



# Horsemanship Competence

Study Commissioned by the Fédération  
Equestre Internationale (FEI)



**Author: Stefanie Krysiak**

Master of Advanced Studies in Sport Administration  
and Technology

## Abstract

During the Fédération Equestre Internationale (FEI) Sports Forum on April 4th, 2016 an issue was raised by Olympic Champion Steve Guerdat who stated: "People need to learn to follow procedures. Judges need to learn that, but one thing we cannot miss is the horsemanship these people should have. Yes we need rules, the rules are black and white, but we must not forget we have a horse in our sport. A living animal and the officials must understand the importance of horsemanship."

However, a comprehensive understanding of horsemanship was lacking and resulted in the matter often being mystified. Consequently, a study was initiated by the FEI Education and Standards Department to assist in determining whether the concept of horsemanship could be defined more substantively and to develop a potential baseline understanding of the necessary skills, abilities and attributes for horsemanship competence. An in-depth literature review along with qualitative semi-structured interviews with one hundred and five individuals from six continents, thirty different countries, in eight equestrian disciplines and twenty-one different stakeholder perspectives were conducted to address this subject matter.

Based on these findings, horsemanship competence could be defined as the utilization of the fourteen elements outlined below.

- Comprehensive Knowledge
- Practical Experience
- Growth Mindset
- Respect for the Horse
- Ethological Empathy
- Effective Application of the Learning Theory
- Aware and Attentive to Body Language
- Commitment to the Priority of Equine Welfare
- Emotional Intelligence
- Humility and Integrity
- Adaptability
- Patience
- Selection and Treatment of Support Team
- Development of a Mutual Symbiotic Relationship

## About the Author

Stefanie Krysiak graduated from the International Academy of Sports Science and Technology (AISTS) in Lausanne, Switzerland with a Master of Advanced Studies in Sport Administration and Technology in 2017 and was awarded the Best Participant Award based on her academic performance. During her studies, she worked in collaboration with AISTS and the FEI Education and Standards Department's on this study to be submitted for partial fulfilment of graduation requirements.

Originally from Canada, Stefanie has a Bachelor of Commerce, Management and Economics in Industry and Finance (Co-op) Honours Degree from the University of Guelph and has acquired major multi-sport Games experience during the Toronto 2015 Pan Am and Parapan Am Games in a multitude of diverse functional areas from finance to venue management. She is an Olympic enthusiast and also an avid equestrian in the discipline of dressage.

## Table of Contents

<b>ABSTRACT</b>	<b>2</b>
<b>ABOUT THE AUTHOR</b>	<b>3</b>
<b>INTRODUCTION</b>	<b>6</b>
<b>RESEARCH METHODOLOGY</b>	<b>7</b>
DESIGN	7
RESEARCH METHOD	7
SAMPLE	8
PROCEDURE AND METHODS OF ANALYSIS	9
LIMITATIONS	10
<b>RESULTS</b>	<b>11</b>
GENERAL OBSERVATIONS	12
COMPREHENSIVE KNOWLEDGE	12
PRACTICAL EXPERIENCE	13
GROWTH MINDSET	13
RESPECT FOR THE HORSE	13
COMMITMENT TO THE PRIORITY OF HORSE WELFARE	13
ETHOLOGICAL EMPATHY	14
EFFECTIVE APPLICATION OF THE LEARNING THEORY	14
AWARE AND ATTENTIVE TO BODY LANGUAGE	14
EMOTIONAL INTELLIGENCE	15
HUMILITY AND INTEGRITY	15
ADAPTABILITY	15
PATIENCE	16
SELECTION AND TREATMENT OF SUPPORT TEAM	16
DEVELOPMENT OF A MUTUAL SYMBIOTIC RELATIONSHIP	16
<b>CONCLUSION AND DISCUSSION</b>	<b>17</b>

<b>APPENDICES</b>	<b>19</b>
<b><u>APPENDIX A- LITERATURE REVIEW</u></b>	<b>19</b>
HISTORY OF HORSEMANSHIP	19
SOCIALIZATION INTO EQUESTRIAN SPORT	20
EQUINE ETHOLOGY	21
HERD INSTINCT	21
BODY LANGUAGE COMMUNICATION	22
FLIGHT AND PREY BEHAVIOUR	22
FORAGE AND LOCOMOTION	23
WELFARE AND THE FIVE FREEDOMS	23
MORAL JUDGMENT AND ETHICS	24
LEARNING THEORY	27
THE CENTAUR EFFECT, HORSE-SENSE AND FEEL	29
<b><u>APPENDIX B- REFERENCES</u></b>	<b>31</b>
<b><u>APPENDIX C- SAMPLE</u></b>	<b>34</b>
<b><u>APPENDIX D- PARTICIPANT INFORMATION SHEET</u></b>	<b>45</b>
<b><u>APPENDIX E- INTERVIEW GUIDE</u></b>	<b>46</b>
<b><u>APPENDIX F- SELECT QUOTES ON HORSEMANSHIP COMPETENCE</u></b>	<b>50</b>
COMPREHENSIVE KNOWLEDGE	50
PRACTICAL EXPERIENCE	51
GROWTH MINDSET	52
RESPECT FOR THE HORSE	53
ETHOLOGICAL EMPATHY	54
EFFECTIVE APPLICATION OF THE LEARNING THEORY	55
AWARE AND ATTENTIVE TO BODY LANGUAGE	56
COMMITMENT TO THE PRIORITY OF EQUINE WELFARE	57
EMOTIONAL INTELLIGENCE	58
HUMILITY AND INTEGRITY	59
ADAPTABILITY	61
PATIENCE	62
SELECTION AND TREATMENT OF SUPPORT TEAM	63
DEVELOPMENT OF A MUTUAL SYMBIOTIC RELATIONSHIP	64
<b><u>APPENDIX G- SELECT QUOTES ON HORSEMANSHIP TRENDS</u></b>	<b>65</b>
INDUSTRIALISATION AND TECHNOLOGICAL CHANGE	65
INCREASED EMPHASIS ON COMPETITION	67
GROWING CRITICISM OF EQUESTRIAN SPORT	70
<b><u>APPENDIX H- SELECT QUOTES ON THE IMPORTANCE OF HORSEMANSHIP</u></b>	<b>71</b>
HORSEMANSHIP IS THE FOUNDATION	71
IT MAKES OUR SPORT UNIQUE	73
WE ARE ALL IN THIS TOGETHER	74
WE OWE IT TO THE HORSES	75
<b><u>APPENDIX I- ACKNOWLEDGEMENTS</u></b>	<b>76</b>

## **Introduction**

During the Fédération Equestre Internationale (FEI) Sports Forum on April 4th, 2016 an issue was raised by Olympic Champion Steve Guerdat who stated: "People need to learn to follow procedures. Judges need to learn that, but one thing we cannot miss is the horsemanship these people should have. Yes we need rules, the rules are black and white, but we must not forget we have a horse in our sport. A living animal and the officials must understand the importance of horsemanship."

However, a comprehensive understanding of horsemanship was lacking and resulted in the matter often being mystified. Consequently, a study was initiated by the FEI Education and Standards Department to assist in determining whether the concept of horsemanship could be defined more substantively and, if so, to then utilize this information in education for equine community stakeholders including that of FEI officials such as judges, course designers, stewards, technical delegates and veterinarians in all eight FEI disciplines. In order to do so, an in-depth literature review as well as qualitative semi-structured interviews with one hundred and five individuals from six continents, thirty different countries, in eight equestrian disciplines and twenty-one different stakeholder perspectives were conducted.

## Research Methodology

### Design

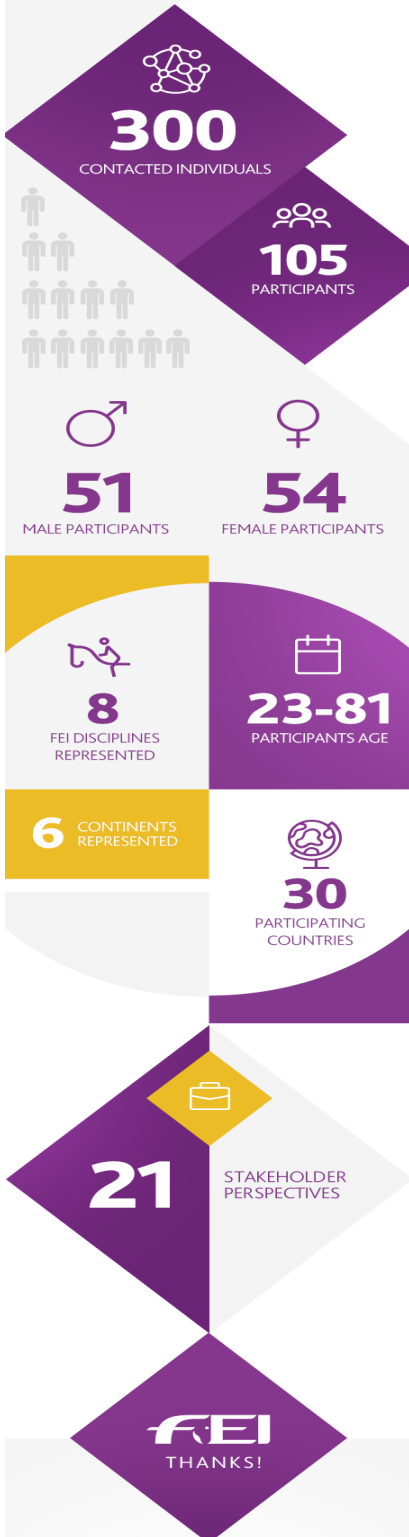
The research being conducted is primarily exploratory in nature, meaning the study is rather broad in focus with the objective of identifying key variables and collecting insights on a topic where very little information exists. This exploration will provide a better understanding of horsemanship and possibly determine the feasibility of a more extensive study. In order to do so, an extensive literature review was conducted as seen in Appendix A on page 19 and Appendix B on page 31 as well as the utilization of a cross-sectional research design. Cross-sectional research involves collecting data of participants from a sample of the overall population deemed to be relevant to the research (Gratton and Jones, 2015). In this study, a cross section of various equine community stakeholders was conducted to acquire a 360-degree view of horsemanship. The intention was not to generalize the findings to the wider equine community population but to rather gain an initial understanding of the phenomenon.

### Research Method

In order to collect data from this cross-section sample, a qualitative approach was employed. This approach relies on non-numerical analysis to provide an understanding and meaning of a subjective experience. Specifically, a semi-structured interview configuration was utilized as the data collection tool. A standard set of questions was adopted but with a flexible approach to probe for further clarification or elaboration (Gratton and Jones, 2015).

The advantage of this approach is that the tool provides data rich results and can assist in the collection of information concerned with concepts that are difficult or complex to measure. It provides participants with freedom to answer in their own words, which can allow for more insightful replies, responses to be put into context and for unexpected data to emerge. While the results cannot be generalized to the overall population, the tool can be valuable in developing, refining or confirming a phenomenon or theory (Gratton and Jones, 2015).

THE **HORSEMANSHIP**  
**COMPETENCE** STUDY



**Figure A**  
Infographic of Horsemanship  
Study Participants

**Sample**

In the case of this study, the population of interest was members of the equine community. As a result, the focus was on selecting participants who could describe, explain and assist in illuminating the concept of horsemanship. Therefore, the use of the key informant technique was employed to select individuals on the basis of specific knowledge that they possess. In addition, this was supplemented with the method of maximum variation sampling whereby participants were chosen to show a full range of experiences, demographics and perspectives on the subject as seen in Figure A (Gratton and Jones, 2015).

Ultimately, twenty-one equine community stakeholder groups were identified as seen in Figure B and matched with contacts or potential participants. Key informants also lead to snowball sampling where these initial participants could identify further potential interviewees (Gratton and Jones, 2015). In the end, one hundred and five individuals from six continents, thirty different countries, in eight equestrian disciplines and twenty-one different stakeholder perspectives participated in the research study. For a full list of participants please see Appendix C on page 34.

a) Associate Practitioner	h) Equine Nutritionist	o) Horse Owner or Sponsor
b) Barn Owner or Manager	i) Equine Transport	p) Horse Show Organizer
c) Breeder	j) Equipment Manufacturer	q) Media
d) Competitive Driver, Rider or Vaulteur (Amateur)	k) Farrier	r) Non-Competitive Rider, Driver or Vaulteur
e) Competitive Driver, Rider or Vaulteur (Professional)	l) Fédération Equestre Internationale	s) Saddle Specialist
f) Educator	m) Fédération Equestre Internationale Official	t) Trainer or Coach
g) Elected Politician	n) Groom	u) Veterinarian or Equine Sciences

**Figure B**  
Identified Equine Community Stakeholders



## Procedure and Methods of Analysis

1. Once the desired sample selection was completed, potential participants were contacted regarding the study through email and provided a participant information sheet as seen in Appendix D on page 45.
2. Meetings were arranged at a time and day convenient for the participant and conducted either over the phone, on Skype or in person depending on the individual's location and preferences.
3. Before beginning, participants were reminded of their voluntary participation, the audio recording of their interview and assurance of confidentiality.
4. An interview guide of ten questions, as seen in Appendix E on page 46, was utilized with a mixture of pre-coded and open questions in increasing difficulty. If needed, further questions were asked in order to clarify or elaborate certain subject matter.
5. Interviews were recorded, transcribed and collected for further analysis. Note, for the purpose of privacy, all interview quotes will remain anonymous.
6. Qualitative analysis was then completed through a six step process (Gratton and Jones, 2015):
  - a. Data familiarization.
  - b. Data reduction.
  - c. Data organization.
  - d. Data display.
  - e. Development of codes and themes.
  - f. Conclusion drawing.

