**Gordon Institute
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Influencing Leadership Skills, Behaviour and Values:

An Equine Assisted Leadership Development Course Evaluation

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Abstract

In the current turbulent business climate, the need for well-developed leaders, that can handle the internal and external corporate pressure, is increasing There are a number of established leadership development programs but not many that make use of experiential learning techniques. More recently, there has been an increase in Equine Assisted Leadership Development (EALD) Programmes in the world and in South Africa. There is evidence that Equine Assisted Programmes can have a positive lasting effect on the participants of the programme. The aim of this study is to evaluate an equine assisted leadership development programme. The focus is on the leader's behaviour change, the impact it has on their leadership style, and their perceived relationship with their followers.

Qualitative, exploratory researched methods were used to gain new insights into the behaviour change of the leaders after they had attended an Equine Assisted Leadership Development programme. A total of 13 semi- structured, in-depth interviews were conducted with leaders and senior leaders, 12 to 36 months after they attended the programme. The participants work in the mining industry. Each interview was analysed by means of thematic content analysis.

The leaders that attended the EALD courses shared their real-life experiences and the perceived impact the programme had on their leadership skills, behaviour and values. What emerged from the findings was an Equine Assisted Leadership Development Process Flow and Impact Model, which documented the journey of a leader taking part in an EALD programme, starting at the pre EALD course, through the process, to an end outcome resulting in improved leaderships skills, behaviour and a shift in values.

The final outcome of the programme is illustrated in an adapted model which divides impact areas into three groups: namely impact on the individual, their relationship with others and their team. Each grouping describes the change in leadership skills, behaviour and a shift in values that was enacted in the specific areas.

Keywords

Equine Assisted learning, Equine Assisted Leadership Development, Experiential Learning, Evaluation of Leadership development, Develop leadership skills,

Declaration

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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1.1   Introduction

There is a need for organisations to develop leadership in the current turbulent business climate which is as a result of a pressure increase in the internal and external corporate environmental (Maziere & Gunnlaugson, 2015; Stock & Kolb, 2016). Leaders with well developed leadership skills, behaviour and values are seen to have a competitive advantage because they will be able to lead teams through the fast changing business environment in order to achieved a set of goals (Dalakoura, 2010). Therefore, the choice of a leadership development programme is important when wanting to improve leadership skill and behaviour. These programmes must develop the individual leader, the relationship they hold with others and their ability to lead teams (Day, Fleenor, Atwater, Sturm, & McKee, 2014). There is very little research conducted into the success of Equine Assisted Leadership Development programmes, and little to no research on the impact these programmes have on participants in a highly regulated mining environment.

According to Dalakoura (2010), there is confusion when to use leadership development or leader development in the literature. Rosch and Schwartz (2009, p. 179) explain the differences saying "Leader development focuses on developing individual skills, knowledge, and abilities to enhance human capital, while leadership development requires relationships and interpersonal exchange to build social capital." It is not about making a choice between leader development and leadership but rather accepting both when developing leadership talent (Day et al., 2014; Hanson, 2013).

There is an old Arabian proverb that stated, "The outside of the horse is good for the inside of man" (Hintz, 1995, p. 338). The common meaning of this proverb is that the interaction with horses is good for the mind and the body of a human. Many studies have proven the positive effect horses have on the human behaviour during various types of equine-assisted therapies (Gehrke, 2009; Rickards, 2000; Stock & Kolb, 2016). Equine-assisted Psychotherapy (EAP) and Equine Facilitated Learning (EFL) are intermixed with Equine-Assisted Learning (EAL). Interaction with horses help the individual to learn more about themselves; gain self-esteem and personal confidence; and find out how they interact with others. It includes communication and interpersonal effectiveness; where the participants learn to trust; set boundaries, apply limit-setting as well as group

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cohesion (Schultz, Remick-Barlow, & Bobbins, 2007; Wilson, 2012). There is very little literature available that discusses the use of horses in leadership development (Gehrke, 2009; Rickards, 2000; Stock, 2012; Stock & Kolb, 2016).

During the equine assisted leadership development, the participant learns to engage with a horse by applying the Monty Roberts Join-up technique, and, according to Rickards (2000, p. 261), "the join-up applies for the simplest kind of leader-follower transaction, the one-to-one." Gehrke (2009) states that engaging with horses in equine assisted leadership development can lead to more consistent and sustainable leadership effectiveness. Stock (2012) explains that equine assisted learning increased self-knowledge and, when applied in the workplace, it enables the participant to become a better leader. Stock and Kolb (2016) state that the use of horses as an experiential learning instrument for leadership development hadsleft the participants with episodic memories that have to be useful in people interaction. They go further by saying that it has a profound effect on self-perception, the ability to work with others and helps to improve teamwork (Stock & Kolb, 2016).

Experiential learning is the process whereby knowledge is created through experience (Stock & Kolb, 2016). According to Kodesia (2014), the Kolb's Experiential learning cycle model explains that learning occurs through a four stage cycle. The participant has a Concrete Experience then Reflects on the Observation. Then the participant will Analyse the information and come to a Conclusion; and after that the participant will transform his behaviour. The EALD follows this experiential learning theory in the way the horse is used, and leadership skills are applied and practised.

The choice of the leadership development programme is necessary because the programme must address the business needs. Kirkpatrick (2009a) developed a four-level model to evaluate training programmes. Lindsay, Foster, Jackson, and Hassan (2009) apply the Kirkpatrick model on leadership development training. The first two levels measure the leader's experience and knowledge retention, and the third level evaluates behaviour change, and for long-term change, the evaluation must be after nine months (Kirkpatrick & Kirkpatrick, 2013). The fourth level is to measure the impact of leadership behaviour change on the organisation's results. This research uses the level three evaluations in order to determine the long term behaviour change impact on the participants after attending an EALD course.

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Hernandez, Eberly, Avolio, and Johnson (2011) developed a two-dimensional matrix (Figure 2), where all the different leader and leadership theories of the last century are plotted. This matrix can be used to develop leadership development intervention for an individual, team or entire organisation (Hernandez et al., 2011) by determining the loci and mechanisms of leadership that need development. This research focuses on the development of leadership skills and behaviour change which includes leader-follower relationships. EALD will influence all the dyad leadership theories because they all have behaviour as the leadership mechanism.

Using horses in the development of leadership skills correlates with the Model of Essential Management Skills of Whetten and Cameron (Maziere & Gunnlaugson, 2015). Whetten and Cameron (2013) state that management skills and leadership skills are interchangeable in their model. The model is divided into three groups, where the first group is the key management skill for the individual leader. The second group management skill is what the leader needs for interpersonal relationships, and lastly the management skill for the leader to manage group dynamics. Through the evaluation process, the model is used as a basis to understand the impact of the EALD course, and to understand if the same skill, behaviour and values are shifted in any way by attending the course.

1.2   Description of the Problem

Many equine assisted leadership development (EALD) programmes across the world, including South Africa, claim that the quality of the relationship between the leader and the subordinate improves after the unique interaction that has taken place between the participant and the horse (Stock & Kolb, 2016). The improvement focuses on communication, teamwork, and trust (Gehrke, 2009; Maziere & Gunnlaugson, 2015; Stock, 2012; Stock & Kolb, 2016).

However, there is very little evidence of research that indicates what influence EALD has on the leaders behaviour; the impact it may have on the leader-subordinate relationship, and subsequently the impact on the team. Stock and Kolb (2016, p. 46) concur by stating "equine-assisted experiential learning contributes to management development by improved work place relationships and self-awareness".

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This research aims to contribute to the current literature of EALD programmes and the impact that the programmes have had. It also looks to better understand the impact that EALD may have on leadership skills, behaviour and value changes, by evaluating feedback from participants that had attended an EALD course 12 to 36 months previously.

1.3   Research Scope

The research scope covers leaders and senior leaders who work in the mining environment and who participated in the Horseman Leadership development programme in Pretoria, South Africa.

1.4   Research Motivation

The need for leadership development has been documented and discussed in the literature. The literature focuses on the leadership development and the evaluation of leadership development programmes and the skills the leaders need. Furthermore, there is a focus on equine assisted learning and the use thereof in experiential leadership development.

After the leadership development programme rollout, the change in the dyadic leader-follower behaviour must be measurable, sustainable and inevitable and the organisation's results must improve over time. Not many experiential learning leadership development programmes are available, but, in the equine-assisted learning field, more and more equine assisted leadership development programmes have been developed to fill the gap (Stock & Kolb, 2016). Stock and Kolb (2016) evaluate EALD programme with regards to Kolb's experiential learning model, and that confirms that the EALD programme fits into the model. No other evaluations of EALD leadership development programmes exist in the literature, and there is a real gap and need for this research, in order to understand the impact such courses have on individuals.

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1.5   Research Problem

The aim of the study is to gain a deeper understanding of the use of EALD to improve leadership skills, behaviour, and values.

This research aims to determine:
1. What is the impact of an equine assisted leadership development course on the individual leader?
2. What is the most impactful learning from the course that leaders have implemented?
3. What impact did the EALD course have on leader-follower relationships back in the workplace?

To understand the areas of development, a theoretical model 'Improve leadership skills' was developed from the information provided in the literature in Chapter 2, where horses are used to change skills and behaviour. This model was used to group the leaders' leadership skill, behaviour and values improvement into three groups - Leader self-development, relationship development, and team dynamics.

The literature review presented in Chapter 2 focuses on leadership development programmes and how to evaluate these programmes. The focus then moves to evaluate how equine assisted learning supports leadership development, and how EALD programmes support the experiential learning model. Attention then moves to the areas of leadership development, and lastly, the expected improved essential leadership skills, behaviour, and values that a leader will obtain from an EALD course.

CHAPTER 2 LITERATURE REVIEW

There is a need for leadership development in the turbulent business climate (Stock & Kolb, 2016) as a result of the increase in the internal and external corporate environmental pressure. Well-developed leaders are seen to have a competitive advantage (Dalakoura, 2010), because a good leader will be able to influence his followers to achieve a set of goals. Therefore, the choice of leadership development programmes is critical and aligned with the needs and context of individuals and the organization (Day, 2000).

After the leadership development programme rollout, the change in the dyadic leaders-follower behaviour must be measurable, sustainable and inevitable, and the organisation's results must improve over time. Not many experiential learning leadership development programmes are available, but in the equine-assisted learning field, more and more equine assisted leadership development programmes have been developed. There is not much research done on the success of these unique experiential learning courses.

This chapter explains the leadership definition of choice. The differences between leader and leadership development, with the focus on leadership development, will be explained. The focus will then shift to the evolution of the relationship between humans and horses, from meat supplier to the use in equine-assisted programmes, with emphasis on the leader-horse relationship through *join-up* and *mirroring*. The improvement of leadership competencies through equine-assisted leadership development programmes is investigated. The evaluation of leadership development programmes is explained utilizing the Kirkpatrick evaluation model. Vertical dyad leadership theories will be discussed in terms of the article published by Hernandez, Eberly, Avolio and Johnson (2011) "The loci and mechanisms of leadership: Exploring a more comprehensive view of leadership theory." This chapter ends with Kolb's experiential learning model and the imperative role of perception in the learning process.

There are many different definitions that describe leadership in the literature (Hernandez et al., 2011). This research will focus on vertical dyad locus leadership, especially the relationship between the leader and the follower. Therefore the preferred definition for leadership is "The ability to influence a group towards the achievement of a vision or set

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of goals" (Robbins & Judge, 2013, p. 368). To influence a group, the leader must engage with the group to convince the group to follow him (Gillespie & Mann, 2004). Through engaging, the leader and follower build a relationship of trust. Positive trust relationships result in the follower following the leader towards a vision or achieving a set of goals.

2.1 Leader development and Leadership development programmes

This section explains the difference between leader development and leadership development programmes, and the need to focus on leadership development with the resultant success factors.

2.1.1 Leader development vs Leadership development

According to Dalakoura (2010), there is confusion in most leadership and leader development studies. "Most of the studies speak of leadership development, when in fact, they refer to leader development and the reasons and the means through which organizations are able to develop the leadership skills of their executives" (Dalakoura, 2010, p. 432).

In addition to the above, Day (2000) argues that there is a "disconnection between the practice of leadership development and its scientific foundation" (Day, 2000, p. 582). The misperception is as follows: if the correct leadership theory identifies, and is agreed upon, then the development practice would inevitably follow (Day et al., 2014).

It is important to note that there is a distinct difference between leader development and leadership development. Leader development only focuses on the leader as an individual, and leadership development focuses on a process involving multiple individuals (Day et al., 2014). Rosch and Schwartz (2009, p. 179) articulate the differences as follows: "leader development focuses on developing individual skills, knowledge, and abilities to enhance human capital, while leadership development requires relationships and interpersonal exchange to build social capital."

According to Hansen (2013), leader development and leadership is not about making a choice between the two but rather accepting both when developing leadership talent. Day et al. (2014, p. 79) concur with the following statement "We need to give greater attention to more collective aspects of leadership, whether they are dyadic leader and follower development or even more collective forms such as shared leadership."

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2.1.2   Leadership development programmes

The need for leadership development is increasing with internal and external corporate environmental pressure (Dalakoura, 2010). Internal pressure is created by flat hierarchic structures and "challenging the traditional role of the leader, who is no longer viewed as just the 'boss', but also a coordinator, a coach, and a consultant" (Dalakoura, 2010, p. 434). Pressures from the external environment are the quick changes that create uncertainty, unpredictability, and problems that are too many, too complex to be sorted out by a few leaders (Dalakoura, 2010). Therefore successful leadership development is seen by organizations as a competitive advantage (Hirst, Mann, Bain, Pirola-Merlo, & Richver, 2004).

According an article "Advance in leader and leadership development: A review of 25 years of research and theory", published in The Leadership Quarterly journal by Day, Fleenor, Atwater, Sturn and McKee (2014), there has been significant research done, mainly over the last 10 to 15 years, in the leadership development field. The article also indicates that the focus of leadership development has shifted more to the understanding and enhancing of development, and away from leadership theory (Day et al., 2014). This means that focus is increasingly on how we develop leadership skills to achieve the desired results. The focus must not only be on leadership development activities but on how development activities interface with the needs and context of individuals and organizations (Hanson, 2013).

A critical success factor for a leadership development programme is the necessity to integrate the program into the workplace; by making it daily practice at every level of the organisation, and commitment at every level from the CEO down (Dalakoura, 2010; Lindsay et al., 2009). Most research into leadership development recognizes the need for practice in real settings as critical to leadership development (Hanson, 2013). This is also confirmed by Hirst et al. (2004, p. 325) who state "Work-based learning has a sustained impact on leadership behaviour, and this effect is greatest for new leaders." According to Jayaratne, Owen, and Jones .(2010, p. 29), "If the leadership program is successful, participants should be able to apply the leadership skills they learned in their job and create the desired results."

While this section explains the differences between leader and leadership development programmes and the need to focus on leadership development and success factors, the next section will describe the uniqueness of equine-assisted programmes.

2.2   Equine-assisted programmes

This section discusses the relationship between humans and horses, from meat suppliers to the forming of emotional bonds. It will also explain the various equine assisted therapies and equine assisted learning with the focus on leader-horse relationships through join-up and mirroring.

2.2.1   Human-Horse Relationship

The relationship between horses and human has been dated as far back as 10 000 BC (Hintz, 1995, p. 336). It was a one-sided relationship because meat was the first use, and later milk and wool. From 4000 BC horses were domesticated and bred, and horses had a significant influence on humankind, especially in warfare (Hintz, 1995; Kelekna, 2009). Over time, horses were used in many different ways to ease the human lifestyle, such as in transportation, farming and ranching. With the advent of mechanisation, the focused use of horses moved towards sport, pleasure and recreation (Hausberger, Roche, Henry, & Visser, 2008; Hintz, 1995), and thereafter to equine-assisted interventions, such as therapy and learning (Allwood, Lundberg, Lindstrom, & Hakanson, 2014).

During the last six decades, the popularity of scientific interest increased regarding the relationships between humans and horses. (Hausberger et al., 2008; Robinson, 1999). Studies show that "the horse has developed highly effective communication systems based primarily on body language, and is finely tuned to 'picking up' on human emotions and intention" (Burgon, 2011; Gehrke, 2009). The horse's reaction to the human is like a mirror of the human's behaviour (Andersen, 2009; Kane, 2007; Stock, 2012). This honest mirroring is because a horse does not have a frontal cortex and therefore the horse cannot separate its feelings from its behaviour (Gehrke, 2009; Grandin & Johnson, 2009). Thus the horse gives feedback on the authenticity of the person (Andersen, 2009).

A quantitative human-horse relationship study was done by Gehrke (2011) which indicates that there is a heart/rhythm connection between human and a horse. This finding points to the existence of a special bond when human-horse relationships are formed.

In the book *Horse sense for people: The man who listens to horses talks to people* (Roberts, 2000) the author describes join up, a technique that he was the first to describe and put into practice.

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According to Miller (2000) the Monty Roberts technique is a humane, non-violent technique distinct from the traditional method of breaking-in horses. The Monty Roberts method is about reading the horse's body language. Miller (2000) calls it a silent body language, such as the ear turned towards the person, the lick and chew of the mouth and the lowering of the head. If the horse shows all these signs, he is relaxed, attentive and accepts a Dyad relationship.

The above shows the change in the human-horse relationship from meat provider to the development of an emotional bond between the human and the horse.

2.2.2   Equine-assisted therapy

Equine assisted therapy (EAT) is practised throughout the world to help people with various types of physical and psychological disabilities. This type of therapy was initially utilised in Europe in the 1960's and established in the United States by 1969 (Wilson, 2012). Equine-assisted therapies target fine and gross motor skills, the large muscle groups, communication problems, and other behavioural skills. According to an article published on line "What is Equestrian Therapy", ("Equestrian Therapy," n.d., para. 14), there are four types of equine therapies:

Equine-facilitated Psychotherapy (EFP) is a therapeutic aid, supporting clients' development of positive behavioural and emotional wellness. According to Brandt (2013) horses bring out mutual trust, affection, patience, assertiveness, and responsibility and these, combined with traditional psychotherapy techniques, enhance the healing process in a unique way.

