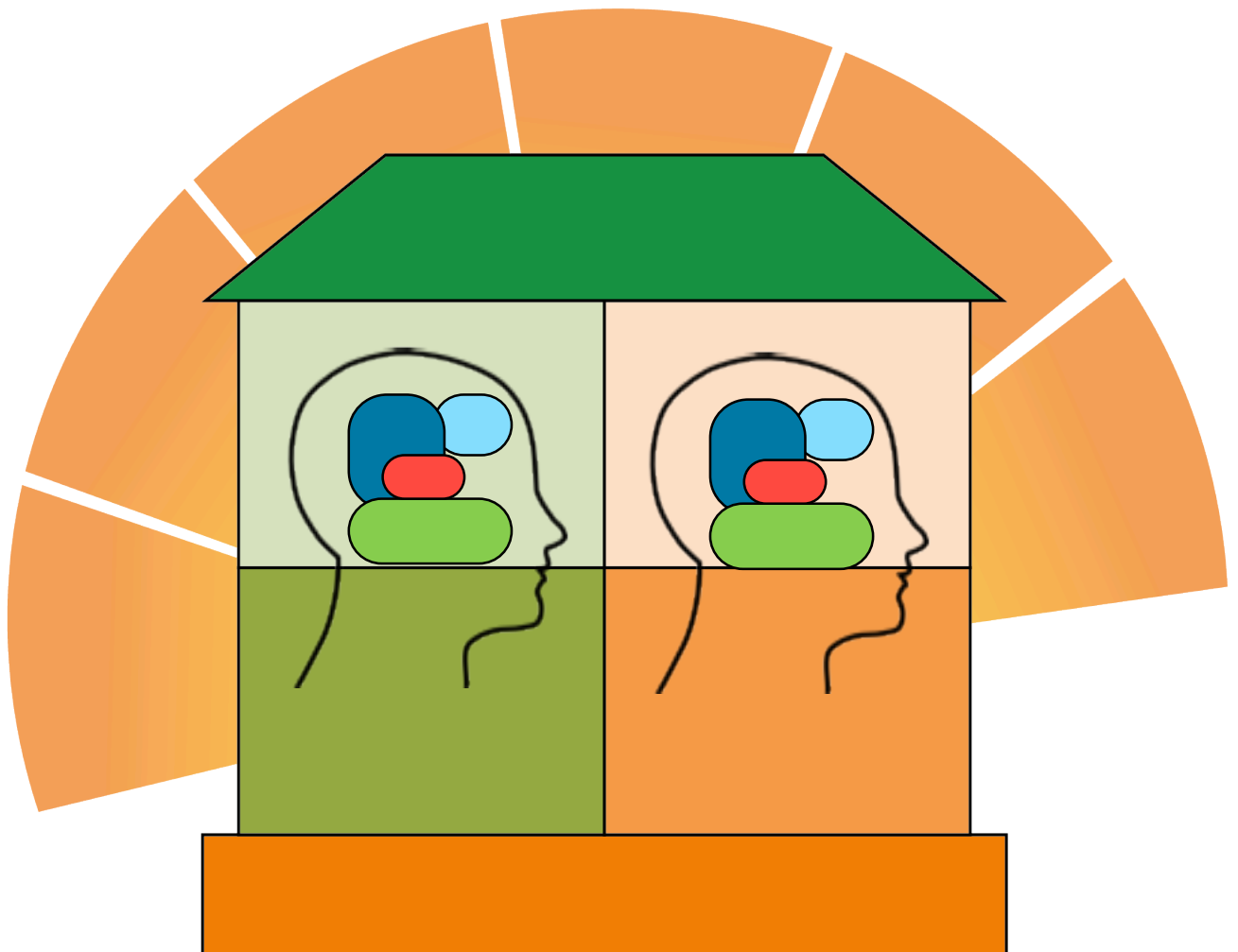


Human Horizons

The world of inner brain dynamics

Deepening our understanding of the people who live, work, relate
and lead in the Caplor House



Human Horizons

The **Caplor House** represents the environment in which we carry out our activities, whether they be personal or professional. It illustrates the different type of behaviours we adopt, when we react to different stimuli within any given environment, and provides insights about our own responses as well as those of other people.

