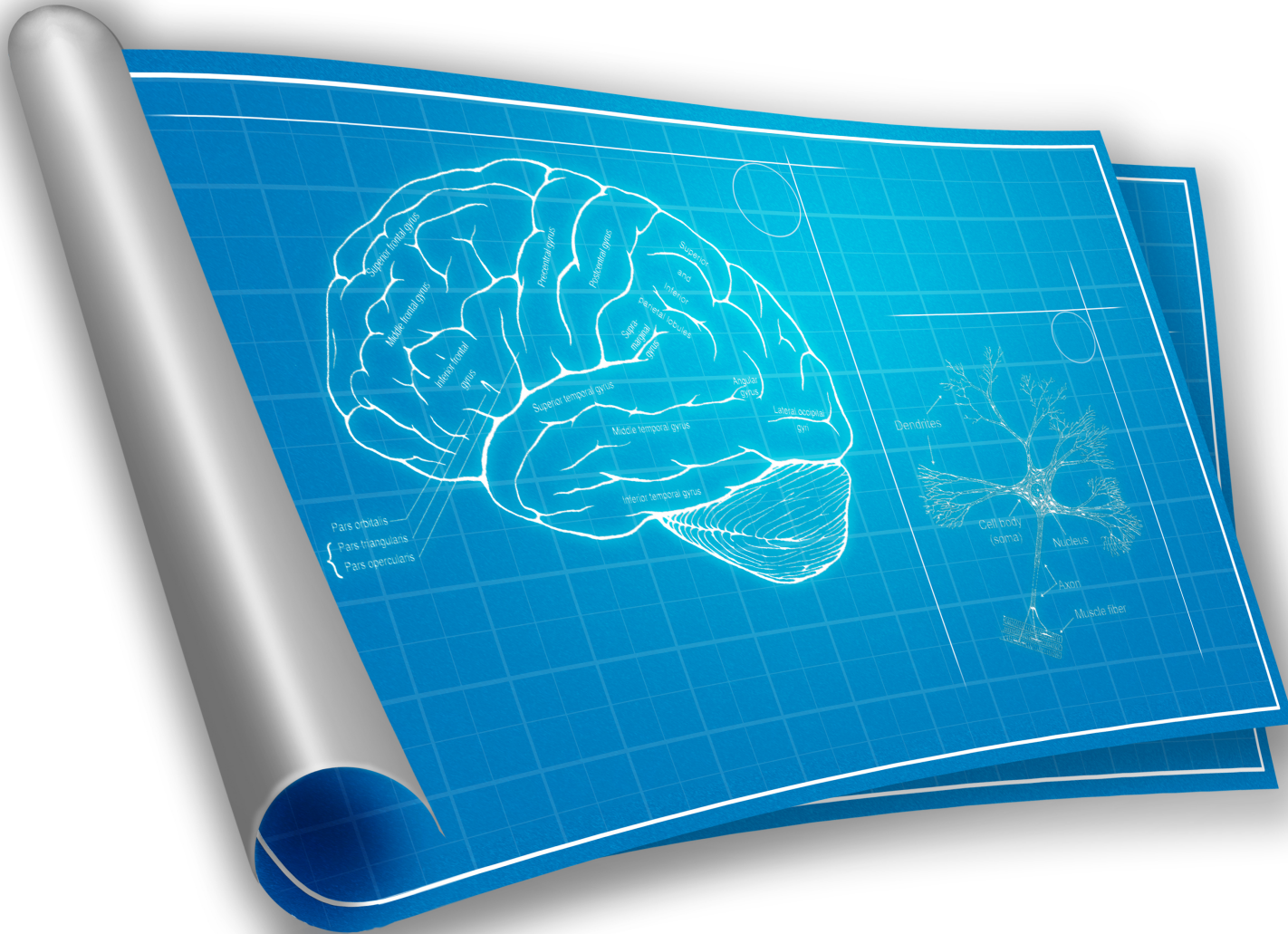
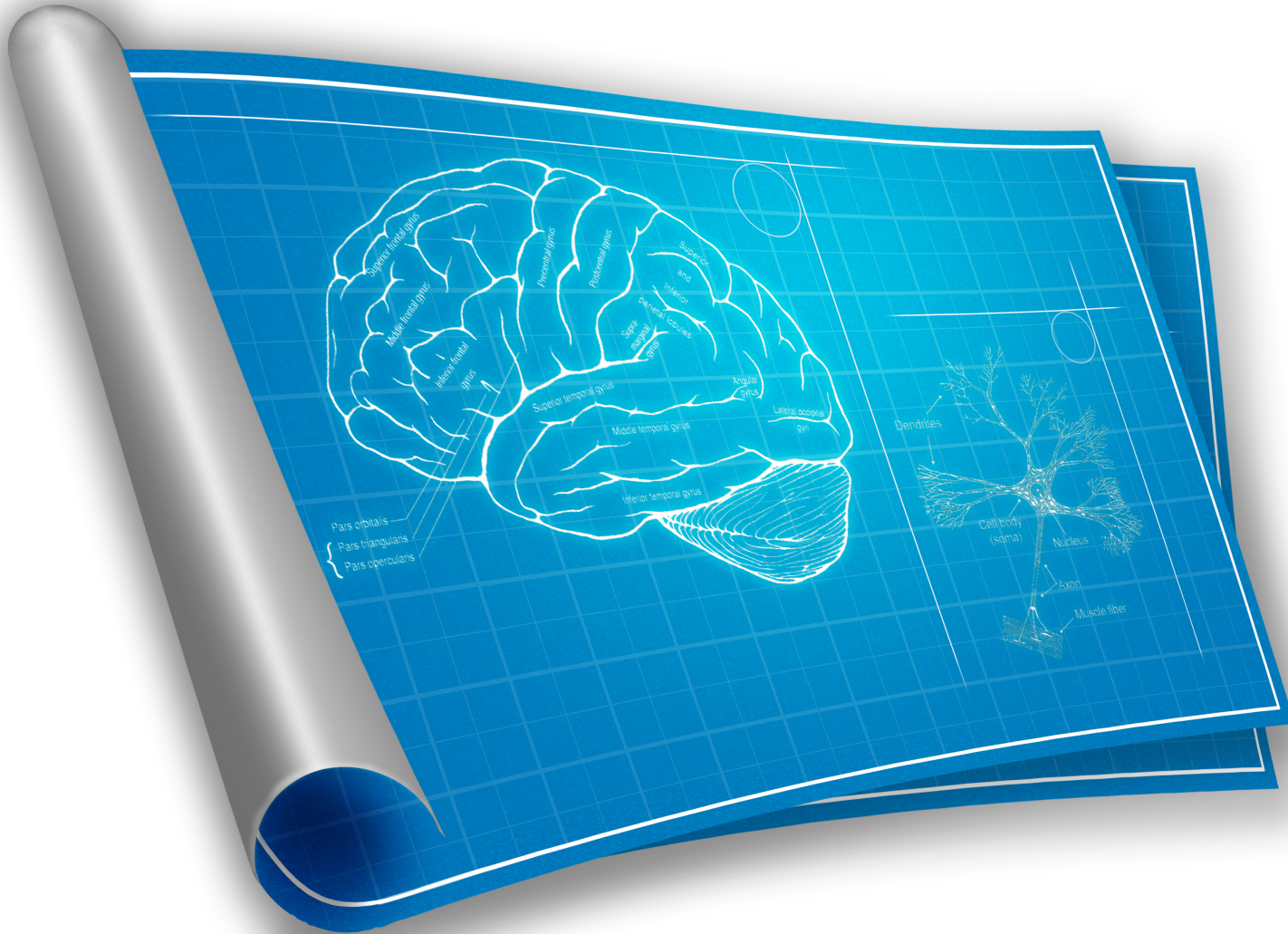