Equine Assisted Learning (EAL) enables participants to partner with horses thus facilitating the learning and growth process.

The Equine Assisted Growth and Learning Association, (EAGALA, 2011), explains the differences between EAP and EAL as follows:

Table 1: Difference between Equine Assisted Psychotherapy and Equine Assisted Learning (EAGALA, 2011, p. 1)

Equine Assisted Psychotherapy (EAP)	Equine Assisted Learning (EAL)
Addresses the client or group's treatment goals	Addresses the individual or group's learning or educational goals
Focuses on setting up ground activities involving the horses which will require the client or group to apply certain skills, as defined by their treatment plan or goals	Focuses on setting up ground activities involving horses to help learn specific skills or achieve educational goals, as defined by that individual or group
Examples of skills applied in an EAP session: • Improved behaviour and social skills • Depression and anxiety reduction • Relationship development • Coping resources	Examples of skills applied in an EAL session: • Improved product sales for a company • Leadership skills for a school group • Resiliency training for the military

The mirroring behaviour is experienced in EAT sessions, which includes equine facilitated physchotherapy, (EFP), EAP and EFL sessions (Chandler, Portrie-Bethke, Minton, Fernando, & O'Callaghan, 2010). The trust-building method is used in equine assisted therapy where the horse is a "communication mediator"- where a trust relationship is formed between the patient, the horse and the therapist (Burgon, 2011).

Therapeutic Horseback Riding. Mounted therapy is a therapy in which people with disabilities ride horses to relax and develop muscle tone, coordination, confidence, and well-being through rhythmic movement of the rider's body in a way similar to human gait (M. Bass, Duchowny, & Llabre, 2009).

Hippotherapy is a type of occupational and speech therapy treatment strategy that utilizes the characteristic movements of the horse to improve motor skills and sensory input of patients. It is provided by a specially trained physical therapist, physical therapy assistant, occupational therapist, certified occupational therapy assistant, or speech and language pathologist ("Types of Equine Therapy - Human-Equine Alliances for Learning," n.d.).

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Cepeda (2011), in her psychology thesis *Equine-assisted Psychotherapy: A Manual for Therapists in Private Practice,* concludes her literature review stating that "research has shown that animals, especially horses, can act as beneficial therapeutic aides. EAP can help children and adults who have physical, psychological, medical, or cognitive difficulties" (Cepeda, 2011, p. 61).

2.2.3 Equine-assisted learning

Equine-assisted learning (EAL) is regarded as part of equine-assisted psychotherapy as described in the previous section. Kelly (2014) describes equine-assisted learning as where the human-horse relationship is used for experiential learning. The Monty Roberts technique of join-up is utilized in these programmes with the relationship building between the horse and the learner through positive engagement (Roberts, 1999). According to Rickards (2000, p. 262), "'join-up' applies for the simplest kind of leader-follower transaction, the one-on-one".

The same trust building method is used in equine assisted therapy where the horse is a communication mediator, and a trust relationship is formed between the patient, the horse and the therapist as described by Burgon (2011) and in the EAL program (Andersen, 2009). The trust relationship is between the learner, horse, and facilitator (Andersen, 2009). This research is about leader-follower relationship and therefore the focus will be on the Monty Roberts technique.

The Monty Roberts method trains the learner to read the horse's body language. Miller (2000) calls it silent body language such as the ear turned towards the learner, the lick and chew of the mouth and the lowering of the head. Studies shows that the use of horses in equine assisted programmes is successful; because horses connect well with people. According to Burgon (2011), "the horse has developed highly effective communication systems based primarily on body language, and is finely tuned in 'picking up' on human emotions and intention" (p. 176). This skill helps the leader to realise the value of body language when he wants to engage with followers. Gehrke (2009) notes that participants also experience a strong mutual connection with the horses.

The horse's reaction to the human is like a mirror of the human's behaviour and feelings radiated (Andersen, 2009; Kane, 2007; Stock, 2012). A horse can detect a human's emotional state, intentions, and needs immediately by reading their body language and energy. This honest mirroring is because a horse does not have a frontal cortex. The

horse cannot separate its feelings from its behaviour (Gehrke, 2009), and therefore the horse gives feedback on the authenticity of the learner (Andersen, 2009).

The above shows that horses can read human's body language, give honest feedback, and therefore make excellent partners in the relationship when used in EAL programmes. The learner can change his body language until the horse reacts positively.

In this section, the human-horse relationship is discussed. The use of horses in different therapies is explained with the link to equine-assisted learning. The next section will focus on equine-assisted leadership development.

2.3   Equine-assisted Leadership development

According to Dyk, Cheung, Pohl, Noriega, Lindgreen, and Hayden (2013), most research in EAP focuses on therapeutical results and there is very little published academic research that explores improvement of leadership competencies in equine-assisted leadership development programmes. In this section, two published articles on relationship improvement, and one doctoral research paper on the factors of experiential learning are looked at.

Rickards, a Professor at Manchester Business School, published an exploratory paper in the "Journal Creative and Innovation Management," *Trust-base Leadership: Lessons from Intelligent Horsemanship.* The paper explored the links between join-up and creative leadership: "we are exploring to see whether the sense we make of horse whispering has an adequate connection to the sense we make of creative leadership" (Rickards, 2000, p. 261).

After questioning two groups of executives that attended an Intelligent Horsemanship course at Manchester Business School, the results showed that creative leadership and join-up had twenty-one common features (Rickards, 2000). Rickards concluded with "join-up applies for the simplest kind of leader-follower transaction, the one-to-one" (2000, p. 262). The leader-follower relationship is important because it is part of the behaviour mechanisms of leadership, as indicated in all four of the vertical dyads leadership theories (Hernandez et al., 2011). The relationship makes the vertical dyads leadership work.

A case study paper was published in the "Journal of Research in Innovative Teaching". by Gehrke (2009), a Professor at the National University, California: *Developing*

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Coherent Leadership in Partnership with Horses—A New Approach to Leadership Training. Gehrke has taught leadership and organisational development for more than 25 years and has worked with horses for the past 15 years.

In this study, the different aspects of equine leadership development (ELD) applications such as equine coaching, team building, and leadership awareness and cross-cultural training are discussed. The paper demonstrates the hypothesis of engaging with horses in ELD that can lead to more coherent and sustainable leadership effectiveness (Gehrke, 2009). "Horses can serve as honest biofeedback beings for improving leadership and relationships in organizations" (Gehrke, 2009, p. 232).

Stock (2012) wrote a qualitative doctoral research paper: *Straight from the horse's mouth: an experiential learning approach to management development through metaphor.* Over a period of three months, 28 managers were interviewed after they had attended a daylong seminar on equine assisted experiential learning exercises. By using Kolb's experiential learning cycle, Stock identified the factors of experiential learning in EAL that contributed to management development. Three common themes emerged:

- The positive role of the facilitator.
- Recognition of fear, and the increase in self-confidence when overcome; and
- Self-discovery. Self-awareness grew in relation to others which changed behaviour at work.

According to Stock (2012), evidence was uncovered in which equine assisted experiential learning contributed to management development:

> The learning space that was created through this facilitated experience enabled participants to be guided through the learning cycle in a manner that allowed for immediate feedback from actions and time to reflect. The stages of metaphor that coincide with the learning cycle clearly allowed participants to see the relationship of working with horses to working with people and gave them additional insight into their own behaviour, which led to a journey of self-discovery and deeper learning (2012, p. 28).

She concludes that equine assisted learning increased self-knowledge and, when applied at work, enables the participant to become a better leader.

In this section two published articles on relationship improvement with the use of horses, and one doctoral research paper on the factors of experiential learning were looked at.

In the next section the application of Kirkpatrick's four-level training evaluation model in the evaluation of leadership development programmes is discussed.

2.4 Evaluation of leadership development programmes

This section explains the four-level Kirkpatrick evaluation of training programmes, and how to use the model in evaluating leadership development training programmes with the focus on long term behaviour change.

2.4.1 Kirkpatrick Evaluation of training programmes

The Kirkpatrick training evaluation model, created in late 1950, is used to evaluate training programmes and has become the most popular and widely applied in the last few decades (Bates, 2004; Kirkpatrick & Kirkpatrick, 2009a). Bates (2004) argues that the popularity for the Kirkpatrick model are threefold: firstly, it helps to simplify training evaluation; secondly, "information about level four outcomes is perhaps the most valuable or descriptive information about training that can be obtained," (Bates, 2004, p. 342), and lastly, that it is a systematic way that helps the training professionals understand training evaluation.

The Kirkpatrick model consists of four different levels (Kirkpatrick & Kirkpatrick, 2009b).

Level 1: Reaction

The degree to which participants find the training favourable, engaging, and relevant to their jobs (Bates, 2004). Feedback forms either use "happy sheets" as an evaluation tool, method post-training questionnaires, or surveys (Kirkpatrick & Kirkpatrick, 2009a).

Level 2: Learning

The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training. According to Bates (2004, p. 341), "level two, are quantifiable indicators of the learning that has taken place during the training". Evaluation is typically done before and after training and an interview, or observation method may be used (Kirkpatrick & Kirkpatrick, 2009a).

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Level 3: Behaviour

Behaviour is the degree to which participants apply what they learn during training once they are back at the workplace (Bates, 2004). According to a book written by D. Kirkpatrick *Evaluating Training Programmes Observation,* interviews over time are required to assess change, relevance of change and the sustainability of change (Kirkpatrick & Kirkpatrick, 2009b).

Level 4: Results

Results are the degree to which targeted outcomes occur as a result of the training and the support and accountability package. Evaluation is the normal management system and reporting method, but the challenge is to relate it to the training (Kirkpatrick & Kirkpatrick, 2009a).

2.4.2 Evaluation of leadership development programmes

Jensen (2011) has done a study on the impact of leadership development programmes with the focus on self-knowledge of leadership. In one of the findings, he states, "that formative evaluation of leader development programmes is essential." (Jensen, 2011, p. 34).

According to Lindsay, Foster, Jackson, and Hassan (2009), applying the Kirkpatrick model on leadership training is as follows:

Level 1 Evaluating Reaction: measure the experience of the leader on leadership development programme.

Level 2 Evaluating Learning: assess the knowledge retention of the leader after the leadership development programme.

Level 3 Evaluating Behaviour change: determine leaders' change in behaviour after attending the leadership developing programme. Level 3 behaviour evaluation can only be measured at least three months after the leader is back at the workplace (Kirkpatrick & Kirkpatrick, 2009a), but for long-term behaviour, change measurement evaluation must be done after nine months (Kirkpatrick & Kirkpatrick, 2013).

Level 4 Evaluating Organizational Results: Determine the impact of the leadership development programme on the organization's results. The data must trend over time to determine an improvement (Kirkpatrick & Kirkpatrick, 2013).

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It is important to determine the leadership development programme measurement before the program starts because this will drive the program strategy. Is the measurement about knowledge retention of interest, (Level 2), or is the purpose to see if the education resulted in a behavioural change, (Level 3), and subsequent results (Level 4)? (Lindsay et al., 2009).

While different parts of the organization may have the responsibility for managing the specific levels of leadership education and development; ultimately integrated and aligned organizational processes are crucial for the deliberate development and assessment of leadership education (Lindsay et al., 2009).

This section explains the four-level Kirkpatrick evaluation of training programmes and how to apply the model in evaluating these. In the next section, Kolb's experiential learning model is discussed with a focus on the role of perception in learning

2.5   Experiential learning

According to Stock and Kolb (2016), horses as a experiential learning instrument in leadership development have left the participants with episodic memories that have been useful in people interaction. This section looks at Kolb's experiential learning model.

In 1984 Kolb published a highly influential book, *Experiential learning: Experience as the source of learning and development* (Greenaway, n.d.) The book explains the theory of experiential learning and the application of it in the workplace, education, and adult development fields. Kolb affirms the belief that an individual learns through his or her discoveries and experiences. Experiential learning is learning through experience (Chan, 2012). It also means the application of textbook theory in real, practical situations.

2.5.1   Kolb's Experiential Learning Theory

Kolb developed the experiential learning theory, and it is portrayed as a 4-stage cycle in Figure 1 which describes the connection between the stages of development, learning processes, and experiences. The knowledge grasped by the learner is formed through his experiences, which influence his cognitive development.

Figure 1: Kolb's experiential learning theory cycle (Stock & Kolb, 2016, p. 44)
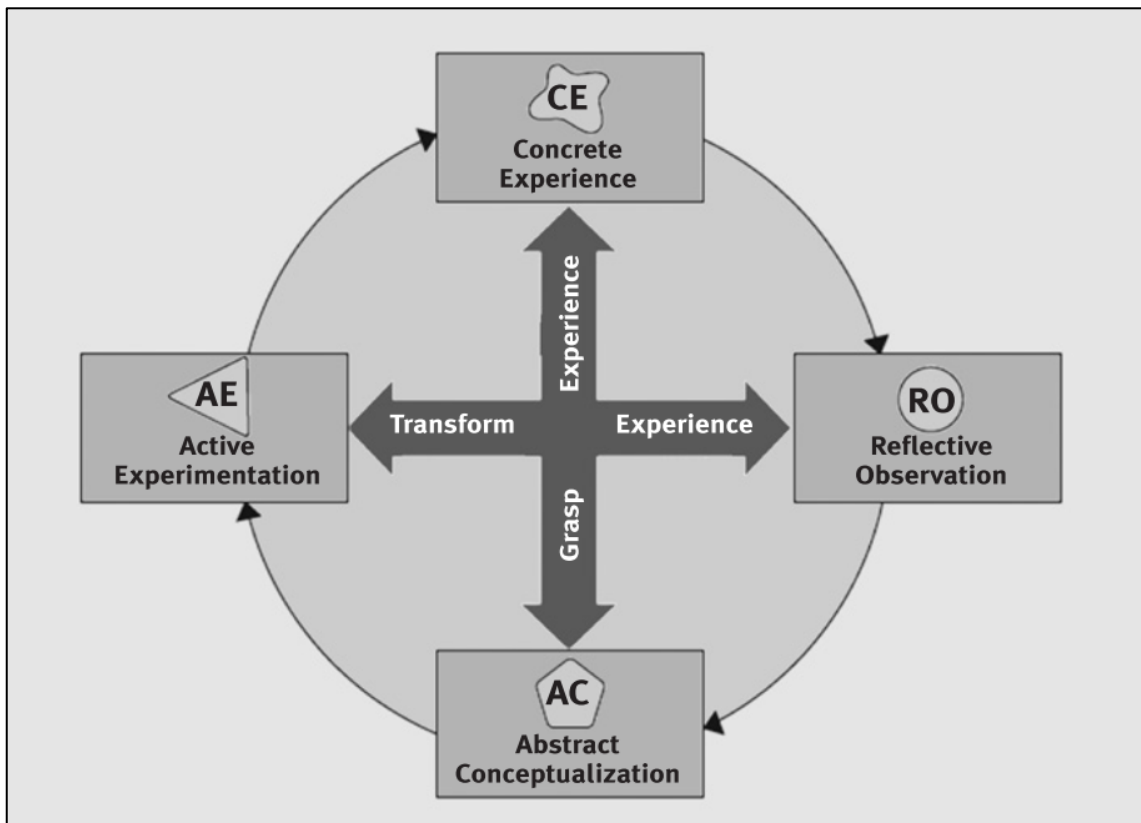
The learning cycle starts with first stage when the participant has a concrete experience (CE). This is followed by the second stage; where the reflection observation (RO) of the experience leads to the third stage of abstract conceptualization (AC). This is where the formation of abstract concepts (analysis) and generalizations (conclusions) are used to test hypothesis in future situations. The last stage is active experimentation (AE) where the new learning or behaviours are put into practice and this results in new experiences.

In this section Kolb's experiential learning model was discussed. In the following section the vertical dyad leadership theories are discussed

2.6   Vertical Dyad Leadership Theories

This section will discuss the article "The loci and mechanisms of leadership: Exploring a more comprehensive view of leadership theory" and the review of vertical dyads leadership theories: *Leader-member exchange, Transformational, Situational, and Authentic leadership theories,* Hernandez et al. (2011).These theories are at the intersectionality between the loci of leadership labelled as 'Dyads', as seen in Figure 2, and the mechanisms of leadership that is 'Behaviour'. What the researcher wants to

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understand is how an EADL course impacts the behaviour of the leader in his relationship with his followers.

Hernandez et al. (2011), of the University of Washington, have done a qualitative review of the leadership literature of the previous century. Their article "The loci and mechanisms of leadership: Exploring a more comprehensive view of leadership theory" is published in the Elsevier journal: *The Leadership Quarterly* (Hernandez et al., 2011).

Hernandez et al. (2011) derive two fundamental principles for codifying leadership theories and research of the previous century: namely the locus and mechanism of leadership. They used all five loci (*Leader, Follower, Dyad-leader follower, Collective, and Context*), and four mechanisms (*Traits, Behaviours, Cognition, and Affect*), and categorised all the leadership theories and research done previously. These theories are plotted on a matrix. The horizontal axis is the loci of leadership and mechanism of leadership is on the vertical axis, as shown in Figure 2.

They categorise all leadership-follower relationship theories, with specific emphasis on the features of the relationship, in the dyad category. These theories are *Leader-member exchange Leadership, Transformational Leadership, Situational Leadership,* and *Authentic Leadership*. All of these leadership theories are categorised completely or partly as behaviours of leadership mechanisms. The focus is on the two-way relationship between the leader and the follower. At the end of their article, the focus is on how to apply the loci and mechanisms in leadership development. An EALD course dealing with leader-follower relationships, and improvement in leadership skills, behaviour and values can be used to develop all the dyad leadership theories.

