

GEES FINAL SYMPOSIUM - 8 DECEMBER 2016, BRUSSELS



Gold in Education and Elite Sport

Enhancing the competences of elite student-athletes
& dual career support providers



Gold in Education and Elite Sport

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The results of the GEES project

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**Enhancing the competences of elite student-athletes
& dual career support providers**



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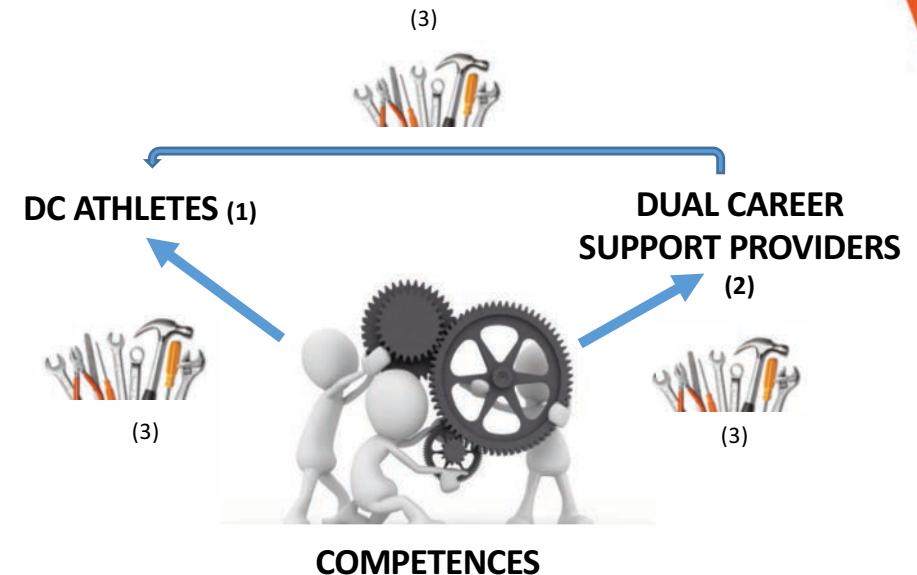
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Specific aims

- 1) To identify the **competences elite pupil- and 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, instruments and tools** that elite pupil- and student-athletes and dual career support providers (can) use to enhance their competences.



4 work packages

<u>Year</u>		<u>2015</u>												<u>2016</u>											
<u>Phase</u>	<u>Month</u>	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		WP1																						
	Stage 2									WP2															
	Stage 3															WP3									
Evaluation																					WP4				

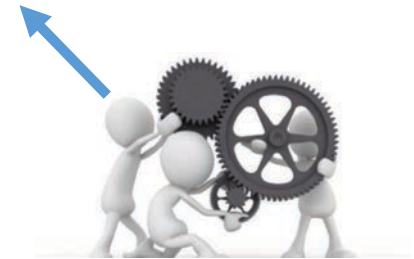
- WP1: Identify the **competences of DC athletes**
- WP2: Identify the **competences of dual career support providers**
- WP3: Identify and develop **methods, instruments, and tools**
- WP4: **Evaluation** phase

WP1: identifying athletes' DC competences

Research questions

- Which competences are **important** to have a successful dual career?
- Which competences do DC athletes **possess**?
- Which competences do DC athletes **need to develop**?
 - in different stages of development (e.g. secondary vs. higher education)
 - gender differences
 - sport differences (e.g. team vs. individual sport)
 - country/cultural differences
 - in specific challenging situations

DC ATHLETES



COMPETENCES

Method

Online questionnaire

Competence list (literature + expert input)

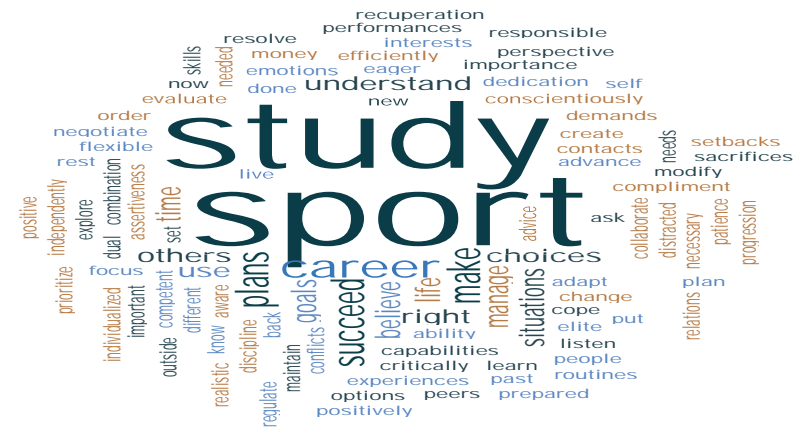
- **38** competences

Sent to

- **7.235** elite pupil- and student-athletes (age 15-26)

Response and completion rates

- **4196** athletes responded to the survey (response rate: **58%**)
- **3247** athletes completed the full survey (completion rate: **77%**; **45%** of the pool)



Method

Self-assessment of DC competences



- How **important** is this competence for a successful dual career?

IMPORTANCE	unimportant	of little importance	moderately important	important	very important
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- To what extent do you **possess** this competence?

POSSESSION	very poor possession	poor possession	average possession	good possession	very good possession
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- Difference (importance – possession): the extent to which you still need to **develop** this competence
 - The bigger the difference, the higher the athletes' need to develop this competence

General competence profiles

Importance

Q: How **important** is this competence for a successful dual career?

	1	2	3	4	5
	unimportant	of little importance	moderately important	important	very important
1	perseverance during challenging times and in the face of setbacks			4.65	
2	understanding the importance of rest and recuperation			4.64	
3	ability to cope with stress in sport and study			4.62	
4	dedication to succeed in both sport and study			4.58	
5	belief in your own ability to overcome the challenges in sport and study			4.51	
34	ability to put sport and study performances in perspective			4.19	
35	vision of where you want to go in life after your dual career			4.13	
36	belief that study and sport can positively compliment each other			4.11	
37	ability to resolve conflicts			4.11	
38	being curious to explore career plans outside elite sport			3.93	

General competence profiles

Possession

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
1	ability to make social contacts with peers in study and sport			4.00	
2	willingness to make sacrifices and choices to succeed in sport and study			3.99	
3	ability to live independently with competent life skills (e.g. cooking)			3.95	
4	ability to collaborate with support staff in study and sport (e.g. coach, teacher, support provider...)			3.94	
5	eagerness to listen and learn from others and past experiences			3.92	
34	ability to focus on here and now , without being distracted			3.50	
35	assertiveness (being self-assured and acting with confidence)			3.48	
36	vision of where you want to go in life after your dual career			3.47	
37	ability to use setbacks in sport and/or study as a positive stimulus			3.47	
38	being prepared for the unexpected and having back up plans			3.45	

General competence profiles

the extent to which you still need to **develop** this competence

Difference

	1	2	3	4	5
IMPORTANCE	unimportant	of little importance	moderately important	important	very important
POSSESSION	very poor possession	poor possession	average possession	good possession	very good possession

		Possession	Importance	Difference
1	ability to cope with stress in sport and study	3,58	4,62	1,04
2	assertiveness	3,48	4,45	0,97
3	ability to use your time efficiently	3,56	4,51	0,95
4	being patient about the progression of your sport and study career	3,50	4,38	0,88
5	ability to use setbacks in sport and/or study as a positive stimulus	3,47	4,35	0,87