Human Consciousness Architecture



Webinar Series

CALL #1



Overview, The CATSU Model

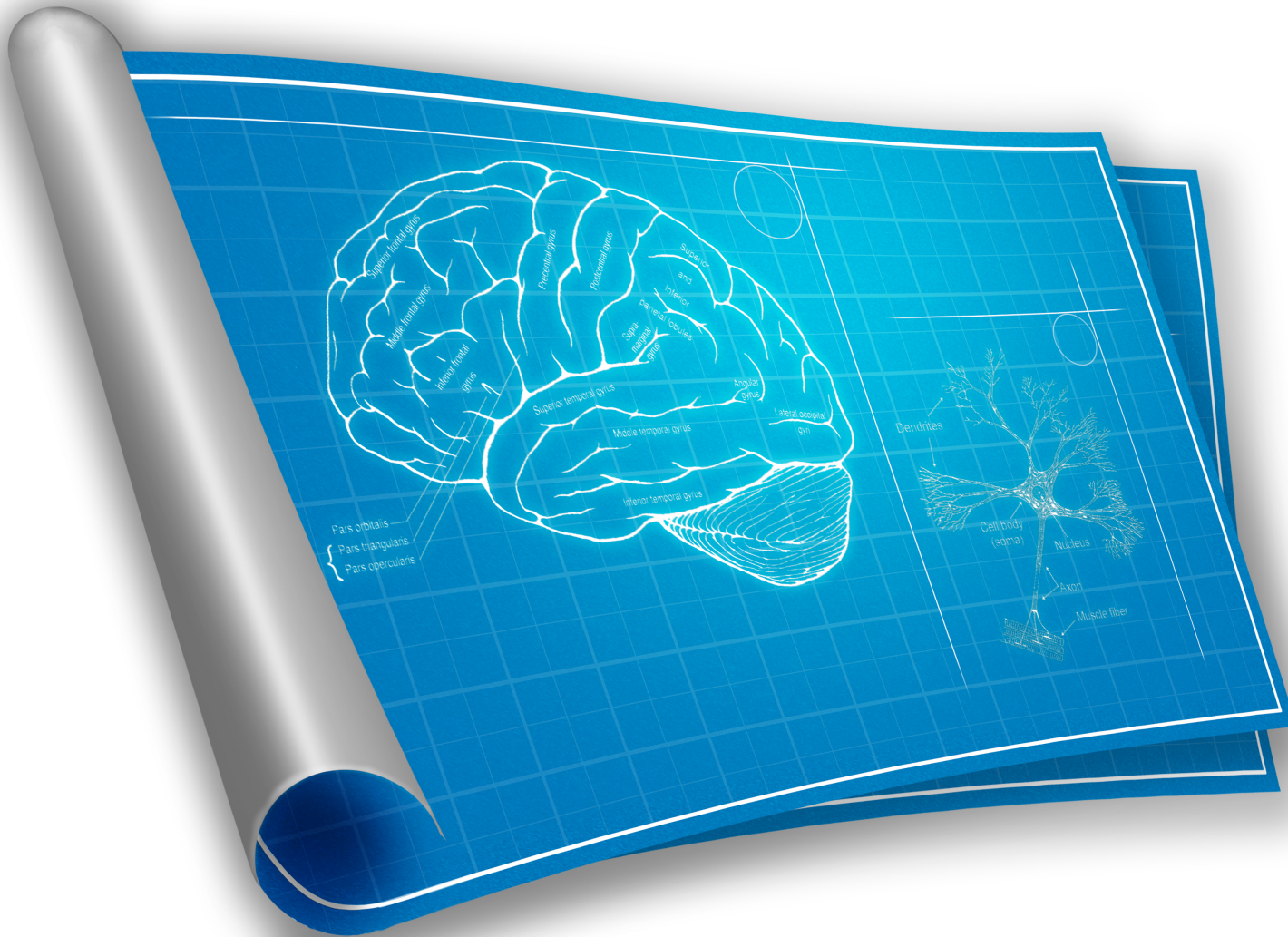
CATSU: The Human Consciousness Architecture Model

C	A	T	S	U
Consciousness Co-Creation	Activating Advising	Teaching Telling	Science Spirit	Unique/ Undefined
<p><i>The C of CATSU is the ground of being of the whole model, the scaffolding upon which the co-creative relationship is built.</i></p> <p>1) Human Consciousness Architects (HCAs) base their work in a commitment to increasing levels of consciousness in themselves, the people they work with, and the world.</p> <p>2) HCAs are passionately committed to the process of co-creation, so the relationship with others is that of peers and equals, with attention paid to the others' needs, issues and desires for the sake of the learning and growth of both parties.</p>	<p><i>The A and T of CATSU are the manner in which Human Architects work with others.</i></p> <p>1) HCAs activate people's own inner knowing and create receptive brain states by engaging in deep curiosity and asking open-ended questions.</p> <p>2) HCAs advise based on the HCA's own intuition, experience and expertise.</p> <p>HCAs also learn <i>when</i> and <i>how</i> to advise based on neuroscience in order to elicit the most effective response from others, using the Three R's:</p> <ul style="list-style-type: none"> • RELATIONSHIP • RESPECT • RESTRAINT 	<p><i>The A and T of CATSU are the manner in which Human Architects work with others.</i></p> <p>1) HCAs teach people about their brains, consciousness, and more, in order to build their own capacity for self-knowledge and self-direction.</p> <p>2) HCAs tell stories and share ideas for the sake of learning and growth.</p> <p>HCAs also learn very specifically <i>when</i> and <i>how</i> to teach and tell based on neuroscience in order to elicit the most effective response, adding two more R's:</p> <ul style="list-style-type: none"> • RELEVANCE • Just RIGHT 	<p><i>The S-es of CATSU are the theoretical frameworks supporting the work.</i></p> <p>1) The work of Human Consciousness Architecture is based in cutting edge, empirically verifiable science, with a focus on neuroscience and the wisdom of nature.</p> <p>2) The work of Human Consciousness Architecture also honors the deep wisdom of the spiritual traditions of our world, and leaves room for and embraces the mystery of what is not yet measured or is, perhaps, immeasurable.</p>	<p><i>The U of CATSU leaves room for whatever else the HCA has available to bring to the relationship, as well as the gifts of others.</i></p> <p>1) No two Human Consciousness Architects will ever work in the same way with the same tools. Each is unique.</p> <p>2) HCAs work to help others discover their own uniqueness—the deep purpose and gifts they have to share with the world.</p> <p>3) In addition, the U acknowledges that there may be undefined things people need that are not best served by that particular HCA.</p>