## Limitations

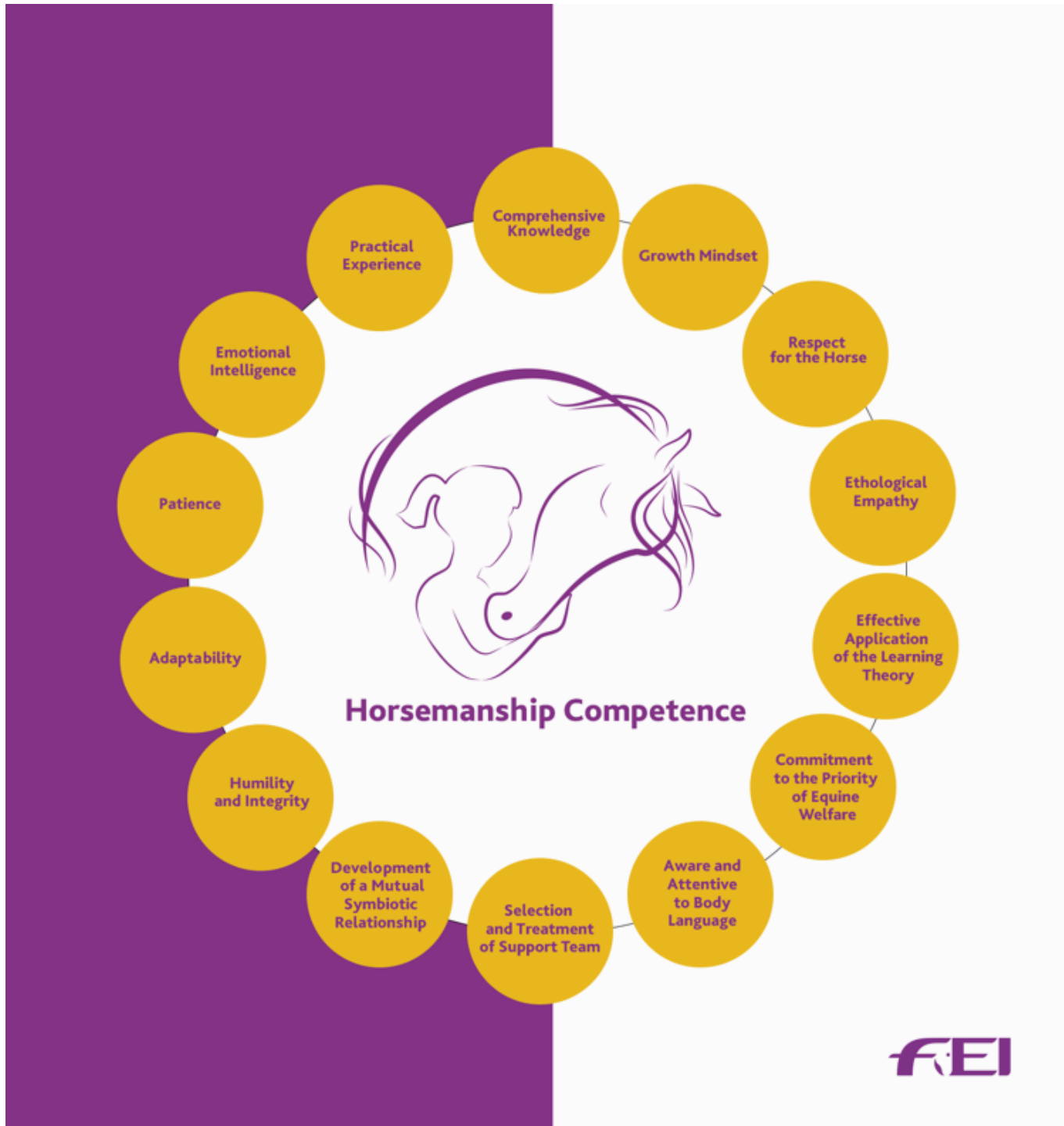
The foremost concern and possible limitation of this study is the reflexivity of the researcher such as an equestrian background, personal perspective on horsemanship and involvement of the FEI. This may, consequently, shape or possibly create bias in the research.

In regards to research design and method, the utilization of exploratory and qualitative research is not typically generalizable to the population at large as the sample size is often too small compared to that of quantitative research. Therefore, diminishing the possibility of the research being reflective of the entire equestrian community.

In addition, due to the employment of a non-random sampling technique, participant selection possibilities are reduced and may exclude interested participants or become affected by non-responses to interview requests. The quality of data then derived from these discussions is dependent upon responses of the interviewee with semi-structured interviews allowing for the possibility of variability in the participant's experience such as unconscious verbal or non-verbal reactions during interviews.

Nevertheless, these limitations were addressed and mitigated through effective planning, constant reflection and control mechanisms to reduce potential bias and variability during the research process.

## Results



**Figure C**  
Horsemanship Competence

## General Observations

Despite one hundred and five participants representing twenty-one different stakeholder perspectives in eight diverse equestrian sport disciplines from six continents and thirty countries, it was discovered that these individuals did in fact hold universal values and beliefs regarding the subject of horsemanship. Only the words and terminology utilized to explain the phenomena varied between individuals. Nevertheless, the fundamental concepts remained the same and resulted in the formation of fourteen terms as seen in Figure C, which captured the essence of horsemanship competence.

It is important to note that this horsemanship competence is not simply reserved for the elite, particular equestrian sport disciplines, specific community roles or the number of years of equine interaction. It is the combination of all fourteen elements that prove to be the ingredients for good horsemanship as outlined below. For select quotes illustrating these elements please see Appendix F on page 50.

## Comprehensive Knowledge

While there was a lack of consensus on the fundamental skills needed when first interacting and beginning to work with horses, the most frequently referenced were that of safety, horse handling, grooming and blanketing, horse health and riding. However, most participants would go on to emphasize the fact that horsemanship was a comprehensive concept and not purely defined by one skill or ability such as riding itself. In fact, being a good horseman was seen as someone who had base level knowledge in many different facets of the horse and was able to identify when another member of their support team was required to address a certain aspect that they themselves did not have expertise in such as shoeing or veterinary care.

## **Practical Experience**

During discussions with participants it was made clear that horsemanship was not simply just a theoretical principle. While it was important to have a base level of theoretical knowledge, the aspect of practical experience was essential as well. In actuality, the development of skills as well as the eye, feel and balance on and off the horse requires a considerable amount of hands-on practice. Consequently, knowledge as well as the ability to effectively apply this knowledge in a practical context is crucial for good horsemanship.

## **Growth Mindset**

Being a good horseman is a lifelong learning process with a few participants stating that even one lifetime isn't enough. Consequently, the search for knowledge and the openness to learn from each individual horse, person, discipline and science was identified as key in acquiring an effective toolbox for equine interactions. One must not become complacent but be willing to question, reflect and develop their practices on a continuous basis.

## **Respect for the Horse**

The foremost belief among the majority of participants was that horsemanship began with respect for the horse. In this sense, one cannot treat the horse as a thing or an object on a lower level than humans but as the living, breathing, sentient creature that it is. This includes avoiding the tendency to anthropomorphize.

## **Commitment to the Priority of Horse Welfare**

The paramount principle of horsemanship for all participants was the horse's welfare. Whereby the mental, emotional and physical wellbeing of the horse were placed before that of any human. These actions could range from retiring on course, knowing a horse's limits and capabilities, avoiding harsh training methods or ensuring the horse had access to the five freedoms. For further information please see Appendix A- Welfare and the Five Freedoms on page 23.

## **Ethological Empathy**

An exceedingly consistent theme that emerged during the research process was the idea that a good horseman must be able to understand and see the world from the horse's point of view. When individuals were probed to explain this thought further, it was revealed that they were essentially describing equine ethology such as the horse's natural flight response, desire for equine interaction and their natural digestion process. However, in most cases, participants were not using the technical term but were instead utilizing the expression 'understanding' or 'empathy' of the horse's natural behaviour, instincts, conditions and social organizations. For further information please see Appendix A- Equine Ethology on page 21.

## **Effective Application of the Learning Theory**

Similar to that of equine ethology, few participants referenced the technical term learning theory but instead utilized expressions such as 'correct timing', 'consistency', 'structured training', 'clear communication' or 'how horses think and learn'. In fact, participants that were conscious of the concept believe many great horsemen apply the principles of learning theory instinctively or develop a feel for them over time but are unaware they are doing so. Consequently, when these individuals teach they employ other terms and expressions to communicate their innate or developed understanding and feel, which can mystify the process. Nevertheless, being able to apply the principles of learning theory with an emphasis on positive reinforcement was found to be central to effectively communicating and training horses both in the saddle and on the ground. For further information please see Appendix A- Learning Theory on page 27.

## **Aware and Attentive to Body Language**

Horses communicate extensively and subtly through body language. As a result, good horsemen were those seen to be able to notice and respond appropriately to the signals and information provided by the horse. Often this was described as being 'attuned' 'reading' or 'listening' to the horse. This element of body language also applied to being consciously aware of what one's own body exhibited and expressed during equine interactions.

## **Emotional Intelligence**

Whether expressed consciously or unconsciously, human emotions affect the quality of equine interactions. As discussed previously in the element of body language, horses react to subtle changes. Therefore, being aware of one's current emotional state, how this affects the communication with the animal and being able to remain calm and composed in the situation was believed to be vital to good horsemanship. On the other hand, bad horsemanship was seen as when emotions were taken out on the horse such as frustration or anger instead of being addressed in a constructive manner.

## **Humility and Integrity**

The ability to be ego-free by admitting and taking responsibility for mistakes was an essential aspect of good horsemanship. Not to blame the horse or believe it is working against you but to instead look in the mirror to question one's approach and possible faults. This aspect also ties in with the previous element of having a growth mindset, whereby no matter how many years of equine experience one has, there is always room for improvement. A fundamental belief also held by the majority of the participants was that the love of the horse must come before the love of competition or any other aspect. Therefore, one must constantly be grateful for the horse and act with integrity in all matters.

## **Adaptability**

Knowing what might work for one horse may not work for another, a good horseman was identified as being flexible in approach and not treating the training and care in a cookie cutter manner. Instead, it was believed one should be creative and open to a wide variety of methods to adapt to each individual horse. This was complimented by the capability to modify actions based on the reaction of the horse instead of being fixed on a particular predetermined path of development.

## **Patience**

In a world with an increasing desire for instant gratification, having the endurance and capacity to accept delays, set backs and training challenges without the need to rush or push the development of the horse was recognized as an essential feature for good horsemanship. In fact, horses do not have the same sense or concept of time compared to that of humans. Therefore, it was acknowledged that a good horseman would not place his or her own schedule, future desires or past histories onto the horse but remain present in the moment.

## **Selection and Treatment of Support Team**

Selecting a support team with the same values and beliefs whether it is a groom, veterinarian, farrier or other was recognized as a responsibility of good horsemanship. Equestrian sport is not an individual endeavour and requires the support and assistance of many experts and professionals. Consequently, ensuring that all members have the same philosophy in regards to training and care of the horse is important. Good horsemen were also seen as individuals that were regarded as ethical and sustainable businesspeople who treated their support members with respect and dignity.

## **Development of a Mutual Symbiotic Relationship**

In biology, a mutual symbiotic relationship- also known as mutualism- exists where individuals of different species both benefit from the association of living together (Encyclopedia Britannica, n.d). During interviews many participants describe this type of mutual relationship as 'connection' or 'partnership' whereby the horse benefits from care and correct training to live a long and healthy life while the human benefits from the positive interaction. However, this type of relationship takes time to cultivate and is not simply acquired through riding. Similar to that of natural equine pair bonds, grooming and time spent on the ground was seen as essential to developing trust, harmony and understanding.



## Conclusion and Discussion

In conclusion, contrary to popular belief, there are many commonalities between stakeholder perspectives on the topic of horsemanship. However, the utilization of a diverse vocabulary of terminology and expressions tends to mystify the process and cause confusion. Consequently, after conducting qualitative semi-structured interviews with one hundred and five individuals from six continents, thirty different countries, in eight equestrian disciplines and twenty-one different stakeholder perspectives, horsemanship competence can be defined as the utilization of the fourteen elements outlined below.

- Comprehensive Knowledge
- Practical Experience
- Growth Mindset
- Respect for the Horse
- Ethological Empathy
- Effective Application of the Learning Theory
- Aware and Attentive to Body Language
- Commitment to the Priority of Equine Welfare
- Emotional Intelligence
- Humility and Integrity
- Adaptability
- Patience
- Selection and Treatment of Support Team
- Development of a Mutual Symbiotic Relationship

It is important to reiterate that this horsemanship competence is not simply reserved for the elite, particular equestrian sport disciplines, specific community roles or the number of years of equine interaction. It is the combination of all fourteen elements that prove to be the ingredients for good horsemanship.

Furthermore, during these interviews, three major trends in horsemanship were revealed that one must remain conscious of (please see Appendix G on page 65 for select quotes):

1. Industrialisation and Technological Change
2. Increased Emphasis on Competition
3. Growing Criticism of Equestrian Sport

It is also imperative to remember that this knowledge will not make you into a good horseman but will rather instead enhance your awareness of how to become one. Nevertheless, it is paramount to at all times remember the importance of horsemanship because (please see Appendix H for select quotes on page 71):

1. Horsemanship is the Foundation
2. It Makes Our Sport Unique
3. We are all in this Together
4. We Owe it to the Horses

The outcome of this research was not groundbreaking knowledge. In fact, it was an amalgamation of both theory and practical experience from equine community stakeholders. However, this enhanced understanding of horsemanship will have large implications in the improvement of education, standards and selection for not only FEI officials but for all stakeholders involved. It renders a clear picture of the necessary skills, abilities and attributes that had previously been concealed to, thereby, provide a logical and comprehensible structure to improve horsemanship in all aspects of equestrian sport.

This being said, further research is necessary in order to fully understand and conceptualize each of the fourteen individual elements in detail and to develop effective training and testing methods. Moreover, additional research is also required in order to confirm and delineate between the two terms of horsemanship and horsemastership as these can be seen differently in different regions and dictionaries of the world.

## Appendices

### Appendix A- Literature Review

#### History of Horsemanship

History has often been said to have been written on the backs of horses. While the exact period of their domestication is often disputed, it is believed to have begun as early as 3,500 BC. Through this process the use of the horse profoundly and fundamentally changed the way in which mankind travelled, worked, fought, communicated and played (MacPhee and Olsen, 2008). While the horse continues to still perform many of these roles in developing regions, in the industrialized world, they are currently predominately utilized for recreation and sport. Nevertheless, humans have been captivated and their behaviour shaped by their close relationship with horses throughout history.

The relationship is often labelled as horsemanship, defined by the Encyclopedia Britannica as the art of riding, handling and training horses (Casolani, 2015) with the suffix -ship being used to denote 'skill, act or power.' The various techniques for management and training have been developed and passed down from generation to generation primarily by word of mouth and literature. In fact, the first recognized study of the horse-human relationship was by Athenian soldier and historian Xenophon in 350 BC through his treatise known as *Peri Hippikēs*, translated in English to 'On Horsemanship,' whereby the process of selection, care and training of horses was shared and explored. This is often referred to as the foundational classical philosophical framework of horse training (Gilbert, 2014).

However, as society has evolved, so too has the diversity of understanding and opinions of horsemanship. This diversity corresponds to the wide spectrum of community stakeholders such as competitive and non-competitive riders, grooms, coaches, farriers and veterinarians as well as a variety of different equestrian sport disciplines such as dressage, show jumping, reining and vaulting (Visser and Van Wijk-Jansen, 2012). Consequently, delineating the art known as horsemanship has become progressively challenging to define with no academic study ever delving deeply into the precise classification of necessary skills, abilities and attributes for good horsemanship.

## Socialization into Equestrian Sport

Socialization into equestrian sport is primarily accomplished through entry into a riding school or local riding club. In Great Britain, for example, the Pony Club was established in 1929 to encourage youth, defined as those between the ages of eight to twenty five, to both ride and provide instruction on proper horsemanship. This has spread rapidly internationally with Pony Club organizations now existing in over thirty countries (Gilbert, 2014). Similar programs such as 4-H, Girl Guides/Boy Scouts as well as national federation certification programs have also grown in importance.

