



# GEES Handbook for Dual Career Support Providers (DCSPs)

Edited by  
Paul Wylleman  
Koen De Brandt  
Simon Defruyt



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This handbook was produced based on the results of the Gold in Education and Elite Sport (GEES) project. The whole GEES consortium, listed below, contributed directly to this handbook:

<b>Name</b>	<b>Organisation</b>
Paul Wylleman	Vrije Universiteit Brussel (VUB)
Koen De Brandt	Vrije Universiteit Brussel (VUB)
Simon Defruyt	Vrije Universiteit Brussel (VUB)
Paul De Knop	Vrije Universiteit Brussel (VUB)
Véronique Leseur	INSEP
Nadine Debois	INSEP
Léonore Perrus	INSEP
Isabelle Daguin-Caswell	INSEP
Michel Godard	INSEP
Anne Spitse	Windesheim University
Craig Williams	TASS
David Fletcher	Loughborough University
David Lavalée	University of Stirling
Donatella Minelli	CONI
Guy Taylor	TASS
Hubert Krysztofiak	National Centre of Sports medicine (COMS)
Ian Henry	Loughborough University
Ingrid van Gelder	NOC*NSF
Kent Lindahl	Swedish Sports Confederation
Kristel Taelman	Sport Vlaanderen
Lukas Linner	Halmstad University
Marek Graczyk	Gdansk University (GUPES)
Miquel Torregrossa	Universitat Autònoma de Barcelona
Mojca Doupona Topic	University of Ljubljana
Natalia Stambulova	Halmstad University
Nicolette Schipper-van Veldhoven	NOC*NSF & Windesheim University
Peter Wiggers	NOC*NSF
Sasa Cecic-Erpic	University of Ljubljana
Simon Wombwell	Loughborough University
Susan Elms	Sportscotland institute of sports
Susana Regüela	Centre d'Alt Rendiment de San Cugat (CAR)
Tomiak Thomas	Gdansk University (GUPES)
Žiga Dobnikar	Olympic Committee of Slovenia

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# GEES Handbook for Dual Career Support Providers (DCSPs)



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## Foreword

One of the main challenges athletes face is combining education and high-level sport (EU Guidelines on Dual Careers of Athletes, 2012). In order to assist 15 to 25-year-old athletes preparing to achieve a successful dual career ‘education and elite sport’ pathway, and to assist dual career support providers with a view of optimizing the quality of their support and initiating new sustainable services, the ‘Gold in Education and Elite Sport’ (GEES) project was initiated in 2015. This 2-year project, co-funded by the Erasmus+ Sport programme of the European Commission, brought together a consortium of 40 internationally renowned dual career researchers and expert practitioners from 17 research and elite sport institutions (e.g. universities, NOCs, sport governing bodies, high performance centres) from 9 EU Member states (Belgium, France, Italy, the Netherlands, Poland, Slovenia, Spain, Sweden, the UK).

4196 elite pupil- and student-athletes and 336 dual career support providers (DCSPs) from 9 different countries responded to an online survey on the perceived importance and possession of their dual career competences, both from a general (e.g. what competences are important for a successful dual career? and to what extent does one possess these competences?) and scenario-specific perspective (e.g. what competences are required when an exam coincides with an important competition?). In addition, 42 DCSPs were questioned during focus groups and/or face-to-face interviews about how they support elite athletes during their dual ‘elite sport and study’ career pathway.

Based on the collected results and expertise of the consortium, the GEES expert group developed a handbook for DCSPs. This handbook disseminates a selection of the (research) results and products of the GEES project, and includes DC competence lists, DC competence profiles, DC methods and DC instruments that are likely to contribute to DCSPs’ specific (daily) practice with elite pupil- and student-athletes in the field of data collection, intervention, and evaluation.

- Enjoy reading
- **Use this handbook as an inspiration**, not as a ‘rulebook’, which represents the one and only truth and regulations.
- **Make this handbook your own**. Adapt it to your and your pupil/student-athletes’ context and needs.
- **Send us your feedback** ([paul.wylleman@vub.be](mailto:paul.wylleman@vub.be); [koen.de.brandt@vub.ac.be](mailto:koen.de.brandt@vub.ac.be); [simon.defruyt@vub.ac.be](mailto:simon.defruyt@vub.ac.be))



## Introduction to the GEES project

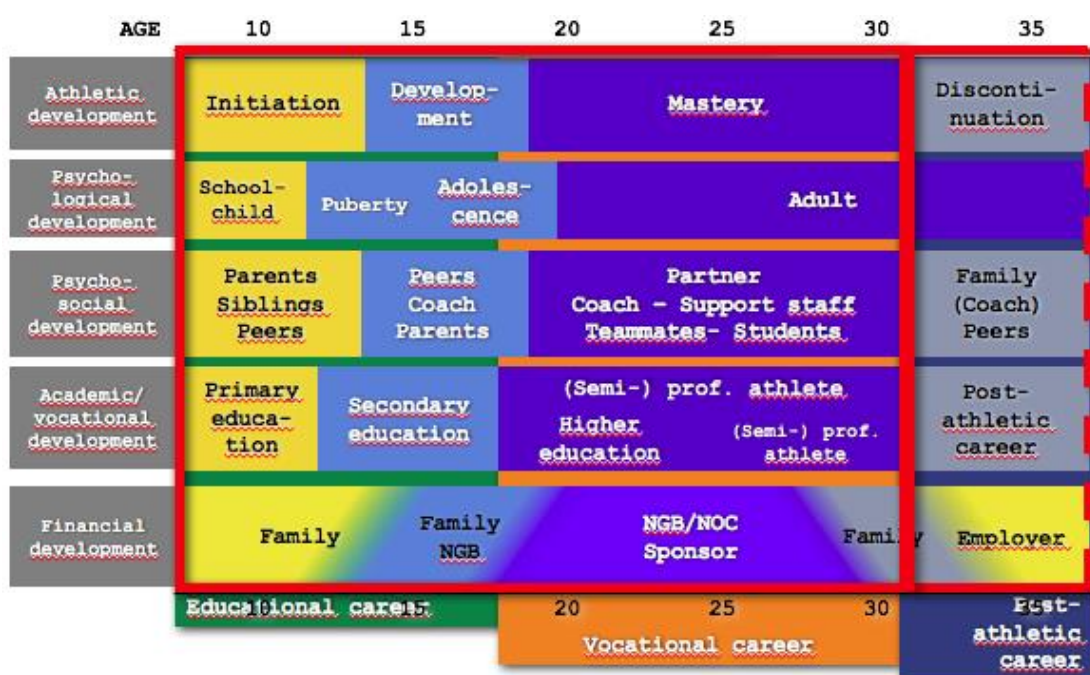
In this first section, the background, situation, aims, key figures and EU added value of the GEES project will be highlighted.

### Background

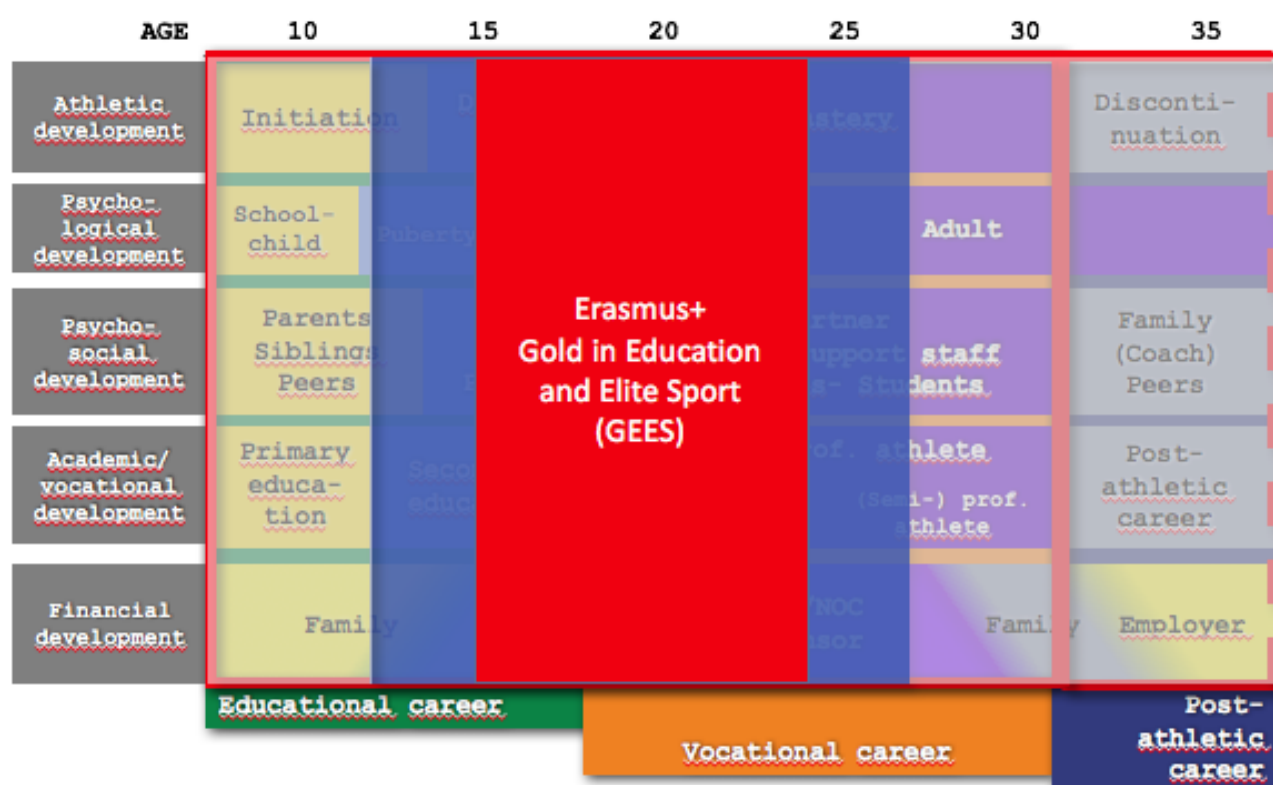
In 2012, under the chair of the Sport Unit of the Directorate-General for Education and Culture of the European Commission, and with support of an ad-hoc Group of Experts, the policy document *EU Guidelines on Dual Careers of Athletes* (2012) was published. These guidelines were formulated as “inspiration for the formulation and adoption of action-oriented national dual career guidelines and to raise awareness at national level about the concept of dual careers” (p. 3).

However, while the “EU Guidelines on Dual Careers of Athletes” provide “guidance to develop and improve the conditions needed for sustainable dual career programs allowing for tailor-made arrangements for talented and elite athletes throughout Europe, either in their position as a student-athlete or employee-athlete”, a clear need remains to implement these guidelines in order to ensure high-quality career support services at the level of the European Community in general and of the Member States in particular.

As identified through research into dual careers in sport (e.g., Stambulova & Ryba, 2013; Study on Education of Young Sportpersons, 2004; Study on training of young sportsmen and sportswomen in Europe, 2008; Wylleman & Reints, 2010), one of the main challenges facing talented and elite athletes in the Member States is their dual career pathway combining education and high-level sport. As this pathway entails for most sports the development as well as (part of the) mastery stages of the athletic career (i.e. the development stage and a major part of the mastery stage; cfr. Figure 1), its impact will not only be significant to athletes’ educational and athletic development but also to their vocational development and employability during as well as after their athletic career.



**Figure 1:** Holistic Athletic Career Model (HAC) (Wylleman, Reints & De Knop, 2013).



**Figure 2:** GEES playing field within HAC (Wylleman, Reints & De Knop, 2013).

Taking into account the benefits of supporting athletes' dual careers – including an increased balanced lifestyle, better conditions to develop life skills in sport, education and other spheres of life, enhanced employment prospects, and protection and safeguarding of athletes' position, better career/retirement planning (EU Guidelines on Dual Careers of Athletes, 2012) – and in view of the need to promote the implementation of dual careers through which the strategies of Member States on education and sport can be supported (EU Guidelines on Dual Careers of Athletes, 2012), there is a clear need to further address the educational part of athletes' dual careers.

Taking into account:

- the specific characteristics of the different types of education (e.g., secondary, tertiary, post-graduate) and sports (e.g., individual/team, early/late specialization) of athletes involved in dual career 'education and sport' pathways in the Member States (EU Guidelines on Dual Careers of Athletes, 2012);
- that 15-to-25-year-old athletes will face concurrently multilevel challenges (i.e., at academic, athletic, psychological, psychosocial, financial levels) as they prepare for, go through and finalize their dual career 'education and sport' pathways;
- that currently available structural and organizational initiatives insufficiently meet the needs of athletes as they prepare for and go through the concurrently multilevel challenges characterizing their dual career 'education and sport' pathways;
- that, while there is a lack of an 'optimal' model (due to, amongst others, different history, responsibilities of stakeholders) to organize dual career support services throughout the Member States, a clear need exists to provide those dual career support

services which provide not only structural and organizational measures but also enhance athletes' competences to take full responsibility for developing their own dual career pathway as they progress through their careers;

and in view of the fact that:

- there is insufficient knowledge on the sufficient, effective and transferable competences athletes require in order allow them to maximize their responsibility for developing their own dual career pathway as they progress through their careers;
- there is insufficient knowledge on, and instruments to develop the competences that dual career experts/service providers require in order to develop, support and evaluate athletes' competences to take full responsibility for developing their own dual career pathway as they progress through their careers;
- there is insufficient knowledge and a clear lack of a methodology to assess and develop the quality of the support provided by dual career experts/service providers to athletes before, during and after finalizing their dual career pathways;

a clear need existed for a project which allows Member States to optimize their current or to initiate new and sustainable dual career support services with the required and up-to-date knowledge, instruments and methodologies enabling the assessment, development and provision of competence-driven dual career services to 15-to-25-year-old athletes which will allow them to maximize their capability to successfully prepare, manage and finalize their dual career 'education and sport' pathway within the context of the Member States' own structural and organizational initiatives provided by the own educational institute(s) and/or sport organizations (e.g., national sport governing body, national Olympic Committee, high-performance centre).

The GEES project **directly contributes to the promotion and support of good governance in sport and dual careers of athletes** in each partner country as well as in the other Members States via:

- a research-based model of the development and use of competences required by athletes during their dual career 'education and sport' pathway;
- a competence-based framework, instruments and guidelines for the education and continued professional development of dual career experts/services;
- a competence-based methodology (incl. quality indicators) and guidelines to assess and develop the quality of dual career experts/services providing support to athletes in a dual career 'education and sport' pathway;
- providing the basis for the development of a proposal of a European quality framework and a European quality label for experts/services in Member States providing support to athletes in a dual career 'education and sport' pathway.



## Implementation of the EU Guidelines on Dual Careers of Athletes (2012)

The GEES project implements the following (elements of) guidelines as formulated in the *EU Guidelines on Dual Careers of Athletes* (2012):



- “Promote the monitoring of dual career facilities and supporting services, qualifications and further education of staff (Guideline 30)”;
- “Ensure the availability of dual career support (including support for career transitions and crisis-management and coping interventions)” (Guideline 8)”;
- “Ensure that the quality and content of supporting services meet the demands of athletes (Guideline 8)”;
- “Develop qualifications and certification for professions in ... dual career supporting services as part of the National Qualification Framework for educational institutes with reference to the European Qualification Framework (Guideline 9)”;
- “Allow educational and sports authorities to develop and implement dual career pathways, including ... the use of facilities and supporting services (Guideline 14)”.

## Aims of GEES

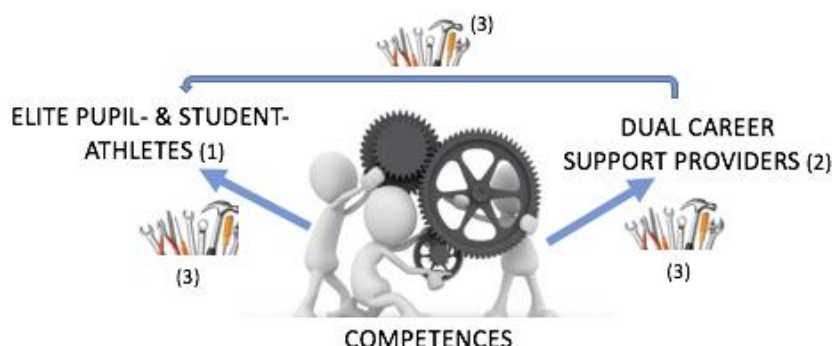
The quality by which athletes are able to combine their athletic career with their educational pathway through secondary and higher education impacts not only their educational and athletic development but also their vocational development and employability during as well as after their athletic career. The GEES project developed and implemented EU guidelines by focusing on the need to assist:

- 15-to-25-year-old athletes preparing for achieving a successful dual career ‘education and elite sport’ pathway
- dual career support providers with a view in optimizing the quality of their support and initiating new sustainable services

The specific aims of the GEES project were three-fold:

- (1) To identify the **competences elite pupil/student-athletes** find important, possess and need (to develop) in order to manage their dual ‘education and elite sport’ career successfully;

- (2) To identify the **competences dual career support providers** find important, possess and need (to develop) in order to optimize their dual career support provision;
- (3) To identify, develop and evaluate the **methods and instruments** that elite pupil- and student-athletes and dual career support providers (can) use to enhance their competences.



**Figure 3:** Schematic overview of the aims of the GEES project

In order to meet the specific and final aims of GEES, **four work packages (WP)** were conducted. In WP1 and WP2, an online self-evaluation instrument was developed to **identify the competences** required by pupil- and student-athletes as well as by DCSPs in order to optimize the dual career ‘education and sport’ pathway. 3247 elite pupil- and student-athletes and 336 DCSPs from 9 EU Member States completed the GEES survey on the perceived importance and possession of their competences, enabling the development of generic, specific (e.g. gender, sport specific), developmental (e.g. athletic/educational stage of development), and scenario-specific competence profiles (e.g. competences required when an exam coincides with a crucial competitive phase).

In WP3 and WP4, 42 DCSPs were surveyed via focus groups and face-to-face interviews in order to **identify, optimize, develop and evaluate the methods and instruments** (e.g. competence profiles) used by DCSPs to maximize their own competences and daily practice with student-athletes.

Bringing together the findings of the four studies, the **handbook for DCSPs** was developed with competence profiles, methods and instruments that are likely to contribute to DCSPs’ daily practice with pupil- and student-athletes in the field of data collection, intervention and evaluation. The results of the GEES project suggest clear contributions to elite pupil- and student-athletes’ successful dual career and provide new prospects for improved dual career support providers’ educational pathways.

**Table 1.** Chronological display of the different work packages of the GEES project.

Year	2015												2016											
Month	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Implementation																								
Stage 1																								
Stage 2																								
Stage 3																								
Evaluation																								

WP1: Identify the **competences of DC athletes**

WP2: Identify the **competences of dual career support providers**

WP3: Identify and develop **methods, instruments, and instruments**

WP4: **Evaluation** of the competence profiles and instruments developed in WP 1-3

## GEES Key Figures

The project “Gold in Education and Elite Sport” (GEES) is funded by the European Union’s Erasmus + Sport Program. It involves a consortium of internationally renowned dual career researchers and practitioners. Nine countries from the North, East, South and West of Europe contribute through their institutions such as universities, sports institutes or National Olympic Committees.

- 2 year-project
- € 499.770 EC Grant
- 1 dedicated website: [www.gees.eu](http://www.gees.eu)
- 9 EU countries
- 17 research and/or elite sport organizations
- 40 internationally renowned dual career researchers and expert practitioners
- 4196 elite pupil- and student-athletes
- 512 dual career support providers
- 38 DC competences for elite student-athletes
- 35 competences for dual career support providers
- > 30 instruments to optimize dual career competences
- 4 GEES consortium meetings (Paris, Amsterdam, Barcelona, Brussels)
- 3 international GEES symposia (Amsterdam, Barcelona, Brussels)
- 3 GEES symposia during international conferences (Bern & Sevilla)
- 242 Dissemination activities led by GEES participating organizations
- About 6 000 visitors on GEES website during the project lifetime
- 7 Work Packages

## The GEES Consortium

The ‘Gold in Education and Elite Sport’ (GEES) project was initiated in 2015 with the support of the Erasmus+ Sport programme. This 2-year project brought together 40 internationally renowned dual career researchers and expert practitioners from 17 research and elite sport institutions (universities, NOCs, sport governing bodies, high performance centres) from 9 EU Member States (Belgium, France, Italy, the Netherlands, Poland, Slovenia, Spain, Sweden, the UK).

GEES is led by the Vrije Universiteit Brussel (scientific coordination) and INSEP (administrative & financial coordination). Overview of the participating organisations:



**Figure 4:** Schematic overview of the participating organisations of the GEES project



**Figure 5:** Geographic overview of the participating organisations of the GEES project

## EU added value



This project is **innovative** and has an **added value at EU level** as it:

- provides competence profiles for athletes and dual career support providers as well as instruments and techniques to optimize dual career support services
- is conducted by a consortium of internationally renowned experts from research as well as from dual career services in elite sport from nine countries from North, East, South and West of Europe
- provides the basis for a European framework of reference for athletes' competences regarding this dual career pathway and competences of dual career support providers allowing for a European guide within existing or newly to be developed dual career services within the Member States.



## GEES activities and publications

- The GEES expert group organized **3 international GEES symposia**, in which they disseminated the results of the GEES project (Amsterdam, Barcelona, Brussels). The presentations given during the GEES symposia can be downloaded from the website [www.gees.eu](http://www.gees.eu)
- The GEES consortium has organized/will organize **3 symposia during international conferences**:
  - 1 GEES symposium during the ‘The 14th European Congress of Sport Psychology’ (FEPSAC, Bern, 2015)
  - 2 GEES symposia during ‘The 14th World Congress of Sport Psychology’ (ISSP, Sevilla, 2017).
- Different members of the GEES expert group are preparing and have submitted **journal articles** with the research results of the GEES project. You can follow the updates on publications on the GEES website [www.gees.eu](http://www.gees.eu).
- The GEES expert group developed a **handbook for DC support providers** in order to assist DCSPs in optimizing their DC support to athletes. We are happy that you downloaded this handbook and we hope you enjoy reading it!
- Seven GEES partners are involved in a **new Erasmus+ Sport project**, B-WISER. The project aims to optimize elite athletes’ employability before and after athletic career termination. You can follow the Erasmus+ B-WISER ‘Be a Winner in Sport and Employment before and after athletic Retirement’ project on <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/710ed310-ffef-40d4-9562-ce258eed912>.

## Further information on GEES

For more information and results on the GEES project, go to:

- ❖ Our **GEES project website**: [www.gees.eu](http://www.gees.eu)
- ❖ The **Erasmus+ Project Results Platform**, which gives you access to descriptions, results and contact information of all projects funded under the Erasmus+ programme and its predecessor programmes in the field of education, training, youth and sports: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/58dce887-0afa-4f14-a7ef-7814ffbf111e>

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# Introduction to the GEES Handbook for Dual Career Support Providers (DCSPs)

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## Overview of the handbook

An additional goal of the GEES project was to convert the results and products developed during the project, into a **handbook for dual career support providers (DCSPs)**. This handbook includes competence frameworks, competence profiles, methods and instruments that are likely to contribute to DCSPs (daily) practice with dual career (DC) athletes in the field of data collection, intervention & evaluation.

The handbook consists of four main parts:

1. Dual career competences of DC athletes
2. Competences of DCSPs
3. Employability of DC athletes
4. Instruments for DCSPs

More information on these four main parts is provided below.

### *1. Dual career competences of DC athletes*

This part of the handbook consists of:

- ❖ **A DC competence framework**, including a *DC competence list* and the *4-factor DC competence wheel* for athletes
- ❖ **Generic profiles for perceived importance, possession and need to develop** DC competences for DC athletes, together with recommendations on *how to use these competence profiles* in DCSPs' daily practice;
- ❖ Examples of **specific and developmental** DC athlete competence profiles;
- ❖ **Scenario-specific competence profiles and examples of methods used by DCSPs** all over Europe to support the DC athletes in the specific scenarios.

### *2. Competences of DCSPs*

This part of the handbook consists of:

- ❖ a **DCSP competence framework**, including a *DC competence list* and the *6-factor DC competence wheel* for DCSPs
- ❖ **Generic profiles for perceived importance, possession and need to develop** DC competences for DCSPs, together with recommendations on *how to use these competence profiles* in DCSPs' daily practice
- ❖ Examples of **specific** DCSP competence profiles
- ❖ **Scenario-specific** and a **scenario-transferable** DCSP competence profiles

### *3. Employability of DC athletes*

This part of the handbook consists of the opinion and perspective of (Employers of) DCSPs on the employability of DC athletes. This evaluation was specified towards a function as a DCSP and aimed at providing an overview of the following employability aspects of DC athletes:

- ❖ Strengths
- ❖ Weaknesses
- ❖ Advantages
- ❖ Risks

#### *4. Instruments for DCSPs*

Although the first three chapters already describe the results as practical and applicable possible for DCSPs, this part of the Handbook aims at making the translation into practice even more concrete. It consists of concrete instruments that could be used directly in the practice of a DCSP. The instruments can be used to enhance their own and DC athletes' competences.

### Definition of key terms

To ensure that the same terminology is used throughout the entire handbook, and in order to identify the correct pool of athletes and dual career support providers, the GEES consortium defined three key terms at the kick off meeting of the GEES project (Paris, January 2015):

- a **dual career (DC)** encapsulates the requirement for athletes to successfully initiate, develop and finalize an elite sporting career as part of a lifelong career, in combination with the pursuit of education.
- a **DC athlete** is an athlete recognized by an elite sport organization as competing at (minimum) national level AND registered/listed as a pupil or student in a secondary or higher educational institute.
- a **DC support provider (DCSP)** is a professional consultant, related to an educational institute and/or an elite sport organization – or certified by one of those – that provides support to elite athletes in view of optimizing their dual career/combination of elite sport and education.”

These key terms and their respective abbreviations will be used consistently throughout the handbook.

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# 1. Dual career competences of DC athletes

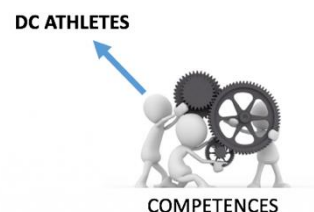
## Aim & Research questions

### AIM

To identify the **competences DC athletes require** in order to manage their dual ‘education and elite sport’ career successfully.

### RESEARCH QUESTIONS

- What competences are **important** for DC athletes to have a successful DC?
- What competences do DC athletes **possess**?
- What competences do DC athletes **need to develop** in order to have a successful DC?



However, ‘dual career’ is a broad concept. Holistic, developmental and situational factors can influence the (need and use of) competences of DC athletes. In order to provide this specificity, we aimed to provide an answer to the following additional questions:

- What competences are **important** to have a successful dual career...
  - What competences do dual career athletes **possess**...
  - What competences do DC athletes **need to develop**...
- ⇒ ...from a holistic perspective?  
 ⇒ ...from a developmental perspective?  
 ⇒ ...from a situational perspective?

In order to provide an answer to the above questions, this part of the handbook will:

1. Introduce a **DC competence framework** for DC athletes
2. Address the **generic DC competence profiles** for DC athletes and provide recommendations on *how to use these competence profiles* in daily practice
3. Provide examples of **specific DC competence profiles** (e.g. gender, sport (specific) and **developmental & holistic DC competence profiles** (e.g. athletic/educational stage of development)
4. Introduce **7 challenging DC scenarios** and provide related **scenario-specific competence profiles** for DC athletes. Additionally, examples of methods used by DCSPs to support athletes with these scenarios will be shared.





**Scenario 3** Your competition and training schedule means that you will **miss significant days of study and (group) assignments**. You need to catch up during and/or after competition/training camp.



**Scenario 4** You (have to) make a decision to **leave home and your family to relocate for your sport and/or studies** (e.g. boarding school, student accommodation etc.). You have to adapt to a new social environment and manage this with less family support.



**Scenario 5** You are studying and competing, but you are **suffering from an injury**. You want to continue to study, compete and recover from injury.



**Scenario 6** The combination of sport and study makes it challenging to have a **rich social life outside of sport** (e.g. time with friends, going out...). You need to find a balance between your dual career and social activities outside of sport.



**Scenario 7** You **don't have enough money** to balance study and sport, and you need to find a way to generate an income.

## 2. The development and conducting of the online GEES survey

Using the list of 38 potentially important DC competences and the 7 potentially challenging DC scenarios as a basis, the GEES consortium developed an **online survey instrument to assess DC athletes' DC competences**.

### Survey content



The online survey consisted of 3 main parts:

1. **Introduction questions.** E.g. questions related to age, gender, sport, education and social situation.
2. **The generic DC competence assessment.** DC athletes scored the perceived importance and their possession of 38 DC competences on a 5-point scale (unimportant – very important; very poor possession – very good possession).
3. **The scenario-specific DC competence assessment.** DC athletes selected the 5 most important competences (from the list of 38), that they perceived as required to successfully manage each scenario.

The GEES survey was accessible in 9 languages: Catalan, Dutch, English, French, Italian, Polish, Slovenian, Spanish, and Swedish.

The English version of the GEES survey is still available at  
<https://www.vub.ac.be/surveys/index.php/888772/lang-en>

### Pool

On the basis of the definition of *DC athlete* and the age range of 15-25 years, the pool of DC athletes was defined in each country. Across the 9 countries, 7.235 15-to-25-year-old athletes were identified as DC athletes.

### Procedure

Before sending the online survey to 7.235 DC athletes and initiating the data collection, the ethical committees of all participating universities approved the study. An informed consent was integrated in the online survey. The informed consents for DC athletes under 18 years were signed by one of their parents or the (elite sport) school's principal, according to the regulations in each country. Participants received an email with the link to the online survey. It took the participants on average 40' to complete the full survey. Data were collected between May and July 2015.



## 3. The development of competence profiles

### Data analysis

In order to produce the DC athletes' competence framework and competence profiles, SPSS 23.0 and Mplus were used. SPSS was used to generate descriptive data, in order to build the generic, specific, developmental and scenario-specific competence profiles. Mplus was used for Exploratory Structural Equation Modelling (ESEM), in order to cluster the 38 DC competence items in higher-order factors, so that they can be more easily interpreted. The higher-order DC competence factors are displayed in the result section on page X.

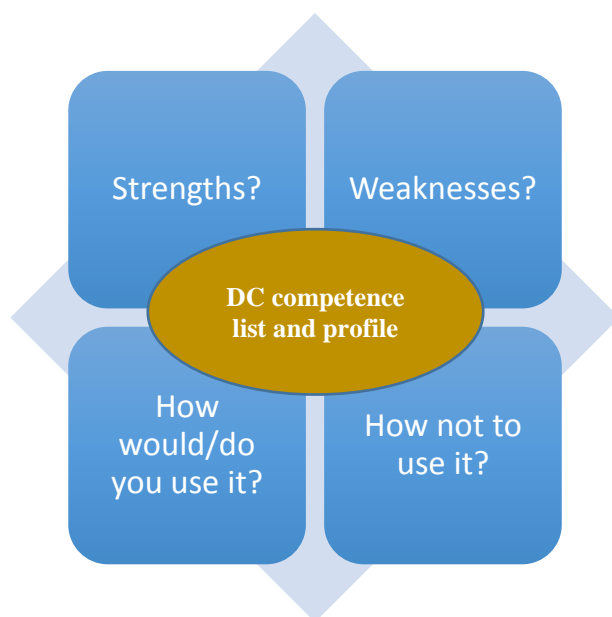
## 4. Quality evaluation of the competence list and profiles

In each country, an interview was conducted with one DC support provider in order to assess the quality of the competence list and the generic competence profiles. The aim of the evaluation phase was threefold:

1. Provide an overview of the *strengths and weaknesses* of the DC competence list and the generic DC competence profiles
2. *Adapt* the competence list and profiles (if possible) based on the evaluation of the DCSPs
3. Suggest possible ways on *how (not) to use* the DC competence list and DC competence profiles in daily practice

The evaluations of the DC competence list and DC competence profiles are displayed in the result section on page X.





**Figure 6:** Schematic overview of the evaluation of the competence list and competence profiles.

## Results

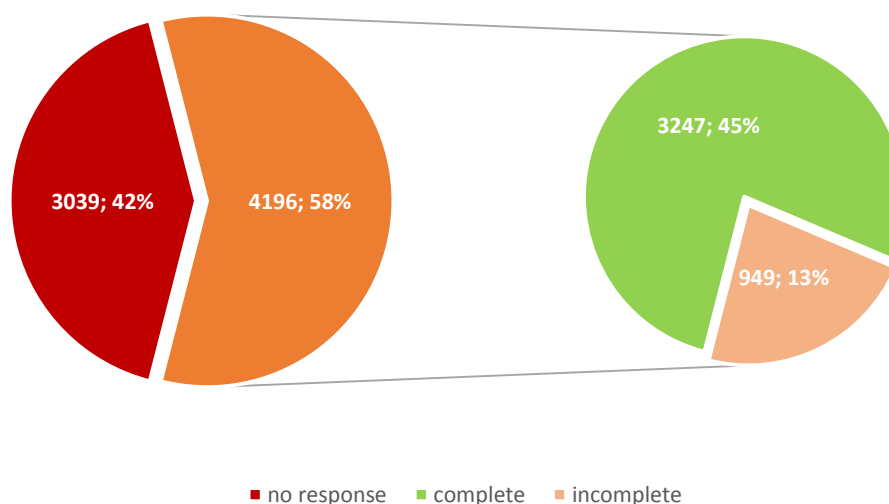
The result section is divided in 5 sub-sections.

1. The **response rates** to the online survey and the **characteristics of the survey sample**.
2. The **DC competence framework**, including the 38 DC competence items and its respective high-order categories. This section also includes the evaluation and recommendations of DCSPs on how to use the competence framework in daily practice.
3. The **generic competence profiles**, including the DC athletes' profiles for perceived importance, perceived possession, and the perceived need to develop DC competences. This section also includes recommendations for DCSPs' use of the generic competence profiles in daily practice.
4. Examples of **specific and developmental competence profiles**, illustrating a developmental and holistic perspective of competence development (e.g. male and female DC athletes' competence profiles, team and individual sport profiles, secondary and higher education profiles).
5. The **scenario-specific competence profiles** that athletes require in and across seven specific DC scenarios. Additionally, examples of **methods used by DCSPs** to support athletes in these scenarios will be shared.

## 1. Response rates & sample characteristics

### *Response rates*

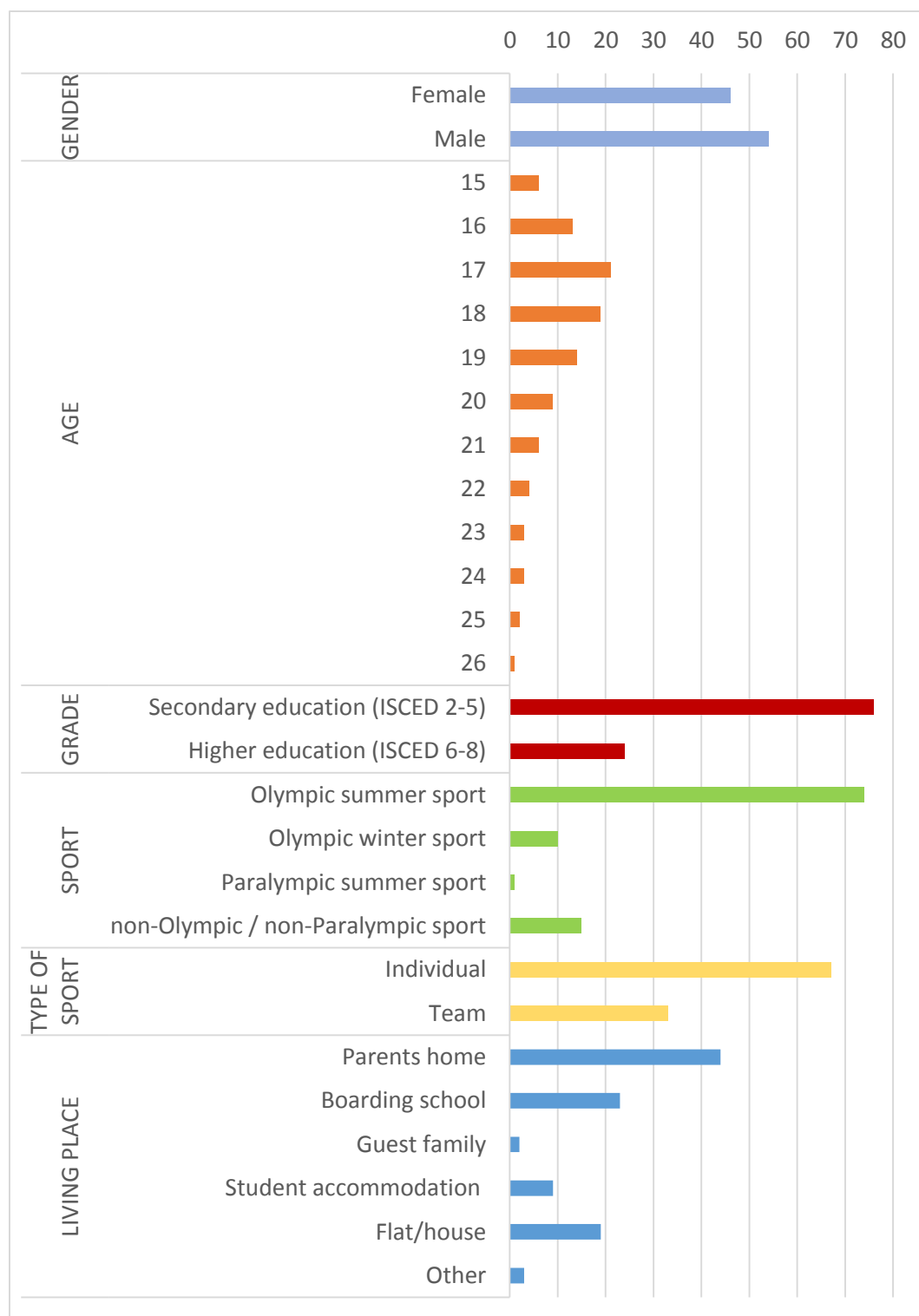
The online GEES survey was administered to 7235 15 to 25-year-old DC athletes. Of these 7,235 DC athletes, **4196 responded** to the online survey (response rate: 58%). Finally, **3,247 DC athletes completed the entire survey** (77% completion rate), meaning that 45% of all DC athletes in the pool fully completed the GEES survey.



**Figure 7:** Schematic overview of the response and completion rates of the online GEES survey.

### *Sample characteristics*

The sample characteristics are summarized in the figure below. The DC athletes represented nine countries, of which Sweden (28%), France (19%), Belgium (13%), the Netherlands (13%), Poland (7%), Spain (7%), Slovenia (6%), the UK (5%), and Italy (3%). Their mean age was  $18.6 \pm 2.5$  years. The educational grade (secondary or higher education) of the participants was determined using the ISCED levels, which allows uniformity in the structure of the European Education System (European Commission, 2014). The schematic diagrams of the structure of the European education systems 2014/15 using ISCED can be found at: [http://eacea.ec.europa.eu/education/eurydice/facts\\_and\\_figures\\_en.php#diagrams](http://eacea.ec.europa.eu/education/eurydice/facts_and_figures_en.php#diagrams)



**Figure 8:** Sample characteristics (in %) of the pool who completed the questionnaire ( $n=3247$ ).

## 2. The DC athletes' competence framework

### *The DC athletes' competence list*




Table 3 shows the competence list of DC athletes, including 38 DC competence items.

**Table 3.** The DC competence list for DC athletes.

- 1 Ability to adapt well to new situations
- 2 Ability to be flexible and change plans if necessary
- 3 Ability to collaborate with support staff in study and sport
- 4 Ability to cope with stress in sport and study
- 5 Ability to create individualized routines (for sport and study)
- 6 Ability to critically evaluate and modify your goals when needed
- 7 Ability to focus on here and now, without being distracted
- 8 Ability to live independently with competent life skills
- 9 Ability to maintain relations with important others
- 10 Ability to make social contacts with peers in study and sport
- 11 Ability to make your own responsible choices with regard to your study and sport career
- 12 Ability to negotiate (in order to stand up for your own interests)
- 13 Ability to plan conscientiously in advance
- 14 Ability to prioritize what needs to be done
- 15 Ability to put sport and study performances in perspective
- 16 Ability to regulate emotions in different situations
- 17 Ability to resolve conflicts
- 18 Ability to set realistic goals in sport and study
- 19 Ability to spend and manage your own money
- 20 Ability to use setbacks in sport and/or study as a positive stimulus
- 21 Ability to use your time efficiently
- 22 Asking advice to the right people at the right time
- 23 Assertiveness (being self-assured and acting with confidence)
- 24 Awareness of your strengths, weaknesses and capabilities
- 25 Being curious to explore career plans outside elite sport
- 26 Being patient about the progression of your sport and study career
- 27 Being prepared for the unexpected and having back up plans
- 28 Belief in your own ability to overcome the challenges in sport and study
- 29 Belief that study and sport can positively complement each other
- 30 Clear understanding of what it takes to succeed in sport and study
- 31 Dedication to succeed in both sport and study
- 32 Eagerness to listen and learn from others and past experiences
- 33 Having knowledge about your career options in study and sport
- 34 Perseverance during challenging times and in the face of setbacks
- 35 Self-discipline to manage the demands of your study and sport combination
- 36 Understanding the importance of rest and recuperation
- 37 Vision of where you want to go in life after your dual career
- 38 Willingness to make sacrifices and choices to succeed in sport and study

### Evaluation of the competence framework

The competence list of 38 competences was presented to DCSPs (without mentioning the specific factors yet). A summary of their evaluations ('Strengths', 'weaknesses' and 'suggestions for use') is presented below. The 'solutions (by consortium)' are descriptions of how the weaknesses mentioned by the DCSPs are/were/could be 'solved' by the consortium. The 'suggestions for use' are examples of how DCSPs see an added value of using the competence framework. These could provide you with some ideas, but of course is not a limiting overview, every DCSP could use the framework in the way he/she wants.

<b>STRENGTHS</b> 	<b>WEAKNESSES</b> 	<b>SOLUTIONS (by consortium)</b> 
<ul style="list-style-type: none"> <li>✓ <i>“Very useful to have a list of competences, enables operationalization”</i></li> <li>✓ <i>“A lot of different aspects are included, it seems to cover the important DC athlete competences”</i></li> <li>✓ <i>“Has a lot of added value for the working field”</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ <i>Competences themselves are long to read</i></li> <li>❖ <i>Competence list is quite long (38 competences), it's difficult to get an overview</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Version with key words <b>in bold</b></i></li> <li>➤ <i>The competences should be clustered in higher-order categories to make it readable and usable in daily practice</i></li> </ul>



## SUGGESTIONS FOR USE



### 1. Working with DC athletes

#### *Competence profiling*

The DC athlete competence framework could be used with DC athletes as a personal self-evaluation instrument for importance and possession of competences. This self-evaluation could be a basis for a *Personal Development Plan*. Goals for competence development could be formulated within this Personal Development Plan. It's important to also discuss and/or analyse the positive aspects of this self-evaluation and not only focus on those competences that need to be developed. Using the framework to self-evaluate and self-develop your competences as a DC athlete could be especially useful to raise self-awareness, to prepare them for specific transitions (e.g. SE -> HE). It's less useful to use when DC athlete have ad hoc urgent questions.

- *Concrete instruments and further instructions for using the competence framework for (self-) development can be found further in the handbook (See ANNEX 1: Instruments -> Instrument DCA21: Competence Profiling).*

#### *Competence Mind map*

Based on the competence list, a DC athlete can make a mind map and/or mental model of how his/her own competences relate to each other. The competence list could be used as a starting point to make up the mental model. Making the mind map/mental model will raise self-awareness in the DC athlete and the main advantage of doing this in a mind map is that he/she develops this self-awareness in his/her own frame of reference.

#### *NOTE: Competences in perspective*

Competence development and working around competences is important, but it's not THE only aspect to focus on. For example values, motivation (cfr. Self-determination: competence, autonomy and relatedness), holistic well-being and balance, fun... Where to focus on, depends on many different factors, so the competence list is NOT ALWAYS relevant to use.

### 2. For educational/ sport/ regional/ national decision-making



### ***Advocacy***

To have a successful dual career, all the competences presented in the list are important. As the development of competences don't come out of nothing, DCSPs can use the list to show decision-makers the importance of resources to support the DC athletes in developing these competences. For example, they can use the list to advocate needs for staffing, budget, instruments etc.

### ***Development of policy***

Dual career support programmes, structures, institutions could use the framework to develop a vision and long term goals, for example learning goals in elite sport schools, sport clubs, governmental organisations for their DC athletes.

### **3. Content for dissemination/education of stakeholders**

The competence framework should be shared in education/training programs for DC support providers and disseminated to other stakeholders (coaches, sport psychologists, physiotherapists, parents) in DC context to share the empowerment vision in supporting DC athletes. They should be aware of the competences that are important for DC athletes.

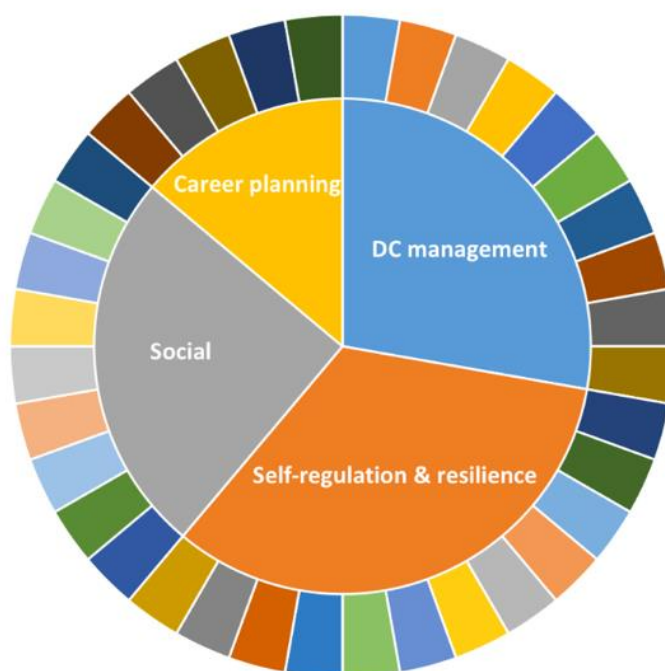
### **4. Marketing/communication**

The framework could be used to create one recognizable language in marketing and communications for organisations in the DC context (site, mailing, advertising for workshops etc.).

### *The DC Competence factors*

The solutions proposed by the DCSPs during the interviews were taken into account when developing the final competence list for DC athletes.

In addition, as a result of the ESEM analysis, the competence items were grouped in 4 higher-order categories. Table 4 shows the competence list of DC athletes, and their respective competence factors (De Brandt et al., 2016a). The ESEM analyses lead to a 4-factor solution, with acceptable to excellent goodness of fit indices. Of the 38 competence items, 36 items were classified in **4 DC competence factors**. The 4 DC competence factors were labelled by the GEES consortium as 1) **DC management competences**, 2) **Self-regulation and resilience competences**, 3) **Social competences**, and 4) **Career Planning competences**. Two competence items ('ability to spend and manage your own money' and 'ability to live independently with competent life skills') did not contribute to any factor and were considered as too specific to include them in the final competence model. These two competence items are categorized under 'Other competences' in Table 4. Cronbach's alpha was assessed for each competence factor, confirming the internal consistency of the factors. **In 'human' language:** the statistical results support the reliability of the competence framework for DC athletes.



**Figure 9:** The 4-factor competence wheel for DC athletes

**Table 4.** The 38 competences grouped into 4 competence factors (De Brandt et al., 2016a).

<b>DC Management competences</b>	<ul style="list-style-type: none"> <li>• <b>Self-discipline</b> to manage the demands of your study and sport combination</li> <li>• Ability to <b>use your time efficiently</b></li> <li>• <b>Dedication to succeed</b> in both sport and study</li> <li>• Ability to <b>plan</b> conscientiously <b>in advance</b></li> <li>• Ability to <b>prioritize</b> what needs to be done</li> <li>• Willingness to <b>make sacrifices and choices</b> to succeed in sport and study</li> <li>• Ability to make your <b>own responsible choices</b> with regard to your study and sport career</li> <li>• Clear <b>understanding of what it takes</b> to succeed in sport and study</li> <li>• Ability to <b>create individualized routines</b> (for sport and study)</li> <li>• Belief that <b>study and sport can positively complement</b> each other</li> </ul>
<b>Self- regulation and resilience competences</b>	<ul style="list-style-type: none"> <li>• Belief in your own <b>ability to overcome the challenges</b> in sport and study</li> <li>• <b>Assertiveness</b> (being self-assured and acting with confidence)</li> <li>• Ability to <b>cope with stress</b> in sport and study</li> <li>• Ability to <b>regulate emotions</b> in different situations</li> <li>• Ability to <b>use setbacks</b> in sport and/or study <b>as a positive stimulus</b></li> <li>• Ability to <b>focus on here and now</b>, without being distracted</li> <li>• Being <b>patient about the progression</b> of your sport and study career</li> <li>• <b>Perseverance</b> during challenging times and in the face of setbacks</li> <li>• Ability to <b>negotiate</b> (in order to stand up for your own interests)</li> <li>• Awareness of your <b>strengths, weaknesses and capabilities</b></li> <li>• Ability to <b>critically evaluate</b> and modify your goals when needed</li> <li>• Ability to <b>set realistic goals</b> in sport and study</li> </ul>
<b>Social competences</b>	<ul style="list-style-type: none"> <li>• <b>Asking advice</b> to the right people at the right time</li> <li>• Eagerness to <b>listen and learn from others</b> and past experiences</li> <li>• Ability to <b>maintain relations</b> with important others</li> <li>• Ability to make <b>social contacts with peers</b> in study and sport</li> <li>• Ability to <b>collaborate with support staff</b> in study and sport</li> <li>• Ability to <b>resolve conflicts</b></li> <li>• Understanding the importance of <b>rest and recuperation</b></li> <li>• Ability to <b>adapt well to new situations</b></li> <li>• Ability to put sport and study performances <b>in perspective</b></li> </ul>
<b>Career planning competences</b>	<ul style="list-style-type: none"> <li>• Being <b>prepared for the unexpected</b> and having back up plans</li> <li>• Ability to <b>be flexible</b> and change plans if necessary</li> <li>• Being curious to <b>explore career plans</b> outside elite sport</li> <li>• <b>Vision of where you want to go</b> in life after your dual career</li> <li>• Having <b>knowledge about your career options</b> in study and sport</li> </ul>
<b>Other competences</b>	<ul style="list-style-type: none"> <li>• Ability to spend and <b>manage your own money</b></li> <li>• Ability to <b>live independently</b> with competent life skills</li> </ul>

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### 3. The generic competence profiles

The **generic competence profiles** include the competence profiles of the full sample and include:

- The DC athletes' profile for their **perceived importance of DC competences**
- The DC athletes' profile for their **perceived possession of DC competences**
- The DC athletes' profile for their **perceived need to develop DC competences**

In addition, this 'Generic competence profile' result section also includes recommendations for the use of the generic competence profiles in DCSPs' daily practice.

