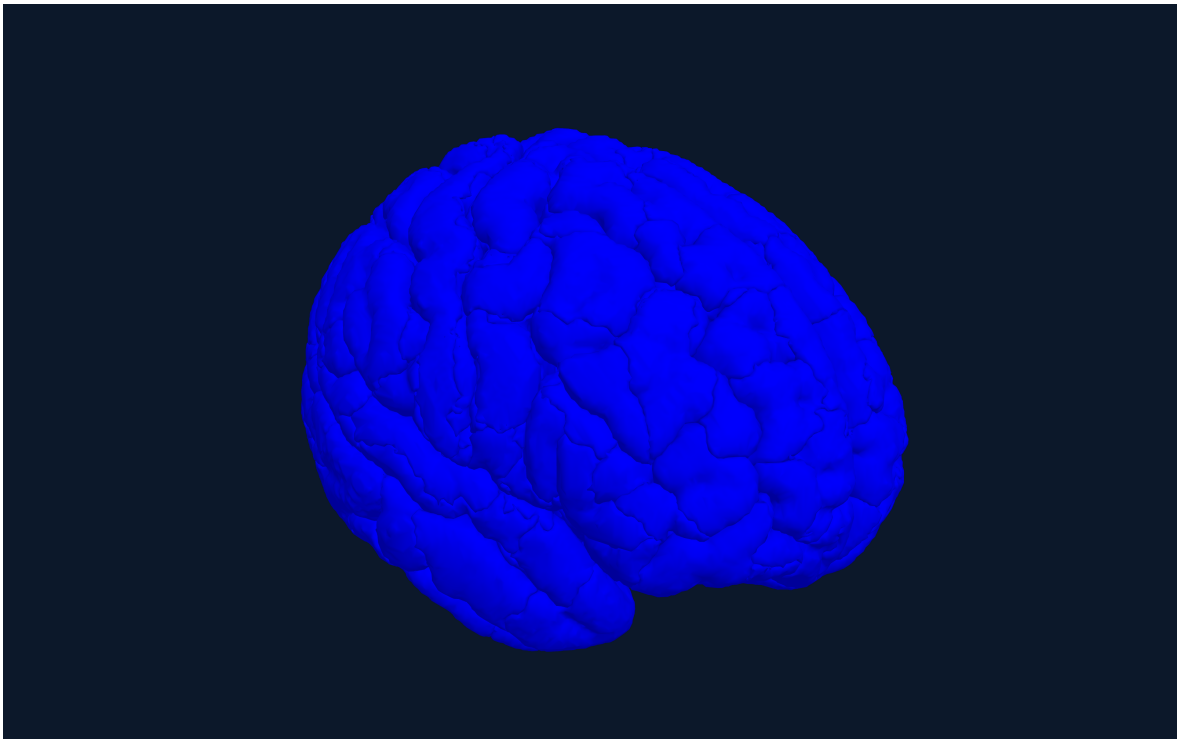
What would a colleague observe you doing differently if this behaviour became more consistent? Choose one example and one way to collect feedback.

Background cited in the supplied instrument: Hebbian Learning; Experience-Dependent Plasticity (Merzenich, 2013); Growth Mindset (Dweck, 2006)

SCARF Leadership Dynamics

3.00 / 5.00 | Moderate - Emerging Competency

The degree to which a leader minimizes social threat and maximizes social reward across the five core domains of the SCARF model: Status, Certainty, Autonomy, Relatedness, and Fairness.



Whole-brain reference · no localized highlight

The SCARF domains describe leadership and social conditions. They cannot be converted into a regional brain finding from these answers, so no single "SCARF area" is highlighted.

Subtheme profile

SUBTHEME	SCORE
Status - Recognition and Esteem	3.00 / 5.00
Certainty - Clarity and Predictability	3.00 / 5.00
Autonomy - Agency and Ownership	3.00 / 5.00
Relatedness - Belonging and Connection	3.00 / 5.00
Fairness - Equity and Integrity	3.00 / 5.00

From the result to practical reflection

Instrument interpretation

The leader shows situational application - effective under normal conditions but inconsistent under stress or complexity. Targeted development, coaching, and deliberate practice are strongly recommended.

