

Social innovation assisted by HAE



How can HAE at Equina lead to social innovation and can it be explained through Theory U and the Innovation Diamond?

*Mini project at LAICS "Leadership and Innovation in a complex world" module 1
by Ellen Hvidt (2009)*

Examinator: Lektor ph.d Annemette Kjærgaard, CBS

Censor: Niina Koivunen, Dr., Assistant professor at University of Vaasa, Finland

Social innovation assisted by HAE

*Mini project at LAICS "Leadership and Innovation in a complex world" module 1
by Ellen Hvidt (2009)*

Examinator: Lektor ph.d Annemette Kjærgaard, CBS

Censor: Niina Koivunen, Dr., Assistant professor at University of Vaasa, Finland

1. Introduction	2
2. Methods	4
3. Concepts – dictionary	4
4. Theories on innovation	5
4.1 The innovation Diamond	5
4.2 Theory U	6
5. Theory U (TU) in the Innovation Diamond (ID)– analysis	7
6. Horse assisted education (HAE) at Equina	7
7. Experiences with HAE described by Theory U – analysis	9
8. HAE and Theory U to assist Social innovation- analysis	14
9. Discussion	15
10. Conclusion	15
References	16
Appendix 1	17

1. Introduction

Equina is a consultancy company working with Horse Assisted Education (HAE) doing leadership training, teambuilding and coaching where the horses' sense for nonverbal communication and their unfiltered feedback are used. Our customers are big and small companies. Their purpose could be to develop a "group of employees" to a "team", finding the rules / values for the team or to give a leader or a group of leaders an opportunity to be aware and train his or her way of manifesting leadership. We often supplement the horse assisted training with coaching. Until now it has mostly been leadership training.

Why do we use horses:

- They have a well developed sense for nonverbal communication
- Give unfiltered feedback
- Sense the participants belief in them self
- Are good metaphors for employees, colleagues or customers?

Different HAE companies are using different methods using the horses (see f. ex. <http://www.horsedream-international.com/> and <http://www.fm-group.eu/www.fm-group.eu/Velkommen.html> . In short, the participants are encouraged to see and sense themselves, others and group processes and reflect and act from that.

At Equina we are aware that our fundamental values and work in many ways can be described by Otto Scharmers Theory U (Scharmer 2007), getting people from downloading to seeing to sensing and to presencing and crystallizing and often to prototyping and performing back in the company. Scharmer sees his Theory U as a guideline to initiate innovation or change.

For a group to start an innovation process (Lotte Darsø p. 196) the innovation Process Model, also called the Innovation Diamond, can be used to improve the working climate looking at communication, relations and enhancing mutual understanding of innovation processes (Darsø p. 352).

Theory U and the Innovation Diamond enlighten the initiation of innovation /change.

Darsøe, 2001 p. 28 defines social innovation as: *"Innovations that springs from social needs. It is related to new ways of social interaction, behavior or function"* .

At the Equina courses we work with social interaction, behavior and function. We have not yet done course with the specific goal of innovation, but we see the processes the participants go through as a opportunity to start an innovation process, and one outcome can be implementation back in the company.

That leads to the problem formulation:

"How can HAE at Equina lead to social innovation and can it be explained through Theory U and the Innovation Diamond?"

To become clear on innovation and how Theory U can be used in social innovation I will analyze the following question:

Can Theory U be explained as an innovation theory through the Innovation diamond?

2. Methods

To explore the question: “How can Theory U be explained as an innovation theory through the Innovation diamond?” I will primarily use Lotte Darsø's book “Innovation in the making” (Darsø, 2001) and Scharmer's “Theory U” (Scharmer, 2007)

To explore the problem formulation I will describe a day at Equina with theory and praxis. I will use interviews with two participants and I will use own field observations and statements from participants and analyze how I can set them into the U and fit this new knowledge into the Innovation Diamond.

Interviews

I interviewed two participants of a group of six using semi structured interviews.

The group met at Hegedalgaard the 23rd of October for a 3 hours course in horse assisted leadership training and personal development. The Interview with Dorthe Rejkjær, Miljøstyrelsen took place the 27th of November 2009. The interview with Evy Tykgaard took place the 15th of December 2009.

