

A wicked problem: Systemic issues surrounding Canadian equestrian dressage and dressage horse welfare: Supplementary material

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S1: Semi-Structured Interview Guide for Riders and Trainers

Introduction

1. In what ways, if at all, do horses contribute to your life
 - a. Probe: How do horses add meaning to your life, if at all?

Equestrian-horse communication

2. What does a happy ridden horse look like to you?
3. If the way you ride/train your horses now is different from the way you are used to ride/train horses, please describe the way your riding/training has evolved from then to now.
4. How, if at all, does riding or training methods have the capacity to affect your horses' overall well-being?
 - a. Probe: Please describe how your horses' well-being may be affected either positively or negatively during your ridden training sessions.
 - b. How do you make decisions related to the methods you use to ride/train your horse?
5. How do you communicate with your horse when you ride them?
6. What do you do to ensure the horse understands what you are asking them to do?
7. In what ways do you believe your horse communicates with you when you ride them?
 - a. How do you know if your horse understands what you are asking them to do?
 - b. How do you know if your horse does not understand what you ask them to do?

Rider-Coach Communication

8. What does good communication look like between you and your [student/coach]?
9. Who do you believe is responsible for interpreting horse behavior during your lessons?
 - a. Probe for rider: In what ways does your coach help you understand your horses' behavior, if at all?
10. For coach: How do you help the rider understand the horse's behavior if at all, during the lessons you teach?
11. For coach: Where did you learn how to teach dressage lessons?

Management and Training

12. What does a horse that has a good life look like to you?
13. In what ways, if at all, do you believe your horses' management and care is related to their training?
14. How, if at all, does riding your horse affect their ability to live a good life?

Equestrian Canada (for coaches and riders that have experience with Equestrian Canada)

15. What role do you think equestrian Canada plays in developing equestrians?

Public Perception

16. How, if at all, has public perception influenced your career as an equestrian coach and/or horse trainer?
17. How, if at all, has social media influenced your career as an equestrian coach and/or horse trainer?
18. How important do you believe it is for the public to be involved in the competitive equestrian sport?
19. How transparent do you think our sport should be?

S2: Reflexivity

Consistent with ethnographic approaches, this study adopted an ontology that acknowledges the multiple realities experienced by individuals within culture sharing groups. Further, the epistemology adopted recognizes that these realities are co-constructed by the participants, including the researcher, MR (Denzin & Lincoln 2011; Creswell & Poth 2018).

Wilkinson and Kitzinger (2013) highlighted the complexity of “insider” roles in ethnography, proposing four potentially overlapping strategies to manage “insider” experience including: minimising it, maximising it, utilising it and incorporating it. MR utilised her “insider” status to gain access (i.e. recruit) to farms and to “fit in” (Burns *et al.* 2012) while interacting with coaches and riders. By taking lessons and assisting with chores at the dressage facilities, MR maximised her “insider” status to not only assume roles as a researcher observing a culture, but a researcher partaking in the varying cultures within each coach-rider and facility dynamic. Lastly, MR incorporated her experiences and perceptions within the analysis and write-up, as these attributes influenced the way she interpreted and chose to exemplify specific quotes and interactions of the participants.

S3: Thematic Map