Figure 2: Placing leadership theories within the two-dimensional framework(Hernandez et al., 2011, p. 1166)

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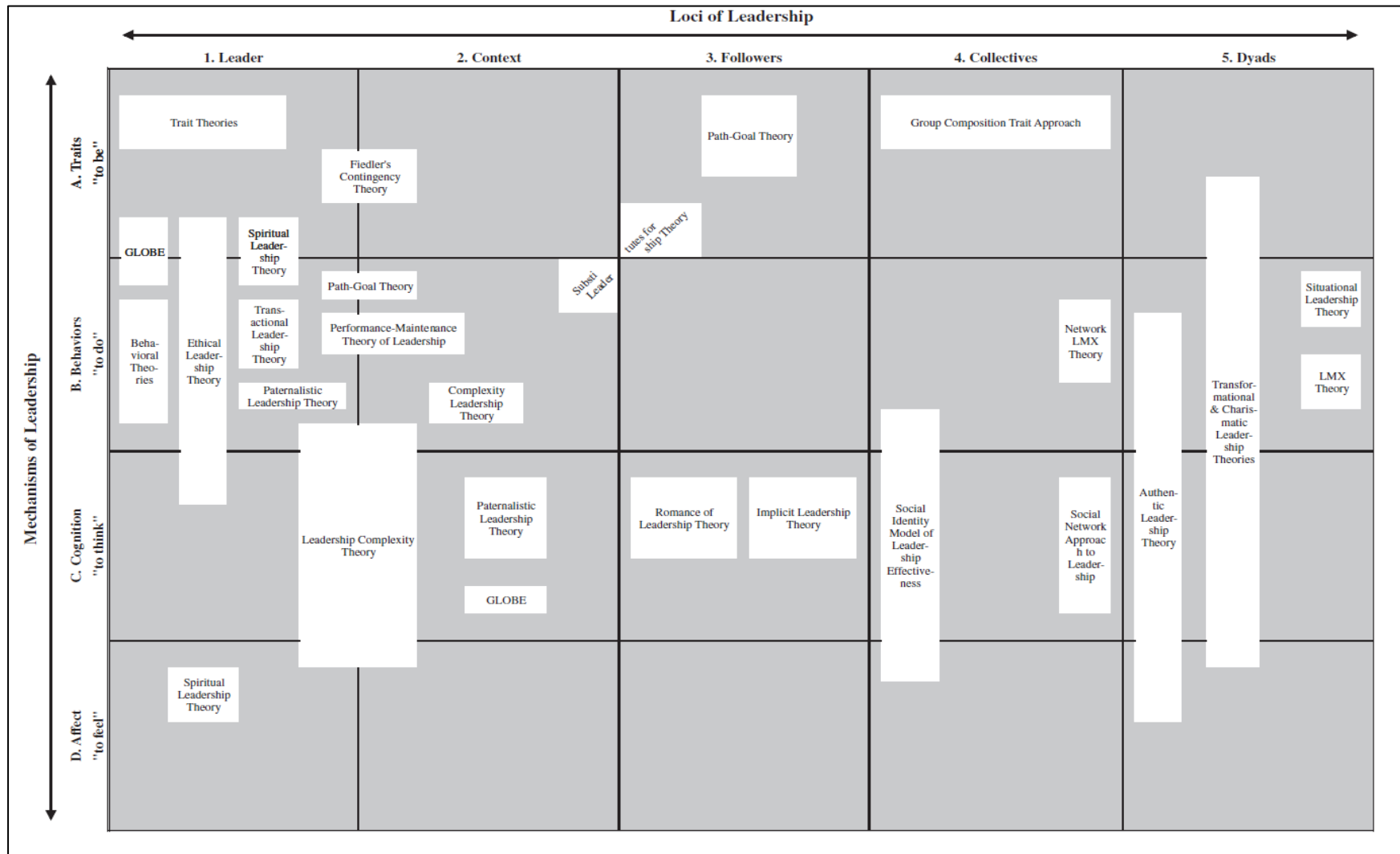
2.6.1 Leader-member exchange leadership theory

The Leader-member Exchange (LMX) theory was conceptualised during the 1970's (Graen & Uhl-Bien, 1995). The LMX theory focuses on the two-way relationship that develops between leaders and members. Therefore Hernandez et al. (2011) categorise the LMX leadership theory on their matrix with the dyad as the loci of the leadership and the behaviour as the mechanism of leadership.

"The model as it stands describes how effective leadership relationships develop between dyadic 'partners' in and between organizations (e.g., leaders and followers, team members and teammates, employees and their competence networks, joint venture partners, suppliers networks, and so forth)." (Graen & Uhl-Bien, 1995, p. 225). The relationship between the leader and the member goes through three stages: 1) *Role-Taking* 2) *Role-Making* 3) *Role-Reutilization* (Sheer, 2015).

Role-Taking
Role-taking occurs when the member joins the group. The leader evaluates the member's skills.

Role-Making
During the role-making phase, the member needs to prove himself. The leader will place the member in one of two categories: The *In-group* or the *Out-group*.

The in-group consists of the team members that the leader trusts the most, and these members are given the most attention. The in-group are provided with challenging and exciting work, and will be offered opportunities for additional training and advancement. This group will also get more one-on-one time with the manager.

The out-group consists of members that have betrayed the leader's trust or proven that they are unmotivated or incompetent. They have less access to the leader and are offered fewer opportunities.

During the role-making phase, the leader and the member experience levels of stress. The leader can control the stress levels. "LMX members experience reduced amounts of stress as a result of increased communication and information that they receive from supervisors." (Lawrence & Kacmar, 2006, p.49). Therefore the engagement with followers is important.

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Role-Reutilization

During the role-reutilization phase, routines and habits between the leader and the team members are formed and established. In-group team members work hard to maintain the good opinion of their managers, by showing trust, respect, empathy, patience, and persistence. Out-group members start to dislike or distrust their managers. Therefore it is important to reduce the out-group.

Leaders need a set of skills to enlarge the in-group by adding team members from the out-group. The leader needs to learn to work with different types of people and how to motivate them. The leader needs to make a conscious decision to give each person equal opportunities and to build a mature relationship with them. "The centroid concept of the theory is that effective leadership processes occur, when leaders and followers can develop mature leadership relationships (partnerships) and thus gain access to the many benefits these relationships bring" (Graen & Uhl-Bien, 1995, p. 225). According to Zhang, Wang, and Shi (2012), the leader and follower develop a unique relationship. Good reasons to develop leaders concerns performance outcomes; and specifically, how LMX leadership can affect employees to achieve these (Zhang et al., 2012).

2.6.2   Transformational Leadership

Transformational leadership concept was introduced in 1978 in a book on leadership by Burns (Cox, 2007).

Transformational leadership is a process of transforming organizational behaviour, the culture, and the individuals at the same time, while also transforming the leader. According to the *Transformational Leadership and Organisational Culture: The Situational Strength Perspective* (Masood, Dani, Burns, & Backhouse, 2006), transformational leadership is a process in which "leaders and followers raise one another to higher levels of morality and motivation." Transformational leaders seek to raise the consciousness of followers by appealing to higher ideals and moral values such as liberty, justice, equality, peace, and being humanitarian, rather than focusing on emotions such as fear, greed, jealousy, or hatred.

The above statement indicates a two-way relationship between the leader and the member with the leader creating the environment for the relationship.Hernandez et al. (2011) categorise Transformational Leadership Theory on their matrix with the dyad as the loci of the leadership, and in all four mechanisms of leadership: Affect, Cognition, Behaviours, and Traits.

2.6.3 Situational leadership

Hersey and Blanchard published *Life cycle theory of leadership* in *1969* and proposed a practitioner-oriented situational leadership theory (as cited in Graeff, 1997; Hernandez et al., 2011). According to Bass (2009), situational leadership is in direct opposition to the trait theories. The situational factors determine who will emerge as the leader.

Hernandez et al. (2011), state that the effectiveness of the leaders is determined by the interaction between the leader's behaviour and the maturity level of the follower. "Specifically, the theory suggests that leaders should match their behaviour with the followers' maturity level by moving through the phases of telling, selling, participating, and delegating to correspond to increased follower readiness" (Hernandez et al., 2011, p. 1170). The leader has control over the leader-follower interaction to improve the desired performance by adapting his leadership style according to the situation of his environment.

Therefore Hernandez et al. (2011) categorise situational leadership theory on their matrix with the dyad as the loci of the leadership, and behaviour as the mechanism of leadership.

2.6.4 Authentic leadership theory

According to Gardner, Cogliser, Davis, Dickens (2011), authentic leadership was first defined in 1967 by Rome and Rome.

> A hierarchical organisation, in short, like an individual person, is 'authentic' to the extent that, throughout its leadership, it accepts finitude, uncertainty, and contingency; realizes its capacity for responsibility and choice; acknowledges guilt and errors; fulfil its creative managerial potential for flexible planning, growth, and charter or policy formation; and responsibly participates in the wider community" (Hinojosa, Davis, Randolph-Seng, & Gardner, 2014) p. 1122).

Gardner et al. (2011) reviewed 91 publications that focused on authentic leadership and identified thirteen definitions for authentic leadership and leaders. The various definitions imply a relationship between the leader and the follower by employing the following phrases: "meaningful relationships, build enduring relationships with people, sensitivity to the orientations of other, creating a positive and engaging organisation, relational transparency on the part of leaders working with followers and high degrees of trust by

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building" (Gardner et al., 2011, p.1122). Authentic leadership is an approach to leadership that emphasizes building the leader's legitimacy through honest relationships with followers that value their input and build on an ethical foundation.

Authentic leaders have the following distinct qualities:

1) *Self-awareness* is an ongoing process of reflection and re-examination by the leader of his or her strength, weaknesses, and values.

2) *Relational Transparency is* the open sharing by the leader of his or her thoughts and beliefs, balanced by a minimization of inappropriate emotions.

3) *Balanced Processing* is the process of solicitation by the leader of opposing viewpoints and fair-minded consideration of those viewpoints.

4) *Internalised Moral Perspective* is the positive ethical foundation adhered to by the leader in his or her relationships and decisions that are resistant to outside pressures (Hinojosa et al., 2014).

Hernandez et al. (2011) categorise the authentic leadership theory on their matrix with the dyad as the loci of the leadership and in three mechanisms of leadership: Affect, Cognition and Behaviours.

In this section, the extensive use of the article by Hernandez et al. (2011) was clarified. It discussed vertical dyad leadership theories: Leader-member exchange, Transformational Leadership, Situational Leadership, and Authentic Leadership theories collectively. These theories had behaviour as the leadership mechanism and explained the importance of the follower leadership relationship.

2.7   Developing Essential Management Skills

According to Maziere and Gunlaugson (2015), most skills developed through EAL correlated well with the model of essential skill management model. This model, as shown in Figure 3, was developed by Whetten and Cameron (2013) and explained in their book *Developing Management Skill*. In the book they explained why they used the term managers and not leadership and stated that could have used the word leadership in place of management because " Effective management and leadership are inseparable" (Whetten & Cameron, 2013, p. 17).

Whetten and Cameron (2013) cluster the essential management skills into three groups, as shown Figure 3. The first group is *Personal Skill* and consists of 'Developing Self-

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awareness', 'Managing stress' and 'Solving problems creatively.' This skill is primarily focused on managing one's self.

Developing self-awareness: According to Day (2000), self-awareness is the skill of a leader which includes emotional awareness, self-confidence and where the leader has an accurate self-image. Hinojosa et al. (2014) defines self-awareness as a process through which the leader/manager realises his strengths, weakness, values, world view, and other parts of one's multifaceted self.

Managing Stress: According to Hernandez et al.(2011) a leader requires to learn how to take responsibility for his own thoughts, feelings and behavior.

Solve problems creatively: Problems solving is an inherent part of a manager's job (Whetten & Cameron, 2013). Moreover, effective managers solve problems creatively and analytically.

Figure 3: Model of Essential Management Skills (Whetten & Cameron, 2013, p. 19)
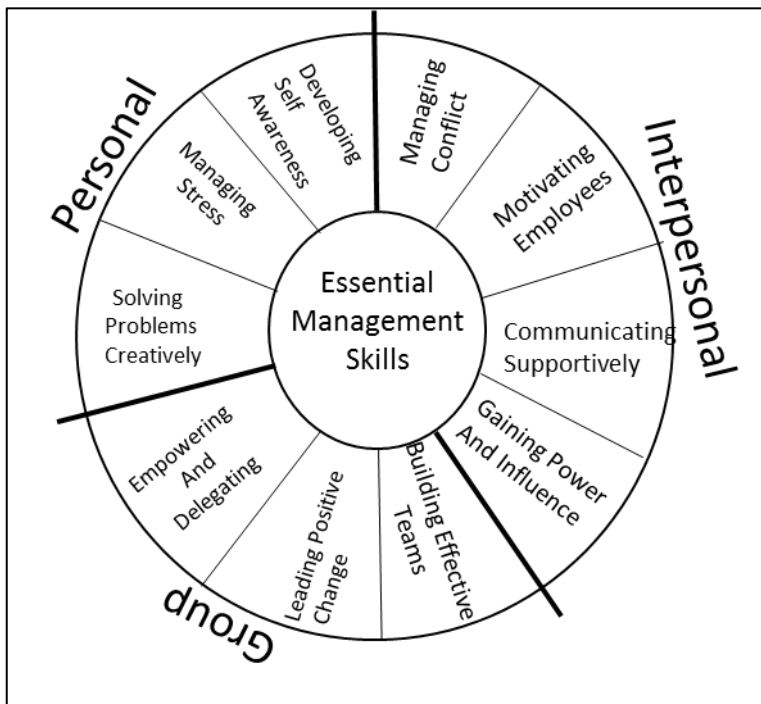
The second group is Interpersonal skills that consisted of 'Managing conflict'; 'Motivating Employees'; 'Communicating Supportively', and 'Gaining Power and Influence.' According to Whetten and Cameron (2013, p. 18) "These skills focus primarily on issues that arise in your interactions with other people."

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Managing Conflict: In all relationships conflict is found, and the successful handling of the conflict improves the leader-follower relationship (Lawrence & Kacmar, 2006).

Motivating Employees: Leaders must be able to motive the followers to perform beyond their expectations (Gillespie & Mann, 2004).

Communicating Supportively: According to Whetten and Cameron (2013) managers must be able to build and strengthen relationships by communicating supportively.

Gaining Power and Influence: The power of the leader is a combination of the position of the leader and the personal power, meaning the expertise, work effort and values of the leader. The skill is to improve these powers to influence the followers positively (Whetten & Cameron, 2013).

The third group is interaction with a group, with skill sets of 'Building effective teams', 'Leading positive change' and 'Empowering and Delegating' that focus leading a group of people.

Building effective team: According to Gillespie and Mann (2004), trust is the centre of an effective team. To build effective teams the leader must be able to diagnose and facilitating team development, lead the team and must also be able to be an effective team member (Whetten & Cameron, 2013).

Leading Positive Change is a skill that focuses on unlocking the full potential of the team (Whetten & Cameron, 2013).

Empowering and Delegating According to Whetten and Cameron (2013), the skill to empower people helps them to develop self-efficacy, self-determinism, personal control, meaning, and trust.

This model explains essential management skills. However, the expectation is that similar leadership skills improvement may be achieved when EALD is utilized (Maziere & Gunnlaugson, 2015). In an attempt to understand the leadership skills development with the use of horses, a diagrammatic representation has been derived from the literature and is illustrated in Figure 4.

The Whetten and Cameron (2013) model has been adapted to further incorporate additional literature that supports the development of leadership skills through an EALD course, as shown in
Figure **4**. It is expected that, through this research, this model will be further developed to illustrate potential new findings.

Figure 4: Improved Leadership Skills Model

This hypothetical improved leadership skills model reviewed the skills that are developed during EAP and EAL. The skills are divided into three groups. The first group is the self-improvement skill of the leader himself.

- The interaction with the horses helped the leader to develop self-awareness (Andersen, 2009; Chappell, 2014; Pohl, 2006; Schuyler & Gehrke, 2006; Stock, 2012; Stock & Kolb, 2016; Wilson, 2012).
- The leader learnt to manage stress and stressful situations (Andersen, 2009; Brandt, 2013; Burgon, 2011; Cepeda, 2011; Chappell, 2014; Gehrke et al., 2011; Prechter, 2014; Stock, 2012).

- The leader learnt to trust (Cepeda, 2011; Pohl, 2006; Prechter, 2014; Schultz et al., 2007; Wilson, 2012).
- The leader learnt to solve problems (Chappell, 2014; Prechter, 2014; Schultz et

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al., 2007).

- The leader experienced an increase in self-confidence (Brandt, 2013; Burgon, 2011; Cepeda, 2011; Chappell, 2014; Dyk et al., 2013; Pohl, 2006; Prechter, 2014; Schultz et al., 2007; Schuyler & Gehrke, 2006; Stock, 2012; Wilson, 2012)

The second group is the relationship improvement skill that developed during EAP and EAL sessions.

- The leader learnt to develop a trust relationship between him and his followers, peers and supervisor (Burgon, 2011; Dyk et al., 2013; Schultz et al., 2007; Stock, 2012).
- The learnt interaction skill improved relationships (Andersen, 2009; Prechter, 2014; Stock, 2012; Stock & Kolb, 2016; Wilson, 2012)
- The leader learnt how to engage with his followers (Chappell, 2014; Schuyler & Gehrke, 2006; Stock, 2012; Stock & Kolb, 2016) and,
- The leader learnt interpersonal skills that were imperative for positive and effective relationships (Brandt, 2013; Cepeda, 2011; Schultz et al., 2007; Stock, 2012; Wilson, 2012).

The third group were skills that assist the leader to improve the team relationship.

- With the support of the horse the leader improved his social exchange skills (Andersen, 2009; Chandler, Portrie-Bethke, Minton, Fernando, & O'Callaghan, 2010; Chappell, 2014).
- The leader learnt skills to understand group dynamics (Chappell, 2014).
- The leader learned to improve group cohesion (Schultz et al., 2007).

2.8 Conclusion

This chapter examined the difference between leader and leadership development and the leadership definition of choice. The evaluation of leadership development training was discussed, as well as the human-horse relationship. The use of horses in various therapies was explained with the link to equine-assisted learning. Kolb's experiential learning model was explained together with the role of perception in the learning process. The vertical dyad leadership theories and essential management skill model were discussed, and a hypothetical model 'Improve leadership skills' was developed from the literature. The research will attempt to better understand the uncertainty of the impact EALD courses have on leadership development through experiential learning.

In the next chapter, the research questions are formulated.