CALL #1 Homework

*Look at life through the lens of CATSU.
What do you notice?*

CALL #2



Consciousness (The Seven Levels), Co-Creation

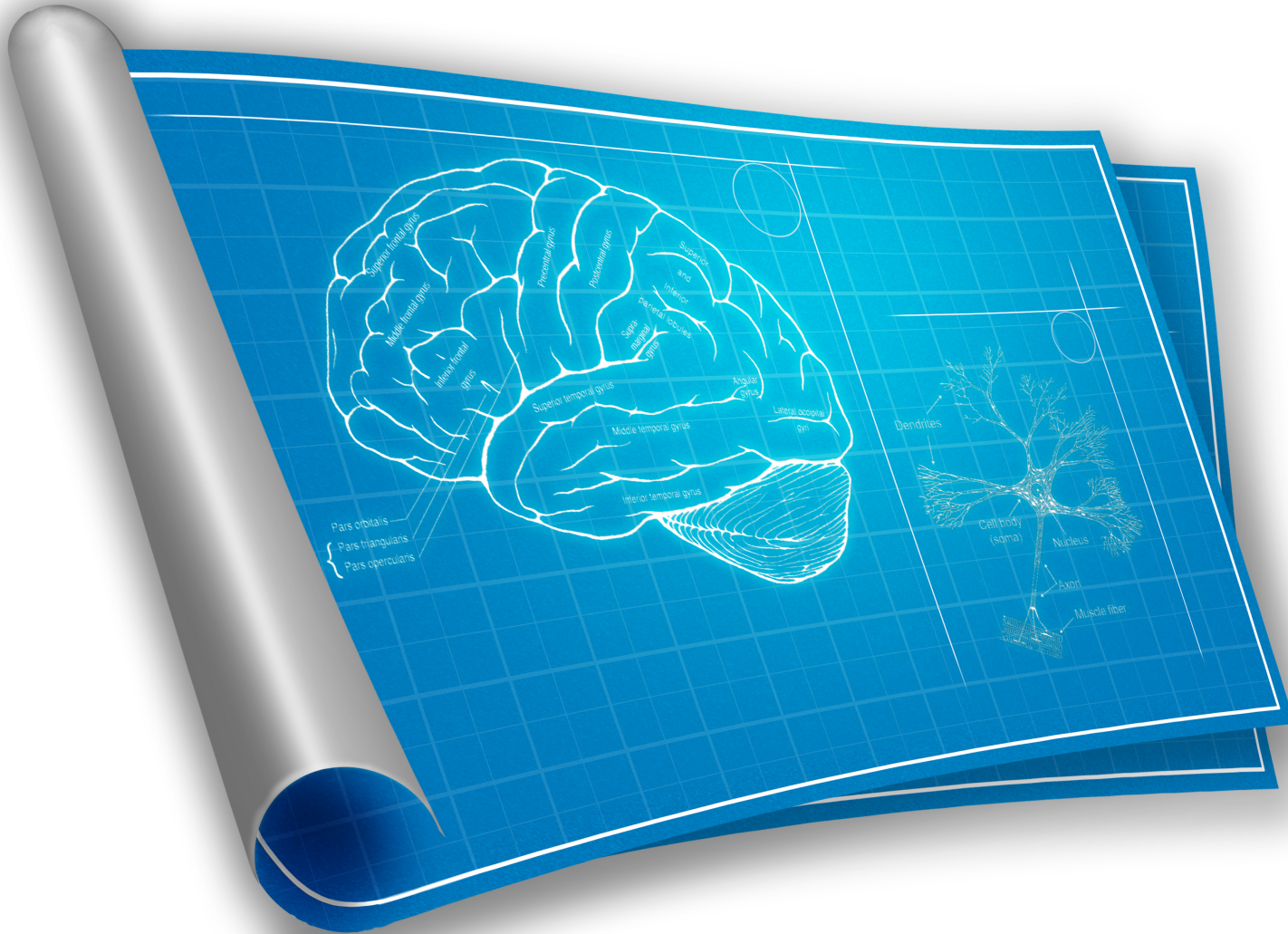
The Seven Levels of Effectiveness

7. SYNCHRONICITY – Working from a true understanding that what is within creates what is outside; focus on creating a positive experience for all; the ability to see the gift and possibility in anything. The realm of “magical coincidence.”
6. INNOVATION – The ability to set aside ego, personal agendas, and perceived restrictions and explore possibilities from all angles; questing for, seeking, and focusing on the most effective solution to the problem or goal.
5. ENGAGEMENT – The desire to bring value, to be a contributor; basic enjoyment of the enterprise; focus on assets and strengths rather than limitations and detriments.
4. COURAGE – The willingness to take a stand against previously held negative or disempowering beliefs and actions, trusting in the possibility of a positive future (often despite current evidence that a positive future is not likely or predictable).
3. FRUSTRATION – The focus on fighting and jockeying for position against (not with) others; the feeling that the external world (both people and circumstances) must be resisted.
2. FEAR – The belief that one must protect against almost certain loss, attack or disappointment.
1. HOPELESSNESS – The fundamental inability to see or work towards a positive future.

CALL #2 Homework

How do each of the Seven Levels speak?

CALL #3



Activation

The Brain ATL and BTL

Part One: Integration Overview

- Integration = the linkage of differentiated parts
- Lower levels of consciousness/effectiveness are correlated with less integration of the brain
- Higher levels of effectiveness/consciousness are correlated with more integration of the brain
- Practitioner's job is to help clients integrate for higher consciousness. In order to do this, practitioner must help clients differentiate and link various aspects of brain and self.
- Integration = the linkage of differentiated parts

HCA and BRAIN INTEGRATION

BRAIN AREAS

1. PFC to AMYGDALA (limbic system)
2. RIGHT Hemisphere to LEFT Hemisphere
3. TASK Positive Network to
DEFAULT Mode Network

ACTIVATION: Creating a Towards State in The Brain

When the brain is Activated, for example by asking with authentic curiosity, there is a positive emotional state and better cognitive functioning, as well as increased perceptual accuracy and openness.