#### *DC athletes' perceived importance of DC competences*

4196 DC athletes answered the following question, using the list of 38 DC competences:

HOW IMPORTANT is each of these competences for you in order to successfully combine your sport and study ?				
1	2	3	4	5
unimportant	of little importance	moderately important	important	very important

Using descriptive statistics, the DC athletes' profiles for perceived importance of DC competences were developed. The following profiles show:

- the **10 competences** with the highest score for perceived importance (Table 5)
- the **10 competences** with the lowest score for perceived importance (Table 6)
- the **ranking of the 4 competence factors** for perceived importance (Table 7)

**Table 5.** Top 10 competence profile for perceived importance.

Rank	Competence item	<i>M</i>	<i>SD</i>
1	<b>Perseverance</b> during challenging times and in the face of setbacks	4.65	0.58
2	Understanding the importance of <b>rest and recuperation</b>	4.63	0.62
3	Ability to <b>cope with stress</b> in sport and study	4.62	0.59
4	<b>Dedication</b> to succeed in both sport and study	4.57	0.63
5	Belief in your own ability to <b>overcome the challenges</b> in sport and study	4.52	0.64
6	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study	4.51	0.68
7	Ability to <b>use your time efficiently</b>	4.51	0.64
8	Ability to <b>collaborate</b> with support staff in study and sport (e.g. coach, teacher, support provider...)	4.51	0.68
9	<b>Self-discipline</b> to manage the demands of your study and sport combination (e.g. work independently without the supervision of others)	4.49	0.65
10	<b>Assertiveness</b> (being self-assured and acting with confidence)	4.45	0.69

**Table 6.** Low 10 competence profile for perceived importance.

Rank	Competence item	<i>M</i>	<i>SD</i>
29	Ability to <b>critically evaluate</b> and modify your goals when needed	4.25	0.72
30	Ability to <b>regulate emotions</b> in different situations	4.24	0.75
31	Ability to <b>negotiate</b> (in order to stand up for your own interests)	4.22	0.78
32	Ability to <b>create individualized routines</b> (for sport and study)	4.19	0.81
33	Ability to put sport and study performances in <b>perspective</b>	4.19	0.73
34	Being prepared for the unexpected and having <b>back up plans</b>	4.18	0.83
35	<b>Vision</b> of where you want to go in life after your dual career	4.12	0.87
36	Belief that study and sport can <b>positively complement</b> each other	4.11	0.89
37	Ability to <b>resolve conflicts</b>	4.10	0.84
38	Being <b>curious</b> to explore career plans outside elite sport	3.92	0.89

**Table 7.** Ranking of the 4-factor competence wheel for perceived importance.

	Competence factor	Mean	SD	Sign (p<.05)
1	DC management	4.32	.38	A
2	Self-regulation & resilience	4.32	.39	A
3	Social	4.28	.43	B
4	Career planning	4.13	.51	C

### *DC athletes' perceived possession of DC competences*

4196 DC athletes answered the following question, using the list of 38 DC competences:

To what extent do you possess each of these competences?				
1	2	3	4	5
very poor possession	poor possession	average possession	good possession	very good possession

Using descriptive statistics, the profiles for perceived possession of DC competences were developed. The following profiles show:

- the **10 competences** with the highest score for perceived possession (table 8)
- the **10 competences** with the lowest score for perceived possession (table 9)
- the **ranking of the 4 competence factors** for perceived possession (table 10)

**Table 8.** Top 10 DC athletes' competence profile for perceived possession.

Rank	Competence item	<i>M</i>	<i>SD</i>
1	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study	3.99	0.87
2	Ability to <b>make social contacts</b> with peers in study and sport	3.99	0.87
3	Ability to <b>live independently</b> with competent life skills (e.g. cooking)	3.95	0.97
4	Ability to <b>collaborate</b> with support staff in study and sport (e.g. coach, teacher, support provider...)	3.93	0.91
5	<b>Eagerness to listen and learn</b> from others and past experiences	3.92	0.83
6	Ability to spend and manage your own <b>money</b>	3.91	0.96
7	<b>Dedication</b> to succeed in both sport and study	3.89	0.77
8	<b>Perseverance</b> during challenging times and in the face of setbacks	3.86	0.83
9	Ability to make your own <b>responsible choices</b> with regard to your study and sport career	3.85	0.84
10	Ability to <b>maintain relations</b> with important others	3.84	0.89

**Table 9.** Low 10 DC athletes' competence profile for perceived possession.

Rank	Competence item	<i>M</i>	<i>SD</i>
29	Ability to <b>negotiate</b> (in order to stand up for your own interests)	3.57	0.99
30	Ability to <b>use your time efficiently</b>	3.56	0.95
31	Being <b>curious</b> to explore career plans outside elite sport	3.50	0.97
32	Being <b>patient</b> about the progression of your sport and study career	3.49	0.97
33	Ability to <b>regulate emotions</b> in different situations	3.49	0.90
34	<b>Assertiveness</b> (being self-assured and acting with confidence)	3.48	1.01
35	Ability to <b>focus</b> on here and now, without being distracted	3.48	0.91
36	Ability to <b>use setbacks</b> in sport and/or study as a <b>positive stimulus</b>	3.47	1.00
37	<b>Vision</b> of where you want to go in life after your dual career	3.47	1.03
38	Being prepared for the unexpected and having <b>back up plans</b>	3.44	0.97

**Table 10.** Ranking of the 4-factor competence wheel for perceived possession.

	Competence factor	Mean	SD	Sign (p<.05)
1	Social	3.73	.49	A
2	DC management	3.62	.50	B
3	Self-regulation & resilience	3.52	.53	C
4	Career planning	3.46	.59	D

### *DC athletes' perceived need to develop DC competences*

In a next step, the difference between DC athletes' perceived importance and perceived possession of DC competences was calculated. The bigger the difference between perceived importance and perceived possession for a specific competence, the higher the perceived need for a DC athlete to develop this specific competence.

Using descriptive statistics, the profiles for athletes' perceived need to develop DC competences were produced. The following profiles show:

- the **10 competences** with the biggest differences between perceived importance and perceived possession, illustrating the DC athletes' competences with the highest perceived need to develop.
- the **ranking of the 4 competence factors** for perceived need to develop

**Table 11.** Top 10 DC athletes' competence profile for perceived need to develop.

Rank	Competence item	Importance	Possession	Difference	
		<i>M</i>	<i>M</i>	<i>M</i>	<i>SD</i>
1	Ability to <b>cope with stress</b> in sport and study	4.62	3.58	<b>1.04</b>	1.09
2	<b>Assertiveness</b> (being self-assured and acting with confidence)	4.45	3.48	<b>0.97</b>	1.11
3	Ability to <b>use your time efficiently</b>	4.51	3.56	<b>0.95</b>	1.01
4	Ability to <b>use setbacks</b> in sport and/or study as a <b>positive stimulus</b>	4.34	3.47	<b>0.88</b>	1.04
5	Being <b>patient</b> about the progression of your sport and study career	4.36	3.49	<b>0.87</b>	1.06
6	Belief in your own ability to <b>overcome the challenges</b> in sport and study	4.52	3.65	<b>0.87</b>	0.98
7	Understanding the importance of <b>rest and recuperation</b>	4.63	3.83	<b>0.81</b>	1.01
8	Ability to <b>focus</b> on here and now, without being distracted	4.28	3.48	<b>0.80</b>	1.03
9	<b>Perseverance</b> during challenging times and in the face of setbacks	4.65	3.86	<b>0.79</b>	0.86
10	Ability to <b>regulate emotions</b> in different situations	4.24	3.49	<b>0.75</b>	1.09






**Table 12.** Ranking of the 4-factor competence wheel for perceived need to develop.

	<b>Competence factor</b>	<b>Possession</b>	<b>Importance</b>	<b>Difference</b>	<b>Sign (p&lt;.005)</b>
1	Self-regulation & resilience	3.52	4.32	.81	A
2	DC management	3.62	4.32	.71	B
3	Career planning	3.46	4.28	.67	C
4	Social	3.73	4.13	.55	D

### Evaluation of the competence profiles

The competence profiles were presented to DCSPs. A summary of their evaluations ('Strengths', 'weaknesses' and 'suggestions for use') is presented below. The 'solutions (by consortium)' are descriptions of how the weaknesses mentioned by the DCSPs are/were 'solved' by the consortium. The 'suggestions for use' are examples of how DCSPs see an added value of using the DC athletes' competence profiles. These could provide you with some ideas, but of course is not a limiting overview, every DCSP could use the profiles in the way he/she wants.

<b>STRENGTHS</b> 	<b>WEAKNESSES</b> 	<b>SOLUTIONS (BY CONSORTIUM)</b> 
<ul style="list-style-type: none"> <li>✓ <i>Importance profile:</i> "The list <b>reflects the DC athletes</b> I worked with that successfully managed their DC"</li> <li>✓ <i>Possession profile:</i> "Generally speaking, the possession profile <b>fits the reality</b> observed with DC athletes. Yes, yes, I fully agree in all of them."</li> <li>✓ <i>Difference profile:</i> "The identified gaps <b>are in accordance with what is noticed in practice</b>. This profile shows that athletes are aware of both the importance of some competences and their low level of possession of these competences."</li> </ul>	<ul style="list-style-type: none"> <li>❖ The profiles are in accordance with only a part of athletes and some important competences don't appear in the profiles               <ul style="list-style-type: none"> <li>✓ There's no distinction regarding the sport, gender ...</li> </ul> </li> <li>❖ Every situation is different and requires a different combination of competencies</li> <li>❖ Problems of reliability: adolescents often change opinion + self-evaluation might be biased</li> <li>❖ Good overview of competences that need to be developed in DC athletes in general, but the main question remains: how?!</li> </ul>	<ul style="list-style-type: none"> <li>➤ Although the profiles provide you with a direction, in practice it's often preferable to start from the individual DC athlete;</li> <li>➤ <b>Specific competence profiles</b> (e.g. Individual vs. Team);</li> <li>➤ Use of scenario-specific competences and start from the situation of the individual DC athlete;</li> <li>➤ Involvement of DCSPs' perspective (see below in part on scenarios);</li> <li>➤ See methods and instruments for DC support providers and DC athletes further in handbook</li> </ul>



## SUGGESTIONS FOR USE FOR DCSPs



### 1. Use of importance, possession, or difference profile?

As a DCSP, what should you use now? The general DC athlete framework, the importance, possession or difference profile? There is no answer that fits it all, mainly this might depend on your concrete function (e.g. employer, coach, DCSP, policy maker) and the concrete task (e.g. Individual support providing, choice of which group session you want to provide, providing information to stakeholders...) and your personal preference.

### 2. Working with DC athletes

You could use one of the profiles for competence profiling/self-evaluation in case of **time limits** (evaluation of 10 instead of 38 competences). You could also use a profile to compare with an individual top 10 (comparison with 'the norm group') or pay extra attention to some competences that are high in the profiles (e.g., assertiveness, coping with stress).

The following quotes of DCSPs, illustrates the different personal preferences of DCSPs in the choice of which specific profile to use in working with DC athletes:

- “The **importance profile** is the best profile for working with DC athletes because you don't focus on what is (not) there yet, but focus on your aspirations”
- “I think it is good to know for a DC athlete which competences he/she already has (or hasn't) and **compare** them to the **possession list**”
- “I would choose the **difference profile** to work with DC athletes during workshops. In my opinion it shows the general line of action.”

### 3. For educational/ sport/ regional/ national decision-making

#### *Development of content*

The profiles could be a basis for the development and choices of group sessions and support programs (e.g. develop programs to enhance the most important competences). Also, it could be a foundation for development of new instruments; for example you could focus on the development of instruments that enhance the competences that need to be developed most in DC athletes.

***Policy decisions***

Dual career support programs, structures, institutions could use the framework to develop a vision and long term goals, for example learning goals in elite sport schools, sport clubs, governmental organisations for the DC athletes.

***Advocacy***

DCSPs could use the profiles to negotiate with decision makers. For example coping with stress is high in the difference list, you might use this result to show that it's important to include sport psychologist in the structures of DC contexts.

**4. Content for dissemination/education of stakeholders**

The competence profiles should be shared in education/training programmes for DCSPs and disseminated to other stakeholders (coaches, sport psychologists, physiotherapists, parents) in DC contexts to share the empowerment vision in supporting DC athletes. They should be aware of the competences that are important for DC athletes and could be confronted “that specific competences are really important but not well possessed”.

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#### 4. The specific and developmental DC competence profiles


In order to provide tailor-made support to DC athletes, competence profiles were developed for specific target groups. In the section below, you will find an example of:

- gender specific DC competence profiles
- sport specific (individual and team sport) DC competence profiles
- developmental profiles related to the educational stage of the DC athlete (secondary and higher education)

##### Gender specific profiles


The *difference* profiles for *perceived need to develop* are used in the gender specific examples below.

**Table 13.** Female athletes' top 10 DC competence profile for perceived need to develop



Rank	Competence item	<i>M</i> <i>difference</i>	<i>SD</i>
1	Ability to <b>cope with stress</b> in sport and study	1.29	1.08
2	<b>Assertiveness</b> (being self-assured and acting with confidence)	1.24	1.15
3	Belief in your own ability to <b>overcome the challenges</b> in sport and study	1.07	1.01
4	Being <b>patient</b> about the progression of your sport and study career	1.06	1.06
5	Ability to <b>use setbacks</b> in sport and/or study as a <b>positive stimulus</b>	1.03	1.03
6	Ability to <b>regulate emotions</b> in different situations	0.96	1.10
7	Ability to <b>use your time efficiently</b>	0.93	0.95
8	Understanding the importance of <b>rest and recuperation</b>	0.92	1.01
9	Ability to <b>focus</b> on here and now, without being distracted	0.90	1.05
10	<b>Perseverance</b> during challenging times and in the face of setbacks	0.88	0.86

**Table 14.** Male athletes' top 10 DC competence profile for perceived need to develop



Rank	Competence item	<i>M</i> <i>difference</i>	<i>SD</i>
1	Ability to <b>use your time efficiently</b>	0.96	1.06
2	Ability to <b>cope with stress</b> in sport and study	0.82	1.04
3	Ability to <b>plan conscientiously</b> in advance	0.77	1.04
4	Ability to <b>use setbacks</b> in sport and/or study as a <b>positive stimulus</b>	0.74	1.02
5	<b>Assertiveness</b> (being self-assured and acting with confidence)	0.74	1.03
6	Ability to <b>prioritize</b> what needs to be done	0.72	0.92
7	<b>Self-discipline</b> to manage the demands of your study and sport combination	0.71	0.96
8	Understanding the importance of <b>rest and recuperation</b>	0.71	0.99
9	Ability to focus on here and now, without being distracted	0.71	1.01

10	Being patient about the progression of your sport and study career	0.71	1.03
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### *Sport specific profiles*

The *perceived possession scores* are used in the sport specific competence profiles examples below, showing the **8 competences** with the highest scores for perceived possession and the **6 competences** with the lowest scores for perceived possession.

**Table 15.** Perceived possession DC competence profile of athletes in individual sports.

Rank	Competence item	<i>M</i> <i>possession</i>	<i>SD</i>
1	Ability to <b>live independently</b> with competent life skills	4.01	0.96
2	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study	3.99	0.88
3	Ability to <b>make social contacts</b> with peers in study and sport	3.98	0.88
4	Ability to <b>collaborate</b> with support staff in study and sport	3.94	0.92
5	Ability to spend and manage your own <b>money</b>	3.92	0.96
6	Eagerness to <b>listen and learn</b> from others and past experiences	3.91	0.83
7	<b>Dedication</b> to succeed in both sport and study	3.89	0.78
8	<b>Perseverance</b> during challenging times and in the face of setbacks	3.88	0.85
...			
33	Ability to <b>regulate emotions</b> in different situations	3.49	0.9
34	Ability to <b>focus</b> on here and now, without being distracted	3.48	0.92
35	<b>Assertiveness</b> (being self-assured and acting with confidence)	3.48	1
36	Ability to <b>use setbacks</b> in sport and/or study as a <b>positive stimulus</b>	3.47	1
37	Being prepared for the unexpected and having <b>back up plans</b>	3.47	0.97
38	<b>Vision</b> of where you want to go in life after your dual career	3.47	1.04

**Table 16.** Perceived possession DC competence profile of athletes in team sports.

Rank	Competence item	<i>M</i> <i>possession</i>	<i>SD</i>
1	Ability to <b>make social contacts</b> with peers in study and sport	4.02	0.85
2	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study	3.97	0.85
3	Ability to <b>collaborate</b> with support staff in study and sport	3.92	0.89
4	Eagerness to <b>listen and learn</b> from others and past experiences	3.92	0.82
5	Ability to spend and manage your own <b>money</b>	3.88	0.95
6	<b>Dedication</b> to succeed in both sport and study	3.88	0.74
7	Ability to <b>maintain relations</b> with important others	3.85	0.87

8	<b>Perseverance</b> during challenging times and in the face of setbacks	3.83	0.78
...			
33	Being <b>patient</b> about the progression of your sport and study career	3.48	0.92
34	<b>Assertiveness</b> (being self-assured and acting with confidence)	3.47	1.02
35	<b>Vision</b> of where you want to go in life after your dual career	3.47	1.01
36	Ability to <b>use setbacks</b> in sport and/or study as a <b>positive stimulus</b>	3.46	0.99
37	Being <b>curious</b> to explore career plans outside elite sport	3.46	0.95
38	Being prepared for the unexpected and having <b>back up plans</b>	3.39	0.96

### *Developmental profiles related to athletes' educational stage*

The *perceived possession scores* are used in the secondary and higher education competence profiles below, showing the **8 competences** with the highest score for perceived possession and the **6 competences** with the lowest score for perceived possession.

**Table 17.** Perceived possession DC competence profile of athletes in secondary education.

Rank	Competence item	<i>M Possession</i>	<i>SD</i>
1	Ability to <b>make social contacts</b> with peers in study and sport	4.02	.87
2	Ability to <b>collaborate</b> with support staff in study and sport	3.98	.90
3	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study	3.96	.88
4	Eagerness to <b>listen and learn</b> from others and past experiences	3.93	.82
5	Ability to <b>live independently</b> with competent life skills	3.89	.98
6	Ability to spend and manage your own <b>money</b>	3.89	.97
7	Ability to <b>maintain relations</b> with important others	3.88	.89
8	Understanding the importance of <b>rest and recuperation</b>	3.88	.98
...			
33	Ability to <b>regulate emotions</b> in different situations	3.51	.91
34	<b>Assertiveness</b> (being self-assured and acting with confidence)	3.50	1.02
35	Being <b>curious</b> to explore career plans outside elite sport	3.50	.97
36	<b>Vision</b> of where you want to go in life after your dual career	3.49	1.02
37	Ability to <b>use setbacks</b> in sport and/or study as a <b>positive stimulus</b>	3.47	1.00
38	Being prepared for the unexpected and having <b>back up plans</b>	3.45	.97



**Table 18.** Perceived possession profile of athletes in higher education.

Rank	Competence item	<i>M</i> <i>Possession</i>	<i>SD</i>
1	Ability to <b>live independently</b> with competent life skills	4.12	.91
2	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study	4.06	.85
3	<b>Dedication</b> to succeed in both sport and study	4.00	.75
4	Ability to spend and manage your own <b>money</b>	3.96	.93
5	<b>Perseverance</b> during challenging times and in the face of setbacks	3.92	.77
6	Ability to <b>make social contacts</b> with peers in study and sport	3.90	.87
7	Ability to make your <b>own responsible choices</b> with regard to your study and sport career	3.89	.84
8	Eagerness to <b>listen and learn</b> from others and past experiences	3.87	.85
...			
33	<b>Assertiveness</b> (being self-assured and acting with confidence)	3.43	.97
34	Being prepared for the unexpected and having <b>back up plans</b>	3.41	.97
35	Ability to <b>focus</b> on here and now, without being distracted	3.40	.90
36	<b>Vision</b> of where you want to go in life after your dual career	3.40	1.06
37	Ability to <b>negotiate</b> (in order to stand up for your own interests)	3.37	1.00
38	Being <b>patient</b> about the progression of your sport and study career	3.35	.98

These were only examples of specific profiles. If you're interested to discover additional specific DC athletes' profiles, please contact Koen De Brandt ([kdebrand@vub.ac.be](mailto:kdebrand@vub.ac.be)).

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## 5. The scenario-specific DC competence profiles and DCSPs' methods

This results section shows the competences that athletes require across and in the different scenarios. In order to guarantee the context-specificity of a dual career, DC athletes were asked to indicate what the 5 most important competences are for each specific challenging dual career scenario (see Figure 10). The top 10 required competences for each scenario are displayed below. At the end of this result section, an overview of transferable DC competences is added, displaying the top 10 DC competences selected most across all scenarios.

Next to the self-evaluative perspective of DC athletes, a DCSPs' perspective will be presented for the different scenarios. This DCSPs' perspective will include their view on the scenario-specific competences of DC athletes and the methods they use to support DC athletes with the specific scenarios.

So, for each scenario we will provide:

- (A) **Most important competences: the selection of DC athletes** = the quantitative choices of most important competences by DC athletes (De Brandt et al, 2016b);
- (B) **Quotes and other competences mentioned by DCSPs as important for DC athletes in this scenario** = Qualitative opinions on the importance of specific DC athlete competences mentioned by DCSPs in focus groups\*;
- (C) **Methods of DCSPs** = Examples of the methods DCSPs use to support DC athletes with the specific scenario (Defruyt et al., 2016a). These methods were mentioned by DCSPs in focus Groups\*

### **\* Focus Groups with DCSPs: more information**

42 DCSPs from 9 countries were involved in 9 different focus groups. The main aim of these focus groups was threefold:

- Have their **qualitative perspective on the competences** that were important for DC athletes in the specific scenarios. For every scenario:
  - Quotes of the DCSPs will be shared to illustrate the importance of the specific DC athlete competences that were rated as important (i.e. top 10) by the DC athletes;
  - Competences that were not chosen by DC athletes, but that DCSPs found crucial for DC athletes will be shared as well.
- Have examples of the **methods DCSPs use** to support DC athletes with the specific scenario. Important remarks:
  - The shared methods of DCSPs below are not intended to be exhaustive lists of methods and certainly don't aim to be tailor-made methods for the specific scenarios. Rather, you as a dual career support provider could benefit from reading the examples of experienced DC support providers who shared their methods during focus groups. These examples could give you ideas that you could tailor to your specific context and to the specific situation and needs of the DC athlete;
  - As you will see below, for each scenario, the methods mentioned will be divided into type of method (Intake/data collection OR Intervention OR Monitoring/evaluation) and forms of service (Individual OR Multidisciplinary/group) (Defruyt et al., 2016a).
- Collect **concrete instruments** that are useful for DCSPs (See last chapter in this Handbook).



**Figure 10:** The 38 DC competence linked to 7 specific DC scenarios (De Brandt et al., 2016b).

Scenario 1: 'Exams'.



You are about to start a **challenging study year with exams** that conflict with a crucial competitive phase. You want to successfully do both.

(A) Most important competences: the selection of DC athletes

**Table 19.** Top 10 scenario-specific competences for scenario 1

Rank	Competence item	% of n
1	<b>Dedication</b> to succeed in both sport and study	48%
2	<b>Self-discipline</b> to manage the demands of your study and sport combination	38%
3	<b>Perseverance</b> during challenging times and in the face of setbacks	38%
4	Ability to <b>prioritize</b> what needs to be done	37%
5	Ability to <b>use your time efficiently</b>	36%
6	Ability to <b>cope with stress</b> in sport and study	29%
7	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study	26%
8	Ability to <b>focus</b> on here and now, without being distracted	21%
9	Ability to <b>plan conscientiously</b> in advance	19%
10	Ability to make your own <b>responsible choices</b> with regard to your study and sport career	19%

(B) Quotes and other competences mentioned by DCSPs as important for DC athletes in this scenario



### *Quotes on important DC athlete competences*

Rank	COMPETENCE mentioned	QUOTE Dual Career support provider
1	<b>Dedication</b>	<i>"And for the athlete concerned, it was selection, it was to stay qualified for Europe and stay in the top six but it was also to get the first class in law."</i>
4	<b>Prioritize</b>	<i>"So that helped me understand that she has an awareness of what her priorities are (...), so we can go into that self-exploration, so the end of the day she will have a career plan. She will be aware of what she is comfortable with, her priorities being in those points and time"</i>

### *Additional important competences for DC athletes*

COMPETENCE mentioned	QUOTE Dual Career support provider
<b>Proactive communication</b>	<i>"So she goes in, she already had a meeting with her advisors at university to talk through the entire, she had already done this prior to next year starting. The coach is very aware of what she's got going on, the coach is aware of when her priority is going to be academics. And she is aware of that, when it comes to that time it is ok for her to focus and prioritise her sport or academics, whichever one should be."</i>
<b>Self-awareness</b>	<i>"Because she has never really reflected on how she was feeling before, just continued training. So we just used the very simple set up like emoticons and some figures which are useful and helping her to monitor her feelings on how fatigue she was."</i>
<b>Knowledge of the dual career environment, requirements and rules</b>	<i>"With a good knowledge regarding dual career aspects athletes comprehend what is allowed, how it is allowed, when it is allowed etc."</i>

## (C) Methods of DCSPs'



Intake/data collection methods (SC1: 'exams')		
Individual session		
Title	Explanation method	Quote
<b>Guided conversation</b>	In a first session you have a conversation with the athlete to understand and identify his/her concerns about academic and sporting commitments. In this guided conversation, listening, and story building is at the centre.	
<b>Collect contacts information</b>	Ask DC athletes to proactively share important contact information in order to be able to co-manage the multidisciplinary follow-up of the DC athlete (1).	(1) "At the beginning of the new school year, student-athletes are asked: - To indicate a parent as reference person to be contacted to manage their academic path; - If possible, to indicate a reference person with the sports federation/sport club to be contacted to manage his/her sports commitments."
<b>Collect academic and/or sport schedule</b>	Ask DC athletes to proactively share a clear and tangible sport /academic schedule: <ul style="list-style-type: none"> <li>The sport schedule can then be shared between school managers, schoolteachers and students. By doing this, the academic on-going examinations (if flexibility is possible) can be adapted in function of the sport commitments (1);</li> <li>AND/OR the other way around: the education schedule can be shared between coach, federation, team players etc. to take into account the educational schedule for the sport commitments.</li> </ul>	(1) "At the beginning of the new school year, student-athletes are asked to provide the list of scheduled sports competitions. In this way, the teaching staff was aware of the student-athlete's sport schedule in order to plan an adequate academic examination plan. Then, the examination schedule was shared with all the students."

### Intervention methods (SC1: 'exams')

#### Individual session

Title	Explanation method	Quote
<b>Integrated year planning</b>	<p>For a DC athlete, it's important to make up an integrated year planning with the support of a DC support provider (and based on the separate sport and academic schedules)</p> <ul style="list-style-type: none"> <li>Certainly the first time, it might be useful to support the DC athlete, so he/she will be able to do this on his own in the future (1)</li> <li>You could use a specific instrument for this too, for example career planners (2)</li> <li>As the planning might be subject to changes, it's important to foresee follow-up moments in this planning (3).</li> </ul>	<p>(1) "What did we do, well, we sat down, we looked to the whole schedule, we looked to the competitive commitment, sailing, training commitments we looked to what school expected ... We looked to this whole schedule in quite a lot of detail and did integrated planning and looked to how we could best prepare. These meetings took place very early on September time, a year before. So we had a quite long period time come up with, time management, skills, and I encouraged her to try consider, what other experiences she has and what skills to transfer into the situation."</p> <p>(2) "In order to help her, what I would do was use such a instrument I normally use a lot is what we call career planners, so we have a plan that identifies all her sporting and academic commitments."</p> <p>(3) "We organize the year: we look at the objectives at school and in sport, we look at the intense periods and define steps and assessment periods. This will reassure the athlete to know that the year is organized in advance and that he'll have specific interviews to report and, if necessary, adapt the schedule and objectives."</p>

### Intervention methods (SC1: 'exams')

#### Multidisciplinary/group session

Title	Explanation method	Quote
<b>Sporting Flexibilities</b>	<p>Sometimes there's no way around the exams/school responsibilities. In this case a part of the solution might be to provide the DC athlete with some sporting flexibilities:</p> <ul style="list-style-type: none"> <li>Ideally, the DC athlete negotiates with his/her coach for this, which helps them in developing communication skills and assertiveness;</li> <li>In some cases it might be necessary to contact the athlete's coach as a DC support provider to ask him/her to let the athlete go to an important exam (1);</li> <li>If flexibilities are given by the coaches (e.g. missing out some trainings), it's important to show appreciation to these coaches (2).</li> </ul>	<p>(1) "Often, athletes don't dare ask the coach if they can miss a sport constraint to go to an exam and they ask the DC support provider. So I go see the coach and tell him there is an educational priority, and if it would be possible to let the athlete go. The fact that the DC support provider asks, they can agree. If the question had come from the athlete, they would have refused. Communication is essential. In these cases, I directly ask the coach to arrange things, to avoid retakes."</p> <p>(2) "Some coaches care about the educational pathway of their athletes and let them miss or postpone training when they have important tests. It is important to underline the coaches who do so because there are not a lot of them."</p>



<b>Educational flexibilities</b>	<p>In this scenario, a part of the solution could be to provide the DC athlete with some educational flexibilities:</p> <ul style="list-style-type: none"> <li>• General: Adjustments in the academic path (number of credits/exams per year)(1);</li> <li>• It might be important as a DC support provider to develop an exam relocation procedure adapted to the specific context. Important is to have a checklist of important criteria on how this exam relocation should be organised (2), also taking into account possible time differences (3);</li> <li>• Skipping compulsory lessons;</li> <li>• An individualized examination schedule;</li> <li>• Make rules about these flexibilities clear, simple and understandable for all the dual career stakeholders.</li> </ul> <p>These flexibilities should be in line with the needs and not be exaggerated, as you don't want to be pampering the DC athletes.</p>	<p>(1) "Flexible adjustments are envisaged based on each individual situation of the student-athletes."</p> <p>(2) "To relocate an exam where the athlete is on training camp at the same time as his/her classmates. I had to :</p> <ol style="list-style-type: none"> <li>1. Make sure the exam could be relocated (act it with the University)</li> <li>2. Make sure the exam criteria could be met</li> <li>3. Find a person among the training camp participants who could guarantee that the exam was run properly (collect the subjects, survey, scan the essay, send it).</li> </ol> <p>To successfully run this exam, several conditions were met: the presence of a guarantor, the coach agreement to release the athlete from training at the time of his/her exam. This worked because I knew I would get the University agreement (after previous good experiences). If the coach had not agreed, I would have relocate and postpone the exam, with another subject."</p> <p>(3) "In this case, you have to take into account the time difference, the athlete's availability on the same timing as the students in France, the coach's agreement to let the athlete pass the exam. The subjects are received, confidentially, in beforehand, at the centre. Either the athlete pass the exam at the same time as other students or at a different time (but with a different subject)."</p>
<b>Build a Network</b>	<p>Rather than just communicating when necessary with the stakeholders involved, it is important to:</p> <ul style="list-style-type: none"> <li>• Identify the most important stakeholders involved;</li> <li>• Create a sort of social link with these stakeholders;</li> <li>• Promote a network.</li> </ul> <p>(1).</p>	<p>(1) "It is important to be able to quickly identify the most competent person for finding a solution when needed. For instance, for the organization of the « Baccalauréat », I have built a network with people from the examination centre. As we have created a social link, we can now work very fast on issues involving elite athletes."</p>
<b>Cooperation and communication</b>	<p>Cooperation and communication between the different stakeholders is key in this scenario. Depending on your specific position as a DC support provider, you might have different roles to take. If you work as a DC support provider in an educational institution you might need to:</p> <ul style="list-style-type: none"> <li>• Discuss a competition plan with his/her personal coach (1);</li> <li>• Connect all the persons concerned by the postponement of an exam;</li> <li>• Plan meetings with the teaching staff to manage the academic path of the student-athlete;</li> <li>• Make the teacher staff aware of the sport related efforts and commitments (2).</li> </ul> <p>As a DC support provider within a sport organisation you might need to:</p>	<p>(1) "I met her personal coach who is also a national coach. Just so that everyone has an understanding what's coming up. We worked with the coach to produce the competition plan for next year so we are aware of the events coming up. We then forwarded that to her academic advisors so they are aware of it."</p> <p>(2) "The enhancement of the sports culture within the school could be crucial to improve the sensibility of the teacher staff towards the dual career of athletes."</p> <p>(3) "It has been set up here so that the university is part of what we call co-institute. So they have signed up as one of co-institutes here which means they will, they agreed to provide element of flexibility within the educational path for the athlete so part of my roles to remind the university of they signed up to this policy."</p> <p>(4) "The sport environment should be more proactive in the dual career process. However, the involvement of sport clubs/coaches is still limited."</p>

	<ul style="list-style-type: none"> <li>• Contact his/her academic advisor to have the advisor aware of the athlete's sporting commitment plan;</li> <li>• Remind University of regulations (3);</li> <li>• Show involvement and involve the other sporting staff members in the dual career pathway of the DC athlete (4).</li> </ul> <p>As a DC support provider within a performance centre or a governmental organisation you might need to:</p> <ul style="list-style-type: none"> <li>• Identify possible complexities and adjust both academic and sporting commitments by working closely with educational and sporting staff (5)</li> <li>• Multidisciplinary and integrated work with university and sporting staff (6)</li> </ul>	<p>(5) "We looked at that university programme, looked into swimming programme, we discussed with swimming coaches and university to trying to identify what key complex is going to be and trying to find solutions in or around them which meant changing a little bit of time table and in terms of also changing the competition training boards, and also we meant, we knew there is going to be times out of university, times out of study. So we had to plan developed and essentially the main reason we were doing that also working around the framework that is already set up working with the sport staff was critical to that understanding and actually planning what the key point would be academically from the sporting perspectives."</p> <p>(6) "It's also that multidisciplinary aspect: the ability to really work closely, the ability to work with your physical strength coach, working with coach, working with nutrition using diary monitoring, electronically received report every day to see how is that athlete."</p>
<b>Exchange between DC athletes</b>	<p>As a DC support provider, you could encourage athletes to share experiences with other athletes in order to manage his/her feelings. You could encourage the use of social networks to enhance the exchange of experiences between student-athletes (1).</p>	<p>(1) "I encouraged her to speak to other athletes on sailing programme because lots of them have very similar scenarios and we brought all that information back together and reflected on it as a group with both mom and the athlete."</p>
<b>Example of university DC network</b>	<p>Stakeholders involved in the university network could be:</p> <ul style="list-style-type: none"> <li>• DC athlete;</li> <li>• Dual career coordinator (1);</li> <li>• Dual career tutor within each university degree course in which student-athletes are enrolled (2);</li> <li>• Reference person within each department (3);</li> <li>• University professors;</li> <li>• Delegate of the Rector for sports;</li> <li>• Academic Manager.</li> </ul> <p>The network should cooperate effectively and communicate efficiently as DC athletes often need urgent support (4).</p>	<p>(1) "The dual career coordinator is the reference person for all the dual career stakeholders within the university. In particular, he/she coordinates the different stakeholders to find flexible solutions based on the needs of the student-athletes and respecting existing regulations at the university. In case adjustments to the study plan are necessary, the coordinator interacts with the other stakeholders to find the best solutions to guarantee the academic progresses of student-athletes. The coordinator also meets and talks to each DC athlete when they enrol about their expectations and responsibility and contact them in case issues have to be solved."</p> <p>(2) "A dual career tutor (e.g., another student) is appointed to help student-athletes in managing their study plan. They help student-athletes in identifying the best study plan based on the commitments deriving from their sports career (e.g., number of credits to be gathered, number of exams; which exams, study materials, etc.)."</p> <p>(3) "Each department has an appointed professor who acts as a reference person for the dual career stakeholders within the university, especially facilitating the dialogue between the student-athlete and the teaching staff."</p> <p>(4) "Athletes need fast solutions to their problems. Thus, the network has to provide rapid feedbacks."</p>

### Monitoring/evaluation methods (SC1: 'exams')

#### Individual session

Title	Explanation method	Quote
<b>Well-being diaries</b>	For those who lack self-evaluation and self-reflection, it might be interesting to provide them with a diary and ask them to monitor themselves. It depends on the specific context who should follow-up this diary (1).	(1) "We also set up her own well-being diary that she worked on with her S&C coach. She would see him more regularly and that's for her own well-being because she has never really reflected on how she was feeling before, just continue training. So we just used the very simple set up like emoticons and some figures which are useful and helping her to monitor her feelings on how fatigue she was."

### Monitoring/evaluation methods (SC1: 'exams')

#### Multidisciplinary/group session

Title	Explanation method	Quote
<b>Electronic diary</b>	An electronic diary of the daily school activities is extremely useful for the stakeholders involved to monitor the academic activities (1).	(1) "This instrument can be accessed by the teachers, students, and parents, so that all the stakeholders are aware of the on-going academic activities."
<b>Frequent feedback</b>	It's important to gather frequent feedbacks from the sporting and/or teaching staff and the student-athletes him-/herself regarding the academic and/or athletic progression. Ideally, you arrange a fixed follow-up moment in your schedule with the different stakeholders or use a platform for this (e.g. electronic diary).	

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Scenario 2: 'Study Plan'.

In view of your (future) professional career you want to **select the best study plan and make the best study choices** to manage the integration of both sport and study in the future.



(A) Most important competences: the selection of DC athletes

**Table 20.** Top 10 scenario-specific competences for scenario 2.

Rank	Competence item	% of n
1	<b>Dedication</b> to succeed in both sport and study	38%
2	Ability to make your own <b>responsible choices</b> with regard to your study and sport career	31%
3	<b>Vision</b> of where you want to go in life after your dual career	25%
4	<b>Awareness</b> of your strengths, weaknesses and capabilities	24%
5	<b>Self-discipline</b> to manage the demands of your study and sport combination	23%
6	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study	22%
7	<b>Perseverance</b> during challenging times and in the face of setbacks	21%
8	Ability to <b>prioritize</b> what needs to be done	20%
9	Clear <b>understanding of what it takes</b> to succeed in sport and study	18%
10	Being <b>curious</b> to explore career plans outside elite sport	17%

(B) Quotes and other competences mentioned by DCSPs as important for DC athletes in this scenario



### *Quotes on important DC athlete competences*

Rank	COMPETENCE mentioned	QUOTE Dual Career support provider
4	(Self-)awareness	<i>“Supporting the athletes includes helping them to get to know themselves better. This is a long work that can’t be done in 2 minutes. Athletes often don’t choose some pathways because, either they think they won’t make a job out of one of their abilities (for instance an athlete who was drawing very well but chose a coach program) or they think their commitment to sport is not compatible.”</i>
5	Self-discipline	<i>“Some athletes are very autonomous with their homework and global organizations, while others need a huge support.”</i>
8	Prioritize	<i>“It may be difficult to cope with a strong sport project and a strong educational project. To succeed, it is often necessary to rotate priorities depending on the competition/exams periods.”</i>

### *Additional important competences for DC athletes*

COMPETENCE mentioned	QUOTE Dual Career support provider
Self-confidence and trust	<i>“The athlete should be self-confident but also trusts the supporting environment. When there is a trust issue, it doesn’t help.”</i>
Proactive communication	<i>“Take the initiative in communication with teachers/coaches etc. DC athletes who are successful in dual career, do this. Especially on the right moment, for example just before important tournaments. Prerequisite for this is to identify the appropriate support providers (in sport and school) on whom to lean on.”</i>

## (C) Methods of DCSPs



### Intake/data collection methods (SC2: 'Study plan')

Individual session		
Title	Explanation method	Quote
<b>Intake conversation</b>	Start with the intake of DC athlete: take time to really get to know the athlete and his/her daily environment and talk about study choice (what's the most interesting) (1).	(1) "To efficiently support an athlete, it is important to know his/her personality, his/her study style, his/her way to handle things in order to provide support and not doing it for them."

### Intervention methods (SC2: 'Study plan')

Individual session		
Title	Explanation method	Quote
<b>Importance of self-reliance and self-regulation of DC athlete</b>	<p>One role of DC support provider is to make DC athlete aware of importance of self-reliance and self-regulation, including making clear that:</p> <ul style="list-style-type: none"> <li>• They have to choose their own study plan despite of pressure from significant others and financial pressure;</li> <li>• They have to realize that they're at the centre of their own decision and that they're fully responsible for their own choices, including the research in front (1);</li> <li>• Although by making a well-thought decision you optimize your decisions and study plan, there is room for wrong choices, i. e. trial and error (2);</li> <li>• Assess the athlete's autonomy (3);</li> <li>• However, making them self-reliant is not always completely possible from the beginning (4).</li> </ul>	<p>(1) "For a long time, athletes have been invited to choose an educational program in a list of available courses. As soon as we started to work first on the vocational project, we contributed to develop the athlete's responsibility. Now, he (she) has to think about his vocational future, to take decisions regarding the most appropriate educational pathway, to agree on the study constraints out of the performance centre. To empower athletes in their dual career pathway, I ask them to get by themselves useful information on the education program and contents they plan to apply for. With internet, it is easy to get information. I never do it instead of them."</p> <p>(2) "DC athlete needs to have space to try what works and what doesn't."</p> <p>(3) "We can't just think that an athlete is autonomous or not. We have to assess how he (she) is autonomous and in which domain. In order to do so, we set up a learning agreement that states what the athlete will have to do and to respect."</p> <p>(4) "DC support provider should not act instead of the athletes but sometimes it can be a provisional step towards autonomy."</p>

<b>Vocational aspect</b>	<p>Before selecting the best study subject and study plan, the DC athletes have to get a view on their professional interests and objectives for their future professional career. Some possible methods/instruments could include:</p> <ul style="list-style-type: none"> <li>• Create a vocational unit (1)</li> <li>• Help the athlete define a vocational project: <ul style="list-style-type: none"> <li>✓ Look to the vocational future (2);</li> <li>✓ Question athletes' interests (3);</li> <li>✓ Offer entertainment on occupations (4);</li> <li>✓ Develop events on employment (5);</li> </ul> </li> <li>• Refer DC athlete to vocational guidance psychologists (if necessary and/or if possible) (3, 6).</li> </ul>	<p>(1) "INSEP has created a vocational and guidance unit to identify athletes' vocational career objectives. After going through this unit, athletes are referred to the head of the appropriate educational program.</p> <p>(2) It is essential to ask: « Where do you see yourself later? » in order to find the most appropriate educational pathway."</p> <p>(3) "If an athlete has no idea about his vocational future, I ask him on what he/(she) likes, what he/(she) doesn't like, or I address him/(her) to a psychologist for a skill assessment or career orientation counselling."</p> <p>(4) "We invite professionals from different occupations to present their work to the athletes, as well as to describe their educational pathway. We also organize sessions of practice around a given topic (e.g., sustainable development, plastic art)."</p> <p>(5) "Every two years, we organize a job forum that connects athletes and professionals. Athletes can ask questions about the attending institutions' and companies' careers and jobs. This year, we will include stands on career orientation counselling. We also organize every two years an event on entrepreneurship" whose aim is to raise athletes' awareness on start-ups creation."</p> <p>(6) "These experts use decision-making instruments or areas of interest tests. The psychologists analyse the data collected confidentially and share with the support provider only the useful information regarding the athletes' interests &amp; preferred activities (with the athletes' consent)."</p>
<b>Study plan: Making the decision</b>	<p>Choosing a Study plan together with the DC athlete could include different steps:</p> <ul style="list-style-type: none"> <li>• Inform the athlete on the concept of dual career and explain that choices need to take into account the vocational aspect too (1);</li> <li>• Consider several possible educational pathways linked to the vocational project construction: <ul style="list-style-type: none"> <li>✓ To use re-contextualising questions (2);</li> <li>✓ To build on the athlete's interests.</li> </ul> </li> <li>• To help the athlete choose the most suitable educational pathway taking into account the sports constraints (i.e. atypical pathways towards a specific job) (3); <ul style="list-style-type: none"> <li>✓ You could involve the athlete's coach when discussing the sport's constraints (4).</li> </ul> </li> <li>• It's not only about helping them see constraints, but also about helping them see win-win opportunities (5);</li> <li>• Take into account opinions of other stakeholders (6).</li> </ul>	<p>(1) "An athlete came without any vocational project. His request was only to be enrolled in an education program whatever it was. I had to explain him that the aim of the dual career concept was not to just be enrolled in whatever education program but to choose an educational pathway consistent with a vocational project."</p> <p>(2) "For instance: If you weren't an elite athlete, what would you like to do? Where will you be tomorrow and what would you like to do?"</p> <p>(3) "Soccer players in age of 16 can be called by soccer clubs like Manchester. This goes with high amounts, but this doesn't mean he will end up successfully. After 'dumped' by the soccer club, a study plan is needed to pick up education again."</p> <p>(4) "Sometimes, athletes have wrong ideas about their sport constraints. It may be necessary to talk with both the athlete and his/her coach. That was the case for an athlete who thought that it would be possible to reduce sport constraints to better address the education program needs. The presence of the coach helped to be consistent with sport constraints."</p> <p>(5) "I always question the overall success (of the 2 projects), on how the competences developed in one project can be used in another area."</p> <p>(6) "A specific pathway was developed because it had been chosen and validated by each actor of the athlete dual career project."</p>
<b>Study plan concretization</b>	<p>Once the athlete has made a choice or has an idea of his educational and vocational project, you can help him/her to make the study plan more concrete, taking the following points into account:</p> <ul style="list-style-type: none"> <li>• Proactively work on the timing of the project (1A, 1B);</li> </ul>	<p>(1A) "It is necessary to work on the sport and educational projects timing: take into account what the athlete wants to do after his/her sporting career and consider his/her current sporting project. "I can't go now, but I will later."</p> <p>(1B) "E.g. before Olympic Games. Example: gymnast. Made together with gymnast a 4-year-</p>



	<ul style="list-style-type: none"> <li>To choose modular pathways rather than the typical curriculum when necessary (2);</li> <li>To take into account the sporting level of the athlete when working on the educational pathway with him/her (3): <ul style="list-style-type: none"> <li>✓ To help the athletes stretch out their studies when they have a strong sport project (4);</li> <li>✓ To even help the athlete accept to postpone his/her educational project when it is not compatible with sport (5).</li> </ul> </li> <li>Take into account the social aspect in making up the study and lesson plan (6).</li> </ul>	<p>planning. In first years focused on education and worked very hard in sports. After that, possibly a stop in education for 1 year, because of possible qualification for Olympic Games.”</p> <p>(2) “Modular pathways are an interesting option to respond to some athletes’ requests, because they can be taken without the constraint of a short-term fixed temporality. Athletes have more choices and can work at their own pace.”</p> <p>(3) “Usually, when there is a very strong professional project, the sporting project is not going very well. It is very difficult to simultaneously complete 2 very strong projects. When an athlete has a strong sporting project, he accepts more easily to delay or take more time to fulfil his/her educational objectives. For many Olympians, the educational project has really started when the sport results started to decline.”</p> <p>(4) “For instance, athletes can spread out one year over two years. It doesn’t always occur to them. Our work is to raise the heads of universities/schools awareness of this possibility.”</p> <p>(5) “Sometimes, athletes have 2 projects that can’t be managed simultaneously. We have to work with them so that they can acknowledge this incompatibility and use another pathway that will bring them to their aim, but later.”</p> <p>(6) “In the Physical Activities and Sports studies, a specific rule at the university is the possibility for students to not attend lecture courses. But, such a possibility brings some student athletes to be completely outside. For that reason, our performance centre asks them to attend all the courses when they are available (even if the University doesn’t).”</p>
<b>Study plan: Individualization</b>	<p>As a DC support provider, the following points of interest are important:</p> <ul style="list-style-type: none"> <li>Take into account each athlete’s individuality: to suggest, to counsel but let the athlete decide for him/herself (1);</li> <li>Adapt your support to each athlete’s personality and study style (2);</li> <li>To consider the dual career project as a part of the athlete’s life (to see whole person) (3).</li> </ul> <p>In order to be able to do this, the DC support provider should try to take enough time for each athlete (4).</p>	<p>(1) “For instance, an athlete wanted to be supported in her own way: she wanted to decide for herself and be autonomous but asked for immediate help when she needed something specific. It was sometimes borderline considering our role and missions.”</p> <p>(2) “We identify 2 types of athletes: one will choose his/her pathway based on his/her sport career plan, the other on his/her vocational objectives. For instance, among our young female basketball players, some choose the club where they will aim their sports objectives and adapt their educative pathway depending on the training school they find around their club, others search for a club where they will be able to follow the courses they chose.”</p> <p>(3) “The risk when working for reconciling sport and education constraints is to neglect the person as a whole, and to neglect the person’s potential suffering.”</p> <p>(4) “In order to go in depth, interviews should be long enough (1h-1h30). This is not easy when you have many athletes to support, who are not very available (between their courses, trainings, etc.).”</p>
<b>Study plan: commitment?</b>	<p>After and during the process of concretization of the study plan, it is important to check the commitment of the DC athlete on a critical manner, which can be done in several ways:</p> <ul style="list-style-type: none"> <li>✓ Use a realistic language and tell the truth (1);</li> <li>✓ Stick to a reality principle by discussing the more concrete constraints (2);</li> <li>✓ Try to assess the commitment the athlete is willing to make (3);</li> <li>✓ Make sure the study plan doesn’t jeopardize the performance project (4);</li> </ul>	<p>(1) “It is important to tell athletes that dual career may be challenging but that we will work to find the most appropriate solution/organization. We have to explain that dual career is not idyllic, that the athlete will have to figure out how to handle some situations. Athletes need to hear this truth, they need to know that everything will be done to help them reach success in sport and studies but that this won’t happen without work and dedication.”</p> <p>(2) “Once the project is defined and the educational training chosen, look at the courses conditions (place, schedule, course work) and study the feasibility regarding sporting constraints. This helps the athlete to think of what it takes to succeed in his/her dual career and reconsider his/her educational pathway if necessary.”</p> <p>(3) “Once the dual career constraints are known, ask the athlete « How much are you ready to</p>

	<p>✓ Take into account tuition fees (5).</p> <p>If the commitment is not sufficient, it might be necessary to re-work the project and adapt the pathway or even change it if necessary.</p>	<p>invest in this project? », « How committed are you? »”</p> <p>(4) “Everything has to be thought and designed around the performance project.”</p> <p>(5) “A pathway may seem to be the most appropriate. But the tuition fees have to be considered in order to define who will cover them.”</p>
<b>Practical/ structural support</b>	<p>In some cases, the DC athlete needs practical support for his/her conditions (e.g. financial, practical). As a DC support provider you could help him/her by:</p> <ul style="list-style-type: none"> <li>✓ Help to make agreements between performance centres and Universities/Schools;</li> <li>✓ Help them to search financial help: for example Federations’ financial support for tuition fees (1);</li> <li>✓ Design the conditions for the project to be feasible (2).</li> </ul>	<p>(1) “The athlete can ask his/her federation to cover a part of the fees through his/her federation individualized funding (The individualized funding is specific to France : federations fund athletes annually depending on various criteria). The help provided changes from one athlete to another depending on each federation policy. The decision is the responsibility of the federation.”</p> <p>(2) “We don’t design an educational program to meet the athlete’s request but we ensure that the project can become feasible. For instance, an athlete came from Antilles and was in her second year of education on early childhood. I found a school close to INSEP who had an education program in this area. And we worked with this structure to design an organization allowing the athlete to succeed in an adapted educational pathway.”</p>

### Intervention methods (SC2: ‘Study plan’)

Multidisciplinary/group session		
Title	Explanation method	Quote
<b>Involvement of stakeholders</b>	<p>Coach, parents, DC support providers need to have a collective thinking, so it’s important to involve the different stakeholders in the decision-making process and the build-up of the study plan.</p> <ul style="list-style-type: none"> <li>• It might be interesting to develop the study plan with the direct involvement of the sport stakeholders (e.g. coach). However, this is not a common practice yet (1).</li> </ul>	<p>(1) “Positive examples of making a study plan together with the involvement sports context are rare, but they exist, for example in tennis: together with education a programme is made. These situations happen less.”</p>
<b>Meeting place</b>	<p>It might be interesting to dedicate a single place gathering elite athletes stakeholders and DC support providers.</p>	
<b>Sharing experiences</b>	<p>As a DC support provider, you could take a facilitative role by helping athletes to get in touch with former DC athletes who can share their experiences (1).</p>	<p>(1) “To make it possible for athletes to meet and talk with older student athletes already involved in a dual career project. This helps develop their confidence. When they are confronted with student athletes who made it through their dual career, it is more powerful than our speech because this is real/concrete experience of peers.”</p>

<b>Study plan/contract exchange</b>	It might be interesting to share the study plan and or make up study contract with the stakeholders involved (1).	(1) “We sign a commitment contract with the university which contains every useful information: which courses the athlete takes each year, etc.”
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### Monitoring/evaluation methods (SC2: ‘Study plan’)

Individual session		
Title	Explanation method	Quote
<b>Proactive and structural follow-up arrangements</b>	<p>As a DC support provider, you could make arrangements with the DC athlete on how the follow-up of the study plan will be done. Some examples:</p> <ul style="list-style-type: none"> <li>• Define milestones during the year (1);</li> <li>• Define a framework, a type of roadmap (2);</li> <li>• Asking feedback to DC athletes with a fixed format on fixed dates (3).</li> </ul>	<p>(1) “We can use the university’ exams to schedule the assessment meetings.”</p> <p>(2) “Using a framework or roadmap is a way to define important steps during the year. These defined steps will help the athlete and the DC support provider assess the progression of the project.”</p> <p>(3) “I send a 5 questions form to all the athletes at the end of each semester (i.e, twice a year): Do they feel well in their educational pathway? Do they like their studies? Do they want to change their project? Depending on their answers, I can call them when I have no answer or organize an appointment to look at their project when they mention an issue with their educational pathway.”</p>
<b>‘Informal follow-up’</b>	<p>Next to or instead of these structural arrangements, it’s important to:</p> <ul style="list-style-type: none"> <li>• Keep in touch <u>regularly</u> with each athlete to have updates about his/her projects (1): <ul style="list-style-type: none"> <li>✓ This might include going on the field regularly (2).</li> </ul> </li> <li>• Keep on supporting the athlete on the long term (3), even when the study plan doesn’t seem to be the most suitable (4).</li> </ul>	<p>(1) “With some athletes, being in touch once a month (conversation, e-mail, interview, etc.) is enough. It is essential to have regular updates, on a fixed schedule or not. I do organize the regular appointments (with the athlete only, or with the athlete and his (her) coach, or with the athlete, the coach and the head of the educational program) but the athletes are also free to come and ask for support whenever they need it.”</p> <p>(2) “It is important to see the athletes not only in the office but also in a sporting context. I go once every 2 weeks in a different training place. I can talk with the sport coordinator, with the coaches and the athletes. It is useful to see the athletes on their sport field.”</p> <p>(3) “Providing DC support is a long term project, it can be over several months (between the first interview, changes of plan or adjustments).”</p> <p>(4) “Sometimes, the athlete chooses a project that doesn’t seem to be the most suitable in the DC support provider’s opinion. If the athlete has made his decision, it is important to follow his/her choice, even if it means he/she might fail. Failure may help the athlete better see the reality and be open to other options (plan B/C, etc.).”</p>

Monitoring/evaluation methods (SC2: 'Study plan')		
Multidisciplinary/group session		
Title	Explanation method	Quote
<b>Multi-disciplinary meetings</b>	It might be important to take part to the sports commissions/meetings about the DC athletes (the commissions which decide which athletes enter/leave the centre the following year) (1).	(1) "This helps to follow up the athletes and know what they are doing. When I notice a problem, I suggest they come back to the vocational and guidance unit. Most of the time, athletes who face difficulties request it themselves."

