

Let the horses help us to see

How can assessment tools combined with Horse Assisted Facilitation contribute to the psychological space for innovation?



Acknowledgement

To those who have taught me about structures and boxes that can help me understanding life and live in a world with rules and frames.

To those who help me keeping focus.

To those who accept me as I am.

To my ex-husband having structures and teaching our children some of this part of life.

And thanks God that I have found a fiancé that can tolerate all my new ideas, my impulsiveness, my mess, my uneconomical sense and my desire to be the one in front.

And last but not least to the beautiful creatures on the field for teaching me so much and being part of my helpful and honest staff.

Ups, I forgot my parents and my children. But they know they are in my heart and mean a lot to me.

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1 Introduction

A big heavy book has been dispersed out in the world and I am not talking about the bible. I am talking about Scharmers Theory U (2007). Otto Scharmer points out, that we have to act in new ways because things are changing so fast so we can't just download. In other words there has to be innovation to handle this fast changing world.

For optimizing creativity and thereby also innovation it can be of value to have a team of different personalities with different preferences. But it's not enough with differences. They have to play the game together and will need a psychological space for cooperation and unfolding innovation. For this it helps that these personalities respect and try to understand each other's behavior (Leonard and Strauss, 1997, Ned Herman, 1988).

A way to get a better understanding is to use a personal assessment tool and in that way get a better understanding for differences and what it means to behavior and communication (Leonard and Strauss, 1997, Ned Herman, 1988).

In Equina, where we do leadership training and teambuilding using horses, we experience that Horse Assisted Facilitation HAF combined with an assessment tool like f. ex. the behavioral profile from E-estimate will give a better understanding of own behavior and others and in this way higher respect and trust.

That leads me to the problem formulations:

How can assessment tools combined with HAF contribute to the psychological space for innovation?

2 Methods

I will argue for the use of assessment tools in innovative processes using theory on the tools combined with literature on innovation. I will also argue for the use of assessment tools together with the Innovation Diamond by Lotte Darsø.

I will argue for the resemblance of human and horse personalities using evolutionary biology and newer neurological and behavioral research. This I will combine with own experiences from our work in Equina, and experiences from other companies working with HAF and I will use and semi structured interviews of participants on our courses to elucidate the effect of HAF.

3 Innovation and psychological space for innovation

Innovation can be defined as: *"The process of developing and implementing a new idea. The idea may be a recombination of old ideas, a scheme that challenge the present order, a formula or a unique approach that is perceived as new by the individuals involved"* (Andrew H. van de Ven et al 2008 p. 9) and the idea have to give some kind of value (Darsø, 2003).

Innovation consists of conception, invention and exploitation (Rosenfeld et al, 1991) - we need a novel idea that has to be transferred into reality and get value out of it. Rosenfeld et al (1991) mention that in the West (America) we find the first part easier than in the East (Japan) *where devotion to the group makes it*

less likely to think in creative ways that are tangential to or radically different from those of the group. In the West we have a cultural attachment to the “rugged individualist” and the “sharp shooters of the west”.

But how do we create space for innovation? In this paper I will only discuss how we can create *psychological* space for innovation.

Especially the space for creativity can be hindered because it easily can be undermined in the everyday work environment of coordination, productivity and control (Amabile, 1998).

For creating a psychological space for creativity a climate with trust and respect will be of benefit (Darsø 2003, Leonard and Straus, 1997).

For creating the psychological space for innovation it can also be of value to have different personalities. It can provoke creative abrasions. Get different approaches to grate against one another in a productive process. (Leonard & Strauss, 1997).

To get different perspectives on the preject (the before project) and project (the goal oriented process) to get the whole process of innovation a team with different personalities can be an advantage (Herman, Leonard and Strauss, 1997) and different roles of management will be to prefer (Darsø, 2003). To get a productive process with those different roles and personalities the manager has to understand that different people have different thinking styles (Leonard & Strauss, 1997)

