IMPROVING THE RECEPTION OF EQUITATION SCIENCE -

To what degree do specific factors influence the reception of Equitation Science by practitioners of dressage and natural horsemanship methods?

THESIS REPORT

Esther Montijn

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To what degree do specific factors influence the reception of Equitation Science by practitioners of dressage and natural horsemanship methods?

Author	Esther Montijn +31616315446 esthermontijn@hotmail.com
Institution	Aeres Hogeschool Dronten International equine business management Class: 4IEB
Orderer	Aeres Hogeschool Dronten +31 (0) 880206000 Drieslag 4 8251 JZ Dronten
Thesis supervisor	Dr. ir. Kathalijne Visser +31 88 020 6582 k.visser@aeres.nl
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Summary

Recently a lot of research has been conducted on subjects concerning the training of the horse, animal welfare and on training methods themselves. However, the implementation of science into practise has not been sufficient. This paradox: the abundancy of information but lack of implementation into practice. This has also been noticed in other sports. The implementation of scientific knowledge in training and education will improve animal health and welfare. This research aims to come to possible solutions to improve the reception of Equitation Science by determining how information is, or can be, transferred in a way that reaches and is accepted by all (or most) equine sports practitioners.

To answer the question 'To what degree do specific factors influence the reception of Equitation Science by practitioners of dressage and natural horsemanship methods?' this research analysed the information search behaviour and personality of equine practitioners with the use of a survey. In this analysis a comparison was made between practitioners of a training method focused on behavioural (natural horsemanship) or physical (dressage) development. For a more thorough understanding of the current situation, the information sources used by instructors has also been analysed through in-depth interviews with instructors. This analysis resulted in 8 recommendations:

1. Establish a dialogue to combine personal experiences (of instructors) with scientific results.
2. Implement scientific information in instructor courses.
3. Approach dressage practitioners mainly through the instructor because of the more positive reception of the information.
4. Subjects that draw attention and subjects that need more education can best be combined in online messages, so practitioners are also educated in subjects that they consider less interesting.
5. Approach natural horsemanship practitioners with messages based on creativity and intellectual stimulation.
6. Approach dressage practitioners with messages based on excitement and social rewards.
7. Natural horsemanship practitioners have a more positive attitude towards scientific information and can thus be approached more directly with scientific information.
8. Websites, social media and fora have a large reach and low costs, but consider the less positive reception through these media in the communication to practitioners.

Samenvatting

Met betrekking tot de paardensport is er de afgelopen jaren veel onderzoek gedaan naar het dierenwelzijn, de training van het paard en bestaande trainingsmethodes. Het blijkt echter dat de toepassing van deze wetenschappelijke kennis in de praktijk sterk achterblijft. Deze paradox, een overvloed aan informatie tegenover een gebrek aan implementatie, is eveneens opgemerkt bij andere sporten. Dit is problematisch, omdat wetenschappelijke kennis mogelijkheden biedt om het welzijn en de gezondheid van paarden te verbeteren. Dit onderzoek wenst dan ook inzicht te verschaffen in de wijze waarop Equitation Science (ES) naar de praktijk wordt gecommuniceerd en hoe dit kan worden verbeterd zodat deze informatie een grotere groep sportbeoefenaars kan bereiken.

In hoeverre beïnvloeden specifieke factoren de receptie van ES door beoefenaars van dressuur- en natural horsemanship-methodes? Om deze vraag te beantwoorden heeft dit onderzoek met behulp van een enquête een analyse gemaakt van het informatiezoekgedrag en de persoonlijkheidskenmerken van liefhebbers van de paardensport. Hierbij is een vergelijking gemaakt tussen beoefenaars van trainingsmethodes die gericht zijn op gedragsontwikkeling (d.w.z. natural horsemanship) en beoefenaars van trainingsmethodes die gericht zijn op de fysieke ontwikkeling van het paard (dressuur). Voor een beter begrip van de huidige situatie zijn er daarnaast diepte-interviews afgenomen met instructeurs van de verschillende disciplines.

Het onderzoek heeft geresulteerd in acht aanbevelingen:

1. Breng een dialoog tot stand om de ervaring (van instructeurs) te combineren met wetenschappelijke resultaten.
2. Implementeer wetenschappelijke informatie in de instructeurscursussen.
3. Benader paardensport beoefenaars vooral via de instructeur, omdat dit leidt tot een positievere receptie van de informatie.
4. Onderwerpen die de aandacht trekken moeten worden gecombineerd met onderwerpen die meer aandacht vereisen, zodat beoefenaars ook bekend worden met informatie die zij minder interessant vinden.
5. Benader beoefenaars van natural horsemanship met berichten die gebaseerd zijn op creativiteit en intellectuele prikkeling.
6. Benader beoefenaars van dressuur met berichten die gebaseerd zijn op opwinding en sociale beloning.
7. Beoefenaars van natural horsemanship staan positiever tegenover wetenschappelijke informatie en kunnen hier dus directer mee worden benaderd.
8. Websites, sociale media en fora hebben een groot bereik en lage kosten, maar bedenk wel dat de receptie van berichten via deze kanalen minder positief is.

1. Introduction

There are many ways to train a horse, and many different methods developed for this purpose. Ever since horses were domesticated, training them was necessary, either for transportation or warfare. A more recent trend is the consideration of the welfare of the horse. This shift in our regard for horses is, to a large extent, an effect of a more industrialised world in which vehicles have replaced horses for transport, agriculture or warfare.

These developments did not only cause a large decrease in the number of horses around 1950 (CBS, 2017), but also a change in how we treat and train them. Because they were no longer vital to our income, horses became less of a utilitarian object and more a way of spending our leisure time. This change of purpose of the horse influenced its status and inherently the way horses were trained. This of course affected the equine sector, thus: horse trainers, horse riders, drivers, instructors, horse owners, equine organizations and the public opinion on the sector. An indication of this trend can be seen in the use of the terms 'dressage' (a training method), and 'animal welfare' (an important subject for the public opinion on the equine sector) over time as illustrated in figure 1.

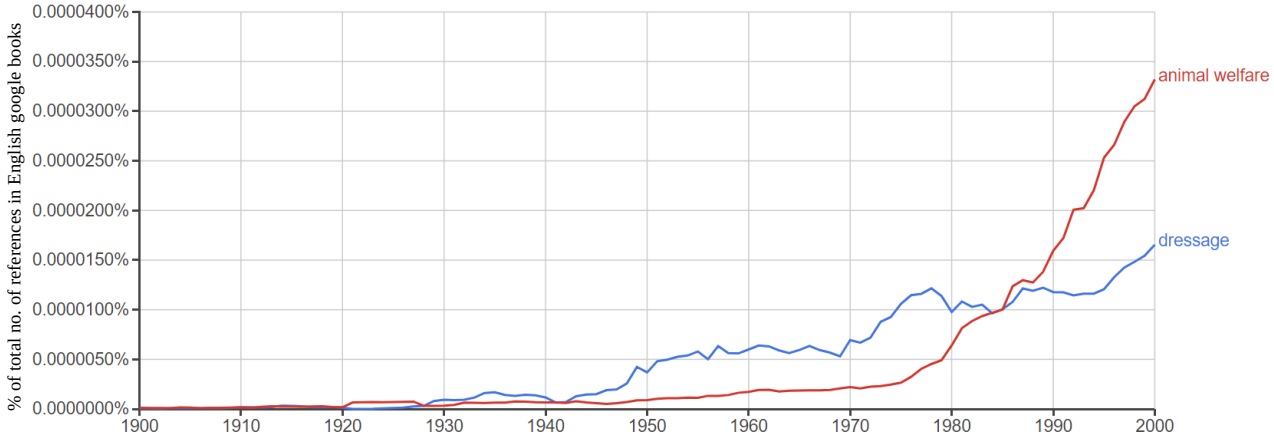

Figure 1. The use of the words 'dressage' and 'animal welfare' in google books between 1900 and 2000 (Retrieved from: https://books.google.com/ngrams/).

1.1 Horse welfare

Figure 1 also shows that the overall awareness of animal welfare increased. This was undoubtedly sparked by Ruth Harrisons *Animal Machines* (1964). The large impact of *Animal Machines* on the public opinion on the factory farming industry also resulted in an investigation of the welfare of livestock (Van de Weerd & Sandilands, 2008), commissioned by the government of the United Kingdom in 1965. The recommendations made in the *Report of the Technical Committee to Enquire into the Welfare of Animals Kept Under Intensive Livestock Husbandry Systems* by professor F. W. R. Brambell are still known as the 'Five freedoms of Brambell', and are used in scientific studies as well as in practice. This is reflected in the Welfare Quality principles, which are translated into the Welfare Monitoring systems (Wageningen UR, 2011)

1.2 Training methods

According to the KNHS (Koninklijke Nederlandse Hippische Sportfederatie), the authority on competition dressage and instructor licenses in the Netherlands, a good instructor is essential if riders want to master a certain method (*Rijtechniek Dressuur*, 2017, p. 51). In this digital time however, it becomes increasingly easy to get to all sorts of information on the internet, including training methods.

There are many different training methods that focus on riding, or that are used to prepare the horse to be ridden. It is important to notice that these methods differ in their point of view of the training goal. While some methods are focussed on the physical development of the horse; for example all forms of dressage, others are focussed on behavioural development. Training the horse by using their natural behaviour is the principle of the latter group and is thus referred to as natural horsemanship. Examples of these methods are those of Monty Roberts and Emiel Voest. Roberts explains in his book *From my hands to Yours* that his method is based on understanding the natural behaviour of the horse (2009). Voest starts in his manual *Loswerken* (2005) by explaining the horses' natural behaviour and describes his methods in accordance with this information. The KNHS has instructor courses on dressage and multiple other disciplines, but in the book used for the theoretical part of the program, there are no sources included (Rijtechniek Dressuur, 2017). This signifies the lack of proof of the foundation of their instructions about the training of the horse. Although this does not prove that the information is not based on scientific information, it does raise the question of how the KNHS gets its information. Not only the methods with physical development as training goal seem to suffer from a lack of scientific information and sources, the natural horsemanship methods also fail to legitimise their information. In his book *From my hands to yours* Roberts points out that he wants to teach the reader how to use his method (Roberts, 2002). His claims, however, are never proven by anything else than his personal experience and they lack (scientific) references. The same applies to Voests' publications: *Handleiding – Loswerken* (2005), *Handleiding – Grondwerk* (2006), and *Handleiding – Dubbele Lange Lijnen* (2008).

As previously discussed, training methods might hold different ideas, goals and approaches. This difference becomes clear in the training goal, which is either mainly focussed on physical or on behavioural development. Two well-known natural horsemanship methods that focus on the behavioural development of the horse are those of Emiel Voest and Monty Roberts. The training goal of Monty Roberts' method has not been described in one sentence. Important subjects in his method are the freedom of choice, communication, willingness and harmony (Roberts, 2002). This means optimal learning by freedom of choice can be interpreted as the training goal. According to Voests' website his method, which is called the 'freestyle system' is divided into three training forms which support the end goal of responsible and skilled riding (Emiel Voest Academy, 2017). The three training forms have a fixed order which can best be translated as: liberty work, groundwork and long lining. These training forms all have their own goal in the education of the horse. Liberty work improves the communication between the rider and the horse (Voest, 2005). Groundwork teaches the horse and the rider cues in form of pressure (Voest, 2006). Long lining is focused on the physical development of the horse towards the ability to carry out its job as carrier (Voest, 2008).

The main aid in both Roberts' and Voests' method is pressure. The aids, and any form of desired behaviour is taught by applying pressure until the horse gives the desired response. At this moment the pressure is taken away (Voest, 2005; Roberts, 2002). Although this principle is in accordance with available scientific information that horses learn from negative reinforcement (Hockenhull & Creighton, 2013), the absence of any source is consistent throughout the entirety of the mentioned books.

The same seems to be true for the training methods that are focused on the physical development of the horse. Dressage is the foundation of most ridden disciplines (KNHS, 2017, p. 5) and is therefore discussed as training method for the physical development of the

horse. The following information mainly originates from the book *Rijtechniek Dressuur* by the KNHS (2017). This book serves as teaching material for their instructors' course. The goal of modern dressage, according to the KNHS, is to train and develop the horse as a 'happy athlete'. A book developed for competition riders and drivers by the KNHS: *Het dressuurproeven boekje* (2010) explains the goal of dressage as the development of the horse into a 'happy athlete' with harmony in a systematic training. The natural abilities of the horse are further developed during which the horse stays energetic, obedient and supple in its movements. This results in a complete harmony with the rider. The right development can be recognized by the right rhythm, relaxation, contact, impulsion, straightness, and collection. These six points also form the training scales (*Skala der Ausbildung*) of dressage. *Rijtechniek Dressuur* does not mention any source (KNHS, 2017). The KNHS also does not mention any partnership nor the way the information in the book has been retrieved. This does not only have possible implications on the training of instructors and equine practitioners, but also on their assessment of the ridden horse. Research has shown that the assessment of the behaviour of the ridden horse by equine professionals, under which both riders and riding instructors, was not sufficiently in accordance to the available scientific data (Hall, Kay & Yarnell, 2014).

1.3 Equitation Science

To adhere to the need for a scientific approach to equitation, the field of Equitation Science (ES) established itself. ES tries to integrate scientific knowledge in the approach to equitation to be able to keep improving equine welfare and horse/handler relationships (Randle & Waran, 2017). An important aspect in ES is 'Learning Theory' (McLean & Winther Christensen, 2017). A clear definition of 'Learning theory' is given by Randle & Waran: 'Learning Theory explains the mechanisms that underlie learning in all species including humans' (2017). A good understanding of learning theory is evidently vital in the training of the ridden horse and should thus be an important part in any training method and instructor course. A clear guideline on training practices based on scientific information was created by ISES (International Society for Equitation Science) (ISES, 2018). The 'First Training Principles' consist of ten guidelines that focus on improving horse and human welfare in training. A summary in the form of a poster, made by ISES, is included in Appendix 1.

1.4 Assessment of horse welfare during training

As well as Hall et al. (2014), Waran and Randle (2017) try to shed a scientific light on the assessment of welfare in the equine sports in their research: *What we can measure, we can manage: the importance of using robust welfare indicators in Equitation Science*. They underline the complexity of the assessment of equine welfare. They discuss numerous methods, but it is argued that poor guidance of the FEI (Fédération Equestre Internationale) to drivers, riders and horse owners on the subject of welfare is the result of the absence of a scientific approach to the evaluation of the welfare of the ridden horse. At the same time, however, Waran and Randle emphasize the willingness of the FEI, riders, trainers and equine practitioners to take responsibility for the welfare of their horses.

Scientific evidence can justify or refute certain practices, but the previously discussed studies mainly point out the complexity of the assessment and the shortcomings of research on this subject. A different approach would be necessary to confront current issues with a lack of evidence. According to Heleski and Anthony (2012) an ethical approach is sometimes necessary. According to them it is important to acknowledge the public opinion, which means that controversial practices should be evaluated even if there is no scientific evidence about this practice. Ethical decision-making tools could help to come to a decision but these tools and thus the outcome, are subject to the opinions of the participant

Nevertheless, the recognition of a decreased sense of welfare is necessary to make a well-informed decision, even with the help of an ethical decision-making tool. The assessment of the ridden horse is of course not just important for the development of the training, but also for the protection of animal welfare and the recognition of pain. Subtle lameness, however, is often not recognised by trainers and owners (Dyson, Berger, Ellis & Mullard, 2018) and influences both training development and equine health and welfare. Dyson et al. (2018) developed an ethogram of 24 behavioural markers to recognize musculoskeletal pain. The recognition of pain is evidently vital to maintain a fair development in training, and therefore this will help in improving training and welfare. Training related ethograms, however, cannot yet be found, and non-musculoskeletal pain has not been summarised into an ethogram that can be applied in training.

An attempt to evaluate different training methods by Waran, McGreevy and Casey (2002) resulted in the conclusion that training techniques have improved only a little, despite of the growing amount of information, especially on the subject of learning theory (Goodwin, McGreevy, Waran & McLean, 2009). Wageningen UR Livestock Research has developed a 'Welfare Monitoring System'/ 'Assessment protocol for horses' (2011), but this focusses solely on the evaluation of the general health and welfare of the horse and not on that of the training methods and their influence on a horses' wellbeing. Although a lot of research has been done on the effects of different 'training strategies' on the behaviour and welfare of the horse, for example negative versus positive reinforcement (Baragli, Mariti, Petri, Giorgio, Sighieri, 2011; Innes & McBride, 2008), there is no consensus on how to evaluate training methods systematically.

1.5 Information search behaviour

Acknowledging the need for scientific information about training, and to monitor and assess welfare in training is clearly important to improve equine welfare. It is vital however to know how to reach equine practitioners to be able to communicate scientific information to them. It is thus important to know which information channels are mainly used by equine practitioners. Visser & van Wijk-Jansen found that horse enthusiasts in the Netherlands find their information most often through personal contact (2012). The results of this research are shown in table 1.

Table 1. Percentage of respondents using different sources for their search for information regarding horses. (Visser & van Wijk-Jansen, 2012)

Source for information	Respondents (%)
Personal contact with horse enthusiasts	82.8
Veterinarian	74.5
Farrier	69.6
Riding instructor	59.7
Internet	59.3
Horse magazines	59.3
Books	42.8
Riding and/or sport organization	40.7
Studbook	39.0

To find information on equine health, the American equine competition community mainly seeks information with their veterinarian according to the research of Lofgren, Voigt and Brady (2016), which is displayed in figure 2.