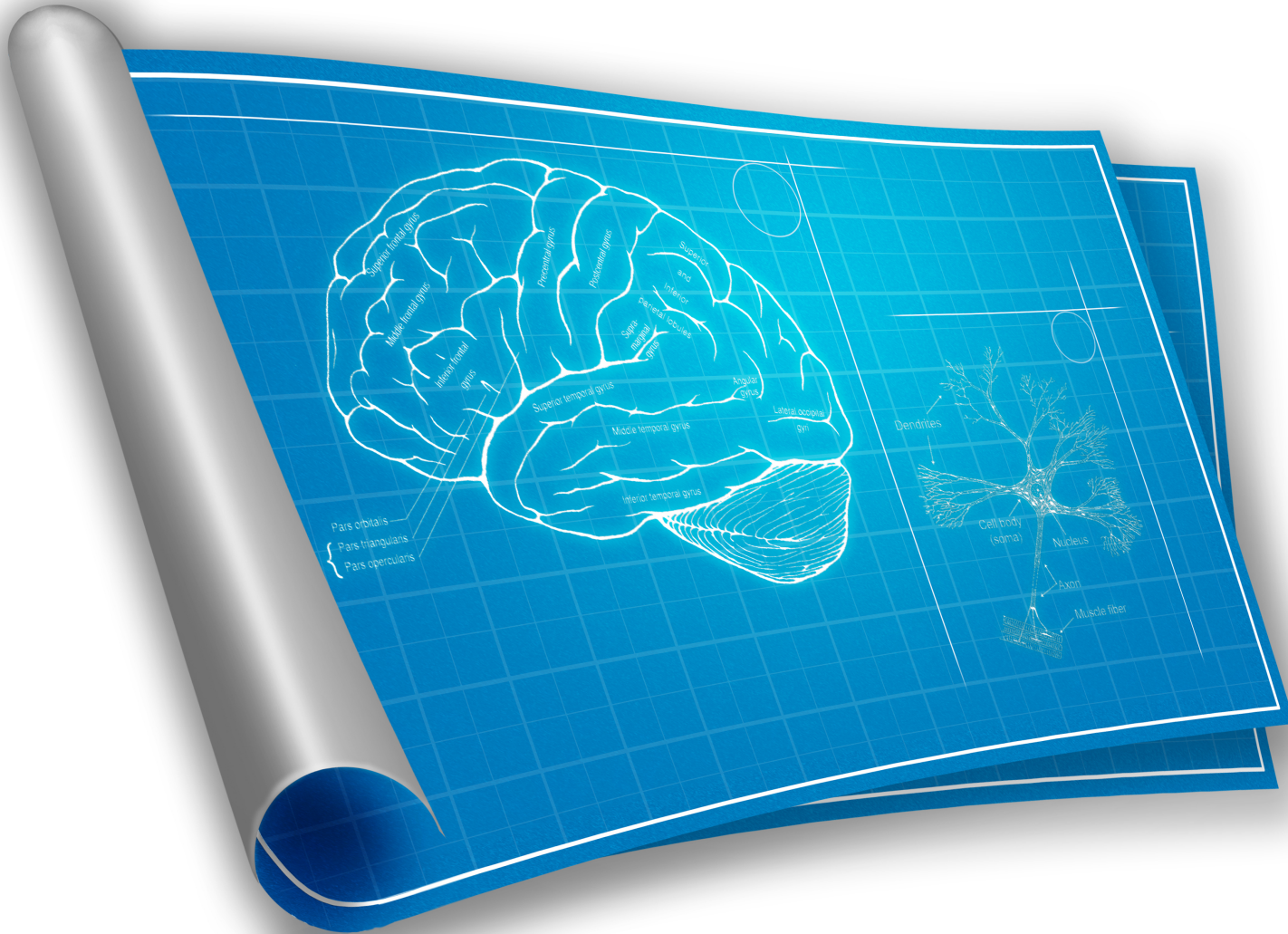
It also primes the brain for effective Advising, Teaching or Telling, in that people's brains stay open and receptive when they feel connected to the person giving the advice or direction, and that it is given with respect.

Advising, Teaching or Telling without relationship and respect, especially emphasizing weaknesses, flaws, or other shortcomings, or even trying to “fix” the problem, creates an “away” state in the brain.

CALL #3 Homework

Notice what you are BEING and DOING. What is your sense of the impact it creates?