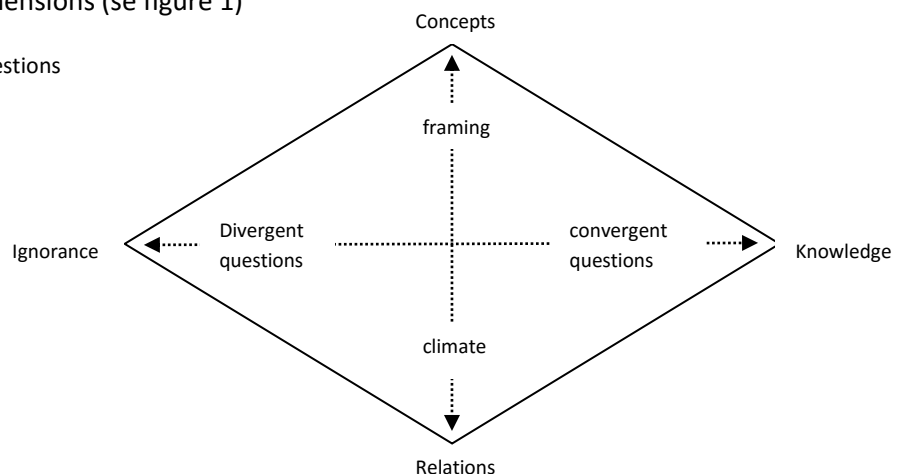
As a model for innovation I will use the Innovation Diamond.

3.1 Innovation Diamond

The Innovation Diamond can be used both in the preject and for understanding the innovation process in total (Darsø, 2001 pp 352 - 359). The model can be used for checking if the group is on track and where it might be suitable to put an extra effort.

In the model she presents four dimensions (se figure 1)

Fig. 1 Innovative process model with suggestions
(Darsø, 2001 p.353)



Concepts. To work in a group the understanding of concepts is important setting a frame. Communication is the key to achieve this understanding.

Understanding concepts can have cultural and an environmental background. Personality can also be of importance (Meyer et al. 1990). To help being clear of the concepts working with metaphors can be used (Darsø, 2001 p. 357).

Relations are invisible and often they are not outspoken (Darsø 2011). Relations are about climate, sharing and common ground (Darsø, 2001). Group climate can be very dependent on personalities and acceptance of differences (Meyer et al. 1990) as well as trust and knowing each other (Darsø, 2001). To get common ground depends on understanding each other and the concepts. There are advantages in having group members with different personalities, but then it is important to work with attitudes, communication at relation building (Darsø, 2001, p. 125).

Working with relations some kind of conversation or conceptualizing is needed and when working with conceptualizing new relations will form. Relations and concepts are important for building trust and respect for the working ground between Knowledge and Ignorance (Darsø, 2011).

Between Knowledge and Ignorance lie assumptions, beliefs and opinions. And to get innovation Darsø sees both as essential. Darsø (2001, p. 139) describes that ignorance can be the ignorance of being ignorant. Next step is to identify that you are ignorant and then to identify where your ignorance lies. To be in the field of ignorance can be unsafe and unknown, and to ask the stupid questions courage is needed (Darsø, 2011)

Knowledge can be tacit or outspoken. Tacit knowledge can be outspoken given adequate means of expressing (Poanyi, 1966: 5 in Darsø, 2001). Intuition can be related to tacit knowledge. For innovation knowledge can be a hinder, when it is used to stop investigation just because some beliefs we have. Experts are unfortunately more often known to say that things are impossible then to see what can open up for possibilities (Darsø, 2011).

For leading innovation Darsø (2011) recommends to use roles instead of tests / assessment tools. She lines up four roles that can support the innovation process (Darsø 2001, p 353, Darsø, 2011 pp 72 - 77):

- The innovation “gardener” looks after relations (stimulating climate) and ensure that everybody use their competences.
- The innovation “jester” stimulates divergent questions so all the interesting corners one usually wouldn’t investigate are explored.
- The innovation “conceptualizer”, that supports the process of framing, ensures that disagreements and tacit knowledge are outspoken, writes down cues etc.
- The innovation “challenger” helps to qualify the creation of knowledge (stimulating convergent questions). This role appeals to persons with critical thinking and flair for asking questions to data and knowledge the group have or are collecting.

4 Assessment tools

Cognitive differences are often subtle and often people do not naturally appreciate their significance (Leonard and Strauss, 1997). Cognitive differences also mean different behavior¹. Leonard and Strauss suggest using an assessment tool / diagnostic tool as f. ex. the MBTI (Meyer Briggs Type Indicator) or the HBTI (Herrman Brain Dominance Instrument), to get a better understanding for the differences. Different tools have different focus, so it is of value to look on what kind of tool will give the best result.

¹ Training material from DiSC

In Equina we primarily use a behavioral profile (from E-stimate) or the DiSC. They are very similar. We find them simple and easy to use for our clients and it is very transferable to the horses. We do also use the MBTI or the JTI (a version of the MBTI developed primarily for Scandinavia) a preference tool but we haven't yet found out how to make a profound transfer to the horses.

