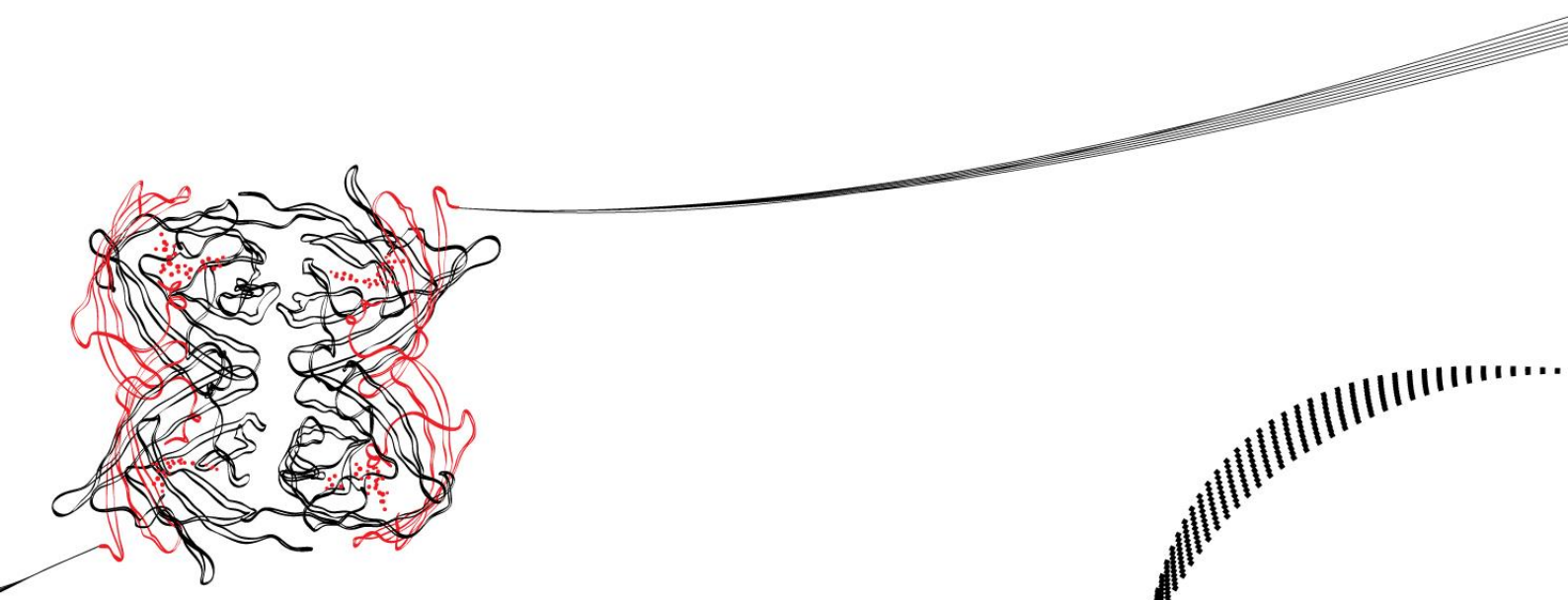
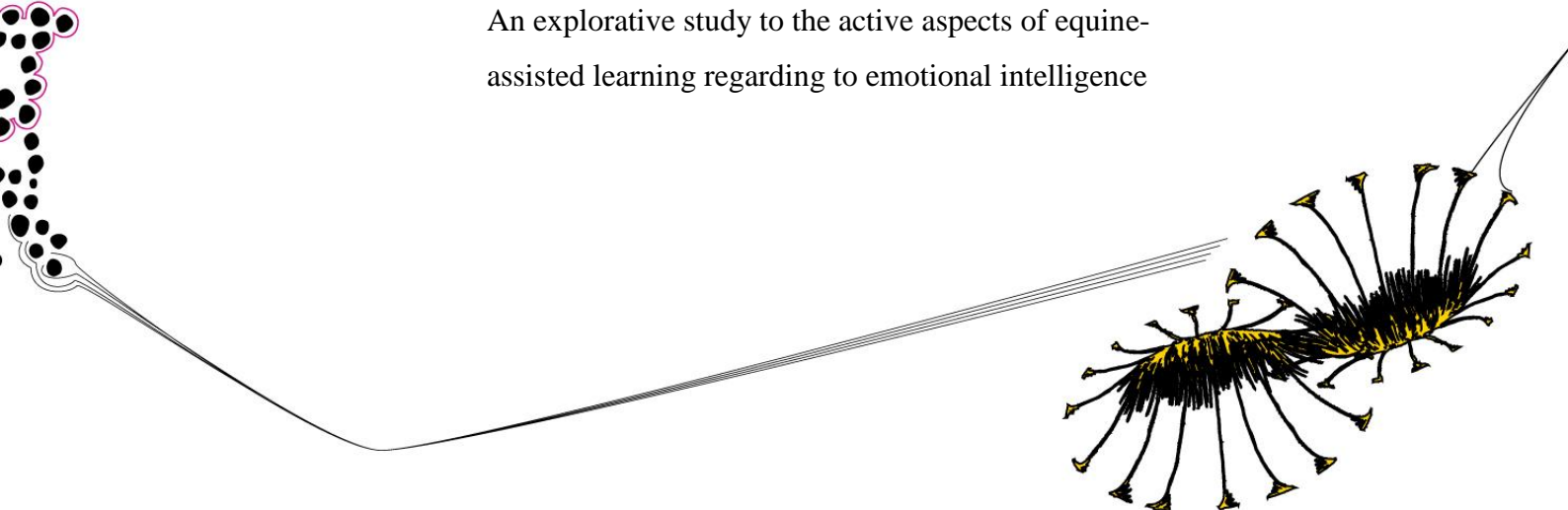




EFFECTIVE LEADERSHIP

An explorative study to the active aspects of equine-assisted learning regarding to emotional intelligence



An explorative study to the development of effective leadership through equine-assisted learning and emotional intelligence, Nancy Grootveld.

Master thesis, Psychology

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"If your horse says "no", you either asked the wrong question, or asked the question wrong."

(~ Pat Parelli)

Abstract

This qualitative study is part of a MSc graduation project with the aim to discover the active aspects of Equine-Assisted Learning (EAL). Furthermore, this study tries to discover to what extent EAL can contribute to the development of emotional intelligence competencies. EAL is a training program with horses as an essential part of the training in order to develop leadership abilities. This study offers a new perspective in leadership development by demonstrating how participating in EAL can contribute to the development of a leader's emotional intelligence. Emotional intelligence is in this study considered as an important underlying mechanism of leadership effectiveness. Focusing on the experience of coaches from the professional field of EAL this study is one of the first to examine the competencies of EAL regarding the theoretical background of emotional intelligence. Horses seem to be effective partners in the training method by providing a direct emotional experience that enables deeper learning. The specific features of a horse such as communicating exclusively non-verbal and the ability to make contact with the human being on the emotional level, gives the opportunity to obtain honest feedback with regard to the authenticity of a person. The presence of a horse in EAL enables the participant to come into contact with their own emotions. This innovative study illustrates how engaging horses in the training program can increase managers self-awareness and their ability to manage emotions in an active and purposeful way of coaching. In other words; the training offers managers and leaders a possibility to focus on increasing their levels of emotional intelligence in an effective and fast manner. Eight semi structured interviews were conducted with experienced EAL coaches which gave insight in the competencies developed during the training. This study revealed that all coaches are working on improving leadership skills during their training but surprisingly none of them focus on emotional intelligence. The data collected during the interviews is afterwards compared with the theoretical foundations of emotional intelligence. The findings provide support for the conclusion that participating in EAL is beneficial for the development of several emotional intelligence competencies. This findings are promising for future leadership development programs.

Samenvatting

Deze kwalitatieve studie is uitgevoerd als onderdeel van een MSc afstudeerproject met het doel te onderzoeken wat de werkzame aspecten zijn van Equine-Assisted Learning (EAL). Daarnaast is geprobeerd inzicht te verkrijgen in hoeverre EAL kan bijdragen in de ontwikkeling van emotionele intelligentie competenties. EAL is een trainingsprogramma waarbij paarden worden ingezet als een essentieel onderdeel van de training met als doel het ontwikkelen van leiderschapskwaliteiten. Deze studie biedt een nieuw perspectief in leiderschapsontwikkeling door aan te tonen hoe deelname aan EAL kan bijdragen aan de ontwikkeling van emotionele intelligentie. Emotionele intelligentie wordt in deze studie beschouwd als een belangrijk onderliggende mechanisme van effectief leiderschap. Deze studie focust zich op de ervaringen van professionele coaches uit het werkveld van EAL en is een van de eerste studies die de competenties uit EAL bestudeert ten aanzien van de theoretische achtergrond van emotionele intelligentie. Paarden worden beschouwd als effectieve partners in de trainingsmethode doordat werken met het paard een directe emotionele ervaring kan opleveren. De specifieke kenmerken van een paard zoals het uitsluitend non-verbaal communiceren en contact kunnen maken met de mens op emotioneel niveau geeft de mogelijkheid om eerlijke feedback te verkrijgen met betrekking tot de authenticiteit van een persoon. De aanwezigheid van een paard in EAL maakt het voor participanten daarnaast gemakkelijker om in contact te komen met eigen emoties. Deze innovatieve studie illustreert op welke manier het betrekken van een paard bij de training ervoor kan zorgen dat het zelfbewustzijn en de capaciteit tot het managen van emoties verhoogt wordt door middel van een actieve en doelgerichte manier van coachen. Met andere woorden; EAL biedt managers en leiders de mogelijkheid om het niveau van emotionele intelligentie te verhogen op een snelle en effectieve manier. Er zijn voor dit onderzoek acht semigestructureerde interviews uitgevoerd met ervaren EAL coaches dat inzicht heeft verschaft in de competenties die ontwikkeld worden tijdens de training. Dit onderzoek toont aan dat alle geïnterviewde coaches zich richten op het verbeteren van leiderschapskwaliteiten maar verrassend genoeg geen van hen richten zich tijdens de training op emotionele intelligentie. De data verzameld door middel van de interviews zijn vervolgens vergeleken met de theoretische grondslagen van emotionele intelligentie. De bevindingen ondersteunen de conclusie dat deelname aan EAL gunstig is voor de ontwikkeling van verschillende emotionele intelligentie competenties. Deze bevindingen zijn veelbelovend voor de toekomstige ontwikkeling van leiderschap programma's.

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1. Introduction

Companies invest money and time to educate and train their employees to become effective leaders in order to keep their organizations healthy (Day, 2001; McCallum & O'Connell, 2009). In our modern society an effective leaders should not only be task oriented but they also should inspire and motivate people along the way (Palmer, Walls, Burgess, & Stough, 2001). An example of a leadership development program that aims to develop this personal and social skills is EAL. In this training the horse is used as a tool for personal and social development in an organizational context (Trotter, 2012). Since the beginning of times humans are attracted to horses and have worked with them in several ways (for example transport, warfare, in sports and therapy). There is empirical evidence that interaction with horses can benefit humans in a therapeutic context (Wolframm, 2013). However, the premise of EAL is the development of management and leadership skills of healthy humans (Andersen & Andersen, 2009; Gehrke, 2009; Maziere & Gunnlaugson, 2015). Despite the fact that this field of practice is increasing explosively limited scientific research has been done in order to develop a true understanding of the different opportunities for horse-human interaction (Wolframm, 2013). In EAL, horses may help humans to develop leadership skills by increasing self-awareness (Gehrke, 2009). This study will therefore focus on emotional intelligence which can be seen as underlying attribute of effective leadership development as potentially active aspects of EAL. Emotional intelligence refers to how effectively one deals with emotions both within oneself and others (Palmer et al., 2001; Riggio & Lee, 2007). The term emotional intelligence is only entered in scientific research since more or less twenty years. However, it gained significant popularity in leadership development (Riggio & Lee, 2007). To develop emotional intelligence with regarding to leadership and managerial skills, a simple classical course or reading about it is not sufficient (Goleman, 1998). Emotional intelligence can increase throughout life when we become more aware of our emotions and those of others, manage this emotions and learn to be emphatic. Goleman (1998) presented a model of emotional intelligence with nineteen competencies arrayed in four clusters. This four clusters of competencies are *self-awareness, self-management, social awareness and social skills* (Boyatzis & Sala, 2004; Goleman, 1998). By the fact that EAL is a growing market it seems that it is a promising method to develop todays leaders social emotional skills. Nevertheless, there is limited research about the benefits of horses in leadership training. The aim of this study is to set the first attempt to get more insight in how EAL can contribute to the development of effective leaders.

2. Theoretical background

2.1 Defining leadership

Leadership is a widely studied subject and rooted in the history of humans and organizations. The premise of leadership is the capacity to provide confidence and to motivate people to the realization of a common purpose (Haslam, Reicher, & Platow, 2013). Effective leaders have the capacity to translate a vision into reality and inspire people along the way (Haslam et al., 2013; Kohanov, 2013).