The Rooms in the Caplor House represent the different types of behaviour and activity that we choose to respond to different needs and demands. There is no doubt that a combination of life experience and personality means that we tend to have preferences for different rooms in the house. We may feel more comfortable there, or believe that our skills fit well there, or simply enjoy the kind of activity in that room.

However, as we develop as leaders or other influencers of people we need flexibility in our behaviours and the application of our skills. Entering the different rooms of the house, and developing awareness of what is needed to feel comfortable and be effective in those rooms, is a way of thinking about our roles and relationships in organisational settings.

Human Horizons explores the working of our personal inner world, our brain and its interaction with our body. Human Horizons offers us a way of understanding more about our subjective experience, our emotions, motivation and desires.

Connections between the Caplor House and Human Horizons

We enter the Caplor House as unique individuals. We explore and work in the different rooms and move through the corridors and staircases. We bring into the Caplor House everything that makes us human and makes us who we are.

If we are to be able to contribute really effectively to organisational development, it is helpful to understand more about our own personal development. Understanding how we think, feel and use our intuition, enables us to change and manage some aspects of our behaviour (and accept what we cannot change!).

The aspects of neuroscience that we call Human Horizons offer us a deeper way of learning more about ourselves and more about the people who we encounter as we move around the Caplor House.

The Human Brain

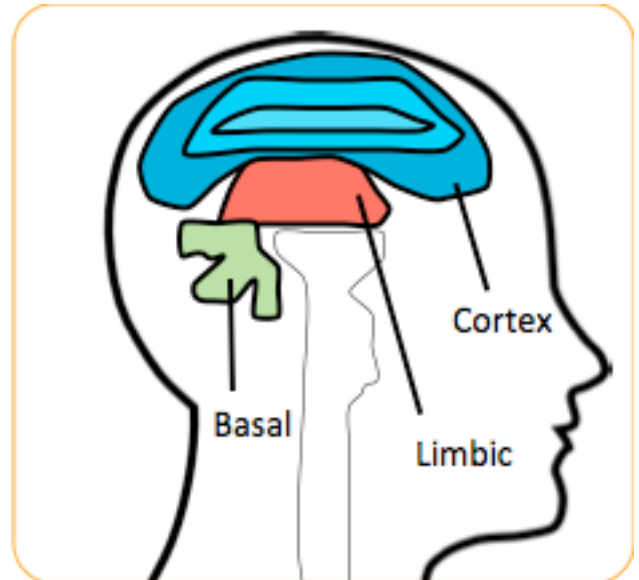
The human brain is divided into three regions - known as the triune brain.

THE BASAL REGION is the oldest part of the brain in evolutionary terms and sits just above the brain stem.

THE LIMBIC SYSTEM is located in the central region of the brain. It is sometimes referred to as the mammalian brain, which reflects its evolutionary stage of development.

THE CORTEX is situated at the top and sides of the brain. It can be thought of as the thinking brain and forms part of the essence of what makes us human.

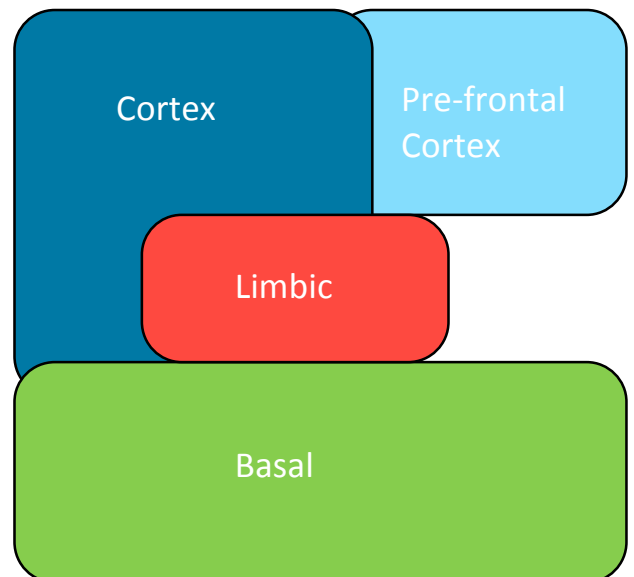
The Triune Brain



The Human Horizons Brain

In Human Horizons, the three regions of the brain are represented in the diagram (right).