Specific competence profiles

Difference

Male hockey player in higher education

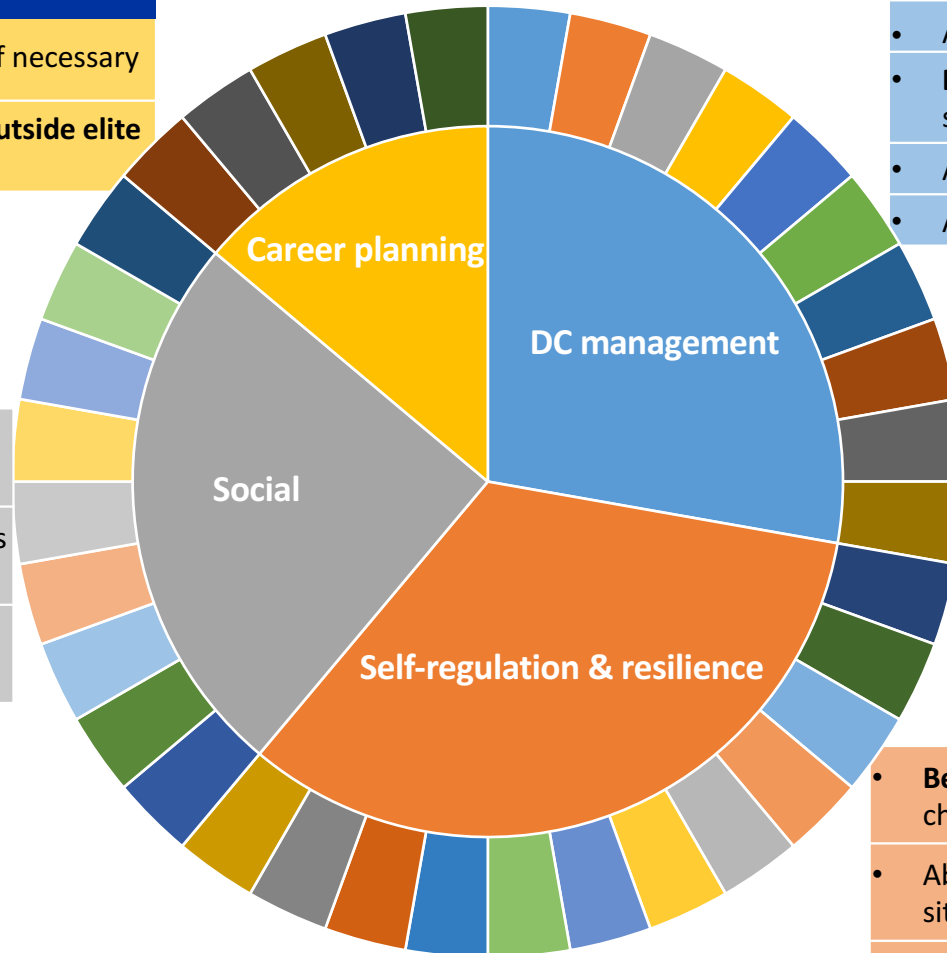


		<i>Possession</i>	<i>Importance</i>	<i>Difference</i>
1	ability to use your time efficiently	3,29	4,24	0,95
2	ability to cope with stress in sport and study	3,57	4,48	0,91
3	ability to prioritize what needs to be done	3,52	4,38	0,86
4	ability to plan conscientiously in advance	3,43	4,24	0,81
5	asking advice to the right people at the right time	3,33	4,14	0,81
6	ability to set realistic goals in sport and study	3,38	4,14	0,76

4 factors 1ce items

- Ability to **be flexible** and change plans if necessary
- Being curious to **explore career plans outside elite sport**

- **Asking advice** to the right people at the right time
- Eagerness to **listen and learn** from others and past experiences
- Ability to **maintain relations** with important others



- **Self-discipline** to manage the demands of your study and sport combination
- Ability to **use your time efficiently**
- **Dedication** to succeed in both sport and study
- Ability to **plan conscientiously in advance**
- Ability to **prioritize** what needs to be done

- **Belief in your own ability** to overcome the challenges in sport and study
- Ability to **regulate emotions** in different situations
- Ability to **cope with stress** in sport and study
- Ability to **use setbacks** in sport and/or study as a **positive stimulus**

General competence profiles

Factors: importance & possession

	1	2	3	4	5
IMPORTANCE	unimportant	of little importance	moderately important	important	very important
POSSESSION	very poor possession	poor possession	average possession	good possession	very good possession

	IMPORTANCE	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

	POSSESSION	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

General competence profiles

Factors: difference

		3	4	5	
IMPORTANCE		moderately important	important	very important	
POSSESSION		average possession	good possession	very good possession	
DIFFERENCE		Possession	Importance	Difference	Sign (p<.005)
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

Comparing profiles

e.g. Gender



	Female		Male			
	Mean	SD	Mean	SD	r	p value
Possession (average)	3.54	.41	3.64	.41	0,14	<.01
Self-regulation & resilience	3.32	.54	3.63	.49	0,29	<.001
Importance (average)	4.34	.34	4.23	.38	0,14	<.01
DC management	4.40	.35	4.27	.40	0,16	<.01
Self-regulation & resilience	4.38	.37	4.29	.40	0,12	<.05
Social	4.34	.41	4.24	.45	0,11	<.05
Career planning	4.20	.48	4.10	.54	0,09	<.05

Comparing profiles

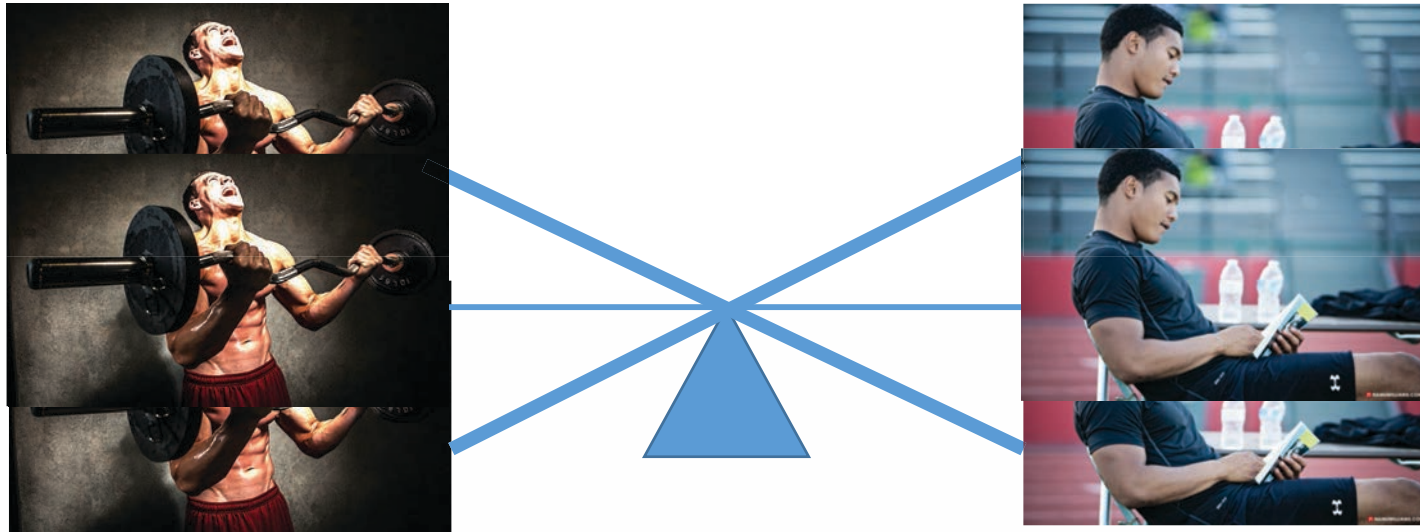
Secondary vs. higher education

Difference	Secondary	Higher	p value
	Mean	Mean	
DC management	.65	.61	<.05
Self-regulation & resilience	.78	.78	.86
Social	.51	.53	.37
Career planning	.62	.59	.15

Team vs. individual

Difference	Individual	Team	p value
	Mean	Mean	
DC management	.64	.65	.61
Self-regulation & resilience	.78	.77	.73
Social	.50	.54	<.05
Career planning	.59	.66	<.01

Looking for context-specificity



- Guarantee the **context-specificity** of a dual career
- Competences \approx specific **challenging dual career situations**

➔ **SCENARIOS**

Scenarios

Scenario #1: You are about to start a challenging study year with **exams** that **conflict with a crucial competitive phase**. You want to successfully do both.