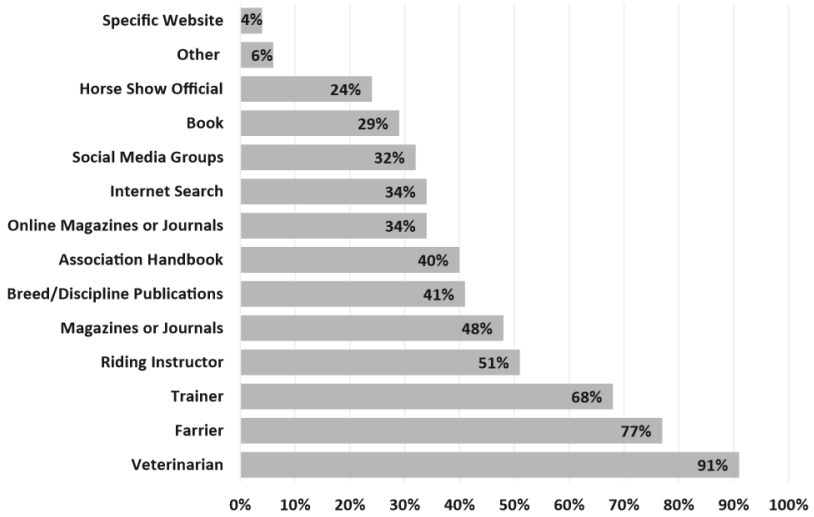

Figure 2. Responses for survey question: How do you prefer to receive information on the care and treatment of your show/competition horse? Select all that apply.

Although the information searching behaviour of certain equine communities has been studied, the research almost solely focused on the preferred source, without follow up questions. Despite the fact that the focus is not on the search behaviour, Thompson and Haigh (2018) take a first step towards a more fundamental understanding by researching the perspective of those who are sceptical of ES and science in general. They mention that people with negative feelings about ES are likely to have the same feelings about science in general. Intuitive thinkers were more likely to have these feelings, which means that communication should also be tailored to reach people with these kinds of personalities. This indicates that not only the source of knowledge transfer is important, but especially the method of communication in relation to the personality traits of the receiver.

1.6 The reception of Equitation Science

As was previously discussed, it is important to consider the different types of personalities to come to a positive reception of information. The Five Factor Model of personality has been widely accepted as the dominant model for categorising individual differences in personality (Wall, Campbell, Kaye, Levy & Bhullar, 2019), and was used in previous research to find possible differences in personality traits in athletes (Kajtna, Tušak, Barić & Burnik, 2004; Wolframm, Williams & Marlin, 2015). This means this model is still relevant to this day. A lot of research has been conducted on this subject. The following table displays an example made by Costa Jr and McCrae (1992). It includes three of the five personality dimensions and corresponding personality traits.

Table 2. Personality dimensions and characteristics *(Costa Jr &McCrae, 1992)*

Openness
Aesthetically reactive
Values intellectual matters
Wide range of interests
Rebellious, non-conforming
—vs—
Sex-role stereotyped behavior
Favors conservative values
Uncomfortable with complexities
Judges in conventional terms
Agreeableness
Sympathetic, considerate
Arouses liking
Warm, compassionate
Behaves in giving way
—vs—
Expresses hostility directly
Basically distrustful
Shows condescending behavior
Critical, skeptical
Conscientiousness
Productive
Behaves ethically
Has high aspiration level
Dependable, responsible
—vs—
Self-indulgent
Interested in opposite sex
Enjoys sensuous experiences
Unable to delay gratification

Research has been conducted to the link between persuasion tactics, developed by Cialdini (2007) and the personality types. As was suspected different personality types reacted differently on different persuasion tactics. Hirsh, Kang & V. Bodenhausen (2012) discovered that different types of personalities reacted positively towards different approaches: extraverted people reacted positively on ‘excitement’ and ‘social rewards’, high scores on agreeableness corresponded with a positive reaction on subjects like ‘family and community’, conscientiousness with ‘efficiency and goal pursuit’, neuroticism with ‘safety and security’, and intellect/openness with ‘creativity and intellectual stimulation’. These points are all part of Cialdini’s weapons of persuasion: Reciprocation, Commitment and Consistency, Social Proof, Liking, Authority and Scarcity (Cialdini, 2007).

Not just the knowledge transfer directly towards practitioners is important. The communication throughout the entire training method, and to instructors, influences the transfer of scientific knowledge to practitioners. Research on the information search behaviour of coaches has been conducted in multiple sports. Most coaches would consult other coaches, but most new ideas emanated from seminars, with a preference for a clinic or presentation from another coach over one from a sport researcher (Reade, Rogers & Hall, 2008). An important conclusion that Reade et al. made, is that most information is transferred from coach to coach, and that it is unclear where sports science enters this system. Even though this research was not focused on equestrian sports, it is evident that other sports also struggle with the knowledge transfer from sport research to coach.

Esteves, Pinheiro, Brás, Rodrigues and O’Hara (2010) come to the same conclusion in their interdisciplinary investigation for *Identifying knowledge transfer problems from sport science*

to coach practice. They acknowledge the presence of a paradox; the scientific information in the studied sports seems plentiful, but the knowledge of the coaches does not correspond with this information. Esteves et al. conclude that this means that there are difficulties in the communication of science to practitioners.

The previously mentioned research by Hall, et al. (2014) proved an inconsistent assessment of the ridden horse in equestrian professionals. This not only raises the question of how riders obtain information on horse riding, but also indicates problems in the knowledge transfer between science and instructors, and inherently, riders. This is also supported by Randle and Waran in their editorial *Breaking down barriers and dispelling myths: The need for a scientific approach to Equitation* (2017), where they acknowledge the need for a scientific approach, but emphasize the difficulty of communicating scientific information clearly, because the communication of this information is often subject to problems.

This not only proves a lack of communication of scientific information to the training methods, but also undermines the claims of these methods. The information given by the methods evidently could be accurate, but there is no proof; because it either has not been scientifically studied, or the proper sources have not been provided. The absence of scientific sources and information in training methods is important evidence for the hypothesis that the reception of ES by practitioners needs improvement.

A better reception of ES by practitioners will have multiple positive effects on different stakeholders, as will be discussed in the following paragraphs. The previously mentioned training methods have been developed to train the horse with care for animal welfare (Voest, 2005; Roberts, 2002; KNHS, 2017). Involuntary or ignorant deviation from the method or scientific evidence, might therefore result in a decline of animal welfare. It is therefore also important for the owners and instructors of training methods that the communication to equine sports practitioners is improved.

The development of these training methods is even more important, because possible flaws will strongly influence the welfare of the horses that are trained in accordance to these methods. The integration of scientific information in the methods is therefore crucial for equine health and welfare (Thompson & Haigh, 2018). An improved level of welfare is not just better for the horse but will also make riding and handling safer for the rider (Ladewig, 2011).

Another positive effect of the implementation of scientific information in the training would be a possibly faster training process. It is also important to smoothen the communication between the method and practitioner because misinterpretation of the methods will induce involuntary changes to the structure of the method, resulting in a slower and less effective training process, and thus directly affecting the goal of the rider or driver.

Within the equine community there is also a growing need to legitimize the equine sports in relation to society at large. Addressing the 2017 FEI General Assembly in Montevideo, Uruguay, World Horse Welfare chief executive Roly Owers argued that the equine sports should pursue an unwritten ‘social license’ and that ‘we are all responsible for cultivating that license’ (horsetalk.co.nz, 2017). This evidently demonstrates the need for an improved sense of welfare in the equine sports. The implementation of ES in training will give the equine sports a more transparent and understandable character, in which practices on a foundation of scientific evidence can be better justified towards the public. Since it is the responsibility of

equine sports associations to promote the equine sports (KNHS, 2018) the reputation of the equine sector in society is also of concern to the equine sports associations.

Conclusively, the implementation of scientific information in methods will improve instructor courses. This will improve the effectiveness of courses, instructors and students, and thus result in better educated riders and driver, improved awareness of animal welfare, and higher levels of riding in multiple disciplines.

So far research has shown that welfare problems in the equine industry are still topical (Köning v. Borstel & Visser, 2017), even though the awareness for animal welfare was raised a couple of decades ago. A lot of research has been conducted on multiple subjects concerning the training of the horse (Baragli et al., 2011; Innes & McBride, 2008), and also on training methods themselves (Waran et al., 2002). The implementation, however, of science into practice lacks behind (Voest, 2005; 2006; 2008; Roberts, 2002; KNHS, 2017). This paradox, of the abundancy of information but lack of implementation into practice, has also been noticed in other sports (Reade et al, 2008; Esteves et al., 2010). Wiliams & Tabor (2017) suggested that the implementation of scientific knowledge in training and education will improve animal health and welfare. This underlines the need for the application of scientific information in training methods. It is not yet clear, however, how this information is, or can be transferred in a way that reaches, and is accepted by all (or most) equine sports practitioners. Therefore, this research aimed to answer the question: To what degree do specific factors influence the reception of Equitation Science by practitioners of dressage and natural horsemanship methods?

A meaningful answer to this question was found with a thorough analysis of the following questions:

1. What is the personality of practitioners employing dressage and natural horsemanship methods?
2. How do practitioners of dressage and natural horsemanship methods search for information on training?
3. How does the trainer influence the reception of Equitation Science by practitioners of dressage and natural horsemanship methods?

This research focussed on finding out possible solutions to an inadequate communication of ES to practice within the Dutch equine community. The study was limited to Dutch equestrians and drivers that train their horse according to a method based on dressage or natural horsemanship. To make a more specific research possible this research focussed mainly on these training methods. These methods were chosen because they cover physical and behavioural focused training and have clear overhead licensing organizations.

The objective was to propose possible solutions for a better reception of ES by practitioners. This was achieved by understanding which factors influence the reception of ES. An analysis resulted in a prioritised list of recommendations (focused on animal welfare and method effectiveness), towards resolving the mismatch between ES, equine sports practitioners and the method, and on how to improve the communication to the practitioners. This resulted in an advice for scientists, training methods and instructor licensing organizations on how to improve communication to equine practitioners. This advice aims to improve the reception of ES and, in this way, increase wellbeing, training effectiveness, transparency and justification of the equine sports towards society.

2. Materials and method

An important element to attain possible solutions was the analysis of the preferred information source of equine practitioners and their trainers. For a more thorough understanding of the current situation, the reception of scientific knowledge by instructors was also analysed in this study. This chapter describes how the research was conducted to answer the sub-, and main question(s) of this research.

The research consisted of qualitative and quantitative analysis. A survey was prepared to answer the sub-question: *What is the personality of practitioners employing dressage and natural horsemanship methods?* And *How do practitioners of dressage and natural horsemanship methods search for information on training?* Three in-depth interviews have been conducted to answer the question: *How does the trainer influence the reception of Equitation Science by practitioners of dressage and natural horsemanship methods?* These three interviews have been conducted with licensed dressage, freestyle and Monty Roberts' instructors to get more insight in these systems. These interviews had two goals: firstly, to identify how the trainer influences the reception of ES by practitioners, and secondly to find out if and how ES is and can be implemented in the system.

2.1 Online Survey

The survey was distributed among Dutch equine practitioners, and was hence written in Dutch. The distribution was done through the following channels:

1. Facebook groups focussed on equine practitioners.
2. Distribution of the survey on a dressage competition.

According to the KNHS and NOC-NSF (2017) 500.000 people were actively involved with horses in the Netherlands in 2017. To get a confidence level of 95%, with a margin of error of 5% for a population of 500.000 a sample size of 384 was necessary (Survey Monkey, 2019). In order to acquire the sufficient amount of respondents a gift voucher worth €20,- for Epplejeck (a horse and rider store) was raffled among the respondents that submitted their email address. The survey has been online for 25 days.

The survey consisted of 4 subjects. The entire survey can be found in appendix 2 (English), and appendix 3 (Dutch):

1. The survey started with questions regarding general demographics, degree of investment in the sector and type of equine practitioner. These questions were nominal or scale.
2. The preferred and current source of information of equine practitioners was determined by mainly nominal questions on this subject. The degree of trust and involvement in scientific information was measured by scale questions.
3. Statements based on the first training principles were included in the survey. The respondents answered which principle is most important according to them by dividing 100 points; the most important principle received most points.
4. A global idea of the preferred formulation of information was tested with statements corresponding with the Big-5 personality types. This way the correlating Cialdini persuasion strategies could be recommended for further communication of ES towards equine practitioners. The respondents answered to what degree they agree with the statement on a scale of 1-5. These questions were made with the aid of a summary of the traits of the Big-5 personality types, based on scientific research, attained from the online library VerywellMind (Cherry, 2018)

Analysis
The results were converted into tables and graphs with the use of Microsoft Excel and SPSS. To test a possible difference in personality traits between practitioners of the different training methods an ANOVA (analysis of variance) was performed. This means that every personality trait was tested once for possible differences between the two group: methods based on dressage vs. methods based on natural horsemanship. The goal was to determine if a different marketing strategy is needed to reach different types of practitioners. The different personality traits gave insight in the most effective way to communicate to trainers and equine practitioners.

2.2 In-depth interviews

An in-depth interview was conducted with three equine instructors of dressage, the freestyle system and Monty Roberts' method. The interviews were focused on getting an overview of the communication of scientific knowledge in Dutch dressage and natural horsemanship methods. This way it was possible to determine how the trainer influences the reception of ES by practitioners, and to find out if and how ES is and can be implemented in the system. The interviewee was asked for the different types and sources of information they received during their training, the place of ES in the process, and the communication to their students. The interview also consisted of questions to identify the strengths, weaknesses, threats and opportunities of these systems, in order to make a SWOT-analysis. The topic list is added to appendix 4.

3. Results

This chapter contains a description of the survey results and three interviews with equine instructors. The chapter will start with general information about the respondents of the survey, thereafter the results per sub-questions will be presented.

3.1 Survey

There were 410 respondents to the survey. The age of the respondents ranged from 14 to 78 (figure 3), and most respondents were active in the equine sector (figure 4).

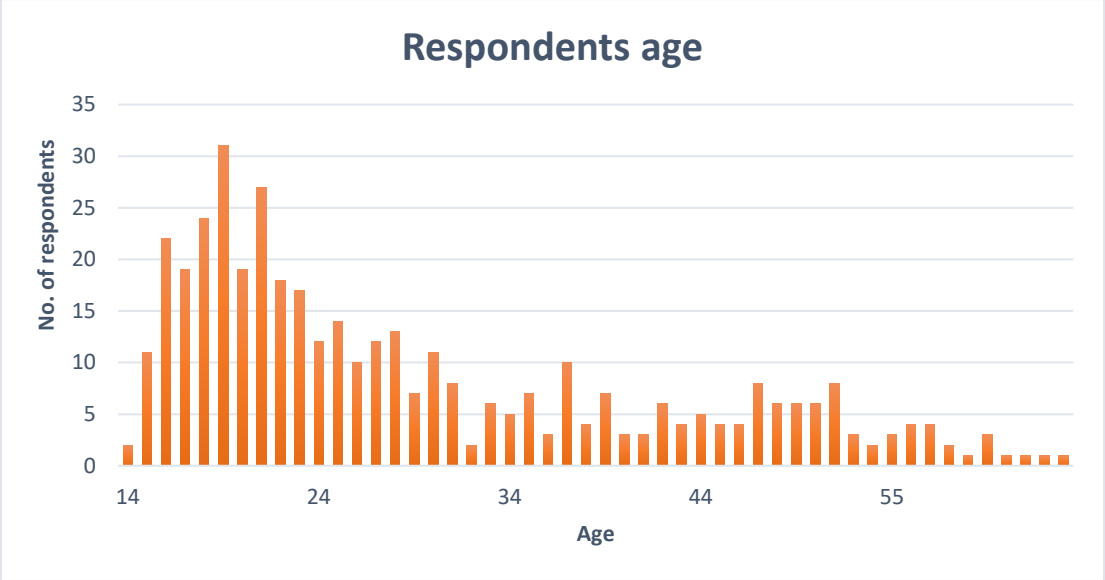

Figure 3. Overview of the age of the survey respondents

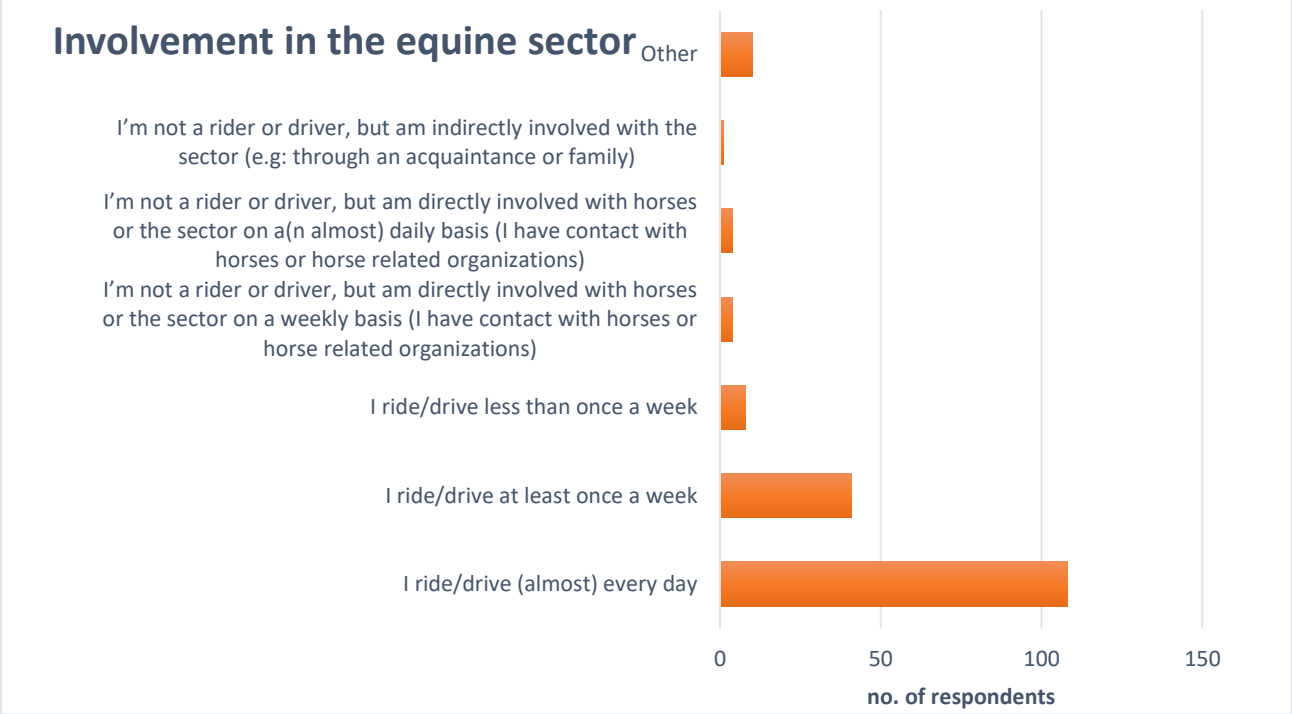

Figure 4. Respondents involvement in the equine sector

Figure 5 shows that e.g. only 7 respondents practiced Monty Robert's method, and 11 practiced the Freestyle system. The division into these small fractions poses problems to statistical tests.