What the subthemes describe

Status - Recognition and Esteem - 3.00/5.00

Leader behaviours that protect and enhance others' sense of relative worth, competence, and contribution - addressing the most socially potent threat domain in the SCARF model.

Certainty - Clarity and Predictability - 3.00/5.00

Leader behaviours that reduce unnecessary ambiguity and create cognitive safety through clear communication, consistent follow-through, and structured predictability.

Autonomy - Agency and Ownership - 3.00/5.00

Leader behaviours that give team members meaningful control over their work - activating the reward circuitry associated with self-determination and perceived competence.

Relatedness - Belonging and Connection - 3.00/5.00

Leader behaviours that activate the brain's social bonding systems - including oxytocin-mediated trust - to build genuine team cohesion and individual sense of belonging.

Fairness - Equity and Integrity - 3.00/5.00

Leader behaviours that activate the brain's justice-detection circuitry through consistent, transparent, and principled application of processes and decisions.

Illustrative practice options

These are sample coaching prompts for the report demonstration, not a prescribed or validated individualized plan.

1. Ask a team member which of status, certainty, autonomy, relatedness or fairness needs attention.

2. Clarify expectations and decision ownership before delegating a task.

3. Apply the same decision process consistently and explain the reasons transparently.

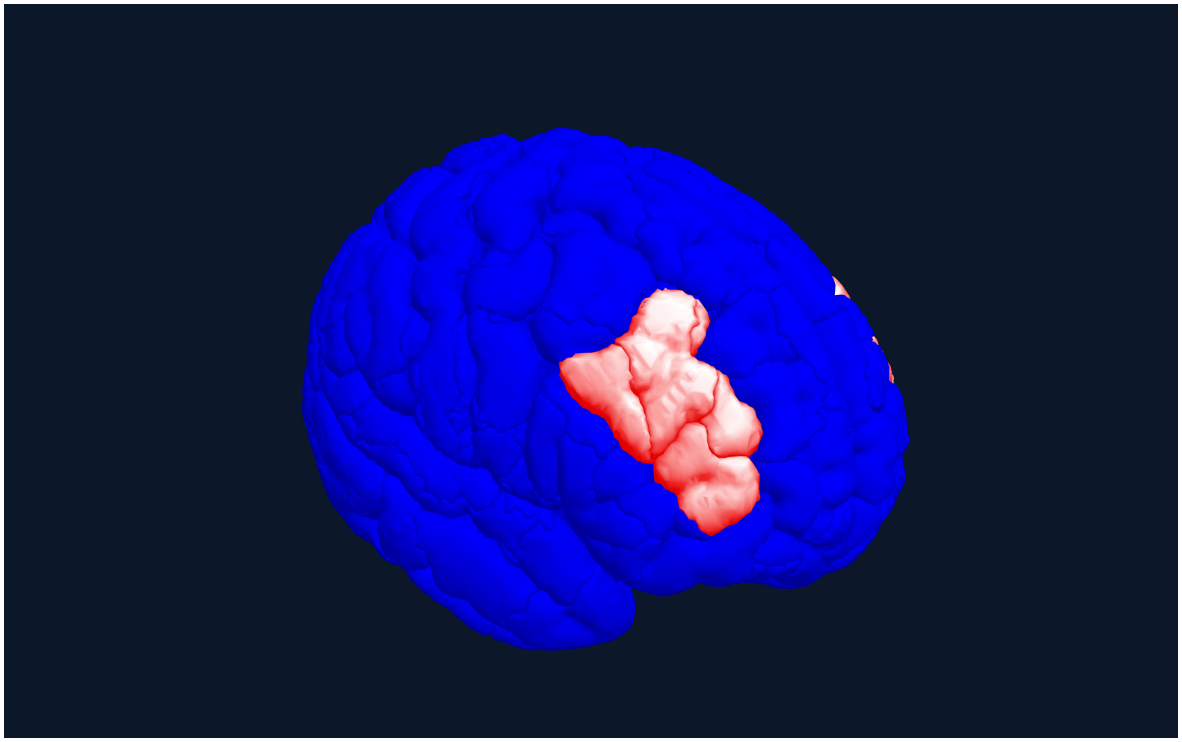
Reflection prompt

What would a colleague observe you doing differently if this behaviour became more consistent? Choose one example and one way to collect feedback.