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*Scenario 3: 'Miss significant days of study'.*

Your competition and training schedule means that you will **miss significant days of study and (group) assignments**. You need to catch up during and/or after competition/training camp.



(A) Most important competences: the selection of DC athletes

**Table 21.** Top 10 scenario-specific competences for scenario 3

Rank	Competence item	% of n
1	<b>Self-discipline</b> to manage the demands of your study and sport combination	38%
2	Ability to <b>prioritize</b> what needs to be done	38%
3	Ability to <b>use your time efficiently</b>	38%
4	<b>Dedication</b> to succeed in both sport and study	30%
5	Ability to <b>plan conscientiously</b> in advance	28%
6	<b>Perseverance</b> during challenging times and in the face of setbacks	24%
7	Ability to <b>focus</b> on here and now, without being distracted	23%
8	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study	20%
9	Ability to make your own <b>responsible choices</b> with regard to your study and sport career	19%
10	Ability to <b>cope with stress</b> in sport and study	18%

(B) Quotes and other competences mentioned by DCSPs as important for DC athletes in this scenario



### *Quotes on important DC athlete competences*

Rank	COMPETENCE mentioned	QUOTE Dual Career support provider
3	Use time efficiently	<i>"The athlete should not have a wait-and-see attitude. He should be productive, in a move-forward attitude"</i>
5	Plan conscientiously	<i>"It is necessary to be able to anticipate. But to do so, you need some information. And some athletes don't have the information (planning, competitions, qualifications, etc.)"</i>
2 8	Prioritize Sacrifices and choices	<i>"The elite athletes are so elite oriented in everything they do, so for them, for many it is difficult to ask for help, it is difficult to say that I need to move that exam or may I do this group assignment in a different way, or above all to reduce their study speed, because it is a failure since I want to perform 100 % both in studies and in sports."</i>
8	Sacrifices and choices	<i>"This negotiating space, its saying, I have the opportunity of participating in all these camps, and all these competitions, then you write them all down, and then when you sit down with your study counsellor, then you are like, well this camp is not that really important, and then you get the positive response from the study counsellor saying like, well she is prepared to help also from the sport side... this way the educational side also helps out in a good way."</i>

### *Additional important competences for DC athletes*

COMPETENCE mentioned	QUOTE Dual Career support provider
Proactive and assertive Communication	<i>"It is the responsibility of the DC athlete to make contact to study counsellors to move an exam or reduce the speed of their studies. "</i> <i>"Being able to communicate with teachers to inform them about the travel periods and define the retake conditions."</i>

## (C) Methods of DCSPs



### Intake/data collection methods (SC3: 'miss significant days of study')

#### Individual session

Title	Explanation method	Quote
<b>Entry point</b>	Before starting the support to DC athlete, a formal system should be in place to recognize which students can get into the support program (1).	(1) "A formal contract is signed by the DC athlete, and the relevant sport federation ensures the sport level of the athlete (national team level or similar), which serves as an entry point to the university's flexible arrangements."
<b>Intake conversation</b>	In the intake conversation, a DC support provider should talk to each DC athlete in depth about: <ul style="list-style-type: none"> <li>• Their expectations;</li> <li>• Responsibility;</li> <li>• Having a dual career in general;</li> <li>• Their "plan" or view of how they will make it work.</li> </ul> (1).	(1) "Work a lot with the students' responsibility, when they arrive, what expectations they have on how we should solve their study situation, to really listen, get their description on how they view their situation, what sport they do, how much are they away, what education they will undertake, what are their ambitions, and then within this talk also do a kind of evaluation on how one could organize the studies, I think that's the foundation for it all."  "I meet all students when they start their education. They tell me about themselves and their sport. Talk about expectations, their view on a flexible arrangement and study speed. That is, a guiding talk based on what the student wants."

### Intervention methods (SC3: 'miss significant days of study')

#### Individual session

Title	Explanation method	Quote
<b>Study schedule</b>	Making up a study schedule in order to prepare for your absences, should ideally consist of different steps, which will be discussed below.	
<b>Information gathering</b>	Information gathering is an important first step when you want to make up a study schedule: <ul style="list-style-type: none"> <li>✓ Encourage the athlete to search/ask for information regarding his/her competitions and training camps schedule (1).</li> </ul> <p>IF athlete has no view on his sports schedule, be informed by the coach and give information and clarity on the sport constraints to the DC athlete (2).</p>	(1) "We want the athlete to search for the necessary information." (2) "We have to inform the athletes of their sporting constraints and the way to achieve their aims. We have to know the schedule of competitions and training camps. This way, we can help the athletes manage the scenario in the best way possible."

<b>Enhance Self-reliance</b>	<p>As a DC support provider you should try to make the DC athlete aware of his own role in his dual career:</p> <ul style="list-style-type: none"> <li>• Place/position the athlete as the actor of his own project (1);</li> <li>• Make them aware of their own responsibility (2);</li> <li>• Be patient, persevere in the long term with the responsible attitude to be adopted (3).</li> </ul>	<p>(1) “The athlete should be an actor of his project. It requires to give meaning to the project and to build on realistic bases. Athletes shouldn’t be misguided. Things that won’t be done at some point will necessarily have to be done later.”</p> <p>(2) “Some athletes are not motivated enough to catch up courses. As DC support providers, we have to work on that, to make them aware that even if we offer them arrangements, they have to work at some point, to dedicate more time and investment to their studies. It is not that easy as it may add tiredness. For that reason, the athletes have to be prepared and to agree with that.”</p> <p>(3) “It took me about one year to see the athlete anticipating, communicating with me and with the educational institution stakeholders.”</p>
<b>Management of expectations</b>	<p>A possible role of DC support provider is the management of expectations and challenges:</p> <ul style="list-style-type: none"> <li>✓ You could prepare them for social issues (1);</li> <li>✓ Warn them for challenging competitions (2).</li> </ul>	<p>(1) “The DC athlete needs to know that a dual career will be challenging, they will meet people who don’t want to help them.”</p> <p>(2) “Some athletes choose to study while they are away, on competition, but this is their decision. Athletes shouldn’t be required to focus on anything else than their competition while away. The period around the competition is very challenging. We have to tell the athlete competing: “Focus on your competition”.”</p>
<b>Make up the plan</b>	<p>Make up the plan: inform DC athlete realistically and discuss a plan on how to work around the problem(s) (1). Some points of interest:</p> <ul style="list-style-type: none"> <li>✓ Prepare in advance how and when the DC athlete will catch-up (2, 3);</li> <li>✓ Build the study plan from the best possible sport season (4);</li> <li>✓ Take into account sport specificities (early selections vs. selection after competitions);</li> <li>✓ Take into account each sport status or environment (e.g professional vs. amateur) (5);</li> <li>✓ If information is not complete yet: anticipate the possible constraints with possible solutions (6);</li> <li>✓ Rather than giving the DC athlete the solution, you should coach the DC athlete in making up the plan, make him/her find his/her own solutions.</li> </ul>	<p>(1) “No matter how well you plan your studies you will [miss significant days of study/experience the scenario]. And then you have to take care of it then and there, like, what about this exam, well this way we can solve it and then inform the student that this is how we are going to solve it.”</p> <p>(2) “The athlete will better catch up the classes he missed when he knows in advance how he will do it.”</p> <p>(3) “Athletes who face this scenario have to be prepared and deal with the reality. There will be arrangements, delocalization etc. We have to look at the planning, anticipate the catch-ups and check what the athlete is ready to do whatever is needed. If the athlete is not able to do it, we’ll have to find how to handle the situation with him/her.”</p> <p>(4) “I ask the athlete: “In the best scenario possible (qualification for important competitions), with all the known constraints, what will your sport schedule look like?” The best sport scenario is the worst availability program for studies. Then, we work on the educational pathway from this ideal sport scenario. If the season doesn’t go as well as expected, this won’t be a problem. And if the results and qualifications happen, this will have been anticipated.”</p> <p>(5) “In some sports, athletes won’t make a living out of their practice while in others, athletes earn money during several years. For instance, in table tennis, athletes become professional at an early age, and they live in a professional environment with professional stakeholders. This is completely different in gymnastics. It’s not the same thing to require a distance work to a young professional athlete who depend from his/her club and to require a distance work to an amateur athlete who goes on competition with his/her federation.”</p> <p>(6) “When the athlete can’t have a detailed information on the sports constraints he will have to deal with during the year, we work on several possible scenarios.”</p>
<b>Check commitment</b>	<p>Discuss commitment and balancing education and sport to be sure that the plan is not ‘too much’ (1)</p> <ul style="list-style-type: none"> <li>✓ If necessary: keep the door open for the choice of a DC athlete to choose between sports and education, sometimes for that moment (2).</li> </ul>	<p>(1) “We work a lot with this question, to communicate that dual careers does not mean 100% sport and 100% studies, but that it varies throughout and that sometimes it can be more focus on studies and sometimes it is more focus on the sport.”</p> <p>(2) “It’s important to understand that at some moments in the DC athlete’s life, he/she has to make a choice between sports and education. As DC support provider, you have to keep the door open for these choices.”</p>



<b>Inform on transferable competence</b>	DC support provider should try to make DC athlete aware of transferability of competences(1).	(1) “For example, volleyball player needs to develop competences. Motivation for volleyball was her trigger point. DC support provider talked with her about transferable competences. Why don’t you use your qualities in volleyball also at school? It’s about making aware.”
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### Intervention methods (SC3: ‘miss significant days of study’)

Multidisciplinary/group session		
Title	Explanation method	Quote
<b>Structural Regulations</b>	<p>Depending on national policies and contextual factors, arrangements for missing out days of studies/exams might vary:</p> <ul style="list-style-type: none"> <li>• A University might have a DC athlete policy based on the needs of DC athlete (but less formal than regulations) (1);</li> <li>• University has a formal student-athlete regulation stating DC athlete rights to move exams and provide alternative examinations when necessary (2);</li> <li>• When necessary teachers are provided with hours to provide an extra exam (i.e., the coordinator has a budget to influence the system).</li> </ul> <p>As a DC support provider it’s important to find possibilities within legal requirement and/or within the structure. At the other hand, as a DC support provider you should be able to suggest and advocate adaptations to the policies/structure if the system in place is not sufficient (see below).</p>	<p>(1) “We do not sign any contracts, avoiding all jurisdictions. We look at what support is needed and set up criteria for this... the policy is simple and puts high demands on the DC athlete themselves.”</p> <p>(2) “A very important part to make it work practically is that there is a documented regulation in place stating what we can do and how we can do it.”</p>
<b>Cooperation with other organizations</b>	<p>Cooperation with other organisations is crucial for DC support provider’s involved in this scenario:</p> <ul style="list-style-type: none"> <li>• The university could work together with a foundation and the community to support DC athlete;</li> <li>• You could try to involve the federations more in the dual career process (1).</li> </ul>	<p>(1) “Federations take dual career more and more into account. But for some of them (a minority), it remains complicated. The information we have on their schedules may change depending on the competitions results. And sometimes, they lately inform either the athlete or us of these changes.”</p>
<b>Create trust between stakeholders</b>	<p>It’s important to create trusting relationships between the DC stakeholders (e.g. educational stakeholders, DC support providers, athletes...) (1). Within your organisations, you could:</p> <ul style="list-style-type: none"> <li>• Search for the right DC stakeholders, e.g, search for the understanding teachers on the respective faculties;</li> <li>• Try to convince teachers that amount or type of exams must match with the DC athlete’s life (2);</li> <li>• Invite teachers to join DC athlete for one day in order to create good will.</li> <li>• important to think in possibilities instead of problems (3).</li> </ul>	<p>(1) “Organizing the schedule requires trust between schools/universities – athletes – teachers – etc. Trusting relationship help athletes’ projects to be successful.”</p> <p>(2) “This is challenging in case of project groups and practice.”</p> <p>(3) “This should be done by colleagues, parents, coaches, DC support provider’s, etc. In the Netherlands, we call it ‘Omdenken’. Why are 10 exams in 1 year necessary? Teachers have to become convinced.”</p>

<b>Communication about schedule</b>	<p>To make sure there are no misunderstanding, the (study) schedule of the DC athletes need to be communicated to the different stakeholders:</p> <ul style="list-style-type: none"> <li>• Make sure all dual career stakeholders have understood the plan and have the same information (1);</li> <li>• Provide stakeholders involved with written report stating clear division of responsibilities (2);</li> <li>• Ensure that the process is fully followed and every stakeholder takes his/her responsibility (3).</li> </ul>	<p>(1) “The difficult part is to be heard by everyone and to create a consensus on the chosen plan. Sometimes, we feel squeezed between heads of the educational programs, the athlete, the federations’ actors, etc.”</p> <p>(2) “We write a specification in which the rule of each stakeholder of the athlete’s dual career pathway is clearly defined. Then we communicate this specification to all stakeholders (athlete, coach, parents...) so that they know their own responsibility.”</p> <p>(3) “For instance, when the athlete has to catch up courses, we describe clearly the process to be followed and the rule for each one (e.g., the athlete has to contact the teacher as well as the tutor and the student athlete buddy in charge of supporting the athlete during his/her travel). If there is a problem, we look at the gaps (e.g., the buddy didn’t play his (her) role), the coach didn’t supervise the daily homework during the training camp as agreed). That makes each one face up to its own responsibility.”</p>
<b>Problem solving procedure</b>	<p>As so many stakeholders are involved, and provision of flexibilities could lead to jealousy or unfair practices, it’s important to have a good problem-solving system:</p> <ul style="list-style-type: none"> <li>• A coordinator could be set responsible to solve situations when DC athlete run into problems with teachers that study counsellors cannot solve. In these cases the coordinator should ensure that teachers meet the regulations (1).</li> </ul>	<p>(1) “Often it is like this, we ask the students to do adjustments, talk to teachers, if that does not work in the end they talk to study counsellors and after that I [coordinator] come in to solve it somehow... then I have some resources to do that, discuss with the teacher if necessary and find a solution... I have some legitimacy in the system... can talk to the teachers on their terms and in relation to the content of the courses... but you don’t deviate from the demands of the examination, you just do it in a different way.”</p>
<b>Structural problems: Advocating</b>	<p>A good problem-solving system is important, but if problems re-occur too often, something structural need to be done, for example.:</p> <ul style="list-style-type: none"> <li>• When there are disagreements with the interpretation of the regulations the coordinator goes to the faculty and if necessary the university board to find support (e.g., changing a way of an examination);</li> <li>• A Council is a good structural forum to address re-occurring problems for the DC athletes (1A, B);</li> <li>• As a DC support provider you could negotiate with schools/universities to develop arrangements already used in other institutions (2);</li> <li>• You could use interviews with student-athletes to advocate certain issues (3).</li> </ul>	<p>(1A) “Education council should be in place, consisting of representatives from sport and teacher educations, education leaders from all faculties, student-athletes, and the sport coordinator, where all questions of the combination of sport and studies can be discussed, including the regulations in place and the interpretation of this.”</p> <p>(1B) “At secondary level there are councils in place at the schools consisting of the principal, teachers, sport federations, school coaches and DC athlete, discussing and solving current problems DC athlete face.</p> <p>(2) “One way to evaluate the quality of our work is the feedback from educational institutions: for instance, when a partner institution says “no problem, we can renew the system next year”. This helps to negotiate arrangements with new institutions to show that the system works elsewhere and that it is renewed.”</p> <p>(3) “The Sport confederation promotes teacher understanding through dialogue with school officials based on interviews with student-athletes (Secondary level).”</p>

<b>Lectures on DC for DC athletes</b>	<p>It could be interesting to organize group sessions for DC athletes to help them to manage this scenario:</p> <ul style="list-style-type: none"> <li>You could hire a former DC athlete to have lectures on DC athlete lifestyle and balance;</li> <li>You could organize lectures on "Balance in life" and Motivation.</li> </ul>	
<b>Courses for DC support provider's</b>	<p>In order to create more understanding from the teachers and/or other staff and/or DC athlete's; courses could be organized. Some examples:</p> <ul style="list-style-type: none"> <li>A Strategy to reach teachers throughout the university is to organize a 4-hour course for teachers about the combination of sport and studies. This is provided by the university advanced teaching/pedagogic centre, which after completion can be added to teachers CV's, therefore gaining more attention across disciplines;</li> <li>Provide DC athlete and staff with an opportunity of taking for example a 3 ECTS course in sustainable elite sports (1).</li> </ul>	<p>(1) "We've had a course called sustainable elite sports which target both DC athlete and staff who work here, just to get a an insight into what kind of problems or opportunities that exists and what happens during a career, and things like this"</p>
<b>Negotiation of flexibilities</b>	<p>From the moment, regulations leave room for discussion, your role as a DC support provider might partly involve negotiating with different stakeholders, which might include:</p> <ul style="list-style-type: none"> <li>Negotiate with teachers on the participation of student-athletes in various classes when these classes are mandatory (for instance: tutorial classes, practical work) (1);</li> <li>Negotiate with internships' tutors and companies to postpone student-athletes' internships (2);</li> <li>Negotiate with coaches to adjust sport to school, not only school to sport (i.e., integrated planning) (3).</li> </ul>	<p>(1) "Some classes are mandatory at Universities (tutorial classes, practical work). Sometimes, we know in advance that it won't be possible for a student athlete to attend the same class every week. Changing classes is not allowed but we negotiate it for some student athletes. The limit of this change is the challenge for student athletes to go from one class to another when the advancement is not the same, especially if there are evaluations."</p> <p>(2) "When a competition or training camp takes place at the same time as internships, the DC support provider may ask for a postponement of their internship."</p> <p>(3) "An athlete on national team level...was very stressed about an exam, feeling limited in flexibility, but the perspective is that you should do you sport, and there I managed to get the student to re-think their sport, like, well, how much do you need to train during this period, is it possible to half these sessions, but then we have this camp, that's a whole week with only training, but does it have to be like this, can we discuss this with the national team coach and discuss during what period can you actually study and when we started to do this suddenly loads of time was freed which helped her manage not only to do the exam but to do it with the best grade... so I think that the sport movement has a task and challenge to become more flexible in its attitude and not only put demands that it is the studies that should be adjusted, it makes no difference what so ever if an athlete, during a period of time, reduces its sport involvement."</p>

<b>Learning support</b>	<p>Although the DC athlete is responsible for arranging/planning the situation, it's important that the educational institute arrange alternatives that match a DC athlete-life. In order to help the DC athletes catch up, many different forms of study support can be arranged:</p> <ul style="list-style-type: none"> <li>• Provide with lesson notes (1);</li> <li>• Offer tutorship or "catch-up" classes: <ul style="list-style-type: none"> <li>✓ For free (2);</li> <li>✓ Billed, funding of tutorship should be considered in this situation (3);</li> <li>✓ With the help of university students doing an internship (4);</li> <li>✓ Anyway, the tutorship needs to answer the DC athlete's needs (5).</li> </ul> </li> <li>• Develop distance learning methods/instruments (6);</li> <li>• Offer online courses (7).</li> </ul>	<p>(1) "To help athletes who miss classes, the first action is to provide them with the written lessons of the missed classes.</p> <p>(2) "Some universities organize free "catch-up" classes or tutorship for the athletes missing mandatory classes (tutorial classes, practical work)."</p> <p>(3) "In other institutions these classes are billed and the athlete and/or his/her federation and/or his/her performance centre has/have to pay for it. Tutoring athletes who miss classes is a significant help but has a cost. Do the federations can handle this cost? Should the athlete pay (partially) for it?"</p> <p>(4) "To support athletes, we get close to French elite science Universities (Ecole Polytechnique &amp; Ecole Centrale) which offer support to various associations or organizations. Each year, 2 or 3 students from these institutes give evening scientific classes to our athletes. During 6 months (October to March), athletes benefit from their methodological advice and advanced knowledge. These tutorship are designed to help the student catch-up the classes he/she missed and develop his/her methodological skills. Each year, we introduce our centre's missions and needs to the students of French elite science Universities (Ecole Polytechnique &amp; Ecole Centrale) who have to do a 6 months internship in association or public organization. This year, we got 3 students interested in doing their internship for 6 months in the sport centre. It has been a significant contribution for the athletes."</p> <p>(5) "Then, we have to make sure that the athletes understand these lessons. They may need a specific tutorship. Sometimes the university provides and pays for the extra support and sometimes not. We then have to find someone who is able to answer the athlete's need."</p> <p>(6) "In our high school, we use different instruments to organize a virtual classroom. My aim is to maintain a virtual classroom even when athletes are away. It is important to have a constant relationship between the students and their teachers and also their classmates, thanks to various instruments including an e-learning platform."</p> <p>(7) "Until now, we have mainly uploaded written courses sent by the teachers but we are thinking of putting videos online (if we can cover the production costs)."</p>
<b>Social support systems</b>	<p>Missing out study days and group assignments has also some social consequences (often DC athlete's feel a bit isolated from other students, feel lonely etc.). Initiatives could be taken to help DC athlete's with this:</p> <ul style="list-style-type: none"> <li>• Encourage athletes to develop relationships with their classmates (1);</li> <li>• Give athletes a study-buddy (2);</li> <li>• Develop peer-mentoring (3).</li> </ul>	<p>(1) "In French Regional Centres, athletes are mixed with non-athlete students."</p> <p>(2) "We also use a lot the "buddy" system at the beginning of school year. For instance, we push golf athletes to pair with their classmates because we know that they will miss many classes at the end of the year. And we don't have the virtual classroom yet.</p> <p>In order to maintain a link between the students, even when some are abroad,</p>

		<p>we create pairs at the beginning of the year. When one student is abroad or on competition/training camp, his/her buddy helps him/her to catch-up with lessons, takes notes, sends homework, etc. This creates mutual support in the class. This way, the athlete abroad stays in touch with his/her class and will be pushed to return the favour when his/her buddy will miss classes later.”</p> <p>(3) “We ask former student-athletes who are willing to, to mentor younger ones. We call it “former students’ pedagogical sponsorship”. Former student-athletes get close to a group of student and offer support and tutorship depending on each athlete’s will and needs. There is no defined framework, it’s all about volunteering and transmission. For instance, during the <i>baccalauréat</i> preparation period, some former students helped by giving methodology advice and general recommendations.”</p>
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### Monitoring/evaluation methods (SC3: ‘miss significant days of study’)

Individual session			
	Title	Explanation method	Quote
	<b>Research monitoring</b>	To monitor your own practice and be sure you are delivering evidence-based DC support, a DC support provider should try to keep involved in reading guidance theories, conversation theories, career theories, and decision theory.	
	<b>Follow-up</b>	<p>Some retake conditions can be arranged before the athlete’s sporting travels (1) , but some retake conditions can only be arranged after the athlete’s come back. Following – up of the athlete can be done in several ways:</p> <ul style="list-style-type: none"> <li>• Talking to the stakeholders involved (2);</li> <li>• Evaluate the use of the online/distance learning platform (3);</li> <li>• Plan assessment and/or remediation interviews with the DC athlete (4);</li> <li>• To plan intermediate meetings with specific work to collect from the athlete;</li> <li>• Connect with athletes who do not come by themselves when we notice a problem (5).</li> </ul>	<p>(1) “Some adaptations can be arranged in advance. We ask the athlete: « During this period, are you going to be here or away? Have you figured out how you are going to retake your classes?”</p> <p>(2) “When the athlete is back, we make sure that the plan has worked properly, that the athlete hasn’t face issues. This can be done by talking with the athlete, his/her head of educational program and/or teacher.”</p> <p>(3) “We can follow-up how the student athlete uses the online platform by looking at the connection reports. Then we can help him/her to improve his/her distance work.”</p> <p>(4) “I set up regular updates during which the athlete has to report on what he did in response to a beforehand command. It is important for the distance work to ask the athlete to produce something (exercise, synthesis, report). The update can also take place through skype, directly with the teacher.”</p> <p>(5) “Some athletes encounter difficulties but do not communicate with me. After some months, one athlete blamed me for not giving her any support while in the same time other athletes received support. I had to remind her the process and the importance for her to communicate as soon as she faces difficulties.”</p>

Monitoring/evaluation methods (SC3: 'miss significant days of study')		
Multidisciplinary/group session		
Title	Explanation method	Quote
<b>Evaluation of your work</b>	<p>Very often, your work as a DC support provider and the whole system is evaluated only in light of sport results of the athletes. As a DC support provider you should be able to take a step back with work, knowing that our actions can be praised or condemned depending on the athletes' sports results (1).</p> <p>As a DC support provider, it could be interesting to present a holistic evaluation method, which could serve as a better alternative.</p>	<p>(1) "Sometimes, we have contradictory feedbacks on our work. The dual career system can be condemned after bad results during a competition one day and then be praised following good results. We move fast from "This is a great system!" to "It doesn't work, it endangers the sport project". These switches are difficult to handle."</p>
<b>Follow-up</b>	<p>From the moment there is a study plan and all the stakeholders are well informed, it doesn't stop. It's important that a good follow-up of different stakeholders is in place which could include:</p> <ul style="list-style-type: none"> <li>• Advise the athlete to stay in touch with his/her teachers (1);</li> <li>• Ask teachers to alert the DC support provider when they notice a problem;</li> <li>• Keep in touch with parents and manage the interventions of some parents if necessary (2);</li> <li>• Use a shared calendar (3);</li> <li>• Share information on a structural basis (4).</li> </ul>	<p>(1) "Catch-up and distance learning are easier to organize with teachers when the athlete informs them of their absences in advance."</p> <p>(2) "Some parents tend to interfere between the school and the performance centre. In that way, they may impair the good relationship between the head of the school or some teachers and the DC support providers. In such a case, I had to re-define the role of each stakeholder in order to successfully support the athlete."</p> <p>(3) "I set a Google calendar for an athlete who didn't play the game. The athlete had to complete the calendar by indicating all educational courses and training sessions. This calendar was shared with the coach, with the head of the school, with the tutor and with me. The teachers were also given an access to report on the athlete's absences. This shared calendar helped the athlete to get back on track."</p> <p>(4) "Every six weeks, we ask coaches to send us the planning of the next competitions. So that we can inform the schools in advance of the justified absences."</p>

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Scenario 4: 'Relocation'.

You (have to) make a decision to **leave home and your family to relocate for your sport and/or studies** (e.g. boarding school, student accommodation etc.). You have to adapt to a new social environment and manage this with less family support.



(A) Most important competences: the selection of DC athletes

**Table 22.** Top 10 scenario-specific competences for scenario 4.

Rank	Competence item	% of n
1	<b>Dedication</b> to succeed in both sport and study	30%
2	Ability to <b>live independently</b> with competent life skills	29%
3	<b>Self-discipline</b> to manage the demands of your study and sport combination	28%
4	<b>Perseverance</b> during challenging times and in the face of setbacks	27%
5	Ability to <b>adapt well</b> to new situations	26%
6	Ability to make your own <b>responsible choices</b> with regard to your study and sport career	26%
7	Willingness to make <b>sacrifices and choices</b> to succeed in sport and study	21%
8	Ability to spend and manage your own <b>money</b>	20%
9	Ability to make <b>social contacts</b> with peers in study and sport	20%
10	Ability to <b>maintain relations</b> with important others	16%



(B) Quotes and other competences mentioned by DCSPs as important for DC athletes in this scenario



***Quotes on important DC athlete competences***

Rank	COMPETENCE mentioned	QUOTE Dual Career support provider
1	Dedication	<i>"She, since then, has played away 2 years ago into being one of the top 3 players in the team and had a very successful season and doing academically very well too. I think that we could, say that because of her engagement in the process."</i>
3 6	Self-discipline Own responsible choices	<i>"From my point of view, I was very aware that I didn't want to create dependency. You know from athletes relying on me to do everything for them. Because sometimes there's that false sort of understanding and they think that we would do everything for them. And that's not how the program works (...) My personal view, I like to give athletes the room and space to experience things themselves and learn from themselves. We can have identified things, we can have a chat but in my opinion they have to go and experience it and I'll understand how they learn to do that."</i>
4	Perseverance	<i>"Because they should not all be perfect. Maybe it's just going to be a mess right now and we should make the best of it."</i>
5	Adapt well	<i>"You have to be able to adapt to different conditions: One year you will play for Braine and live in Wallonia and you will combine it with studying at the Vrije Universiteit Brussel and the next year another club contacts you and you will have to move again."</i>



## (C) Methods of DCSPs

Intake/data collection methods (SC4: 'relocation')		
Individual session		
Title	Explanation method	Quote
<b>Collect general information</b>	<p>As a DC support provider, you could ask the DC athlete to provide you with several documents and or information via a 'questionnaire in preparation of intake session. Information that might be interesting in light of this scenario to have before the intake could include:</p> <ul style="list-style-type: none"> <li>• Age?</li> <li>• Living situation?</li> <li>• Motivation?</li> <li>• Autonomy/maturity?</li> <li>• Expectations?</li> <li>• Perspective of parents?</li> <li>• Knowledge of future?</li> <li>• Year planning of next school year;</li> <li>• Week schedule of training sessions.</li> </ul> <p>Building on this information, you could have a more in depth discussion of these themes in the intake session, for example about:</p> <ul style="list-style-type: none"> <li>• Living situation and living place of next academic year (1);</li> <li>• DC athlete's social situation and social expectations (2);</li> <li>• How motivated is the DC athlete to engage in an elite sport School and his stay in the boarding school?</li> </ul>	<p>(1) "A part of the intake conversation is: Where will you live? How will you find this place? Did you find a place already? How will you find this place? (...) How will you make sure you eat healthy food every day in line with the expectations of your sporting staff, Etc... The financial part is discussed too, because mostly the parents pay for the student room. More detailed questions are discussed then: for example 'Will you go in a student room with another elite athlete? Will you be alone? Is this a good idea? Will you be in a Student room with your brother or sister? Is that a good idea?' Etc."</p> <p>(2) "Getting an understanding from him well as to what research he's done and what he knows about local, if he knows anyone in local area. Understanding his social group at home and how fixed and tight he was in his social groups and how often he was to meeting new people down here."</p>

### Intake/data collection methods (SC4: 'relocation')

#### Multidisciplinary/group session

Title	Explanation method	Quote
<b>Collect general information</b>	<p>For this scenario and/or at the start of the academic year, it might be a good idea to do an Intake with the different stakeholders involved, for example trainer, coordinator of federation, parents and DC athlete himself. As a DC support provider, you have several possible roles you could take:</p> <ul style="list-style-type: none"> <li>The preparation of a relocation in all its facets is mostly the responsibility of different stakeholders involved (the DC athlete, parents, federation etc.). Role of the DC support provider in intake here could be to double-check if the holistic perspective is taken into account, if different factors are taken into account (1);</li> <li>To engage the staff concerned in the relocation process and offer integrated support (2).</li> </ul>	<p>(1) "During the intake I examined their way of working. I didn't arrange anything for the relocation. The federation plays a role in this, the parent play a role in this, and off course the DC athlete himself. But sometimes they can be... It's really good to double check if the holistic aspects are taken into account. See if all factors are adjusted to one another. Because transfers take a lot of time and if this is too much, we might have a problem.</p> <p>(2) "For me throughout this example, the engagement of people was absolutely crucial all the way through. So our performance team (so that would be performance lifestyle manager, coach, physiotherapist, and nutrition, strength and conditioning, all of that physiology) understood what we were doing here to support the athlete moving into a GB programme. They would have their markers and their processes, their engagement and the athletes feel that they're part of that decision-making process."</p>

### Intervention methods (SC4: 'relocation')

#### Individual session

Title	Explanation method	Quote
<b>Emotional support</b>	<p>In case of a DC athlete feeling homesick, it's important to provide the DC athlete with emotional support. Different steps might be important:</p> <ul style="list-style-type: none"> <li>Conversations with the DC athlete to get a view on the different factors influencing these feelings. It's important to listen very good and try to get to know the needs of the DC athlete (1);</li> <li>Ask their own reflections on observations made by other stakeholders. Goal is to help the DC athlete to get a realistic view on his/her situation (2);</li> <li>Normalisation (depending on specific</li> </ul>	<p>(1) "So you really need to listen carefully to the DC athlete and look at where the needs of the DC athlete are to overcome his/her difficult situation. An then you have a very facilitative role as a DC support provider or sport psychologist."</p> <p>(2) "And then you really confront them with the observable behaviours observed by the different stakeholders and ask them if these are a reflection of a real state. If this is the case, you openly discuss this and you say 'OK, how do you see this? Do you feel like continuing in the Elite school? What would help making the situation a bit better already?' Not to convince the DC athlete, but to give a realistic picture of the situation to the DC athlete."</p> <p>(3) "Saying 'Yes but every year we have girls and boys who feel exactly the same as you now'. So normalizing the situation to the DC athlete. 'That's completely normal'. That's very often enough already."</p> <p>(4) "Then we say, look, I know someone who encountered the same as you did, would you like it if I asked her if she's up for a conversation with you? And then they say 'yes that would be really nice'. And then I go to the other person and I say 'look we had that conversation once, now someone else needs your experience'. Then you ask if it's good for</p>

	<p>need of DC athlete) by:</p> <ul style="list-style-type: none"> <li>✓ Helping the DC athlete see they're not the only ones (3);</li> <li>✓ Bringing them into contact with DC athletes who had similar experiences (4);</li> <li>• Facilitating the coach-DC athlete communication (5).</li> </ul>	<p>both and bring those two together. Indeed, peers can help each other even better than a sport psychologist. Sometimes I think this way about it. As long as they're well informed. 'So ok, this is what the other person expects from you, have a conversation with him/her, tell him/her how you handled the situation. Sometimes I'm adhering this conversation, because one of both parties sometimes prefer it like that. Sometimes they just have their conversation perfectly with the two of them and I don't interfere.'</p> <p>(5) "Sometimes they don't profit from a conversation with a peer, but they just want to hear from the coach that it will get way better."</p>
<b>Financial Planning</b>	<p>Sometimes, providing DC support might include basic support in financial planning for the relocation(1).</p>	<p>(1) "We had sit down, do bank budget and financial planning elements could afford to move down here. If he did how are we you know, where was the financial going to coming from, how much would it cost. We did in detail budget which went through every single aspect of there's quite few things to cope ensuring that the money they would have coming in from. So based on his circumstance how much money he will get from here, how much money he will get from money students that was the involved coaches because coaches have made the decision on that and period when he would be able to afford to live to move down south. Because living there is more expensive. And he was quite comfortable and parents were very comfortable. They knew that they can afford to do and that wasn't obviously very good to be left high and drive to come down here."</p>
<b>Proactive decision-making support</b>	<p>In case of relocation with important consequences (e.g. relocation to USA) you could:</p> <ul style="list-style-type: none"> <li>• Help the DC athlete to structure thoughts and get a realistic view on the bigger picture by asking open questions, listening and using coaching techniques (1);</li> <li>• In a more concrete phase, you could use a relocation checklist to get the DC athlete thinking (2).</li> </ul>	<p>(1) "And then I listen carefully to the adolescent, like, 'Ok, what are you searching for? How does this fit within the longer-term picture? Ho do you want to further build up your career after your studies? Will you try to be a full professional Athlete or will you combine it with a job?' You actually try broaden their framework and take into account more than only 'Do I go to the States or not?' And all the stakeholders they talk to, you notice this, try to convince the DC athlete in one direction and every one has his own opinion, which makes it really confusing for the adolescent. So the only thing I want to do at that point is to help him/her structuring his thoughts and place them within the bigger picture and specially avoid getting into story of pushing her in one specific direction. That's something I will never do, and the fact that I don't say 'do this' or 'do that' is highly appreciated by the DC athlete. What I do notice is that federations only think in light of their own interest. Also elite coaches think of their own. And there's nothing wrong with that, but then I'm really happy that those adolescents get to me for such a conversation."</p> <p>(2) "We have relocation checklists to go through all different elements. That's more for the athletes to get them thinking. Because I'm not going to tick everything there in it. My personal view, I like to give athletes the room and space to experience things themselves and learn from them selves. We can have identified things we can have a chat but for me they have to go and experience it and I'll understand how they learn to do that."</p>
<b>Coaching from distance</b>	<p>Coaching from distance is used, only in case a trustful relationship is already developed. A good basis is necessary before you can provide coaching from distance (e.g. via a Skype session).</p>	
<b>Put situation of DC athlete in time-perspective</b>	<p>In this scenario, it might be interesting to put the situation of the DC athlete in a time-based framework and also take a look at possible alternatives. Options include:</p> <ul style="list-style-type: none"> <li>• Identify the requirements for both sport</li> </ul>	<p>(1) "Second thing is I spoke about just there, if he doesn't get the degrees, or doesn't get the requirement university: what are other options? And we have got about 3 or 4 other options that we try to help him to understand. As it stands at the particular point, he knows what his first choice academic course would be but we're still waiting for the result to come back. The sport understands what his first choice would be. And both parties understand some other options would be available. If the results aren't met, there's short-term solution for him to come down to in terms of</p>

	<p>and academic study and prepare for other options available for the athlete just in case he doesn't meet the requirements (1);</p> <ul style="list-style-type: none"> <li>• Profile athletes using athlete transition model (2);</li> <li>• Use timelines as frameworks (3) (4).</li> </ul>	<p>stay in and around where he trains.”</p> <p>(2) “We use performance lifestyle to make an athlete profile, which gives the ability to kind of look at the demographic, your aspiration, your background, and where you are going. The profile has been built using the athlete transition model. So this is a view of where you are, what do you see coming, and things like that.”</p> <p>(3) “A instrument I use often is timeline. I like using timeline for work. With timeline you start working from A to B. It's kind of like you can score where I'm now and where I'm going to, how do you get there. (...) For me it's quite illuminating exercise for them and me because they believe they understand what's required but as we work through it and help them identify things they might not necessarily have thought about it. We also set up weekly checking with athletes, which is very important for me that athletes check with me every week but I do that away from my office.”</p> <p>(4) “So time line is a great instrument, it's an integrated instrument, they can highlight where the trouble points are, that can be whatever, where is everything 5 at 5. This ability to be able to say this is happening and that is happening and you can plan for those moments ahead coming in time.”</p>
<b>Dropout support</b>	<p>In case of ‘unresolvable’ problems: support in the transition out of the elite sport school and/or boarding school. Although it seems less important and/or often is neglected, it is crucial to provide a DC athlete with transition support when he/she leaves a certain dual career environment (1).</p>	<p>(1) “The DC athlete of the elite sport school in 3th grade felt really homesick. Her parents were going through a divorce, so she felt a sort of guilt too at that point, like ‘I'm not there to support them’. So at that point the DC athlete decided –actually the whole family decided this, because it's never the DC athlete alone who decides this- to move back home. The good side about this story is that she was supported really well by us through this transition back to home. This gave her a (relatively) good feeling, which made it possible that a few years later (in 5th grade) she decided to come back to the elite sport school. And yes, she still misses her social environment and friends, but now she can put it all in perspective way better.”</p>
<b>Coaching Techniques</b>	<p>Coaching is crucial, but the use of fixed instruments and/or methods would be a bad practice. It's important to use the right coaching techniques for the right person in the right situation. (1)</p> <p>Some specific coaching techniques/models include:</p> <ul style="list-style-type: none"> <li>• GROW;</li> <li>• OUTCOME model;</li> <li>• 8 steps communication model;</li> <li>• Quadrants of Ofman;</li> <li>• Values exercises;</li> <li>• Individual conversations with the DC athlete about autonomy, maturity, independence, financial aspects;</li> <li>• To have a guided conversation in order to identify the coping strategies that the athlete can apply to (2).</li> </ul> <p>Some important reflections on coaching (3).</p>	<p>(1) “No technique is the same as another one and that's what makes coaching so strong. With one athlete you will feel that working around values will take you way further than pure rational conversations where you would say, ‘so these are your options and if you're do this, what then?’ Where you put in a lot of structure in the situation. For some athletes this will help them, but others just wants to feel what's good for the DC athlete, what is in line with his/her values and then you have to adapt to this as a coach. It's really difficult to explain how a conversation like this goes.”</p> <p>(2) “It was all guided conversation and coaching, discussion around, you know, what to use from the previous experiences how is that benefit you when you are away from family and friends, what coping strategies are you going to use.”</p> <p>(3) “Coaching should be done holistically”</p> <p>“Coaching is stimulating the other in his/her growth by letting him/her take his/her own responsibility”</p> <p>“Coaching is goal-oriented”</p> <p>“Important to be educated and update your competences in coaching techniques!”</p>

Intervention methods (SC4: 'relocation')		
Multidisciplinary/group session		
Title	Explanation method	Quote
<b>Prepare DC athlete (and environment) for the transition</b>	<p>Rather than only supporting them when they're already relocated, it's important to prepare the DC athlete's (and their environment) for the relocation and other challenges of the dual career. As a DC support provider you could do this in several ways and/or forms:</p> <ul style="list-style-type: none"> <li>• Workshop in Elite sport school (last year) to prepare for the transition to University, including preparing them for a potential relocation;</li> <li>• Info session for parents and DC athlete in preparation of transition to university, including preparing them for a potential relocation;</li> <li>• Postpone the relocation to smoothen the transition to university (e.g. in the Gymnastics Federation in Flanders it is possible for the gymnast to stay an extra year in Boarding School);</li> <li>• To give the athlete an opportunity to experience things in a new area and have him familiar with the new setting of life (1);</li> <li>• The best preparation for DC athlete's to cope with challenges is making them develop competences: Identify life skills that athletes have and give them an opportunity to practically learn these skills (2); <ul style="list-style-type: none"> <li>✓ To identify the level of competence development, you could use a competence questionnaire (3).</li> </ul> </li> </ul>	<p>(1) "For a lot of conversations around that, but since making the decision and applying to come to University, consistent times and quite a lot of time spent down there to understand the social setting, understand what the group wants, understand the area."</p> <p>(2) "If I'm identifying life skills, they are requiring, so we've done shopping workshop with them, we've given them budget, put them into a group, identify meals they can cook within the budget for 4 people, they went to the shop, they bought all the food, and come back, cooked the food themselves, and they serve it, eat it. And that's, you learn so much from doing that, that's identifying who are the good cook within there, you know, the actual group, you can see naturally who is ready from the group."</p> <p>(3) "So the actual instrument we used within judo I developed what I call behavioural competency questionnaire and it's just mind based on, usual working with judo and working with the coaches and the other service providers and it's just to pull out key behavioural competency that we feel that athletes would require in order to service and centralise programme. So the short questionnaire and we really looking at the athlete's self-awareness what are they aware of, how good are they at communicating, how confident are they to have the conversation upfront because for me it was balancing that line between not creating dependency but from a duty of key prospective ensuring that I'm giving them support required and sometimes they do require a lot of hand holdings to start with to just get them; So that questionnaire helps me as it covers the entire the spectrum."</p>
<b>Emotional support for parents</b>	Often, DC athletes are not the only ones that have difficulties with relocation. Especially the parents might have difficulties to adapt to the new situation. Emotional and practical support for parents in these difficult situations might help both the parents themselves and the DC athletes (as they don't like to see their parents suffering).	
<b>Environment involvement</b>	<p>It's important to engage parents and university in the relocation process to enable them to fully understand athlete's situation (1). Even better would be to build a strong relationship with athlete, parents, and university (2). In case of apparent wrong expectations and/or low motivation, an extra session with the DC athlete and parents might be arranged. (3).</p>	<p>(1) "So parents were involved. You've got the athlete; you've got the athlete working around so it's just that sense of helping with cope out, understanding what are the key concerns. The biggest concern was leaving a very supportive family home for the athlete. Parents were saying, "we know you can do it, I'll be right here", and the athlete can look and go back to how I do it."</p> <p>(2) "That for me as well is strength and relationships is really important to build strong relationships with athlete and the parents very quickly. So had the ability to build strength and relationships and part of those relationship building has</p>

		<p>been present physically be in the room. Physically being in the room with parents, with the athlete, physically being in the room with the athlete and coaches here, physically being in the room with university.”</p> <p>(3) “If a (future) DC athlete is very talented but he has wrong expectations about the relocation and/or elite sport school we won’t punish him for that. Our main role as a federation is then to provide information and make their expectations as realistic as possible. If I see in the questionnaire that the DC athlete doesn’t feel like going in a boarding school, then we need to have a good conversation about this.”</p>
<b>Help athletes create a strong network</b>	<p>It might be interesting to enhance the social contact between DC athlete’s in order to make them feel at home. Several options could be done:</p> <ul style="list-style-type: none"> <li>✓ Setting up a mentoring program in order to provide a mentor for each DC athlete (1);</li> <li>✓ Facebook page (network for elite athletes, page to share knowledge and instruments, spread information, sensitize...).</li> </ul>	<p>(1) “We set up new athletes coming into the program with a mentor. We always put with senior athletes one or more mature athletes. And that’s just help as a mentor.”</p>



### Monitoring/evaluation methods (SC4: 'relocation')

Individual Session		
Title	Explanation method	Quote
<b>Formal follow-up</b>	<p>To monitor and follow-up the DC athlete in this scenario, you have several options as a DC support provider. The options are presented below from informal to more formal manners of following-up:</p> <ul style="list-style-type: none"> <li>✓ Social support, staying in touch with the athlete and encouraging the athlete to stay in touch with friends and family (1);</li> <li>✓ It's important to have a good relationship with the DC athlete if you want him/her to contact you with his/her problems (2)</li> <li>✓ During the academic year check if they have any additional questions. Responsibility is with the stakeholders and DC athlete to contact you, but you also could have some fixed moments (after the exams) when you call them to hear how they're doing;</li> <li>✓ DC athlete's get 'homework' after every session. This homework is not a fixed exercise, but adapted to the specific situation and are a logic next step after a session;</li> <li>✓ Rest-Q as a monitoring system to be sure that the physical and mental well-being of the DC athlete is ok;</li> <li>✓ Well-being diary (3).</li> </ul>	<p>(1) "I had a lot of opportunities to stay in touch with her over Skype, email, and I do proactively sort of contact her and a number of times, lots of positive messages coming back."</p> <p>(2) "I'll keep in touch with, touch base point, you don't just let them drop out, let them go on with it, it's like staying in touch, you agreed how to stay in touch, you agreed when to touch base plan, I think the best way you are working on with athletes, touch first. That's why for us to have an ability to have an empowering, strength, and initial consultation is based on the depth of your report you have with your athlete. The fact that there's the person to go to, to just talk about the difficulties of dealing with is really important. So it's like social impact. That, what makes the athlete feel better might be the people around that makes her feel better and this athlete in particular scenario, for athletes to feel comfortable to come and say I'm really struggling here. That definitely makes difference."</p> <p>(3) "And the other saying is that the guys mentioned that the well-being diary is very, very important at the stage. And we have key marks within athlete monitoring if the center alert to see that they're not sleeping well, they're emotionally down or they're stressed from that, out of rhythm."</p>
<b>Evaluation</b>	<p>Although often not compulsory, a sort of evaluation of your own practice as a DC support provider done by the DC athletes could be useful. You could do this rather informal and/or more formal:</p> <ul style="list-style-type: none"> <li>✓ No formal evaluation, just after every session the question: did we reach our goal today? And keep on repeating that feedback is a gift for a DC support provider;</li> <li>✓ Evaluation: short evaluation questionnaire of the DC athlete on the DC support.</li> </ul>	

### Monitoring/evaluation methods (SC4: 'relocation')

#### Multidisciplinary/group session

Title	Explanation method	Quote
<b>Formal follow-up</b>	<p>Just like it's important to monitor and follow-up the DC athlete in this scenario, it's at least as important to follow-up on the different stakeholders. Again, you have several options as a DC support provider. The options are presented below from informal to more formal manners of following-up:</p> <ul style="list-style-type: none"> <li>✓ Informal observations (in elite sport school) on wellbeing of the DC athlete by different stakeholders. Communication with stakeholders on their well-being;</li> <li>✓ Regular oral updates for the stakeholders involved (1);</li> <li>✓ Communication with stakeholders (federation coordinator and coach) could be done through written reports, which are first approved by the DC athlete before sending them out (2).</li> </ul>	<p>(1) "DC athletes are explained that if they want to keep something confidential, they need to state this explicitly. The main reason for reporting orally is the changeability of psychological ideas and evaluations. Written reports are often fixed stamps that don't reflect reality and that should be updated for every new conversation and evaluation, which is not realistic."</p> <p>(2) "Although you have a neutral position, you have to stay in touch and update the stakeholders (federation and coach). These stakeholders are really influenced by the decision of the DC athlete so if you don't update them on the process, you might blow up your relationships."</p>

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Scenario 5: 'Injury'.