Scenario #2: 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.

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.



Scenarios

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.

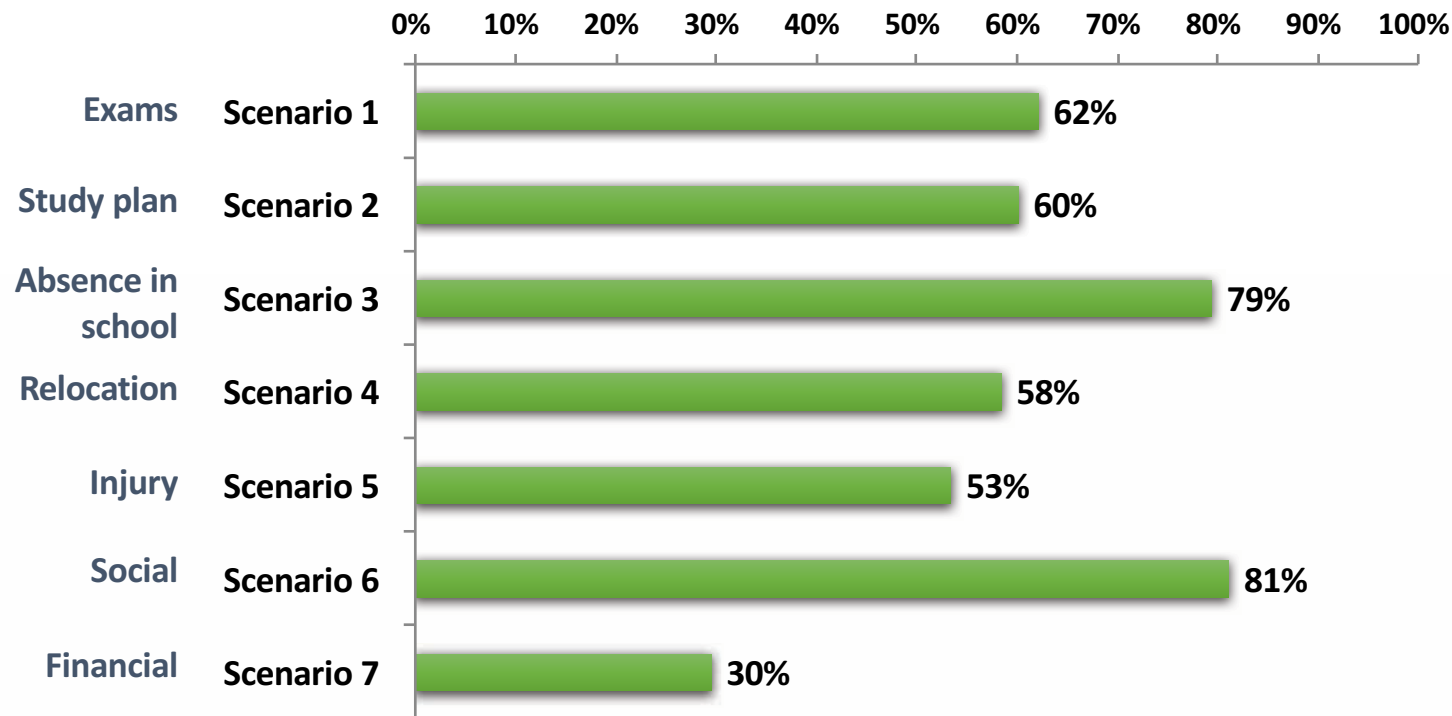


Scenario #6: The combination of sport and study makes it challenging to have a **rich social life outside of sport** (e.g. time with friends, going out...). You need to find a balance between your dual career and social activities outside of sport.

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



Did you experience this scenario?





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Scenario #1



Top 5		% of N
1	Dedication to succeed in both sport and study	49%
2	Perseverance during challenging times and in the face of setbacks	39%
3	Self-discipline to manage the demands of your study and sport combination (e.g. work independently without the supervision of others)	39%
4	Ability to prioritize what needs to be done	38%
5	Ability to use your time efficiently	37%



Scenario #5

	Top 5	% of N
1	Perseverance during challenging times and in the face of setbacks	56%
2	Understanding the importance of rest and recuperation	32%
3	Dedication to succeed in both sport and study	29%
4	Awareness of your strengths, weaknesses and capabilities	28%
5	Belief in your own ability to overcome the challenges in sport and study	26%



Scenario #6

Top 5	% of N
1 Willingness to make sacrifices and choices to succeed in sport and study	36%
2 Ability to prioritize what needs to be done	35%
3 Ability to maintain relations with important others	33%
4 Ability to make social contacts with peers in study and sport	32%
5 Ability to use your time efficiently	32%



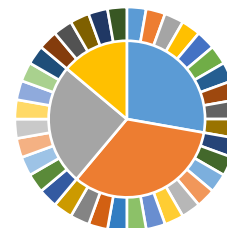
Transferable competences



- 1 **Dedication to succeed** in both sport and study
- 2 **Perseverance** during challenging times and in the face of setbacks
- 3 Ability to **prioritize** what needs to be done
- 4 **Self-discipline** to manage the demands of your study and sport combination
- 5 Willingness to **make sacrifices and choices** to succeed in sport and study
- 6 Ability to **use your time efficiently**
- 7 Ability to **make your own responsible choices** with regard to your study and sport career



Scenario specific competences



DC management competences

		Mean	SD
1	Scenario 1	2,52	1,22
2	Scenario 3	2,44	1,33
...			



Self-regulation & resilience

		Mean	SD
1	Scenario 5	2,00	1,18
2	Scenario 1	1,59	1,02
...			



Social competences

		Mean	SD
1	Scenario 6	1,13	1,14
2	Scenario 4	1,02	1,07
...			



Career planning competences

		Mean	SD
1	Scenario 2	.80	.87
2	Scenario 5	.47	.66
...			



Scenario specific competence profiles

e.g. Gender



Factor	Female		Male		r	p value
	Mean	SD	Mean	SD		
DC management	1.04	1.04	1.37	1.17	.39	<.001
Self-regulation & resilience	2.17	1.21	1.86	1.13	.37	<.001

WP2: Identifying the competences of Dual Career Support providers



DC athletes

DC support providers



COMPETENCES



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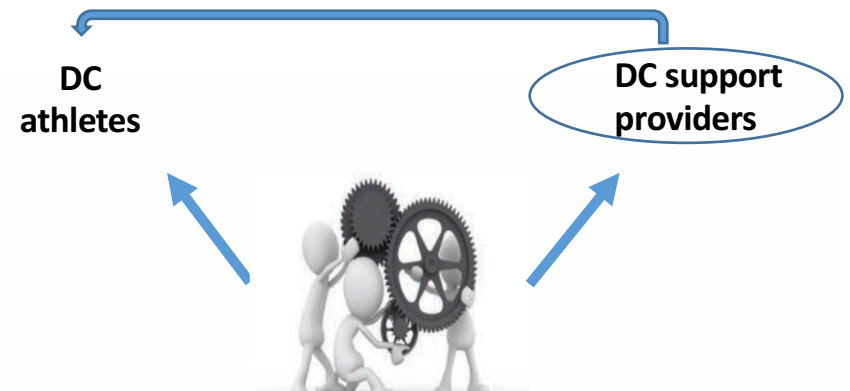
Dual Career (DC) Support Provider = ?

“A ‘dual career support provider’ 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.”