Leadership is based on the dynamics and interactions between the leader and the followers. At the moment that this interaction is in process, "emotional awareness and emotional regulation become important factors affecting the quality of the interactions" (Wong & Law, 2002, p. 244). This means that an effective leader should be able to communicate emotional messages in an appropriate way to others, also known as emotional expressiveness. Further, effective leaders should be able to regulate their own emotions whilst being sensitive for the needs of other people. According to Avolio and Gardner (2005) emotional expressiveness and emotional contagion are likely to enhance perceptions of authentic leadership.

2.1.1 Authentic leadership

Authenticity refers to how people act and express themselves in a way which is consistent with the inner thoughts, beliefs and emotions of their true self. In this study the main focus in regard to authentic leadership is the development of self-awareness and self-regulatory processes as important factors for effective leadership. Authentic leaders can inspire people and lead them towards a common goal by the development of authentic relations. Furthermore, Gardner, Avolio, Luthans, May, and Walumbwa (2005) argues that "Authentic leaders are also posited to draw from the positive psychological states that accompany optimal self-esteem and psychological well-being, such as confidence, optimism, hope and resilience, to model and promote the development of these states in others" (p. 345).

2.1.2 Developing authentic leadership

To perform higher levels of authenticity a leader should in every situation reflect on his own behavior and questions himself who he is to eventually become more aware of how inner thoughts, beliefs and emotions influence their decisions and actions (Gardner et al., 2005). Avolio and Gardner (2005) argue that "authentic leadership development involves complex processes, and that it is unlikely to be achieved simply through a training program" (p. 322). Besides this, an authentic leader should display high levels of self-regulation which means that a leader possess "emotional self-control" is "transparent in relations to others", and interpret self-related information in an unbiased way also known as "balanced processing" (Gardner et al., 2005). In summary, to reach high levels of effective leadership it is important to recognize own emotions and subsequently regulate these emotions in line with the needs of followers. As discussed before, an effective leader is able to communicate

this emotional messages to associated others. The importance of reasoning with emotions to become an effective leader is outlined in a study conducted by Gilkey, Caceda, and Kilts (2010) who found in their study that problem solving and decision making was executed in the optimal way when people were using parts of their brain associated with emotion, intuition and "gut" responses (Gilkey et al., 2010). The ability to recognize and manage own emotions as well the emotions of others and subsequently reasoning with this emotional information, communicate with others, solve problems and make decisions is called social emotional intelligence (Salovey & Mayer, 1990; Wong & Law, 2002).

2.2 Emotional intelligence

This study will focus on the development of emotional intelligence. Emotional intelligence as defined by Salovey and Mayer (1990) "... the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p.189). With regard to leadership, emotional intelligence means that a leader can give honest feedback, express and manage their own emotions in an effective way to motivate people to work together to a common goal (Goleman, 1998). He also states that people who have high levels of emotional intelligence take more responsibility and have more commitment regarding to both work and people (Goleman, 1998). Therefore emotional intelligence can be seen as an important skill that is possessed by effective leaders (Brotheridge, Lee, Riggio, & Reichard, 2008; Goleman, 1998; Riggio, Riggio, Salinas, & Cole, 2003; Wong & Law, 2002). Rosete and Ciarrochi (2005) conducted a study to investigate the relationship between emotional intelligence, personality, cognitive intelligence and leadership effectiveness. Forty one senior managers completed an ability measure of emotional intelligence, a measure of personality and cognitive ability. The results show that higher levels of emotional intelligence was associated with higher leadership effectiveness (Rosete & Ciarrochi, 2005). Therefore, in this study it seems acceptable to assume that the development of emotional intelligence promotes effective leadership.

2.2.1 *The development of emotional intelligence*

Goleman (1998) states that "Unlike IQ, which changes little after our teen years, emotional intelligence seems to be largely learned, and it continues to develop as we go through life and learn from our experiences-our competence in it can keep growing" (p. 7). It is however not easy to master the emotional skills of leadership (Crosbie, 2005). In order to develop the emotional skills a training program should include several active components in the learning experience (for example physical movement, working together, active experience and practice with new behavior) (Crosbie, 2005; Goleman, 1998). There are many training programs with the aim to develop emotional intelligence with regard to leadership. Generally, these training programs use the background of one of the two major models consisting in emotional intelligence (Riggio & Lee, 2007). The first one is the abilities model which states that emotional intelligence is a domain of intelligence composed of several mental

abilities (Stanescul & Catalina, 2012). The second major model that combines this emotional abilities with social behavior, personality and competencies refers to the mixed model of Goleman (Boyatzis, Stubbs, & Taylor, 2002; Goleman, 1998).

2.2.2 *Models of emotional intelligence*

The study at hand will only concentrate on the mixed models of Goleman instead of the ability model. However, both models assume that developing emotional intelligence can promote effective interaction, the mixed models distinguish between emotional intelligence and emotional competence linked to job performance and managers (Boyatzis & Sala, 2004; Cherniss, 2000). Goleman (1998) defines an emotional competence as "a learned capability based on emotional intelligence that results in outstanding performance at work" (p. 24). The version of Goleman mixed model as used in this study consist of nineteen competences, divided over four dimensions and is centered on the emotional intelligence of managers and leaders, as shown in Table 1 (Wolff, 2005).

The first dimension is self-awareness, which can be explained by recognizing own feelings and how this feelings can impact performance, the awareness of own abilities and limitations, and self-confidence (Goleman, 1998; Wolff, 2005). The second dimension is self-management, which refers to "managing ones' internal states, impulses, and resources" (Wolff, 2005, p. 3). The third one is social awareness, "refers to how people handle relationships and awareness of others' feelings, needs, and concerns" (Wolff, 2005, p. 3). The last dimension is social skills, which concerns "the skill or adeptness at inducing desirable responses in others" (Wolff, 2005, p. 4).

Table 1: Emotional competence inventory

Cluster	Competences
1. Self-awareness	Emotional self-awareness, Accurate self-assessment, Self-confidence
2. Self-management	Emotional self-control, Transparency, Adaptability, Achievement striving, Initiative, Optimism
3. Social awareness	Empathy, Organizational awareness, Service orientation
4. Social skills	Leadership, Communication, Influence, Change catalyst, Conflict management, Teamwork, Developing others.

2.3 Horses as integral part of leadership development

As outlined in the previous sections there are several training programs to help people develop the personal and social skills required for effective leadership. In this study however, the focus will be on one particular training program, horse assisted learning (EAL). This training, also referred to as coaching, aims at leadership development with the use of a horse as essential part of the training (Wolframm, 2013).

2.3.1 Coaching

EAL is usually referred to as coaching in which the coach is facilitating the process. Coaching can be seen as a learning tool that can be used to change behavior of people. Therefore, coaching can be used to improve leadership competencies of people in an organizational context. Despite the fact that there are different kind of coaching styles there is general agreement about some key aspects. Coaching is intended to change behavior which cost time and effort and should be personalized. Another insight is that a coach can see certain behavior, patterns and habits that the coachee is not yet aware of. The coach can help the coachee become aware of this by observing and providing feedback (Gray, 2007; Rock, 2001). The goal of coaching is not to transfer cognitive knowledge about the profession people work in but rather to achieve goals that foster a better personal and organizational performance. The focus is on where people want to go and how they want to reach this goals through a process of self-reflection. The coach can successfully help the coachee to reach their goals by asking the right question instead of just giving instructions (Passmore, 2010). This can also be referred to as facilitating in which the coach facilitates the process and helps people to use their full potential to reach their own meaningful goals (Curtin, 2002; Rosinski, 2011). Facilitating is focused on action learning

through experience which can consist of psychological activities. The facilitator is creating the learning environment and works together with the coachee to identify the specific skills or competencies that are required to perform optimally (Curtin, 2002; Gray, 2007). Important is the reflection throughout the whole process which connects the experience with cognition and involves both cognition and feeling. When individuals learn through coaching to analyze their difficulties and become aware of they approach and solve problems leadership development is occurred. This process will increase a leaders confidence, self-insight and furthermore provides new insights of how they can be effective leaders (Curtin, 2002).

2.3.2 Why horses?

Horses are considered to be effective tools during coaching to develop leadership skills. Because horses are by nature living in a herd and their survival depends on the safety of this herd this ensures that a horse needs to know at all times who is leading and what the intentions of the significant others are. Further, a horse is a social animal and likes to be social involved with members of the herd

which also can consist of humans (Gehrke, 2009; Kohanov, 2013; Wolframm, 2013). One advantage of using a horse to develop personal and social skills is the fact that a horse communicates and responds on nothing else than body language. This benefits humans while human to human communication is only 10% verbal and 90% nonverbal. Yet in our modern society communication is by a large extent through words, by the use of cellphones, messages and email. Therefore it can benefit humans to become aware of this other 90% and relearn to associate our thoughts with body language and the effects of these subtle signs (Andersen & Andersen, 2009; Kohanov, 2013).

Horses have the ability to read our intentions and they react on this while providing humans honest feedback about their nonverbal communication (Irwin & Weber, 2001 as cited in (Trotter, Chandler, Goodwin-Bond, & Casey, 2008). Humans can learn from horses as stated by (Trotter et al., 2008) "Participants learn that if they wanted to change the horse's behavior, they had to change their own behaviors, thoughts, and feelings" (p. 266). A study that shows that horses are responsive for the human stimuli is conducted by Keeling, Jonare, and Lanneborn (2009). The heart rates (HR) of horses and humans were recorded while leading or riding them, leading 10 horses and 20 people and riding 17 horses and 17 people. The horses were Swedish leisure horses and of mixed age, sex and experience. In each test the horse-human pair walked or rode four times between two points A and B (30m), just before the fourth pass, participants were told that an umbrella would be opened as they rode, or led, the horse past the assistant. The umbrella was never opened, so there was no difference with the previous occasions. However, there was an increase in HR for both the person leading or riding and the horse being lead or being ridden. The increase in the HR in horses indicates that when the HR in humans increase the horses became more alert and prepared to react to any potential danger (Keeling et al., 2009).

2.3.3 *Equine-assisted learning*

Towards the end of the 20th century people start to use horses for therapeutic benefits of humans for a broad variety of treatments (for example, patients with eating disorder, anxiety, trauma history, attention deficit, hyperactivity disorder and delinquency) (Lentini & Knox, 2009; Wolframm, 2013). Using a horse as an integral part of the psychotherapy is often described as Equine Facilitated Psychotherapy (EFP) (Wolframm, 2013). In a literature study of Lentini and Knox (2009) a large sample of articles were reviewed in equine facilitated psychotherapy with children and adolescents. The result of this study showed that participants showed improved levels of self-esteem, communication and attention. Also a decrease in depression, aggression and negative feelings was observed (Lentini & Knox, 2009).

Limited research has been done in the field of EAL as Andersen and Andersen (2009) state that "The use of horses as an integral part of a coaching session with healthy humans is a rather new subject and less studied subject than the use of a horse in therapeutic interventions. There is very few

literature about this subject, most consist from non-academic quality in which facilitators/coaches tell about their own experiences of coaching with individuals or teams” (p. 13). There is also somewhat indistinctness about the term used for this kind of coaching in which a horse is included. In this study we will use the term equine-assisted learning because it is a general accepted term. “Equine-assisted Learning (EAL) is similar to EAP but where the focus is on learning or educational goals” (“What is EAP and EAL?” n.d.). EAL aims on the development of personal and management skills in an organizational context. The premise of EAL is that the use of a horse in coaching enables people to become more self-aware, congruent and increase social awareness. Furthermore, involving a horse in coaching means that there is an active experience in which the person can get feedback on his behavior through the reaction of the horse. For the development of socio- emotional skills, active learning is especially useful because it requires active processing to make behavioral changes (Gehrke, 2009; Maziere & Gunnlaugson, 2015; Trotter, 2012).

The fact that a horse is naturally seeking for authentic leadership seems to be useful to develop leadership in humans. Since a horse expects the human to display emotions in a congruent way and connect on an emotional level before cooperating (Maziere & Gunnlaugson, 2015; Trotter, 2012). Based on the theoretical foundations as outlined in this chapter it seems appropriate to assume that EAL can contribute the development of emotional intelligence and therefore increase leadership effectiveness.

Research Question: To what extent does horse assisted education contribute to the development of effective leadership?

Sub questions:

1. How can equine-assisted learning be performed to optimize the learning process ?
 - The impact of the horse in the process of EAL?
 - The role of the coach in the process
2. To what extent does the practice of EAL correspond to the theoretical insight into emotional intelligence
3. What are the active aspects/competencies of EAL in regarding to the development of emotional intelligence and thus leadership?
4. In which way is EAL linked to emotional intelligence (does it contribute to?)

3. Method

3.1 Methodology

The purpose of this study is explorative because it tries to provide an insight on what EAL is and how it can contribute to the development of emotional intelligence. A qualitative research method is in the present study appropriate as it tries to gather new insights. The data is collected by conducting interviews with professional EAL coaches, where the emphasis was on getting the opinions and experiences of experts in the field of EAL. To experience the possible impact of the training and in order to comprehend the events and circumstances described by the respondents the researcher engaged in a two-day training session of EAL. This gave the opportunity to directly experience what is taking place rather than only rely on verbal information because “what people do can differ from what they say they do” (Cohen, Manion, & Morrison, 2007, p. 396).