You are studying and competing, but you are **suffering from an injury**. You want to continue to study, compete and recover from injury.



(A) Most important competences: the selection of DC athletes

**Table 23.** Top 10 scenario-specific competences for scenario 5.

Rank	Competence item	% of n
1	<b>Perseverance</b> during challenging times and in the face of setbacks	51%
2	Understanding the importance of <b>rest and recuperation</b>	29%
3	<b>Dedication</b> to succeed in both sport and study	26%
4	<b>Awareness</b> of your strengths, weaknesses and capabilities	25%
5	Belief in your own ability to <b>overcome the challenges</b> in sport and study	23%
6	Being <b>patient</b> about the progression of your sport and study career	20%
7	Being prepared for the unexpected and having <b>back up plans</b>	19%
8	Ability to <b>prioritize</b> what needs to be done	19%
9	Ability to <b>use setbacks</b> in sport and/or study as a <b>positive stimulus</b>	17%
10	Ability to <b>regulate emotions</b> in different situations	17%

(B) Quotes and other competences mentioned by DCSPs as important for DC athletes in this scenario



***Additional important competences for DC athletes***

COMPETENCE mentioned	QUOTE Dual Career support provider
<b>Assertiveness</b>	<i>"Sometimes they have something like 'I really do not understand what I'm still doing there in that room and those exercises that he gives me' ... 'ah and what is the physiotherapist saying about it? Ah nothing. Did you already tell him that you...?' " "No, 'm afraid to." Yeah, if they don't believe in the exercise, they are only completing half of the exercise, so you get a self-fulfilling prophecy, because the exercise is only half completed and then you get "you see, I told you this exercise was not ..." so assertive communication is also very important!"</i>
<b>Communication skills</b>	<i>"I communicate with my coach about what I may do already, about what I may not do yet because it is possible that my coach and physiotherapist don't talk to each other for certain reasons, sometimes that's possible. The communication between all the different parties who are involved with you guidance and I also noticed that athletes who keep everybody up to date, that the involvement of the different actors which are involved during the rehabilitation of the athlete, is higher, I know this may sound weird. But it is true that a coach who will not see his elite athlete during the training sessions in the sports hall for 3 months, it is human that the coach is not thinking about the athlete. But athletes who keep informing their coach about where they trained during the week, you can see the coach likes that and this results in a higher involvement of the coach. So communication is the key."</i>
<b>Stress-coping</b>	<i>"Being able to put thing in perspective, coping with pressure, learn to calm down, tolerance for frustration."</i>
<b>Goal Orientation</b>	<i>"If you have a plan, in fact that you know what to expect and it's a bit like XXX, "I want to go one step further every day and I want to get there."</i>

## (C) Methods of DCSPs



Data collection/intake methods (SC5: 'Injury')		
Individual session		
Title	Explanation method	
<b>Intake</b>	<p>It's important as a DC support provider to have an intake with a DC athletes when enrolled in order to establish contact, trust and ease future communication (i.e., preventive perspective).</p> <p>The DC athletes should be informed in which situations they should turn to their study counsellor for their educational program or to the sport coordinator (e.g. for flexible study planning), including informing them on the procedure in case of injury.</p>	

Data collection/intake methods (SC5: 'Injury')		
Multidisciplinary/group session		
Title	Explanation method	
<b>Share information with school</b>	<p>If you work for a federation, it's important to get into contact with the school to inform them and communicate on how to follow up a recently injured athlete. Several discussion points could be important:</p> <ul style="list-style-type: none"> <li>✓ Share practical information for practical reasons , for example DC athlete will be in a wheel chair for 1 month, is there an elevator etc.?</li> <li>✓ Inform teachers and educators and ask them to keep an eye on the injured athlete (does he look a bit depressed?).</li> </ul>	

Intervention methods (SC5: 'Injury')		
Individual session		
Title	Explanation method	Quote
<b>Phases of mourning</b>	<p>In order to help the DC athlete to cope with the injury, it might be interesting to educate him/her on possible phases of mourning (Kübler-Ross). This might give him/her a structure and understanding of the different feelings/emotions he/she goes through (1).</p>	<p>(1) "I explain the DC athlete the different phases he could go through. You're very angry that this has happened to you, and then you're a bit depressed... A bit like the model of Kübler-Ross, actually going through that model with the DC athlete and say 'look, these are emotional reactions that could occur, that you not necessarily will pass through, and the sequence could also be different, but you could expect these. So it's perfectly normal if you feel these.'"</p>

<b>Emotional support</b>	<p>In many cases, the most important for an injured athlete is to have the feeling that someone is there for him/her that wants to listen and help (1).</p> <p>To help calming down the DC athlete, a DC support provider can assign concrete functions; he/she should have objectives in the sessions and every day and in the rehabilitation sessions, etc. To put the attention focus on the things that help to improve (See recovery plan) (2).</p> <p>If a DC athlete has too many difficulties to cope emotionally with the injury, it might be interesting to refer the DC athlete to a psychologist (3).</p>	<p>(1)“But I think the important thing here was that, someone listened to him, could understand him, what it meant to be injured in this situation. Being in an academic world and not having anyone, no network built up, I think it helped him that I could be that ear and that person who asked questions and could point in different directions, like we could do this to make it better. So many talks, structure, routine around it, and that we saw each other on Skype was important I think, that we met this way, not only telephone calls, and, it all worked out, he came back... He went from being very far away and thinking of quitting to participating in some type of championship in three-four months.”</p> <p>(2) “The objective is that the athlete should <b>learn to calm down</b>. The psychologist should help normalizing the injury situation, make them understand that rehabilitation is going to training and the athlete has to commit in the rehabilitation of the injury, they have to be responsible of what they can do to recover.”</p> <p>(3) “The way we work is that we have also three psychologists connected to us, sport psychologists, that can take over when one feels that we cannot go any further in our talks, but then the psychologists can step in and have more talks with these students.”</p>
<b>Help them see opportunities</b>	<p>One of the first messages to give to an athlete after he/she gets injured is: ‘this is a chance to excel in another aspect. You help them see and take the (holistic) opportunities of the extra free time:</p> <ul style="list-style-type: none"> <li>• For sport aspects: opportunities to analyse tactical aspects, develop technical and physical aspects etc. (1);</li> <li>• For mental aspects: visualization, relaxation and breathing techniques, Yoga, prepare comeback, learn time management competences, eye movement desensitization and reprocessing (EMDR) etc.;</li> <li>• For education: taking more credits (HE), more courses, studying more efficiently (2A, 2B);</li> <li>• For psychosocial aspects: time for friends and family.</li> </ul> <p>Ideally, excelling in another aspect should be made measurable to formulate these as short term goals (3).</p> <p>This will help them to quickly (try to) get some success experiences. This is really important in light of their self-esteem (4). If they don’t reach these success experiences, you</p>	<p>(1) “This is really a chance to work, to put the focus on other aspects. You can try to become more agile, you can work on your stability, you can keep on working on the technical aspects with us. We have an individual coach who is often looking for those with injuries, trying to help them develop technically.”</p> <p>(2A) “If I see them down I tell them to take it in a positive way ‘you will be able to invest more time in studying.”</p> <p>(2B) “When we have a DC athlete who get injured [we stress] that also take the opportunity then to get more involved in their studies and especially among their fellow students, and I feel that this has been a recipe for success for us, because those students feel that they come into the student group and can put more time there, they catch up with their studies some more and at the same time do rehab on a different time.”</p> <p>(3) “I want to see progress. And to see progress, I try to make everything measurable, everything... For example, for agility I have made some little agility tests. Our individual trainer is really good in this. He gives a lot of challenges to the athletes, for example in play form he challenges them to keep the ball high for 1000 touches. “</p> <p>(4) “They make more progress than the other athletes because they have more time and then they feel like “yes, this going well!” This success experience is really important and I effectively experienced this when I was a DC athlete myself.”</p> <p>(5) “I give them the message: excel in another field or in another sport aspect. If this doesn’t</p>

	often see the DC athletes suffering mentally and physically (5).	happen you often see them having a mental breakdown, sometimes quite heavy. And often, which is even a bigger problem, if they have a mental breakdown, they are more sensitive for the pain of the injury.”
<b>Recovery plan</b>	<p>Making up a (holistic) recovery plan with the DC athlete might be a good idea in order to manage the expectations for the revalidation (1). Some points of attention mentioned by DC support providers in making up this recovery plan include:</p> <ul style="list-style-type: none"> <li>✓ You could structure your coaching towards the recovery plan using the GROW model (Goal, Reality, Options, Will);</li> <li>✓ Calm down and guide the athlete in a directive way. Setting small objectives, point the path and help the athletes to see the situation clearly, because when they are injured they do not see things in perspective;</li> <li>✓ Help the DC athlete to remain patient, make sure they don't push things (2);</li> <li>✓ For the athlete's recovery, help in doing what “has to be done”, keep the daily routines the most similar possible to the routine previous to the injury.</li> </ul>	<p>(1) “When can I expect what? To what point will I be recovered then? Those are the more difficult types because if they don't reach the deadline, you will have to explain it to them. So you will need to help them to put things in perspective, somewhere... not the x-th week you will be able to do this, but rather ‘we can expect that in May/April you will be able to ...’”</p> <p>(2) “It often happens that you have to slow them down, very often! That's a really important role. ‘Because the European Championship is coming and I want to be there and I don't want to lose my place to that young upcoming talent and ...’ So they really feel a lot of pressure, so handling pressure is a really important competence for them in this situation. Also pressure that they often put on themselves...”</p>
<b>Support on motivational level</b>	Motivate them to come back from the injury, help them to see that the motivational drop has probably a lot to do with the injury and not the sports motivation itself.	(1) “Motivate to motivation’, that is, motivate them to come back, because, the injury can many times make you feel that I don't care about sports no more and instead I focus on studies, specifically if I've come quite long in my education, so it becomes that natural career termination, but actually involuntary, but then I choose studies. We help students to motivate themselves and make the most of their time, their injury-time as well, do something positive of it instead of burying oneself.”
<b>Structural support</b>	Support from the university is the same when injured as compared to being absent due to something else (e.g., team selection, competition, camp) (1).	(1) “There is no difference from a university perspective in how we manage it, because then we need to find, you're going for surgery tomorrow, or next week, but then you have that exam or whatever it is, and we manage this as a university the same way as if they had been selected for a competition or going away on a training camp... it is the absence that you manage, being an injury, a training camp or a competition doesn't influence the way we make an adjustment in the studies.”



<b>Sport-specific protocols</b>	Sport specific protocols (A4 sheet per protocol) with one-hour training sessions for injured athletes could be a good idea. Protocols could be made/adapted for specific positions (e.g. attacker vs. defence), specific injuries (e.g. knee injury vs. shoulder injury), specific aspects (technical vs. tactical vs. mental vs. physically). These could be used in case individual support/training is not possible.	
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Intervention methods (SC5: 'Injury')		
Multidisciplinary/group session		
Title	Explanation method	Quote
<b>Stakeholders support the athlete</b>	<p>Ideally, as a DC support provider, you should discuss with different stakeholders how the DC athlete can be supported optimally. Some points of attention:</p> <ul style="list-style-type: none"> <li>• This needs to be done from the start, but also in the follow-up;</li> <li>• Open and regular communication between different stakeholders (DC athlete, coach, physiotherapist, doctor, psychologist, parents, DC support provider) is crucial to provide the DC athlete with the optimal support (1);</li> <li>• Which stakeholders should be involved depends on you specific context (see checklist).</li> </ul> <p>Indeed, it's important to have coordinated efforts of all the stakeholders of the DC athlete. Some example lines of multidisciplinary contact opportunities are:</p> <ul style="list-style-type: none"> <li>• Provide DC athlete with 'hint sheets' for other stakeholders (parents, coach, doctor, physiotherapist), to help the DC athlete take steps in the communication with the different stakeholders. (2);</li> <li>• Uses three-part counselling (3).</li> </ul>	<p>(1) "What's important then, is to have an open communication with the DC athlete and to make sure that the physiotherapist and coach are not getting into a conflict. So if for example the physiotherapist notices that the athlete could start the training cautiously, there should be a meeting with the coach, physiotherapist, athlete, DC support provider etc. because if this is discussed separately you very quick get situations like "the coach said X, but the physiotherapist said Y..."</p> <p>(2) "For example, there is a hint sheet for the physiotherapist stating that it could be interesting to explain to the DC athlete why some exercises need to be done and which muscles are enhanced by the specific exercises, because this will have a direct influence on the motivation that athletes have during the revalidation. I don't want to claim that physiotherapists are fools that don't know this. NO, I just hope that the DC athlete will go to the physiotherapist with his sheet and make arrangements on how they will cooperate during the long-term period."</p> <p>(3) "I had talks with sport psychologists, that is, three-part talks [incl. the career counsellor, DC athlete and a sport psychologists], I think this is a little special, I don't know if there is anywhere else that works this way, it makes you develop new ideas and new methods."</p>

<b>Holistic multidisciplinary approach</b>	<p>Ideally (in some high-performance centres this is the case), a well-structured multidisciplinary support system is in place (1). Important is then that this multidisciplinary team communicates efficiently and that a holistic approach is used by the different professionals towards DC athletes (2).</p> <p>If other organizations don't have a holistic view of athletes, it's important to advocate and promote the holistic rights of DC athletes (3).</p>	<p>(1) "In our HPC, there we have a whole, a support program around them, its three psychologists, physiotherapist, its dietician, its physiotherapist [i.e., physical coach], and it is career guidance, and this team works very tight together and is a support for them here, so when they get injured then it is straight to our physiotherapist, directly our psychologist, and often it is connected and they see that it can depend on other things as well."</p> <p>(2) "We actually had an athlete with us that came in because of an injury to the physiotherapist, and then in conversation it appeared that this depends on something completely different which led to meeting our psychologist, and that led in turn to talking to the dietician and then it actually led to this girl discontinuing her elite sport because she had a completely different problem, an eating disorder, long before starting at XXX, but it had stayed with her the whole time, but she realized herself that her elite investment was not sustainable, she needed to go to the bottom of her problem. It started with a sports related injury, that's how it was discovered."</p> <p>(3) "Every year the Sport Confederation receives requests from the national sport secondary schools if the school can send home athletes that are injured, and replace them with healthy elite athletes instead. They're not seen as people, only athletes, if they get injured you send them home, like an object you know. It's about developing an attitude from the sport side on the view of injury."</p>
<b>On-going involvement in team</b>	<p>Involvement in the sport while being injured might be interesting from a social and sport perspective (e.g. this might help in coping with recovery at the affective level and to keep the link with the group dynamics):</p> <ul style="list-style-type: none"> <li>• As a coach, try to actively involve them in the training sessions in order to keep them into the group process (1);</li> <li>• If the coach doesn't do this and you as a DC support provider notice that the DC athlete is lonely, consult the coach to try to make the injured athlete to participate in training sessions with the rest of the team (2).</li> </ul> <p>However, this involvement of athletes doesn't work for everyone. Dependent of the specific sport, the character of the elite athlete, the staffing possibilities, you can adapt the level and way of involvement (3). Anyway, the positive view on involvement of DC athletes in training is a mind set in the athlete that can be trained, you can't say from the start that the DC athlete is standardly against.</p>	<p>(1) "They effectively have to recover as close as possible. Then I try to involve them and ask them for example 'what's the theme of the training session today? Who of the players does this? Who of the players doesn't?' And then they're really following the training session while doing their agility exercises. This works! Then I give them the word in the group to make her share her analyses of the training."</p> <p>(2) "If for example you can say to a coach 'so, instead of letting the DC athlete do his cycling in the fitness, could you make sure there is a home trainer next to the field for 6 months'. Then the DC athlete stays in touch with the group, he's not completely isolated."</p> <p>(3) "In swimming, this doesn't work. If swimmers do exercises at the side of the pool, most of them get demotivated of seeing the others doing the training. They often prefer to revalidate in a separate room. However, they do like it if they are involved for some sessions to meet their mates again, like in nutrition sessions."</p>

<b>Pain education</b>	<p>Pain education sessions are interesting for the different stakeholders in order to know how to cope with injuries:</p> <ul style="list-style-type: none"> <li>• For DC athletes: teaching them what pain is and how they can handle it. Helping them to recognize and interpret pain signals in the right way.</li> <li>• For coaches: teaching coaches how they can recognize pain in athletes and how they should react to: <ul style="list-style-type: none"> <li>✓ Certain types of injuries;</li> <li>✓ Certain ways of coping with pain of DC athletes;</li> <li>✓ Athletes not taking responsibility (1).</li> </ul> </li> </ul> <p>A PhD Student or other expert in the field of pain education could give these sessions.</p>	<p>(1) “Often athletes come to the physiotherapist saying: “I need to come to you because my coach said so”. So then I try to discuss with the coach that they actually independently can take responsibility (dependant of the age of course). Not “I have to come here because of the coach”. Because then they don’t realize why they actually have to go to the physiotherapist.”</p>
<b>DC support provider peer feedback</b>	<p>As a DC support provider, it remains important to keep in touch with colleagues and/or other professionals to have some peer feedback. You can always encounter some difficulties and/or challenging cases, where a sort of supervision and/or interdisciplinary exchange can be really useful. Of course, privacy rules have to be taken into account. Some examples can include:</p> <ul style="list-style-type: none"> <li>• Supervision of a sport psychologist (1);</li> <li>• Group supervision (2).</li> </ul>	<p>(1) “I felt I was in deep waters sometimes but then I had a sport psychologist to discuss with, not the name but the issue at hand, how do we do, I thought that was very good, some type of supervision at the side, even for me.”</p> <p>(2) “We work as counsellors at X-university, we have a forum where we share knowledge, it’s like group supervision one might say.”</p>

### Monitoring and evaluation methods (SC5: 'Injury')

#### Individual session

Title	Explanation method	Quote
<b>Follow-up on the DC athlete</b>	<p>As you want the DC athlete to take responsibility, you shouldn't push the DC athlete for follow-up sessions, but still show you're there for him/her. Important to keep in mind however:</p> <ul style="list-style-type: none"> <li>• At the end of a session you can just ask them if and when they want a next session;</li> <li>• Make sure they know your door is open for them (if possible/necessary via all kinds of media: phone, WhatsApp, mail etc.);</li> <li>• If you didn't hear them for a while, informally ask them about emotional state and pain. If necessary plan a coaching/support session;</li> <li>• In the follow-up it is important to take into account personality, for example extra attention is required for introverted DC athletes, make sure they are not afraid to share their feelings (1);</li> <li>• For students that have no network at all (e.g. just relocated and new in university) it might be important to make up a routine to keep in touch every week with the DC support provider (2);</li> <li>• It might be interesting to have one central person at the university the DC athlete can reach out to (3);</li> <li>• However, it's important to keep a long-term approach concerning with who a DC athlete gains a relation to within the administration (4).</li> </ul>	<p>(1) A: "So make sure you know which personality you deal with. When it's an introverted DC athlete that has difficulties to talk about his/her emotions, but who would benefit from expressing his emotions, you will have to pay attention to this in your support. Ask 'How do you really feel?' Just dear to say how you feel.' Because most of the time, those long-term injured DC athlete's think 'will I ever get my old level back?' So they don't like to show ..."</p> <p>B: "who will take in my place?"</p> <p>A: "Yes, things like that. And indeed this influences how you will support them during the route."</p> <p>(2) "His situation was that he had just move from x-city to y-city, sitting at the faculty, knowing no one and really not having any network at all...he went from being very happy to almost depressed in just a week or two, and what did I do, well he contacted me, and I do not take on being a therapist, but I don't mind working towards it, as far as it is possible. We made a routine of keeping in touch every week, we had Skype conversations once a week, and if he needed more he could just say."</p> <p>(3) "That you are the one that they can reach out to, when things are tough, is very important. (...) at the university you take different courses all the time, there is no teacher that really 100 % cares about you because they can have 100 students sitting there. Whether you are there or not is your problem, that's not the teachers problem, so I think that you can become very important as a career counsellor or study counsellor or whatever it is we want to call us in this role."</p> <p>(4) "DC athletes have a study counsellor to talk to and as their contact person, and then I [DC coordinator] help out when necessary, and why did we organize us this way... It is not always that you are an elite athlete throughout your studies... and if I am their only contact [and then they discontinue their sport] then everything disappears... [Instead] there is a safety, a structure for everybody involved."</p>
<b>Sport agenda</b>	<p>As a sport coach, you can ask the DC athlete that is injured has to keep a sport agenda to keep track of what is learned in the training sessions. This will help her/him to get back on track (at least at the tactical level) directly (1).</p>	<p>(1) "She has to update her sport agenda. She has to make notes of the points of attention of the training sessions, and if she doesn't get this from the training itself, then she has to go talk with her roommate and ask what they did. Because I expect that from the moment she returns, she's able to perform. I will help her, but I expect that she knows what I'm talking about. I'm not going to explain all the techniques and tactics again. She has to have followed this. So in this way they are involved anyway."</p>

<b>Monitor well-being</b>	To be able to monitor the mental and physical recovery of the injured and non-injured DC athletes, it might be interesting to make them complete a monitoring questionnaire every day/week. Examples of such questionnaires include: <ul style="list-style-type: none"> <li>✓ The Rest-Q: to monitor stress and recovery;</li> <li>✓ The Profile of Mood States (POMS): to monitor the mood states;</li> </ul> Surveys for DC athletes to evaluate how well the combination of sport and studies works at the university.	
<b>Flexible criteria</b>	Normally, for DC athletes to be able to continue in the elite sport school they have to obtain certain criteria. If a DC athlete couldn't obtain certain criteria because of an injury, but the potential is there, the board could decide to provide an exception (1).	(1) "But we do have a procedure for the injured DC athletes that were out for 3, 4 months or people with mononucleosis, that we can say to them "it's normal that you didn't reach the time, but we do see a lot of potential. We're going to defend you and provide you with an extra year although you didn't obtain the criteria."

### Monitoring and evaluation methods (SC5: 'Injury')

#### Multidisciplinary/group session

Title	Explanation method	Quote
<b>Collaboration with external experts</b>	As a university, it might not be possible to have multidisciplinary support in-house. You could have collaboration with other organisation(s) then to be able to support the DC athletes if necessary (1).	(1) "The university does not have a sport psychologist... but through XXX there is a battery of help... you have medicine, you have sport psychology, you have lifestyle support... but if to view only the university there is nothing, and I don't think our students talk to our study counsellors of these in-depth things, because DC athletes know that they don't know these things."
<b>Sport – school follow-up</b>	In case you work for a sport federation/organisation, it's important to have regular contact with the responsible stakeholders of the educational context, certainly on the DC athletes with injuries: <ul style="list-style-type: none"> <li>✓ Have a meeting every month with the educators of the boarding school (1);</li> <li>✓ Go to the class councils to keep on track of the educational development and to share the sport development of the DC athlete (2).</li> </ul>	(1) "So I went to the boarding school every month and had a meeting with the educators. We discussed every swimmer and if there were some with specific problems like an injury, then we discussed this longer."  (2) "So I always went to the class councils. By doing this, you hear from the teachers where the problems are. Teachers that for example say, this swimmer has some difficulties or this Judoka doesn't eat enough and almost faints during classes. So you really get some vital information on these class councils. Teachers from their side also ask me questions like how's X now on a sporting level? When will he be able to play again after his injury? Will he be able to return on the required level or can we expect that he will need to leave the elite sport school?"
<b>Multidisciplinary follow-up</b>	Every week, you could have an interdisciplinary meeting in order to discuss the injured athletes and how to follow these up. Ideally, this meeting should include the stakeholders of the sport and education domain in order to be able to support the athlete holistically (1).	(1) "The head of the elite sport school, the coach, the physical coach, the physiotherapists, the sports doctors are there, this is a moment that is fixed in my agenda. And then we discuss all the athletes. Small injuries, ok, we will do this this or that way. For the longer injuries, an individual trajectory is set out and is then followed-up every week."

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Scenario 6: 'Social Life'.

The combination of sport and study makes it challenging to have a **rich social life outside of sport** (e.g. time with friends, going out...). You need to find a balance between your dual career and social activities outside of sport.



(A) Most important competences: the selection of DC athletes

**Table 24.** Top 10 scenario-specific competences for scenario 6.

Rank	Competence item	% of n
1	Willingness to make <b>sacrifices and choices</b> to succeed in sport and study	32%
2	Ability to <b>prioritize</b> what needs to be done	32%
3	Ability to <b>maintain relations</b> with important others	30%
4	Ability to make <b>social contacts</b> with peers in study and sport	29%
5	Ability to <b>use your time efficiently</b>	28%
6	<b>Dedication</b> to succeed in both sport and study	24%
7	Ability to make your own <b>responsible choices</b> with regard to your study and sport career	23%
8	<b>Self-discipline</b> to manage the demands of your study and sport combination	19%
9	Ability to be <b>flexible</b> and change plans if necessary	18%
10	Ability to <b>plan conscientiously</b> in advance	18%

(B) Quotes and other competences mentioned by DCSPs as important for DC athletes in this scenario



***Quotes on important DC athlete competences***

Rank	COMPETENCE mentioned	QUOTE Dual Career support provider
1	<b>Sacrifices and choices</b>	<i>"It's easy to support them too much, I mean, it should not come to that we focus on supporting them all the time, the challenge here for the DC athlete is to be able to say no to things and feel secure doing this."</i>
4	<b>Make social contacts</b>	<i>"If it doesn't work socially and you don't come into the group it is very difficult to stay, it's like a key competence."</i>
7	<b>Responsible choices</b>	<i>"When they abandon (degree or sport) it is not because it is impossible to combine, it is because they do not want to assume the sacrifices to make it compatible or because they realize that this is not what they really want"</i>
10	<b>Plan conscientiously</b>	<i>"Depending on the demands of the university degree planning will be different. In some cases, they will be able to plan leisure apart from the academic and the sport parts, in other cases they will have to understand the academic relations as social relations at the same time."</i>

***Additional important competences for DC athletes***

COMPETENCE mentioned	QUOTE Dual Career support provider
<b>Search for help</b>	<i>"We have to teach our students how to search for help"</i>
<b>Acceptance/habituatation to lack of social life</b>	<i>"The non-athletes students complain much more than the student athletes about the lack of social life. The student athletes are habituated to this lack of full social life"</i>



## (C) Methods of DCSP



### Intake/data collection methods (SC6: 'Social life')

Individual session		
Title	Explanation method	Quote
<b>Intake evaluation</b>	<p>During the intake, you could try to prepare the athlete for the social part and try to make a first assessment of how the DC athlete will cope with the social adaptations (1).</p> <p>Important during this intake conversation is to:</p> <ul style="list-style-type: none"> <li>• Discuss the expectations related to DC support provider's work (2);</li> <li>• Build trust with the DC athlete (3).</li> </ul>	<p>(1) "In the initial session when the athletes first arrive to the High Performance Centre (HPC) to live, an initial evaluation is made in order to guess how the athletes will be able to adapt to the changes that they will find in the HPC, and what social part they will miss being in the HPC. The first thing I tell the athlete is you will change all but your name. You change teacher, school, coach, training group, city, everything. And I make them to think what they are leaving at home. They usually say the social part ... but in the end the social part for the athletes is often related to the sport mates."</p> <p>(2) "What does DC athlete want her to do? What is expected? Do you need only to talk with DC support provider or any specific action?"</p> <p>(3) "It's important to gain their trust so they come to her and discuss problems."</p>

### Intervention methods (SC6: 'Social life')

Individual session		
Title	Explanation method	Quote
<b>Values</b>	<p>A DC athlete in this scenario might have some existential questions, doubts about his past, present and future situation. As a DC support provider, you could help the DC athlete by helping him /her to get insight in his values. A lot of manners exist on how you could do this, for example:</p> <ul style="list-style-type: none"> <li>• Use life wheel methodology (1);</li> <li>• Uses life compass methods (i.e., similar to life wheel methodology);</li> <li>• The 'funeral speech' (2).</li> </ul>	<p>(1) "Our collaboration partner uses the tuba method... they take every athlete and sit down and discuss how to make ends meet in the DC athlete life puzzle. We have a picture with the life puzzle, I mean, with all parts you should have in life. We have an exercise [called] everyone can manage one day but can you manage all your days."</p> <p>(2) "Now I gave him homework, asking him 'If you die in 80 years and there's a speech on your funeral, what would you like that people would tell about you? What would be the best discourse they could write about you at that point?' Why? Because at this point he still doesn't know what he wants. Does he want to be the best goalkeeper in the world (he has the potential for this) or is he already satisfied if he plays a European final for example. Or does being successful mean taking over the company of his father? And then take a look how social life fits in this story, because at this point he doesn't have fun in his life anymore, he has the feeling everything is an obligation."</p>

<b>Long term career planning</b>	Starting from the values and/or making it more concrete, it might be interesting to help the DC athlete to get insight in long term by making up a career plan with him/her. This career plan might help the DC athlete to reframe his/her current situation (e.g. social isolation is temporary, is a step in order to be able to pursue my career plan).	
<b>Priorities</b>	<p>Linked to the values and career planning, but more on a really concrete and short term level, a DC support provider could help the DC athlete in prioritizing:</p> <ul style="list-style-type: none"> <li>✓ Do a prioritizing exercise (1);</li> <li>✓ Helping them to try to see priorities in general (2);</li> <li>✓ Helping them to make a choice for a specific situation (e.g. the DC athlete doubts to go to a birthday party the evening before an important game). However, the DC athlete remains responsible for his/her own decision(s)</li> </ul> <p>(3). Although the DC athlete remains responsible, an important role of the DC support provider is to remind the DC athlete of the importance of a healthy balance between sport and rest.</p>	<p>(1) “Exercise where like all the things you should do, how do you prioritize them in an matrix, it’s nothing strange and all taken from the literature within this area.”</p> <p>(2) “You help them to have a clear goal and to know what they want, the sacrifices that they do, their meaning, etc. What you do is trying to relativize the social part.”</p> <p>(3) “DC athlete has to set their priorities by themselves, the role of DC support provider is only to present them the options and guide them through the decision process.”</p>
<b>Integrated planning</b>	<p>Often, social ‘problems’ are not caused because DC athletes haven’t got any time, but it has a lot to do with “making time” for this. Making up a realistic integrated planning could be a good solution for this. As a DC support provider you could help the DC athlete to make up this integrative planning by:</p> <ul style="list-style-type: none"> <li>• Have one-to-one meetings and to discuss their dual career integrated planning (1). Some possible methods/instruments/points of interest: <ul style="list-style-type: none"> <li>✓ You could use the 3 legs table metaphor to make up the planning (2);</li> <li>✓ Show the athletes the calendar remaining until the end of the year to make them aware that in some moments the have to give more to studies and sport and less to their social life;</li> <li>✓ Make them aware of the hours that it will take to study a degree at university and to reflect on how this will affect in everything else (3);</li> <li>✓ Letting them make up their short term planning to help them to counter misperceptions (confront them) of having no time for social contacts;</li> <li>✓ When DC athletes are only focusing on sports,</li> </ul> </li> </ul>	<p>(1) “Often it’s like, but I don’t have time, and then you sit with the student and say like, “okay but what do you do between 8 and 10 in the morning?” “Well then I am in bed, and then I have my first lecture at 10, have the lecture, then I am off, and should have time for two training sessions”. Then you say, “if we turn it around, if you go up and are at the school at eight, and then you study between 8 and 10, and then go to the lecture, then you eat, and then you train, and the you sit down and study and then you train again”, this adjustment was what one student did, three days a week she went up and went to school at 8 instead of 10 and that made her whole life so much easier, and one can think that this is so obvious that it is almost embarrassing but this is what she needed, that push, with other students you sit with their calendar and see, when do you have your training session, when do you have school, when do you have time to read, when do you have time for socializing, and it becomes very concrete for themselves, and then think, come again, test.”</p> <p>(2) “We work with a 3 legs table. The social leg, the academic leg and the sport leg, and we do a planning totally personalized with the sporting calendar, the academic calendar and also a social calendar (...) the goal is to find the balance for the table to be flat.”</p> <p>(3) “I made the reflection on what does it means to study medicine. You will have to study 6 hours, then training, then ... and the athlete sure that she wanted to study medicine. Three months later she came to my office asking how to change studies because she did not want to go to lectures 6 hours, plus 6 more hours of study after lecturing, etc. She chose another degree and now she is perfect.”</p>

	the DC support provider could help the DC athlete to see the importance of other fields (e.g. the social field) (4).	(4) “For example, a swimmer going to Rio. She planned her scheme too tight (training, doing an operation, recuperating, studying meanwhile, etc.). DC support provider has to lower the speed of the DC athlete, because of the acceptance that as an elite athlete, no social life is involved.”
<b>Voluntary base</b>	The support in this scenario is mostly on a voluntary basis (from the perspective of the DC athlete), certainly the individual sessions. Advantages of this voluntary approach are that you make the DC athlete responsible of his own development (making him self-reliant) and that those who come for help are internally motivated (1).	(1) “We don’t have the resources so that everyone can take part in everything, so we’ve turned it around, we offer several things but it is up to students if they want it, I mean, it’s their own responsibility, it’s grownups we work with, if you want it, it exists, if you don’t, you don’t have to, but then the critic is that then it’s many who don’t choose to, especially... those who really need to go to this education choose not to, but the ones who already have it under control thinks this is so interesting and exiting that they choose to go and learn more.”
<b>Support with loneliness</b>	Often, the role of a DC support provider is not only to empower the DC athlete’s (e.g. teach them how to plan, help them to become aware of own values etc.), but to be a source of emotional support for the DC athlete. Some points of interest: <ul style="list-style-type: none"> <li>✓ A first important step is to detect the DC athletes that need emotional support (1);</li> <li>✓ When verbalizing their ill being because of the lack of social life the objective is only to take it out. The task is to listen because you can’t tell what to do;</li> <li>✓ The athlete speaks about his/her situation and vent off emotions. The task as DC support provider is to help him/her to reflect on what they want and what they do not want, what are the consequences... to allow them to make their own decisions;</li> <li>✓ Normalization: To teach in a graphical way (e.g., using the wedges of trivial pursuit) that there are moments in which the social life reduces (e.g., during examination periods) and other in which it can increase. As a DC support provider, you try to normalize the situation, without neglecting the ‘emotional suffering’ of the DC athlete (2);</li> <li>✓ As a DC support provider, you sometimes have to accept that there are no easy solutions for social situations (3);</li> <li>✓ When the situation becomes a long-term problem (lots of training, lots of studying and very few or inexistent social life) and has a big negative impact on different fields, it might be necessary to refer the DC athlete to a psychologist (4).</li> </ul>	<p>(1) “When DC athletes ask themselves ‘What am I doing here?’ is a symptom of problems. This is specially complicated with adolescents and with those athletes pertaining to clubs that do more life outside of the HPC. Because they are aware of the contras.”</p> <p>(2) “I design wedges (...) your life is composed by wedges of training, studying, social life, and the wedge moves can increase or decrease depending on the situation.”</p> <p>(3) “We had a student who moved here, really good in his sport, moved here because of the coach and the training environment and thought it would be great, but had no previous connection to the city, didn’t really know what he wanted with his education, so he did not start a program, instead he took independent courses, and then you jump between groups. So when that person had been here for six months, and we’ve had quite many talks along the way, he liked his coach, liked his sport, but never found that friend, but alright his coach had coffee with him, he took time to do that, but never found that other friend. Since he took independent courses all the time he had no one he could turn to, and he felt too lonely, specifically as it was an individual sport so they didn’t practice together... All in all, everything worked great, he was like, I got all the study adjustments I needed, I had the perfect coach, but I am not happy here, and we couldn’t do anything. I mean from the university what can we do, should I become his friend, I mean, it’s hard, so he moved.”</p> <p>(4) Although the funds to pay sport psychologist (and physiotherapist) are very limited, it’s crucial to send DC athlete to specialist to deal with problems. We have to detect who would need the help from psychologist (or physiotherapist).</p>
<b>Identify what provides them with energy</b>	It’s important to make DC athlete’s self-aware of those activities that really provide them with ‘mental energy’: <ul style="list-style-type: none"> <li>✓ Help them to identify the little things in their everyday life that gives them joy (1);</li> <li>✓ It is important for the athlete to know his/her favourite</li> </ul>	(1) “In my role as a sport psychology consultant this is something you come across often because the athletes often have high ambitions, in sport but also in school, which makes the social life not very rich and this makes the person feel bad... It can be that you have a course but feels somewhere during the autumn that you don’t feel very good, that it’s not fun, which often is a good signal, and where a lot circles around school and sport, without any other joys in life. Then

	leisure activities, in what leisure activities are they interested?	I can listen and ask about what they would like to do if they had more time, well then I would have seen my friend there and once I was told that about a spontaneous baking and they invited friends over and that this had given them so much, and that's a signal that you should do it more often. So the work is about identifying what they would like to do more during their everyday life and it does not have to mean to bake a cake each week, but maybe once a month is enough, or every other week, often it is not very much that is necessary."
<b>Reframing social contact</b>	It has to be always a 'wedge' for social life even if it is small. It can help to reformulate what do they understand as social. Training with the teammates can be considered social and going to the lectures at university or high school are also social situations.	
<b>Individualization</b>	In this scenario, it is (even more than in the other scenarios) crucial to tailor you support to the needs of the DC athlete. Needs in social life are really different for every person. The Holistic Athletic Career model could provide you with a framework to make sure you provide support to the DC athlete in an individualized and holistic manner (Wylleman, Reints & De Knop, 2013).	
<b>Flexibility in settings and circumstances</b>	As DC athletes have a tight schedule and are often difficult to reach, DC support providers sometimes have to be flexible and work in different settings (in the office, on the field, during a massage...). A non-formal setting might even be beneficial in some circumstances (1).	(1) As she is also a masseuse, she invites DC athlete for the massage if she notices that they are tense. During the massage, she opens up the problem and tries to solve it in a non-formal way.
<b>Inform DC athlete on rules</b>	It happens that social issues arise from misperceptions on the rules. An important role of the DC support provider is then to inform the DC athlete about school rules, regulations and legal options (1).	(1) "Sometimes DC athletes don't know what are their options, which are written in regulations and school rules. DC support provider can offer them possibilities that DC athlete and their parents sometimes are not aware of. Sometimes school offer them much more rights and DC related options that DC athlete and their parents even don't know about."

### Intervention methods (SC6: 'Social life')

Multidisciplinary/group session		
Title	Explanation method	Quote
<b>Group sessions</b>	<p>Group sessions with DC athletes are interesting because of many reasons:</p> <ul style="list-style-type: none"> <li>✓ They can learn a lot from each other in their interaction;</li> <li>✓ They often face similar challenges, which they can share;</li> <li>✓ Social opportunities for DC athletes to make friends.</li> </ul> <p>As a DC support provider you could organize these sessions in many forms, some examples:</p> <ul style="list-style-type: none"> <li>✓ Collaborate with student health care centre at the university to organize focus group discussions based on different themes (1);</li> <li>✓ Invite DC athlete to voluntary do focus group discussions (in</li> </ul>	<p>(1) "We work with the student health care centre that has different activities running every week. Specifically so that students don't feel lonely, as many move here. One works with small groups that are in similar situations, like DC athlete, and you have different themes you talk about when you meet. All from procrastination, to taking a decision, time management, just like, well such a simple exercise as having a schedule and write down what it is I actually do and spend time on, that type of life skills."</p> <p>(2) "Today we work with smaller focus groups because we see that, when they sit in groups of maximum 6 students they open up towards each other and are so honest and give each other so much, so we've had both balance in life but also... motivation for motivation... when it starts to become tedious, I just train, study, everything is a must, what is it then that makes me feel joy, well, often it is these, baking, or coffee with a friend."</p>

	<p>small groups) on holistic dual career balance and motivation (2);</p> <ul style="list-style-type: none"> <li>✓ Provide cooking classes to help make new friends and build a social network (3).</li> </ul> <p>If you as a DC support provider don't have the time and/or resources to organize something yourself, you still have other options:</p> <ul style="list-style-type: none"> <li>✓ Refer them to other opportunities for example student union organizes groups and if the sport is big enough it has its own student union group where DC athlete can meet other DC athletes;</li> <li>✓ Collaborate with a foundation that provides support for social activities (4);</li> <li>✓ Advice DC athlete to maintain relationships: DC athletes who live away from home are recommended to go back home in the beginning during weekends to maintain relationships and friends and keep social life back home (secondary level) (5);</li> <li>✓ Work with teachers to make them aware that for the adolescents the classes are moments of social relations and it is important to promote interaction (6).</li> <li>✓ Hire former DC athlete who is successful in sport and in education (7).</li> </ul>	<p>(3) "We plan to bring all DC athletes together and have cooking classes, so that they meet... and can find support within the group, and there you can actually maybe find new friends from other sports that you otherwise would not meet... because many have moved away from home."</p> <p>(4) "We don't have this role like a sport coordinator or someone who works with the complete picture for these athletes in this way, but we collaborate with partners who do."</p> <p>(5) "In the beginning the national elite secondary schools... recommend that you in fact go home and don't cut your ties directly but keep the social life back home and the connection and old best friends and so on, so many students go home during the weekends, then it's every other week and then once a month and then two times per term and then not at all."</p> <p>(6) "Sometimes I see them talking and I think let them talk, they are doing a work in group and they are talking about other issues, but it is also educative it makes part of the CV development."</p> <p>(7) "Young DC athlete are very receptive for sport and education related trajectories of idols. As we have a lot of swimmers, we usually invite our former student, who is very successful in sport to tell the younger ones how she combined sport and school. Sometimes this can also have a negative effect as these younger ones compare to their idols, who are clearly very successful."</p>
<b>Advocate importance social aspect</b>	<p>As a DC support provider, an important role might be to make federations and coaches aware of the importance of social life, flexibility and fun in sport careers. A lot of stakeholders in the sport context underestimate the importance of these aspects (which seems to reflect a societal reality)(1).</p>	<p>(1) "A: Some time for fun before, fun besides sport, make coaches see that this is an important aspect; it doesn't mean that you're a better athlete if you don't have any social life. This is actually still a culture shift that needs to be happening, because if you take a look at the length of an elite sporting career, it becomes longer and longer: there used to be a time that you only could be an elite athlete for 10 year and now you have for example X who's competing for many years. Or a Y, Y said in his interview with us: 'it's because of the fact that I could combine elite sport with my vocation, because there was space for other activities that I'm still an elite athlete' (still competing on an Olympic level, 41 years old), he said this literally! So we question ourselves ... and we see the same switch in the private labour market, the attention for the balance and combining work, family and leisure activities and the fact that this draws more and more attention. I'm not saying we have to copy this, but it is something to take into account because this is probably the trend of a generation and a culture. B: Because if you keep on pushing them, you will lose them..."</p>
<b>Meetings with parties involved</b>	<p>If needed, a DC support provider could organize a session with the different stakeholders involved. Important aspects to organize these meetings include:</p> <ul style="list-style-type: none"> <li>• Be open in the communication, but at the same time be aware of privacy concerns (1);</li> <li>• In case of emotional problems, it's important to calm down the general atmosphere before heading on with the meeting (2);</li> </ul>	<p>(1) "By organizing meetings with all parties involved, she was working very hard on the open communication (they discussed the issues in private, not sharing them over social platforms, FB...)."          (2) "When problems arise, DC athlete, their parents and coaches react very emotionally and in that state it's impossible to find a good solution. I see my role in this as someone, who calms the situation and with this you enable rational thinking and finding good solutions."</p>

	<ul style="list-style-type: none"> <li>Communication skills are key to deal with difficult partners/stakeholders.</li> </ul>	
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### Monitoring/evaluation methods (SC6: 'Social life')

Individual session		
Title	Explanation method	Quote
<b>Monitor social isolation</b>	DC support provider has to pay attention to possible 'social isolation', especially in young ages. DC athletes don't recognize this chance, but DC support provider's need to prevent it.	
<b>Portfolio</b>	<p>DC athletes don't arrive at the educational institute out of a vacuum. It's important to know the background of the DC athlete and have some minimum information on his/her previous (sport, academic, social...) experiences:</p> <ul style="list-style-type: none"> <li>Keeping in touch with previous educational institute is essential for DC support providers (take transitions into account);</li> <li>The DC athlete could have a standard portfolio, a unified format that provides you as a DC support provider with the most important information (1): <ul style="list-style-type: none"> <li>✓ Significant others should be involved in writing this portfolio.</li> </ul> </li> <li>The portfolio could also be used as a monitoring instrument during the academic year (2).</li> </ul>	<p>(1) "Ask DC athlete to keep an 'Elite Sports Portfolio' (in Dutch: Sportfolio). A career needs to be 'smooth'. We try to support this with agreements between educational institutes. We should provide the DC athlete the possibility to have this continuous dual career pathway by creating optimal organizational provisions. Therefore, the DC athlete needs to be responsible to keep up his/her own portfolio. This CV provides all important information about the DC athlete from begin till end of his/her dual career. Own perception on development (skills, coping during challenging situations) and making choices about what is written and what should not be mentioned."</p> <p>(2) "We create portfolio for each DC athlete and he encloses everything related to sport and school. In their portfolios DC athletes have their goals that they set at the beginning of a school year (in the workshop with sport psychologist), they mark which of the relaxation techniques work for them and which don't, what they eat and how much they sleep."</p>
<b>Self-development as a DC support provider</b>	<p>As a DC support provider, it might be interesting to broaden your knowledge – even with contents that are not per se related to DC support provider's work (e.g. sport massage, nutrition) (1).</p> <p>After a while, as a DC support provider you start developing and creating your own model of work with DC athletes. (2) Often you will rely much on previous experience of working in a position of DC support provider (3).</p>	<p>(1) "I find it very useful to have broad set of knowledge, especially in the fields that are not per se related to my work. Such as massage, knowing the relaxation techniques, knowledge about nutrition... I'm certified massage therapist and my DC athlete often comes for a massage. During that time we can do a lot of work as it is very un-formal setting. Or to know about the nutrition – when I see that they are too tired, I often ask them to analyse food that they consume weekly and due to that I can see whether they are lacking some important nutrients or if they are not hydrated enough."</p> <p>(2) "During past years, I have created my own model on how to work with DC athlete. It's based on my experiences and after 23 years in business I feel competent in what I'm doing."</p> <p>(3) "With years of experience, you get the knowledge on how to solve different problems. I have been working at this position for past 23 years and I can derive from my experiences."</p>

Scenario 7: 'Money'.



You **don't have enough money** to balance study and sport, and you need to find a way to generate an income.

(A) Most important competences: the selection of DC athletes

**Table 25.** Top 10 scenario-specific competences for scenario 7\*

Rank	Competence item	% of n
1	Ability to spend and manage your own <b>money</b>	49%
2	<b>Perseverance</b> during challenging times and in the face of setbacks	26%
3	<b>Asking advice</b> to the right people at the right time	25%
4	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study	22%
5	Ability to <b>negotiate</b> (in order to stand up for your own interests)	21%
6	Ability to <b>prioritize</b> what needs to be done	20%
7	<b>Dedication</b> to succeed in both sport and study	20%
8	Ability to make your <b>own responsible choices</b> with regard to your study and sport career	18%
9	Ability to <b>plan conscientiously</b> in advance	15%
10	Being prepared for the unexpected and having <b>back up plans</b>	14%

\* Only athletes in higher education were surveyed for this specific scenario.



(B) Quotes and other competences mentioned by DCSPs as important for DC athletes in this scenario

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(C) Methods of DCSPs



Intervention methods (SC7: 'Money')		
Individual session		
Title	Explanation method	Quote
<b>Provide with information on possibilities for financing</b>	<p>Often, as a DC support provider, you can't provide direct support to the athlete to generate an income. So it's important to inform the DC athletes and their environment on the possibilities for financing within the school context. Some examples include:</p> <ul style="list-style-type: none"> <li>• Within secondary education context: <ul style="list-style-type: none"> <li>✓ A discount for DC athletes (1);</li> <li>✓ A scholarship (2);</li> <li>✓ Some DC support providers even help them preparing contracts for getting extra funds, even if this is not part of their official function (3).</li> </ul> </li> <li>• Within higher education context: <ul style="list-style-type: none"> <li>✓ Inform them how to apply for a scholarship within the university;</li> <li>✓ Inform them how to apply for a scholarship outside of the university (4);</li> <li>✓ The reduction of the expenses through an application for a discount/annulment of the university fee for an extended academic path.</li> </ul> </li> </ul>	<p>(1) "Athletes living in families with financial athletes had a discount of the school fee and of integrative educational activities."</p> <p>(2) "Furthermore, the best DC athlete (based on his/her sport and academic achievements) could receive a scholarship."</p> <p>(3) "As I used to attend sport marketing classes (from my own interest and not related to job description), I had a knowledge on how to prepare a contract. It's my own voluntary contribution to help athletes."</p> <p>(4) "Each year there is a call for scholarships founded by the Olympic Committee and there are special scholarships for DC athlete from socially underprivileged families."</p>
<b>Referral to job expert(s) or employer(s)</b>	<p>The DC support provider could refer the DC athlete to possible job expert(s) and/or employers, for example:</p> <ul style="list-style-type: none"> <li>✓ The university job placement office;</li> <li>✓ Refer them to the vocational training within the school/university environment;</li> <li>✓ Suggest to apply for job position within the university (e.g., 150 hours of tutorship and/or assistance in other offices);</li> <li>✓ Prospective elite athletes could be addressed to military sports groups, which could provide them sports facilities and support and a salary;</li> <li>✓ Suggest them to obtain sport-related vocational certifications to be spent within the labour market based on their academic performance (1).</li> </ul>	<p>(1) "In this way, athletes are able to work and generate an income since early ages (from the third year of secondary education path, based on national rules)."</p>

<b>Active financial support</b>	<p>Although this is often not the position/function of the DC support provider, some try to actively support the DC athlete in searching for an income, for example by:</p> <ul style="list-style-type: none"> <li>✓ Helping the DC athlete to get personal sponsors;</li> <li>✓ Being creative in finding extra funds for DC athlete (1);</li> <li>✓ Ask sports club for co-financing towards school (2).</li> </ul>	<p>(1) “When our DC athlete attend world championships, I send out the sponsorship letters to big companies in order to get some money. Sometimes we gather more money that we need, so the rest is transferred into the fund for socially underprivileged students.”</p> <p>(2) “As we have a boarding school (obligatory for all footballers, regardless of where they live; they might live in the next street but they are obliged to be in a boarding facility in order to pursue football DC) the financial burden for parents is higher that if DC athlete would only attend regular secondary school. We sometimes see that parents can’t pay anymore for the boarding of their sons. When we detect that or parents come to inform us regarding financial problems, we then contact the football club asking them for co-financing. We ask them whether they see a potential in that boy and if they do, we ask them to cover his school and boarding related expenses. We have 6 such cases in this school year. Sometimes clubs don’t have the finances to help their athletes, regardless of their good will. In those cases we have to find other ways of financing, mainly through the school-fund.”</p>
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Intervention methods (SC7: ‘Money’)		
Multidisciplinary session		
Title	Explanation method	Quote
<b>Life plan</b>	Families and sport clubs should be involved the life plan of the DC athlete, making them aware on the importance to educate the youth athlete in relation to financial issues and the labour market requirements.	
<b>Organize funding activities</b>	<p>Although this is really not the position/function of the DC support provider, some even try to generate finances for DC athletes in need:</p> <ul style="list-style-type: none"> <li>✓ Proactively to have extra funds for DC athletes in general (1);</li> <li>✓ For specific DC athlete in need (2).</li> </ul>	<p>(1) “Organize the activity to collect paper, which is then sold to the recycling company, organize a fund raising concert, auction of sport equipment from successful athletes and former DC athlete from the school... DC support providers (both of them) are key organizers of such activities on their schools.”</p> <p>(2) “We had DC athlete who was competing in archery, her father died that year and her mother was alcoholic. I organized humanitarian activity where I have asked fellow teachers to buy food for them. Each month we gathered a big box of food and I would drove that box to her and her family so they would at least have food to eat.”</p>

Monitoring/evaluation methods (SC7: 'Money')		
Individual session		
Title	Explanation method	Quote
<b>Monitoring under-privileged families</b>	As a DC support provider, it's important to be attentive regarding DC athletes from underprivileged families. Some problems that a DC support provider attributes to personal characteristics of the DC athlete might reside from a difficult financial situation.	