I asked into what episodes they remembered and made them relate them to daily life and what it had given them personal. Was it concerning personal development I asked in a coaching way not to interrupt their learning process and to get the most objective answers. Dorthe is skilled in using Theory U in a theoretical frame, and was able to place her experiences in the U-model.

Field observations

I use unstructured field observations and experiences from the three years I have been doing HAE.

Statements

I use statements from evaluation schemes and from articles (Børsen, Jyllandsposten and Finans) and the film clip (jyskbank.tv)

The interviews and statements are translated from Danish to English.

3. Concepts

Innovation, both technical and administrative 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). More specific we use Darsø's, (Darsø, 2001) definition on social innovation: *“Innovations that springs from social needs. It is related to new ways of social interaction, behavior or function”*.

Preject: The goal seeking and divergent process leading to a project (Darsø, 2003)

Group. I will use the word group to describe different kinds of teams and people that have to work together. A group constitutes of individuals.

Participant (P). Participants can be individuals participating in a course for personal development, leadership training or teambuilding.

Coaching: Asking questions based on Ps present mental focus. Solutions are not given.

Metaphor: Aristotle suggests that “midway between the unintelligible and the commonplace it is the metaphor that produces knowledge (Morgan, 2006). Morgan (2006) writes that: “We use metaphors when

we try to understand one element of experience in terms of another. Though metaphors proceeds through implicit or explicit assertions that A is B". I will use metaphors as the way experiences with horses implicit can be a picture of daily life for the P. Metaphors can as I see it both be visual, outspoken and physical.

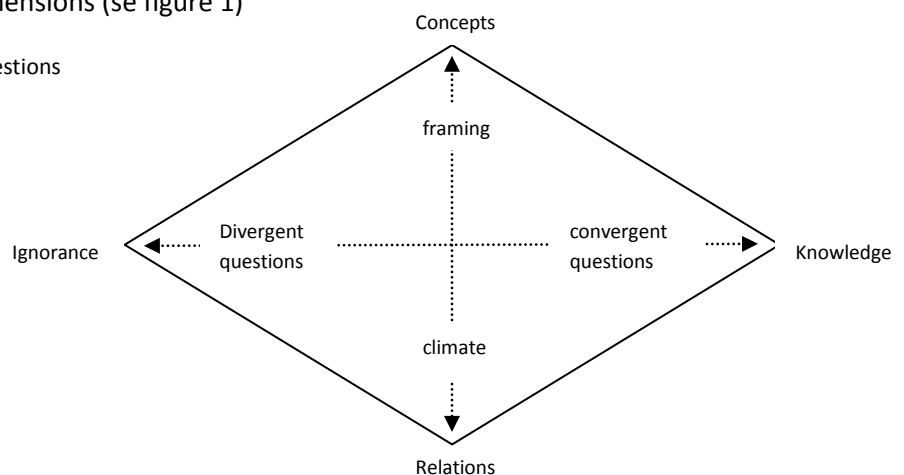
4. Theories on innovation

4.1. The innovation diamond (ID)

Darsø's Process Model, from now on named as "the Innovation Diamond" (ID) can be used both in the preject phase and for understanding the process of the innovation process in a group (Darsø pp 352 - 359). The model can be used for checking if the group is on track and where 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, and personality (Meyers et al. 1990). To help being clear of the concepts working with metaphors can be used (Darsø, 2001 p. 357)

Relations is 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).

The model describe that 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. 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.