3.2 Respondents

For the purpose of this study we were interested in the vision and motivation of professional EAL coaches in practice. The participants consisted of eight coaches who were not randomly chosen but selected as it was assumed that their expertise could be a valuable addition to this research. Considering the diversity of target groups within the general field of EAL, there has been an inclusion criteria established. This inclusion criteria meant that the coaches who are invited for the interview coach primarily people that operate as managers and leaders, related to teamwork. The respondents were selected out of two groups with a different background of education. The first group consist of four coaches who were educated at Educatief Centrum de Keulseweg (ECK). This center educates people as equine-assisted coach in their training institute and is registered by CRKBO (“educatiecentrumkeulseweg”, n.d.). The other group of respondents is associated with the Horsedream concept for horse assisted learning and have partners all over the world. “The Horsedream is closely involved with the European platform, EAHAe and are aiming at working together and share ideas about information, communication, education, certification, research and publication for the benefit of every kind of horse-assisted education” (“Horsedream”, n.d.). This data sample consist of 3 men and 7 women living in the Netherlands excluding one woman who is living and working in Germany. Characteristics are represented in Table 2 (p.17).

Table 2; Characteristics

Data sample characteristics (n=8)		
Gender	3 Male	7 Female
Association	4 Educatief Centrum De Keulseweg	4 Horsedream
Education	5 with a master degree; Psychology, Business & Management, Business science, biological scientist	5 with some college or bachelor degree, and additional courses: Deepening language, NH. NLP and Post HBO.

3.3 Data collection & procedure

Data was collected between March and April 2015 and the semi-structured individual interviews took more or less one hour. The respondents were contacted by phone and asked if they wanted to participate in the study. After agreement the respondent received a brochure with information about the procedure by email (see Appendix I). Before the start of the interview the informed consent was signed and a short background about the purpose of the study was given by the researcher. Every respondent then received the same instructions about the expected time, recording and anonymity of the data. The full instruction and explanation can be found in Appendix II.

3.4 Interviews

The eight semi-structured interviews were conducted by using an interview protocol. Relevant subjects were selected based on the literature review which served as a guideline for the topic list see Table 3 (p. 18). Interview questions are asked about the process and phrases of the training, the role of the horse during the training, the role of the coach and the models and theories used to justify the method. For example “*How is the method of working been established and are there differences with colleagues?*”. Furthermore, specific questions about which aspects participants can develop throughout the training for example “*Which aspects with regarding to personal and emotional development are developed throughout the training*” see Appendix III for the complete topic list. In advance of the first interview a trial interview has taken place to find out if the topic list was fulfilling and if a theme should be added or removed.

Table 3: Topic list

-
1. What is your experience in working with horses (In EAL?)
 2. How often are you giving the training with the use of a horse?
 3. Can you describe the target group (examples)
 4. How would you describe the role of the horse during the coaching?
 5. What does a horse add in the coaching process? What makes the experience with a horse unique?
 6. How do you think the same training would go without a horse?
 7. What is the role of the coach during the coaching process?
 8. In which way is your method of working established? Does it differ from colleagues and if so, how?
 9. Can you tell something about the phenomenon “mirroring of the horse?”
 10. How does this kind of coaching relate to being authentic? And how is this related to leadership development?
 11. Please describe as precisely as possible how the activities look like?
 12. Can you describe some specific exercises
 13. Which skills are developed throughout the training? With what thoughts?
 14. What are the phases and goals?
 15. How can the coachee use and translate this experience to daily life or work situations?
 16. Which competencies of personal and emotional development are addressed during the training?
-

3.5 Analysis

First the interviews were recorded and fully transcribed in a word document. These transcripts analyzed according to an inductive content analysis. Content analysis is appropriate in the study at hand because it reflects on the data through the use of emerging themes (Cohen et al., 2007, p. 475). To do so, the quotes in the interviews were divided in fragments and coded by a temporality code extracted from the literature. By constant comparison the interviews are coded until no new labels emerged and all the interviews were analyzed. Subsequently, the emerged labels were categorized to form domains that considered to be important a process also known as “domain analysis” (Cohen et al., 2007, p. 479). Some domains are removed and others merged into one subtheme. On the basis of this process the data matrix emerged in which eventually eight main themes and their related subthemes are defined, see Appendix IV for the data matrix. First a frequency table of the sub themes was conducted (p. 19), second the significant findings were described per main theme and accordingly searched for competencies described by participants. It should be noted that the different themes are not all named in every interview what made comparing the interviews complicated.

5 Results

The interviews are coded by using the data matrix, see Appendix IV, in which seven main themes and the most important key findings were identified. Table 4 shows the main and- subthemes with the corresponding frequencies. The competencies in the frequencies table are named by the respondents and can be directly translated to the model of Goleman (p.12 Chapter 2). The results are illustrated by the main theme in the following section. Respondents classified with the code `K` are associated with Educatief Centrum de Keulseweg in contrast respondents classified with the letter `H` are the coaches associated with the Horsedream concept.

Table 4: Frequencies table

Main theme	Subtheme	Frequencies
The impact of a horse in the process	The horse is the coach	5 Respondents
	The horse serves a catalyst	7 Respondents
	The horse address to emotions	8 Respondents
	The horse is living in the present moment	8 Respondents
	A horse does not judge	5 Respondents
The role of the coach	Asking in depth questions	8 Respondents
	Facilitate	7 Respondents
	Responsible for safety	3 Respondents
Models and theories	Other named theories	2 Respondents
	Emotional intelligence	3 Respondents
Basic principles of learning in EAL	Experiential learning	6 Respondents
	- <i>Awareness</i>	5 Respondents
	- <i>The use of metaphors</i>	8 Respondents
Competencies	Self-awareness	8 respondents
	Accurate self-assessment	2 Respondents
	Self confidence	5 Respondents
	Emotional self-control	1 Respondent
	Transparency	8 Respondents
	Adaptability	2 Respondents
	Empathy	6 Respondents
	Communication	4 Respondents
	Influence	4 Respondents
	Leadership	8 Respondents
Leadership	Authentic leadership	8 Respondents

4.1 Conditions to participate in EAL

The practical set up of the EAL coaching is in general the same for all coaches and the following phases are mentioned by every respondent, introduction, observing the horse, different exercises with the horse which are facilitated by the coach. Five coaches mention that the participation in EAL should always be voluntary and the coachee should be ready on a certain level to open up for emotions (*Resp. 2-K, 4-K, 5-H, 7-H, and 8-H*). Fear can be an emotion to work with during coaching however, too much fear can be a limiting factor (*Resp. 7-H & 8-H*).

4.2 The use of theories and models

In this study there was no general agreement found in the use of theories that serve as a background for the EAL method and it seems that the use of a theory generally happens intuitive. Three coaches mention the theory of emotional intelligence in general during the interview (*1-K, 5-H and 7-H*). One respondent is stating about emotional intelligence and EAL: *“I think EQ is about to be aware of what you are feeling and to be sensitive about what other people are feeling and to use emotions as a sense of experiencing the world. We are always looking with our eyes and hearing with our ears but we do not use our emotions to get information from the outside world. But it is not something I am telling to the coachee, it’s something they can experience through the training”* (*Resp. 7-H*). An important finding however is that none of the respondents are actively using the theory of emotional intelligence in their method of coaching and neither as background in the development of their method.

4.3 The impact of a horse in the process of EAL

The role of the horse during the coaching is mainly described as the coach or mentor in the process (*1-K, 2-K, 3-K, 6-H and 8-H*). For example *‘the horse works with the coachee and the coach is the one who observes’* (*Resp. 1-K*). One of the respondents states *“the role of the horse during coaching is a leading role”* (*Resp. 3-K*). Furthermore, five respondents consider the horse also as a catalyst for emotions in the inner person or within a team during the training (*2-K, 5-H, 6-H, 7-H, 8-H*). As one of the respondents explain that in contrast to interpersonal communication between humans, it is often easier to communicate with a horse (*Resp. 7-H*). Another respondent explains this as following *“the horse claims inner attributes from a person and makes this attributes visible”* (*resp.5-H*). By extension (*Resp. 8-H*) explains *“the horse teaches us to look at our self in a way that we are not aware of in everyday reality, to point out the things we do automatically in everyday life and become aware of this attributes and behavior”*.

This results show that a horse plays an important role in the process of EAL and this is further emphasized in the specific characteristics that are described by the respondents. At first all respondents agree that a horse is suitable for coaching because a horse is living in the present moment. This seems

to benefit the coaching process because it gives the opportunity to immediately get feedback on displayed behavior. Second, all coaches agree that a horse contributes to the coaching process for the ability to connect directly to the emotional feeling of a human. They believe that with a horse involved it is easier for a person to open to their emotions. One respondent states that *"horses react in a pure and clear manner and this reaction does something on emotional level with people also it seems that people open themselves up faster than when they are confronted with another human, in a training room or sitting on a desk"* (Resp. 6-H). Another respondent answers in line with this *"without a horse you have to find a key to the emotions, this will in general not be so deep as when a horse is involved"* (Resp. 7-H). Another respondents explains that without a horse a person can consciously or unconsciously manipulate the coach or team members because of social desirable behavior (Resp. 4-K).

In general the coaches believe that with a horse involved a direct experience for the coachee is created which makes the coaching faster and easier. Finally five respondents describe that a horse benefits the coaching process because a horse does not judge another being by appearance or status (Resp. 3-K, 5-H, 6-H, 7-H and 8-H). One respondent (5-H) describes this as following, *"the horse react on a person without intent in past or future and communicates on an emotional level"* Respondent (8-H) explains in line with this *"the horse has no notion of your cultural standards and preconceived politeness"*. Respondent (5-H), *"A horse will not react on the socially desired behavior that humans develop throughout life and will only see and confront you with your true self"*.

4.4 The role of the coach

All eight respondents agree that the role of the coach is to explore through questions what is happening in the inner feeling of the coachee. The coach observes the coachee and ask, in-depth questions to the coachee. (Resp. 1-K) *"the coach will try to discover a pattern in the behavior and attitude of the coachee"*. In this way of questioning the role of the coach is to refer to the emotions about what is going on in the process. *"what did you feel during the observation or exercise?"* (Resp. 7). Another respondent is giving the following example, *"did you pay attention of what was happening to the horse?"*(resp. 4-K). The coach gives feedback about what he observed both in the person and the horse. All respondents stress the importance of the interpretation of the horses behavior with regarding to the coachee. It is pointed out that the coach will not interpret the meaning of the behavior of the horse in any way. The interpretation of the reaction and behavior of the horse will always be done by the coachee in which there is no right or wrong perception. The coach only tries to help the coachee to give words on what is happening. As stated (Resp. 2-K) *"The person or team draws his own conclusion and link this to their own values and judgements, the role of the coach is not that of an advisor but to help seeing things, guiding the process, challenge the coachee to the use of metaphors to link situations to their everyday life"*. Finally the role of the coach is to facilitate the learning environment by giving specific tasks.

4.5 Learning by experience

Learning with a horse involved means that there is the possibility to immediately experiment the new behavior and insight. *"Knowing is experiencing and you involve your whole body, you think about this, you feel it, and you hear yourself saying this, this is something you do not learn in a classroom"* (Resp 1-K). Learning through experience is named by the respondents as the common theme through all exercises. (Resp. 1-K, 2-K, 3-K, 4-K, 7-H and 8-H), *"It is about how you perceive the information within yourself, and subsequently what you do with it"* (Resp. 8-H) and *"The common theme in all exercises of EAL is to generate experience through interaction with the horse. From a direct experience one can become aware of their behavior and new insight can arise which in turn can change behavior"* (Resp. 4-K). The respondents furthermore named two aspect of experiential learning during the interviews namely becoming aware of oneself and the use of a metaphor. This will be further discussed below.

4.5.1. Creating awareness

Five respondents believe that a person can learn in EAL because it gives a chance to become aware of your own behavior and the results of this behavior. They believe that a horse reacts on, and recognizes patterns in non-verbal communication. (1-K, 2-K, 6-H, 7-H and 8-H). One respondent describes how one can become aware of behavior during an exercise with a horse, *"What you often see is that people are merely concerned with the given instructions for a task for example bring a horse from A to B. The coach observes this and let the coachee become aware of the fact that they did pay attention to the reaction of the horse during the task"*. (Resp. 2-K). And another respondents describe *"The horse is teaching us to look at our self in a way we are not aware of in everyday reality. In this way we bring to the surface what people automatically execute in different situations but which they are not aware of"* (Resp. 8-H).

4.5.2. The use of a metaphor

All coaches emphasized the use of metaphors as an important component during the EAL training. This means that the experience with the horse during the training can be translated to work experience or everyday life situations. One respondent describes this as following, *"Mostly the coachee is already giving an explanation about what he or she is experiencing, the coach can challenge the coachee to the use of a metaphor. This will enable the coachee to make the transfer from the present moment to starting to recognize and link this to work situations. For example, `the horse is like my board of directors` or `the horse is like my boss`"* (Resp 2-H). Some respondents add to this that they believe that in principal there is no difference between what is happening in relation to the horse and in normal life situations because a coachee is bringing himself to the learning situation *"If the coachee is doing something in a certain way for three times then we assume it will be no difference in behavior in another situation"* (2-K, 3-K and 5-H)

4.6 Leadership

Some important quotes about leadership development with regarding to human organizations are outlined first. In this quotes the participants describe why they believe that a horse can help humans to develop leadership. In particular the development of authentic leadership is mentioned by all respondents. This findings are further described in section 4.7.