However, there is a particular area of the cortex that is especially significant in terms of influencing human behaviour. Whereas all mammals have a cortex, albeit much less sophisticated, to all intents and purposes only humans have the pre-frontal cortex, the home of our self-awareness and search for meaning. The PRE-FRONTAL CORTEX therefore deserves special attention when we are dealing with matters of behaviour, learning and personal change.



The colours are intentional within the brain regions

- Green represents our instinctive connection with nature
- Red represents energy, the essence of our emotions
- Blue represents the clarity sought by the thinking brain
- A lighter blue represents what is still essentially a thinking process, albeit more interested in the big picture, rather than the detail orientation of the cortex.

The Human Horizons Brain: a more detailed look at the regions

THE BASAL REGION

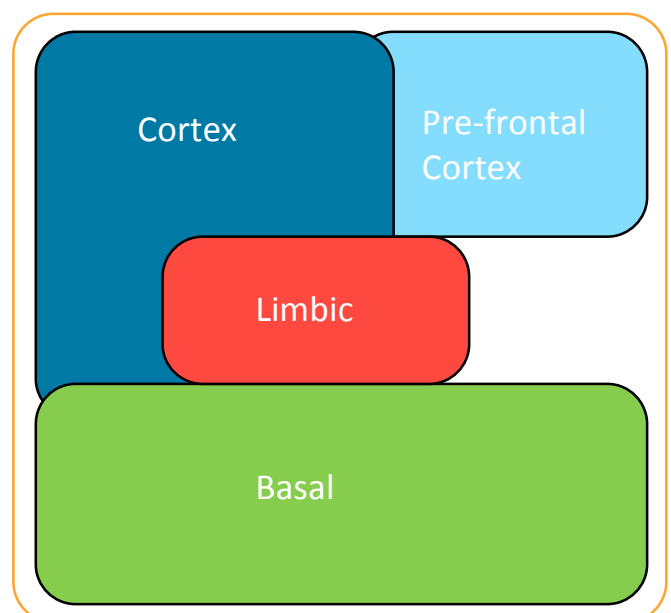
This is the oldest part of the brain in evolutionary terms and sits just above the brain stem. It is often referred to as the “reptilian brain”, the world of our instincts, the region where our responses to stimuli are pre-programmed either genetically or as a “hard-wired” reflection of life experience. To understand this, think “crocodile”. Above all, crocodiles know how to survive. They are not trainable and spend their lives doing exactly as they want, either soaking up energy from the sun or executing their next kill. They are not concerned with relationships. Even their parenting skills are negligible: if their offspring overstay their welcome (about 3 months) they will eat them!

Likewise, in humans, the basal region of the brain is concerned with unconscious autonomic (automatic) activity. Its purpose is conducting the activities which will enable us to survive, the basic functions of life, such as respiration, blood circulation and reproduction. These activities require no conscious input: they just “happen”. In behavioural terms, our instincts are only aroused when there are matters of survival at stake or if we see a significant opportunity to thrive. This part of the brain operates at very high speed (much quicker than thoughts). If it perceives a “survive” or “thrive “ stimulus it will engage immediately and decisively: if its sees no such significance, it will disengage.

We know that there is an important neural connection between the basal region and the gut.

The gut has its own independent neural network and we understand this to be an essential element of our instinctive responses, our “gut feel” and our hunches.

The basal region is therefore the home of our instincts and is focused specifically on our own survival and that of our genes.