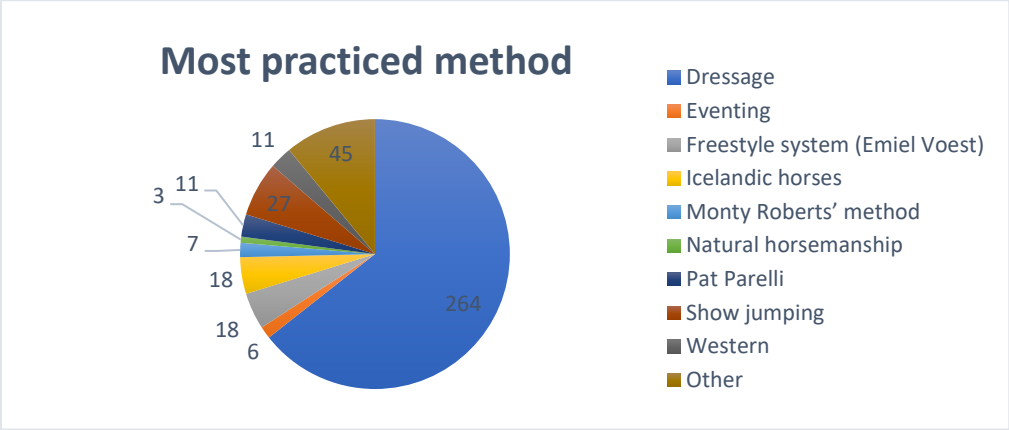

Figure 5. Most practiced training method or discipline by respondents

To be able to perform more reliable tests, all methods based on dressage, on one hand, and all natural horsemanship methods on the other have been merged, resulting in the following clusters:
Dressage methods: dressage, show jumping and eventing.
Natural horsemanship methods: Freestyle system, Monty Roberts, natural horsemanship and Pat Parelli. More generic information can be found in appendix 5: 'Survey Results'.

3.2 Personality of equine sports practitioners

This paragraph will present the results of the survey that are related to the first sub-question: What is the personality of practitioners employing dressage methods and natural horsemanship methods? The questions to determine the different personality traits were based on the known features of the different personality traits (Cherry, 2018), which was also discussed in the introduction. A factor analysis has been performed for a more thorough validation of the results of the questions. A factor analysis is a way of reducing the number of variables. The analysis tests if there are variables (in this case the variables are the questions related to a personality type) with a similar response pattern. In other words: if there is a higher similarity in e.g. the answers to questions 14-17 (which were intended to represent openness) than the other questions (representing the other personality traits). This means that if the survey questions were formulated correctly and thus tested the intended personality trait, the four questions representing one personality trait are loaded into the same factor. In an ideal test this would result in 5 factors representing the Big-5 personality traits, displayed in table 3.

Table 3. Expected question loadings in the factor analysis

Factor	Survey question numbers
Factor 1 Openness	14 -17
Factor 2 Extraversion	18 -21
Factor 3 Conscientiousness	22- 25
Factor 4 Agreeableness	26- 29
Factor 5 Neuroticism	30 -33

The factor analysis resulted in a KMO value of 0,715 (>0,5) and a Bartlett's test p<0,001. This indicates that that a factor analysis is appropriate. These results and additional data can be found in appendix 5. The Pattern Matrix (table 4) shows which questions are likely to represent the same factor based on the response pattern similarity, as was previously mentioned. Green numbers are questions that were loaded in the correct component with a great difference from the other components. The correct component signifies in this case that questions related to the same personality trait are loaded in the same component, as was displayed in table 3 (the component number itself is irrelevant as long as the related questions are in the same component). Yellow numbers are questions that are loaded in the right component with only a slight difference from other components. Red numbers are questions that are loaded in the wrong component.

Table 4. Question loadings into 5 components in the factor analysis

Question no.	Statement	Component				
		1	2	3	4	5
14.	I enjoy trying out new things.				-,779	
15.	I´m creative.				-,739	
16.	The opinion of others is important to me.			,500		
17.	I prefer to do things I already know.				-,493	,374
18.	I enjoy being the centre of attention.			-,661		
19.	I feel energetic with people around me.			-,797		
20.	I have difficulties starting a conversation with someone.	,418				,418
21.	I enjoy being on my own.	,341		-,430		,359
22.	I take the time to prepare for things, for example a presentation or a trip.		,676			
23.	I prefer to get important things done immediately.		,702			
24.	I often procrastinate.		,669			
25.	I don't like being tied to a schedule.		,540			
26.	I'm easily affected by the mood of someone else.	-,590				
27.	I enjoy helping others.					,466
28.	It's not important to me to empathise with others.					,649
29.	It's OK to disappoint someone when it benefits me					,649
30.	I get easily stressed.	-,825				
31.	I often worry about things.	-,807				
32.	I'm almost never sombre.	-,585				
33.	I can handle stress well.	-,731				

The entire pattern matrix of the factor analysis was added to appendix 5. The results show that all questions except 16, 20 and 26 are loaded in the correct component. For further analysis these three questions have been disregarded. A repeated factor analysis showed that the other questions were loaded into the correct component with great or small difference from the other components. The repeated pattern matrix is also included in appendix 5. This means that the questions in table 5 were used for the calculation of the score for the personality traits.

Table 5. Questions for Personality score calculation

Personality trait per factor of table 3.	Indication	Survey question number
Factor 1 Neuroticism	high	30, 31
	low	32, 33
Factor 2 Conscientiousness	high	22, 23
	low	24, 25
Factor 3 Extraversion	high	18, 19
	low	21
Factor 4 Openness	high	14, 15
	low	17
Factor 5 Agreeableness	high	27
	low	28, 29

Questions with the indication ‘high’ correspond with statements that indicate (for example) a high extraversion, while questions with the indication ‘low’ correspond with statements that indicate a low extraversion (i.e. high introversion). The score of the low indicating questions have been reversed so that a total score per trait could be calculated by adding up the question scores.

The following paragraphs present the personality traits. For every personality trait an ANOVA has been performed as well as a Levene’s test of homogeneity of variances. In all personality traits $p>0,05$ which means the assumption of equal variances was met. The Levene’s test for every personality trait can be found in appendix 5.

Openness

The average score on the trait ‘openness’ was significantly higher for natural horsemanship methods compared to dressage methods (respectively 12,1 versus 11,0; $F=14,260$; $p<0,001$). More descriptives can be found in appendix 5. The higher score on this trait by natural horsemanship method practitioners can also be observed in figure 6. A high score on this trait represents a personality with high openness. This means that on average, natural horsemanship practitioners have a more open personality than dressage practitioners.

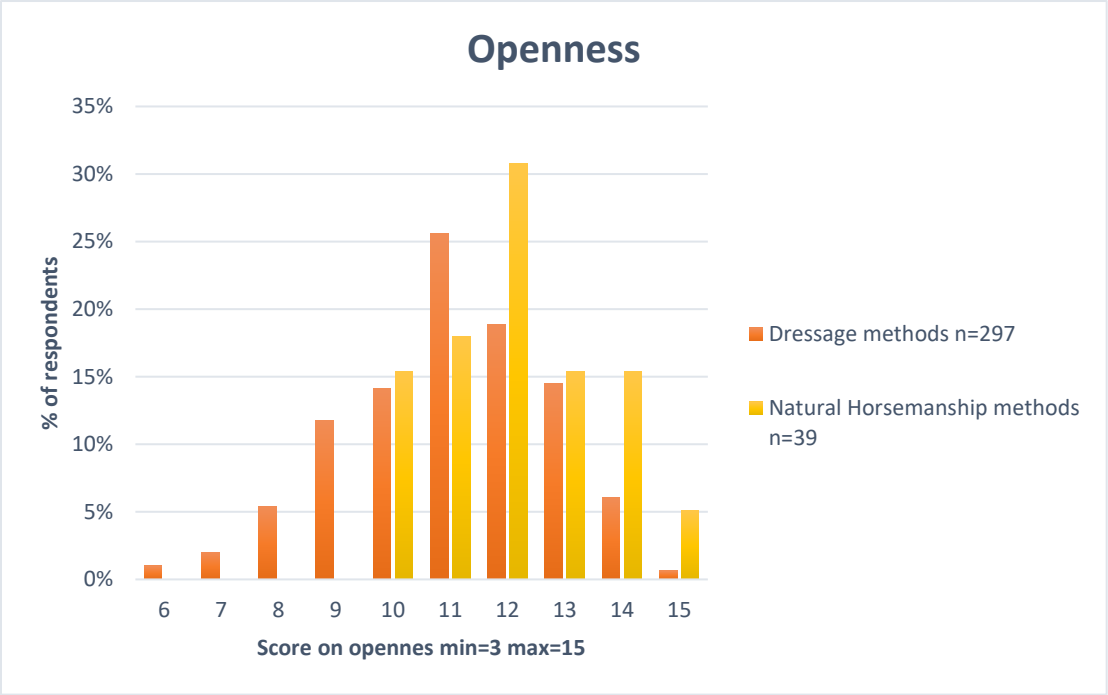

Figure 6. Mean score on 'Openness' by dressage and natural horsemanship practitioners.

Extraversion

The average score on the trait 'extraversion' was significantly higher for dressage methods compared to natural horsemanship methods (respectively 8,31 versus 7,21; F=7,754; p=0,006). More descriptives can be found in appendix 5. The higher score on this trait by dressage method practitioners can also be observed in figure 7. A high score on this trait represents a personality with high extraversion. This means that on average, dressage practitioners have a more extraverted personality than natural horsemanship practitioners.

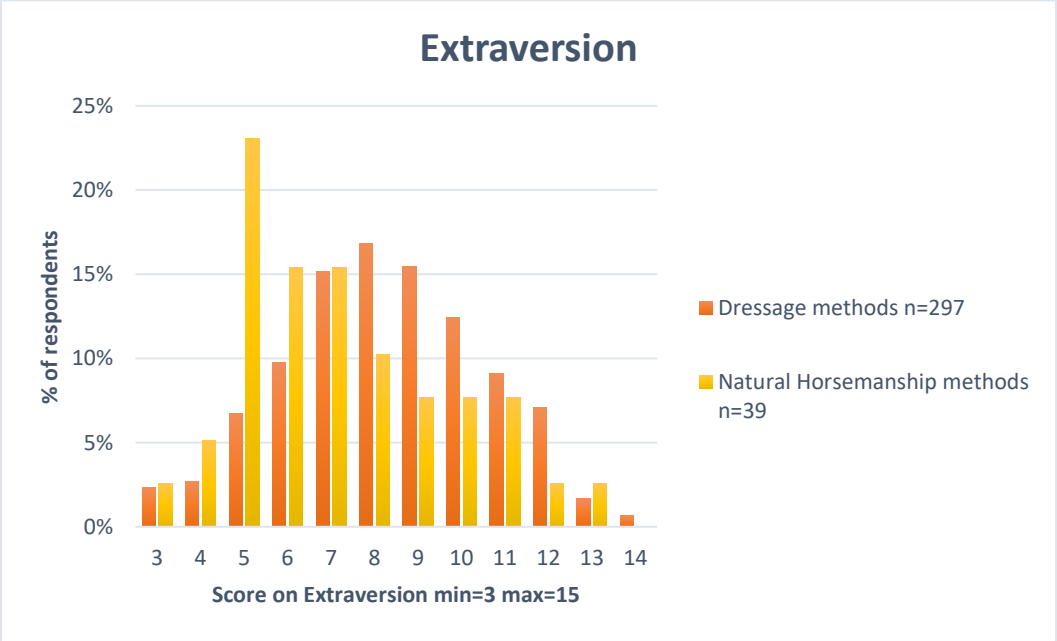

Figure 7. Mean score on 'Extraversion' by dressage and natural horsemanship practitioners.

Conscientiousness

There was no significant difference in the average score on the trait ‘conscientiousness’ between dressage methods compared to natural horsemanship methods (respectively 13,84 versus 13,00; F=2,849; p=0,092). A high score on this trait represents a personality with high conscientiousness. This means that on average, dressage and natural horsemanship practitioners probably have a personality with the same degree of conscientiousness. Figure 8 shows no clear normal distribution for the natural horsemanship methods.

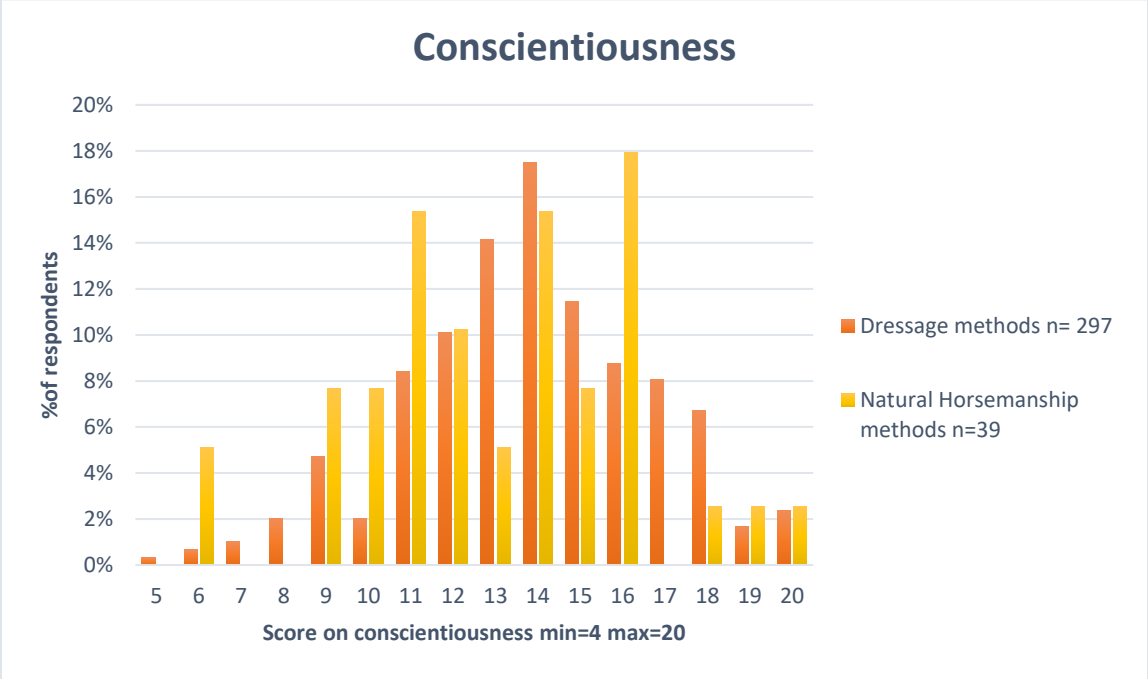

Figure 8. Mean score on ‘conscientiousness’ by dressage and natural horsemanship practitioners.

Agreeableness

There was no significant difference in the average score on the trait ‘agreeableness’ between dressage methods compared to natural horsemanship methods (respectively 12,94 versus 12,36; F=0,179; p=0,672). A high score on this trait represents a personality with high agreeableness. This means that on average, dressage and natural horsemanship practitioners probably have a personality with the same degree of agreeableness. Figure 9 shows no clear normal distribution for the natural horsemanship methods.