- *“When you speak about leading a team it is often about different leadership styles. Horses are very professional in taking different roles to lead the heard. There is a horse who is going in front and one who is going behind. And this is not an question of who is better but a question of what is needed. This is a good thing for teams to think about because there are different competences needed in different situations and this is important to survive as a leader in an organization” (7-H).*
- *“you can work on leadership by involving the horse because if a horse is not cooperating you can ask the coachee “what are you planning to do?”. This is the same in an organization, if an employee is not working well you have to question why this is happening” (7-H).*
- *“At the moment you want to lead a horse and you want something to happen you have to be very clear about the essence” (8-H).*
- *“Leadership is about being clear, giving direction and offer safety, the leader is giving value to the group. This is the same for human organizations and the herd of the horses”. The horse can therefore help a human to develop leadership because when a human can offer this to the horse he will be seen as the leader of the group” (3-K).*

4.7 Authentic leadership

By all respondents authenticity and congruence are seen as important parts of the EAL training with regarding to leadership development. The respondents emphasize that with the use of the horse people can find their own authenticity and work on this while interacting with the horse. As one respondent is stating *“A person can tell others that he is a leader but when this person is not congruent the horse is not cooperating. A horse does not find it attractive by nature when a person is incongruent” (Resp. 1-K).* One respondent describes the importance for a team to be congruent. *“if the horse feels the disagreement between the members of the group he will not cooperate because a horse does not like uncertainties, the team has to act as one and find an solution in which everyone agrees” (Resp. 7-H).* Another respondent is stating the importance of authenticity referring to the real intentions of an action *“A horse only understands what your intentions are in the present moment and he does not follow your own agenda and neither can fill in for a person what should be happening in the future. This is why you have to learn to be very clear in your intentions and the communication of this intention” (Resp. 8-H).* One respondent is pointing out further why coaching with a horse involved can

develop authentic leadership. “ *In moments of uncertainty you often see that a certain level of incongruent occurs between the thinking and the reaction of the body. The horse can only react to one of the two, so when the body is mirroring something else than the meaning or intention of the person the horse will get confused. The horse gives you a chance to understand where you are standing at that particular moment and to learn to be clear where you want to go. This is leadership development because when you return to yourself being clear in your intentions you will have the ability to take other people with you and lead them in the right direction. Horses will help you to get close to your authenticity because this is the only kind of leadership in which they feel safe and will respond*” (Resp. 5-H).

4.8 Competencies

The results show that through the four clusters of the emotional intelligence model presented by Goleman (1998) (p. 12) ten evident competencies emerged from the interviews namely; emotional self-awareness, accurate self-assessment, self-confidence, emotional self-control, transparency, adaptability, empathy, communication, influence and leadership. In the following section this results will be discussed for each cluster with the most important corresponding competencies. For all quotes see Appendix V.

4.8.1. Cluster; self-awareness

In these cluster self-awareness all three competencies can be developed throughout the EAL training. This three competencies are emotional self-awareness, accurate self-awareness and self-confidence. There is consensus among the respondents that the competence “*self-awareness*” can be developed while engaging a horse in coaching by addressing to the emotions of the coachee. One respondent is explaining this in the following statement “*In other training the coach refers often to what you know and what you experience in your head. It is a different kind of question to ask, `what do you feel?`*” (Resp. 7-H). It seems that a coachee during EAL can learn to distinguish the different feelings they experience which can be transferred to everyday life. One respondent is giving the following example of learning to examine certain feelings. “*When a person admits that he or she is feeling fear it is possible to examine this feeling. Is it a real fear because the horse is big and unpredictable or is the fear a more cultural mechanism because the respondent is afraid to commit a social blunder?*” (Resp. 8-H). The competence “*accurate self-assessment*” is named by 2 respondents as a competence that people can develop throughout the EAL training (Resp. 1-K & 2-K). The coach can ask questions to activate self-assessment for example, “*I saw something happening, do you recognize the way you are dealing with this situation?*” (Resp 2-K).

Finally, the results suggest that a person can develop “*confidence*” by participating in EAL (1-K, 3-K, 5-H, 7-H and 8-H). At first the results shows that working with the horse in general already improves self-confidence of people because it is a large and unpredictable animal (Resp. 1-K, 7-H and 8-

H). Secondly, it is considered that one aspect of self-confidence is knowing how to keep a comfortable distance between you and the other by setting boundaries. It seems that involving a horse in coaching enables people to develop this competence. One respondent explains this as following *“the coachee had to send away the horse and the beautiful thing that happened was that she discovered that the horse held no grudges against her and came back to her on an appropriate distance. This is how she worked on the fear of setting boundaries”* (Resp 3-K).

4.8.2 Cluster self-management

Emotional self-control, transparency and adaptability are competencies of the cluster self-management that seem to be developed in EAL. All coaches agree that with the support of a horse during the coaching a coachee can develop **“transparency”** and learn to be authentic. As outlined before a horse is responding on authenticity and therefore will demonstrate in his behavior if a person is transparent *“At the moment you try to appear tough and self-assured but in fact you are not feeling this in your inner self, the horse will immediately notice this difference and will not cooperate”* (Resp 2-K). **“Emotional self-control”** is named by one respondent *“As coach you can push until the moment arrives that the coachee leaves the comfort zone and get challenged, the way a coachee will handle this situation will give a lot of information about the person”* (Resp. 2-K). This can teach the coachee to stay focused and clear under pressure by recognizing similar situations in work situations.

4.8.3 Cluster social-awareness

Six of the eight respondents believe that **“empathy”**, can be developed throughout EAL training. Empathy can be seen as the capacity to understand what other people are experiencing or feeling (1-K, 2-K, 3-K, 5-H 7-H and 8-H). It seems that one way to develop this competence is by feedback of the coach for example *“did someone notice that this person was afraid and what did you do with this information? And furthermore “How would this have been in your working environment when you notice that a colleague is having fear for something?”* (Resp. 2-K and 7-H). One respondent gave an example of how the engagement of a horse can develop this competence *“In some exercises people are starting to see that they have certain competencies and skills but that the contact with the other person is missing. People often think that other persons will just follow their orders. While working with horses people become aware that there can be resistance in the other because the horse will simply not cooperate when there is no contact and attention and this is a powerful signal to learn from”* (Resp. 5-H).

4.8.4 Cluster social-skills

From the last cluster Social-skills; emerged three competencies, leadership, communication and influence as active learned aspects through EAL. With regarding to the competence **“communication”** four respondents gave an example how this can be developed throughout the training (1-K, 6-H, 7-H and 8-H). *“The coachee will have to work with a horse who does not speak your*

language. So you learn to think about which other ways there are to communicate. Furthermore, which role plays the body language or emotions?” (Resp. 7-H). And another respondent described “To ask a horse if he wants to do something for you without speaking the same language will place new demands on how to address a message to the other. The horse will give you feedback about how clear your message is and this will not be covered with cultural and social desired behavior because a horse is pure” (Resp. 8-H). Another respondent is stressing the importance of non-verbal signals when a person is communicating. “Everything you think will give a signal in your body and horses have the ability to see and recognize this small changes. When you will become aware of this you can work on this during EAL with the support of the horse” (Resp. 6-H).

Besides the competencies leadership and communication, “**influence**” is a competence that can be developed which is mainly described as “motivate others” (2-K, 6-H, 7-H and 8-H). While working with the horse this competence can come in different ways to the surface. One example named by a respondent is “Motivation is an aspect you can see in the way people leading a horse for example pulling the rope if you want something from the other. And then is there the possibility to let the coachee become aware of this and find a solution” (Resp. 7-H).

5. Conclusion

This study aimed to explore what aspects are learnt in EAL throughout the training and which factors can contribute to the development of emotional intelligence with regarding to effective leadership. After answering the sub questions a conclusion is given about the main question: “To what extent does EAL contribute to the development of effective leadership?”. The results show that there are different kinds of elements in EAL that determine the success of the training. The most important results are described below.

1. How can EAL learning be performed to optimize the learning process?

Two main themes emerged from the interviews which are important to answer this sub question. The first one is “*the impact of the horse in the process of EAL*”. According to the results in this study the role of the horse can be considered as important to optimize the learning process. The horse is working with the coachee while the coach is facilitating this process. The coaches emphasize that with the use of the horse the coachee can become aware of unconscious behavior that is developed throughout life because the horse claims the inner state of a person. Horses connect only on an emotional level with another being and this seems to have a deep impact on the coachee. The coachee can learn through this contact with the horse to connect their inner thoughts with their emotions.

The horse is only responding on what is happening in the present moment, without expectations or assumptions about the coachee and clear from socially desired behavior. In this way the horse confronts the coachee with their true self without being judged.

The second theme that emerged from the interviews is "*The role of the coach in the process*". All respondents agreed that the role of the coach is mainly to ask in-depth questions to the coachee. The coach facilitates the process by helping to gain new insights about the behavioral patterns of the coachee and give words on feelings and emotions. Furthermore, the coach is providing a learning situation for the coachee by giving specific tasks. The coach observes the coachee and explores through question what is happening in the inner person. The coach gives no interpretation about behavior that a horse displays. This means that the coach in EAL should be objective and open minded without filling something in for the coachee. From the perspective of the coachee means participating in EAL that it is done voluntary and having a certain level of capability to open up to own emotions.

2. To what extent does the practice of EAL correspond to the theoretical insight into emotional intelligence?

To answer this sub-question the respondents are asked about the theories and models being used as the background of their method. The coaches of the ECK concept are rather consistent in underlying their way of working with the gestalt theory. However, it is a remarkable finding that none of the respondents refer to the theory of emotional intelligence (p. 12) as background or foundation of their method. Three coaches stress the importance of emotional intelligence in the development of leadership however they do not deliberately and consciously use this framework of emotional intelligence in their method.

3. What are the active competencies of EAL regarding to the development of emotional intelligence and thus leadership?

The findings in this study show several active aspects of horse-assisted learning with regard to the development of emotional intelligence. Although the respondents had some difficulties to answer this question directly, the findings suggest that this competencies correspond with the competencies of emotional intelligence as described in the theoretical background of this study (p. 12).

It seems that with the support of a horse the coachee can get in touch with their inner self which refers to the first cluster emotional self-awareness. The respondents believe that the presence of a horse may help to address directly the emotions of a person. Which in turn can increase self-awareness because it enables the coachee to start to recognize certain emotions and subsequently the effect of this emotions on own behavior. Furthermore, it seems that a person who has no experience with horses can gain a lot of self-confidence once they overcome the fact that horses are large and unpredictable animals. Another way of developing the competence self-confidence through EAL is by

setting boundaries. It appears that there are different exercises to practice this skill for example, leading a horse through obstacles and then sending the horse away to subsequently get into contact again with the horse.

In the cluster self-management the coachee can work on the competencies emotional self-control, transparency and adaptability. EAL offers a learning environment in which the coachee is challenged to step out of their comfort zone. Once a person is out of his comfort zone the coach can retrieve useful information about the behavior of the coachee in relation to the horse. By the use of reflection and feedback in the process the coachee can start to recognize what emotional self-control means and when it is at issue. Besides self-control the horse will give information about the transparency of the coachee because a horse responds on authenticity. When a coachee is not transparent the horse will not cooperate and the coachee in EAL is therefore challenged to be honest about inner feelings and thoughts.

With regarding to the cluster social awareness it seems that a horse can teach people to be more emphatic. In order to achieve collaboration with a horse you have to tune into the relationship and become aware of what the significant other, in this case the horse needs to cooperate. Furthermore, performing EAL in a team can enhance social awareness by the process of feedback between team members and the coach.

The communication with a horse is non-verbal, rational and the environment is becoming important as well. The respondents believe that a horse will always respond to the small changes in the body language of humans. This may help the coachee to start to recognize the non-verbal signs they display while communicating. And in addition the effects of this non-verbal communication which can be useful in executing social skills as outlined in the last cluster. Furthermore, the respondents believe that a horse in coaching enables humans to practice different ways of motivating others towards a common goal.

4. In which way is EAL linked to emotional intelligence (does it contribute to?)

The results show that in EAL the participant learns through the combination of experiential learning and the use of a metaphor throughout all phases of the training. Experiential learning in this case means that the coachee is actively experiencing what they are learning during the session. More specific, the coachee is literally involved in physical movement while working on competencies. Furthermore, experiential learning with a horse means that the coachee can practice immediately with new behavior. With respect to this it seems that EAL support the conditions needed to develop emotional intelligence as outlined in chapter 2. In addition, the use of metaphors enables the coachee to link these experiences to everyday working situations. The results suggest that the presence of the horse enables the coachee to open up to emotions and stay in contact with their own emotions

throughout the coaching process. The respondents believe that involving a horse in the training will create a deeper experience and makes it easier to address to the emotions of the coachee.

Research Question: To what extent does horse assisted education contribute to the development of effective leadership?