The Human Horizons Brain: a more detailed look at the regions

THE LIMBIC REGION

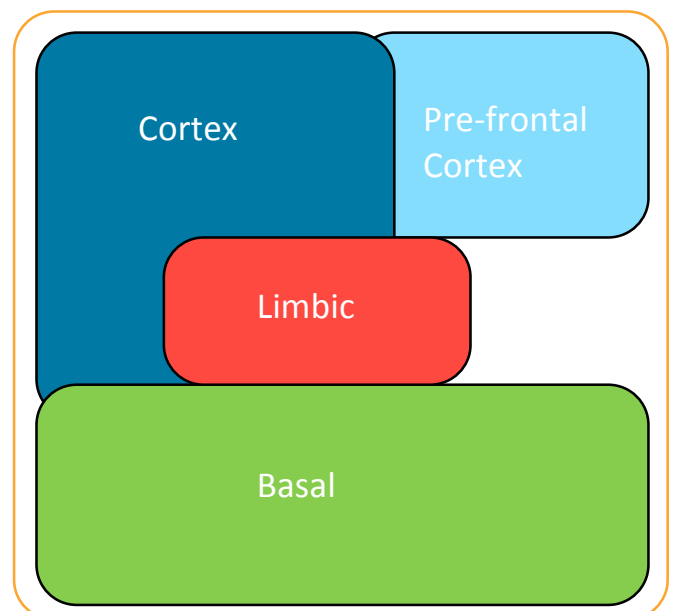
The limbic system is located in the central region of the brain. It is sometimes referred to as the mammalian brain, which reflects its evolutionary stage of development. Above all, the limbic system is designed to enable mammals to cooperate. When our pre-human species were confronted by the climatic challenges of surviving on land evolution worked out that cooperation would be the key to our survival. For the first time our brains were designed to connect through relationships and to build family units and social groupings: hence the emergence of clearer hierarchies amongst mammals, with the alpha male sitting at the top.

It is this emotional bonding that keeps us together as humans. Unlike instincts, they act as a source of sharing with others. There is highly sophisticated resonance circuitry built into the limbic region, which enables us to excel at matters like facial recognition. It also enables us to empathise with others by replicating their emotional experience within ourselves. This also involves close neural connectivity to the heart.

Energy, not thought, is the key transmission medium for emotions; the energy we share as part of the universe.

Emotions and body language were the cornerstone of mammalian communication long before humans created language.

The limbic brain operates as an analogue network, which means it is energy state sensitive.



The limbic system is also the source of our creativity and essentially entwined with energetic flow. It is the realm of our subjective inner experience.

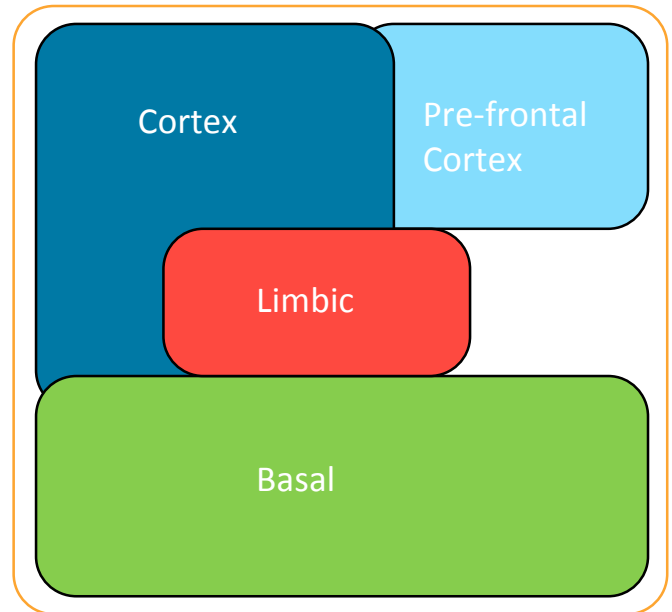
The limbic system is therefore the region where we seek to create relationships, to feel a part of families and societies, to build trust and to be loved.

The Human Horizons Brain: a more detailed look at the regions

THE CORTEX

The cortex is situated at the top and sides of the brain. It can be thought of as the thinking brain and forms part of the essence of what makes us human. It does more than thinking, for example processing of auditory and visual data, which means turning sounds and images into something meaningful.

However it is our thinking capacity that sets us apart from other species. It is the region of the brain where we lay down the rules of our existence.



This is done by laying neural pathways which operate like digital circuitry processing electrical signals through a series of decision gateways, known as synapses. The cortex is therefore the world of information processing and rules, logic and detail, where we create mental structures, processes and systems. It relates very much to the external environment and objective reality.