Research questions WP2

- What competences are **important** to provide dual career support?
- What competences do DC support providers **possess**?
- What competences do DC support providers **need to develop**?
 - Employment as DC support providers (Full time vs. Part time)
 - Gender differences
 - Educational background (Bachelor vs. Master)
 - Country/cultural differences
 - In specific challenging situations



Method

Online questionnaire

Competence list (literature + expert input)

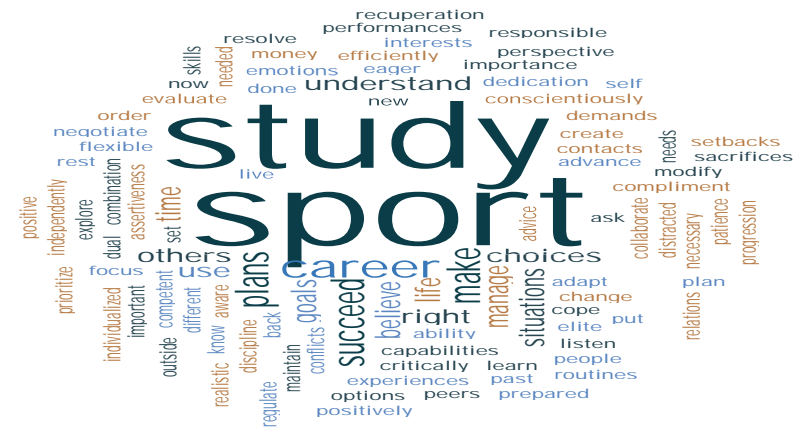
- **35 competences**

Sent to

- **524 DC support providers**

Response and completion rates

- **336** DC support providers responded the survey (response rate: **64%**)
- **256** DC support providers completed the full survey (completion rate: **76%**; **49%** of the pool)

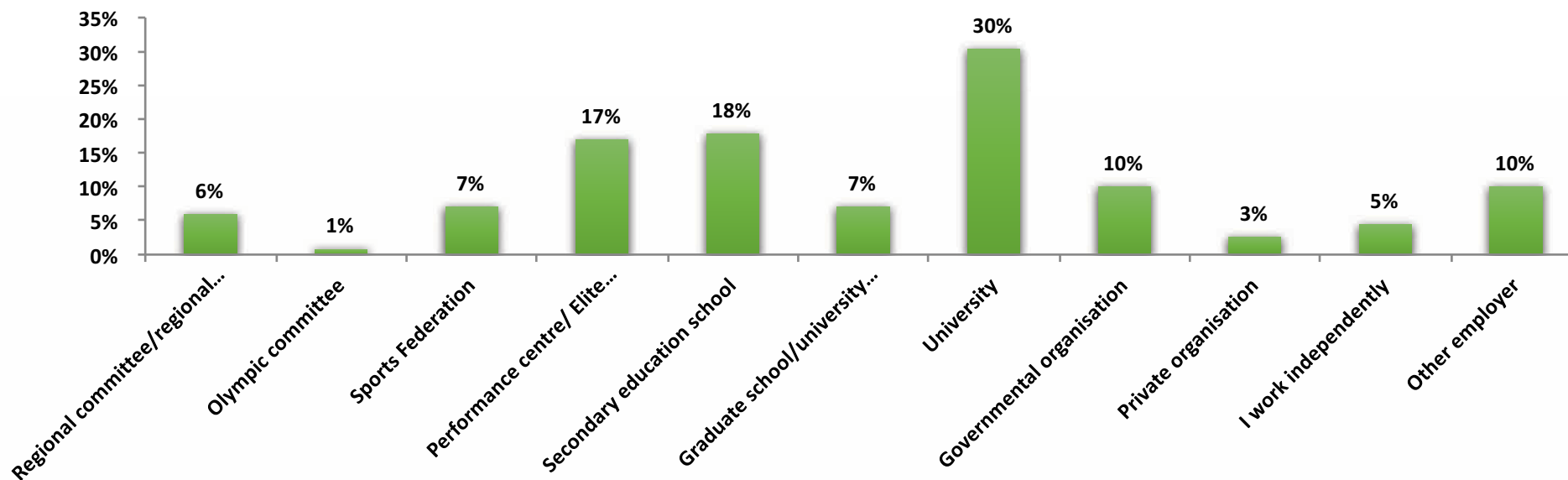


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Dual career support provider employers: diversity

DC Employers



General competence profiles

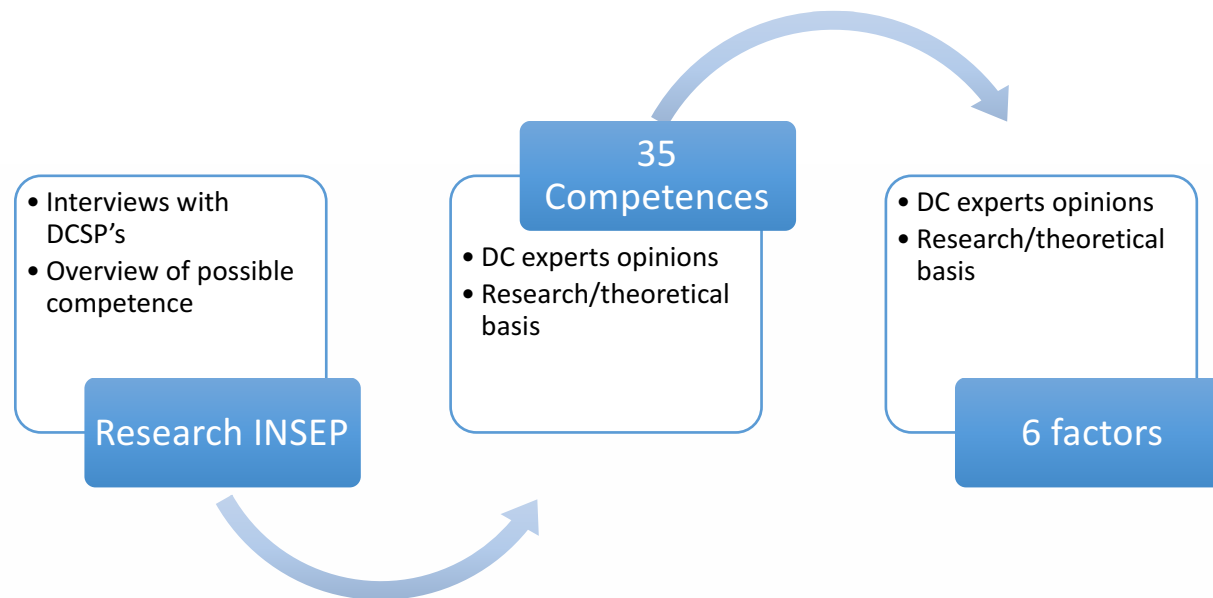
the extent to which you need to **develop** this competence