The results outlined above show that through EAL a person can develop the soft skills of leadership that are defined by Goleman (1998) as emotional intelligence. The horse connects to the emotional level of the coachee and this enables the coachee to become aware of their own emotions and subsequently, the effects of these emotions on their behavior. The respondents believe that the use of a horse can contribute to leadership development because of their specific features for example their collective way of thinking and their natural need to seek for a leader within the herd they belong to at that very moment. Further, the horse serves as a metaphor in which the coachee can link the direct experience to situations related to events and difficulties in their team, leadership role and colleagues. All respondents mention particularity that EAL promotes strongly the development of authentic leadership. To be able to lead a horse a person has to be authentic and congruent. The horse will show the person instantly and each time when the inner self and the outside are not in one line.

6. Discussion

This study tried to extend the knowledge about the active working aspects of EAL. It is assumed that the development of emotional intelligence contributes positively to a more effective leadership. On the basis of the relevant literature and quantitative research an effort was made to draw parallels between the development of emotional intelligence and equine-assisted learning.

The results show that none of the interviewed participants in this study performs their method with the theoretical foundations of emotional intelligence. Still remarkable similarities have been found as it seems that the kind of education required to develop emotional intelligence can be found in the fundamental aspects of horse assisted education. Furthermore, the active aspect in EAL seems closely to relate to competencies needed for higher levels of emotional intelligence.

As described in Chapter 2, to develop the emotional intelligent competencies a training should include several aspects. Examples of these aspects are active movement, experience, teamwork and the possibility to practice new gain insights. The results show that these elements are all performed in EAL. Furthermore, EAL provides a learning situation in which the horse seems to help humans to open up faster and easier to the emotions throughout the training. According to the participants a horse fastens up this process due to the fact that the presence of a horse ensures a deeper emotional experience. As outlined in chapter 2 emotional intelligence development requires expert-facilitation

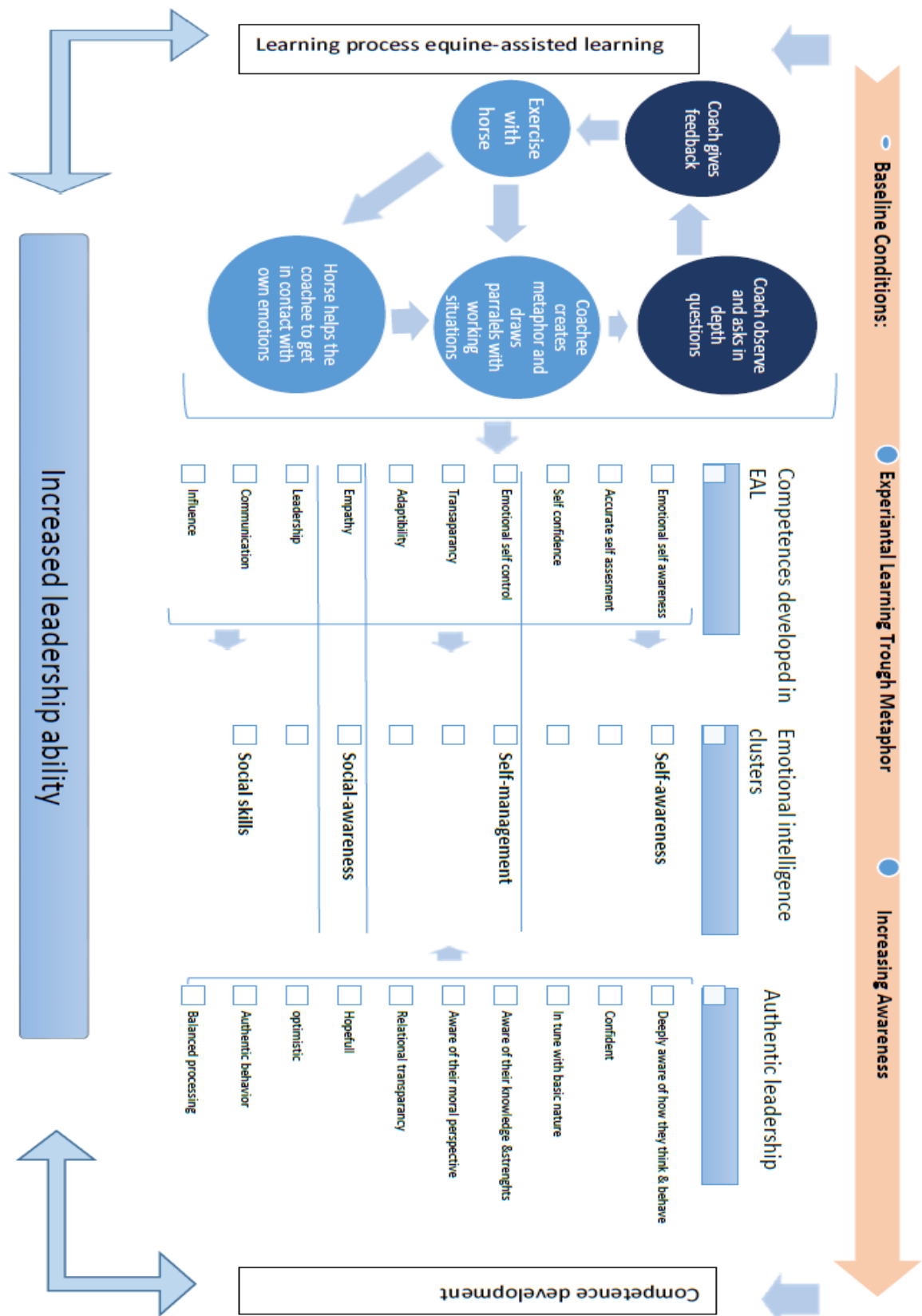
and increased awareness both aspects can be found as important elements throughout EAL. The second similarity is found in the kind of competencies developed in EAL. It seems that the competencies developed throughout EAL training can be directly translated to competencies needed in the development of emotional intelligence. This means that engaging in EAL will increase leadership abilities with regard to emotional and social awareness and managing of emotions.

This study shines a new light on the development of the social and emotional skills of leaders in organizational context. It can be assumed that EAL is beneficial for the development of emotional intelligence and due to the hands-on exercises it fastens the progress.

Furthermore, it seems that self-awareness and self-regulation can increase through EAL which is beneficial for the development of authentic leadership. By developing competencies of emotional intelligence and increased awareness a leader will subsequently display higher levels of authenticity. Higher levels of authenticity benefits the relation between leaders and followers and therefore creates a positive organizational culture.

As depicted in Figure 1 (p. 31) all of these elements interact together and are carried out in an experiential way of learning with the use of metaphors and strongly emphasizing on becoming aware of ones emotions and behavior. Figure 1 shows with reference to this study which competencies are developed during EAL. Furthermore, the figure shows the relationship with these competencies and competencies required to increase emotional intelligence and authentic leadership. When constructing the framework some primary key elements required to develop emotional intelligence competencies are taken into account. This first key assumption is that to develop social emotional competencies learning through active experience is required. This experience can be linked to every day work situations by the use of metaphor. The second key assumption is that throughout the coaching the awareness of the coachee increase which enables the individual to change their behavior for a lasting period of time. At least the model can be seen as dynamic rather than static.

Figure 1; Model learning process



6.1. Limitations

This study shines new light on the field of horse assisted learning with regard to emotional intelligence and leadership development. However, due to the explorative nature of this study it is possible that the comparison found between the studied topics EAL and emotional intelligence is oversimplified. In this study EAL has been examined in the context of emotional intelligence and leadership but there might be other underlying subjects to explain the active working aspects of EAL. Considering the lack of research about this topic this study hopes that other researchers will be inspired to study the possibilities offered by EAL to help people become more effective leaders.

Another limitation regarding this study is the number of interviews and the exclusive focus on the coaches of EAL. The results are potentially subject to bias because the information collected during the interview is based on the experience and opinions of the respondents. Consequently, the conclusions in this study are based on this inter-subjective information of the respondents individual perception (Cohen et al., 2007). For this reason future research in this area should take the opinions of both coaches and participants in the training into account. The reliability of this study would be improved if the statements of the interviewed coaches could have been verified or contradicted. In addition, the results analyzed by the researchers interpretation of the data and might be biased on the choice of comparison and relationships between the subjects in which the assumptions are made (Dooley, 2001).

Other limitations regarding the present study are the methodological issues. Despite the fact that an interview is an intersubjective and flexible tool for data collection which enables the participant to give their opinions about real life experience there is a possibility that the same research will have different results. In addition, participants may have had difficulties in order to explain the situation as it is performed in real life. Although little information was given about the insight of this study there is a possibility that the answers are influenced by social desired behavior of the respondents. Furthermore, there is a possibility that the respondents who were willing to make time to participate in this study are already passionate about this topic and therefore expected to be less critical and more subjective about their own method. To obtain more understanding about the subjects outlined, more validated and reliable research is required in future studies.

6.2. Implications for practice and further research

Future studies can possible conduct quantitate studies with both coaches and participants. At first a quantitative research design is required to systematically asses the occurrence of active aspects in equine-assisted education. Second in this way participants emotional intelligence, authentic leadership behavior and thus the effectiveness of the method can be assessed. Including a larger sample can result in a more innovated setup.

Results of this study revealed that during EAL the coachee is developing the same competencies needed to increase emotional intelligence and thus leadership effectiveness. The results are based on the perception of the professional coaches therefore another study based on individual participants of the training may give a deeper insight. A study that measures the individual change in the development of emotional intelligence during EAL with the use of pre/pro test data would be beneficial to the field of EAL. The pre/pro test of the different study groups can be based on a questionnaire that measures the level of an individual leading in an emotional intelligence way. The participants consist of managers and leaders who fill in the questionnaire. To minimize bias the employees of the managers can fill in a questionnaire for the manager as well. Following the pretest the individuals can be assigned in either the control group or experimental group. In the experimental group the participants follow an EAL session. Program length and the number of participants can be key factors therefore the recommendation is a follow up over an extended period of time. The outcome of a program with more participants using the pre/pro test of both managers and the perception of employees regard to the emotional intelligence of these managers could be the focus of future research.

Appendix I

Information brochure

Geachte deelnemer,

Hartelijk dank voor uw medewerking aan dit onderzoek.

Het onderzoek richt op de vraag in welke mate het inzetten van paard tijdens coaching een bijdrage levert aan de ontwikkeling van effectief leiderschap. Hierbij wordt geprobeerd inzicht te krijgen in de actief werkende aspecten van de coaching. Met andere woorden hoe wordt er gewerkt aan het eigen emotionele inzicht en sociale vaardigheden van de cursisten?

Algemene informatie voor de deelnemer

Deelname aan het onderzoek is vrijwillig en de respondenten kunnen zonder opgave van reden weigeren om mee te doen aan het onderzoek. De respondent kan te alle tijden stoppen met het onderzoek en heeft het recht zich tot 24 uur nadat het onderzoek is afgesloten nog terug te trekken van deelname zonder nadelige gevolgen voor de respondent

Het onderzoek wordt uitgevoerd ter behoeve van een master thesis voor het afronden van de master psychologie; conflict risico en veiligheid aan de Universiteit Twente te Enschede.

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Procedure

- 1) Middels telefonisch contact met de deelnemer wordt er een afspraak gemaakt voor het interview. De plaats en tijd van het interview is te bepalen door de deelnemer
- 2) Voorgaand aan het interview zal er aan de deelnemer schriftelijke toestemming worden gevraagd door middel van informed-consentformulier.
- 3) Na toestemming van de deelnemer zal worden overgegaan tot het interview dat ongeveer een uur in beslag zal nemen.
- 4) De respondent kan ten alle tijden stoppen met het onderzoek en heeft het recht zich tot 24 uur naar deelname nog terug te trekken.
- 5) Er zal met instemming van de respondent gebruik worden gemaakt van audio apparatuur om het gesprek op te nemen.
- 6) Het doel van het onderzoek wordt vooraf kenbaar gemaakt.
- 7) Deelname aan het onderzoek is vrijwillig en de respondenten kunnen zonder opgave van redenen weigeren om mee te doen aan het onderzoek. De respondent kan ten alle tijden stoppen met het onderzoek en heeft het recht zich tot 24 uur nadat het onderzoek is afgesloten nog terug te trekken van deelname zonder nadelige gevolgen voor de respondent.
- 8) De anonimiteit van de deelnemers aan het onderzoek zal worden gewaarborgd en de gegevens zullen vertrouwelijk behandeld worden. Gegevens worden niet zonder toestemming aan derden verstrekt. Er zal zorg worden gedragen dat dat u niet met naam en toenaam in het verslag staat opgenomen.
- 9) Er zal toestemming worden gevraagd voor het gebruik van audio apparatuur om het gesprek op te nemen. Deze opnamen zijn alleen bestemd voor het onderzoek en zullen niet beschikbaar zijn aan anderen dan de onderzoekers. Na afsluiting van het onderzoek zal het verkregen materiaal vernietigd worden.
- 10) Indien gewenst kunnen de respondenten na afsluiting van het onderzoek een kopie van het onderzoek ontvangen via email.

Informed consent

Toestemmingsverklaring formulier.

Titel onderzoek: To what extent does horse assisted education contribute to the development of effective leadership?