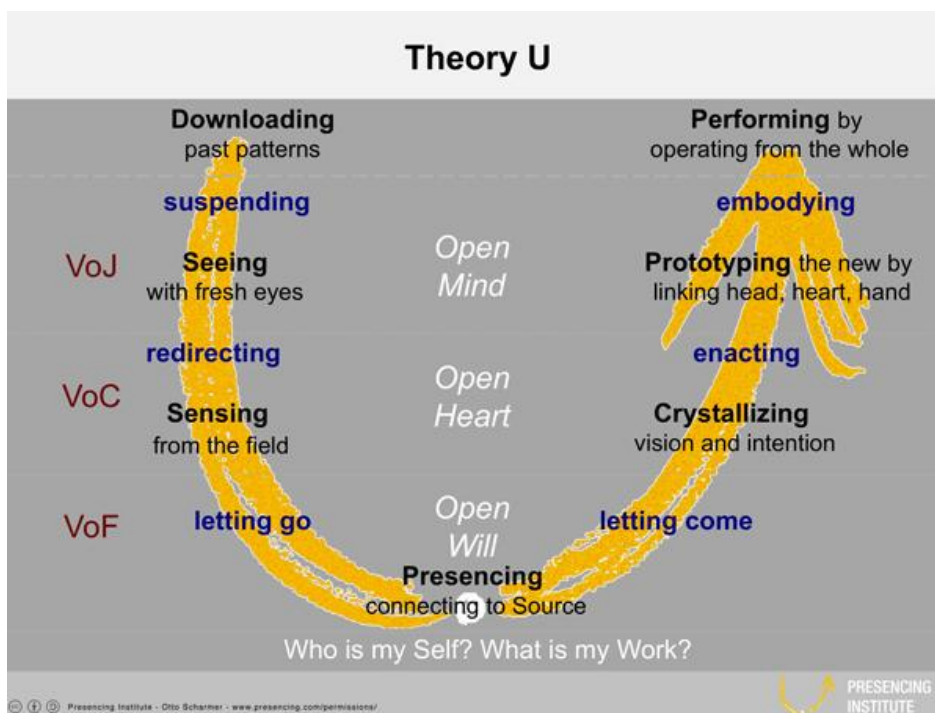
Darsøe set up four roles that can support the innovation process (Darsø 2001, p 353):

- The innovation "gardener" looks after relations (stimulating climate)

- The innovation “jester” stimulates divergent questions
- The innovation “conceptualizer”, that supports the process of framing
- The innovation “challenger” helps to qualify the creation of knowledge (stimulating convergent questions)

4.2. Theory U (TU)

Otto Scharmer (Scharmer, 2007) believes we have to think and act in a new way because things now are happening so fast, so we can't continue to use downloading for development and innovation. We have to learn from the coming future by being present with open mind and open heart connecting us to the world that emerges from within (presencing). He also believes, that in many cases it will be preferable to keep a process open making prototypes trying them out before implementing (performing). Scharmer describes the process by the U (se fig 2)



Scharmer (2004) describes downloading as based on the habitual pattern of action and thought. He sees four barriers that keep one from going from down loading down the U.

1. Not to recognize what we see
2. Not to say what we think
3. Not to do what we say
4. Not to see what we do

Fig. 2. The U. From (Scharmer 2009)

To see we have to suspend the VoJ so we can move from projection to true observation. VoJ is voice of judgement, where locked ways of thinking and doubt is the opponent. To help seeing we can ask questions from different perspectives.

By sensing we start sensing by our heart and use empathy. An open heart allows us to see a situation from the whole. Doubt is the opponent. VoC is voice of cynicism, where we distance our self from the new to protect us, and emotions are directing us and may stop us from sensing.

Presencing is the capacity to connect to the deepest source of self and will allows the future to emerge from the whole rather than from a smaller part or special interest group. VoF is voice of fear. We do not dare to let loose the existing because we are afraid of failing. We do not use our will constructively and this can stop us from presencing.

Crystalizing is like the idea coming from nowhere. It is like an energy field that attracts people, opportunities and resources making things happen

Prototyping moving up the right side requires the integration of thinking, feeling, and will in the context of practical applications and learning by doing. Lotte Darsø (2004) mentions metaphors can be perfect prototypes for dialogue.

Performing is to implement (embody) f. ex the new idea. To implement the idea there has to be courage, will and perseverance (Darsø, 2004). Tactics can also be an important factor (Van de Ven, 2008)

In the following I will go further into Theory U.

5. Theory U (TU) in the Innovation Diamond (ID) – analysis

The ID and TU can both be used as help in innovation processes.

I see the work with concepts and relations shown by ID in the process from going from downloading to seeing and sensing . In this process, we have to open up for understanding what others really mean (Meyers et al.) . Here we have to listen (Covey in Darsø, 2001, p. 186) and to use our emotional intelligence. To do that, we have to be confident, to know each other, and understand and accept differences in personality.

Both Ignorance and knowledge can be seen as downloading. If we are stuck in either side it can easily be negative in an innovation process. We only see the world from our ego.

Knowledge is a must in creative work (Darsø, 2001) but not if it sets people in a position of VoJ, which stops innovative thoughts. When we stop downloading and use our knowledge using seeing we get more clear about reality (Scharmer, 2001 p. 131). VoC can stop the valuable use of knowledge and ignorance.