4.1 How to use an assessment tool.

To get benefit using assessment tools it is important that it is used in a proper way. Leonard and Strauss, (1997) encourage to engage a trained professional to administer the tool.





The delivery of a profile is important. Jørgen Friis, the owner of E-stimate says: *"Don't leave your client on one leg. You have to make the client understand, that we all do have some of all aspects in us. It (the tool) can tell me something about my fundament and how I use it in relation to myself and to others. It is important that we do not "over interpret". We have to cut corners to make it easy to understand the tool, but it does not tell the whole truth..... It caricatures by pushing the extremes to promote understanding for the differences, so we get better in understanding what is in-between. We all do have some of it all and that is important to realize. It (the tool) is like an enzyme to start a process. Get a language. Simplicity so we can continue the process."*

In my delivery I also emphasize that a right handed needs more energy to write with the left and likewise it needs more energy to use a trait/preference/aspect we are not comfortable with. An assessment tool can draw attention to where one can have advantages and challenges. It doesn't tell the whole truth but it gives a qualified view and the opportunity to get more conscious about one's strength and challenges and knowing that it can be easier to change if one wants to change something.

4.2 Description of an assessment tool

I will mainly focus on the assessment tool from E-stimate (see a general description in table 1.). I will also include some aspects from the JTI.

The tool from E-stimate is a quadrant behavioral model that classifies four aspects of behavior, four traits by testing a person's preferences in word associations. The four traits are: The producer symbolized by Red, the entrepreneur symbolized by Yellow, the integrator symbolized by Green and the administrator symbolized by Blue. The tools can also be used to describe the dispersion of profiles in the team.

Table 1. The four traits in the behavioral profile from E-estimate			
			
The producer	The entrepreneur	The integrator	The Administrator
Targeted Result-oriented Risky Energetic Direct Resolute Competing Will manage Will determine Will Strong	Spontaneous Impulsive Energetic Visible Carefree Irrational Seeking contact Very speaking Charismatic Inspirational Curious	Tolerant Nurturing Accepting Steady Supportive Frank Indecisive Nurturing Emotional Love worthy Calm	Accurate Detail Oriented Perfectionist Systematic Logical Sober Formal Checking others Structured Quit
Forces	Forces	Forces	Forces
Pioneer, organising, implements ideas Straightforward and outspoken in his/her way of communicating	Maintenance of happy and positive atmosphere Is inspiring and motivating to others, Inventive, innovative, Seeing "odd things"	Foster cooperation, keep promises, humane, listen to others, handle routine, persistence - doesn't search for news for the matter of varieties	Meticulous, detail-oriented, naturally gentle Finds faults, controls quality, Preferably as a specialist
Often seen in front - alone	Often seen in the middle of a group	Often seen as part of a group	Often seen alone or in a minor group
Formative behavior		Adaptive behavior	
Se the environment as unfavorable Evaluative behavior Oriented toward the case	See the environment as favorable Accepting behavior Social oriented		See the environment as unfavorable Evaluative behavior Oriented toward the case

5 Why horses

Talking innovation and working with humans we also talk chaos (Stacey 2005, Shaw, 2002). We can't predict and have totally control of what happens. Working with horses we have this unpredictability too, and we are even more lost because most of us are not used to handle horses.

Using horses for teambuilding and leadership training we have the horses as experts in reading body language (Strozzi, 2004) challenging our behavior and as they do not think in titles we can get an unbiased feedback on our reactions and nonverbal communication (Osterhammel, 2006). They are experts on body

language also the fine we do not notice. Just think on the story of “Kluger Hans”, the horse that could solve even difficult math problems. What happened here was actually, that the horse saw the fine nearly not visible movement in his owners face (Raab, 2008). Both horses and humans are social mammals and our brains has similar structures, though ours is more evolved (Hansen 1997) and we have a lot else in common. F. ex. they live in herds (communities) with a hierarchy that is not always linear and there are friendships criss-crossing the hierarchy.