CALL #4

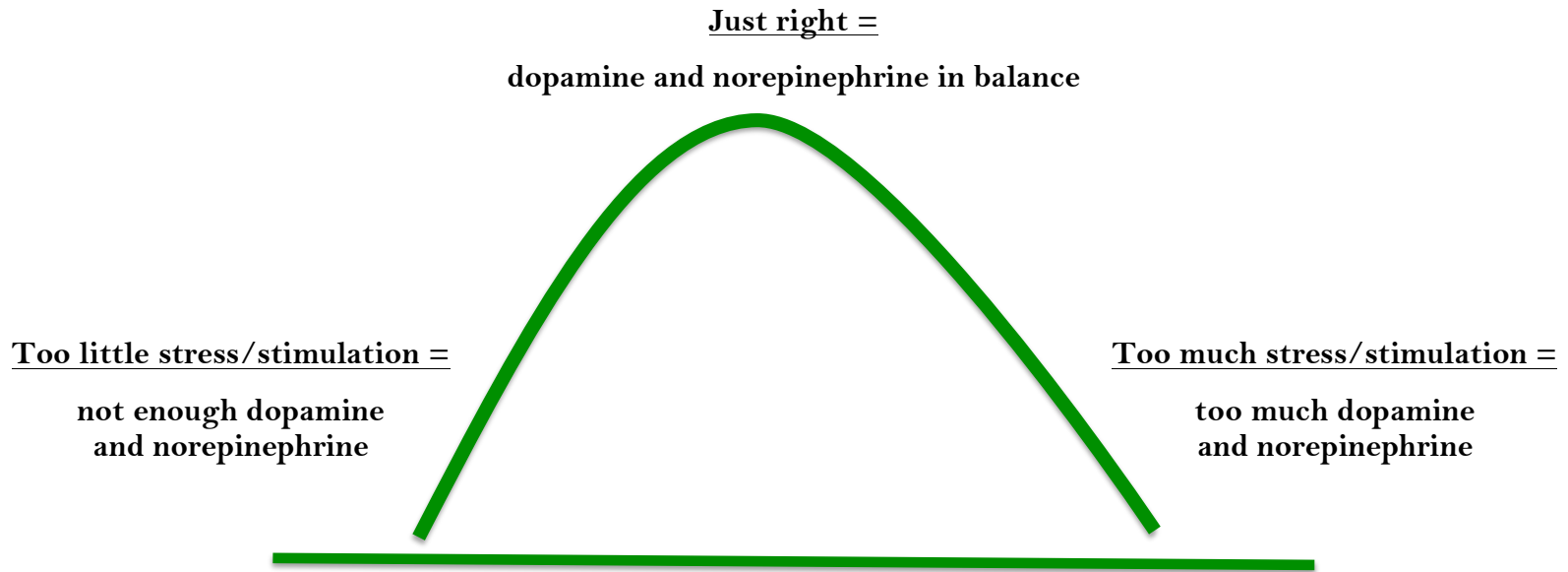


Advising

The Goldilocks of the Brain – Your Prefrontal Cortex

When we are in balance, we have access to high level functioning:

goal direction ~ delaying gratification ~ making and retrieving memories
decision-making ~ understanding what others are thinking ~ abstract concepts



When we are under- or over-stressed, we have impaired functioning:

foggy thinking ~ poor impulse control ~ poor decision-making
poor memory ~ lack of empathy ~ black and white thinking

The Three Rs

RELATIONSHIP

RESPECT

RESTRAINT

RELATIONSHIP



Being connected to the other person; investing time and interest beyond the topic or issue to understand the broader context of their lives; person understands you have their best interests at heart

RESPECT



Two-way street: respect for other person's inherent creativity and resourcefulness; establish credibility that a) you have useful advice to give and b) advice is not being offered to bolster your own ego

RESTRAINT

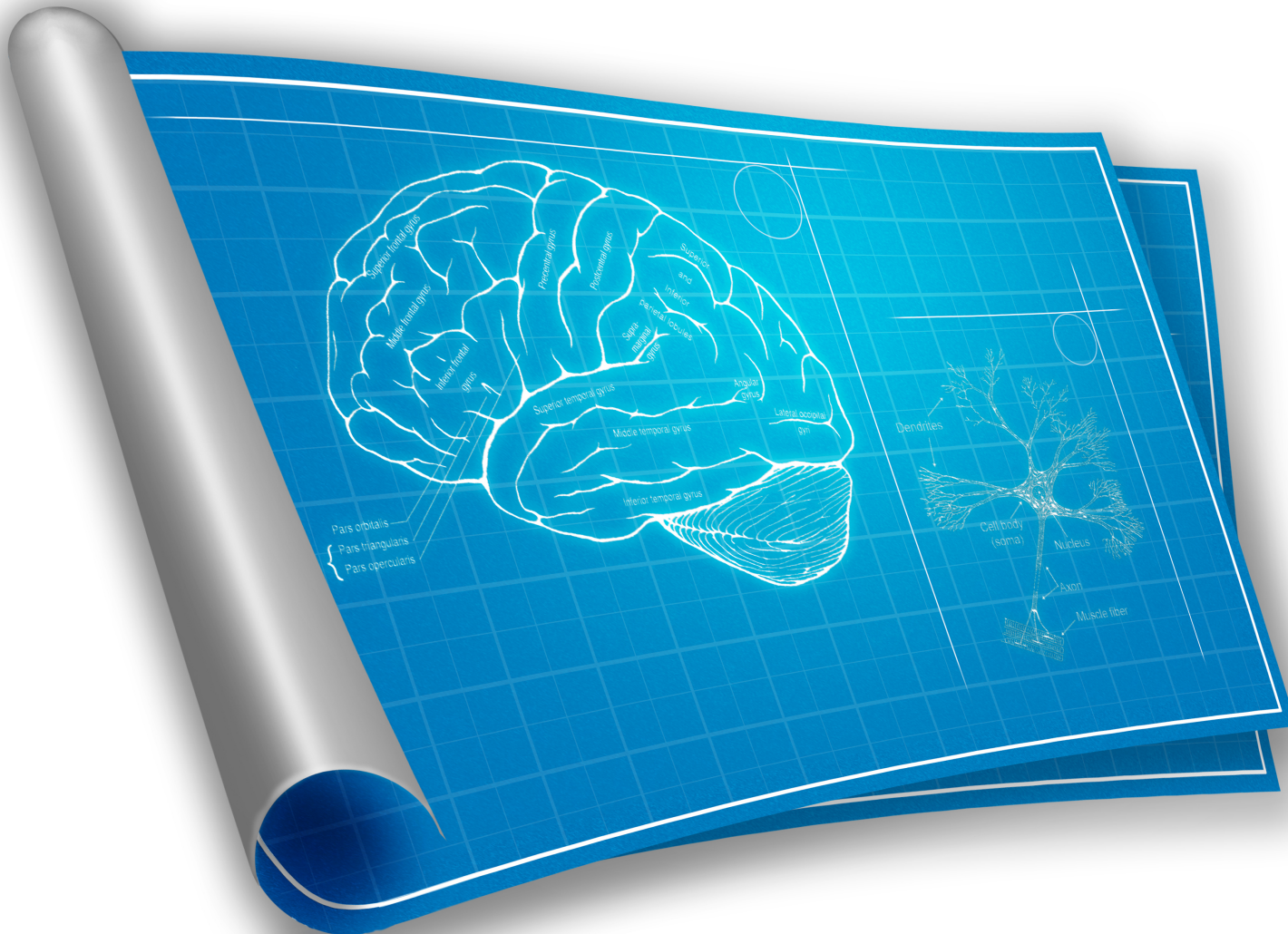


Make sure the other person's brain is in a receptive mode, which occurs when you listen, are curious, demonstrate warmth and openness, and more.

CALL #4 Homework

Make an effort to use the Three Rs and notice the impact.

