

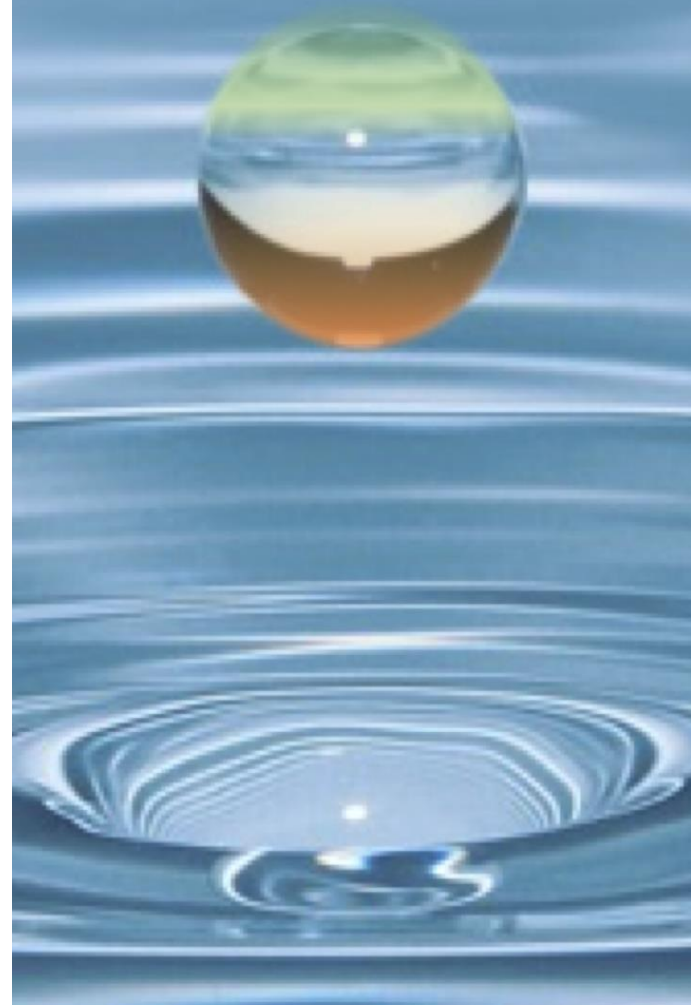


The Way We Work

Caplor Horizons

CAPLOR HORIZONS RIPPLE PAPERS

...creating ripples of change



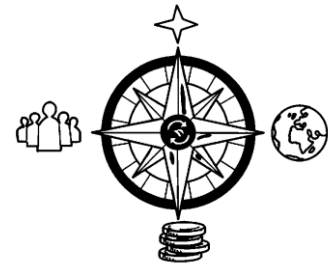
Learning differently

Thinking differently

Acting differently

The Way We Work

How do we work, in collaboration with our clients, to achieve sustainable outcomes?



Introduction

The Caplor Horizons purpose statement is:

“To be courageous, compassionate and creative in facilitating transformational change”

This is about making a real difference to people’s lives, the lives of the organisations and communities to which they belong and, ultimately, to the wider world. We base our work around a belief that if we are to achieve real, sustainable change we need to inspire and enable people to ***learn differently, think differently and act differently.***

How do we approach this opportunity for change?

To achieve this level of difference requires much more than a “flat-footed” engagement. It requires:

- ✚ Genuine motivation and will to change, based upon perceived benefits that are valued by our clients
- ✚ Opportunities to tackle difficult and sensitive issues through dialogue, on-going support and resources
- ✚ The development of new ways of working that will open up creative thinking and shared searches for solutions

At Caplor Horizons we strive to create very distinct learning environments. Our definition of a learning environment goes far beyond the physical learning space and includes just about everything that contributes to the way that learners experience the learning process: relationships, learning methods, the structured experiences on offer, the on-going support that is available and so on.

We always set out to:

- ✚ build a high level of trust between our Advisors and the people we are working with
- ✚ be sensitive to the existing knowledge, experience and expertise that our clients bring
- ✚ value diversity of voices and perspectives
- ✚ be sensitive to cultural expectations and contexts

- + demonstrate an absolute belief in the ability of our clients to learn what they need to learn in order to make the changes that they aspire to achieve

Within the learning environments that we create, it could be argued that we are only “doing what other providers are doing”. However, we are committed to working in a way that is distinctly ‘Caplor Horizons’.