5.1 Why are horses workable together with assessment tools

In our work with horses we experience that they have different personalities. Linda Kohanov use these difference in her therapeutic work (Kohanov, 2001), Klaus Hempfling has written a book on horse personalities and differences (Hempfling, 2003). Madeleine Moore, a training professional using horses, find also a variation in personality: *“Like people, horses have very different personalities and you need to be flexible and adapt according to their character.”*²

To have a personality you have to have emotions (Panksepp, 2005) Saying: *“... The bedrock of emotional feelings is contained within the evolved emotional action apparatus of mammalian brains”*. Personality can be defined as: *The unique, relative enduring internal and external aspects of a person’s character that influence behavior in different situations* (Schultz and Schultz in Hartmann, 2006).

Our behavior comes from drives. Lawrence (2007) describes four drives first mentioned by Darwin: Drive to acquire, drive to defend, drive to comprehend and drive to bond. Drive to acquire and drive to defend being seen in all mammals. It can be discussed if drive to comprehend and bond can be seen in mammals, but if we are including curiosity (seeking) and play under comprehend and care under bonding Panksepp (2005) finds intrinsic coherence of these traits can be demonstrated also in other mammals than humans.

Sankey et al (2011) find that horses do have the ability of cross-modal recognition that includes both visual and vocal identity. Gosling and John (1999) presents in a review article that that traits from the Five Factor Model on personality structure can also be found in nonhuman animals.

If I look on my own observations of the herd I find different profiles as by humans. I will give some examples from my own stud (appendix 0)

Frodi is the leader of the herd. He has a lot of Red. He has a strong will, wants to manage both horse and human, energetic when he wants to and he seems determent. He is often seen in front of the herd especially if there might be danger.

Gáska. I see her as Yellow with some Red. For sure she has a formative behavior. She is social, curious, energetic and impulsive to work with.

Landi I see as Green. He is social and nurturing to the younger horses. Accepting and having a quite adaptive behavior both toward other horses and to humans.

Tulle I see as Blue. On the field she grazes by herself. Even her foal is more together with other horses. She has an adaptive behavior being very low ranked. Training her you have to be precise and in her younger

² http://www.eahae.org/database/pressarticles/2011-02_LAWR_MadeleineMoore.pdf

days she got upset if the signals to her wasn't precise or she was pushed too much. She also saw the world as unfavorable (dangerous).

5.2 Examples of training with the horses

A team course at Equina with assessment tools will usually contain a mixture of:

- The questionnaire from the assessment tool
- Theory about the assessment tool and how to use it
- Individual feedback
- Training with horses, doing different exercises with feedback
- Observing the other team members and giving feedback
- Reflection
- Discussions
- Transfer to daily life (work, private)

At first we will always give safety instructions how to be with horses.

The clients and team members will in the following descriptions of exercises be called TM.

5.2.1 Find your new colleague

In the paddock the TM's will be invited to say hallo to all the horses and to find the horse they would like to have as a new colleague. TM will be asked to write down three characteristics of the horse and why they did choose that horse.

This exercise make the TM's tell about themselves and how they see themselves in an indirect way and they will often find a horse that resembles themselves or they are attracted by their opposite personality.

Klaus Hempfling (2003), has the same experience. He also points out that what we think is very different from us is actually very close to us, so we by choosing a horse opposite us we still choose something similar.

5.2.2 The agility course

There are different exercises made as obstacles in the paddock (appendix 1), and the TM's have to cooperate with horses making them f. ex. force the seesaw, stand with front legs in one tire and hind legs in the other tire or back up in between two bars.

Examples:

One TM (Blue) will try to be very accurate getting the four legs in the tires. There is a lot of patience trying to get it correct, and if there isn't success the exercise was a disaster. Another (Yellow) will be happy just one leg is there and they can head off for the next exercise.

Forcing the seesaw the Red guy will walk fast onto the exercise expecting the horse to walk over it, not noticing that this Blue horse is afraid and needs time. Getting aware off the horse's need of time to see what it is, gives him a picture of how he works with his companion with a lot of Blue, not leaving time to accommodate the new he is presented.

In the back up we can see the person high on Green being very polite to the horse petting it having a lot of patience. The horse might not move a step before the person find another side of himself where the horse

can feel that the person want things to happen. If it is a horse we think as Green, it might not be much strength that is needed, but is Frodi (Red) a lot of will is needed.

5.2.3 Join up and follow up

Here we use a round pen like a circus ring. The TM is instructed how to use body language and a stick to get the horse run around. The TM has to be clear in body language and placement relative to the horse. By pressure on distance the TM can get the horse to run around in the pen and if the horse accept and trust the person, it will join up with the person walking towards her when she stops pressing it and is there a good connection it will follow the person (Roberts, 2004 and ^{3,4}). This exercise shows different energies in leading by authority and empathic connection.