Ignorance, though, can be used positively by going down the U starting seeing and sensing. It is a process of being asked the divergent questions and getting them qualified by in different manners that involves different parts of the brain and body. In the right scene with climate and concepts right and the VoF eliminated it can get a person or a group to get to presencing .

Crystalizing and prototyping is going on in the field between the four corners of the ID and we are now in the preject open for trying out. Performing is the next step of finishing the innovation. I can't see that part in ID.

As I see TU, it is a broader model than the ID getting a step further towards the product. It illustrates a process that can be seen as linear going through the U, but in reality it goes forward and backward as the process in the ID can go in different directions. I find that the ID can help to analyze that the process trough the U goes in the right direction.

6. Horse assisted education (HAE) at Equina

Our courses usually begin with individual work team or not. We believe that a team constitutes of individuals and the better the members know them self and each other the better the team work can become. The Ps get a lot of new knowledge about their colleagues by observing and by giving feedback.

Goals for a day could be:

1. Get to know one self better.
2. Get to know each other
3. Get a better climate in the group
4. Get a common language
5. Understand and respect other personalities
6. Be aware of how the group work together
7. Find values and game rules for the group

For optimizing on goal 1, 2 and 5 often we will introduce a personality profile (DiSC or MBTI).

A day can start by the Participants (Ps) gathering in the cozy auditory, where they get coffee and tea and introduced to Equina, why we use horse and how to give feedback and also some theory.

We leave the auditory and make a silent walk (approx. 10 minutes) through a small forest down to the horses. The subject for the silent walk is: "why are you here?" When we arrive to the field with the horses it is time to write reflections down.

With the horses the program is (see app. 1 for photos):

Introduction and safety rules. How do you approach a horse. Here we do an effort in standing directly behind the horse patting it and being relaxed, so the Ps can get rid of eventual fear. There is no introduction on how to lead a horse.

Meet your partner for the day. The Ps go into a pasture with 8 horses. They are encouraged to get in contact with all 8 horses and then choose the horse they would like to work with. Afterwards they tell why they actually did choose that horse. That can be characteristics on personality, behavior or outlook.

Leading exercise. The Ps one by one they lead their horse around two obstacles. Afterwards they give a one word feedback to each other on what they saw concerned leading.

Agility course. At the agility course there are several obstacles, where the Ps can challenge themselves with the horses. F. ex.: Slalom. Back up with the horse. Small jumps. Two big tires where the challenge is to get the horse to stand with forelegs in one tire and the hind legs in the other. A bridge. A seesaw where the horse has to pass the seesaw as it tilts. A bar, where the horse has to stand with a fore leg on each side of the bar. A triangle where the horse has to go around inside.

Before they start the exercise, the P describes criteria of success and goal and what they would like to get feedback on. After the exercise they give themselves feedback. Afterwards the other Ps and the instructor give feedback on what they saw. Sometimes the instructor gives direct feedback and often the instructor asks the P to compare with daily work life. The instructor can also do coaching, that can lead to deeper understanding. The way the instructor asks will depend on the goal for the day. The P continue for some time to work with the same horse.

After doing exercises with one horse, the P changes to a new horse chosen by the instructor. It can be a horse with a different personality.

For groups there will afterwards be group exercises using the agility course. The instructors set a frame for the group work and the team has to plan, act, analyze and give feedback to themselves. The instructors will give feedback on the group work.

Leading on distance. A horse is set in a round pen. The P is told how to make the horse walk or trot inside the pen. The P has to be very clear in body language and in physical position in relation to the horse. Are they not clear, the horse will not be attentive, and often will make the person move instead of move itself.

At the end of the day the Ps will reflect and do walk and talk two by two back to the auditory. At the auditory there is gathering and discussion of the day, and how to use the new insight ending with an evaluation.

Mostly we do have whole day arrangements or two day arrangements with follow ups in the company either as a group meeting or individual coaching.

7. Experiences with HAE described by Theory U – analysis

To analyze how HAE at Equina can be described by Theory U, I use the Ps' and own experiences at each step through the U (fig. 2) beginning with setting the scene. After "going through the U" I will analyze how ID can be used at HAE: Each experience get a number for use in later analysis and discussion.