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### *Transferable competences across the 7 scenarios*

For each competence item, it was calculated how many times it was selected (on average) across the 7 scenarios. For example ‘Dedication to succeed in sport and study’ was selected the most across all 7 scenarios, and can thus be seen as the most transferable DC competence.



**Table 26.** Top 10 scenario-transferable competences.

Rank	Competence item
1	<b>Dedication</b> to succeed in both sport and study
2	<b>Perseverance</b> during challenging times and in the face of setbacks
3	Ability to <b>prioritize</b> what needs to be done
4	<b>Self-discipline</b> to manage the demands of your study and sport combination
5	Willingness to make <b>sacrifices</b> and choices to succeed in sport and study
6	Ability to <b>use your time efficiently</b>
7	Ability to make your own <b>responsible choices</b> with regard to your study and sport career
8	<b>Awareness</b> of your strengths, weaknesses and capabilities
9	Ability to <b>plan conscientiously</b> in advance
10	Ability to <b>focus</b> on here and now, without being distracted

## Summary

In this chapter, the **competences were identified that DC athletes require** in order to manage their dual ‘education and elite sport’ career successfully:

- ❖ a **DC competence framework** was introduced, including a *DC competence list* and the *4-factor DC competence wheel* for athletes;
- ❖ **Generic profiles for perceived importance, possession and need to develop** DC competences for DC athletes were provided, together with recommendations on *how to use these competence profiles* in DCSPs’ daily practice;
- ❖ Examples of **specific and developmental** DC competence profiles were provided;
- ❖ **Scenario-specific** profiles were introduced. Linked to these scenarios, examples were shared of methods used by DCSPs all over Europe to support the DC athletes in the specific scenarios;
- ❖ **Scenario-transferable** DC competences were shared.

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## 2. Competences of DCSPs

### Introduction: aims

In order to make the combination of elite sport and studies a synergy, Dual Career (DC) support proves to be crucial. Benefits of receiving DC support include health-related benefits, developmental benefits, social benefits, enhanced future employment prospects and benefits related to the adaptation to life after sport (EU Guidelines on Dual Careers of Athletes, 2012). Contrary, a lack of adequate DC support might lead to elite athletes dropping out prematurely (Wylleman & Reints, 2010). Previous practices and research on dual career support focused on the (quality of) structural and organizational dual career support (De Bosscher, Bingham, & Shibli, 2008), whereas research on the resources of dual career support (e.g. competences of dual career support providers) is lacking.

Although no research on the importance of specific competences of DCSPs was carried out before, several guidelines on dual career were formulated towards policy makers and consequently towards all dual career institutions (governments, sport governing bodies, educational institutes, employers etc.):

- “Guideline 8 – Sport and public authorities should support stakeholders in dual careers to ensure that through supporting services and structures:
  - 1) Expertise on dual career topics is available and accessible to all stakeholders involved
  - 2) Dual career support (including support for career transitions and crisis-management and coping interventions) is available to all recognised talented, elite and retired athletes;
  - 3) The quality and content of supporting services meet the demands of athletes.” (EU Guidelines on Dual Careers of Athletes, 2012, p.16).
- “Guideline 9 - Members of performance teams and experts delivering supporting services should be competent ...” (EU Guidelines on Dual Careers of Athletes, 2012, p.17).”

In order to help policy makers and stakeholders in pursuing these guidelines, but also in light of empowering DC support providers themselves, the general aim of this part of the research project is to identify the Competences dual career support providers (DCSP's) recognize as important, possess and need (to develop) in order to optimize their dual career support provision.

This aim was divided into specific sub-aims:

- a) **Identify a general competence framework:** Provide a general framework of competences for DCSPs that is both theoretically and statistically valid.
- b) **Identify general competence profiles:** Identify the general competences profiles:

- a. Importance profile: Competences that are most important for DC support providers.
  - b. Possession profile: Competences that are possessed by DC support providers to a higher/lower degree.
  - c. Difference profile: Competences that need to be developed by DC support providers.
- c) **Identify specific competence profiles:** Identify competence profiles (i.e. importance, possession and difference profiles) for specific subpopulations, for example:
- a. Full time vs. part time DCSPs
  - b. DCSPs employed in educational setting(s) vs. DCSPs employed in non-educational setting(s).
- d) **Identify scenario-specific competences:** Identify which competences are important in which specific situations.

Summarizing, in this chapter of the Handbook, we will:

1. Introduce **a competence framework** for DCSPs and provide recommendations on *how to use this competence framework* in daily practice
2. Address the **generic competence profiles** for DCSPs and provide recommendations on *how to use these competence profiles* in daily practice
3. Provide examples of **specific DCSP competence profiles**
4. Introduce **6 challenging DCSP scenarios** and provide related **scenario-specific competence profiles** for DCSPs.

## Method

The objectives mentioned above were reached through a multi-method approach, consisting of 3 consecutive steps:

1. *Development of a DCSP competence framework;*
2. *Development and conducting of an online survey with DCSPs;*
3. *Qualitative evaluation of the framework and profiles.*

### 1. Development of a DCSP competence framework

For the development of the framework of competences for DCSPs, a multisource and multi-method approach was used. A first source consisted of a qualitative research conducted by INSEP on competences of DCSPs. Multiple INSEP DCSPs were interviewed and asked to mention the competences they believed to be important for their function as a DC support provider. The competences that emerged from these interviews served as a basis for the competence framework.



A second source consisted of DC expert's discussions. Starting from a general Group discussion in the GEES Amsterdam meeting, the experts from the meeting further developed the competence list through digital expert's discussions. Around 35 internationally renowned dual career researchers and expert practitioners from 9 EU countries were involved in these expert's discussions.

A third source was the research literature. The research literature on elite athlete's career assistance, career transitions, career development, dual career, and competences was used to provide the framework with a theoretical background, using different research findings (e.g. from life skills literature) and theoretical foundations (e.g. Competency Cube from psychology).

Based on these 3 sources:

- The competence list of 35 competences was developed and finalised (Defruyt et al., 2016b);
- The competences were clustered into 6 factors (Defruyt et al., 2016b).

## 2. The development and conducting of the online GEES survey

### *Content survey*

The online survey was developed by the GEES consortium and consisted of 3 parts: a) Background questions b) Evaluation of all 35 competences on importance and possession on a 5 point scale c) Selection of the most important competences per scenario.

#### (A) Background questions

This part included basic questions on for example gender, age, years of experience, diploma, employment of the DCSP (full time vs. Part time), employer etc. These questions had a double purpose: i) getting an overview of the sample characteristics, and ii) formulating specific profiles for specific subgroups.

#### (B) Evaluation of all 35 competences on importance and possession

The following questions were included in this part:

- ***How important** is each competence in order to successfully provide dual career support?*
- *To what extent do you **possess** each competence?*

	1	2	3	4	5
<b>IMPORTANCE</b>	<i>unimportant</i>	<i>of little importance</i>	<i>moderately important</i>	<i>important</i>	<i>very important</i>
<b>POSSESSION</b>	<i>very poor possession</i>	<i>poor possession</i>	<i>average possession</i>	<i>good possession</i>	<i>very good possession</i>

These questions also had a double purpose: i) statistically test the factor structure of the competence framework, and ii) develop general and specific competence profiles for DCSPs.

### (C) Selection of the most important competences per scenario

To guarantee the context-specificity, several scenarios for DCSPs were developed. Starting from a general group discussion in the GEES Amsterdam meeting, the experts from the meeting further developed and selected the scenarios for DCSPs through digital expert's discussions. Around 35 internationally renowned dual career researchers and expert practitioners from 9 EU countries were involved in these expert's discussions. Thus, the following DCSP scenarios were selected (Defruyt et al., 2016c):



**Scenario #1** A member of the dual career athletes' **support environment** (e.g. coach, parent, teacher, manager) **does not support** the athlete to engage in a dual career. You want to make sure that the athlete can make his/her **own responsible choices**.



**Scenario #2** A dual career athlete leaves home and family to **relocate** for sport and/or studies (e.g. boarding school, student accommodation etc.). You want to **help the athlete to adapt** to a new social environment and manage this with less family support.



**Scenario #3** In view of his/her (future) professional career a dual career athlete wants to **select the best study plan**. You want to **help the athlete make the best study choices** to manage the integration of both sport and study in the future



**Scenario #4** A dual career athlete is about to start a **challenging study year** that conflict with his/her (more demanding) competition and training schedule (e.g. missing significant days of study, (group) assignments, exams, an internship...). You want to **help the athlete to successfully do both**.



**Scenario #5** You identify a **need to refer** a dual career athlete for additional professional help (e.g. to a psychologist, financial advisor...). You want to help the athlete by **referring on the right manner** to the right person.



**Scenario #6** A dual career athlete has **wrong expectations** regarding your work as a DC support provider, expecting that you will do the work in his/her place. You want the athlete **to take (more) responsibility** for his/her own tasks.

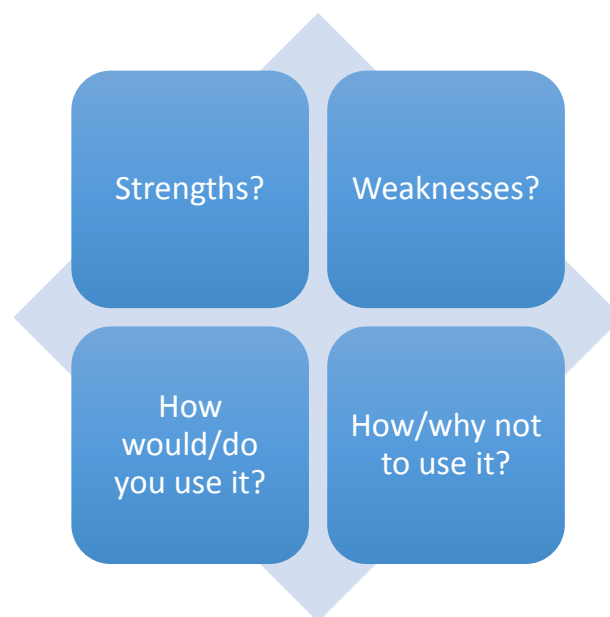
For each scenario, DCSPs were asked to indicate: a) If and how often they experienced this scenario b) how they managed the scenario c) the 5 competences from the list of 35 that are most important to manage the scenario successfully. These questions serve the purpose of formulating scenario-specific profiles.

### Procedure

A dual career support provider was defined as “*a professional consultant, related to an educational institute and/or an elite sport organization – or certified by one of those – that provides support to elite athletes in view of optimizing their dual career/combination of elite sport and education.*” Through this definition, the research partners selected a pool of 524 DCSPs from 9 countries. Before sending the online survey to 524 DCSPs and initiating the data collection, the ethical committees of all participating universities approved the study. An informed consent was integrated in the online survey. 321 (Response Rate 61 %) completed the online survey on the rating of the DCSP competences.

### 3. Qualitative evaluation of the framework and profiles

In 9 interviews in the 9 different countries involved in the GEES project, we asked DCSPs to evaluate the general competence framework and the general competence profiles. These interviews consisted of the following main structure:



**Figure 11:** Schematic overview of the evaluation of the competence list and competence profiles.

The purpose of asking these questions was threefold:

- Provide an overview of the strengths/weaknesses of the lists/profiles;
- Adapt the profiles/lists where possible;
- Suggest possible ways/manners to use the lists/profiles as a DCSP.

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## RESULTS

The result section is divided in 5 sub-sections:

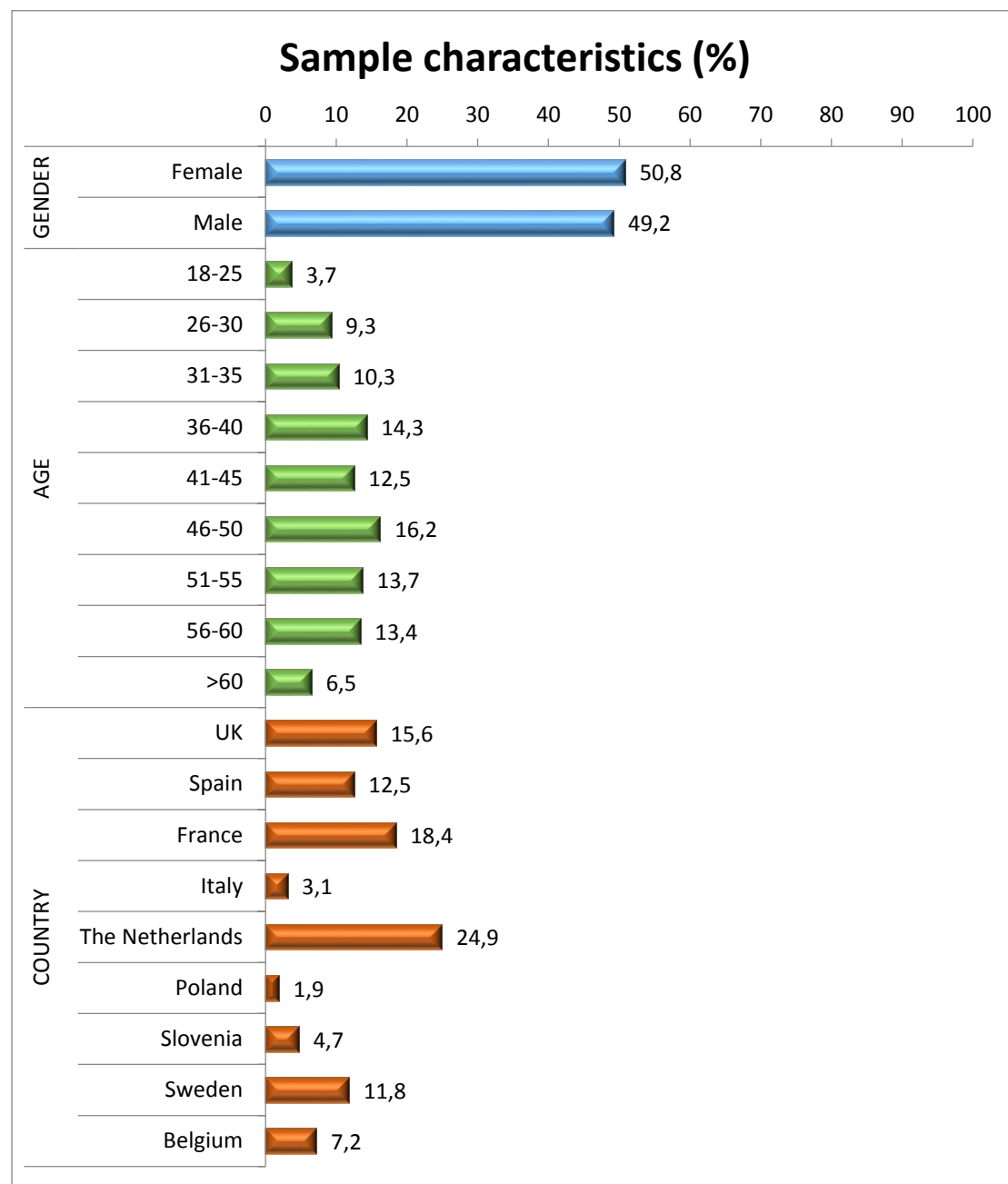
1. The **characteristics of the surveyed sample**.
2. The **DCSP competence framework**, including the 35 DC competence items and respective high-order categories. This section also includes the evaluation and recommendations of DCSPs on how to use the competence framework in daily practice.
3. The **generic competence profiles**, including the DCSPs' profiles for the perceived importance, the perceived possession, and the perceived need to develop DC competences. This section also includes recommendations for DCSPs' use of the generic competence profiles in daily practice.
4. Examples of **specific competence profiles**.
5. The **scenario-specific competence profiles** that DCSPs require in and across six specific DC scenarios.

### 1. Sample characteristics

In order to be able to interpret the results that will follow, it is important to get an overview of the sample characteristics. These are described below in: a) General characteristics, b) Diploma characteristics, and c) Employment characteristics.

### General characteristics

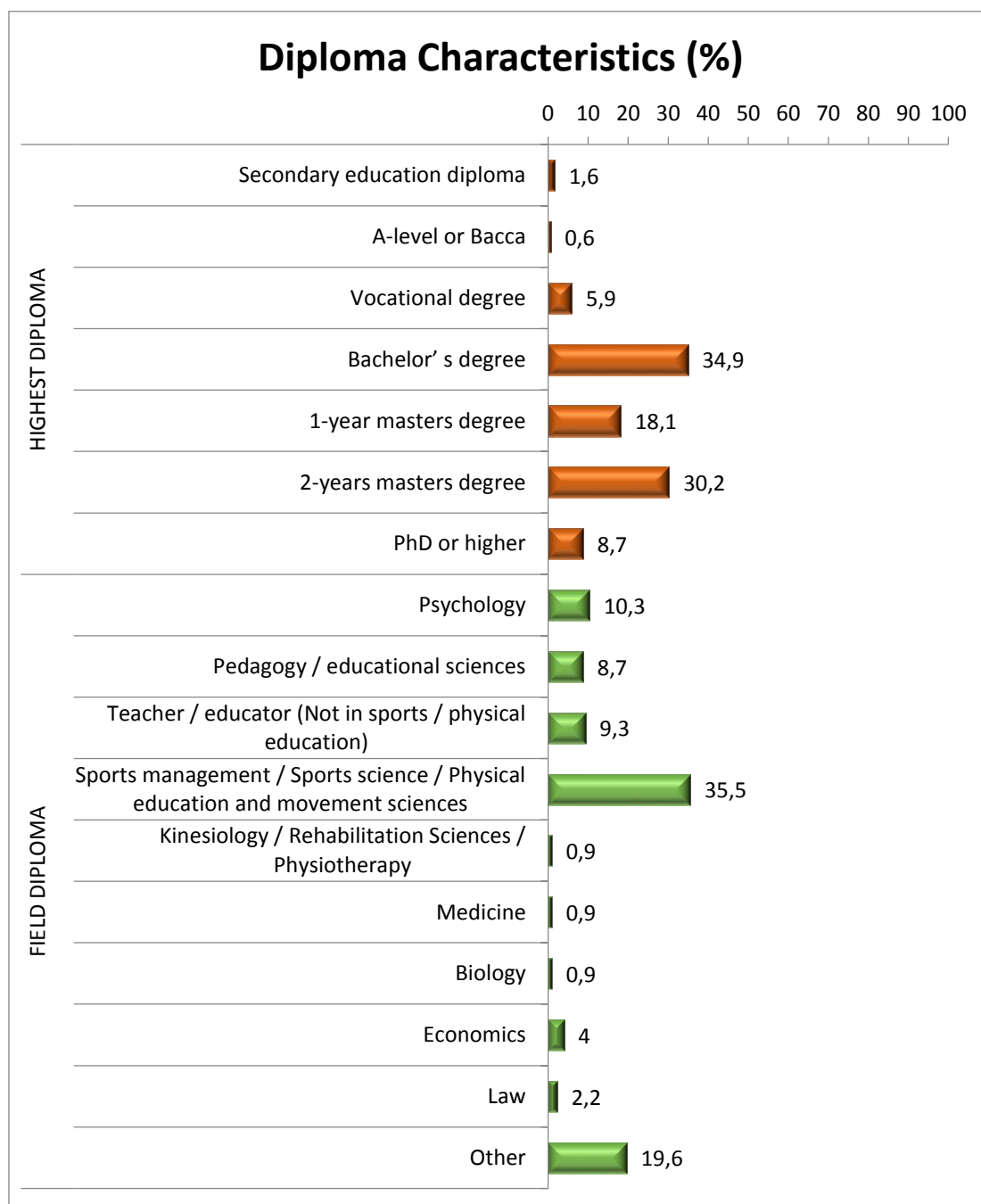
The sample consists of 321 DCSPs from 9 countries. The mean age of the participants is 44.68 (SD. 11.23) years old. Other general sample characteristics are presented below in Figure 12.



**Figure 12:** Gender, age and Country of participants

### *Diploma characteristics*

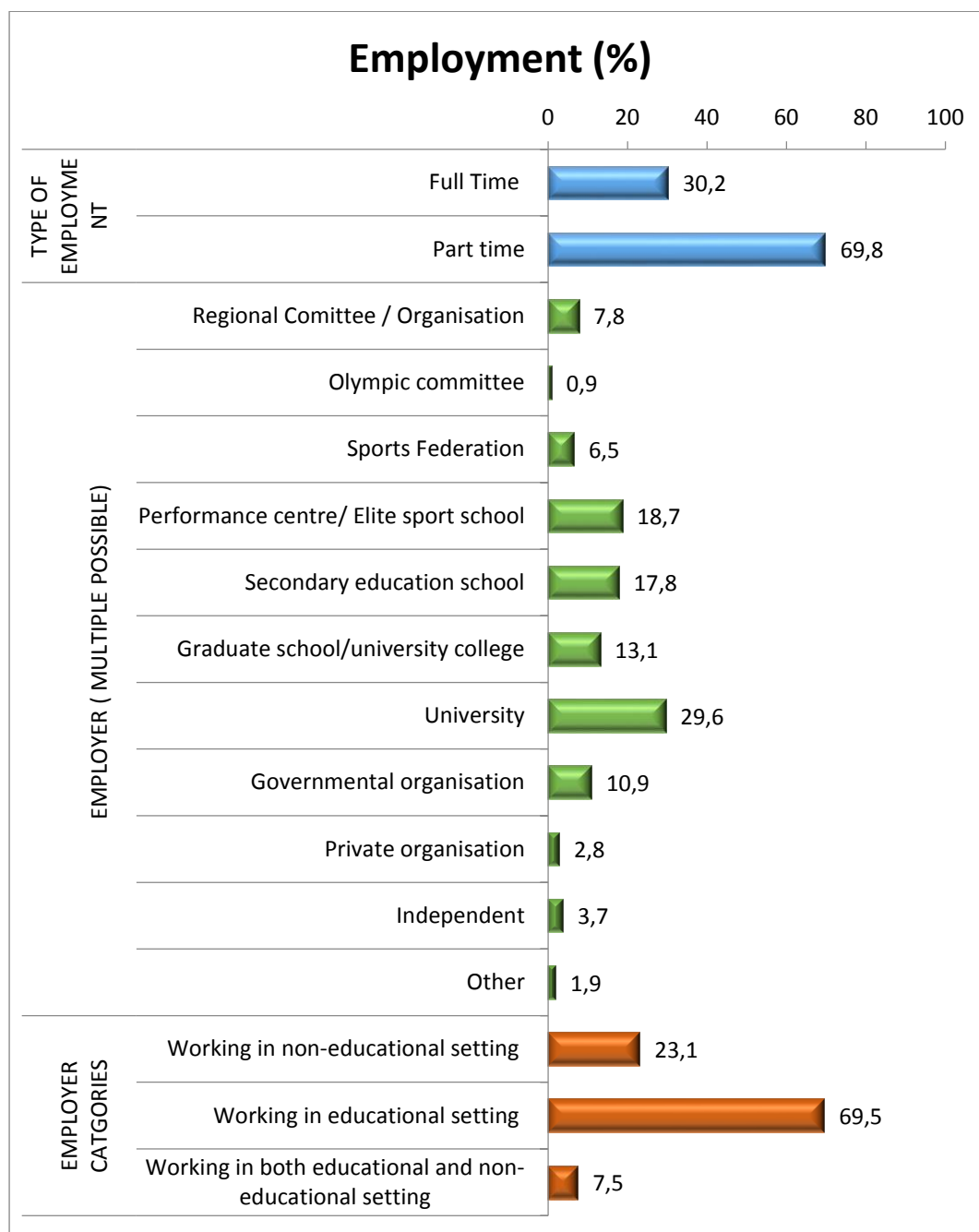
The DCSPs involved vary in the level of obtained diploma: 43% of the participants have a Bachelor Diploma or lower, 57 % has a Master Diploma or higher. Not only the level of diploma, but also the field of the diploma varies substantially between participants. The specific diploma characteristics are presented below.



**Figure 13:** Highest diploma and field diploma of participants.

### Employment characteristics

On average, the participants were employed for 7,6 years (SD. 6,2) as a DCSP. The majority of the DC support providers (69,8 %) work only part time as DCSP, often combining the function of DCSP with other functions. The employers (some have multiple employers as DCSP) of the DCSPs can vary, but most of the DCSPs (69,5%) are employed in an educational setting.



**Figure 14:** Type of employment and employer of DCSPs

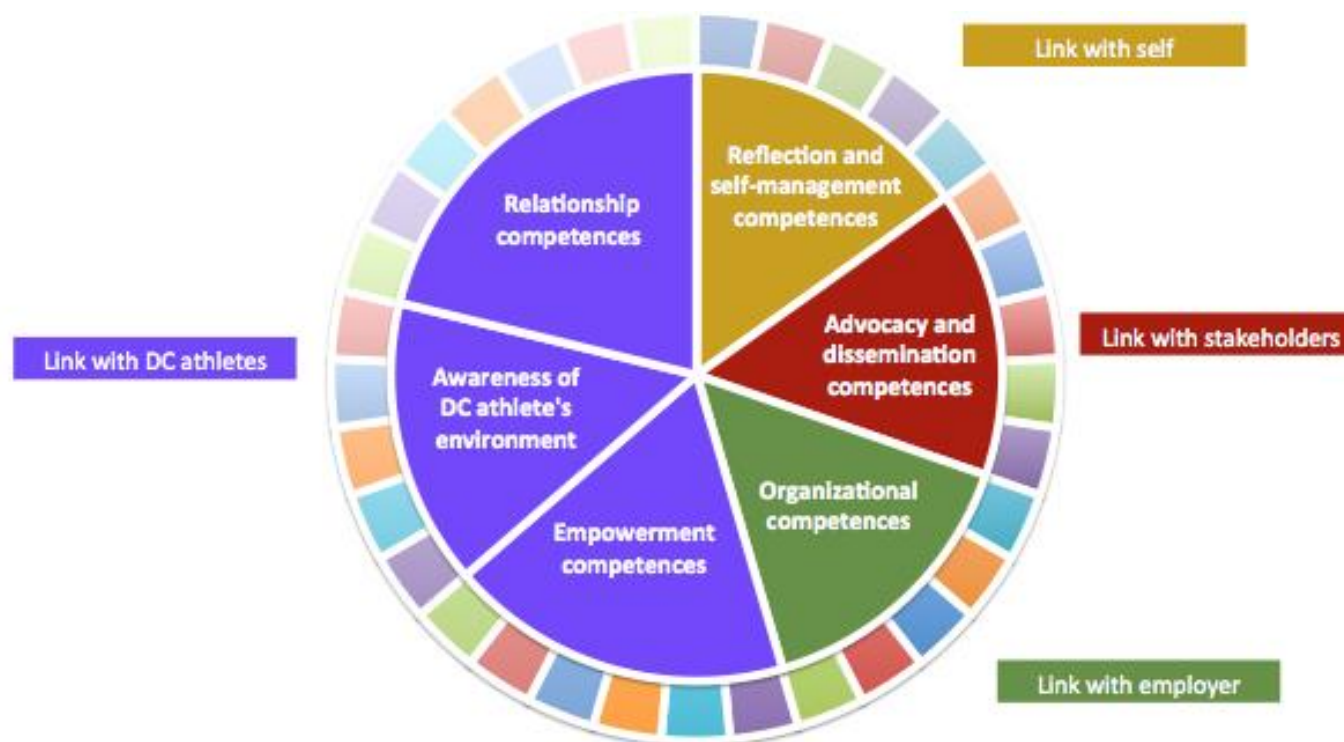
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## 2. The DCSP competence framework

### *Presentation of the Competence list and factors*

Figure 15 represents the 6 factors and their higher-order structure. The factors 'Relationship competences', 'Awareness of DC athlete's environment' and 'Empowerment competences' are brought together in the higher-order factor 'Link with DC athletes'. Table 27 presents the 35 competences listed within in the factor structure.



**Figure 15:** Factors competences DCSPs (Defruyt et al., 2016b)

**Table 27.** List of competences within the factor structure (Defruyt et al., 2016b)




<b>Reflection and self-management competences</b>	<p>Ability to <b>reflect</b> on own values and functioning to improve your practice</p> <p>Ability to <b>adapt</b> the way of providing support in <b>accordance to the feedback</b> of others</p> <p>Ability to <b>maintain own well-being</b> and energy level necessary for work with dual career athletes</p> <p>Commitment to <b>keep (self-) developing</b> as a dual career support provider</p> <p>Ability to <b>realistically monitor and evaluate</b> the effectiveness of your practice</p>
<b>Advocacy and dissemination competences</b>	<p>Ability to <b>collaborate with key stakeholders</b> (e.g. coach, parents) in the dual career athlete's life</p> <p>Ability to <b>negotiate</b> with dual career stakeholders (e.g. dual career athletes, coaches, teachers) ensuring that the interests of all are considered in the integration of a compatible outcome</p> <p>Ability to build and coordinate a <b>network</b> of partners</p> <p>Ability to <b>collaborate with decision-making bodies</b> advocating for interests of dual career athletes</p> <p><b>Sensitivity to environmental contexts</b> (e.g. federation, family) that dual career athletes belong to</p>
<b>Organizational competences</b>	<p>Ability to complete <b>administrative tasks</b> (e.g. mails, data processing, file maintenance...)</p> <p>Ability to <b>manage a variety of tasks</b> (from one area to another) on a daily basis</p> <p>Ability to be <b>flexible</b> in responding to unexpected events (e.g., injury) in the dual career athlete's life</p> <p>Ability to <b>coordinate</b> different events in an effective manner</p> <p>Ability to <b>act in congruence with the mission</b> of the organization</p>
<b>Empowerment competences</b>	<p>Ability to <b>enhance dual career athlete's competences concerning organization and planning</b> of the dual career athlete's life</p> <p>Ability to <b>make dual career athletes self-aware</b> of their dual career competences</p> <p>Ability to <b>stimulate autonomy</b> in dual career athletes</p> <p>Ability to <b>prepare dual career athletes</b> for the challenges of specific transitions</p> <p>Ability to <b>enhance communication skills</b> in dual career athletes</p> <p>Ability to <b>make dual career athletes aware of the importance of rest and recuperation</b></p>

<b>Awareness of DC athlete's environment</b>	<b>Knowledge of the sports</b> related to dual career athletes you work with <b>Knowledge of the educational system(s)</b> Ability to take a <b>holistic</b> (i.e. sport, education/vocation, psychological, psychosocial and financial) <b>view</b> of the dual career athlete's life <b>Understanding the key transition phases</b> of dual career athletes linked to the long term athlete development pathway Ability to <b>take into account the diverse background</b> (e.g. socio-demographic) of the dual career athlete
<b>Relationship competences</b>	Ability to <b>maintain a trust based relationship</b> with dual career athletes Ability to treat each dual career athlete in an <b>individualized manner</b> Ability to <b>conduct in-depth interviews</b> for analyzing the different steps of his/her life path Ability to be an <b>active and supportive listener</b> Ability to <b>maintain clear expectations and boundaries</b> in the dual career athlete - support provider relationship Ability to <b>support dual career athletes emotionally</b> in the face of setbacks Ability to <b>refer</b> the dual career athlete to another professional if necessary
<b>Other</b>	Ability to <b>implement theoretical frameworks and research findings</b> into practice Being <b>observant</b> of a <b>dual career athlete's mental health status</b>

Based on the DCSPs' evaluation on the Possession of the competence list, a Confirmatory Factor Analysis (CFA) was conducted using Mplus. The Goodness-of-fit indices of the CFA revealed an acceptable up to excellent fit for the factor structure. For the practitioners that have difficulties to interpret this: you could interpret this as a confirmation that the framework structure with the 6 factors makes sense from a statistical point of view.

### Evaluation competence framework

The competence list of 35 competences was presented to DCSPs (without mentioning the specific factors yet). A summary of their evaluations ('strengths', 'weaknesses' and 'suggestions for use') is presented below. The 'solutions (by consortium)' are descriptions of how the weaknesses mentioned by the DCSPs are/were 'solved' by the consortium. The 'suggestions for use' are examples of how DCSPs see an added value of using the competence framework. These could provide you with some ideas, but of course is not a limiting overview, every DCSP could use the framework in the way he/she wants.

<b>STRENGTHS</b> 	<b>WEAKNESSES</b> 	<b>SOLUTIONS (BY CONSORTIUM)</b> 
<ul style="list-style-type: none"> <li>✓ <i>“The list provides the foundation of the profession of a dual career support provider”</i></li> <li>✓ <i>“It’s good that the competences are divided within clear categories”</i></li> <li>✓ <i>“It’s really good that self-management competences are included, as these are really important for DCSPs”</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Competences themselves are long to read</li> <li>❖ Competence list is quite long (35 competences), it’s difficult to get an overview</li> <li>❖ Competences are quite general and most of them require a lot of background knowledge and basic attitudes and skills</li> <li>❖ Competences are interconnected and inter-dependent</li> </ul>	<ul style="list-style-type: none"> <li>➤ Version with key words in bold</li> <li>➤ Factors make it manageable</li> <li>➤ Methods and instruments further in the handbook are intended to provide building bricks in developing these competences;</li> <li>➤ Future research should add behavioural anchors for different levels of development</li> <li>➤ Interconnectedness is reflected into the factor structure.</li> </ul>



## SUGGESTIONS FOR USE FOR DCSPs



### 1. (Self-) development as DCSP

The DCSP competence framework could serve as a personal self-evaluation instrument for importance and possession of competences. This self-evaluation could be a basis for a *personal development plan*. Goals for competence development should be formulated within this personal development plan. It's important to also discuss and/or analysis the positive aspects of this self-evaluation and not only focus on those competences that need to be developed. This self-evaluation and making a personal development plan should ideally be done in the context of a colleague- or peer-mentoring session, and/or in an educational programme for DCSPs.

- *Concrete instruments and further instructions for using the competence framework for the (self-)development can be found further in the handbook (Instrument DCSP 1).*

### 2. For educational/ sport/ regional/ national decision-making

#### *Choice of education programs/training*

For employers and educational institutions, the competence framework could be a basis for the development and choices of educational programmes and modules for DC support providers. The group of DCSPs that 'needs training' could do a self-assessment on the importance and possession based on the full list, which could then help the employer/educational institution to choose a priority of education/training programme for the DCSPs.

#### *Evaluate their progression*

You could use the framework for the participants in a training/education setting to monitor the self-development at individual level and evaluate the training/programme at group level.

### ***Evaluation on a national/EU level***

The competence framework provides a chance to follow-up the EU guidelines in more concrete way. Measurable aims could be set in the evaluation of the quality of dual career support providers.

#### **3. Content for dissemination/education of stakeholders**

The competence framework should be shared in education/training programmes for DC support providers and other stakeholders (coaches, sport psychologists, physiotherapists) in DC context. They should be aware of the competences that are important for DCSPs.

#### **4. Create a common European language**

So far, terminology within the DC research and practice field is often confusing. This competence framework could help in creating a common language for DCSPs, employers, national politicians, DC athletes etc. Especially in light of international peer-mentoring programmes, this common language could be a catalyst for an intensified cooperation between DCSPs across Europe.

#### **5. For employers**

The framework could be used by employers (educational, sport or governmental organisations) of DCSPs as a basis for evaluations, descriptions of Job Profiles, and developmental counselling. However, it is important that employers adapt the use of the framework towards their specific context.

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### 3. The generic competence profiles

Below the different general competence profiles are presented (importance, possession and difference). Using descriptive statistics for the competence items and competence factors, the competence profiles were developed. The profiles below show:

#### A) The Importance Profiles

- The 10 most important competences for DC support providers
- The 10 ‘least’ important competence items for DC athletes
- The ranking of competence factors for importance

#### B) The Possession Profiles

- The 10 competence items with the best possession
- The 10 competences with the poorest possession
- The ranking of competence factors for possession

#### C) The Difference profiles

- The 10 competence items with the largest difference between importance and possession
- The ranking of competence factors with the differences.

#### *The Importance Profiles*

1	2	3	4	5
unimportant	of little importance	moderately important	important	very important

**Table 28.** Top 10 competence profile for perceived importance.

Rank	Competence item	M
1	Ability to treat each dual career athlete in an <b>individualized</b> manner	4.6
2	Ability to maintain a <b>trust based relationship</b> with dual career athletes	4.55
3	Ability to be an <b>active and supportive listener</b>	4.55
4	Ability to <b>refer</b> the dual career athlete to another professional if necessary	4.53
5	Ability to be <b>flexible</b> in responding to unexpected events (e.g. injury) in the dual career athlete's life	4.52
6	<b>Knowledge</b> of the <b>educational system(s)</b>	4.46
7	Ability to <b>stimulate autonomy</b> in dual career athletes	4.45
8	Being <b>observant</b> of a dual career athlete's <b>mental health</b> status	4.4
9	Ability to <b>enhance</b> dual career athlete's competences concerning <b>organization and planning</b> of the dual career athlete's life	4.35
10	Ability to <b>adapt</b> the way of providing support in <b>accordance to the feedback</b> of others	4.34



**Table 29.** Low 10 competence profile for perceived importance.

Rank	Competence item	<i>M</i>
26	Ability to <b>take into account</b> the <b>diverse background</b> (e.g. socio-demographic) of the dual career athlete	4.13
27	Ability to <b>maintain own well-being</b> and energy level necessary for work with dual career athletes	4.13
28	Ability to <b>build and coordinate a network</b> of partners	4.09
29	<b>Sensitivity to environmental contexts</b> (e.g. federation, family) that dual career athletes belong to	4.08
30	Ability to <b>collaborate</b> with <b>decision-making bodies</b> advocating for interests of dual career athletes	4.05
31	Ability to <b>complete administrative tasks</b> (e.g. mails, data processing, file maintenance...)	4.02
32	Ability to <b>enhance communication skills</b> in dual career athletes	4.02
33	Ability to <b>conduct in-depth interviews</b> for analyzing the different steps of his/her life path	4.02
34	<b>Knowledge of the sports</b> related to dual career athletes you work with	3.99
35	Ability to <b>implement theoretical frameworks</b> and <b>research findings</b> into practice	3.68

**Table 30.** Ranking of the competence factors for perceived importance.

	FACTOR	Mean	Sign ( <i>p</i> <.05)
1	Relationship competences	4.39	A
2	Reflection and self-management competences	4.27	B
3	Empowerment competences	4.26	B
4	Organizational competences	4.25	B
5	Awareness of DC athletes' environment	4.23	B
6	Advocacy and dissemination competences	4.16	C

### The Possession Profiles

Q: To what extent do you **posses** this competence?

1	2	3	4	5
very poor possession	poor possession	average possession	good possession	very good possession

**Table 31.** Top 10 DCSPs' competence profile for perceived possession.

Rank	Competence item	<i>M</i>
1	Ability to <b>complete administrative tasks</b> (e.g. mails, data processing, file maintenance...)	4.33
2	Ability to manage a <b>variety of tasks</b> (from one area to another) on a daily basis	4.27
3	Ability to be <b>flexible</b> in responding to unexpected events (e.g., injury) in the dual career athlete's life	4.26
4	Ability to <b>coordinate</b> different events in an effective manner	4.23
5	Ability to <b>act in congruence</b> with the <b>mission</b> of the organization	4.2
6	<b>Knowledge of the sports</b> related to dual career athletes you work with	4.2
7	<b>Knowledge</b> of the <b>educational system(s)</b>	4.17
8	Ability to <b>implement theoretical frameworks</b> and <b>research findings</b> into practice	4.07
9	<b>Understanding</b> the <b>key transition phases</b> of dual career athletes linked to the long term athlete development pathway	4.07
10	Ability to <b>take into account the diverse background</b> (e.g. socio-demographic) of the dual career athlete	4.07

**Table 32.** Low 10 DCSPs' competence profile for perceived possession.

Rank	Competence item	<i>M</i>
26	Ability to <b>maintain a trust based relationship</b> with dual career athletes	3.77
27	Ability to treat each dual career athlete in an <b>individualized</b> manner	3.75
28	Ability to conduct <b>in-depth interviews</b> for analyzing the different steps of his/her life path	3.74
29	Ability to be an <b>active and supportive listener</b>	3.71
30	Ability to maintain <b>clear expectations and boundaries</b> in the dual career athlete - support provider relationship	3.68
31	Ability to <b>collaborate with key stakeholders</b> (e.g. coach, parents) in the dual career athlete's life	3.64
32	Ability to <b>negotiate</b> with dual career stakeholders (e.g. dual career athletes, coaches, teachers) ensuring that the interests of all are considered in the integration of a	3.59

	compatible outcome	
33	Ability to build and <b>coordinate</b> a network of partners	3.58
34	Ability to <b>collaborate</b> with <b>decision-making bodies</b> advocating for interests of dual career athletes	3.56
35	<b>Sensitivity to environmental contexts</b> (e.g. federation, family) that dual career athletes belong to	3.5

**Table 33.** Ranking of the competence factors for perceived possession.

	FACTOR	Mean	Sign (p<.05)
1	Organizational competences	4.14	A
2	Relationship competences	4.09	A
3	Reflection and self-management competences	3.93	B
4	Awareness of DC athletes environment	3.83	C
5	Advocacy and dissemination competences	3.78	C, D
6	Empowerment competences	3.73	D

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#### *The difference profiles.*

The difference between importance and possession is a measure for the extent to which a DCSP needs to **develop** a competence. A high difference illustrates a high need to develop a certain competence.

**Table 34.** Top 10 DCSPs' competence profile for perceived need to develop.

		IMP	POSS	DIFF
Rank	Competence item	<i>M</i>	<i>M</i>	<i>M</i>
1	Ability to <b>prepare</b> dual career athletes for the challenges of specific transitions	4.17	3.5	0.67
2	Ability to <b>stimulate autonomy</b> in dual career athletes	4.45	3.83	0.61
3	<b>Understanding the key transition phases</b> of dual career athletes linked to the long term athlete development pathway	4.26	3.64	0.61
4	Being <b>observant</b> of a dual career athlete's <b>mental health</b> status	4.4	3.8	0.6
5	Ability to <b>enhance</b> dual career athlete's competences concerning <b>organization and planning</b> of the dual career athlete's life	4.35	3.79	0.56
6	Ability to <b>make dual career athletes self-aware</b> of their dual career competences	4.34	3.79	0.55
7	Ability to take a <b>holistic</b> (i.e. sport, education/vocation, psychological, psychosocial and financial) <b>view</b> of the dual career athlete's life	4.32	3.83	0.5

8	Ability to realistically <b>monitor and evaluate</b> the <b>effectiveness</b> of your practice	4.23	3.74	0.48
9	Ability to <b>collaborate</b> with <b>decision-making bodies</b> advocating for interests of dual career athletes	4.05	3.58	0.47
10	Ability to <b>negotiate</b> with dual career stakeholders (e.g. dual career athletes, coaches, teachers) ensuring that the interests of all are considered in the integration of a compatible outcome	4.27	3.84	0.43




**Table 35.** Ranking of the competence factors for perceived need to develop.

	FACTOR	IMP	POSS	DIFF	Sign (p<.005)
1	Empowerment Competences	4.26	3.73	0.52	A
2	Awareness of DC athletes environment	4.23	3.83	0.4	B
3	Advocacy and dissemination competences	4.16	3.78	0.38	B, C
4	Reflection and self-management competences	4.27	3.93	0.34	C, D
5	Relationship competences	4.39	4.09	0.3	D
6	Organizational competences	4.25	4.14	0.11	E

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### Evaluation of the competence profiles

The competence profiles were presented to DCSPs (without mentioning the factor profiles yet). A summary of their evaluations ('strengths', 'weaknesses' and 'suggestions for use') is presented below. The 'solutions (by consortium)' are descriptions of how the weaknesses mentioned by the DCSP are/were 'solved' by the consortium. The 'suggestions for use' are examples of how DCSPs see an added value of using the competence profiles. These could provide you with some ideas, but of course is not a limiting overview; every DCSP could use the profiles in the way he/she wants.

<b>STRENGTHS</b> 	<b>WEAKNESSES</b> 	<b>SOLUTIONS (BY CONSORTIUM)</b> 
<ul style="list-style-type: none"> <li>✓ <i>Importance profile</i>: "What I like with them is that it becomes very clear what is most important to think about as a DCSP to be a good support for DC athlete"</li> <li>✓ <i>Possession profile</i>: "The possession profile is a clear mirror of the competences that are more and less possessed by me."</li> <li>✓ <i>Difference profile</i>: "Gives information about the pathway to be followed/the distance to be covered."</li> </ul>	<ul style="list-style-type: none"> <li>❖ The risk of listing competences and ordering them is that some of the very important ones could receive less priority because they are not at the top of the list;</li> <li>❖ Current research is only on the DCSPs' perspective in relation to their own competences. What about the employer's perspective?</li> <li>❖ By using the general profiles the risk is to hide the variety of DC support provider profiles;</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the complete competence framework (in relation to the specific situation);</li> <li>➤ Future research should focus on the employer's perspective;</li> <li>➤ In the following chapter, examples of specific competence profiles (e.g. Full time vs. Part time) will be presented;</li> <li>➤ In practice, it's useful to start from the general profile, but it's at least as important to take into account the individual DCSP (e.g. self-evaluation).</li> </ul>

❖ If DCSPs rate that certain competences need to be developed most, this might be due to the fact that these are the most “**general**” competences that are at the Centre of DC support, which makes these competences difficult to possess, and really important at the same time. Conclusion: more information is necessary regarding **HOW** these general competences need to be developed.

➤ This handbook intends to help DCSPs in getting a view of the competences, but also tries to provide information on the development of these competences by including methods and instruments (See part 4 of this handbook).



### SUGGESTIONS FOR USE FOR DCSPs



#### 1. Use of the importance, possession, or difference profile: which one?

What specific competence profile you should use, is not easy to answer as it depends on different factors. Depending on your concrete function (e.g. employer, coach, DCSP, policy maker...), concrete task (e.g. mentoring, self-development, development of educational/training programmes...) or even personal preference, one of the profiles might be more interesting than another one.

#### 2. Self-development as DC support provider

If the DCSP is really busy, it might be faster and **less time consuming to only self-evaluate** the competences that emerge from profiles instead of using the full list. In addition, these profiles can help the DCSP to see how he/she identifies him/her-self with respect to the competences that emerge from the profiles. In other words, they can compare themselves with the EU “norm group”.

### **3. For educational/ sport/ regional/ national decision-making**

In general, the profiles highlight the lack of specific education of DCSPs in the working field that most of the people involved are aware of but that was not formalized yet. In that sense, the profiles legitimate the development of education actions (across Europe) and also specifically provide direction regarding where to focus on.

### **4. Content for dissemination/education of stakeholders**

The competence framework should be shared in education/training programmes for DC support providers and other stakeholders (coaches, sport psychologists, physiotherapists) in DC context. They should be aware of the competences that are important for DCSPs. The profile can “*create awareness in different stakeholders and show them the competences that are applicable on their specific role*”.

### **5. For employers**

The profiles could be used by employers (educational, sport or governmental organisations) of DCSPs as a basis for evaluations and developmental counselling, as the full competence framework might be too long. Also, the profiles might be interesting to write a mission statement and/or engagement letter. Additionally, the profiles can raise awareness, guiding employers on where they could prioritize training sessions and support. However, it is important that employers adapt the use of the profiles towards their specific context. Of course, it remains crucial for employers to train the DCSP (certainly for new employees) in the philosophy and methodology of the organisation and not solely focusing on the competence profiles.

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#### 4. The specific competence profiles

As mentioned by the DCSPs, the general competence profiles provide a good general overview of the results of DCSPs across Europe. However, in practice, you often need more specific information, tailored to your context. In this section, some profiles for specific subsamples are discussed as first step for contextualization. In the section below, you will find an **example** of specific profiles:

- a. Importance profiles specific to the type of employment
- b. Possession profiles specific to the type of employer

##### *Importance profiles specific to the type of employment*

Looking at the specific importance profiles of Full time vs. Part time DCSPs, some striking findings occur. In general, Full time DCSPs rate most competences as higher in importance than the part time DCSPs do.

**Table 36.** Top 10 importance profile of Full time DCSPs

Rank	Competence item	<i>M</i>
1	Ability to treat each dual career athlete in an <b>individualized manner</b>	4.71
2	Ability to be an <b>active and supportive listener</b>	4.70
3	Ability to be <b>flexible</b> in responding to unexpected events (e.g., injury) in the dual career athlete's life	4.68
4	Ability to maintain a <b>trust based relationship</b> with dual career athletes	4.67
5	Ability to <b>collaborate</b> with <b>key stakeholders</b> (e.g. coach, parents) in the dual career athlete's life	4.66
6	Being <b>observant</b> of a dual career athlete's <b>mental health</b> status	4.58
7	Ability to <b>stimulate autonomy</b> in dual career athletes	4.55
8	Ability to <b>negotiate</b> with dual career stakeholders (e.g. dual career athletes, coaches, teachers) ensuring that the interests of all are considered in the integration of a compatible outcome	4.55
9	<b>Knowledge</b> of the <b>educational system(s)</b>	4.54
10	Ability to <b>refer</b> the dual career athlete to another professional if necessary	4.53

**Table 37.** Top 10 importance profile of Part time DCSPs

Rank	Competence item	<i>M</i>
1	Ability to treat each dual career athlete in an <b>individualized</b> manner	4.56
2	Ability to <b>refer</b> the dual career athlete to another professional if necessary	4.53
3	Ability to maintain a <b>trust based relationship</b> with dual career athletes	4.49

4	Ability to be an <b>active and supportive listener</b>	4.48
5	Ability to be <b>flexible</b> in responding to unexpected events (e.g., injury) in the dual career athlete's life	4.45
6	<b>Knowledge</b> of the <b>educational system(s)</b>	4.42
7	Ability to <b>stimulate autonomy</b> in dual career athletes	4.41
8	Being <b>observant</b> of a dual career athlete's <b>mental health status</b>	4.32
9	Ability to <b>enhance</b> dual career athlete's competences concerning <b>organization and planning</b> of the dual career athlete's life	4.32
10	Ability to <b>adapt</b> the way of providing support in <b>accordance</b> to the <b>feedback</b> of others	4.30

The 'Ability to refer the dual career athlete to another professional if necessary' is on the second place of importance in the Part time DCSP's profile, and much lower (10th place) in the DCSP's full time profile. This is probably due to the fact that the function (and time) of the part time DCSP is more limited, thus the importance of referring DC athletes to other professionals becomes more apparent than for full time DCSPs. Anyway, although ranked only the 10th place, for full time DCSPs it also remains a crucial competence (Mean Importance 4,53).