At the film from You tube⁵ showing our work one can first se a woman who tries to get the horse (Landi - Green) move, but she isn't clear enough in her authority and the horse moves her instead. The third TM is more aggressive in his body language and scares the horse (it raises its neck and moves very fast). The TM afterwards get a different contact with the horse and the horse join up and follows him afterwards. It is an example of how different personalities get different results with one type of horse.

Following are some examples where we know personal profiles on the TM's (names are fictional). Their profiles can be seen in appendix 2.

Example.

In the round pen I have the mare Fjalladis (F)

I experience that she has a lot of Blue and some Red. The Blue is shown by her skepticism and she feels most comfortable when things are done after the same system, there are rules to be followed and she gets time to see new things. The Red I can see, in the herd, where she is quite dominant.

After demonstrating how to work in a round pen Gurli (G) Yellow and Red walks right to F and tries to get her move around. But F raises her head and make G to walk around her instead. G has a big struggle to get F around and there is no join up at the end. I have never seen F act like that. She is usually "listening" and with a little pressure she will run. Afterwards Lone (L) Green and Blue tries. F walks calm and confident in the round pen. Her attention pointed towards L, and L can direct the speed. At the end F joins up and follows L.

Ulrikke (U) (Yellow) tries her. She gets her around, but can't direct the speed. But she gets a join up.

We try a new horse. The Stallion Hárekur (H). I experience him fairly high on Red supposedly caused by his high testosterone and the situation that he is the only mail in his herd. Riding him I experience a lot of Green. Calm and he wants to cooperate. Here I am the dominant, and he shows another side of himself.

G works with him. A little struggle and the he is running around in the round pen and joins up and do some follow up.

L tries him. She can't get him to move. He grazes relaxed though she is hammering the stick in the ground. Using a lot of effort she gets him around. The join up is weak. A few steps toward her.

³ <http://www.youtube.com/watch?v=9Dx91mH2voo>

⁴ http://www.montyroberts.com/ab_about_monty/ju_about/

⁵ http://www.youtube.com/watch?v=_znlgTO_k3c&feature=related

U has some trouble getting ham around. When she is trying to get him around in the pen, he seems aggressive talking a step toward him. When she relaxes he also relaxes what can be seen at how his ears are pointing backwards when aggressive and to the side / front when relaxed. (Appendix 2)

6 Interviews

Already by interviewing our client I experience the personality differences and interesting it is that their use of the assessment tool has been very different. The following will be extracts of interviews and feedback we have got during time.

The names are made up. Where profiles are used I will write the colour with uppercase. I also write the most dominating aspect of the horses as I experience it.

Hans, major in the royal Danish Army Military Academy participating in a course in September 2009. Interviewed December 2012.

.... I have wondered how easy I get attracted to and choose or go to persons with the same profile as mine. I walked a lot around (in between the horses) and still I ended up with one of the dominant and I see myself a dominant (Red)...It is a danger if one do not appreciate diversity...I believe in diversity both on a theoretical basis and what I see. Staff work 8 – 10 persons. If they have the same profile the task is done fast, but in reality not very good. If there is diversity we'll get the good solutions with a lot of facets. It is here the assessment tools have their strength...I believe in diversity. Are we open to other people and handle the frustration it can give we get the good solutions...

You see the different types as in humans. You sense the differences between the horses ultra fast. You work with something different from humans and exclude the verbal. Focus on what one do not notice in daily life. See something you do not normally see. Tacit knowledge, yes.

I had just been certified in the JTI....It enhanced my interest...The first horse was very dominant, the next one opposite and I didn't have to be so dominant .

I needed a translator -you. I could use the word cultural theory ...

It was a milestone for me. It was an emotional experience for me working with such a big animal.

Alice, leader in a HR department in a big Danish bank, participating in two two-day teambuilding courses in spring 2009, interviewed December 2011:

Funny experience. Those (horses) I was attracted by was the strong personalities. It is also those types I work with in daily life. I see some persons from the bank (she smiles)...

I can see what happens with the horses happens in the bank in front of me. Got an "oh, that's what happens" experience... If I let go a little I will succeed, I thought. But I have to be tough. Be firm. It got so clear with the horses.

... Indirect the JTI has helped the team to get a language. Better understanding in the project group and it has become easier to understand what is going on in the field...

Yes, it has given bigger respect toward each other..Before I could get irritated, but now I understand.