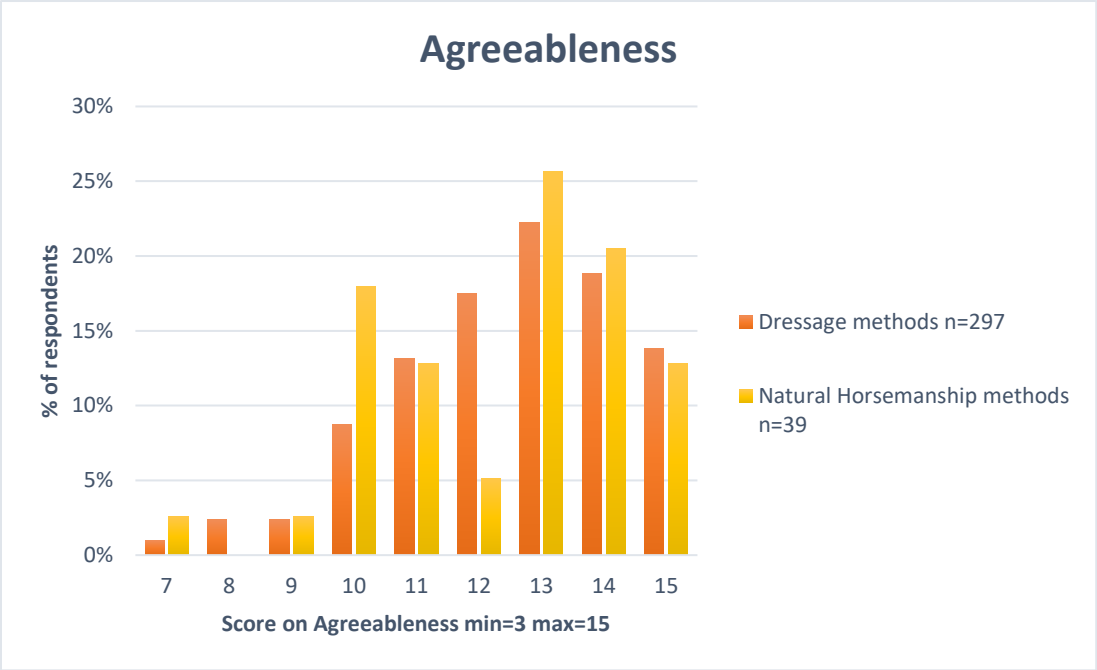

Figure 9. Mean score on 'Agreeableness' by dressage and natural horsemanship practitioners.

Neuroticism

There was no significant difference in the average score on the trait 'neuroticism' between dressage methods compared to natural horsemanship methods (respectively 11,79 versus 12,74; F=2,654; p=0,104). A high score on this trait represents a personality with high neuroticism. This means that on average, dressage and natural horsemanship practitioners probably have a personality with the same degree of neuroticism. Figure 10 shows no clear normal distribution for the natural horsemanship methods.

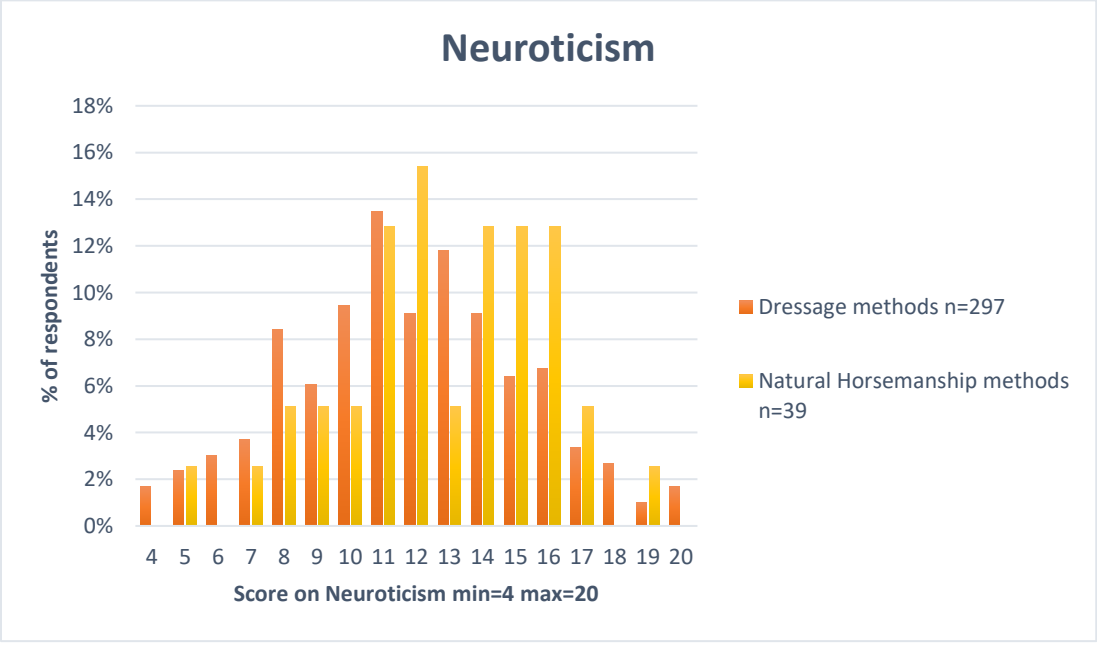

Figure 10. Mean score on 'Neuroticism' by dressage and natural horsemanship practitioners.

3.3 Information searching behaviour

This paragraph will present the results of the survey that are related to the second sub-question: How do practitioners of dressage and natural horsemanship methods search for information on training?

The following paragraph will describe the results of the survey on the subject of the information search behaviour. The results of the survey questions will be shown in one graph that displays the answers of all respondents, the difference between practitioners of dressage methods and practitioners of natural horsemanship methods. This paragraph will also include the preference of the practitioners' subject and source. The purpose of the following results is to draw a general image of the respondents and discover possible differences between dressage and natural horsemanship practitioners. Whether these differences also hold up in a statistical test should be tested in a more thorough research with a more representative sample size of both groups.

It can be seen in figure 11 that most respondents do value the results of scientific research. There seems to be a small difference between the practitioners of dressage methods and natural horsemanship methods: a higher percentage of natural horsemanship practitioners chooses 'agree' or 'totally agree'.

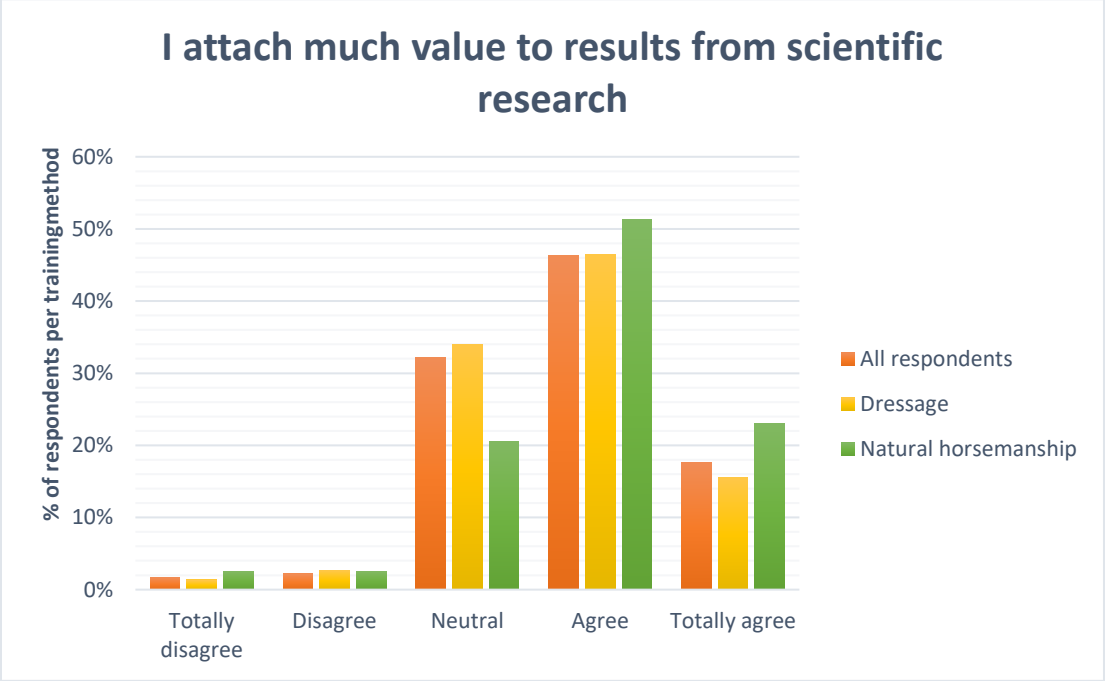

Figure 11. Overview of the attitude towards scientific results of the respondents and comparison between dressage and natural horsemanship method practitioners.

The fact that most respondents use their instructor most often as information source on training subjects can also be observed in figure 12: it was the chosen source of 39% of all respondents. Websites are chosen by 25% of all respondents, followed by social media with 8% of all respondents.

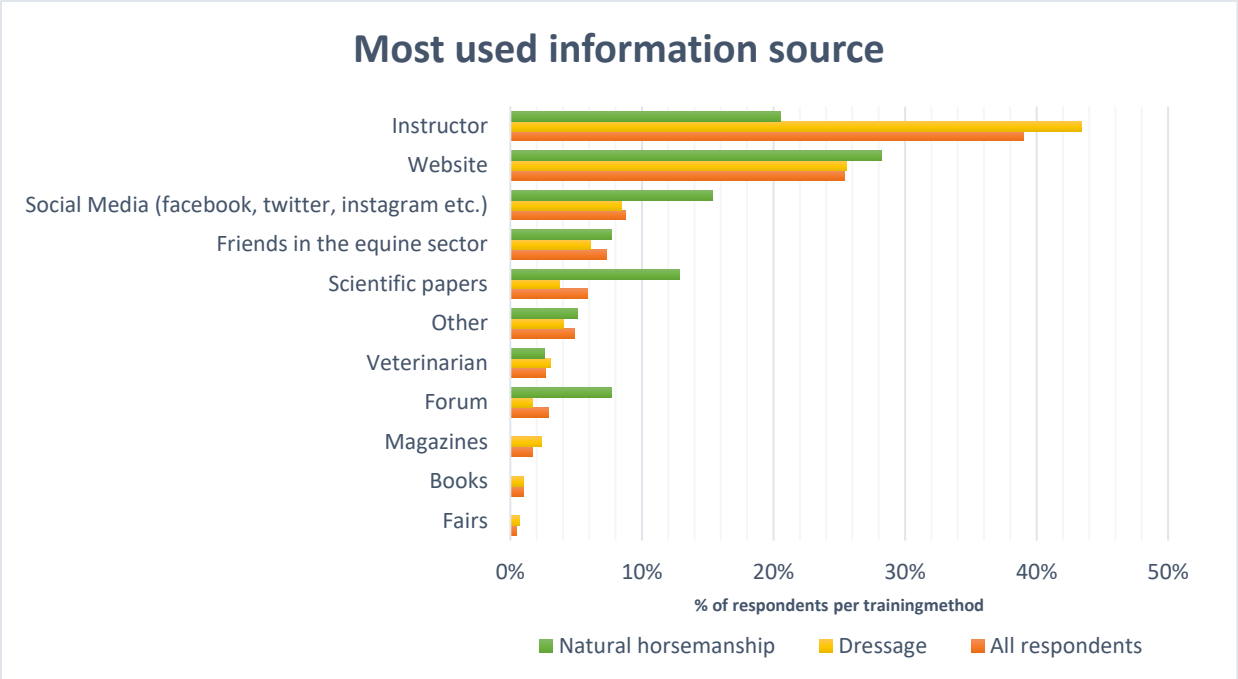

Figure 12. Most used information source on the subject of training by all respondents and dressage and natural horsemanship method practitioners.

The largest difference (displayed in figure 12) between practitioners of dressage methods and natural horsemanship methods was the choice for instructor: 43% of the dressage practitioners opted for the instructor against 21% of the natural horsemanship practitioners. Natural horsemanship practitioners chose social media, scientific papers and a forum more often than dressage practitioners by at least 6% difference.

The most preferred information source is displayed in figure 13. The instructor was chosen more often as preferred information source (67%) than most used source (39%). Scientific papers place second as preferred information source for 9% of all respondents. 72% of dressage practitioners and 44% of the natural horsemanship practitioners chose the instructor as most preferred source; thus resulting in a difference of 28%.

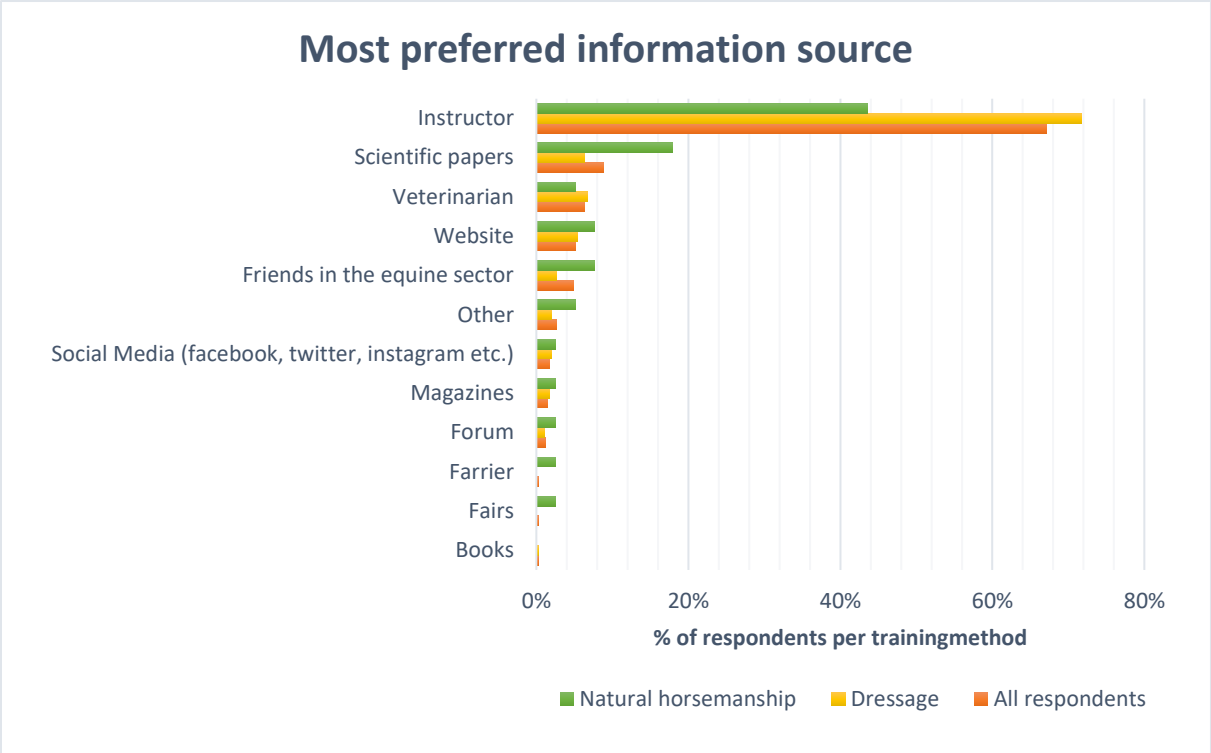

Figure 13. Most preferred information source on the subject of training by all respondents and dressage and natural horsemanship method practitioners.

Natural horsemanship practitioners chose with 18% for scientific papers, against 6% of dressage practitioners. Resulting in scientific papers being the second choice of natural horsemanship practitioners and the third choice of dressage practitioners, who place the veterinarian on the second place.

The display of the daily use of social media in figure 14 shows that Facebook was the most used platform. Instagram was second and Snapchat and Pinterest were used by the least respondents.

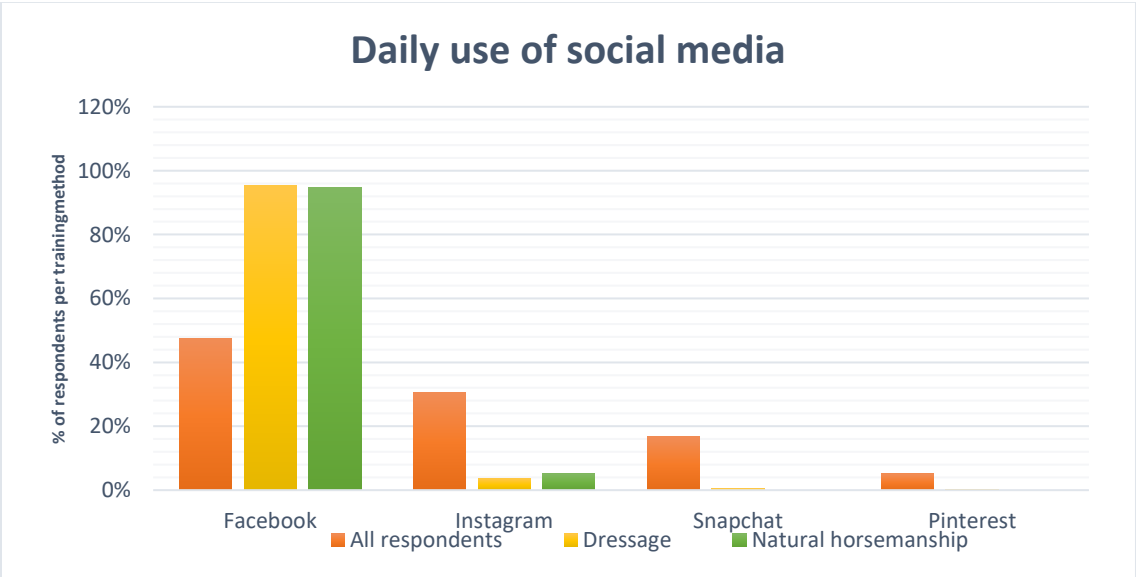

Figure 14. Daily use of social media by all respondents and dressage and natural horsemanship method practitioners.