Purposeful Attention and Mindful Presence

4.00 / 5.00 | High - Strong Competency

The capacity to deliberately direct, sustain, and manage cognitive attention as a strategic leadership resource, while maintaining non-reactive present-moment awareness.



Dorsolateral prefrontal reference parcels

Selected prefrontal parcels provide a partial reference for the instrument's discussion of executive attention. The full dorsal attention network, mindful presence and energy management are not localized by this selection.

Subtheme profile

SUBTHEME	SCORE
Sustained Attention and Focus	4.00 / 5.00
Mindful Leadership Presence	4.00 / 5.00
Energy and Attention Resource Management	4.00 / 5.00

From the result to practical reflection

Instrument interpretation

The leader demonstrates reliable and effective application of neuroleadership principles in this domain. Minor refinements may enhance consistency under extreme pressure. Continued practice recommended.

What the subthemes describe

Sustained Attention and Focus - 4.00/5.00

Ability to maintain directed, uninterrupted attentional focus on cognitively demanding leadership tasks - linked to the dorsal attention network and executive attention functions of the prefrontal cortex.

Mindful Leadership Presence - 4.00/5.00

Non-judgmental, present-moment awareness applied to leadership interactions - enabling the leader to respond rather than react, and to be fully available to the situation as it actually is.

Energy and Attention Resource Management - 4.00/5.00

Deliberate management of ultradian performance rhythms, recovery cycles, and cognitive energy depletion as a strategic leadership performance variable.

Illustrative practice options

These are sample coaching prompts for the report demonstration, not a prescribed or validated individualized plan.

1. Schedule one distraction-free block for a meaningful leadership task.

2. In one conversation each day, put devices away and summarize the other person's key point.

3. Note when attention becomes unreliable and plan a practical break or task change.

Reflection prompt

What would a colleague observe you doing differently if this behaviour became more consistent? Choose one example and one way to collect feedback.

Background cited in the supplied instrument: Attention Networks (Posner & Petersen, 1990); Mindfulness Neuroscience (Davidson et al., 2003)

A practical 30-day starting point

The following plan is illustrative and has not been completed by a participant. It prioritizes the lowest domain (ERR), then two Moderate domains in instrument order (SBE and CFD). Coaching context may justify a different choice.

PRIORITY	PRACTICE	EVIDENCE TO REVIEW
1 / ERR	Pause before responding, then write an alternative interpretation of one difficult interaction.	A short log of the situation, chosen response and colleague feedback.
2 / SBE	Ask one clarifying question and summarize the other person's perspective before giving your own.	A weekly example of an assumption corrected through listening.
3 / CFD	List two options and the decision criteria before one important weekly decision.	A decision note with uncertainties and a later review.

Week 1 - Establish a baseline

Pick one recurring leadership situation and record current behaviour. Choose a colleague or coach for feedback.

Week 2 - Practise one change

Focus on ERR. Keep the practice small enough to repeat, and record examples rather than trying to improve every domain at once.

Week 3 - Add a supporting behaviour

Add a listening or decision practice if the first change is manageable. Discuss one real example with the feedback partner.

Week 4 - Review and adjust

Review the behavioural evidence. Keep, simplify or change the practice. A later questionnaire score is self-report; it is not proof of neural change.

Sample review date: 16 November 2026. This is an illustrative planning date, not a clinical reassessment schedule.

Make the plan your own

Use this worksheet as a planning template. Entries remain blank so the sample is not mistaken for a completed personal development plan.

DOMAIN	SCORE / LEVEL	MY PRIORITY ACTION
NSA	4.00 / High	_____ _____
ERR	2.00 / Low	_____ _____
SBE	3.00 / Moderate	_____ _____
CFD	3.00 / Moderate	_____ _____
NGO	4.00 / High	_____ _____
SLD	3.00 / Moderate	_____ _____
PAM	4.00 / High	_____ _____

My top three development priorities

1. _____

2. _____

3. _____

Feedback / accountability partner: _____

Assessment date: 17 October 2026 (sample)

Next review date: _____

All 115 synthetic ratings

This complete response record makes the sample scores reproducible. Within each domain, every synthetic response uses the same rating; this is a rendering fixture, not a model of realistic response patterns. Item numbers match the canonical NCI questionnaire.