... We've got some pictures. A collective experience... We got challenged, some was new, some was not...It is something with the horses, it is difficult to put words on. (she point to her chest)... some was enlarged so we could better see it.

... There was a big difference how introverts and extroverts worked with the horses... I learned that sometimes I should just shut up. There can be presence without talking...

Before horses were just an animal. Now they are personalities with emotions.

Participants in a three-day course with focus on personal profiles and horses in November 2011.
Interviewed December 2011:

Gurli, head of department for a group of social workers. *It was two very different experiences. Two horses that required so different things from me. To be so different and use so different sides of myself to get the same to happen. It was a big experience... Exiting to sense it.*

...It is exactly here it gets clear. You have the result at once in the reaction from the horse.

...Karens (se down under) Green side got even clearer with the horses. Together we have been through different things. This weekend it got clearer why the situation was harder on her than on me....

Assessment tools gives a language.

Karen, former head of department for a group of social workers in a leader group with Gurli. Now working in a teaching group:

Getting to know my profile I get self respect. Here I have my strong sides and here I have a potential for development... What I praise, I can see in myself when it is drawn up. I can see it and others can too...In a team you can use it as a common third, you get a language. The distance facilitates the dialog...

To work with the horses have got me to look at my different traits... When meeting Frodi (Red). If I meet him with the same we will struggle. But if I meet him with respect and humility I can make him do it. With Erla (Green) I had to use my Green side.

It is not a question if you are a horse or a human. It's about staying away from the borders of the other person. You get a clear feedback from the horse if you get beyond the borders. You get it from humans too, but here it can be so refined and unpleasant...Often when you do something, something you do not even know you do, the other person marks at once. With the horses it is slower so here you get time to sense.

Lone. Employee at the Danish ministry of environment:

Hera (Green) could teach me to get into myself, get grounded and send clear messages. I did choose her out of my intuition. Indæll (Green and Red) Taught me to insist, hold on and say yes and no. With Fjalladis I had immediate contact... The stallion (Hárekur) didn't want to feel what I sent out from my heard. He is Red... a side that is not dominant for me.

7 Assessment tools and innovation

I will describe how I see assessment tools can be used to help to create psychological space for innovation.

When I in the following are using the different types of behavior I will use the colors to describe what trait I see as the most predominant and as Friis mention: *" It caricatures by pushing the extremes to promote understanding for the differences, so we get better in understanding what is in-between*

If we take Rosenfelt et al's (1991) definition for the innovative process I primarily see a Yellow person as the rugged individualist in the conception process, the Blue and the Green with the devotion to the group to get it transferred to reality and the Red sharp shooter to get value out of it. We can then ask. Do we have all the traits in our team for innovation?

In the everyday life as described by Amabile, (1998) I see Green and Blue is off big value to get things done with coordination and control and Red for productivity. To get new thinking and creativity we need the Yellow. To be in the creative space trust and respect is of value (Darsø, 2003 and Straus, 1997) and to

support trust and respect the use of assessment tools can contribute (Leonard and Straus, 1997). This view is supported by Alice's experiences. To get creative abrasions as described by Leonard and Straus (1997) it can be of value to have people with different profiles and this view is supported by Hans that notices better solutions with in groups with different personalities. The diversity of profiles in a group can be illustrated by assessment tools (Meyer and Briggs, Herman, 1988, Leonard and Straus (1997) what is also pointed out in the material from DiSC and Adfærdsprofilen.

If we look at the innovation diamond I can see different traits be more prominent than others.

In the land of ignorance I see a lot of Yellow. Someone that can act in the land of uncertainty and anxiety. In the land of knowledge I see a lot of Blue. The skeptical having focus on knowledge and details, but the Blue can also be a hindering if the skepticism is to big stopping new knowledge to come through. I also see quite a lot of Red. Having the courage to get into conflicts.

In the land of Concepts I also see a lot of Blue. Getting frames and systems, but we also have the Yellow to get the more intuitive language spoken and get things outspoken at all.

In the land of Relations I see a lot of Green. Nurturing, tolerance, support, emotions and acceptance.

In working on concepts assessment tools have two valuable points. One is to get a common language as both Alice, Karen and Gurli mention. In a way it is a language using metaphors. The other is to get a better understanding of how we need to address different types in different ways (Leonard and Straus, 1997).