CHAPTER 3 RESEARCH QUESTION

The purpose of this exploratory research project is to evaluate an equine assisted leadership development programme. This will be done by understanding the impact it has on leaders' perception of their leadership style, in particular to their relationship with their followers back at their workplace. This will also enable the researcher to gain a deeper understanding of the use of horses to improve leadership. The LMX theory shows the importance of the leader-follower relationship and how improving relationships improved performance.

The theory on equine-assisted programmes shows how a bond between human and horse is formed. The Kolb experiential learning model indicates that experience leads to learning, and then to a change in perception that leads to new ways of doing things.

The EALD literature shows join-up is a leader-follower transaction, and that engaging with a horse can result in sustainable leadership effectiveness through increased knowledge of oneself and the application of this knowledge at the workplace.

As the result, the following three research questions were derived from the literature and are directly related to level 3 behaviour change evaluation as discussed by (Kirkpatrick & Kirkpatrick, 2009a):

Research Question 1: What is the impact of an equine assisted leadership development course on the individual leader?

This research question aimed to determine what the leaders learned about themselves through the process of an EALD course, with the use of an unique lasting experience with the horses. This further aimed to determine the significance experience of the positive join-up with the horse.

Research Question 2: What is the most impactful learning from the course that leaders have implemented?

The aim of the leadership development program was to improve the participant's behaviour in context to their leadership position. The research question sought to determine if the leaders found the course useful and what insights were gained from the course, which were then implemented back in the workplace.

Research Question 3: What impact did the EALD course have on leader-follower relationships back in the workplace?

The literature highlighted the importance of an improved leader-follower relationship, and how it enhanced the ability of leaders to influence a group towards the achievement of a vision or a set of goals. This research question aimed to determine if, after attending the EALD course, the behaviour of the leaders had changed, and if they recognised this change. Furthermore, the question sought to determine if the leaders perceived that the relationships between themselves and their followers had improved, specifically with regards to how they interacted or related to one another.

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CHAPTER 4 RESEARCH METHODOLOGY AND DESIGN

The purpose of this chapter was to explain the research methodology and design that was deemed to be the most suitable, in exploring the effect on a leader's perception of his relationship with followers, after attending an Equine Assisted Leadership development programme. The methodology and theoretical design fundaments were also discussed.

4.1   Research methodology

The Qualitative Research Consultants Association ("Qualitative Research Consultants Association," 2015) explained qualitative research as follows: "Qualitative research is designed to reveal a target audience's range of behaviour and the perceptions that drive it with reference to specific topics or issues."

According to Saunders & Lewis (2012), there are three types of qualitative studies: *Exploratory*, *Descriptive,* and *Explanatory*. Saunders and Lewis define the three qualitative studies as follows:

- An Exploratory study as "research that aims to seek new insights, ask new questions and to assess topics in a new light." (Saunders & Lewis, 2012, p. 110). It sought to understand aspects of social science by using words rather than numbers. (Bricki & Green, 2007; Bryman, Stephens, & Campo, 1996).

- A Descriptive study as "research designed to produce an accurate representation of person, events or situations." (Saunders & Lewis, 2012, p. 111)*.

- An Explanatory study as "research that focuses on studying asituation or a problem in order to explain the relationship between the varialbles.*"* (Saunders & Lewis, 2012, p. 113)*.

Therefore, a qualitative research approach was used in this study. The research examined a leader's perception of his relationship with his followers more than one year after returning to the workplace.

According to Smits (2007, p. 53), "the approach is phenomenological, that involves a detailed examination of the participant's live experience; it attempts to explore personal

experience and is concerned with individuals' personal perception." It is a leader's attempt to make sense of his experience.

As explained above, this research was an exploratory qualitative research with a phenomenological approach. The following is a list of the twelve major characteristics of a qualitative research project, (Patton, 2002), and a link to this research project where applicable:

Design Strategies

- *Research purposeful sampling*—Cases for study (e.g., people, organizations, communities, cultures, events, critical incidences) were selected because they were "information rich" and illuminative: that is, they offer useful manifestations of the phenomenon of interest. The individuals identified were part of an EALD programme and had experienced the phenomenon of interest.

Data-Collection

- *Research using qualitative data*—Observations that yield detailed, thick description; an inquiry in depth (Patton, 2002). The in-depth interviews of the individuals that attended the EALD programme were conducted to explore their personal perspectives of the learnings at the EALD programme and their current experiences of the leader-followers' relationship.
- *The researcher was empathic neutral and mindful*—an empathic stance in interviewing seeks vicarious understanding without judgment (neutrality) by showing openness, sensitivity, respect, awareness, and responsiveness (Patton, 2002). The researcher reminded himself during the interview to be open, respectful and aware of how the follow-up questions were formulated to get a better understanding of the responses, and ensured that he did not lead the answers

Analysis Strategies

- *Voice, perspective, and reflexivity*—The qualitative analyst owned and was reflective about her or his voice and perspective.

4.2 Research design

4.2.1 Population

A population is the total of all the individuals who have certain characteristics and are of interest to a researcher (Yount, 2006). The population of this study consisted of 824 participants who attended "The Horses Man Leadership Development Programme" in Pretoria, South Africa.

4.2.2 Sampling

Morese (2004) defined sampling as "the deliberate selection of the most appropriate participants to be included in the study, according to the way that the theoretical needs of the study may be met by the characteristics of the participants". The research followed a phenomenological approach. Therefore only a small sample size was selected to get greater insights from the interviews. Only leaders that led a team were chosen, therefore all members of the population did not have an equal chance of being selected, resulting in a non-probability sampling (Saunders & Lewis, 2012). The small sample size was also a convenient means of sampling due to the researcher's free access to the leaders that had attended the course.

A sample size of thirteen participants was selected. The data sample consisted of interviewed leaders that had participated in the Horseman Leadership development programme in Pretoria in 2014. The data sample took part in a two-day long equine EALD session that involved each leader practising join-up with a horse.

The participants worked in underground coal mines in the Secunda area. The different mines organisational structure was the same for leaders and senior leaders. A *leade*r is the first line of supervisor that led a team of workers and the *senior leader*; is a supervisor that supervised a group of first line supervisors A leader can be either a foreman or a shift boss that managed underground mining teams. Senior leaders can be a chief foreman or a mine captain that managed small teams consisting of leaders. Each senior leader was promoted from the position of leader, so had experience in both positions. The participants consisted of two separate identified groups. The first group consisted of five leaders, with an average of 13.2 years experience as leaders. The second group consisted of eight senior leaders, with average of 19.5-years experience as leaders, as shown in **Table 2**.

Table 2: Data Sample

Data Sample Characteristics (n=13)			
	Leader	**Senior leader**	**Total**
Participants	5	8	**13**
Averages years of Experience as leader	13.2	19.5	

The participating leaders led groups that consisted of between 20 to 30 employees, and the senior leader led groups that consisted of three leaders. The data sample comprised of 62% senior leaders and 38% leaders. The participants' years of experience as a leader ranged from 3 years to 30 years, as shown in Figure 5. Two participants had less than five years' experience as a leader. Eleven participants, which equates to 84%, had more than five years of experience as leaders. It was evident that the members of the sample group were experienced as leaders.

Figure 5: Number of years' experience as a leader
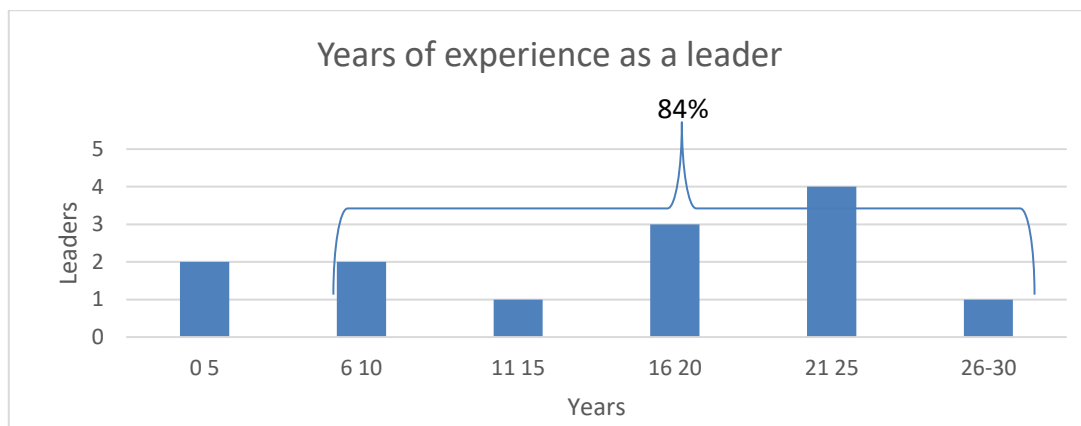
4.2.3 Unit of Analysis

The unit of analysis determined how the interview content was simplified into a manageable unit during the analysing process. The accuracy of the coding was affected by the choice of the unit of analysis (De Wever, Schellens, Valcke, & Van Keer, 2006).

The interview content analysis of qualitative research usually used individual themes as the unit for analysis, rather than the physical, linguistic units (e.g., word, sentence, or paragraph) most often used in the quantitative content analysis (Y. Zhang & Wildemuth, 2005).

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The document was revised three times to ensure thoroughness and to make sure that the constructs had the right level of detail.

4.2.4   Interview schedule design

The phenomenological approach was used, which was the researcher's attempt to interpret data from the perspective of the participants. In-depth interviews were an ideal method for collecting phenomenological data (Groenewald, 2004). Twelve interviews are the minimum sample size for the phenomenological approach.

In-depth interviews are less structured than semi-structured interviews, and may cover only one or two issues (a topic guide may not be used, or may consist of only a few broad questions). This type of interview was used to explore in detail the respondent's perceptions and accounts in detail (Bricki & Green, 2007). The questions were aimed at drawing out the individual's experiences and perceptions. The questions, therefore, were broad and general. The answers were in the form of words or images (Creswell & Clark, 2005).

4.2.4.1   Design

The questions were formulated for the participants to enable them to describe their experience (Starks & Trinidad, 2007), and any change in their perception of their relationship with their followers. Open-ended interview questions were used and these were divided into four sections. The first section determined the leadership experience of the participants. The second section focused on the individual's personal experience of the course. The third section focused on the usefulness of the course, and the impact it had on the leader. The final section focused more on the improvement in leadership/follower relationships.

Open-ended questions were asked to allow the participant to give detailed answers through voicing their experiences and perspective (Rapley, 2001).

The interviews took place more than 12 months after the training, at either the work environment or at home. To ensure ethical research the following ethical principles were applied during the interview (Orb, Eisenhauer, & Wynaden, 2001).

Autonomy to respect the participant's rights which included the right to:
- be informed about the study,

- freely decide whether to participate in a study,
- withdraw at any time without penalty,

A consent agreement form was developed and presented to the participants before the interview. The following was agreed upon, namely:
- That they are participating in research
- The purpose of the research (without stating the central research question)
- The procedures of the research
- The benefits of the research
- The voluntary nature of research participation
- The subject's (informant's) right to stop the research at any time
- The procedures used to protect confidentiality with contact details of researcher and supervisor

Most potential subjects signed the agreement and those who did were not pressurised to participate in the study. All those who ended up as participants were in agreement with its content and signed the consent.

4.2.4.2 Pre-test

The questionnaire was revised three times: The first revision changes were made after a discussion with the researcher's supervisor. Changes were made to reduce the complexity of the questions to a single topic question. Questions were removed that were not aligned with the theory and theory aligned questions were added. The questionnaire was then tested on volunteers. The first volunteer was not part of the training but had leadership knowledge. The reason was to test the understanding of the questions. For all of the participants English was not their home language, and in many cases was their third or fourth spoken language. It was therefore important to establish that the questions were clear and easily comprehendible. The questions were confirmed as understandable and simple enough to answer. The second volunteer went through the training and this test was done to determine the duration of the interview.

4.2.4.3 Questionnaire

The research questions were derived from the literature and were directly related to level 3 behaviour change evaluation as discussed by (Kirkpatrick & Kirkpatrick, 2009a). Therefore the interviews were conducted more than twelve months after the leaders

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participated in the EALD course. After applying the ethical principles as described in previous paragraphs as well as the pre-test, the questions were finalised as shown in Table 3

Table 3: Final Questionnaire

Experience as a Leadership
• What is your current position and for how long?
• How many direct reports do you have? Also, how many indirect reports?
• How long are you in a leader position?
Personal experience of the course
• It is one-year later. What in the course still stood out for you?
• What did you learn about yourself from this experience?
Usefulness and Impact of the course
• What do you remember that has been useful? What was not useful?
• What works for you since?
• Can you give an example? How did it work for you?
• What have you done differently now because of the course?
• What impact did it have for you?
Leader-follower Relationship
• In particular, what has been useful regarding how you relate to your followers?
• In particular, can you think of things that you do differently in your relationship with your followers?

4.3   Data Collection

4.3.1   Interviews

The interviews took place 12 to 30 months after the EALD training session, in the leader's working environment or at their homes. Initially, not all of the participants were keen to take part in the interview. However, after explaining the purpose of the interview and the reasons for the research, they were all eager to take part.

Seven of the interviews were conducted in the participants' offices. The other six

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interviews were conducted at the participant's homes over the weekend or after hours to fit in with their work shift rosters. The interviews duration varied but on average took 25 minutes. All the interviews were conducted in English, which was not the home language of any of the participants. Some of the participants gave less descriptive answers as they struggled to express themselves in English.

An in-depth interview technique was used. *In-depth interviews* are "optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored." (Mack, Woodsong, McQueen, Guest, & Namey, 2005, p. 2).The in-depth interview was more than just recording facts. It was done to get rich information and, to be able to get it, deep listening was applied as described by Starr (2012).

- The mind of the listener is mostly quiet and calm.
- The awareness of the listener is entirely focused on the other person.
- The listener has little or no sense or awareness of himself or herself.
- The listener is entirely lucid and present to the person speaking.

During the in-depth interview, deep listening skills were applied, and the researcher focused on the following techniques supporting the interview dynamics as explained by Ritchie, Lewis, Carol, and Ormston (2013).

- *Never assume*: assumptions often turn out to be incorrect. Rather turn an assumption into a question.
- **Refrain from commenting on an answer**: it will interrupt the flow and inhibit active listening**.**

- **Refrain from summarising the interviewee's answer:** the summarising attempt may be seen by the participant as insincere or patronising and can prevent the interview from continuing.

The interviews lasted approximately half an hour, and the interview protocol (see **Table 3**) was used to understand if the participant, either as a leader or senior leader, had an improved relationship with his followers after attending equine assisted leadership development programme. The interviews were electronically recorded to ensure the accuracy of responses. The recorded interviews were sent to a transcription service and

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the interviews transcribed into a Word document. The transcript text was reviewed for accuracy while listening to the original recorded file.

4.3.2   Interview setup

The interviews were held in the participant's working environment or at their homes. An agreement was reached before the interview that the participant would ensure that there would be no disruptions during the interview. The interviews took place in a quiet room. A sign was put on the door that warned that an interview was in progress. All phones were put on silent. The researcher always ensured that he and the participant were facing each other and that the participant was comfortable.

4.4   Data Analyses

Qualitative Data Analysis (QDA) is the range of processes and procedures that convert qualitative data into some form of explanation, understanding, or interpretation of the people, and situations that were investigated (Lewins, Taylor, & Gibbs, 2010). QDA is usually based on an interpretative philosophy. The idea was to examine the expressive and representative content of qualitative data and group it into themes (Lewins et al., 2010).

4.4.1   Data Analysis Strategy

According to Braun and Clarke (2012) a Thematic analysis method is used for systematically identifying, establishing and presenting insight into patterns of meaning across the data. It helps the researcher to see and make sense of joint meaning and experiences. The six-step process of thematic analysis that was followed is described in Table 4.

Table 4: Phase of Thematic Analysis(Braun & Clarke, 2006, p. 87)

Step	Process	Description of the process
1	Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2	Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set; collating data relevant to each code
3	Searching for themes	Collating codes into potential themes; gathering all data relevant to each potential theme.
4	Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2); generating a thematic 'map' of the analysis.
5	Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
6	Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples; the final analysis of selected extracts; relating back during the analysis to the research question and literature; producing a scholarly report of the analysis.

After the interviews had been completed, a transcription service was use to transcribe the interview into a word document. To analyze the interviews syntax a qualitative data analyzing program, Atlas ti 7.5, was used. A specific naming convention for interview documents was used to identify the type of leader and when the participants attended the EALD course. This method ensured that the participants were not identified. Codes were generated and grouped into themes that held some meaning in relation to the interview question (Saunders & Lewis, 2012).

The constructs were ranked in a table from the highest to lowest frequency count in which the construct occurred. The themes were analyzed relating to the literature and the

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research question (Braun & Clarke, 2012).

4.4.2   Data Reliability and Validity

Data reliability is usually understood as the replication of research findings (Ritchie et al., 2013); therefore, according to Saunders and Lewis (2012), the data collecting and analysis procedure must be consistent. To ensure reliability the researcher used a standard interview guideline that allowed for reliability during data analysis.

According to Ritchie et al. (2013), data validity is normally understood as the correctness or precision of the data. The accuracy of the data can be influenced by interviewer bias, interpreter bias and response bias (Ritchie et al., 2013; Saunders & Lewis, 2012). Therefore, the respondents were given ample freedom to explore and answer the questions. The researcher made an effort to pay attention to the perceptions and opinions of the participants.

4.5   Ethical Considerations

Trust is the foundation of the relationship between the researcher and the participant (Ritchie et al., 2013). The aspect of the trust relationship is the honesty of the researcher. According to Bricki and Green (2007), two key ethical issues to be considered in a qualitative study are *consent* and *confidentially.* These two issues were an important aspect of this study. Participants signed the consent form only after it had been clearly explained to them. They understood clearly that the researcher would not expose the identity of participants at all, and that those that had attended the course, and who were not using their newly obtained skills, would not be revealed.

Another aspect of the trust relationship was the ethical conduct relating to how the researcher treated the participant's information and the honest reporting of the results.

The following ethical measures were part of the interview design and agreed upon before the interview: consent, anonymity, confidentiality, the right to withdraw from the study at any time, and the application of the results.