These organizations provide a systematic method to instil a base level of horsemanship knowledge and skills by encouraging members to progressively learn about horse care and riding by completing and successfully passing levels both theoretical and practical in increasing difficulty. However, this framework provides no guarantee that horse owners or riders will seek it. Some may prefer to have recognized training while some may shun the formality or simply not have access to the resources (Birke, 2007).

Consequently, for most horse owners and riders, management experience often comes informally through a local riding school. These riding schools and practitioners will differ in their degrees of horse care standards, style and points of view. However, even if not particularly experienced, they become sources of information. As a result, there is a large discrepancy in the level of knowledge riders have regarding different topics. In addition, acquiring these basic skills provides no assurance of the indefinable quality known as horsemanship (Birke, 2007). In order for this to be cultivated, a rider must understand the horse's ethology and learning process.

## Equine Ethology

Defined as the study of animal behaviour in a natural environment whereby natural selection has acted to shape behaviour, equine ethology not only describes equine communication but also their needs, preferences and motivations (McGreevy and McLean, 2007). For domestic animals the effect of natural selection have largely been replaced by artificial selection by humans who control access to resources such as food, shelter and mates (Goodwin, 1999). Nevertheless, ethological considerations include training and managing equines in a manner that corresponds to these innate and evolutionary principals, four of which are outlined below.

### Herd Instinct

Equines are social animals that prefer to associate with others of their own kind. Group living is a survival strategy that reduces an individual's immediate chance of being consumed as well as increasing the chances that an approaching predator can be detected. Often the formation of pair bonds, whereby two horses associate closely by grazing, resting and grooming each other, will take place as an important feature of social support. Play within these peer groups, especially at a young age, also has a vital role in equine development. Up to 75% of kinetic activity of foals is devoted to play which involves learning a set of rules to improve fitness, practice skills and build social relationships (Goodwin, 1999).

Membership within this group is important for not only survival but also for development and reproduction. In the wild the social behaviour of a horse, therefore, functions to minimize conflict within this group. However, unlike wild horses that know and understand their position in the herd from birth, aggressive agonistic behaviour is significantly higher in domestic groups due to the unnatural composition of the herd, frequent changes within the herd as well as spatial and resource constraints (Ward, 2016). Regardless, both wild and domestic horses have a large desire for physical social contact with others of their species.

### Body Language Communication

Body language plays a crucial role in the communication and co-ordination of herd activities. Horses are primarily visual communicators and are extremely sensitive to subtle changes in the body language of their companions including that of a human (Waring, 1983). However, while there is an appealing notion that equine social strategies can be applied to human-horse interactions, the practice is often misinterpreted through the use of dominance or 'alpha' techniques which overemphasize agonistic behaviour in the maintenance of herd stability (McGreevy and McLean, 2006).

In reality, equine social behaviour is exceedingly complex. Horses are generally a passive and co-operative species with agonistic behaviour only representing a small proportion of interactions. Furthermore, Proops and McComb (2012) suggest it is unlikely horses would not be able to differentiate between cues from a human and those from other equines as a result of the significant morphological differences between the two. Therefore, understanding the importance of body language and using it appropriately in the horse-human relationship is essential.

### Flight and Prey Behaviour

As a prey animal, the horse relies on early predator detection and flight as a primary defence mechanism. Consequently, the physiology and behaviour of horses has evolved to improve their survival instinct and abilities. This is most notable in the equine sensory system. For example, with laterally placed eyes, horses have vision of nearly 360° with 285° being monocular (vision using only one eye) and 65° being binocular (vision using both eyes at the same time). This eye placement provides a horse with the widest possible field of view but with limited depth perception and a blind spot of 10°. Therefore, to utilize binocular vision and to see objects currently in a blind spot, a horse will turn and raise its head for objects in the distance or lower its head for objects closer to the ground (Griffith, 2014).

This prey behaviour has also programmed horses to remain inconspicuous when in physical discomfort or pain as this could make them targets for predators. This pain-related behaviour; however, can often be misunderstood as misbehaviour or 'naughtiness' (Lesté-Lasserre, 2016).

### Forage and Locomotion

Feral horses spend approximately sixty to eighty percent of a day on feeding, during which they travel between five and ten kilometres (van Dierendonck and Goodwin, 2005). The equine digestive system, as a result, is designed to process small amounts of food frequently. In fact horses' stomachs, unlike our own, produce acid continually and, if they are unable to graze, the excess acid can cause digestive issues such as ulcers and colic. This is supplemented by the fact that the health of a horse both physically and mentally is reliant on constant movement to improve blood circulation, reduce injury and decrease boredom (Gustafson, n.d.).

Consequently, understanding these fundamental ethological principles of equine behaviour is crucial when establishing horse management and training practices. However, human cultural transmission of ideas regarding this interpretation has been historically associated with rights of passage, social status and domination of man over animals. This has resulted in misunderstandings about the motivation of equine behaviour and ethology. Equestrian traditions, which have a basis in establishing a cooperative relationship rather than asserting dominance, would appear then to more closely approximate the social relationships such as pair bonds seen in free-ranging equine society and interspecies play (Goodwin, 1999).

### Welfare and The Five Freedoms

Animal welfare is defined by the American Veterinary Medical Association as the state of the animal. Therefore, protecting an animal's welfare means providing for its physical and mental needs. This is a human responsibility that includes consideration for all aspects of animal well-being. However, there are numerous perspectives and measurements of animal welfare that are influenced by a person's values and experiences (American Veterinary Medical Association, n.d.).

Nevertheless, the Five Freedoms are a set of internationally-recognised general animal welfare standards and define ideal states rather than standards for acceptable welfare. They were developed in response to a 1965 United Kingdom report on livestock husbandry, and were formalized in 1979 by the United Kingdom Farm Animal Welfare Council (Farm Animal Welfare Council, 2009).

1. **Freedom from hunger or thirst** by ready access to fresh water and a diet to maintain full health and vigour.
2. **Freedom from discomfort** by providing an appropriate environment including shelter and a comfortable resting area.
3. **Freedom from pain, injury or disease** by prevention or rapid diagnosis and treatment.
4. **Freedom to express normal behaviour** by providing sufficient space, proper facilities and company of the animal's own kind.
5. **Freedom from fear and distress** by ensuring conditions and treatment which avoid mental suffering.

## Moral Judgment and Ethics

Due to the unique aspect of a sport involving a living creature with no voice of its own, a horse's welfare is dependent upon the discretion of its rider. However, since we are not able to directly communicate to animals, decisions regarding their care are complex and difficult. Often decisions are not based solely on science as the interests and values of all stakeholders must be considered and, in some cases, insufficient empirical evidence exists to even accurately decide whether a practice is right or wrong (Heleski and Anthony, 2012).



As a result, equine welfare is not a purely empirical matter. Science alone is not always enough and, therefore, the need for ethical assessment in horsemanship is essential. An individual's value framework and ethical motivations will play an important role in influencing their assessments of horse training and competition practices. This being said, error, ignorance or lack of effort can undermine moral reasoning (Shafer-Landau, 2010). Therefore, ethical decision-making assessment tools provide a platform for enhanced critical thinking. One method of ethical accounting is known as the Ethics Assessment Process (Campbell and Hare, 1997) involving six major components as follows:

1. **Problem seeing:** Identify the ethical problem and identify the stakeholders.
2. **Ethical detective work:** Fact-finding related to the ethical dilemma/issue.
3. **Moral imagination:** Envision all possible means that might achieve the goal(s); serve as potential solutions/ alternatives.
4. **Ethics jam:** Values are identified and weighed to help assess moral priority.
5. **Moral justification:** Identify which options are ethically acceptable and also which are preferable.
6. **Moral testing:**
  - a. *Harm:* Does the chosen alternative do the least harm of the available options?
  - b. *Practicality:* Can the decision realistically be implemented?
  - c. *Publicity:* Would the decision maker be comfortable with this decision being published?
  - d. *Collegiality:* Can the decision maker defend the decision to his/her peers?
  - e. *Reversibility:* Would the decision maker accept the decision for him or herself?
  - f. *Theoretical:* Is there an ethical theory that supports the decision?

The primary challenge with such an ethical assessment tool is that they are dependent on the participant's input, expertise and biases. Consequently, defining what is ethical and what is not ethical is often based on subjective judgments (Heleski and Anthony, 2012). A similar dilemma can also be seen in the measurement of compassion in nurses and sportsmanship in athletes. While both are believed to be crucial components of performance, expressing a comprehensive definition and finding reliable indicators of the trait are challenging. Nevertheless, a Compassionate Care Assessment Tool (Burnell and Agana, 2013) and a Sportsmanship Attitude Scale (Omran, 2010) could be formulated based on subjective feedback of patients and athletes.

However, with a sport such as equestrian involving an animal, being able to seek such feedback is difficult- if not impossible. As a result, the responsibility of ethical treatment lies solely in the hands of the riders and community stakeholders. They are the horse's voice and, therefore, require a strong moral compass to guide their decisions.

## Learning Theory

This being said, equine ethology does not go beyond that of these hard-wired physiologic processes (McGreevy and Mclean, 2007). As a result, learning theory itself has recently emerged from psychology to explain changes in behaviour based on stimulus-response-reinforcement relationship. This relationship consequently aims to increase the probability of desired behaviours being performed during a subsequent application of the stimuli. Fundamentally, learning theory is comprised of four key principles: habituation, sensitization, classical and operant conditioning (Warren-Smith and McGreevy, 2008).

### 1. Habituation/Desensitizing

When an equine stops responding to events or stimuli that would typically elicit a response. An example of such behaviour would be that of a police horse who, through training, becomes accustomed to loud noises and moving objects.

### 2. Sensitization

When an equine increases their response to a stimulus. An example of such behaviour would be that of an improved and quickened response rate to an aid such as your leg or hand.

### 3. Classical Conditioning

This is an involuntary response when an already established behaviour is associated with a new stimulus or range of stimuli. Ivan Pavlov first identified this theory in the 1920s when a bell was rung when presenting dogs with food. Over time, the dogs began to drool as soon as they heard the bell (Pavlov, 1960). This behaviour is also apparent in equines such as the sound of a feed cart and the resulting anticipation of food by either nickering or pawing at the ground.

#### 4. Operant Conditioning

The utilization of reinforcement or punishment to trigger and elicit responses. The timing of these tools is critical in order for the horse to make the correct association.

Reinforcement is the procedure of providing consequences for a response that will maintain or increase its occurrence. It can be either positive or negative.

- a. Positive: the addition of a something desirable to reward the desired response such as a treat or massaging at the withers- a technique proven to reduce the heart rate in horses (Hama, et al., 1996).
- b. Negative: the subtraction of an adverse stimulus to reward the desired response such as the removal of a leg or hand aid.

Punishment is the procedure of providing consequences that reduce the occurrence of a response.

- a. Positive: the addition of an adverse stimulus immediately following the undesirable response such as physical correction.
- b. Negative: the removal of a stimulus immediately following the undesirable behaviour such as holding back a reward of a treat.

However, the possible limitations of this behavioural science are those that affect the human-horse relationship that are impossible to measure, define or directly observe such as love, rapport and empathy. Nevertheless, it provides an essential foundation and toolbox for modern horse training (Hector and Neave, 2008).

## The Centaur Effect, Horse-Sense and Feel

The term partnership is utilized across the equestrian disciplines to depict the type of relationship a rider seeks to achieve with their equine counterparts (Wipper, 2000). This leads to a form of embodiment whereby the horse and rider become an extension of each other, which emphasizes the complexity, sensitivity and physical awareness required in such a harmonious horse-rider relationship. Therefore, the sense of oneness with a horse becomes the ultimate goal of horsemanship (Brandt, 2012).

The aspiration is to cultivate a special bond through interspecies trust and understanding. In an optimal relationship, humans understand the horse's signals and the horse understands the human's signals (Wipper, 2000). In a study by Game (2001), she expressed this connection as the 'centaur effect'- a mythical creature with the head, arms and torso of a man and the body and legs of a horse. However, in order for this to be cultivated, the most effective practitioners are those who have the ability to relate to animals, retain their attention and remediate their behaviour. Described often as 'horse-sense', this manifests as a result of the awareness of domestic horse behaviour to behave safely and consistently around horses in calm, fluid ways that increases the control and predictability for the horse irrespective of the horse's state of arousal and current environment (Payne et al., 2006).

The effect is quite similar to that of 'flow', a mental state of operation in which a person performing an activity is fully immersed in focus, involvement and enjoyment (Csikszentmihalyi, 1990). Equestrians refer to this skill and ability as 'feel' and it is developed over time through constant practice and experience with some humans being more receptive than others. Riders will often describe this feeling during an ideal moment as effortless whereby the horse seemed to intuitively know what they were thinking and vice versa (Brandt, 2012).



In reality, many equestrians rely on this sense of feel and lack a conscious understanding of theoretical principles such as equine ethology and learning theory. Of 206 respondents in a survey connected among accredited equestrian coaches in Australia, 79.5% considered positive reinforcement to be 'very useful' but yet only 2.8% of these participants could correctly explain its use in horse training (Warren-Smith and McGreevy, 2008). Instead, individuals have relied primarily on their ability to 'feel' which has been acquired through practice and observation and not on scientific academic principles.

## Appendix B- References

- American Veterinary Medical Association (AVMA). "Animal Welfare: What Is It?" AVMA, n.d. Web. 24 May 2017. <<https://www.avma.org/KB/Resources/Reference/AnimalWelfare/Pages/what-is-animal-welfare.aspx>>.
- Birke, Lynda. "'Learning to Speak Horse': The Culture of 'Natural Horsemanship'" *Society & Animals* 15.3 (2007): 217-39. *Animalsandsociety.org*. Web. 01 Aug. 2016.
- Brandt, Carrie Lyons. Flow in Horsemanship: A Qualitative Study on Flow in Icelandic Horse Equestrians. Thesis. Hólaskóli – Háskólinn á Hólum, 2012. *Iceland: Skemman*. Web. 01 Aug. 2016.
- Campbell, Courtney S., and Jan M. Hare. "Ethical Literacy in Gerontology Programs." *Gerontology & Geriatrics Education* 17.4 (1997): 3-16. Web.
- Casolani, Charles Edward. "Horsemanship." *Encyclopedia Britannica Online*. Encyclopedia Britannica, 29 Jan. 2015. Web. 10 Aug. 2016. <<https://www.britannica.com/topic/horsemanship>>.
- Cooper, Barbara, Maggie Raynor, and Carole Vincer. *The Manual of Horsemanship*. 12th ed. Kenilworth: Pony Club, 2002. Print.
- Csikszentmihalyi, Mihaly. *Flow: The Psychology of Optimal Experience*. New York: Harper & Row, 1990. Print.
- Farm Animal Welfare Council. "Five Freedoms." *The National Archives*. UK Government, 16 Apr. 2009. Web. 24 May 2017. <<http://webarchive.nationalarchives.gov.uk/20121007104210/http://www.fawc.org.uk/freedoms.htm>>.
- Game, A. "Riding: Embodying the Centaur." *Body & Society* 7.4 (2001): 1-12. Web.
- Gilbert, Michelle. "Interspecies Relations in Equestrian Sport." Thesis. *McMaster University*, 2014. Web. 01 Aug. 2016.
- Goodwin, Deborah. "The Importance of Ethology in Understanding the Behaviour of the Horse." *Equine Veterinary Journal*, 31 (1999): 15-19.
- Gratton, Chris, and Ian Jones. *Research Methods for Sports Studies*. 3rd ed. London: Routledge, 2015. Print.
- Griffith, Troy. "Horse Vision and Its Effects on Horsemanship." *Horse Collaborative*. N.p., 7 June 2014. Web. 05 Nov. 2016. <<http://www.horsecollaborative.com/horses-vision-effects/>>.
- Gustafson, Sid. "Equine Behavior Through Time." *American Association of Equine Practitioners*. N.p., n.d. Web. 05 Nov. 2016. <<http://www.aaep.org/info/horse-health?publication=2539>>.