Setting the Scene

The scene for a process is important (Scharmer, 2007) and as Dorthe and Evy explains the start of the day was important to them.

- 1) Dorthe: *"Being in the auditory with the two instructors it was a comfortable and well known situation."... "The silent walk made a change and gave me positive energy."... "When I got to the horses, and the safety rules were defined, it felt natural to go into the pen." ... "It was also important to be out in nature. It's another context, and it opens up for other energies".*
- 2) Evy: *"when I came to Hegedalgaard I immediately felt a nice and relaxed atmosphere" ... "Doing the silent walk was nice. It is fascinating how thoughts can fly to new places. I got to see the surroundings better."*

I experience that the Ps generally very fast are getting relaxed, open minded and positive and Ps gives us positive feedback on that part.

Downloading

Downloading is acting from ones own world not seeing and sensing.

We see HAE having a big strength in helping the P to learn to act with less downloading because a lot of P do not have any skills with horses they can download. In many ways the P stands like the artist in front of the blank canvas before creation begins (Scharmer, 2004 p. 6). The P has to find into a new source to work from. But also for the trained horseman HAE gives value.

- 3) Susanne Hermann, HR-chef ISS: *"Very challenging day, even though I have dealt with horses before, so that wasn't new to me. Two professional coaches good at relating my challenges with the horses to my challenges as leader.....the horses gave me straight forward feedback."*

Not being able to download skills still P can download patterns of behavior. The behavior can be valuable in succeeding with the exercises.

- 4) Evy: *I did not download because everything was new. Well, visualizing is downloading and it made it fun for me and the horse. When I had to do an exercise I knew the goal and I visualized the way I wanted to do it. And I succeeded .I usually visualize.*

At our courses focus is not at the goal itself. Focus however is to help the P to get aware, see and feel what they do, and Evy did not do that by just doing. *"For me it surely was about the goal. Not the process."*

- 5) Downloading can also give a place to work from. Dorthé: *Being close to the horse I felled under pressure, but security was arising from my childhood experiences (from riding school).*
- 6) Downloading can be negative keeping the P in a locked position. Dorthé: *"My voice of judgment, came up now and then, "what do the others think" and my own commitment came up now and then too: "This exercise is difficult" which made me less open in the process....My goal was actually to accept, that it did go as it did, but I didn't accept. (VoJ).*

The four barriers that can stop us from seeing and sensing can be described by following examples.

Not to recognize what we see

Dorthé did see the horse backup, but she was not aware. She had her own idea, what backup was.

Not to say what we think

- 7) Evy: *"Being in the round pen fear took over when I had to press the horse the other way. I couldn't. I was irritated but it was ok. I wanted the horse to move but did not get it out in action. I was afraid and that was like a barrier for me. I did not dare, I was afraid what would happen if I got more forceful (VoF)."*

Not to do what we say

- 8) Dorthé: *"I want a good experience and it is ok, whatever I do, but being in the situation I still want it perfect".*

Not to see what we do

- 9) Being very aware of getting a good relation with the horse the P acknowledge the horse by petting it though it is not doing what wanted giving the horse the impression it is doing the right thing.

Suspending

Being in new surroundings and with a new "colleague" (the horse) can start suspending.

The horses not doing what P want, and in that way ask the P questions on behavior, intension, will, trust, respect also helps suspending.

By coaching questions the instructors helps suspending.

Being afraid, downloading old experiences brings Dorthé to downloading – she meets the new by old conceptions but overcoming it – suspending - makes her see the horses in a new way.

- 10) Dorthé: *"Related to the U, I think, that when I find my open mind, I go from the old pattern being afraid of going into the horses, to action actually going into them.... I am the first to enter. I experience a change. I find out, that I'm the small one. It's not a dangerous animal, but it is big. A pattern (of fear) appears from my childhood riding school, but the horses are different at Equina. It helped, that one of*

the instructors had stood behind the horse talking about safety, and it helps walking in between the horses."

Seeing

Our P get quite a lot of experiences where they get new pictures of old views.