Figure 14 shows no clear difference between the social media use of dressage or natural horsemanship method practitioners.

Horse related fora were never used by 12% of all respondents, which is displayed in figure 15. Out of the 410 respondents 41% uses fora less than once a day. This results in 194 (47%) respondents that use horse related fora daily.

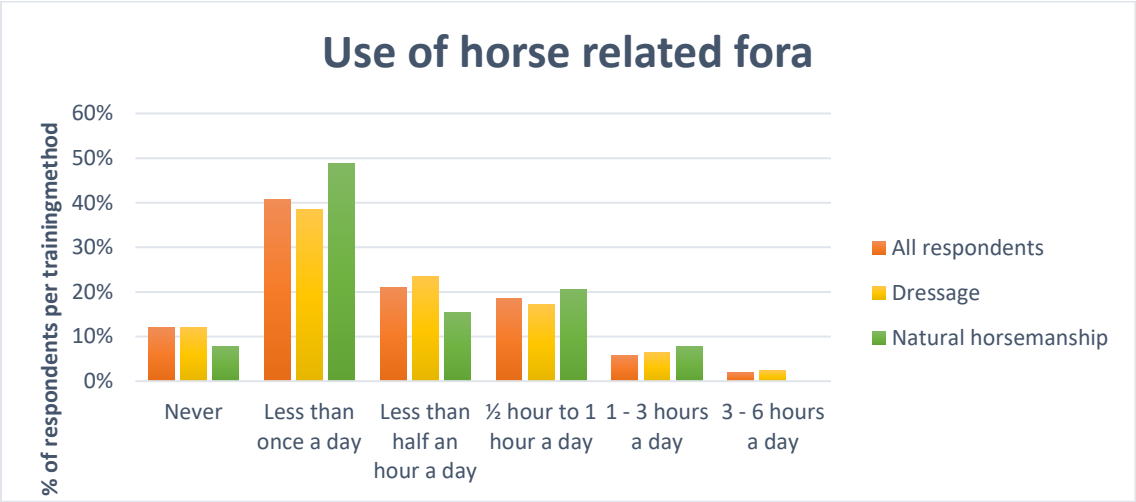

Figure 15. Use of horse related fora by all respondents and dressage and natural horsemanship method practitioners.

According to figure 15 there were no clear differences in the use of horse related fora between dressage and natural horsemanship method practitioners.

The importance of the 10 training principles according to the respondents is displayed in figure 16 with the mean score per principle. Since each respondent distributed 100 points over 10 principles the mean score would be 10 if the respondents considered each principle as equally important. Four of the principles scored above 11. These principles, that scored higher than 11, are in order of mean score from high to low: principle 1. Regard for horse and human safety, which is placed first with a mean score of 12,4. Principle 4. Regard for emotional states, principle 2. Regard for the nature of horses and principle 9. Correct use of signals or cues. The lowest mean score of 7,5 was principle 5. Correct use of desensitization methods.

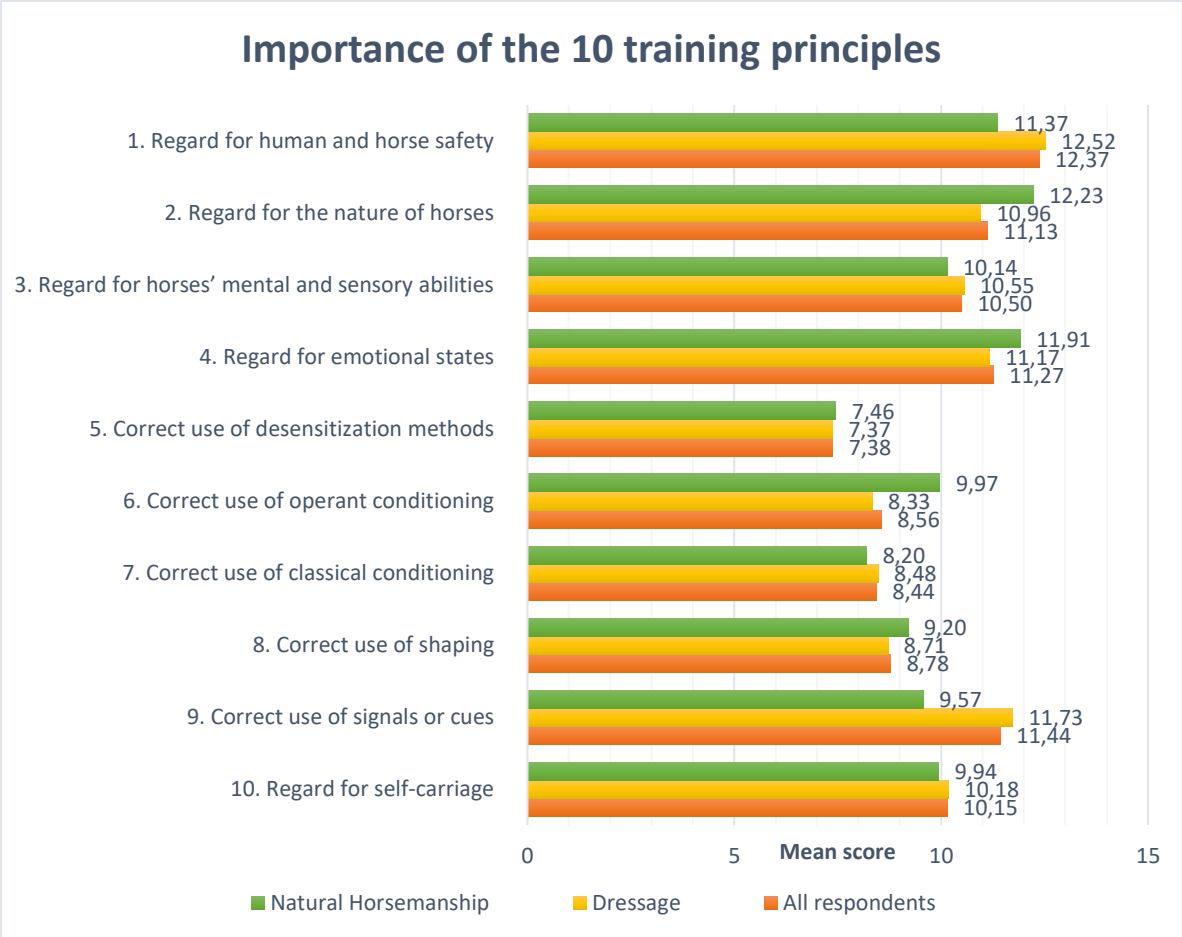

Figure 16. Importance of the 10 training principles according to all respondents and dressage and natural horsemanship method practitioners.

The mean scores appointed to the 10 principles by the respondents is displayed in figure 16. There seems to be a difference of interest or knowledge about the principles between dressage and natural horsemanship method practitioners in some of the principles. Dressage practitioners score the following principles higher: 1. Regard for horse and human safety, and 9. Correct use of signals and aids (difference of 2.1). Natural horsemanship practitioners appoint a higher score to: 2. Regard for horse and human safety, and 6. The correct use of operant conditioning.

3.4 Influence of the trainer on the reception of Equitation Science

This paragraph will discuss the most important results from the three interviews conducted with licensed instructors from dressage and two natural horsemanship methods (Monty Roberts' method, and the Freestyle system). Two main subjects were discussed in the interview: the instructor course and their source of information, and the communication of information to their own students.

Information sources in the instructor course

The only one that indicated to be actively informed about any changes in the instructor course or new insights was the licensed Monty Roberts instructor. The licensed dressage instructor pointed out that she does have to attend courses to maintain her license. The licensed Freestyle instructor has completed the Freestyle course just 3 years ago so there have not been

many updates yet. All information in the courses is based on the experience of the course instructors according to all three instructors. Only the Freestyle instructor is convinced most information in the course has a scientific fundament. The natural horsemanship instructors (Monty Roberts and Freestyle method) also got other sources of information in their course besides books and practical instructions. These were mostly guest lectures by, for example, veterinarians.

SWOT analysis of the instructor course

Table 6 will give an overview of the instructors courses of the three methods. The information is summarized into a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

Table 6. SWOT analysis per method according to the instructors.

	Dressage	**Freestyle system**	**Monty Roberts**
Strengths	The practical part of the course. You learn to adjust for every different rider. The level of the higher courses is very sufficient.	The scientific fundament of the course.	The level and the content.
Weaknesses	Maybe too much focus on animal welfare, while not every horse is the same.	The course is not structured enough.	The content is not as international as the instructors.
Opportunities	Ms. Schreuder who is working on the development on the course is very competent.	The cooperation with the KNHS and other professionals.	There are more subjects that could be added to the course.
Threats	The public opinion on the welfare of the horse and the power of social media on this subject.	The people that are attracted by the course might lower the level.	People get the feeling that the method is woolly.

Knowledge and application of training subjects

None of the instructors knew the first training principles at first. However, when introduced to them they all indicate to use them, and that they had learned the principles in the instructor course. They all thought the principles related to each other.

The most important subjects they teach their students are:
Dressage instructor: Fun, because positive energy gives the best results
Freestyle instructor: Insight in the students' own behaviour
Monty Roberts' instructor: Self posture (the influence of non-verbal communication on the horse), intention and timing

Information sources in the transfer from instructor to students

The source that the Monty Roberts' instructor uses for her lessons are mainly based on her own experience, what she learned in the course and common sense. She does not look for new information using her own initiative. The freestyle instructor indicated that he searches for new information out of curiosity and a drive to improve. The dressage instructor mainly bases her lessons on the level of the rider. She searches for new information on the internet and tries to find articles with scientific value.

Implementation of scientific information in training

The Monty Roberts instructor thinks that it is usually impossible to perform scientific studies into training methods. The freestyle instructor indicates that the best way to implement scientific information into practice is by opening a dialogue and asking why people use other techniques. He thinks that this way people are confronted with the lack of fundament to their methods and might adapt to a scientifically proved method. He thinks a lot of training is based on assumptions instead of facts. Scientific papers should be more accessible by making the language more comprehensible for other people according to the dressage instructor. A good way to implement the scientific information into dressage is by sharing the information in the mandatory follow-up courses.

4. Discussion

This research aimed on finding possible solutions to an inadequate communication of ES to practice within the Dutch equine community. An important element to attain possible solutions has been the analysis of the information search behaviour and personality of equine practitioners with the use of a survey. In this analysis a comparison was made between practitioners of a training method focused on behavioural (natural horsemanship) or physical (dressage) development. For a more thorough understanding of the current situation, the use of information sources by instructors has also been analysed through in-depth interviews with instructors.

The survey has mainly been distributed through Facebook. This might have influenced the type of respondents, and has definitely influenced the results of the most used social medium. The sample size was 410 and was thus large enough for a 95% confidence level (see chapter 2). However, while 297 of the respondents practiced a dressage-based method, only 39 practiced a natural horsemanship method. The small sample of natural horsemanship practitioners results in less reliable results because one individual disproportionally influences the mean result of the group. This makes it less likely that the sample represents the true group, resulting in a smaller chance of finding the correct answer, especially in statistical tests. Further research should be conducted, especially with a larger natural horsemanship group for more reliable results.

This research did not focus on making a comparison between equine practitioners and other people. This means that the mean result on the personality traits is not very reliable as an absolute indication of the personality traits of equine practitioners. Further research which also involves non-equine sports practitioners could be conducted to find out differences between equine sports practitioners and non-equine sports practitioners. A more extensive research with a complete Big-5 personality test could also give more insight in the different personality traits of the equine practitioners.

An in-depth interview has only been conducted with three instructors of different training methods. In further research the number of interviews should be higher for a more thorough and reliable understanding of the instructor courses of the training methods. Instructors of different levels and more recent experience with the instructor course would be able to give better insight in the current situation.

4.1 Differences in personality traits of dressage and natural horsemanship practitioners

Practitioners of dressage methods had a significant lower score on openness than natural horsemanship practitioners. This means it will be possible to target a different group of practitioners with the use of persuasion methods focused on high or low scores on openness. As was previously mentioned in the introduction, a low score in openness corresponds with a preference for judging according to conventional terms. As a long existing traditional Olympic sport dressage is a more conventional widespread training method than natural horsemanship. This could explain the lower score on openness by dressage practitioners.

A significant difference between dressage and natural horsemanship practitioners was also present in the personality trait extraversion. Dressage practitioners had a higher score than natural horsemanship practitioners. A higher score in extraversion has been noticed in

competitive riders by Wolframm et al. (2015). The more competitive character of dressage could explain the higher score of dressage practitioners on this personality trait. Since a high score on extraversion corresponds with enjoying being the centre of attention extraverted people would be more easily drawn to dressage.

A comparison in the other three personality traits did not have a significant result. However, conscientiousness in particular, was close to a significant difference between the two groups of practitioners. As aforementioned, a more thorough research with more respondents might find a (different) more reliable result.

4.2 Information searching behaviour of dressage and natural horsemanship practitioners

The results showed that natural horsemanship practitioners likely attach more value to scientific research than dressage practitioners. The higher score on openness could explain the more positive attitude towards (new) scientific results. As mentioned in the introduction that Thompson and Haigh (2018) discovered that people are likely to have the same feelings towards science in general and ES. This means that the more negative attitude towards science should be considered in the communication towards dressage riders.

The most used source by almost 50% of the respondents on the subject of training is the instructor. An even higher amount (67%) *prefers* the instructor as information source. Websites and social media are also often used but are not a highly preferred source. This means that the most effective communication will likely be trough instructors. Social media and websites should also be considered as media to share information, since they are used by many people and they are low in cost and effort. This corresponds with the findings of Lofgren, Voigt and Brady (2016), who found that 32% of show and competition riders preferred information about the care and treatment of their horse to go through social media groups. This was also shown in figure 2 of the introduction.

The instructor came out to be an even more important medium for dressage practitioners since 72% of them prefers the instructor as information source, while only 44% of the natural horsemanship practitioners prefers the instructor. This is also in line with the natural horsemanship practitioners higher score on the personality trait openness. Scientific papers are a far more important source for the natural horsemanship practitioners (18%) than for dressage practitioners (6%). This can partially be explained by the more positive attitude of the natural horsemanship practitioners towards scientific research. This means that especially for dressage methods the instructor is the most effective medium. While also other media should be used for natural horsemanship methods for a sufficient effect. The two groups did not show a difference in their use of social media. However, it is important to notice that 50% of the respondents uses horse related fora daily. These fora could thus also be important media for information distribution towards practitioners.

The possible subjects for information distribution were tested according to the 10 training principles (ISES, 2018). Respondents mentioned in the comments that they did not understand the question. A large part of the respondents' answers did not add up to 100, and were disregarded in this analysis. The difficulty of answering the questions could also have resulted in a skewed answer towards principles that were better understood. However, in the respondents' opinion the regard for horse and human safety was most important. Less important principles according to the respondents were: correct use of desensitization

methods, correct use of operant conditioning, correct use of classical conditioning, and correct use of shaping. Although this might have been caused by a misunderstanding of the terms, it could indicate a preference in subject. In further research the statements should be rephrased to easier language, or the question should be rephrased as an open question. This way respondents can more easily give their own input.

A difference between dressage and natural horsemanship practitioners is also apparent in their preference for a subject. The 10 training principles by ISES (2018) have been used to test possible subjects of information distribution. Dressage practitioners awarded a larger importance to: 1. Regard for horse and human safety, and 9. Correct use of signals and aids. The following principles are more important according to natural horsemanship practitioners than according to dressage practitioners: 2. Regard for the nature of horses, and 6. The correct use of operant conditioning. The low scoring on some subjects might indicate that these subjects are the least of interest to the practitioners, but it might also indicate the absence of knowledge on this subject. The opposite is true for high scoring subjects: practitioners are interested in these subjects but might already have a lot of knowledge about them. This means some subjects can be used to draw attention and interest, and other subjects are more important for educating because of the lack of knowledge among practitioners. Table 7 shows which subjects can be used to draw attention, and which subjects need more attention in education. The difference in approach between the two training methods is also included.

Table 7. Interest in training subjects by dressage and natural horsemanship methods

Draws attention	Needs more education	Training method
Regard for horse and human safety		Especially Dressage
Correct use of signals and aids		Dressage only
Regard for the nature of horses		Especially Natural horsemanship
	Correct use of desensitization methods	Both
	Correct use of operant conditioning	Dressage only
	Correct use of classical conditioning	Both
	Correct use of shaping	Both

4.3 The influence of the trainer in the reception of Equitation Science

As was previously discussed, the most used and preferred information source of the respondents was the instructor. This means that their influence can be of great value to the reception of ES. It is important to consider the personal experience of instructors as a major

factor that influences the reception of ES, since the instructors placed high value in the fact that most information they received in their education came from the personal experience of their instructors. However, one of the natural horsemanship instructors mentioned that what he had learned was based on scientific evidence. This is in accordance with the result that natural horsemanship practitioners had a more positive attitude towards science in general, and they had a higher score on the personality trait openness. This indicates that this group is more open to new scientific information than dressage practitioners.