Specifically, we:

- + encourage environments where people are stimulated, enjoy themselves and have fun
- + provide a setting where we keep things as flexible and simple as possible to respond effectively to need
- + create an atmosphere where everyone’s voice is heard, participation is enthusiastically given and peoples sights are lifted to the higher-level purpose that they are working towards

These environments nurture a sense of energy, build a sense of momentum and are highly productive.

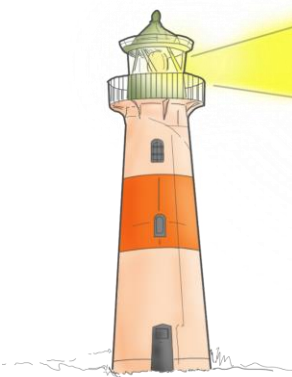
What are our learning and development methods?

1. Group facilitation: process facilitation to support the achievement of group goals

When Caplor Horizons Advisors work as facilitators, we adopt a role that is about helping groups to manage their thinking and decision-making processes so that they can move through discussion, solution-finding and conflict resolution in order to achieve their own goals. The facilitator is responsible for managing group process and for providing a framework and structure in which the group members can address their own content. The facilitator remains neutral, having no investment in how the goals are achieved. The facilitator may suggest techniques that will enable the group to move forward and will provide high quality observation, listening and questioning that will enable to group members to clarify, summarise and confirm their own thinking.

In summary:

The facilitator is ‘an expert in not knowing’ – not advising but providing a safe and structured process in which the group can move forward to achieving goals.



2. Facilitated experiential learning

Experiential learning is the process of learning from first-hand experience – things that happen to us, whether they are planned and structured or not. In order to learn effectively from our experiences, we need to ‘process’ the experience in a number of stages:

1. The act or experience itself:

“This happened”

2. Reflection upon the experience, with particular emphasis on noticing responses and reactions, in ourselves (the actors) and others:

“When this happened, I noticed/was aware of/felt/wondered...”

3. Making sense of what we’ve observed: drawing conclusions, creating hypotheses, making connections that lead to an understanding of what our experience means to us:

“I think that probably means/ I understand what went wrong...”

4. Developing new behaviours or ideas that can be tested in a new situation of context:

“Next time, in a similar situation, I’m going to try x because...”

When we facilitate experiential learning, we offer carefully designed learning activities that will focus the learning on the areas that we need to address e.g. leadership, influence, collaboration etc.

We offer learners a chance to explore two different types of experience:

- + their own prior ‘life’ or ‘work’ experience, and
- + the structured experience we have given them in a learning activity

In summary:

The role of the facilitator is to ensure that the learners complete all the stages in the learning cycle and develop new insights and actions to take with them into the future.



3. Creating safe 'rehearsal grounds' to experiment with new behaviours and skills (with appropriate levels of skills training to meet the specific needs of partner organisations)

In much of our work at Caplor Horizons, our aim is to create learning environments which feel safe and allow learners to experiment with ideas, the expression of feelings, new behaviours and new skills. A simple way of doing this is through supportive group work, discussion and dialogue.

However, there are times when it is appropriate not just to identify what you need to do, but also to rehearse and refine those changes in action. In these situations, in which practising skills is important (especially inter-personal skills such as influencing, mediating, or managing the effects of change on people), we can create 'simulations' that act as rehearsal grounds to try out new ways of working. These may include role-plays, large scale, more complex business simulations, or structured team challenges. The important thing in the choice and design of these activities is that they should replicate real life situations with which the learners will identify.

4. Direct personal coaching, including developing peer and co-coaching skills

Coaching is an important skill in developing others, providing leadership and allowing for personal growth. Caplor Horizons use direct coaching with clients, either one-to-one or in group settings. Coaching may be offered as a formal follow-up to a workshop or programme or may be provided as a stand-alone service to leaders with specific goals they have identified for themselves.

In addition, Caplor Horizons can offer support in developing coaching skills to be used in the context of peer coaching, co-coaching or establishing a 'coaching culture'. Coaching is a supportive and non-judgmental process in which the person being coached works towards the achievement of her/his own goals. The coach uses skilled listening and questioning to provide a structure that helps the learners to identify their own development steps.