Looking at the specific items, it is striking that both 'Ability to collaborate with key stakeholders (e.g. coach, parents) in the dual career athlete's life' and 'Ability to negotiate with dual career stakeholders (e.g. dual career athletes, coaches, teachers) ensuring that the interests of all are considered in the integration of a compatible outcome' are in the importance profile of full time DCSPs, but not in the profile of part time DCSPs. Probably, Part time DCSPs are often less responsible for the contact with other stakeholders (because of a lack of time). Full time DCSPs might have a more coordinating function, where ensuring a good cooperation with all stakeholders is more at the centre of their profession.

### *Possession profiles specific to the type of employer*

Below, the specific profiles for 'DCSPs working for educational employers' vs. 'DCSPs working for a non-educational employer' are presented. The most notable difference is that the 'Ability to collaborate with key stakeholders (e.g. coach, parents) in the dual career athlete's life' is really well possessed by those working for non-educational employers (nr. 8 in the list, mean score = 4,20), whereas DCSPs working in educational context possess this competence significantly less (Only nr 15 in the list, mean score = 3,90). It might be the case that those working in educational contexts have more difficulties in collaborating with the important stakeholders of the DC athletes, because this is less relevant and/or more difficult than in non-educational contexts.

Less surprising is the fact that those working in the educational context (nr. 8, mean score = 4,13) have a significantly higher 'Knowledge of the educational system(s)' than those working in the non-educational context (nr. 29, mean score = 3,82).

**Table 38.** Top 10 possession profile DCSPs working for ‘educational’ employer

Rank	Competence item	<i>M</i>
1	Ability to be an <b>active and supportive listener</b>	4.30
2	Ability to treat each dual career athlete in an <b>individualized</b> manner	4.24
3	Ability to maintain a <b>trust based relationship</b> with dual career athletes	4.24
4	Ability to <b>refer</b> the dual career athlete to another professional if necessary	4.22
5	Ability to manage a <b>variety of tasks</b> (from one area to another) on a daily basis	4.18
6	Ability to <b>complete administrative tasks</b> (e.g. mails, data processing, file maintenance...)	4.17
7	Ability to be <b>flexible</b> in responding to unexpected events (e.g., injury) in the dual career athlete’s life	4.17
8	<b>Knowledge of the educational system(s)</b>	4.13
9	Ability to act in congruence with the <b>mission</b> of the organization	4.09
10	Ability to <b>coordinate</b> different events in an effective manner	4.06

**Table 39.** Top 10 possession profile DCSPs working for ‘non-educational’ employer

Rank	Competence item	<i>M</i>
1	Ability to be an <b>active and supportive listener</b>	4.39
2	Ability to treat each dual career athlete in an <b>individualized</b> manner	4.32
3	Ability to manage a <b>variety of tasks</b> (from one area to another) on a daily basis	4.31
4	Ability to maintain a <b>trust based relationship</b> with dual career athletes	4.27
5	Ability to <b>refer</b> the dual career athlete to another professional if necessary	4.26
6	Ability to <b>complete administrative tasks</b> (e.g. mails, data processing, file maintenance...)	4.24
7	Ability to be <b>flexible</b> in responding to unexpected events (e.g., injury) in the dual career athlete’s life	4.20
8	Ability to <b>collaborate</b> with <b>key stakeholders</b> (e.g. coach, parents) in the dual career athlete’s life	4.20
9	Ability to <b>adapt</b> the way of providing support in <b>accordance to the feedback</b> of others	4.19
10	Ability to <b>coordinate</b> different events in an effective manner	4.14

These were only examples of specific profiles. If you’re interested to receive additional specific DCSP profiles, please contact Simon Defruyt ([simon.defruyt@vub.ac.be](mailto:simon.defruyt@vub.ac.be)).

## 5. The scenario-specific competences

This results section shows the competences that DCSPs require across and in the different scenarios. In order to guarantee the context-specificity of a dual career, participants were asked to indicate what the 5 most important competences are for each specific challenging dual career support situation (=scenario). The top 10 competences for each scenario are displayed below. At the end of this result section, there is an overview of the competences chosen most across all scenarios, which we call transferable competences.



**Figure 16:** The DCSP competences linked to specific DC scenarios (Defruyt et al., 2016c)

### *Scenario 1: 'no support'*

A member of the dual career athletes' **support environment** (e.g. coach, parent, teacher, manager) **doesn't support** the athlete to engage in a dual career. You want to make sure that the athlete can make his/her **own responsible choices**.



**Table 40.** Top 10 scenario-specific competences for scenario 1.

Rank	Competence item	<i>Chosen by (%)</i>
1	Ability to <b>negotiate</b> with dual career stakeholders (e.g. dual career athletes, coaches, teachers) ensuring that the interests of all are considered in the integration of a compatible outcome	46.3%
2	Ability to <b>stimulate autonomy</b> in dual career athletes	39.5%

3	Ability to <b>collaborate with key stakeholders</b> (e.g. coach, parents) in the dual career athlete's life	35.0%
4	Ability to take a <b>holistic</b> (i.e. sport, education/vocation, psychological, psychosocial and financial) <b>view</b> of the dual career athlete's life	32.4%
5	Ability to <b>make dual career athletes self-aware</b> of their dual career competences	30.4%
6	Ability to be an <b>active and supportive listener</b>	30.1%
7	<b>Sensitivity to environmental contexts</b> (e.g. federation, family) that dual career athletes belong to	23.9%
8	Ability to treat each dual career athlete in an <b>individualized</b> manner	23.6%
9	<b>Knowledge</b> of the <b>educational system(s)</b>	20.4%
10	Ability to <b>maintain a trust based relationship</b> with dual career athletes	19.7%

### Scenario 2: 'Relocation'

A dual career athlete leaves home and family to **relocate** for sport and/or studies (e.g. boarding school, student accommodation etc.). You want to **help the athlete to adapt** to a new social environment and manage this with less family support.

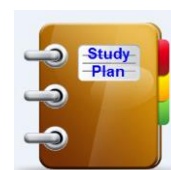


**Table 41.** Top 10 scenario-specific competences for scenario 2.

Rank	Competence item	Chosen by (%)
1	Ability to <b>stimulate autonomy</b> in dual career athletes	46.3%
2	Ability to be an <b>active and supportive listener</b>	35.3%
3	Ability to <b>prepare</b> dual career athletes for the <b>challenges</b> of specific <b>transitions</b>	31.0%
4	Ability to <b>enhance</b> dual career athlete's competences concerning <b>organization and planning</b> of the dual career athlete's life	29.0%
5	Ability to treat each dual career athlete in an <b>individualized</b> manner	29.0%
6	Ability to take a <b>holistic</b> (i.e. sport, education/vocation, psychological, psychosocial and financial) <b>view</b> of the dual career athlete's life	28.7%
7	Ability to <b>collaborate</b> with <b>key stakeholders</b> (e.g. coach, parents) in the dual career athlete's life	28.3%
8	Being <b>observant</b> of a dual career athlete's <b>mental health</b> status	23.7%
9	<b>Sensitivity to environmental contexts</b> (e.g. federation, family) that dual career athletes belong to	21.7%
10	Ability to <b>maintain a trust based relationship</b> with dual career athletes	20.3%

### Scenario 3: 'Study Plan'

In view of his/her (future) professional career a dual career athlete wants to **select the best study plan**. You want to **help the athlete make the best study choices** to manage the integration of both sport and study in the future.



**Table 42.** Top 10 scenario-specific competences for scenario 3.

Rank	Competence item	Chosen by (%)
1	<b>Knowledge of the educational system(s)</b>	67.1%
2	Ability to make dual career athletes self-aware of their dual career competences	35.3%
3	Ability to treat each dual career athlete in an <b>individualized</b> manner	32.9%
4	Ability to <b>enhance</b> dual career athlete's competences concerning <b>organization and planning</b> of the dual career athlete's life	31.2%
5	Ability to <b>stimulate autonomy</b> in dual career athletes	30.5%
6	Ability to take a <b>holistic</b> (i.e. sport, education/vocation, psychological, psychosocial and financial) <b>view</b> of the dual career athlete's life	27.5%
7	<b>Understanding</b> the <b>key transition phases</b> of dual career athletes linked to the long term athlete development pathway	26.8%
8	Ability to <b>conduct in-depth interviews</b> for analyzing the different steps of his/her life path	23.4%
9	Ability to be an <b>active and supportive listener</b>	21.7%
10	Ability to <b>refer</b> the dual career athlete to another professional if necessary	20.7%

### Scenario 4: 'Challenging study year'

A dual career athlete is about to start a **challenging study year** that conflicts with his/her (more demanding) competition and training schedule (e.g. missing significant days of study, (group) assignments, exams, an internship...). You want to **help the athlete to successfully do both**.



**Table 43.** Top 10 scenario-specific competences for scenario 4.

Rank	Competence item	Chosen by (%)
1	Ability to <b>negotiate</b> with dual career stakeholders (e.g. dual career athletes, coaches, teachers) ensuring that the interests of all are considered in the integration of a compatible outcome	43.9%

2	Ability to <b>enhance</b> dual career athlete's competences concerning <b>organization and planning</b> of the dual career athlete's life	41.2%
3	<b>Knowledge</b> of the <b>educational system(s)</b>	40.1%
4	Ability to <b>stimulate autonomy</b> in dual career athletes	32.3%
5	Ability to treat each dual career athlete in an <b>individualized</b> manner	30.3%
6	Ability to <b>collaborate with key stakeholders</b> (e.g. coach, parents) in the dual career athlete's life	25.5%
7	Ability to <b>make dual career athletes self-aware</b> of their dual career competences	25.2%
8	Ability to take a <b>holistic</b> (i.e. sport, education/vocation, psychological, psychosocial and financial) <b>view</b> of the dual career athlete's life	21.4%
9	Ability to <b>make</b> dual career athletes <b>aware</b> of the importance of <b>rest and recuperation</b>	17.7%
10	Ability to <b>prepare</b> dual career athletes for the <b>challenges</b> of specific <b>transitions</b>	16.7%

#### Scenario 5: 'Need to refer'

**Scenario #5:** You identify a **need to refer** a dual career athlete for additional professional help (e.g. to a psychologist, financial advisor...). You want to help the athlete by **referring on the right manner** to the right person.



**Table 44.** Top 10 scenario-specific competences for scenario 5.

Rank	Competence item	Chosen by (%)
1	Ability to <b>refer</b> the dual career athlete to another professional if necessary	67.4%
2	Ability to take a <b>holistic</b> (i.e. sport, education/vocation, psychological, psychosocial and financial) <b>view</b> of the dual career athlete's life	39.5%
3	Being <b>observant</b> of a dual career athlete's <b>mental health</b> status	38.1%
4	Ability to be an <b>active and supportive listener</b>	38.1%
5	Ability to maintain a <b>trust based relationship</b> with dual career athletes	37.1%
6	Ability to treat each dual career athlete in an <b>individualized</b> manner	33.3%
7	Ability to build and coordinate a <b>network of partners</b>	30.9%
8	Ability to <b>support</b> dual career athletes <b>emotionally</b> in the face of setbacks	18.6%
9	Ability to maintain <b>clear expectations and boundaries</b> in	15.8%



10	the dual career athlete - support provider relationship Ability to <b>collaborate with key stakeholders</b> (e.g. coach, parents) in the dual career athlete's life	15.5%
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*Scenario 6: 'Wrong expectations'*

A dual career athlete has **wrong expectations** regarding your work as a DC support provider, expecting that you will do the work in his/her place. You want the athlete **to take (more) responsibility** for his/her own tasks.



**Table 45.** Top 10 scenario-specific competences for scenario 6.

Rank	Competence item	<i>Chosen by (%)</i>
1	Ability to <b>stimulate autonomy</b> in dual career athletes	66.7%
2	Ability to <b>maintain clear expectations</b> and boundaries in the dual career athlete - support provider relationship	63.5%
3	Ability to <b>make</b> dual career athletes <b>self-aware</b> of their dual career competences	47.9%
4	Ability to <b>enhance</b> dual career athlete's competences concerning <b>organization and planning</b> of the dual career athlete's life	32.6%
5	Ability to maintain a <b>trust based relationship</b> with dual career athletes	27.4%
6	Ability to treat each dual career athlete in an <b>individualized</b> manner	23,3%
7	Ability to <b>enhance communication skills</b> in dual career athletes	20.5%
8	Ability to be an <b>active and supportive listener</b>	18.4%
9	Ability to <b>reflect on own values and functioning</b> to improve your practice	16.7%
10	Ability to realistically <b>monitor and evaluate</b> the <b>effectiveness</b> of your practice	14.9%

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### Transferable Competences

Transferable competences are those competences that are chosen most across all scenarios.



#### Ranking of transferable competences (most important competences across all the scenarios)

- |   |  |
|---|--|
| 1 | Ability to <b>stimulate autonomy</b> in dual career athletes   |
| 2 | Ability to treat each dual career athlete in an <b>individualized</b> manner   |
| 3 | Ability to take a <b>holistic</b> (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life |
| 4 | Ability to be an <b>active and supportive listener</b>   |
| 5 | Ability to <b>make dual career athletes self-aware</b> of their dual career competences  |
| 6 | Ability to <b>collaborate</b> with key stakeholders (e.g. coach, parents) in the dual career athlete's life  |
| 7 | Ability to <b>enhance</b> dual career athlete's competences concerning <b>organization and planning</b> of the dual career athlete's life            |

## SUMMARY

In this chapter, the **competences that DCSPs require** in order to provide dual career support successfully **were identified:**

- ❖ a **DCSP competence framework** was introduced, including a *DC competence list* and the *6-factor DC competence wheel* for DCSPs, together with recommendations on *how to use this competence framework* in DCSPs' daily practice
- ❖ **Generic profiles for perceived importance, possession and need to develop** DC competences for DCSPs were provided, together with recommendations on *how to use these competence profiles* in DCSPs' daily practice
- ❖ Examples of **specific and developmental** DC competence profiles were provided
- ❖ **Scenario-specific** and a **scenario-transferable** DC competence profile were introduced

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## 3. Employability of DC athletes

### Introduction

In previous chapters, we focused on the combination of elite sport and education. More specifically, we wanted to get an overview of: a) which competences DC athletes need to manage a dual career; and b) which competences DC support providers need to support the athletes with their dual career. In this chapter, we will discuss the process of how the competences developed during the elite sport and education dual career can be transferred to the vocational domain in order to increase the employability of (former) elite athletes. This is important, as the holistic development of dual ‘elite sport and education’ athletes, doesn’t stop after their dual career. On the contrary, the search for a (new) employment often involves a difficult transition and specific challenges, thus elite athletes should be enabled to get a view on what competences from their dual career can be transferred to the vocational field.

We will present the opinion and perspective of (Employers of) DCSPs on the employability of DC athletes. In order to guarantee specific information and to make it tangible, they evaluated the employability of DC athletes towards a function as DC support provider. Although this has some limitations (not perfectly applicable for every function), this approach was chosen for different reasons:

- Possibility to link between the two first chapters (competences of DC athletes and competences of DCSPs);
- Many DCSPs are former elite athletes (43 % of the sample of DCSPs), thus it is not an exception;
- The function of DCSP is a varied function with many different aspects that are comparable to other functions. Therefore, some of the findings might be generalized towards other functions;
- Guarantee specificity: by discussing employability towards a specific function (i.e. function of DCSP), specific examples were mentioned. If we had chosen to discuss employability in general, discussions and focus groups would probably have resulted in stereotypes and generalities.

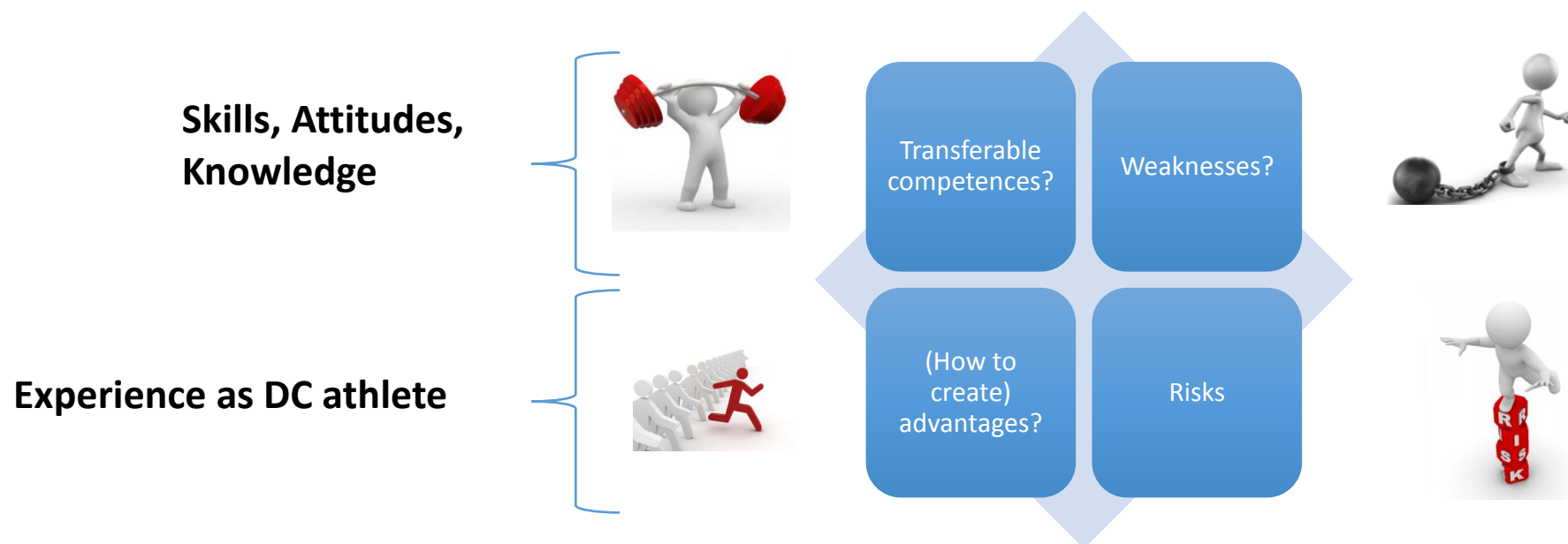
### Method

In 9 interviews in the 9 different countries involved in the GEES project, we asked (employers of) DCSPs to evaluate the employability of DC athletes towards a function as a DCSP. The general characteristics of the DCSPs were as follows:

**Table 46.** Overview characteristics participants interviews on employability

	Participants Interview	Gender		Full time		Years of experience			Employer			
		Male	Female	YES	NO	1-5	6-10	11-15	Performance centre	SE institution	HE institution	Governmental organisation
Belgium	1		1	1			1					1
France	1		1		1		1		1			
Italy	1		1		1	1					1	
Netherlands	1		1		1		1				1	
Spain	1		1	1				1				1
Sweden	1		1		1		1				1	
UK	1	1			1	1					1	
Poland	1		1		1	1					1	
Slovenia	1	1			1			1		1		
<b>TOTAL</b>	<b>9</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>2</b>

The following structure was used for the interview guide on the **employability of (former) DC athletes towards a function as a DCSP**:



**Figure 17:** Structure interview guide DCSPs on employability DC athletes

## Results

Below, the summary of the interviews with the DCSPs is presented within the structure we presented above.

### 1. Transferable competences and competitive advantage



First and foremost, the DCSPs were asked to indicate which competences of the DC athlete competences' framework (De Brandt et al., 2016a) were generally well-possessed by DC athletes and were **transferable** to the function of DCSP. Almost all competences were mentioned by at least one of the DCSPs, indicating that DC athletes' competences are (in general) transferable to the employment as a DCSP. Competences that were especially important (chosen mostly by the different DCSPs as transferable) are:

- ✓ Ability to **prioritize** what needs to be done
- ✓ Ability to **regulate emotions** in different situations
- ✓ Understanding the **importance of rest and recuperation**
- ✓ **Asking advice** to the right people at the right time

Current findings and remarks in the interviews of the (employers of) DCSPs lead us to formulate the suggestion towards DC athletes to keep track and actively develop their DC competences. DCSPs felt that many DC athletes' competences were seen as transferable to a function as DCSP and other functions in general. In order to keep track of your DC competences, we propose an e-portfolio as a good practice. Such e-portfolio can be used by DC athletes to develop their DC competences AND to systematically keep track of their competence development. By doing this through an e-portfolio, they might enhance (future) possibilities for employment as they will have a clear online documentation supporting their competency level.

From the DCSPs' framework (Defruyt et al., 2016b), DCSPs were asked to indicate which competences DC athletes develop and possess by pursuing a dual career. Consequently, these competences might provide DC athletes a **competitive advantage** in comparison to others. The following competences were mentioned as generally highly developed in dual career athletes:

- ✓ **Knowledge of the sports** related to dual career athletes you work with
- ✓ Ability to make dual career athletes aware of the **importance of rest and recuperation**
- ✓ Ability to **support dual career athletes emotionally** in the face of setbacks
- ✓ Ability to maintain a **trust based relationship** with dual career athletes
- ✓ Ability to **collaborate with key stakeholders** (e.g. coach, parents) in the dual career athlete's life
- ✓ Ability to build and coordinate a **network** of partners

## 2. Weaknesses



DCSPs were asked to indicate which competences DC athletes possess less well by pursuing a dual career. Consequently, these competences might provide DC athletes a **competitive disadvantage** in comparison with others. The following competences were mentioned as generally less-developed in dual career athletes:

1. From the DCSPs' competence framework (Defruyt et al., 2016b):
  - Organizational competences
    - Ability to complete **administrative tasks** (e.g. mails, data processing, file maintenance...)
    - Ability to manage a **variety of tasks** (from one area to another) on a daily basis
    - Ability to **coordinate** different events in an effective manner
    - Ability to **act in congruence with the mission** of the organization
  - Ability to **stimulate autonomy** in dual career athletes
  - Ability to conduct **in-depth interviews** for analysing the different steps of his/her life path
  - Ability to be **an active and supportive listener**
2. Other competences
  - **Skills**
    - (Former) DC athletes' soft skills may not be enough to cope with the diversity of students and their needs;
    - Ability to depersonalise the DC athletes' experiences in relation to theirs;
    - Ability to not provide advice right away. Sometimes DC athletes coming for help are not interested in receiving advices. Former DC athletes working as DCSPs might have the false feeling that they can provide every advice right away and might forget to check and feel when DC athletes are open and ready to receive advices.
  - **Attitudes**
    - Risk to think that being a former elite athlete is enough to guarantee the competency as DCSP;
    - Their vision can be stuck/full of assumptions, while the vision of someone outside this world can be refreshing, innovative;
    - "Ego is important in an athlete but they have to lose it as DCSP. It is helpful when you are competing and it can be a problem to become a DCSP".
  - **Knowledge**
    - Lack of knowledge of educational mechanisms;
    - Lack of knowledge of administrative procedures;
    - Lack of knowledge of policy frameworks and mechanisms;

- They may not have knowledge about working outside sports and education;
- They may not know how to prepare for a job interview.

### 3. (How to create) advantages

#### *Advantages*



The following aspects were mentioned by the DCSPs as advantages of the experience of having been a dual career athlete:

#### ***Involvement in the elite sport context***

- Mostly, DC athlete developed network(s) within the sporting environment;
- Knowledge of the subtleties in the elite sport environment, for example having experienced how coaches react to athletes not attending trainings;
- Empathy and understanding for specific challenges elite athletes encounter (e.g. injury) and everything that comes with it. For example “I’m really done for today” in a context of constraints/demands;

#### ***Deep knowledge of the process of dual career***

- Knowing how it feels: familiar with the experiential world of the DC Athlete, had the same issues and are familiar with the consequences of a DC;
- Empathy and understanding: they can put themselves into the actual situation knowing how it feels like;
- Knowledge of dual career coping strategies.

#### ***DCSP with elite sport background is natural authority***

- Credibility towards DC coaches: “he knows what he’s saying because he was a DC athlete himself”;
- Credibility towards DC athletes: A former DC athlete can share his/her own experiences, ways and methods of succeeding in DC to improve credibility. DCSP can inspire the DC athletes by sharing ideas that worked for him/her.

#### *How to create advantages*

Above we presented the advantages that were mentioned as applicable to DC athletes in general. Below specific processes and activities will be discussed that DC athletes can actively undertake (already during their dual career) to improve their employability (as DCSP). DC athletes (depending of their specific situation) could be encouraged to undertake some of these actions to invest in their future vocational development (as DCSP).

#### ***Competence development***

- Develop the competences that are important for the DC athletes themselves, as many of those are transferable to the labour market in general and specifically to the function as DCSP;



- Train and develop soft skills;
- Develop leadership and coaching skills;
- Develop competences in other areas than elite sport (e.g., knowledge of the educational system);
- Undertake a special training focused on individual support in order to enrich one's competences.

### ***Educational pathway***

- To have an educational pathway in accordance with the vocation of DCSP, it might be interesting to choose for an education program in:
  - ✓ Psychology;
  - ✓ Pedagogy;
  - ✓ ...
- Go through an (extra) education in motivational interviewing

### ***Self-reflection***

- It is important to consciously think about your values and personality before making a choice. To be a DCSP, you should have a specific profile of values and characteristics.
- It might be interesting to go through an analysis of the manner in which the athlete built his (her) own dual career (i.e., analysis of one's path) and try to be accomplished in the analysis of one's own dual career path to get prepared to DC support providing.

### ***Practical information gathering***

- They should ask questions to their DCSP regarding the job duties and the process to become a DCSP;
- They should stay focused and take care of all the aspects including administrative procedures and the educational system, they should be aware of the academic hierarchies and of the relevant academic departments.

### ***Search for working field experiences***

- Be interested in the labour market outside sports;
- Gain as much variety of experience as possible;
- Familiarize yourself with other domains and acquire experience in other worlds. If you have only seen the domain of sport, you are not able to prepare other DC athletes for the labour market very well. For example, participate for a day in the business domain or join a work experience.

### ***Mentoring***

- Shadowing current DCSPs and performance lifestyle advisors might help in getting a realistic preview of the function of a DCSP;
- Older athletes can act as assessors of the younger ones, for those at the beginning of their career they can be an example and try to take on a mentoring role. As a mentor, you can begin to understand the demands of the new position.



## 4. Risks

### **Difficult transition from self-centred to client-centred**

- As they're used to make their own decisions, it might be difficult for them to accept that decisions are not solely taken by themselves anymore;
- Are used to being the centre of attention and to be the most important person within a cooperation network <-> in companies they need to learn that the client and employer are "the most important persons";
- DC athletes have their own will, sometimes even a bit stubborn. This has some advantages for advocacy purposes, but can have some downsides in other competence domains.

### **Linked to motivation**

- In order to be successful, you have to pursue a study path that you are interested in;
- Their strong dedication might be a pitfall, as they often/always give everything, but if they give everything for something that is less rewarding as elite sport, they might risk to burnout. They need to be aware of the importance of holistic development before and during retirement.

### **Only relying on own experiences**

- Some might make the wrong assumption that they know everything as they experienced it themselves;
- It is dangerous to use your own experiences as a frame of reference for the problems of other DC athletes. Some former DC athletes working as DCSP might forget to listen to the individual story and relate everything to their own experiences. You compare more with your own experiences than putting yourself into the specific individual whom might have completely different feelings or goals with the DC than what you had, so you need more than just your own experience;

### **Focus on sports**

There is a risk that a former DC athlete adopts solely a competitive approach, they might have a stronger accent on sports career than on educational success.

### **Adaptation to working realities**

As a DC athlete you have more in your own hands, whereas as a DCSP you have a lot of extra responsibility and less power to make your own decisions and many external factors influencing the outcomes of your job. This can be really frustrating.

### **Familiarizing too much**

Too much empathy and identification. 'Sometimes you understand them too much because you were like them [...] for example an athlete tells all his/her problems to the coach and you feel it as if it was you because you had the same sort of problems in the past [...] sometimes it shakes your past [...] however you have to be strong and be able to change your position.'

### **Job opportunities**

Only a limited number of DCSPs are employed in EU; it's not easy to find a similar job.

## Conclusions

Below, we provide you with our philosophy of how this chapter on the employability of DC athletes should be used by you as a DCSP:

Warnings for misuse, this chapter is <b><u>not</u></b> intended to:	How to treat this information
Provide a general truth.	It reflects the opinions of DCSPs, could provide you with some ideas.
Reflect guidelines of how DC athletes should or should not act	Suggestions that might be applicable to specific situations and/or DC athletes.
Provide DC athletes with answers on how they can increase their general employability.	The information can be used as suggestions of how DC athletes could increase employability towards the function of a DCSP. Some ideas might even be generalized to other functions, but this will depend on the specific information, DC athlete, function etc. Thus, it is up to the DCSP to use the information for the right suggestion for the right person on the right time.
Push every DC athlete to become a DCSP.	It is an example of how employability could be enhanced towards a specific function (DCSP in this case), not an advice to become DCSP. Job opportunities as a DCSP are limited, thus advising all DC athletes to become a DCSP would be not a good practice.

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## 4. Instruments for DCSPs

### Introduction

Previous chapters provide DCSPs with scientific results, possible methods and even possibilities to use evidence-based figures. The present chapter aims at making the translation into practice even more concrete. Within this chapter, we aim to provide concrete instruments that could be used directly in the practice of a DCSP. However in every strength (making it more concrete through instruments), a possible pitfall emerges. To illustrate the pitfall of using concrete instruments rigidly, we quote some DCSPs (quotes that emerged in different focus group on methods and instruments):

*“No technique is the same as another one and that’s what makes coaching so strong. With one athlete you will feel that working around values will take you way further than pure rational conversations where you would say, ‘so these are your options and if you’re do this, what then?’ Where you put in a lot of structure in the situation. For some athletes this will help them, but others just wants to feel what’s good for the DC athlete, what is in line with his/her values and then you have to adapt to this as a coach. It’s really difficult to explain how a conversation like this goes.”*

*‘It is not as simple as using one model, method or instrument to help all DC athletes: The process work that you have with a person that you meet for the first time, that’s the interesting part, there is the true craftsmanship in the guidance profession... I think we are in dangerous running trying to create one model to fit all... sure there is a site called the method bank, but this is too easy, it’s the knowledge, the skill, the craftsmanship in being able to manage the person and what happens in the room, to create trust, a relationship, and if this does not work it does not matter how many exercises and such you come with’.*

So although we’re sure you will develop new insights by going through and using the instruments in this handbook, we want to emphasize that these instruments don’t guarantee good practice as a DCSP. These instruments won’t make you a brilliant DCSP by definition. However if you treat them for what they are, they might help you in further developing your competences as a DCSP and provide you with new insights and opportunities to further pave your lifelong learning pathway as a DCSP.

The instruments in this handbook were developed and/or gathered through three complementary processes:

- European DCSPs involved in the focus groups on methods and instruments that shared instruments they use in practice;
- DC experts of the consortium that shared their ‘best’ instruments;
- DC experts of the consortium developed new instruments, based on the scientific results of the GEES project.

## Structure of the GEES instruments

Once these instruments were gathered, a selection of the best instruments (we couldn't include all the instruments) was made. To guarantee uniformity and to fit the instruments within the GEES-project, the instruments were put in a fixed format. Explanation about this format, is presented below:

**Table 47.** Structure of the GEES instruments

PART	EXPLANATION
<b>Type of Instrument:</b>	<p>The main use of the instruments varies in many different ways, but for this handbook, the instruments were divided into the following main categories:</p> <ul style="list-style-type: none"> <li>• Data collection/intake instrument: an instrument with the main aim to gather information (at the start of the support process);</li> <li>• Intervention instrument: An instrument that is intended to intervene, to (positively) have an influence on the mental health, skills, attitudes, knowledge and experiences of the DC athletes;</li> <li>• Monitoring/evaluation instrument: An instrument to monitor the well-being or competence of the athlete and/or to evaluate your support provision.</li> <li>• A mix of the classifications mentioned above.</li> </ul>
<b>Goal(s):</b>	Specification of the goal(s) of the instrument.
<b>Target population:</b>	<p>Specification of the target population of the instruments:</p> <ul style="list-style-type: none"> <li>• Intended specifically for DC athletes;</li> <li>• Intended specifically for DCSPs;</li> <li>• Intended for DC athletes with support/coaching of DCSPs.</li> </ul>
<b>DC athlete Competences:</b>	A selection of the three most relevant DC athlete competences that might be enhanced with this instrument. Experts of the GEES consortium selected these competences from the DC athletes' competence framework, based on their experience as a DCSP and/or based on their experience using the instruments. However, we recognize that the overview is not all-encompassing, other competences might be enhanced as well using this instrument.
<b>DCSP Competences:</b>	A selection of three most relevant DCSP competences DCSPs need and/or will develop using the instrument. Experts of the GEES consortium selected these competences from the DCSPs' competence framework, based on their experience as a DCSP and/or based on their experience using the instruments. However, we recognize that the overview is not all-encompassing, other competences might be enhanced as well using the instrument.

<b>Instructions:</b>	Description of the instrument, concrete instructions.
<b>Reference / Source:</b>	Reference to person/organization that delivered (the main idea of) the instrument.

In order to implement and evaluate the instruments, workshops were conducted, testing a selection of the instruments. 15 DCSPs and 39 DC athletes were involved in 9 different workshops all over Europe. Their evaluations of the instruments were used to optimize the different instruments. The specific instruments that were reviewed in these workshops will be marked with a star and the label ‘quality review’.

**IMPORTANT NOTE:** the ‘quality review’ mark doesn’t mean that these instruments are superior or preferable above the other instruments. It just means that these specific instruments were evaluated and reviewed during the GEES project. Specifically for the reviewed instruments, the following parts were added:

<b>PART</b>	<b>EXPLANATION</b>
<b>Reviewed by:</b>	In this part, we will provide information on those who followed the workshop in order to evaluate the instrument: <ul style="list-style-type: none"> <li>• the number of DC athletes and/or DCSPs;</li> <li>• their nationality.</li> </ul>
<b>Strengths</b>	Quotes on the advantages of the instruments, provided by those who followed the workshop of this specific instrument.
<b>To take into account/ suggestions</b>	Suggestions for the DC athletes and/or DC support providers for an optimal use of the instrument, provided by those who followed the workshop of the instrument.

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## Overview GEES instruments

Below, we present the overview of instruments that will be presented in ANNEX 1 of this handbook. The instruments that were reviewed during the GEES workshops, are marked with the \* sign. The instruments are presented:

- a) In the order of who they are intended for
  - a. CODE DCA = for DC athletes (with support of DCSP)
  - b. CODE DCSP = specifically for DCSPs
- b) In the order of the type of instrument
  - a. Data collection/intake instrument
  - b. Intervention instrument
  - c. Monitoring/evaluation instrument
  - d. Mix of types

**Table 48.** Overview of the GEES instruments

CODE	TITLE	TYPE OF INSTRUMENT	SOURCE
DCA1	<a href="#">Information collection interview</a>	Data collection/intake	Carrière sportive, Projet de vie, 2006.
DCA2	<a href="#">Initial diagnostic interview</a>	Data collection/intake	Centre d'Alt Rendiment (CAR), Spain
DCA3	<a href="#">My experiences – My competences</a>	Data collection/intake	Carrière sportive, Projet de vie, 2006.
DCA4	<a href="#">My life history</a>	Data collection/intake	Carrière sportive, Projet de vie, 2006.
DCA5	<a href="#">My personal commitment contract</a>	Data collection/intake	Carrière sportive, Projet de vie, 2006.
DCA6	<a href="#">What is a plan?</a>	Intervention	Carrière sportive, Projet de vie, 2006.
DCA7	<a href="#">GROW Coaching Methodology*</a>	Intervention	Sport Vlaanderen, Belgium
DCA8	<a href="#">Integrated week planning*</a>	Intervention	Sport Vlaanderen, Belgium
DCA9	<a href="#">Balancing sport and education*</a>	Intervention	Sport Vlaanderen, Belgium
DCA10	<a href="#">Transferability of competences</a>	Intervention	VUB, Belgium
DCA11	<a href="#">Life Wheel*</a>	Intervention	Eriksson & Wallgren (2015) Umeå University, Sweden.
DCA12	<a href="#">Manage all your days*</a>	Intervention	Eriksson (2015) Umeå University, Sweden
DCA13	<a href="#">Setting out the framework</a>	Intervention	Viviane BONVIN - INSEP
DCA14	<a href="#">Long Term Timeline*</a>	Intervention	Sport Vlaanderen, Belgium
DCA15	<a href="#">Competence development plan</a>	Intervention	Centre d'Alt Rendiment (CAR), Spain
DCA16	<a href="#">My priorities</a>	Intervention	Carrière sportive, Projet de vie, 2006.
DCA17	<a href="#">Short Satisfaction and Competence Follow-up (SSCF)*</a>	Monitoring/evaluation	VUB, Belgium
DCA18	<a href="#">Choosing my plans</a>	Mix of types	Carrière sportive, Projet de vie, 2006.
DCA19	<a href="#">Athlete Lifestyle Map</a>	Mix of types	TASS, UK
DCA20	<a href="#">The Holistic Athlete Career model</a>	Mix of types	Wylleman, Reints & De Knop, 2013
DCA21	<a href="#">Competence Profiling*</a>	Mix of types	Sport Vlaanderen, Belgium
DCSP1	<a href="#">Stakeholders involved overview*</a>	Monitoring/ evaluation	Sport Vlaanderen, Belgium
DSCP2	<a href="#">Competence profiling*</a>	Mix of types	VUB, Belgium
DCSP3	<a href="#">Scenario Checklist</a>	Mix of types	Sport Vlaanderen, Belgium

\* 'Quality review' instruments that were evaluated and reviewed by DC athletes and/or DCSPs during the GEES project. The full GEES instruments are presented in ANNEX 1.



## External instruments/methods and books/articles

One of the ‘extra’ discoveries of the GEES project, was that a lot of good material already exists that can be applied to the dual career context. Below, we present a short overview of some instruments/methods and books/articles that were mentioned as good practices by DCSPs, DC experts and/or athletes during the GEES project:

**Table 49.** Overview external methods/instruments

Method / instrument	Type of instrument	Short description	Authors
<b>Rothwell Miller Interest Blank (RMIB)</b>	Intake/ Data collection	A self-report instrument that measures (professional) career interests.	Miller, Tyler, & Rothwell
<b>Strong Interest inventory</b>	Intake/ Data collection	A self-report instrument that measures (professional) career interests. Is based on the RIASEC model of Holland.	Original: Edward Strong Jr. Revised: Jo-Ida Hansen & David Campbell
<b>Core Quadrants</b>	Intervention	A methodology to raise self-awareness and enhance personal development. Helps people seeing their qualities, pitfalls, challenges and allergies.	Daniel Ofman
<b>REST-Q</b>	Monitoring/ evaluation	The REST-Q is used to measure and monitor stress and recovery rates in athletes.	Michael Kellmann and Wolfgang Kallus
<b>IOC Athlete Career Programme</b>	Mix of types	On <a href="https://www.olympic.org/athlete-career-programme">https://www.olympic.org/athlete-career-programme</a> you can find information and useful documents for elite athletes and/or DCSPs on the athlete career programme, education, employment and life skills.	IOC Athlete Career Programme



**Table 50.** Overview external books/articles

Book/article	Short description	Authors
<b>Methaphors in Mind</b>	The authors describe how you can use metaphors as a means of evaluating how you order your world, your relationships, your occupation, and interpret the experiences of your life. This can help you as a DCSP in your communication with DC athletes and can offer you useful metaphors to help the DC athletes in structuring their experiences.	James Lawley & Penny Tompkins
<b>The 7 habits of highly effective people</b>	Description of how you as a person can become highly effective through developing yourself and your environment.	Stephen Covey
<b>The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping</b>	A step-by-step handbook for professionals to increase confidence and competence in clients. The collaborative nature of the counsellor-client relationship is heavily emphasized.	Gerard Egan
<b>Developing a Conceptual Framework for Life Skills Interventions</b>	A conceptual framework for life skills interventions, based on the Basic Needs Theory (BNT) and the Life Development Intervention (LDI).	Hodge, Danish & Martin
<b>The Mobilization Model of Counseling Athletes in Crisis-Transitions: An Educational Intervention Tool</b>	A six-step educationally oriented framework for a dialogue between a consultant and a client, supporting the client to analyse his/her crisis-transition, and finding the best possible solution based on the three coping alternatives (termed “rejection”, “acceptance”, and “fighting”), presented in an applied journal article.	Natalia Stambulova (2011)

<b>Counseling Athletes in Career Transitions: The Five-Step Career Planning Strategy</b>	A five-step counselling framework helping clients to effectively plan for the future based on analysis of their past experiences and present situation. Presented in a applied journal article.	Natalia Stambulova (2010a)
<b>Multiple metaphor framework</b>	Nine career archetypical metaphors (inheritance, cycle, journey, action, fit, relationship, role, resource, and story) are described and applied to helping athletes to analyse and cope with various career situations. Presented in a book chapter.	Natalia Stambulova (2010b)

## Annex I: The GEES Instruments

### DCA1: Information collection interview

<b>Type of instrument:</b>	Data collection
<b>Goal:</b>	<p>This instrument aims at guiding the DCSP to conduct an interview to collect information using key questions. Two guides are presented here:</p> <ul style="list-style-type: none"> <li>• The first concerns athletes entering the performance centre. It aims at establishing a diagnosis.</li> <li>• The second one concerns athletes who are already in the performance centre. The objective is to evaluate/take stock of the situation.</li> </ul> <p>Some parts in the two guides are similar, but each one is presented in its integral versions so that everyone can use them easily.</p>
<b>Target population:</b>	DCSPs can use it to work with DC athletes
<b>DC athlete Competences:</b>	<p>Awareness of your strengths, weaknesses and capabilities</p> <p>Ability to maintain relations with important others</p> <p>Having knowledge about your career options in study and sport</p>
<b>DCSP Competences:</b>	<p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p> <p>Ability to take into account the diverse background (e.g. socio-demographic) of the dual career athlete</p> <p>Sensitivity to environmental contexts (e.g. federation, family) that dual career athletes belong to</p>

**Instructions:**

*The following questionnaires are exhaustive. The DCSP will choose the questions he/she feels useful depending on the work he will have to do with each athlete.*

*This guide can be used for athletes entering the performance centre, during the first interview:*

**INTERVIEW GUIDE FOR HIGH LEVEL ATHLETES**  
**ENTERING THE PERFORMANCE CENTRE**

**« DIAGNOSTIC INTERVIEW »**

Name:  
 First name:  
 Date of birth:  
 Address:  
 Telephone:  
 Federation:  
 Sport:  
 Date of entry into the training centre:

**SPORTING PLAN**

Sport statute\*: Elite ☐ Senior ☐ Youth ☐ Post sport transition ☐

\*In case of national sport registration system, indicate the registration date:

Highest sporting result (specify the date):

Highest sporting result obtained in the year:

Does this result meet your expectations? Yes ☐ No ☐

- if not, give the reasons ?

What are your sporting objectives?

- Short-term (coming year):

- Mid-term (2 next years):

- Long-term (4 next years):

What are your means to reach them?

What is your club now?

What is your main training center (performance center, club):

In which structures have you trained before? (For each training structure, specify the years)

Nowadays, what distance do you cover between your training, education and accommodation locations:

What are your sport workloads?

- Number of hours per week:

- Number of sessions per week

- Number of weeks spent in training camps or in competition in the year:

Now, do you have any daily recovery time? Yes ☐ No ☐

What, do you think, are your daily needs in recovery?

How much sleep do you need (bed time, rising time)?

### EDUCATION PATHWAY

If your entry in the « performance training centre » was not validated, what education pathway direction would you take?

Does your entry to the « performance training centre » disturb your educational plan? Yes ☐ No ☐

Have you already taken such tests concerning:

- Your interests: ☐ Date:
- Your ambitions: ☐ Date:
- Your qualifications & professional experience: ☐ Date:
- Your competences & skills: ☐ Date:

If yes what were the benefits for you?

Which training courses did you follow (specify: the courses, dates, diplomas or certificates passed with dates and observations)?

Which courses are you following now?

- Are you benefiting from any arrangements?
- What are your results after this year's courses (success, failure)?

Have you validated your academic year? Yes ☐ No ☐

- If not, when will it be?
- If you fail, have you encountered difficulties?
- Concerning your motivation: Yes ☐ No ☐
- Concerning the level of academic requirements: Yes ☐ No ☐
- Concerning sporting constraints: Yes ☐ No ☐
- Concerning evaluations: Yes ☐ No ☐
- Concerning schedule arrangements: Yes ☐ No ☐

Which studies would you like to do afterwards (specify: the curriculum you would like to follow, the reasons for this choice, the diploma expected, the location and duration of the studies and the arrangements which were necessary)?

If you have to pay for your studies, do you know the fees for the courses?  
Do you know who will pay for them?

Does your federation support you for your educational plan? Yes ☐ No ☐

- If so, how? Financially ☐ Materially ☐ Logistically ☐

Do you have contacts to discuss about your educational plan or your professional plan?

- With your coach ☐
- With your coordinator ☐
- With the person in charge of the socio-professional follow-up ☐
- Other (specify)

Did you design your educational plan?

- On your own: ☐
- With your parents: ☐
- With the advice of a relative: ☐
- With the advice of teachers: ☐
- With the advice of your coach: ☐
- With the advice of your coordinator: ☐
- Other (specify)

According to the advice of your coach or coordinator, did you have to change your educational plan? Yes ☐ No ☐

According to you, what kind of student are you?

- Very autonomous in my work: ☐
- Averagely autonomous: ☐
- Not very autonomous: ☐

Following your courses, do you often encounter?

- Few difficulties: ☐
- Difficulties: ☐
- A lot of difficulties: ☐

If so for one of the last two points, give the reasons?

Do you wish to make other observations regarding the implementation of your sporting plan?

Do you have a professional plan or other professional interests? Yes ☐ No ☐

- If yes, specify:

Do you wish to be supported to build your professional plan? Yes ☐ No ☐

Are you involved in an association as a volunteer? Yes ☐ No ☐

What are your hobbies?

### PROFESSIONAL PATHWAY

If you have a job, who is your employer?

Have you benefited from arrangements in your schedule? Yes ☐ No ☐

- If so, is it a daily or weekly arrangement?

Does your employer benefit from specific contract for athletes' inclusion?

Yes ☐ No ☐

- If yes, since when?

What is your professional experience (specify: type of employer, date of start and termination of employment, type of contract (permanent contract, employee with a contract, independent worker paid for a mission, temporary work), employment profile and arrangement of the schedule with or without contract) ?

Are you a job seeker? Yes ☐ No ☐

- If yes, what kind of employment /s are you seeking?

- If yes in what geographical perimeter?

What compromises would you be ready to make?

- regarding training:

- regarding employment:

### SPECIFIC INFORMATION

What is your status in the « performance center »: extern ☐ ½ boarder ☐ boarder ☐

Who pays for the accommodation fees?

- The federation 100% ☐
- The federation partly ☐
- The family 100% ☐

Specify the cost for the family:

Will your training place will be outside of the performance centre?

Yes ☐ No ☐

If yes, specify the location

If yes, how long will you spend commuting?

If you are not accommodated at the performance centre, how long do you spend commuting?

What is your type of accommodation: flat sharing ☐ in couple ☐ on my own ☐

What is the amount of your accommodation fees?

What are your financial resources?

What is your family situation? Single ☐ Married (e) or living as a couple ☐ Divorced ☐

Number of children (specify the dates of birth):

Can your life at the performance centre generate financial difficulties for you?

Yes ☐ No ☐

Do you depend on your parents financially? Yes ☐ No ☐

What is the family status of your parents?

- Married or living as a couple ☐
- Divorced ☐
- Deceased parent (s) ☐

Siblings (give the number of siblings, age and situation).

Do your parents have financial difficulties to help you? Yes ☐ No ☐

- If yes, who can take in charge the fees for the performance centre?

The occupations of your parents:

Do you have any additional information to give?

General Remarks:

*Following guide can be used for athletes already at the performance centre:*

**INTERVIEW GUIDE FOR HIGH LEVEL ATHLETES**  
**ALREADY IN THE PERFORMANCE CENTRE**

**« DIAGNOSTIC INTERVIEW »**

Name:  
First name:  
Date of birth:  
Address:  
Telephone:  
Federation:  
Sport:  
Date of entry to the training centre:  
Statute : External ☐ Half-boarder ☐ Resident ☐

**SPORTING PLAN**

Category on the list of elite athletes: Elite ☐ Senior ☐ Youth ☐ After sport career ☐

- Registration date:

Highest sporting result obtained in the year:

Does this result meet your expectations? Yes ☐ No ☐  
- if not, give the reasons ?

What are your sporting objectives?

- Short-term (coming year):
- Mid-term (2 next years):
- Long-term (4 next years):

What are your means to reach them?

Do you think of your sport career retirement? Yes ☐ No ☐

If yes, have you plan a retirement date?

What is your current club?

What are your sport workloads?

- Number of hours per week:
- Number of sessions per week
- Number of weeks spent in training camps or in competition in the year:

Is the “rhythm of life” set up by the sport centre convenient for you?

Yes ☐ No ☐

Now, do you have any daily recovery time? Yes ☐ No ☐

What are your daily needs in recovery do you think?

How much sleep do you need (bed time, rising time)?

Do you suffer from nuisances related to your accommodation (noise, promiscuity) Yes ☐ No ☐

-----



### EDUCATION PATHWAY

Is your educative pathway progressing as planned when you built your educational plan? Yes ☐ No ☐

Did your entry to the «national training centre » disturb your educational plan?

Yes ☐ No ☐

If yes, did you find solutions for setting a new project? Yes ☐ No ☐

As a result of the opinion of your coach or coordinator, did you have to change your educational plan?

Yes ☐ No ☐

Have you already taken such tests concerning:

- Your interests: ☐ Date:
- Your vocational plan: ☐ Date:
- Your qualifications & professional experience: ☐ Date:
- Your competences & skills: ☐ Date:

If yes what were the benefits for you?

Which training courses did you follow (specify: the courses, dates, diplomas or certificates passed with dates and observations)?

Which courses did you follow within the centre (specify: the courses, dates, diplomas or certificates passed with dates and observations)?

Which courses are you following now?

Are you benefiting from e-learning arrangements? Yes ☐ No ☐

If yes, is it convenient for you?.....

What are your results after this year's courses (success, failure)?

Have you validated your academic year? Yes ☐ No ☐

- If not, when will it be?

- If you failed, have you encountered difficulties?

Concerning your motivation: Yes ☐ No ☐

Concerning the level of academic requirements: Yes ☐ No ☐

Concerning sporting constraints: Yes ☐ No ☐

Concerning evaluations: Yes ☐ No ☐

Concerning schedule arrangements: Yes ☐ No ☐

Which studies would you like to do afterwards (specify: the curriculum you would like to follow, the reasons for this choice, the diploma expected, the location and duration of the studies and the arrangements which were necessary)?