The instructors indicated that they teach their students based on information from the course and their own experience. This means that an implementation of scientific information (or sources) into the instructor courses will also have a large effect on the practitioners. The instructors suggested possible opportunities for the instructor course of their methods. These can be used as possible points for the implementation of scientific information. The KNHS has been reorganizing their course which offers a chance to add new information and subjects to the course curriculum. Another entry point in the KNHS courses are the mandatory follow-up courses. These would also be more accommodating to educate instructors on more recent information. The fact that the freestyle system has a preference for scientifically based information and that they are cooperating with the KNHS means that implementation of information into the KNHS system will also effectively influence the freestyle system.

These results will help influence the reception of ES. An improved reception will positively affect animal welfare. The enhanced clarity of training methods and their influence on animal welfare will have a positive effect on the public opinion (Endenburg, 1999). The knowledge of where, how and who to approach with scientific information will help the field of ES in their objective to enhance horse welfare based on scientific evidence (ISES, 2019). Different training methods and instructor licensing organizations can use this information to reach practitioners and positively influence their reception of the information that is being distributed.

5. Conclusion

This research focussed on finding possible solutions to an inadequate communication of Equitation Science (ES) to practice within the Dutch equine community. The study was limited to equine practitioners that work according to methods based on either dressage or natural horsemanship, because they respectively cover physical and behavioural focused training methods and have clear overhead licensing organizations.

The objective to propose possible solutions for a better reception of ES by practitioners was achieved by understanding which factors influence the reception the most. The result of this research, focused on the reception of ES, is an advice for scientists, training methods and instructor licensing organizations on how to improve communication to equine practitioners. This understanding has been achieved by conducting an analysis of the personality traits, information searching behaviour and the influence of the trainer. This chapter consists of the conclusions and recommendations. The last paragraph contains a prioritised list of recommendations (focused on animal welfare and method effectiveness).

5.1 Conclusions

The conclusions will be discussed per sub-question and conclude with the main research question.

What is the personality of practitioners employing dressage and natural horsemanship methods? The personality of the respondents was tested on the Big-5 personality traits: openness, extraversion, agreeableness, conscientiousness and neuroticism. Practitioners of dressage and natural horsemanship methods show a difference in personality in regard to two of the Big-5 personality traits, namely openness and extraversion. Natural horsemanship practitioners scored higher on openness compared to dressage practitioners. Dressage practitioners scored higher on extraversion compared to natural horsemanship practitioners.

How do practitioners of dressage and natural horsemanship methods search for information on training? Dressage practitioners tend to attach less value to scientific information. Websites, social media and fora are often used by both dressage and natural horsemanship practitioners. These media are especially useful for natural horsemanship practitioners, because they had a smaller preference, as compared to the dressage practitioner, for the instructor as information source (respectively 44% compared to 72% prefers the instructor as information source). Different subjects concerning the 10 training principles are of interest to dressage or natural horsemanship practitioners. This was displayed in table 7.

How does the trainer influence the reception of ES by practitioners of dressage and natural horsemanship methods? The trainers that participated in this research all indicated that the personal experience of their own instructor was highly valued. Although scientific information was also valued by two of the instructors, it is important to consider the personal experience of the instructors as preferred information over scientific results.

To what degree do specific factors influence the reception of ES practitioners of dressage and natural horsemanship methods? Since natural horsemanship methods had a higher score on the personality trait ‘openness’, it can be concluded that the messages focused on creativity and intellectual stimulation will result in a positive reception of the message. The tendency of dressage riders to attach less value to scientific information compared to natural horsemanship

practitioners is also in line with this personality trait. Since the instructor is the most preferred information source on the subject of training for dressage practitioners, the most positive reception of information will be through the instructor. This means it can be concluded that ES should be implemented into the knowledge of (especially dressage) instructors for an improved reception of the information. Dressage practitioners are more extraverted which means that they will respond well to messages focused on excitement and social rewards. Websites, social media and fora are often used by both dressage and natural horsemanship practitioners. But these sources are less trusted and will thus have a less positive reception. However, it should be noted that the instructor can unintentionally influence the reception of ES negatively, because personal experience of the instructors was preferred as information source over scientific results.

5.2 Recommendations

The recommendations aim to improve the reception of ES which, in this way, will increase wellbeing, training effectiveness, transparency, and justification of the equine sports towards society. The recommendations will be discussed per sub-question.

The personality of practitioners employing dressage and natural horsemanship methods.

It was previously mentioned in the introduction that Hirsh, Kang & V. Bodenhausen (2012) discovered that different types of personalities reacted positively towards different approaches: extraverted people reacted positively on ‘excitement’ and ‘social rewards’(…) and intellectual/open people on ‘creativity and intellectual stimulation’. These points are all part of Cialdini’s weapons of persuasion: reciprocation, commitment and consistency, social proof, liking, authority and scarcity (Cialdini, 2007). Natural horsemanship practitioners should be approached with messages based on creativity and intellectual stimulation because they had a higher score on the personality trait ‘openness’. Dressage practitioners should be approached with messages based on excitement and social rewards because they had a higher score on the personality trait ‘extraversion’.

The information searching behaviour of dressage and natural horsemanship practitioners

Dressage practitioners should mainly be approached through the instructor because instructors formed their most preferred source of information. This way their less positive perception of scientific information can be more positively influenced. The fact that natural horsemanship practitioners attach more value to the results of scientific research in combination with their less prominent preference for the instructor as information source, makes it possible to approach them more directly with scientific information.

Websites, social media and fora are often used by both dressage and natural horsemanship practitioners, and should thus, because of the low costs, easy use and great reach, be considered as important channels for knowledge distribution. Since these sources are less trusted by practitioners the matching persuasion tactics have to be used for a better reception. Websites, social media and fora offer thus a good way to distribute information. However, the less positive reception through these media should be considered in the communication to practitioners. Because some subjects are more likely to draw attention than others, depending also on training method, popular subjects can best be combined in online messages so that practitioners are also educated in subjects that they consider less interesting. (see table 7).

The influence of the trainer on the reception of Equitation Science

It can be concluded that the instructor can unintentionally influence the reception of ES negatively, because the instructors in this research attached most value to the experience of their own instructors, and less to scientific results. Therefore, it is important to combine these two sources in the education of instructors and practitioners. The field of ES and instructor licensing organizations need to establish a dialogue to find common grounds and solutions to disagreements. Since natural horsemanship practitioners are more likely to have a positive attitude towards scientific results, this dialogue is especially important for dressage methods. However, the implementation of ES in the education system of the KNHS (Dutch instructor licensing organization), will likely also result in the implementation into the Freestyle system (a natural horsemanship method) because of their cooperation. Another possible entry point for the influence of instructors is the mandatory follow-up course. It is thus important to establish a dialogue to combine personal experiences (of instructors) with scientific results and to implement scientific information in instructor- and in follow-up courses.

In short: this research has tested three factors of influence on the reception of ES by practitioners of dressage and natural horsemanship methods. Table 8 will give a clear overview of recommendations based on these factors. The degree of influence is presented in ascending order (i.e. the first point is the most influential on the long term).

Table 8. Prioritized recommendations

Recommendation	Degree of influence	Short/long term influence
1. Establish a dialogue to combine personal experiences (of instructors) with scientific results	Very large	Long term
2. Implement scientific information in instructor- and in follow-up courses	Very large	Long term
3. Approach dressage practitioners mainly through the instructor because of the more positive reception of the information	Large	Long term
4. Subjects that draw attention and subjects that need more education can best be combined in online messages, so practitioners are also educated in subjects that they consider less interesting (see table 7)	Medium	Medium term
5. Approach natural horsemanship practitioners with messages based on creativity and intellectual stimulation	Small	Long term
6. Approach dressage practitioners with messages based on excitement and social rewards	Small	Long term
7. Natural horsemanship practitioners have a more positive attitude towards scientific information and can thus be approached more directly with scientific information	Small	Long term
8. Websites, social media and fora have a large reach and low costs, but consider the less positive reception through these media in the communication to practitioners	Small	Short term

These recommendations will help to influence the reception of ES. An improved reception will positively influence animal welfare. The enhanced clarity of training methods and their influence on animal welfare will in turn have a positive effect on the public opinion (Endenburg, 1999).

The knowledge of where, how and who to approach with scientific information will help the field of ES in their objective to enhance horse welfare based on scientific evidence (ISES, 2019). Different training methods and instructor licensing organizations can use this information to reach practitioners and positively influence their reception of the information that is being distributed.

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Appendix 1. First Training Principles

Figure 17. The First Training Principles (ISES 2018)

Appendix 2. Survey Questions English

This survey is part of a research focused on how equine practitioners find information. The survey starts with a couple of generic questions, followed by question about information searching behaviour, followed by questions about the current knowledge of the respondents and concludes with questions to generate a clearer image of the respondents. The survey is anonymous, and the information is treated carefully.

1. What is your age? (scale)
2. What is your gender? (nominal)

Female
Male
Different

3. In which way are you involved in the equine sector? (nominal)

I'm not a rider or driver but am indirectly involved with the sector (E.g. through an acquaintance or family)
I'm not a rider or driver, but am directly involved with horses or the sector on a weekly basis (I have contact with horses or horse related organizations)
I'm not a rider or driver, but am directly involved with horses or the sector on a(n almost) daily basis (I have contact with horses or horse related organizations)
I ride/drive less than once a week
I ride/drive at least once a week
I ride/drive (almost) every day

4. Do you own a horse?

Yes, 1
Yes, 2
Yes, more than 2
I ride or take care of someone else's horse on a regular basis
No

5. Are you a licensed instructor in one of the following methods or disciplines?? (nominal, 1 answer)

Yes, dressage (or all-round course of the KNHS)
Yes, Monty Roberts' method
Yes, Emiel Voest's Freestyle system
Yes, a different discipline or method
No

6. Which method do you practice most? (nominal, 1 answer)

Dressage
Freestyle system (Emiel Voest)
Monty Roberts' method
Pat Parelli
Icelandic Horses

Show jumping
Eventing
Western
Natural Horsemanship
Other:

7. What kind of rider or driver are you mainly? (nominal, 1 answer)

Competition
Leisure
Professional
Riding school
I don’t ride or drive

8. I attach much value to results from scientific research 1= totally disagree, 2= disagree, 3= neutral, 4= agree, 5= totally agree

9. Where do you look for information on the training of the horse most often? (nominal, 1 answer)

Magazines
Website
Forum
Social Media (Facebook, twitter, Instagram etc.)
Instructor
Veterinarian
Farrier
TV
Friends in the equine sector
Fairs
Scientific papers
Other

10. Of which source would you prefer to follow the advice? (nominal, 1 answer)

Magazines
Website
Forum
Social Media (Facebook, twitter, Instagram etc.)
Instructor
Veterinarian
Farrier
TV
Friends in the equine sector
Fairs
Scientific papers
Other

11. Which social media platforms do you use on a daily basis? (nominal, multiple answers possible)

Facebook
Instagram

Snapchat
Pinterest
Other

12. How often do you usually use horse related fora? (not necessarily in relation to training) (ordinal)

Never
Less than once a day
Less than half an hour a day
½ hour to 1 hour a day
1 - 3 hours a day
3 - 6 hours a day
More than 6 hours a day

13. It is important to have regard for the following 10 training principles during the training of the horse. Divide 100 points to indicate the importance of the following points to your opinion. You have 100 points in total. More important aspects get more points.

1. Regard for human and horse safety
2. Regard for the nature of horses
3. Regard for horses' mental and sensory abilities
4. Regard for emotional states
5. Correct use of desensitization methods
6. Correct use of operant conditioning
7. Correct use of classical conditioning
8. Correct use of shaping
9. Correct use of signals or cues
10. Regard for self-carriage

Indicate to what degree you identify with the following statements: on a scale of 1 to 5, 1= Totally disagree, 5= Totally agree

14. 'I enjoy trying out new things'
15. 'I'm creative'

16. 'The opinion of others is important to me.'
17. 'I prefer to do things I already know.'

18. 'I enjoy being the centre of attention'
19. 'I feel energetic with people around me'

20. 'I have difficulties starting a conversation with someone.'
21. 'I enjoy being on my own.'

22. 'I take the time to prepare for things, for example a presentation or a trip.'

23. 'I prefer to get important things done immediately.'

24. ‘I often procrastinate.’
25. ‘I don’t like being tied to a schedule.’

26. ‘I’m easily affected by the mood of someone else’
27. ‘I enjoy helping others.’

28. ‘It’s not important to me to empathise with others’
29. ‘It’s OK to disappoint someone when it benefits me.’

30. ‘I get easily stressed.’
31. ‘I often worry about things.’

32. ‘I’m almost never sombre.’
33. ‘I can handle stress well.’

You can submit your email address here if you want a chance to win the Epplejeck gift voucher of €20,-

Appendix 3. Survey Questions Dutch

Deze enquête is onderdeel van een onderzoek naar de manier waarop mensen in de paardensector informatie zoeken. De enquête begint met een aantal algemene vragen, vervolgt met vragen over het zoeken van informatie, hierna worden vragen gesteld om de huidige kennis te bepalen, en de enquête sluit af met een aantal vragen waarmee een beter beeld kan worden geschetst van de respondenten. De enquête is volledig anoniem en er wordt vertrouwelijk met de informatie omgegaan. Heel erg bedankt voor uw medewerking!

1. Wat is uw leeftijd? (scale)
2. Wat is uw geslacht? (nominal, 1 answer)

Vrouw
Man
Anders

3. In welke mate bent u betrokken in de paardensector? (nominal, 1 answer)

Ik rijd of men niet, maar heb indirect met de sector te maken (door bv. een bekende of familie)
Ik rijd of men niet, maar heb minstens wekelijks direct met paarden of de sector te maken (ik heb zelf omgang met paarden of paard gerelateerde organisaties)
Ik rijd of men niet, maar heb (bijna) dagelijks direct met paarden of de sector te maken (ik heb zelf omgang met paarden of paard gerelateerde organisaties)
Ik rijd of men minder dan een keer per week
Ik rijd of men minstens een keer per week
Ik rijd of men (bijna) dagelijks

4. Heeft u een eigen paard? (nominal1 answer,)

Ja, 1
Ja, 2
Ja, meer dan 2
Ik heb een verzorg/lease/bijrijdpaard
Nee

5. Bent u een gediplomeerd instructeur in een van onderstaande trainingsmethodes of disciplines? (nominal, 1 answer)

Ja, dressuur (of allround opleiding van de KNHS)
Ja, Monty Roberts' methode
Ja, het Freestyle systeem van Emiel Voest
Ja, een andere discipline of methode
Nee

6. Met welke methode of discipline heeft u in de praktijk het meeste te maken: (nominal, 1 answer)

Dressuur
Freestyle systeem (Emiel Voest)
Monty Roberts' methode
Pat Parelli
IJslandse paarden
Springen
Eventing

Western
Natural Horsemanship
Anders namelijk:

7. Wat voor type ruiter of menner bent u vooral? (nominal, 1 answer)

Wedstrijd
Recreatie
Professioneel
Manege ruiter of menner
Ik rijd en men niet

8. Ik hecht veel waarde aan resultaten uit wetenschappelijk onderzoek 1= totaal niet mee eens, 2= niet mee eens, 3= neutraal, 4= mee eens, 5= heel erg mee eens (scale)

9. Waar zoekt u het vaakst informatie over het trainen een paard? (nominal, 1 answer)

Magazines
Website
Forum
Social Media (facebook, twitter, instagram enz.)
Instructeur
Dierenarts
Hoefsmid
TV
Paardenvrienden/ kennissen
Beurzen
Wetenschappelijke artikelen
Anders

10. Uit welke optie volgt u het liefste advies op met betrekking tot het trainen een paard? (nominal, 1 answer)

Magazines
Website
Forum
Social Media (facebook, twitter, instagram enz.)
Instructeur
Dierenarts
Hoefsmid
TV
Paardenvrienden/ kennissen
Beurzen
Wetenschappelijke artikelen
Anders

11. Welke social media gebruikt u dagelijks? (nominal, multiple answers possible)

Facebook
Instagram
Snapchat
Pinterest
Anders

12. Hoeveel gebruikt u paard gerelateerde forums gemiddeld? (niet perse in relatie tot training) (ordinal)

Nooit
Minder dan 1 keer per dag
Minder dan een half uur per dag
Een half uur tot een uur per dag
1 tot 3 uur per dag
3 tot 6 uur per dag
Meer dan 6 uur per dag

13. Bij de training van paarden is het belangrijk om de onderstaande 10 principes steeds goed in de gaten te houden. Geef met punten aan hoe belangrijk u een bepaald principe vindt voor het trainen, rijden, en mennen met paarden. In totaal heeft u 100 punten te verdelen. Hoe meer punten voor een principe, hoe belangrijker u dat vindt.

1. Aandacht voor de veiligheid van mens en paard
2. Aandacht voor de aard van het paard
3. Rekening houden met de mentale en zintuiglijke vermogens van paarden
4. Rekening houden met de emotionele staat van het paard
5. Het juiste gebruik van desensitisatie technieken
6. Het juiste gebruik van operante conditionering (nieuw gedrag aanleren door selectie van het juiste gedrag)
7. Het juiste gebruik van klassieke conditionering (bestaand (natuurlijk) gedrag aanleren op een (nieuwe) hulp)
8. Goed gedrag om de juiste manier verbeteren (‘shaping’)
9. Het juiste gebruik van hulpen en signalen
10. Aandacht voor het zelfdragende vermogen van het paard

Geef aan in hoeverre je jezelf herkent in de volgende stellingen: Op een schaal van 1 tot 5, 1= totaal niet mee eens, 2= niet mee eens, 3= neutraal, 4= mee eens, 5= heel erg mee eens (scale)

14. 'Ik vind het leuk om nieuwe dingen te proberen.'
15. 'Ik ben creatief ingesteld.'