Rating key: 1 Never / 2 Rarely / 3 Sometimes / 4 Often / 5 Always.

NSA - Neural Self-Awareness

SUBTHEME	ITEM NUMBER : RATING
NSA-1	1:4 2:4 3:4 4:4 5:4
NSA-2	6:4 7:4 8:4 9:4 10:4
NSA-3	11:4 12:4 13:4 14:4 15:4

ERR - Emotional Regulation and Resilience

SUBTHEME	ITEM NUMBER : RATING
ERR-1	16:2 17:2 18:2 19:2 20:2
ERR-2	21:2 22:2 23:2 24:2 25:2
ERR-3	26:2 27:2 28:2 29:2 30:2

SBE - Social Brain and Empathy

SUBTHEME	ITEM NUMBER : RATING
SBE-1	31:3 32:3 33:3 34:3 35:3
SBE-2	36:3 37:3 38:3 39:3 40:3
SBE-3	41:3 42:3 43:3 44:3 45:3

CFD - Cognitive Flexibility and Decision-Making

SUBTHEME	ITEM NUMBER : RATING
CFD-1	46:3 47:3 48:3 49:3 50:3
CFD-2	51:3 52:3 53:3 54:3 55:3
CFD-3	56:3 57:3 58:3 59:3 60:3

NGO - Neuroplasticity and Growth Orientation

SUBTHEME	ITEM NUMBER : RATING
NGO-1	61:4 62:4 63:4 64:4 65:4
NGO-2	66:4 67:4 68:4 69:4 70:4
NGO-3	71:4 72:4 73:4 74:4 75:4

SLD - SCARF Leadership Dynamics

SUBTHEME	ITEM NUMBER : RATING
SLD-S	76:3 77:3 78:3 79:3 80:3
SLD-C	81:3 82:3 83:3 84:3 85:3
SLD-A	86:3 87:3 88:3 89:3 90:3
SLD-R	91:3 92:3 93:3 94:3 95:3
SLD-F	96:3 97:3 98:3 99:3 100:3

PAM - Purposeful Attention and Mindful Presence

SUBTHEME	ITEM NUMBER : RATING
PAM-1	101:4 102:4 103:4 104:4 105:4
PAM-2	106:4 107:4 108:4 109:4 110:4
PAM-3	111:4 112:4 113:4 114:4 115:4

Reference anatomy and responsible interpretation

Instrument and score provenance

Neuroleadership Competency Instrument / NCI Version 1.0. Author: Dato' Dr. Rizal Abu Bakar. Copyright holder: Brain Story Sdn. Bhd.. Questionnaire content, domain definitions, bands and scoring come from the existing app's canonical instrument data. This rendering task does not establish the instrument's psychometric or neuroscience validity.

Anatomy and image provenance

Seven native 3200 x 2000 SPECT-inspired figures are rendered from the local HCPex v1.1 model. NSA, ERR, SBE, CFD and PAM use the same named parcel examples as the NCI panel. NGO and SLD show the whole-brain reference without localized highlights. CFD and PAM intentionally reuse the same prefrontal example; NGO and SLD likewise share unhighlighted anatomy.

Huang CC, Rolls ET, Feng J, Lin CP. An extended Human Connectome Project multimodal parcellation atlas of the human cortex and subcortical areas. Brain Structure and Function 227:763-778 (2022). DOI: 10.1007/s00429-021-02421-6.

HCPex source atlas | GPL-3.0 model and figure-renderer source

Educational references

Ochsner KN, Gross JJ. The cognitive control of emotion. Trends in Cognitive Sciences (2005). DOI: 10.1016/j.tics.2005.03.010. Lieberman MD et al. Putting feelings into words: affect labeling disrupts amygdala activity in response to affective stimuli. Psychological Science (2007). These studies provide context; they do not validate questionnaire-to-brain mapping.

SCARF background cited in the supplied instrument: Threat-Reward Neuroscience; Social Needs as Primary Neural Motivators (Rock, 2008).

Limits

This is a synthetic sample, not a report about a real person. Self-report scores describe reported leadership behaviour. They do not measure anatomy, connectivity, blood flow or brain activity, and do not diagnose any condition. Brain highlights are partial educational examples, not complete functional networks. Interpret any real result alongside context, observations and appropriate professional input.

Open the interactive NCI sample