4.5.1   Consent

Informed consent was obtained from the participants. It meant that adequate information was made available to the participants enabling them to make an informed decision to

participate (Ritchie et al., 2013).

4.5.2 Anonymity and confidentiality

According to Ritchie et al. (2013), anonymity and confidentiality were an issue in qualitative research due to small sample size, potential relationship between the researcher and participants, and potential rich information gain by the researcher. No names were recorded, and thus the anonymity and confidentiality of the participants was secured. Constructs were used to analyse the data.

4.5.3 The right to withdraw from the study

Before the interview started, the right to withdraw at any time during the interview was explained (Ritchie et al., 2013). A complete understanding of this was reached before the interview started.

4.5.4 Applications of the results

All the applicants understood before the interview that they were taking part in the researcher's MBA research project, and that the data was to be used to understand how horses could be utilized in leadership development.

All the above formed part of the consent form that was signed by the researcher and the participants (see **Appendix B**). The ethics committee of GIBS approved the ethical measures used for this research project.

4.6 Potential Research Limitations

Potential limitations of this research included:
- By conducting interviews, a year after the conclusion of the EALD programme, the advantage that the researcher had was access to a greater number of people who had been through the process. The ultimate aim of the EALD programme was to create sustainable changes in the workplace. The researcher was curious about the lasting impact, but was also aware that memory was a limitation and that the findings had to be interpreted with the understanding that they were retrospective in nature.
- The findings were the expression of the participants. What the participant said in the interview and what he did at work could be entirely different. Gehrke (2009), in her study on the new approach to use horses in leadership development,

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explained the same limitation when she stated that what people write and do could be quite different

- The population used was from a specific training program that utilized a specific training method. If the same interview schedule was used with a different training program, it would be difficult to verify if the same outcome could be achieved. The result of the study could be influenced by the *same-sources bias* (Podsakoff, MacKenzie, Moorman, & Fetter, 1990)*.*

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CHAPTER 5 RESULTS

The purpose of this chapter was to present the results of the study, and the layout corresponded with the research questions in chapter 3. The research sample consisted of 13 leaders that attended an equine assisted leadership development programme. The research questions were derived from the literature and were directly related to level 3 behaviour change evaluation as discussed by (Kirkpatrick & Kirkpatrick, 2009a). Therefore the interviews were conducted more than twelve months after participation in the EALD course.

5.1 Participants

The participants worked in underground coal mines in the Secunda area. The different mines organisational structures were the same for leaders and senior leaders. A *leader* was a foreman or a shift boss that managed underground mining teams. A *Senior leader* was a chief foreman or a mine captain that managed small teams consisting of leaders.

All senior leaders had previously worked as leaders before they were promoted into the senior leader position.

A sample size of 13 participants was selected. The participants consisted of two separate identified groups. The first group consisted of five leaders, with an average of 13.2 years experience as leaders. The second group consisted of eight senior leaders, with average of 19.5-years experience as leaders, as shown in Table 5. The participating leaders led groups that consisted of 20 to 30 employees, while the senior leader led groups that consisted of three leaders. The data sample comprised of 62% senior leaders and 38% leaders.

Table 5: Data Sample Characteristics

Data Sample Characteristics (n=13)			
	Leader	**Senior leader**	**Total**
Participants	5	8	**13**
Average years of Experience as leader	13.2	19.5	

The participants' years of experience as leaders ranged from 3 years to 30 years as shown in Figure 6. Two participants had less than five years' experience as leaders.

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Eleven participants, which equated to 84%, had more than five years of experience as leaders. It was evident that the members of the sample group were experienced as leaders. All senior leaders had previously worked as leaders before they were promoted.

Figure 6: Number of Years' Experience as a Leader
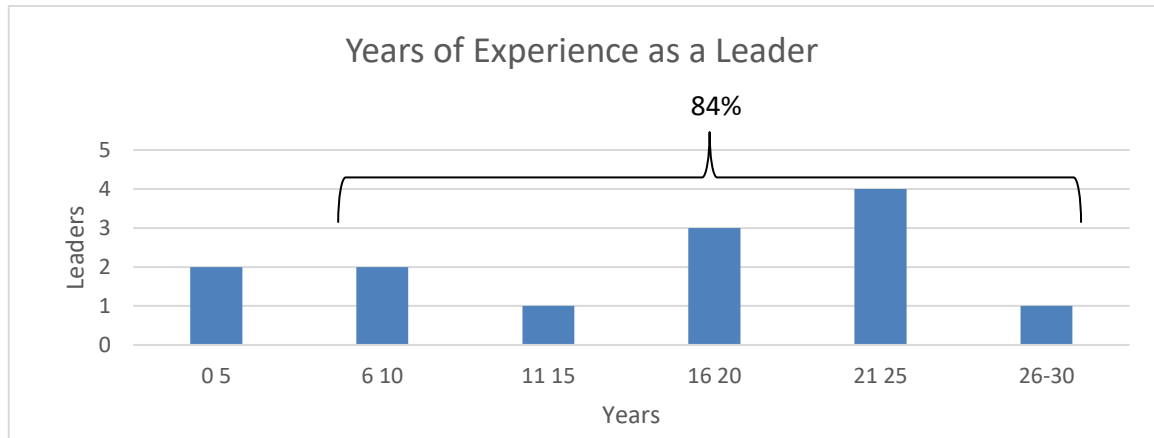
Initially, not all participants were keen to take part in the interview. However, after explaining the purpose of the interview and the reasons for the research, they were all eager to participate. Seven of the interviews were conducted in the participants' offices. The other six interviews were conducted at the participant's homes over the weekend or after hours to fit in with their work shift rosters. The duration of the interviews varied, but on average took 25 minutes. All the interviews were conducted in English which was not the home language of any of the participants. Some of the participants gave less descriptive answers as they struggled to express themselves.

5.2   Presentation of Results

The results were presented in sequence according to the research questions presented in Chapter 3 and the interview questions as presented in Table 3.

5.2.1   Results of Research Question 1

RESEARCH QUESTION 1: **What is the impact of an equine assisted leadership development course on the individual leader?**

Research Question 1 aimed to determine what the leaders learned about themselves through the process of the EALD course, with the use of an unique experience with the horses. It further aimed to determine the significance experience of the positive join-up

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with the horse.

5.2.1.1 Lasting Experience of the EALD Course

Interview question 1 aimed to determine what specific learnings were impactful for the leader after attending the course between 12 and 36 months previously. For most participants, the 'Successful engagement with the horse though join-up and developing a relationship built on trust' stood out the most with a frequency of eight, as shown in Table 6. Ranked second was 'establishing a link between the experience with the horse and the engagement / interaction with people.' These participants were able to make the connection between the learnt engagement with the horse and the application through engagement with the people they lead. 'Development of self-awareness through recognising of fear' was remembered as a significantly lasting experience by some participants.

Table 6 Lasting Experience Constructs

Rank	Construct	Frequency
1	Successful engagement with the horse through join-up and developing a relationship built on trust	8
2	Establishing a link between the experience with the horse and the engagement / interaction with people	4
3	Development of self-awareness through recognising of fear	3
4	Horse Mirror human behaviour	2
4	Working with horse was new experience	2

Significant emphasis was placed on engagement either with a horse or with people. In the course the participants were taught the Monty Robert join-up technique to establish engagement with the horse. Some participants stated categorically that successfully engaging with the horse though join-up and building a trust relationship stood out the most with participant two going as far to say that "the partnership at the end of the day you have with the horses" was a significant experience. Participant one agreed by commenting that to "win the commitment and the trust of the horse" was an uplifting experience. Participant six found that "the bond with the horse and be able to control it" was most memorable.

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The primary objective of the course was to improve leaders' engaging skills and, when applied, it would improve the leader -follower relationship. Participant five made the link between the engagement with horses and engagement with people by declaring, "I

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actually learned if I communicate well, and then people will listen to me, and the same as I did with the horse, so I learned that communication is of most importance."

Every participant was given a horse groomer to help them familiarise themselves with the horse. Participant five also remembered that in the beginning he so "was afraid of horse" that he did not want to touch the horse but after working under supervision with a horse in the stable, he realised that horses are friendly. Participant nine recognised self-awareness when he stated, "When I started with the horseman training I did not understand how must I handle different people" after he experienced the different reactions from different horses. Participant 12 commented on join-up, stating that the "best part was where you turn your back on the horse and he follows you. That was a quite amazing experience."

In Table 7 the leader and senior leader top three ranked constructs were compared. All three were the same for both leaders and senior leaders and in the same order.

Table 7: Comparison of the Top Three Constructs between Leaders and Senior Leader

Rank	Leader	Senior leader
1	Successful engagement with the horse through join-up and developing a relationship built on trust	Successful engagement with the horse through join-up and developing a relationship built on trust
2	Link horses experience with engaging/interact with people	Link horses experience with engaging/interact with people
3	Development of self-awareness through recognising fear	Development of self-awareness through recognising fear

The groups presented the same result in the collective analysis, with the construct 'successful engagement with the horse through join-up and building trust in the relationship' highlighted as the most memorable.

5.2.1.2 Self-awareness

Interview question 2 aimed to determine what the participants had learnt about themselves through the process of the EALD course. Most participants declared that they should be less authoritative, with the 'need to be less authoritative' ranked as the

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highest construct with a frequency of five. The second highest was 'can become intimidated and lose self-confidence' with a frequency rate of three. 'Personal realisation that you cannot treat everyone the same' was the third highest, with a frequency rate of two. Two participants realised that they could not treat everyone in the same manner.

Table 8: Self-Awareness Construct

Rank	Construct	Frequency
1	Need to be less Authoritative	5
2	Can become intimidated and lose self-confidence	3
3	Personal realisation that you cannot treat everyone the same	2
4	Can achieve anything	1
5	Need to take control of a situation	1
6	Need to trust people	1

Self-awareness is an ongoing process of reflection and re-examination by the leader of his or her strength, weaknesses, and values. Through the course some participants realised that their command and control management style needed to change. Participant two realised that "you can not scream everything right." Participant nine agreed when he stated "you can not force them." when referring to leading a team to execute a task. Participant seven realised that his leadership style of " I say, you follow" had to change.

Some participants had never been exposed to horses. During the course, the participants established a bond with the horse through grooming. Participant one recognised that his weakness was "self-confidence" and participant eleven, a respected employee with years of experience, experienced the feeling of fear when he needed to work with the horse by saying that he "was intimidated by the horses."

Participant 12 made reference to the fact that he treated everyone the same and came to the realisation that he " must not treat all the people the same" if he wanted to build a good team.

In Table 9 the leader and senior leader top three ranks were compared. The top two constructs were the same for both leaders and senior leaders and in the same order.

However, interestingly, more leaders recognised that they must be less authoritative than did the senior leaders. This was expected because the mining environment is always

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authoritative and leaders lead large groups of semi-literate employees. The third rank construct differed between the groups where one leader realised that he could achieve anything after successfully joining-up with the horse, whereas more emphasis was placed by senior leaders on not treating all people in the same way.

Table 9: Comparison of the Top Three Constructs between Leaders and Senior Leader

Rank	Leader	Senior leader
1	Need to be less Authoritative	Need to be less Authoritative
2	Can become intimidated and lose self-confidence	Can become intimidated and lose self-confidence
3	Can achieve anything	Personal realisation that you cannot treat everyone the same

5.2.2 Results of Research Question 2

RESEARCH QUESTION 2: **What is the most impactful learning from the course that leaders have implemented?**

The aim of a leadership development program was to improve the participant's behaviour in the context of their leadership position. Research question 2 sought to determine if the leaders found the course useful and whether what they had learnt from the course had made a positive impact when it was implemented in the workplace.

5.2.2.1 Usefulness of the Course

Interview question 3 aimed to determine what the participants found useful and what was not useful. Most participants found 'learning how to engage with people' the most useful with a frequency rate of seven. Two constructs rated together as the second highest. 'learning to engaging with the horse' and 'learning to stay calm in unknown situations' each scored a frequency of rate of four. Another two constructs, 'recognising fear created self-awareness' and 'increase in confidence,' were ranked together as third with a frequency rate of three.

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Table 10: Usefulness of the Course Constructs

Rank	Construct	Frequency
1	Learning how to engage with people	7
2	Learning to engage with the horse	4
2	Learning to stay calm in unknown situations	4
3	Recognising fear created self-awareness	3
3	Increase in confidence	3
4	Improvement in the Leader-follower relationship	2
4	Observing and learning from different leaders	1
4	Leading by example	1
4	Did not learn much	1

A leader must be able to engage with his team to lead/influence them towards their vision or goal. Out of the group of seven that identified the construct 'learning how to engage with people' as the most useful, were six senior leaders and one leader.

Participant seven stated categorically that "he [the horse] teaches you how to interact with a person, how to engage with him" and a leader was more specific about his behaviour by stating "it taught me to be a bit more tolerant." Another participant found that learning how to engage with people was important, by declaring "you must also know your people and get a bond" to improve the relationship.

Participant 10, who had never been exposed to horses, stated how the "interaction with the horse was also quite useful for me" through gaining their trust and participant 11 found that "taking time with the horse, to create a bond, the bonding [with the horse]" was a useful experience for him.

Participant 12 indicated that he learned that "you must stay calm and solve the situation, because there will be a way to solve it." Participant seven had a confidence booster by stating "afterwards I have done everything, believe everything is possible." Participant 13 stated that he "did not learn that so much in that horseman course" but he later placed emphasis on learning "tolerance and patience" and that this was useful.

In Table 11 the leader and senior leader top three ranked constructs were compared. When comparing the two groups, it was identified that leaders found the aspects that

influenced themselves more useful and senior leaders took it to the next level and placed more emphasis on the fact that they found learning about engagement with others more useful. This was expected because senior leaders lead small teams of leaders and had more opportunity to engage with them.

Table 11: Comparison of the Top Three Constructs between Leaders and Senior Leader

Rank	Leader	Senior leader
1	Recognising fear created self-awareness	Learning how to engage with people
2	Learning to stay calm in unknown situations	Learning to engage with horse
3	Learning how to engage with people	Learning to stay calm in unknown situations

5.2.2.2   The Implementation of Useful Learnings

Interview question 4 and question 5 combined aimed to determine what the useful learnings were that the participants had implemented. Most participants indicated that the construct 'empower followers through team involvement and listen to their ideas' stood out the most with a frequency rate of five, as shown in Table 12.

The second highest ranking, with a frequency of three, was shared by three constructs namely: 'not treating everyone the same;' 'changed my approach when dealing with follower' and 'creating a bond between leader and follower through one-on-one discussions'. The last two constructs, 'overcome fear' and 'more relaxed after the course', were ranked third, with each having a frequency rate of one.

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Table 12: Examples of Implemented Useful Learnings

Rank	Construct	Frequency
1	Empower followers through team involvement and listening to their ideas	5
2	Not treating everyone the same	3
2	Changed my approach when dealing with follower	3
2	Creating a bond between leader and follower through one on one discussions	3
3	Overcome fear	1
3	More relaxed after the course	1

As expected, more leaders than senior leaders implemented the top rank construct 'empower followers through team involvement and listening to their ideas' because the leaders lead large teams and they only reach production targets through team involvement. Participant 10 stated that he empowered his people by involving them in the idea generation and planning "Then I realised it is maybe just better to let them do the thinking, and they do it making it their plan, their idea, and that they take the ownership of the work."

Participant eight said that 'from now on we move a section, we will sit together" to do the planning and solve problems. Participant five confirmed that he got ideas from a leader as he "applied that principle to him in order to listen to him" Participant nine strongly agreed that it helped him to "hear the views from other people that are working here" to improve planning and to solve problems. Participant three summarised it by saying 'if you not working team together as (a) teamwork, that horse, you will not get everything [anything] right.'

A senior leader implemented the second construct 'not treating everyone the same.' For the one dominant leader the realization came that "I do not need to scream and shout with, I ask nicely." By doing this, he found that the plans were executed willingly and correctly. According participant two a new leader that was added to his team "need to [be] spoon feed" to get an understanding of the requirements. Another participant, (p7), stated that he did not treat everyone the same anymore after his people knowledge had improved as a result of the course. He recognised that the best approach for one of his followers was "do not repeat stuff, it irritates the living daylights out for him" and that, for another follower, he needed to spend more time "sit down make sure he understands

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exactly it is you wants from him" to ensure compliance with the agreed actions.

After changing the organisational structure, participant one was struggling to get a difficult, seasoned employee to be part of the team. He forced his authority onto the employee but, after the course, he stated that by changing "my approach was much different that I used to be" he was able to "change that guy's mind" to be part of the team.

Another participant, (p6), was transferred from one mine to another after complaints that he was too forceful. He recognised that his approach had changed by stating "I was a bit more forceful, but now if I give somebody an instruction I first try to better understand the problem, and I listen better to him to be part of this problem, and I think I am using it from day to day-I do it actually." Participant 12 was struggling with a difficult worker and he was dispirited: "Oh, this guy, can't I sort him out" but he stated that "I had a bit of a different approach to him, and I think now me and him understand one another better; because I treated him differently than I used to treat him in the past."

Participant seven improved his relationship with his followers. He stated that he had started with "one-on-one discussion with the guys, sitting down with the guy- where you from, what works for you, what makes you tick, what ticks you off, how do you interact with people, how do you understand people?" Participant four, who worked in dangerous conditions, had overcome fear and stated that "I just calm myself down and to make a decision is much easier for me" and it helped him and his team "to think out of the box" when solving problems.

In Table 13 the leader and senior leader top three ranks constructs were compared. It was identified that leaders gave examples of implemented useful learnings that had influenced them, and that the senior leaders gave examples of how they had improved their engagement with their followers. This was expected because it is in line with the usefulness group comparison in Table 11. Senior leaders only have three direct followers and this made it easier to give attention to each individual relationship in the leader-follower relationship. The leaders lead the bigger teams and get their results through the group involvement, and it was more challenging and time-consuming to give individual attention to each team member.