THE PRE-FRONTAL CORTEX

The Pre-frontal Cortex, as its name suggests, sits at the front of the neo-cortex (the modern cortex). Whilst it is still essentially a thinking region, its location in the brain means that it has wider access to data across the whole brain, including emotional and instinctive data. It is therefore capable of much wider thinking, the bigger picture perspective, intuitive intelligence and insightfulness. Evolution worked out that this wider thinking ability gave us even greater advantages over other species and therefore rapidly accelerated its development.

Crucially, it is also the area of self-awareness, where we constantly explore the boundaries between ourselves and our environment, both now and in the future; where we seek to understand our impact on others and where we seek validation of who we are. It is the world of meaning and inner purpose.

The pre-frontal cortex is the gateway to personal change and therefore critical for all personal development activity. It is also the region where we can open ourselves to the appeal of leadership, especially through the sharing of a collective vision.

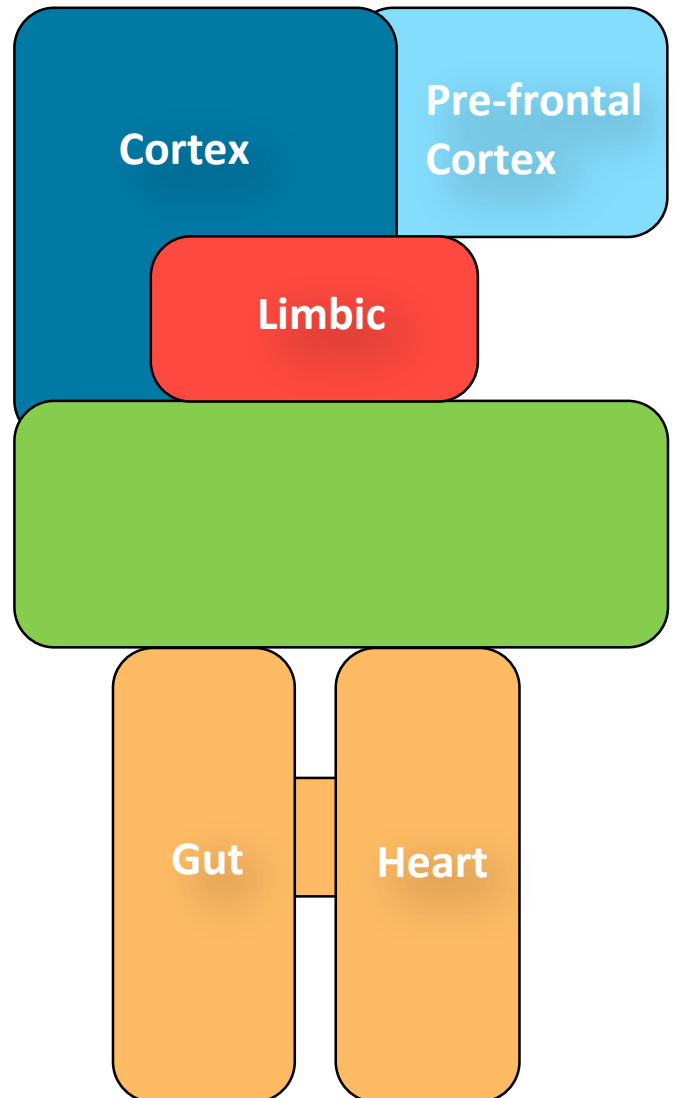
The Wider Human Intelligence

THE BODY (HEART AND GUT)

Both the heart and the gut play a critical role in our wider intelligence system.

The heart is an integrative part of our emotional experience and plays a defining role in accessing confidence and sustaining performance optimisation. The gut directly influences our instincts, although for now it is the area we know least about.

Both organs have their own neural networks, which means they are not dependent on the brain to function. They are partners, not subordinates, and together form the wider human intelligence system comprising mind and body. There is some congruence in referring to the body as the foundation of the brain, and certainly deserving of its own care and attention.