Hama, Haruyo, Masao Yogo, and Yoshinori Matsuyama. "Effects of Stroking Horses on Both Humans' and Horses' Heart Rate Responses." *Japanese Psychological Research* 38.2 (1996): 66-73. Web.

Hector, Chris, and Roz Neave. "A Fresh Look at the Training Scale With Andrew McLean." *Horse Magazine* Aug. 2008: n. pag. Web. 01 Aug. 2016.

Heleski, Camie R., and Raymond Anthony. "Science Alone Is Not Always Enough: The Importance of Ethical Assessment for a More Comprehensive View of Equine Welfare." *Journal of Veterinary Behavior: Clinical Applications and Research* 7.3 (2012): 169-78. Web. 01 Aug. 2016.

Lesté-Lasserre, Christa. "Behaviorist: Train According to Horses' Ethology, Cognition." *TheHorse.com*. N.p., 8 July 2016. Web. 05 Nov. 2016.  
<<http://www.thehorse.com/articles/37810/behaviorist-train-according-to-horses-ethology-cognition>>

MacPhee, Ross, and Sandra Olsen. "Domesticating Horses." *American Museum of Natural History*. N.p., 2008. Web. 01 Sept. 2016.  
<<http://www.amnh.org/exhibitions/horse/domesticating-horses/>>.

McLean, Andrew N., and Paul D. McGreevy. "Horse-Training Techniques That May Defy the Principles of Learning Theory and Compromise Welfare." *Journal of Veterinary Behavior: Clinical Applications and Research* 5.4 (2010): 187-95. Web.

McGreevy, Paul D., and Andrew N. McLean. "Ethological Challenges for the Working Horse and the Limitations of Ethological Solutions in Training." *ESI Education*. N.p., 2006. Web. 05 Nov. 2016.  
<<http://www.esi-education.com/ethological-challenges-for-the-working-horse-and-the-limitations-of-ethological-solutions-in-training/>>.

McGreevy, Paul D., and Andrew N. Mclean. "Roles of Learning Theory and Ethology in Equitation." *Journal of Veterinary Behavior: Clinical Applications and Research* 2.4 (2007): 108-18. Web.

"Mutualism." *Encyclopedia Britannica*. Encyclopedia Britannica, Inc., n.d. Web. 15 Feb. 2017.  
<<https://www.britannica.com/science/mutualism-biology>>.

Omran, Sabry Ibrahim Atiyya. "Construction of Sportsmanship Attitude Scale for Team Sports." *World Journal of Sport Sciences* 3 (2010): 1111-116. Web. 01 Aug. 2016.

Payne, E., M. Boot, M. Starling, C. Henshall, A. Mclean, P. Bennett, and P. McGreevy. "Evidence of Horsemanship and Dogmanship and Their Application in Veterinary Contexts." *The Veterinary Journal* 204.3 (2015): 247-54. Web.

Pavlov, Ivan Petrovich. *Conditioned Reflexes; An Investigation of the Physiological Activity of the Cerebral Cortex*. New York: Dover Publications, 1960. Print.

Proops, Leanne, and Karen McComb. "Cross-modal Individual Recognition in Domestic Horses (*Equus Caballus*) Extends to Familiar Humans." *The Royal Society- Biological Sciences*. N.p., 16 May 2012. Web. 05 Nov. 2016.  
<<http://rspb.royalsocietypublishing.org/content/279/1741/3131.short>>.

Shafer-Landau, Russ. *The Fundamentals of Ethics*. New York: Oxford UP, 2010. Print.



van Dierendonck, Machteld and Goodwin, Debbie. "Social Contact in Horses: Implications for Human-Horse Interactions." *Animals in Philosophy and Science* 4 (2005): 65-81. Web.

Visser, E. Kathalijne, and Elvi E.c. Van Wijk-Jansen. "Diversity in Horse Enthusiasts with Respect to Horse Welfare: An Explorative Study." *Journal of Veterinary Behavior: Clinical Applications and Research* 7.5 (2012): 295-304. Web.

Ward, Laura. "The Relationships between Horse Training and Ethology." *Minds Alike*. N.p., 16 Jan. 2016. Web. 05 Nov. 2016. <<https://mindsalikeatb.wordpress.com/the-relationships-between-horse-training-and-ethology/>>.

Waring, George H. *Horse Behavior: The Behavioral Traits and Adaptations of Domestic and Wild Horses, including Ponies*. Park Ridge, NJ: Noyes Publications, 1983. Print.

Warren-Smith, Amanda K., and Paul D. McGreevy. "Equestrian Coaches' Understanding and Application of Learning Theory in Horse Training." *Anthrozoos: A Multidisciplinary Journal of The Interactions of People & Animals* 21.2 (2008): 153-62. Web.

Wipper, Audrey. "The Partnership: The Horse-Rider Relationship in Eventing." *Symbolic Interaction* 23.1 (2000): 47-70. Web.

Xenophon. *On Horsemanship*. Radford, VA: SMK /Wilder Pub., 2011. Print.

## Appendix C- Sample







NAME	GENDER	PRIMARY STAKEHOLDER GROUP	PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	COUNTRY REPRESENTING	BRIEF BIOGRAPHY
<b>Alison King</b>	Female	Fédération Equestre Internationale Official	Dressage	Great Britain, Hong Kong	Fédération Equestre Internationale 4* Dressage Judge, Fédération Equestre Internationale 5* Para-Equestrian Judge, Fédération Equestre Internationale Technical Delegate, Fédération Equestre Internationale Dressage, Para-Equestrian and Show Jumping Level 2 Steward
<b>Amanda Bond</b>	Female	Fédération Equestre Internationale Official	Para-Equestrian Dressage	Great Britain, Hong Kong	Hong Kong Jockey Club's Executive Manager for Equestrian Affairs, Chair of the Fédération Equestre Internationale Para-Equestrian Dressage Committee and Previous Chief Executive of British Dressage 2008-2014
<b>Andreas Hausberger</b>	Male	Trainer or Coach	Dressage	Austria	Chief Rider at the Spanish Riding School
<b>Angelo Telatin</b>	Male	Trainer or Coach	Jumping	United States of America	Assistant Professor at Delaware Valley College Equine Science and Management Department, British Horse Society Fellow and Head Coach of the Delaware Valley College Intercollegiate Dressage Team
<b>Anky van Grunsven</b>	Female	Competitive Driver, Rider or Vaulteur (Professional)	Dressage, Reining	Netherlands	3-Time Olympic Individual Gold Medalist, 2-Time World Equestrian Games Individual Gold Medalist, 9-Time World Cup Dressage Champion, Fédération Equestre Internationale Competitor in Dressage and Reining, International Clinician and Founder of the Clothing Line ANKY® Technical Casuals
<b>Anna Di Rezze</b>	Female	Competitive Driver, Rider or Vaulteur (Amateur)	Dressage	Canada	Amateur Fédération Equestre Internationale Dressage Competitor
<b>Bergita Shannon</b>	Female	Non-Competitive Rider	Dressage	Australia	Recreational Liberty Work and Classic Dressage Equestrian
<b>Beth Daniels</b>	Female	Competitive Driver, Rider or Vaulteur (Amateur)	Dressage	United States of America	Executive Director, American Farrier's Association and Amateur Fédération Equestre Internationale Dressage Competitor
<b>Bettina de Rham</b>	Female	Fédération Equestre Internationale	Dressage, Para-Equestrian Dressage, Reining and Vaulting	Netherlands, Switzerland	Fédération Equestre Internationale Director of Dressage, Para-Equestrian Dressage, Reining and Vaulting







NAME	GENDER	PRIMARY STAKEHOLDER GROUP	PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	COUNTRY REPRESENTING	BRIEF BIOGRAPHY
<b>Bettina Drummond</b>	Female	Trainer or Coach	Dressage	Great Britain, United States of America	Teacher and Trainer of French Classical Dressage, Spent Seventeen Years in Training with Master Nuno Oliveira, Owner and Operator of Pruyn Stud and Founding Member of the Association for the Promotion of the Art of Horsemanship in America
<b>Bram Chardon</b>	Male	Competitive Driver, Rider or Vaultler (Professional)	Driving	Netherlands	Three Time Fédération Equestre Internationale Champion Pony Four-in-Hand: 2011, 2013, 2015
<b>Cat Hill</b>	Female	Groom	Not Applicable	United States of America	Author of World Class Grooming for Horses, Professional Groom as well as Previous Barn Manager for Craig Thompson and Mara DePuy
<b>Catrin Norinder</b>	Female	Fédération Equestre Internationale	Eventing	Sweden, Switzerland	Fédération Equestre Internationale Director of Olympic Games and Eventing
<b>Celine van Till</b>	Female	Competitive Driver, Rider or Vaultler (Professional)	Para-Equestrian Dressage	Switzerland	Paralympian and Fédération Equestre Internationale Competitor in Para-Equestrian Dressage
<b>Chester Weber</b>	Male	Competitive Driver, Rider or Vaultler (Professional)	Driving	United States of America	13-time United States Equestrian Federation Four-in-Hand National Champion, 2014 Fédération Equestre Internationale World Equestrian Games Silver Medalist, Competition Organizer of Live Oak International as well as Member of Committees such as the United States Equestrian Federation High Performance Driving Committee, Licensed Officials Committee and the Driving Technical Committee
<b>Chris Irwin</b>	Male	Trainer or Coach	Not Applicable	Canada	International Clinician, Creator of Train The Trainer Certification Program, Owner of Riversong Ranch as well as Author of "Horses Don't Lie" and "Dancing With Your Dark Horse"
<b>Christian Lozano</b>	Male	Fédération Equestre Internationale Official	Endurance	France, Qatar	Qatar Endurance Committee Technical Advisor, Fédération Equestre Internationale 4* Endurance Course Designer Judge and Technical Delegate as well as Fédération Equestre Internationale Endurance Level 2 Steward and Course Director
<b>Christoph Hess</b>	Male	Fédération Equestre Internationale Official	Dressage	Germany	Fédération Equestre Internationale 4* Judge in Dressage and Eventing, German National Federation Professional Riding Instructor, Vice Chairman of the International Group for Equestrian Qualifications and Previous Head of Instruction at the German National Equestrian Federation
<b>Claire Harrison</b>	Female	Associate Practitioner	Not Applicable	Great Britain	Equine Bowen Therapist and Chair of the Bowen Therapy Professional Association

NAME	GENDER	PRIMARY STAKEHOLDER GROUP	PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	COUNTRY REPRESENTING	BRIEF BIOGRAPHY
<b>Colonel Christian Carde</b>	Male	Trainer or Coach	Dressage	France	Previous Chief Ecuyer of the Cadre Noir, Deputy Director of the French National Riding School, Fédération Equestre Internationale Dressage Judge and Founder of Allege-Ideal
<b>Colonel Patrick Teisserenc</b>	Male	Trainer or Coach	Not Applicable	France	Chief Ecuyer of the Cadre Noir and Deputy Director of the French National Riding School
<b>Connie Jehlik</b>	Female	Educator	Not Applicable	United States of America	United States Pony Club Instruction Services Director
<b>Daniel Bluman</b>	Male	Competitive Driver, Rider or Vaultor (Professional)	Jumping	Colombia, Israel	Olympian and Fédération Equestre Internationale Competitor in Jumping
<b>Dave Dawson</b>	Male	Farrier	Not Applicable	Canada	Owner of Dave G. Dawson Farrier Inc., Part-Owner of B.W.D. Equine Services, Treasure of the National Association of Equine Practitioners and Member of the Board of Directors for the American Association of Professional Farriers
<b>David Anderson</b>	Male	Equipment Manufacturer	Not Applicable	Canada	President of Phoenix Performance Products and Tipperary Equestrian Inc., Owner of Anderson Farms Ontario Inc. and Anderson Farms Percheron and Clydesdales
<b>Di Pieterse</b>	Female	Educator	Not Applicable	South Africa	Managing Director of Equestrian Qualifications Authority of South Africa and Executive Committee Member of International Group for Equestrian Qualifications
<b>Diana DeRosa</b>	Female	Media	Not Applicable	United States of America	Equestrian Photo Journalist at Eight Olympic Games, Co-Organizer of the EQUUS Film Festival and Owner of Press Link PR
<b>Dinah Rojek</b>	Female	Fédération Equestre Internationale Official	Endurance	United States of America	Fédération Equestre Internationale 4* Endurance Judge, Course Designer and Technical Delegate as well as an Endurance, Dressage and Para-Equestrian Dressage Competitor and Owner of Smoke Rise Farm
<b>Dr. Ali Tweissi</b>	Male	Veterinarian or Equine Sciences	Endurance	Jordan, United Arab Emirates	Emirates Equestrian Federation Head of the Veterinary Department, Fédération Equestre Internationale Jumping and 4* Endurance Veterinarian and Fédération Equestre Internationale 2* Endurance Veterinary Treatment Official as well as Previous International Veterinary Clinical Trainer for The Brooke
<b>Dr. Caroline Benoist</b>	Female	Educator	Not Applicable	Great Britain	Manager of Research and Education at the Neue Schule Academy with a PhD in Neuroscience
<b>Dr. Caterina Termine</b>	Female	Veterinarian or Equine Sciences	Not Applicable	Great Britain, Switzerland	Fédération Equestre Internationale Veterinary Advisor