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Table 13: Comparison of the Top Three Constructs Between Leaders and Senior Leader

Rank	Leader	Senior leader
1	Empower followers through team involvement and listen to their ideas	Not treating everyone the same
2	Overcome fear	Change my approach on dealing with follower
3	More relaxed after the course	Creating a bond between leader and follower through one on one discussions

5.2.2.3 Behaviour Changes after the Course

Interview question 6 aimed to determine if the participants could identify whether their behaviour had changed after the course. For most participants, the construct 'displayed less authoritative behaviour' stood out with a frequency of five, as shown in Table 14**.** The second highest ranked construct was 'empowered followers through team involvement' with the frequency of three. The third highest ranked, with a frequency of two, was 'actively engaged followers to create an improved bond.'

Table 14: Behaviour Change after the Course

Rank	Construct	Frequency
1	Displayed less authoritative behaviour	5
2	Empowered followers through team involvement	3
3	Actively engaged followers to create an improved bond	2
4	Trusted the subordinates to do their work	1

All the participants worked in a highly regulated mining evironment. To ensure compliance the senior- leaders and leaders did not always uphold the best behaviour towards their followers. Participant one, who was known for his short temper, confessed when he stated that "I was frustrated, and then everybody in my way must make way". He said that his behaviour had changed: "actually my work stepped up by not screaming anymore." Participant four recognised that his behaviour had changed: "I am not aggressive anymore, I am trying to be more patient," and he felt that this had improved his relationship with his followers. Another participant, (p8), changed his authoritative

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behaviour from "I used to tell them-'change that, change that.'" to "communicate a lot more with the teams now, ask them questions, … what do they think need to change."

Participant nine empowered his team by "let(ing) the people sit down and think and see what actually this comes from, why do we have pressure." Participant 10 involved his team through "let them be in control, let them feel they take ownership of the job." Participant three had empowered his followers and he now believed in them by "put everything in my people's hands that are reporting to me."

Participant seven made a point of having one-on-one discussions through "sitting down with the guy and explaining and trying to understand where he comes from" and it hand improved the bonds between him and his followers. Participant six did not rely on his position and therefore stated categorically that he "definitely try and have a better bond with all of the people. And that to not assume that my position gives me the right to lead them. But try to pull them in and have a bond and lead them the way."

In Table 15 the leader and senior leader top three ranks constructs were compared. When comparing the two groups, it was mainly identified by the leaders that empowering their teams was their biggest behavioural change. This was expected because they managed large teams which had the same production goals, and it was only possible to reach the target through collaboration. The senior leaders indicated that they had changed their authoritative behaviour to improve their relationships with their followers.

Table 15: Comparison of the Top Three Constructs between Leaders and Senior Leaders

Rank	Leader	Senior leader
1	Empowered followers through team involvement	Displayed less authoritative behaviour
2	Displayed less authoritative behaviour	Actively engaged followers to create an improved bond
3	Actively engaged followers to create an improved bond	Trusted the subordinates to do their work

5.2.2.4   Impact of the Behaviour Change on the Leader

Interview question 7 aimed to determine if participants could reflect if the implementation of the useful learning as mentioned in question 6 had an impact on their life. The highest

rank construct was 'become more calm and less reactive' with a frequency rate of three, as shown in Table 16. The second highest ranking was 'no impact or very little was experienced' with a frequency rate of two. The remaining eight constructs were third with a frequency rate of one.

Table 16: Impact of the behaviour change on the leader

Rank	Construct	Frequency
1	Become more calm and less reactive	3
2	No impact or very little was experienced	2
3	Became more humble	1
3	Improved behaviour of leader; became more humane	1
3	Became a more thankful person	1
3	Felt empowered as leader	1
3	Developed trust with followers	1
3	Freed up time for the leader	1
3	Managed less and led more	1
3	Trusted followers more	1

Participant eight reflected categorically that the behaviour change from authoritative to less authoritative meant that he was "much calmer than I used to be, seriously-much calmer." Another participant, (p4), concurred stating that the behaviour change from authoritative to less authoritative helped him to "think clearly now, and I do not get so quickly upset" and therefore he felt that "it makes me really a stronger leader." Participant one experienced that his behaviour change from authoritative to less authoritative had a vast impact on his work and personal life by stating "it helped me with my friends, and it helped me with my family and even not only my inner family but the whole family."

One senior leader felt that creating a bond with his followers had impacted his leadership positively, stating 'the people can see you as a better leader as well, because they look up to you." According to participant three the impact was 'time to do the job of a Mine Overseer and not the job of a Shift boss anymore" after he created a better bond with his followers. Participant six agreed that after he had participated a bond had developed between him and his followers saying "it actually helped me to trust the guys. If I not there, the guys will do their job."

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Participant 10 stated categorically that he empowered his followers which had a "massive impact because they are the ones now who are coming up with ideas, so it is their section, I just oversee it". He therefore did not need to manage his team but had just led them in the right direction.

Two of the participants could not reflect on any impact that the behaviour change had on them. Participant nine could not identify whether his behaviour change had impacted on him as his answers were more about stress at work. Participant two felt that his less authoritative behaviour change was not permanent and stated that the impact is "not a huge one because I tend to lose it quickly again."

In Table 17 the leader and senior leader top three ranks constructs were compared. It was evident that it would be difficult to rank these as most constructs had a rating of one. This was expected because every leader had a different translation of his experience. Only the first construct 'calmer person that make him a better person that thinks clearly' was rated more than two and this was evident under both the leader and senior leader categories. In each category there was one participant who felt that his behaviour had not changed.

Table 17: Comparison of the top three constructs between leaders and senior leaders

Rank	Leader	Senior leader
1	Became more calm and less reactive	Became more calm and less reactive
2	Behaviour of leader became more humane	Developed trust with followers
3	Managed less and led more	Freed up time for the leader
4	No impact or very little was experienced by the leader	No impact or very little was experienced by the leader

5.2.3   Results of Research Question 3

RESEARCH QUESTION 3: What impact did the EALD course have on leader-follower relationship back in the workplace?

The literature highlighted the importance of an improved leader-follower relationship, and

how this enhanced the ability of a leader to influence a group towards the achievement of a vision or a set of goals. Research question 3 aimed to determine if the behaviour of the leaders had changed, and if the leaders recognised this change after attending the EALD course. Furthermore, the question sought to determine whether the leaders perceived that the relationship between them and their followers had improved, specifically with regard to how they interacted or related to one another.

5.2.3.1 Usefulness of Behaviour in the Leader-Follower Relationship

Interview question 8 aimed to determine what behaviour was useful, specifically with regard to how the leaders and followers interacted or related to one another. For most of the participants, the highest rank construct was 'improved engagement with the followers', with a frequency rate of five, as shown in Table 18. The second highest was 'improve trust relationship between leader and the follower' with a frequency rate of three. The remaining four constructs scored a frequency rate of one.

Table 18: Usefulness of behaviour in the leader-follower relationship

Ranks	Construct	Frequency
1	Improved engagement with the followers	5
2	Improve trust relationship between leader and the follower	3
3	Follower mirror the leader	1
3	Teamwork	1
3	New leaderships style	1
3	No change	1

The top construct was mainly rated by senior leaders and by only one leader. The only explanation for this was that, for the smaller group, engagement with followers was easier due to the time available to spend with them. For participant 11 the engagement was useful behaviour which he had achieved, as he was "trying to understand them and support them where they need support". Participant 10 also identified with this when he stated:"I try to help them whether it is personal problems, whether it is work related, when they come to me I try to assist them any way possible" and this helped to build a relationship of trust with his followers.

For another participant, (p12), the engagement was useful because they "understand

one another better," and the reason given was the change in "the way I approach them and the way they approach me." Participant seven found that the engagement was useful. It helped to get his followers aligned "he will tell you 'this and this and this' and it is 100% aligned with what I was thinking" and this enabled him to give the appropriate recognition when needed.

Participant five stated that he always had a relationship with his subordinates, but for him, the improvement in the trust he had with them was useful. Learning to trust his followers gave him more comfort "that these guys will do their work even if you are not there." Another participant, (p6), stated categorically that "it comes back to a better understanding between you and your followers and, because there is more trust, improve the relationship".

Participant one confirmed the change in his followers' behaviour stating that the followers had seen the change in him and they then mirrored his behaviour. He said that their "approach is starting to be like mine" and that he can now see how they have grown as leaders.

Participant eight could not identify any useful new behaviour "because it was always my style, it was looking after your people, and they will look after you."

In Table 19 the top three rankings between leaders and senior leaders were compared. When comparing the two groups, both senior leaders and leaders identified 'engagement with the follower' as the top ranked construct. It was evident and expected out of the second rank construct that the leaders focused on teamwork and the senior leaders concentrated more on the personal relationship because their teams are smaller.

Table 19: Comparison of the top three constructs between leaders and senior leader.

Rank	Leader	Senior leader
1	Improved engagement with the followers	Improved engagement with the followers
2	Teamwork	Improve trust relationship between leader and the follower
3	New leaderships style	Follower mirrors the leader

5.2.3.2 Perceived Change in Leaders' Behaviour as a Result of the course

Interview question 9 aimed to determine if the leaders perceived whether their behaviour had changed and if they recognised this change. For most participants the construct 'the leader improves the relationship with his followers and have one-on-one discussions' represented their perceived behaviour change in their relationships with their followers, with a frequency rate of four, as shown in Table 20. The second highest perceived behaviour change was 'the leader trusts his follower more' with a frequency rate of three. The remaining six constructs ranked third with a frequency rate of one.

Table 20: Perceived change in leaders' Behaviour as a Results of the course

Ranks	Construct	Frequency
1	The leader improves the relationship with his followers through a shift towards more one-on-one discussions	4
2	The leader trusts his followers more	3
3	The leader creates a bond before giving instructions	1
3	The leaders support the followers	1
3	Leader is less forceful when giving instructions	1
3	The leader is calmer and thinks more clearly	1
3	The leader is not doing the followers work	1
3	No change in relationship	1

Participant one improved relationships and stated that he "listen more to my people now, I can listen to where there (are) frustrations and where they are happy or unhappy."
Participant two improved his relationships with more one on one discussions with his followers and asked "how does it go at home" to create a more personal relationship. Moreover, another participant, (p1), perceived the same. He now listened to his followers and stated categorically "now I have more of a personal relationship with the guys." His behaviour changed from "it was my way or the highway" to "I am sitting back now and listening" and he experienced that his followers now "think out of the box" when solving problems.

Participant 10 experienced an improved trust relationship after he changed his behaviour from "a control freak" to "they must take ownership of the section and machines." According to participant 12 he trusted his followers more by "give them more freedom to do their work and when it is necessary, I will interfere" and this had improved ownership and responsibility. Participant three found that he trusted his followers by "put everything

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in their hands to do their job" and will now only intervene if "I see there is something wrong."

Participant 13 changed his aggressive behaviour to "bit more tolerant and a bit more patient" and he experienced better teamwork. Participant seven stated categorically "I realise today that I have changed my leadership style quite a lot" and his new non-aggressive behaviour is "I do not only give them instructions when we meet, I realise also they are people and there needs to be a bond between us, and respect between us.". In supporting his followers participant 11 stated he got feedback from his followers - "I never saw chief foreman that is so supportive as you are."

Participant eight expressed that he had always had a good relationship with his followers and stated: "I do not think on a personal level much has changed; that was always there I think."

Table **21** the leader and senior leader top three ranks constructs were compared. The top two constructs were the same for both leaders and senior leaders and in the same order. The third ranking differed between the groups, and it was interesting to see that; where a leader identified behaviour changes in himself, whereas the senior leader's behaviour changed to focus on the relationship.

Table 21: Comparison of the top three constructs between leaders and senior leader.

Rank	Leader	Senior leader
1	The leader improves the relationship with his followers and has one-on-one discussions	The leader improves the relationship with his followers and has one-on-one discussions
2	The leader trusts his followers more	The leader trusts his followers more
3	The leader is calmer and thinks more clearly	The leader creates a bond before giving instructions

5.3   Conclusion

The results from the nine interview questions are presented in the chapter supporting the current constructs found in the existing literature. Furthermore, new insights, findings and knowledge of the behavioural change by participants was acquired after they had attended the EALD course. In chapter 6 the results and research findings from Chapter 5 are discussed in detail according to the existing literature.

CHAPTER 6 DISCUSSION OF RESULTS

6.1   Introduction

In Chapter 6 the results of the research are discussed in detailed and compared to the literature that was presented in Chapter 2. This chapter provided insights into the investigated findings obtained through the in-depth interview questions and was compared to the findings of the literature to answer the questions identified in Chapter 3. The research findings contributed to a better understanding of the lasting impact that the EALD course had on leaders that attended the course more than 12 months previously; and were directly related to level 3 behaviour change evaluation as discussed by (Kirkpatrick & Kirkpatrick, 2009a). The relevance of the results and the literature pertaining to this study are discussed in the following sections.

6.2   Discussion of Results of Research Question1

RESEARCH QUESTION 1: **What is the impact of an equine assisted leadership development course on the individual leader?**

Research question 1 sought to determine what the leaders had learnt about themselves through the process of an EALD course, through the use of a unique experience with the horses. It further aimed to determine the significance experience of the positive join-up with the horse.

6.2.1   Lasting Experience of the EALD course

The data from the interviews displayed that the specific learnings were impactful for the participants. Table 6 presented the five constructs which had a lasting experience on the participants. The data was analysed based on the frequency aggregated counts. The findings were similar to those identified in the literature.

The top-ranked lasting experience with a frequency count of eight was 'successful engagement with the horse through join-up and developing a relationship build on trust'; and the second highest ranked construct was 'etablishing a link between the experience with the horse and the engagement / interaction with people' with a frequency count of four. Both constructs dealt with engagement, and, as expected, the engagement was considered as a lasting experience for most of the participants. In the context of existing literature, join-up is a relationship building method between the horse and participant and

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can be seen as positive engagement. Roberts (1999) and Rickards (2000) went as far as to state that join-up was the simplest type of leader-follower transaction. The imperative to be able to engage was explained by Lawrence and Kacmar (2006) where they said that communication and information sharing between the leader and follower reduced stress in the relationship. In the comparison analysis, the top three constructs were the same and in the same order for the senior leaders and the leaders as presented in Table 7 and both these top two constructs were about engagement.

The third highest rank construct was 'development of self-awareness through recognising fear' with a frequency count of three. This was a similar finding to that of Stock (2012) where the recognition of fear was identified as significant and the increase in self-confidence which occurred when the fear was overcome. Schultz et al.(2007) concurring having observed through therapy sessions, that working with horses elicited the emotion of fear.

Interestingly, the participants could still recall personal insights, learning, and feelings that they had experienced 12 to 36 months after they had attended the EALD course. This was similar to the findings of Schuyler and Gerhrke (2006) where students revealed deep and personal insights after 24 months having directly related these to a lasting experience. Stock and Kolb (2016) further supported this having identified that participants still remembered the step by step action after a few years.

All the ranked constructs that emerged from the interviews were also identified by Schultz et al.(2007) and Wilson (2012), further supporting the fact that the interaction with a horse helped the individual learn more about themselves. The leaders gained self-esteem and personal confidence; learnt how they interacted with others; learnt to trust; set boundaries, and applied limit-setting, as well as achieved group cohesion.

In the collective analysis the top three constructs were the same and in the same order, as presented in Table 7. Therefore it can be concluded that most participants experienced the positive join-up, as explained by Miller (2000).

6.2.2   Self-awareness (personal learning/realisation)

The second interview question required the participants to do introspection to determine what they had learnt about themselves. Two new constructs emerged from the data that is not supported by current literature. The results were presented in Table 8 with 'need

to be less authoritative' as the top ranked construct with a frequency count of five. This emerged as a new construct, and there is relatively little literature about the identification of the need to be 'less authoritative' with regards to self-awareness when participants conducted some form of introspection. At most, the literature described the reduction in aggression in EAT sessions, with Schultz et al. (2007) finding that the horse was more likely to respond if the participant was less angry, and Cepeda's (2011) finding that the participants significantly improved and became less aggressive after EAT.

The second highest rank 'self-awareness' construct was 'can become intimidated and lose self-confidence' with a frequency count of three. The literature review stated that some participants were intimated by the horses as confirmed by Stock (2012), and that the size of the horse intimidated them and created a heightened sense of awareness. Kelly (2014) concurred that the horse can be intimidating in the ring. Brandt (2013) also confirmed that some clients in EAP sessions experienced intimidation by the horses and this resulted in a loss of self-confidence.

'Personal realisation that you cannot treat everyone the same' was the third highest construct with a frequency count of two. This emerged as a new construct with no literature that currently supports it. This construct emerged where participants realised, as illustrated in the course, that you cannot treat every horse in the same way. The realization then came that they cannot treat every follower the same. This was a significant finding where participants working in a highly regulated mining environment, where blanket treatment for everyone was the norm, realised that they needed to personalise the treatment of individuals to improve the followers' performance.

'Need to be less Authoritative' and 'personal realisation that you cannot treat everyone the same' were constructs that illustrated how participants treated their followers which linked to a change in their values and behaviour.

6.2.3   Conclusive Finding of Research Question 1

The top-ranked lasting experience was 'successful engagement with the horse through join-up and building trust in the relationship' and the second highest construct was 'link horses experience with engaging/interaction with people'. Both constructs dealt with engagement, therefore, as expected, engagement was considered as an on-going experience that had continued to have an impact on most of the participants. This realization assisted the participants in identifying that the engagement with followers

back in the workplace was imperative.

Two new findings not previously discussed in the literature emerged in Table 8 through self-discovery by the participants.

- Need to be less authoritative
- Personal realisation that you cannot treat everyone the same

The new findings by the participants were insights as to how they had treated their work colleagues and how this linked to a change in their values and behaviour.

"Need to be less authoritative' was ranked the highest, followed by 'can become intimidated and lose self-confidence'. 'Personal realisation that you cannot treat everyone the same' was ranked third.

This is in line with Hinojosa et al. (2014) who stated that self-awareness was an ongoing process of reflection and re-examination by the leader of his or her strength, weaknesses, values, and behaviour. Furthermore, in the literature,it was explained that self-awareness was useful in the transformation of leaders and enabled the whole person to grow, and, as self-awareness grew in relation to others, behaviour at work changed (Jensen, 2011; Stock, 2012).