If you have to pay for your studies, do you know the fees for the courses?

-do you know who will pay for them?

Does your federation support you for your educational plan? Yes ☐ No ☐

☐

- If so, how? Financially ☐ Materially ☐ Logistically ☐

Do you have contacts to discuss about your educational plan or your professional plan?

- With your coach ☐

- With your coordinator ☐

- With the person in charge of the socio-professional follow-up ☐
- Other (specify)

According to you, what kind of student are you?

- Very autonomous in my work: ☐
- Averagely autonomous: ☐
- Not very autonomous: ☐

Following your courses, do you often encounter?

- Few difficulties: ☐
- Difficulties: ☐
- A lot of difficulties: ☐

If yes for one of the last two points, give the reasons?

Do you wish to make other observations regarding the implementation of your sporting plan and educational plan?

Do you have a professional plan or other professional interests? Yes ☐ No ☐

- If yes, specify:

Did this professional plan change? Yes ☐ No ☐

If yes, why ?

Do you wish to be supported to build your professional plan? Yes ☐ No ☐

Are you involved in an association as a volunteer? Yes ☐ No ☐

What are your hobbies?

### PROFESSIONAL PATHWAY

If you have a job, who is your employer?

Do you benefit from arrangements in your schedule? Yes ☐ No ☐

- If yes, is it a daily or weekly arrangement?

Does your employer benefit from a CIP (Professional contract for inclusion)

Yes ☐ No ☐

- If yes, since when?

What is your professional experience (specify for each experience: type of employer, date of start and termination of employment, type of contract (permanent contract, employee with a contract, independent worker paid for a mission, temporary work), employment profile and arrangement of the schedule with or without CIP) ?

Are you a job seeker? Yes ☐ No ☐

- If yes, what kind of employment /s are you seeking?

- If yes, in what geographical perimeter?

What concessions would you be ready to make?

- regarding sport training:

- regarding employment:

### SPECIFIC INFORMATION

Who pays for the accommodation fees?

- The federation 100% ☐
- The federation partly ☐
- The family 100% ☐

Specify the cost for the family:

Is your training site outside the centre? Yes ☐ No ☐

If yes, specify the location

If yes, how long do you spend in the transport?

If you are not accommodated at the performance centre, how long do you spend in the transports?

What is your type of accommodation: flat sharing ☐ in couple ☐ on my own ☐

What is the amount of your accommodation fees?

What are your financial resources?

Number of children (specify the dates of birth):

Can your life at the performance centre generate financial difficulties for you?

Yes ☐ No ☐

Do depend on your parents financially? Yes ☐ No ☐

What is the family status of your parents?

Married or living as a couple ☐ Divorced ☐ Deceased parent (s) ☐

Siblings (give the number of siblings and for each one give: the date of birth, studies or employment under way, personal situation and whether they are accommodated by your parents).

Do your parents have financial difficulties to help you? Yes ☐ No ☐

- If yes, who can take in charge the fees for the performance centre?

The occupations of your parents:

Do you have any additional information to give?

General Remarks:

### Reference / Source:

Bouchetal Pellegrini, F., Leseur, V., Debois, N. (2006). *Carrière sportive, projet de vie*. INSEP : Paris.

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## DCA2: Initial diagnostic interview

<b>Type of instrument:</b>	Data collection/intake
<b>Goal:</b>	Gather important information on the holistic background and development of the DC athlete.
<b>Target population:</b>	DC athletes working with DCSPs
<b>DC athlete Competences:</b>	<p>Awareness of your strengths, weaknesses and capabilities</p> <p>Ability to adapt well to new situations</p> <p>Being prepared for the unexpected and having back up plans</p>
<b>DCSP Competences:</b>	<p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p> <p>Ability to prepare dual career athletes for the challenges of specific transitions</p> <p>Ability to conduct in-depth interviews for analysing the different steps of his/her life path</p>

### Instructions:

The DCSP will choose the questions he/she feels useful depending on the work he will have to do with each athlete. As a DCSP you can discuss (a selection of) these question orally and/or ask the DC athlete to fill in a written form.

---

### 1. Sporting Situation

---

*Sporting level:*

*Sporting goals (Short term/long term):*

*Training schedule:*

*Important competitions:*

*Sport difficulties. What's going wrong?*

*Attitude towards difficulties. What do you do when something goes wrong?*

*Sport strengths:*

*Team relationships:*

*Coaches' relationships. Who are they? What do you like/not like?*

*Support on sport issues: Who/How?*

---

## **2. Social situation**

---

*Place of residence: Where/with whom?*

*Family core relationships:*

*Friends. Who are they and how are these relationships?*

*Leisure time. Activities/involvement:*

*Difficulties: Something that you do not like about your personal/social situation?*

*Attitude in front of difficulties? Behaviour/reactions:*

*Significant others in the personal environment: Who are they /How do they help?*

---

### **3. Academic situation**

---

*Educational path: Studies completed / student type so far*

*Current studies:*

*Subjects taken and qualifications:*

*Academic schedule:*

*Academic goals (Short term/long term):*

*Motivation to study:*

*Academic difficulties:*

*Attitude in front of difficulties: What is your reaction when something goes wrong?*

*Strengths: What are your strengths in academic terms? Who/what helps you to achieve your goals? How?*

*Support people: what is your support in academic affairs? (tutor-sport?)*

*Study habits:*

---

#### **4. Financial situation**

---

*Do you receive some financial support: grants; sponsors; contracts; awards?*

---

#### **5. Needs and expectations**

---



---

#### **6. Transitions**

---

*Are you going through a sport/academic/personal transition?*

*Development/elite/retirement:*

*Reasons for the transition:*

*Planning of the change:*

*Transition phase: (stability/instability/crisis)*

*Type: (normative/non-normative)*

---

## 7. Difficulties in adaptation

---

*Lack of:*

- *Information:*
- *Counselling:*
- *Education/training:*
- *Financial resources:*
- *Emotional:*
- *Work experience:*

*Individual circumstances:*

---

## 8. Resistance

---

*Attitude to change:*

*Fears:*

*Insecurities/ lack of self-esteem:*

*Others:*

---

## 9. Competences

---

➔ *See Instrument DCA21 Competence profiling*

---

## 10. Diagnostic of adaptation

---

*Motivation to change:*

*Need and motivation towards adaptation:*



*Self-management skills oriented to change:*

*Attitude to change:*

---

## **11. Itinerary proposed**

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**Reference / Source:** Centre d'Alt Rendiment (CAR), Spain

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## DCA3: My experiences – My competences

<b>Type of instrument:</b>	Data collection/intake
<b>Goal:</b>	This instrument is essential for the diagnosis of resources and the support in building a professional plan (writing a cover letter, preparation for a job interview). It is also important to reinforce self-confidence and commitment in action especially when an athlete has doubts or has difficulty to take action. Concerning the sporting plan, it is also useful to prepare for an important objective or to bounce back after a failure or a success.
<b>Target population:</b>	DC support providers can use it to work with DC athletes
<b>DC athlete Competences:</b>	<p>Awareness of your strengths, weaknesses and capabilities</p> <p>Belief that study and sport can positively complement each other</p> <p>Assertiveness (being self-assured and acting with confidence)</p>
<b>DCSP Competences:</b>	<p>Ability to treat each dual career athlete in an individualized manner</p> <p>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</p> <p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p>
<b>Instructions:</b>	

The athlete is asked to make a list of the experience he has (left column) and to say which competences he has developed: knowledge, skills and attitudes (right column). This instrument can be used after the instrument on the life history (DCA4) and correlated with instruments whose aim is to help the athlete know who can help him and instruments that contribute to make the athlete aware of his/her strengths and weaknesses (e.g. DCA 21 Competence profiling).

My experience	My competences

My experience	My competences
Elite athlete	Competitive spirit Will Commitment & perseverance Long term project management
Commercial bachelor	Commercial knowledge
Club coach (Young athletes and leisure players)	Method, rigour Responsibility Human relations
Temporary job at a Sports commercial brand	Customer relationship Management skills Knowledge in large retailers

**Reference / Source:**

Bouchetal Pellegrini, F., Leseur, V., Debois, N. (2006).  
*Carrière sportive, projet de vie*. INSEP : Paris.

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## DCA4: My life history

Analysis of the personal resources of an athlete

<b>Type of instrument:</b>	Data collection/intake
<b>Goal:</b>	This instrument used for personal evaluation enables to identify the life experiences and skills with a view to create a life plan, to choose courses or write a CV. Based on his life and his history, the athlete can know himself better, reinforce his motivation and his commitment.
<b>Target population:</b>	DCSPs can use it to work with DC athletes
<b>DC athlete Competences:</b>	<p>Clear understanding of what it takes to succeed in sport and study</p> <p>Ability to put sport and study performances in perspective</p> <p>Having knowledge about your career options in study and sport</p>
<b>DCSP Competences:</b>	<p>Ability to make dual career athletes self-aware of their dual career competences</p> <p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p> <p>Ability to be an active and supportive listener</p>

### Instructions

The athlete is invited to tell his/her story identifying the key elements in his/her pathway for each year. Listening to the athlete, the DCSP fill out a table. The whole is then simplified in order to have a clear formalization of the continuities and ruptures and to identify the key stages.

Year												
Age	14	15	16	17	18	19	20	21	22	23	24	25
Residence												
Residential context												
Financial resources												
Relational network												
Relationship - couple												
Studies												
Place of studies												
Diplomas obtained												
Vocational trajectory												
Sports												
Places of training												
Coaches												
Category												
Sporting objective												
Trajectory												
Health												
Important events												

*Example:*

Age	16	17	18	19	20	21	22	23	24	25	
Residence	Town 1						Town 2		Town 3	Town 2	
Residential context	Older brother			Host family 1	Host family 2		Sport performance center		In couple	Individual flat	
Relational network	Host family + sport peers 1			Host family + sport peers 2			Coach + students peers+ sport peers				
Relationship-couple			1				2				
										3	
Studies	2nde C	1ère D	T D	T D	Biology studies (year 1 & 2)		Sports sciences Bachelor			Sports M1	
									Sport coaching degree 1	Sport coaching degree 2	
Place of studies	Highschool				University		Sport performance center				
Diplômas				Baccalauréat						Bachelor	
									Sport coaching degree 1		
Vocational path							Part-time job		Part-time job		
Financial ressources				Family	Family	Grant	Grant				
						Job	Job				
							Club				
Sport				Sport 2 + 1			Sport 2				
									Sport 3		
Place of sport training	Club						Performance centre	Performance centre + club			
Coach	Coach 1			Coach 2			Coach 3 + Coach 4				
Category	Junior						Senior				
Sport Level	National			National	International		Elite				
Extra-sport activities											
Health							Back (2 month)				
							Depressed mood (3 months)				
Important event	Meet sport' coach number 2						Cease links with family				

**Reference / Source:**

Bouchetal Pellegrini, F., Leseur, V., Debois, N. (2006). *Carrière sportive, projet de vie*. INSEP : Paris.

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## DCA 5: My personal commitment contract

<b>Type of instrument:</b>	Data collection/intake
<b>Goal:</b>	<p>There are many ways of establishing a personal commitment contract for an athlete. The contract in writing is not an obligation and can be in detail or not.</p> <p>What we suggest with this instrument is rather a self-evaluation contract that the athlete can use for him/herself. However, it can be the base of a contract with the institution or with a coach as well.</p>
<b>Target population:</b>	<p>DC support providers can use it to work with DC athletes</p> <p>Autonomous athletes can use this instrument on their own.</p>
<b>DC athlete Competences:</b>	<p>Awareness of your strengths, weaknesses and capabilities</p> <p>Ability to maintain relations with important others</p> <p>Clear understanding of what it takes to succeed in sport and study</p>
<b>DCSP Competences:</b>	<p>Knowledge of the sports related to dual career athletes you work with</p> <p>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</p> <p>Ability to stimulate autonomy in dual career athletes</p>
<b>Instructions:</b>	<p>The DCSP can rekindle the discussion to help the athlete provide more details (e.g., Can you clarify? - if he/she talk about "his/her staff": "Who is part of your staff?"). But the DCSP does not give the answers.</p>

## **MY PERSONAL COMMITMENT CONTRACT**

Date:

My objective: (to express in a few lines)

My key deadlines: (say what you want to do, the measurable results to reach, the deadlines and the material, budgetary or human constraints.)

Resistance (make a list of oppositions)

Arrangements (make a list of solutions for withdrawal, escapes and alternatives)

My resources and means implemented: (make a list of the means you have)

My human resources: (list of stakeholders and their roles)

My personal commitment: (identify your commitment in the plan)

Appraisal (list the methods for intermediate evaluation)

### **Reference / Source:**

Bouchetal Pellegrini, F., Leseur, V., Debois, N. (2006).  
*Carrière sportive, projet de vie*. INSEP : Paris.

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## DCA6: What is a plan?

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	<p>This instrument aims at developing young athletes' awareness to a plan approach.</p> <p>The objective is to explain the key principles on how to manage a project via a pedagogical chart and simple questions that an athlete can understand and use in his/her future commitments/engagements.</p>
<b>Target population:</b>	DC support providers can use it to work with DC athletes
<b>DC athlete competences:</b>	<p>Ability to plan conscientiously in advance</p> <p>Ability to make your own responsible choices with regard to your study and sport career</p> <p>Vision of where you want to go in life after your dual career</p>
<b>DC support provider competences:</b>	<p>Understanding the key transition phases of dual career athletes linked to the long term athlete development pathway</p> <p>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</p> <p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p>

### Instructions:

The DCSP asks the following questions to the athlete. He can also use a chart (cf below) to help the athlete formalizing his/her plan.

- Describe a dream using precise objectives: « What is my dream? What are my objectives? ».
- Identify a starting state: « Where do I stand today in relation to my objectives? »
- For each objective, identify your needs: « What do I need to succeed? ».
- Identify your resources: « What/Who can I rely on? ».
- Build a strategy with several preparation stages (action plan) enabling you to progress from the starting point to the objective: « What is my route? ».

**I have a dream: .....**

**Where do I stand today?**

**My objectives:**

1. ....
2. ....
3. ....

**What do I need to succeed?**

1. ....
2. ....
3. ....

**I can rely on:**

1. ....
2. ....
3. ....

**My route:**

Step 1: .....

Step 2: .....

Step 3: .....

**Reference / Source:** Bouchetal Pellegrini, F., Leseur, V., Debois, N. (2006). *Carrière sportive, projet de vie*. INSEP: Paris

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## DCA7: GROW coaching methodology

Quality  
review

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	This methodology could be used to structure your coaching sessions with DC athletes. The goal is that DC athletes themselves think about their problems (and solutions). By generating their own ideas and solutions we want them to gain experience and get empowered rather than just supported.
<b>Target population:</b>	DC support providers can use it to work with DC athletes
<b>DC athlete competences:</b>	<p>Ability to make your own responsible choices with regard to your study and sport career</p> <p>Ability to critically evaluate and modify your goals when needed</p> <p>Awareness of your strengths, weaknesses and capabilities</p>
<b>DC support provider competences:</b>	<p>Ability to stimulate autonomy in dual career athletes</p> <p>Ability to prepare dual career athletes for the challenges of specific transitions</p> <p>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</p>
<b>Instructions:</b>	<p>The GROW model is a 4-step model and is actually an acronym for Goal, Reality, Options and Will. It is typically used by DC support providers to structure an individual session with a DC athlete:</p> <ul style="list-style-type: none"> <li>○ The DC athlete has a question/problem that he/she wants to manage.</li> <li>○ The DC support provider helps him/her to structure his/her thoughts and solutions.</li> </ul>

## 1. GOAL

*Ask the DC athlete what his/her specific goal is for the session. You could ask one or more of the following questions:*

- *What question do you have? What problem would you like to solve?*
- *Which theme would you like to discuss? Why?*
- *What should be the concrete outcome of this session?*

*Try to help the DC athlete to formulate a SMART goal, which means:*

- *Specific*
- *Measurable*
- *Acceptable*
- *Realistic*
- *Time-bound*

*EXTRA: Try to help the DC athlete to formulate the goal in a positive way*

## 2. REALITY

*Ask the DC athlete what his/her current situation is linked to the problem. You could ask one or more of following questions:*

- *What's happening now? Why is this a problem?*
- *What went wrong so far?*
- *What went good so far?*
- *Is there always a problem or are there moments that it's going all right?*
- *What did you already try to do to solve the problem?*

*As a DC support provider you try to make the DC athlete to (self-) evaluate his/her current situation. In this phase, it's important to ask concrete examples and to get a complete overview on the current situation.*

## 3. OPTIONS

*Try to promote the creative problem-solving process, by giving structure and asking the right questions, for example:*

- *What could you do?*
- *What helped you in similar situations?*
- *How do other people solve this situation?*
- *What holds you back to solve it? What would you do if this obstruction wasn't there anymore?*
- *...?*

*As a DC support provider you could use specific techniques to enhance the option searching, for example brainstorming or mind-mapping.*

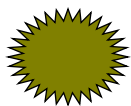
#### 4. WILL

A) After having discussed several options, it's time to choose one (or more) options(s). To help him/her make the decision, you could ask following questions:

- What option(s) are the best solution(s)?
- What are the advantages of this solution(s)? And the downside(s)?

B) Once he/she made a decision, it's important to help the DC athlete to make it concrete:

- What will you do specifically?
- When will you do this?
- What will you do first?
- What problems could arise? How will you face these?
- How will you keep yourself motivated?
- Is there someone who could help you with this?



#### Reviewed by:

One DC support provider in Flanders

One DC support provider and one DC athlete in France

Nine DCSPs in UK

#### Strengths

##### DCSPs:

*"User friendly, clear, easy to follow and model flows well."*

*"Good reminder to focus on assisting athlete to find their own solutions rather than imposing/suggesting/leading."*

*"Gives clarity to the athlete and purpose to the session."*

*"By making the athlete come up with own options and own solutions, the athlete will be more convinced of his/her own decisions and apply the solutions more often and more effective."*

##### DC athletes:

*"I found this instrument very useful to describe a problem"*

*"I like this kind of method as the emerging issues does not concern only the problem itself but also what surrounds it and the possible options. This helps taking in account not only the expected outcome but also other possible outcomes. In this session, it is the first time that I thought of a possible rejection of the DC schedules arrangements I requested."*

**To take into account/  
suggestions**

It can be used superficially, but also for very deep problems (with the right coaching skills)

Although you enhance DC athletes' problem-solving skills, this is not an instrument for general competence development. It's intended for short- and/or long term decision making;

The first part between the "Goal" and "Reality" could be in another order (depending on the preference of the DC support provider and/or the DC athlete): some prefer starting from the context, asking how the current situation is linked to the advocated problem, before talking about the goal of the session.

The usefulness of this instrument depends heavily on the trust relationship between the DC athlete and DC support provider, as the GROW model will often lead the coaching session to sensitive and personal themes in the DC athlete's life.

***Specifically for DCSPs***

Ideally, the athlete should know in advance that he (she) will have to define the goal at the beginning of the session.

Should only be used once a clear goal has been established. The DC support provider remit is to enable athletes to identify their goals, not force one on them. Taking time to establish the goal is the key part of the process.

Listen actively to the DC athlete, give him/her enough time to think and talk.

The GROW model pre-supposes that the problem could be addressed over an indefinite length of time. In cases of urgency the establishing of SMART goals may need to be truncated in the interests of need.

Summarize and provide the DC athlete with structure.

Ask many question, don't hesitate to dig deep into his problem(s).

Try to make sure you don't provide the DC athlete with all the answers. The intention is to make sure that the solution comes from the DC athlete him-/her-self. In some situations, it might be necessary to guide the DC athlete a little bit, without forcing them to make a specific choice.

Athletes often find it difficult. However, the instrument is intended to get them out of the comfort zone and to enhance their problem solving skills, so don't worry about some 'negative' reactions about the difficulty of it.

Don't feel obliged to use the instrument too rigidly, as strong coaching is about feeling which questions are needed at what time for that specific person. More experienced coaches often use this framework in a subtle way. They structure their coaching sessions around this framework without sticking to it in a rigid way.

The attachment below could be used to take notes as a DC support provider OR to give to the DC athlete so he can make a summary on his/her own.

**Reference / Source:**

Sport Vlaanderen  
SportScotland Institute of Sport

## ATTACHMENT

### STEP 1:

What is your **GOAL** (of the session)?



GOAL:

Check: Is your goal formulated SMART and positively?

### STEP 2:

Take a look at your current situation, what is your current **REALITY**?



REALITY:





STEP 3:

Which **OPTIONS** could help to solve the problem?

OPTION:

OPTION:

OPTION:

OPTION:



STEP 4:

A) Which options **WILL** you go through with?

OPTION:

OPTION:

OPTION:

OPTION:

WILL:





B) How **WILL** you do this?

<i>CONCRETE ACTIONS</i>	<i>WHO'S RESPONSIBLE?</i>	<i>TIMING</i>	<i>SUPPORT?</i>	<i>PRIORITY?</i> <b>RAG</b>
<i>FOLLOW UP</i>	<i>WHO'S RESPONSIBLE?</i>	<i>TIMING</i>	<i>SUPPORT?</i>	<i>PRIORITY?</i> <b>RAG</b>

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## DCA8: Integrated week planning

Quality  
review

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	General goal is to get a clear and well-structured overview of your activities in a holistic way. This well-structured overview can help you personally (efficiency, stress-coping, cognitive space...) and interpersonally (clear communication with stakeholders involved).
<b>Target population:</b>	DC athletes + the DCSP can help them to develop it
<b>DC athlete Competences:</b>	<p>Ability to use your time efficiently</p> <p>Ability to plan consciously in advance</p> <p>Ability to prioritize what needs to be done</p>
<b>DCSP Competences:</b>	<p>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</p> <p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p> <p>Ability to stimulate autonomy in dual career athletes</p>

### Instructions:

#### STEP 1:

The DC athlete chooses a format for his/her schedule. He/she has a lot of options (Outlook agenda, Google Calendar, Excel file, Word file, Paper agenda etc...). For a word file example, see below.

#### STEP 2:

Think about the different important domains in your life. Then think about the most important categories of activities within these domains. Try to choose a colour for every domain and different gradients of the colour for the categories of activities (see below for an example).

**STEP 3:**

Put the important fixed moments in your schedule first, for example training, lessons, fixed study moments etc. Take your time for this to be sure that these moments are right from the start, as this is the basis of your schedule.

**STEP 4:**

Also think about daily activities that you wouldn't directly think of if you make up a schedule, for example transport, groceries, eating, sleeping... Make sure you anticipate enough time for these moments, as it's not your intention to sacrifice these moments.

**STEP 5:**

Think about how and when you want to spend your free time. Leisure activities (ideally activities that provide you with mental energy) should also be part of your schedule, as it's important to make sure that your busy schedule includes some time for recovery and relaxation.

**STEP 6:**

Don't hesitate to change the schedule during the week if necessary. It's not an instrument to impinge your freedom, but rather a working instrument that helps you to have an overview in order to combine your different activities.

**Reviewed by:**

One DC support provider and one DC athlete from Spain.

**Strengths**

*'It is good that it is individualized'. 'It is of great help to have a pattern schedule and to be able to change it in front of the unexpected'*

*'I like the organization of getting up in the morning and knowing what I have to do it helps me to organize my day and my week'.*

*'I feel better when I have a timetable [...] it helps me to have a routine, it helps me to have a better performance in the training, ... in everything'*

**To take into account/  
suggestions**

As a DC athlete, try to make your own colour overview that fits your specific situation. The DOMAINS and ACTIVITIES in the colour overview are just examples.

Certainly in the beginning, use both the description of your activity (e.g. ‘training’) and the colour in your schedule. After a while the description might even not be necessary anymore for some activities (e.g. if I put two hours in red, I know these two hours are for training).

Dependant on what you prefer, you could also choose to use one colour per DOMAIN instead of per ACTIVITY. You could just describe the activity in words then.

Guidance and assessment are important at the beginning [...] After a while DC athletes should be able to use it alone, only asking for advice for specific situations. In the end he/she should be able to organize his/her-self and not only depend on the DCSP.

It lacks a future perspective. It does not help to plan in the long term [...] A really interesting combination would be with another instrument that is (long term) future oriented (see DCA14 Timeline). This will help to adapt the short term planning to the long term planning and vice versa.

**Reference / Source:**

Sport Vlaanderen

Hour	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6h-7h							
7h-8h							
8h-9h							
9h-10h							
10h-11h							
11h-12h							
12h-13h							
13h-14h							
14h-15h							
15h-16h							
16h-17h							
17h-18h							
18h-19h							
19h-20h							
20h-21h							
21h-22h							
22h-23h							

MAIN DOMAINS	Activity	Colour for schedule
ESSENTIAL	Sleep	
	Eating	
	Transport	
EDUCATION	Lessons	
	Studying	
	Exam	
	Reserve	
SPORT	Training	
	Game	
	Tournament	
	Medical (physio, doctor)	
LEISURE	Leisure activities	
	Social activity	
	Rest/recovery	
...	...	...

# DCA9: Balancing sport and education

Quality  
review

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	To help the DC athlete to get a realistic view on the prioritization and future temporal workload of sport and education in their life.
<b>Target population:</b>	DC athlete (homework) AND/OR coaching of the DCSP
<b>DC athlete Competences:</b>	Ability to prioritize what needs to be done  Understanding the importance of rest and recuperation  Ability to make your own responsible choices with regard to your study and sport career
<b>DCSP Competences:</b>	Ability to make dual career athletes aware of the importance of rest and recuperation  Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life  Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life

## Instructions:

The following steps can be given directly to the DC athlete as homework OR can be discussed in a session with the DC athlete.

### STEP 1:

- Take your school and sport planning with you. In this way, you already get an overview of what is planned both on educational as on sport level.
- In case you have an integrated planning, just take the integrated planning with you. In this integrated planning you can mark the sport moments and education moments with a separate colour (to be able to differentiate between sport and school planning further in this document)
- If you don't have a specific planning yet, then you better make up an estimation of the quiet and/or busy moments in both fields:
  - ✓ For sport: When will be the busiest moments? Which months/days will be more at ease?



- ✓ For school/education: When will be the busiest moments? Which months/days will be more at ease?

## STEP2:

- Let's start with your sport planning. For every month, try to make up an estimation of the pressure, time load and intensity of trainings and games in your sport. Try to score intensity of the month on a 5-point scale (1 means really quiet, a lot of free time, 5 means a pressure and time load that is sufferable for only a short period).
- For example, if you score 3/5 in September, please give a colour to 3 of the 5 boxes under 'Sport', 'September' in the overview (see below)
- To subdivide "sport," you can use different colours for training vs. competition vs. training and competition periods.

## STEP 3

- We continue with your study plan. Again, for every month, try to make up an estimation of the pressure, time load and intensity, but this time in the educational domain. Try to score the intensity of the month on a 5-point scale (1 means really quiet, a lot of free time, 5 means a pressure and time load that is sufferable for only a short period)
- For example, if you score 5/5 in September, please give a colour to all 5 boxes under 'Study', 'September' in the overview (see below).
- To subdivide "study" you can use different colours for lesson vs. exam vs. internship periods.

## STEP 4

- Take a look at the overview of the whole year:
  - ✓ Are there any moments that it's going to be really busy in both domains? Mark those months. There might be a chance of role conflict.
  - ✓ Are there moments that you can take it easy in both fields? Mark those months. These could be seen as chances for recuperation and social aspects.
  - ✓ Are there moments that you have a good balance? Ideally, this means that when it's busier at school, it's a less busy period in sport and vice versa, which means you also have an acceptable amount of time for social contact.

## STEP 5

- Think about options to stimulate a balance in your combination of sport and education.
- If necessary, try to search for solutions to make sure you can keep on managing your combination of sport and education in the long term. Do this in cooperation with your coach, study counsellor, career counsellor, parents ...



**Reviewed by:**

One DC athlete in Italy

**Strengths**

*“The instrument is clear and easy to use”*

*“It is helpful to easily identify the load of the different periods, thus to manage with the different aspects (sport and academic)”*

*“It helps in identifying in which periods the athlete should work harder to achieve results in one or both aspects”*

**To take into account/  
suggestions**

It is useful to do it at the end of the year (to evaluate the performance) and at the beginning of the new year (for planning upcoming commitments)

It is useful to do a follow up (midterm evaluation) at the end of intense periods to evaluate the performance and to adjust the plan if necessary

As a DCSP, to make the DC athlete profit most from the instrument, it's crucial to ask the right feedback questions for the right situations. Some feedback questions might include:

- ✓ Do you perceive yourself able to face the busy periods? If not, what do you feel is missing? How can you structurally make this less demanding? Which competences do you need to develop to cope?
- ✓ What about the social aspect? Does it look like you will have time enough for the social domain? How will you sustain your social life in the busy periods?

**Reference / Source:**

Sport Vlaanderen



September		October		November		December		January		February	
Sport	Study	Sport	Study	Sport	Study	Sport	Study	Sport	Study	Sport	Study


March		April		May		June		July		Augustus	
Sport	Study	Sport	Study	Sport	Study	Sport	Study	Sport	Study	Sport	Study


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## DCA10: Transferability of competences

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	The goal of this exercise is to enhance the DC athlete's ability to transfer competences from one domain to another domain and to help them in using their competences more consciously.
<b>Target population:</b>	DCSP + DC Athlete
<b>DC athlete Competences:</b>	<p>Belief that study and sport can positively compliment each other</p> <p>Awareness of your strengths, weaknesses and capabilities</p>
<b>DCSP Competences:</b>	<p>Ability to make dual career athletes self-aware of their dual career competences</p> <p>Ability to stimulate autonomy in dual career athletes</p> <p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p>

### Instructions:

#### STEP 1:

Let the DC athlete think about his/her competences in the different life domains (Sport, education and social). For every domain, make him/her choose the 5 competences he/she possesses best. It might be a good idea to provide them with a list of competences to choose from. You can use the GEES list of competences of DC athletes (see attachment below which is an adapted version of the GEES competences as for this exercise it's important that the competences are not domain-specific).

#### STEP 2:

Make him/her choose one associate that knows him/her very well for every domain:

- Social (e.g. family, friends)
- Study (e.g. classmate, teacher)
- Sport (e.g. Coach, team mate)

Ask the DC athlete to contact those associates asking them to choose from the

competence list the 10 competences (in order of importance) that the DC athlete possesses best. Make sure that the associate makes his/her own choices and that he/she is not influenced by the DC athlete's opinion.

### STEP 3:

Discuss the competences per domain with the DC athlete:

- You start with comparing the list he/she received from others and the ones he/she chose him-/herself. Some questions could include:
  - ✓ *Did your associates choose the same competences as you did?*
  - ✓ *What competences your associates chose were surprising for you? Why?*
  - ✓ ...
- Then you try to make him/her compare the different competences in light of the different domains. Some questions could include:
  - ✓ *What competences are chosen in every domain?*
  - ✓ *What competences are only chosen in one domain?*
  - ✓ *In which domain do you feel most competent? Why?*
  - ✓ ...

STEP 4: The DC athlete has now an idea of his/her competences in different domains. Now you will try to zoom in on some competences starting with the question:

- ✓ Which important competences do you possess in one domain, but less in another domain?

Using these competences, you can help him/her in discovering the transferability options of these specific competences:

- ✓ How do you use this competence in this domain?
- ✓ How can you use this competence more/better in this domain?
- ✓ How can you use this competence more/better in the other domains?
- ✓ ...

### VARIATIONS:

- ✓ You can add or change certain domains if necessary, for example if an athlete has a job, you can add the vocational and/or financial domain.
- ✓ You can use STEP 4 as homework for the DC athlete. In this case, you make him/her choose one competence per domain to zoom in on (again starting from the question 'Which important competences do you possess in one domain, but less in another domain?'). See attachment below for a format that you can give them to fill in at home.

**Reference / Source:**


VUB

**ATTACHMENT 1: GEES list of competences (adapted version of De Brandt et al., 2016a)**


Dedication to succeed
Ability to make your own responsible choices
Self-discipline (e.g. work independently without the supervision of others)
Ability to prioritize what needs to be done
Willingness to make sacrifices and choices to succeed
Clear understanding of what it takes to succeed
Ability to create individualized routines
Belief that study and sport can positively compliment each other
Ability to use your time efficiently
Ability to plan conscientiously in advance
Perseverance during challenging times and in the face of setbacks
Awareness of your strengths, weaknesses and capabilities
Ability to focus on here and now, without being distracted
Belief in your own ability to overcome the challenges
Ability to regulate emotions in different situations
Ability to set realistic goals
Ability to critically evaluate and modify your goals when needed
Being patient about the progression of your career
Assertiveness (being self-assured and acting with confidence)
Ability to negotiate (in order to stand up for your own interests)
Ability to use setbacks as a positive stimulus
Ability to cope with stress
Understanding the importance of rest and recuperation
Ability to collaborate with support staff (e.g. coach, teacher, support provider...)
Eagerness to listen and learn from others and past experiences
Asking advice to the right people at the right time
Ability to maintain relations with important others
Ability to adapt well to new situations
Ability to make social contacts with peers
Ability to put performances in perspective
Ability to resolve conflicts
Being curious to explore career plans
Vision of where you want to go in life
Being prepared for the unexpected and having back up plans
Ability to be flexible and change plans if necessary
Having knowledge about your career options in study and sport
Ability to spend and manage your own money
Ability to live independently with competent life skills (e.g. cooking)

**ATTACHMENT 2: homework STEP 4**

My competence in sport = .....


	3. How can I use this competence more/better in the other domains?
	2. How can I use this competence even more/better in sport?
	1. How do I use this competence in sport already?

My competence in studies = .....

	3. How can I use this competence more/better in the other domains?
	2. How can I use this competence even more/better in my studies?
	1. How do I use this competence in studies already?



My competence in the social domain = .....



3. How can I use this competence more/better in the other domains?
2. How can I use this competence even more/better in the social domain?
1. How do I use this competence in the social domain already?

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# DCA11: Life Wheel

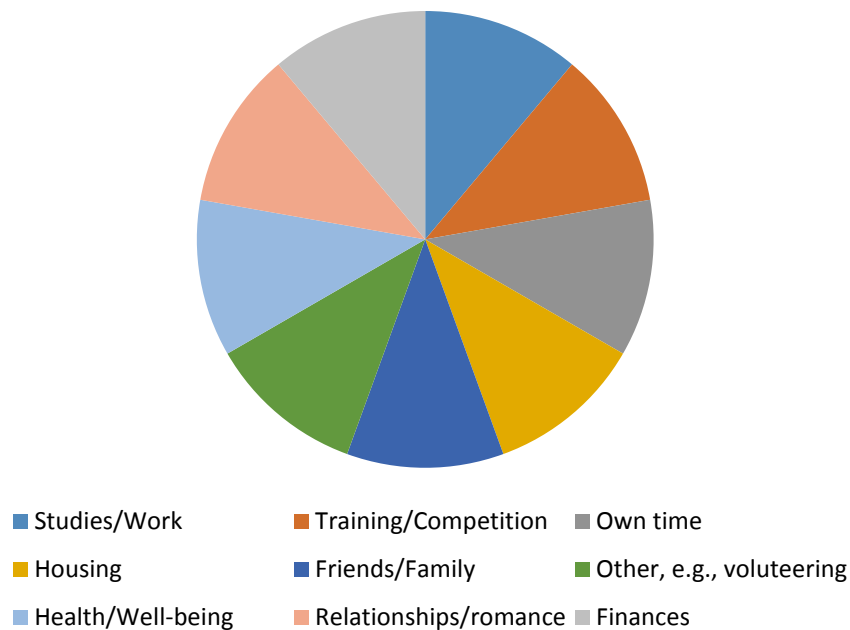
Quality  
review

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	Think about and evaluate your life domains and values, so you can make future decisions more consciously.
<b>Target population:</b>	DC athlete with coaching of DC support provider  DC athletes with coaching of peer (other DC athlete)
<b>DC athlete Competences:</b>	Ability to make your own responsible choices with regard to your study and sport career  Ability to put sport and study performances in perspective  Ability to prioritize what needs to be done
<b>DCSP Competences:</b>	Ability to stimulate autonomy in dual career athletes  Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life  Ability to conduct in-depth interviews for analysing the different steps of his/her life path

## Instructions:

### STEP1

Indicate how satisfied you are with each aspect of your life. Provide one value – from zero to ten, where ten is max. Each DC athlete indicates his/her satisfaction in each “cake piece” where zero is closest to the centre of the pie and ten is at the outer edge of the circle. Since there are no absolute numbers in this exercise, different people can for example experience their health as the same, but still indicate it differently within the pie.



## STEP 2

The DC support provider asks you to describe your wheel. He/she asks questions around the wheel, for example:

- ✓ How does your wheel look like?
- ✓ Does the wheel roll well or is there an imbalance somewhere?
- ✓ Can you tell me more about this specific “cake piece”? What is the reason for this score?
- ✓ ...

## STEP 3

The DC support provider asks – How would you like your “cake pieces” to look like? Indicate this within your wheel, with a different colour or style with your pen.

## STEP 4

The DCSP “coaches you” by asking questions, ask for clarifications, listening, challenging, e.g.:

- ✓ What “cake pieces” do you need to work with to provide the biggest impact on your life overall?
- ✓ Which one do you want to start with?
- ✓ How could you stimulate this “cake piece”?
- ✓ ...



**Reviewed by:**

DCSP of Sweden

**Strengths**

*“It’s a simple exercise but we’ve seen that it has real life effect and DC athletes like it because they start to think about things they have not thought of actively before, providing “aha” experiences”*

*“Facilitates full-life perspective on their DC”*

**To take into account/  
suggestions**

DC athletes can also coach each other (one-on-one each at their turn) in the exercise and learn from each other. The advantage is that they do not have to open up to more than one person, and you as a DC support provider can then use the exercise in a room of 20+ students [time efficient].

What areas of life should be included in the exercise is difficult to decide. So actually, before step 1 you could discuss with the DC athlete on the specific life domains that are important for him/her specifically. You can then choose to only include the domains tailored to the life and context of the specific DC athlete.

You can use the exercise as part of a workshop/lecture on balance in life.

**Reference / Source:**

Eriksson & Wallgren (2015). Umeå University, Sweden.

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## DCA12: Manage all your days

Quality  
review

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	To think about and (re-) evaluate the way you structure your days and how this affects your well-being.
<b>Target population:</b>	DC athlete with coaching of DC support provider
<b>DC athlete Competences:</b>	<p>Ability to create individualized routines (for sport and study)</p> <p>Ability to use your time efficiently</p> <p>Self-discipline to manage the demands of your study and sport combination (e.g. work independently without the supervision of others)</p>
<b>DCSP Competences:</b>	<p>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</p> <p>Ability to stimulate autonomy in dual career athletes</p> <p>Ability to make dual career athletes aware of the importance of rest and recuperation</p>

### Instructions:

This instrument is all about the question: *'Everyone can manage one day, but can you manage all your days?'* It consists of 3 easy questions, which the DC athlete can prepare at home or in the workshop. They need to write their answers down. By asking the right coaching questions, you as a DC support provider then try to optimize the DC athlete's day-to-day planning.

1. How does a typical day look like for you? Describe your day.

*07.00 = Wake up... etc.*

2. What determines how you plan your day? Where can you have an influence?

3. Optimally, how would you like your days to look like? Do you need to change anything?

**Reviewed by:**

DC support provider of Sweden

**Strengths**

“Students like it because they understand that they have different choices they can make and that they can control many things themselves.”

“Most of the time the DC athletes understand that they have a lot of time that is not used in the most effective way seeing that they have periods of ‘dead time’, for example having lectures at ten and not actively doing anything with the time in the morning before the lectures.”

**To take into account/  
suggestions**

It’s difficult to describe a ‘normal’ day. DC athletes often say that no day is the other alike at the university level. In order to partly avoid this difficulty, you could ask to describe multiple days that are representative for specific periods, e.g. describe one day of:

- ✓ Exam periods
- ✓ A normal lesson week
- ✓ Holiday
- ✓ ...

Depending on the specific periods where DC athlete has most difficulties in time management, you can decide which period and day you focus on.

You can use the exercise as part of a workshop/lecture on balance in life.

DC athletes can also coach each other (one-on-one each at their turn) in the exercise and learn from each other. The advantage is that they do not have to open up to more than one person, and you as a DC support provider can then use the exercise in a room of 20+ students [time efficient].

**Reference / Source:**

Eriksson (2015). Umeå University, Sweden

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## DCA13: Setting out the framework

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	Setting out the framework of the individual support by leading the athlete to identify the role of each person supporting his/her dual career pathway (e.g., DCSP, coach, Federation manager, Educational institute manager, teacher)
<b>Target population:</b>	DC support providers can use it to work with DC athletes
<b>DC athlete competences:</b>	<p>Self-discipline to manage the demands of your study and sport combination (e.g. work independently without the supervision of others)</p> <p>Asking advice to the right people at the right time</p> <p>Ability to collaborate with support staff in study and sport (e.g. coach, teacher, support provider...)</p>
<b>DC support provider competences:</b>	<p>Ability to stimulate autonomy in dual career athletes</p> <p>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</p> <p>Ability to maintain clear expectations and boundaries in the dual career athlete - support provider relationship</p>
<b>Educational requirements</b>	Education and/or experience in coaching is recommended.
<b>Scenarios:</b>	General (all scenarios)

### Instructions:

The interview is structured around 4 questions whose aim is to enable the athlete to identify the framework in which the DC support will be carried out:

- 1) In your opinion, what is my role as DCSP in your DC support? (That question has as an aim to identify the representation the athlete has of the DCSP role).

- 2) What are the other resource(s) you can rely on?
- 3) How do you perceive the human resources as well as other resources? (some athletes lists other resources (e.g., financial, material) than human resources when answering the question. The question aims at identifying the kind of relation the athlete has with each resource identified (e.g., availability, trust, listening...))
- 4) What should you do to give yourself the means to succeed? What are your tasks?

During this interview, the athlete gives his(her) answers. The DCSP can rekindle the discussion to help the athlete provide more details (e.g., Can you clarify? - if he/she) talk about “his/her staff”: “Who is part of your staff?”). But the DCSP does not give the answers.

The aim is to identify what respectively the athletes, the DCSP, other stakeholders (classmates, teachers, etc.) have to take care of.

End of the interview: Summary of resources identified by the athlete, then case study with a scenario (e.g., You have a pre-planned schedule but there is a change in your educational program with an examination on an unexpected day. Your coach request you for training... What do you do?

The idea is to start with concrete possible cases and to help the athlete to identify accurately his(her) interlocutors , and to identify his(her) own rights and duties.

Caution: The aim of the interview is to get the athlete to identify the framework on his own and not give it to him/her.

**Reference / Source:** Viviane BONVIN - INSEP

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## DCA14: Long Term Timeline

Quality  
review

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	<p>To help the DC athlete to get a (realistic) view on the long-term goals he /she has in mind.</p> <p>To consider if the long term goals in different fields are combinable.</p>
<b>Target population:</b>	<p>DC athlete homework with feedback of DCSP</p> <p>AND/OR DC athlete in session with DCSP</p>
<b>SA Competences:</b>	<p>Ability to critically evaluate and modify your goals when needed</p> <p>Ability to set realistic goals in sport and study</p> <p>Ability to make your own responsible choices with regard to your study and sport career</p>
<b>DCSP Competences:</b>	<p>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</p> <p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p> <p>Ability to prepare dual career athletes for the challenges of specific transitions</p>

### Instructions:

The following steps can be given directly to the DC athlete as homework OR can be discussed in a session with the DC athlete.

#### STEP 1

*A goal is something you consciously strive for. Pursuing goals consciously can help you to perform better, because your attention and effort is directed efficiently to your goals.*

- Think about your sport goals on the long term, taking into account national competitions, European Championships, World Championships, Olympic Games ... Depending on where you put emphasis on in your sport.
- Then also take a look at your long-term study goals. You start and finish an education (within a certain period); you choose another (extra) education... You could have all kind of goals in the educational field.
- Put both the sport (below) and the study goals (above) on your timeline. The timeline will help you to see if the goals in both fields are combinable (every year).

#### STEP 2

- After planning your biggest goals, it's important to also develop smaller goals in between the bigger goals. It's difficult to keep on being motivated every day for only that one game in the Olympics and/or only to receive your study diploma. The process towards these bigger goals is at least as important because these moments also provide you with opportunities to build up confidence, work on your competences etc. Goals in between are good parameters to see where you are in the process and what you need to further develop in order to reach the big goals.

#### STEP 3

- Discuss your goals in depth with your sports trainer. Maybe he has another view on your long-term goals. To have a good cooperation, it's important you have a similar vision on where and how you want to go.

#### STEP 4

- Don't be stubborn or afraid to make adaptations to your goals if necessary (e.g. in case of an injury). Your timeline is a working instrument and has to be monitored and adapted if necessary. Also, if you reached a goal, you can mark a 'check-sign' to proudly show you have reached this goal.

#### SOME IMPORTANT REMARKS:

- ✓ Take into account that a busy and important sport year should be combined with a less heavy academic year.
- ✓ Make sure your goals reflect your own values and beliefs. Don't let anyone choose goals for you without your approval.
- ✓ Check if you are consequent in your planning and goals, that it's a logical 'story'.
- ✓ Ask for feedback regularly to the stakeholders involved (e.g. coach and study counsellor), so you know you're on the right track.
- ✓ Make sure your goals are challenging, but realistic at the same time.
- ✓ Make sure that reaching your goals is (at least partly) in your own hands. Making "winning the lottery" one of your goals, will not help you, because you don't have any control about this.



**Reviewed by:**

One DCSP and one DC athlete from the Netherlands

**Strengths****DC athlete:**

*“The questions in the interview were clear and provided a good focus for the road ahead: both in my career as athlete and my career as student”*

*“I truly enjoyed that all questions focused on me and my life, ambitions and plans”*

**DCSP:**

*“The instrument is very strong, because the DCA takes a critical look at his/her aspirations, talents, opportunities and possibilities.”*

**To take into account/ suggestions**

This instrument should be used for athletes who already know that they truly envision combining their sports career with the athlete career.

This instrument fits perfect for DC athletes who are ready to think about their aspirations, talents, what makes him/her enthusiastic. Only with that knowledge a timeline can be set. Minimal requirement for this is a feeling of rest and courage for self-reflection.

This instrument could be used as a part of a trilogy of meetings. The first meeting could be about ‘what are your aspirations’? The second one about ‘what kind of instrument would be appropriate’? The third one could be about adjusting the timeline.

This instrument is not suitable for DC athletes who:

- Are really anxious about deadlines. If deadlines create feelings of anxiety, bad feelings, this is not the right instrument;
- Have too much on their mind to think about this. First, they have to focus on what is important at that moment (tournament, exams, etc.). A feeling of rest is necessary for this instrument;

**Reference / Source:** Sport Vlaanderen

## Olympic Summer athletes

...		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	...
...	2017	2018	2019	2020	2021	2022	2023	2024	...

## Olympic Winter athletes

...		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	...	
...	2017	2018	2019	2020	2021	2022	2023	2024	...	

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## DCA15: Competence development

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	Help DC athletes to formulate concrete goals for competence development.
<b>Target population:</b>	DC athletes with support of DCSPs
<b>DC athlete Competences:</b>	<p>Ability to set realistic goals in sport and study</p> <p>Ability to critically evaluate and modify your goals when needed</p> <p>Clear understanding of what it takes to succeed in sport and study</p>
<b>DCSP Competences:</b>	<p>Ability to stimulate autonomy in dual career athletes</p> <p>Ability to make dual career athletes self-aware of their dual career competences</p> <p>Ability to prepare dual career athletes for the challenges of specific transitions</p>

### Instructions

The following instrument can be used with DC athletes to help them to pursue competence development goals. It can be used as a follow-up instrument of DCA21 Competence profiling. The DC athletes can use the instrument individually, but certainly when they use it for the first time, support, explanation and feedback from you as a DC support provider is recommended.

SPECIFIC GOALS	STRATEGIES AND ACTIONS	TIME AND SCHEDULE	RESOURCES AND PERSONS INVOLVED	RESULTS/ EVIDENCE
WHAT?  <i>Competences you want to develop</i>	HOW?  <i>Which actions, programmes, resources, services and strategies will you use?</i>	WHEN?  <i>Time available and time needed to achieve your goal</i>	WHERE? WHO?  <i>Where can you be supported? Who can help you in this process?</i>	WHAT FOR?  <i>What situations, events, measure will tell you that you achieved your goal?</i>

SPECIFIC GOALS	STRATEGIES AND ACTIONS	TIME AND SCHEDULE	RESOURCES AND PERSONS INVOLVED	RESULTS/ EVIDENCE
<i>WHAT?</i>  <i>Competences you want to develop</i>	<i>HOW?</i>  <i>Which actions, programs, resources, services and strategies will you use?</i>	<i>WHEN?</i>  <i>Time available and time needed to achieve you goal</i>	<i>WHERE? WHO?</i>  <i>Where can you be supported? Who can help you in this process?</i>	<i>WHAT FOR?</i>  <i>What situations, events, measure will tell you that you achieved your goal?</i>

Reference / Source:

Centre d'Alt Rendiment (CAR), Spain

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## DCA16: My priorities

<b>Type of instrument:</b>	Intervention
<b>Goal:</b>	This instrument enables the diagnosis (at a given time) or the planning and organization (putting into place an organization plan).
<b>Target population:</b>	DCSPs can use it to work with DC athletes
<b>DC athlete Competences:</b>	<p>Ability to prioritize what needs to be done</p> <p>Ability to make your own responsible choices with regard to your study and sport career</p> <p>Ability to critically evaluate and modify your goals when needed</p>
<b>DCSP Competences:</b>	<p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p> <p>Being observant of a dual career athlete's mental health status</p> <p>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</p>

### Instructions:

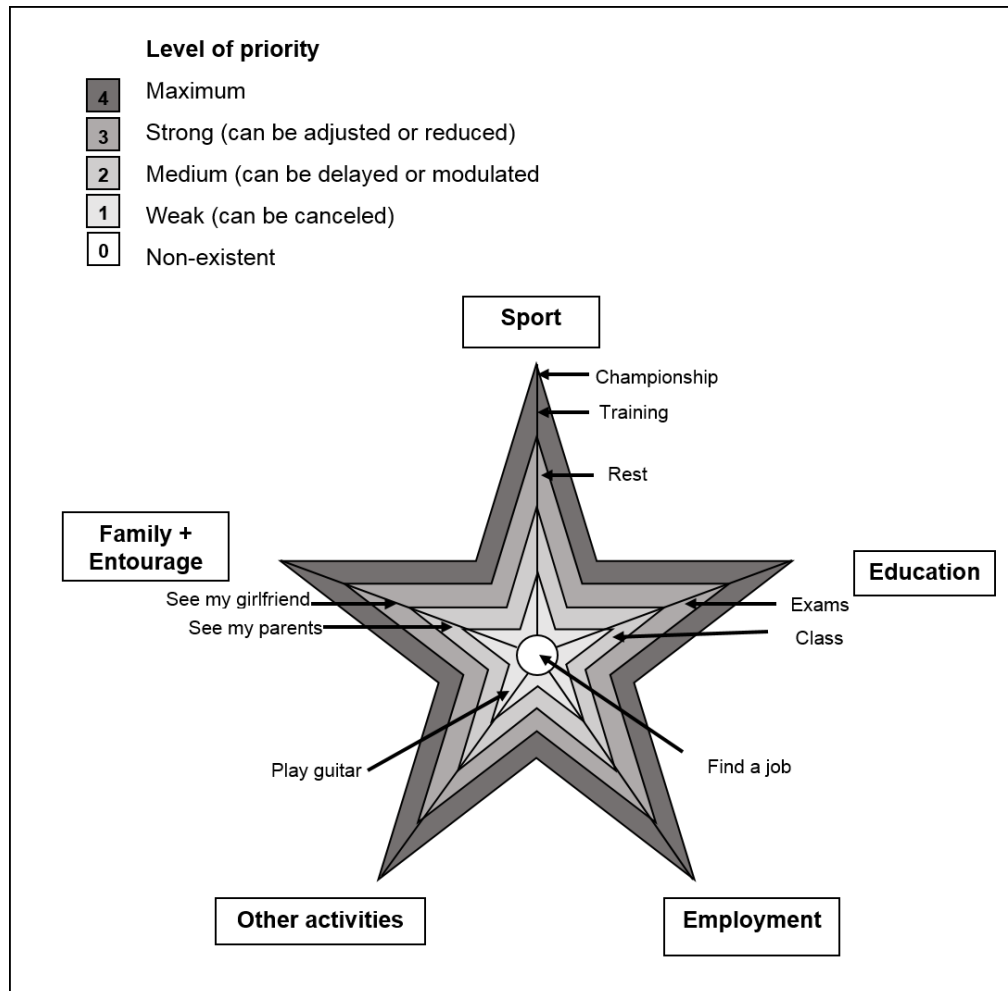
The athlete is asked to make a list of all his/her daily activities for each component of his life and to quantify their importance. The notion of importance can be understood at two levels: level of priority in his life or level of commitment in his daily life.