CALL #5



Teaching and StoryTelling – Just Right

The Two Additional Rs of Teaching and storyTelling

Just RIGHT

You communicate stories and learning points by providing enough information to make sense without so much that it overwhelms and/or bores the other person

RELEVANCY

You make sure all information and stories you share connect directly to the key issue client is sharing, and work to involve the other person while telling stories or teaching critical points

The Food of Teaching and storyTelling

Information

Details

Context



TOO LITTLE

Other person can't connect
Teaching isn't useful/applicable
Story doesn't feel relevant or helpful
Other person feels lost



TOO MUCH

Other person gets overwhelmed
Other person gets bored/disconnected
Unclear where to focus
Key points get lost
Other person gets impatient/annoyed



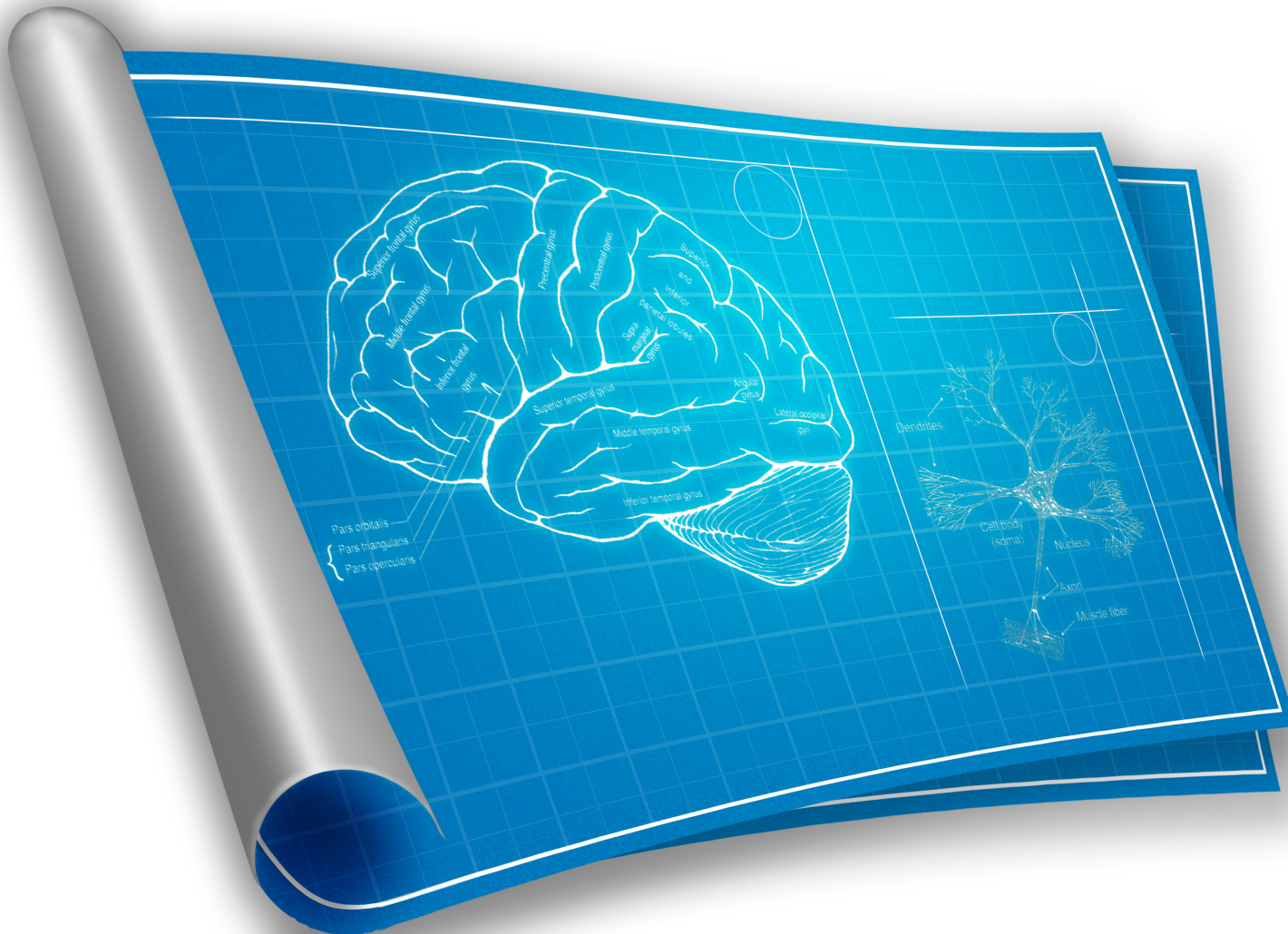
JUST RIGHT

Other person feels connected
Teaching is useful/applicable
Story is relevant and helpful
Trust is created

CALL #5 Homework

Listen and watch for Too Little, Too Much and Just Right. See if you can find a really good example of “just right” storytelling in a movie or on TV or YouTube.

CALL #6

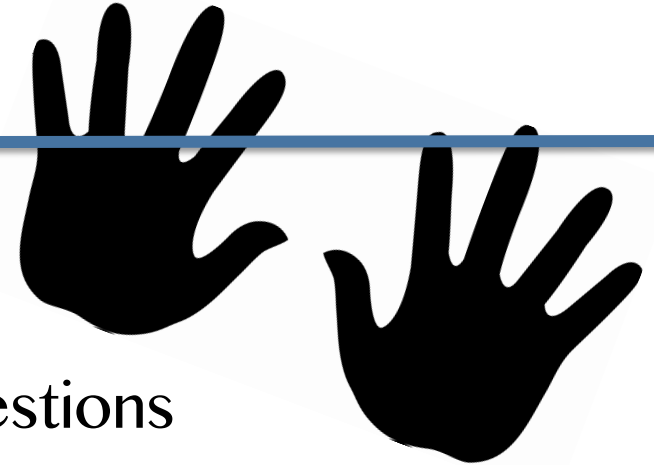


Teaching and StoryTelling -- Relevancy

Relevancy Key Points

1. What is the **POINT** of story or teaching?
2. Keeping people **ENGAGED**
THROUGHOUT the story
3. What does this now **MEAN** to the person or people, personally?

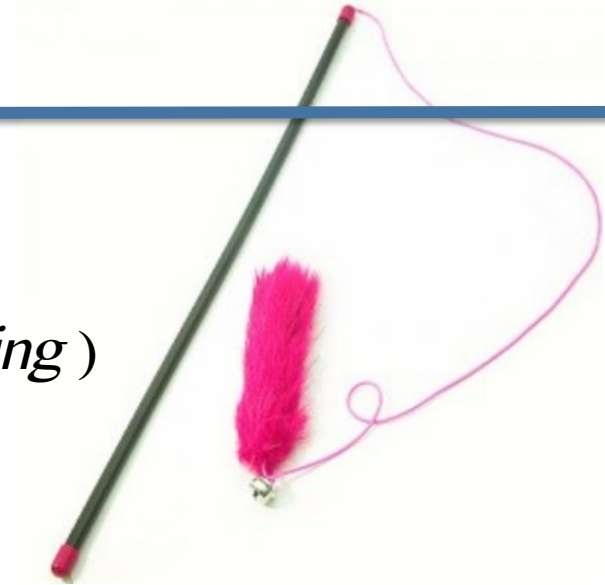
HANDHOLDS for getting to the POINT



- Powerful, open-ended questions
- Curiosity
- Listening to words and energy
- Patience
- Intuition
- Self-managing your own expertise
- Let go of assumptions
- Let go of self-referential listening
- Honesty (don't make it up if you don't have advice)