NAME	GENDER	PRIMARY STAKEHOLDER GROUP	PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	COUNTRY REPRESENTING	BRIEF BIOGRAPHY
<b>Dr. Gerd Heuschmann</b>	Male	Veterinarian or Equine Sciences	Not Applicable	Germany	Equine Veterinarian Based at the Warendorf Veterinary Clinic Associated with the German National Riding School, Trained as a Bereiter (Master Rider), Founding Member of Xenophon, Author of "Tug of War – Classical Versus Modern Dressage", "Balancing Act: The Horse in Sport, an Irreconcilable Conflict?" and "Collection or Contortion?: Exposing the Misconceptions and Exploring the Truths of Horse Positioning and Bend" as well the Documentary "If Horses Could Speak"
<b>Dr. Göran Akerström</b>	Male	Veterinarian or Equine Sciences	Not Applicable	Sweden, Switzerland	Fédération Equestre Internationale Veterinary Department Director, Previous Chief Veterinary Officer of the Swedish Trotting Association and Head of the Equine Welfare Department as well as a Previous Veterinary Inspector for the Swedish Board of Agriculture and Animal Welfare Agency
<b>Dr. Graham Cross</b>	Male	Educator	Not Applicable	Great Britain	Director of Studies at The Neue Schule Academy, Physicist, Technical Director of Neue Schule Limited, Inventor of Salox Gold and Owner of Avansce Limited and Inventor of Synchronicity
<b>Dr. Hilary Clayton</b>	Female	Veterinarian or Equine Sciences	Dressage	United States of America	Professor and Mary Anne McPhail Dressage Chair Emerita at Michigan State University as well Past President of the Association for Equine Sports Medicine and Former Board Member of the American Association of Equine Practitioners
<b>Dr. J. Nicolau P. Puoli Filho</b>	Male	Veterinarian or Equine Sciences	Not Applicable	Brazil	Professor of Equine and Animal Science at Saõ Paulo State University
<b>Dr. Kathleen Anderson</b>	Female	Educator	Not Applicable	United States of America	Professor/Equine Extension Horse Specialist at the University of Nebraska, Reviewer of the 4-H Horse Curriculum and Judge for the American Quarter Horse Association, American Paint Horse Association and National Snaffle Bit Association
<b>Dr. Menke Steenbergen</b>	Female	Veterinarian or Equine Sciences	Not Applicable	Netherlands	Veterinarian, Author of "Horse Signals", Inventor of the Rein Tension Device, Equine Expert at IPOS Technology and Owner of Centaur Consulting
<b>Dr. Michael Guerini</b>	Male	Trainer or Coach	Not Applicable	United States of America	Owner, Trainer and Clinician of Dun Movin Ranch and Co-inventor of Equine Hydro-T
<b>Dr. Paul McGreevy</b>	Male	Veterinarian or Equine Sciences	Not Applicable	Australia	Professor of Animal Behavior and Animal Welfare Science at the University of Sydney's Faculty of Veterinary Science and Honorary President of the International Society for Equitation Science
<b>Dr. Sarah Louise Coombs</b>	Female	Veterinarian or Equine Sciences	Endurance	Great Britain	Equine Veterinarian, Fédération Equestre Internationale 4* Endurance and Eventing Veterinarian, Former Team Veterinarian for the British Endurance Team as well as Charity Trustee for World Horse Welfare

NAME	GENDER	PRIMARY STAKEHOLDER GROUP	PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	COUNTRY REPRESENTING	BRIEF BIOGRAPHY
<b>Dr. Sid Gustafson</b>	Male	Veterinarian or Equine Sciences	Not Applicable	United States of America	Veterinarian, Equine Studies Program Coordinator for the Natural Horsemanship Program at the University of Montana Western from 2006-2008 and Current Equine Behavior Instructor at the University of Guelph
<b>Eleonora Ottaviani</b>	Female	Elected Politician	Jumping	Italy	Secretary General of the Fédération Equestre de la Partecipate de Monaco and Director of the International Jumping Riders Club
<b>Elisha Massong</b>	Female	Breeder	Jumping	Canada	Owner of Mountain Creek Sport Horses
<b>Elizabeth Hiscox</b>	Female	Veterinarian or Equine Sciences	Not Applicable	France, Great Britain	Owner of Normandy Equine UK, Qualified Equine Sports Massage Therapist, Masterson Method Practitioner as well as Previous General Manager of Liphook Equine Hospital and Sports Director for Eventing and Vaulting for the United States Equestrian Federation
<b>Emily Kieson</b>	Female	Trainer or Coach	Not Applicable	United States of America	Trainer, Instructor and Barn Manager of Pleasure and Non-Competitive Horsemanship with a Post Graduate Diploma from the University of Edinburgh in Equine Science. Currently Studying Comparative Psychology and Behavioral Biology at Oklahoma State University
<b>Emma Ford</b>	Female	Groom	Not Applicable	United States of America	Author of World Class Grooming for Horses, Professional Groom as well as Previous Barn Manager for Adrian Iorio and Phillip Dutton
<b>Eric Straus</b>	Male	Fédération Equestre Internationale Official	Reining	United States of America	Fédération Equestre Internationale Level 3 Jumping and Reining Steward, Fédération Equestre Internationale Reining Technical Delegate, Chief Executive Officer of the Washington International Horse Show, Senior Vice President of HITS, Inc., Trustee and Executive Committee Member of the American Horse Council, Secretary and Executive Committee Member of the United States Equestrian Team Foundation, Secretary General of the Pan American Equestrian Confederation, President of Equine Sport Group and Managing Director of Sai Ma Sports LLC
<b>Erica Poseley</b>	Female	Trainer or Coach	Dressage	United States of America	Owner, Trainer and Clinician of GotSeat.com
<b>Filip Vande Cappelle</b>	Male	Equine Transport	Not Applicable	Belgium	President of European Horse Services, President-Elect of Animal Transportation Association and Equine Manager for the Longines Masters
<b>Frances Hesketh-Jones Triulzi</b>	Female	Fédération Equestre Internationale Official	Jumping	Italy	Fédération Equestre Internationale Honorary Steward General Jumping, Fédération Equestre Internationale Course Director for Jumping Judges and Stewards, Fédération Equestre Internationale Level 4 Jumping Judge, Fédération Equestre Internationale Level 3 Jumping and Eventing Steward, Member of the Fédération Equestre Internationale Working Group Stewards Education System and International Jumping Official Club







 NAME	 GENDER	 PRIMARY STAKEHOLDER GROUP	 PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	 COUNTRY REPRESENTING	 BRIEF BIOGRAPHY
<b>Frank Kemperman</b>	Male	Horse Show Organizer	Not Applicable	Netherlands	CHIO Aachen Director and Chair of the Fédération Equestre Internationale Dressage Committee
<b>Gayle Ecker</b>	Female	Educator	Not Applicable	Canada	Director of Equine Guelph, University of Guelph and Associate Faculty of Campbell Centre for the Study of Animal Welfare
<b>Gemma Pearson</b>	Female	Veterinarian or Equine Sciences	Not Applicable	Great Britain	Royal College of Veterinary Surgeons Advanced Practitioner in Equine Medicine, Horse Trust PhD Student- Dick Vet Equine Hospital, Associate Diploma in Equitation Science and Veterinary Liaison Officer for the International Society for Equitation Science
<b>Gennaro Lendi</b>	Male	Competitive Driver, Rider or Vaulteur (Professional)	Reining	Italy	Fédération Equestre Internationale World Championship Individual Bronze Medalist and Team Gold Medalist, World Equestrian Games Competitor, Fédération Equestre Internationale European Reining for Seniors Champion and Fédération Equestre Internationale Reining Competitor
<b>George Morris</b>	Male	Trainer or Coach	Jumping	United States of America	Youngest Rider at the Age of 14 to Win the Maclay Horsemanship Finals and Hunt Seat Equitation Medal Final, Pan-American Team Gold Medalist, Olympic Team Silver Medalist, Author of Books such as "Hunter Seat Equitation" and "George H. Morris Teaches Beginners to Ride", Practical Horseman Magazine's Horseman of the Century and Has Been a Competitor, Coach and Chef d'Equipe at Numerous Fédération Equestre Internationale Competitions
<b>Guy Mclean</b>	Male	Trainer or Coach	Not Applicable	Australia	International Horseman, Entertainer, Poet and 2-Time World Champion of the Road to the Horse
<b>Hanneke Gerritsen</b>	Female	Fédération Equestre Internationale Official	Para-Equestrian Dressage	Netherlands	Fédération Equestre Internationale 5* Para-Equestrian Judge, Fédération Equestre Internationale Technical Delegate, Fédération Equestre Internationale Level 3 Para-Equestrian Steward and Member of the Fédération Equestre Internationale Para-Equestrian Dressage Committee
<b>Hugh Scott Barrett</b>	Male	Horse Owner or Sponsor	Driving	Great Britain	Sponsor and Back-Stepper for Boyd Exell
<b>Jacques van Daele</b>	Male	Fédération Equestre Internationale Official	Dressage	Belgium	Fédération Equestre Internationale 4* Dressage Judge, Fédération Equestre Internationale Level 3 Dressage Steward and Fédération Equestre Internationale Dressage Technical Delegate
<b>Jenny Pearce</b>	Female	Trainer or Coach	Not Applicable	Australia	Owner, Trainer and Clinician of Jennypearce.com.au







 NAME	 GENDER	 PRIMARY STAKEHOLDER GROUP	 PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	 COUNTRY REPRESENTING	 BRIEF BIOGRAPHY
<b>Jill Stedman</b>	Female	Trainer or Coach	Dressage	Canada	Owner, Trainer and Clinician of Jill Stedman Dressage as well as an Ontario Equestrian Federation Coaching Examiner
<b>Jillian Kreinbring</b>	Female	Educator	Dressage	United States of America	Equine Biomechanics Lecturer and Connected Riding Instructor
<b>João Pedro Rodrigues</b>	Male	Trainer or Coach	Dressage	Portugal	Master-Chief Rider at the Portuguese School of Equestrian Art and Breeder of Lusitano Horses-Coudelaria João Pedro Rodrigues JPR
<b>Jochen Schleese</b>	Male	Saddle Specialist	Not Applicable	Canada, Germany	Certified Master Saddler as well as Founder and Director of Schleese Saddlery Service Ltd. and Saddlefit 4 Life. Author of "The Silent Killer – the Painful Truth of Saddle Fitting" and "Why it Doesn't Work and Suffering in Silence – the Saddle Fit Link to Physical and Psychological Trauma in Horses"
<b>Jody Hartstone</b>	Female	Competitive Driver, Rider or Vaulteur (Professional)	Dressage	New Zealand	New Zealand Fédération Equestre Internationale Dressage Rider and Coach
<b>Joe Hayes</b>	Male	Competitive Driver, Rider or Vaulteur (Professional)	Reining	United States of America	Top 10 Finishes at the American Quarter Horse Association World Show, National Reining Horse Association Open Futurity and Derby as well as a Breeder of Reining Horses and Fédération Equestre Internationale 4* Reining Judge, American Quarter Horse Association Judge and National Reining Horse Association Judge
<b>John Eccles</b>	Male	Trainer or Coach	Vaulting	Great Britain	Lunger and Coach for Wee County Vaulteurs and the Scottish Equestrian Vaulting Team as well as Fédération Equestre Internationale 3* Vaulting Judge, Technical Delegate and Level 2 Steward
<b>John Roche</b>	Male	Fédération Equestre Internationale	Jumping	Ireland, Switzerland	Fédération Equestre Internationale Director of Show Jumping
<b>Karen Pavicic</b>	Female	Competitive Driver, Rider or Vaulteur (Professional)	Dressage	Canada	Pan American Games Team Silver Medalist, World Equestrian Games Competitor and Fédération Equestre Internationale Dressage Competitor
<b>Keira Byrnes</b>	Female	Trainer or Coach	Eventing	Australia	Owner and Trainer of Bush Park, 4* Fédération Equestre Internationale Eventing Rider, Show Jumper and Medium Level Dressage Competitor
<b>Lee Frawley</b>	Female	Competitive Driver, Rider or Vaulteur (Amateur)	Para-Equestrian Dressage	United States Virgin Islands	Paralympian and World Equestrian Games Competitor, Fédération Equestre Internationale Competitor in Para-Equestrian Dressage as well as Chef de Mission at the 2016 Rio Paralympics
<b>Lendon Gray</b>	Female	Trainer or Coach	Dressage	United States of America	Olympian, United States Dressage Federation Instructor and Clinician, Founder of Lendon's Youth Dressage Festival and Dressage4Kids as well as Member of the United States Dressage Federation Hall of Fame



NAME	GENDER	PRIMARY STAKEHOLDER GROUP	PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	COUNTRY REPRESENTING	BRIEF BIOGRAPHY
<b>Leopoldo Palacios</b>	Male	Fédération Equestre Internationale Official	Jumping	Venezuela	Fédération Equestre Internationale Level 4 Jumping Course Designer and Technical Delegate as well as Honorary Vice-President of Fédération Equestre Internationale Executive Committee. Previous Fédération Equestre Internationale Head of Group V, Vice-President of the Commission for Children, Member of the Bureau and Jumping Committee as well as Venezuelan Federation of Equestrian Sports Board Member and President
<b>Linda Keenan</b>	Female	Barn Manager or Owner	Dressage	Great Britain, United States of America	Secretary General and Member of Board of Directors for the International Dressage Trainers Club, Fédération Equestre Internationale Dressage Competitor, United States Dressage Federation Gold and Silver Medalist as well as Manager of Layham Hall
<b>Liv Gude</b>	Female	Groom	Not Applicable	United States of America	Editor and Owner of Pro Equine Grooms.com and Previous Professional Groom for Gunter Seidel
<b>Lynndee Kemmet</b>	Female	Media	Dressage	United States of America	Journalist, Editor of Professional Horsemanship Review and Writer for a Number of Publications including Chronicle of the Horse, Dressage Today, DressageDaily.com and The Horseman's Yankee Pedlar as well as Owner of Boschee Farm
<b>Manuel Bandeira de Mello</b>	Male	Fédération Equestre Internationale	Endurance and Driving	Portugal, Switzerland	Fédération Equestre Internationale Director of Endurance and Driving as well as Previously Serving as Secretary General, Chef d'Equipe and Chef de Mission of the Portuguese Equestrian Federation and Deputy Chair of Fédération Equestre Internationale Regional Group I and Executive Board Member of the European Equestrian Federation
<b>Martin Atock</b>	Male	Equine Transport	Not Applicable	Ireland	Managing Director of Peden Bloodstock Assisting in the International Horse Transportation for the Last Seven Olympic Games and All World Games Since Their Inception as well as Formerly Holding the Chair of the Animal Air Transport Association Worldwide Equine Committee
<b>Mary Blinks</b>	Female	Fédération Equestre Internationale Official	Jumping	Kenya, United States of America	Fédération Equestre Internationale Level 3 Jumping Course Designer and Judge, Fédération Equestre Internationale Coach Level I, Fédération Equestre Internationale Course Assessor, Pony Club Efficiency Test Examiner B, Committee Member of the Horse Association of Kenya, International Show Jumping Officials Club: Africa Representative, Fédération Equestre Internationale Chairman Group IX as well as Awarded the 2006 Fédération Equestre Internationale Special Recognition Award for Outstanding Contribution to the Global Development of Equestrian Sport
<b>Mavis Spencer</b>	Female	Competitive Driver, Rider or Vaultor (Professional)	Jumping	United States of America	Previous Groom for Kent Farrington and Lorenzo de Luca, United States Equestrian Federation Junior Jumper Championship Individual Silver Medalist, Fédération Equestre Internationale Competitor, United States Equestrian Ambassador as well as Managing Neil Jones Equestrian and Gallop Apace LLC