An exam can imply a high level of commitment in terms of workload without being “important” for the athlete or conversely it can have a very strong emotional impact without implying a great commitment in terms of time...

It is necessary to distinguish two interpretations whether you are analysing the situation of the athlete (diagnosis) or working with the athlete on planning the actions and daily priorities...



*Illustration:*



**Reference / Source:**

Bouchetal Pellegrini, F., Leseur, V., Debois, N. (2006).  
*Carrière sportive, projet de vie*. INSEP : Paris.

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## DCA17: Short Satisfaction and Competence Follow-up (SSCF)

**Quality  
review**

<b>Type of instrument:</b>	Mix of types
<b>Goal(s):</b>	Help DC athletes to structure past, present and future life events in a holistic way. Helping them prepare for specific transitions.
<b>Target population:</b>	DC athletes (supported by DCSP)
<b>DC athlete Competences:</b>	<p>Awareness of you strengths, weaknesses and capabilities</p> <p>Asking advice to the right people at the right time</p> <p>Understanding the importance of rest and recuperation</p>
<b>DCSP Competences:</b>	<p>Being observant of a dual career athlete's mental health status</p> <p>Ability to support dual career athletes emotionally in the face of setbacks</p> <p>Ability to realistically monitor and evaluate the effectiveness of your practice</p>

### Instructions:

#### *STEP 1*

Explain to the DC athlete that he/she will have to fill in a short questionnaire every month on his/her well-being and competences. Make sure you correctly explain that this is not intended as a control mechanism, but rather as a way to keep in touch and most of all as a way for themselves to have a structural reflection on their dual career progression. Make sure they understand that it's in their own interest to be honest in this short questionnaire. Explain them the questions in the questionnaire if necessary.

#### *STEP 2*

If possible, make sure you put the questionnaire in an online format that he/she can easily fill in every month after receiving the link via mail. By doing it online, being on a training week abroad won't have any influence on the continuity of the follow-up.

*STEP 3*

Take a look at the results every month. For surprising (really low) individual results, it might be interesting to contact the DC athlete in order to listen to the DC athlete. Two elements are crucial here:

- ➔ Make sure you don't push him/her to talk with you. This might have the adverse effect that the DC athlete won't be honest anymore just to avoid the "punishment" of having to explain why he/she is not satisfied.
- ➔ Make sure (s)he knows that (s)he can contact you at any point and that (s)he is responsible to proactively search for help if necessary. The intention is not that the DC athletes wait for the questionnaires and put the responsibility on the DCSPs to contact them.

*STEP 4*

Keep track of the results of your DC athletes. Make sure to store this in a structural way on your computer. These results have multiple advantages on the short AND long term:

- ➔ Monitoring and follow-up on the short term to be able to provide support for DC athletes in time;
- ➔ Helping DC athlete to monitor their own progression and wellbeing in a structural way (i.e. enhance self-regulation);
- ➔ On the long term: data you can use to analyse different aspect of the dual career on a group level (to optimize your practice and if wanted you can use these for scientific purposes too -> be sure to use an informed consent from the start if you intent to use the data for scientific purposes). You can for example use these longitudinal data to analyse following aspect to optimize your practice and/or for scientific purposes:
  - ✓ The effect of month of the year;
  - ✓ The effect of specific interventions (e.g. workshops);
  - ✓ The effect of age/academic experience (e.g. well-being & competence development of bachelor vs. master students;)
  - ✓ Gender effects;
  - ✓ ...
- ➔ It might be interesting to also have a structural conversation with every DC athlete at the end of the year to discuss the development of his/her individual DC path. This information might help you to optimize your practice. In case of research, this might be a qualitative addition to the quantitative data.

**VARIATIONS:**

- ➔ Of course, you can make up your own contextualized questionnaire, but make sure too keep it short enough.
- ➔ You could do it on a more frequent basis if the DC athlete and you as a DC support provider have enough time for this and/or in critical situations where you need more frequent follow-up (e.g. an injury).



## Reviewed by:

26 DC athletes in Poland

## Strengths

*“These levels are interesting, I did not think about all the levels. When they are written I see this is important to see them all.”*

*“It is interesting to have to have some time and space to think about previous 30 days to deliberate about yourself.”*

*“Thanks to this instrument I could put priority to different tasks, because I see, what I need.”*

## To take into account/ suggestions

You could do this to see what is important for you as a DC athlete. Remembering about the lifelong career is important and would be useful as well as remembering that it takes time and patients to get where you want.

With the instrument, you can see which areas are weak and put some effort to make a goal to achieve for the new month.

The goal of the instrument is not to have higher expectations of yourself, as it would be frustrating if you will not have a progress. So you shouldn't expect that your scores will raise every time, rather these scores will be subject of change due to external factors.

Although it looks like extra work, you should rather see it as an investment:

- ✓ The investment is small, it doesn't take a lot of help;
- ✓ It helps you to keep attentive for you own development and well-being instead of losing yourself in daily stress without seeing any options. By reflecting on this consequently, you will more quickly see the need for structural changes or (new) process goals (if necessary);
- ✓ It helps you to see patterns to prepare for coming years;
- ✓ It helps you to formulate goals to develop competences;
- ✓ ...

## Source

Simon Defruyt & Koen De Brandt, VUB



### **Short Satisfaction and Competence Follow-up (SSCF)**

**During the previous month, how did you generally feel in the following levels?**

Level	1 Completely unhappy	2 Very unhappy	3 Unhappy	4 Moderately unhappy	5 A little unhappy	6 A little happy	7 Moderately happy	8 Happy	9 Very happy	10 Completely happy
Sport level										
Psychological level										
Educational level										
Social level										
Financial level										

**At this point, how motivated are you in the following levels?**

Level	1 Completely unmotivated	2 Very unmotivated	3 unmotivated	4 Moderately unmotivated	5 a little unmotivated	6 a little motivated	7 Moderately motivated	8 Motivated	9 Very motivated	10 Completely motivated
Sport level										
Educational level										

**During the previous month, how competent did you feel on following competency domains?**

Competency Domain*	1 Completely incompetent	2 Very incompetent	3 incompetent	4 Moderately incompetent	5 a little incompetent	6 a little competent	7 Moderately competent	8 Competent	9 Very competent	10 Completely competent
DC management competences										
Self-regulation & resilience competences										
Social competences										
Career planning competences										

*\* The competency domains are explained below*

### Explanation Competency domains:

<b>DC Management competences</b>	<ul style="list-style-type: none"> <li>• <b>Self-discipline</b> to manage the demands of your study and sport combination</li> <li>• Ability to <b>use your time efficiently</b></li> <li>• <b>Dedication to succeed</b> in both sport and study</li> <li>• Ability to <b>plan</b> conscientiously <b>in advance</b></li> <li>• Ability to <b>prioritize</b> what needs to be done</li> <li>• Willingness to <b>make sacrifices and choices</b> to succeed in sport and study</li> <li>• Ability to make your <b>own responsible choices</b> with regard to your study and sport career</li> <li>• Clear <b>understanding of what it takes</b> to succeed in sport and study</li> <li>• Ability to <b>create individualized routines</b> (for sport and study)</li> <li>• Belief that <b>study and sport can positively complement</b> each other</li> </ul>
<b>Self- regulation and resilience competences</b>	<ul style="list-style-type: none"> <li>• Belief in your own <b>ability to overcome the challenges</b> in sport and study</li> <li>• <b>Assertiveness</b> (being self-assured and acting with confidence)</li> <li>• Ability to <b>cope with stress</b> in sport and study</li> <li>• Ability to <b>regulate emotions</b> in different situations</li> <li>• Ability to <b>use setbacks</b> in sport and/or study <b>as a positive stimulus</b></li> <li>• Ability to <b>focus on here and now</b>, without being distracted</li> <li>• Being <b>patient about the progression</b> of your sport and study career</li> <li>• <b>Perseverance</b> during challenging times and in the face of setbacks</li> <li>• Ability to <b>negotiate</b> (in order to stand up for your own interests)</li> <li>• Awareness of your <b>strengths, weaknesses and capabilities</b></li> <li>• Ability to <b>critically evaluate</b> and modify your goals when needed</li> <li>• Ability to <b>set realistic goals</b> in sport and study</li> </ul>
<b>Social competences</b>	<ul style="list-style-type: none"> <li>• <b>Asking advice</b> to the right people at the right time</li> <li>• Eagerness to <b>listen and learn from others</b> and past experiences</li> <li>• Ability to <b>maintain relations</b> with important others</li> <li>• Ability to make <b>social contacts with peers</b> in study and sport</li> <li>• Ability to <b>collaborate with support staff</b> in study and sport</li> <li>• Ability to <b>resolve conflicts</b></li> <li>• Understanding the importance of <b>rest and recuperation</b></li> <li>• Ability to <b>adapt well to new situations</b></li> <li>• Ability to put sport and study performances <b>in perspective</b></li> </ul>
<b>Career planning competences</b>	<ul style="list-style-type: none"> <li>• Being <b>prepared for the unexpected</b> and having back up plans</li> <li>• Ability to <b>be flexible</b> and change plans if necessary</li> <li>• Being curious to <b>explore career plans</b> outside elite sport</li> <li>• <b>Vision of where you want to go</b> in life after your dual career</li> <li>• Having <b>knowledge about your career options</b> in study and sport</li> </ul>

(De Brandt et al, 2016a)

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## DCA18: Choosing my plans

<b>Type of instrument:</b>	Data collection / Intake
<b>Goal:</b>	This instrument enables the athlete to identify with his plans and to prioritize.
<b>Target population:</b>	DC support providers can use it to work with DC athletes
<b>DC athlete Competences:</b>	<p>Ability to prioritize what needs to be done</p> <p>Vision of where you want to go in life after your dual career</p> <p>Having knowledge about your career options in study and sport</p>
<b>DCSP Competences:</b>	<p>Understanding the key transition phases of dual career athletes linked to the long term athlete development pathway</p> <p>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</p> <p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p>

### Instructions

The athlete makes a list of all his plans according to the level of priority implemented.

The notion of plan can be understood both as a wide wish « *be a reference in my sport* » and as a specific fact that the athlete wishes to obtain or do: « pass my baccalaureate ».

	My plans				
	Now	During the year	Next year	Within 5 years	One day
<b>Sport</b>					
<b>Education</b>					
<b>Vocation</b>					
<b>Private life</b>					

*For instance:*

	<b>My plans</b>				
	<b>Now</b>	<b>During the year</b>	<b>Next year</b>	<b>Within 5 years</b>	<b>One day</b>
<b>Sport</b>	Improve my technique  Gain strength	Get an international title	Qualify for the Olympics	Get a medal at the Olympics	Becoming a professional player
<b>Education</b>		Pass my baccalaureate		Study in Higher Education	
<b>Vocation</b>					Become a researcher
<b>Private life</b>					Have a son  Play theatre

**Reference / Source:**

Bouchetal Pellegrini, F., Leseur, V., Debois, N. (2006). *Carrière sportive, projet de vie*. INSEP: Paris.

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## DCA19: Athlete lifestyle map


<b>Type of instrument:</b>	Mix of types
<b>Goal:</b>	<p>Help DC athletes to identify and review with their DCSPs:</p> <ul style="list-style-type: none"> <li>• Their key strengths;</li> <li>• Potential areas in which they may wish to improve;</li> <li>• Where and how they require further support or learning.</li> </ul>
<b>Target population:</b>	DC athlete with support of DCSP
<b>DC athlete Competences:</b>	<p>Ability to collaborate with support staff in study and sport (e.g. coach, teacher, support provider...)</p> <p>Awareness of your strengths, weaknesses and capabilities</p> <p>Asking advice to the right people at the right time</p>
<b>DCSP Competences:</b>	<p>Ability to stimulate autonomy in dual career athletes</p> <p>Ability to maintain a trust based relationship with dual career athletes</p> <p>Ability to make dual career athletes self-aware of their dual career competences</p>


### Instructions:


**Note for athletes:** *The following sections are not a 'formal assessment' but a framework designed to help you identify and review with your advisor your key strengths and potential areas in which you may wish to improve, which may require further support or learning. Remember though – success will come down to what you put in.*







*You may not have thought about a particular area in detail before but each question is merely a prompt to help reflection. Discuss your thoughts with your DCSP, noting key points and then give yourself a 'score' using the 'traffic light system'. Scoring is*

*your own view, which may change over time but helps highlight areas for support. Using the definitions below, indicate whether you feel more like a 'red', 'amber' or 'green' in your approach:*

 **Red** – A particular area of concern or one requiring further development and/or particular help or support

 **Amber** – This area could benefit from more focus, work or support but no immediate concerns to address

 **Green** – you feel confident, have an element of control and no further support is required at this time

<b>GOALS, PROGRESSION AND BALANCE</b> (note key points and any actions required and place a cross in the relevant traffic light colour box)	
<b>SPORT</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span></span> <span></span> <span></span> </div>
What are your key goals for this year? Have you discussed your goals with your coach/support staff? How will you achieve your goals? What challenges may you face? What support may you need? Are you in regular contact with your support staff/team mates/training partners?	Notes:
<b>EDUCATION</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span></span> <span></span> <span></span> </div>
What are your key goals for this year? Have you discussed your goals with your teaching staff? How will you achieve your goals? What challenges may you face? What support may you need? Reflecting on last year or previous study, were you able to attend all your classes and meet deadlines? Which methods of learning were most effective? Are you in regular contact with your teaching staff/colleagues?	Notes:

<b>OTHER COMMITMENTS/GOALS</b> (family, friends, work, finances, living arrangements, injury etc.)	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 15px; height: 15px; background-color: red;"></div> <div style="border: 1px solid black; width: 15px; height: 15px; background-color: yellow;"></div> <div style="border: 1px solid black; width: 15px; height: 15px; background-color: green;"></div> </div>
What other commitments and other areas of your life may require your time? What is the likely commitment of these areas? What are your key goals? How will you achieve your goals? What are the key challenges and what support may you need? How might these areas impact on your sport and/or education?	Notes:
<b>BALANCE</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 15px; height: 15px; background-color: red;"></div> <div style="border: 1px solid black; width: 15px; height: 15px; background-color: yellow;"></div> <div style="border: 1px solid black; width: 15px; height: 15px; background-color: green;"></div> </div>
Are you achieving a balance between your sport and study (and other commitments)? Do you feel in control? Do you foresee any potential clashes? Have you planned how to deal with any conflicts? What support may you need to achieve a balance?	Notes:

<b>LIFE SKILLS</b> (note key points and any actions required and tick the relevant traffic light colour box)	
<b>CAREER PLANNING</b>	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: orange; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: green; border: 1px solid black;"></div> </div>
Are you considering a particular career path? Have you investigated the skills/experience/qualifications that may be required? Have you sought any work experience? What decisions may need to be made? Have you sought any advice?	Notes:
<b>COMMUNICATION SKILLS</b>	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: orange; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: green; border: 1px solid black;"></div> </div>
Which forms of communication do you use? Do you know when it is appropriate to use each form? Do you use both written and verbal communication effectively? Are you an effective listener? Do you communicate on a timely basis and with confidence with both staff and team mates?	Notes:
<b>TEAMWORK</b>	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: orange; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: green; border: 1px solid black;"></div> </div>
Are you a good team player (in both sport and study)? Do you communicate effectively with both your support staff (coach, core services, teaching staff, family) and your team mates or training partner? Do you offer support/encouragement to others?	Notes:
<b>SELF MANAGEMENT</b>	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: orange; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: green; border: 1px solid black;"></div> </div>
Do you take responsibility for setting targets, progression and achievement? Are you aware of any potential challenges you may face? Have you considered how you may respond? Have you learnt from any mistakes? How do you keep yourself motivated?	Notes:
<b>TIME MANAGEMENT &amp; ORGANISATION</b>	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: orange; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: green; border: 1px solid black;"></div> </div>
How well do you organise yourself? Do you keep records and use a diary or other planner?	Notes:

<p>Do you know the key dates in your education, sport and other life commitments?</p> <p>Have you planned to avoid any potential clashes?</p> <p>Are you able to meet deadlines and make appointments?</p>	
--	--

<b>CONDUCT AND DISCIPLINE</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Are you aware of your sport's rules and relevant codes of conduct?</p> <p>Are you aware of the key values/competencies required for your sport?</p> <p>Are you confident about your anti-doping responsibilities? Do you require information in any particular area(s)?</p> <p>Do you understand and adhere to the terms of your sporting contracts/agreements?</p>	Notes:
<b>CHANGE MANAGEMENT</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Are you aware of changes currently or about to happen in your sport, education or life in general?</p> <p>Have you anticipated any change(s)?</p> <p>Do you feel able to manage?</p> <p>How do you cope or adapt to new situations/environments?</p>	Notes:
<b>SUPPORT NETWORKS</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Are you aware of the range and identity of the support personnel around you?</p> <p>Do you understand how they can help you?</p> <p>Do you know their contact details and the best times to contact them?</p>	Notes:
<b>MEDIA TRAINING/PUBLICITY</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Are you aware of the different types of media and how they can be used in sport?</p> <p>Have you undertaken any form of media training?</p> <p>Have you used media to build your own profile?</p> <p>Do you understand your sport's policies and rules about using media?</p> <p>Do you understand the impact of what is communicated?</p>	Notes:

<b>ANY OTHER AREAS</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="width: 20px; height: 10px; background-color: red; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; background-color: yellow; border: 1px solid black;"></div> <div style="width: 20px; height: 10px; background-color: green; border: 1px solid black;"></div> </div>
Please detail any further areas for development/discussion Why are these of interest? What are your goals? What support may be useful/needed? What is the impact on your sport and/or education?	Notes:
Athlete signature	
DCSP signature	

**Reference / Source:** TASS\*, UK

*\* TASS would like to acknowledge, and extend its thanks for useful contributions and assistance from staff connected with the University of Bath, the University of Manchester, the University of Birmingham and the RFU to help produce this document.*

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## DCA20: The Holistic Athletic Career model (HAC)

<b>Type of instrument:</b>	Mix of types
<b>Goal(s):</b>	Help DC athletes to structure past, present and future life events in a holistic way. Helping them prepare for specific transitions.
<b>Target population:</b>	DC athletes (supported by DCSP)
<b>DC athlete Competences:</b>	<p>Having knowledge about your career options in study and sport</p> <p>Being patient about the progression of your sport and study career</p> <p>Clear understanding of what it takes to succeed in sport and study</p>
<b>DCSP Competences:</b>	<p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p> <p>Ability to prepare dual career athletes for the challenges of specific transitions</p> <p>Ability to implement theoretical frameworks and research findings into practice</p>

### Instructions:

From a developmental perspective, the dual career 'education and sport' pathway is not uniform and consistent in nature but actually consists in different stages and transitions (cfr. Figure below). More specifically, athletes will face different types of educational as well as different athletic transitions and stages during their dual career 'education and sport' pathway.

From a holistic perspective, research has shown that athletes are not only confronted with challenges at academic and athletic level, but in fact face throughout their dual career concurrently challenges and (possibly conflicting) requirements at psychological (e.g., stress related to exams, increased need for independence and self-regulation), psychosocial (e.g., residing in a student-home, integrating in a new social network), or financial level (e.g., tuition fees, private mentoring) which will influence the progress athletes will make throughout their dual career.

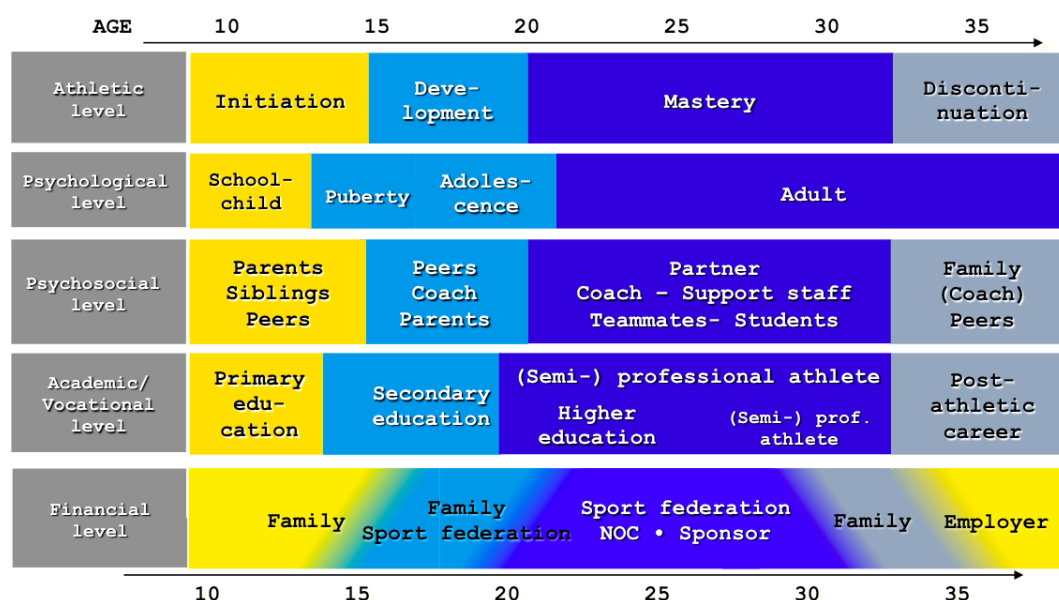
The Holistic Athletic Career (HAC) model below illustrates both the developmental and holistic perspective on elite athletes. The visual model could be used in working

with DC athletes in multiple complementary ways, e.g.:

- To help DC athletes to structure their reflections on past, present and future experiences and ask them questions on the different levels of development;
- To prepare them for specific transitions, showing the different challenges that might occur on different levels of development;
- Helping them to structure their goals;
- To prevent and/or decrease identity foreclosure, help them develop a healthy identity, not solely focused on the athletic career;
- Help them to develop a long term developmental and holistic frame of reference;
- ...

### Holistic athletic career model

Wylleman, Reints, & De Knop, 2013



Reviewed by:

DC athlete and DCSP in Spain

Strengths

Places the athletes in his/her moment and provides a general view (vertical and horizontal) of their live. Quote: *'I try to draw the normative transitions and when they see the drawing of the 5 developmental levels and we work step by step where they are in each level, it helps a lot to place the athlete and to see what is in the future and in the past'*.



Both athletes and coaches like to Place the athletes in a timeline. Quote: *'When I explain the model they [the athletes] like it, and the coaches even more. The coaches like the holistic vision. No one have said to me that they do not like it or they do not understand it'*.

#### **To take into account/ suggestions**

It is not a instrument to use very often or when the aim is to explore a concrete situation.

The 5 levels of development offer a global overview for the athlete, but in order to help the athlete to achieve good and deep reflections, the most important part is to ask the relevant questions at the right time (i.e. to assess the moment and the objective of the demand). This part is about the real 'craftsmanship'.

#### **Sources**

Wylleman, P., Reints, A., & De Knop, P. (2013). A developmental and holistic perspective on athletic career development. In P. Sotiaradou & V. De Bosscher (Eds.), *Managing high performance sport* (pp. 159-182). New York, NY: Routledge.

Wylleman, P., & Lavallee, D. (2004). A Developmental Perspective on Transitions Faced by Athletes. In M. Weis (Ed.), *Developmental sport psychology*. Morgantown, WV: Fitness International Technology.

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## DCA 21: Competence Profiling

Quality  
review

<b>Type of instrument:</b>	Mix of types
<b>Goal(s):</b>	<p>Provide a starting point (= self-assessment) for DC competence development.</p> <p>Making the DC athlete aware of the importance of DC competences.</p> <p>Monitoring and evaluation of performance &amp; progress goals.</p>
<b>Target population:</b>	DC athlete in session with DCSP
<b>DC athlete Competences:</b>	<p>Awareness of your strengths, weaknesses and capabilities</p> <p>Clear understanding of what it takes to succeed in sport and study</p> <p>Belief in your own ability to overcome the challenges in sport and study</p>
<b>DCSP Competences:</b>	<p>Ability to make dual career athletes self-aware of their dual career competences</p> <p>Ability to implement theoretical frameworks and research findings into practice</p> <p>Ability to stimulate autonomy in dual career athletes</p>

### Instructions:

#### STEP 1

Ask the DC athlete the following: “Think about all aspects that are important in your dual career to be able to manage it successfully. Which competences should you possess?” Make him/her choose at least 5 and maximum 10 competences and put them in the ‘Performance Profile scoring sheet’ (attachment 1).

#### Possible variations:

- ✓ To provide them with evidence-based inspiration, you could give them the GEES list of competences for DC athletes (list of 38 DC athlete competences,

- ✓ see attachment 2 below);
- ✓ You could start from the 10 competences that are scored as most important in Europe and let him/her score him/her-self on these 10 competences;
- ✓ If the DC athlete comes to you with a specific question that is linked to one of the scenarios (e.g. he has an injury), you could use the 10 most important competences of that specific scenario (chosen by DC athletes all over Europe) as the 10 competences;
- ✓ ...

## STEP 2

Make them score the importance of these 10 competences in the column IMP T1 of the 'Performance Profile scoring sheet' (Attachment 1). Use a 10 point-scoring system, with a score of 1 meaning totally unimportant, a score of 10 meaning indispensable.

## STEP 3

Make them score their own possession of these 10 competences in the column POSS T1. Use a 10 point-scoring system, with a score of 1 meaning no possession at all, a score of 10 meaning completely possessing this competence.

## STEP 4

In order to get a view on the competences that the DC athlete might need to develop (first), you now can calculate the discrepancy (see 'Performance Profile scoring sheet' for the formula) for every competence. This number is an indication of which competences need to be further developed most, taking into account importance and possession. A higher discrepancy number for a specific competence means that this specific competence has a higher priority to be developed.

## STEP 5

*Now you have this number, this could be the starting point of the following cycle:*

- ✓ First self-assessment (IMP T1 & POSS T1);
- ✓ Choose the competences that you want to develop, (partly) based on the highest discrepancy scores (DIS T1);
- ✓ Make goals about it (e.g. by the end of the academic year I want to score an 8 on 'Dedication to succeed in sport and study') -> you can use the instruments 'DCA7 GROW' and 'DCA15 Competence development plan' for this;
- ✓ Second self-assessment to check if you reached your goals (IMP T2 & POSS T2);
- ✓ Choose the competences that you want to develop, (partly) based on the highest discrepancy scores (DIS T2) again;
- ✓ Make goals about it (e.g. by the end of the academic year I want to score a 9 on 'Dedication to succeed in sport and study') you can use the instruments 'DCA7 GROW' and 'DCA15 Competence development plan' for this
- ✓ Third self-assessment to check if you reached your goals (IMP T3 & POSS T3);
- ✓ ...

**Reviewed by:**

6 DC athletes who received workshop of DC support providers in Belgium

**Strengths**

*“By running through the list and scoring yourself, you discover competences that you didn’t think of before and become more self-aware”*

*“It’s really important and useful to use as it will help you to also develop process goals, think on how you can develop competences rather than only focussing on results of competitions. It helps you to book small successes in between. If you don’t focus on these competences and processes, you risk to get demotivated if you don’t get the results you want in competitions.”*

**To take into account/ suggestions**

It’s good that you see your strengths and your competences that you want to develop. However it’s not that easy, it takes time, support and investment to develop these competences. Don’t expect them to be completely developed from one moment to another.

Self-evaluation can be partly influenced by the mood of the day/week. This is why you’d better do the assessment multiple times and/or ask others too to evaluate you as a DC athlete (see next suggestion).

You can also ask other stakeholders (parents, coaches...) to rate you, to compare own scores with how others perceive you.

It’s good to do this exercises with multiple DC athletes, you get a lot of insight by hearing the stories and competences of the others and exchanging experiences.

**Reference / Source:**

Sport Vlaanderen



*Attachment 1: Performance Profiling scoring sheet*

Competences	Importance (IMP)			Possession (POSS)			Discrepancy (DIS) (10-POSS) x IMP		
	IMP T1	IMP T2	IMP T3	POSS T1	POSS T2	POSS T3	DIS T1	DIS T2	DIS T3

## Attachment 2: DC athletes' competence framework (De Brandt et al., 2016a):

DC Management competences	<ul style="list-style-type: none"> <li>• <b>Self-discipline</b> to manage the demands of your study and sport combination</li> <li>• Ability to <b>use your time efficiently</b></li> <li>• <b>Dedication to succeed</b> in both sport and study</li> <li>• Ability to <b>plan</b> conscientiously <b>in advance</b></li> <li>• Ability to <b>prioritize</b> what needs to be done</li> <li>• Willingness to <b>make sacrifices and choices</b> to succeed in sport and study</li> <li>• Ability to make your <b>own responsible choices</b> with regard to your study and sport career</li> <li>• Clear <b>understanding of what it takes</b> to succeed in sport and study</li> <li>• Ability to <b>create individualized routines</b> (for sport and study)</li> <li>• Belief that <b>study and sport can positively complement</b> each other</li> </ul>
Self-regulation and resilience competences	<ul style="list-style-type: none"> <li>• Belief in your own <b>ability to overcome the challenges</b> in sport and study</li> <li>• <b>Assertiveness</b> (being self-assured and acting with confidence)</li> <li>• Ability to <b>cope with stress</b> in sport and study</li> <li>• Ability to <b>regulate emotions</b> in different situations</li> <li>• Ability to <b>use setbacks</b> in sport and/or study <b>as a positive stimulus</b></li> <li>• Ability to <b>focus on here and now</b>, without being distracted</li> <li>• Being <b>patient about the progression</b> of your sport and study career</li> <li>• <b>Perseverance</b> during challenging times and in the face of setbacks</li> <li>• Ability to <b>negotiate</b> (in order to stand up for your own interests)</li> <li>• Awareness of your <b>strengths, weaknesses and capabilities</b></li> <li>• Ability to <b>critically evaluate</b> and modify your goals when needed</li> <li>• Ability to <b>set realistic goals</b> in sport and study</li> </ul>
Social competences	<ul style="list-style-type: none"> <li>• <b>Asking advice</b> to the right people at the right time</li> <li>• Eagerness to <b>listen and learn from others</b> and past experiences</li> <li>• Ability to <b>maintain relations</b> with important others</li> <li>• Ability to make <b>social contacts with peers</b> in study and sport</li> <li>• Ability to <b>collaborate with support staff</b> in study and sport</li> <li>• Ability to <b>resolve conflicts</b></li> <li>• Understanding the importance of <b>rest and recuperation</b></li> <li>• Ability to <b>adapt well to new situations</b></li> <li>• Ability to put sport and study performances <b>in perspective</b></li> </ul>
Career planning competences	<ul style="list-style-type: none"> <li>• Being <b>prepared for the unexpected</b> and having back up plans</li> <li>• Ability to <b>be flexible</b> and change plans if necessary</li> <li>• Being curious to <b>explore career plans</b> outside elite sport</li> <li>• <b>Vision of where you want to go</b> in life after your dual career</li> <li>• Having <b>knowledge about your career options</b> in study and sport</li> </ul>
Other competences	<ul style="list-style-type: none"> <li>• Ability to spend and <b>manage your own money</b></li> <li>• Ability to <b>live independently</b> with competent life skills</li> </ul>

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## DCSP1: Stakeholder involved overview

Quality  
review

<b>Type of instrument:</b>	Monitoring/evaluation
<b>Goal:</b>	Monitoring the stakeholders involved in a specific DC scenario/situation in a structural way.
<b>Target population:</b>	DCSP's themselves (and/or DC athletes)
<b>SA Competences:</b>	<p>Ability to collaborate with support staff in study and sport (e.g. coach, teacher, support provider...)</p> <p>Asking advice to the right people at the right time</p> <p>Ability to maintain relations with important others</p>
<b>DCSP Competences:</b>	<p>Ability to collaborate with key stakeholders (e.g. coach, parents) in the dual career athlete's life</p> <p>Ability to build and coordinate a network of partners</p> <p>Sensitivity to environmental contexts (e.g. federation, family) that dual career athletes belong to</p>

### Instructions:

Every DCSP has a specific constitution of different re-occurring function requirements and/or job tasks. In order to efficiently deal with these re-occurring function requirements and/or job tasks, it might be interesting to make up an overview of stakeholders involved. This might help you as a DC support provider to keep on taking into account the different stakeholders and to make sure communication is sufficient between the stakeholders involved. This stakeholder overview might vary from situation to situation (e.g. relocation vs. injury) and/or from context to context (e.g. elite sport school vs. Higher education).

*STEP1:* Try to write down/summarize the most important re-occurring tasks in working with DC athletes. In order to do this, you can use your previous experiences as DC support provider and/or have a look at your current job description (if available). The seven scenarios described in the GEES project also might provide you with some inspiration.

**STEP 2:** For those (most important) re-occurring function requirements and tasks, you should try to think about the stakeholders that are typically involved and write these down. This list can serve as an overview of stakeholders for similar situations in the future. This step optimally should be done with colleagues with similar re-occurring tasks in order to have the best possible result.

**STEP 3:** Try to put these stakeholders in order of importance.

**STEP 4:** For every concrete situation you can then use the list and adapt it to the specific situation. You can do this by adding/removing extra persons and filling in the concrete names.

**STEP 5:** Keep on monitoring your checklist and update it if you notice that typical stakeholders you should involve are not mentioned in the overview

**STEP 6:** Having the overview of actors involved is the starting point to make up a plan of how you will keep these stakeholders informed/involved in the process and which persons need to be involved in which part of the process.

### Examples:

Below we provide you with some examples of scenario overviews made by Sport Vlaanderen. As these are only examples, it remains important to tailor the overviews to your context by following the steps above described under ‘instructions’.

***Example A SCENARIO 4:** “A DC athlete (has to) make a decision to leave home and his/her family to relocate for sport and/or studies (e.g boarding school, student accommodation etc.). The DC athlete has to adapt to a new social environment and manage this with less family support”*

Stakeholders involved:

Federation  
Sport Psychologist  
Career counsellors  
Coaches  
Parents  
Educators in Elite Sport School  
(Contact person of Higher Education)

***Example B SCENARIO 5:** A dual career athlete is studying and competing, but he/she ‘s suffering from an injury. The athlete wants to continue to study, compete and recover from injury.*

Stakeholders involved:

Coach  
Medical team (doctor, physiotherapist, physical coach)  
Sport psychologist  
Career counsellors  
Educators, parents  
(Study counsellor)



*Example C SCENARIO 6: The combination of sport and study makes it challenging for a dual career athlete to have a rich social life outside of sport (e.g. time with friends, going out...). The athlete needs to find a balance between his/her dual career and social activities outside of sport*

Stakeholders involved:

Coach  
Sport Psychologist  
Career counsellors  
Educators in Elite Sport School  
Parents  
(Study counsellor IF HE)  
Friends of DC athlete

### Extra option 1:

You could share your list of stakeholders with the DC athlete if this is also applicable for him/her. Preferably, in order to empower the SA, you can give this exercise to a DC athlete in a specific situation instead of giving him/her the list of stakeholders involved. In this way, you make him/her think about with who he/she should communicate and involve in the process.

### Extra option 2:

Before making your list of stakeholders for a specific situation, you could try to make a more general network map of how everything is organized (with the responsibilities of different stakeholders) within your national and/or regional structure of DC support (see attached an example of Flanders: the U18 structure for pupils of the elite sport school).



### Reviewed by:

Four DC support providers from Sweden

### Strengths

“Provides understanding of the many people involved and which people you need to have contact with to help the students”

“Widens the view of what is important when having consultations talks or planning with DC athlete”

### To take into account/ suggestions

Valuable to illustrate channels of contact for myself. I see that it is mainly one-way communication (me → study counsellors) and that I need to broaden it and include also other people in the organization (e.g., teachers, student health department and their psychologist)

In educations for counsellors one [DCSP] can provide different cases or scenarios to provide clearer understanding of the counsellors role and what people

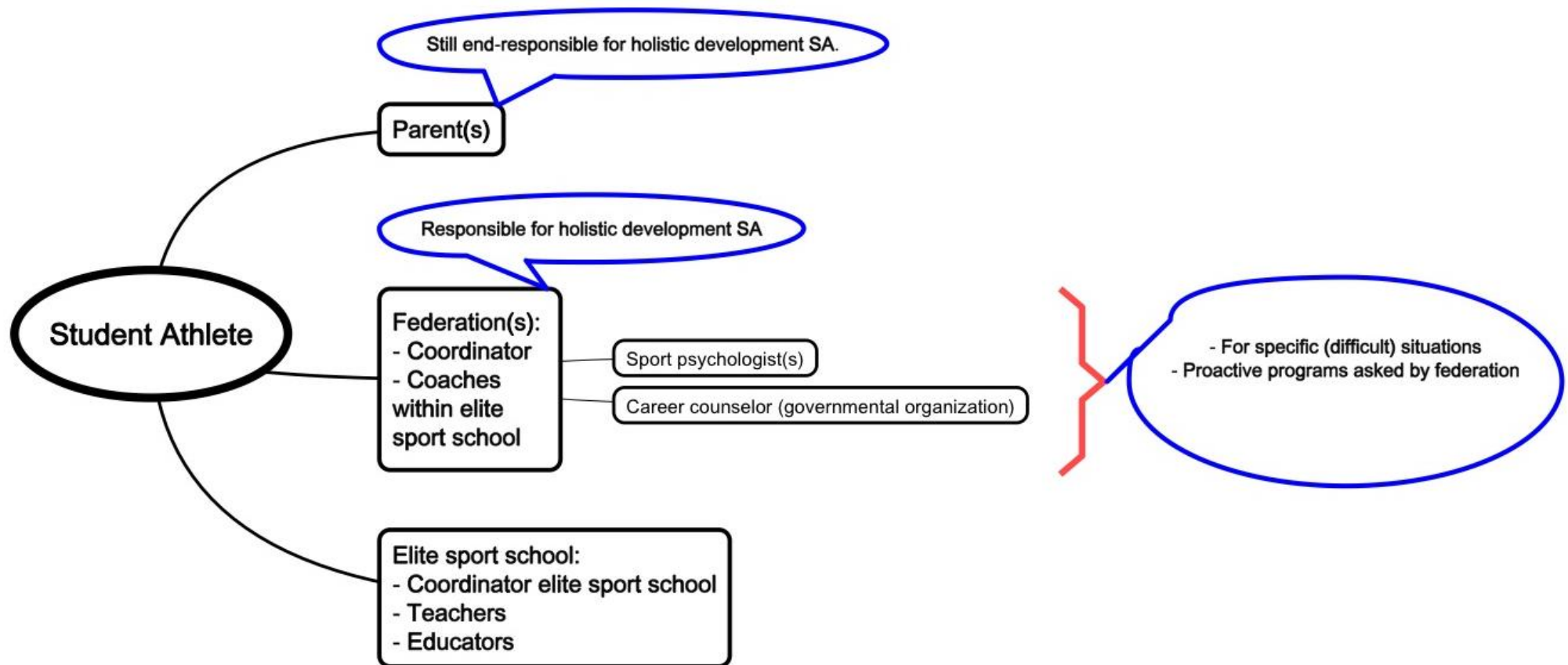
you need a good dialogue with

By using the instrument and when trying to extend the channels of contact, for example with the department of student health it would be beneficial to become aware of what support the DC athlete already gets from for example psychologists or their sport federation and how this support looks like.

As the examples are not contextualized to the national context or the context of the institution, it might be interesting to do this exercise in cooperation with some colleagues to exchange experiences and examples of scenarios and stakeholders.

**Reference / Source:**

Sport Vlaanderen  
VUB



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## DCSP2: Competence Profiling

Quality  
review

<b>Type of instrument:</b>	Mix of types
<b>Goal(s):</b>	<p>Provide a starting point (=self-assessment) for DC support providers' competence development.</p> <p>Making the DC support provider aware of the importance of his/her vocational competences.</p> <p>Monitoring and evaluation of performance &amp; progress goals.</p>
<b>Target population:</b>	DC support providers
<b>DC athlete Competences:</b>	/
<b>DCSP Competences:</b>	<p>Ability to reflect on own values and functioning to improve your practice.</p> <p>Commitment to keep (self-)developing as a dual career support provider.</p> <p>Ability to realistically monitor and evaluate the effectiveness of your practice.</p>

### Instructions:

#### STEP 1

“Think about all aspects that are important in your function as a DC support provider. Which competences should you possess?” Choose at least 5 and maximum 10 competences and put them in the ‘Performance Profile scoring sheet’.

#### Possible variations:

- ✓ To provide you with evidence-based inspiration, you could start from the GEES list of competences for DC support providers (list of 35 DC support provider competences, see attached below).
- ✓ You could start from the 10 competences that are scored as most important in Europe/your country and score yourself on these 10 competences.
- ✓ ...

## STEP 2

Score the importance of these 10 competences in the column IMP T1. Use a 10 point-scoring system, with a score of 1 meaning 'totally unimportant', and a score of 10 meaning 'indispensable'.

## STEP 3

Score your own possession of these 10 competences in the column POSS T1. Use a 10 point-scoring system, with a score of 1 meaning no possession at all, and a score of 10 meaning complete possession of this competence.

## STEP 4

In order to get a view on the competences that you might need to develop (first), you now can calculate the discrepancy (see 'Performance Profile scoring sheet' for the formula) for every competence. The higher your score on importance AND the lower your score on possession, the higher your discrepancy score will be. A higher discrepancy number for a specific competence means that this specific competence has a higher priority to be developed.

## STEP 5

*Now you have this discrepancy number, this could be the starting point of the following cycle:*

- ✓ First self-assessment (IMP T1 & POSS T1);
- ✓ Choose the competences that you want to develop, (partly) based on the highest discrepancy scores (DIS T1);
- ✓ Make goals about it (e.g. by the end of the academic year I want to score an 8 on 'Knowledge of the educational system(s)') -> you can also use the instruments 'DCA7 GROW' and 'DCA15 Competence development plan' for this. As these instruments are used as competence development instruments, they can be used by DCSPs themselves as well (not exclusively for athletes' competence development).
- ✓ Second self-assessment to check if you reached your goals (IMP T2 & POSS T2);
- ✓ Choose the competences that you want to develop, (partly) based on the highest discrepancy scores (DIS T1);
- ✓ Make goals about it (e.g. by the end of the academic year I want to score a 9 on 'Ability to be an active and supportive listener') -> you can use the instruments 'DCA7 GROW' and 'DCA15 Competence development plan' for this.
- ✓ Third self-assessment to check if you reached your goals (IMP T3 & POSS T3);
- ✓ ...

**Reviewed by:**

9 DC support providers in UK

**Strengths**

*“Provides a reference point and framework to work from.”*

*“Highlights clear areas to work on. Framework for self-assessment and self-improvement”*

*“Coloured competency clusters makes it easier to identify behavioural factors”*

**To take into account/  
suggestions**

Useful instrument with DCSPs who are process driven and like to measure development

It's good that you see your strengths and your competences that you want to develop. However it's not that easy, it takes time, support and investment to develop these competences. Don't expect them to be completely developed from one moment to another.

Self-evaluation can be partly influenced by the mood of the day/week. This is why you'd better do the assessment multiple times and/or ask others too to evaluate you as a DC support provider (see next suggestion).

You can also ask other stakeholders (colleagues, older DC athletes...) to rate you, to compare own scores with how others perceive you.

It's good to do this exercises with multiple DC support providers, you get a lot of insight by hearing the stories and competences of the others and exchanging experiences.

**Reference / Source:**

Sport Vlaanderen  
VUB



### Performance Profiling scoring sheet

Competences	Importance (IMP)			Possession (POSS)			Discrepancy (DIS) (10-POSS) x IMP		
	IMP T1	IMP T2	IMP T3	POSS T1	POSS T2	POSS T3	DIS T1	DIS T2	DIS T3

### DC support providers competences GEES (Defruyt et al., 2016b)

<b>Reflection and self-management competences</b>	<ul style="list-style-type: none"> <li>Ability to reflect on own values and functioning to improve your practice</li> <li>Ability to adapt the way of providing support in accordance to the feedback of others</li> <li>Ability to maintain own well-being and energy level necessary for work with dual career athletes</li> <li>Commitment to keep (self-) developing as a dual career support provider</li> <li>Ability to realistically monitor and evaluate the effectiveness of your practice</li> </ul>
<b>Advocacy and dissemination competences</b>	<ul style="list-style-type: none"> <li>Ability to collaborate with key stakeholders (e.g. coach, parents) in the dual career athlete's life</li> <li>Ability to negotiate with dual career stakeholders (e.g. dual career athletes, coaches, teachers) ensuring that the interests of all are considered in the integration of a compatible outcome</li> <li>Ability to build and coordinate a network of partners</li> <li>Ability to collaborate with decision-making bodies advocating for interests of dual career athletes</li> <li>Sensitivity to environmental contexts (e.g. federation, family) that dual career athletes belong to</li> </ul>
<b>Organizational competences</b>	<ul style="list-style-type: none"> <li>Ability to complete administrative tasks (e.g. mails, data processing, file maintenance...)</li> <li>Ability to manage a variety of tasks (from one area to another) on a daily basis</li> <li>Ability to be flexible in responding to unexpected events (e.g., injury) in the dual career athlete's life</li> <li>Ability to coordinate different events in an effective manner</li> <li>Ability to act in congruence with the mission of the organization</li> </ul>
<b>Empowerment competences</b>	<ul style="list-style-type: none"> <li>Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life</li> <li>Ability to make dual career athletes self-aware of their dual career competences</li> <li>Ability to stimulate autonomy in dual career athletes</li> <li>Ability to prepare dual career athletes for the challenges of specific transitions</li> <li>Ability to enhance communication skills in dual career athletes</li> <li>Ability to make dual career athletes aware of the importance of rest and recuperation</li> </ul>



Awareness of DC athlete's environment	<p>Knowledge of the sports related to dual career athletes you work with</p> <p>Knowledge of the educational system(s)</p> <p>Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life</p> <p>Understanding the key transition phases of dual career athletes linked to the long term athlete development pathway</p> <p>Ability to take into account the diverse background (e.g. socio-demographic) of the dual career athlete</p>
Relationship competences	<p>Ability to maintain a trust based relationship with dual career athletes</p> <p>Ability to treat each dual career athlete in an individualized manner</p> <p>Ability to conduct in-depth interviews for analyzing the different steps of his/her life path</p> <p>Ability to be an active and supportive listener</p> <p>Ability to maintain clear expectations and boundaries in the dual career athlete - support provider relationship</p> <p>Ability to support dual career athletes emotionally in the face of setbacks</p> <p>Ability to refer the dual career athlete to another professional if necessary</p>
Other	<p>Ability to implement theoretical frameworks and research findings into practice</p> <p>Being observant of a dual career athlete's mental health status</p>

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## DCSP3: Scenario Checklist

<b>Type of instrument:</b>	Mix of types
<b>Goal:</b>	Monitoring the process of a specific DC scenario/situation in a structural way.
<b>Target population:</b>	DCSPs themselves
<b>DC athlete Competences:</b>	/
<b>DCSP Competences:</b>	<p>Ability to coordinate different events in an effective manner</p> <p>Ability to reflect on own values and functioning to improve your practice</p> <p>Ability to realistically monitor and evaluate the effectiveness of your practice</p>

### Instructions:

Every DCSP has a specific constitution of different re-occurring function requirements and/or job tasks. In order to deal efficiently with these re-occurring function requirements and/or job tasks, it might be interesting to make up checklists. These might help you to work systematically AND efficiently with dual career challenges. A possible way to do this is described below:

*STEP1:* Try to write down/summarize the most important re-occurring tasks in working with DC athletes. In order to do this, you can use your previous experiences as DC support provider and/or have a look at your current job description (if available). The seven scenarios described in the GEES project also might provide you with some inspiration.

*STEP 2:* For those (most important) re-occurring function requirements and tasks, you should try to think about what you need to know/do to manage the task/requirement. You should write down the typical things you have to know/do in order to manage this task/requirement. This step optimally should be done with colleagues with similar re-occurring tasks in order to have the best possible result.

*STEP3:* From the moment you have written down the specific things you have to know/do for a specific situation, you could use these as a checklist for (similar) future re-occurring tasks/requirements. These checklists will provide you with a structure that can help you to work efficiently and systematically. Although the (scenario-specific) checklist offers you a structure, it (of course) remains crucial to tailor your support to the needs of the specific situation and/or DC athlete.

**STEP 4:** Keep on monitoring your checklist and update it if you notice that typical aspects you should do are not mentioned in the checklist (yet).

### Examples:

Below we provide you with some examples of scenario checklists made by Sport Vlaanderen. As these are only examples, it remains important to tailor the checklists to your context by following the steps above described under ‘instructions’.

***Example A SCENARIO 4:** “A DC athlete (has to) make a decision to leave home and his/her family to relocate for sport and/or studies (e.g boarding school, student accomodation etc.). The DC athlete has to adapt to a new social environment and manage this with less family support”*

Things you as a DC support provider want to know to be able to provide support tailored to the needs of the DC athlete:

- O Age?
- O Motivation ?
- O Autonomy / maturity?
- O Expectations ?
- O Opinion parents ?
- O Test knowledge about future

***Example B SCENARIO 5:** A dual career athlete is studying and competing, but he/she ‘s suffering from an injury. The athlete wants to continue to study, compete and recover from injury.*

Things you as a DC support provider want to know to be able to provide support tailored to the needs of the DC athlete:

- O Age?
- O Prognosis doctor: duration revalidation (Short tem or Long Term?)
- O Motivation for revalidation?
- O Autonomy / maturity ?
- O Expectations comeback to former sport level?
- O Period of the academic year / sport year (season) ?

***Example C SCENARIO 6:** The combination of sport and study makes it challenging for a dual career athlete to have a rich social life outside of sport (e.g. time with friends, going out...). The athlete needs to find a balance between his/her dual career and social activities outside of sport*

Things you as a DC support provider want to know to be able to provide support tailored to the needs of the DC athlete:

- O Age?
- O Evaluation balance?
- O Motivation to combine elite sport and studies?
- O Autonomy / maturity

O Personality?

O Culture within own sport environment, federation, coach?

**Referece / Source:**

Sport Vlaanderen  
VUB

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