Verantwoordelijke onderzoeker: Nancy grootveld

In te vullen door de deelnemer

Ik verklaar op een voor mij duidelijke wijze te zijn ingelicht over de aard, methode, doel en belasting van het onderzoek.

Ik weet dat de gegevens en resultaten van het onderzoek alleen anoniem en vertrouwelijk aan derden bekend gemaakt zullen worden. Mijn vragen zijn naar tevredenheid beantwoord.

Ik begrijp dat film-, foto, en videomateriaal of bewerking daarvan uitsluitend voor analyse en/of wetenschappelijke presentaties zal worden gebruikt.

Ik stem geheel vrijwillig in met deelname aan dit onderzoek. Ik behoud me daarbij het recht voor om op elk moment zonder opgaaf van redenen mijn deelname aan dit onderzoek te beëindigen.

Naam deelnemer:

Datum: Handtekening deelnemer:

In te vullen door de uitvoerende onderzoeker

Ik heb een mondelinge en schriftelijke toelichting gegeven op het onderzoek. Ik zal resterende vragen over het onderzoek naar vermogen beantwoorden. De deelnemer zal van een eventuele voortijdige beëindiging van deelname aan dit onderzoek geen nadelige gevolgen ondervinden.

Naam onderzoeker:

.....

Datum: Handtekening onderzoeker:

Appendix II

Procedure interview

Introductie

Welkom en hartelijk dank voor uw medewerking aan dit interview. Dit onderzoek richt zich op de vraag in hoeverre het coachen van mensen die aan persoonlijke groei willen werken en waarbij een paard wordt ingezet een bijdrage levert aan de ontwikkeling van effectief leiderschap. In dit onderzoek ben ik vooral benieuwd naar welke aspecten op emotioneel en sociaal vlak aan bod komen tijdens dergelijke coaching. Doordat ik zelf voor Hippisch platform Twente werk in het team paard en interactie ben ik vaak in aanraking gekomen met het onderwerp en de actuele zaken die spelen op dit moment. Hierbij is vaak naar voren gekomen dat de methode succesvol is maar dat er nog (te) weinig wetenschappelijk onderzoek gedaan is. Met dit onderzoek hoop ik te kunnen aantonen waarom het inzetten van een paard tijdens coaching een waardevolle bijdrage kan zijn en tevens meer inzicht te verschaffen hoe de vaardigheden waaraan gewerkt wordt tijdens de coaching vertaald kunnen worden naar leiderschapsontwikkeling.

Met **aspecten of vaardigheden** wordt hier bedoeld de vaardigheden die men heeft in omgang en communiceren met anderen, en daarnaast in hoeverre men in staat is om emoties in zichzelf en anderen te herkennen en hiermee adequaat mee om te kunnen gaan. **Leiderschap** wordt hier opgevat als het proces waarbij men andere mensen in een positieve manier kan beïnvloeden zodat een (gemeenschappelijk) doel bereikt wordt. En het motiveren en inspireren van anderen waarbij de leider het vermogen heeft een visie te vertalen naar realiteit.

In dit interview zou ik graag uw ervaringen en visie over deze onderwerpen te weten willen komen. Ik zou u daarom willen vragen om zo open mogelijk te zijn en zoveel mogelijk te vertellen over de activiteiten en doelen van uw coaching.

De verwachte duur van het interview is ongeveer een uur.

Graag wil ik u toestemming vragen om dit gesprek te mogen opnemen zodat later het interview gedetailleerd uit kan worden gewerkt. Deze opnamen zijn alleen bestemd voor het onderzoek en zullen niet beschikbaar zijn aan anderen dan de onderzoekers.

Alle informatie zal vertrouwelijk behandeld worden. De resultaten van het onderzoek zullen gebruikt worden om de thesis uit te werken over horse assisted learning en leiderschap. Hierbij zal er zorg worden gedragen dat dat u niet met naam en toenaam in het verslag staat opgenomen. U kunt op ieder moment het onderzoek stop zetten en de toestemming alsnog in te trekken. Zijn er nog vragen voordat we beginnen?

Appendix III

Topic list interview

Algemeen

Persoonlijke data

Naam

Geslacht

Leeftijd

Nationaliteit M/V

Opleiding(en)

Huidige baan (ondernemer of in loondienst)

Ervaring

1. Wat is uw ervaring in het werken met paarden (in horse assisted learning?)
2. Hoe vaak geeft u trainingen waarbij u het paard inzet?
3. Kunt u de doelgroep omschrijven (voorbeelden)

Horse assisted learning

4. Hoe zou u de rol van het paard omschrijven tijdens coaching?
5. Wat voegt een paard toe in coaching? Wat maakt de ervaring met het paard zo bijzonder?
6. Hoe denk je dat dezelfde training zou zijn gaan zonder een paard? Wat zou er missen?
7. Wat is de rol van de coach tijdens het coaching proces?
8. Hoe is uw manier van werken tot stand gekomen en wijkt het af van collega's? Zo ja hoe?
9. Wat kunt u zeggen over het spiegelen van een paard? Hoe heeft dit betrekking op authentiek zijn? En hoe staat dit in relatie met leiderschap ontwikkeling

Emotionele ontwikkeling

10. Kunt u zo concreet mogelijk omschrijven hoe de activiteiten eruit zien?
11. En kunt u een aantal oefeningen concreet beschrijven
 - a. Aan welke vaardigheden wordt gewerkt?
 - b. Met welke gedachte (waarom?)
 - c. Wat zijn de fasen en doelen?
12. Hoe kunnen coachees deze ervaring gebruiken (doorvertalen) naar dagelijks leven of werksituaties

13. Welke aspecten met betrekking tot persoonlijke en emotionele ontwikkeling komen aan bod

Werken aan innerlijke emotie	Herkennen van je emoties	
	Sterke zwakke punten kennen	
	Zelfvertrouwen	
Emotionele zelfcontrole	Transparant zijn/authentiek/congruent	
	Omgaan met veranderingen	
	Motivatie van een persoon	
	Authentiek zijn	

14. Welke aspecten met betrekking tot sociale vaardigheden komen aan bod?		
Omgaan met anderen en adequaat reageren op emoties van anderen	Herkennen van emoties in anderen	
	Empathie (non verbale communicatie)	
	Het leren door ervaring	

	Beïnvloeden van anderen\	
	Werken in een team	
	Conflicten	

Leiderschap

- 15.** Welke aspecten van leiderschap komen aan bod? En hoe wordt hier aan gewerkt?
- 16.** Hoe kan juist de ervaring met een paard je helpen om de leider in jezelf te ontwikkelen? (Om jezelf en anderen te leiden)

Als coachee

- 17.** Hoe heeft u de training als cursist ervaren en aan welke aspecten heeft u actief gewerkt?
- 18.** wat was de rol van de coach hierin
- 19.** Welke acties heeft u in uw eigen leven ondernomen na het afronden van de training?
- a.** In contact met uzelf
 - b.** In contact met anderen

Afsluiting

- 20.** Komt het voor dat de coaching geen effect heeft? Zo ja, welke omstandigheden spelen hierbij een rol?

Als laatste willen wij u vragen of u na dit interview nog beschikbaar bent voor eventuele vragen? We zullen u t.z.t. de samengevatte resultaten van dit specifieke interview ter controle opsturen, en onze vraag aan u is of u

- a) deze wilt controleren en waar nodig aanvullen, en
- b) indien nodig (bijv. n.a.v. opmerkingen van de andere geïnterviewde) nog een klein aantal schriftelijke vragen wilt beantwoorden.

Hartelijk dank voor uw medewerking!!

Appendix IV

Data matrix

Main theme	Subtheme	Explanation
1. The impact of a horse in the process	1. The horse is the coach	The horse is working with the coachee
	2. The horse serves a catalyst	The horse is a catalyst of the emotions and feelings of the coachee
	3. The horse address to emotions	Including a horse in coaching means a deeper emotional experience
	4. The horse is living in the present moment	The horse is always in the present moment
	5. A horse does not judge	A horse does not judge another living being Including a horse in coaching means a deeper emotional experience
3. The role of the coach	1. Asking in depth questions	The coach asked in depth questions to the coachee
	2. Facilitate	The role of the coach is to facilitate the process
	3. Responsible for safety	The coach is responsible for the physical and mental safety of both, the horse and the coachee.
4. Models & theories	1. Emotional intelligence	The respondent mention emotional intelligence
	2. Other theories	The respondent mention other theories than emotional intelligence
5. Basics principles EAL	1. Experiential learning	The coachee learns through experiential learning
Learning method	<i>a. Awareness</i>	The coachee becomes aware of own behavior
	<i>b Metaphor</i>	Learning in EAL is partially through the use of metaphors.

7. Competencies		
Cluster	Competency	Explanation
Self- awareness <i>Knowing one`s internal states, preferences, resources and intuitions</i>	Emotional Self-Awareness	<i>Recognizing one`s emotions and their effects</i>
	Accurate Self-assessment	<i>Knowing one`s inner resources, abilities and limits</i>
	Self confidence	<i>A strong sense of one`s self worth and capability`s</i>
	<hr/>	
Self-management <i>Managing ones' internal states, impulses, and resources.</i>	Emotional self-control	<i>Keeping disruptive emotions and impulses in check)</i>
	Transparency	<i>Maintaining integrity, acting congruently with one`s values</i>
	Adaptability	<i>Flexibility in handling change</i>
<hr/>		
Social awareness <i>Refers to how people handle relationships and awareness of others' feelings, needs, and concerns.</i>	Empathy	Sensing others' feelings and perspectives, and taking an active interest in their concerns
<hr/>		
Social skills <i>concerns the skill or adeptness at inducing desirable responses in others.</i>	Leadership	Inspiring and guiding individuals and groups
	Communication	
	Influence	Wielding effective tactics for persuasion
<hr/>		
8. Leadership	General	The development of leadership in general during EAL
	Authentic leadership	The coachee develops authentic leadership through EAL

Appendix V

*Quotes competencies***These competencies determine how we manage ourselves****1. Self- awareness***Knowing one`s internal states, preferences, resources and intuitions*

Competence	People with this competence	Quotes
1. Emotional self-Awareness	<ul style="list-style-type: none"> Knowing which emotions they are feeling and why Realize the links between their feelings and what they think do and say. Recognize how their feelings affect their performance Have a guiding awareness of their values and goals 	<p>3-K) Je plaats mensen in een situatie waarin ze niet praten over hun gedrag maar doen. En soms is men zich niet bewust van dit gedrag of willen ze het verhullen. In een teammeeting of teamtraining waarbij je alleen maar praat kunnen ze dit ook goed verhullen. Maar op het moment dat ze het doen kunnen ze het niet meer verhullen want ze vallen toch wel terug in oude patronen</p> <p>3-K) Ja, vooral het herkennen van eigen emoties, het zit heel erg in bewust worden van het gevoel dat je hebt bij een handeling of het gevoel dat je hebt als er iets gebeurt. Het gevoel dat je hebt als een paard wegloopt</p> <p>4-K) De coach vraagt haar te visualiseren hoe ze leiding wil geven en vervolgens lukt het en dit is een leermoment <i>als je van binnen verandert heeft dat effect op buitenwereld.</i> Zonder paard zou deze persoon van alles tegen de coach kunnen zeggen bij een paard werkt dit niet omdat deze alleen reageert op wat er nu is. Niet op hoe je het zou willen in de toekomst. Hierdoor kom je in contact met jezelf.</p> <p>5-H) Leren ontdekken wat jou manier is en ervaren dat er verschillende manieren zijn en dat niet alle manieren fijn voelen voor de persoon in kwestie, de kunst is om daar woorden te gaan zoeken en om mensen te vragen om in 1 woord een uitdrukking te geven over wat ze hebben gezien</p> <p>5-H) De deelnemers aan de kant na een oefening vragen of ze het in 1 woord willen uitdrukken? Welk gevoel werd er teweeg gebracht? Of het paard doet iets met je, hoe zou je dat gevoel willen omschrijven? Dat is ook om mensen wat meer in contact te laten komen met zichzelf maar ook om</p>

		<p>deze te verwoorden. Fysiek bewust worden van het gevoel, wat zit er dan en wat gebeurt er dan en tegelijk ook te kijken of daar woorden of beelden/ associaties bij gevonden kunnen worden.</p> <p>5-H) Het paard reageert los van een bedoeling en er ontstaat een belangeloze reactie. En het paard spreekt je aan op je gevoelsniveau, want je kunt wel allerlei plannen maken maar als jij niet gaat voelen wat er nodig is door je verstand maar vooral je gevoel over wat er moet gebeuren. Het geeft voor jou een state of being weer, hoe jij op dat moment in het leven staat en hoe congruent jij bent.</p> <p>6-H) Halthouden met het paard en voelen, wat heb ik in mijn lichaam nodig, dat bewustzijn daar helpen paarden je mee.</p> <p>7-H) I guess addressing the emotions is the working aspect of EAL, Because in other training its often that the coach/ trainer refers more to what you know and what you experience in your head. And it's a different question for managers, "what do you feel?" or "did you feel?"</p> <p>7-H) You have to go to a horse who doesn't speak to you and think about which other ways to communicates are there and what is the role of my body or emotions etc.</p> <p>8-H) Mensen kunnen heel lang uitstellen dat ze uit hun comfortzone moeten en dan zeggen "hij doet het niet en het dan bij de ander leggen van dat niet gebeurt wat jij wilt. Het mooiste is (dit is direct naar de andere kant) als mensen open en eerlijk zijn over wat zich aandient bijvoorbeeld ik voel angst. dan kun je gaan onderzoeken is die angst reëel (het is wel een groot paard) dus dan moet je die angst leren onderscheiden. Durf ik het niet omdat ik het nog nooit gedaan heb? Of misschien kan ik het niet en ga ik af als een gieter dus dat culturele mechanisme. Of is het echt reëel want je overziet gewoon de situatie niet en een paard is toch ook een vluchtdier. Je maakt ook mee dat mensen dat verschil echt gaan onderscheiden.</p>
2. Accurate Self-Assessment	<ul style="list-style-type: none"> • Aware of their strength and weaknesses • Reflective learning from experience 	1-K) Met een paard is het oplossingsgericht. Wat zou je anders willen doen? Je kunt onmiddellijk experimenteren. Het nieuwe gedrag inzetten om een ander resultaat te krijgen. En in dit geval is het oplossingsgericht en je kunt meteen succes ervaren. Dat betekent dat je het niet alleen