- 11) Poul Sørensen, director, Arbejdsmiljø København: *"I had several eye openers, that stands as clear pictures for me and gives me the possibility to work with old behavioral patterns".*
- 12) (Børsen Executive, 2008): Dam (Anders Dam) tells..... *"I know I can seem tough in my body language – especially when I feel pressed. I have reflected a lot on my way of leading today because the horses so clear expose when what I do is a fiasco. They simply do not react."*
- 13) Evy: *"Being with the horses I found out, that if I was not clear, showed a clear intension, the horse did not follow me...With the horses you recognize it immediately. In daily life you do not always see it..."*

Seeing is also about understanding things from new perspectives and in that way be able to act in a new way.

- 14) Rikke Hadsbjerg, Marketingkonsulent One Marketing: *".. I also found out, that you can use each other in a better way if we understand our (personality) types.*
- 15) A group of nurses had been working individually for some hours looking at each other and giving feedback. They then got a team exercise, where they were asked to perform as a team. Looking from outside I saw a 6 people working in each their direction. Being presented for my observations, they realized that they were downloading their way of working at the hospice, the horses being metaphors for the patients, and that it was an issue they had to work with. They got to see.

Varela (Scharmer, 2004 p. 133) indicates that perception is an activity that the body enact. Our Ps get a very physical experience of their learning.

- 16) Klaus Skjødt (jyskebank.tv, 2008): *"Many courses are management courses, this is real leadership..... using one self and ones body to be leader."*
- 17) Inga Løvlund, Filialdirektør Danske Bank: *"In short time the horses provoked all in me, that I need to work with when we talk communication and values."*

Redirecting

- 18) Seeing makes it possible to act in a new way. Evy: *"Getting a new horse I should have used time to get to know it, especially because I did not choose it. It is like choosing an employee. I did hire two employees for the reception the other three was already employed. It did not work with the three, but it worked with the two I hired and in that way got to know well. I did not do enough to get to know the three."*
- 19) Gert Toft, director in Pantaenius Scandinavia experience that he had to suspend old knowledge and methods (stop downloading). Here he had to find a new way to work. It seems as if he gets to sensing. Gert Toft (Nyhuus, 2008): *"The horse was helping activating me. And it moved my focus from all I mechanical know I have to do; away from all this I learn from the books. Here I could no longer hide. – Neither behind words like mirroring, nor trap techniques. "*

I experience that nature and horses give a lot of Ps the possibility to be more sensitive.

20) Jan Lundgren, direktor Coop Trading A/S: *"In the beautiful nature you get challenged if you are sufficient aware of the necessity of empathy, confidence and mutual respect to succeed getting everybody work on the company's vision and values."*

Sensing

To act optimally in a group, it is of value being able to sense the other members using our emotional intelligence and use empathy (Goleman, 2002). It can be trained (Krogh, 2009) and alike Tove Hvid (2004) we also see, that the horses give most of the P a grounding and a slow down in tempo, that provides opportunities for sensing.

21) Dorthe describes her experience like this: *"Standing alone with the horse, while looking at some of the other Ps, I experienced, that I got closer in contact with the horse. I felt we communicated, closer contact, more confidence."*

22) A big value from our courses is, that people feel and sense their experiences and learning on their body. Klaus Skjødt (jyskebank.tv): *How can one dose the body language, and use it on different personalities. I've got more aware of how I use my body language and how I appear."* To get to that conclusion Klaus was acting and sensing, using his empathic skills.

23) Evy: *When I got horse number two I tried to be sensing; how do I do this? I went for a long walk to get to know it. The next day going out to the horse I could much better sense it.*

The voice of fear (VoF) can keep us from sensing like Evy in the round pen.

letting go

24) Evy: *Something has been moved inside me being with the horses. I did overcome my fear and it had purpose. Several days after I thought the world was great, I felt happiness.*

Presencing

We experience that P sometime get in some kind of flow with the horse. It looks easy. Most P tells, that they get in a different mood, they feel good, relaxed and aware.

25) Evy: *"I felt some kind of belonging together with the big animal and the next day I went up the pasture to embrace her. We did something together – thank you (Djörfung). I "burned through" I found easiness in life"* (though her life is in a big change).

26) Dorthe: *On the unconscious level (as leader) I have been aware of many of the things I experienced, but I haven't been capable of working with it. For sure I did observe some of it, but I couldn't act on it. But with the horses it got much more concrete so I could react. I got like a layer stripped of, so I can start prototyping.*

Letting come

27) I have an experience with a P, being so afraid that she did not succeed with the horse. I asked her to stand close to the horse with most of her front in contact with the horse. After this she started seeing,

being ready to try in new ways and sensing the horse. She had much bigger success and that brought her to see patterns from daily life in the way she acted with the horse, getting a clearer picture of what she would do coming back.