Connections to the Rooms of the Caplor House

It is possible to see the parallels between rooms in the Caplor House model and the four regions of the Human Horizons Brain. In this way:

- Activity in the kitchen parallels the basal system, the region of instincts
- Activity in the family parallels the limbic system, the region of feelings
- Activity in the library parallels the cortex, the region of thinking
- Activity in the observatory parallels the pre-frontal cortex, the region of self-purpose

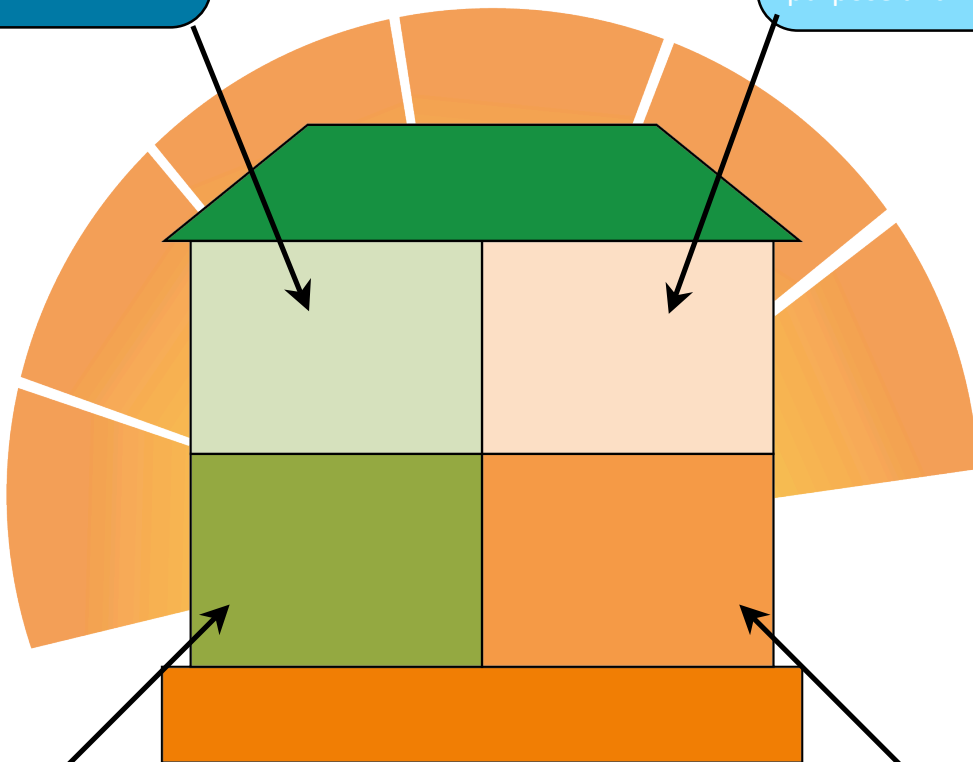
Connections to the Rooms of the Caplor House

Cortex

Cortex activity that takes place in the Library includes reasoning and rationale, data analysis and logic. Here we set goals, think critically and develop structures and processes

Pre-frontal-Cortex

Neo-Cortex activity in the Observatory includes applying imagination, looking to the future and the big picture, painting rich pictures, finding purpose and inspiration



Basal

The Kitchen is the operational centre for unconscious, autonomic activity, where we carry out tasks that are critical to survival, safety and nourishment

Limbic

There is a connection between the limbic region and the activity that takes place in the Family Room. It is the world of emotion, culture and human social networks

Some illustrations to help to understand the connections

It may be useful to think of the relationship between the Caplor House and Human Horizons using some other illustrations.

'All the world is a stage and the men and women merely players'

The Caplor House is the theatre in which we carry out all of our activities, personal and professional. As we move around the theatre we are the actors, adopting different roles and responding to the cues that other people give us. We may be following a script (performing tasks to a set pattern) or we may be improvising (trying things out, experimenting with different responses etc). We can see the other actors, interact with them and understand the roles they are playing. However, we cannot share or see what is going on 'in the head' of each actor. How are they feeling about their roles? Do their internal emotions match the external ones they are expressing? What are they thinking about as they say the lines they have rehearsed and practised so many times?

Human Horizons offers us the opportunity to understand more about the actors in the theatre – ourselves included. It gives us the tools to explore our own internal world, to become more self-aware and to be able to empathise more with others as we understand more about their instincts, motivations, thoughts and emotions.