NAME	GENDER	PRIMARY STAKEHOLDER GROUP	PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	COUNTRY REPRESENTING	BRIEF BIOGRAPHY
<b>Michael Stone</b>	Male	Horse Show Organizer	Not Applicable	Ireland, United States of America	President of Equestrian Sport Productions Responsible for the Palm Beach International Equestrian Center and Winter Equestrian Festival as well as Previous Secretary General for the Fédération Equestre Internationale and Irish Equestrian Federation
<b>Mitch Taylor</b>	Male	Farrier	Not Applicable	United States of America	Director of the Kentucky Horseshoeing School, Member of International Horseshoeing Hall of Fame and Received the American Farrier's Association Educator of The Year Award for 2007 and 2011 as well as the Clinician of the Year Award for 2012. Past President of the Registry of Professional Farrier Educators as well as Previous American Farrier's Association Board of Directors Member, Equine Research Committee Member and Education Committee Chairman
<b>Monty Roberts</b>	Male	Trainer or Coach	Not Applicable	United States of America	Creator of the Equine Training Technique Join-Up and Monty Roberts Equus Online University as well as Best-Selling Author of Books such as "The Man Who Listens to Horses", "Shy Boy" and "Join-up: Horse Sense for People", Hollywood Stunt Man, Fédération Equestre Internationale Man of the Year 1997 and Has Assisted Over 3,000 Horses to Accept their First Saddle and Rider in Front of a Public Audience
<b>Nadine Brandtner</b>	Female	Breeder	Dressage	South Africa, Germany	World Breeding Federation for Sport Horses Project Manager as well as Previous South African Warmblood Horse Society Inspector, Representative and Coordinator
<b>Nayla Stössel</b>	Female	Horse Show Organizer	Not Applicable	Switzerland	President of Longines CSIO Schweiz St. Gallen and European Equestrian Federation Board Member
<b>Nigel King</b>	Male	Fédération Equestre Internationale Official	Jumping	Great Britain, Hong Kong	Fédération Equestre Internationale Level 3 Show Jumping Judge, Fédération Equestre Internationale Level 3 Show Jumping and Dressage Steward, Fédération Equestre Internationale Para-Equestrian Level 2 Steward
<b>Pablo Mayorga</b>	Male	Fédération Equestre Internationale Official	Jumping	Argentina	Fédération Equestre Internationale Level 4 Jumping Judge and Course Director, Fédération Equestre Internationale Second Vice President 2010-2014, Pan American Equestrian Confederation President 2006-2014 as well as Previous Secretary General, Bureau Member and Disciplinary Committee Member of the Argentine Equestrian Federation
<b>Pat Parelli</b>	Male	Trainer or Coach	Not Applicable	United States of America	Founder of the Parelli Natural Horsemanship Program with over 200,000 Students Taking Part in the Online Learning Program. He Has Presented in Front of Over 2,000,000 People in 27 Countries as well as Being in over 1,000 Magazine Articles

 NAME	 GENDER	 PRIMARY STAKEHOLDER GROUP	 PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	 COUNTRY REPRESENTING	 BRIEF BIOGRAPHY
<b>Per Waaler</b>	Male	Competitive Driver, Rider or Vaultler (Professional)	Dressage	Sweden	Fédération Equestre Internationale Dressage Competitor and Trainer as well as Owner of Waaler Farm
<b>Peter Bollen</b>	Male	Equine Nutritionist	Not Applicable	Belgium	Founder and Managing Director of Cavalor, Member of Fédération Equestre Internationale Jumping Committee, President of The International Equestrian Organizers Alliance and President of the European Equine Health and Nutrition Congress
<b>Radovan Salek</b>	Male	Fédération Equestre Internationale Official	Jumping	Czech Republic	Fédération Equestre Internationale Level 3 Jumping Judge and Steward as well as Fédération Equestre Internationale Level 2 Eventing, Vaulting and Driving Steward
<b>Rafeal Soto</b>	Male	Competitive Driver, Rider or Vaultler (Professional)	Dressage	Spain	Olympic Team Silver Medalist, World Equestrian Games Team Bronze Medalist, Fédération Equestre Internationale Competitor in Dressage, Spanish National Team Dressage Trainer and Chief Rider at the Royal Andalusian School of Equestrian Art
<b>Reese Koffler Stanfield</b>	Female	Competitive Driver, Rider or Vaultler (Professional)	Dressage	United States of America	United States Dressage Federation Bronze, Silver, Gold and Gold Freestyle Bar Medalist, United States Dressage Federation Certified Instructor/Trainer Through Fourth Level, Owner of Maplecrest Farm and Co-Host of the Dressage Radio Show
<b>Robert Thompson</b>	Male	Elected Politician	Reining	Canada	Fédération Equestre Internationale Reining Technical Committee Chair and Previous Treasurer of Equestrian Canada's Board of Directors
<b>Sharon Madere</b>	Female	Trainer or Coach	Dressage	United States of America	International Association of Animal Behavior Certified Horse Behavior Consultant and Breeder of Silver Moon Iberians
<b>Silvia Loch</b>	Female	Trainer or Coach	Dressage	Great Britain	Trainer, Teacher, Writer, Video Producer, Lecturer of Classical Dressage and the Founder of the Lusitano Breed Society of Great Britain and the Classical Riding Club
<b>Sorrel Porteous</b>	Female	Competitive Driver, Rider or Vaultler (Professional)	Eventing	Great Britain	Fédération Equestre Internationale Eventer and Owner of Pentire Sport Horses
<b>Stacia Madden</b>	Female	Trainer or Coach	Jumping	United States of America	Owner and Head Trainer of Beacon Hill Show Stables, United States Hunter Jumper Association Certified Trainer as well as Serving on Several National Committees such as The United States Equestrian Federation High Performance Task Force and National Hunter Committee

 NAME	 GENDER	 PRIMARY STAKEHOLDER GROUP	 PRIMARY FÉDÉRATION EQUESTRE INTERNATIONALE DISCIPLINE	 COUNTRY REPRESENTING	 BRIEF BIOGRAPHY
<b>Sven Onclinx</b>	Male	Associate Practitioner	Not Applicable	Switzerland	Equine Osteopath
<b>Taizo Sugitani</b>	Male	Competitive Driver, Rider or Vaultor (Professional)	Jumping	Japan	Olympian, World Equestrian Games Competitor, Asian Games Individual and Team Bronze Medalist as well as Fédération Equestre Internationale Competitor in Jumping
<b>Thuy Khuc-Bilon</b>	Female	Non-Competitive Rider	Jumping	Australia	Recreational Jumping Equestrian
<b>Timothy Holekamp</b>	Male	Breeder	Eventing	United States of America	Owner of the Legendary Trakehner Stallion-Windfall, United States Equestrian Federation Event Owner's Task Force Member and Breeder of New Spring Farm
<b>Tom Moates</b>	Male	Media	Not Applicable	United States of America	Equestrian Journalist and Award Winning Author of 8 Books such as "Considering Horsemanship", "A Horse's Thought" and "Discovering Natural Horsemanship" as well as Contributor to Magazines such as Ranch & Reata, Eclectic-Horseman, America's Horse and Western Horseman
<b>Vera Bowman</b>	Female	Barn Manager or Owner	Dressage	Canada	Previous Owner, Barn Manager and Trainer at Briarwood Stables

## Appendix D- Participant Information Sheet

**Study Title:** How can horsemanship competence be defined and objectively measured to improve the selection and education of FEI officials?

### **Purpose of Study**

The purpose of this study is to investigate the various definitions and perceptions of horsemanship across a diverse range of equestrian community stakeholders. Through this process, commonalities and differences will hopefully be revealed to supply valuable insight into the creation of a potential baseline understanding of the necessary skills, abilities and attributes for horsemanship competence.

### **Study Participation**

The interview should take approximately 30 minutes and will be arranged at a time, date and location of your convenience. The interview will be divided into three sections. Namely, questions regarding your basic background profile, your views on horsemanship and, finally, situational analysis of horsemanship circumstances. All responses will be recorded but kept confidential. However, participation in this study is voluntary and you may withdraw at any time.

### **Who is responsible for the study?**

This study is an initiative by Stefanie Krysiak submitted in partial fulfillment of the requirements of the International Academy of Sport Science and Technology Master of Sport Administration Degree (AISTS MAS). In addition, this research paper is in collaboration with the education and standards department of international governing body of equestrian sport known as the Fédération Equestre Internationale's (FEI).

### **Contact Details**

Should you have questions at any point, please do not hesitate to contact the researcher- Stefanie Krysiak- through the following email address: [stefanie.krysiak@msa.aists.org](mailto:stefanie.krysiak@msa.aists.org). Thank you so much in advance for your time and assistance.

Sincerely,

A handwritten signature in black ink, appearing to be "SK", written over a horizontal line.

Stefanie Krysiak

## Appendix E- Interview Guide

### **SECTION ONE**

Name: \_\_\_\_\_

Gender: Male or Female

Country of Origin: \_\_\_\_\_

---

#### Question One (Pre-coded, closed question)

- |  |   |   |
|--|---|---|
| a) Associate Practitioner                                  | h) Equine Nutritionist                            | o) Horse Owner or Sponsor                       |
| b) Barn Owner or Manager                                   | i) Equine Transport                               | p) Horse Show Organizer                         |
| c) Breeder   | j) Equipment Manufacturer                         | q) Media  |
| d) Competitive Driver, Rider<br>or Vaulters (Amateur)      | k) Farrier  | r) Non-Competitive Rider,<br>Driver or Vaulters |
| e) Competitive Driver, Rider<br>or Vaulters (Professional) | l) Fédération Equestre<br>Internationale          | s) Saddle Specialist                            |
| f) Educator  | m) Fédération Equestre<br>Internationale Official | t) Trainer or Coach                             |
| g) Elected Politician                                      | n) Groom  | u) Veterinarian or Equine<br>Sciences           |

Additional Comments:

Purpose: Group respondent types by their role. Different groups may show different characteristics; therefore, it is important to have knowledge of which group the respondent belongs to.

---

#### Question Two (Pre-coded, closed question)

How many years have you been interacting with horses?

0-5, 6-10, 11-15, 15-20, 21-30, 31+

Additional Comments:

Purpose: Group respondents by their years of experience in the community as it may influence their view and level of horsemanship knowledge.

---



Question Three (Pre-coded, closed question)

On average, how many days a month do you currently interact with horses?

0-5, 6-10, 11-15, 16-20, 21+

Additional Comments:

Purpose: Group respondents' intensity of activity level as frequent content with horses may influence their view and level of horsemanship knowledge.

---

**SECTION TWO**

Question Four (Pre-coded question)

How did you first learn how to interact with horses?

- a) Family
- b) Friend
- c) Local Riding School
- d) Pony Club, 4-H, Girl Guides/Boy Scouts
- g) Trial and Error
- h) Other \_\_\_\_\_

Additional Comments:

Purpose: A transition question into section two that identifies the socialization process of horsemanship.

---

Question Five (Pre-coded question)

When beginning to ride, what did you believe to be the top five most important skills to acquire? Why?

- |                            |                                |                           |
|----------------------------|--------------------------------|---------------------------|
| a) Anatomy and Physiology  | g) Horse Handling              | m) Shipping and Transport |
| b) Bandaging               | h) Horse Identification        | n) Safety                 |
| c) Conditioning            | i) Lunging                     | o) Shoeing                |
| d) First Aid               | j) Nutrition                   | p) Stable Management      |
| e) Grooming and Blanketing | k) Pasture Management          | q) Tack and Equipment     |
| f) Horse Health            | l) Riding (walk, trot, canter) | r) Other(s) _____         |

Additional Comments:

Purpose: To identify important top of mind horsemanship skills.

---

Question Six (Open, probing question)

How would you define horsemanship?

Comments:

Purpose: To explore personal horsemanship definitions of each stakeholder group. This is a key question of the interview and may lead to further probing questions to the respondent.

---

Question Seven (Open question)

What, in your opinion, are the attributes (personality traits) of a good horseman/horsewoman? Examples: empathy, patience, respect, feel, etc.

Comments:

Purpose: To identify important personality traits (not just skills) needed to be a good horseman/horsewoman.

---



Question Eight (Open, probing question)

Do you believe there is a difference in the horsemanship requirements of various stakeholders involved in equine sport? Why or why not?

Comments:

Purpose: To explore personal views of one stakeholder group towards another.

---

**SECTION THREE**

Question Nine (Open question)

When observing a horse-human interaction, what do you look for in measuring the level of horsemanship competence of the individual?

Comments:

Purpose: To understand the mechanics of how horsemanship is analyzed by each of the stakeholder groups.

---

Question Ten (Open question)

Can you give me an example of a time when you saw good horsemanship? Can you give me an example of a time when you saw bad horsemanship?

Comments:

Purpose: To solidify a respondent's definition of horsemanship through concrete examples.

---

## Appendix F- Select Quotes on Horsemanship Competence

### Comprehensive Knowledge

"I look at horsemanship as more of a holistic approach. I don't necessarily expect someone who has horsemanship to know everything about the horses but I expect them to know the basics and be able to identify when we need to call someone in, be it the farrier, be it the vet or be it the dentist."

"For me, horsemanship is having a most complete understanding of the horse in everyway you can be educated. Through proper shoeing, through proper vet work, proper feeding, a good grooming schedule and if you end up taking your horsemanship to a level of showing than also having an understanding of your federation and ultimately the rules and regulations that govern the sport."

"Good horsemanship is a comprehensive concept. It is not a limited concept. It is an encompassing concept and it encompasses any number of important points when it comes to interacting with a horse. That at all times safety of the horse and safety of the people around the horse is in the forefront."

"You've got to notice everything. Did that horse have this leg slightly hotter than yesterday? Was that horse able to eat off the floor yesterday and today it is maybe struggling slightly? Did he drink more water today than he did yesterday? Is he more hungry than he was yesterday? Is he sweating in his box today more than yesterday even though there is really no difference in temperature? It's all of those little things. It's the little things that really add up. It's like the little pieces of jigsaw that make the whole picture and the whole picture is the horse."

"A horseman has nothing to do really with competing or not competing. This is something different. I know a lot of horseman that don't even compete that are never in the ring. Horseman are just people that understand horses inside, out. With that information they know how to work with the horses in order to get them to the point where they can have their maximum potential to be able to be competitive in whichever sport you decide- reining, jumping, eventing, dressage, you name it. It doesn't really matter at the end of the day, horses are horses. And a good horseman should be able to interact and work with horses of any discipline."