	<ul style="list-style-type: none"> • Open to candid feedback, new perspectives, continuous learning and self-development • Able to show a sense of humor and perspective about themselves 	<p>gehoord hebt maar dat het door je hele lijf heen gaat (gevoeld) . Dat is een ervaring (experimenteren/zelf een oplossing gevonden/ toegepast/ en weer iets nieuws ervaren) zonder paard valt er een heel groot deel weg.</p> <p>1-K) Experienced learning, het weten is ervaren, wijsheid is dat je ook je lijf erbij betreft. Je hebt er over nagedacht, je hebt het gevoeld, gehoord jezelf horen zeggen. Dat leer je niet in een klaslokaal</p> <p>2-K) Je geeft de observaties die je bij het paard ziet terug, de coachee komt meestal met een uitleg hoe die dat ervaart, ziet of zo denkt en dan ga je vragen van goh is dat herkenbaar voor jou? dat je op die manier met de situatie omgaat.</p>
3. Self-confidence	<ul style="list-style-type: none"> • Present themselves with assurance; have presence • Can voice views that are unpopular and go out on a limb for what is right • Are decisive, able to make sound decisions despite uncertainties and pressures 	<p>1-K) Iemand die geen ervaring heeft met paarden en met een halster, en diegene vraag ik doe het halster om laat een rondje lopen. Of wanneer het paard los met je mee loopt, wat doet dat met je zelfvertrouwen als dat lukt?</p> <p>3-K) Maar meestal komen mensen om te werken aan iets waar ze tegen aan lopen. En grenzen aangeven heeft in de kern ook wel te maken met zelfvertrouwen. het zelf er mogen zijn en zeggen hier stopt het, nu ga je bij mij een grens over. Het contact maken is meer gericht op het contact dat jij maakt met een ander.</p> <p>3-K) Het gebeurde een keer dat een vrouw zei ik wil leren grenzen aangeven en prompt stond het paard tegen haar aan. Dan hoef ik niets meer te bedenken. Dan biedt het zich gewoon aan.</p> <p>3-K) Een voorbeeld is een vrouw die in een juridisch conflict zat en ze liep er tegen aan dat ze te lief was voor mensen. Dit zag je bij het paard ook terug. toen gingen we op zoek naar een manier om de merrie bij haar weg te krijgen op een manier die voor haar nog wel goed voelde. Het mooiste was dat ze zag wanneer ze de merrie bij haar weg stuurde dat het niet zo was dat de merrie niets meer met haar te maken wilde hebben. Dat zegt al heel veel over de angst van grenzen aangeven. maar ze zag dat het paard terug kwam maar op gepaste afstand.</p> <p>5-H) en ook meer gaan staan waar je voor wilt gaan staan dus grenzen aangeven 'hier sta ik' sommige paarden geven ook aan dat je deze grens moet stellen want anders gaan ze</p>

		<p>je omver lopen. Dan kun je vragen wat was nou jou intentie? Paard wegsturen, wat was nou je werkelijke intentie . Vind het zielig om een paard weg te sturen krijg je dan bijvoorbeeld als antwoord.</p> <p>7-H) You can do different exercises which one is leading a horse, or team exercise; leading a horse through obstacles. Trying to send the horse away and then get into contact again. (setting boarders).</p> <p>7-H) Confidence is an aspect of leadership so the leader has to have confidence in his employees and the other way around. Sometimes it is very impressive to change the roles and experience what the other person is experience leading or being lead. Then you can question where was the confidence in the horse/leader or in yourself. Or you can have the blindfolded being the leader (this is very similar to what you can experience in an organization. Dat gebeurt in het moment/dat dient zich in het moment aan. En dan bijvoorbeeld kunnen mensen zeggen oei de paarden zijn wel groot" en dan blokkeert er al iets. dus eerst moet je dat stukje overwinnen</p>
<p>2 Self management</p> <p><i>Managing ones' internal states, impulses, and resources.</i></p> <p>•</p>		
1. Emotional self-Control	<ul style="list-style-type: none"> • Manage impulsive feelings and distress emotions well • Stay composed positive and unflappable even in trying moments • Think clearly and stay focused under pressure 	<p>2-K) Dus je mag in de EAL sessie best wel een beetje scheuren tot het moment dat het eigenlijk niet meer zo leuk is. omdat het niet lukt of vervelend. langdradig etc. Het zegt allemaal iets over mensen. " Ze zijn mensen van actie" of wanneer gaan we nou eindelijk eens aan het werk?" en communiceer je dan naar de groep dat het jou frustrereert?" Of ga je dan als een dolle achter het paard aan rennen dat de hele groep denkt dat herkennen we wel van hem. Dus intern conflict ja want daar zit vaak de meeste informatie.</p>
2. Transparency	<ul style="list-style-type: none"> • Act ethically and are above reproach • Build trust through their reliability and authenticity 	<p>1-K) Paarden zijn erg goed in laten zien dat je congruent bent. Je kunt zeggen dat je een leider bent maar wanneer je niet congruent bent dan werkt het paard niet mee want paarden vinden dat niet aantrekkelijk. Wanneer je intern iets verandert wat misschien aan de buitenkant niet te zien is dan reageert het paard hier toch op. Het paard heeft een</p>

	<ul style="list-style-type: none"> • Admit their own mistakes and confront unethical actions in others 	<p>minimale aanwijzing nodig. Wanneer je intern een kleine verschuiving maakt om intern en extern op een lijn te krijgen kan dat al voldoende zijn voor het paard om in gedrag te veranderen. Paarden vinden congruentie aantrekkelijk</p> <p>2-K) Paarden reageren heel erg op incongruentie dus op het moment dat jij heel stoer en zelfverzekerd binnen komt en je bent dat eigenlijk niet dan zal het paard daar doorheen prikken. En dan wordt de motivatie om dat paard mee te krijgen heel lastig. Want dan staat hij daar en dan merkt het paard jij bent niet wie jij voordoet wie je bent. Als je dan iets met dat paard wil gaan doen dan doet dat paard het juist niet.</p> <p>3-K) Maar er kan ook iets ontstaan uit het feit dat een paard weg loopt, dat heeft heel erg te maken met de veiligheid die je kan bieden. Of je leiding kan nemen ja of nee. Of dat je congruent bent, dat je emotie en je uitstraling 1 zijn en dat je dat ook voelt</p> <p>4-K) Om een paard te leiden moet je kwetsbaar zijn en verbinding maken en ruimte geven aan je innerlijk. Daarnaast congruent zijn / authentiek / innerlijke rust en dit heeft te maken met persoonlijk leiderschap = leiding aan jezelf geven.</p> <p>5-H) Wat kun je zeggen over transparant/authentiek/ congruent zijn. Als iemand in balans is dan is er een verbinding tussen zijn geest en zijn lijf, en vaak op spannende momenten dan ontstaat er een splitsing tussen wat het hoofd denkt en lichaam doet en wat het lichaam doet en wat de persoon communiceert. het paard kan maar op 1 ding reageren dus wanneer het lichaam iets anders spiegelt dan wat de persoon bedoelt of de intentie die een persoon heeft. Dan gaat het paard zoeken naar waarop hij moet reageren.</p> <p>5-H) Dus je moet weten waar je zelf staat (ruimte) als jij helderheid schept over waar je naar toe wilt kun je ook anderen daar in mee gaan nemen. want anderen zullen ook vragen wat is dat dan wat jij wilt. Dus als jij niet kunt voelen waar jou passie zit en waar jij voor staat. Dan kun je wel mooie woorden vinden maar die zijn in feite niet verbonden met je hart en dan blijven het trucjes. en</p>
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mensen voelen dat als jij met trucjes bezig bent. dan blijft het een toneelstukje. Het paard geeft jij gelegenheid om te voelen en ervaren wat jou werkelijk kernkwaliteiten zijn.

Om terug te komen bij wie je bent. Door het leven wordt je ingewikkeld, kinderen zijn veel puurder. en paarden helpen je om je dichtbij je oorspronkelijke authenticiteit te komen. Dus gewoon te gaan staan voor wie jij bent met alle positieve en negatieve

5-H) Mensen willen zich graag committeren met iemand die oprecht ergens in gelooft en daar voor gaat staan en geen politiek geleuter maar echt vanuit het hart ergens voor gaan staan en dat helpt dan weer dingen vorm te geven. En dit overstijgt dan het ego leiderschap. In feite helpt het paard vorm te geven aan collectief leiderschap. Op waar we met elkaar naar toe zouden moeten gaan. En dat confronteert mensen dus ook dat eigenlijk dat trucje constant aan het uitvoeren zijn. Hierdoor reageren mensen ook wel eens lacherig op de paarden maar in feite worden deze mensen bewust gemaakt van dat paard kan ik geen toneelstukje voor doen die heeft mij door als het ware.

(Pak ik een zweep en zeg ik, ik ben de baas en het paard gehoorzaamt misschien maar niet op een zuivere autoriteit)

6-H) Als je het bent gaat de oefening makkelijker. (in het paardenhoofd want dat herkent het paard) Congruent zijn doen wat je zegt is wel iets waar het over kan gaan maar dan vooral naar elkaar toe. Als je het met elkaar gaat doen en vervolgens is de een hier en de ander daar bezig, daar kun je het dus over hebben. Maar paarden vinden het heel prettig als je congruent bent.

7-H) Trough the horse, because the horse does not move. The horse feels the disagreement between the group and does not like uncertainties so the horse will not cooperate or do it his way. And as a trainer you can question; why do you think the horse is not moving? The team have to act as one. and if not find a way to make everyone ok with the decision.

8-H) Een paard begrijpt alleen maar wat je op dit moment bedoelt omdat een paard onze denkwijze van wat zou moeten gebeuren niet kan volgen (agenda). Een paard kan

		<p>ook geen dingen voor je invullen dus je moet erg duidelijk zijn in wat je wilt en daarbij de juiste skills en tools kunnen inzetten anders begrijpt een paard dit niet. En pas op het moment dat wanneer ik het bij mezelf zo georganiseerd heb dat dat wat ik denk/of wil dat ik dat ook doe en in mijn intentie ook duidelijk kan overbrengen in de boodschap. Dan zegt het paard dank je wel, ik snap wat de bedoeling is. In ieder geval dat binnen en buiten hetzelfde zijn. Dus dat je handelt naar wat je van binnen voelt. Het is wonderlijk dat wij mensen dat zo uit elkaar kunnen trekken maar bij een paard ligt gewoon naast elkaar. Binnen en buiten zijn bij een paard gewoon hetzelfde.</p>
3. Adaptability	<ul style="list-style-type: none"> • <i>Flexibility in handling change</i> 	<p>1-K) Als jij aanneemt dat een paard over een hindernis van en meter kan springen en die dat dat bij jou vervolgens niet. Dan verandert je wereldbeeld over wat dat paard zou doen. dan kun je de hindernis aanpassen aan de situatie en dat is voor de meeste mensen al best moeilijk.</p> <p>8-H) Een paard begrijpt alleen maar wat je op dit moment bedoelt omdat een paard onze denkwijze van wat zou moeten gebeuren niet kan volgen (agenda). Een paard kan ook geen dingen voor je invullen dus je moet erg duidelijk zijn in wat je wilt en daarbij de juiste skills en tools kunnen inzetten anders begrijpt een paard dit niet.</p>
<p>Social competence These competencies determine how we handle relationships</p>		
<p>3 Social Awareness</p> <p><i>refers to how people handle relationships and awareness of others' feelings, needs, and concerns.</i></p>		
Competence	People with this competence	
1. Empathy	<ul style="list-style-type: none"> • Sensing what others feel without their saying so through non-verbal ways, tone of voice or facial expression • Have a strong sense of self awareness and self control, because without the ability to sense our own feelings we 	<p>1-K) In een oefening zeggen "ik heb geen idee wat het paard aan kan" of proberen wanneer de grens is bereikt. wat heeft hij/zij nodig wil ik medewerking krijgen? je moet altijd afstemmen op die ander.</p> <p>2-K) Bijvoorbeeld iemand zegt ik vond het wel heel erg eng dat het paard dit en dat deed. en dan vraag ik heb je gezien van je collega dat hij/zij het heel eng vond? herken je dat? wat heb je ermee gedaan? Hoe doe je dit in je werkomgeving als je ziet dat je collega ergens huiverig</p>