16. 'Ik vind de mening van anderen belangrijk.’
17. 'Ik doe het liefste iets wat ik kan of ken.'

18. 'Ik vind het leuk om in de schijnwerpers te staan.’
19. ‘Ik krijg er energie van om mensen om mij heen te hebben.’

20. ‘Ik heb soms moeite om een gesprek met iemand te beginnen.’
21. ‘Ik vind het prettig om alleen te zijn.’

22. ‘Ik neem de tijd om dingen, zoals een presentatie of een reis, voor te bereiden.’
23. 'Belangrijke dingen doe ik graag direct.'

24. ‘Ik stel vaak dingen uit.’
25. ‘Ik houd er niet van als ik aan een planning vast zit.’

26. ‘Ik neem snel de stemming van iemand over.’
27. ‘Ik vind het leuk om anderen te helpen.’

28. ‘Ik vind het niet belangrijk om me in anderen te verplaatsen’
29. ‘Het is niet erg om iemand teleur te stellen als ik er beter van word’

30. ‘Ik ben snel gestrest.’
31. ‘Ik maak mij vaak zorgen.’

32. ‘Ik voel me bijna nooit somber.’
33. ‘Ik kan goed tegen stress.’

Je kunt hier je emailadres invullen als je kans wilt maken op de cadeaubon van Epplejeck van €20,-

Appendix 4. Topic list interview instructors

1. Generic information.

2. Information about the instructors' own experience.

3. Sources of information that are used in the course.

    - The involvement of scientific information
    - Kind of sources: training, books, website etc.

4. Opinion about the course.

    - Threats, opportunities, weaknesses and strengths
    - Possible solutions

5. Knowledge and application of the first training principles.

6. Communication to their customers.

    - The involvement of scientific information
    - Kind of sources: training, books, website etc.

7. Sources of information that the instructor currently uses.

8. Opinion about the use, implementation and communication of scientific information in training.

Appendix 5. Survey Results

Factor analysis

Table 9. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,715
Bartlett's Test of Sphericity	Approx. Chi-Square	1613,325
	df	190
	Sig.	,000

Generic Information

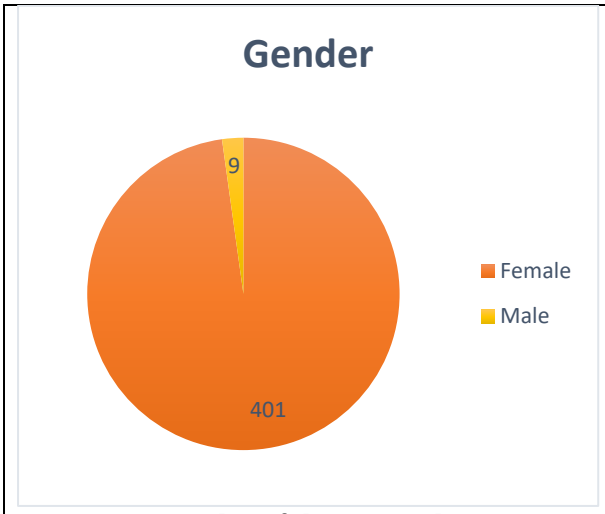

Figure 18. Gender of the respondents

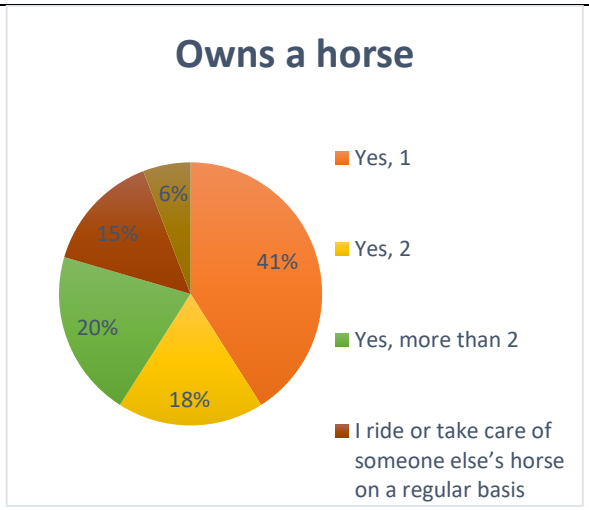

Figure 19. Horse ownership of the respondents

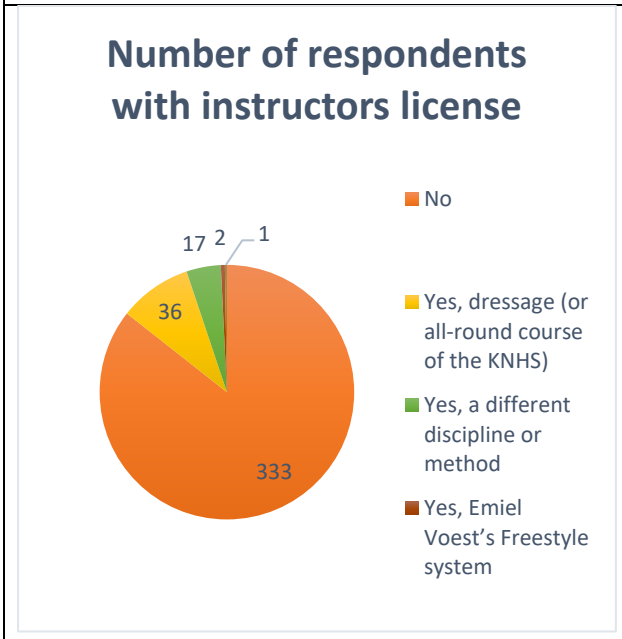

Figure 20. Number of respondents with instructors license

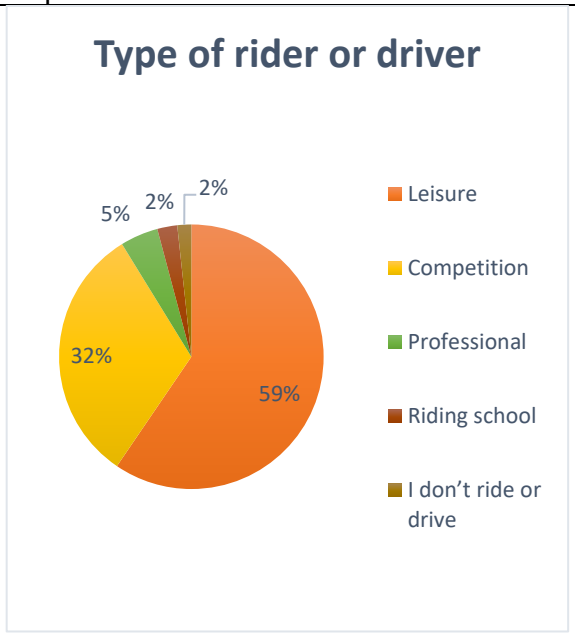

Figure 21. Type of rider or driver

Pattern matrix

Table 10. Pattern Matrix[a]

	Component				
	1	2	3	4	5
14. I enjoy trying out new things	-,008	,034	-,086	**-,779**	-,031
15. I´m creative	,071	,007	-,077	**-,739**	-,056
16. The opinion of others is important to me.	,225	-,116	**,500**	,150	,129
17. I prefer to do things I already know.	,163	-,071	,273	**-,493**	,374
18. I enjoy being the centre of attention.	,100	,033	**-,661**	-,065	-,173
19. I feel energetic with people around me.	,087	-,067	**-,797**	,069	,262
20. I have difficulties starting a conversation with someone.	**,418**	,029	-,007	,122	**,418**
21. I enjoy being on my own.	,341	-,222	**-,430**	,147	,359
22. I take the time to prepare for things, for example a presentation or a trip.	-,197	**,676**	-,048	-,045	,025
23. I prefer to get important things done immediately.	,068	**,702**	,033	-,189	,052
24. I often procrastinate.	,375	**,669**	,178	,001	,068
25. I don’t like being tied to a schedule.	,041	**,540**	-,119	,283	,019
26. I’m easily affected by the mood of someone else	**-,590**	-,010	-,103	-,056	-,090
27. I enjoy helping others.	-,055	,140	-,312	-,282	**,466**
28. It’s not important to me to empathise with others.	-,074	-,009	,033	-,065	**,649**
29. It’s OK to disappoint someone when it benefits me	-,099	,127	,036	,118	**,649**
30. I get easily stressed.	**-,825**	-,019	,007	,087	,082
31. I often worry about things.	**-,807**	,036	-,110	,046	,045
32. I’m almost never sombre.	**-,585**	-,031	,165	-,009	,101
33. I can handle stress well.	**-,731**	-,064	,092	,105	,069

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
a. Rotation converged in 9 iterations.

Repeated pattern matrix

Table 11. Repeated Pattern Matrix[a]

	Component				
	1	2	3	4	5
14. I enjoy trying out new things	-,042	,037	,059	,785	-,063
15. I´m creative	,031	,014	,065	,752	-,103
17. I prefer to do things I already know.	,178	-,065	-,204	,491	,346
18. I enjoy being the centre of attention.	,010	,069	,687	,106	-,283
19. I feel energetic with people around me.	,015	-,025	,850	-,027	,118
21. I enjoy being on my own.	,314	-,193	,496	-,131	,273
22. I take the time to prepare for things, for example a presentation or a trip.	-,206	,674	,022	,050	,023
23. I prefer to get important things done immediately.	,048	,713	-,006	,196	,026
24. I often procrastinate.	,349	,678	-,146	,011	,033
25. I don’t like being tied to a schedule.	,028	,537	,083	-,281	,028
27. I enjoy helping others.	-,068	,162	,376	,290	,402
28. It’s not important to me to empathise with others.	-,025	-,023	-,006	,029	,711
29. It’s OK to disappoint someone when it benefits me	-,045	,114	-,007	-,152	,711
30. I get easily stressed.	-,848	-,014	,020	-,036	,010
31. I often worry about things.	-,846	,050	,145	,011	-,048
32. I’m almost never sombre.	-,580	-,040	-,165	,027	,095
33. I can handle stress well.	-,756	-,064	-,067	-,063	,028

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Openness

Table 12. Test of Homogeneity of Variances Openness

Openness			
Levene Statistic	df1	df2	Sig.
1,423	1	334	,234

Table 13. ANOVA Openness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	42,579	1	42,579	14,260	,000
Within Groups	997,275	334	2,986		
Total	1039,854	335			

Table 14. Descriptives Openness

Openness					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Dressage	297	11,02	1,762	,102	10,82	11,22	6	15
Natural Horsemanship	39	12,13	1,436	,230	11,66	12,59	10	15
Total	336	11,15	1,762	,096	10,96	11,33	6	15

Extraversion

Table 15. Test of Homogeneity of Variances Extraversion

Extraversion			
Levene Statistic	df1	df2	Sig.
,254	1	334	,615

Table 16. ANOVA Extraversion

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	42,065	1	42,065	7,754	,006
Within Groups	1811,861	334	5,425		
Total	1853,926	335			

Table 17. Descriptives Extraversion

Extraversion							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	Minimum	Maximum

					Lower Bound	Upper Bound		
Dressage methods	297	8,31	2,314	,134	8,05	8,57	3	14
Natural Horsemanship methods	39	7,21	2,441	,391	6,41	8,00	3	13
Total	336	8,18	2,352	,128	7,93	8,43	3	14

Conscientiousness

Table 18. Test of Homogeneity of Variances conscientiousness

Conscientiousness			
Levene Statistic	df1	df2	Sig.
1,518	1	334	,219

Table 19. ANOVA Conscientiousness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24,231	1	24,231	2,849	,092
Within Groups	2840,242	334	8,504		
Total	2864,473	335			

Table 20. Descriptives conscientiousness

Conscientiousness								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Dressage methods	297	13,84	2,876	,167	13,51	14,17	5	20
Natural Horsemanship methods	39	13,00	3,212	,514	11,96	14,04	6	20
Total	336	13,74	2,924	,160	13,43	14,05	5	20

Agreeableness

Table 21. Test of Homogeneity of Variances agreeableness

Agreeableness			
Levene Statistic	df1	df2	Sig.
1,169	1	334	,280

Table 22. ANOVA Agreeableness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,606	1	,606	,179	,672
Within Groups	1129,203	334	3,381		
Total	1129,810	335			

Table 23. Descriptives agreeableness

Agreeableness

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Dressage methods	297	12,49	1,820	,106	12,28	12,70	7	15
Natural Horsemanship methods	39	12,36	1,980	,317	11,72	13,00	7	15
Total	336	12,48	1,836	,100	12,28	12,67	7	15

Neuroticism

Table 24. Test of Homogeneity of Variances neuroticism

Neuroticism

Levene Statistic	df1	df2	Sig.
,724	1	334	,395

Table 25. ANOVA Neuroticism

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31,487	1	31,487	2,654	,104
Within Groups	3963,072	334	11,865		
Total	3994,560	335			

Table 26. Descriptives neuroticism

Neuroticism

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Dressage methods	297	11,79	3,488	,202	11,39	12,19	4	20
Natural Horsemanship methods	39	12,74	3,084	,494	11,74	13,74	5	19
Total	336	11,90	3,453	,188	11,53	12,27	4	20

Appendix 6. Interviews

Interview Dressage instructor

Generic information.
Methode/sport: Dressuur
Ervaring in de sector en met de methode: HI3 niveau, ORUN-dressuur richting. Lesgeven, rijden voor klanten, voorheen zadelmak maken, koop begeleiding, dressuurcommissies op de vereniging. Jurylid tot f12 en bixie
Andere beroepen: Officemanager bij schade en timmerbedrijf
Information about the instructors' own experience.

1. Hoe lang geleden heb je de instructeurscursus gedaan?

In 2003.

2. Zijn er verschillen met de huidige instructeurscursus waar je van op de hoogte bent?

Ik heb geen zicht meer op de nieuwe cursus. Ze moeten wel nu stage lopen. Ik had alleen theorie en praktijk. Ik moest toen al aantonen dat ik actief was in de sector.
Ik ben geabonneerd op al die KNHS brieven maar inhoudelijk niet. Het is wel heel anders nu.
Het hele ding 'paard en welzijn' is veel belangrijker geworden en is ook geïntegreerd in de opleiding. Dat was voorheen echt niet. Je hoefde alleen te beoordelen op kreupelheid e.d., niet op welzijn.

Sources of information that are used in the course.

3. Wie waren je docenten/wat is hun ervaring/wat doen ze baseren hun kennis op?

Voor de Orun cursus Dennis Aausma. Het examen werd afgenomen door personen als Herman Smit. Swaen Brink voor de jury cursus. FNRS en KNHS werken nu ook meer samen. Swaen heeft zelf altijd een manege gehad en heeft gevoel. Prettig iemand die zoveel praktijk heeft geproefd.

4. Welke bronnen of soort informatie is er gebruikt tijdens de cursus? En waar denk je dat de informatie vandaan komt?

Nee alleen boeken, het was gewoon: je reed paard en gaf les. Ik denk niet dat iemand toen de drang had om er zo op diep in te gaan. Geen wetenschappelijk bewezen bronnen.

5. Welke plaats heeft de wetenschap in uw methode/sport?

Nee, niet echt in de opleiding. De huidige dressuursport weet ik niet

6. Wie ontwikkelde de cursus? Waar is hun kennis op gebaseerd?

De huidige cursus is ontwikkeld door voornamelijk Marion Schreuder, die kwam van Deurne. Als iemand het kan overbrengen dan is zij het, zij heeft ook een dosis ervaring. Ze is zo gedreven, dat is goed.
Opinion about the course.

7. Welke dingen zijn, denk je, van vitaal belang in de instructeurscursus?

Mensenkennis is heel belangrijk, dat je een inschatting kan maken van het niveau, plezier en gedrevenheid. Afgepast lesgeven. Dat is ons ook meegegeven in de cursus. Je moest van een aantal combinaties aangeven waarmee je aan de gang ging terwijl je overzicht behoudt.

8. Wat moet er worden verbeterd?

Als ik dat vergelijk met toen ik de opleiding deed en nu is dat stukje paard en welzijn onmisbaar geworden. Ik ben een beetje angstig dat we het paard het paard laten zijn gaan mislopen omdat we het vastpinnen op het welzijn gebeuren. Ik denk dat het paardrijden een uitstervend beroep is.
Ik bedoel dat we dan alleen met een lang teugeltje door het bos kunnen gaan. Ik heb met mijn afstuderen de gids van goede praktijken aangehaald. Ik had een hengstje en als ik die gids aan zou houden en hem meer dan 2 uur buiten zou houden dan zou hij het draad slopen en zichzelf. Het blijft

allemaal maatwerk. Het is aanvoelen, bekijken, inschatten en observeren, er bestaat niet iets als een rode draad die altijd geldt.

9. Wat zou een kans voor de instructeurscursus kunnen zijn?

Dat Marion Schreuder erin is gesprongen, die is zo gedreven en heeft affiniteit met wat er gebeurt. Misschien zouden ze toch wat strenger moeten zijn in de toelating, dat het niet te laagdrempelig wordt.