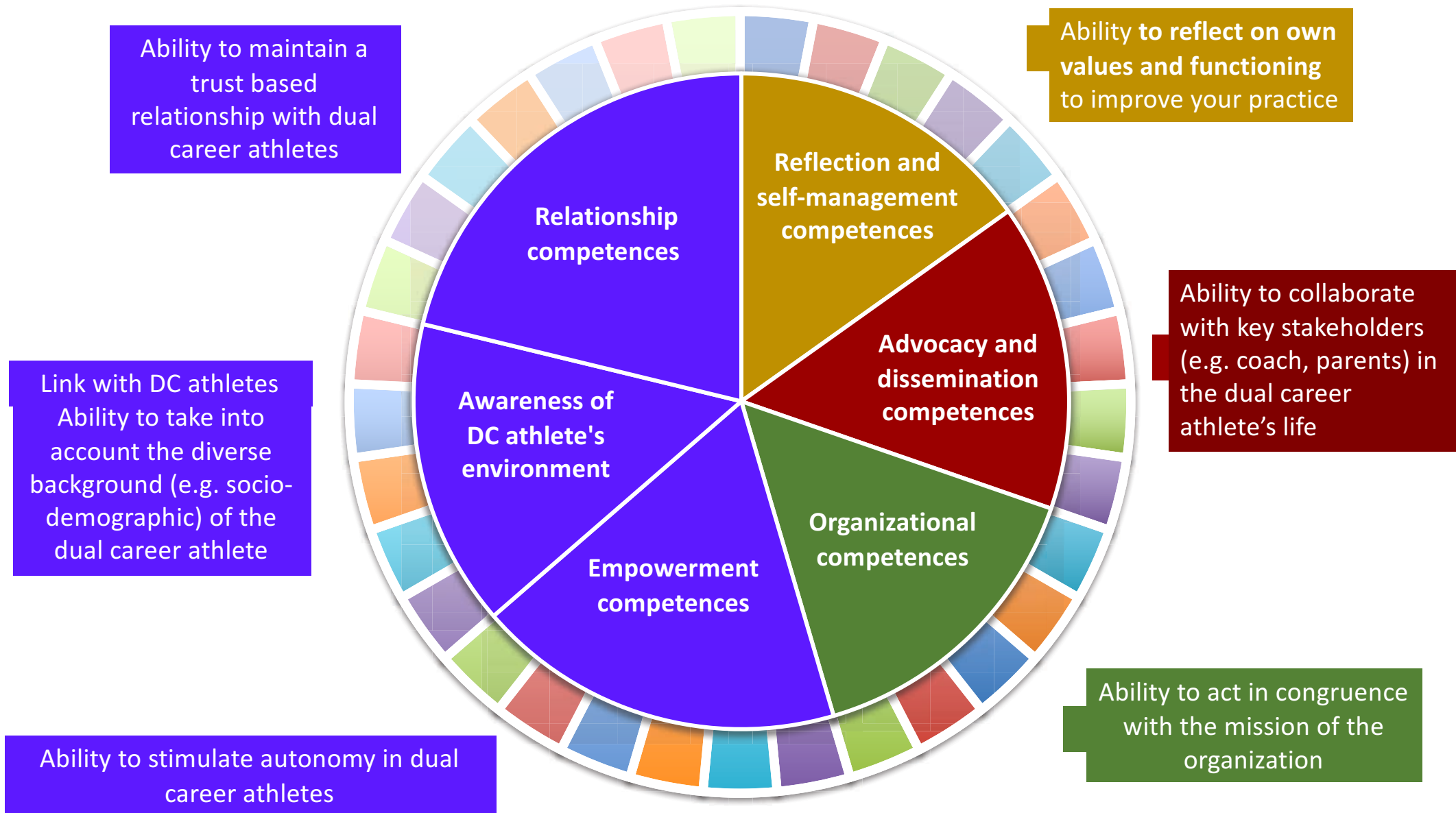
Difference

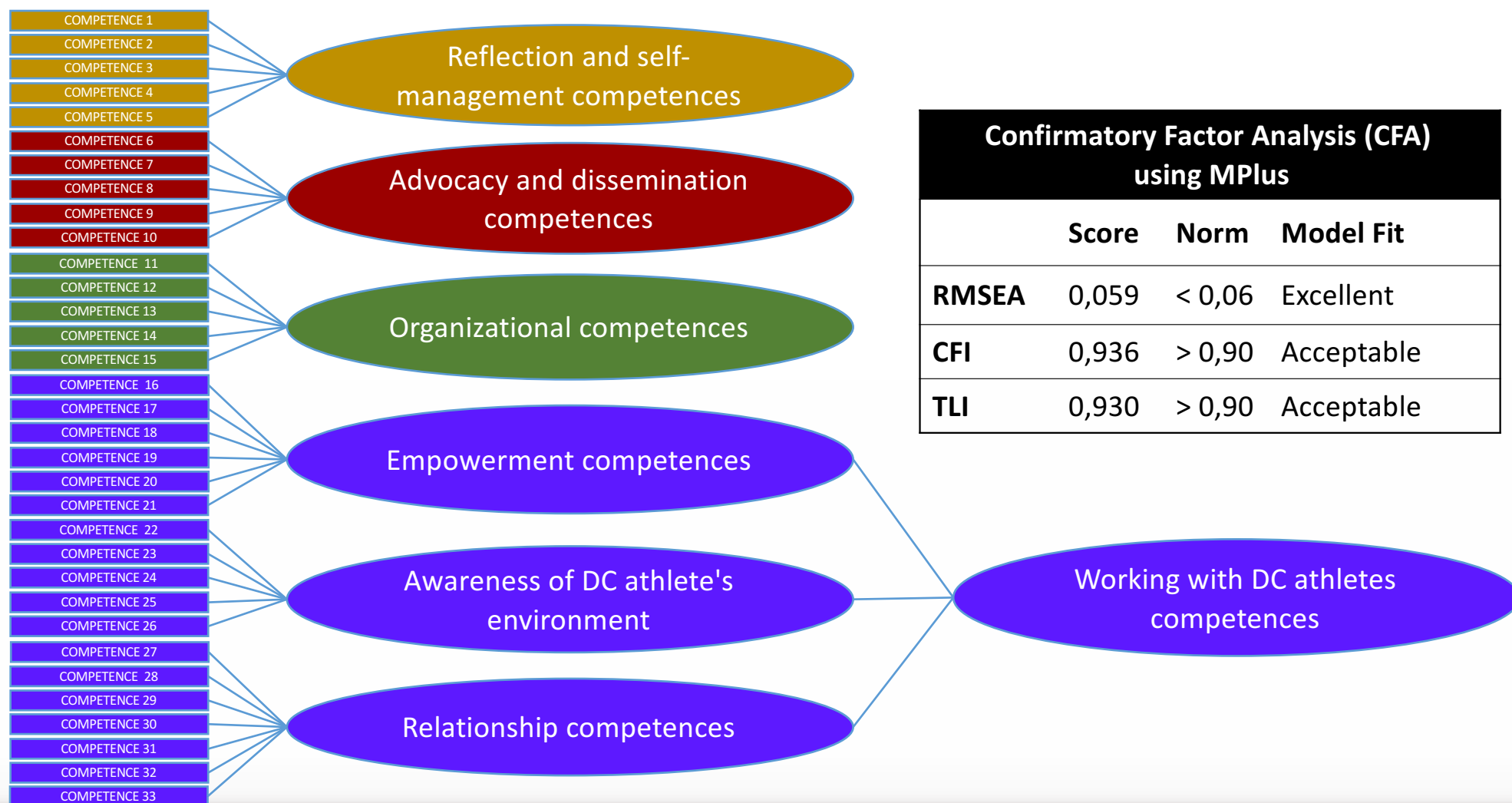
	1	2	3	4	5
IMPORTANCE	unimportant	of little importance	moderately important	important	very important
POSSESSION	very poor possession	poor possession	average possession	good possession	very good possession

		Possession	Importance	Difference
1	Ability to prepare dual career athletes for the challenges of specific transitions	3.51	4.18	0,67
2	Ability to stimulate autonomy in dual career athletes	3.84	4.47	0,63
3	Understanding the key transition phases of dual career athletes linked to the long term athlete development pathway	3.65	4.25	0,60
4	Being observant of a dual career athlete's mental health status	3.82	4.41	0,59
5	Ability to enhance dual career athlete's competences concerning organization and planning of the dual career athlete's life	3.76	4.35	0,59

Competences > Factors







Confirmatory Factor Analysis (CFA) using MPlus			
	Score	Norm	Model Fit
RMSEA	0,059	< 0,06	Excellent
CFI	0,936	> 0,90	Acceptable
TLI	0,930	> 0,90	Acceptable

General competence profiles

Factors: importance

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



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Factors: Possession

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



General competence profiles

Factors: difference

	3	4	5
IMPORTANCE	moderately important	important	very important
POSSESSION	average possession	good possession	very good possession

DIFFERENCE	Possession	Importance	Difference	Sign (p<.005)
1 Empowerment competences	3,73	4,26	0,52	A
2 Awareness of DC athlete's environment	3,83	4,22	0,40	B
3 Advocacy and dissemination competences	3,78	4,16	0,38	B
4 Reflection and self-management competences	3,93	4,27	0,34	B, C
5 Relationship competences	4,09	4,39	0,30	C
6 Organizational competences	4,14	4,24	0,10	D

Scenarios

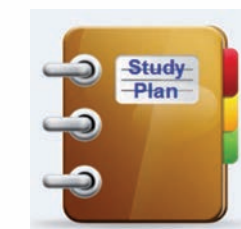
Scenario #1: A member of the dual career athletes' **support environment** (e.g. coach, parent, teacher, manager) **doesn't support** the athlete to engage in a dual career. You want to make sure that the athlete can make his/her **own responsible choices**.