Maintaining Engagement Throughout

CAT TOYS
(make it irresistible and enticing)



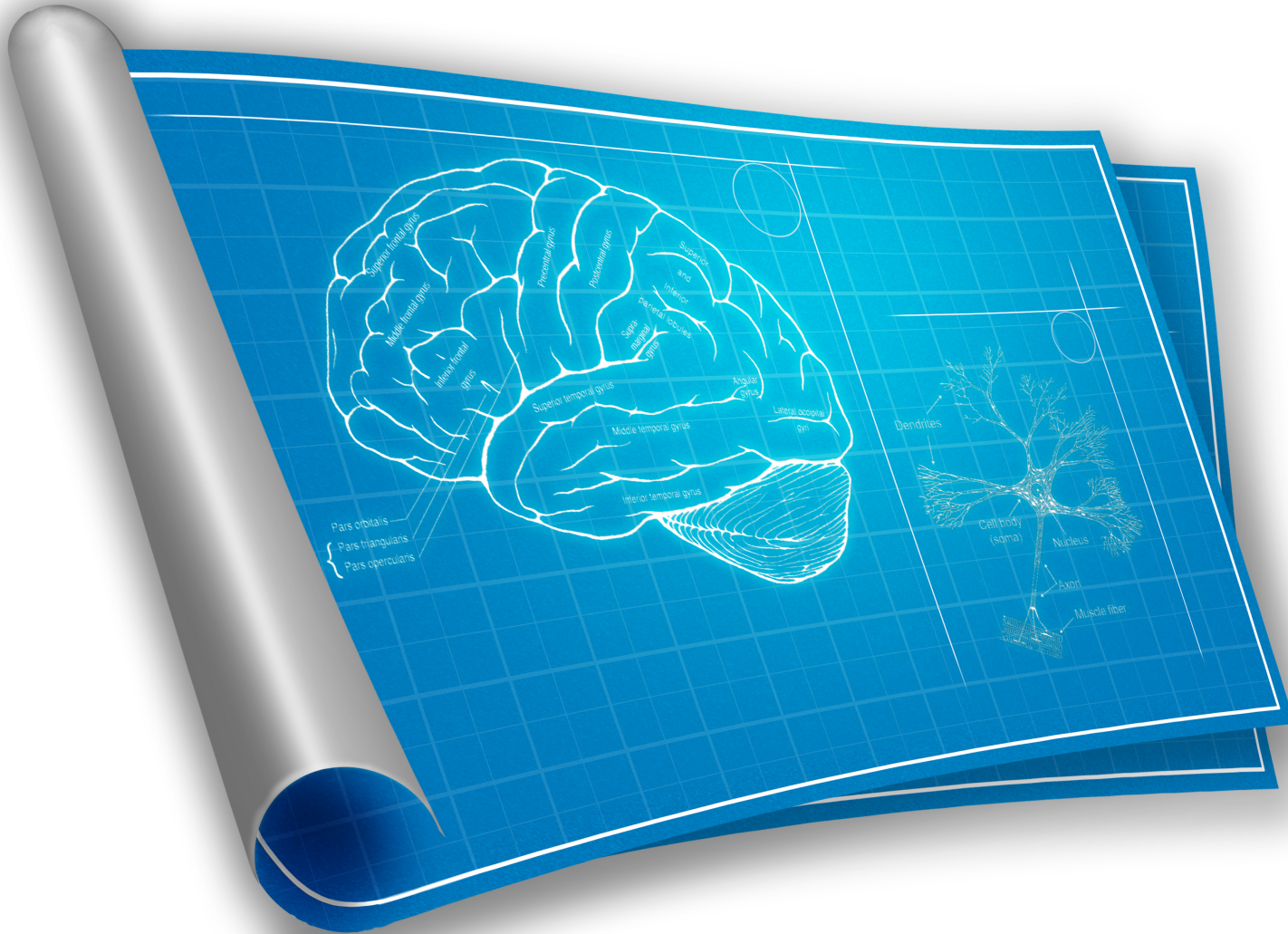
DOG LEASHES
(directly ask or give instructions)



CALL #6 Homework

Teach or tell a story using all FIVE Rs and ask for feedback on the impact you had.

CALL #7



Science and Spirit

THINKING LIKE A SCIENTIST



1. Activation

~ The Three Rs: Relationship, Respect and Restraint

2. Keeping the brain engaged

~ Relevancy and Just Right

3. Creative vs. Reactive

~ The Prefrontal Cortex and the amygdala

4. Being and Doing

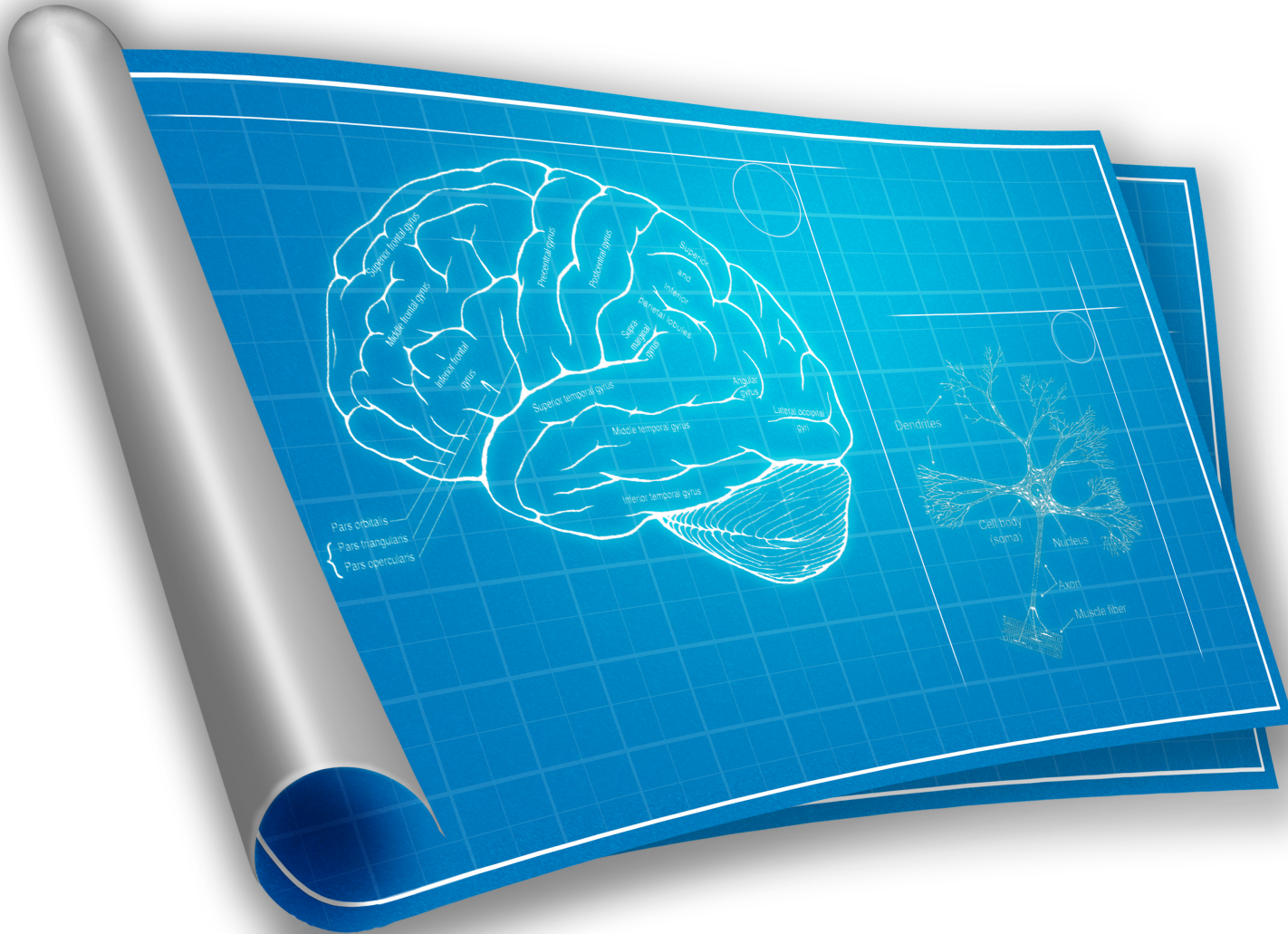
~ The Right H and Left H / Task and Default