Therefore, I concluded that engagement was significantly important and this reflection led into a change in the behaviour of leaders back in the workplace. It was recognized that leading in an authoritative way and treating everyone the same might not be the most effective way to lead and manage people in the mining industry, despite the fact that historically it had always been done that way.

6.3   Discussion of Results of Research Question 2

RESEARCH QUESTION 2: What is the most impactful learning from the course that leaders have implemented?

The aim of the leadership development program was to improve the participant's behaviour in the context of their leadership position. Research question 2 sought to

determine if the leader found the course useful and what learnings from the course had made a positive impact when implemented back in the workplace.

6.3.1   Usefulness of the Course

The third interview question aimed to determine what in the EALD course the participants had found useful and what was not useful. Table 10 presented the constructs representing what the participants had identified as useful. The data analysed was based on the frequency-aggregated counts. The findings were similar to those identified in the literature.

As expected, from interview question 1 where engagement stood out as a lasting experience, the participants found 'learning how to engage with people' most useful, with a frequency count of seven. The literature review described engagement as an important skill of a good leader (Robbins & Judge, 2013), and Hernandez et al. (2011) concurred that engagement influenced the relationship between the leader and follower. Furthermore Stock (2012) described how participants used improved communication skills at the workplace with positive results and this is important because communication is a key skill of engagement. Rickard (2000) agreed that the skill to develop team relationship is useful in organisations, where engagement is significant in relationship building.

The second highest rank construct, with a frequency count of four, was shared by 'learning to engage with the horse' and 'learning to stay calm in unknown situations'. This is important because to engage with the horse improves the participant ability to engage with followers back in the work place. In the context of existing literature engaging with the horse is a key component in EALD (Chappell, 2014). Brandt (2013) explained that a bond, a mutual trust relationship between the horse and the patient, must be established before any therapeutic session can start. This bond is created through engaging with the horse.

'Learning to stay calm in unknown situations' ranked joint second. The participants found the learning to stay calm in unknown situations was useful because when the leaders was calm, the followers will also be calm. Rickard (2000) explained how people learnt to deal with the unexpected during the join-up and some participants explain how useful it was when they were able to change their immediate environment through their calmness in uncertainties. Stock (2012) concurred that the horse had a calming influence on the

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participants and that they portrayed a positive outlook, and Burgon (2011) claimed that horses had a calming effect on patients, and that made it easier to reach the patient. Therefore, horses were useful in the therapeutical session.

When comparing the construct per leader and senior leaders' groups as in Table 11 it was identified that leaders found the aspects that influenced themselves more useful. Senior leaders took it to the next level and placed more emphasis on the fact that they found learning about engagement with others more useful. This is significant because the EALD course can be used to develop the leader and leadership at the same time. This is aligned with Hansen's (2013) suggestion that leader development and leadership is not about making a choice between the two developments but rather developing both when developing leadership talent.

6.3.2 The Implementation of Useful Learnings

The fourth and fifth interview questions were combined, as explained in 4.2.4.2 and sought to determine the useful learnings that the participants had implemented. The top four constructs that were identified link directly to engagement as identified in Table 12, and the constructs five and six linked to calmness.

Most participants indicated that they implement 'empower followers through team involvement and listen to their ideas' learning with a frequency rate of five, as shown in Table 12. The second highest ranking implemented learning, with a frequency of three, was shared by three learnings namely: 'not treating everyone the same,' 'changed my approach when dealing with follower' and 'creating a bond between leader and follower through one-on-one discussions'. One new construct emerged from the data, and the other findings were similar to what had been identified in the literature.

The participants shared their views on how they empowered their followers through listening to their ideas to solve problems, and how this helped with creating teamwork. In the context of existing literature Wilson (2012) stated that Equine Assisted Psychotherapy helped with empowerment and teamwork and Stock (2012) concurred that EALD improved teamwork through group involvement with problem-solving.

There is limited literature that reviewed the following finding: 'not treating everyone the same' which was ranked as one of the highest, and some of the participants realised that they 'cannot treat everyone the same' if they want their followers to execute tasks

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willingly and correctly. According to Stock (2012) participants expanded their vision by realising that they work with different type of people and they needed to treat everyone a little differently back in workplace.

'Changed my approach when dealing with followers' is the one of the second highest rank constructs, and the participants stated how they changed their behaviour toward their followers at work. They were calmer and took time to understand their followers. This is in line with Stock's (2012) discovery that EALD lead to changed behaviour at work through empathy for others, communicating with clear intention, more positive outlook and calm demeanour. Schuyler and Gehrke (2006) explained how people resisted change and how the EALD supported a change in behaviour. Gehrke (2009) stated how a student's aggressive behaviour changed toward his peers after he realised he could do things differently, and thereafter teamwork also improved.

"Creating a bond between leader and follower through one-on-one discussions' is also one of the second highest ranked constructs. This was a new finding where the participants found it useful to have one-on-one discussions with their followers, and they felt that they had a better bond with them. Creating a bond can also develop trust during engagements, according to Stock and Kolb (2016), who said that learning to develop trust translates into trusting each other.

When comparing the construct per leader and senior leaders' groups as in **Table 13** it was identified that leaders gave examples of implemented useful learnings that had influenced them, and that the senior leaders gave examples of how they had improved their engagement with their followers. This was expected because it is in line with the usefulness group comparison in Table 11. The mining industry leaders led the bigger teams and get their results through group involvement, and it was more challenging and time-consuming to give individual attention to each team member. Senior leaders only had three direct followers, which are leaders, and this made it easier to give attention to each individual relationship in the leader-follower relationship.

6.3.3 Behaviour Changes after the Course

Interview question 6 aimed to determine if the participants could identify whether their behaviour had changed as a result of the course. While there is significant literature that dealt with changed behaviour at the time of the course there is very little literature, except for Stock and Kolb (2016) and Gehrke (2006), where participants were interviewed after

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long period of time which identified how their behaviour had changed since participating in the course.

For most participants, the construct 'displayed less authoritative behaviour' stood out with a frequency of five, as shown in Table 14. This emerged as a new construct and was not supported by the literature. There is very little on the reduction of authoritative behaviour in the context of EALD courses. However, the finding was significant, specifically in the highly regulated mining industry where your position gave you authority.

This linked directly with the self- awareness construct that was identified as one of the biggest learnings, and was in line with the change in personal behaviour after conducting some form of introspection. This was important because, by the nature of the highly regulated industry, the leaders had traditionally always behaved in an extremely authoritative way. The course made the leaders realise that potentially it was not the best way to lead a team by just relying on the appointed power given to them. They understood that there was an alternative way to lead a team. Understanding individuals on a personal level, and personalising their leadership style according to the individual, had led to improved relationships with their followers that resulted in an increase of performance.

The second highest ranked construct was 'empowered followers through team involvement' with the frequency of three. The participants empowered their followers by letting the teams take control of solving the problems, as well as the planning and execution of the task at hand. In the context of existing literature Stock (2012) stated that EALD improved teamwork through group involvement with problem-solving. Wilson (2012) concurred that Equine Assisted Psychotherapy helped with empowerment and teamwork. The empowerment of teams was imperative because in the mines teams can only meet their targets with effective teamwork.

This linked directly with the number one useful learning construct 'empower followers through team involvement and listen to their ideas.' This was implemented by the most participants, and this, in line with team dynamics of working together, played a vital role in creating successfully high performing teams. This is important because there is an expectation that the leaders will always create great performing teams because targets can only be achieved with effective teams. However this is not always the case, and a marked change in the mindset of the participants was noteworthy.

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When comparing the construct per leader and senior leaders' groups as in Table 15, the leaders mainly identified that empowering their teams was their biggest behavioural change. This was expected because they managed large teams which had the same production goals, and it was only possible to reach the target through collaboration. The senior leaders indicated that they had changed their authoritative behaviour to improve their relationships with their followers. In the context of the industry, this was expected in how senior leaders manage themselves in this highly regulated environment, and they realised that good relationships with their followers eased the implementation of action plans.

6.3.4 Impact of the Behaviour Changes on Leaders

Interview question 7 aimed to determine if participants could reflect if the implementation of the useful learning as mentioned in question 6 has had an impact on their life. As expected, ten different behaviour changes constructs, as shown in Table 16, were identified because every leader experienced the impact differently. The top five constructs that were identified link directly to less authoritative behaviour, excluding the second highest ranked construct, and the bottom five constructs related to the impact of empowering followers and team work.

For some of the participants, the construct 'become more calm and less reactive' stood out as the biggest impact of their behaviour change on them with a frequency of three, as shown in Table 16. The participants stated that they experienced clearer thinking and less reactive behaviour when things did not go to plan. This was a new construct with very little to support this evidence provided by the literature. This finding was significant because, when working in a high-stress environment, the expectation was that the leader must stay calm when things go wrong and come up with a clear plan to solve the problem. Stock (2012) found evidence from some of the participants which indicated that they portrayed calm behaviour post course, but they did not specifically link it to less authoritative behaviour, but more to be able to handle stress. Most literature explained the calmness of the participant or patient during the EAL and EAP sessions (Andersen, 2009; Burgon, 2011; Cepeda, 2011; Chandler et al., 2010; Hausberger et al., 2008), and the success with anger management that can be linked to behaviour change (Cepeda, 2011; Schultz et al., 2007; Wilson, 2012).

All the following findings that can be linked to less authoritative behaviour; 'became more

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humble', 'improved behaviour of leader, became more humane' and 'became a more thankful person' have a frequency of one. These are all new findings of the impact of behaviour constructs. These were all new constructs with no evidence provided by the literature to support them. The participants explained what the positive impact of their behaviour change has had on them in the relationship with their followers. This was significant because it indicated that the leaders had grown in emotional intelligence, and this indicated that they were better leaders and that their relationships had improved with their followers.

Having 'no impact or very little was experienced by the leader' was the second highest rank construct with a frequency of two. Two participants felt that their behaviour change after the course had very little or impact on them because they felt that they had already displayed some of the above behaviour. They confirmed this by stating that they had a good relationship with their followers. This notable finding indicated that the participants were now on different levels of leadership maturity.

When comparing the construct per leader and senior leaders' groups as in Table 17 in relation to the behaviour change construct comparison table in the previous section, Table 15, it indicated that the empowerment of teams had a calming and humane impact on the leader's behaviour. This was a significant finding, as where the leaders manage big teams, they must empower the teams to reduce the stress on themselves.

The senior leaders indicated that, if they improved their relationship with their followers through being less authoritative, and if they created a positive bond and trusted their followers more, they felt more empowered as leaders and had more time to led their teams. This finding was important as senior leaders realized that, by improving their management style, they had enabled themselves to be better leaders.

6.3.5   Conclusive Finding of Research Question 2

The top rank usefulness of the course was 'learn how to engage with people' and the second highest rank construct was 'learn to engage with the horse', and the third-ranked construct was 'learn to stay calm in unknown situations.'

This was expected, because in the EALD course the participants were taught the importance of positive engagement in a relationship, and the focus was that the participant must have positive engagement. This is in line with lasting experience where

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engagement was the top finding.

The top useful learning that the participants implemented back in the workplace was 'empower followers through team involvement and listen to their ideas.' The second highest construct was shared by three constructs namely: 'change my approach when dealing with followers'; 'not treating everyone the same' and a new construct 'creating a bond between leader and the followers through one on one discussion.'

All these four constructs linked directly to engagement.This was the top construct. in the previous interview question that dealt with the usefulness of the course. The participants were able to implement different actions that were applicable in the working environment to improve the engagement between themselves and their followers. The new finding is insightful in showing how the engagement moved to the next level of a relationship where the leader had one-on-one discussions with his followers.

'Display less authoritative behaviour' was the top behaviour change construct. The second highest construct was 'empowered followers through team involvement' and the third highest was 'actively engaged followers to create an improved bond.'

The participants identified the behaviours that they had changed which enabled improved engagement with their followers. The first behaviour change was a new finding 'display less authoritative behaviour' by the participants. This was in line with the new self-awareness construct of 'need to be less authoritative' and it supported Jensen (2011), who noted that improved self-knowledge of the leader's behaviour during a leadership development program could improve his skills in leading his team more effectively.

The participants' behaviour change had an impact on them, and the highest rank was 'become more calm and less reactive.' The second rank construct was 'no impact or very little was experienced by the leader' and the last eight constructs were all third 'leader became more humble'; 'improved behaviour of leader, became more humane'; 'leader became a more thankful person'; 'felt empowered as leader'; 'follower trusts leader more'; 'develop trust with followers'; freed up time for the leader;, 'leader manages less and leads more', and 'leader trusted his followers more'.

According to Maziere and Gunnlaugson (2015), EALD helped participants to establish a link between behaviour change and frame of mind. All the participants experienced the

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impact of the behaviour change differently, but two themes emerged from the constructs. The first five constructs dealt with less authoritative behaviour. These constructs were all new, but were significant because it was expected of a leader to keep his composure in the high-stress work environment, and this correlated well with anger management success in EAP.

The following five constructs related to how a leader engaged with his followers, and the participants explained that they were now better leaders after the successful engagement.

Therefore, I concluded that the leaders found the course useful. Engagement with their followers was the most useful learning that the participants implemented, and they could only implement this by displaying a less authoritative behaviour, which had a calming and less reactive effect on the participants.

6.4   Discussion of Results of Research Question 3

RESEARCH QUESTION 3: What impact did the EALD course have on leader-follower relationship back in the workplace?

The literature highlighted the importance of an improved leader-follower relationship and how it enhanced the ability of a leader to influence a group towards the achievement of a vision or a set of goals. Research question 3 sought to determine if the leader's behaviour had changed after attending the EALD course, and if the leaders recognised this change. Furthermore, the question sought to determine if the leaders perceived that the relationships between themselves and their followers had improved, specifically concerning how they interacted or related to one another.

6.4.1   Useful behaviour in the Leader-Follower Relationship

Interview question 8 aimed to determine what behaviour was useful, specifically concerning how the leaders and followers interacted or related to one another. As shown in Table 18, the top useful behaviour that was identified by the participants was 'improved engagement with the followers' with a frequency count of five. This was expected because the aim of the EALD course was to improve the participants' engagement behaviour, and this was also aligned with the top 'usefulness of the course' construct as

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identified by the participants as 'learning how to engage with people' shown in Table 10. This was a similar finding of Stock and Kolb (Stock & Kolb, 2016) who stated that participants had useful scenarios that benefitted human interaction. Engagement was imperative for any dyad leader-follower relationships and this was especially significant in the mining industry, with a legacy of authoritative leadership behaviour.

'Improve trust relationship between leader and the followers' was the second highest rank useful behaviour construct with a frequency of three. The participants experienced a lasting trust relationship with their followers This behaviour was very important because the participants learnt to trust that their followers would do their work according to the standards set, and that the participant did not need to oversee everything the whole time. In the context of existing literature Wilson (2012) explained how horses are used to develop and maintain a lasting trust relationship between war veterans and others during EAP sessions, and that EAL is part of EAP. Stock and Kolb (2016) stated that experiential learning with horses improved the leader-follower trust relationship.

When comparing the construct per leader and senior leaders' groups, as in Table 19, it was evident and expected that both groups indicated 'engagement with the follower' as the top-ranked construct. This was important because it was expected that leaders and senior leaders would have an engaged relationship with their followers.

The second rank constructs identified by the groups were different. Leaders focused on teamwork and the senior leaders concentrated more on personal relationships because their teams were smaller. In the mining industry, leaders led larger teams and got their results through group involvement, and it was more challenging and time-consuming to give individual attention to each team member. Senior leaders only had three direct followers, which were leaders, and this made it easier to pay attention to each individual relationship in the leader-follower relationship.

6.4.2 Perceived Change in Leaders' Behaviour in their Relationship

Interview question 9 aimed to determine if the participants perceived whether their behaviour had changed and whether they recognised this change. Most participants noted that 'the leader improves the relationship with his followers through a shift towards more one-on-one discussions' as their behaviour change with a frequency of four, as shown in Table 20. This was a new finding, where the participants perceived that they had an improved one-on-one relationship with their followers. No literature directly

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supported this finding.

Stock and Kolb (2016) talked in general of how EALD improved relationships in the workplace, but this finding specifically related to a one-on-one relationship. The finding supported Pohl (2006) who stated that it was expected that leaders must develop a deep empathic relationship with their followers. This expectation is not possible without a one-on-one relationship. This was a significant finding because it indicated that the participants had a more personalised relationship with their followers and that this had enhanced work relationships.

'The leader trust his followers' was the second highest rank perceived behaviour change construct, with a frequency of three. This was also a new finding with little literature that supported it. The literature talked about building an improved trust relationship between the leader and the follower (Chappell, 2014; Stock & Kolb, 2016; Wilson, 2012). This finding focused more on the leader that changed his behaviour to trust his followers more. This was a significant finding because, in the mining enviroment, it was not possible for the leader to oversee all tasks that are executed by the followers, and, if the leader did not trust his followers, he would not be able to reach the set targets.

The following two constructs both had a frequency of one. 'the leader is calmer and thinks more clearly' and 'leader is less forceful when giving instructions' could be grouped together and showed that the leaders displayed a less authoritative behaviour. The first construct was supported by the literature. Stock (2012) found evidence from some participants which indicated that they portrayed calmer behaviour post course, and Schuyler and Gehrke (2006) supported this when they established that a participant had changed his angry presence and had become a more pleasant person.

The second construct was new and there is no literature to support it. This was a significant finding because in the mining environment most instruction is legally binding and the followers are treated with more respect i.e. please and thank you, and not just ordered around.

When comparing the construct per leader and senior leaders' groups as in

Table **21**, the top two constructs were the same for both leaders and senior leaders and in the same order. This was an unexpected finding for the leader group because they led large teams and it took time to have a one-on-one relationship. It was an expected finding

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for the senior leader group because they led smaller teams and it was easier to develop a close relationship. The third ranking differed between the groups, and it was interesting to see that, whereas leaders identified behaviour changes in themselves, the senior leaders changed their behaviour to focus on the relationships between themselves and their followers.

6.4.3   Conclusive Finding of Research Question 3

The top-ranked useful behaviour in the relationship between the leader and the follower was 'improved engagement with the followers' and the second highest rank construct was 'improve trust relationship between the leader and the followers.' Both constructs dealt with engagement, therefore, as expected, the participants identified engagement as the most useful behaviour in the leader-follower relationship. This was in line with research questions two's finding where engagement was the most useful learning that the participants had implemented.