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.



Scenarios

Scenario #4: 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**.



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.

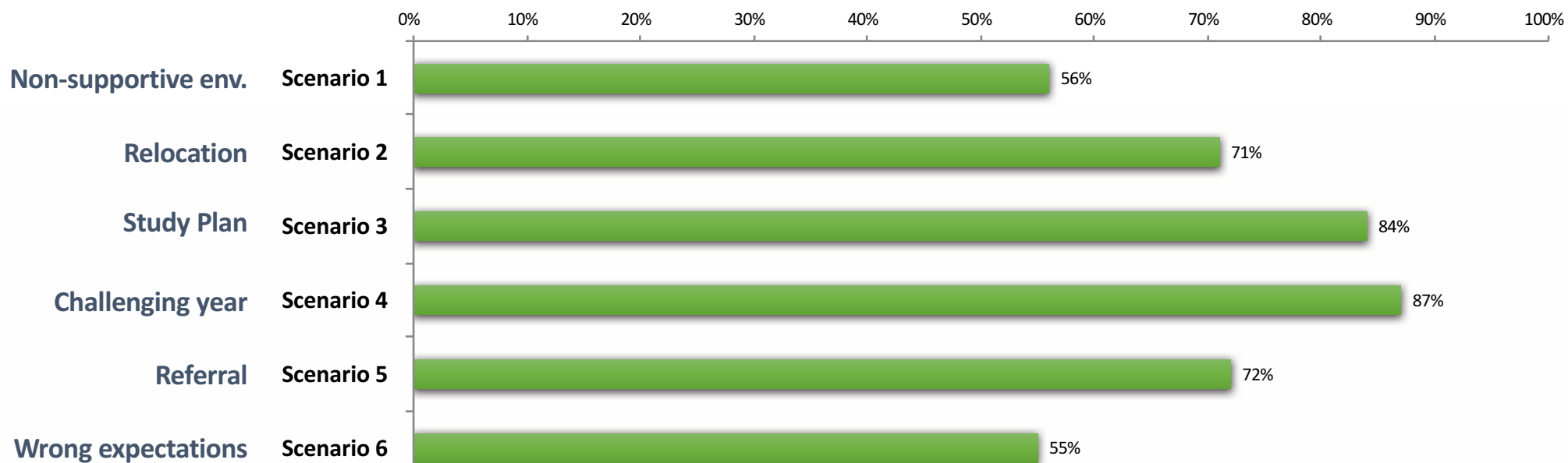


Scenario #6: A dual career athlete has **wrong expectations** regarding your work as a DC support provider, expecting that you will do the work in his/her place. You want the athlete **to take (more) responsibility** for his/her own tasks.

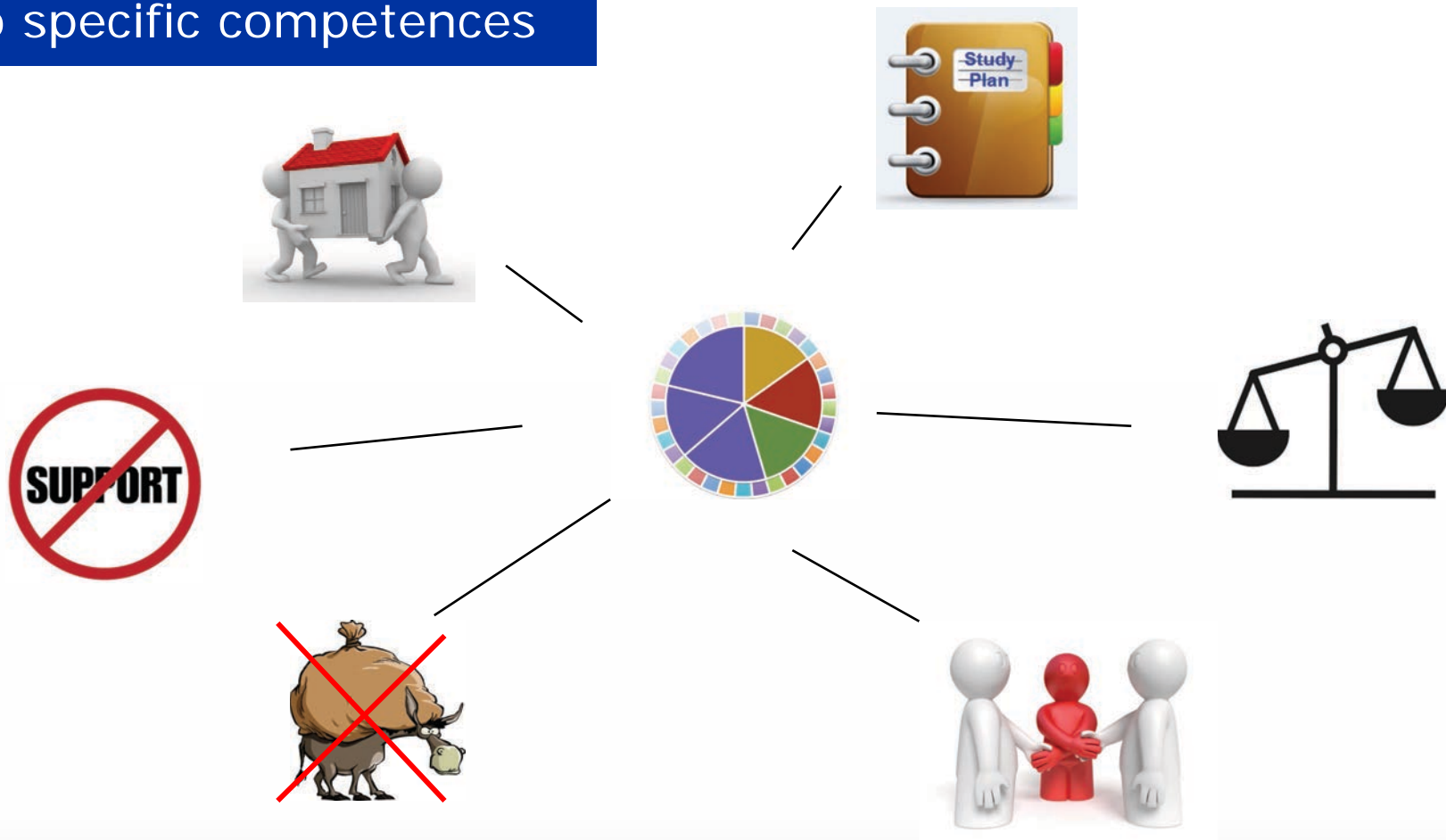


Did you experience the scenario?

On average DCSP experienced 4 out of 6 scenarios.



Scenario specific competences



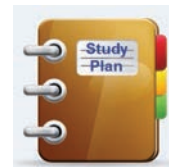
Scenario #1: A member of the dual career athletes' support environment (e.g. coach, parent, teacher, manager) doesn't support the athlete to engage in a dual career. You want to make sure that the athlete can make his/her own responsible choices.