## Practical Experience

"Good horsemanship and skills comes with experience. It can't be taught in a textbook. It can only be so much on paper and then you actually have to get your hands dirty. And that only comes with experience."

"I think it is difficult to having an understanding of horsemanship if you are not involved directly with horses. If you haven't ridden, if you haven't touched a horse, if you haven't groomed a horse, if you have never had contact with a horse."

"Being a horseman comes from doing it for years, like an art form. It is not like you pick up a paintbrush and all of a sudden you are a painter."

"I think horsemanship should be very much linked to practical experience with the horse. In the best case, really holistic experience. How to take care of the horse, how to train it, about its health, about its body. It makes a big picture in the end."

## Growth Mindset

"I think there needs to be an inquisitive nature because that promotes further learning. How to do more, be more, be better for the horse. Not be rooted in opinion and fact that we learn without evidence 5 or 20 years ago."

"And this is for me the point at the end of the day, as a proper horse person you are never to live one life on earth to understand horses properly. Each horse has his own personality. Each horse has his own history. The more familiar you are with this, the more you are a horseperson. But you never ever come to an ideal situation because we have thousand, millions of horses in the world and you will never be able to understand all these horses with their special abilities."

"I think horsemanship knows no boundaries or limits, it is a continuous learning experience. As people are different so are horses. So are horses' reactions. Knowledge is cumulative."

"They must be very open-minded. Lifetime is not even enough to learn everything about horses because it is so wide and changing every time and every horse is different. There is no one way to go, no one system. There are so many disciplines. Equestrian sport is enormously wide so you are never done learning. You can learn from all disciplines to improve your own. Be open-minded, look at other disciplines, be interested in other disciplines, try to learn from them and communicate with them, ask them how they do it, what they do. To improve yourself it must be more of a basic instinct from yourself to keep learning and to stay open for it."

"I opened my mind to say I will never know everything. I am still learning. It's out there for us. It is waiting for us."

## Respect for the Horse

"I think horsemanship begins with respect. I never saw a horse as just a horse. A horse is on the same level as I am. When there is respect you won't continue to ride your horse when you feel he is not good. When he is not okay, you go and look what's going wrong and why he is doing it."

"Because they (horses) are not machines. They are living, breathing creatures with their own set of instincts that often come into conflict with what we are asking them to do."

"I think a lot of people love to call themselves horseman and that they love their horses but what they love is to compete and to win or to make a living and make money and to get fame out of these kind of things. I believe that it is very important that everybody remembers that base of respect and the knowledge of the horse. We have to remember that we are dealing with living creatures that deserve respect prior to their competitive years and after their competitive years are done. The horses are an extension of ourselves and our best friends. They are the reason that we are able to do what we do."

"People think that horses are people. We should be aware that they are horses and we are people. It is something different. Sometimes I think people get too protective or too careful because they think that the horse is like a person."

"Treat them with the highest respect if you do not know them. Ask the questions you would to pat a dog or play with a child or anything that doesn't belong to you. I always have the respect of asking. As a horse lover, every part of me wants to go stroke their mane and cuddle them but I love them with respect."

## Ethological Empathy

"For me, it is having an understanding of horses. Understanding what horses need innately and that obviously can include things like nutrition and health care and things like that but also from an ethology point of view- things that are important to horses.

They have hard wired behaviors that in spite of being domesticated for thousand of years haven't really changed."

"I think horsemanship is the conscious act of seeking to understand from the horse's perspective how he receives the information on the human endeavor that he is being asked to collaborate with."

"A very good horseman thinks and feels like a horse. A horse is not acting, it is reacting to us. It is important that horseman understand that a spooky horse is frightened and not trying to anger the rider. In 90% of the cases, bad behavior in horses is our fault."

"To blame a horse for anything at all. It is like blaming the night for being dark. Because they can only do what is their nature to do."

"Always think from horse's point of view. That would be our starting point. So it is very important to understand how horses think, how horses behave, how horses evolve. Horses are flight animals. We as humans adopted them so we have to understand their genes. How they think."

"If I am riding my horse in the indoor arena and there is a white bucket over in the corner, the horse can spook from the white bucket. As a person I am thinking 'it is a white bucket, why is that scary, why would you spook from that' but that is thinking like a person. If you think like a horse that white bucket wasn't there yesterday so it is something new, which may be threatening to the horse as a lion behind the bush would be. I think one key to being a good horseman is the ability, if you will, to think like a horse-understand things from the horse's perspective not from the person's perspective. Of course if you did that, that affects everything you do when you work with a horse and will improve your horsemanship skills."

## Effective Application of the Learning Theory

"Great horsemen understand there is a relationship between the rider and the horse. They establish a communication with the horse that is very clear. It is either black or it's white. It's not anything ever in the middle. It is the understanding of the partnership between the horse and the rider in terms of clear communication."

"I would also like to say that I operate under the psychological nomenclature of PICNIC, the learning theory, positive instant consequences and negative instant consequences- in the absence of violence."

"A lot of people talk about the art of horsemanship and the art of riding. There is a degree of art in it but actually a lot of is about applying the right pressures at the right time but also releasing them. All the top riders do but a lot of them don't know they are doing that."

"So horses are like computers. They may never do what we want but they always do what we tell them and what we program them to do."

"When I teach vets the first thing I do is a game. That game would be asking you to do something and I am not telling what to do. You may grab a bag, I don't know. If you are doing the right thing I will say yes, so I am telling yes you are doing the right thing. If no, that means you have to change and do something else. So if I want you to hold this bag but I am not telling you. First you may carry the laptop, the chair, I will say no to you. If you are coming close to the bag I will just keep saying yes, yes, yes until you carry it. But if I keep saying yes, no, yes, no. You are confused, you will say please tell me what you want. But if I always keep saying yes, yes you are doing the right thing. I have to be clear where no, where yes."

## Aware and Attentive to Body Language

"It is important to understand that we are talking about a language and it is a two-way language. A horse is speaking to you all the time. They are speaking to you with their eyes, what they do, how they react to when you ride them, their response when you ask them to load or do something different when you are out on a trail ride...So it is important as a person that you understand it is not just your language. It's their language. And those two languages need to meet."

"I think it is the ability to read that horse. Be able to read what he wants, what it is he needs, what he is feeling and to be able to notice things because he can't tell you because he can't speak and he is outside of his natural environment. You've got to basically be his eyes, his ears, and his speech."

"The first and foremost thing is actually an understanding of how to read the horse- the signals he gives you and the reactions he will give you. You have to be in tune with that and you have to be observant to be able to see that."

"I just read their horses. Horses are going to tell you way faster than a human being how good that person is with a horse. You can tell by a horse that is difficult to handle and you can tell if that person is instigating that behavior or helping that behaviour."

"That's horsemanship that you can read the horse's body language that you are able to be aware of your own body language. You can read so much in a horse's body language and how you approach them with your own body language"



## Commitment to the Priority of Equine Welfare

"A true horseman would never ever put the welfare of the horse after anything. The welfare of the horse comes first. Everything else comes second. Even if it means you are not going to win this, even if it means you aren't going to make so much money.

The horse's welfare comes first. And with that in mind, there are not that many horsemen in the world."

"It doesn't matter what rider it is in these moments at the WEG, European Championships, all these huge tournaments where the pressure is enormous on that moment. To make a decision for your horse instead for the result that's what I think is horsemanship because that's the moment you understand the horse."

"Putting in mind in every step you do the welfare of the horse should be paramount, should be first. Without compromising. I may know when we are giving an injection as a vet we are causing a small pain but we cause a small pain to relive a bigger thing. You make a judgment as a vet- positive and negative- and it has to be good for the horse."

"The big thing is that the horse's wellbeing always comes first. I understand there is a time and a place to push them a little bit past what their comfort level might be but I think if you are not a good horseman you aren't capable of determining what that point is. That's where they become stressed, you have problems, they have injuries, you push them past the point that they are capable of either performing well at or coming back from just for the sake of your own selfish purposes."

## Emotional Intelligence

"The greatest and worst thing about the horse is that he's a mirror. He is a perfect mirror. If you get up and you scowl and you grump and you cry into a mirror you are not going to get a happy smiling face on the other side. The way they look at me is how I judge myself as a horseman."

"We all have bad days. We get news that someone passes away or something else happened or business issues or something. You have a day where you are just totally focused on all these problems we have and you are short tempered because you are anxious, you've got problems. A good horsemen recognizes that and says 'you know I don't ride today because I don't want to take this to the horses. I am not in the right mental space.' That's a good horseman. Knowing where you are at in your own mind."

"It is that old saying. You have to drop the baggage at the barn door. Good horsemen are emotionally stable when they are around the horses and that's what makes the horses respond well to them. They make quick corrections and move on. They are not reacting out of anger or their own fear."

"So many people come into the barn and they are blustery and they are all wound up. Just focused on everything that is wrong with their day, which is a wrong way to enter a barn. Therefore, I think it is really important that even before we get out of the truck or where ever you are, you come take a breath. You calm yourself and go into that work with a horse in a very quiet and very positive mode. I think that's huge. It contributes hugely to our message on all levels."

"The relationship with a horse is a very honest and transparent relationship. You cannot hide a lot from a horse. They read through everything. Normally, they reflect what they get."

## Humility and Integrity

"I love the name horseman because it puts the horse before the man. And I think that is what we should always do."

"They (good horsemen) all start their work with humility. I never say that, that horse isn't good enough. I often say to owners, sponsors and people like that when we are involved in looking at a horse, I always say I am not good enough to do that with that horse. I am never going to say the horse isn't good enough."

"I kind of get people to take a step for a minute and realize that these animals are absolutely incredible. They are a gift. They do the most extraordinary things for us. It is such a privilege. I ask my students to go to their horse's head and look in his eye and- they don't have to say it out loud- more or less say to the horse may I have permission to ride. They don't necessarily have to say that but they should have it in their heart."

"You might be a good business person because you are making a profit but that doesn't mean you are a good horseperson because you are cutting corners at the expense of your clients, of your horses and the people that work for you. As a result, there is an element of being a smart business person as well. You can't be a good horseperson if you don't have a business that sustains itself in an ethical manner."

"The best way to find the very best horseman in the world, I think, would be to go up to them and say I will give you as much money as you ever need for the rest of your life if you will walk away from horses today. The ones that walk away are not real horseman. And I think that is what a true horseman is. Someone who says I don't do this because I am good at it, I don't do this because people like the way I look sitting on a horse, I don't do it because it brings me fame and fortune. I do it because I feel like half the man without them. A true horseman feels lost without a horse."



"The most important feature in my opinion is integrity. The ability stay exactly along the plan regardless of a person's emotions, friendships, biases, mood and so on."

"If a mistake is made, first look in the mirror and say what did I do wrong and not my horse. So evaluate and be very critical of yourself."

"The attribute that in some part of you there is a deep love for the horse. Any successful horseman no matter his system, what you think of his personality, his temperament, there is somewhere in him that loves the horse. If you don't have that you are never going to make it."

## Adaptability

"Every horse is different. They require different nutrition, require different handling, and so on. I have never seen two horses the same. It's not like they come out of a manufacturing plant and they are all the same specs, same color with a steering wheel and a brake. There is no such thing."

"If you have 30 children in a classroom. You have some that are quick learners, you have some that are slower learners, you have some students that are really good at math but not so good at history, and you have other students that are really good at another subject. We all have our strong points and our weak points as people. Well the same is true for horses. So if I ride ten horses today in training, I should not get off the best horse of the ten that is a quick learner, wants to please, has the mental and physical ability to be a really great horse but the next one that I get on may not have that athletic ability. To be a good horseman, I should not carry over 'well my last horse learned to do this quickly, why can't you.' Every horse is an individual and they have their individual characteristics, abilities and so forth."

"Openness to variations in communicating with horses- knowing there is not just one type of training or one way to do something. That there are multiple tools at our disposal to interact with horses. Be adaptable and flexible in the approach we take with each individual horse."

"What might be good for one horse might be completely different for another horse. I can train a 100 horses half pass but I will train it in a 100 different ways but at the end of the day it is still a half pass."

"Einstein used to say that the definition of insanity was doing the same thing over and over and expecting a different result. So if you've done things twice with a horse and it's not working, the horse is not against you, you just have to change what you are doing."

## Patience

"I also believe that if you go at something like you have fifteen minutes to get it done, it might take you all day. But if you go at it like you have all day, it might be done in fifteen minutes."

"For sure you have to have patience, things don't happen one day to the next with horses. It takes time. If you want to speed up the process, that's when you start making mistakes and disrespecting the horse. The education of the horse takes time. The process of training takes time. The process of healing an injury takes time."

"As humans we tend to hedge our bets and not live in the moment. We live thinking about six months from now or a magical plan five years from now."

"I think you have to be willing and know that it's a journey. It's not a sprint. You can do well with one horse but you have multiple other horses. It's a life long process in the sense that you build on experiences you have already had."

"Being with the horse at that moment that you are with it. That you actually give your time and yourself the moment you start to interact with it."

"I suppose the biggest thing is to treat them as if we are going to have them forever. I think that is the biggest thing because what we are doing today, is it going to be a detriment to them in the future? If we treated every horse as though we wanted to have them when they are older like if we treated every car that we wanted to own it in fifteen years time we wouldn't drive it so badly."

## Selection and Treatment of Support Team

"Build up a fantastic team of horsemen around you. What I mean by that is to have grooms, farriers, the whole team must have the same philosophy that you have based on the respect of the horse, the knowledge and understanding of the horse, of the love and understanding of the game."

"The real horseman is the one that knows how to evaluate a veterinarian and what he is saying and doing to your horse. And what am I going to do with that to ensure the right thing gets done to my horse. That's the test of horsemanship. Horsemanship has to do with evaluating opinions and performances of others who are providing technical assistance to you as a horseman."

"It doesn't mean though that a complete horseman is a real and identifiable thing. I am not sure there are complete horseman. It's not just one person. It is the people around him that are creating this. It is collective knowledge of parents and sponsors and some of the people that work with him on the farm."

"We have so many owners and officials that quiet honestly never ridden a horse but they are the unknown soldiers. There are a lot of good riders and a lot of good horse people that would make lousy officials. It is like any sport where officials, like in the NBA or NFL or NHL, that haven't played the sport in their life but understand it and the rules. Most of the owners of those franchises and teams have never played the sport. The players themselves are incredible athletes but they couldn't manage a team; they don't have that skill set. It is a very good comparison to the horse world even."

"I would say your communication with the owners, with the trainers, with the riders, the other officials, your colleagues is part of the horsemanship. It is not only my relation with the horses. It is the whole equestrian package. This is horsemanship."

## Development of a Mutual Symbiotic Relationship

"When the rider and horse become greater than the sum of rider and horse as individuals then horsemanship has been accomplished."