Crystalization, enacting

The Ps get quite a lot of crystallizations.

28) Evy: *“A big experience was that I did know how important body language is. My fiancé had told me many times, but it had not been clear for me before. But here I felt it, I got a very clear picture of how important it is.”*

We encourage people to use the course as a play ground for training i. e. leadership, enacting and prototyping their crystallizations. In teams they often use the course as a possibility to try out their new found rules for the team.

prototyping

Prototyping with the horses having thought, felt, and used the will in the context of practical applications gives a strong learning (Scharmer, 2007) and it will be easier to remember (Hansen, 1998) and in that way implement back in the company. Many of the experiences the Ps get can be prototyped as metaphors at the courses. The prototyping can also be tried out back at work.

29) Dorte: *“The change to a new horse was great. Here I should not believe that I was the one in control. The horse was more challenging and I could relate that situation to my work where I prefers the employees, that do give challenge me. I got aware that I sometimes might not have enough focus on the other group of employees, those being more reserved. Back at work I try to be more aware of that group.*

Performing

Performing has until now primarily been back in the company having continued the process with the horses.

30) I. e. a lawyers office that found their values at Equina, and then worked them into the company during the coming month.

31) Henrik Uldall (Haukrogh, 2008): Without the course half a year or a year could have gone before I found out that I should be self-employed again. It was the perfect combination for me with a course, where I could see both on my work situation and my leader style.

The plan for performing could be tried out at the course finding will, inner motivation and power for the implementation back in the company.

The process

I experience that many jump between downloading, seeing and sensing and sometimes even further in the U and back to downloading.

32) A P had a good connection with his horse. They worked fine, as long as the P was sensing the horse. But backing up the horse the connection suddenly stopped. The P tried to tell the horse one thing with his body language, but he was not mentally present because he was thinking on how he did it last time, he

was on a course with horses. By walking around with the horse without thinking on the challenge he got again present and in contact with the horse and he could get it to back up.

8. HAE and Theory U to assist Social innovation- analysis

I have made the assumption that I can use results from both individual courses, team and group courses to describe the U process.

To get an innovative process in a group there are a lot of individual processes that helps Ps interacting with each other.

To analyze the question on how HAE can help social innovation I will take the experiences from Equina into the ID, supplementing with TU to get to implementation. As illustration examples from chapter 7 will be shown as (xx).

First I have to say, that horses do not think in innovation and they do not have any intensions except of being safe and comfortable (Mc Lean 2006) so the process have to be facilitated by humans.

If I look at concepts and how HAE can help that part of the process, the horses are good at “asking” us if we really mean what we express nonverbal (13) and they can be used as metaphors helping us clearing of concepts (15). The instructor helps the horses as “conceptualizers” by making a frame, that can work with concepts and by coaching.

Relations. Being in new surroundings and nature with horses is positive to climate (1, 20). Doing exercises with the horses help Ps to see different personal types and can help P to be aware of how to behave to different personalities (22). This can help on the climate through acceptance and understanding. Being in new surroundings looking at each other doing exercises with the horses will often give a new and deeper understanding of colleagues (14). It is possible to set up exercises that can help finding values and game rules in the group and practice them with the horses (30). The instructor helps the horses to be “gardeners” (1, 2).

Working with ignorance (behavior and will) horses are extremely good at challenging P (17). We experience many Ps getting to see things, that they might now, but do not see in a way so they can act on it (26). The instructor helps the horses to be “jesters” (3) the horse being good at challenging people on their ignorance (28, 31).

Working with tacit knowledge the surroundings and doing exercises with horses can help it to be outspoken (26). The work with the horses can also be an eye opener on things the person already know and now can get into practice (13, 19). The instructors can have a big role here to help P to put words on their knowledge and to direct the focus (3). The horses help the instructors to be “challengers” (19).

As Darsø (2001) describes in the model, there can be drawn lines between concepts and relations and ignorance and knowledge. With HAE there is often worked on often is worked on in two dimensions at a time: Concept – relation (14), ignorance – knowledge (17, 31) and sometimes all four dimension (32).