Top 5		% of N
1	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	47%
2	Ability to stimulate autonomy in dual career athletes	39%
3	Ability to collaborate with key stakeholders (e.g. coach, parents) in the dual career athlete's life	35%
4	Ability to take a holistic (i.e. sport, education/vocation, psychological, psychosocial and financial) view of the dual career athlete's life	33%
5	Ability to make dual career athletes self-aware of their dual career competences	30%



Transferable competences

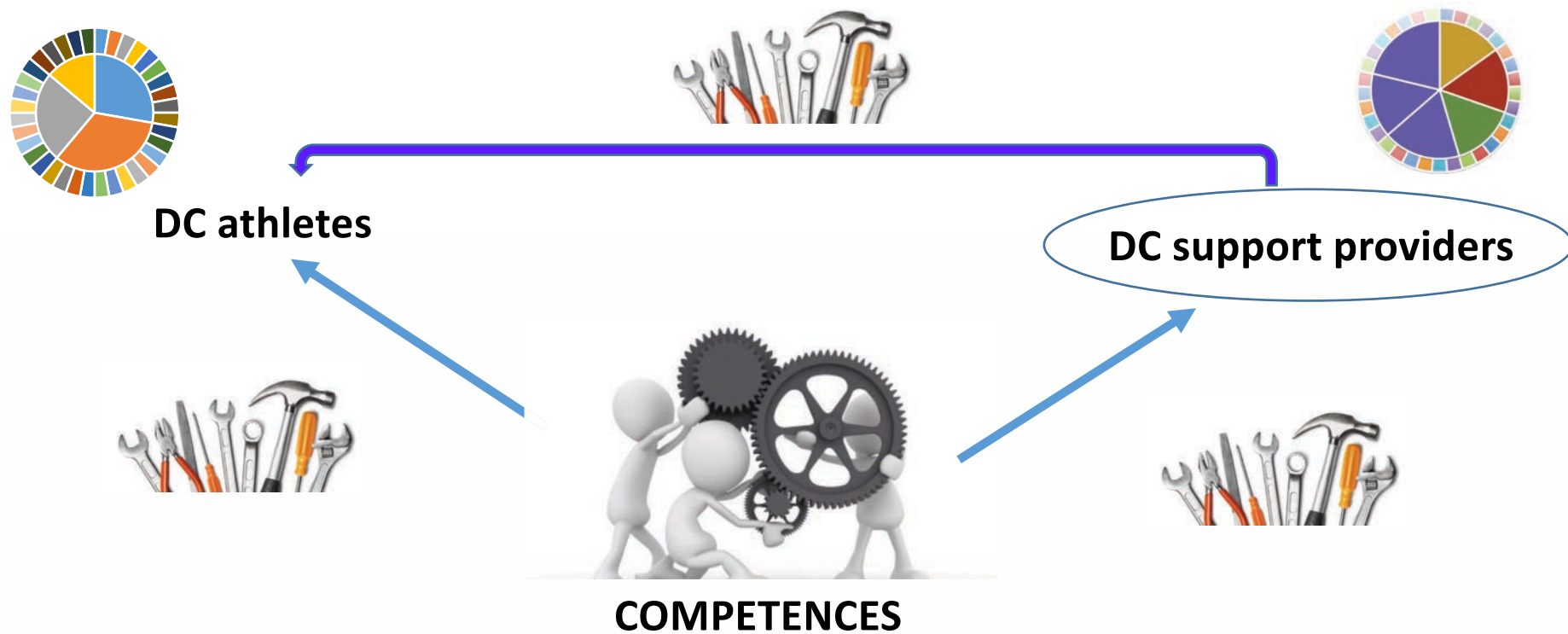


Ranking of transferable competences (most important competences across all the scenarios)

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



WP3 AIM : Development / collection Methods and instruments



Method

Focus Groups

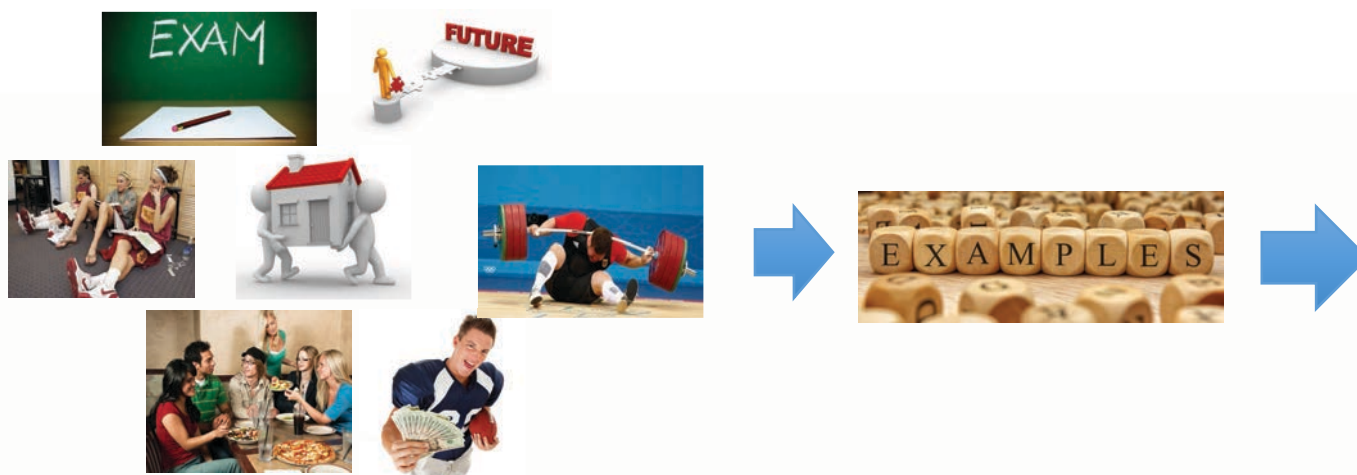
- 9 Focus Groups
- 42 participants

Content Focus Groups

- Present the athlete scenarios to DC support providers
- How do you support dual career athletes in this scenario?
- Which tools do you use to support DC athletes in this scenario?



Results



Classification

Type of method:

- Intake/Data collection

- Intervention

- Monitoring/Evaluation

Forms of service:

- Individual

- Multidisciplinary/Group

RESULTS

Reporting the methods



Intake/data collection methods (SC1)

Individual session

Title	Explanation method/instrument	Quote
Guided conversation	<p>In a first session you have a conversation with the athlete to understand and identify his/her concerns about academic and sporting commitments.</p> <p>In this guided conversation, listening, and story building is at the centre.</p>	<p>"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 to easy, it's the knowledge, the skill, the craftsmanship is 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."</p>
Collect contacts information	<p>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.</p>	<p>"At the beginning of the new school year, student-athletes are asked:</p> <ul style="list-style-type: none"> - 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."
Collect academic and/or sport schedule	<p>Ask DC athletes to proactively share a clear and tangible sport /academic schedule:</p> <ul style="list-style-type: none"> • 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); • 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. 	<p>(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."</p>