Remaining learner-centred

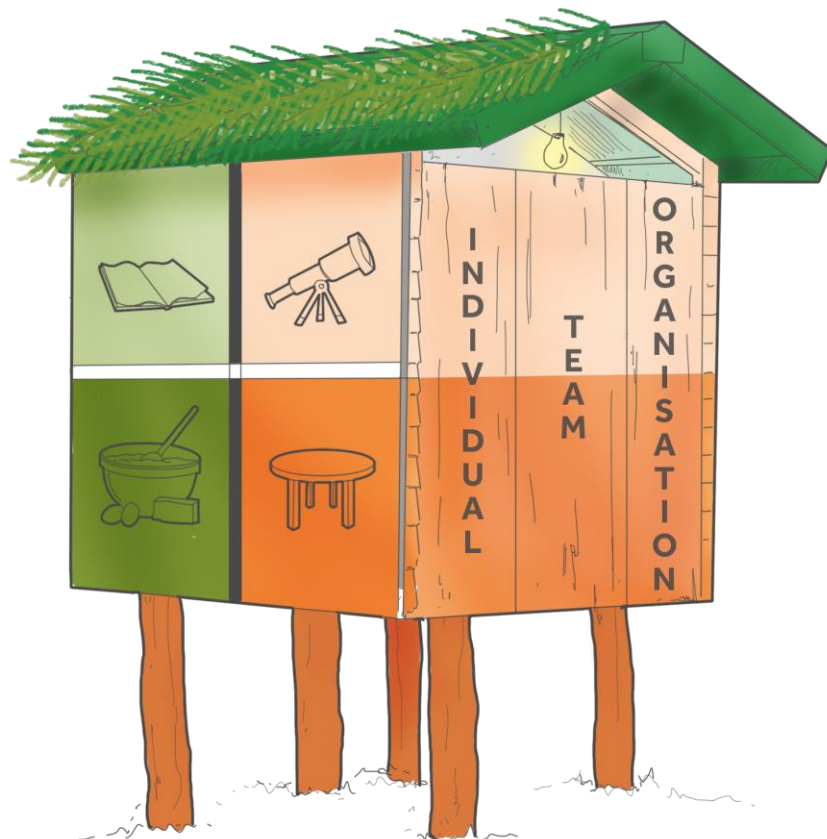
All of the methods outlined are learner centred. And if we continue to adopt a learner-centred approach, we will recognise that there may also be times when our learners need to draw on proven expertise, success stories, established models and pragmatic and practical techniques that have been developed and tested by others. Whilst we do not focus on 'training', there are times when we do offer input and knowledge.

We do this for two reasons. Firstly, because this knowledge, model or technique provides a shared language and approach that can be utilised by the group throughout their development and gives them a secure and familiar base that they can come back to (e.g. the Caplor House in exploring behaviours and activity, the Culture Tree in exploring organisational development and some approaches to leadership, Human Horizons in exploring human communication and interaction). Secondly, because there will undoubtedly be times when offering specific knowledge or background theory provides a

new window onto existing issues, inspiring new ideas and solving problems that the client has specifically engaged us to help them to deal with.

We believe that we have a responsibility to offer our specialist expertise when it is appropriate and supportive to do so and when it is aligned with the objectives that the client has defined.

We aim to facilitate learning and development at **individual, team and organisational** levels. We therefore offer our specialist inputs as shared, core resources that groups can continue to draw on as they work towards their development goals.



Caplor Horizons – Background

Established in 2014, Caplor Horizons is an independent charity. We work with other charities and responsible businesses and now have over 50 Advisors. These are outstanding people that bring specialist knowledge and experience. They contribute their time on a voluntary basis, or at reduced rates, so that Caplor Horizons can provide high quality and distinctive services at an accessible cost.

Working locally, nationally and internationally, we help other organisations think differently about themselves and the new horizons that they face. We support them in strengthening their leadership, renewing their strategy and improving their influence.

We want to encourage and assist a new generation of organisations that are committed to making a positive and lasting impact. We believe that if we are to achieve real, sustainable change, we need to inspire and enable people to learn differently, think differently and act differently.

Our vision is: *A world where leaders deliver a sustainable future for all*

Our purpose is: *To be courageous, compassionate and creative in facilitating transformational change*

Our values are:

- **Courage** – We are courageous change makers committed to challenging assumptions, taking risks and having difficult conversations
- **Compassion** – We are open, understanding and heartfelt, encouraging the nourishment of our whole selves and others
- **Creativity** – We learn, think and act differently, and are innovative and resilient in an ever-changing world

Our beliefs are:

- Through diversity we ignite dynamic innovation
- Collaboration helps achieve greater impact
- Everyone matters
- We are all leaders in our individual and collective ways
– we are all change makers!
- Learning is more effective if it is fun, engaging and creative
- Building on people's strengths creates greater resilience

Our strategic goals:

- Goal 1: Transforming Leadership
- Goal 2: Strengthening Resilience
- Goal 3: Increasing Collaboration

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