Example 1: In the Caplor House I may be working, as a manager with my team, in the Library. Moreover, I may have a personal preference for working in this room. Our activity is part of our strategic development – we are using analytical tools to examine financial data and consider ways of eliminating overspend on a budget. My visible activity and behaviour is calm and structured. I am challenging anything that is not evidence based and building up a robust business plan. However, what is not visible to others is the anxiety and stress that I am feeling about being unable to find a viable solution to our financial problems and the fear I have that I am simply not capable of doing my job. This is where Human Horizons, with its brain-based approach, comes in. Some basic neuroscience helps me to explore my own feelings and, perhaps, recognise the signals that other people are giving that suggest they may share my concerns.

Example 2: In the Caplor House I find myself spending a lot of time in the Family Room, where I feel comfortable coaching, mediating and sharing my experiences with others. I am perceived as a good listener and a wise counsellor. However, other people have pointed out my reluctance to spend time in the Observatory, commenting that I do not seem to want to look to the future and do not want to initiate any change. Why is that?

Human Horizons helps me to explore my own, internal feelings and how they impact on my behaviour in the Caplor House.

The Learning Staircase

The concept of the Learning Staircase offers us a bridge between the two strands of the Caplor Horizons work: the organisational context of the Caplor House and the individual awareness that we gain from Human Horizons.

It makes a direct connection between:

- The Human Brain and the ways in which we adults learn and
- The Caplor House model, which uses learning as the means of bringing about organisational change and improving organisational effectiveness.

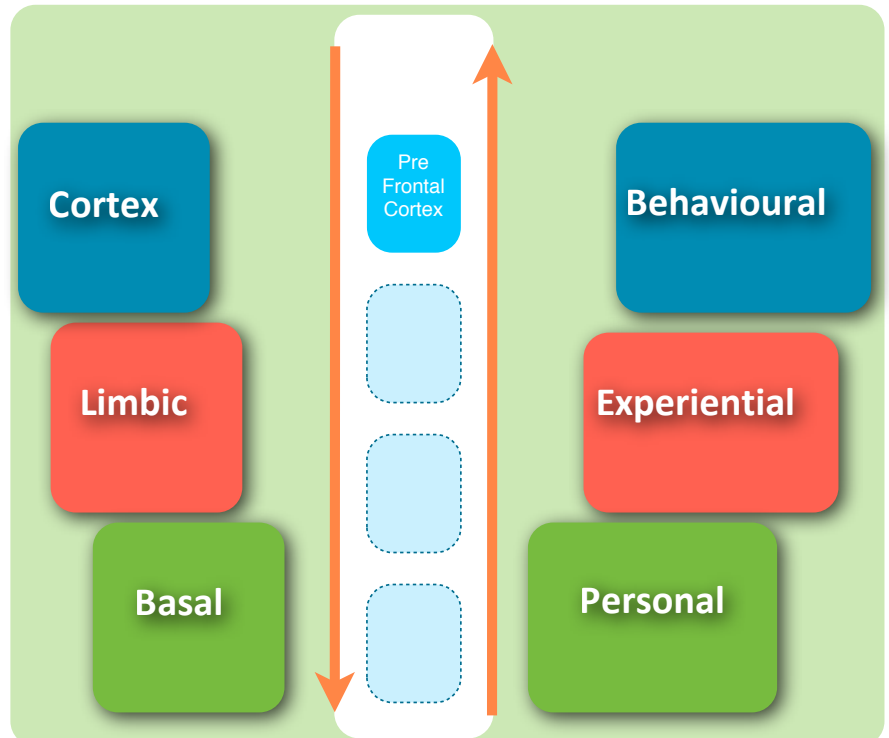
In this model, we are thinking about learning as being a conscious, intentional process. It is something that the individual learner is actively engaged in and has chosen to do. Therefore, we represent the learner using the Pre-Frontal Cortex (the light blue in the centre of the diagram.)

The Descent

Typically we choose to learn when we react to a stimulus, such as experiencing something new or hearing the thoughts of others for the first time.