The participants perceived that the following behaviour changed in their relationship with their subordinates: 'The leader improves the relationship with his followers through a shift towards more one-on-one discussions' ranked the highest followed by 'the leader trust his followers.' Both of these were new constructs. The third highest was shared by the last six constructs.

Therefore, I concluded that that the participants recognised the change in their behaviour after the EALD course. They engaged and trusted their people more. Furthermore, the relationship between the participants and their followers improved to more personal relationships built on trust.

6.5   Conclusion

To better understanding of the lasting impact that the EALD course had on leaders, the leadership skills, behaviour and values that were derived from the three research questions are presented in a 'Developed Leadership Skills, Behaviour and Values Model' as shown in Figure 7. The model is an adaptation of the 'Model of Essential Management Skills' (Whetten & Cameron, 2013).

Whetten and Cameron (2013) stated that management skills and leadership skills were interchangeable in their model. Their model was divided into three groups. The first group

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covered the key management skills for the individual leader. The second group related to interpersonal relationships, and lastly the management skill for the leader to manage group dynamics

Figure 7: Developed Leadership Skills, Behaviour and Values Model

Adapted from: Model of Essential Management Skills (Whetten & Cameron, 2013, p.19)
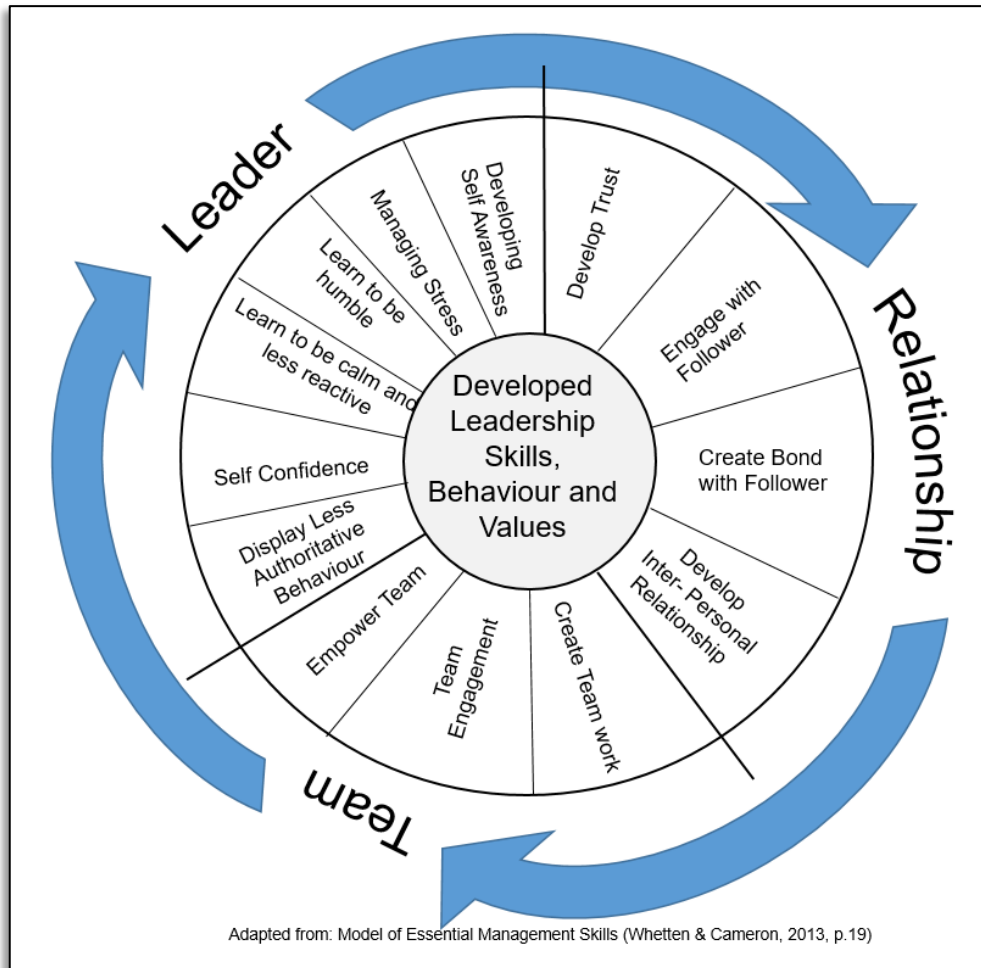
The researcher adapted the model to cover the top ranked leadership skills, behaviour and value constructs which became apparent during the analysis of the responses to the research questions.

The three research questions highlighted the positive effects that the EALD course had on the leaders. Participants realized the importance of engagement, after having dealt with the horse. This led them to be more self-aware, self-confident and more humble. These traits were transferred back to the workplace, and leaders found that they were calmer and handled stressful situations in a more relaxed manner. Relationships with their followers improved as they were less authoritative, more communicative and trusted their teams more. Interpersonal relationships also improved which lead to improved teamwork.

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CHAPTER 7 CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

In this chapter, the EALD process map, and the 'Model of Essential Management Skills' (Whetten & Cameron, 2013), is discussed regarding the original model as presented in Chapter 2, which was adapted following the findings in Chapter 6. Recommendations for leadership development by using EALD courses are presented based on these findings. Finally, recommendations to leadership in the mining industry, as well as future research recommendations are discussed.

7.2 Developing Leadership Skills, Behaviour, Values through EALD

What emerged from the findings is an Equine Assisted Leadership Development Process Flow and Impact Model, which documents the journey of the leader from starting point at the pre EALD course, through a process to an end outcome, as shown in Figure 8. The outcome illustrates the impact on the leader, his relationship with others and his relationship with his team through improved leadership skills, improved behaviour and a shift in the leaders' values.

7.2.1 Equine Assisted Leadership Development Process Flow and Impact Model

The process flow and model derived from the findings that emerged from the research. The model is an adaptation of the existing model, the 'Model of Essential Management Skills' (Whetten & Cameron, 2013) as discussed in Chapter 2.

Figure 8 Equine Assisted Leadership Development Process Flow and Impact Model

Equine Assisted Leadership Development

Adapted from: Model of Essential Management Skills (Whetten & Cameron, 2013, p.19)
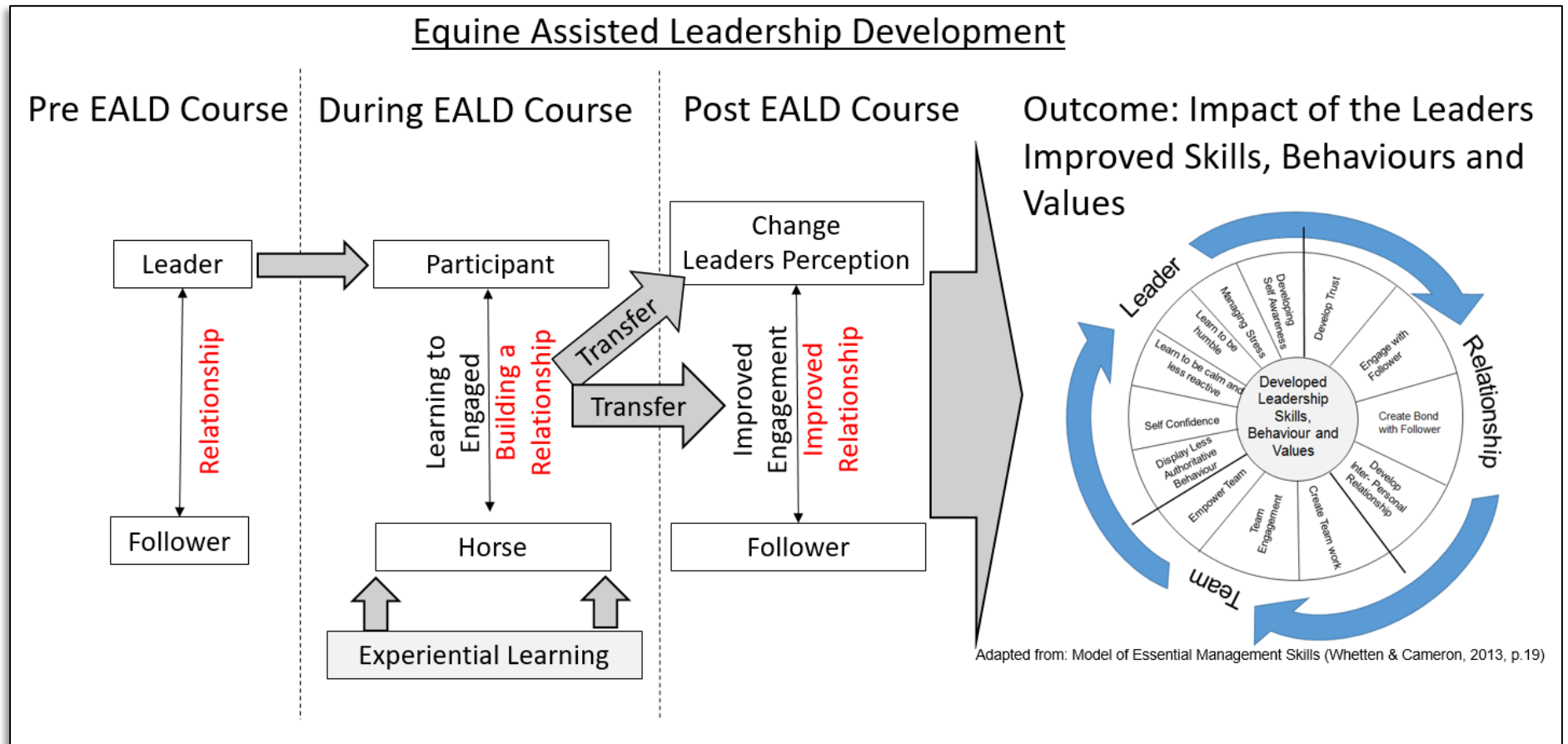
7.2.1.1 Pre-EALD Course

This is the first phase of the EALD Process Flow and Impact Model. This part of the process occurs prior to a leader undertaking an EALD course. This phase illustrates that within a working system, there is usually a leader and a follower, and that a relationship has been developed and already exists between them.. The leader has a set of leadership skills, and values, and displays certain behaviour within that relationship. All these have an impact on the relationship between the leader and the follower, and this relationship influences the performance of the individual and/or the team. This relationship can be either constructive or deconstructive to the leader, follower and the organisation.

7.2.1.2 During EALD Course

This is the second phase of the EALD Process Flow and Impact Model. This part of the process occurs when the leader partakes in an EALD course. This phase illustrates that in an EALD course, there is a participant and a horse. As previously discussed in Chapter 2; this is where pairing takes place and the participant is matched with a horse.

The leader goes through an experiential learning experience which supports the learning that takes place during the course. The participant learns to bond with the horse and overcomes the fear of horses. Then they are taught the Monty Roberts join-up technique to engage and to build a relationship with the horse. During the practical join-up exercise the participants' experience how the horse mirrors their behaviour, and how the horse relaxes and start showing signs of submitting to the partiicapnt. The horse becomes more responsive as the participant changes his authoritative behaviour until eventually the horse accepts the participant as a leader, and follows him/her out of his free will. This interaction is under pinned by experiential learning experiences and acts as an enabler causing a shift in the participants' leadership skills, behaviour and values.

7.2.1.3 Post-EALD Course and the impact

This is the third phase of the EALD Process Flow and Impact Model. This occurs after the course when the leader is back at the workplace. This phase shows that, changes are experienced through the course and coming back in the working system the leader experiences the change in him. As result the leader also experiences improved relationship with their followers. The knowledge gained, and experiential learning at the EALD course had an impact on the leader and is transferred to the workplace.

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The leader becomes more self-aware of the impact of his behaviour on others, and the leader is more confident in changing his behaviour to a less reactive and authoritative position in order to allow the follower to be at ease. The leader engages more freely with individual followers which results in improved relationships. This improved relationship helps the leader to trust and empower his followers.

This is the outcome that occurred after the leader had attended the EALD course, and there was a shift in learning or gain in knowledge. When this learning shift occurs, the leader experiences improved leadership skills, behaviour and values. The leader's behaviour affects the relationship, and the relationship affects the team and the team performance affects the leader. The skills, behaviour and values collectively are divided into three groups, as shown in Figure 7.

The first group shows the individual improvement in the skills, behaviour and value of the leader:
- The interaction with the horses helps the leader to develop or improved their self-awareness.
- The leader learns to manage stress and stressful situations.
- The leader learns to be humble.
- The leader experiences an increase in self-confidence.
- The leader learns to be calmer and less reactive when under pressure.
- The leader displays less authoritative behaviour when they lead their team.

The second group shows the improvement in the skills, behaviour and values that are directly related to the actual 'relationship'.
- The leader learns to develop a trust between himself, his followers, peers and supervisors.
- The leader learns how to engage with his followers to improve the relationship.
- The leader learns how to create a bond between himself and his followers.
- The leader learns to develop an interpersonal relationship with a follower.

The third group shows the improvement of skills, behaviour and values that are directly related to the 'team' relationship.
- The leader learns to develop improved teamwork.
- The leader learns how to improve the team engagement.
- The leader learns to empower his team to become independent.

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7.2.2 Summary of the EALD Process Flow and Impact Model

Before going on a course the leader and his followers already have an established relationship. During the course the leader goes through an experiential learning process. The participant learns to engage better and to build better relationships, through practising the join-up technique with a horse. As a result, these skills are transferred back into the workplace, where the leader is enabled and can enact what was learned by an improved relationship through engaging with his followers. What supports the process is the transformation that occurs in the leader, where the skills and behaviour directly impact the individual, and improve the relationship between leader and follower, and the team.

7.2.3 Recommendations to Leadership in the Mining industry

The literature review illustrates the need to develop leaders in the current turbulent business climate. The leaders must have the necessary leadership skills, behaviour and values to develop good relationships in order to ensure that teams are effective in working in the highly regulated and volatile mining industry.

- Leaders should make use of EALD programmes to support the development of identified individuals in developing leaderships skills, change behaviour and shift values.
- The leaders should develop a leadership development plan for all managers and identify any developmental gaps. The plan should consist of the leaders' self-development, their relationships with supervisors, peers, and followers and lastly team effectiveness.
- After the gaps have been identified a leadership development rollout programme must be developed that is supported at all levels of leadership from the CEO down.

- Available EALD courses should be evaluated to identify the appropriate EALD course that will address the gaps that have been identified. The course must be run by professional skill facilitators to ensure learning take place, and that all safety aspects when working with horses is addressed.
- An evaluation of the leadership development programme must be developed that

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looks at short, medium and long term gains.

- Short term: Evaluations must measure the experience of the leader on a leadership development programme, and the knowledge retention of the leader after the course.
- Medium term: After three months' behaviour change evaluations, must be conducted.
- Long-term behaviour: Change measurement evaluation must be done after nine months, and the results of the leader and the company must be tracked from the start of the programme rollout to determine the return on investment.

7.3   Recommended Future research

There is little research in the field of leadership development with use of horses. The following recommendations for future research would add significant value to the existing literature:

- There is research needed in the behaviour change for the leaders from the followers' perspective. It will confirm the perceived behaviour change by the leaders.
- Research into the impact that the EALD programme has on the organisation's results should be conducted, in order to determine the return on investment (ROI) of the EALD course.
- An area that is significantly under researched is the use of horses in team development and teamwork.
- Research to determine which leadership theories can be impacted through the use of EALD.

7.4   POTENTIAL LIMITATIONS OF THIS RESEARCH INCLUDES:

- As interviews were conducted 12 to 36 months after the conclusion of the EALD program, the advantage is that the researcher has access to a greater number of people who went through the process. The ultimate aim of the EALD program is to create sustainable changes in the workplace. The researcher is curious about the lasting impact, but is aware that memory is a limitation so that the findings must be interpreted with the understanding that they are retrospective in nature.

- The findings are the expression of the participant. What the participant said in the interview and what he is actually doing can be entirely different. Gehrke (2009), in her study on the new approach to use horses in leadership development, had the same limitation stating that what people write and actually do can be quite different.
- The population used is from a specific training program that uses a specific training method. If the same interview schedules were used for a different training program, it would be difficult to verify if the same outcome would be achieved. The result of the study can be influenced by the *same-sources bias* (Podsakoff et al., 1990)
- The findings are a result of the interview guideline. Potentially the interview guideline can affect the analysing and evaluation of an EALD program.
- During the training program, there were no woman participants that attended the EALD program. Therefore, as the population were only men, there is a possible gender bias.

7.5 Conclusion

The literature shows that horses are used in many equine assisted programs with well studied positive effects. Despite the significant studies, there is little evidence of research in the field of leadership or management development with the use of horses. This research set out to contribute to the existing equine assisting learning literature.

The findings that emerged from the interviews indicate that EALD programmes do have an effect on the leader. This report resulted in the development in Equine Assisted Leadership Development process and Model which shows the journey of the leader from the starting point at the pre EALD course, through a process to an end outcome. The end outcome the model is an adaptation of an existing model.

This study contributes to the literature by showing the influence an EALD course has on the leadership skill, behaviour and value development of the participants.

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Appendix A: Consent from

I am conducting research on Equine Assisted Leadership development program, and am trying to find out more about your experience and what you have applied your work environment . Our interview is expected to last about an hour, and will help us understand how horses can help in leadership development programs. **Your participation is voluntary and you can withdraw at any time without penalty**. *Of course, all data will be kept confidential. If you have any concerns, please contact my supervisor or me. Our details are provided below.*

Researcher:

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Email: reida@gibs.co.za

Signature of participant: _____

Date: _____

Signature of researcher: _____

Date: _____

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Appendix B: Ethical Clearance letter

Dear Mr Willem de Beer

Protocol Number: **Temp2016-01140**

Title: **Equine Assisted Leadership Development:**
The Perceived Improvement in the Relationship between the Leader and the Follower back in the workplace

Please be advised that your application for Ethical Clearance has been APPROVED.

You are therefore allowed to continue collecting your data.

We wish you everything of the best for the rest of the project.

Kind Regards,

Adele Bekker