10. Wat zou een bedreiging voor de cursus kunnen zijn?

Ik denk toch wel degenen die te erg voor paardenwelzijn opkomen. We hebben overal een mening over en niemand schroomt zijn mening. Moet je maar op social media kijken wat voor discussie bijvoorbeeld een foto van een iets te diep ingesteld paard ontketent.

11. Wat moet er veranderd worden?

Het is natuurlijk ook niet wenselijk om aan die bedreiging toe te geven. Er is al vanuit KNHS actie om zoveel mogelijk de goede richting uitgaan.

12. Wat moet zeker niet worden veranderd?

Ik vind wel dat de hogere cursussen prima zijn geregeld. Dat je je eerst moet bewijzen in de sport. Het gaat me vooral om de lagere opleiding dat het niet te simpel wordt.

13. Welke andere aspecten van de opleiding hebben we nog niet besproken?

Vooral dat het belangrijk blijft om de vertaalslag tussen rijden en lesgeven te maken en dat je voor je licentie bijscholingen moet volgen.

Knowledge and application of the first training principles.

14. Bent u bekend met the first training priciples van equitation science?

Nee

15. Aan welke onderdelen besteedt u de meeste aandacht?

Maarten van Stek, mijn instructeur, die hamert eigenlijk op al deze punten. Ik denk dat je ze allemaal niet los kan zien van elkaar.

16. Aan welke het minste?

Bij 9 dacht ik die is iets weg geschoven. Ik vind hem niet minder belangrijk dan de andere punten.

Communication to their customers.

17. Wat voor soort onderwerpen vindt u meer of minder belangrijk als bij het onderwijs van een ruiter?

Ik vind dat je iedereen in zijn eigen waarde moet laten deelnemen aan een les. Bij dressuur staat duidelijke communicatie voorop. Ik vind plezier echt het belangrijkste. Ik krijg veel positieve energie van een klant die iedere keer blij op haar paard zit. Dat merkt je paard ook als je er met plezier op zit. Ik vind het wel moeilijk om een onderwerp aan te geven omdat het zulk maatwerk is. Net zoals met schouder binnenwaarts, van een ruiter op iets lager niveau verwacht ik dan natuurlijk minder dan een ruiter op hoger niveau. Je moet soms natuurlijk wel terug naar de basis maar dat is niet altijd nodig bij ruiters op hoger niveau.

18. Geef je alleen rijlessen, of geef je je klanten ook theoretische informatie? (zo ja: wat voor soort informatie)

Ja, ik ga niet zitten met een boek, maar soms lees ik wel eens artikelen en die stuur ik soms wel eens naar klanten.
Vaak van internet, soms van wikipedia en bokt maar ik probeer wel iets te vinden dat wel wetenschappelijke waarde heeft. Soms wel eens iets uit de hoefslag of iets dergelijks.

Sources of information that the instructor currently uses

19. Hoe denk je dat wetenschappelijke informatie het beste kan worden geïmplementeerd in jouw discipline?

Ik denk toch door dat soort [wetenschappelijke] artikelen naar makkelijkere taal te vertalen zodat het leesbaar is voor iedereen. Ik denk ook wel via vakbladen of Paard en Sport of lezingen.

20. Wat is de rol van instructeur en cursus

Via de bijscholingen die je moet halen dat is verplicht. Er zijn genoeg bijscholingscursussen om het in te implementeren. Ik vind dat een instructeur ook aantoonbaar moet maken dat hij op de hoogte is.

Interview Freestyle instructor

Generic information.
Methode/sport: Freestyle
Ervaring in de sector en met de methode: Level 3 freestyle instructeur
Andere beroepen: coaching, werken in de dagbesteding met kinderen met lichamelijke en verstandelijke beperkingen
Information about the instructors' own experience.

1. Hoe lang geleden heb je de instructeurscursus gedaan?

3 jaar geleden

2. Zijn er verschillen met de huidige instructeurscursus waar je van op de hoogte bent?

De groepen zijn groter geworden. De binnen accommodatie is vergroot en er is 1 longeercirkel extra. Als er genoeg goed personeel is, dan is dat prima.
Sources of information that are used in the course.

3. Wie waren je docenten/wat is hun ervaring/wat doen ze baseren hun kennis op?

Emiel en Chaya samen, Chaya heeft Deurne gedaan en is opgeleid door Emiel.

4. Welke andere bronnen of soort informatie is er gebruikt tijdens de cursus? En waar denk je dat de informatie vandaan komt?

Er waren 3 boeken van Emiel zelf, en daarnaast lesmateriaal zonder bronvermelding. Wel kregen we ook onderwijs over leersystemen.

5. Welke plaats heeft de wetenschap in uw methode/sport?

Hele grote plaats; het meeste is op feiten gebaseerd en op onderzoek. Ook informatie van Deurne.

6. Waar kun je dat uit opmaken?

Er wordt mondeling wel verwezen naar onderzoeken. Gebaseerd op operant conditioneren e.d termen. Er zijn alleen geen duidelijk voetnoten, maar je weet dat het daar vandaan komt. Ze hebben zelf een begrippenlijst ontwikkeld.
Ook bijvoorbeeld over rugproblemen op een document, deze module wordt gegeven door een dierenarts. Werken samen met een holistische praktijk.

Alles is onderbouwd geschreven, als je ernaar vraagt, komt het bij gerespecteerde personen vandaan, maar er is geen duidelijke bronvermelding.
Flight, fight, freeze, faint bijvoorbeeld, dat heeft Emiel niet zelf bedacht, denk ik. Zo wordt het alleen wel geschreven.

Opinion about the course.

7. Welke dingen zijn, denk je, van vitaal belang in de instructeurscursus?

Wetenschappelijk onderbouwen, en het onderbouwen van alles. Wat ze uitleggen kun je ook weer een ander uitleggen.

8. Wat moet er worden verbeterd?

Sommige benaderingen en feedback naar leerlingen kan wat beter, De instructeur kan wat bot zijn, en iets meer gevoel met lesgeven.

9. Wat zou een kans voor de instructeurscursus kunnen zijn?

Ik denk dat ze al heel veel doen met aparte modules. Ze werken veel met professionals samen. Ze nodigen bijvoorbeeld voor een les over rugproblemen een dierenarts uit. En de samenwerking met de KNHS is sterk vanwege het diploma dat je krijgt.

10. Wat zou een bedreiging voor de cursus kunnen zijn?

Dat ze veel tamme huisvrouwen aannemen waarbij ik me afvraag of ze wel een kwalitatief hoog diploma kunnen blijven neerzetten. Het niveau van het freestyle is ongeveer even hoog als het selectie niveau van de KNHS. Bij mij ging het meer om de basis en de grondslag, maar als je vanuit freestyle iemand les wilt geven dressuurmatig dan heb je wel een lager niveau. Je leert wel het gebruiken van dubbele lange lijnen e.d.. Hierdoor kan een verkeerd beeld ontstaan. De basis is veel beter onderlegd.

11. Wat zou jij veranderen aan de cursus?

Veel betere informatie vooraf qua planning, het is soms een zootje: dat je er bijvoorbeeld achter komt dat je nog een medische module moet doen, ik weet niet hoe dat nu gaat. Maar ik was de eerste leergang die in combi ging met de KNHS.

12. Wat moet zeker niet worden veranderd?

De onderbouwing van de uitleg. Ik zoek misschien weer andere diepgang dan anderen maar ik blijf de hele tijd vragen stellen. Dus zonder deze vragen kom je misschien minder beslagen ten ijs. En het publiek dat ze aantrekken vraagt zelf ook niet erg door denk ik.

13. Welke andere aspecten van de opleiding hebben we nog niet besproken?

Het stuk grondwerk loswerk en dubbele lange lijnen voegt veel toe. Dingen zijn niet per se zoals ze lijken. Bijvoorbeeld Parelli: omdat je met touwhalster en in vrije ruimte traint maakt het niet per se beter. Bij freestyle leggen ze wel uit dat zo'n schaar bijvoorbeeld misschien niet vriendelijker is dan een bit. Je leert meer over de invloed van de situatie uitleggen en hoe, wanneer en waarom het aan de situatie ligt.

Knowledge and application of the first training principles.

14. Ben je bekend met the first training principles van equitation science?

Nee

15. Aan welke onderdelen besteedt u het meeste aandacht?

Ja 1 sowieso, eigenlijk wordt aan allen aandacht besteedt. Alle onderwerpen wel gelijk

Communication to their customers.

16. Wat voor soort onderwerpen vind je belangrijk bij de lessen?

Dat je vooral werkt aan het doel van de klant. Ik kan wel willen dat het paard nagevelijk loopt maar als de klant bang is, is tempo controle belangrijk.

17. Welke theorie haal je aan?

Operant conditioneren, het gedrag van het paard verklaren. Wat een prooidier is e.d en de gevolgen hiervan.

18. Geef je alleen rijlessen, of geef je je klanten ook theoretische informatie? (zo ja: wat voor soort informatie)

Ja ik geef ook theorielessen. Ik ben een instructeur die instructie geeft dus ik leg uit. Mensen inzicht geven in eigen gedrag en waarom dat niet het juiste gedrag geeft met behulp van wetenschap.

Sources of information that the instructor currently uses.

19. Waar zoek je nu naar informatie? En zoek je alleen nieuwe informatie wanneer je het nodig hebt, of probeer je altijd om meer informatie te vinden?

Ik zoek altijd uit nieuwsgierigheid om communicatie nog kleiner te maken. Als je eraan werkt dat je alle druk 75% kleiner moet aanbieden de volgende keer, doordat het steeds kleiner wordt, heeft het ook met energie te maken. Hierdoor klinkt het snel zweverig maar alles wat ik zeg heb ik over nagedacht en heb ik onderbouwing voor. Op iedere vraag waar ik geen antwoord op heb, ga ik naar opzoek.

20. Hoe denk je dat wetenschappelijke informatie het beste kan worden geïmplementeerd in training?

Door eerst goed te kijken wat de vraag is wat de mensen hebben en dan uitleggen hoe het werkt. Zo kom je erachter dat deze dingen vaak gebaseerd zijn op aannames en niet op feiten. Je kan niet zo de feiten erop afsturen, daar zitten mensen niet op te wachten. Dus vooral op de onderwerpen waar mensen op vast lopen. Dit vooral gebruiken om aannames te ontkrachten met wetenschappelijk onderbouwde informatie. Er zijn veel aannames in de paardenwereld.

Interview Monty Roberts' instructor

Generic information.
Methode/sport: Monty Roberts
Ervaring in de sector en met de methode: Ik heb bij Monty Roberts de instructeurscursus. Je begint met de introductie cursus, daarna advanced, daarna stage, als je dat afrondt heb je je examen afgerond. Daarna heb je geen vervolgcursus, maar soms wel opfriscursussen.
Ik heb ook nog PTSD cursus voor militairen gedaan.
Ik heb de opleiding afgerond in Californrie, daarnaast heb ik ook sportmassage gedaan.
Information about the instructors' own experience.

1. Hoe lang geleden heb je de instructeurscursus gedaan?

Ik heb in 2012 examen gedaan.

2. Zijn er verschillen met de huidige instructeurscursus waar je van op de hoogte bent?

Er zijn wel dingen in ontwikkeling zoals de join up. We worden hier wel van op de hoogte gehouden. Er worden wel dingen veranderd of aangepast. Het niveau is niet per se veranderd, ik heb wel het gevoel dat het niveau iets lager is geworden. Door o.a. concurrentie van Pat Parelli cursussen en dergelijke.
Dat is nu geloof ik wel weer een stuk minder dan eerst omdat een aantal instructeurs hiertegen protesteerden.
Sources of information that are used in the course.
The involvement of scientific information
Kind of sources: training, books, website etc.

3. Wie waren je docenten/wat is hun ervaring/wat doen ze baseren hun kennis op?

Een belangrijke was Mya Horsey, zij heeft minstens 10 jaar de opleiding gedaan. Ze geeft veel vertrouwen over en zij is een goede die weet waar ze mee bezig is. Daarnaast Tommie uit Duitsland, die heeft ook 5 jaar daar gewerkt. Samen met Mya is hij wel een grondlegger.
Ze baseerden hun kennis op hun eigen talent en natuurlijk op hun lessen met Monty. Dat talent zit in je, je kan wel wat leren maar je bent het of je bent het niet.
Monty is niet zo'n goede instructeur; hij kan wat bot zijn, daarom hebben Mya en Tommie de lessen over genomen.

4. Welke andere bronnen of soort informatie is er gebruikt tijdens de cursus? En waar denk je dat de informatie vandaan komt?

Je hebt natuurlijk veel verschillende paardenmensen maar daar kan je ook veel van leren. Je moet gewoon open minded zijn.
We kregen ook lezingen van dierenartsen en fysio's en een man die veel deed met inprenting, en het boek van de instructeurs. We hebben bijvoorbeeld boekenlijsten gekregen. En er kwamen psychologen en leraren langs.

5. Welke plaats heeft de wetenschap in uw methode/sport?

Ik denk dat heel veel wordt geprobeerd wetenschappelijk te onderbouwen of af te breken. Er is ook een onderzoek geweest waaruit kwam dat de paarden erg in de stress schoten. Dit was alleen praktisch niet helemaal goed uitgevoerd aangezien de paarden niet gewend waren aan de robots e.d. dus ik denk dat we niet alles op die manier kunnen bewijzen.
Ik denk dat we ook wat common sense moeten gebruiken.
Opinion about the course.

6. Welke dingen zijn denk je van vitaal belang in de instructeurscursus?

Een belangrijk deel is het kennen van de pressure points, waar je moet staan ten opzichte van je paard. En het stukje over zicht, hoe het paard kijkt; omdat dit veel invloed heeft op het gedrag.

7. Wat moet er worden verbeterd?

Ik zou het meer internationaal maken, we hebben veel management en voeding gekregen, en planten zijn natuurlijk over de wereld wel anders. Het is wel al heel uitgebreid voor de richting die je opgaat. En ik denk ook een stukje fysiotherapie toevoegen. Zadelpassen e.d. worden wel genoemd maar niet uitgebreid.

8. Wat zou een kans voor de instructeurscursus kunnen zijn?

Ik denk een stukje management voor als je je eigen bedrijf start, en rijtechnisch ook een stukje. Het vervolg van het zadelmak maken. Featherlight is bijvoorbeeld meer bezig met het rijtechnische deel.

9. Wat zou een bedreiging voor de cursus kunnen zijn?

Dat Monty veel afkeurt zoals de longeerzweep, daardoor wordt het snel zweverig.

10. Wat moet zeker niet worden veranderd?

Het niveau, dat moet gewoon gehandhaafd blijven. De inhoud moet ook blijven en misschien wel worden uitgebreid. De onderwerpen zijn gewoon basis die iedereen moet hebben.

11. Welke andere aspecten van de opleiding hebben we nog niet besproken?

Het enige wat ik jammer vind, is dat er een misverstand is over wat het diploma inhoudt. Ik vind juist de sport zo mooi en belangrijk en daar wil ik juist een verandering in maken omdat de Monty methode toch als zweverig wordt ervaren. Er zijn natuurlijk veel mensen heel succesvol zoals Annemarie van der Toorn, dat brengt wat bewustwording mee. Monty is bijvoorbeeld ook een keer bij Anky geweest. Dat zijn de mensen waarmee je moet samenwerken.

Knowledge and application of the first training principles.

12. Bent u bekend met the first training principles van equitation science?

Nee

13. Als je de principles zo ziet: aan welke onderdelen besteedt u het meeste aandacht?

Ja ik gebruik deze principes absoluut. De natuur van het paard is eigenlijk waar het allemaal om draait. En dat je weet wat dat is en wat het inhoudt.

14. Aan welke het minste?

Niet echt mindere punten. Ik denk dat het allemaal met elkaar te maken heeft.

Communication to their customers.

15. Wat voor soort onderwerpen vindt u meer of minder belangrijk tijdens het lesgeven?

Houding en intentie is wat ik vaak mis, mensen zijn vaak onzeker en daardoor raakt het paard in verwarring. Het gaat erom dat jij weet wat je wilt en dat je dat overbrengt aan je paard. Daarnaast is timing erg belangrijk.

16. Geef je alleen praktijklessen, of geef je je klanten ook theoretische informatie? (zo ja: wat voor soort informatie)

Ja ook veel van lessen die ik heb gehad, vooral uit mijn eigen ervaringen. Ook van de lessen van Monty en common sense.

Sources of information that the instructor currently uses.

17. Waar zoek je nu naar informatie? En zoek je alleen nieuwe informatie wanneer je het nodig hebt, of probeer je altijd om meer informatie te vinden?

Weinig, soms google ik of ik trek het boek van de instructeurscursus na. Ik geef niet zoveel theorieles.

18. Hoe denk je dat wetenschappelijke informatie het beste kan worden geïmplementeerd in jouw discipline?

Weet je wat het is, ik denk dat weinig m.b.t. training bewezen kan worden omdat het vooral om het gevoel gaat. Je kan alleen adrenaline bijvoorbeeld meten en met hartslagmeters stress meten. Maar bij onderzoeken waarin ze twee groepen maken van 7 paarden en dan de trainingsresultaten testen na een aantal weken kan je denk ik geen conclusie trekken omdat die paarden allemaal anders zijn bijvoorbeeld.