9. Discussion

The strength in using horses is that they are strong eye-openers for P (11). Giving an unfiltered feedback on their body language (3, 12) and intentions. Horses also help P to become more aware of many aspects that the P did not see or recognize (17, 28). The instructor has an important role to set the right scene and ensure that people and the group are focused on the right target.

Some people have negative feelings towards horses. It is however not often we experience that, and mostly we can overcome the antipathy. We could also get Ps allergic to horses. The advantage in our concept is, that it is outside, so most allergists will be able to cope with it.

I believe that Equina has found a strong model in Theory U to describe the process when using horses in HAE. I find that the horses can help P going down the U (20, 26). This process is also helped by being in nature (Kaplan, 1998) and doing silent walks and reflections (1, 2).

Doing prototypes can be done at Equina using the horses and the exercises as metaphors, that gives a way off verbalizing the prototype. I also suggest it to be done at the organization. Doing the last steps up the U, the process can be helped by “coaching with horses” using visualizations of the process, giving the possibility to find inner motivation and strength and try it out with the horses. It can also be assisted by a facilitator that comes to the organization or instructors coming out as advisers.

An important aspect is though, that people have to be willing to look at them self, and they may need quite a lot of time for that. We find that for many, the process is speeded up at Equina, but we do not have any evidence for it yet.

I see Theory U as model, where you have to use the right exercises and set ups for the right people by being aware of how different people and organizations really are. For working on innovation I find that The Innovation Diamond is a good model to help ensure, that we are aware of these differences and act on it.

The material for this project is not very big, so for strong conclusions it would be necessary with more structured field observations and more interviews. But I see it as an indicator that HAE at Equina can help a social innovation process if the instructors are aware of their work as “gardener”, “conceptualizer”, “jester” and “challenger” and are there to help the Ps and the group to translate what the horses “tell”.

10. Conclusion

To answer the question: ***“Can Theory U be explained as an innovation theory through the Innovation diamond?”*** I find that the answer is yes and Theory U is going a step further than the Innovation Diamond by going all the way to the implementation.

To answer the Question “How can HAE at Equina lead to social innovation and can it be explained through Theory U and the Innovation Diamond?” I will split the answer in two. 1) HAE at Equina can be explained by Theory U and also the innovation Diamond. 2) It is indicated, that HAE at Equina can lead to social innovation, but it has to be explored by more field research and eventually it has to be tested.

References:

- Darsø, Lotte (2001): Innovation in the making, Samfundslitteratur
- Darsø, Lotte (2003): En formel for innovation, Børsen Ledelseshåndbøger
- Golemann, Daniel, Richard Boyatzis and Annie Mc Kee (2002): Føleslesmæssig intelligens i lederskab, Børsen
- Hansen, Mogens, 1997: Intelligens og tænkning, ålykke
- Haukrogh Line Lykke: Jyllandsposten (06.25.2008): <http://epn.dk/job/article1377543.ece> (12.27.2009)
- Hvid, Hvid (2004): Ridning for mennesker på vej (Siersbæklund)
- Kaplan, Rachel, Stephen Kaplan, Robert Ryan (1998): Design and mangement of everyday nature, Island press
- Krogh, Henrik (2009): Fra overlevelse til Overskud. (Lindhardt og Ringhof)
- Skjødt, Klaus (2009): http://jyskebank.tv/012313214571352/kursuslederen_er_en_hest (12.27.2009)
- Marcinkowski, Camilla Victoria: Børsen 11.07.2008, pp. 20-21
- McLean, Andrew (2006) Træning af heste – på hestens præmiser
- Meyers, Isabell Briggs, Mary H. Mc Culley, Naomi L. Quenk, allen L. Hammer, 1990: MBTI manual, Mountain View
- Nyhuus, Lone (2008): Finans 2008:10, pp. 46 - 50
- Scharmer, Otto (2007): Theory U, SoL
- Scharmer, Otto (2009): <http://www.presencing.com/presencing-theoryu/> (12.26.2009)
- Van de Ven, Adrew, Douglas E. Polley, Raghu Garud, Sankaran Venkataraman (2008): The innovation Journey, Oxford University Press



Horses waiting



Meet your partner



Triangle



Tires

Seesaw



Round pen



Back up

Jumps