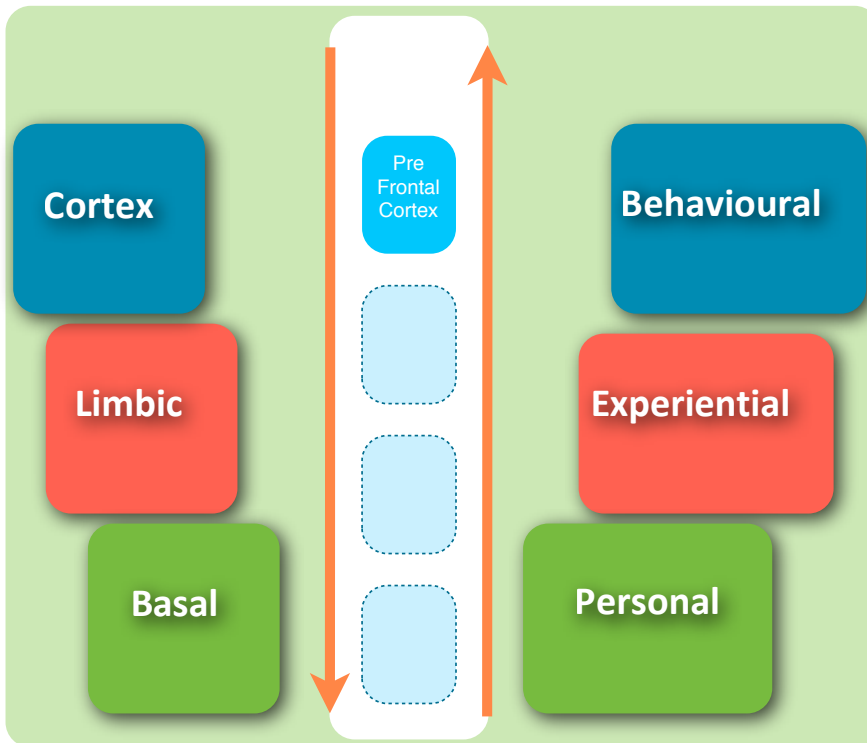
We first think (cortex) about this and, if the energetic feeling is strong enough (limbic), we can try to embed this in the way we do things in the future.

Some stimuli may evoke such strength of feeling that our instincts are stirred and the learning challenge strikes at the roots of who we are (basal).



The Learning Staircase

If we choose to learn, we begin the climb back up the staircase.



The Ascent

We have recognised an internal drive to learn and reframed the challenge into something very personal and contextualized.

Next, we need to experiment with our new thoughts, feelings and behaviour by putting them out into the world. We share and experience the impact we have on others and the feedback we get from them. This enables us to refine our approach to pursue the desired effect.

Thirdly, experimental behaviour will become embedded in our everyday style. The new version of the way we present ourselves to the world is in place.

Human Horizons helps us to understand more about the learners and the learning processes they engage in at an individual level. This connects to the Learning Foundation of the Caplor House and the dimensions of learning represented in the 5Cs of Learning (a mixture of thoughts, feelings and instincts that contribute to our effectiveness as learners). The Rooms of the Caplor House then provide the experiential practice ground for new thoughts, feelings and behaviours to be rehearsed and tested before they are translated into the embedded behaviours that will make a sustainable difference in the world.

Background to the development of the Human Horizons approach

Thanks must go to Clive Hyland who has been instrumental in introducing his thoughts, ideas and understanding of neuroscience to Caplor Horizons. He worked closely with Ann Alder, Professor Sharon Turnbull, Lorna Pearcey, Dr Geoff Cox, Dr Ian Williams and Usha Ladwa-Thomas to integrate his learning. He is overseeing the ongoing development of our appreciation about neuroscience and its connections to the Caplor House.

Clive is author of *Connect through Think, Feel, Know* (2013) and *Neuro-Edge: people insights for leaders and practitioners* (2017). He is able to call on 30 years direct experience of leading, managing and supporting businesses, including roles as CEO and COO of substantial corporate organisations. Over the last 10 years he has worked primarily coaching Business Leaders and their Top Teams and supporting them to lead strategic business and cultural change. He specialises in offering neuro-scientific insights to bring a fresh and powerful understanding what it really takes to get the best out of people and organisations.