Working on relations/climate assessment tools has its value to higher respect, trust and understanding. To ensure that a preject comes to a project and implementing happens a lot of Red, characterized of being result-oriented and energetic, is needed.

For leading innovation Darsø (2011) recommends to use roles instead of tests / assessment tools. I don't think the one excludes the other. I actually think it can support seeing things from different perspectives and in that way we can get a better understanding (Kumaran & Maguire, 2006).

The innovation jester get the characteristics of Yellow to work so the group can see the odd things and be motivated.

The conceptualizer put weight on the Blue to assure the concepts are found. "We need to know the rules."

The challenger needs traits from the Red to be straight forward and challenge rules and knowledge and should support the Blue to explore the existing knowledge.

The innovation "gardener" uses a lot of the Green and Yellow trait listening and fostering cooperation and maintaining a happy and positive atmosphere.

To ensure that a preject comes to a project and implementing happens a lot of Red characterized of being result-oriented and energetic is needed.

The roles and the traits can be explored by training with horses.

8 Assessment tools, innovation and horses

Horses are very skilled on body language and will react on the subtle cognitive and behavioral differences we have and they can enlarge the situation, so team members or / and the person in action with the horse will experience things they might not otherwise notice (Alice).

If using assessment tools facilitated with horses it will give a bodily experience, and it will give pictures instead of only words. This means a more profound learning (Hansen, 1997).

It can also help to get tacit knowledge outspoken with the horses as metaphors. There is a distance (Karen) that facilitates the dialog.

Horses have many traits alike us and we can get reactions that mirror traits from our self and others with an unfiltered feedback. And as we know body language is important in our communication we at the same time get trained in using the right body language toward other personalities.

And, acting with horses can be close to chaos. We can't predict what is going to happen when a human personality tries to cooperate with an equestrian personality. In that way it can also be a training field for letting go control, an important skill, when we are talking about innovation.

I see Horse Facilitated Training as a strong addition for theory and training personal assessment tools, especially behavioral tools as the behavioral profile from E-stimate and the DiSC profile.

The disadvantages using horses can be that team members do not take it serious. Team members can also excuse themselves and their behavior by being afraid of horses. It is our job as the human facilitator and trained professional is to help them to relax and to understand what happens by signaling confidence and asking the right questions and we experience that, though they might not believe in the role of the horse, they get value of the training.

Sometimes we get horsemen at our courses. Shortly it can be a disadvantage because they do not sense what is going on, but just use their learned skills. But after a short time we can get them to start sensing and seeing in a way that is usable for their personal development and they will open up.

9 Why use assessment tools in innovative processes?

There isn't an exact formula for innovation (Darsø, 2011) but a climate with trust and respect can help to create a psychological space for creativeness and a space where people can be productive with good cooperation. To know one self and each other can help in building up the trust, respect and acceptance and here assessment tools can be of value.

An abrasive environment can also support innovation. To get people together with different personalities and cognitive differences can help to provoke this "grinding", but here it is important that the team members acknowledge these differences and use it constructive.

Knowing to differences in personality and what it does to communication can also help in the process getting people to think in what way they present things and be better in adjusting it.

The danger by using assessments tools is to stigmatize people. The professional have an important role here to get people to see it as a tool that can be used as a language. The testing can also give a false answer and it will always be affected by a given situation. Because of that, it is so important that it is delivered by a trained professional, that can discuss the results. Some of the characteristics of a trait can be seen as negative, but the tool is meant for helping people to grow, so again the delivery is important. And last but not least: We are much more than just a color and we can learn all life if we want to.



10 Conclusion

Assessment tools are TOOLS that can give a language and an understanding for differences giving trust and respect in a group. Horses can enhance the understanding of the tool and at the same time reinforce the learning environment. In that way assessment tools combined with Horse Assisted Facilitation can contribute to the psychological space for innovation.

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Appendix 0 Horses and traits

<p>Mostly only contact with those right underneath him Has a strong will Energetic if it wants to Skeptical High in hierarchy</p> 	<p>Get bored if doing the same too long Seeking and taking contact Impulsive Going its own way Curious Collaborate well when a Lot of appreciation</p> 
<p>Often grazing away from the herd Skeptical If it knows the rules, then easy to work with otherwise it tries to "escape" Relaxes when human has the control Low in hierarchy</p> 	<p>Liking contact Prefer things in a decent tempo Easy to work with Positive contact Often contact to the younger Horses Low in hierarchy</p> 