"What our horsemanship allows us to do is to peel back the layers of possibility that already exist between the human and the horse. It is already there. The better we become in our horsemanship, the better we get to uncovering the potential."

"To understand that horse and build that language you need to hand graze them, you have to take them for walks, you might just hang out and sit on the fence and read a book while they are grazing but you're near by. It is time you're spending in that horse's presence that is not demanding time."

"It's important to understand that the word equus doesn't just mean horse; it means equalize. So when horsemanship is taken to a mastery level, equus happens. The horse completes us and we complete the horse."



## Appendix G- Select Quotes on Horsemanship Trends

### Industrialisation and Technological Change

"What I saw 30 years ago most of the people that were dealing with horses came from an agriculture background so they had knowledge about anything taking care of any animal like the feeding, everything. I think that is where there is a big difference today. I think a big part of the people riding horses or competing they don't have this agriculture background and they don't know anymore how it is to take care of an animal. Mainly the common sense about what is healthy for an animal, how do you take care of an animal, how is an animal thinking, all this. I always say today there are a lot of people with the horse but there are very few horse people and that actually I think is because of this farming background of the people. A lot of people today especially with the ones with a little bit more money they buy horses but they've been living in the city, they never took care of an animal and if they did take care of an animal it was a dog or a cat."

"I think that we are in an environment where we have less approach to animals in their natural habitat whether it is for dogs or cats. We try to make them human. We don't use them. Before they were working animals but we now observe them in a completely different way. I mean, I didn't really grow up in the countryside but now nobody grows up in the countryside any longer. And people go, I see them up in the riding school up here, the parents come the children go ride one hour and go off and they use the horse more like a motorcycle."

"It's not going to get better. It is going to get worse in actual fact and I will tell you why. The problem is children are spending so much time wrapped up with all the modern communications we have got today and are not doing the fundamentals out there. How many people do you know that actually have a horse in their backyard? Very, very few. But in the old days, when I was growing up, it was actually quite common to have a horse in the backyard. That level of basic, basic fundamental horsemanship is not going to get better. It is going to get worse because of the way the world is developing. That is a fact. We've got to get everybody back to basics."



"The problem is that it is not a problem of the FEI or equestrian sport, it is a problem in the world. Today the first thing is to appear and to have power and this is the wrong approach to life, not only equestrian sport."

"They don't live it like we did years ago. Years ago, we humans lived more outside the city. Now we are in the city and we don't go do things outside of the city. In a jungle of concrete. It is a real problem of the sport."

"I think that in some ways it has decreased. And I will tell you why it has decreased. It has decreased not because people don't like horses or care but because people don't live with their horses anymore. It's that kind of society. It's an urban society. They are not living with or taking care of their horses any more. And it's not that they don't love them, it's that they are not put in a situation where they actually have to live with them. People just aren't spending the time on the ground, in the horse's stall- cleaning it, brushing it, paying attention to them. We have decreased in our horsemanship because we don't spend time with horses as much."

"I think because the kids today are so focused on the most part on achieving so many goals meaning being academically scholastic and being top riders and also maintaining a social life that the hours spent in the barn is a little bit different from when I grew up because they are stretched so thin. So I am really trying to pack the most I can in their hours here but at the same time being very supportive of their academics at school. So they don't have the interaction that I would love as far as the care of the horse but it's talked a lot during lessons even though it is maybe not as hands-on as I would like."

"Through industrialization people have become more urban. People used to have horses because they needed horses. Through time, people now have horses because they want horses not because they need horses."

## Increased Emphasis on Competition

"My worry is that we are teaching the younger generation how to compete not to ride. There is very little time to ride. It is very discouraging to me because of my passion which is teaching and horsemanship to see nice young people, they have deep pockets; they can buy the best horses in the world; they can buy top Olympic coaches and they can go to all the top horseshows but that's a very limited engagement. And that's the part that worries me of the future."

"People who learn to ride because they want to compete is not connected to good horsemanship. I am not against competition, not at all. But the motivation should be, in my eyes, you love your horse and you love to ride. This should be the motivation to drive to the barn everyday."

"Gamesmanship, as apposed to sportsmanship, is how do I get that ribbon. We are certainly seeing gamesmanship increasing. So what can you do to this horse to calm it down for a hunter jumper or jack it up to get it into racing. I have run into more people that are at high levels of competition that do not have basic horse care knowledge because all their focus has been as a jockey on that horse. Just so that you throw them up on the horse and they go out and get the best performance out of that horse that they can but they haven't had a lot of training in the actual day to day care of that horse. And I know some lesson barns where literally they walk in and the horse is already tacked up, they get up on the horse, they go do their one hour lesson, they get off and they go home. And we are seeing that more and more."

"The people we see at these horse shows especially the younger, younger people that (horsemanship) is going extinct, virtually extinct. It is so focused now on competition that the real basics of riding is or will be going extinct unless we are careful. And you take these new countries to horses, countries that don't have a horse tradition, that is virtual unknown in those countries. Ireland, France, Holland and Germany that is so steeped in their history and mentality that is much easier to address than countries like China."

"You lose the true essence of our sport from all levels of our sport. It is really, really unfortunate. And the fact that the number of people that attend pony club have just plummeted and now nobody cares about it. Because the top riders don't do it anymore, the teenagers don't do it anymore, because the teenagers don't do it anymore, the kids don't do it anymore."

"I think with the loss of land and the loss of people taking care of their own horses and the growing emphasis in some cases on competition, I think we are really losing it (horsemanship). You have so many people who really have never spent time with horses, who haven't time spent time educating themselves about the care of the horse, the mind of the horse. I see many cases the riders spend no time caring for the horse, they just ride. And I think that's a little frightening and a long with it our competitions are growing and the competitions are getting better and better. But that puts more emphasis on competition. You know I grew up with my horses in the background and we played with them. We really learned how horses worked, functioned, thought and reacted and became part of their lives. As opposed to having them as a means to success. That scares me a little bit. That's where you truly get to know and understand horses."

"I am bit worried. I worry a bit because sport is too important nowadays. For me, dressage can be well achieved if we can be successful in getting a balance between sport and art. If we don't get this balance and, if the sport is too important, the sport has a tendency to kill the art. And if the art is too important and there is no sport to give objectives/goals it can be far from the topic."

"So there horsemanship I am not sure with the expectations in sport increasing, I think we want the best for our horses but sometimes our judgment is maybe clouded by the ambition that we have in the sport."

"I think that what I see with young people these days coming into the sport or being involved with horses in general, I am not seeing the same level of passion and love of the horse that comes from spending time with the horses. And I think it has to do with not just people spending less time with them necessarily but I also think it has something to do with our generation with people wanting instant gratification, quick results. And I think the competitive side of many sports not just our sport. Its more outcome related than process related. There is not as much quality time spent with just even simple things of being around the horse, grazing, grooming, interacting with them on the ground, which is where the relationship begins. That is where a lot of the elitism is coming from as well too I think as people are coming to a riding lesson, the horse is already tacked up, they ride the horse, they get off. There is no relationship being established. I think that is critical and I think that is a bit of a missing link. Time in the saddle is essential but I think that they go hand in hand. If that relationship on the ground is established, then the time spent in the saddle is much more meaningful and much more achievable as well."

"It's the next generation because they're just teaching them to compete and compete and compete and compete and that's not the base of the sport. That worries me. It's about the horse. It's not about the fancy towns you go to, it's not about the yachts, it's not about the helicopters, it's not about the VIP seats. That's not why I do this and that's what we are seeing. Because that generation perpetuates to the next generation."

## Growing Criticism of Equestrian Sport

"People are being pretty critical on equestrian sports and they say we put too much pressure on them and we ask unnatural exercises of them. I think at the moment the basic level of horsemanship all over the world is increasing, it will be much easier for the general public to understand what we are doing with them, how we are asking it and they will also recognize when a horse is happy yes or no. Otherwise they will just scream from the sides. As equestrian sport, we shouldn't close our eyes to these criticisms because they have a big voice and they will decide in the future what we are allowed to do in equestrian sport."

"It's a balance and also understand the needs for horses to actually perform more. Horses have lost- I don't want to say original function because their original function was to be a horse- but their next original function was in society to be working horses, cavalry horses and there was always a need for horses. But as industrialization took over the working function of the horse decreased and it became more leisure animal and a sports animal. These animal rights activists that are all against sport, if we have to stop using horses in sport then the horse is going to become an obsolete animal. So we need to actually further the sport because that is in these days and age the function of the horse and we don't want to lose the importance that the horse has. So it is a little bit of a tricky situation as you want to further it but you don't want to do it at the cost of the wellbeing of the horse."

"We always have many, many people that ask to stop everything with horses. Bring horses maybe into a zoo but don't use a horse in a saddle or in front of a carriage. And for me this is very, very important that we realize that our responsibility as humans to act with horses very, very careful and in a very positive way at home and in front of the public. In front of the public is especially for the FEI is important. For me, it is very important that we have this understanding."

"What I am afraid always is this thing goes too over. It should be balanced. If this balance goes too much on this side of the rider or too much on the side of the horse it doesn't work. It has to be a balance like everything in life; it has to be in the middle."

## Appendix H- Select Quotes on the Importance of Horsemanship

### Horsemanship is the Foundation

"Horsemanship is the foundation. The word training is the specialization. So that way there is a difference, horsemanship is the cake and training is like the icing on the cake. I can even have cake without icing but I don't want to have icing without cake or at least not very much of it."

"Horsemanship is the missing link everywhere. It's sublime. It's like electricity- it's in the walls, it's in the wiring, you don't know it until it's not working when you go to switch the thing on and nothing is there. There is different focus, scope and depth. The more intrinsic your involvement with horses are then of course the more scope and depth you need. Horsemanship is really the thing that gives you the ability to have a relationship, communication and negotiation with horses. So the answer is, everything needs horsemanship."

"Horsemanship is not dependent on the discipline or role you have within the sport but is something almost like an attitude that can be instilled within all members of the equine community."

"I think that they (officials) need more horsemanship than the rider does. The rider gets to spend day after day with his individual horse and gets to create a relationship. As an official, you don't know who you are going to be out there with. You need to be able to read a horse. They are working with animals that they do not know at all and need to have more horsemanship. They need to know exactly when to step in, where that horse is looking, when would be the right time."

"If you really want horsemanship it's got to be deep in your heart and strong on your mind."

"If I am not setting up a good example, they will not listen to me. They will not trust me. Even doubt my decision. They will doubt my judgment if I say this horse is lame or if it is not fit to compete and the horse has to be eliminated. They will see me, how I am interacting with a horse and while I am evaluating the horse they will doubt my decision. So we will have to, not only for the sake of giving them a good impression, also for the sake of the welfare of the horse. We have to approach nicely, in a proper way. If you have a bit of good horsemanship then the riders and other stakeholders they're feeling it."

"Horsemanship is what we have or what we must aim to have. We have it, we are living in it or it is something we must create or make it more perfect."

"It will be the same for me if I am going to a mechanic, my car is broken, if I see this person that is trying to fix it is not confident, he doesn't know what he is doing. I will say sorry, thank you I will take it to another place. But again, the trainers or riders have no option. They can't take it to another vet if I am the official vet of the event. You have no choice. Also, I am representing big bodies- my national federation, I am representing the FEI. So as I said, I have to act professionally in every aspect starting from the way I dress, the way I behave, the way I communicate with the horses."

"In my personal opinion, to be called a horseman is the highest compliment. To be called a great trainer or a great rider is wonderful but it lacks the stature of the horseman."

"Let us be led by horsemanship."





## It Makes Our Sport Unique

"The name horse makes it different than another sport because actually there is an animal. But it goes a little bit more than that. Horsemanship it is a lot of good values of some kind of people that we want to spread all over the people that are related to the FEI. The thing is how can we aim it, to perfect it, to endorse it and to keep it."

"That is what makes our sport so unique. That we try to compete with another creature."

"We are the only sport. We have a relation and a partner. And that partner is an animal."

"When you are joining equestrian, you are joining a new world because you are coming into a sport that has a partner. This is something more unique and different being in touch with an animal. Riding a horse is more than a sport. And some people may never understand that."

## We are all in this Together

"There needs to be a greater understanding amongst us and we need to start lifting the horse industry up together instead of pulling it down, especially pulling it down from within. Sure we need to be aware about what's not right in the industry but just don't give it any oxygen. Whatever you add energy or oxygen to is what is going to grow. We need to put our respect, our care and our finances behind the people who are doing the right things."

"And at the moment in our sport, people don't want to understand the other. There is no interest in understanding the problem of the other, what the other thinks. This you can find at any level with the judges, with the stewards and with the institution. In my opinion we have to start to look, to understand the people. Why is he doing this? Why does this happen? What can we do in order to find a solution that is maybe not the best but good for both of us. Like in a family. If you are married and want to stay married for a long time you must understand."

"If you love your horse for whatever it does; your horse is important to you as mine are to me. If that gives you joy and if you're taking care of your horse and taking care of its needs, you are important to the horse industry. A little child that chooses to ride the horse instead of going to other sports or going out. Everyone has a place within this."

"Everyone has to understand it. We want to get to a solution and for that we have to work together. All parties start to understand that they need each other. It's always your mistake and not mine. It's not an umbrella over my head and not on yours. We're not living on eight islands. We are living on one big island."



## We Owe it to the Horses

"I feel like I owe it to them because they have given me so much."

"This animal is wonderful. Do you realize just how wonderful they are? They are the only creature in the world that will give us what they do. They will enter into wars with us, they will accompany us on journeys, they will be manipulated by us, they will be put into lorries by us. Can you imagine any other animals so willing and so compliant to do all that? You can force animals to do things but these animals give themselves to us. The relationship between a person and a horse is very, very intimate and it should be appreciated. We owe them so much"

## Appendix I- Acknowledgements

This research would not be possible without the vision, support and guidance from the FEI Director of Education and Standards, **Dr. Harald Müller**, and FEI Advisor of Education and Standards, **Tammy Thill**. I am tremendously grateful to have had the incredible opportunity to contribute to this highly relevant and exciting topic. Thank you so much for your trust and supervision throughout this process.

I would also like to express my deepest gratitude and appreciation to all **research study participants** who graciously donated their time to contribute to this research. It is through your assistance that this study was accomplished and, hopefully, capable of improving equestrian sport in the future. It was a sincere pleasure, remarkable honour and tremendous learning experience to speak with each and every one of you.

In addition, I would like to thank my **parents** for their unwavering support of not only this research but also in my pursuit to follow my dreams. Thank you for believing in me and providing the inspiration to become the best person I can possibly be.

Finally, I would like to thank **all individuals who have read this research paper** for taking the time to learn more about horsemanship competence. I truly hope it changed your life as much as it did mine!

With Sincere Gratitude,

A handwritten signature in black ink, appearing to be "SK" or similar initials, written in a cursive style.

Stefanie Krysiak