THINKING LIKE A MYSTIC



CALL #7 No Homework

CALL #8



Completion

Walking the Ladder

(Above the Line)

COURAGE (read definition):

If you were to stand in COURAGE, what would you most want to contribute to the world?

What animal are you like when you are being courageous?

Standing in COURAGE, what do you hope for, for the people you serve or connect with?

ENGAGEMENT (read definition):

What values do you most live true to and embody?

What do you most want to experience when you are part of a group?

What is the particular flavor of fun that you bring to the world?

INNOVATION (read definition):

What sorts of things make you curious?

When you are creating with someone and time slips away, what are you working on?

What are you like when you set aside your ego?

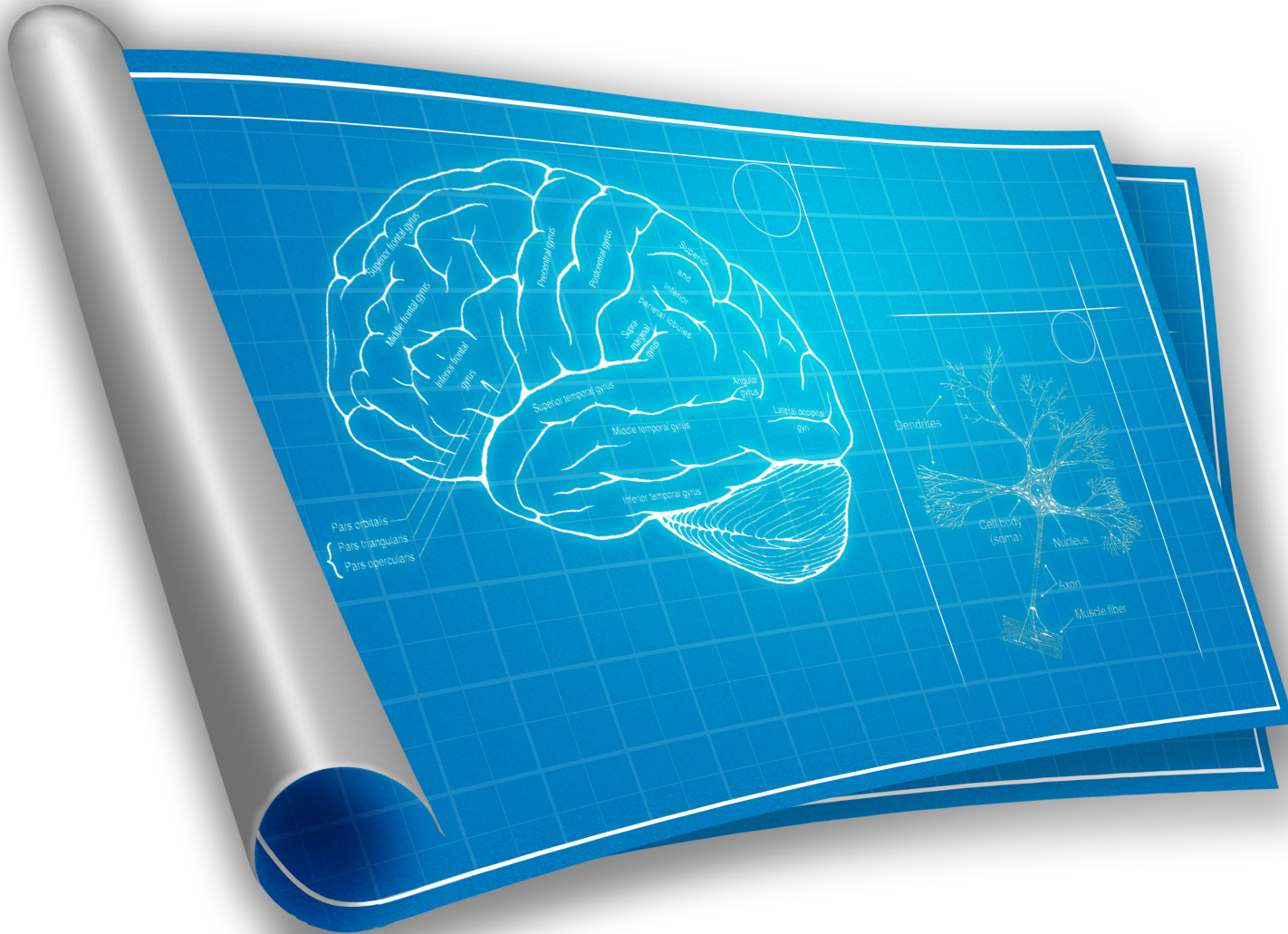
SYNCHRONICITY (read definition):

What have been some difficult times in your life that either do or can inform your leadership?

What unusual things tend to happen to you? Synchronicities?

What personal gifts have you been blessed with?

Human Consciousness Architecture



www.beaboveleadership.com