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RESULTS

Collection/development concrete instruments

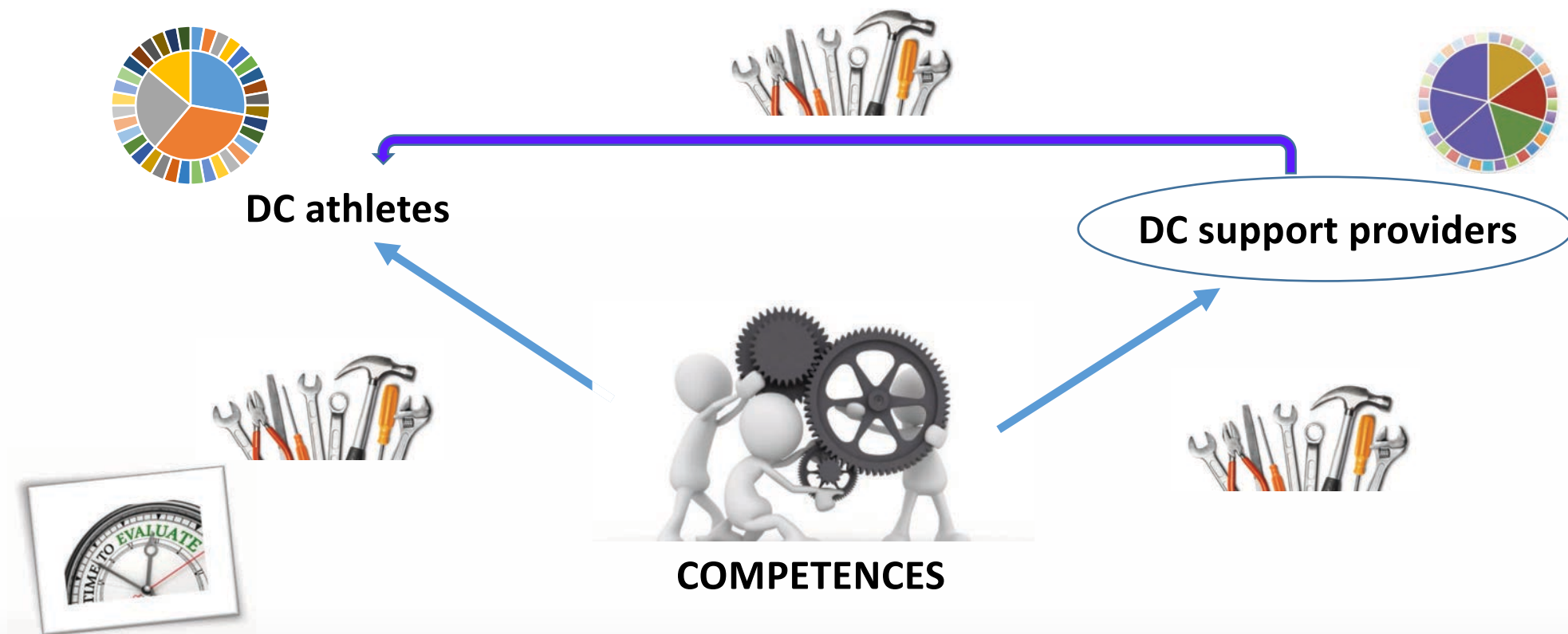


- Tools mentioned in Focus groups
- Development of tools (based on methods mentioned)
- Tools of consortium

➡ Put in structure linked to previous work packages



WP4 PART I: Evaluation of competence profiles and instruments



Method

Workshops

- *Workshops in 9 different countries*
 - 39 DC athletes
 - 14 DC support providers

Interviews

- *Interviews in 9 different countries*
 - 9 DC support providers



Evaluation of Competence profiles and instruments

What did we ask the DC support providers and DC athletes?

Strengths



Strengths?

Weaknesses?

How would/do you use it?

How not to use it?

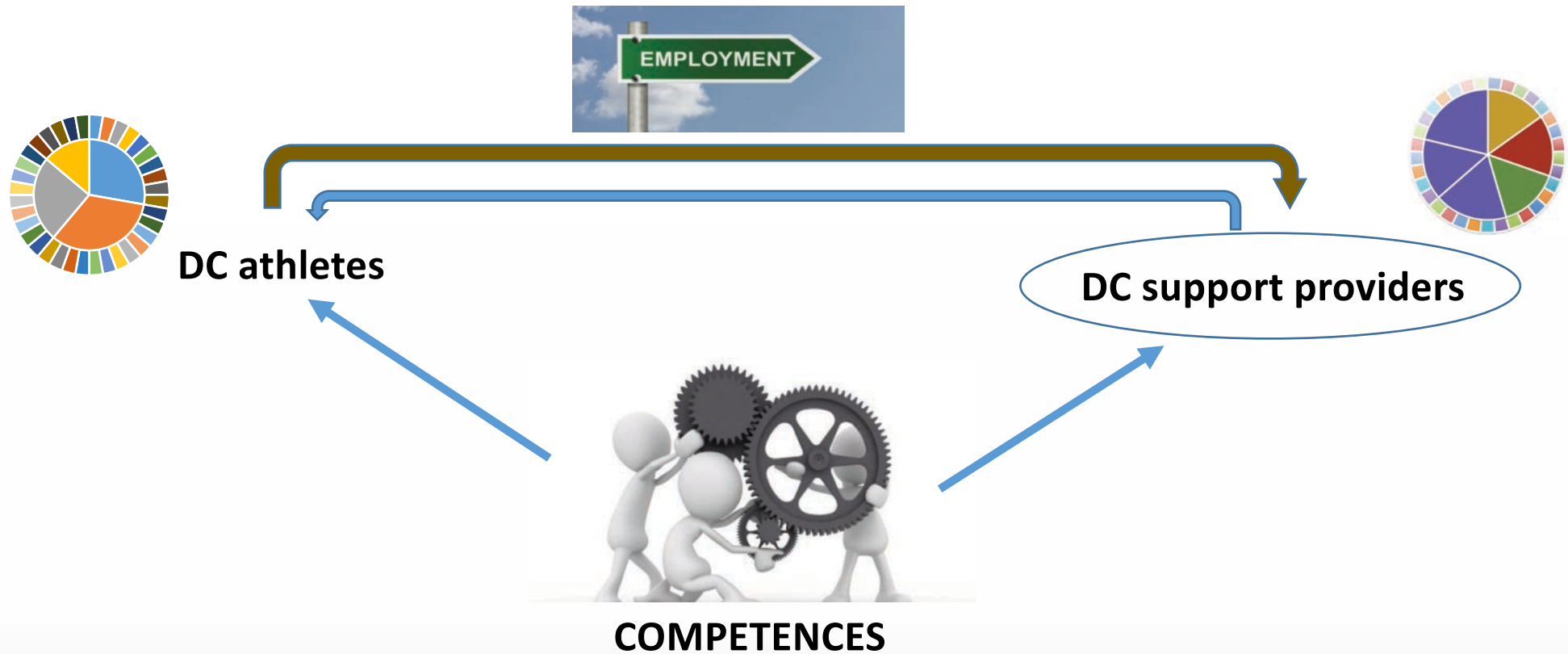
What can we optimize?



Suggestions for use



WP4 PART II: Employing athletes as dual career support providers



Employability of DC athletes

Job as DC support provider as example

Skills, Attitudes, Knowledge



Experience as DC athlete



Transferable
competences?

Weaknesses?

(How to
create)
advantages?

Risks



Employability of DC athletes

How to create advantages?

Competence development

- ✓ DC athlete competences
- ✓ Special training focused on individual support
- ✓ Developing leadership and coaching skills

Educational pathway

- ✓ Choosing for an education program in:
 - ✓ Psychology
 - ✓ Pedagogy
 - ✓ Agogy
- ✓ Go through an (extra) education in motivational interviewing

Self-reflection

- ✓ Values and personality -> DC support provider special profile
- ✓ Reflect on own dual career



Employability of DC athletes

How to create advantages?

Practical information gathering

- ✓ Ask questions to DC support providers on content and possibilities
- ✓ Awareness for educational systems, departments, flexibilities

Search for working field experiences

- ✓ Interest for labour market outside sports
- ✓ Search for variety of work experiences/internships in different domains

Mentoring

- ✓ Be a mentor for younger DC athlete
- ✓ Search for a mentor, current DC support provider



MANUAL FOR DC SUPPORT PROVIDERS



- 1. General background and philosophy**
- 2. DC athlete competences**
 - I. DC Athlete competence framework and profiles
 - II. Suggestions for uses
- 3. DC support provider competences**
 - I. DC support provider competence framework and profiles
 - II. Suggestions for uses
- 4. Scenario-based support**
 - I. For every scenario
 - a. Overview Scenario-specific-competences
 - b. Examples of methods used by DC support providers
- 5. Instruments**
 - I. Overview instruments
 - II. Instruments (all in same structure)



Structure tools

PART	EXPLANATION
Type of method:	Data collection/intake method AND/OR Intervention method AND/OR Monitoring/evaluation method
Goal(s):	Specification of the goal of the tool
Target population:	Intended for DC athletes or DC support providers or both
DC athlete Competences:	Competences of the DC athletes that are enhanced (3)
DCSP Competences:	Competences that DC support providers need/will develop using the tool (3)

Structure tools

PART	EXPLANATION
Instructions:	Description of the tool, concrete instructions
Reference / Source:	Reference to person/organization we received the tool from
Reviewed by:	Description of reviewers
Strengths	Quotes on the advantages of the tools
To take into account/ suggestions	Suggestions for the DC athletes and/or DC support providers for an optimal use of the tool



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**Thank you
for listening!**

Louis Croenen

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