	<p>are out of touch with the mood of others</p>	<p>voor is? Doe je daar iets mee of laat je hem maar gewoon gaan? Of dat je er in springt om hem te helpen.</p> <p>2-K) Wat je geregeld ziet is dat mensen helemaal opgaan in de opdracht (vb paard van A naar B brengen) en als je dan de observatie van het paard terug geeft dan zeggen ze heb ik helemaal niet gezien of is me eigenlijk niet opgevallen dat hij niet stil bleef staan. Op het moment dat je dit terug geeft gaan mensen zich ineens realiseren van wacht even. Dan kun je vragen zou je dat anders willen? En vervolgens ga maar eens proberen. En dan zien mensen wel in eens allerlei dingen bij het paard. Soms is gewoon alleen het contact maken met een paard al voldoende van (dit ademt en is zacht en warm) dat zijn vaak ook al eye openers dat je bij een ander eigenlijk al kan zien wat er in hem omgaat.</p> <p>3-K) Inlezen in een ander? Komt wel terug omdat je kunt vragen, wat zou het paard ervan vinden?</p> <p>5-H) Sociale interactie- je gaat afstemmen op die ander (het paard) - wat heeft die ander nodig van mij op dit moment. Ga je een oefening direct uitvoeren of heb je ook aandacht voor het begin (goedemorgen paard). Sluit je het af?</p> <p>5-H) Als het paard afwijzend reageert ben je daarvan bewust? Hoe ga je daarmee om? kan je als deelnemer ook kijken naar deelnemer langs de kant?</p> <p>7-H) They working on communication and giving feedback in the real sense of the word, being sensitive of what others need. Having confidence in each other and the team.</p> <p>7-H) A group of people who don't know each other very well. And someone deals with fear (horse), the ability to address the fear and get a safe place.</p> <p>7-H) If somebody is having a different idea about how the task have to be done. Some people don't speak this out loud so to have the sensitivity that there is some disagreement about what is going on and to work this out?</p> <p>8-H) In dat contact gaan mensen erkennen en herkennen van zichzelf wat het is om in relatie te staan tot dat paard.</p> <p>8-H) Dan gaan mensen dus bij zichzelf zien dat zij bepaalde competenties en skills hebben. Maar dat het</p>
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contact en de aandacht dan vaak ontbreekt. Er wordt vanzelfsprekend vanuit gegaan dat wanneer ik zeg "je moet dit nu doen" dat het ook maar gebeurt. Mensen zijn zich niet bewust wanneer zij tegen weerstand aanlopen of dit nu bij hen zelf zit of bij de ander. Het is dan meer mechanisch iets uitrollen en dat moet dan gedraaid worden maar een paard doet het dan gewoon niet. En dit is een heel krachtig signaal.

8-H) Mensen komen zichzelf tegen op het moment dat het niet gaat zoals ze gewend zijn, ze benoemen dan een obstakel uit dagelijks leven bijvoorbeeld "ik krijg de boodschap niet bij de werkvloer". De vraag is dan hoe kan je dat oplossen? Dan moet de persoon gaan uitzoeken naar hoe hij het wel voor elkaar krijgt, zoeken naar wat doe ik precies en wat heb ik nog meer nodig? In de training kun je dan een figuurlijke obstakel creëren waar het paard bijvoorbeeld overheen moet. Een persoon vertelde dat toen hij bewust werd dat zijn gevoel niet mee deed en hij dit veranderde het beter ging. Op dat moment kon hij ook de weerstand van het paard voelen en dit kun je vertalen naar "voel je de weerstand op de werkvloer?" en op het moment dat iemand zich hiervan bewust is kun je dus op de werkvloer ook dit gesprek aangaan.

8-H) Er zit wel verschil in de eerste oefening (op het paard afstappen) dan gaat het meer om de vraag "voel jij de ruimte van de ander?" en hoe ga je daar mee om? Dus dat is echt een vaardigheid van hoe stap jij in het dagelijks leven op iemand af.

8-H)Soms heeft iemand teveel weerstand om contact te maken met het paard. Een voorbeeld is een korpschef van de politie. Hij kon het wachten niet handelen omdat hij gewend was om "iets" te doen. Dus hij mocht borstelen maar hij vroeg mag het paard vast staan (dat paard loopt weg wanneer je geen contact maakt). Hij en een collega zetten dan toch het paard vast zonder toestemming. Paard begon te mokken en uit te halen. Hij vertelde het gaat niet zo lekker en toen kwam hij er langzaam achter dat hij heel mechanisch bezig was en dat hij dus geen contact maakte en dus niet kan afstemmen.

4 Social Skills

concerns the skill or adeptness at inducing desirable responses in others.

1. Leadersh
ip

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Learn by example

2-K) Wat je geregeld ziet is dat mensen helemaal opgaan in de opdracht (vb van A naar B brengen) en als je dan de observatie van het paard terug geeft dan zeggen ze heb ik helemaal niet gezien of is me eigenlijk niet opgevallen dat hij niet stil bleef staan.

2-K) Mijn eerste vraag is altijd over welk soort leiderschap heb je het? anderen of jezelf (volwassenheid) hoe meer je jezelf leert kennen en hoe beter je daar mee omgaat hoe meer je je eigen leiderschap in de hand neemt (sturing aan je eigen leiderschap) het in je eigen kracht staan. Op het moment dat je in je eigen kracht staat wordt jij veel aantrekkelijker voor anderen om jou te volgen. en dat is wat je met de paarden heel erg ziet, als iemand weet wat hij wil en duidelijk hierin is en dat weet over te brengen, hoe makkelijker het paard mee zal gaan. Hij snapt wat er gedaan wordt, er is verbinding.

3-K) Leiderschap zit hem dan ook in het duidelijk zijn en kunnen aangeven van grenzen. Richting geven en veiligheid kunnen bieden. Een meerwaarde leveren voor de groep. En dat zie je ook bij paarden. als zij samen komen dan wordt er een kudde gevormd. en als de mens leiding kan bieden wordt diegene gezien als een leider. Maar als een paard dit niet voelt zou hij zelf de leiderschap
7-H) when you talk about how to lead a team. you often talk about different leadership styles and horses are very professional in taking different roles to lead the heard. there is someone who is going in front and one who is going behind. And this is not an question of who is better but a question of what is needed. And this is a good thing for teams to think about. That there are different competences needed in different situations and different leadership styles are very important to survive (in an organization)

8-H)Op het moment dat je het paard gaat leiden dan wil jij dat er iets gebeurt en dan moet de essentie waarom dat moet gebeuren voor het paard duidelijk worden

8-H)Op het moment dat je het paard gaat leiden dan wil jij dat er iets gebeurt en dan moet de essentie waarom dat

		<p>moet gebeuren voor het paard duidelijk worden</p> <p>8-H) Deze gaat over leiderschapspositie (je kunt een paard leiden aan een touw en achter je aan laten lopen) Maar dan geef je je paard heel weinig vrijheid, hij kan blijven staan of meelopen. Maar als je hem vrij laat dan heeft hij alle ruimte en hoe kun je dan het paard vragen; ik wil dat jij die kant opgaat. Dus dat vraagt iets van de boodschap van diegene die iets zegt maar mensen zien dan ook hoe zelfstandig de ander is om jou opdracht aan te nemen. Dus dan kunnen mensen ook zien bijvoorbeeld dat het soms in werk niet helpt om iemand op pad te sturen met een opdracht als ik ze niet helemaal aan de hand mee neem</p>
<p>2. Commun ication</p>	<ul style="list-style-type: none"> • Are effective in give and take, registering emotional cues in attuning their message • Deal with difficult issues straightforwardly • Listen well, seek mutual understanding, and welcome sharing of information fully • Foster op communication and stay receptive to bad news as well good 	<p>1-K) bent in een coaching sessie met iemand hoe komt dit dan specifiek terug? Bijvoorbeeld je stapt over een hindernis en ze loopt weg. De verwachting was ze bleef staan maar die lag bij de ander. De 2de keer geen verwachting en toen bleef ze staan, en toen was het een wens (de gedachte ik wil het graag). er was aandacht en vertrouwen nodig dat hield je bij jezelf dat vroeg je aan de ander. Je maakte je wens kenbaar aan de ander. En daar luisterde ze naar, je was zo duidelijk voor die ander.</p> <p>6-H) weten wat je uitzend dus alles wat je denkt geeft een seintje in je lichaam en die paarden zijn altijd op hun hoede. Wat je uitzend kunnen patronen zijn en die patronen kunnen paarden herkennen. Als je hiervan bewust wordt kun je hier iets mee. Als het paard verandert dan heeft dat ergens in je lichaam zich</p> <p>7-H) Do the coachees work on social competence? Yes but you don't have to address it so clearly. You do an exercise and you get to know that there is no clear organization. and if you don't communicate about that you cannot succeed</p> <p>7-H) Another part of communication is that you are in a group and you learn something about communication during the exercises.</p> <p>8-H) In onze communicatie gaat het heel vaak rationeel en met een paard gaan alle andere aspecten Non-verbaal, die ook belangrijk zijn in de communicatie ook meedoen. Nog specifiek bij paarden telt ook alles mee in de omgeving</p> <p>8-H) En aan de hand daarvan kun je al heel veel zien. Want de een stapt op iemand af en die zit bij wijze van</p>

		<p>spreken al met de neus tegen iemand aan. of die loopt er bijna over heen. En dan kan een paard ook weglopen en dus kun je zien hoe stemt iemand af op de ander. (dan hoeft het paard nog niets te doen, er word alleen contact 8-H) Dat mensen dus eigenlijk zo visueel ingesteld zijn dat ze de ruimte om zich heen helemaal niet bewust zijn. En dat ook als skill er helemaal niet meer toe doet in hun hele vorm van leiderschap. En ik denk dat dit gewoon het mooiste is wat paarden ons terug kunnen geven dat wij dat gewoon weer gaan inzetten in leiderschapsvraagstukken. Dan worden andere dingen in de communicatie belangrijk zoals heb ik het goed uitgelegd/zijn er genoeg vaardigheden bij de ander om te doen wat ik vraag.</p>
3. Influence	<ul style="list-style-type: none"> • Are skilled at winning people over • Fine-tune presentation to appeal to listener • Use complex strategies like indirect influence to build consensus and support • Orchestrate dramatic events to effectively make a point 	<p>2-K) Bijvoorbeeld, een coachsessie met mensen van de keulse weg. en daar stond een hele grote stro muur (paarden kunnen afgeleid zijn) en we dachten moeten we dat afzetten? maar we waren dus aan het invullen dus we dachten kijken wat er gebeurt. waren allemaal mensen die leiding moesten geven aan groepen. De opdracht was neem het paard los mee in een rondje in deze ruimte. "hoe krijg je nu een medewerker die aan het lunchen is zo ver dat hij een spoedklus voor je doet?" en zo zijn er meer motivatie dingen bijvoorbeeld je bent in de wei met gras, maar je wilt met een paard over een hindernisparcours heen. "hoe krijg ik hem zo ver?" Dwang, meesleuren of verleiding, zeg je je moet dat nu gaan doen of wanneer je dat doet dan... [00:36:37] Dat werk met groepen en individueel hetzelfde, hoe motiveert de groep om een paard iets te laten doen</p> <p>6-H) Het heeft ook te maken welke locatie, welk materiaal, op gras (overtuiging). De afleiding van gras zit in ons hoofd [01:03:13] Daadkracht, het paard geeft een reactie en hoe ga je daar dan mee om? en wat doe je als het niet gaat?</p> <p>7-H) Motivation is an aspect you can see in the way people leading a horse for example pulling the rope if you want something from the other. What do you do when a horse doesn't move?</p> <p>8-H) Dan gaan mensen dus bij zichzelf zien dat zij bepaalde competenties en skills hebben. Maar dat het</p>

		<p>contact en de aandacht dan vaak ontbreekt. Er wordt vanzelfsprekend vanuit gegaan dat wanneer ik zeg "je moet dit nu doen" dat het ook maar gebeurt. Mensen zijn zich niet bewust wanneer zij tegen weerstand aanlopen of dit nu bij hen zelf zit of bij de ander. Het is dan meer mechanisch iets uitrollen en dat moet dan gedraaid worden maar een paard doet het dan gewoon niet. En dit is een heel krachtig signaal.</p> <p>8-H) Dus het paard spiegelt jou in Hoe duidelijk jou boodschap is. En dat is bij mensen niet anders alleen het paard geeft het jou non verbaal terug en een paard heeft geen notie van onze culturele normen of onze vooropgezette beleefdheidsvormen. het paard is gewoon heel puur in zijn communicatie.</p> <p>8-H) When you want to motivate another person "do you want?" or "do you want to come with me" this will stay in verbal communication. With horses this is not possible and this will only work when a person attunes to the relation with the horse. When people free themselves of these "layers" something arise between the horse and the person</p>
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Emotional Intelligence Framework; (Wolff, 2005)

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