Horses waiting



Meet your partner



Tires

Triangle



Seesaw



Round pen



Back up

Jumps

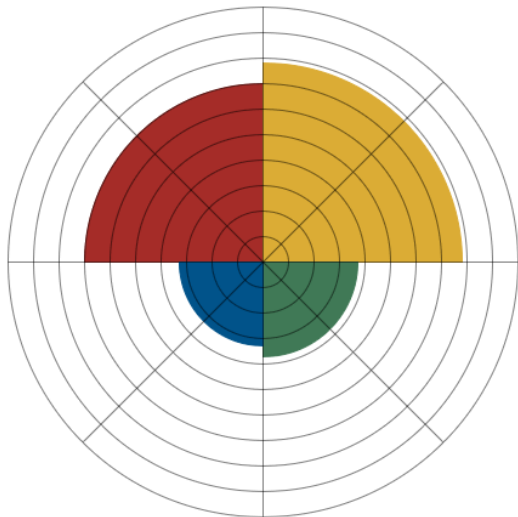


Appendix 2

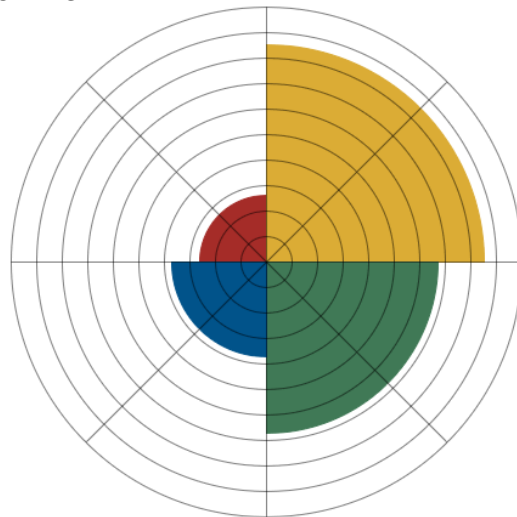
Examples of Personal Profiles

The behavioral profile from E-stimae.

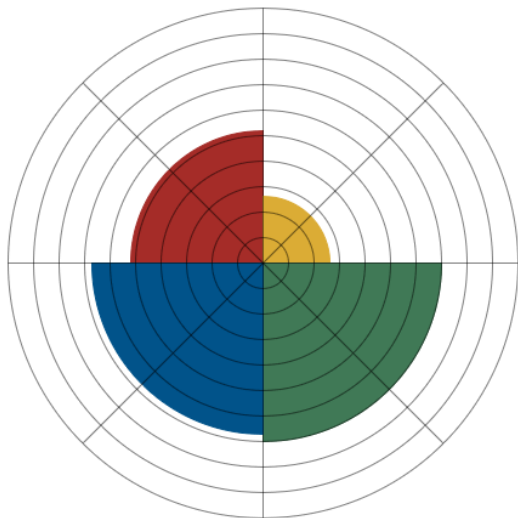
Gurli



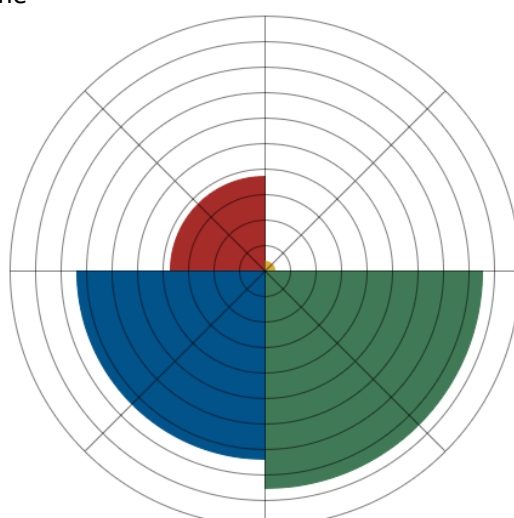
Ulrikke



Karen



Lone



Red:	<i>The producer or D in the DiSC</i>
Yellow:	<i>The entrepreneur or I in the DiSC</i>
Green:	<i>The integrator or S in the DiSC</i>
Blue:	<i>The administrator or C in the DiSC</i>



Appendix 3

Person U with a lot of Yellow and some Green trying to tell a horse - that we think have quite a lot of Red and some Green - to move away from her. The horse demonstrate his power by pointing his ears flat backwards and walking towards her showing some aggression. When U do not succed, she is laughing taking contact to the audience and the horse relaxes, the ears move forward and he does what he wants to do - eat.

